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A proposed realistic physical education program for Summer Hill Elementary School, Richmond, VA

Oscar Willard Fary

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A PROPOSED REALISTIC PHYSICAL EDUCATION PROGRAM FOR
SUMMER HILL ELEMENTARY SCHOOL, RICHMOND, VA.

A Thesis
Presented to
the Graduate Faculty
of The University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

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VIRGINIA

by
Oscar Willard Fary, Jr.
August 1951

*Approved 8/9/51
E. F. Overton*

CHAPTER

PAGE

Parents 54
 Pupils 58
 Teachers 58

Estimates of Needs According to Selected

Individuals Surveyed 60
 Industry in the community 60
 City Recreation Department 60
 Principal of the school 60
 Director of Instruction 60
 Assistant Superintendent 60
 Supervisor of Physical Education 60
 Director of Medical Department 60

V. NEEDS OF PUPILS THAT MIGHT BE MET BY THE

PHYSICAL EDUCATION PROGRAM AS DETERMINED

FROM A STUDY OF LITERATURE IN THE FIELD . . 63

Importance of Physical Education 63

Physical, Mental, Social, Moral,
 and Recreational Needs 64

Summary 67

VI. DEVELOPMENTAL PROGRAM OF PHYSICAL EDUCATION

TO MEET THESE NEEDS 68

A Proposed Program by grades 72

| CHAPTER | PAGE |
|--------------------------------------------------------------|-----------|
| Pupil's needs to be met by the Proposed Program | 78 |
| VII. IMPLEMENTATION AND EVALUATION OF | |
| THE PROGRAM | 79 |
| Proposed installation | 79 |
| Evaluation | 81 |
| BIBLIOGRAPHY | 82 |
| APPENDICES | |
| Appendix A | 86 |
| Appendix B | 87 |
| Appendix C | 88 |
| Appendix D | 89 |
| Appendix E | 90 |
| Appendix F | 91 |

LIST OF TABLES

| TABLE | PAGE |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <p>I. The Expected Organization and Enrollment for September 1951</p> | 16 |
| <p>II. Age and Grade of the Pupils on the Working Roll for the Session 1950-51</p> | 24 |
| <p>III. Parents' Indication of Skills to be Developed in the Physical Education Program, Tabulated by the number of Pupils in the Sections of the Various Grades</p> | 28 |
| <p>IV. Parents' Indication of Activities to be Used in the Physical Education Program, Tabulated by the Number of Pupils in the Sections of the Various Grades</p> | 29 |
| <p>V. Parents' Indication of Skills to be Developed in the Physical Education Program, Tabulated by the Number of Pupils in the Various Grades</p> | 30 |
| <p>VI. Parents' Indication of Activities to be Used in the Physical Education Program, Tabulated by the Number of Pupils in the Various Grades</p> | 31 |
| <p>VII. Parents' Indication of Skills to be Developed in the Physical Education Program, Tabulated by the Percentage</p> | |

TABLES

PAGE

of Pupils in the Various Grades 32

VIII. Parents' Indication of Activities to be
Used in the Physical Education Program,
Tabulated by the Percentage of Pupils
in the Various Grades 33

IX. Pupils' Indication of Skills to be
Developed in the Physical Education
Program, Tabulated by the Number of
Pupils in the Various Grades 35

X. Pupils' Indication of Activities to be
Used in the Physical Education Program,
Tabulated by the Number of Pupils in
the Various Grades 36

XI. Pupils' Indication of Skills to be
Developed by the Physical Education
Program, Tabulated by the Percentage
of Pupils in the Various Grades 37

XII. Pupils' Indication of Activities to be
Used in the Physical Education Program,
Tabulated by the Percentage of Pupils in
the Various Grades 38

XIII. Teachers' Indication of the Skills to be
Developed in the Physical Education
Program in the Various Grades 39

TABLE

PAGE

XIV. Teachers' Indication of Activities
to be Used in the Physical Education
Program in the Various Grades 40

XV. Representatives of Industry in the
Community's Indication of Skills to be
Developed in the Physical Education
Program in the Various Grades 42

XVI. Representatives of Industry in the
Community's Indication of Activities
to be Used in the Physical Education
Program in the Various Grades 43

XVII. Representatives of the City Recreation
Department's Indication of Skills to be
Developed in the Physical Education
Program in the Various Grades 44

XVIII. Representatives of the City Recreation
Department's Indication of Activities
to be Used in the Physical Education
Program in the Various Grades 45

XIX. Principal of the School's Indication of
Skills to be Developed in the Physical
Education Program in the Various Grades. . 46

XX. Principal of the School's Indication of
Activities to be Used in the Physical
Education Program in the Various Grades. . 47

| | | |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| XXI. | Director of Instruction of the Richmond Public School's Indication of Skills to be Developed in the Physical Education Program in the Various Grades. | 48 |
| XXII. | Director of Instruction of the Richmond Public School's Indication of Activities to be Used in the Physical Education Program in the Various Grades | 49 |
| XXIII. | Assistant Superintendent of Richmond Public School's Indication of Skills to be Developed in the Physical Education Program in the Various Grades | 50 |
| XXIV. | Assistant Superintendent of Richmond Public School's Indication of Activities to be Used in the Physical Education Program in the Various Grades | 51 |
| XXV. | Supervisor of Physical Education of the Richmond Public School's Indication of Skills to be Developed in the Physical Education Program in the Various Grades. | 52 |
| XXVI. | Supervisor of Physical Education of the Richmond Public School's Indication of Activities to be Used in the Physical Education Program in the Various Grades. | 53 |

TABLE

PAGE

XXVII. Director of Medical Department of the
 Richmond Public School's Indication
 of Skills to be Developed in the Physical
 Education Program in the Various Grades. 55

XXVIII. Director of Medical Department of the
 Richmond Public School's Indication
 of Activities to be Used in the Physical
 Education Program in the Various Grades. 56

XXIX. Suggested Planned Program for
 Junior Primary 72

XXX. Suggested Planned Program for
 Second Grade 73

XXXI. Suggested Planned Program for
 Third Grade 74

XXXII. Suggested Planned Program for
 Fourth Grade 75

XXXIII. Suggested Planned Program for
 Fifth Grade 76

XXXIV. Suggested Planned Program for
 Sixth Grade 77

DIAGRAM

Plan of Playgrounds and Buildings 13

Key to Diagram 14

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CHAPTER I

INTRODUCTION

Increased enrollment, addition of new teachers, classes on double shift, and other factors discussed below have made it necessary to revise the Physical Education Program at Summer Hill School. Three large housing developments in the area served by the school have just been completed. The families who have moved into these homes are of a different social and economic status from the former residents of the community. There is being built an addition to the school consisting of six classrooms, an office, a cafeteria, and a clinic room. This addition is scheduled to be completed by September 1951. The large cafeteria in the new addition and the basement room in the old building which has been used as a cafeteria will give indoor space for games, dances, and other activities.

Work on the new addition has been in progress during the entire 1950-51 session. The playground has been torn up, and workmen's cars and trucks have been coming through the play area creating a traffic hazard and interfering with the physical education program. Swings, slides, and sand box had to be moved from the playground and placed in storage. Playground space previously used was no longer

available. Plans for a new program to begin in September 1951 had to be formulated.

The new arrangement of the playground will provide a fenced off Junior Primary play area. The small swings, slides, and sand box which were in storage will be placed in another area to be used exclusively by small children. Another section of the playground will contain large swings, slides, a swing stride, and a jungle gym to be used by the older children. A new set of basketball goals has been installed on a hard surfaced area. This set, plus the set already on the area, makes two basketball courts available and enables the girls and boys to play basketball at the same time.

The addition of two record players, making a total of eight now in the school, and the purchase of additional square dance and rhythm records make possible more indoor activity. A basement room, equipped with opaque shades and previously used as a classroom, will be available as a projection room.

The boys' baseball team, participating for the first time in 1951 in the City Recreation Department's Elementary School League, won the Southside Championship. This, plus the fact that the P.T.A. gave the team uniforms, means that baseball will have a definite place in the physical education program next year.

These factors, together with the assumption that there

will be no double shift classes next session, emphasize the previous statement, that a complete revision of the Physical Education Program at Summer Hill School will be necessary for the session 1951-52.

The administration and the faculty of the school proposed that this revision should take place after making a complete study of the needs of the children and of the community that should be met by a Realistic Physical Education Program at Summer Hill School.

This study consisted of a survey of the opinions of parents, pupils, teachers, and other selected individuals.

A questionnaire¹ was devised to be used in this survey. The first part contained a list of skills that might be derived from the Physical Education Program. The second part contained a list of activities that might be used by the teachers to develop the desired skills. Part One consisted of thirty-two items and Part Two contained twenty-two items. Space was provided on each form for comments. Each item was numbered and a space provided for checking. A letter was written to every family represented in the school and as many forms as there were children in each family were sent home by the eldest child. The purpose of the survey and an explanation

¹ Items were selected with the cooperation and under the supervision of the Supervisor of Physical Education of the Richmond Public Schools.

of the forms was given to the children when the forms were distributed. The children were asked to take them home, get their parents or guardians to fill them out, and return them to the teachers. The returned questionnaires were collected by the teachers and sent to the office each day. Most of the replies had been received at the end of the week. In a few instances it was necessary to make a telephone call to the parent in order to get the form returned. This enabled the survey to cover 97.2% of the total school enrollment.

In addition to the parents, children of the fourth, fifth, and sixth grades were also asked to fill in the two forms, because it was felt that they were capable of evaluating a physical education program. They checked the skills they would like to derive from such a program and the activities in which they would like to participate.

In order to get the opinions of educators and community leaders, the teachers and the Principal of Summer Hill School; the Superintendent, the Director of Instruction, the Director of the Medical Department, the Supervisor of the Physical Education Department of the Richmond Public Schools; the Director of the City Recreation Department; and representatives of a local industry were asked to list the skills and activities for the various grades as each visualized the needs to be met by the physical education program. A total

of five hundred twenty questionnaires were available for study. The results were summarized and tabulated. The tabulations represent an overall picture of what those who responded to the questionnaire considered to be the needs of the children in Summer Hill School that might be met by the Physical Education Program.

This type of survey might be used in almost any elementary school that wished to set up its own program. It is presumed that any worthwhile program should meet the needs of the children in a particular school. These needs could, in some measure, be determined from the children themselves, their parents or guardians, their teachers, their principal, their school officials, and representatives of industry in their community.

CHAPTER II

DESCRIPTION OF SCHOOL AND COMMUNITY

Summer Hill Elementary School is located in the outer metropolitan area of the city of Richmond. It is one block west of the Petersburg Pike,² one mile north of the southern boundary of the city, one block east of the city line in this area, and five miles west of the James River. It is bounded on the north by Lamberts Avenue, on the south by Alexandria Avenue, on the east by Court House Road, and on the west by private residential property. The school is located in an area that is a part of the city's Southside.

This section of the city was annexed from Chesterfield County in January 1942. It is approximately three miles from the Southside shopping district and six miles from the central shopping center of the city. Transportation to and from other areas of the city is furnished by the Virginia Transit Company busses operating on a fifteen minute schedule during peak morning and afternoon hours and a thirty minute schedule for the rest of the day.

The school is not located in the center of the populated area. Seventy-nine per cent of the children live on the east

² The Petersburg Pike is the old name for the Jefferson Davis Highway or U.S. Highways No. 1 and No. 301.

side of the Pike.³ This creates a traffic problem in getting the children to and from school. The city has installed traffic lights at two crossings, Stop 10⁴ (Court House Road) and Stop 12⁴ (Belles Road). These lights blink continuously except when in full operation, which is controlled by a switch located in the principal's office at the school. During full operation, a manually controlled switch located on a light pole in the center of the grass plot of the Pike is operated by a traffic officer stationed at each of the two crossings used by the children. The lights are in full operation only when the children are crossing the Pike in going to and from school. The pupils are instructed to cross at the traffic lights.

The school grounds consist of a large play space east of the buildings. This space is graded ten feet lower than the grade level of the buildings and contains a baseball diamond with a wire backstop and a twenty foot high wire fence from third base to first base. Six rows of bleacher stands are located on the first base side with a capacity of one hundred people, and the diamond is equipped with lights for softball and is used by the City Recreation

³ The term Pike is the colloquial name for the Jefferson Davis Highway.

⁴ These stop numbers were assigned crossings when street-cars operated along the Pike.

Department for City League games. Baseball is not permitted to be played under the lights since they do not furnish enough light in the outfield. Home plate of this diamond is located in the northeast corner of the area. A softball diamond for fourth and fifth grade boys is located in the southeast corner of the field. A softball diamond for small boys is located in the northwest corner and a softball diamond for girls in the southwest corner. Football goals are placed on the north and south side of the grounds during the winter months for touch football and soccer. These goals are removed in the spring.

In the extreme northwest corner of the school grounds is a hard surfaced area that measures eighty by sixty feet. This area is marked off to contain two basketball courts, a volley ball and tennis court, a shuffle board court, two hopscotch diagrams, and a dodge ball circle. Between this area and the street are two spaces for pitching horseshoes. South of this area are six swings, and two slides for small children. East of the area are six large swings, a swing stride, and a jungle gym for larger children. A fenced in area for the Junior Primary children is located adjacent to the Junior Primary rooms in the new addition to the building.

The hard surfaced area is lighted for night use. The City Recreation Department employs a woman and a man who direct the playground activities during the summer months. This program is in effect from three to six P.M. the fifteenth

of May until the close of school in June. From then until September, when school reopens, the schedule is from nine A.M. to twelve noon, three P.M. to six in the afternoon, and seven to nine in the evening for six days each week. This service provides supervised playground activities for the community during the summer months. The hard surfaced area is also used for roller skating and dancing as a part of the recreation program.

The School is located on a lot one block wide and a block and a half long which contains approximately eight acres of land. The school plant consists of three buildings located on the back or west side of the lot. The original or old building was erected in 1917 and has four classrooms twenty feet by twenty-five feet in size and a book room ten feet by ten feet on the first floor. It also has a half-basement containing a resource room, previously used as the cafeteria, eighteen feet by forty feet in size; a girl's lavatory eighteen feet by six feet, containing four toilets and a wash basin; a maids' lavatory containing a wash bowl and toilet; a library and projection room, previously a classroom, measuring eighteen feet by thirty feet; a boys' lavatory measuring eighteen feet by six feet and containing three toilets, a wash bowl, and a urinal trough; a four foot by six foot room for janitor's supplies; a ten foot by ten foot room, previously the kitchen, to be used for the janitor's workroom; and a ten foot by twenty foot room, previously the maids' quarters. This

space to be used for furniture storage and other purposes. Three rooms on the first floor of this building will be used by the 2L, 2H, and 3L classes during the 1951-52 session.

The new building was erected in 1937 and contains four twenty feet by thirty feet classrooms; an auditorium with sloping floor containing a large stage, three hundred fifty fastened down opera type seats; a girls' lavatory, containing seven enclosed toilets and four wash basins; a fifteen foot by twelve foot book storage room, previously the office; a supply storage room measuring ten feet by ten feet; and a twelve foot by twenty-four foot teachers' room with a private toilet and wash basin. A 3L-3H class, a 6L class, a 5L class, and a 5L-6L class will be in this building for the 1951-52 session.

The addition to the new building was erected in 1950-51 and contains four classrooms, twenty-two feet by thirty-two feet with a workbench and sink in each; two Junior Primary classrooms measuring twenty-two feet by thirty-two feet and containing a private toilet and wash basin in both girls' and boys' coat rooms; a clinic room, twelve feet by twenty-two feet with a private toilet and wash basin; a principal's office twelve feet by twelve feet; a secretary's office twelve feet by fourteen feet; a boys' lavatory containing three toilets, five urinal stalls, and two wash basins; a cafeteria thirty-four feet by forty-one

feet; a kitchen twenty-four feet by thirty feet; a dish washing room nine feet by eleven feet; a food storage room nine feet by ten feet; a cafeteria manager's office eight feet by ten feet; a maids' dressing room eight feet by nine feet containing a toilet and wash bowl; a janitor's storage room six feet by six feet; a principal's private toilet; and a furnace room containing two oil burning furnaces supplying heat for all buildings. A 4L class, a 3H-4L class, a Junior Primary 1 class, a Junior Primary 2 class, a Junior Primary 3 class, and a Junior Primary 4 class will be housed in this building for the 1951-52 session.

