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The purpose of this thesis was to trace the historical development of the elementary school physical education program in the Charlotte-Mecklenburg School System from its' beginning in 1926 to the present. Emphasis was placed on curricular changes, growth of the program, staff, and facilities. In addition to information relating directly to the Charlotte-Mecklenburg elementary school physical education program, a historical overview of elementary school physical education in the United States was included.

Research involved the examination of primary sources such as: the history of the Charlotte City Schools, newspaper files, school board minutes, Parent Teacher Association minutes, curriculum guides, scripts for television programs, and archives of the State Department of Physical Education for the State of North Carolina. Specific details regarding the program were obtained through personal interviews with persons who had at some time been associated with the program of the Charlotte-Mecklenburg Schools.

The information contained in the final two chapters indicates that the elementary school physical education program of the Charlotte-Mecklenburg Schools made significant accomplishments over its approximately fifty year history. It was also concluded that the influence of the classroom teacher has made

an impact on the nature and philosophy of the Charlotte-Mecklenburg program. Finally, it was suggested that the future of this program will be determined by its leadership.

APPROVED AND FORWARDED:

DEAN OF THE FACULTY

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A thesis submitted to
The Faculty of the Graduate School of
The University of North Carolina at Charlotte
in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Physical Education

APPROVED BY

Elizabeth C. Hartman
Dean of the Faculty

THE HISTORY OF THE DEVELOPMENT OF ELEMENTARY
SCHOOL PHYSICAL EDUCATION IN THE
CHARLOTTE-MECKLENBURG
SCHOOL SYSTEM

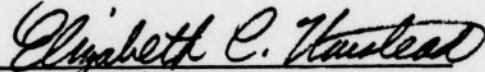
by

Lurah Brenda Clayton

A Thesis Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Physical Education

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INTRODUCTION

The purpose of this study is to trace the historical development of the elementary school physical education program in the Charlotte-Mecklenburg School System from its beginning in 1926 to the present. Emphasis is placed on curricular changes, growth of the program, staff and facilities. In addition to the information relating directly to the Charlotte-Mecklenburg elementary school program, an historical overview of elementary school physical education in the United States is included. It is believed that such information adds merit to the study by showing the influences that were felt by elementary school physical education programs in the United States during the period encompassed in this study.

This study was undertaken because the author felt that there was a need for documentation of the history of the development of elementary school physical education in the United States. One approach to fulfill this need was to study an elementary school physical education program that had a history that extended over a considerable period of time. The Charlotte-Mecklenburg Elementary School Physical Education Program with its early beginning in 1926 was such a program.

There were six assumptions underlying this research. They were:

1. The history of the development of elementary school physical education in this country has been almost

completely overlooked by historians in the field of physical education.

2. The state of North Carolina has had a rich background in physical education. It has kept pace with the nation and at times has been in a role of leadership.
3. Historical works completed concerning the life of Mary Channing Coleman, the development of the Department of Physical Education at The University of North Carolina at Greensboro, the history of the North Carolina Association of Health, Physical Education and Recreation, and the history of physical education in North Carolina have all made meaningful contributions to our understanding of the past.
4. The history of physical education in the elementary schools of North Carolina has not been recorded.
5. Preliminary research in regard to elementary school physical education in the Charlotte-Mecklenburg Schools indicated that its growth followed the pattern of growth of elementary school physical education in the United States and was perhaps the oldest program in North Carolina.
6. As an important part of the history of physical education in North Carolina, the history of the elementary school physical education in the Charlotte-Mecklenburg Schools should be recorded.

Specifically, this thesis attempted to investigate the following questions:

1. Was the early development of the elementary school physical education program in the Charlotte-Mecklenburg Schools due to a felt need of classroom teachers for organized physical activity for their students?
2. Did the influence of classroom teachers have any impact on the philosophy of elementary school physical education in the Charlotte-Mecklenburg Schools?
3. If the classroom teachers did influence the program, how did this influence manifest itself?
4. If such an influence did exist, does it still exist today?
5. Does the historical development of elementary school physical education in the Charlotte-Mecklenburg Schools parallel the historical development of elementary school physical education in the United States? Specifically, are there parallels in regard to curriculum development, philosophy, staff organization, and facilities?

The study uses a historical methodology and the data is presented in narrative form with some interpretative analysis. Historical data were secured by searching both primary and secondary sources. Primary sources included interviews with twenty-five persons who had at some time been associated with the program of the Charlotte-Mecklenburg Schools, the Charlotte City Schools, or some other school system in North Carolina. Each person had at some

time served in the capacity of either teacher or administrator. Primary sources reviewed included: the history of the Charlotte City Schools, newspaper files, school board minutes, Parent Teacher Association minutes, curricular guides, scripts for television programs, and archives of the State Department of Physical Education in North Carolina. Chief among the secondary sources consulted were: A World History of Physical Education by Deobold B. Van Dalen and Bruce L. Bennett and Elementary School Physical Education by James H. Humphrey.

The scope of the study was limited to the time period from 1926 to the present. Chapter I, which is a historical overview of elementary school physical education in the United States, covers a time period from the American pioneer era to the present. It was felt that this was necessary for clarity and continuity.

The research was limited by the lack of availability of certain individuals who might have been valuable sources of information. For example, two individuals who pioneered the early program of the Charlotte City Schools, Mrs. Fred Dean (formerly Effie Lively) and Mrs. George C. Croft (formerly Annie C. Haselden) were reported to be living in Florida, but their addresses could not be obtained. Also, former staff members, who no longer live in Charlotte, might have contributed additional insights. A second limitation of this study was the fact that very little financial information regarding past expenditures for the elementary physical education program was available. The author had the cooperation and assistance of the research department and the business

office of the Charlotte-Mecklenburg Schools, but due to accounting methods used, information about the expenditures for elementary school physical education could not be extracted from the budgetary figures available.

This study will add to the collection of information available regarding the history of elementary school physical education in the United States. This is of importance because the information now recorded is found in many places and it is difficult to gain an integrated view of the development of elementary school physical education. For example, when the subject of elementary school physical education is found in a historical text, it is dealt with perhaps in one page of a chapter. In other cases, the information must be amassed by gathering sentences from various places throughout a chapter or work. This study will add to these resources simply because a brief overview of the historical development of elementary school physical education in the United States has been reviewed. The study also reflects in detail what occurred in the development of one such elementary school physical education program.

The intent of the author was to focus on the ideas and forces that have helped to shape elementary school physical education programs, with the hope that this information might lead to a better understanding of present elementary school physical education programs.

Definitions of Terms

The following terms are defined as used in this text:

1. Charlotte City School System - the public school system of the city of Charlotte, which was comprised of all the schools within the city limits prior to consolidation in 1960-61.
2. Charlotte-Mecklenburg School System - the consolidated school system comprised of all the public schools in the city of Charlotte and Mecklenburg County, which came into being at the beginning of the school year 1960-61.
3. Elementary School Physical Education Specialist Teacher - a teacher who teaches physical education in the elementary school. This teacher is assigned to two or more schools for the purpose of helping the classroom teacher with physical education. This title indicates that the person actually teaches each class within a school on a regularly scheduled basis.
4. Elementary School Physical Education Supervisor - a teacher who assists the classroom teacher in the area of physical education in the elementary school. This teacher is assigned to two or more schools and meets with the class on a regularly scheduled basis. When this person teaches, it is for demonstration purposes only.

5. Movement Education - in this text is used to describe a contemporary trend in physical education. This trend focuses on the child as a learner, describes movement skills as content, and expands the roles of the teacher and student. Its bases are fundamental skills rather than lead-up games and its teaching method is innovative rather than traditional.

CHAPTER I

AN OVERVIEW: ELEMENTARY SCHOOL PHYSICAL
EDUCATION IN THE UNITED STATES, 1600-1970

Throughout history man has looked to his past for understanding. All thoughts and events of the past have helped to shape life as it is today. So it is that the rational being, man, has learned that in order to understand that which is new in his life, he must study that which is old. No other statement could be more applicable to the evolving concepts of elementary school physical education. The growth of elementary school physical education in this country has been somewhat haphazard. It has been guided by sound educational philosophy yet it has been greatly influenced by the bandwagon theory of the day. It has had periods of rapid growth and development and it has at times appeared to stand still. Its growth has been spontaneous and at other times dependent on compelling legislation. What then is the status of elementary school physical education today and what understandings of this status can be gleaned from its history?

Although it is generally believed that physical education at the elementary school level is a new trend, this is not quite accurate. The idea that all early education should develop around play situations and should be a sort of play was suggested over 2000 years ago by Plato. Educators and philosophers at that time

felt that physical education might be an asset to the total education of children.¹

Since that time physical education for small children has been caught between the ideologies of fitness for combat and a recognition of the unity of mind and body in the educative process. In addition to this, there have been periods when physical education activities were almost nonexistent because of the puritanical beliefs about the body and the association of bodily pleasure and evil. This was a prevalent belief of the pioneer. The child had no physical education as a part of his formal education in the days of early America.²

These facts are easily understood when they are viewed in proper perspective. One must remember that physical education in every nation has grown out of the needs of the people. America was a young nation with demands that were urgent. A program of physical education was not a matter of urgency for obvious reasons. The educational system of the pioneer era consisted of the little red schoolhouse with its three-R's curriculum which served children who walked a mile or two to and from school under all kinds of conditions. These same children returned home at night to the demands of farm chores. Here was their running and climbing, reaching and pitching, throwing and striking, hunting and riding, carrying and chopping. Here was the physical education program of

¹James H. Humphrey, Elementary School Physical Education (New York: Harper and Brothers, Publishers, 1958), p. 15.

²Ibid.

this new nation. It was a truly indigenous program, stimulated by the natural environment and an integral part of the pattern of life.³

The growth and development of education and physical education from this colonial period to the present time may be described by four significant movements or themes. In chronological order they were: the military emphasis, the scientific movement, educational developmentalism or child-study, and social education.⁴

During the period from 1787 to 1865, instruction in the three-R's was still the main purpose of education. The War for Independence, the French Revolution and the War of 1812 were still fresh in the minds of the people. Freedom and independence of the United States could only be maintained if there was an educated populace that could read, write and think for themselves. Free education for all children was the dominant problem of the period. Furthermore, the westward expansion by traders, explorers, settlers and the opening of the Erie Canal demanded that the people spend much time in the open air using big muscles. It hardly seemed necessary to provide for physical exercise. On the other hand, in the cities where the influence of industrialization was beginning to be felt by the establishment of new factories and

³Monica R. Wild and Doris E. White, Physical Education for Elementary Schools (Cedar Falls, Iowa: Iowa State Teachers College, 1950), pp. 1-2.

⁴Deobold B. Van Dalen and Bruce L. Bennett, A World History of Physical Education (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1971), p. 366.

industries the feeling was that the individual should work in mechanical or industrial areas to strengthen the economy of the nation.⁵

Physical education during this period meant strength and health of the individual to build a strong nation. This military emphasis influenced the thinking of educators as well as national leaders.⁶

Despite these facts, evidence suggests that there was a growing concern for physical activity in the school. Throughout this period one might find references to morning and afternoon recesses, breaks from classes to go swimming and various ball games played by the boys, as well as calisthenics and dancing for the girls. This kind of support for physical exercise was found, however, mainly in the academies and private schools. The Round Hill School founded in 1823 at Northampton, Massachusetts by Joseph Cogswell and George Bancroft was the most significant of these schools in the history of physical education in this country. It was in this school that a portion of each day was set aside for healthful sports and gymnastic exercises, and it was here that the first teacher of physical education was employed.⁷

There was little interest in physical education shown by the public schools until the 1850's, when some cities allowed a

⁵Ibid., pp. 370-73.

⁶Ibid., pp. 374-75.

⁷Ibid., p. 378.

few minutes of calisthenics in the daily curriculum.⁸ As early as 1852 some schools in Boston allotted time for physical exercise⁹ and "in 1853 Boston became the first city to require daily exercise for school children."¹⁰ This procedure was then followed in St. Louis in 1855 and Cincinnati in 1859. Interest began to spread and in 1866 California passed a state law requiring physical education. Then the public became involved and in 1885, the first playground was established in Boston.¹¹

Catherine Beecher and Dio Lewis did much to popularize physical education during the period from 1787 to 1865. Beecher was the first person to actively attempt to establish physical education as part of the school curriculum in America. She visited teachers and school boards and in 1856 sent a communication to the American Association for the Advancement of Education urging the adoption of physical training for all school children. She felt that each school should have one person in charge of health and physical training with a half-hour each school session set aside for physical training.¹² As an example of his efforts, Lewis appeared before the American Institute of Instruction at its annual

⁸Ibid., p. 378.

⁹Humphrey, Elementary School Physical Education, p. 16.

¹⁰Van Dalen and Bennett, A World History of Physical Education, p. 378.

¹¹Humphrey, Elementary School Physical Education, p. 16.

¹²Van Dalen and Bennett, A World History of Physical Education, p. 379.

meeting in 1860, at Boston, to demonstrate gymnastic exercises and discuss physical training. Lewis so captivated the group that they passed a resolution "recommending the general introduction of Lewis' gymnastics into all the schools and for general use."¹³ A number of eastern cities did follow this recommendation and added a daily period of not more than fifteen minutes of the "New Gymnastics" to their school curriculums.¹⁴

Later, during this period, schoolmen began to feel the pressure for some physical activity as a genuine part of the school program. For example, on June 24, 1890, the Boston School Committee voted that the Swedish System of Gymnastics should be introduced into all the classrooms of the Boston public schools. This served as a formal introduction of organized physical activity into the elementary school on the recommendation of school administrators. Granted this was a far cry from a well-balanced elementary school physical education program, for at this time it was believed that the main purpose for such activity was to provide children with a period of release from mental fatigue so that they would approach their academic studies more vigorously.¹⁵ This was the prevalent philosophy of this period so it is not surprising to find that "school physical education was largely physical training with its emphases on health, correction of physical defects such as

¹³Ibid., pp. 378-79.

¹⁴Ibid., pp. 378-79.

¹⁵Humphrey, Elementary School Physical Education, pp. 16-17.

poor posture, and mental discipline through gymnastics and calisthenics."¹⁶ Fifteen to thirty minutes daily was allotted by some school administrators for physical exercise while many children had no physical education at all.¹⁷

A report in 1883 stated that only 19 out of 119 public normal schools and 16 out of 114 private normal schools had gymnasias. Teacher training was carried out mainly in normal schools which were established by organizations or individuals such as the Dio Lewis Normal Institute (1896) and the Boston Normal School (1889). It was not until the last decade of the nineteenth century that teacher-training programs were organized in state and privately endowed institutions. Some of the colleges that offered courses in physical education at this time were: the University of California, Oberlin College, University of Nebraska, University of Wisconsin, and the University of Indiana. These programs were really not given much attention, however, until legislation made physical education mandatory in state-supported schools.¹⁸

In spite of this, the progress made during the thirty-five years from 1865 to 1900 cannot be discounted. Legislation for physical education was passed in California in 1866; in Ohio in 1892; in Louisiana in 1894; in Wisconsin in 1897, and in

¹⁶Van Dalen and Bennett, A World History of Physical Education, p. 427.

¹⁷Ibid.

¹⁸C. W. Hackensmith, History of Physical Education (New York: Harper and Row, Publishers, 1966), pp. 372-76.

Pennsylvania in 1901.¹⁹ The rise of professional organizations was witnessed and the playground movement along with the growth of sand gardens sparked public interest and support for childrens' play.²⁰ A stable foundation for physical education was laid for the twentieth century and the expansion that was to occur.²¹

Strangely enough the struts which were to be placed in the framework to follow came not from physical education, itself, but from education and psychology. Two men, John Dewey and Edward Thorndike, contributed new ideas toward play which changed the attitudes of educators concerning the mind-body relationship and the education of the whole child. Their views gained wide acceptance and pertinent ideas were directly applied to physical education. They were first reflected in the "New Physical Education" developed by Dr. Thomas Wood and Clark Hetherington and were continued in the 1920's by Dr. Jesse F. Williams and Dr. Jay B. Nash.²²

There is no doubt that the new ideas and attitudes toward play that were manifested by educational developmentalism had an immeasurable impact on the playground and recreation movement in the twentieth century. This movement held that play was an essential part of normal growth and stressed the valuable results

¹⁹Ibid.

²⁰Ibid., pp. 404-14.

²¹Ibid., p. 427.

²²Ibid., pp. 431-32.

of exercise to the growing child.²³ Now the justification for play could be supported as something other than preventing juvenile delinquency and keeping children off the streets. Physical activity was no longer to be looked upon as a "break" from mental fatigue. The changing attitude toward physical education is reflected in this statement by Dix:

It is a very perverted educational attitude to assume that children and young people in their growing stages need carefully planned arrangements for mathematics and history more than they do for a consistent opportunity and stimulation for physical activity. We have a hangover of medieval contempt for the body, which is far less respectable in the modern age than was the pagan attitude of the Greeks. It is bad enough to have an increasing tendency for life occupations in a mature, complex society to become sedentary and physically malforming, without forcing young people in their growing period to cripple the magnificent heritage that the healthy human physical organism is. Apparently only in time of war are we shocked to find widespread physical defects and a general lack of vital tone in the population. It is hard to find language strong enough to criticize so vicious a neglect.²⁴

Statements such as this one along with the resounding statements of Dewey, Hall, Thorndike, Nash, Williams, Cassidy, and Hetherington began to permeate the entire field of education. The social education movement and educational developmentalism were serving to reorient education to the child, to his learning experiences and to the process of teaching. Education in the twentieth century was moving beyond the three-R's of the nineteenth century. The Seven Cardinal Principles of Education, set forth in 1918, were demonstrative of this expansion. The Seven Cardinal Principals of Education were the following:

²³Ibid., p. 432.

²⁴Humphrey, Elementary School Physical Education, p. 17.

1. Health and safety.
2. Mastery of tools, techniques, and spirit of learning.
3. Worthy home membership.
4. Vocational and economic effectiveness.
5. Citizenship.
6. Worthy use of leisure.
7. Ethical character.²⁵

This expansion of educational ideals gave new hope to educators concerned about physical education. Also, the shocking news from draft examinations of World War I that one-third of the men examined for military service were unfit because of poor physical condition and another one-third had pathological deficiencies led to a renewed interest nationwide. In February, 1918, the United States Commissioner of Education invited sixty national leaders to meet in Atlantic City. The purpose of the meeting was to discuss ways and means of securing a nationwide movement for health and physical education. As a result of this meeting, the National Physical Education Service was formed in November, 1918. Its purpose was twofold: (1) the promotion of federal and state legislation requiring physical and health education for all school children and (2) assistance to state departments of education in developing statewide programs under trained leadership of state directors on the staff of state superintendents of public instruction.²⁶ The Service was effective in promoting legislation, and its efforts were even evidenced after the war.

²⁵Van Dalen and Bennett, A World History of Physical Education, p. 435.

²⁶Ibid., p. 440.

During the period from 1900 to 1930 much progress was made in physical education. The College Physical Education Association set up an approved program for the elementary grades which was accepted as a national pattern. This program included: 25 percent athletic games, 20 percent rhythms, 15 percent hunting games, 10 percent self-testing activities, 10 percent mimetics, 10 percent free exercise, and 10 percent relays combined with stunts and tumbling.²⁷ Social values and good citizenship were included in the aims of physical education. Hetherington defined the four phases of the new physical education as: organic education, psychomotor education, character education, and intellectual education.²⁸ In the 1920's facilities far superior to those existing before were constructed. More colleges and universities were offering a professional curriculum and both the quality and number of physical education teachers increased.²⁹ And yet, in most places, physical education in the elementary school was still the responsibility of the classroom teacher.³⁰

Wood and Brownell have probably best captured the professional thinking toward physical education during this period in the Source Book in Health and Physical Education published in

²⁷Emmett A. Rice, John L. Hutchinson and Mabel Lee, A Brief History of Physical Education (New York: The Ronald Press Company, 1969), pp. 295-96.

²⁸Van Dalen and Bennett, A World History of Physical Education, p. 436.

²⁹Ibid., p. 472.

³⁰Rice, Hutchinson and Lee, A Brief History of Physical Education, p. 296.

1925. The writings state that physical education should agree fundamentally with the tenets of general educational theory and should not be an artificial process but a natural one. The child-centered approach of education is echoed in statements that suggest that the child must have an opportunity to express himself, and physical education ". . . must be guided from the needs of the child from the child's viewpoint."³¹ This view is strengthened by statements that good facilities and wise instruction should be provided in the elementary school in order to acquaint boys and girls with varied fundamentals that may be applied later by the individual.³²

In relating physical education to general education, it was pointed out that in the past, physical education had not adhered to the high educational values as had general education; and in the future, the same psychological, philosophical, and sociological standards which regulate the programs of general education must regulate physical education. It was pointed out that physical education could no longer justify its program upon formal and disciplinary grounds while general education was breaking away from older methods and materials for instruction.³³

Schwendener, in A History of Physical Education in the United States, suggested that the year 1928 may serve to introduce

³¹Thomas D. Wood and Clifford L. Brownell, Source Book in Health and Physical Education (New York: The Macmillan Company, 1925), p. 93.

³²Ibid.

³³Ibid.

modern physical education. It was no longer bound by the tradition and formality of the past. Physical education was becoming more functional both educationally and socially. And because of its ramifications of associated and concomitant learnings, it was becoming completely educational.³⁴

All sorts of sports activities were being engaged in. The emphasis of team sports which was characteristic of World War I was still in evidence, but added to this, there was a surge of interest in all sorts of individual sports.³⁵

On the basis of research work done by Jersild, it was becoming increasingly evident that even a single physical skill was important in relation to individual adjustment. His work "proved conclusively that fears diminish and that poise and self-sufficiency increase in direct relation to the acquisition of physical skills and co-ordinations."³⁶ These findings, while enlarging the possibilities of physical education, added a new responsibility as well.³⁷

This concept of social adjustment through physical education was reflected in an article by Nancy Hopkins during this period. "She suggested that in addition to the purpose of aiding

³⁴Norma Schwendener, A History of Physical Education in the United States (New York: A. S. Barnes and Company, 1942), p. 198.

³⁵Ibid.

³⁶Ibid., p. 201.

