

**A SURVEY AND COMPARISON OF ELEMENTARY
PHYSICAL EDUCATION PROGRAMS IN KENTUCKY**

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ELEMENTARY PHYSICAL EDUCATION
PROGRAMS IN KENTUCKY

AN ABSTRACT

Presented to
the Committee of Graduate Studies
Austin Peay State University

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

By
Mary Jean DeBow
August, 1971

The purpose of this study is to find out what is being done in elementary school physical education in public schools of Kentucky. An attempt was made to determine the instructional areas that lack unity and organization and to gather data that will allow a comparison of programs in different school districts.

A questionnaire was used to survey physical education teachers in 200 school districts of the state. The questionnaire was unique because it was originally planned by a group of Kentucky physical education teachers. It was never field tested before this research, however.

Data compiled indicates that physical education is being offered in all school districts reporting and that the state requirement of 120 minutes per week is met. The survey, also, showed that the State Department's suggested program for physical education classes is followed to be a rather satisfactory degree.

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August, 1971

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To the Committee on Graduate Studies:

I am submitting herewith a thesis written by Mary Jean DeBow entitled "Survey and Comparison of Elementary Physical Education Programs in Kentucky." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education, with a major in Health and Physical Education.

DAVE AARON
Major Professor

We have read this thesis and
recommend its acceptance:

Allen F. Williams
Minor Professor

Clayton Owen
Third Committee Member

Accepted for the Committee on Graduate Studies:

Wayne E. Simpson
Director of Graduate Studies

Acknowledgement

The author wishes to express her appreciation to Mr. Dave Aaron and Dr. Wayne Stamper; to all the teachers in Kentucky that were so kind to take time to fill out and return the survey forms; to Mildred Robertson who carried out some of my responsibilities so that I might have time to work on this paper; to my mother, to Phyllis, and to Mr. William Bryan who through the years kept encouraging me to finish my degree; and to Linda Vier who did such a beautiful job on the typing.

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CHAPTER I

INTRODUCTION

The need for better development and coordination of the total elementary physical education program in the public schools of Kentucky has been a major concern of the writer for some time. Through professional meetings and various other communications with fellow teachers it seems that physical education teachers follow no specific program of instruction.

It is believed that elementary school physical education programs lack unity and need to be evaluated. Therefore, research has been done to try to determine what is actually being done in the field of elementary physical education and to find out what problems currently exist.

I. THE PROBLEM

Statement of the Problem

The purpose of this study was to find out what is being done in elementary physical education in the public schools of Kentucky. An attempt was made to determine the instructional areas that lack unity and organization and to gather data that will allow a comparison of programs in different school districts.

More specifically, an attempt was made to obtain data that would help answer these questions:

1. Was the personnel responsible for the physical education program a specialist or classroom teacher?

2. What are the program organizations and procedures followed throughout the state?
3. What facilities, equipment, and supplies are available?
4. What is the philosophy of the school system regarding physical education?
5. Of what does the physical education program consist?
6. Is there any public relations program in connection with the physical education program?
7. What are the feelings of the physical education teachers regarding their instructional program?

Hypothesis

It was hypothesized that elementary school physical education programs across the State of Kentucky lack unity and that data is not available that would show what instruction is taking place.

In this study answers to the following questions will be sought:

1. To what extent is elementary school physical education being offered in the State of Kentucky?
2. Is the state requirement of minimum of 120 minutes per week being met?
3. What is being taught in elementary school physical education classes?
4. How do the physical education teachers rank the physical education program?

Importance of the Study

The elementary school physical education program in the State of Kentucky needs better coordination, more data concerning what is being done and a general "uplifting."

Calling attention to areas where improvement is needed could cause the State Department to place more emphasis on the program. It was the intent of the writer to supply to the State Department of Education with the findings of this research and to relate the thinking of those returning the questionnaire. It is hoped this sharing of information will make this research valuable and worthwhile.

II. LIMITATIONS OF THE STUDY

The following limitations are applied to this study:

1. The survey could have been answered more carefully by the teachers.
2. There were no interviews with those returning the survey form.
3. Number of returned forms should have been greater to insure accuracy of totals.
4. Time allowed for evaluation was too short.

III. DEFINITIONS OF TERMS USED

Physical Education

The phase of education concerned with the teaching of skills, knowledge, and attitudes in activities concerned primarily with body movements.

Elementary Physical Education

Physical education that is taught through first six grades.

School District

A school system which is a body that functions within certain political and educational limits.

System

Same as school district.

IV. ORGANIZATION OF THE STUDY

Chapter II is concerned with the review of the related literature in the study area.

Chapter III is concerned with the methods and procedures used in collecting the research data. The questionnaire is explained and its development is discussed. Also, the sources of error and the time schedule are presented.

Chapter IV includes the presentation of data collected and each question used in the questionnaire is presented.

Chapter V gives a comparison of a model program versus the total replies of the questionnaire. This was done by selecting an average questionnaire to compare with the suggested program of the State Department.

Chapter VI includes the summary and conclusions derived from the questionnaire.

CHAPTER II

REVIEW OF RELATED LITERATURE

In reviewing literature that would be helpful in completing this study, it was decided that attention would be given to current curriculum content at the elementary school level, the personnel who conduct physical education classes and other surveys that have been done of state elementary physical education programs.

The scope of activities that Carl E. Willgoose (1969) suggests for satisfying growth demands of elementary school age children represents the thinking of many physical educators today. His list of activities includes mimetics, movement exploration, rhythms and dances, games, self-testing activities, apparatus activity, physical conditioning, swimming and intramurals. He cites the foundations of American education and proper implementation of today's curriculum as basic considerations in his suggested physical education program.

The philosophy expressed in the Indiana Physical Education Bulletin (1960) is that physical education should provide experiences which fit harmoniously into the elementary school curriculum and should support the kind of living fostered by that school philosophy.