This addition and the new building are of one story height with no basement except the furnace room. The new building and addition have flat roofs while the old building has an A type roof. The old building is located approximately in the center of the back part of the lot. The new building is located about twenty feet south of the old building and faces east. A cement walk connects the two buildings but there is no covered passageway. The addition is joined to the new building and made a part of it. This addition is attached to the southside of the new building and extends west along the side and in back of the auditorium. The main entrance of the completed building now faces south. The corridor of the addition runs east and west and connects

with the corridor of the new building which runs north and south.

A diagram on page 13, gives a layout of the playgrounds and buildings. The key to this diagram is shown on page 14.

The school personnel consists of thirteen regular classroom teachers; a man principal, who shares his time with another smaller elementary school; a full time secretary; a school nurse, who shares her time with two other elementary schools but spends two hours of her time each day at Summer Hill; an instrumental music teacher, who has classes two days each week for two hours; a consulting art teacher, who spends one day each week at the school; a music consultant, who comes one day each week; and a man physical education consultant, who comes one-half day each week. The art, music, and physical education consultants assist the regular classroom teachers with their programs. There are two Junior Primary and lower grade supervisors and an upper grade supervisor who visit at intervals and upon special invitation. Administrative heads also visit the school at various times during the session. The School Physician visits the school once each month and checks the health of all children new to the system. A School Community Relations Department, an Audio Visual Department, a Research Department, a Library Department, and an Attendance Department render services to the schools when needed.

DIAGRAM OF PLAYGROUNDS AND BUILDINGS

Key to this diagram is shown on Page 14.

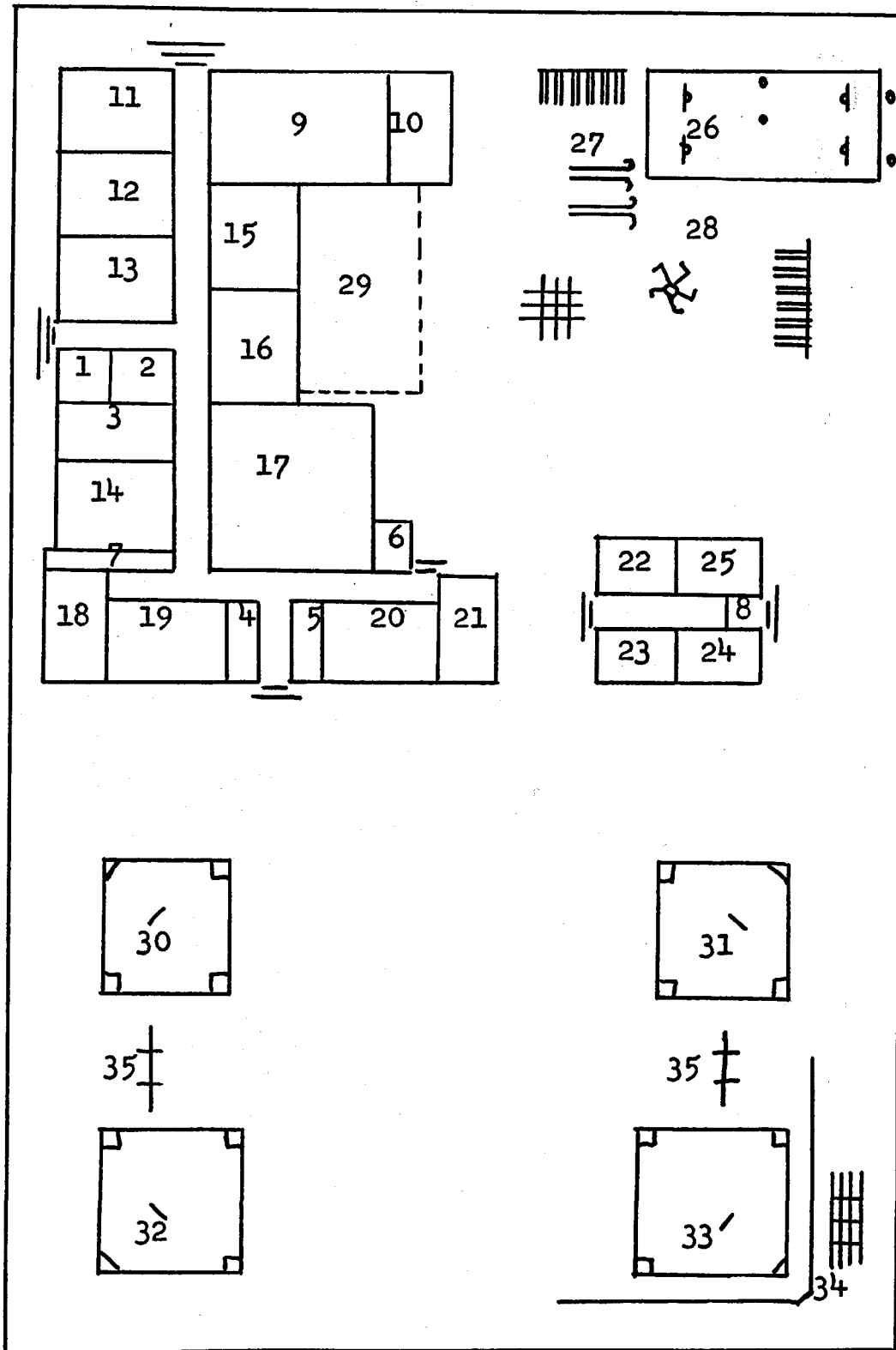


DIAGRAM OF PLAYGROUND AND BUILDINGS

Key to this diagram is shown on Page 14.

Key to plan of playgrounds and buildings shown in diagram
on page 13.

1. Principal's office
2. Secretary's office
3. Clinic and Nurse's office
4. Teachers' room
5. Book room and supply storage
6. Girls' lavatory
7. Boys' lavatory
8. Book room and storage
9. Cafeteria
10. Cafeteria kitchen
11. Junior Primary three classroom
12. Junior Primary four classroom
13. 3H-4L classroom
14. 4L classroom
15. Junior Primary two classroom
16. Junior Primary one classroom
17. Auditorium
18. 5L-6L classroom
19. 5L classroom
20. 6L classroom
21. 2H-3L Classroom
22. 2L classroom
23. 3L classroom
24. 2H classroom
25. Art room
26. Hard surfaced area
27. Swings and slides for small children
28. Swings, swing stride, and jungle gym
for upper grade children
29. Junior Primary fenced in play area
30. Girls' softball diamond
31. Small boys' softball diamond
32. Larger boys' softball diamond
33. Regulation softball and baseball diamond
34. Backstop, wire fence, and bleacher seats
35. Football goal post in season

The other personnel consists of a cafeteria manager, who shares her time with another smaller elementary school; a cafeteria cashier; and three negro women who cook and serve in the cafeteria; a custodian; a school maid; and a fireman during the time the furnaces are in use.

Table I, page 16, shows the expected organization and enrollment for September 1951.⁵ Diagram 1, page 13, shows the location of these classes.

When school is in operation, all classes begin at 8:45 A.M. Any pupil not in the classroom by 8:50 is marked tardy. Teachers are required to be at school not later than 8:30 A.M. and to remain until 3:00 P.M. No children are allowed in the classrooms in the mornings until the teacher has arrived and is in the classroom. The Junior Primary classes have no regularly scheduled recesses but each teacher is responsible for her children and is permitted to take them on the playgrounds at any time that she desires, other than the times when the older children are having their recesses. The Junior Primary children eat in the cafeteria with the 2L group, return to their rooms for further activities, and are dismissed for the day at 1:00 P.M. The second and third grades have a morning recess from

⁵ Information for this table is on file in the Principal's office at the school under the title Probable Organization for September 1951.

TABLE I

THE EXPECTED ORGANIZATION AND ENROLLMENT FOR SEPTEMBER 1951

| Grade | Teacher | Boys | Girls | Total | Class |
|-------|-----------|------|-------|-------|-------|
| 6L | Abraham | 17 | 15 | 32 | 32 |
| 6L | Parker | 9 | 8 | 17 | |
| 5L | Parker | 10 | 5 | 15 | 32 |
| 5L | Dabney | 21 | 14 | 35 | 35 |
| 4L | Bristow | 17 | 13 | 30 | 30 |
| 4L | Garber | 4 | 4 | 8 | |
| 3H | Garber | 8 | 14 | 22 | 30 |
| 3H | Stewart | 7 | 6 | 13 | |
| 3L | Stewart | 11 | 4 | 15 | 28 |
| 2H | Covey | 14 | 10 | 24 | 24 |
| 2L | Tucker | 14 | 9 | 23 | 23 |
| JP4 | Coleman | 15 | 8 | 23 | 23 |
| JP3 | Graves | 13 | 12 | 25 | 25 |
| JP2 | Wilgus | 11 | 12 | 23 | 23 |
| JP1 | Sanderson | 15 | 15 | 30 | 30 |
| | Total | 203 | 158 | 361 | 361 |

10:00 to 10:15, a regular cafeteria period, a regular physical education period from 1:00 to 1:30 P.M., and are dismissed at 2:00 P.M. The fourth, fifth, and sixth grades have a morning recess from 10:15 to 10:30, a regular cafeteria period, a regular physical education period from 1:30 to 2:00 P.M., and are dismissed for the day at 2:45 P.M. The boys' and girls' basketball and baseball teams are permitted to practice at 2:30 P.M., under the supervision of a teacher or coach. Each class is allowed approximately thirty minutes for lunch, and no child is allowed to leave the cafeteria without having been there at least fifteen minutes. Each teacher is responsible for her own children and dismisses them when all have finished eating. The children may then get water, be excused, and go on the playgrounds if there is sufficient time. The Junior Primary and 2L teachers and their classes eat from 11:30 to 12:00, the 2H through 3H eat from 12:00 to 12:30, and 4L through 6H eat from 12:30 to 1:00. This schedule means that there are at least four teachers and approximately one hundred twenty-five pupils in the cafeteria at one time.

Regular assembly programs are held for the entire school in the auditorium every other Tuesday at 9:00 A.M. These programs are presented by the various grades and school organizations. Eight paid admission movies are held in the auditorium during the session. They are shown after dismissal time and any child may attend providing he

has the permission of his parent or guardian.

The school has a Student Cooperative Association, a Safety Patrol, Junior Red Cross, Choir and Orchestra. Each of these organizations is sponsored by one of the teachers. The Student Cooperative Association and Safety Patrol is made up of pupils from the fourth, fifth, and sixth grades; the Junior Red Cross gets its members from the entire student body; and the members of the Choir and Orchestra come from the fifth and sixth grades. Each of these groups is active within its own organization and occasionally puts on programs for the entire school and calls upon the other pupils to help them with their various activities.

The projection room and auditorium are used by the teachers to show films and film strips. The school's audio visual equipment consists of an opaque projector, film strip machine, 16mm projector, two portable screens, seventy-five film strips, eight record players, a collection of one hundred fifty phonograph records, a portable public address system, and three pianos.

Children are admitted to school for the first time in September if they are five years old before September the first. They are admitted for the second semester if they are five years old before February the first. Pre-school registration for the September class is held in May and for the February class in December.

Summer Hill School operated on an annual promotion basis and admitted no children in February until 1947. This was due to the fact that there were not enough children in the community to warrant two beginning classes during a school session. Since that time the February beginning classes have been added and in three more years each grade will have a high and a low section.

Three types of pupils' reports to parents are used in the school. The Junior Primary uses a strictly informal type of report which is really just a note written to the parents to inform them of the pupils' progress. The second and third grades also use the same type of informal report. The fourth, fifth, and sixth grades use a semi-formal type of report which contains a space for grades on each subject using A, B, C, D, and F code and having a space for comments by the teacher and parents. Reports are sent home twice during each semester and at the end of each semester. Two days are set aside in each school year, one in each semester, for conferences with parents. These conference days follow the first report period in each semester, and children are given a holiday. A schedule is set up allowing each parent a time to confer with the teacher.

Teachers are paid an annual salary in ten equal installments based on one hundred eighty teaching days and ten work or planning days. These ten days are scattered throughout

the school year with two or three usually occurring at the beginning of each semester and at the closing of school in June. The remaining work days are allowed for professional meetings and the two conference days with the parents.

There are no large stores, theaters, or amusement centers in the Summer Hill area. There are several service stations, garages, eating places, a drug store, a barber shop, and three small grocery stores. The only church in this area is of Baptist denomination, which does not serve all the families of the community. Some families attend church in other parts of the city and some have no church affiliations. The majority of the people work in other sections of the city or at Dupont Cellophane Plant, which is just outside of the southern city limits and very near to the Summer Hill area. Of the two hundred forty-nine families represented in the school, one hundred sixteen have mothers working outside of their homes.⁶ This means that forty-seven per cent of the mothers have some occupation in addition to that of housewife. Seventy-one out of three hundred fifty-seven pupils, or twenty per cent of the school's total membership, come from broken homes.

The majority of houses in the community are of the bungalow type. There are three large housing developments

⁶ This information was secured from records on file in the principal's office.

which have recently been completed. One of these is Davee Gardens which consists of one hundred seventy-seven five-room brick homes. Another is Castle Heights which consists of one hundred fifty five-room frame homes. Davee Gardens and Castle Heights are located across the Pike from the school. Another development, across Lamberts Avenue from the school, consists of sixty-two four-room frame bungalows. The majority of the houses in these developments are occupant owned although a few are being rented on a monthly basis. Most of the other houses in the community range from three to ten thousand dollars in value. There are only a few larger and more costly houses in the area. The majority of the children in the school come from large families and live in small homes.

The school has an active Parent Teacher Association which meets the third Tuesday night in each month. Parents and faculty members are very active in this organization and have brought the school and community closer together through their interests and efforts. Several adult study classes are held during the session at which time topics of interest to the parents are discussed.

CHAPTER III

and only one

PUPIL DATA

1950

The pupils of Summer Hill School as of September 1950 varied in age from five years to fifteen years.⁷ There were thirty-three boys and twenty-eight girls between the ages of five and six, twenty-four boys and sixteen girls between six and seven, thirty boys and seventeen girls between seven and eight, twenty boys and twenty-two girls between eight and nine, thirty-five boys and nineteen girls between nine and ten, twenty-one boys and twenty-three girls between ten and eleven, twenty-eight boys and thirteen girls between eleven and twelve, fourteen boys and seven girls between twelve and thirteen, only two boys between thirteen and fourteen, two boys and one girl between fourteen and fifteen, and one boy and one girl between fifteen and sixteen years of age. There were two hundred ten boys and one hundred forty-seven girls in the school. The greatest number of girls were nine years of age and the greatest number of boys were five. There were more boys than girls in all grades except Junior Primary one which had the same number of each. The greatest difference in the

8 This is

⁷ State form S-2 Revised Research Department, Richmond Public Schools.

number of boys and girls was in the 2H grade where there were twenty-eight boys and only eleven girls. The greatest range of ages from ten to fifteen occurred in the sixth grade.

Table II, page 24, shows, by grades, the ages of pupils who were on the working roll of the school at the close of the session in June 1951.⁸

The pupils of Summer Hill School are normal in size and their general health conditions are good. The physical condition of the pupils is average, with approximately six per cent of them being underweight and sixty-eight per cent of them having defective teeth. There are two hundred fifty health defects in the total school enrollment. Two of the pupils are cripples.⁹

Several of the children have odd jobs in the community after school hours and during the summer months. These jobs include: delivering for a grocery store; taking care of lawns in the community; baby sitting; and delivering newspapers. Recreational activities consist mainly of those activities provided by the City Recreation Department on the

⁸ This information obtained from the teachers' registers on file in the principal's office.

⁹ Medical Report, Richmond Public Schools session 1950-51, Office of Director of Medical Department.