³⁷Ibid.

in the physical development of children, physical education had many values for the elementary school principal. She stated that the problem of playground behavior is taken care of through cooperative and competitive games, "unwholesome detachments of whispering, giggling couples or groups are completely eliminated, bullying and fighting have no reason for being and idle standing about does not occur."³⁸ It was her belief that physical education could aid the principal in maintaining school discipline, meeting the objectives of social development and training, in knowing the children individually and increasing the interest of the children to attend school.³⁹

In this era, marked by interest in sport and desire for well being, it does not seem surprising that interest would turn to the children of the nation. A White House Conference for the analysis and solution of problems of child health and protection was called by President Hoover in 1930. This was the third such conference. The first one, called by Theodore Roosevelt, dealt with the dependent child and resulted in the formation of the Children's Bureau of the Department of Labor. The second one, called by Woodrow Wilson, was a culmination of activities inaugurated by the Children's Bureau for the Children's Year.⁴⁰

³⁸Nancy P. Hopkins, "Value of Physical Education to the Elementary School Principal," American Physical Education Review, (September, 1928), pp. 484-87.

³⁹Ibid.

⁴⁰Schwendener, A History of Physical Education in the United States, pp. 201-02.

Section III E of the report from the third White House Conference dealt specifically with the problems and functions of recreation and physical education. Because this report dealt specifically with physical education in the elementary school, key statements from it must be cited:

To begin with, there is a strange paradox. The efficiency of the program of Recreation and Physical Education diminishes as you follow it back from its application to the youth of eighteen years to the infant. It is better in the secondary school than in the elementary school, and when you come to the pre-school child it nearly disappears. Current expert opinion criticizes this condition. The neglect of the pre-school child is held even more serious than his neglect at a later age. His life is his play. His work is his play and his play is his work.⁴¹

The report further stated that physical education "is an integral necessity of a sound curriculum of education and . . . is as much the responsibility of the school curriculum as the three-R's,"⁴² and state legislation was suggested in order to put physical education into every school curriculum.⁴³ The report reprimanded the teacher training institutes by stating that they had neglected to train leaders for both the pre-school and elementary child. However, it was questioned as to why the colleges should train them if school systems did not hire special teachers of physical education for the elementary schools. Here the report reached its second paradox. It stated that not until you reached

⁴¹"Child Health and Protection," Journal of Health and Physical Education, II (March, 1931), p. 21.

⁴²Ibid.

⁴³Ibid.

the secondary school did you find the school systems generally supplying special teachers. The question is asked: "By what token does the high school student require a special teacher in physical education more than the elementary school scholar?"⁴⁴

As a result of the White House Conference of 1930, objectives and standards for both the field of health and physical education were formulated upon sound psychological, educational and physiological bases.⁴⁵

During the same year that the report from the White House Conference was published, Rogers wrote an article which cited five outstanding trends in physical education. They were as follows:

1. Programs were better organized through the use of modern curriculum procedures and lesson plans.
2. Programs were being graded through the selection, classification and adaptation of activities, and by employing the newest psychological, physiological, educational, and recreational values, activities were being placed at the proper age and grade level.
3. Programs were being adapted to individual needs and homogeneous groups were beginning to be used in physical education just as in other subject areas.
4. Programs were beginning to use tests and measurements for evaluation.

⁴⁴Ibid., p. 46.

⁴⁵Schwendener, A History of Physical Education in the United States, p. 202.

5. Programs were being formulated in accordance with the best child psychology and curriculum building methods.⁴⁶

Illustrative of these trends was a demonstration of a typical thirty-minute physical education period in the elementary school, given at the Fourth Education Conference at the University of Alabama in 1932 (see Appendix A). The contents of the article also suggest that the program for elementary grades approved by the College Physical Education Association, cited earlier, was still guiding the elementary program.⁴⁷

It can be stated that by the early 1930's physical education in the schools was becoming a respected area of study. Unparalleled progress had been made in the development of programs and facilities and it had at last acquired a firm educational status. Then came the Great Depression which directly affected public education. There were sharp curtailments in school budgets in 1931 and 1932 and by 1933 the situation was desperate. Special subjects were cut from the curriculums as conservatives demanded a return to the three-R's. Many teachers were faced with sharp salary reductions, long continued nonpayment and often unemployment. Improvements and upkeep of the school plant were neglected, school terms were shortened and many schools were forced to close. Throughout this period the

⁴⁶James Edward Rogers, "Trends in Physical Education," Journal of Health and Physical Education, II (October, 1931), pp. 47-48.

⁴⁷Jessie R. Garrison, "A Typical Thirty-Minute Teaching Period for Elementary Schools," Journal of Health and Physical Education, IV, No. 1 (January, 1933), pp. 48-49.

teaching profession, community groups and especially Parent-Teacher Associations campaigned for an enriched school curriculum and by 1936 conditions had improved.⁴⁸

Then while education was still recovering, the United States was thrown into another world war situation. School facilities could not be constructed, teachers were called into service, and physical education was again dominated by the military emphasis. Fortunately, this was characterized by a drive for physical fitness rather than military drill.⁴⁹ Teachers of physical education, sports celebrities and politicians all joined together to promote and develop the physical fitness of the nation. In 1940 President Roosevelt appointed John B. Kelly as National Director of Physical Training but provided him with no budget or staff. Then in 1942 a Division of Physical Fitness was established by President Roosevelt in the Office of Defense, Health and Welfare Services. This was administered by the assistant director of that department. Then in 1943, again by executive order, a Committee of Physical Fitness was established in the Office of the Administrator of the Federal Security Agency, with John B. Kelly as chairman.⁵⁰

A second influence of the war was a change in public opinion in favor of legislation to improve the physical fitness

⁴⁸Van Dalen and Bennett, A World History of Physical Education, p. 476.

⁴⁹Ibid., p. 477.

⁵⁰Hackensmith, History of Physical Education, pp. 468-69.

of the nation's youth. There were laws already on the books as a result of the World War I era, but many of these were of a permissive type. Mandatory laws governing health and physical education were passed by a total of thirty-four states in 1946.⁵¹

Actually during the period from 1930 to 1950, the military emphasis, the scientific movement, educational developmentalism, and social education all shared in determining the philosophy and substance of education and physical education. Physical educators were encouraged to go into research, a wide range of activities were offered to meet individual needs and the social educational value of recreation in the schools was realized.⁵²

In 1943 a survey was conducted to obtain information in regard to elementary school physical education programs throughout the United States. The study included two cities in each state, one with a population of 100,000 or above and the other with a population of 8,000 or above. The results showed that the need for a program in elementary physical education was being realized although the present programs did need to be expanded. In each system that had a well organized and carefully planned program,³ there was either a director or supervisor. In most cases this director operated on a regular schedule; his main duty, however,

⁵¹Ibid., p. 479.

⁵²Van Dalen and Bennett, A World History of Physical Education, pp. 477-79.

was to direct the classroom teachers' activity and teaching by the supervisor was for demonstration only.⁵³

The program itself consisted of a daily physical education period of varying lengths of time in addition to a recess period. The major portion of the content was composed of traditional activities such as folk dances, games, fundamental sport techniques, marching, story plays, singing games, and stunts and tumbling.⁵⁴

In general, gymnasiums were not available, so classes were held outside whenever the weather permitted. When forced inside, classes used classrooms, hallways, auditoriums, or empty rooms. Often classes were combined such as grades one and two, grades three and four, fifth and sixth grade girls, and fifth and sixth grade boys. This organization would seem to indicate that the classes were too large for proficient teaching or individual help.⁵⁵

The survey further reported that there was no standard method of grading in existence and no methods of testing. There was a definite need for understanding on the part of teachers and a need for longer periods.⁵⁶

Indications are that during the period from 1930 to 1950, elementary school physical education was continuing to grow with

⁵³Schmidt, "Elementary School Physical Education," p. 130.

⁵⁴Ibid., p. 130.

⁵⁵Ibid., pp. 130-31, 161.

⁵⁶Ibid., pp. 131, 161.

some successes. Workshops and in-service training for elementary school personnel were being provided and this was vital to the program since the classroom teacher still carried the major load of teaching.

Finally, during the period from 1950 to 1970, it was as though elementary physical education had been "discovered." Articles concerning physical education in the elementary school began to appear everywhere. They were included in journals for the elementary school principal, the classroom teacher, the reading teacher, the educational psychologists, the physician, as well as the physical educator; and in popular magazines from "Look" to "U. S. News and World Report." Elementary school physical education became very visible in education and other related fields, and it was being taken seriously.

Typical of the writings during this period is one by Champlin titled "Let's Take First Things First." Cited below is his opening statement, which succinctly expressed a growing concern among physical educators in regard to elementary school programs:

Must we forever continue to let the tail wag the dog in our physical education programs or will we eventually arrive at the very evident and obvious conclusion that we must start at the beginning if we wish to approach the many fine objectives of physical education.⁵⁷

⁵⁷Ellis H. Champlin, "Let's Take First Things First," Journal of Health, Physical Education and Recreation, 21 (November, 1950), p. 20.

He stated that in only a very few instances had satisfactory programs actually been operating in America. In most cases, the classroom teacher was expected to carry on the physical education program in the elementary school and he said this was an impossible task, for the demands on her were already too great. In his opinion, it was time to put theory into practice and stop selling the elementary children short.

A later article written by Streit supports the statements of Champlin in regard to the classroom teacher and the differences in theory and practice. For example, he pointed out that the elementary years are probably the most important ones from the standpoint of growth and development, yet physical education during these years was either neglected or entrusted to the classroom teacher who has had little or no experience with courses that include suitable activities. In regard to future teacher training, he made several suggestions. He recommended that teacher training institutes should do more to help the classroom teacher, and physical education majors must be better prepared for the elementary school with a wider range of activities than just an emphasis on team sports or dance. A further statement said theory was simply too far ahead of practice and to illustrate this he said colleges teach a student how to teach in a small group but in practice the teacher has large classes. In his view, it was imperative that theory and practice be brought closer together.⁵⁸

⁵⁸W. K. Streit, "Teacher Education Past, Present and Future," Journal of Health, Physical Education and Recreation, 22 (February, 1951), pp. 40-41.

Humphrey attempted to explain this development in physical education which through the years had appeared to start at the top and then work its way down. He suggested that it may have been brought about by the fact that it had only been in recent years that physical education had been truly accepted as contributing to the total education of the individual. He further stated that although physical educators at present were just "scratching the surface," physical education at the elementary level was receiving unprecedented support. In support of this statement, he cited the following: (1) more articles giving specific attention to physical education at the elementary level were appearing in professional literature; (2) the inauguration of an elementary section at the 1948 convention of the American Association of Health, Physical Education and Recreation; and (3) the National Conference on Physical Education for Children of Elementary School Age held at Washington, D. C., in January of 1951.⁵⁴

A nationwide survey, conducted by Elsa Schneider, during the school year 1955-1956, attempted to define the status of physical education for children of elementary school age. The writer suggests that one should study this report in its entirety if interested in the trends during this period for there were definite differences throughout the different districts of the country. This should not be forgotten when reading the following statements drawn from the study.

⁵⁹James H. Humphrey, "The Status of Elementary School Physical Education," The Physical Educator, 10 (May, 1953), pp. 43-44.

There were four patterns that emerged in regard to day-by-day instruction and assistance from a specialist or consultant in physical education. First, the classroom teacher with no assistance; second, the classroom teacher with assistance assigned to the school staff or to several school staffs; third, the classroom teacher with assistance from the central office staff; and fourth, a special teacher who did the teaching for some or all of the grades in one or more schools. The second and third patterns were found to be most prevalent with 60 percent of the schools falling into one of them.⁶⁰

In regard to in-service education for classroom teachers, it was found that two-thirds (347) of the 523 schools reporting offered such opportunities.⁶¹

Daily instruction periods varied in both length and frequency. The recommended daily instruction period in physical education of at least thirty minutes was found in only 23 percent of grades one through three and 28 percent of grades four through six.⁶²

Marked improvement in facilities was evident. Of the 12,217 school buildings covered by the report, 54 percent had

⁶⁰Elsa Schneider, "Physical Education in Urban Elementary Schools," U. S. Office of Education, No. 15 (1959), p. 4.

⁶¹Ibid., p. 5.

⁶²"Highlights from the Study of the Status of Physical Education for Children of Elementary School Age in City School Systems," Journal of Health, Physical Education and Recreation, 31 (February, 1960), p. 21.

excellent or adequate gymnasiums or playrooms, and 48 percent had all weather play areas.⁶³

Four happenings during the period from 1950 to 1970 had immeasurable influence on the elementary school physical education program. These were: (1) the introduction of movement education into this country in 1952, (2) the publication of the results of the Kraus-Weber Test in 1953, (3) the launching of Sputnik, by the Russians in 1957, and (4) the concern for perceptual-motor development which began to receive attention in the early 1960's. Each of these events resulted in publicity, writings and conferences detailing each area of concern.⁶⁴

Movement education was probably first introduced into this country from England by Betty Meredith Jones. She lectured at many colleges, spoke at the 1954 AAHPER Convention and wrote an article titled "Understanding Movement" which appeared in the Journal of Health, Physical Education and Recreation in 1955.⁶⁵

In 1954 Elizabeth Halsey observed programs in movement exploration in England and with Ruth Foster, chief inspector of physical education for women in England, organized the first Anglo-American workshop. This was held in England, in the summer of 1956. Ten years later, a second workshop was conducted by Shirley Howard.⁶⁶ Since these early beginnings, Movement Education

⁶³Ibid.

⁶⁴Van Dalen and Bennett, A World History of Physical Education, pp. 522-539.

⁶⁵Ibid., p. 539.

⁶⁶Ibid.

has been an ever present topic at conventions, and has been the subject for conferences and in-service workshops for both physical educators and classroom teachers at the elementary level. It has been the subject in countless books and the content of a National Educational Television Series.

Movement Education has influenced programs throughout the nation but most agree that its full impact has yet to be felt. Thus far programs have become more varied, concepts broadened, new and different equipment has been used and children have been exposed to a much broader base of movement skills than ever before in the history of physical education in this country.

Lawther's view of the effects of Movement Education on the school programs are cited by Van Dalen:

1. It caused greater emphasis on pre-school and primary school programs.
2. It got many more children interested and active in versatile programs.
3. It kept the competitive element from taking away the joy of physical activity from slow developers.
4. It started a movement toward more extensive and more progressive programs.⁶⁷

The Kraus-Weber Test results are known as the report that "shocked the President." After it was first reported in the Journal of Health, Physical Education, and Recreation in December, 1953, the report was publicized by newspapers, magazines, radio

⁶⁷"Movement Education and Skill Learning," Vol. 6, cited by Deobold B. Van Dalen, A World History of Physical Education (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1971), pp. 539-40.

and television everywhere. In 1955 President Eisenhower called the National Conference on Physical Fitness of American Youth. Before the set date for this conference, however, the President suffered a heart attack and the conference was postponed until June, 1956. It is noteworthy that this conference was the first national conference on physical fitness ever held under the auspices of the White House in peacetime. The purpose of the conference was to promote effective programs for children and youth and to discover what support the federal government could give to such a program. Following this conference, the President appointed a National Council on Youth Fitness; the American Association of Health, Physical Education and Recreation held a Fitness Conference; and the National Collegiate Athletic Association adopted a six point program on youth fitness. Throughout the early sixties, many conferences were held, public opinion was stirred, support was received from the American Medical Association, and the election of John F. Kennedy to the presidency meant continued strong support from the White House.⁶⁸

Again the nation was focused on the fitness of its youth and this time it was the elementary school that was a definite beneficiary. In the 1960's, teachers of physical education for the elementary school were in demand. Time, in addition to that used for recess, was allocated for physical education in most schools, and federal money was used in places such as New Orleans,

⁶⁸Arthur Weston, The Making of American Physical Education (New York: Meredith Publishing Company, 1962), pp. 98-103.

Louisiana, Plattsburg, New York and Ellensburg, Washington for the enrichment and extension of elementary programs.⁶⁹

The effect of Sputnik was a determined drive on the part of Americans to have quality education for all. The educational system was blamed for not keeping America ahead in the area of science.⁷⁰ Probably the most significant result of this movement towards science and mathematics was the Woods Hole Conference in September of 1959 and the resultant book The Process of Education by Jerome S. Bruner. Bruner's book opened new paths to teaching and learning as well as insight into curriculum development and revision and the need for it in all areas of education.⁷¹

The concern for perceptual-motor development, spurred by the work of Newell C. Kephart, of Purdue University, received attention from educators in all areas, as did the three preceding topics. Its significant contribution to physical education was to strengthen the bonds between general education and physical education in respect to concern for the child as a total learner and a multi-disciplinary approach to the education of this learner.

An article appearing in the National Education Association Journal in 1967 characterized the new spirit of physical education

⁶⁹Van Dalen and Bennett, A World History of Physical Education, p. 522.

⁷⁰Ibid., p. 514.

⁷¹Jerome S. Bruner, The Process of Education (New York: Random House, Inc., 1960), p. 97.

which focused on self-discovery, self-direction and self-realization for the child and an organized discipline through which the child could gradually accumulate, comprehend and synthesize related subject matter that was pertinent to physical education.⁷²

Dr. Margie R. Hanson expertly presented a comprehensive overview of elementary physical education in a speech on October 2, 1968. She stated that there was a nationwide surge of interest in elementary school physical education and she said this was evidenced:

1. By the increasing demand for specialists as teachers.
2. By record breaking attendances at conferences, conventions, and meetings devoted to the topic.
3. By requests for help received in the National headquarters office.
4. By the number of colleges now becoming interested in providing either a major or special area of concentration in elementary school physical education.
5. By disciplines outside our own profession.

She noted that there was also increasing concern in the areas of curriculum development, the use of the problem-solving approach in teaching and perceptual-motor development programs.⁷³

⁷²Naomi Allenbaugh, "Learning About Movement," NEA Journal, 56 (March, 1967), p. 48.

⁷³Margie R. Hanson, "Elementary Physical Education Today," presented to the Conference for Teachers and Supervisors of Elementary School Physical Education, Shoreham Hotel, Washington, D. C., October 2, 1968.

It is quite obvious that during the period from 1950 to 1970, great strides were made in the development of elementary school physical education programs. But it would be naive for anyone to attempt to assess the results, for physical education is still in the midst of these "new discoveries" and its future will be full.

As we look back over the years, we find that as early as the 1920's, such people as Thomas D. Wood, Jesse F. Williams, Rosaline Cassidy, and Dorothy LaSalle were pointing to "new directions in physical education." And appearing throughout the professional literature in the 1920's and 1930's were clue words such as "child centered," "the whole child," "opportunities for creative expression" and "skill learning."⁷⁴ What thoughts are provoked by the realization that it took half a century to find these ideas becoming a reality in elementary school physical education? One might surmise that: that which we thought new may be old; progress which we thought rapid may be slow; and the future we see before us may be now.

⁷⁴Elizabeth A. Ludwig, "Toward an Understanding of Basic Movement Education in the Elementary School," Journal of Health, Physical Education and Recreation, 39 (March, 1968), p. 26.

CHAPTER II

THE BEGINNING: ELEMENTARY SCHOOL PHYSICAL
EDUCATION IN THE CHARLOTTE CITY
SCHOOLS, 1909-1947

The Mecklenburg County area witnessed tremendous growth in population during the approximately fifty year period encompassed in this study. Census figures show that the county has grown from 80,695 in 1920 to 354,656 in 1970 and the city of Charlotte has grown from 46,338 in 1920 to 241,178 in 1970.¹

Today this area boasts of the Charlotte-Mecklenburg Schools, a large progressive school system, which in 1971 was ranked 39th in the nation as to size. A report in that year stated that the system had 73 elementary schools with a student enrollment of 42,940, 21 junior high schools with a student enrollment of 21,300 and 10 high schools with a student enrollment of 18,025.²

Prior to consolidation in 1960, the Charlotte-Mecklenburg area supported two separate school systems; the Charlotte City Schools which were supported by the city and the Mecklenburg County Schools which were supported by the county. Until consolidation there was no formal physical education program in the

¹Research Report: Population by Decades, Charlotte Chamber of Commerce, n.d. (Mimeographed.)

²Charlotte-Mecklenburg Schools, Fact Sheet, September 1, 1971. (Mimeographed.)

elementary schools of the county, for it was in the former Charlotte City Schools that the elementary school physical education program of the Charlotte-Mecklenburg Schools had its beginning.³

During the period from 1909 to 1926, there was no organized physical education program in the Charlotte City Schools. In the junior and senior high schools, there was an athletic program and in the elementary schools the children had a recess period at which time all the children were on the school yard under the general supervision of the principal and a committee of teachers.⁴ These facts should not be considered unusual for as late as 1898 there was no mention of physical education by any name in any public school of North Carolina. And it was not until 1923 that the State Board of Education passed a regulation to include physical education in the elementary school.⁵

At this point, it is important to note that although there was no physical education in the Charlotte City Schools at this time, the educational policy of the administration would appear to be receptive to a program of this nature. The following is a statement of the educational policy of the administration taken from the Superintendent's Annual Report of July, 1916:

³Harry P. Harding, The Charlotte City Schools (Public Library of Charlotte and Mecklenburg County, Charlotte, N. C., 1966), p. 2.

⁴Ibid., p. 111.

⁵Research Notes taken from the State Superintendent's Annual and Biennial Reports, by Helen Stuart and Taylor Dodson, 1880-1952. (Mimeographed.)

Our policy has been to adapt the school system, so far as it seemed practicable to the individual needs of our pupils and to give to every child, so far as the teaching force was able, a chance to develop to the fullest extent his powers and capabilities. The modern idea of the function of the school is not simply to give to every child the knowledge of how to read and write, but in every case to develop the all round character, to discover the child's strong points that he may cultivate them; in short, to help the child to find himself.

It is here that such subjects as manual training, drawing, cooking, sewing, business courses, music, chemistry, debating, and other such subjects, or activities, in which the child finds self-expression have great value.

To my mind one of the saddest tragedies of this world is that of the man who awakes late in life to the fact that he has missed his calling and has wasted his talents. To enable the child to find himself while he is in the formative stage is one of the purposes of the modern school.⁶

With this statement as a background, one may more easily understand the early developments that occurred in relation to the elementary school physical education program in the Charlotte City Schools.

In these early years of the 1900's, in Charlotte, the interest of the fathers was centered on football, baseball, basketball, and track, but the mothers ". . . became very much interested in the play programs and the physical welfare of their children in the elementary schools." As a result of their interest and their effort, the School Board began to search for a man who had been professionally trained to teach physical education.⁷

⁶Harding, The Charlotte City Schools, p. 46.

⁷Ibid., p. 112.