The question of who is to teach elementary physical education often arises. Studies such as that of Workman (1968) indicate that greater benefits are received when a physical education specialist instructs. Larson and Hill (1957) feel that the physical education teacher should be specifically trained for the job just as are teachers for other specific areas. Mississippi's physical education bulletin (1956) indicated that

the majority of physical education classes in that state are taught by classroom teachers. Rationale for classroom teacher use was not explained.

Koss's (1965) criteria for evaluating the elementary physical education program of New Jersey was helpful. The program was evaluated in the areas of philosophy, personnel, curriculum, time, space, equipment and facilities. The school districts of New Jersey were surveyed and findings reported. Results indicate that approximately one third of the school districts have no physical education personnel. It was, also, reported that attempts to interpret the physical education program through good public relations are made in over 60 percent of the school districts. It was of special interest to the writer that general confusion exists in regard to the New Jersey Curriculum Guide for Physical Education. Like feelings of confusion about the Kentucky Curriculum Guide for Physical Education are partially responsible for this research paper.

CHAPTER III

METHODS AND PROCEDURES

I. THE DESIGN

This study was an endeavor to find out what is being done in elementary physical education throughout the State of Kentucky and to determine problems that exist, such as unity and organization of the program. It was decided that a questionnaire would be an effective instrument to use to meet the goals of this research project.

Procedures for Data Collection

- A. Contacting the Department of Education to find what information is available.
- B. Securing the names and addresses of the 200 school systems.
- C. Writing to the school systems and having them to send names and addresses of teachers teaching elementary physical education in their system.
- D. Sending an explanation of the problems and questionnaire to physical education teachers and asking them to return it immediately.
- E. Computing data from questionnaires returned.

The Questionnaire Development

The staff in the office of the consultant for Health, Physical Education and Recreation, and teachers across the state, have become concerned with elementary physical education over the past few years and this helped to initiate a guide that was developed this past year.

The staff selected a cross section of teachers to compile a questionnaire. This questionnaire was placed in the back of the guide so that teachers could evaluate themselves. This writer, feeling that few teachers had used this instrument on an individual basis, felt encouraged to use it in her research.

In discussion with State Department of Education officials, it was learned that the data from the questionnaire had not been gathered and that a deficiency in department staff size would prevent a compilation of data. It was agreed that this writer might use the instrument presented in the guide and share the compiled data with the State Department for their use in the study of the elementary physical education program.

The questionnaire was printed by a local printer on two sheets, put into envelopes, which included self-addressed, stamped envelopes and letters of explanation. A copy will be found in Chapter IV.

A listing from the State Department of Education of school districts and a listing physical education teachers from the Division of Elementary and Secondary Education was secured for our mailing list. There were many teachers that had changed jobs and this called for re-mailing and extra work.

There were 374 questionnaires mailed to the 200 school districts with 140 systems returning the questionnaire, which gives 70% of returned questionnaires.

The questionnaire was divided into six headings. They were (1) personnel, (2) philosophy, (3) program organization procedures, (4) facilities, equipment, and supplies, (5) program, and (6) public

relations. Each heading or section had several questions and a block for checking an answer that would be appropriate for the question.

The answers could be ranked from zero through four. The explanation of column headings is as follows:

- 0 - Non-compliance: provisions missing or not functioning
- 1 - Limited compliance
- 2 - Partial compliance, adequacy of provisions questionable
- 3 - Adequate compliance
- 4 - Full compliance

The rating of zero or one would be unsatisfactory; a two represents the borderline between unsatisfactory and satisfactory; a three or four represents a satisfactory score. The scale should be applied to the standard under question and the estimate of degree of compliance indicated by placing a check in the appropriate column.

Each heading was given a possible score and then a final score. All scores have been tabulated by sections, all questionnaires were broken down so that we have each score listed, the average score was found, a total for all questionnaires turned in and these tabulations will be found in Chapter IV.

Sources of Error

Misunderstandings of some of the questions is possible. However, the writer believes from the replies and remarks the questions were well understood. Some of the returns showed such high ratings that one wonders if some teachers like to make their situation look somewhat better than it actually is.

The score for the answers would give us more positive than negative answers and it offered many borderline answers.

Time Schedule

A. Discussion and correspondence with State Department and school systems for addresses completed by November 1, 1970.

B. Questionnaire mailed by November 5, 1970.

C. Any interviews to be held prior to December 1, 1970.

D. Results compiled from data from December 1, 1970 to January 1, 1971.

E. Preparation of materials, the rough draft of paper for advisor to review by January 30, 1971.

F. Final check, last typing procedure February 28, 1971.

G. Presentation of paper by August 13, 1971.

Data Analysis

The procedures for analysis will be simple deductions made by the answers given on the questionnaire.

CHAPTER IV

PRESENTATION AND ANALYSIS OF RESEARCH DATA

This study was an endeavor to determine if there was any unity in programs and actually what was being done in elementary physical education in Kentucky. This study has provided a survey that allowed the teacher to evaluate their programs and give us figures for analysis of what is being done. Also, it enabled the writer to run some comparison between the desirable programs and what is actually being done.

The hypothesis stated that the writer would try to answer the following questions:

1. To what extent is elementary physical education being offered in the State of Kentucky? The writer felt only a poor program was being offered.
2. Is the state requirement of a minimum of 120 minutes per week being met? The writer felt not.
3. What is being taught in elementary school physical education classes? The writer felt only a limited program was being offered.
4. How do the physical education teachers rank the physical education program? The writer felt that limited programs and lack of unity and coordination would be found.

Analysis of Questionnaire

A total of 140 questionnaires were returned. The writer will break the questionnaire into sections for analysis and then analyze the questionnaire as a whole.

Personnel Results

This section included eight questions; the questions and replies are as follows:

1. Is the person responsible for teaching physical education specifically trained in this area?

Two answered non-compliance
One answered limited compliance
One answered partial compliance
Thirteen answered adequate compliance
One hundred twenty-eight answered full compliance

Therefore, it seems that most elementary programs do have specifically trained physical education teachers and the other few have some training in the area.

The remarks referred to in this question would give the impression that several of the teachers do not hold elementary certificates.