TABLE II

AGE AND GRADE OF PUPILS ON THE WORKING ROLL
FOR THE SESSION 1950-51

| Ages | JP1 | | JP2 | | JP3 | | JP4 | | 2L | | 2H | | 3L | | 3H | | 4H | | 5H | | 6H | | | | | |
|-------|-----|----|-----|----|-----|---|-----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|----|
| | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | T | | | |
| 5 | 10 | 11 | 12 | 11 | 11 | 6 | | | | | | | | | | | | | | | | | 33 | 28 | 61 | |
| 6 | 1 | | | | 3 | 1 | 13 | 7 | 7 | 8 | | | | | | | | | | | | | | 24 | 16 | 40 |
| 7 | | | | | | | | 4 | 1 | 24 | 10 | 2 | 6 | | | | | | | | | | | 30 | 17 | 47 |
| 8 | | | | | | | | | | 3 | 1 | 7 | 10 | 8 | 11 | | | | | | | | | 20 | 22 | 42 |
| 9 | | | | | | | | | | 1 | | 3 | 4 | 11 | 3 | 19 | 11 | 1 | 1 | | | | | 35 | 19 | 54 |
| 10 | | | | | | | | | | | | 1 | | 1 | | 8 | 6 | 10 | 15 | 1 | 2 | 1 | 2 | 21 | 23 | 44 |
| 11 | | | | | | | | | | | | | 3 | 1 | 11 | 4 | 3 | 1 | 11 | 4 | 14 | 8 | 28 | 13 | 41 | |
| 12 | | | | | | | | | | | | | | | | 4 | 1 | 10 | 6 | 14 | 7 | 21 | | | | |
| 13 | | | | | | | | | | | | | | | | | | | | | | | 2 | 0 | 2 | |
| 14 | | | | | | | | | | | | | | | | | | | | | | | 2 | 1 | 3 | |
| 15 | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | 2 | |
| Total | 11 | 11 | 12 | 11 | 14 | 7 | 13 | 7 | 13 | 9 | 28 | 11 | 13 | 20 | 20 | 14 | 30 | 18 | 26 | 21 | 30 | 18 | 210 | 147 | 357 | |

Summer Hill Playground. Some of these are baseball, softball, singing games, relays, dancing, and arts and crafts classes. Hopscotch, marbles, shuffle board, horseshoes, tennis, table tennis, jump rope, dodge ball, croquet, and roller skating are among the games most participated in by the children.

Fourteen children stated they were leaving the community for the summer months. One hundred fifty-two planned to attend Bible School during vacation time. Swimming facilities at nearby lakes are enjoyed by many of the pupils during the summer. City League baseball and softball games played on the Summer Hill Playgrounds are attended by many of the pupils and their parents.

There were three hundred forty-nine pupils enrolled in school at the beginning of the session in September 1950. Seventy-two entered the school for the first time after the session had begun and eighty-four moved out of the community during the school year. The membership at the close of school was three hundred fifty seven pupils; though the enrollment was four hundred twelve.

CHAPTER IV

INDICATED NEEDS OF CHILDREN AT SUMMER HILL SCHOOL AS REPORTED IN A SURVEY

In attempting to discover the Physical Education needs of the pupils at Summer Hill School from the point of view of the parents, a letter attached to a two-page check sheet was sent to each of the two hundred forty-nine families represented in the school. Page one of the check sheet contained a list of thirty-two skills and page two contained a list of twenty-two activities.¹⁰ In families where there was more than one child in Summer Hill School, a form was sent for each child. The name of the child and his grade were written on each page. Parents were asked to check the items for each child according to his particular grade. Of the two hundred forty-nine families representing three hundred fifty-seven pupils, replies were received from two hundred forty-three families representing three hundred forty-four pupils. The per cent of families replying was ninety-seven and six tenths, representing ninety-six and four tenths per cent of the pupils.

¹⁰ See Appendices A, B, and C., pp. 86, 87, and 88.

Tables III and IV, pages 28 and 29, show the results tabulated by the sections of the various grades as they actually were enrolled in Summer Hill School at the time the survey was made. A revision of these results by grades (Junior Primary One and Junior Primary Two representing the first year in school and Junior Primary Three and Junior Primary Four representing the first grade) is shown in Tables V and VI, pages 30 and 31, which represents the actual number of children checked for the various skills and activities. Tables VII and VIII, pages 32 and 33, represent the per cent of children checked for the same skills and activities.

In attempting to discover the Physical Education needs of the pupils from the point of view of the pupils themselves the two-page check sheet was given to each boy and girl in the fourth, fifth, and sixth grades. They were asked to check on Page One, those skills that they would like to derive from the Physical Education Program at Summer Hill School during the session 1951-52, and on Page Two those activities in which they would like to participate in the Physical Education Program at Summer Hill School during the same session. Thirty boys and eighteen girls replied from the fourth grade, twenty-six boys and twenty-one girls from the fifth grade, and thirty boys and eighteen girls reported from the sixth grade.

TABLE III

PARENTS' INDICATION OF SKILLS TO BE DEVELOPED IN THE PHYSICAL EDUCATION PROGRAM, TABULATED BY THE NUMBER OF PUPILS IN THE SECTIONS OF THE VARIOUS GRADES

| Grades | 6H | 5H | 4H | 3H | 3L | 2L | JP4 | JP3 | JP2 | JP1 | B | G | B | G | B | G | T |
|--------|----|----|----|----|----|----|-----|-----|-----|-----|----|---|-----|-----|-----|-----|-----|
| 1. | 20 | 16 | 15 | 16 | 7 | 5 | 6 | 3 | 3 | 4 | 4 | 8 | 100 | 101 | 201 | 143 | 344 |
| 2. | 17 | 16 | 20 | 14 | 7 | 3 | 6 | 4 | 2 | 5 | 4 | 8 | 102 | 104 | 206 | | |
| 3. | 26 | 16 | 23 | 16 | 9 | 7 | 9 | 10 | 6 | 7 | 8 | 9 | 148 | 108 | 256 | | |
| 4. | 27 | 17 | 21 | 17 | 7 | 7 | 7 | 8 | 7 | 8 | 9 | 9 | 151 | 122 | 273 | | |
| 5. | 27 | 16 | 23 | 16 | 11 | 8 | 9 | 9 | 6 | 7 | 8 | 9 | 151 | 120 | 271 | | |
| 6. | 26 | 17 | 26 | 16 | 11 | 8 | 8 | 9 | 7 | 8 | 9 | 9 | 159 | 121 | 280 | | |
| 7. | 26 | 17 | 24 | 17 | 10 | 7 | 8 | 9 | 7 | 8 | 9 | 9 | 156 | 120 | 276 | | |
| 8. | 26 | 17 | 22 | 17 | 11 | 7 | 8 | 9 | 10 | 7 | 8 | 9 | 161 | 122 | 283 | | |
| 9. | 19 | 14 | 14 | 11 | 8 | 4 | 6 | 6 | 8 | 6 | 6 | 8 | 111 | 100 | 211 | | |
| 10. | 28 | 16 | 26 | 15 | 11 | 10 | 8 | 9 | 9 | 6 | 6 | 8 | 169 | 113 | 282 | | |
| 11. | 26 | 16 | 20 | 14 | 9 | 6 | 6 | 6 | 9 | 6 | 5 | 7 | 131 | 106 | 237 | | |
| 12. | 24 | 14 | 19 | 12 | 9 | 5 | 8 | 6 | 7 | 4 | 5 | 7 | 136 | 96 | 232 | | |
| 13. | 16 | 11 | 17 | 11 | 9 | 5 | 7 | 6 | 4 | 4 | 4 | 4 | 108 | 86 | 194 | | |
| 14. | 22 | 16 | 21 | 11 | 9 | 6 | 7 | 6 | 6 | 7 | 8 | 8 | 132 | 88 | 220 | | |
| 15. | 21 | 15 | 21 | 12 | 9 | 7 | 7 | 6 | 6 | 7 | 7 | 7 | 133 | 99 | 232 | | |
| 16. | 22 | 16 | 19 | 14 | 10 | 7 | 7 | 6 | 9 | 5 | 4 | 4 | 123 | 106 | 229 | | |
| 17. | 19 | 14 | 15 | 14 | 7 | 3 | 7 | 5 | 5 | 5 | 7 | 7 | 109 | 88 | 197 | | |
| 18. | 26 | 16 | 25 | 15 | 12 | 5 | 6 | 7 | 9 | 4 | 4 | 5 | 178 | 78 | 256 | | |
| 19. | 22 | 16 | 22 | 13 | 8 | 11 | 11 | 12 | 4 | 6 | 6 | 6 | 129 | 83 | 212 | | |
| 20. | 22 | 13 | 18 | 10 | 12 | 15 | 12 | 13 | 0 | 3 | 3 | 3 | 74 | 33 | 77 | | |
| 21. | 17 | 10 | 16 | 8 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 12 | 73 | | |
| 22. | 18 | 15 | 18 | 11 | 7 | 2 | 7 | 6 | 0 | 0 | 0 | 0 | 98 | 63 | 161 | | |
| 23. | 15 | 2 | 13 | 0 | 11 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 2 | 77 | | |
| 24. | 10 | 2 | 13 | 0 | 8 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 64 | 2 | 66 | | |
| 25. | 19 | 13 | 14 | 5 | 8 | 6 | 4 | 2 | 0 | 1 | 0 | 0 | 82 | 44 | 126 | | |
| 26. | 18 | 16 | 19 | 17 | 7 | 8 | 4 | 7 | 0 | 0 | 0 | 0 | 105 | 95 | 200 | | |
| 27. | 19 | 16 | 24 | 15 | 9 | 8 | 5 | 3 | 0 | 0 | 0 | 0 | 122 | 94 | 216 | | |
| 28. | 15 | 16 | 14 | 10 | 9 | 3 | 4 | 6 | 3 | 6 | 8 | 7 | 100 | 98 | 198 | | |
| 29. | 17 | 16 | 20 | 15 | 8 | 5 | 7 | 3 | 6 | 7 | 7 | 8 | 127 | 116 | 243 | | |
| 30. | 16 | 16 | 21 | 15 | 9 | 5 | 6 | 5 | 7 | 4 | 4 | 8 | 124 | 104 | 228 | | |
| 31. | 25 | 17 | 24 | 17 | 11 | 7 | 7 | 11 | 7 | 7 | 9 | 8 | 156 | 119 | 275 | | |
| 32. | 25 | 16 | 24 | 18 | 11 | 8 | 6 | 12 | 9 | 8 | 10 | 9 | 169 | 122 | 291 | | |

TABLE IV

PARENTS' INDICATION OF ACTIVITIES TO BE USED IN THE PHYSICAL EDUCATION PROGRAM, TABULATED BY THE NUMBER OF PUPILS IN THE SECTIONS OF THE VARIOUS GRADES

| Grades Pupils Replies | 6H | | 5H | | 4H | | 3H | | 3L | | 2H | | 2L | | JP4 | | JP3 | | JP2 | | JP1 | | B | G | T |
|-----------------------------|----|----|----|----|----|----|----|----|----|----|----|---|----|---|-----|---|-----|---|-----|----|-----|-----|-----|-----|-----|
| | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | | | |
| 1. | 14 | 14 | 13 | 10 | 15 | 5 | 9 | 10 | 9 | 11 | 16 | 1 | 8 | 2 | 8 | 1 | 6 | 1 | 5 | 4 | 2 | 5 | 105 | 64 | 169 |
| 2. | 14 | 13 | 15 | 14 | 13 | 10 | 10 | 9 | 11 | 17 | 17 | 0 | 8 | 4 | 7 | 1 | 6 | 3 | 4 | 5 | 2 | 105 | 70 | 175 | |
| 3. | 17 | 13 | 15 | 14 | 23 | 9 | 16 | 10 | 10 | 22 | 4 | 0 | 9 | 5 | 10 | 5 | 12 | 3 | 10 | 4 | 5 | 149 | 83 | 232 | |
| 4. | 33 | 15 | 13 | 14 | 18 | 11 | 17 | 11 | 10 | 22 | 7 | 0 | 6 | 3 | 7 | 4 | 10 | 4 | 7 | 10 | 6 | 128 | 99 | 227 | |
| 5. | 27 | 16 | 24 | 16 | 27 | 11 | 18 | 11 | 11 | 27 | 4 | 0 | 5 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 157 | 76 | 233 | |
| 6. | 24 | 15 | 17 | 13 | 23 | 10 | 14 | 7 | 9 | 24 | 7 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 128 | 74 | 202 | |
| 7. | 12 | 0 | 7 | 0 | 18 | 0 | 8 | 0 | 7 | 15 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 0 | 77 | |
| 8. | 23 | 0 | 15 | 0 | 20 | 0 | 10 | 0 | 7 | 20 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 | 0 | 102 | |
| 9. | 21 | 12 | 14 | 10 | 21 | 7 | 11 | 9 | 9 | 19 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 | 52 | 154 | |
| 10. | 21 | 16 | 18 | 20 | 19 | 17 | 13 | 12 | 12 | 22 | 4 | 0 | 6 | 6 | 4 | 3 | 12 | 4 | 9 | 6 | 3 | 143 | 115 | 258 | |
| 11. | 21 | 15 | 16 | 19 | 24 | 16 | 17 | 12 | 12 | 23 | 7 | 0 | 6 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 117 | 93 | 210 | |
| 12. | 21 | 16 | 14 | 13 | 17 | 12 | 16 | 12 | 12 | 26 | 7 | 0 | 7 | 7 | 2 | 4 | 12 | 4 | 9 | 10 | 7 | 144 | 109 | 253 | |
| 13. | 19 | 16 | 14 | 11 | 17 | 12 | 13 | 12 | 11 | 19 | 2 | 0 | 4 | 4 | 9 | 2 | 11 | 2 | 4 | 4 | 5 | 125 | 78 | 203 | |
| 14. | 16 | 13 | 14 | 11 | 16 | 15 | 13 | 12 | 10 | 22 | 9 | 0 | 7 | 4 | 9 | 6 | 12 | 5 | 10 | 10 | 10 | 124 | 117 | 241 | |
| 15. | 4 | 0 | 9 | 12 | 16 | 12 | 10 | 12 | 6 | 19 | 4 | 0 | 9 | 6 | 9 | 6 | 12 | 5 | 9 | 11 | 7 | 106 | 94 | 200 | |
| 16. | 13 | 12 | 13 | 15 | 13 | 12 | 13 | 10 | 11 | 24 | 7 | 0 | 6 | 6 | 10 | 4 | 13 | 3 | 9 | 9 | 8 | 143 | 103 | 246 | |
| 17. | 1 | 0 | 7 | 12 | 9 | 11 | 7 | 13 | 7 | 16 | 4 | 0 | 5 | 8 | 7 | 4 | 10 | 7 | 7 | 8 | 5 | 83 | 99 | 182 | |
| 18. | 0 | 0 | 11 | 12 | 10 | 11 | 9 | 11 | 11 | 19 | 4 | 0 | 8 | 8 | 4 | 5 | 10 | 7 | 8 | 10 | 8 | 98 | 95 | 193 | |
| 19. | 0 | 0 | 10 | 11 | 11 | 11 | 8 | 6 | 7 | 17 | 3 | 0 | 5 | 5 | 3 | 3 | 10 | 4 | 8 | 8 | 7 | 91 | 86 | 177 | |
| 20. | 0 | 0 | 10 | 8 | 10 | 11 | 6 | 8 | 0 | 17 | 0 | 0 | 8 | 8 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 26 | 30 | 56 | |
| 21. | 0 | 0 | 16 | 8 | 14 | 7 | 6 | 8 | 6 | 14 | 2 | 0 | 0 | 0 | 3 | 3 | 0 | 7 | 1 | 1 | 0 | 72 | 47 | 119 | |
| 22. | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | |

TABLE V

PARENTS' INDICATION OF SKILLS TO BE DEVELOPED IN THE PHYSICAL EDUCATION PROGRAM, TABULATED BY THE NUMBER OF PUPILS IN THE VARIOUS GRADES

| Grades | 6 | | 5 | | 4 | | 3 | | 2 | | JP4&3 | | JP2&1 | | B | G | T |
|---------|----|----|----|----|----|----|----|----|----|----|-------|----|-------|----|-----|-----|-----|
| | B | G | B | G | B | G | B | G | B | G | B | G | B | G | | | |
| Pupils | 20 | 17 | 16 | 16 | 16 | 15 | 16 | 19 | 18 | 18 | 29 | 18 | 29 | 18 | 100 | 101 | 201 |
| Replies | 30 | 18 | 26 | 21 | 29 | 23 | 23 | 24 | 23 | 23 | 21 | 25 | 25 | 21 | 102 | 104 | 206 |
| Skills | 16 | 16 | 16 | 17 | 17 | 21 | 17 | 24 | 27 | 28 | 21 | 17 | 17 | 16 | 148 | 108 | 256 |
| 1. | 8 | 13 | 15 | 16 | 17 | 15 | 16 | 27 | 27 | 29 | 26 | 27 | 27 | 26 | 151 | 122 | 273 |
| 2. | 15 | 13 | 17 | 15 | 17 | 17 | 16 | 27 | 27 | 29 | 30 | 27 | 30 | 27 | 151 | 120 | 271 |
| 3. | 17 | 16 | 17 | 16 | 17 | 23 | 16 | 24 | 26 | 26 | 24 | 24 | 24 | 24 | 159 | 121 | 280 |
| 4. | 15 | 16 | 17 | 16 | 17 | 26 | 17 | 24 | 24 | 27 | 22 | 22 | 24 | 24 | 156 | 120 | 276 |
| 5. | 17 | 15 | 17 | 15 | 17 | 22 | 17 | 27 | 27 | 29 | 22 | 22 | 24 | 24 | 161 | 122 | 283 |
| 6. | 16 | 17 | 17 | 16 | 17 | 14 | 17 | 29 | 29 | 31 | 14 | 14 | 14 | 14 | 111 | 100 | 211 |
| 7. | 14 | 16 | 17 | 15 | 17 | 14 | 17 | 18 | 18 | 21 | 11 | 11 | 11 | 11 | 169 | 113 | 282 |
| 8. | 16 | 16 | 16 | 16 | 17 | 20 | 15 | 21 | 21 | 26 | 26 | 26 | 26 | 26 | 131 | 106 | 237 |
| 9. | 18 | 16 | 16 | 16 | 17 | 19 | 14 | 26 | 26 | 28 | 19 | 19 | 19 | 19 | 136 | 96 | 232 |
| 10. | 26 | 16 | 16 | 16 | 17 | 20 | 14 | 26 | 26 | 28 | 20 | 20 | 20 | 20 | 108 | 86 | 194 |
| 11. | 24 | 14 | 14 | 14 | 15 | 19 | 12 | 24 | 24 | 25 | 17 | 17 | 17 | 17 | 132 | 88 | 220 |
| 12. | 16 | 16 | 16 | 16 | 17 | 17 | 12 | 19 | 19 | 21 | 11 | 11 | 11 | 11 | 133 | 99 | 232 |
| 13. | 22 | 15 | 15 | 15 | 16 | 21 | 9 | 25 | 25 | 27 | 19 | 19 | 19 | 19 | 123 | 106 | 229 |
| 14. | 21 | 16 | 16 | 16 | 17 | 19 | 11 | 24 | 24 | 27 | 17 | 17 | 17 | 17 | 109 | 88 | 197 |
| 15. | 22 | 16 | 16 | 16 | 17 | 22 | 12 | 25 | 25 | 27 | 17 | 17 | 17 | 17 | 178 | 78 | 256 |
| 16. | 19 | 16 | 16 | 16 | 17 | 10 | 13 | 19 | 19 | 23 | 11 | 11 | 11 | 11 | 129 | 83 | 212 |
| 17. | 26 | 14 | 14 | 14 | 15 | 12 | 13 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | 74 | 3 | 77 |
| 18. | 22 | 16 | 16 | 16 | 17 | 13 | 13 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | 61 | 12 | 73 |
| 19. | 22 | 16 | 16 | 16 | 17 | 13 | 13 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | 98 | 63 | 161 |
| 20. | 22 | 16 | 16 | 16 | 17 | 13 | 13 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | 75 | 2 | 77 |
| 21. | 17 | 15 | 15 | 15 | 16 | 18 | 11 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | 64 | 2 | 66 |
| 22. | 18 | 15 | 15 | 15 | 16 | 18 | 11 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | 82 | 44 | 126 |
| 23. | 15 | 10 | 10 | 10 | 11 | 13 | 13 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | 105 | 95 | 200 |
| 24. | 19 | 18 | 18 | 18 | 19 | 19 | 13 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | 122 | 94 | 216 |
| 25. | 18 | 15 | 15 | 15 | 16 | 19 | 13 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | 100 | 98 | 198 |
| 26. | 18 | 15 | 15 | 15 | 16 | 19 | 13 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | 127 | 116 | 243 |
| 27. | 19 | 15 | 15 | 15 | 16 | 19 | 13 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | 124 | 104 | 228 |
| 28. | 15 | 12 | 12 | 12 | 13 | 15 | 15 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | 156 | 119 | 275 |
| 29. | 17 | 16 | 16 | 16 | 17 | 17 | 16 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | 169 | 122 | 291 |
| 30. | 16 | 16 | 16 | 16 | 17 | 17 | 16 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | | | |
| 31. | 16 | 16 | 16 | 16 | 17 | 17 | 16 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | | | |
| 32. | 16 | 16 | 16 | 16 | 17 | 17 | 16 | 24 | 24 | 27 | 11 | 11 | 11 | 11 | | | |

TABLE VII

PARENTS' INDICATION OF SKILLS TO BE DEVELOPED IN THE PHYSICAL EDUCATION PROGRAM, TABULATED BY THE PERCENTAGE OF PUPILS IN THE VARIOUS GRADES

| Skills | 6 | | 5 | | 4 | | 3 | | 2 | | JP4&3 | | JP2&1 | | Total | | |
|--------|----|----|----|----|----|-----|-----|----|----|----|-------|-----|-------|----|-------|----|----|
| | B | G | B | G | B | G | B | G | B | G | B | G | B | G | | | |
| 1. | 67 | 88 | 31 | 62 | 52 | 89 | 61 | 78 | 51 | 47 | 36 | 64 | 43 | 60 | 50 | 71 | 58 |
| 2. | 57 | 88 | 31 | 71 | 69 | 77 | 58 | 82 | 49 | 53 | 40 | 64 | 48 | 65 | 51 | 73 | 57 |
| 3. | 86 | 88 | 58 | 62 | 79 | 89 | 87 | 76 | 62 | 84 | 76 | 79 | 67 | 75 | 74 | 75 | 74 |
| 4. | 90 | 94 | 65 | 76 | 72 | 94 | 87 | 82 | 74 | 79 | 68 | 86 | 76 | 85 | 75 | 84 | 79 |
| 5. | 90 | 88 | 58 | 71 | 79 | 89 | 87 | 85 | 74 | 74 | 68 | 86 | 62 | 90 | 75 | 84 | 79 |
| 6. | 86 | 94 | 65 | 76 | 90 | 89 | 87 | 88 | 77 | 74 | 68 | 86 | 76 | 85 | 79 | 84 | 81 |
| 7. | 86 | 94 | 62 | 81 | 83 | 94 | 87 | 78 | 69 | 74 | 68 | 93 | 67 | 80 | 78 | 84 | 80 |
| 8. | 86 | 94 | 65 | 71 | 76 | 94 | 81 | 91 | 74 | 69 | 72 | 93 | 95 | 85 | 80 | 85 | 82 |
| 9. | 63 | 78 | 62 | 86 | 48 | 61 | 58 | 84 | 46 | 74 | 48 | 79 | 67 | 70 | 55 | 70 | 61 |
| 10. | 93 | 88 | 74 | 86 | 90 | 83 | 94 | 88 | 79 | 53 | 68 | 79 | 91 | 70 | 84 | 79 | 82 |
| 11. | 86 | 78 | 46 | 71 | 66 | 77 | 84 | 78 | 64 | 69 | 56 | 79 | 62 | 60 | 65 | 74 | 68 |
| 12. | 80 | 78 | 58 | 62 | 59 | 67 | 84 | 76 | 62 | 69 | 56 | 50 | 67 | 60 | 68 | 67 | 67 |
| 13. | 53 | 88 | 50 | 62 | 59 | 50 | 58 | 58 | 51 | 53 | 52 | 86 | 52 | 60 | 54 | 60 | 56 |
| 14. | 73 | 83 | 50 | 57 | 72 | 67 | 78 | 82 | 62 | 58 | 60 | 79 | 62 | 60 | 66 | 62 | 64 |
| 15. | 73 | 88 | 39 | 57 | 66 | 77 | 82 | 82 | 62 | 47 | 52 | 93 | 76 | 55 | 66 | 69 | 67 |
| 16. | 63 | 78 | 46 | 52 | 52 | 67 | 74 | 82 | 51 | 42 | 52 | 57 | 57 | 75 | 61 | 74 | 57 |
| 17. | 87 | 88 | 85 | 62 | 86 | 67 | 64 | 70 | 87 | 26 | 92 | 57 | 81 | 60 | 54 | 62 | 74 |
| 18. | 73 | 88 | 65 | 43 | 76 | 83 | 100 | 64 | 64 | 58 | 64 | 36 | 48 | 25 | 89 | 55 | 74 |
| 19. | 73 | 88 | 58 | 0 | 62 | 72 | 58 | 64 | 62 | 58 | 0 | 36 | 48 | 40 | 64 | 58 | 62 |
| 20. | 73 | 17 | 15 | 0 | 62 | 0 | 0 | 0 | 21 | 0 | 0 | 0 | 0 | 0 | 37 | 2 | 22 |
| 21. | 57 | 56 | 46 | 9 | 55 | 0 | 35 | 0 | 21 | 0 | 20 | 0 | 0 | 0 | 30 | 9 | 21 |
| 22. | 60 | 83 | 46 | 43 | 62 | 61 | 48 | 58 | 54 | 42 | 56 | 10 | 0 | 0 | 49 | 44 | 47 |
| 23. | 50 | 11 | 46 | 0 | 45 | 0 | 55 | 0 | 46 | 0 | 0 | 0 | 0 | 0 | 37 | 1 | 22 |
| 24. | 33 | 11 | 46 | 0 | 45 | 0 | 52 | 0 | 33 | 0 | 0 | 0 | 0 | 0 | 32 | 1 | 19 |
| 25. | 53 | 72 | 46 | 33 | 48 | 28 | 42 | 48 | 46 | 1 | 24 | 14 | 0 | 0 | 41 | 31 | 37 |
| 26. | 63 | 88 | 58 | 71 | 66 | 94 | 78 | 88 | 64 | 84 | 44 | 36 | 0 | 0 | 52 | 66 | 38 |
| 27. | 63 | 88 | 62 | 71 | 83 | 83 | 74 | 88 | 69 | 74 | 52 | 36 | 0 | 0 | 61 | 66 | 38 |
| 28. | 50 | 88 | 77 | 57 | 48 | 89 | 70 | 88 | 44 | 53 | 40 | 50 | 43 | 75 | 50 | 59 | 58 |
| 29. | 57 | 88 | 39 | 71 | 69 | 83 | 88 | 88 | 67 | 79 | 72 | 79 | 67 | 70 | 63 | 81 | 71 |
| 30. | 53 | 88 | 46 | 76 | 72 | 83 | 73 | 85 | 62 | 63 | 56 | 64 | 62 | 60 | 62 | 73 | 66 |
| 31. | 63 | 88 | 65 | 81 | 83 | 94 | 91 | 85 | 69 | 74 | 76 | 86 | 76 | 80 | 78 | 84 | 80 |
| 32. | 63 | 88 | 77 | 71 | 83 | 100 | 76 | 85 | 79 | 74 | 84 | 100 | 91 | 85 | 84 | 85 | 85 |

TABLE VIII

PARENTS' INDICATION OF ACTIVITIES TO BE USED IN THE PHYSICAL EDUCATION PROGRAM, TABULATED BY THE PERCENTAGE OF PUPILS IN THE VARIOUS GRADES

| Grades | 6 | | 5 | | 4 | | 3 | | 2 | | JP4&3 | | JP2&1 | | B | G | T |
|------------|---------------|----|----|----|----|----|----|----|-----|----|-------|----|-------|-----|-----|-----|-----|
| | B | G | B | G | B | G | B | G | B | G | B | G | B | G | | | |
| Pupils | 30 | 18 | 26 | 21 | 29 | 18 | 31 | 33 | 39 | 19 | 25 | 14 | 21 | 20 | 201 | 143 | 344 |
| Activities | P E R C E N T | | | | | | | | | | | | | | | | |
| 1. | 47 | 78 | 50 | 48 | 52 | 28 | 58 | 64 | 62 | 16 | 56 | 14 | 33 | 45 | 52 | 45 | 49 |
| 2. | 47 | 72 | 58 | 67 | 45 | 56 | 51 | 61 | 64 | 21 | 52 | 29 | 76 | 25 | 52 | 49 | 51 |
| 3. | 57 | 72 | 58 | 67 | 79 | 50 | 84 | 61 | 79 | 47 | 88 | 57 | 71 | 50 | 74 | 58 | 67 |
| 4. | 43 | 83 | 50 | 62 | 62 | 78 | 87 | 52 | 69 | 68 | 68 | 57 | 62 | 95 | 64 | 69 | 66 |
| 5. | 90 | 89 | 92 | 76 | 93 | 61 | 94 | 73 | 100 | 37 | 44 | 14 | 0 | 0 | 78 | 53 | 68 |
| 6. | 80 | 83 | 65 | 62 | 79 | 56 | 74 | 64 | 79 | 68 | 40 | 14 | 0 | 0 | 64 | 52 | 59 |
| 7. | 40 | 0 | 27 | 0 | 62 | 0 | 48 | 0 | 49 | 0 | 24 | 0 | 0 | 38 | 0 | 0 | 22 |
| 8. | 77 | 67 | 58 | 48 | 69 | 0 | 55 | 0 | 69 | 0 | 0 | 0 | 0 | 51 | 0 | 0 | 30 |
| 9. | 70 | 69 | 54 | 95 | 72 | 38 | 65 | 70 | 67 | 0 | 0 | 0 | 0 | 51 | 36 | 45 | 45 |
| 10. | 70 | 83 | 62 | 90 | 65 | 94 | 91 | 91 | 77 | 53 | 80 | 50 | 57 | 75 | 36 | 80 | 77 |
| 11. | 63 | 89 | 54 | 62 | 83 | 67 | 90 | 76 | 72 | 68 | 0 | 0 | 70 | 95 | 65 | 61 | 74 |
| 12. | 53 | 72 | 54 | 52 | 59 | 50 | 87 | 67 | 79 | 74 | 80 | 71 | 76 | 65 | 76 | 55 | 59 |
| 13. | 1 | 44 | 31 | 67 | 55 | 83 | 68 | 94 | 67 | 32 | 80 | 29 | 48 | 95 | 62 | 82 | 71 |
| 14. | 0 | 28 | 31 | 57 | 45 | 67 | 52 | 82 | 74 | 53 | 84 | 64 | 100 | 100 | 62 | 66 | 58 |
| 15. | 43 | 67 | 50 | 71 | 65 | 72 | 77 | 79 | 87 | 68 | 92 | 43 | 86 | 95 | 53 | 66 | 72 |
| 16. | 0 | 28 | 27 | 57 | 31 | 61 | 42 | 87 | 54 | 63 | 80 | 78 | 81 | 90 | 71 | 69 | 53 |
| 17. | 0 | 28 | 42 | 57 | 35 | 61 | 52 | 76 | 62 | 63 | 80 | 87 | 57 | 95 | 41 | 66 | 56 |
| 18. | 0 | 33 | 38 | 52 | 35 | 61 | 48 | 67 | 56 | 58 | 76 | 87 | 86 | 90 | 45 | 60 | 51 |
| 19. | 0 | 39 | 38 | 43 | 35 | 44 | 19 | 18 | 0 | 0 | 72 | 50 | 76 | 90 | 45 | 60 | 51 |
| 20. | 0 | 33 | 62 | 38 | 35 | 38 | 45 | 42 | 41 | 26 | 40 | 29 | 10 | 15 | 13 | 21 | 16 |
| 21. | 0 | 0 | 0 | 38 | 48 | 38 | 45 | 42 | 0 | 0 | 4 | 0 | 0 | 0 | 36 | 33 | 35 |
| 22. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |

Pupils below the fourth grade were not selected because it was felt that they would have difficulty reading and understanding the survey forms. Tables IX and X, pages 35 and 36, show the actual number of pupils in each grade who checked the skills and activities. Tables XI and XII, pages 37 and 38, show the per cent of pupils who checked the skills and activities for each grade.