Exactly when this search was begun is not clear, but there is reference to it as early as June 15, 1923.⁸ Throughout the period from 1923 to 1926, there are references in the school board minutes concerning physical education. For example, on February 11, 1926, a motion was made that the course of study committee and the superintendent

. . . make a careful study and investigation in the City Schools of the course of instruction with special reference to Visual Education, Physical Education, Athletics and such other matters that might improve the methods of instruction for next term.⁹

In subsequent meetings, committees were appointed and work proceeded on the investigation of the matters mentioned in the preceding stated motion. This work culminated in the hiring of Mr. Otto A. Gulickson on July 1, 1926. He was employed as Director of Physical Education at a salary of \$3,600 for twelve months of service. On this same date, Mr. G. B. Caldwell, Jr., was hired as Coach of High School Athletics and Miss Zena Morrell was hired as lady director for high schools, both at a salary of \$1,800 for nine months of service.¹⁰ At a subsequent meeting on August 20, 1926, three supervisors for physical education in the elementary schools were hired: Miss Effie Lively at a salary of \$1,650; Miss Annie C. Haselden and Miss Martha M. Holler, both at a salary of \$1,150.¹¹

⁸Charlotte City Schools Board of Education Minutes, June 15, 1923.

⁹Ibid., February 11, 1926.

¹⁰Ibid., July 1, 1926.

¹¹Ibid., August 20, 1926.

Thus, in 1926 an organized program of physical education in the Charlotte Elementary Schools was begun for the school year 1926-27. The program was financed entirely by the school board which demonstrated its support by allowing Mr. Gulickson \$25.00 per month for automobile expenses and by approving both his requisitions that first year. These two requests were for office supplies, for which no sum was mentioned and for physical education equipment for the various schools, which totaled \$718.25.¹²

Additional information concerning facilities, equipment and finance for the period from 1926 to 1931 was limited entirely to the contents of the school board minutes. And although the accounts were not detailed, the following facts regarding the program were discovered:

1. The office of the Director was located in Central High School
2. There was cooperation between the School Board and the Park and Recreation Commission throughout this period in relation to playgrounds and playground equipment.
3. When possible, the School Board purchased land for playgrounds adjoining the schools. Land was bought adjacent to First Ward Grammar and Primary Schools and for Villa Heights School.
4. Curriculum materials were purchased. At the request of Miss Effie Lively twelve copies of the book, An Athletic Program for Elementary Schools were purchased at a cost of approximately \$24.00. One copy was to be placed in each of the white elementary schools.
5. The Colored PTA asked for a teacher of vocal music and physical education, but never got one.

¹²Ibid., October 14, 1926.

6. A gymnasium was built at Central High School.
7. Financial support in regard to salaries and supplies appears to have been maintained at least until 1929.

| | |
|--------------------------------------|---------------|
| 1926-27 Physical Education Directors | \$11,150.00 |
| Physical Education Supplies | <u>718.25</u> |
| Total | \$11,868.25 |

| | |
|--------------------------------------|-----------------|
| 1927-28 Physical Education Directors | \$11,573.00 |
| Physical Education Supplies | <u>1,000.00</u> |
| Total | \$12,573.00 |

| | |
|---|-------------|
| 1928-29 Estimated Physical Education Total Operating Expense | \$14,173.00 |
|---|-------------|

(Note: Of the total figure \$14,173.00, \$12,998.00 can be accounted for to pay salaries, leaving \$1,175.00 which was possibly for supplies.)

1929-30 No figures available.

1930-31 No figures available.

Due to School Board action on June 11, 1931, the budget was increased from \$6,500.00 to \$8,000.00, but was lowered from \$8,000.00 to \$6,500.00 on June 16, 1931 and finally on June 30, 1931, the budget and teachers for elementary physical education were dropped.¹³

These developments in the Charlotte Elementary School Physical Education program appear to parallel, if not exceed what was being done in the United States and North Carolina. In Chapter I, it was stated that during the 1920's facilities for physical education were constructed and the classroom teacher was responsible for physical education in most elementary schools. In North Carolina, it was reported that "several" schools had

¹³Ibid., July 1, 1926 - August 30, 1931, passim.

gymnasiums.¹⁴ Exactly when other systems began an organized elementary school physical education program has not been determined, but it is reported that both Durham and Fayetteville had a program comparable to Charlotte's as early as 1932.¹⁵ Also, in the elementary school of China Grove, which was departmentalized, one teacher was in charge of physical education during the late 1920's.¹⁶

In addition to the support of the parents, the School Board and the Park and Recreation Commission during this period, two other factors may have contributed to the impetus that was placed on elementary school physical education in Charlotte. These were concern over child labor and health. Both of these concerns began to draw attention to children throughout the nation. A newspaper article in 1925 stated that the most important task before Congress that year was that of abolishing child labor.¹⁷ And it was an article regarding health conditions in the schools that announced the hiring of a director of physical education and three women assistants for the grammar grades.¹⁸

All of these teachers hired for the physical education program of the elementary schools were trained in teacher colleges

¹⁴Research Notes taken from the State Superintendent's Annual and Biennial Reports, 1880-1952.

¹⁵Ruth Moore David, Personal Interview, June 16, 1972.

¹⁶Mary Rose Bostick, Personal Interview, August 7, 1972.

¹⁷"Child Labor Congress Number One Task," Charlotte Observer, January 1, 1925, p. 1.

¹⁸"Harding Completes Report," Charlotte Observer, August 3, 1926, p. 14.

in the area of physical education. Mr. Otto Gulickson was from the Middle West and was of Scandinavian descent. He had been trained at North Dakota College, Springfield College, and Teacher's College of Columbia University.¹⁹ Miss Effie Lively was graduated from Florida State College for Women in 1923, was Principal Teacher of the Training Department of Florida State for the year 1923-24, was critic teacher at Florida State for the year 1924-25 and taught sixth grade at Dilworth Elementary School in Charlotte for the year 1924-25.²⁰ Miss Annie C. Haselden and Miss Martha M. Holler both graduated from Winthrop College in Rock Hill, South Carolina, in 1926, with an A.B. in Physical Education.²¹

Mr. H. P. Harding, Superintendent of the Charlotte City Schools from 1913 to 1949, stated in his history of the schools that these teachers ". . . taught good health, physique [sic] development, and coordination, initiative and team work through play on the school yards and in the classrooms."²² Examination of handbooks written around 1927²³ by these teachers contain evidence to support this statement. These manuals included information detailing correct standing and sitting posture, rules for a good sportsman, how to organize and use teams, directions for the Athletic

¹⁹Harding, The Charlotte City Schools, p. 113.

²⁰Effie Lively, Personal Records, Charlotte City Schools.

²¹Martha (Holler) Hobbs, Personal Interview, March 27, 1972.

²²Harding, The Charlotte City Schools, p. 113.

²³Hobbs, Personal Interview.

Badge Test, games and singing games.²⁴ A state publication first prepared in 1923, by Miss Mary Channing Coleman and Miss Anne M. Campbell, both of the Department of Physical Education of the North Carolina College for Women, and revised later on in the twenties by Miss Coleman, contained materials similar to those found in the Charlotte handbooks. The work of Miss Coleman contained story plays, games, singing games, gymnastics, relief drills, athletic contests, and school festivals. Also, there was a chart showing a typical weekly lesson in physical education (see Appendix B), and a statement of time requirement. It was stated that there should be two three-minute open window drills daily, one in the mid-morning and one in the mid-afternoon. In addition to these, there should be a twenty to twenty-five minute period for physical education exclusive of recesses.²⁵

This time requirement suggested by the state publication was not met in the Charlotte schools. An information sheet from this period stated that the third, fourth, fifth and sixth grades should have one thirty-minute period per week other than the one with the specialists and the first and second grades could divide their thirty-minute period into two fifteen-minute periods. However, all classes were to have at least three two or three-minute

²⁴Otto A. Gulickson, et al., Physical Education for Fourth Grade, Charlotte City Schools (Charlotte, N. C., mimeographed by Kluttz-Nuttall Company, Charlotte, N. C., n.d.).

²⁵Mary Channing Coleman, Lessons in Physical Education for Elementary Grades (Raleigh, N. C., State Department of Public Instruction, n.d.), p. 8.

relief drills daily and it was suggested that they might play a quick game.²⁶ (See Appendix C)

Before beginning his work in Charlotte, Otto Gulickson had studied with Jessie F. Williams and J. B. Nash.²⁷ Considering those two influences along with the trend in physical education toward socialization during the period from 1900 to 1930, one might easily guess Gulickson's philosophy. It was quite simply to teach citizenship through play.

This philosophy was put into practice by the extensive use of teams in each class. Needless to say, this organization was convenient for playing games, but the underlying purpose was to promote teamwork and fair play throughout the school. These teams functioned all through the year and competed for points. The competition was set up so that either a team or a team member could make or lose points for the team. Points were given or taken away for such things as good sportsmanship, voluntarily removing oneself from a game, assuming responsibilities during any time of the school day, good health practices, self-control, behavior in going to or from physical education as well as skill in physical education. It was the responsibility of these teams and their captains to go out and line up, ready for class. Physical education

²⁶Information sheet given to classroom teachers by physical education supervisors concerning physical education organization, 1926-30.

²⁷Dr. Elmer Garinger, Personal Interview, June 24, 1971.

was used as a means to an end and that end was good citizenship throughout the school day.²⁸

In addition to the activities previously mentioned, the program included formal exercises, story plays, playground games, baseball, kickball, and just "all kinds of outdoor games." Also, every spring they had "this huge Maypole affair" at Independence Park at which every grammar school had its own Maypole going and did rhythmic dances. This affair was worked out with the Park and Recreation Commission and was widely attended by the people in Charlotte.²⁹

The staff got their teaching materials from books that were published at that time. Only two specific books were mentioned: An Athletic Program for Elementary Schools by Leonora Anderson and Games for the Playground, Home, School and Gymnasium by Jessie H. Bancroft published in 1927. From the reading of these books, they got their own materials plus information and suggestions which they gave to the teachers on mimeographed sheets. Martha Holler Hobbs, one of the teachers of this time, stated that it was because of this need to have information for the teachers that they decided to write the handbooks, referred to earlier. Consequently, Mr. Gulickson, Miss Lively, Miss Holler and Miss Haselden met together and wrote one book for each grade level, grades one through six, which the school system had published.

²⁸Gulickson, Physical Education for Fourth Grade, pp. 7-13.

²⁹Hobbs, Personal Interview.

Each classroom teacher was then given a copy for her grade which contained materials organized by months.³⁰

All equipment for the schools came through Mr. Gulickson and the central office. Record players were not plentiful at that time so the piano in the school was used for rhythms. The teacher would play while the physical education teacher taught. And, if there was a teacher who could not play, she would teach another teacher's class while that teacher played for her class.³¹

Classes were taught in the "open air" as long as the weather permitted, but when they had to be inside, the school usually had "some little place" that they could use. Classes did not always have to be in the classroom. Sometimes, this space was a stage or an empty classroom.³²

The classroom teachers during this period were glad to see the specialists and helped in any way they could. It was not a relief period for them for they were supposed to be present and observe in order to know what had been done and how to follow-up. The children were especially glad to have this extra help and they would "clap and carry on" when they saw the physical education teachers. Mrs. Hobbs stated that some of the children called her the "extra size teacher."³³

³⁰Ibid.

³¹Ibid.

³²Ibid.

³³Ibid.

The organization of the staff was much as it is today in Charlotte. That is, the teachers were directly responsible to Mr. Gulickson, but when in a school they were to report to the principal and let her or him know what they were doing. They were assigned to several schools, sometimes as many as five, and met with each class within that school once a week. It was noted by Mrs. Hobbs that they also taught special education classes that were housed within a school. It is not known how many classes were within a school, but Mrs. Hobbs said she could see all of one school in one day.³⁴

Mr. Gulickson, the director, did not do any actual teaching, but he would go around occasionally and meet a class with the teachers. Also, he held meetings about once a month at which time they talked about ideas for the program.³⁵

The success of a program of this nature is probably best measured by those whom it intended to help. A classroom teacher during this period said of one of the teachers, "She was very efficient; she did not come to school unprepared; she had good discipline; she was active in everything - full of pep and very outgoing."³⁶ This would appear to be the nature of the three elementary school physical education teachers who pioneered the Charlotte program. They tackled a program that was new, made it

³⁴Ibid.

³⁵Ibid.

³⁶Helena Huston, Personal Interview (Telephone), February 28, 1972.

CHAPTER III

A NEW BEGINNING: ELEMENTARY SCHOOL PHYSICAL
EDUCATION IN THE CHARLOTTE CITY
SCHOOLS, 1931-1947

The Depression of the thirties brought on hard times for schools throughout the nation, and those in Charlotte were no exception. In the state of North Carolina, the entire support for public education was shifted to the state, school terms were cut to six months, and the positions of county supervisors were discontinued.¹ In Charlotte it was a bleak period for teaching. The easels went into the closet, music and physical education were dropped and even the supervisors of the elementary schools were placed in teaching positions. "All the things that added life to the school had to be put aside because of lack of money."²

The fact that the schools did continue and progress through these hard times can probably be attributed to the dedication and perserverance of the leaders of the individual schools. It was these men and women who held things together at the "grass roots." In Charlotte there appears to have been a strong group of women principals who struggled to maintain an

¹Research Notes taken from the State Superintendent's Annual and Biennial Reports by Helen Stuart and Taylor Dodson, 1880-1952.

²Florence Jamison, Personal Interview, March 14, 1972.

educational environment dedicated to learning in spite of the economy.

One of these principals who is especially important because of her role in the development of elementary physical education in Charlotte was Miss Ursula Blankenship. She became principal of Dilworth School in 1913 and remained in that position until her retirement in 1950. She had taught for one year in South Carolina and for two years in the Mecklenburg County Schools. She was a graduate of Queens College and later attended summer schools in North Carolina and at Teacher's College of Columbia University. She was a student of education and modern methods of teaching and liked to experiment with new educational procedures.³ Miss Blankenship trained her teachers well and they worked long hours learning how to write individual student reports. This was an important and difficult task for her teachers for every student had to be evaluated on academic, physical and social progress. She was well known because of her attendance at workshops and conventions, and Dilworth School was well known because of her efforts. Dilworth School was an early version of the model school, frequently visited by educators from areas outside of Charlotte. Miss Blankenship's programs were progressive. She kept up with new ideas and was forward looking with her own ideas. She was willing to try anything that was educationally sound.⁴

³Harry P. Harding, The Charlotte City Schools (Public Library of Charlotte and Mecklenburg County, Charlotte, N. C., 1966), p. 45.

⁴Marylee Sharpe, Interview (Telephone), February 16, 1972.

Strong leadership and progressive ideas at Dilworth School have given it a rich history. It was the first elementary school in Charlotte to have a library program which was begun by the mother of Sally Southerland, an early physical education leader in Charlotte. The first special education class for the mentally retarded was taught at Dilworth and it was the first school in Charlotte to become racially integrated. And it was in this educationally stimulating environment that was found the kind of leadership that nurtured the second beginning of the elementary school physical education program for the Charlotte City Schools.

In September of 1929, a teacher who would ultimately be the key figure in the development of the elementary school physical education program for the Charlotte City Schools joined Miss Blankenship's faculty at Dilworth School. This teacher, Miss Sarah (Sally) Southerland, began her career with a somewhat unruly fifth grade class. She had just graduated from Agnes Scott College and like many first year teachers, she had difficulty with discipline. This problem overshadowed her first experience with an elementary school physical education program and would later play an important role in her development as a teacher and in the development of her educational philosophy.

The first two years Miss Southerland was at Dilworth School, they had a physical education program that was conducted by Miss Effie Lively. Miss Southerland felt that Miss Lively did not try to involve her in the class. She did recall, however, that

Miss Lively asked her to take the class out before she returned to meet with them again. This was not done by Miss Southerland because her class was so disorderly that once they were out the door they flew in all directions.⁵

Except for this brief exposure, Miss Southerland had no experience with an organized physical education program. For, as stated in Chapter II of this text, the elementary school physical education program for the Charlotte City Schools was curtailed in the spring of 1931.

Beginning with the school year 1931-32, teachers and principals found themselves back with a recess period and the problems that it encouraged. This situation did not continue for long at Dilworth School. Miss Blankenship felt that organized play was something that was needed in her school. At recess time there were many undesirable things occurring on the playground such as tattling and rough play and she felt that organized play would alleviate these problems. Therefore, she asked two of her teachers, Miss Southerland and Mrs. Charles Presley, to organize some playground activities for the upper grades. These two teachers were asked because she knew that Mrs. Presley had worked with summer playground programs and Miss Southerland had worked in summer camps.⁶

In the spring of 1934, these two teachers organized a softball tournament at Dilworth School. And, as had been expected,

⁵Sally Southerland, Interview, December 13, 1970.

⁶Ibid.

there was very little unruly play. The program was well organized, all the children participated and their involvement was with the game.⁷ Miss Southerland and Mrs. Presley were pleased because they knew their efforts had been successful. What they could not know was that one of them would become totally dedicated to physical education and would initiate an organized program of elementary school physical education for the Charlotte City Schools that would play a leadership role in the state of North Carolina.

The next fall the softball tournament was continued and gradually other games were added. Miss Southerland had begun studying physical education on her own and began putting even more variety into the program she was conducting with her own fifth grade class. Then as other teachers saw what she was doing, they began to ask her for help with their classes.⁸

Miss Blankenship became aware of this teacher's interest and for the school year 1935-36 she made it possible for Miss Southerland to give them this help. The arrangement was quite simple and yet, for that period, quite innovative. The school secretary would go to Miss Southerland's room for forty minutes while she went to help two other classes for twenty minutes each. She helped them with such things as what to play, how to play, and general playground organizational procedures.⁹

This program was continued until the fall of 1937. At this time, D. H. Hill School, which was nearby, was closed and

⁷Ibid.

⁸Ibid.

⁹Ibid.

all these children were sent to Dilworth. With the confusion caused by the doubling of the school size, it was impossible to continue the program Sally was carrying on for the students. So again Dilworth was without a physical education program and this would continue to be the case until 1944.¹⁰

Nevertheless, Miss Southerland was continuing to study and work with physical education for her own class, and she was also being well imbued with the philosophy of classroom teachers. Through work on curriculum committees and indeed committees of all kinds, she was learning very thoroughly the thinking, the procedures, the complaints and the desires of classroom teachers. A philosophy began to emerge. Miss Southerland was working with physical education teachers in the summer months at Camp Greystone and she knew they were trained in skills. Through this contact and the work with Miss Lively she began to feel that physical education teachers entered a school with skills foremost in their minds, expecting to help children develop skills. On the other hand, she viewed physical education as a tool in the hands of the classroom teacher to help the children grow in character and attitude. This developing philosophy of physical education as seen through the eyes of a classroom teacher was to greatly influence her philosophy in regard to the role of the physical education specialist in the elementary school.¹¹

¹⁰Ibid.

¹¹Ibid.

Just how much the work at Camp Greystone affected Miss Southerland cannot be certain. It can, however, be surmised that it was an important influence on her life and work as a teacher. Through these college physical education teachers, she received much information about materials and activities as well as reinforcement for her newly found interest. Probably the most important information they gave her was that concerning a book. Sometime in the early 1940's, they told her that a new book called Teaching Physical Education in the Elementary School had come out. This book had been put together by a group of teachers in Florida, and it was the first one she had seen on physical education for the elementary school. It was through this book that she discovered how games were graded and what great variety there was. So for the next year Miss Southerland's fifth grade class got a lot of variety in their physical education program.¹²

Then at the end of the 1941-42 school year, after fourteen years of teaching fifth grade at Dilworth School, Miss Southerland left teaching to try her luck at some other kind of work.¹³

Meanwhile, the school board had not forgotten the existence of physical education during this period from 1931 to 1947. They did maintain a physical education program for the junior and senior high schools and they continued to upgrade the playground facilities of the elementary schools.¹⁴ Their main concern, however, was to

¹²Ibid.

¹³Ibid.

¹⁴Charlotte City Schools, Board Minutes, December 8, 1932 through March 22, 1945.

keep the schools open. A resolution in the school board minutes of June 28, 1932 may serve to illustrate how crucial the times were. This resolution asked that the schools not operate for a period of less than eight months and further that the city maintain a system of public education for its children.

By 1938 conditions had improved and elementary physical education was again found in the discussion of the superintendent. In Mr. Hardings' report regarding the plans for the school year 1939-40, he stated that in order for the schools to render the best service to the children of the city, there were certain goals that should be worked for in the future. Among these goals he stated that "the physical education program, so well provided for in the junior and senior high schools, should be extended to the elementary school."¹⁵

Also during this period, there were many joint efforts of the Park and Recreation Commission and the School Board to provide play facilities for children. For example, in 1939, under the leadership of Mr. Charles W. Stone, private funds were raised to supplement funds of the City Park and Recreation Board in order to provide fifteen play centers, including nine school centers for children.¹⁶

In 1944, after a year out of teaching, Sally Southerland came back to Charlotte. She had decided that she did not like office work and most important, she just could not do without

¹⁵Ibid., May 23, 1938.

¹⁶Harding, The Charlotte City Schools, p. 138.

teaching. So with no plans for the future, no money, no job, and no prospects of one, she found herself back at her home which was located near Dilworth School. With nothing but time on her hands, Sally recalled what a satisfying experience she had had working with children in physical activities during those last few years at Dilworth. Consequently, she went back to see the principal, Miss Blankenship, and asked if she could again work without pay with the teachers and children with physical activities. Her main objective was to occupy her time with something she found rewarding until she could find a job. Miss Blankenship agreed and the teachers were delighted that Sally was returning.¹⁷

One situation caught Sally by surprise when she returned. The first grade teachers got her in a huddle and told her that if she was going to return and help the fourth, fifth, and sixth grades they expected her to help the first, second, and third grades, too. Well, she just could not believe this and she told them that she did not even know how to talk to those little children. The teachers told her not to worry about that. They assured her they would tell her what to say if she would tell them what to play.¹⁸

Thus, in 1944, with a lot of time on her hands, a little bit of experience from the past, an enthusiastic spirit and three more grade levels than she had bargained for, Sally began an

¹⁷Southerland, Interview.

¹⁸Ibid.

elementary school physical education program for the children and teachers of Dilworth Elementary School. She set up a regular schedule for all classes, grades one through six, and went to the school two days a week, without pay.¹⁹

Then after about three months had past, Sally had the opportunity for a job, and since she had no money, it was really quite necessary that she take it. So Sally told Miss Blankenship that she was going to have to stop coming over and teaching the physical education for the school. Miss Blankenship immediately asked if she had taken the job. When Sally said no, Miss Blankenship told her not to do anything until Monday. Over the weekend then, Miss Blankenship got the Dilworth PTA Executive Board together and they agreed to pay Sally \$50.00 a month to continue her work at the school. Therefore, for the remainder of the school year, 1944-45, Sally lived on \$50.00 a month.²⁰

The next few years of Sally's teaching career reveal an interesting pattern of professional growth. She renewed her reading of physical education books for the elementary school child and began to try to convey her learnings to those with whom she was working. After a year of conducting a hit and miss kind of program, she began to make lesson plans. Included in these plans were the objective of the game being taught, and the values of the game or dance or creative story to the children. Then at the bottom

¹⁹ Ibid.