2. Do the classroom teachers and the specialist work cooperatively in planning the physical education program?

Twenty-four answered non-compliance
Thirty-eight answered limited compliance
Twenty-four answered partial compliance
Thirty-five answered adequate compliance
Twenty-three answered full compliance

The remarks referred to the needs of having time allotted for this purpose, so in observation of the writer, it is felt that there is a lack of cooperation in planning between the specialist and the classroom teacher. This may not be the fault of either, but due to the limit of time for such planning.

3. Are there any provisions for in-service education?

Thirty-one answered non-compliance
Nineteen answered limited compliance
Twenty-seven answered partial compliance

Thirty-two answered adequate compliance
 Thirty-six answered full compliance

The remarks presented a desire for more time to be allotted for in-service in physical education. The answers seemed to indicate that there is sometime given and in summary indicated that time is not used as it should be.

4. Have all teachers had instruction in safety and first aid?

Twenty-one answered non-compliance
 Seventeen answered limited compliance
 Twenty answered partial compliance
 Twenty-six answered adequate compliance
 Sixty-one answered full compliance

The assumption from the remarks indicate that except for a few, teachers have had instruction in safety and first aid. It is an accepted policy that teachers of physical education would have such training.

5. Are teachers informed with respect to legal liability?

Eighteen answered non-compliance
 Seven answered limited compliance
 Thirty-five answered adequate compliance
 Seventy answered full compliance

The remarks seem to say teachers were not informed, but the figures say they are.

6. Does the principal make provisions for the teacher to observe other elementary school physical education programs?

Forty-nine answered non-compliance
 Twenty-one answered limited compliance
 Seventeen answered partial compliance
 Twenty-nine answered adequate compliance
 Twenty-eight answered full compliance

The remarks say that half have practically nothing and the other half have from partial to full compliance. It is the writer's feeling that

principals do not make the school calendar and therefore, that question is not valid.

7. Are professional elementary physical education resource materials available for use in all activities for program planning?

Seventeen answered non-compliance
 Twenty-one answered limited compliance
 Twenty-seven answered partial compliance
 Forty answered adequate compliance
 Thirty-nine answered full compliance

There seems to be materials available to the majority; however, they would like more materials. It is the feeling of the writer that there are materials available, but they may not be used.

8. Do the specialists belong to professional organizations in Health, Physical Education, and Recreation?

Thirty-seven answered non-compliance
 Fifteen answered limited compliance
 Fifteen answered partial compliance
 Twenty-six answered adequate compliance
 Fifty-one answered full compliance

It seems that a large percentage has some type of affiliation with a professional organization. Those that did not belong stated that lack of information and lack of funds were factors in their failure to belong to professional organizations.

Philosophy Results

This section has eleven questions. The questions and their replies are as follows:

1. Is there a written statement of the physical education philosophy of the school?

Forty-nine answered non-compliance

Five answered limited compliance
 Thirteen answered partial compliance
 Twenty-two answered adequate compliance
 Fifty-two answered full compliance

The remarks show that this area is an area of concern and the remarks indicate that those that do not have a written philosophy are working on it.

2. Are administrative policies relating to the physical education program planned, written, and made available to all school personnel?

Forty answered non-compliance
 Eleven answered limited compliance
 Twenty-two answered partial compliance
 Twenty-one answered adequate compliance
 Sixty answered full compliance

These replies support the answers to the first question and the remarks indicate that there is some work being done.

3. Do physical education teachers adapt methods of instruction to different teaching situations?

Four answered non-compliance
 None answered limited compliance
 Ten answered partial compliance
 Forty-three answered adequate compliance
 Eighty-seven answered full compliance

These answers show a positive indication that physical education teachers do adapt to different teaching situations.

4. Is each student evaluation made in terms of his progress and achievement?

Nineteen answered non-compliance
 Four answered limited compliance
 Seventeen answered partial compliance
 Forty answered adequate compliance
 Sixty-four answered full compliance

The tendency is to evaluate the student, but due to student load on the teacher there are some handicaps; otherwise, there is a movement to evaluate the student.

5. Does the school attempt to provide a varied program of physical education regardless of whatever sub-standard conditions might exist?

- Six answered non-compliance
- Two answered limited compliance
- Nine answered partial compliance
- Thirty-eight answered adequate compliance
- Eighty-eight answered full compliance

The majority of answers show that a varied program is being offered to the students.

6. Is the program designed to meet the needs of youth by providing opportunity for vigorous muscular activities?

- Six answered non-compliance
- Six answered limited compliance
- Eight answered partial compliance
- Thirty answered adequate compliance
- Ninety answered full compliance
- One did not answer

From the replies, the program offered across the state indicates that vigorous muscular activities are being offered.

7. Is there an intramural program planned to provide opportunities for all to participate?

- Sixty-three answered non-compliance
- Seventeen answered limited compliance
- Seventeen answered partial compliance
- Twenty-three answered adequate compliance
- Thirty answered full compliance

The remarks support the answer. Lower elementary school levels (1-3) do not have adequate facilities and because children ride buses there is a lack of intramural programs.

8. Is the welfare of the participant at all times an essential concern of the program?

Three answered non-compliance
 None answered limited compliance
 Eight answered partial compliance
 Twenty-three answered adequate compliance
 One hundred twelve answered full compliance

Concern for the participant should be the main concern of any program and the replies show that it is the concern of our elementary physical education programs in Kentucky. How three even answered non-compliance is unexplainable.

9. Is there a planned public relations program for interpreting the physical education program to the community?

Thirty-seven answered non-compliance
 Twenty-four answered limited compliance
 Thirty-five answered partial compliance
 Eighteen answered adequate compliance
 Thirty answered full compliance

These answers are one of the reasons why physical education programs are not funded, given more consideration in scheduling, and provided with proper equipment. If the teachers were given time to develop public relations, the program would grow. Public relations is a must for physical educators.

10. Is a concentrated effort made to use all available school and community resources?

Seven answered non-compliance
 Twenty answered limited compliance
 Thirty-one answered partial compliance
 Forty answered adequate compliance
 Forty-six answered full compliance

It seems that a good job is being done as far as usage of school

and community resources. Those that answered negatively were not familiar with the community and were not planning to stay in that particular school district.