In attempting to discover the physical education needs of the pupils from the point of view of the teachers, the two-page check sheet was given to each teacher with the request that she check the skills that she thought ought to be derived from the physical education program for the children of her grade, and the activities that she thought could be used to develop the desired skills. Teachers who were teaching the same grade were asked to work together so that one form would be submitted for each grade. Tables XIII and XIV, pages 39 and 40, show the results as checked by the thirteen teachers of Summer Hill School.

In order to get opinions from other sources as to the physical education needs of the pupils at Summer Hill School, officials of the Dupont Cellophane Plant, representing industry in the community; the Director of the City Playgrounds, representing recreation in the community;

TABLE IX

PUPILS' INDICATION OF SKILLS TO BE DEVELOPED IN THE
PHYSICAL EDUCATION PROGRAM, TABULATED BY THE
NUMBER OF PUPILS IN THE VARIOUS GRADES

| Grades Pupils Replies | 6H | | 5H | | 4H | | B | G | T |
|-----------------------------|----|----|----|----|----|----|----|----|-----|
| | B | G | B | G | B | G | | | |
| Skills | | | | | | | | | |
| 1. | 25 | 17 | 11 | 18 | 12 | 14 | 58 | 49 | 107 |
| 2. | 12 | 14 | 11 | 14 | 19 | 13 | 42 | 41 | 83 |
| 3. | 23 | 15 | 15 | 17 | 19 | 16 | 57 | 48 | 105 |
| 4. | 22 | 16 | 17 | 20 | 14 | 16 | 53 | 52 | 105 |
| 5. | 24 | 15 | 20 | 18 | 14 | 15 | 58 | 48 | 106 |
| 6. | 23 | 18 | 17 | 14 | 13 | 12 | 53 | 44 | 97 |
| 7. | 24 | 17 | 15 | 20 | 15 | 13 | 54 | 50 | 104 |
| 8. | 28 | 17 | 22 | 17 | 20 | 15 | 70 | 49 | 119 |
| 9. | 18 | 16 | 12 | 9 | 15 | 11 | 45 | 36 | 81 |
| 10. | 29 | 17 | 22 | 20 | 20 | 13 | 71 | 50 | 101 |
| 11. | 22 | 16 | 15 | 15 | 16 | 14 | 53 | 45 | 98 |
| 12. | 21 | 17 | 21 | 15 | 14 | 12 | 56 | 44 | 100 |
| 13. | 14 | 7 | 18 | 7 | 22 | 3 | 54 | 17 | 71 |
| 14. | 19 | 16 | 10 | 14 | 15 | 9 | 44 | 39 | 83 |
| 15. | 12 | 14 | 9 | 11 | 16 | 12 | 37 | 37 | 74 |
| 16. | 22 | 15 | 10 | 14 | 17 | 12 | 49 | 41 | 90 |
| 17. | 19 | 15 | 12 | 14 | 16 | 13 | 47 | 42 | 89 |
| 18. | 30 | 17 | 26 | 17 | 27 | 12 | 83 | 46 | 129 |
| 19. | 27 | 17 | 20 | 12 | 21 | 9 | 68 | 38 | 106 |
| 20. | 24 | 0 | 11 | 6 | 22 | 0 | 57 | 6 | 63 |
| 21. | 17 | 9 | 16 | 0 | 21 | 0 | 54 | 9 | 63 |
| 22. | 24 | 13 | 16 | 14 | 18 | 9 | 58 | 36 | 94 |
| 23. | 13 | 0 | 18 | 0 | 21 | 0 | 52 | 0 | 52 |
| 24. | 13 | 0 | 19 | 0 | 20 | 0 | 52 | 0 | 52 |
| 25. | 25 | 13 | 23 | 9 | 21 | 9 | 67 | 33 | 100 |
| 26. | 27 | 18 | 20 | 21 | 18 | 15 | 65 | 54 | 119 |
| 27. | 27 | 18 | 17 | 21 | 17 | 15 | 61 | 54 | 115 |
| 28. | 15 | 16 | 13 | 18 | 15 | 13 | 43 | 47 | 90 |
| 29. | 13 | 12 | 14 | 17 | 18 | 14 | 45 | 43 | 88 |
| 30. | 20 | 15 | 19 | 13 | 16 | 14 | 55 | 42 | 97 |
| 31. | 23 | 17 | 20 | 17 | 17 | 13 | 60 | 47 | 107 |
| 32. | 27 | 16 | 20 | 18 | 21 | 13 | 68 | 47 | 115 |

TABLE X

PUPILS' INDICATION OF ACTIVITIES TO BE USED IN THE
PHYSICAL EDUCATION PROGRAM, TABULATED BY THE
NUMBER OF PUPILS IN THE VARIOUS GRADES

| Grades | 6H | | 5H | | 4H | | B | G | T |
|------------|----|----|----|----|----|----|----|----|-----|
| | B | G | B | G | B | G | | | |
| Pupils | 30 | 18 | 26 | 21 | 30 | 18 | 86 | 57 | 143 |
| Replies | 30 | 18 | 26 | 21 | 30 | 18 | 86 | 57 | 143 |
| Activities | | | | | | | | | |
| 1. | 20 | 8 | 17 | 9 | 20 | 9 | 57 | 26 | 83 |
| 2. | 21 | 13 | 19 | 12 | 20 | 9 | 60 | 34 | 94 |
| 3. | 17 | 15 | 15 | 12 | 24 | 13 | 56 | 40 | 96 |
| 4. | 9 | 14 | 12 | 10 | 10 | 13 | 31 | 37 | 68 |
| 5. | 25 | 17 | 20 | 14 | 28 | 11 | 73 | 42 | 115 |
| 6. | 20 | 16 | 18 | 10 | 20 | 9 | 58 | 35 | 93 |
| 7. | 8 | 0 | 10 | 0 | 19 | 0 | 37 | 0 | 37 |
| 8. | 19 | 0 | 17 | 0 | 22 | 0 | 58 | 0 | 58 |
| 9. | 10 | 11 | 15 | 11 | 16 | 8 | 41 | 30 | 71 |
| 10. | 16 | 18 | 19 | 18 | 19 | 14 | 54 | 50 | 104 |
| 11. | 14 | 17 | 16 | 17 | 17 | 14 | 47 | 48 | 95 |
| 12. | 8 | 0 | 13 | 9 | 17 | 9 | 38 | 18 | 56 |
| 13. | 7 | 6 | 11 | 8 | 17 | 6 | 35 | 20 | 55 |
| 14. | 2 | 3 | 6 | 7 | 13 | 13 | 21 | 23 | 44 |
| 15. | 0 | 1 | 4 | 5 | 6 | 6 | 10 | 12 | 22 |
| 16. | 2 | 8 | 10 | 15 | 14 | 10 | 26 | 33 | 59 |
| 17. | 1 | 4 | 3 | 8 | 8 | 14 | 12 | 26 | 38 |
| 18. | 4 | 4 | 7 | 6 | 10 | 6 | 21 | 16 | 37 |
| 19. | 0 | 3 | 7 | 6 | 7 | 8 | 14 | 17 | 31 |
| 20. | 9 | 2 | 6 | 7 | 17 | 11 | 32 | 20 | 52 |
| 21. | 7 | 0 | 15 | 5 | 25 | 11 | 47 | 16 | 63 |
| 22. | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |

TABLE XI

PUPILS' INDICATION OF SKILLS TO BE DEVELOPED BY THE
PHYSICAL EDUCATION PROGRAM, TABULATED BY THE
PERCENTAGE OF PUPILS IN THE VARIOUS GRADES

| Grades | 6H | | 5H | | 4H | | B | G | T |
|---------|---------------|-----|-----|-----|----|----|----|----|-----|
| | B | G | B | G | B | G | | | |
| Pupils | 30 | 18 | 26 | 21 | 30 | 18 | 86 | 57 | 143 |
| Replies | | | | | | | | | |
| Skills | P E R C E N T | | | | | | | | |
| 1. | 83 | 94 | 42 | 86 | 40 | 78 | 67 | 86 | 75 |
| 2. | 40 | 78 | 42 | 67 | 63 | 72 | 49 | 72 | 58 |
| 3. | 77 | 83 | 58 | 81 | 63 | 89 | 66 | 84 | 73 |
| 4. | 74 | 89 | 65 | 95 | 47 | 89 | 62 | 91 | 73 |
| 5. | 80 | 83 | 77 | 86 | 47 | 83 | 67 | 84 | 74 |
| 6. | 77 | 100 | 65 | 67 | 43 | 67 | 62 | 77 | 68 |
| 7. | 80 | 94 | 58 | 95 | 50 | 72 | 63 | 88 | 73 |
| 8. | 93 | 94 | 85 | 81 | 67 | 83 | 81 | 86 | 73 |
| 9. | 60 | 89 | 46 | 43 | 50 | 61 | 52 | 63 | 57 |
| 10. | 97 | 94 | 85 | 95 | 67 | 72 | 83 | 88 | 85 |
| 11. | 74 | 89 | 58 | 71 | 53 | 78 | 62 | 79 | 68 |
| 12. | 70 | 94 | 81 | 71 | 47 | 67 | 65 | 77 | 69 |
| 13. | 47 | 39 | 69 | 33 | 73 | 17 | 63 | 30 | 49 |
| 14. | 63 | 89 | 38 | 67 | 50 | 50 | 51 | 68 | 58 |
| 15. | 40 | 78 | 31 | 52 | 53 | 67 | 43 | 65 | 52 |
| 16. | 74 | 83 | 38 | 67 | 57 | 67 | 57 | 72 | 63 |
| 17. | 63 | 83 | 46 | 67 | 53 | 72 | 55 | 74 | 62 |
| 18. | 100 | 94 | 100 | 81 | 90 | 67 | 97 | 81 | 90 |
| 19. | 90 | 94 | 77 | 57 | 70 | 50 | 79 | 67 | 74 |
| 20. | 80 | 0 | 42 | 29 | 73 | 0 | 66 | 11 | 44 |
| 21. | 57 | 50 | 62 | 0 | 70 | 0 | 63 | 16 | 44 |
| 22. | 80 | 72 | 62 | 67 | 60 | 50 | 67 | 63 | 65 |
| 23. | 43 | 0 | 69 | 0 | 70 | 0 | 60 | 0 | 36 |
| 24. | 43 | 0 | 73 | 0 | 67 | 0 | 60 | 0 | 36 |
| 25. | 77 | 83 | 89 | 43 | 70 | 50 | 78 | 58 | 69 |
| 26. | 90 | 100 | 77 | 100 | 60 | 83 | 76 | 95 | 73 |
| 27. | 90 | 100 | 65 | 100 | 57 | 83 | 71 | 95 | 80 |
| 28. | 50 | 89 | 50 | 86 | 50 | 72 | 50 | 82 | 63 |
| 29. | 43 | 67 | 54 | 81 | 60 | 78 | 52 | 75 | 62 |
| 30. | 67 | 83 | 73 | 62 | 53 | 78 | 64 | 74 | 68 |
| 31. | 77 | 94 | 77 | 81 | 57 | 72 | 70 | 82 | 75 |
| 32. | 90 | 89 | 77 | 86 | 70 | 72 | 79 | 82 | 80 |

TABLE XII

DETAILS: INDICATION OF ACTIVITIES TO BE USED IN THE
PHYSICAL EDUCATION PROGRAM, TABULATED BY THE
PERCENTAGE OF PUPILS IN THE VARIOUS GRADES

| Grades | 6H | | 5H | | 4H | | B | G | T |
|------------|---------------|-----|----|----|----|----|----|----|-----|
| | B | G | B | G | B | G | | | |
| Pupils | 30 | 18 | 26 | 21 | 30 | 18 | 86 | 57 | 143 |
| Replies | | | | | | | | | |
| Activities | P E R C E N T | | | | | | | | |
| 1. | 67 | 44 | 65 | 43 | 67 | 50 | 66 | 46 | 58 |
| 2. | 70 | 72 | 73 | 57 | 67 | 50 | 70 | 59 | 66 |
| 3. | 57 | 83 | 58 | 57 | 80 | 73 | 65 | 70 | 67 |
| 4. | 30 | 78 | 46 | 48 | 33 | 73 | 36 | 65 | 48 |
| 5. | 83 | 94 | 77 | 67 | 93 | 61 | 85 | 74 | 80 |
| 6. | 67 | 89 | 68 | 48 | 67 | 50 | 67 | 61 | 65 |
| 7. | 27 | 0 | 78 | 0 | 63 | 0 | 43 | 0 | 26 |
| 8. | 63 | 0 | 65 | 0 | 73 | 0 | 67 | 0 | 41 |
| 9. | 33 | 61 | 58 | 52 | 53 | 45 | 48 | 53 | 49 |
| 10. | 53 | 100 | 73 | 86 | 63 | 78 | 63 | 88 | 73 |
| 11. | 47 | 94 | 62 | 81 | 57 | 78 | 55 | 84 | 66 |
| 12. | 27 | 0 | 50 | 38 | 57 | 50 | 44 | 30 | 39 |
| 13. | 23 | 33 | 42 | 38 | 57 | 33 | 41 | 35 | 39 |
| 14. | 7 | 17 | 23 | 33 | 43 | 73 | 24 | 40 | 31 |
| 15. | 0 | 6 | 15 | 24 | 20 | 33 | 12 | 21 | 16 |
| 16. | 7 | 44 | 78 | 71 | 37 | 56 | 30 | 58 | 41 |
| 17. | 3 | 22 | 12 | 38 | 27 | 78 | 14 | 46 | 27 |
| 18. | 13 | 22 | 27 | 29 | 33 | 33 | 24 | 29 | 19 |
| 19. | 0 | 17 | 27 | 29 | 23 | 45 | 16 | 30 | 22 |
| 20. | 30 | 11 | 23 | 33 | 57 | 61 | 37 | 35 | 36 |
| 21. | 23 | 0 | 58 | 24 | 83 | 61 | 55 | 29 | 44 |
| 22. | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |

TABLE XIV

TEACHERS' INDICATION OF ACTIVITIES TO BE USED IN
THE PHYSICAL EDUCATION PROGRAM IN
THE VARIOUS GRADES

| Grades Pupils | 6 | | 5 | | 4 | | 3 | | 2 | | JP4&3 | | JP2&1 | |
|------------------|----------------------------------------|---|---|---|---|---|---|---|---|---|-------|---|-------|---|
| | B | G | B | G | B | G | B | G | B | G | B | G | B | G |
| Activities | | | | | | | | | | | | | | |
| 1. | X | X | X | X | X | X | X | X | X | X | X | X | | |
| 2. | X | X | X | X | X | X | X | X | X | X | X | X | | |
| 3. | X | X | X | X | X | X | X | X | X | X | X | X | | |
| 4. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 5. | X | X | X | X | X | X | X | | | | | | | |
| 6. | X | X | X | | | | | | | | | | | |
| 7. | X | | X | | | | | | | | | | | |
| 8. | X | | X | | | | | | | | | | | |
| 9. | X | X | X | X | | | | | | | | | | |
| 10. | X | X | X | X | X | X | X | X | X | | | | | |
| 11. | X | X | X | X | | | | | | | | | | |
| 12. | X | X | X | X | | | | | | | | | | |
| 13. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 14. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 15. | . | . | . | . | X | X | X | X | X | X | X | X | X | X |
| 16. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 17. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 18. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 19. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 20. | X | X | X | | | | | | | | | | | |
| 21. | X | | X | | X | X | X | X | X | X | X | X | X | X |
| 22. | Wherever Needed on Advice of Physician | | | | | | | | | | | | | |

the Principal of the school; and the Director of Instruction, the Supervisor of Physical Education, the Assistant Superintendent, and the Director of Medical Department of the Richmond Public Schools were asked to check the skills they thought a pupil should derive from the physical education program in the six grades and Junior Primary classes at Summer Hill School during the session 1951-52. They were also asked to check the activities in which they thought a pupil should participate in the Physical Education Program at Summer Hill School in the various grades in order to develop the desired skills. ¹¹ Tables XV and XVI, pages 42 and 43, show the results as checked by representatives in the community. Tables XVII and XVIII, pages 44 and 45, show results as checked by the Director of the City Recreation Department. Tables XIX and XX, pages 46 and 47, show the results as checked by the Principal of the school. Tables XXI and XXII, pages 48 and 49, show the results as checked by the Director of Instruction of the Richmond Public Schools. Tables XXIII and XXIV, pages 50 and 51, show the results as checked by the Assistant Superintendent of the Richmond Public Schools. Tables XXV and XXVI, pages 52 and 53, show the results as checked by the Supervisor of Physical Education of the Richmond Public Schools. Tables XXVII and