²⁰ Ibid.

of each lesson plan was some suggested follow-up for the teachers. These plans were kept on a clipboard and when a class came out Sally would suggest to the teacher that she follow along in order to understand what she was trying to do. Presumably, this was both helpful and well received by the teachers for Sally mentioned that they had asked for this kind of information. They had indicated to her that when she was not there helping their classes, they did not know exactly what they should do.²¹

These developments in Sally's professional growth are indicative of her concern and dedication to her new job. She was resourceful and took advantage of materials that were available to her. Then once gaining these knowledges, she put them to use to fulfill her two goals, which had now become well defined. First, she was trying to aid in the character development of children and second, she wanted classroom teachers to understand that physical education was a tool that they could use to reach that goal.²²

In order to more fully understand Sally's commitment to the philosophy that physical education was a means to an end, one must again look at her work as a classroom teacher. Two observations she made while in the classroom influenced her early work at Dilworth and Wilmore, initiated the "relief period" for children in the Charlotte Schools, stirred her interest in physical education and ultimately were instrumental in her return to

²¹Ibid.

²²Ibid.

college to study physical education. First of all, she had discovered that by about ten o'clock in the morning her students were dull and glossy eyed, and did not seem to comprehend what she was trying to teach. Finally, she realized the air in the room was stale and the students needed a period of physical stimulation. She began a morning break for her class. Although they were scarce at that time, Sally secured a record player for her class in order to use music during this time. She would open the windows and direct the class in some kind of marching or exercise for a few minutes. When Sally's class began doing this every day, the other classes and teachers heard the music and asked her to leave her door open. Then the other teachers would open their doors and all four classes on the hall would exercise using the same record. Thus, the idea of the morning break was initiated.²³ It should be pointed out that this was not a new concept in physical education, for open window drill and relief drills had been established as a part of elementary school physical education programs as early as the 1920's.²⁴

The second observation made by Sally was that many of her fifth grade students had very poor posture. She felt that they needed help from someone to teach them correct posture habits and she assumed this job. Sally stated in a personal interview that

²³Ibid.

²⁴Mary Channing Coleman, Lessons in Physical Education for Elementary Grades (Raleigh, N. C., State Department of Public Instruction, n.d.), p. 8.

this concern for posture development was one of the main reasons she entered the field of physical education. Support for this statement may be found in the fact that in her early years of work with physical education, she spent a great deal of time working with children on posture habits. She met with these children once a week in addition to their regular class. For this work she had a slant board built, secured a horizontal ladder, a mirror and several mats. Doing this kind of work with children, she began to find out how much she needed to learn in the sciences that were related to human movement. She began to find many questions concerning exercise that she could not answer to her own satisfaction. These facts caused her to begin thinking about returning to school to study physical education.²⁵

For the school year 1945-46, Sally was given the opportunity to teach other teachers how to use this tool, called physical education. Miss Ellen Brice, a former teacher of Miss Blankenship's, and then principal of Wilmore Elementary School asked Sally to also conduct a program for her school for two days a week. Sally agreed, so she was then employed four days a week and making \$50.00 a month at each school.²⁶

The following year, 1946-47, three other schools asked her to help. So at that time, what had started as a volunteer program to occupy her time was growing into a job of some import.

²⁵Southerland, Interview.

²⁶Ibid.

She was working with five school staffs, meeting a total of seventy-five classes each week and being paid by the parent groups of each school because they believed what she was doing was important to the growth of their children and their school.²⁷

The principal of Myers Park Elementary School, Mrs. Florence Jamison, recalled that her teachers had decided that they needed some kind of help with physical education for their students. Therefore, when they heard what Dilworth and Wilmore Schools were doing, they asked Sally to come out and talk with them.²⁸

At this point it should be apparent that this strong group of principals greatly influenced the growth of the Elementary School Physical Education Program of the Charlotte City Schools. Miss Ursula Blankenship at Dilworth, Miss Ellen Brice at Wilmore, Mrs. Florence Jamison at Myers Park, Miss Daphne Ransom at Eastover, and Miss Boylan of Plaza Road all had the courage to recognize what was needed by their teachers and the strength to persuade the PTA of their school to provide the funds necessary for it. These facts parallel the trend of this period which was discussed in Chapter I. That is, administrators and community groups such as PTAs were lending their support to an enrichment curriculum for the elementary schools.

One interesting fact concerning Eastover School should be mentioned. The PTA Minutes of March 4, 1942 contain the

²⁷Ibid.

²⁸Jamison, Personal Interview.

following statement: "Miss Elizabeth Wheeler, the new supervisor of play was introduced."²⁹ Exactly how her position developed is not known. However, it was discovered that she was known as "Bibs" by her friends, she was a first year teacher, and she was paid by a young married couple who were parents of Eastover School. At the time she was teaching there were twelve classes at Eastover, and her schedule was set up so that she met one class at a time. Each class was twenty minutes long, and they met outside unless the weather was bad. On days when the weather was bad, they met in the classroom.³⁰

This fact concerning the Eastover School gives it a unique position of recognition in the historical record of the elementary school physical education program. It was the first school in Charlotte to have a full time teacher, whose sole responsibility was the play of the children. This one teacher-one school concept for physical education will appear again later.

The school year 1946-47 was an important year in the growth of physical education for the elementary schools of Charlotte. Five schools were supporting a program with their voices and their pocketbooks. They were paying the salary of the teacher and buying equipment for their schools. The other schools were hearing about the program and requests were being made to the school board.

²⁹Eastover School, PTA Minutes, March 4, 1942.

³⁰Mrs. Walter Sanders, Interview (Telephone), August 11, 1972.

On April 29, 1946, several reports and requests were brought before the school board. First, Mrs. Eva H. Burch, chairman of the Elementary School Principals, requested another trained librarian and a physical education teacher for the elementary schools. Second, a report from the teachers' committee listed two priorities for the elementary schools. They were additional library service and physical education teachers. At this same meeting, Miss Ursula Blankenship and Miss Ellen Brice reported that their schools had employed a physical education teacher for the past year, but they requested that the Board take over this expense. Then Miss Daphne Ransom reported that her school had employed special teachers in Speech, Art, and Physical Education on a part-time basis. These reports were filed for information.³¹

No action was taken the following year, so again on April 24, 1947, the principals renewed their request for additional librarians and special teachers of physical education.³² Finally, on June 23, 1947, a decision was made by the school board to hire additional classroom teachers and teachers for special subjects.³³ The Board hired four teachers for elementary school physical education for the school year 1947-48. They were: Miss Sarah Southerland, Miss Lou Helen Cook, Miss Gladys E. Wood, and Mrs.

³¹ Charlotte City Schools, Minutes, April 29, 1946.

³² Ibid., April 24, 1947.

³³ Ibid., June 23, 1947.

Maxine B. Wiley.³⁴ With these hirings came another first for the Charlotte City Schools. Mrs. Maxine B. Wiley was a Negro, so for the first time in the history of the schools, the Negro schools would have a special teacher of physical education for their elementary children.

In September of 1947, the school board assumed the responsibility of providing special teachers of physical education for the elementary schools of the Charlotte City Schools. So what had begun as volunteer work for one Sally Southerland and had turned into a crusade by her and the principals had finally become the Elementary School Physical Education Program of the Charlotte City Schools. Community support, School Board support, support from teachers and principals, and the untiring work of Sally had brought this program to a new beginning.

³⁴Charlotte and Mecklenburg County Schools, Educational Directory, 1947-48.

CHAPTER IV

ESTABLISHMENT: ELEMENTARY SCHOOL PHYSICAL
EDUCATION IN THE CHARLOTTE CITY
SCHOOLS, 1947-1960

The period from 1947 to 1960 was a period of growth, of change, of experimentation and of schedules that were long and hard. It was a period that witnessed two strong elementary school physical education programs based on the philosophy of one teacher for one school. It saw a staff of four expanded to a staff of twenty, and it saw the progression from lesson plans to loose-leaf mimeographed materials for teachers and from these materials to the preparation of a printed handbook on elementary physical education for classroom teachers. All in all, it was a period of trials and errors, it was a period of successes and failures, and it was a period of attempting to establish a program of physical education for the elementary schools of Charlotte that was practical, workable, and financially feasible.

With the beginning of the program in the fall of 1947, the superintendent, Mr. Harding, met with the new staff to discuss the new program. He explained to them that they were to work together to set up the program but they could feel free to call on him at any time for help. They were further informed that they would not be called supervisors, yet they were directly responsible to him rather than any one principal.¹ Presumably, this was done because

¹Lou Helen Cook, Interview, June 29, 1971.

at that time there was no director or head for physical education.²

The composition of the staff that first year brought together four teachers with interesting contrasts in background and experience. The three teachers hired with Sally had undergraduate degrees in physical education but had no experience or training in the elementary school, with the exception of Miss Cook who had taught for one-half of a year in an elementary school in El Paso, Texas. Sally had experience working in the elementary school but no degree in physical education. Both Sally and Miss Cook implied in their interviews that some conflict did arise due to these differences in background. In spite of this, Miss Cook did credit Sally with getting the program moving. It was Miss Cook's feeling that Sally felt strongly that children needed physical education. Sally's plan as viewed by Miss Cook was to demonstrate how such a program would improve the total school. Then other schools would want the same program. Miss Cook said of Sally, "She was a great power, she would talk to teachers, to PTA's and to Mr. Harding, the superintendent."³ Finally, the plan succeeded, physical education for the elementary schools spread all across the city.

Following Mr. Harding's directions, the teachers began their work. They divided the total number of schools and set up

²Charlotte and Mecklenburg County Schools, Educational Directory, 1947-48, 1948-49.

³Cook, Interview.

their schedules. Miss Cook reported that she had five schools, twenty-three hundred students, and eighty-one teachers. All of the special physical education teachers were able to meet each class once every other week and the classroom teacher was supposed to carry on the program until they returned.⁴

During those first two years of 1947 through 1949, it appears that the four teachers that were hired worked more or less on their own in selecting the content for the program in their particular school. For example, Miss Cook and Miss Wood got together and planned because they had had a similar background in teaching physical education at the junior high school level. As a result, their programs reflected the junior high school physical education content. Their programs consisted of the seasonal activities, beginning with soccer in the fall and ending with baseball in the spring, plus some folk dance during bad weather. This program was for grades four, five, and six. For the lower grades, they had playground games.⁵

In the fall of 1949, Sally again left teaching but this time for a very different reason. In the summer of 1945, she had attended the Woman's College of North Carolina at Greensboro, hoping to begin a master's program in physical education. After taking three courses there, she switched to Chapel Hill for the summers of 1946 and 1947. Finally, she decided that the only way for her to

⁴Ibid.

⁵Ibid.

finish her degree was to go to school for a full year. Therefore, in 1949 she made her commitment to complete her degree. She completed her work for her master's and began on work for her doctorate but could not continue because she had insufficient financial resources. She returned to Charlotte in the fall of 1951.⁶

For the year 1947, Miss Cook and Miss Grace Coley (who had replaced Mrs. Maxine Wiley) were joined by Miss Rosalie Bryant, Miss Ruth Harrison, and Mrs. Nancy Goodson. Miss Bryant and Miss Harrison had just graduated from Winthrop College in Rock Hill, South Carolina, with degrees in physical education. Mrs. Goodson had received her undergraduate degree in physical education from Western Carolina in Cullowhee, North Carolina, and prior to coming to Charlotte, had taught in the junior high school in Shelby, North Carolina. These three teachers, thrust into a situation they were not prepared to deal with, spent much time digging into the books that were around at that time, trying to find materials that would work with their classes.⁷ Specifically mentioned books were the North Carolina State Handbook⁸ and Teaching Physical Education in the Elementary Schools.⁹

⁶Sally Southerland, Interview, December 13, 1970.

⁷Nancy Goodson, Interview, February 2, 1972.

⁸Physical and Health Education for Elementary and Secondary Schools (Prepared by Charles E. Spencer and Olive Duncan Brown, issued by State Superintendent of Public Instruction, Raleigh, N. C.), 1940.

⁹E. Benton Salt, Grace I. Fox, Elsie Douthett and B. K. Stevens, Teaching Physical Education in the Elementary Schools (New York: A. S. Barnes and Company, 1942).

The staff met once a week and together made their plans for the following week. Their main concern was to find material that would fill thirty minutes of teaching. A successful lesson was measured by the fact that it had been fun for the children, had held the interest of the group, and had not flopped before the thirty minute class was over. Finding a lesson for an appropriate grade level was a matter of trial and error. If a lesson was found to be too difficult for a grade, they simply tried something they judged to be easier. An interesting view of just what was taught in each grade during the school year 1949-50 may be gained by referring to Appendix D. This information was taken from the notes of Nancy Goodson just as they were recorded in 1949. Except for these personal files, there is no information recorded to indicate the content of the program during those first three years from 1949 to 1950.¹⁰

The first attempt to record and organize curriculum materials was made in 1950-51. The staff became interested in trying to have some system to coordinate what they were teaching. Also, after a year of teaching, they were able to see beyond themselves to the classroom teacher. In order to help the classroom teacher follow up when they were not there, they wanted to give her some information to which she could refer. Thus for the school year 1950-51, the staff began to mimeograph materials to give to the classroom teachers.¹¹

¹⁰ Goodson, Interview.

¹¹ Ibid.

When Sally returned to Charlotte in the fall of 1951, she was named Head Special Teacher of Physical Education. In spite of her new title, she continued to teach in order to keep in touch with the students and classroom teachers. The staff told her about the mimeographed materials they had been giving to the classroom teachers, but explained that some of the teachers just could not keep up with them. One of the staff suggested that they put all these materials together in a notebook. It was felt that by doing this, the teachers would find it easier to keep up with these materials. The staff and Sally agreed to try this plan and they began to prepare the materials.¹²

These mimeographed materials consisted of a general monthly plan and varied in length from two to four pages. They included a recommended weekly time allotment for activities, a list of skills and objectives and a description of games and dances. Appendix E is an example of one such monthly plan. Each classroom teacher was also given a four-paged detailed description of the duties of student leaders and the duties of followers. This type organization with use of student leaders was begun in the first grade. In addition to this, they were given a five-paged description of games for the classroom and seven pages of material for self-testing. Each item was described in detail and included common errors in performance. A list of the self-testing activities for the primary grades may be found in Appendix F.¹³

¹²Sally Southerland, Interview.

¹³Sara G. Price, Mimeographed materials from her files.

At this point it should be pointed out that the author of this paper has not intentionally ignored the content or materials for grades four, five, and six. The primary grades were dealt with specifically because that was the only information that could be secured after such a lapse of time. However, judging from information gained in personal interviews, there is no reason to believe there was any great difference in the material for any grade.

These materials for the classroom teacher were revised at some point between 1950 and 1955, and were given out twice a month instead of once a month. The format remained much the same and the content was added to rather than changed. Then in 1955, a second revision of these materials occurred. With this revision, all materials that had been prepared by the staff were brought together and made into a booklet. A separate booklet was printed for each grade level under the title Physical Education for the Elementary Grades.¹⁴

In addition to the teaching materials contained in this booklet, there was information for the teacher on general class management. Also, an evaluation check list for the teacher to use with students was found near the front. This list included specific items under each of the following headings: Sense of Belonging, Sense of Achievement, Sense of Responsibility, and Regard for Others. There was no check list or any mention for that matter of specific physical skills that should be mastered

¹⁴Physical Education for the Elementary Grades (City Schools, Charlotte, N. C., 1955 revision).

by the students. The main emphasis of the program at this time appears to have been the development of the child's social skills.¹⁵ Additional information to support this view of the philosophy of the elementary school physical education program during this period is contained in a sheet given to all teachers entitled "It's Basic!" This paper emphasized teaching the "whole child . . . that we may contribute to his wholeness by guiding his urges to play so that he grows in vigor, in mental alertness, and in social skills."¹⁶ A copy of this sheet is found in Appendix G.

Throughout the ten-year period from 1950 to 1960, there is evidence of a continuous effort on the part of Sally and the elementary school physical education staff to inform the classroom teacher. At some time between 1952 and 1954, Sally made a film entitled "Ball Skills, Primary Grades." This film was made by the audio-visual department of the Charlotte City Schools and was used by Sally at teachers' meetings, PTA meetings, and various other groups.¹⁷ Then during the school year 1956-57, what might be called the first in-service training for classroom teachers was begun in Charlotte. One Saturday a month all classroom teachers were required to meet throughout the system. This gave the elementary physical education staff an opportunity to discuss the physical education program. Consequently, different members of

¹⁵Ibid.

¹⁶Price, Mimeographed materials.

¹⁷"Ball Skills, Primary Grades," Film Script (Charlotte, N. C., n.d.).

the elementary physical education staff conducted meetings with these teachers regarding the elementary school physical education program.¹⁸ By this time, it is becoming quite clear that the elementary school physical education program for the Charlotte City Schools was based on the belief that the role of the specialists is to inform and support the classroom teacher. The statement attributed to Sally Southerland earlier that "physical education is a tool to be used by the classroom teacher . . . and it is the specialist's job to teach her how to use this tool" is becoming louder.

The organization of the elementary school physical education staff throughout this period changed in three ways. First, a head specialist was named so the staff now had a person to whom they were directly responsible; second, the staff grew in number from four to twenty; and third, the teaching load was decreased. With someone in a leadership role, the staff had someone to help them with organizing materials and schedules. Also, as the number of specialists increased, schedules became less of a problem.

In 1949 the elementary physical education teachers were able to meet all of their classes on a schedule of once every other week. They met the first, second, and third grades for a twenty-minute class, and the fourth, fifth, and sixth grades for a thirty-minute class. By 1953-54 the staff had grown to ten and they began seeing their fourth, fifth, and sixth grades every

¹⁸Rosalie Bryant, Interview, July 21, 1972.

week. Then by about 1957 some staff members were able to see all of their classes once a week and by 1959 all staff members were seeing each class once a week.¹⁹

Equipment for the physical education program was somewhat of a problem during these years. Sally recalled that when she first became head, each school was allotted five dollars per class for physical education equipment. This meant that some schools would have only twenty or thirty dollars, for at that time there were several schools with only four or six classes. The result was that some schools could build up a fair supply of equipment over the years, while others simply wore theirs out each year. Finally, after several years of explaining this situation, Sally was given a lump sum for all the schools and permitted to spend it the way she thought best. Eventually, she was able to work out a standard set of equipment in each school.²⁰

The equipment was placed in a particular place in the school. This could have been a cabinet or a closet. Sally stated that they tried to keep in the equipment storage four volleyballs, four soccerballs, four playground balls, eight softballs, eight bats and some jump ropes. Then when a class went out for their physical education lesson, they could get what they needed out of the supply. This was organized so that they could make the best use of the equipment that they had.²¹ There were a few schools

¹⁹Ibid., August 10, 1971.

²⁰Southerland, Interview.

²¹Ibid.

that were better off than others because the PTA gave them some money.²² Needless to say, none of the schools had more than a minimum supply of equipment.

Records to use for rhythms during this period were not purchased by the physical education department. This was left entirely to the individual schools. As a result, some schools had a good supply, while others had very few. Also, at the beginning of this period there were not a great number of records available. Rosalie Bryant and Ruth Harrison joined forces to overcome the need for records. Wanting to teach square dances, but finding no records to use, they made their own. Rosalie played the harmonica and Ruth sang, and the audio-visual department made the records.²³

Facilities for teaching and office space for special staff was just about as plentiful as equipment during this period. The rule of thumb was, you could teach in any space you found outside, then when the icicles began to form on your nose, you could go to the classroom. The classroom - the supreme test of learning to adapt. You were considered to have an ideal situation in those days if you had a school with only one floor and desks that were moveable. Many of the schools were two or three stories and when you were active on the second floor, the teacher on the first floor had to stop teaching and perhaps evacuate, for the lights would blink and the plaster would fall in flakes. If this was not enough

²²Goodson, Interview.

²³Bryant, Interview.

to challenge your desire to teach physical education, you were faced with rows of desks fastened to the floor. Relays were one of the few activities that the space permitted. In fact, that is often just what was done and quite inactive ones at that. There were, however, some schools with more adequate facilities for conducting a physical education program. Some had a vacant classroom, stage or hallway that could be used and a few even had a paved area outside that could be used when the ground was muddy, but the weather was nice.²⁴

In these days of school development in the Charlotte City Schools, there was no such thing as a central office building for school staff. The office of the superintendent and other top personnel was located in the county office building and there was simply no space to increase personnel. In fact, office space for special personnel was virtually non-existent. Therefore, when Sally was named coordinator in September of 1951, she did not have an office. After a few months of wandering around from school to school, she was given a place to work. Her first office was a small room located at the back of the stage at Wilmore Elementary School. This actually turned out to be rather convenient for she could work in her office and then use the stage for staff meetings.²⁵

Finally, after three or four years of what might be termed sub-standard office space, the special personnel for the school

²⁴Goodson, Interview.

²⁵Southerland, Interview.

system got a break. The old First Ward Elementary School, which had been the first high school in Charlotte, was condemned for use by school children. With this blessing, the school system moved all of its special personnel into "new" offices in this condemned building. Sally said of this situation, "It was a dirty old building, but I had a great big classroom." This continued for only a couple of years. The need for space required Sally to move down the hall to a little room that had previously been used for the nurses room. She remained in this space until after consolidation in 1960.²⁶

Paralleling the development and growth of the elementary school physical education program of the Charlotte City Schools were two programs of physical education based on the concept of one teacher for one school. In 1949 Myers Park and Eastover Elementary Schools both hired a physical education teacher to work in their respective schools full-time. As was earlier stated, for Eastover School this was not a new venture, for they had supported a program of this nature in 1942. The beginning of the program at Myers Park is credited to concerned parents, just as was the one at Eastover. The interest of parents at Myers Park was stirred by a Mrs. Decamp, who had previously been a physical education teacher.²⁷

There appears to have been two reasons the PTA of these schools supported a full-time physical education teacher. First,

²⁶ Ibid.

²⁷ Mrs. Mary Jane Fitch, Interview, March 8, 1972.

they simply wanted their children to have more physical education training than the school system was able to offer. Second, due to the large class size (sometimes thirty-nine to forty-four children) caused by the "wartime babies," they wanted to give the classroom teacher some help. By hiring a full-time physical education teacher, they could give the classroom teacher some relief periods during the school week.²⁸ It should be remembered that at this time the elementary school physical education teachers for the school system each still had four or five schools and could meet their classes only once every other week. Also, the classroom teacher was expected to attend this class.