11. Is there continuous evaluation of the program aimed at improvement in terms of accomplishing school objectives?

Thirteen answered non-compliance
 Fourteen answered limited compliance
 Twenty-three answered partial compliance
 Thirty answered adequate compliance
 Sixty-four answered full compliance

Answers indicated there is an evaluation being attempted in the systems. Some remarks gave support to their excellent county wide programs, in-service training, and cooperation.

Program Organization and Procedures

This section has thirteen questions and their replies are as follows:

1. Is a thirty minute (minimum) physical education period provided daily for all children?

Thirty answered non-compliance
 Twenty-two answered limited compliance
 Twenty-three answered partial compliance
 Twenty-one answered adequate compliance
 Fifty-one answered full compliance

As the replies indicate, this is varied according to location and system. There were several remarks concerning the question. Most were explaining their time allotments.

2. Are minimum and maximum teaching loads for the physical education teacher the same as those for the classroom teacher?

Twenty-nine answered non-compliance

Twenty answered limited compliance
 Sixteen answered partial compliance
 Twenty-eight answered adequate compliance
 Fifty-one answered full compliance

The replies were somewhat surprising, but as the replies indicate there is no accepted practice. Many remarks came from those that were overloaded and had no free periods, except for a lunch period.

3. Is a physical education specialist available?

Thirty-five answered non-compliance
 One answered limited compliance
 Four answered partial compliance
 Nine answered adequate compliance
 Ninety-four answered full compliance

The answers show that there is a small percentage that do not have a specialist, but in most cases there is a specialist. This would lead the writer to believe that there is a movement to have a specialist at the elementary level.

a. Is there a physical education specialist available? If there is: Does he coordinate the physical education program?

Thirty-five answered non-compliance
 Four answered limited compliance
 Nine answered partial compliance
 Seventeen answered adequate compliance
 Seventy-nine answered full compliance

The answers continue to follow the pattern that usually there is compliance or there is not. Also, it shows there are specialists available and being put into elementary physical education.

b. Is time allotted for planning with the classroom teacher?

Seventy answered non-compliance
 Fourteen answered limited compliance
 Fifteen answered partial compliance
 Twenty-two answered adequate compliance
 Twenty-three answered full compliance

The indication given by the answers show there is a lack of time allowed for planning with the classroom teacher. Some of the remarks indicated that the physical education teacher did not have any planning time.

4. Are pupils given the opportunity to help choose, evaluate, and plan their activities?

Thirteen answered non-compliance
 Seventeen answered limited compliance
 Thirty answered partial compliance
 Forty-three answered adequate compliance
 Forty-one answered full compliance

The remark of "why" made by one teacher would cause one to wonder how the answers to this question turned out as positively as they did. The replies indicate there is an attempt to have the children involved in the planning. Of course, we must remember that this question would be more suitable for the upper grades, but it does belong in the elementary program.

5. Is opportunity provided for each child to achieve some measure of success during each physical education period?

Three answered non-compliance
 Two answered limited compliance
 Fourteen answered partial compliance
 Fifty-three answered adequate compliance
 Seventy-two answered full compliance

It was surprising to find the three answers that said they did not provide opportunity for each child to achieve some measure of success. The answers show that even in the most undesirable teaching situations this opportunity was provided at least to some small degree.

6. Do teachers limit disciplinary measures to action other than

restriction from physical education activities?

Eight answered non-compliance
 Eight answered limited compliance
 Twenty-four answered partial compliance
 Thirty-five answered adequate compliance
 Sixty-nine answered full compliance

This shows that there has to be disciplinary action in physical education classes as well as other areas. Today's child has to be challenged and perhaps if some of our traditional methods were to be changed disciplinary action would not be necessary to the degree that it is today.

7. Is a medical excuse required for children who cannot participate regularly in the daily physical education program?

Eight answered non-compliance
 Four answered limited compliance
 Eight answered partial compliance
 Seventeen answered adequate compliance
 One hundred seven answered full compliance

Most children are required to bring a medical excuse. However, some indicated that they accepted notes from parents.

8. Are provisions made for children who are temporarily or permanently restricted from participating in the regular program of physical education?

Twenty-nine answered non-compliance
 Sixteen answered limited compliance
 Twenty-five answered partial compliance
 Thirty-two answered adequate compliance
 Forty-two answered full compliance

These answers indicate that there is no particular procedure followed in this problem. It is usually left up to the individual teacher to work out.

9. Has the child's adapted program been approved by his physician?

Forty-six answered non-compliance
 Nine answered limited compliance
 Twenty-seven answered partial compliance
 Twenty-four answered adequate compliance
 Thirty-seven answered full compliance

The rate of those answering in the negative, plus eleven giving no answer, and the remarks give notice that perhaps the importance of this area is not taken seriously enough. Some remarks were, "Are you kidding?", "Not necessary in this case.", and "Note from parents."

10. Are activities constantly supervised to avoid possible accidents from unnecessary roughness and other hazards?

Two answered non-compliance
 There was no answer for the limited and partial compliance
 Eighteen answered adequate compliance
 One hundred twenty-four answered full compliance

The positive answers on this question are encouraging. Only two answered negatively and how this is possible is beyond the writer's imagination. There can be no excuse for negligence.

11. Are there separate areas on the playground where various groups of children may play in safety, without interference from other groups of children?

Eight answered non-compliance
 Nine answered limited compliance
 Seventeen answered partial compliance
 Thirty-three answered adequate compliance
 Seventy-seven answered full compliance

The replies to this question were much better than anticipated. Those that answered no, also gave remarks indicating that the playground was not large enough.

12. In case of injury, is first aid readily available and promptly given by a qualified person?

Four answered non-compliance
Six answered limited compliance
Fourteen answered partial compliance
Thirty-six answered adequate compliance
Eighty-four answered full compliance

These answers are encouraging and show that physical education teachers are being prepared for their work.