¹¹ Appendix D, E, and F., pp. 89, 90, and 91

TABLE XVI

REPRESENTATIVES OF INDUSTRY IN THE COMMUNITY'S INDICATION
OF ACTIVITIES TO BE USED IN THE PHYSICAL EDUCATION
PROGRAM IN THE VARIOUS GRADES

| Grades Pupils | 6 | | 5 | | 4 | | 3 | | 2 | | JP4&3 | | JP2&1 | |
|------------------|-----------------|---|---|---|---|---|---|---|---|---|-------|---|-------|---|
| | B | G | B | G | B | G | B | G | B | G | B | G | B | G |
| Activities | | | | | | | | | | | | | | |
| 1. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 3. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 4. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 5. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 6. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 7. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 8. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 9. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 10. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 11. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 12. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 13. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 14. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 15. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 16. | . | . | . | . | X | X | X | X | X | X | X | X | X | X |
| 17. | . | . | . | . | X | X | X | X | X | X | X | X | X | X |
| 18. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 19. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 20. | X | X | . | . | . | . | . | . | . | . | . | . | . | . |
| 21. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 22. | Wherever Needed | | | | | | | | | | | | | |

TABLE XVIII

REPRESENTATIVES OF THE CITY RECREATION DEPARTMENT'S
INDICATION OF ACTIVITIES TO BE USED IN THE PHYSICAL
EDUCATION PROGRAM IN THE VARIOUS GRADES

| Grades | 6 | | 5 | | 4 | | 3 | | 2 | | JP4&3 | | JP2&1 | |
|------------|----------------------------------------|---|---|---|---|---|---|---|---|---|-------|---|-------|---|
| | B | G | B | G | B | G | B | G | B | G | B | G | B | G |
| Activities | | | | | | | | | | | | | | |
| 1. | X | X | | | | | | | | | | | | |
| 2. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 3. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 4. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 5. | X | X | X | | X | | X | | | | | | | |
| 6. | X | X | X | | | | | | | | | | | |
| 7. | X | X | X | | | | | | | | | | | |
| 8. | X | X | X | | | | | | | | | | | |
| 9. | X | X | | | | | | | | | | | | |
| 10. | X | X | | | | | | | | | | | | |
| 11. | | | | | | | | | | | | | | |
| 12. | X | X | X | X | | | | | | | | | | |
| 13. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 14. | . | . | X | X | X | X | X | X | X | X | X | X | X | X |
| 15. | . | . | . | . | X | X | X | X | X | X | X | X | X | X |
| 16. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 17. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 18. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 19. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 20. | X | X | X | X | X | | X | | | | | | | |
| 21. | X | | X | | X | X | X | X | X | X | X | X | X | X |
| 22. | Wherever Needed on Advice of Physician | | | | | | | | | | | | | |

TABLE XX

PRINCIPAL OF THE SCHOOL'S INDICATION OF ACTIVITIES
TO BE USED IN THE PHYSICAL EDUCATION PROGRAM
IN THE VARIOUS GRADES

| Grades Pupils | 6 | | 5 | | 4 | | 3 | | 2 | | JP4&3 | | JP2&1 | |
|------------------|----------------------------------------|---|---|---|---|---|---|---|---|---|-------|---|-------|---|
| | B | G | B | G | B | G | B | G | B | G | B | G | B | G |
| Activities | | | | | | | | | | | | | | |
| 1. | X | X | X | X | X | X | X | X | | | | | | |
| 2. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 3. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 4. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 5. | X | X | X | X | X | X | X | | | | | | | |
| 6. | X | X | X | X | X | X | X | | | | | | | |
| 7. | X | X | X | X | | | | | | | | | | |
| 8. | X | | X | | | | | | | | | | | |
| 9. | X | X | X | X | | | | | | | | | | |
| 10. | X | X | X | X | | | | | | | | | | |
| 11. | X | X | | | | | | | | | | | | |
| 12. | | | | | | | | | | | | | | |
| 13. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 14. | | | | | | | | | | | | | | |
| 15. | . | . | . | . | X | X | X | X | X | X | X | X | X | X |
| 16. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 17. | . | . | X | X | X | X | X | X | X | X | X | X | X | X |
| 18. | . | . | . | . | X | X | X | X | X | X | X | X | X | X |
| 19. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 20. | X | X | X | X | X | X | | | | | | | | |
| 21. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 22. | Wherever Needed on Advice of Physician | | | | | | | | | | | | | |

TABLE XXII

DIRECTOR OF INSTRUCTION OF THE RICHMOND PUBLIC SCHOOLS
 INDICATION OF ACTIVITIES TO BE USED IN THE PHYSICAL
 EDUCATION PROGRAM IN THE VARIOUS GRADES

| Grades | 6 | | 5 | | 4 | | 3 | | 2 | | JP4&3 | | JP2&1 | |
|------------|-----------------|---|---|---|---|---|---|---|---|---|-------|---|-------|---|
| Pupils | B | G | B | G | B | G | B | G | B | G | B | G | B | G |
| Activities | | | | | | | | | | | | | | |
| 1. | X | X | X | X | | | | | | | | | | |
| 2. | X | X | X | X | X | X | | | | | | | | |
| 3. | X | X | X | X | X | X | | | | | | | | |
| 4. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 5. | X | X | X | X | X | X | X | X | | | | | | |
| 6. | X | X | X | X | X | X | X | X | | | | | | |
| 7. | X | X | X | X | X | X | | | | | | | | |
| 8. | X | | X | | | | | | | | | | | |
| 9. | X | X | X | X | | | | | | | | | | |
| 10. | X | X | X | X | X | X | | | | | | | | |
| 11. | X | X | | | | | | | | | | | | |
| 12. | X | X | X | X | X | X | | | | | | | | |
| 13. | X | X | X | X | X | X | | | | | | | | |
| 14. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 15. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 16. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 17. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 18. | . | . | . | . | . | . | . | . | X | X | X | X | X | X |
| 19. | . | . | . | . | . | . | . | . | X | X | X | X | X | X |
| 20. | | | | | | | | | | | | | | |
| 21. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 22. | Wherever Needed | | | | | | | | | | | | | |

TABLE XXIV

ASSISTANT SUPERINTENDENT OF RICHMOND PUBLIC SCHOOLS
 INDICATION OF ACTIVITIES TO BE USED IN THE
 PHYSICAL EDUCATION PROGRAM
 IN THE VARIOUS GRADES

| Grades Pupils | 6 | | 5 | | 4 | | 3 | | 2 | | JP4&3 | | JP2&1 | |
|------------------|----------------------------------------|---|---|---|---|---|---|---|---|---|-------|---|-------|---|
| | B | G | B | G | B | G | B | G | B | G | B | G | B | G |
| Activities | | | | | | | | | | | | | | |
| 1. | X | X | X | X | | | | | | | | | | |
| 2. | X | X | X | X | X | X | | | | | | | | |
| 3. | X | X | X | X | X | X | | | | | | | | |
| 4. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 5. | X | X | X | X | X | X | | | | | | | | |
| 6. | X | X | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | | |
| 8. | | | | | | | | | | | | | | |
| 9. | X | X | X | X | X | X | | | | | | | | |
| 10. | X | X | X | X | X | X | | | | | | | | |
| 11. | | | | | | | | | | | | | | |
| 12. | X | X | X | X | X | X | | | | | | | | |
| 13. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 14. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 15. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 16. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 17. | X | X | X | X | X | X | X | X | X | X | X | X | | |
| 18. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 19. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 20. | X | X | X | X | X | X | | | | | | | | |
| 21. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 22. | Wherever Needed on Advice of Physician | | | | | | | | | | | | | |

TABLE XXVI

SUPERVISOR OF PHYSICAL EDUCATION OF THE RICHMOND PUBLIC
SCHOOL'S INDICATION OF ACTIVITIES TO BE USED IN THE
PHYSICAL EDUCATION PROGRAM IN THE VARIOUS GRADES

| Grades Pupils | 6 | | 5 | | 4 | | 3 | | 2 | | JP4&3 | | JP2&1 | |
|------------------|----------------------------------------|---|---|---|---|---|---|---|---|---|-------|---|-------|---|
| | B | G | B | G | B | G | B | G | B | G | B | G | B | G |
| Activities | | | | | | | | | | | | | | |
| 1. | X | X | X | X | X | X | | | | | | | | |
| 2. | X | X | X | X | X | X | X | X | | | | | | |
| 3. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 4. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 5. | X | X | X | | | | | | | | | | | |
| 6. | X | X | X | | | | | | | | | | | |
| 7. | X | | X | | X | | | | | | | | | |
| 8. | X | | | | | | | | | | | | | |
| 9. | X | X | X | X | X | | | | | | | | | |
| 10. | X | X | X | X | | | | | | | | | | |
| 11. | X | X | | | | | | | | | | | | |
| 12. | X | X | X | X | X | X | | | | | | | | |
| 13. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 14. | . | . | . | . | . | . | . | . | X | X | X | X | X | X |
| 15. | . | . | . | . | . | . | . | . | X | X | X | X | X | X |
| 16. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 17. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 18. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 19. | . | . | . | . | . | . | X | X | X | X | X | X | X | X |
| 20. | X | X | X | X | X | | | | | | | | | |
| 21. | . | . | . | . | . | . | . | . | X | X | X | X | X | X |
| 22. | Wherever Needed on Advice of Physician | | | | | | | | | | | | | |

XXVIII, pages 55 and 56, show the results as checked by the Director of Medical Department of the Richmond Public Schools.

In interpreting the findings obtained from the survey of the parents, it is apparent that the skills listed in items one through seventeen, and items twenty-nine, thirty, thirty-one and thirty-two are desired for both the boys and girls in each grade of the school. These items represent the skills of grace of movement, poise, alertness and quick response, courtesy, obedience, cooperation, honesty and dependability, a spirit of fair play, a response to rhythm, a spirit of good sportsmanship, leadership, followership, development of large muscles of the body, coordination between mind and body, a desire for wholesome recreation, an appreciation for good music, a recognition of differences between children, taking part in plays, improving posture, good health habits, and safety habits. Learning to play baseball is desired for the boys of all the grades and for the girls of the third, fourth, fifth, and sixth grades; basketball for both boys and girls in the fourth, fifth, and sixth grades; football for the boys of the fourth, fifth, and sixth grades; soccer for boys in the sixth grade; volley ball for both boys and girls in the fourth, fifth, and sixth grades; tumbling for more than fifty per cent of the boys

TABLE XXVIII

DIRECTOR OF MEDICAL DEPARTMENT OF THE RICHMOND PUBLIC
 SCHOOL'S INDICATION OF ACTIVITIES TO BE USED IN
 THE PHYSICAL EDUCATION PROGRAM
 IN THE VARIOUS GRADES

| Grades | 6 | | 5 | | 4 | | 3 | | 2 | | JP4&3 | | JP2&1 | |
|------------|----------------------------------------|---|---|---|---|---|---|---|---|---|-------|---|-------|---|
| | B | G | B | G | B | G | B | G | B | G | B | G | B | G |
| Activities | | | | | | | | | | | | | | |
| 1. | X | X | X | X | | | | | | | | | | |
| 2. | . | . | . | . | . | . | . | . | X | X | X | X | | |
| 3. | X | X | X | X | | | | | | | | | | |
| 4. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 5. | X | X | X | X | X | X | X | | | | | | | |
| 6. | X | X | X | X | X | | | | | | | | | |
| 7. | X | | X | | X | | X | | | | | | | |
| 8. | X | | X | | X | | X | | | | | | | |
| 9. | X | X | X | X | X | | | | | | | | | |
| 10. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 11. | X | X | | | | | | | | | | | | |
| 12. | X | X | X | | | | | | | | | | | |
| 13. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 14. | . | . | X | X | X | X | X | X | X | X | X | X | X | X |
| 15. | . | . | . | . | X | X | X | X | X | X | X | X | X | X |
| 16. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 17. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 18. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 19. | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 20. | X | | X | | | | | | | | | | | |
| 21. | | | | | | | | | | | | | | |
| 22. | Wherever Needed on Advice of Physician | | | | | | | | | | | | | |

and girls in the sixth grade; square dancing and social dancing for more than fifty per cent of the boys and girls in the second through the sixth grades; stunts, circle games and singing games for boys and girls of Junior Primary through third grade; and rhythms for both boys and girls in all the grades.

Interpreting the check sheet for activities as tabulated by the parents, it is apparent that testing activities (jumping, throwing, running, catching), square dancing, exercises (formal), relays, and marching to music are desired for both boys and girls in all grades. Tumbling, stunts, and rhythms (folk games), are tabulated to a lesser degree for both boys and girls in all grades. Baseball was indicated for boys in grades two through six and for girls in grades three through six; basketball for boys in grades two through six and girls in the sixth grade; football for boys of the sixth grade; volley ball for boys of grades two through six and girls three through six; social dancing for boys and girls in grades two through six; singing games for girls of all grades and boys of all grades except the sixth; circle games for girls of all grades through the fourth and boys of all grades through the third; jumping rope, stunts, swings, and slides for boys from Junior Primary through the third grade and for girls from Junior Primary through the fifth grade.

The results for skills as checked by the pupils themselves, indicated the majority of the boys of the fourth, fifth and sixth grades wanted baseball and the majority of the girls of the same grades wanted social and square dancing. Other items checked high by the boys were a spirit of fair play, a spirit of good sportsmanship, basketball, tumbling, square dancing, social dancing, good health habits, and good safety habits. High items indicated by the girls were grace of movement, alertness and quick response, courtesy, obedience, honesty, and dependability, a spirit of fair play, a spirit of good sportsmanship, baseball, dancing rhythms, good health habits and safety habits.

The majority of boys responding selected baseball as the preferred activity and the majority of girls responding selected square dancing. Other activities preferred by the boys were tumbling, stunts, testing activities, basketball, football, volley ball, square dancing, and social dancing. Those rated high by the girls were stunts, testing activities, rhythms, baseball, basketball, volley ball, social dancing, and marching to music.

Skills to be developed as indicated by the Teachers for both boys and girls of all grades were grace of movement, poise, alertness and quick response, courtesy, obedience, cooperation, honesty and dependability, a spirit of fair play, a response to rhythm, a spirit of good sportsmanship,

leadership, followership, development of large muscles of the body, coordination between mind and body, a desire for wholesome recreation, an appreciation for good music, a recognition of differences between children, dancing rhythms, taking part in plays, improving posture, and good health and safety habits. Baseball was indicated as preferred for the boys of the fourth, fifth and sixth grades and for girls of the fifth and sixth grades; basketball for boys of fifth and sixth grades and girls of the sixth grade; football and soccer for boys of sixth grade only; volley ball for boys and girls of fifth and sixth grades; tumbling for boys and girls of the third, fourth, fifth and sixth grades; square dancing for boys and girls from the second grade through the sixth; and social dancing for boys and girls of the fifth and sixth grades only.

Activities to be used, for all grades, as indicated by the Teachers were testing activities, rhythms, relays, singing games, marching to music, and rope jumping. Tumbling, stunts and square dancing were tabulated as preferred for grades two through six; baseball for boys of grades three, four, five and six and for girls in the fourth, fifth, and sixth grades; basketball and swing stride for boys in the fifth and sixth grades and girls in the sixth grade; soccer and football for boys of the fifth and sixth grades; volley ball and social dancing for boys and girls in the fifth and

sixth grades; formal exercises for boys and girls of the fourth, fifth and sixth grades; circle games, stunts and singing games for grades Junior Primary through the third; swings and slides for Junior Primary through second grades; jungle gym for boys in all grades and girls in Junior Primary and second grade; and corrective exercises for physically handicapped wherever needed.