The first teacher of this new program at Myers Park Elementary School was Mrs. Mary Jane Fitch. She had received her B. S. and M. A. from the University of North Carolina at Chapel Hill. She continued the program until she became pregnant in 1951, at which time Miss Carolyn Guthrie (now Mrs. Carolyn Brown) replaced her.²⁹ Miss Guthrie was also a graduate of Chapel Hill in physical education, and had in fact been taught by Sally while they were both attending Chapel Hill.³⁰

Miss Katherine McKay (now Mrs. Tom Belk) was the first teacher employed for the program that was begun at Eastover. She held an undergraduate degree from Smith College in Northampton,

²⁸Mrs. Carolyn Brown, Interview, February 21, 1972.

²⁹Fitch, Interview.

³⁰Brown, Interview.

Massachusetts. A point of interest, however, is that her degree was in history. She was not quite sure why she was asked to take the job, she just knows that she was; she was interested, enjoyed sports, thought it would be fun, so she took it. She continued the program until 1952. By this time she had earned a teacher's certificate in North Carolina in Elementary Education, and had decided to go into the classroom at Eastover School.³¹ When this took place, Sally hired Miss Dot Teague to take her place. Prior to coming to Charlotte, Miss Teague was teaching in the Winston-Salem schools.³²

The content of the physical education programs at Myers Park and Eastover Elementary Schools were very similar in nature. This was due to the fact that Miss McKay, lacking knowledge of physical education materials, turned to Mrs. Fitch for help, and patterned the program at Eastover after the one at Myers Park. Both programs were very much sports oriented. For example, the second year of its existence at Myers Park, there was an intramural program set up for grades one through six. In addition to this, there was interschool competition for grades four, five, and six.³³ This competition involved games of soccer, kickball and basketball and was conducted in the after school hours. In addition to Myers Park and Eastover, a private school in the county, Country Day, joined in these after school games.³³

³¹Mrs. Katherine Belk (formerly Katherine McKay), Interview (Telephone), January 11, 1973.

³²Brown, Interview.

³³Fitch, Interview.

The philosophy of the programs was based on the idea that play in organized games helps children to develop socially, emotionally and physically. Both fun and physical skills were emphasized in the programs.³⁴

There is no question that these two programs were successful. They were supported by the parents, the teachers, the children and even the school administration and Sally. The only indication that Sally could not support the programs one hundred percent was the fact that she did question the amount of competition involved. Nevertheless, the two programs continued until the spring of 1959.³⁵

The programs were discontinued by the PTA because the administration suggested that they do so. Dr. Otts, Assistant Superintendent in charge of instruction, at that time, talked with the schools and suggested that one school should not have something that all the schools could not have, even though the PTA was paying for it. The reason for this decision is not clear. However, because of the timing, it was suggested that the administration was looking to consolidation of the city and county school systems, which occurred in 1960, and attempting to erase anything that might be considered an inequality.³⁶

At this point, the question might be raised, "Why did not other schools follow these two schools and secure a full-time

³⁴ Brown, Interview.

³⁵ Fitch, Interview.

³⁶ Ibid.

person?" The answer would seem to be obvious. This was an expensive undertaking, and the two areas in which these two schools were located were two of the most affluent sections in Charlotte. They could afford it, but other sections could not.

By the year 1960, Sally's title had been changed from Head of Special Teachers to Director of Physical Education, and she was in charge of the existing physical education program at all school levels. The staff had grown from four to twenty for the upcoming school year. It was no longer unusual to have a Negro on the staff. Continuity had become a part of the program. Independent school programs in the city schools had ceased to exist. The role of the physical education specialists had been defined. The staff had built a program, parents and administration had supported it, teachers welcomed it. The Elementary School Physical Education Program for the Charlotte City Schools was well established.

CHAPTER V

EXPANSION: ELEMENTARY SCHOOL PHYSICAL
EDUCATION IN THE CHARLOTTE-MECKLENBURG
SCHOOLS, 1960-1973

The school year 1960-61 was exciting and frustrating for all those who were associated with the Charlotte City Schools and the Mecklenburg County Schools. It was the first year of consolidation of the two school systems. The decision to consolidate culminated several years of hard work on the part of both administrations. There was much debate over such things as which superintendent would fill the new top position, which of the two reading programs was the best and, in general, which system offered the best total education for students. An article in a local newspaper stated that the big difference in the two school systems was the number of "fringe benefits" the city system offered to its students. Listed among these was the physical education program in the elementary school. The article stated that while the city had physical education teachers that were shared between two or more elementary schools, the county schools left physical education in the hands of the elementary school classroom teacher.¹ In other words, this service would be gained by the county schools. Thus, with consolidation, the elementary school

¹"Fringe Benefits Big Difference in School Systems,"
The Charlotte News, Saturday, June 27, 1959, p. 1B

physical education program, which had become an established part of the city's educational program, was to be expanded to include the county elementary schools.

In order to expand the elementary school physical education program, and at the same time continue to teach every class once a week, additional teachers needed to be hired. Actually, the number of elementary physical education staff members needed to double because the number of schools that they were to be responsible for had almost doubled.² Unfortunately, this did not happen. During the year prior to consolidation, there were twelve staff members and in the first year of consolidation there were twenty staff members. An explanation as to why the staff did not receive as many teachers as needed was found in a statement made by Dr. E. H. Garinger, Superintendent of the consolidated school system. Dr. Garinger stated that because of money problems, cuts would have to be made and the system would have to give less service than the people expected. He further stated that they would have to hire seventeen less teachers than they had intended, and these cuts would have to come from the library, special education, counseling, physical education, and the testing program.³

With consolidation and the increase in the number of schools and staff members, Sally was more and more feeling the pressures of

²Sally Southerland, Interview, December 13, 1970.

³"Some School Cuts Restored But Surgery Still Painful," The Charlotte News, July 13, 1960, p. 1B.

her position as Director of Physical Education. Several times prior to consolidation, she had asked the administration for a man to assist her in an administrative role. The administration was not in favor of bringing a man in because of some past experience that had been unpleasant. However, the first year of consolidation they did agree to allow Sally to bring into the office a member of the staff. Rosalie Bryant was chosen by Sally to be her assistant and was named Assistant for the Elementary Schools. This action was the beginning of staff reorganization in respect to responsibilities. At this point, Sally began to devote more of her time to the programs of the secondary schools and Rosalie became responsible for programs at the elementary schools.⁴

Although this plan relieved Sally of some of the pressures, she was still in charge of both the boys and girls physical education programs at the junior and senior high schools, the intramural programs, and the athletic programs. She simply did not feel that she could adequately deal with all of these programs. Convinced that she must have the help of a man, she went to Dr. Garinger and asked him to bring in a man to be Director. Dr. Garinger told her if she could find a qualified man who was a physical educator and not just a coach, the administration would hire him.⁵

Sally contacted Dr. Charles Spencer, Director of Physical Education for the State Department of Public Instruction in North

⁴Southerland, Interview.

⁵Ibid.

Carolina. She asked him if he knew of a man that had the qualifications she was seeking. He suggested Mr. Norman Leafe, who was at that time principal of a high school in Statesville, North Carolina.⁶ Sally already knew Norman Leafe for she had worked with him on state committees and had visited him to get help on several matters while he was teaching in Statesville. She approached him about the job in Charlotte and he agreed to arrange an interview. He was interviewed and as had been promised by Dr. Garinger, Mr. Leafe was hired.⁷

Mr. Leafe arrived in Charlotte for the school year 1961-62 and with his arrival, a second reorganization of the central office staff occurred. Mr. Leafe was named Director of Physical Education and Athletics and was to be responsible for the boys programs at the secondary level. Sally and Rosalie were both given the title of coordinator, and they decided that Sally would continue to work with the girls secondary programs and Rosalie would continue to work with the elementary programs. At this same time, there was an important addition to the staff. The physical education department was assigned a secretary. This was the first time such a position had been allotted to this department. Prior to this, Sally had labored under the added burden of having to do all of her own secretarial work.⁸

⁶Ibid.

⁷Norman Leafe, Interview, July 14, 1972.

⁸Southerland, Interview.

There is little doubt that the reason the administration agreed so readily to hire Mr. Leafe was his background experience in both physical education and administration. He grew up in Marinette, Wisconsin, where he had physical education beginning in the first grade. He attended the University of North Dakota on a football scholarship and graduated in 1941, with a degree in physical education. He taught and coached for a year in Minnesota and was then drafted into the army. While in the army, he was awarded the Bronze Star for merit. After his release from the army he taught in Landis, North Carolina for part of a year and then moved to Statesville in 1946, where he taught and coached for nine years. In 1955 he was named Principal of Mulberry Street Elementary School and then in 1958 was moved to Principal of Statesville High School. In 1946 he started a summer recreation program which was sponsored and supported by the PTA. The program was such a success that the city organized the program the following year. He worked throughout the state on committees and was active in professional organizations.⁹

This central staff organization structure continued until the school year 1966-67. At this time there was a reorganization by the administration that encompassed all curriculum areas. This was brought about by pressure from the classroom teachers organizations. The underlying complaint was that there were too many coordinators and the system was getting top heavy. The effect on

⁹Leafe, Interview.

the physical education central office staff was that they would be allowed one director and one coordinator. The result was that Norman Leafe stayed on as Director and Rosalie became Coordinator of Elementary Physical Education. Sally Southerland had two years left until retirement and she went back into teaching at West Charlotte High School.¹⁰

A fourth reorganization took place at the end of the 1966-67 school year. Norman Leafe left the Charlotte-Mecklenburg Schools to become Director of Physical Education for the State Department of Public Instruction in Raleigh, North Carolina. With his leaving, the department was reorganized and for the first time ever, the departments were separated with respect to budgets. Rosalie Bryant was named Director of Elementary Physical Education, George Powell was named Director of Secondary Physical Education, and Dave Harris was named Director of Athletics. At present, this organization of central office staff remains unchanged.¹¹

Three specific differences in this last reorganization and the ones that preceded it should be pointed out. During the period when Mr. Leafe was Director of Physical Education, he was, in fact, responsible for physical education at all levels. As a result, he influenced the elementary school physical education program either directly or indirectly in several ways. For example, he was in charge of hiring new staff members. Rosalie and Sally might attempt to influence his decision, but in the end, he could

¹⁰Vera Young, Interview, June 19, 1972.

¹¹Rosalie Bryant, Interview, November 10, 1970.

make the choice. In matters concerning equipment, Rosalie and Sally both turned in requests and lists of priorities, but Mr. Leafe made the final decision about where the money would be spent for he controlled the budget for all levels. The budget was not broken down or allocated to specific levels or areas. Finally, policy statements, or statements of philosophy were to have his approval before being sent out from the office.¹²

With the reorganization that occurred in 1966-67, these things were changed. Elementary School Physical Education was made a separate department. Rosalie was given a budget to spend for elementary physical education. As director, she was given the opportunity to make recommendations concerning the hiring of new staff members and she was in a better position to influence the policy and philosophy of the elementary school physical education program.¹³

One situation that may elude the casual observer in a system as large as Charlotte-Mecklenburg is the universally unresolved problem of physical education as a "catch all." In Mr. Leafe's situation he was designated Director of Physical Education and Athletics. What his title failed to convey was that he was also in charge of health and safety at all levels, as well as drivers' education in the high schools. A similar situation developed when Rosalie was named Director of Elementary Health and Physical Education. Her title suggests that she was also

¹²Ibid.

¹³Young, Interview.

responsible for development of curriculum materials for the elementary schools in the areas of health, sex education, and drugs. Just how or how much these extra loads on the central office staff affected the development of the elementary physical education program in the Charlotte-Mecklenburg Schools cannot be ascertained. Obviously, these other areas demanded time that might have been spent on the elementary school physical education program, and as a result, may have influenced its progress. In any case, it is a situation that cannot be discounted, for it was and is a reality of the central staff administration.

Along with the reorganization that took place during the period from 1960 to 1970, the central offices for special personnel were relocated four times. The first change took place when Mr. Leafe arrived. With the addition of Mr. Leafe and a secretary, the nurse's "closet" in the old First Ward School was no longer large enough for the staff. The physical education staff was moved to a classroom down the hall that was approximately thirty feet by fifty feet. This room served as an office for all of the physical education central staff. One section of the room was partitioned off for office supplies, but since there was no warehouse for the schools, new equipment was stored in the office.¹⁴

Then in 1965 the school system bought the land and buildings that had previously been Mecklenburg Community College. This consisted of a fairly new group of buildings that were located on

¹⁴Bryant, Interview.

Interstate Highway 85. With this purchase the central office staff was moved to this new location. In this new location, the physical education staff had a room approximately twenty-five feet by thirty-five feet plus two offices that were twelve feet by ten feet. Sally and Norman used the two offices and Rosalie used one corner of the large room.¹⁵

The third move took place in 1966. The school system sold the buildings and land they were using and moved the staff to what was formerly J. H. Gunn School. This was to be a temporary site for by this time plans for an educational center in downtown Charlotte were underway. The move to J. H. Gunn marked the first time that all central office personnel were housed together. Until this move, all of the top personnel, including the superintendent, were located in the county office buildings.¹⁶

The fourth and final move took place in 1969. The education center was completed and all central office personnel moved into the modern new facility. The Charlotte-Mecklenburg School System had an attractive new building that had space adequate enough to house those who were charged with keeping the school system working.¹⁷

Earlier in this chapter it was implied that consolidation demanded adjustments by all those involved and the teachers of

¹⁵Ibid.

¹⁶Ibid.

¹⁷Ibid.

elementary school physical education were no exception. The first year of consolidation twelve additional elementary school physical education teachers were needed to maintain the status quo, but only eight were hired. As a result of this, and also because Dr. Garinger did not want to force physical education special personnel on the county school teachers, there was a change in the way the staff members were assigned.¹⁸

All of the elementary school physical education teachers were placed in teams. A team was made up of two teachers, usually a man and a woman, and so far as possible the team had one teacher who was new to the staff and one who had had experience on the staff. This team, rather than being assigned to one or two schools, was assigned to a group of schools. If teachers in a school wanted help with physical education, the principal called the central office. The physical education teachers then went to that school and made out a schedule.¹⁹ In some instances, the schedule was made out by having those teachers who wanted help to sign up for a class, and in other situations the physical education teachers simply scheduled a time for every class.²⁰ Whatever the situation, the physical education teachers usually stayed in a school for a period of two weeks. With two teachers, the team could teach eighteen classes a day and, therefore, could see each class several times while in a particular school.

¹⁸Ibid.

¹⁹Eloise Oliver, Interview, July 24, 1972.

²⁰Ruth Harrison, Interview, July 20, 1972.

As the year passed, the former county schools gradually decided that they wanted a regular schedule for the physical education teachers. As a result of this decision, this assignment plan was discontinued at the end of the school year 1960-61.²¹

For the school year 1961-62, the elementary school physical education teachers were again assigned to two or more schools on a regular schedule. The physical education teacher was again seeing each class once a week. Until 1963 their teaching loads were extremely heavy. On some days they taught as many as twelve classes, and in a few cases they met two classes at the same time.²² By 1963 enough teachers had been added to the staff to make their teaching loads more reasonable. Excluding the central office staff, there were thirty-four elementary school physical education teachers for the opening of school in 1963.²³

The fall of 1963 found physical education teachers teaching approximately nine classes a day. Weekly they were each teaching from forty to forty-five classes. These lighter loads were a direct result of the increased number of staff members. This kind of growth continued until 1970. That is to say, the elementary school physical education staff growth was kept in line with the growth of enrollment of students and the number of classroom teachers. The administrative policy was to maintain a

²¹Bryant, Interview.

²²Harrison, Interview.

²³Charlotte-Mecklenburg Schools, Directory, 1963-64.

ratio of one elementary school physical education teacher to forty elementary school classroom teachers.²⁴

A departure from the usual assignment of physical education teachers for the elementary school was begun with the establishment of the Model School in Charlotte-Mecklenburg. The concept of the Model School was to provide a situation where teachers could try innovative teaching methods. The innovation in regard to the elementary school physical education teacher was to place one teacher in that school, Devonshire Elementary School, full-time. This marked the first time in the history of the elementary school physical education program that the one teacher - one school concept had been employed by the school administration.²⁵

After this, Hidden Valley Elementary School was also assigned a teacher full-time because the size of the school already justified a teacher for four full days. The next school to get a full-time teacher was Rama Road Elementary School, but unlike the situation at Hidden Valley, this was a trial experiment. Release time for classroom teachers was being asked for by the teacher organizations and this was an attempt to find a workable solution. Under this experimental plan, the physical education teacher met each class once a week with the classroom teacher present. Then she met the classes a second time for a follow-up lesson, two classes at a time and no classroom teacher present.

²⁴Bryant, Interview, July 21, 1972.

²⁵Ibid.

The intention was that eventually all schools would be set up under a similar plan.²⁶ By the school year 1970-71, there were six elementary schools with a full-time teacher, but each of them justified a teacher for four or more days. However, an administrative decision made during the school year 1971-72 stated that no school was to be assigned a full-time teacher for physical education except where there was a full week teaching load and classroom teachers were not to be relieved of the responsibility of attending class with their children.²⁷ The explanation given for this decision was that "the principals felt that if all schools could not have a teacher full-time, then none of the schools should have one full-time."²⁸ This decision did not radically affect the organization of the staff for as reported, it really affected only about six schools. What it did was to obliterate the hope of ever getting one physical education teacher for every elementary school in the Charlotte-Mecklenburg School System.

If one had to describe education from 1960 to 1970 in one word, probably the most appropriate one would be--CHANGE. There was: change in facilities and equipment, change in methods of teaching, change in classroom organization, change in the use

²⁶Young, Interview.

²⁷Bryant, Interview.

²⁸Ibid.

of textbooks, change in pupils attending a certain school, change in the way pupils got to school, change in concepts regarding how students learn and finally change in regard to what these students should learn. The Charlotte-Mecklenburg School System witnessed all these changes and the elementary school physical education staff was in one way or another affected by these changes.

A number of these changes were related directly to the area of curricula development. As was stated in Chapter IV, the elementary physical education staff had already attempted to provide some materials for the use of classroom teachers. In 1960-61 the first serious attempt was made to bring all these materials together in the form of a handbook for teachers in grades one through six. This was Rosalie's first year in the central office, and most of her time was spent working on this handbook. The handbook was finished and printed for the school year 1961-62. During this year Sally and Rosalie met with all elementary school classroom teachers in groups. They gave each teacher a copy of this guide and personally explained that it was to give them help. It would help them because it would indicate to them what the physical education program for their class should be.²⁹

Prior to consolidation, physical education in the county elementary schools consisted of a thirty-minute recess period at

²⁹Ibid.

which time all grades played either baseball, football, dodgeball, or kickball. Therefore, this new handbook was especially important as a tool to help change these programs. With a handbook of their own, it was hoped that the teachers would see physical education as more than a recess period for the manual was designed specifically for the classroom teacher.³⁰

The new handbook contained an evaluation check list, which was discussed in Chapter IV in reference to the philosophy of the program during that period. Objectives for the program were included and these may be found in Appendix H. The yearly program was outlined by seasons, fall, winter, and spring, for each grade level. A sample of one season is included in Appendix I. In addition to these materials, there were exercise routines to use for relief periods, suggestions for planning the program, and descriptions of all activities used in the program outlines. It is important to note that the title page for this handbook was marked Fourth Revision, 1961. In other words, the content and philosophy of the program were being revised; they were not being noticeably changed. The materials that had previously been given to teachers were brought together. They were better organized, game and dance descriptions were re-written and some were added. The only thing that appears to have changed is the fact that the word skill began to appear more often.³¹

³⁰Ibid.

³¹Charlotte-Mecklenburg County Schools, Physical Education Grades I-VI, Charlotte, N. C., 1961.

There was one hint of a slight change in emphasis. Social skills and attitudes remained a strong feature of the program, but physical skills were being mentioned more often. For example, in the suggestions given to teachers on planning the instruction period, a five to seven-minute skill drill was suggested. It was stated that during a lesson, one skill should be emphasized and it should be clear to the class that they are learning a skill, which when put together with other skills will make a successful game. The point was also made that sufficient skill development does not take place when only one or two balls are provided for the usual sized class. This last statement regarding small group work was the beginning of a major emphasis in teaching method which will be discussed later.³²

In relation to the discussion of skills, it is interesting to note that there was no clearly defined progression for the teacher to follow. However, if one looks closely at the skills listed in each section, there is beginning to emerge a progression of skills in some areas. In ball handling, for example, the student in first grade was to learn a toss throw and arm catch, in second grade a two-arm shoulder throw and hand catch, and in third grade a sidearm throw. At this point if there was a continuation of progression, it was through the use of different kinds of balls and different types of passes. A similar progression from what was considered easy to something that was considered difficult may be found in the area of dance.³³

³²Ibid.

³³Ibid.

Several skill areas were dealt with by simply placing them in a certain grade level. For example, batting a ball with the hand and a bat, kicking a ball and the underhand throw were all begun in the third grade. Kickball, softball, newcomb, and relays with soccer skills were taught in the fourth grade and basketball skills, football skills, and a modified game of soccer were taught in the fifth and sixth grades.³⁴

One addition to the content of the program occurred in 1961. Sally had attended a physical education convention in Miami, Florida. When she returned, she was very enthusiastic about the use of gymnastic equipment in the elementary school. She had brought with her diagrams of how to make your own equipment. She went to the maintenance department for the school system, and they made ten sets of this equipment. Five of these sets went to white schools and five sets went to Negro schools. Each set consisted of a balance beam, a set of wooden parallel bars and a vaulting horse. When this equipment was introduced in the schools, the attitude of the classroom teachers was one of caution. They did not feel they could follow-up because of safety reasons so it became the policy that gymnastic equipment would be used only when the physical education teacher was there. This policy has continued to exist but there are many classroom teachers who do follow-up gymnastics.³⁵

³⁴Ibid.

³⁵Bryant, Interview.

Beginning in 1962 and continuing until the present, the philosophy, the content, and the method of teaching on the elementary school physical education staff was significantly influenced by members of the staff.³⁶ How these influences changed the elementary school physical education program in the Charlotte-Mecklenburg Schools was succinctly expressed by Elaine Brown, a staff member since 1951. She stated that there had been definite changes in the program. There was a move from big groups to small groups, a move to definite progressions in skills, especially in regard to team games and then a move toward movement education. She explained that the movement to small groups kept the children more active but the focus during this period was on the classroom teacher. This organization made it easy for her to follow-up. Then with the emphasis on progression, the focus was on the teaching of skills. Finally, with the move toward movement education, there was a continued stress on skills but the focus was on the individual child.³⁷

Small groups, later called stations, appear to have begun with the teaching of gymnastics. One of the staff members, Nancy Goodson,³⁸ used as many as ten different groups when working with gymnastics. At the same time, others found it difficult to teach four stations of gymnastics at the same time. In order to cope with the situation, these teachers used one or two groups in which

³⁶Ibid.