13. Are accurate records kept and data from accident reports used in planning the physical education program?

Twenty-eight answered non-compliance
Seventeen answered limited compliance
Twenty-five answered partial compliance
Thirty-one answered adequate compliance
Forty-three answered full compliance

The range of answers received show that better records need to be kept and that records are needed. The problem may result from overloading of classes so that the teacher has no period for planning or record keeping. The importance of these records cannot be over emphasized.

Facilities, Equipment, and Supplies

This section has fifteen questions and the replies are as follows:

1. Is the auditorium, cafeteria, or any large vacant room available, when needed, for activities suitable to its use?

Nine answered non-compliance
Six answered limited compliance
Twelve answered partial compliance
Sixteen answered adequate compliance
One hundred-one answered full compliance

This shows that except for very few systems facilities are provided for physical education. There is no way to know how adequate or inadequate these facilities may be.

2. Can the classroom be used on rainy days or at other times when the need arises?

Nine answered non-compliance
 Five answered limited compliance
 Ten answered partial compliance
 Twenty answered adequate compliance
 One hundred answered full compliance

The writer frowns on using the classroom, but realizes in some cases it may be necessary to use the classroom. The answers show that classrooms can be used which in itself is somewhat of a surprise. Many classroom teachers do not like for their rooms to be rearranged. These answers show cooperation between the specialist and classroom teacher.

3. Is the play area separated from that of the intermediate children?

Twenty answered non-compliance
 Four answered limited compliance
 Twenty-four answered partial compliance
 Twenty-five answered adequate compliance
 Sixty-three answered full compliance

It is evident that there are many different situations. However, there are not as many problems as one would think.

4. Is play apparatus definitely separated from other established play area?

Seventeen answered non-compliance
 Seven answered limited compliance
 Sixteen answered partial compliance
 Twenty-five answered adequate compliance
 Seventy-nine answered full compliance

The answers given show that except for a few, there was some consideration given to safety and layout of the play area.

5. Do the teachers plan for effective use of available facilities?

Fourteen answered non-compliance
 Eleven answered limited compliance
 Twenty-nine answered partial compliance
 Thirty-nine answered adequate compliance
 Fifty-one answered full compliance

The assorted answers give us some insight as to the planning and time that the teacher is willing to put into their jobs. The answers seem to indicate that perhaps a better job is being done in this area than one would realize.

6. Are the play areas so designed that a teacher can supervise more than one group at a time?

Fourteen answered non-compliance
 Ten answered limited compliance
 Twenty-four answered partial compliance
 Forty-one answered adequate compliance
 Fifty-five answered full compliance

It is surprising to find that over half indicated that they would be able to supervise more than one area. Some remarks indicated it was done, but the job was difficult.

7. Are all facilities maintained properly by a designated person other than the teacher or a child?

Twenty-six answered non-compliance
 Eight answered limited compliance
 Twenty-six answered partial compliance
 Twenty-eight answered adequate compliance
 Fifty-six answered full compliance

It would seem that a janitor would be designated to do this, and we realize that all teachers should help keep the grounds free of debris

but the responsibility should rest with the janitor.

8. Are adequate facilities provided for storage of equipment for daily use and for off season storage?

Fourteen answered non-compliance
Twelve answered limited compliance
Nineteen answered partial compliance
Thirty-two answered adequate compliance
Sixty-seven answered full compliance

These answers show that most do have some type of storage.

9. Wherever traffic or other hazards exist adjacent to the playground, is the playground protected by a fence at least five feet high?

Sixty-six answered non-compliance
Twelve answered limited compliance
Nine answered partial compliance
Nine answered adequate compliance
Forty-nine answered full compliance

The answers show that safety rules are not being practiced. Children should be protected from these hazards.

10. Is effective use made of available community facilities in addition to school facilities?

Thirty-nine answered non-compliance
Twenty answered limited compliance
Twenty-seven answered partial compliance
Twenty-eight answered adequate compliance
Thirty answered full compliance

The next question should be why? The answers show that only partial usage is being made of community facilities. On the other hand we must realize that in some areas (especially the rural area) the school facilities are the only facilities that are in the community.

11. Are there sufficient funds set aside in the regular school budget for equipment and supplies?

Twenty-nine answered non-compliance
 Twenty-five answered limited compliance
 Twenty-four answered partial compliance
 Twenty-nine answered adequate compliance
 Thirty-seven answered full compliance

Each system has its own procedure for this. Too many systems do not provide for adequate equipment and supplies.

12. Are faculty members involved in planning the purchase, use, and repair of physical education equipment and supplies?

Forty-one answered non-compliance
 Twenty-five answered limited compliance
 Twenty-three answered partial compliance
 Nineteen answered adequate compliance
 Thirty-six answered full compliance

This would be extremely hard to do, unless it was done in the individual school and the trend today is buying by bid. The answers show that many do not and even more have only partially attempted to do so.

13. If the Parent-Teacher Association or any other organization has available funds for school use, does the physical education department share in the allocation of the funds?

Thirty-five answered non-compliance
 Twenty-one answered limited compliance
 Twenty-one answered partial compliance
 Eighteen answered adequate compliance
 Forty-nine answered full compliance

The remarks supported the answers. The answers show that this depends upon the attitude of the teacher and whether or not they try to help secure funds for the department.

14. Are the equipment and supplies purchased in accordance with inventory and anticipated needs?

Eighteen answered non-compliance
 Eleven answered limited compliance

Twenty-seven answered partial compliance
 Twenty-four answered adequate compliance
 Sixty-four answered full compliance

The answers seem to indicate that a good job is being done in this area.

15. Are bulletin boards, charts, pictures, and other visual aids used as part of the program?

Nineteen answered non-compliance
 Nineteen answered limited compliance
 Thirty-nine answered partial compliance
 Twenty-six answered adequate compliance
 Forty-two answered full compliance

The replies indicate that these aids are being used and perhaps those that do not use them do not realize the need to do so.