It is significant to note that the responses of the individuals show a high degree of similarity to those indicated by the parents, pupils, and teachers. The majority of the Selected Individuals favor the following skills to be developed: grace of movement, poise, alertness and quick response, courtesy, obedience, cooperation, honesty and dependability, a spirit of fair play, a response to rhythm, a spirit of good sportsmanship, leadership, followership, development of large muscles of the body, coordination between mind and body, a desire for wholesome recreation, an appreciation for good music, a recognition of differences between children, taking part in plays, improving posture, good health habits, and safety habits for all grades; and team games, square dancing, and social dancing for the fourth, fifth and sixth grades.

The activities indicated by Selected Individuals are: testing activities, rhythms, relays, marching to music, swings, and slides for all grades; tumbling, team

games, square dancing, social dancing, and swing stride for the upper grades; and circle games, stunts, rope jumping, and singing games for the lower grades.

This detailed study of the results of the questionnaires indicated universal agreement that skills listed as items one through seventeen and items twenty-nine, thirty, thirty-one, and thirty-two are needed by the pupils of all the grades and that activities listed as items three, four, thirteen, sixteen, and eighteen are necessary for developing those skills. There is also agreement that skills listed as items eighteen, nineteen, twenty, twenty-one, twenty-two, twenty-six, and twenty-seven are needed by pupils in the upper grades and item twenty-eight is more suitable for the lower grades. Activities listed as items one, five, six, seven, eight, nine, ten, eleven, twelve, and twenty are necessary for the upper grade children and items fourteen, fifteen, nineteen, and twenty-one are more suitable for the lower grades.

From these results it is apparent that a Physical Education Program to meet the needs of the children of Summer Hill School as tabulated in the survey, should contain skills that develop grace of movement, poise, alertness and quick response, courtesy, obedience, cooperation, honesty and dependability, a spirit of fair play, a response to rhythm, a spirit of good sportsmanship,

leadership, followership, development of large muscles of the body, coordination between mind and body, a desire for wholesome recreation, an appreciation of good music, a recognition of differences between children, taking part in plays, improving posture, good health habits, and safety habits for both boys and girls in all the grades.

From these results it is also apparent that activities desired to meet these needs are: testing activities (running, jumping, throwing, catching), rhythms, relays, marching to music, and swings for both boys and girls in all grades; team games such as baseball, football, basketball, soccer, and volley ball for the fourth, fifth, and sixth grades; square dancing in the fourth, fifth, and sixth grades; social dancing, in most cases, in the sixth grade; circle games, stunts, singing games, rope jumping, slides, jungle gym, and folk games in Junior Primary, second, and third grades.

A Physical Education Program to meet these needs will be suggested and outlined in Chapter VI.

CHAPTER V

NEEDS OF PUPILS THAT MIGHT BE MET BY THE PHYSICAL EDUCATION PROGRAM AS DETERMINED FROM A STUDY OF LITERATURE IN THE FIELD

A study of the literature in the field of Physical Education reveals that it is a branch of education founded on the sciences of sociology, psychology, physiology, and anatomy. It has an ancient and honorable heritage from the days of Plato and Aristotle. As such it has a very definite place in the educational world.¹² A worthy aim of education is that of developing the child as a social being, able to live cooperatively in peace and harmony with his associates. In all the curriculum there is no more motivating force to accomplish this end than through a carefully selected and graded program of physical education. Physical education should be a rich and varied experience which is focused on total living.¹³ It occupies a vital place in the elementary school curriculum because it contributes to the development of desirable habits, attitudes, skills, and abilities in the

¹² Mable Lee, The Conduct of Physical Education (New York: A. S. Barnes and Company, 1937), p. 2.

¹³ Commonwealth of Virginia, State Department of Education, Physical Education, Grades 1-7, Tentative Bulletin, (Richmond, Virginia: Health, Physical Education, Safety and Recreation Service, 1948), p. 1.

individual. Through observations made during the physical education periods, the teacher is often better able to diagnose the reasons for behavior patterns and to recognize the basic needs of the child. She can prescribe activities and direct interests that will lead to the overcoming of many of the child's difficulties of social-emotional adjustment.¹⁴

A sound foundation for all physical education is built in the first six years of the elementary school. During the early school years, because the child undergoes marked changes and develops rapidly, his program must be regulated carefully to fulfill his needs. He enjoys natural play activities which make lasting contributions to his physical, mental, social, and moral growth. The physical education program has five major objectives:¹⁵

1. Building organic fitness today and tomorrow through activities definitely selected to develop strength, vigor and capacity.
2. Inculcating health habits for today and tomorrow by providing and practicing ways and means for wholesome living.

¹⁴ Edwina Jones, Edna Morgan, and Gladys Stevens, Methods and Materials in Elementary Physical Education, (New York: World Book Company, 1950), p. 9.

¹⁵ Physical Education, Elementary Level, (Curriculum Bulletin No. 14., Augusta, Maine: State Department of Education, 1950), p. 5.

3. Developing physical abilities and control by providing a wide, rich program of many activities that contribute to growth in neuro-muscular skills.
4. Encouraging boys and girls to develop recreational habits and interests that will carry over into adult hobbies and avocations.
5. Using learning situations which develop sportsman-like attitudes for building character and better citizenship.

Children should have experiences in all phases of the physical education program. Quiet and active games, individual and team games, folk dances, tumbling, stunts, conditioning exercises, rhythmical games, apparatus activities, and story plays are activities that should be used but selection of specific activities should be made on the basis of the maturity and the ability of each child. Each activity has its own unique purpose. Yet the total physical education program has as its single purpose the development of the whole personality, physical, mental, social and emotional. It is concerned with emotional responses, personal relationships, mental learnings, and other social, emotional and esthetic aspects of individual growth.¹⁶

Physical education provides an opportunity for developing many desirable social traits such as courtesy, respect,

¹⁶ Winifred Van Hagen, Genevieve Dexter, and Jesse Feiring Williams, Physical Education in the Elementary School, (Sacramento, California: California State Department of Education, 1951), p. 5.

truthfulness, honesty, and fairness, as well as those elements of democratic living which are frequently spoken of collectively as sportsmanship. Games and sports by their very nature require group participation and the whole-hearted cooperation of each individual. They also provide many opportunities in which individuals must react to situations calling for fair play and honesty. Game situations provide valuable opportunities for developing the abilities of good leadership and good followership, as well as attitudes which enable the individual to win and lose cheerfully. Socialization of boys and girls is better developed because they become better acquainted. Through the wise utilization of play activities physical education offers opportunities unexcelled by other school subjects in developing desirable standards of conduct. In modern life, education for the wise use of leisure becomes indispensable; the school program must, therefore, be planned with a view towards serving the recreational needs of all boys and girls. The needs of elementary school children can be met through direct play; small group play; large group play; team games; rhythmic activities; stunts, self-testing, and apparatus activities; and classroom games.¹⁷

¹⁷ Benton Salt, and others, Teaching Physical Education in the Elementary School, (New York: A. S. Barnes and Company, 1942), pp. 9-14.

Summarizing the needs of elementary school children to be met by a physical education program as expressed by leading educators in this particular field, it is apparent that a good physical education program should contain the characteristics of developing, not merely the muscles and organs, but the whole child, physical, mental, moral, and social; that it be well coordinated with the school health program so that the optimum health of each child is developed; that it provide the friendly and sociable contacts of playdays and recreational needs in preference to the overstimulation of interschool athletic contests; that protect the child from physical hazards in the school room and on the playground; that it be well coordinated with the recreational program of the school and the community; and that it foster healthy social growth through coeducational activities.¹⁸

¹⁸ Hagen, Dexter, and Williams, op. cit., p. 20.

CHAPTER VI

DEVELOPMENTAL PROGRAM OF PHYSICAL EDUCATION TO MEET THESE NEEDS

The criteria to be used in developing a program of physical education to meet the needs of the pupils of Summer Hill School as determined from the survey and from a study of the literature in the field, should be based on the following principles, summarized in The University City, Missouri, Physical Education Course of Study:¹⁹

1. Physical Education is a phase of general education; it must have aims and objectives based on scientific research, and interpreted in terms of objectives as a whole.
2. There is an optimum time to develop neuro-muscular connections and at which an individual is able to interpret the situation. Emotions will be stimulated by accomplishment. Activities should be provided which will give satisfaction. Children learn by doing. Many activities must be provided for activity.
3. Individuals differ in relations to capacities. We must consider the individual in our program. Activities should be given to the child in proportion to his ability.
4. Emotion is the power which drives activity. Emotions furnish the push. We must recognize this. We should use the emotions, but not let them be overused and cause over-adrenalinization and physiological harm.

¹⁹ University City Public Schools, A Physical Education Course of Study, (University City, Missouri: Department of Education, 1941), p. 2.

5. The personal and social needs of individuals and groups are changing. Our schools must provide in their programs many neuro-muscular skills which can be used in leisure time.

The physical education program should consist of a daily period of at least thirty minutes. This period should have definite instructional value and be utilized for the teaching of skills, attitudes, and understandings. Its value would be increased if the pupils participated in the planning of the activities.²⁰ Content of the program should provide an equal opportunity for all and a wide range of activities covering the major fields of interests in music, active games, contests and relays, drama, and rhythmic. There should be a balance among the activities in the program, with no one activity stressed at the expense of others. Below the sixth grade, boys and girls should participate in activities together except where there is danger of the girls getting hurt. Segregation should not be used in the sixth grade except in some of the more vigorous body contact activities.²¹

A suggested weekly planned program which will give

²⁰ Commonwealth of Virginia, State Department of Education, Physical Education, Grades 1-7, Tentative Bulletin, (Richmond, Virginia; Health Physical Education Safety, and Recreation Service 1948), p. 2

²¹ Ibid., p. 5

balance among activities is shown for Junior Primary in Table XXIX, page 72, for the second grade in Table XXX, page 72, for the third grade Table XXI, page 74, for the fourth grade Table XXXII, page 75, for the fifth grade Table XXXIII, page 76, for the sixth grade Table XXXIV, page 77.²²

These tables were prepared by the

investigator in collaboration with Mr. Tadwell Sherman,

Supervisor of Physical Education of Richmond Public

Schools and Mr. L. E. Kibler, Assistant Supervisor of

Physical Education, State Department of Education,

Richmond, Virginia.

²² Materials were selected from the following sources:

Commonwealth of Virginia, State Department of Education, Physical Education, Grades 1-7, Tentative Bulletin, (Richmond, Virginia: Health Physical Education, Safety, and Recreation Service, 1948) p. 41 et passim.

Curriculum Revision Committee, Physical Education Bulletin grades 1-6, (Springfield, Ohio: Springfield Public Schools, 1940) p. 70 et passim.

Department of Physical Education, Manual of Games, grades 1-6, (Minneapolis, Minnesota: Board of Education, 1925). p. 17 et passim.

Department of Public Instruction, Physical Education for Elementary Schools, (Salt Lake City, Utah: State Department of Education, 1946). p. 37 et passim.

A. S. Dorothy Hughes, Rhythmic Games and Dances, (New York: American Book Company, 1942). p. 19 et passim.

Edwina Jones, Edna Morgan, and Gladys Stevens, Methods and Materials in Elementary Physical Education, (New York: World Book Company, 1950) p. 18 et passim.

Dorothy La Salle, Guidance of Children Through Physical Education, (New York: A. S. Barnes and Company, 1946) p. 57 et passim.

_____, Play Activities for Elementary Schools, (New York: A. S. Barnes and Company, 1939) p.36 et passim.

_____, Rhythms and Dances for Elementary Schools, (New York: A. S. Barnes and Company, 1949) p. 26 et passim.

Bernard Mason and Elmer Mitchell, Active Games and Contests, (New York: A. S. Barnes and Company, 1935) p. 32 et passim.

Simon A. McNeely and Elsa Schneider, Physical Education, (Washington, D. C. : United States Office of Education, 1950) p. 10 et passim.

N. P. Neilson and Winifred Van Hagen, Physical Education for Elementary Schools, (New York: A. S. Barnes and Company, 1932) p. 15 et passim.

Vada Overton, Rhythmic Activities for use in a Physical Education Program, (Santa Fe, New Mexico: State Department of Education, 1947) p. 54 et passim.

Hazel A. Richardson, Games for the Elementary School Grades, (Minneapolis, Minnesota: Burgess Publishing Company, 1936) p. 62 et passim.

Anna Schmidt and Dudley Ashton, Characteristic Rhythms for Children, (New York: A. S. Barnes and Company, 1931) p. 69 et passim.

Elizabeth Schon and Emma O'Brien, Rhythms in Elementary Education, (New York: A. S. Barnes and Company, 1951) p. 42 et passim.

Mary Shafer, Rhythms for Children, (New York: A. S. Barnes and Company, 1938) p. 24 et passim

_____, Supervisor of Physical Education, Physical Education in the Austin Elementary Schools, (Austin, Minnesota: Austin Public Schools, 1936) p. 28 et passim.

TABLE XXIX

SUGGESTED PLANNED PROGRAM FOR JUNIOR PRIMARY

| Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Games, Stunts and Self-test | Rhythms | Games, Stunts and Self-test | Rhythms | Choice |
| GAMES | RHYTHMS | STORY PLAYS | STUNTS | |
| Select at least 8 per semester | Select at least 4 per semester | Select at least 4 per semester | Select at least 5 per semester | |
| Dog Catcher Fox and Geese The Huntsman Good Morning Charlie Over the Water Midnight Magic Carpet Teacher and Class Bear in the Cage Mr. Slap Jack Crossing the Brook Fox and Hounds Run Rabbit Run Flowers and Wind Back to Back Squirrel and Nut Squirrel and Tree Four Fairies Cat and Mice Cat and Rat Frog in the Sea Animal Chase Old Mother Witch | How D'Ye Do My Partner Looby Loo Muffin Man Hickory, Dickory, Dock Did You Ever See a Lassie Round and Round the Village Here We Go Round the Mt. Shoemaker's Dance Dannish Dance of Greeting Hot Cross Buns Good Night Ladies Types such as: Fundamental Characteristic Interpretative Activity Animal | Goosy, Goosy, Gander Making Pop Corn Toy Shop Fire Man Cutting Grass Circus Sleeping Princess Day in the Country Automobiles Going to the Playground Little Miss Muffett | Pussy Cat Walk Duck Waddle Elephant Walk Jumping Jack Rabbit Hop Row Boat Puppy Dog Run Horses Ferry Boat Animal Imitations Scooping Sand Jack in the Box Rope Jumping | |

TABLE XXX

SUGGESTED PLANNED PROGRAM FOR SECOND GRADE

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Games, Stunts and Self-test | Rhythms | Games, Stunts and Self-test | Rhythms | Choice |
| GAMES | RHYTHMS | STORY PLAYS | STUNTS | |
| Select at least 8 per semester | Select at least 4 per semester | Select at least 4 per semester | Select at least 5 per semester | |
| The Sea is Stormy Animal Tag Red Light Run for your Supper Trades Corner Spry Blackboard Relays Round the Row Relay Simple Running Relay Bird Catcher Midnight Mr. Slap Jack Two Deep Brownies and Fairies Call Ball Water Sprites Flying Dutchman Fire Engine Calling all Cars Wonder Ball Ball Puss Who Moves Fisherman's Net Attention Relay | A Hunting We Will Go I See You Old Roger is Dead How D'Ye Do My Partner Oats, Peas, Beans Pussy Cat The Swing Danish Dance of Greeting Good Night Ladies Chimes of Dunkirk Types such as: Fundamental Characteristic Interpretative Activity Animal | Indians The Fire Swimming Countries Farm Chores Automobiles Modes of Travel The Wind Making Garden Santa Claus George Washington | Seal Crawl Lame Dog Hopping Wring the Dishrag Ostrich Walk Bell Ringing Climbing Ladder Elevator Snow Balling Weather Vane Toe Jump Fire Cracker Rope Jumping | |
| | | | | Review Activities of Previous Grade |