³⁷Elaine Brown, Interview, July 29, 1972.

the students could work independently. These groups usually included either throwing and catching a bean bag, jumping short ropes, bouncing balls or a small group game. Then Vera Young took this idea into the games area. She would mix the groups so that some of the skills were new to the students and some of them were review for the students.³⁸ Along with this, individual staff members became concerned about the inactivity of children when playing in large groups for games. These teachers began to organize everything possible in small groups. By this arrangement, the children got more exercise, there were less discipline problems and the classroom teacher found the class was easier to organize and control. In some schools that were still having problems because of a lack of equipment, the small group play was explored as a solution to their problems. It did not seem sensible for the physical education teacher to use four balls for four groups if the classroom teacher could not use four balls during the week. Therefore, the physical education teachers began to use different games and equipment at each group. This organization they began to call stations. With this kind of organization, one group might play a game involving a ball, one group might use short ropes, one group might play a tag game and the last group might have a free play station. Thus, the teachers compensated for lack of equipment but did not have to sacrifice the small group concept. Another important point, previously stated in reference to Elaine Brown,

³⁸Oliver, Interview.

was that the main concern was to help the classroom teacher to know how to organize for greater activity and to be sure she could get the equipment she needed for the activity she planned.³⁹

Paralleling this drive on the part of staff members to promote small group play, these same teachers began to take a hard look at the games included in the program. They felt that many of the games were not geared to the individual child or how he could better learn skills. These teachers began to try to put the games in some sort of order or progression. Some of the games were omitted, some were added, and when a game was needed that did not exist, they invented one to serve their purpose. Also, they began to try to find out just where a certain skill should be placed. For example, why were soccer skills not started until fourth grade? Could a first grader dribble a soccer ball with his feet? As they began to find the answers to these questions they began to set up a progression of game experiences involving all types of skills for grades one through six.⁴⁰ The staff was beginning to say that if you want children to be skilled performers, they must be provided with experiences early in their development, and these experiences should follow some logical progression.

By the school year 1963-64 Rosalie Bryant and Eloise Oliver began to meet each week to revise the curriculum. Eloise had one afternoon a week free because of a light teaching load and her

³⁹Young, Interview.

⁴⁰Bryant, Interview.

principal agreed to let her spend that time at the central office. Their intention was to take the handbook that had been printed in 1961 and revise it by adding and incorporating all the ideas that had been coming from the staff. As the handbook began to develop, they decided to see if they could get it published. They wrote several different publishers, received a favorable response from one and signed a contract. The result was a book titled Fun and Fitness Through Elementary Physical Education which was published in 1967.⁴¹

After publication, enough copies of this book were purchased by the school system to place ten copies in each elementary school. One copy was placed on each grade level and the remaining copies were placed in the library. As a result, the teachers in the schools had a "new" physical education manual for the elementary grades.⁴²

The chief differences in the new manual and the one printed in 1961 were the number, variety, and detailed descriptions of the activities included, the addition of a section on movement exploration, and the progressive development of the activities. The other basic materials such as objectives, characteristics of growth, relief periods, procedures for organization and the check chart were the same as those included in the previous manual. The shift to an emphasis on skill development was made apparent by the fact that

⁴¹Ibid.

⁴²Ibid.

the check charts included a list of physical skills for each grade level (see Appendix J). Prior to this time only a check chart for social skills had been provided. The genius of the book was the way it was organized for easy use, the three-way progression through the grades, within a grade and through the seasons and the compilation of activities that had been tested in actual teaching situations.⁴³

During this same time when the curriculum was being revised, some of the thinking of individual staff members was also being revised. Dr. Marie Riley, from the University of North Carolina at Greensboro, came to Charlotte in 1965 to supervise student teachers. In talking with the cooperating teachers, she began to ask them the whys of what they were teaching. For example: "Why must every child in the first grade learn to do a forward roll?"⁴⁴ In further discussions she introduced some fresh and frustrating concepts regarding learning. Once again individual staff members had to take a long hard look at the things they were teaching. Dr. Riley and the student teachers who came to Charlotte over the next few years raised questions and thoughts that even today remain unresolved in the Charlotte-Mecklenburg Elementary School Physical Education Program.⁴⁵

⁴³ Rosalie Bryant and Eloise Oliver, Fun and Fitness Through Elementary Physical Education (West Nyack, N. Y.: Parker Publishing Company, Inc., 1967).

⁴⁴ Bryant, Interview.

⁴⁵ Young, Interview.

Then in the summer of 1966, Dr. Riley taught some extension courses in Charlotte. These courses were taken by several members of the elementary school physical education staff. One of these sessions was conducted by a guest lecturer, and consisted of a demonstration-participation lesson on educational gymnastics. For most of those attending, it was their first exposure to this movement concept. The result of the presentation was tragic. The group went away with a very negative view of this "new thing."⁴⁶

Then in the summer of 1968, Brenda Clayton, a member of the staff and Marilyn Mincey, who was to join the staff in the fall, attended a summer workshop on movement education. The course was taught at the University of North Carolina at Greensboro by Kate Barrett, a visiting lecturer.⁴⁷

When Marilyn began teaching in Charlotte in the fall, she became the first person to want to put the concepts of movement education into practice in the Charlotte Mecklenburg program. Marilyn and Brenda found that some members of the staff were interested in what they had learned so they talked with everyone that would listen.⁴⁸

Then in the spring of 1969, Rosalie Bryant, Vera Young, and Marilyn Mincey attended the AAHPER National Convention. They attended the all-day meeting of the elementary section and for the

⁴⁶Bryant, Interview.

⁴⁷Young, Interview.

⁴⁸Bryant, Interview.

second time Rosalie had a negative reaction to movement education because of the manner of the presentation.⁴⁹

Up to this point, the whole elementary school physical education staff had not been exposed to these new ideas called movement education. Then the workshop planning committee of the staff asked Marilyn and Brenda to present the ideas relating to movement education at a monthly meeting. They presented to the staff a brief history of some of the ideas and how they had come to the attention of physical educators in the United States, and briefly put the staff through some movement experiences that might be taught in a lesson.⁵⁰ This meeting started the staff thinking. They started talking about why and how they were teaching instead of just what they were teaching.⁵¹

About this same time, Brenda began to emphasize professional reading by the staff. It was her feeling that the staff should be aware of what was happening in elementary school physical education throughout the nation. She even suggested that the staff set up a "library" of their own by sharing books they had or by bringing articles they had read to share with others.⁵² This was not done at that time.

⁴⁹Ibid.

⁵⁰Ibid.

⁵¹Oliver, Interview.

⁵²Bryant, Interview.

Two points should be made in regard to the development of the curriculum during this period. First, all through this period many different influences were being felt in the Charlotte-Mecklenburg Schools. Many of these were coming from the administration. One example was the establishment of the model schools. Everything in the schools was being changed to meet the needs of the individual. The two words, individual and success, were being used constantly.⁵³ A more direct influence on the elementary school physical education program was the new people who came to the system just out of college. Their backgrounds were varied and they became discontent with the game oriented program in which they found themselves. They began to incorporate their own ideas in their teaching.⁵⁴ Second, the professional growth of the staff had been led by a minority of staff members, a nucleus, as one person interviewed called it. The composition of the nucleus changed from time to time, but it was always made up of a group that had the interest of the staff at heart. It was their enthusiasm that "kept the staff alert to new ideas and kept the staff alive."⁵⁵

This kind of staff involvement continued throughout the period from 1960 to the present. Further information bringing the ideas related to curriculum development up to date will be

⁵³Bryant, Interview.

⁵⁴Young, Interview.

⁵⁵Oliver, Interview.

discussed in relation to the in-service of classroom teachers and elementary school physical education staff.

Earlier in this Chapter, it was stated that Dr. Marie Riley taught two extension courses in Charlotte during the summer of 1965. It should be pointed out that she was specifically asked because of her expressed concerns for elementary school physical education. Also, this type of course was asked for because the elementary school physical education staff wanted to earn certificate renewal credit through courses they considered relevant to their needs. These courses were the first in a series of offerings that took place between 1965 and 1972.⁵⁶

During the following year Rosalie and several staff members decided they wanted to do a similar course the next summer. They wanted, however, to deal specifically with the ideas that were involved in the Charlotte-Mecklenburg Program. This idea evolved because of the large number of elementary school classroom teachers who had taken the courses in the summer of 1965. This suggested that a summer workshop was the ideal way to reach the classroom teacher.⁵⁷

One problem stood in the way of such a venture by Rosalie and the staff members. During the three year period from March of 1965 to March of 1968, all first certificate renewals had to be earned with college credit. In order to find a solution to

⁵⁶Bryant, Interview.

⁵⁷Ibid.

this problem, Rosalie again went to the University of North Carolina at Greensboro for assistance. The result was that Miss Margaret Greene from the physical education department at UNC-G would conduct the course in Charlotte, with the assistance of Rosalie Bryant, Brenda Clayton, and Vera Young. The result was a course with college affiliation for renewal credit, and the content of the Charlotte-Mecklenburg Elementary School Physical Education Program for the indoctrination of the classroom teacher.⁵⁸

There was such a favorable response from classroom teachers that in the years that followed this type of workshop was conducted entirely by Rosalie and members of her staff. The first one was begun in the summer of 1967 and was acceptable for any certificate renewal other than the first one. Plans were to teach one two-week workshop but the response from over two hundred teachers demanded that two workshop dates be scheduled. These two workshops were taught by Rosalie Bryant, Eloise Oliver and Vera Young. The workshops continued to be taught each summer and plans at present suggest that they will be a part of the program in the future. The same three teachers mentioned above conducted the workshops until 1970. At this time, Betty Riddle was added making four teachers. Then in 1971, Betty remained and Vera did not teach. In 1972 Betty, Eloise, and Rosalie were joined by Emily Campbell, and plans for 1973 show that Betty will not teach, and the course will be taught by Rosalie, Eloise, and Emily.⁵⁹

⁵⁸Ibid.

⁵⁹Ibid.

Paralleling these developments for an in-service type program for classroom teachers, Rosalie had established several in-service programs for the elementary school physical education teachers, especially those who were new on the staff. In an interview she stated that past experience had shown that those students coming out of colleges or those joining the staff with only secondary experience, had had very little, if any, experience working with young children. Most of them had had a very sports-oriented program and were better prepared to teach high school or college than elementary school physical education. Two in-service programs for new teachers resulted from these observations. First, a policy was established to assign all new teachers a buddy who was an experienced member of the staff, and second, a weekly meeting for new teachers was begun. Both of these programs were begun around 1962. The purpose of the buddy system was to help the new teacher to get a successful start on the new year. The arrangement allowed the new teacher to be taken to her individual schools to meet the principals, arrange schedules, and check on equipment. The experienced teacher was available to answer questions, give individual attention, teach demonstration lessons and to give a general understanding of the program of the Charlotte-Mecklenburg Schools. The purposes of the weekly staff meetings were to help the new teachers to get their feet on the ground, to let them experience and learn things before teaching them, to familiarize them with the curriculum, to answer questions that came up during

the week, to share experiences and ideas, and to help them with planning and judging materials to be used in a lesson plan.⁶⁰

Along with this in-service for new teachers, there was a monthly meeting for the entire staff. This meeting was used to discuss any matter of importance to the staff. Often information regarding equipment and facilities was discussed, but mainly the time was used to discuss new games and ideas that were helpful in teaching.⁶¹

One other factor which was a combination of in-service for teachers and an attempt to educate the public to the content of the elementary school physical education must be mentioned. That was the use of television programs. On April 4, 1961, WBTB presented a television program dealing with physical education and featuring Doug Mayes and Sally Southerland.⁶² This program dealt with the content for all grades one through twelve.⁶³ A second program was aired sometime during this period featuring Rosalie and Norman Leafe but this script was not available. Then in 1965, Rosalie and teachers of the elementary school physical education staff made a series of TV programs for use on the Charlotte-Mecklenburg Schools' Educational Television Station. These programs used students from the school system, showed

⁶⁰Ibid.

⁶¹Ibid.

⁶²WBTB, Script for TV program, April 4, 1961.

⁶³WBTB, Script for TV program, April 24, 1961.

progression in the areas of dance, soccer, and volleyball and were to be viewed by teachers with their classes. The following year a series of programs featuring dance was done and this was the last program created locally dealing with elementary physical education.⁶⁴

Although these TV programs resulted in an addition to the in-service training for teachers, one should remember that they initially began as a community service program by WBTV. That fact suggests that there was support within the community for a program of physical education in the elementary schools. The only other obvious community support for the physical education programs within the schools was the Annual Fitness Show held in conjunction with the schools and the Heart Association.⁶⁵

Along with the in-service for new teachers, writing, organizing and appearing in these TV programs, and organizing all the schools involved with the Annual Fitness Shows, Rosalie did almost all of the planning for the monthly staff meetings. Then for the school year 1968-69, a committee of staff members took over the job of planning for these meetings. This committee was made up of a group of staff members who volunteered for the job. Their function was not necessarily to conduct the meetings themselves, but to select from the staff, individuals with special interests or special talents in an area, and plan for the year

⁶⁴Bryant, Interview.

⁶⁵Young, Interview.

using these people as resources. This same plan was used for the school year 1969-70.⁶⁶

For the school year 1970-71, the staff and Rosalie organized an in-service workshop for staff members which was conducted for certificate renewal credit. The workshop was to deal with the emerging concepts in elementary school physical education and was to be conducted by a staff committee. The members of this committee were Pam Allison, Rosalie Bryant, Liz Benbow, Howard Campbell, Brenda Clayton, Shirley Ferguson, Jan Galbraith, Nancy Goodson, and Vera Young. Rosalie cited five reasons for the creation of this committee for in-service. They were:

1. Feeling of pressure from the administrative staff to meet individual needs of students in all areas.
2. Reading that physical education was changing.
3. Influence of staff members with enthusiasm for new ideas, as well as new staff members coming out of college with a varied background.
4. Change in renewal policy by state department which allowed a school system to give credit for all renewals - first renewals as well as subsequent renewals.
5. The feeling that a workshop given by staff members would benefit the staff in learning.⁶⁷

Incorporated into the learnings of this workshop were discussions, lecture-demonstration, and reading by all staff members involved. One of the most significant features was the fact that the committee insisted that the staff do some professional reading.

⁶⁶Bryant, Interview.

⁶⁷Ibid.

In order to make this possible, they combined all their personal books to make up a staff resource library and one member, Shirley Ferguson, became a "traveling library." She faithfully delivered the "library" to all meetings whenever they were held, so that staff members would have reading materials available.

These meetings were climaxed by a series of meetings with Dr. Kate Barrett from the University of North Carolina at Greensboro. A Saturday morning meeting with the entire staff was conducted on March 6, 1971 by Dr. Barrett, Dr. Riley and Miss Judy Rink, all from the University of North Carolina at Greensboro. Then on March 10, 1971, the entire staff went to Greensboro to Foust Elementary School to observe the program being conducted there by Dr. Barrett and Miss Rink. A follow-up meeting was conducted in Charlotte on Saturday, March 13, 1971.⁶⁸ These meetings brought into focus all the work on which the staff and the committee had concentrated over a sixteen week period.

As a result of this extensive workshop, many of the staff members expressed a desire to implement some of the ideas they had seen and discussed. In order to do this, they stated that they needed some kind of help and leadership. They wanted something in writing that they could hold on to and use in teaching. It was suggested that this need might be dealt with through a curriculum revision study; as a result a curriculum revision study committee was set up. This committee was named by Rosalie and the

⁶⁸Ibid.

members were: Rosalie Bryant, Lois Byers, Emily Campbell, Howard Campbell, Brenda Clayton, Nancy Goodson, Shirley Green, Eloise Oliver, and Vera Young Eastridge. This committee was given the assignment of trying to see how the ideas relating to a movement oriented approach to physical education could be incorporated in the existing program in Charlotte which was basically games oriented. The result was a booklet of information which attempted to organize some of the movement ideas into areas such as volleyball, softball, gymnastics, dance, etc. The proposed purpose was to give the staff some information which they could use as a starting point for their own thinking. Just how effective this was is not yet known. To this point, there has been no follow-up by this committee, the committee has not met or done any other work, and there has been very little feedback from the staff.

Rosalie cited three events that she felt had an impact on the Charlotte-Mecklenburg Elementary School Physical Education Program during this period. The first was a lecture-demonstration by Dr. Kate Barrett at the Elementary Section of the North Carolina Association for Health, Physical Education and Recreation in Asheville, North Carolina on December 4, 1970. The second was a three-day conference on elementary school physical education sponsored by the state department. This meeting was conducted by Dr. Barrett, Dr. Riley, and Miss Rink and was held at UNC-G on January 14, 15, and 16, 1971. The third event was the beginning of the use of the National Educational Television series

"Ready? Set - Go!" in the schools of North Carolina which was begun in the fall of 1971.⁶⁹

There were, of course, other factors besides those previously mentioned that affected the physical education program in the Charlotte-Mecklenburg Schools. The most notable of these was improvement in equipment and facilities. On November 13, 1962, Superintendent Dr. A. Craig Phillips announced that the new schools in the system would get a new exercise room. The announcement was made in a newspaper article. The article stated that the rooms, which were essentially small gymnasiums, would add from \$75,000 to \$100,00 to the cost of each school. The idea came from the schools in Winston-Salem, North Carolina, where the plan was used in the elementary schools built while Dr. Phillips was superintendent there. In the article, Dr. Phillips stated:

Elementary schools built here in recent years have not had facilities for physical education instruction. Physical education classes have been conducted in halls, stages, and cafeterias or on the playgrounds.⁷⁰

In his opinion, the physical education program had suffered because of inadequate facilities. The new exercise room was to be a tri-purpose room, serving as a stage, a cafeteria, and a physical education space. Dr. Phillips said the plan had proved successful in Winston-Salem and was gaining favor from educators throughout

⁶⁹Ibid.

⁷⁰"New Schools Get Exercise Room," The Charlotte Observer, November 13, 1962, p. 5B

the country. The first schools slated to get these additions were Rama Road, Sharon Road, and Oaklawn Avenue Elementary Schools.⁷¹

The first school to actually be completed with the new plans suggested by Dr. Phillips was Rama Road Elementary School. A newspaper article in which the completion was announced stated that the most obvious innovation of the school was the multi-purpose room.⁷²

Since 1964 the multi-purpose room has been included as a part of the plans for all new elementary school buildings, and a multi-purpose room has been added to all existing school buildings. Consequently, as of the school year 1972-73, every elementary school in the Charlotte-Mecklenburg Schools had an indoor facility that could be used for physical education classes. This addition to facilities was a boost to the morale of teachers and children and gave much greater flexibility to the teachers of elementary school physical education.

With the addition of the multi-purpose room, new schools were provided a standard list of equipment that far surpassed what the teachers in the system were accustomed to having. This list may be found in Appendix K. Added to these items was a curious assortment of homemade equipment. If a piece of equipment was needed, someone found a way to make it. For example, the plastic milk bottle became the most versatile piece of equipment

⁷¹Ibid.

⁷²"New Schools is Custom-Tailored," The Charlotte Observer, May 3, 1964, p. 1C

ever placed in an elementary school program. It could be used to line off a field for games, it was an obstacle for a run, cut the bottom out and it was a scoop for catching and throwing, fill it with sand, put in a golf tube and it was a batting tee, cut notches in the tee, put two together with a lightweight cane, and it was a hurdle. Balls made of paper, paddles made of coat hangers, boxes made of almost everything and hoops made of plastic water pipe all became a part of physical education inventories in Charlotte.

At the end of the sixties there are still things to be accomplished, and there are many problems unresolved, but the elementary school physical education program in Charlotte-Mecklenburg has stood the test of time. For over half a century, it has fought for its survival and it has won. It has been expanded to meet the needs of a modern school population, the content has been revised to include new concepts relating to physical education, and the program itself has become a recognized part of the elementary school program. What the future will hold is uncertain.

In Chapter VI, the writer examines some contemporary events in the Elementary School Physical Education Program of the Charlotte-Mecklenburg School System and considers their implications to the future development of the program.

CHAPTER VI

CONSIDERATIONS FOR THE FUTURE

The elementary school physical education program in the Charlotte-Mecklenburg Schools has gone through a significant period of accomplishment, growth, and self-study over the past ten years. Facilities and equipment in all schools allows the teachers great flexibility in their teaching, the growth in the number of staff members has given the teacher more time for planning in her school, and study of the curriculum exposed some exciting directions to follow in teaching. The potential of the elementary school physical education program in the Charlotte-Mecklenburg Schools is considerable. What the future holds is not clear. The future of the program in Charlotte will be determined by the kind of leadership it has, the strength of the staff who must implement the program and the philosophy of the administration in regard to the total elementary school. The resources are there, and the roots of the program are already well established. The challenge to the leadership of this staff will be to assume a strong leadership role and direct the staff through a period of change and frustration. The program must not be allowed to become stale, the program must continue to grow and growth necessitates change.

In attempting to forecast the future of elementary school physical education in the Charlotte-Mecklenburg Schools, one finds

many more questions than answers. Since the administration of Dr. Garinger and possibly the administration of Dr. Phillips, there has not been a clearly defined administrative commitment to the program. Each year since the author of this paper began working in Charlotte in 1964, there has been discussion of cutting the elementary school physical education staff or using the time as a release period for classroom teachers. It has often appeared that the administrators were functioning in the realm of thinking of the early nineteenth hundreds - that physical education was an extra, a frill, or a time for the children to release excess energy. This thinking was also in complete contradiction to the established philosophy that the physical education teacher was there to help the classroom teacher.

The result of this line of thinking was a memorandum to all elementary principals dated January 22, 1973. It was a directive to all principals that they release the classroom teachers during the time his/her students were with a special area teacher.¹ The full content of this memorandum is included in Appendix L. After reading the memorandum, one can easily see the questions that must be raised. For example:

1. What is the administrators' position on physical education for the elementary school?
2. Is the philosophy of the role of the special physical education teacher changed by this directive?

¹Memorandum to all elementary principals from Roland W. Jones and Charles Hickman regarding released time for elementary teachers, January 22, 1973.

3. How can the physical education teacher assist the classroom teacher if she is not present?
4. Is the specialist now responsible for the children and what they do once a week?
5. If the classroom teacher does not know what her class was taught, how can she follow-up?
6. Who will see that the teacher carries on a daily program?
7. Is additional personnel for the future an empty promise?