Program

This section includes eighteen questions and their replies are as follows:

1. Does the course of study include written aims and objectives designed to contribute to the education of all children?

Sixteen answered non-compliance
 Seven answered limited compliance
 Twenty-seven answered partial compliance
 Thirty-seven answered adequate compliance
 Twenty-four answered full compliance

Many of the remarks indicated that there are several that are working on a course of study. The replies show that there is some type of study in practically all systems.

2. Is the outline of the total physical education program on file in the administrative and supervisory offices of the county or independent district?

Thirty-one answered non-compliance
 Eight answered limited compliance
 Fourteen answered partial compliance
 Thirty-five answered adequate compliance
 Fifty-six answered full compliance

The replies show that most specialists do comply with state education guidelines. Perhaps those that do not comply are not full time physical education specialists.

3. Is the course of study evaluated periodically and revised accordingly?

Twenty-one answered non-compliance
 Ten answered limited compliance
 Twenty-one answered partial compliance
 Forty answered adequate compliance
 Fifty-two answered full compliance

This reply and the reply of the preceding questions show that a majority of the specialists do try to evaluate the program.

4. Does the program include activities from the following areas?

a. Directed play

Five answered non-compliance
 Two answered limited compliance
 Three answered partial compliance
 Twenty-two answered adequate compliance
 One hundred-twelve answered full compliance

b. Small group games

Three answered non-compliance
 Four answered limited compliance
 Five answered partial compliance
 Twenty-one answered adequate compliance
 One hundred-twelve answered full compliance

c. Large group games

One answered non-compliance
 None answered limited compliance
 Four answered partial compliance
 Fifteen answered adequate compliance
 One hundred twenty-four answered full compliance

d. Team games

One answered non-compliance
None answered limited compliance
Four answered partial compliance
Twenty answered adequate compliance
One hundred nineteen answered full compliance

e. Body mechanics

Five answered non-compliance
None answered limited compliance
Six answered partial compliance
Twenty-five answered adequate compliance
One hundred nine answered full compliance

f. Rhythmic activities

Nine answered non-compliance
Nine answered limited compliance
Seventeen answered partial compliance
Twenty-one answered adequate compliance
Eighty-eight answered full compliance

g. Stunts and tumbling

Ten answered non-compliance
Three answered limited compliance
Six answered partial compliance
Twenty-three answered adequate compliance
One hundred two answered full compliance

h. Apparatus activities

Twenty-one answered non-compliance
Twelve answered limited compliance
Nineteen answered partial compliance
Twenty answered adequate compliance
Seventy-two answered full compliance

i. Self-testing activities

Nine answered non-compliance
Twelve answered limited compliance
Sixteen answered partial compliance
Twenty-three answered adequate compliance
Eighty-four answered full compliance

j. Individual and dual activities

Eleven answered non-compliance
 Nine answered limited compliance
 Fourteen answered partial compliance
 Twenty-six answered adequate compliance
 Eighty-four answered full compliance

k. Classroom games

Sixteen answered non-compliance
 Nine answered limited compliance
 Eighteen answered partial compliance
 Seventy-one answered full compliance

l. Movement exploration

Thirteen answered non-compliance
 Thirteen answered limited compliance
 Sixteen answered partial compliance
 Twenty-nine answered adequate compliance
 Seventy-three answered full compliance

5. Do the activities in the program provide satisfying experiences for the children?

One answered non-compliance
 Three answered limited compliance
 Ten answered partial compliance
 Forty-eight answered adequate compliance
 Eighty-four answered full compliance

It is hard to imagine even one answer being non-compliance. The replies as a show indicate that the children are being provided satisfying experiences.

6. Do these activities provide for an increased knowledge of the skills involved?

Two answered non-compliance
 One answered limited compliance
 Eight answered partial compliance
 Forty-six answered adequate compliance
 Eighty-six answered full compliance

There was one that did not reply. The other replies indicate a

positive reaction to the question.

7. Does the program of activities provide for sequential development?

Two answered non-compliance
One answered limited compliance
Sixteen answered partial compliance
Fifty-four answered adequate compliance
Seventy-one answered full compliance

The answers continue to show that in most cases there is concern and effort on developing good programs.

Public Relations

This section contains eight questions and the replies are as follows:

1. Is the atmosphere in the class such that the teacher and students respect one another?

One answered non-compliance
None answered limited compliance
Six answered partial compliance
Forty-four answered adequate compliance
Ninety-four answered full compliance

The atmosphere is most essential so that a learning situation can be presented and the answers show that this is being done.

2. Does the public relations program involve parents, teachers, and children?

Nineteen answered non-compliance
Sixteen answered limited compliance
Thirty-four answered partial compliance
Forty-four answered adequate compliance
Thirty-two answered full compliance

The answers indicate a need for improvement in involving others in a public relations program. There are several systems that do not have any

type of public relations.

3. Is a consistent effort made to interpret the program to the public?

Thirteen answered non-compliance.
Twenty-four answered limited compliance.
Thirty-six answered partial compliance.
Forty-five answered adequate compliance.
Twenty-six answered full compliance.

It is evident from the answers that a great deal of work needs to be done in interpreting purposes of the physical education program to that of the public served.

4. Does the teacher participate in community affairs?

Nine answered non-compliance.
Fourteen answered limited compliance.
Twenty-seven answered partial compliance.
Forty-seven answered adequate compliance.
Forty-seven answered full compliance.

One remark was given that this had nothing to do with physical education programs. The majority of the replies disagree with this answer. The selling of any program comes from personal contact. The writer is delighted that only a few replied in the negative.

5. Is there willing cooperation with other faculty and school personnel?

Three answered non-compliance.
Six answered limited compliance.
Sixteen answered partial compliance.
Forty answered adequate compliance.
Forty answered adequate compliance.
Sixty-nine answered full compliance.

The answers show that, except for a very few, there is cooperation.

6. Does the school share physical education facilities with the community?

Seventeen answered non-compliance
 Fourteen answered limited compliance
 Seventeen answered partial compliance
 Thirty-nine answered adequate compliance
 Fifty-seven answered full compliance

This reply was a surprise. It is encouraging to find that there is cooperation and that the facilities are being used.