TABLE XXXI

SUGGESTED PLANNED PROGRAM FOR THIRD GRADE

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Games, Stunts and Self-test | Rhythms | Games, Stunts and Self-test | Rhythms | Choice |
| GAMES | RHYTHMS | STORY PLAYS | STUNTS | |
| Select at least 8 per Semester | Select at least 4 per Semester | Select at least 4 per Semester | Select at least 5 per Semester | |
| Blackboard Relay Hopping, Running, Walking Skipping Relays Flying Dutchman The Sea is Stormy Double Tag Carry and Fetch Relay Fire Engine Have you seen my Sheep Hill Dill Forest Lookout Three Deep My Ship Has Just Come in Crows and Cranes Three Around Last Couple Out Circle Soccer Over and Under Relay Stride Ball Relay Circle Stride Ball Boundry Ball Last Child Tap on Head Musical Chairs Poison Circle | Jolly is the Miller Broom Dance Ten Little Indians Nixie Polka Carrousel Indian War Dance Children's Polka Little Bo Peep Old Dan Tucker A Hunting we will Go Types such as: Fundamental Characteristic Interpretative Activity Animal | Cowboy Throwing Lasso Bicycling Bouncing Ball Furling Sails See Saw Skating Baseball Batting and Pitching Football Kicking | Duck Walk Rabbit Hop Crab Walk Human Rocker Step Hop Dog Run Gallop Frog Hand Stand Chinese Get Up Measuring Worm Wheelbarrow Stork Stand Knee Dip Merry Go Round Butterfly Jump Rope | |
| | | | | Review Activities of Previous Grade |

TABLE XXXII

SUGGESTED PLANNED PROGRAM FOR FOURTH GRADE

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Cond. Drills Games, Relays, Stunts | Rhythms | Cond. Drills Games, Relays, Stunts | Rhythms | Choice |
| GAMES AND RELAYS | RHYTHMS | CONDITIONING DRILLS | STUNTS AND SELF-TEST | |
| 2 team per sem. 2 rec. per mo. | At least 2 per month | As scheduled | At least 6 per semester | |
| Attention Relay Rescue Relay Carry and Fetch Relay Stride Ball Rel. Kangaroo Relay Black and White Catch of Fish End Ball Corner Ball Circle Kick Ball Prisoner's Ball Bat Ball Punch Ball Roll Bat Ball Treasure Island Farmer and Crow Relay Hopping Relay Boiler Burst Circle Race Baseball Kick Ball Soccer Come Along Poison Seat Simon Says Find the Leader Tadpole Relay Sore Toe Relay Red Rover Blackboard Rel. Pass and Squat Relay | Coming Through the Rye Dutch Couple Dance Hansel and Gretel Jump Jim Crow Pop Goes the Weasel Bow, Bow O Belinda Shoo Fly Children's Polka Bleking Ducks Gustaf's Skool Crested Hen Czardas Lassie Dance Swiss May Dance Come Let us be Joyful Square Dances | Stride, Jump, Squat, Bend Wood Chopper Leg Stretcher Trunk Twister Burpee Hi-Stepper 4 Count Bender Spread Eagle Side Straddle Hop Jump Scissors | Cork Screw Heel Slap Frog Hop Stoop and Stretch Coffee Grinder Crow Hop Head Stand Forward Roll Backward Roll Human Wicket Jumping Rope Fish Hawk Dive Human Top Jump the Stick Straddle Chins Burpee (20 sec) Sit-ups (20 sec) Hop-Step-Jumps Stand Broad Jump Potato Race Jump and Reach | |
| | | | | Review Activities of Previous Grade |

TABLE XXXIII

SUGGESTED PLANNED PROGRAM FOR FIFTH GRADE

| Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Cond. Drills Games, Relays Stunts | Rhythms | Cond. Drills Games, Relays Stunts | Rhythms | Choice |
| GAMES AND RELAYS | RHYTHMS | CONDITIONING DRILLS | STUNTS AND SELF-TEST | |
| 2 team per sem. 2 rec. per mo. | At least 2 per month | As Scheduled | At least 6 per semester | |
| Center Catch Touch Ball Center Stride Ball Hook on Tag Catch of Fish Pass and Change Vis-A-Vis Center Score End Ball Progressive Dodge Ball Six Hole Basketball Side Line Soccer Classroom Volley Ball Side Line Basketball Poison Ball Center Base Touch Football Basketball Soccer Baseball Pass the Slipper Chain Dodge Ball Arch Goal Ball Relay Blackboard Rel. Volley ball Jump Stick Rel. Run, Toss and Catch Relay Follow Pass Rel. | Csebogar Ritsch Ratsch Va. Reel Oh Suzanna Solomen Levi Ace of Diamonds Buffalo Boys Green Sleeves Dutch Couples Minuet Lili Marlene Fox Trot Waltz Oklahoma Mixer Texas Schottische Varsouvienne Boston Two Step Rye Waltz Toting Square Dancing | Stride, Jump, Squat, Bend Wood Chopper Leg Stretcher Trunk Twister Burpees Hi-Stepper 4 Count Bender Spread Eagle Jump Scissors Sit-Ups Heel Slap Twist the Stick Cork Screw | Turk Stand Wooden Man Knee Dip Head Stand Hop, Step, Jump Tie Up and Pick Up Fish Hawk Dive Straddle Chins Burpee (20sec) Sit-Ups (20sec) Hop-Step-Jump Stand Broad Jump Potato Race Jump and Reach Volley Ball Serve Foul Shooting Football Pass Hit Pin Target Football Kick Baseball Batting Baseball Throwing Baseball Catching | |
| | | | | Review Activities of Previous Grade |

TABLE XXXIV

SUGGESTED PLANNED PROGRAM FOR SIXTH GRADE

| Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Cond. Drills Games, Relays Stunts | Rhythms | Cond. Drills Games, Relays Stunts | Rhythms | Choice |
| GAMES AND RELAYS | RHYTHMS | CONDITIONING DRILLS | STUNTS AND SELF-TEST | |
| 2 team per sem. 2 rec. per mo. | New per Month. At least 2 | As Scheduled | At least 6 per semester | |
| Circle Strike Field Ball Hir or Out Net Ball Two Old Cats Newcomb Keep Ball Ball Stand Dare Base Keep About Last Couple Out Elimination Pass Poison Ball Captain Ball Touch Football Volley Ball Basketball Baseball Soccer Softball Double Circle Pass In and Out Rel. Odd and Even Sideward Pass Zig Zag Bounce Ball Classroom Volley Ball Center Miss Basketball Stick Relay | Norwegian Mt. March Polly Wolly Doodle Va. Reel Solomon Levi Red River Valley Gal I Left Behind Me Rye Waltz Captain Jinks Texas Schottische Irish Lilt Oklahoma Mixer Altai Waltz Polka Grand March Fox Trot Marking Bird Hill Mexical Shuffle Ting-A-Ling Oxford Minuet | Stride, Jump, Squat, Bend Wood Chopper Leg Stretcher Trunk Twister Burpee Hi-Stepper 4 Count Bender Spread Eagle | Heel Toe Spring Ankle Throw Sack of Wheat Hand Wrestle Jump Over Foot Rubber Neck Dutch Jump Cork Screw Fish Hawk Dive Tip Up and Pick Up Long Reach Chair Vault Indian Wrestle Straddle Chins Burpee (20 Sec) Sit-Ups (20 Sec) Hop-Step-Jump Stand Broad Jump Potato Race Jump and Reach Volley Ball Serve Foul Shooting Football Pass Hit Pin Target Football Kick Baseball Throw Baseball Batting Volley Ball Set Up | |
| | Review Activities of Previous Grade | | | |

A careful study of the needs discussed in Chapters IV and V seem to indicate that these needs may be met by a Physical Education Program that consists of games, relays, rhythms, story plays, mimetics and stunts for the Junior Primary, second and third grades, and of games, relays, rhythms, conditioning drills, stunts, self-testing activities, and team games for the fourth, fifth, and sixth grades. It is believed that the Suggested Planned Program for the various grades provides for activities that will develop skills necessary to meet the needs of the children in these grades. This suggested program does not attempt to provide a fixed Physical Education Program for each teacher in each grade. This program is intended to be used as a guide by the teacher to enable her to plan with her children a more detailed program that will meet their needs and provide worthwhile activities, indoors and out, for all seasons of the school year.

CHAPTER VII

IMPLEMENTATION AND EVALUATION OF THE PROGRAM

An attempt will be made to put the proposed Physical Education Program into effect at Summer Hill School during the session 1951-52. There will be a conference of the principal and the Supervisor of Physical Education of the Richmond Public Schools with each teacher. Results of the survey and of a study of the literature in the field will be discussed. The Suggested Planned Program for each grade will be mimeographed and a copy given to each teacher. This program will be studied and used as a guide for a more detailed program to be worked out by the teacher and the pupils of each grade. Each teacher will be asked to familiarize herself with several of the activities and select those that she wishes to use. Activities for indoor and outdoor use for the different seasons of the session should be learned. Directions for these activities will be available in the Physical Education books in the School Library.²³ The Supervisor of Physical Education has agreed to assist any teacher with instruction in new or unfamiliar activities.

²³ Physical Education books suggested for the Elementary School Library are listed on the following page. Detailed bibliographical data is shown in the bibliography.

Jessie H. Bancroft, Games.

Edwina Jones, Edna Morgan, and Gladys Stevens, Methods and Materials in Elementary Physical Education.

Dorothy La Salle, Guidance of Children Through Physical Education.

Rhythms and Dances for Elementary Schools.

Bernard Mason and Elmer Mitchell, Active Games and Contests.

Simon A. McNeely and Elsa Schneider, Physical Education.

N. P. Neilson and Winifred Van Hagen, Physical Education for Elementary Schools.

Hazel A. Richardson, Games for the Elementary School Grades, a folder containing one hundred fifty descriptive cards.

Benton Salt, and others, Teaching Physical Education in the Elementary Schools.

State Department of Education, Physical Education Course of Study Grades 1-7, to be published during session 1951-52 and at least one copy sent to each elementary school in the state. This will be a revised edition of the bulletin published in 1948.

In order to evaluate this program, each teacher will be asked to check the activities used in each grade and to evaluate them in terms of meeting the needs of her particular children. Activities found not to be suitable are to be eliminated, the activities discovered to have value are to be added to the Suggested Program. It is proposed that at the end of the school year, there be another conference of the principal and the Supervisor of Physical Education of the Richmond Public Schools with each teacher to revise the Suggested Program for each grade.

It is the hope of the investigator that the work done on this project will enable the teachers of Summer Hill Elementary School to provide a more realistic Physical Education Program: a program that will meet the needs of all the children in each grade; that will be flexible enough to meet all conditions; and that will provide stimulation for the teachers to furnish instruction and guidance that will enable the pupils to develop those abilities necessary to meet the changing needs of society.

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APPENDICES

APPENDIX A - LETTER TO PARENTS

APPENDIX A - LETTER TO PARENTS

Summer Hill School
May 25, 1951.

Dear _____:

In making plans for next year, we are anxious to work out a physical education program that will meet the needs of every child in our school. Would you please look over the list on page one and check those items that you would like for your child to derive from our physical education program?

On page two is a list of activities that we believe would help develop the all-around child. Please check those in which you wish him to participate.

Sincerely yours,
Oscar W. Fary, Jr.

APPENDIX B

**CHECK SHEET OF SKILLS TO BE DERIVED FROM
PHYSICAL EDUCATION PROGRAM**

**APPENDIX B - CHECK SHEET OF SKILLS TO BE DERIVED
FROM PHYSICAL EDUCATION PROGRAM**

Pupil's Name _____
 Age _____ Grade _____ Sex _____

1. _____ Develop Grace of Movement
2. _____ Develop Poise
3. _____ Develop Alertness and Quick Response
4. _____ Develop Courtesy
5. _____ Develop Obedience
6. _____ Develop Cooperation
7. _____ Develop Honesty and Dependability
8. _____ Develop a Spirit of Fair Play
9. _____ Develop a Response to Rhythm
10. _____ Develop a Spirit of Good Sportsmanship
11. _____ Develop Leadership
12. _____ Develop Followership
13. _____ Develop Large Muscles of the Body
14. _____ Develop Coordination Between Mind and Body
15. _____ Develop a Desire for Wholesome Recreation
16. _____ Develop an Appreciation for Good Music
17. _____ Develop a Recognition of Differences Between Children
18. _____ Learn How to Play Baseball
19. _____ Learn How to Play Basketball
20. _____ Learn How to Play Football
21. _____ Learn How to Play Soccer
22. _____ Learn How to Play Volley Ball
23. _____ Learn How to Box
24. _____ Learn How to Wrestle
25. _____ Learn How to Tumble
26. _____ Learn How to Square Dance
27. _____ Learn How to Social Dance
28. _____ Learn How to Dance Rhythms
29. _____ Learn to Take Part in Plays
30. _____ Improve Posture
31. _____ Develop Good Health Habits (rest, eating habits,
cleanliness, appearance)
32. _____ Develop Safety Habits

Comments:

APPENDIX C

**CHECK SHEET OF ACTIVITIES TO BE USED IN
PHYSICAL EDUCATION PROGRAM**

APPENDIX C - CHECK SHEET OF ACTIVITIES TO BE USED
IN PHYSICAL EDUCATION PROGRAM

PAGE 2

Pupil's Name _____
Age _____ Grade _____ Sex _____

1. _____ Tumbling
2. _____ Stunts
3. _____ Testing Activities (jumping, throwing, running)
4. _____ Rhythms (folk games)
5. _____ Baseball
6. _____ Basketball
7. _____ Soccer
8. _____ Football
9. _____ Volley Ball
10. _____ Square Dancing
11. _____ Social Dancing
12. _____ Exercises (formal)
13. _____ Relays
14. _____ Singing Games
15. _____ Circle Games
16. _____ Marching to Music
17. _____ Rope Jumping
18. _____ Swings
19. _____ Slides
20. _____ Swing Stride (upper grades)
21. _____ Jungle Gym
22. _____ Corrective Exercises for Physically Handicapped

APPENDIX D - LETTER TO SELECTED INDIVIDUALS

APPENDIX D - LETTER TO SELECTED INDIVIDUALS

Summer Hill School
May 25, 1951

Dear _____:

In making plans for next year, session 1951-52, we are anxious to work out a physical education program that will meet the needs of every pupil in the school. Would you please look over the list of items on page one and check those skills that you think a pupil should derive from the physical education program in the various grades?

On page two is a list of activities that we believe would help to develop the all-around child. Check those activities in which you think a pupil should participate in the physical education program in order to develop the desired skills.

Sincerely yours,

Oscar W. Fary, Jr.

APPENDIX E
TABULATION FORM FOR SKILLS TO BE DEVELOPED
IN THE PHYSICAL EDUCATION PROGRAM

APPENDIX F
TABULATION FORM FOR ACTIVITIES TO BE USED
IN THE PHYSICAL EDUCATION PROGRAM

VITA

Oscar Willard Fary, Jr. was born at Gloucester Point, Virginia, on November 19, 1905. He was educated at the Gloucester County Public Schools, receiving his diploma from Achilles High School in June 1924. He entered the University of Richmond in September 1924 and was graduated in June 1928 receiving the Bachelor of Arts Degree. He participated in athletics at the University and served as captain of the baseball team in 1928. After leaving the University, he worked for the Western Electric Company and played professional baseball.

His career in the field of education began in September 1931 when he was appointed principal and teacher of the Kilmarnock Elementary School where he served until June 1934. He went to Chesterfield County in September 1934, was principal and teacher of Kingsland Elementary School until June 1936, and principal and teacher of Bellemeade Junior High School from 1936 until 1942. In September 1942 he became principal of Springfield Elementary School in the City of Richmond. This position was held until November 1942 when he entered the United States Navy. After returning from the Navy in December 1945, he attended the University of Richmond from February until September 1946. In September 1946 he was

appointed principal of Bellemeade and Summer Hill Elementary Schools. He has done graduate work at the University of Virginia and Eastern Carolina Teachers' College. The work on the program leading to a Master of Science Degree in Education was begun at the University of Richmond in the second semester of 1946.