An attempt to answer some of these questions was made on April 10, 1973. A meeting of Dr. Charles Hickman, Miss Rosalie Bryant, five principals, and four physical education teachers was held for the purpose of evaluating release time for teachers through physical education. Dr. Hickman, Assistant Superintendent in charge of curriculum development, stated that the decision to release classroom teachers from the special areas was made in a hurried situation. He further stated that no real thinking was done and there was an awareness that there were some real problems to be considered. He reminded the group that the teachers' organizations had been pushing for release time for years. The indication was that this was the quickest way the administration could find to give them the release time. Dr. Hickman stated that the purpose of the committee was to evaluate the situation and make a decision "once and for all."²

²Personal notes from evaluation committee meeting regarding released time for elementary teachers, April 10, 1973.

Views were expressed that were both pro and con. One principal went straight to the point and said that the question that must be decided is whether the school system wants a hit and miss kind of program or a good program. He said that follow-up by the classroom teacher is necessary for a good program and for appropriate follow-up she needs to be present when the physical education teacher is teaching. He further stated that release time from physical education was fine if you would settle for a hit and miss kind of program. All the principals agreed that one determining factor was the kind of principal you have in a given school. They agreed that a strong principal would see that his school had a good program regardless of a given situation, however, they also agreed principals are human; they are not all strong and unless pushed, they would not assure that daily physical education was conducted by the classroom teacher.³

The result of the meeting seemed to be twofold. First, it was agreed by all that a compromise solution would be for the classroom teacher to check with the physical education teacher each week to find out what was being done and for the two of them to decide whether or not she should stay. Second, Rosalie was asked to prepare a questionnaire to send to all elementary school classroom teachers. The purpose was to find their reaction to the plan now in effect.⁴

³Ibid.

⁴Ibid.

Due to the before mentioned memorandum and its possible effect on the physical education program in the elementary schools, the author attempted to get further information regarding the administration's thinking from Dr. Rolland W. Jones, Superintendent of the Schools. When asked about the administration's position regarding elementary school physical education, Dr. Jones said that the author should ask Rosalie Bryant. After explaining that the author was well aware of Rosalie's position, he said, "I do support the physical education program."⁵ Dr. Jones was then asked what was his philosophical position in regard to the future of the program in Charlotte. He said, "My personal position is not to inflict my personal feelings on a school program."⁶ He further stated that in regard to the future of the program, he would make his decisions on the basis of recommendations from those involved in the program. He also stated that he thought much decision making should be put on the school principals. He was then asked why principals were directed to release classroom teachers from special areas. His reply was that he did not know what was said in the note that went out from his office, but that he was advised that the decision was the right one to make and he went along with it.⁷

⁵Rolland W. Jones, Interview, April 11, 1973.

⁶Ibid.

⁷Ibid.

This episode in regard to release time for teachers was dealt with in detail simply to support the idea that it takes strong leadership to perpetuate a program and make it grow. Administrators seem to respond to a good product if it has a good salesman. This may be viewed as unfortunate, but it appears to be true. A product (as in this case, physical education) may not even be seen if the competition demands the time, and this is just what has occurred with the classroom teachers in regard to physical education. The classroom teachers demanded the personal time spent in physical education for other purposes. Hopefully, because the physical education teachers and principals were also later heard, it is not too late to remedy the situation. Obviously, there may be problems, for once a decision is made, it is much harder to change.

Dr. Jones mentioned the idea of principals making more decisions. This may be a key factor in the future, for one concept in relation to elementary school special personnel is based on this idea. The plan would be that a given number of physical education teachers would be assigned to a group of schools. The principals would then decide how these teachers would be used. One principal might want a teacher full time, one principal might not want one, or they might decide to leave the teachers as they are now, shared between schools.⁸

⁸Rosalie Bryant, Interview, July 21, 1972.

At present there is no evidence to suggest that there will be any drastic change in the way special teachers of physical education for the elementary schools are assigned. It does not appear that the staff number will be increased or decreased. The concept of one teacher for each school is not being pursued, instead, Rosalie is hoping for a change in the ratio of elementary physical education teachers to classroom teachers. Rather than the one to forty ratio mentioned in Chapter V, she would like to see a ratio of one to twenty-five.⁹

A few minor changes in curricula content have been made in individual schools by individual staff members; and there is reason to believe that these changes will continue as long as those individuals are committed to an ideal. The ideal is quite simply that the learning process must be alive, meaningful, and responsive to those who are involved in it, whether they be teacher or student.

Rosalie Bryant, Director of Elementary Health and Physical Education, and Eloise Oliver have recently completed the writing of a new book on elementary physical education. When this book is made available for examination, one will be more able to determine the future content of the Charlotte-Mecklenburg program for it should reflect the thinking of Rosalie Bryant who is in the leadership role.

The forecast for the future of the elementary school physical education program of the Charlotte-Mecklenburg Schools is full.

⁹Ibid.

It is full of questions, unanswered, it is full of facilities surpassing any before available, it is full of potential achievements that should be realized. Resources are not a question. Personnel is now coming out of college with learnings that are appropriate, the university system gives the availability of consultants, the staff has access to the latest information through the Learning Resources Center for the school system, and the administration has stated that they look to those involved in a program to make decisions regarding what should be accomplished in that particular area.

The future then is a challenge - a challenge for leadership that is strong, a staff that is committed, and both with the ability to dream and the courage to pay the price to make those dreams a reality.

SUMMARY

The purpose of this study was to trace the historical development of the Elementary School Physical Education Program in the Charlotte-Mecklenburg School System from its beginning in 1926 to the present. Emphasis was placed on curricular changes, growth of the program, staff, and facilities.

Specifically, the following questions were investigated:

1. Was the early development of the elementary school physical education program in the Charlotte-Mecklenburg Schools due to a felt need of classroom teachers for organized physical activity for their students?

The answer to this question was not found to be a simple yes or no. In Chapter II, it was pointed out that the administration of the Charlotte City Schools was willing to adapt the school system to meet the various needs of the child. Further, it was stated that the mothers of the city became very interested in the physical welfare and play programs of their children. These two things, administrative philosophy and support of parents, resulted in the school board initiating a program of elementary school physical education for the Charlotte City Schools in 1926. This program was discontinued in 1931, because of the nationwide economic depression.

It was during the time period from 1931 to 1947 that the influence of the classroom teacher emerged. Chapter III discusses

these developments in detail. Briefly, what occurred was that one principal, Miss Ursula Blankenship, and one classroom teacher, Miss Sarah Southerland, began a physical education program at Dilworth School in order to help other teachers with playground activities. The reason for beginning such a program was: the classroom teachers had had no training in how to organize activities on the playground and there were many behavior problems on the playground at recess because the children had nothing to do.

It was this second stage of development in the Charlotte City Schools that played a major role in the history of the Charlotte-Mecklenburg Elementary School Physical Education Program, and it was during this period that the felt need of classroom teachers for physical activity for their students encouraged the growth and progress of the program.

2. Did the influence of classroom teachers have any impact on the philosophy of the elementary school physical education program in the Charlotte-Mecklenburg Schools?

It was concluded from the information presented in Chapters III and IV that the influence of classroom teachers did affect the developing philosophy of elementary school physical education in the Charlotte-Mecklenburg Schools.

3. If the classroom teachers did influence the program, how did this influence manifest itself?

The most obvious influence that the classroom teachers had on the program was in regard to philosophy. Sally Southerland,

who was instrumental in the establishment of the program had taught in the classroom for fourteen years. This past experience gave her a realistic view of the needs of classroom teachers. She knew from experience that they needed help with activities for the playground. Consequently, from the beginning of the program, all the teaching of physical activities was for the purpose of teaching the classroom teacher what activities were suitable for her class and how these activities could be organized. Because of this teaching approach, the classroom teacher was present when the physical education teacher was teaching. Also, as many activities as possible were taught during a class period in order to give the classroom teacher games to use until the physical education teacher taught the class again. The result of this early influence was a physical education program based on the philosophy that the physical education teacher's job was to teach classroom teachers.

A second major influence of the classroom teacher was the printing of curricular materials. In Chapter IV it was noted that it became necessary to distribute materials to classroom teachers in order for them to effectively conduct their classes' daily physical education. This continuous effort over the years to make teaching materials available to the classroom teacher culminated in the writing of handbooks on elementary physical education, designed for the classroom teacher.

4. If the influence of classroom teachers did exist,
does it still exist today?

Information in Chapters V and VI suggest that the influence may not be as strong as it once was, but it does still exist. For example, materials printed during the period from 1960 to 1970 were designed for the classroom teacher. The elementary school physical education teachers still meet a class one day a week because theoretically they are there to teach activities to the class and to the teacher, which can be used the other four days of the week. Summer physical education workshops are designed solely for the elementary school classroom teacher.

In Chapter VI the influence of classroom teachers, and how that influence affected the program as recently as 1973, was discussed. Classroom teachers asked to be released from the responsibility of attending special area classes with their students. On January 22, 1973 this request was granted. How this will affect the physical education program in the elementary schools and existing philosophy cannot yet be discerned.

5. Does the historical development of elementary school physical education in the Charlotte-Mecklenburg Schools parallel the historical development of elementary school physical education in the United States? Specifically, are there parallels in regard to curriculum development, philosophy, staff organization, and facilities?

In most instances, the historical development of elementary school physical education in the Charlotte-Mecklenburg Schools does parallel the historical development of elementary school physical

education in the United States. Emphasis on social values and good citizenship in the 1920's was common to both histories. National interest in child health and welfare was demonstrated in Charlotte through the interest of mothers, which was discussed earlier in this summary. The fact that in most places physical education was the responsibility of the classroom teacher may have put Charlotte ahead at that time, for classroom teachers were getting more assistance by 1926. In the early 1930's, when special subjects were cut from the school curriculum throughout the nation, they were also discontinued in Charlotte.

In the 1940's most school programs that had a physical education program had a director or supervisor who visited schools on a regular schedule. His main duty was to direct the classroom teachers' activity and teaching was for demonstration only. A difference appears here in that the person who was to help the classroom teachers in Charlotte actually taught the class as a demonstration lesson each week. Also, during this period teachers in Charlotte, as well as those throughout the nation, were teaching either outside or in classrooms, hallways, auditoriums or empty rooms. In many programs, classes were combined so that a teacher taught two classes together. This was not the practice in Charlotte.

A prevalent pattern in the 1950's was for a physical education teacher to be assigned to several schools. This was found to be true in Charlotte. At this time it was reported that many

elementary schools in the nation had gymnasiums or playrooms; Charlotte did not have indoor facilities until the 1960's.

Throughout the period from 1926 to the present, the content being used in Charlotte appears to have been generally the same as that used throughout the nation. The exceptions are the strong emphasis on physical fitness and movement education in some places. In the early sixties, the Charlotte program did include physical fitness, but it was never given major emphasis. Similarly, the ideas relating to movement education have been discussed and explored, but the concept has not radically affected the content of the program in Charlotte.

These questions and answers contribute much to the understanding of the philosophy of the elementary school physical education program of the Charlotte-Mecklenburg schools as it exists today. Throughout its entire history, the philosophy of the program has been that the teacher of physical education in the elementary school was there to help the classroom teacher. The role of this specialist was not to conduct the program of physical education in the school, but to teach the classroom teacher how she could conduct a program for her specific class. This underlying philosophy, more than any other single fact, has shaped the history of the Charlotte-Mecklenburg Elementary School Physical Education Program. History throughout the United States indicates that this philosophy was held to in many other places.

The growth of the program in terms of staff and facilities suggests that much progress has been made. The staff has

grown from four to forty plus, and facilities, which in the beginning were non-existent, today consist of large playgrounds and multi-purpose rooms supplied with equipment appropriate for the program. Changes in the content of the program have been slow, but there has been steady progress, and here again the program parallels what has occurred throughout this country.

As one tries to summarize what has occurred in the history of elementary physical education in this country, the natural impulse is to conclude - history repeats itself. Support for physical education in the 1920's from those outside the field of physical education is being repeated today through the work of educational psychologists, specialists in the area of reading and those in the field of early childhood education. In the early 1930's, homogeneous grouping was the practice in physical education just as for other subjects and quite recently this idea has been given some attention in Charlotte. Also, in the early 1930's, it was reported that physical education programs were being built on the best child psychology and curriculum planning methods; in the 1970's this is once again true. The physical fitness bandwagon has been a recurring theme.

Today articles discussing the innovative use of school facilities such as classrooms, hallways, auditoriums and cafeterias for physical education classes appear in all types of educational journals. It is interesting to note that an article discussing these same innovative ideas appeared as early as 1943. Furthermore, ideas in an article by Champlin written in the 1950's,

suggesting that physical education in the elementary school be brought up to the same standard of excellence of those in the secondary schools, might be echoed in today's publications. Today, elementary school physical education has made unprecedented progress, but that statement might have been applicable in 1950. In the 1970's, programs are based on sound educational philosophy and guided by curriculum theorists, and that was said too of the programs in the 1930's. The future is full of promise and the challenge is great, and so it was in 1950.

The past, the present and the future are separated by the span of time. They are united by the recurring thoughts of man which are unique only in their response to the needs and resources of their era.

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APPENDIXES

A Typical Three-Year Teaching Period
for Elementary Schools 1932

A TYPICAL THIRTY-MINUTE TEACHING PERIOD
FOR ELEMENTARY SCHOOLS 1932*

Fourth Grade

| | |
|-----------|-----------------------------------|
| Monday | Team Game and Team Game Skills |
| Tuesday | Rhythmics |
| Wednesday | Group Games and Relays |
| Thursday | Athletic Events |
| Friday | Stunts and Contests |

Fifth and Sixth Grade Boys

Monday APPENDIX A

A Typical Thirty-Minute Teaching Period
for Elementary Schools 1932

| | |
|-----------|---|
| Wednesday | Rhythmics |
| Thursday | Group Games, Relays, Stunts and Contests |
| Friday | Athletic Events |

*Anselm B. Garrison, "A Typical Thirty-Minute Teaching Period for Elementary Schools," Journal of Health and Physical Education, IV, No. 1 (January, 1933), 48-49.

A TYPICAL THIRTY-MINUTE TEACHING PERIOD
FOR ELEMENTARY SCHOOLS 1932¹

Fourth Grade

| | |
|-----------|-----------------------------------|
| Monday | Team Game and Team Game Skills |
| Tuesday | Rhythmics |
| Wednesday | Group Games and Relays |
| Thursday | Athletic Events |
| Friday | Stunts and Contests |

Fifth and Sixth Grade Boys

| | |
|-----------|---|
| Monday | Team Games Team Game Skills |
| Tuesday | Individual Sports |
| Wednesday | Rhythmics |
| Thursday | Group Games, Relays, Stunts and Contests |
| Friday | Athletic Events |

¹Jessie R. Garrison, "A Typical Thirty-Minute Teaching Period for Elementary Schools," Journal of Health and Physical Education, IV, No. 1 (January, 1933), 48-49.

TYPICAL WEEKLY LESSON*

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|---------------------------------------|--------------------------|--------------------------------------|---|--|
| Grade II | Story Play Claythg Game | Health Lesson | Story Play Game | Free Play | Rhythm Exercises |
| Grade IV | History Lesson Posture Tests | Gymnastics Games | Badge Tests | Gymnastics Games | Rhythm Exercises |
| Grade V (I) | Badge Tests | Gymnastics Folk Dance | Health Talk Foot and Shoe | Posture Tests Gymnastics Games | Game Contact Hit Pin Baseball |
| Grade VII (I) | Game Tests | Gymnastics and stunts | Health Lesson Foot and Shoe | Posture Tests Gymnastics and Games | Game Contact Soccer |

APPENDIX B

Typical Weekly Lesson

*Mary Channing Colman, Lessons in Physical Education for Elementary Grades (Raleigh, N. C.: State Department of Public Instruction, 2.d.), p. 8.

TYPICAL WEEKLY LESSON²

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|---------------------------------------|--------------------------|--|---|--|
| Grade II | Story Play Singing Game | Health Lesson | Story Play Game | Free Play | Rhythm Exercises |
| Grade V | Hygiene Lesson Posture Tests | Gymnastics Games | Badge Tests | Gymnastics Games | Rhythm Exercises |
| Grade VII (Girls) | Badge Tests | Gymnastics Folk Dance | Health Talk: Feet and Shoes | Posture Tests Gymnastics Games | Game Contest Hit Pin Baseball |
| Grade VII (Boys) | Badge Tests | Gymnastics and Stunts | Health Lesson: Feet and Shoes | Posture Tests Gymnastics and Games | Game Contest Soccer |

²Mary Channing Coleman, Lessons in Physical Education for Elementary Grades (Raleigh, N. C.: State Department of Public Instruction, n.d.), p. 8.

INFORMATION SHEET REGARDING PHYSICAL
EDUCATION 1926-30

- I. Have classes ready on time.
 - a. Costs off.
 - b. Bring class to playground.
 - i. Have pupils stand in lines.
 - ii. If inside - desk clean, windows open.
 - c. If teacher is teaching, go ahead with lesson, do not wait if I am detained.
 - II. a. Have your lessons planned as to covering different parts of body.

Suggested order:

 1. Foot steps, exercises and marching.
 2. Old game, one which brings in all pupils.
 3. New game.
 4. Let pupils choose game.
 5. Basketball.
 - b. Always play a game until pupils can play it well.
 - c. Teacher always supervises.
 - d. Teach pupils to play with spirit.
- APPENDIX C**
- Information Sheet Regarding Physical
Education 1926-30**
- III. a. Have ten or more minutes of daily (optional) at least three times per day.
 - b. A quick game.
 - IV. a. Take care of booklets.
 - b. Teacher may use lower free lower grades but do not go above your own grade.
 - V. Return equipment to proper place.
 - VI. Posture
 - a. See posture supervisors for all grades in book I or II.
 - b. Never mention shoulders to pupils. Always see - chest up, water flat, stand tall or something similar.
 - c. Note the - Rules for Good Sportsmanship - at the conclusion of posture notes.

Information sheet given to classroom teachers by physical education supervisors concerning physical education regulations, 1926-30.

INFORMATION SHEET REGARDING PHYSICAL
EDUCATION 1926-30³

- I. Have classes ready on time.
 - a. Coats off.
 - b. Bring class to playground.
 1. Have pupils stand in lines.
 - c. If inside - desk clear, windows open.
 - d. If teacher is teaching, go ahead with lesson, do not wait if I am detained.

 - II. a. Have your lessons planned so as to exercise different parts of body.

Suggested order:

 1. Few simple exercises and marching.
 2. Old game, one which brings in all pupils.
 3. New game.
 4. Let pupils choose game.
 5. Breathing.
 - b. Always play a game until pupils can play it well.
 - c. Teacher always gives formal exercises.
 - d. Teach pupils to run, walk, and jump with most of the weight on the balls of the feet (on toe).
-
- III. a. Have two or three minuet relief drills (exercise) at least three times per day.
- b. A quick game.
-
- IV. a. Take care of booklets.
- b. Teacher may use games from lower grades but do not go above your own grade.
-
- V. Return equipment to proper place.
-
- VI. Posture
 - a. See posture suggestions for all grades in book I or II.
 - b. Never mention shoulders to pupils. Always use - chest up, waist flat, stand tall or something similar.
 - c. Note the - Rules for Good Sportsmanship - at the conclusion of posture notes.

³Information sheet given to classroom teachers by physical education supervisors concerning physical education organization, 1926-30.

- VII. a. Concentrate on singing games in the fall and spring - give some throughout the year.
- VIII. a. Teach pupils that the whistle always means to stop and listen.
- IX. a. In races and games start pupils:
On your mark!
Get set!
Go!
- X. Citizenship Project.
a. See grade four, second month.
b. By the first of second month all third, fourth, fifth and sixth grade teachers have classes organized into teams and the work going.
c. All second grade teachers organize by November.
d. If you want to organize before suggested time, do so.
e. It will help new teachers to observe teachers who have done this before.
- XI. Do not send trying pupils from class until all means of helping him have been exhausted.
- XII. Time
a. In the third, fourth, fifth and sixth grades one-half hour period per week besides the one with me.
b. In the first and second grades the thirty-minute period may be divided into two 15-minute periods or as the teacher sees fit.

CURRICULUM CONTENT 1949 - WISCONSIN NAVY DIVISION
 1201 S. WILMETH, PLAZA ROAD, WILMETH.

First Grade

Part-ops:

Walking
 Running
 Galloping
 Skipping

Mixtures:

Ball
 Hoop
 Dicks
 Jump rope
 Slingshot
 Frisbee
 Cones
 Tapes
 Paper airplanes

Rhythmic and Dramatic Activities:

Hippity Hop to the Barber Shop
 Loochy Loo
 Dots, Peas, Beans and Barley Grow
 The Farmer Sows His Seeds
 Swinging in the Swing
 How Does Do My Partner
 Snowman's Dance
 Story Play and Puppets

APPENDIX D

Curriculum Content 1949

Open - Playground, Playroom and Classroom:

Deliver Cat
 Follow the Leader
 Huddle Hoop
 Huddle Hoop
 Farmer in the Dell

Did You Ever See a Lassie
 Wind and the Flowers
 Blue Bird
 Going to the Zoo
 Call Ball

Second Grade

Part-ops:

Walking
 Running
 Galloping
 Skipping
 Trotting

Mixtures:

Same activities as
 the First Grade

Rhythmic and Dramatic Activities:

Repeat First Grade Activities
 Yankee Doodle
 Trot Little Pony
 A Hunting We Will Go
 The Bridge of Avignon
 Danish Dance of Swearing
 A Day in the Woods
 Circus

CURRICULUM CONTENT 1949 - NOTEBOOK NANCY GOODSON
SCHOOLS - DILWORTH, PLAZA ROAD, WILMORE⁴

First Grade:

Warm-up:

Walking
Running
Gallop
Skipping

Mimetics:

Rabbits
Birds
Horses
Ducks
Kangaroos
Elephants
Frogs
Camels
Eagles
Butterflies

Rhythms and Dramatic Activities:

Hippity Hop to the Barber Shop
Looby Loo
Oats, Peas, Beans and Barley Grow
The Farmer Sows His Seeds
Swinging in the Swing
How D'ye Do My Partner
Shoemaker's Dance
Story Play and Mimetics

Games - Playground, Playroom and Classroom:

Cat and Rat
Follow the Leader
Mother Bird
Midnight
Farmer in the Dell

Did You Ever See a Lassie
Wind and the Flowers
Blue Bird
Going to the Zoo
Call Ball

Second Grade:

Warm-up:

Walking
Running
Gallop
Skipping
Trotting

Mimetics:

Same activities as
the First Grade

Rhythms and Dramatic Activities:

Repeat First Grade Activities
Yankee Doodle
Trot Little Pony
A Hunting We Will Go
The Bridge of Avignon
Danish Dance of Greeting
A Day in the Woods
Circus

⁴Nancy Goodson, personal notebook, 1949.