7. Does the community share its facilities with the school?

Twenty-two answered non-compliance
 Twenty answered limited compliance
 Twenty-eight answered partial compliance
 Twenty-nine answered adequate compliance
 Forty-five answered full compliance

Those giving negative answers indicated that there were not any community facilities available.

8. Are there opportunities for parents, teachers, and children to participate together?

Forty-five answered non-compliance
 Twenty-seven answered limited compliance
 Twenty-five answered partial compliance
 Twenty-seven answered adequate compliance
 Twenty-two answered full compliance

One remark was "Be serious." Allowing others to participate in elementary physical education is hard, but with planning there are many areas in which it could be developed.

Analysis of Questionnaire

The questionnaire as a whole seems to have been answered with honesty, concern, and effort.

There may have been one or two questionnaires that were answered out of frustration or anger. It was obvious that one person did not have the proper attitude toward their job or himself. Otherwise, the question-

naire replies were pleasant surprises.

The section on personnel show that in most areas of specialist does the teaching of physical education, planning is sporadic, and many physical education teachers do not take advantage of membership in their professional organizations.

Philosophy is an area that needs work. Many do not have a written statement or written policies that relate to the physical education program.

Program organization and procedures show that the organization of the programs need to have more teachers and students involved in the planning; however, other areas under this heading are in average to good condition. One might note that the question (9) about the physician approving the adapted program was negative.

Facilities, equipment, and supplies would be ranked on the borderline between unsatisfactory and satisfactory. The writer would think from the answers that, except for a few cases, this area would tend to be more satisfactory than unsatisfactory. The answers indicate that facilities are not being used as much as possible and there would be supplies if the teacher would require them.

The answers to the section on Program indicated that the physical education teachers are including the suggested activities and following the accepted guideline for physical education programs.

One area under Public Relations that needs to be improved is the area of opportunity for participation that includes parents, teachers, and children. Otherwise, the area could be ranked satisfactorily.

To summarize the scores, they are as follows:

1. Personnel - Possible Score - 32 Average Score - 20.4
2. Philosophy - Possible Score - 44 Average Score - 30.3
3. Program Organization and Procedures - Possible Score - 60
Average Score - 40.2
4. Facilities, Equipment, and Supplies - Possible Score - 60
Average Score - 38.7
5. Program - Possible Score - 32 Average Score - 21.2

All scores with a possible 300, had an average of 210. This shows that improvements need to be made. The weakest area was in facilities, equipment, and supplies. The best job was done in the area of public relations.

The ranking of the survey sections according to the average score would be as follows:

1. Public Relations
2. Personnel
3. Program Organization and Procedures
4. Philosophy
5. Program
6. Facilities, Equipment, and Supplies

PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

0. Non-compliance; provisions missing or not functioning
1. Limited compliance
2. Partial compliance; adequacy of provisions questionable
3. Adequate compliance
4. Full compliance

The needed improvements should be recorded under the proper heading. This list may then serve as a blueprint for improving the quality of services to students through physical education.

Possible Score = 32 points
Actual Score = _____ points

[illegible]

TOTALS

[illegible]

1. Is a thirty-minute (minimum) physical education period provided daily for all children?
2. Are minimum and maximum teaching loads for the physical education teacher the same as those for the classroom teacher?
3. Is a physical education specialist available?
If there is:
 - a. Does he coordinate the physical education program?
 - b. Is time allotted for planning with the classroom teacher?
4. Are pupils given the opportunity to help choose, evaluate, and plan their activities?
5. Is opportunity provided for each child to achieve some measure of success during each physical education period?
6. Do teachers limit disciplinary measures to action other than restriction from physical education activities?
7. Is a medical excuse required for children who cannot participate regularly in the daily physical education program?
8. Are provisions made for children who are temporarily or permanently restricted from participating in the regular program of physical education?
9. Has the child's adapted program been approved by his physician?
10. Are activities constantly supervised to avoid possible accidents from unnecessary roughness and other hazards?
11. Are there separate areas on the playground where various groups of children may play in safety, without interference from other groups of children?
12. In case of injury, is first aid readily available and promptly given by a qualified person?
13. Are accurate records kept and data from accident reports used in planning the physical education program?

Possible Score = 60 points
Actual Score = _____ points

[illegible]

1. Is the auditorium, cafeteria, or any large vacant room available, when needed, for activities suitable to its use?
2. Can the classroom be used on rainy days or at other times when the need arises?
3. Is the play area for the primary children separated from that of the intermediate children?
4. Is play apparatus definitely separated from other established play areas?
5. Do the teachers plan for effective use of available facilities?
6. Are the play areas so designed that a teacher can supervise more than one group at a time?
7. Are all facilities maintained properly by a designated person other than the teacher or a child?
8. Are adequate facilities provided for storage of equipment for daily use and for off-season storage?
9. Wherever traffic or other hazards exist adjacent to the playground, is the playground protected by a fence at least five feet high?
10. Is effective use made of available community facilities in addition to school facilities?
11. Are there sufficient funds set aside in the regular school budget for equipment and supplies?
12. Are faculty members involved in planning the purchase, use, and repair of physical education equipment and supplies?
13. If the Parent-Teacher Association or any other organization has available funds for school use, does the physical education department share in the allocation of the funds?
14. Are the equipment and supplies purchased in accordance with inventory and anticipated needs?
15. Are bulletin boards, charts, pictures, and other visual aids used as part of the program?

Possible Score = 60 points

[illegible]

Does the course of study include written aims and objectives designed to contribute to the education of all children?

Does the outline of the total physical education program on file in the administrative and supervisory offices of the county or independent district?

Is the course of study evaluated periodically and revised accordingly?

Does the program include activities from the following areas:

- Directed play?
- Small group games?
- Large group games?
- Team games?
- Body mechanics?
- Rhythmic activities?
- Stunts and tumbling?
- Apparatus activities?
- Self-testing activities?
- Individual and dual activities?
- Classroom games?
- Movement exploration?

Do the activities in the program provide satisfying experiences for the children?

Do these activities provide for an increased knowledge of the skills involved?