Games - Playground, Playroom and Classroom:

The Bear Went Over the Mountain
 I Am Sometimes Very Tall
 Magic Carpet
 Hide in Sight
 Leader and Class
 Huntsmen
 Cowboy and Pony
 Hound and Rabbit
 Squirrel in the Tree
 Tag Games
 My Head, My Shoulders

Third Grade:

Warm-up:

Walking
 Running
 Galloping
 Skipping
 Trotting
 Marching
 High Stepping Horses

Rhythms and Dramatic Activities:

Hansel and Gretel
 Indian War Dance
 Kinda Polka
 Carrousel
 Minuet
 Jump Jim Crow

Games - Playground, Playroom, Classroom:

Hide in Sight
 Good Morning
 Who Has Gone From the Room
 Squirrel and Nut
 Poison
 Stage Coach
 Magic Carpet
 Eraser Tag
 Barnyard
 Bat Ball
 Center Base
 Long Base
 Kick Ball
 Relays
 Cranes-Crows
 Red Light
 Hop Scotch
 Jump Rope

Fourth Grade:

Warm-up:

Walking
 Running
 Galloping
 Skipping
 Marching
 Sliding
 Step-together-step
 Polka
 Right and Left Facing

Rhythms and Dramatic Activities:

Repeat Third Grade
 Dutch Couple
 Come Let Us Be Joyful
 Norwegian Mountain March
 Pop Goes the Weasel
 Beginning Square Dancing
 The Crested Hen
 Bleking

Games - Playground, Playroom and Classroom:

| | |
|---------------------|---------------------------|
| Hop Scotch | Bat Ball |
| Bronco Tag | Soft Ball |
| Shopping | Dodge Ball |
| Do This-Do That | Kick Ball |
| Boiler Burst | Corner Ball |
| Hands Up-Hands Down | End Ball |
| Steal the Bottle | Good Morning-Good Morning |
| Prisoners Ball | Two Deep |
| Long Ball | |

Fifth Grade:

Warm-up:

Skipping
 Running
 Sliding
 Leaping
 Polka
 Schottische
 Facing Right and Left
 while standing or marching

Rhythms and Dramatic Activities:

Cshebogar
 Virginia Reel
 Seven Steps
 Beginning Tap
 Square Dancing

Games - Playground, Playroom and Classroom:

| | |
|-----------------------------|---------------------|
| Soft Ball | Circle Call |
| Soccer Baseball (Kick Ball) | Two Deep |
| Bat Ball | The Boiler Burst |
| Dodge Ball | Acting Initials |
| End Ball | This is My Nose |
| Punt Ball | Hands Up-Hands Down |
| Keep Away | Shopping |
| Volley Ball | 20 Questions |
| Relays | Alphabet |

Sixth Grade:

Warm-up:

Marching
 Running
 Sliding
 Leaping
 Polka
 Schottische
 Facing Right and Left
 while standing still and
 marching

Rhythms and Dramatic Activities:

Social Dancing
 American Folk Dancing
 European Folk Dancing

Games - Playground, Playroom and Classroom:

| | |
|-----------------|-------------|
| Softball | Volley Ball |
| Soccer Baseball | Dodge Ball |
| Bat Ball | Jump Rope |
| Keep Away | |

Record List Included in Nancy Goodson Notes - 1949

Dilworth

Seven Steps
 Tap Dance and School Days
 Up the Lazy River
 Dark Town Strutters Ball
 Captain Jinks
 Carrousel
 I See You
 Nigarepolska
 Ace of Diamonds
 The Bridge of Avignon
 Danish Dance of Greeting
 Indian War Dance
 Jump Jim Crow

Dutch Couples
 Come Let Us Be Joyful
 The Crested Hen
 Square Dance
 Fox Trot
 Seven Jumps
 Hansel and Gretel
 Howdy Do My Partner
 Kerry Dance
 Sellengers Round
 My Son John
 May Pole Dance
 Captain Jinks

Plaza Road

Dutch Couples
 Come Let Us Be Joyful
 Norwegian Mountain March
 Pop Goes the Weasel
 Crested Hen
 Bleking
 Square Dance
 Fox Trot (Sun Rise Serenade)

Up a Lazy River
 Dark Town Strutters Ball
 May Pole Dance
 Bluff King Hal
 Lady of the Lake
 Little Man in a Fix
 Ace of Diamonds
 Gustaf's Skoal

Plaza Road (continued)

Hansel and Gretel
 Indian War Dance
 Rhythms 20399B, 20162A, 22767A
 My Son John
 Kerry Dance

Sellenger's Round
 Captain Jinks
 Virginia Reel
 Bummel Schottische

Wilmore

How Dye Do My Partner
 Trot Little Pony Trot
 The Bridge of Avignon
 Hansel and Gretel
 Indian War Dance
 Jump Jim Crow
 Dutch Couples
 Norwegian Mountain March
 The Crested Hen
 Bleking

Tap Dance and School Days
 Klappdans
 Shoemakers Dance
 Ace of Diamonds
 Gustaf's Skoal
 Captain Jinks
 I See You
 Kerry Dance
 My Son John

Duty of Leaders

1. Promote sportsmanship and fair play among team.
2. Assign positions and change when necessary.
3. Care for and see that necessary equipment is on hand.
4. See that team is organized and game is carried on in an orderly manner.
5. Do these to the best of your ability.
6. Change leaders once a month.

SAMPLE OF MIMEOGRAPHED MATERIALS GIVEN TO
CLASSROOM TEACHER IN EARLY 1950'S

Grade: First

Approximate Weekly Time Allocation:

- 1. Teaching periods for Rhymes,
- 2. Teaching periods for Games.
- 3. Teaching periods for Skits, story plays.

Main Objectives:

- 1. Walking, running, galloping, skipping, crawling.
- 2. Emotional - Social Development: Co-operation in singing, story in groups, acquiring defeat, control of self during play.

APPENDIX E

Sample of Mimeographed Materials Given to
Classroom Teacher in Early 1950's

Grade:

First

Topic:

First grade activities.

Description of:

Cowboy and Pony,
Run for Your Squirrel,
Call Ball,
Who is Knocking at My Door.

Materials:

First grade activities.

Description of:

Climbing Ladders,
Teacher.

Story Plays:

First grade activities.

Description of:

In the Barn,
Cleaning House.

Sara C. Price, mimeographed materials from her files.

SAMPLE OF MIMEOGRAPHED MATERIALS GIVEN TO
CLASSROOM TEACHER IN EARLY 1950's⁵

Second Grade September

Recommended Weekly Time Allotment:

- 2 teaching periods for Rhythms.
- 2 teaching periods for Games.
- 1 teaching period for Mimetics, story plays.

Skills and Objectives:

1. Walking, running, galloping, skipping, trotting.
2. Emotional - Social Development: Co-operation in giving turns to others, admitting defeat, control of self during excitement.

Rhythms:

Repeat any first grade activities.

Description of:

The Little Pony.
Bluebird.
Punchinella.

Games:

Repeat any first grade activities.

Description of:

Cowboy and Pony.
Run for Your Supper.
Call Ball.
Who is Knocking at My Door.

Mimetics:

Repeat any first grade activities.

Description of:

Climbing Ladders.
Rooster.

Story Plays:

Repeat any first grade activities.

Description of:

In the Barn.
Cleaning House.

⁵Sara G. Price, Mimeographed materials from her files.

SELF-TESTING ACTIVITIES AS LISTED
IN EARLY 1950's

First Grade:

Forward Roll
Backward Roll
Log Roll
Duck Walk
Souring
Juggling
Climbing
Trained Seal
Half Sit-up
Push-up (on knees)

Second Grade:

Wheelbarrow
Human Bucket
Crazy
Tuck

APPENDIX F

Self-Testing Activities as Listed
in Early 1950's

Third Grade:

Swimming
Hanging
Knee Dip
Through the Stick
Tip-up
Jump and Bunch

All activities of the previous grades will be
included.

State U. Price, Micrographed materials from her files.

SELF-TESTING ACTIVITIES AS LISTED
IN EARLY 1950's⁶

First Grade:

Forward Roll
Backward Roll
Log Roll
Duck Walk
Running
Jumping
Climbing
Trained Seal
Half Sit-up
Push-up from knees

Second Grade:

Wheelbarrow
Human Rocker
Greet the Toe
Turk Stand and Sit
The Top
Measuring Worm

Third Grade:

Running
Hanging
Knee Dip
Through the Stick
Tip-up
Jump and Reach

Note: ³All activities of the previous grades will be reviewed.

⁶Sara G. Price, Mimeographed materials from her files.

IT'S BASIC!

A good program of physical education is firmly based on the belief that we are teaching the whole child; that we are contributing to his wholeness by guiding his eyes to play so that he grows in vigor, in mental alertness, and in social skills.

A good program contains a well-balanced variety of activities to help develop wholeness.

A good program takes into account the interests and needs of children at their several developmental levels. Each teacher should be familiar with these developments in the grade she teaches as well as she will understand the reason for certain activities for that grade. A concise table of characteristics in the State Bulletin on pages 3-5.

We feel that the teachers' understanding and acceptance of the child philosophy, and their growing knowledge of how to apply it, is essential; for we are not "just teaching some little ones and games," we are helping children grow into wholeness. This is basic!

APPENDIX G

It's Basic!

Sarah G. Fyles, transcribed materials from her files.

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A good program of physical education is firmly based on the belief that we are teaching the whole child; that we may contribute to his wholeness by guiding his urges to play so that he grows in vigor, in mental alertness, and in social skills.

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⁷Sarah G. Price, Mimeographed materials from her files.

OBJECTIVES OF ELEMENTARY SCHOOL
PHYSICAL EDUCATION PROGRAM 1960²

Physical Objectives

Endurance
Strength
Eye-Coordination
Agility
Flexibility
Team Skills
Recreative Skills

Performance of daily tasks without undue fatigue.
Excellent and adequate physical performance in work and play.
Satisfaction.

APPENDIX H

Objectives of Elementary School
Physical Education Program 1960

Efficient utilization of time - deep breathing.
The ability beyond the first feeling of fatigue - increase amount
of exercise over a period of time.
Wide variety of skills.
Stretching alternating with relaxation.
Movement exploration, often with music.

Emotional, Social, Intellectual Objectives

Release from tensions.
Satisfaction and happiness.
Mental alertness.
Feeling of group purpose.
Feeling of belonging and security.
Friendliness.
Respect for rights and feelings of others.
Sense of responsibility and self-reliance.

Factors in mental health.
Democratic attitudes and processes.
Formulation of judgment and decision.

²Charlotte-Mecklenburg County Schools, Physical Education
Grades 1-5, Charlotte, N. C., 1961.

OBJECTIVES OF ELEMENTARY SCHOOL
PHYSICAL EDUCATION PROGRAM 1960⁸

Physical Objectives

Endurance
Strength
Body Controls
Relaxation
Flexibility
Game Skills
Recreation Skills

Why

Performance of daily tasks without undue fatigue.
Efficient and adequate physical performance in work and play.
Satisfactions.

How

Vigorous activity continued long enough to induce deep breathing.
Tax muscles beyond the first feeling of fatigue - Increase amount
of exercise over a period of time.
Wide variety of skills.
Stretching alternating with relaxation.
Movement exploration, often with music.

Emotional, Social, Intellectual Objectives

Release from tensions.
Adequacy and happiness.
Mental alertness.
Feeling of group purpose.
Feeling of belonging and security.
Friendliness.
Respect for rights and feelings of others.
Sense of responsibility and self-reliance.

Why

Factors in mental health.
Democratic attitudes and processes.
Stimulation of judgment and decision.

⁸Charlotte-Mecklenburg County Schools, Physical Education
Grades I-VI, Charlotte, N. C., 1961.

How

Recognition of the worth of each individual.
Attainment of some success for each individual.
Leader-follower responsibilities.
Concentration on the game being played (the job to be done).
Reacting with alertness and correct plays in the stress of
games; many opportunities for problem solving.
Discussions and evaluations.
Creativity.

SAMPLE OF SEASONAL OUTLINE 1960

Fall - 1960

Walking with a group.
 Running with a group.
 Running with a group without music.
 Running with a group with music.
 Running with a group with music and a ball.
 Running with a group with a volleyball slightly deflated.

Games and Activities

Standing in a group.
 Passing a group by walking, not running, in response to a hand signal.
 Walking in a line.
 Cooperation in giving everyone a turn.
 Courtesy toward mistakes.

In the following lists, the indications indicate the approximate progression through the year.

APPENDIX I

Sample of Seasonal Outline 1960 (month).

London Bridge.

Games in the Hall.

Walk, Run.

Walk, Run, Jump and Volley.

Fundamental movements with music: walk, skip, run, gallop, hop.

Old MacDonald Had a Farm.

Saturday Afternoon.

Boys and Girls 4-Dancing.

The Nuffin Man.

Reading Games (approximately 6 periods a month).

Book, Book, Give.

Old Father Witch.

Walking Tag.

Get and Give.

Skip Tag.

One, Two, Buckle My Shoe.

Squirrels in Trees.

Animal Chase.

Tap Jacks.

Charlie Over the Water.

SAMPLE OF SEASONAL OUTLINE 1960⁹

First Grade - Fall

Skills: Running without falling.
 Running with a group.
 Fundamental movements with and without music.
 Tagging and dodging.
 Toss throw and arm catch with a volleyball slightly deflated.

Habits and Attitudes:

Standing in a group.
 Forming a group by walking, not running, in responding to hand signal.
 Waiting for turn.
 Cooperation in giving everyone a turn.
 Courtesy toward mistakes.

In the following lists, the indentions indicate the approximate progression through the months.

Rhythmic Activities (approximately 8 periods per month).

London Bridge.

Farmer in the Dell.

Looby Lou.

Oats, Peas, Beans and Barley.

Fundamental movements with music: walk, skip, run.

Mulberry Bush.

Did You Ever See a Lassie.

Saturday Afternoon.

Boys and Girls A-Dancing.

The Muffin Man.

Hunting Games (approximately 6 periods a month).

Duck, Duck, Goose.

Old Mother Witch.

Walking Tag.

Cat and Mice.

Skip Tag.

One, Two, Buckle My Shoe.

Squirrels in Trees.

Animal Chase.

Tap Jack.

Charlie Over the Water.

⁹Charlotte-Mecklenburg County Schools, Physical Education Grades I-VI, Charlotte, N. C., 1961.

Ball Handling (approximately 6 periods a month).

Toss throw and arm catch.

Toss Ball.

Teacher Ball.

Circle Pass Ball.

Before Thanksgiving have a thorough review trying to help each child perform the throw and catch correctly.

Indoors, as needed.

Chase the Animal Round the Corral.

Object Touching.

Skip on Crosses.

Fundamental movements to music.

Line Walking (for foot position).

What to Play.

Railroad Train.

King and Queen.

CHECK CHART OF SKILLS FOR GRADES 1 AND 2¹⁰

- _____ run in a group without falling, pushing, etc.
- _____ tag and dodge.
- _____ meet and pass without bumping.
- _____ respond correctly to hand signals.
- _____ choose an IT within a count of 3.
- _____ form single and double circles quickly.
- _____ run $\frac{1}{4}$ mile (untimed).
- _____ tag 4 consecutive bases.
- _____ toss and roll ball underhand.
- _____ throw large ball 20 feet.
- _____ throw large ball accurately 10 feet.
- _____ use opposite hand and footwork.
- _____ catch large ball before a bounce and after one bounce.
- _____ dribble Soccer ball with feet (Soccer skill).
- _____ bounce and catch small ball.
- _____ play in small groups and in stations.
- _____ jump distance equal own height (Standing Broad Jump).
- _____ walk, skip, side-step, gallop, slide (fundamental movements).
- _____ do eight or more rhythms well.
- _____ react creatively to music.
- _____ be familiar with Lummi Sticks Skills.
- _____ do four exercises correctly.
- _____ jump two consecutive minutes (Endurance Jumps).
- _____ do Forward Roll.
- _____ perform eight stunts.
- _____ jump rope, long and individual rope.

¹⁰Rosalie Bryant and Eloise Oliver, Fun and Fitness Through Elementary Physical Education (West Nyack, N. Y.: Parker Publishing Company, Inc., 1967).

This is a revised list of equipment and supplies needed for our elementary school and those remaining additions, including the multi-purpose room.

Some previous items have been "scratched" and a few new ones added.

| Quantity | Item |
|----------|---|
| 1 | Ball Inflator - table model |
| 1 | Volleyball Mats - 12' x 12' |
| 12 | Soccer Balls |
| 1 | Beach Tennis Rackets |
| 1 | Playground |
| | APPENDIX K |
| | Memorandum Regarding Equipment 1967 |
| 12 | Volleyballs |
| 12 | Galaxy Quality Balls |
| 1 | Football - Jr. Size |
| 1 | Basketballs - Jr. Size |
| 1 roll | Rope (approx. 100') |
| 1 | Kn-Downing Balls |
| 12 | Softballs - soft |
| 12 | Softballs - regular |
| 12 | Softball Mats |
| 4 | Tumbling Mats - 4' x 6' - 1/2" thick |
| 12 | Laundry sacks, white, nylon - 24" x 36" (for balls) |
| 1 | Record Player |

1 Memo from Basilio Reyes to Wad regarding equipment, December 12, 1967.

This is a revised list of equipment and supplies needed for new elementary schools and those receiving additions, including the multi-purpose rooms.¹¹

Some previous items have been "scratched" and a few new ones added.

| <u>Quantity</u> | <u>Item</u> |
|-----------------|---|
| 1 | Ball Inflator - table model |
| 5 | Volleyball Nets - lt. wt. |
| 12 | Soccer Balls |
| 12 | Deck Tennis Rings |
| 12 | Playground Balls - 8½" |
| 40 | Playground Balls - 6" (Rhythm Balls) |
| 12 | Volleyballs |
| 12 | Deluxe Utility Balls |
| 8 | Footballs - Jr. Size |
| 8 | Basketballs - Jr. Size |
| 1 Coil | Rope (approx. 950') |
| 40 | Hi-Bounce Balls |
| 12 | Softballs - soft |
| 12 | Softballs - regular |
| 12 | Softball Bats |
| 8 | Tumbling Mats - 4" x 6" - Nissen |
| 12 | Laundry sacks, white, nylon - 24" x 36" (for balls) |
| 1 | Record Player |

¹¹Memo from Rosalie Bryant to Rod Cameron regarding equipment, December 12, 1967.

| <u>Quantity</u> | <u>Item</u> |
|-----------------|---|
| 5 | Floor plates for nets (2 end, 1 center, & 2 side) in multi-purpose room |
| 3 | Basketball Goals, indoor (Backboards and nets) |
| 1 | Vaulting Box |
| 1 | Parallel Bar |
| 1 | Balance Beam |
| | An adequate supply of physical education rhythm records (to be ordered by Physical Education Office) |
| 1 | Bulletin Board, permanent (4' x 10') |
| 1 | Chalk Board, portable (not needed if chalk board is on folding partition) |

OUTDOOR AREA

| | |
|---|--|
| 2 | Paved Areas - 80' x 55' (one primary - one grammar) |
| 4 | Basketball backboards, goals, nets (on grammar paved area) |
| 4 | Net Standards, portable (on grammar paved area) |
| 4 | Softball Backstops (chain link fencing - maintenance- made) |
| 4 | Chinning Bars - elementary - triple height (maintenance-made) (36" - 42" - 72") |

cc: Mr. John Phillips

MEMORANDUM

To: All Elementary Principals

From: William W. Jones
Charles Michan

Date: January 23, 1972

Subject: Released Time for Elementary Teachers

For some years it has been the practice in our elementary school system for the regular teacher to participate with the students and the special teacher in the areas of art, library, music, and physical education. This practice was based on the premise that the regular teacher would derive in-service from the participation and would be able to follow through with the work of the special teacher during the remainder of the school year. Upon recent evaluation by the subject directors involved, it appears that this practice for the past has not fulfilled its objectives.

APPENDIX L

Memorandum Regarding Released Time for Elementary Teachers

Teachers, we are directed to release time from the regular teaching day for the time that a regular teacher would need to be with the special teacher. Examples might be the checking out of books in the library, the preparation of materials for an art lesson, or the need of a first year teacher to acquaint herself with the various special programs.

Elementary teachers will need to be reminded that they are still responsible for a daily program in physical education and art.

Elementary teachers have been released time for a variety of purposes. Listed below are some possible uses of this time:

- (1) Individual class planning
- (2) Peer or grade level planning
- (3) Conference between teacher and principal (especially concerning individual students)
- (4) Conference between teacher and parent

Memorandum to all elementary principals from William W. Jones and Charles Michan regarding released time for elementary teachers, January 23, 1972.

MEMORANDUM¹²

TO: All Elementary Principals

FROM: Rolland W. Jones
Charles Hickman

DATE: January 22, 1973

SUBJECT: Released Time for Elementary Teachers

For some years it has been the practice in our elementary school program for the regular teacher to participate with her students and the special teacher in the areas of art, library, music, and physical education. This practice was based on the premise that the regular teacher would derive in-service from the participation and would be able to follow through with the work of the special teacher during the remainder of the school week. Upon recent examination by the subject directors involved, it appears that this practice for the most has outlived its usefulness.

Therefore, beginning the second semester, we are directing each principal to release the regular classroom teaching during the time that a special area teacher has his/her students. We realize common sense must be used with this approach and there would be times when a regular teacher might need to be with the special teacher. Examples might be the checking out of books in the library, the preparation of materials for an art lesson, or the need of a first year teacher to acquaint herself with the various special programs.

Classroom teachers will need to be reminded that they are still responsible for a daily program in physical education and music.

However, elementary teachers need released time for a variety of purposes. Listed below are some possible uses of this time:

- (1) Individual class planning
- (2) Team or grade level planning
- (3) Conference between teacher and principal (especially concerning individual students)
- (4) Conference between teacher and parent

¹²Memorandum to all elementary principals from Rolland W. Jones and Charles Hickman regarding released time for elementary teachers, January 22, 1973.

MEMORANDUM (continued)

We realize that this plan does not provide enough release time. However, this is the best that we can do now. Hopefully, next year more release time can be provided through additional personnel in these areas. We will evaluate this use of release time after the second semester before making a decision about the 1973-74 school year.

cc: Barbara Koesjan
Rosalie Bryant

Gertrude Coward
Elizabeth Mack