Does the program of activities provide for sequential development.

[illegible]

TOTALS

Possible Score = 72 points
Actual Score = _____ points

PUBLIC RELATIONS

1. Is the atmosphere in the class such that the teacher and students respect one another?
2. Does the public relations program involve parents, teachers, and children?
3. Is a consistent effort made to interpret the program to the public?
4. Does the teacher participate in community affairs?
5. Is there willing cooperation with other faculty and school personnel?
6. Does the school share physical education facilities with the community?
7. Does the community share its facilities with the school?
8. Are there opportunities for parents, teachers, and children to participate together?

[illegible]

TOTALS

Possible Score = 32 points
Actual Score = _____ points

SUMMARY

| AREAS | | POSSIBLE SCORE | ACTUAL SCORE |
|-----------|--------------------------------------|-------------------|-----------------|
| Part I. | PHILOSOPHY | 44 | _____ |
| Part II. | PROGRAM ORGANIZATION & PROCEDURES | 60 | _____ |
| Part III. | PERSONNEL | 32 | _____ |
| Part IV. | PROGRAM | 72 | _____ |
| Part V. | FACILITIES, EQUIPMENT, & SUPPLIES | 60 | _____ |
| Part VI. | PUBLIC RELATIONS | 32 | _____ |
| TOTALS: | | 300 | _____ |

NEEDED IMPROVEMENTS:

Self-Evaluation Score Card

PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

Evaluation Criteria for Physical Education (explanation of column headings)

0. Non-compliance; provisions missing or not functioning
1. Limited compliance
2. Partial compliance; adequacy of provisions questionable
3. Adequate compliance
4. Full compliance

The rating of zero or one would be *unsatisfactory*; a two represents the *borderline between unsatisfactory and satisfactory*; a three or four represents a *satisfactory* score. The scale should be applied to the standard under question and the estimate of degree of compliance indicated by placing a check (✓) in the appropriate column.

The needed improvements should be recorded under the proper heading. This list may then serve as a blueprint for improving the quality of services to students through physical education.

| 0 | 1 | 2 | 3 | 4 | Changes Needed & Action Necessary |
|----|----|----|----|----|-----------------------------------|
| 2 | 1 | 1 | 1 | 1 | 128 |
| 24 | 29 | 24 | 35 | 33 | |
| 30 | 19 | 27 | 32 | 34 | |
| 21 | 17 | 20 | 26 | 41 | |
| 18 | 7 | 14 | 35 | 70 | |
| 49 | 24 | 17 | 37 | 27 | |
| 17 | 22 | 26 | 40 | 39 | |
| 37 | 15 | 15 | 26 | 51 | |

TOTALS

Possible Score = 32 points
Actual Score = 128 points

PROGRAM ORGANIZATION AND PROCEDURES

1. Is a thirty-minute (minimum) physical education period provided daily for all children?
2. Are minimum and maximum teaching loads for the physical education teacher the same as those for the classroom teacher?
3. Is a physical education specialist available? If there is:
 - a. Does he coordinate the physical education program?
 - b. Is time allotted for planning with the classroom teacher?
4. Are pupils given the opportunity to help choose, evaluate, and plan their activities?
5. Is opportunity provided for each child to achieve some measure of success during each physical education period?
6. Do teachers limit disciplinary measures to action other than restriction from physical education activities?
7. Is a medical excuse required for children who cannot participate regularly in the daily physical education program?
8. Are provisions made for children who are temporarily or permanently restricted from participating in the regular program of physical education?
9. Has the child's adapted program been approved by his physician?
10. Are activities constantly supervised to avoid possible accidents from unnecessary roughness and other hazards?
11. Are there separate areas on the playground where various groups of children may play in safety, without interference from other groups of children?
12. In case of injury, is first aid readily available and promptly given by a qualified person?
13. Are accurate records kept and data from accident reports used in planning the physical education program?

| 0 | 1 | 2 | 3 | 4 | Changes Needed & Action Necessary |
|----|----|----|----|-----|-----------------------------------|
| 30 | 22 | 23 | 21 | 31 | |
| 29 | 30 | 16 | 20 | 50 | |
| 35 | 1 | 4 | 9 | 94 | |
| 35 | 4 | 9 | 17 | 70 | |
| 70 | 14 | 15 | 12 | 23 | |
| 13 | 17 | 20 | 43 | 91 | |
| 3 | 2 | 14 | 53 | 72 | |
| 8 | 8 | 24 | 35 | 69 | |
| 8 | 4 | 8 | 17 | 107 | |
| 29 | 16 | 25 | 32 | 42 | |
| 46 | 9 | 27 | 24 | 37 | |
| 2 | 0 | 0 | 19 | 129 | |
| 9 | 9 | 17 | 33 | 77 | |
| 4 | 6 | 14 | 36 | 84 | |
| 23 | 17 | 25 | 31 | 43 | |

TOTALS

Possible Score = 60 points
Actual Score = 129 points

FACILITIES, EQUIPMENT, AND SUPPLIES

1. Is the auditorium, cafeteria, or any large vacant room available, when needed, for activities suitable to its use?
2. Can the classroom be used on rainy days or at other times when the need arises?
3. Is the play area for the primary children separated from that of the intermediate children?
4. Is play apparatus definitely separated from other established play areas?
5. Do the teachers plan for effective use of available facilities?
6. Are the play areas so designed that a teacher can supervise more than one group at a time?
7. Are all facilities maintained properly by a designated person other than the teacher or a child?
8. Are adequate facilities provided for storage of equipment for daily use and for off-season storage?
9. Wherever traffic or other hazards exist adjacent to the playground, is the playground protected by a fence at least five feet high?
10. Is effective use made of available community facilities in addition to school facilities?
11. Are there sufficient funds set aside in the regular school budget for equipment and supplies?
12. Are faculty members involved in planning the purchase, use, and repair of physical education equipment and supplies?
13. If the Parent-Teacher Association or any other organization has available funds for school use, does the physical education department share in the allocation of the funds?
14. Are the equipment and supplies purchased in accordance with inventory and anticipated needs?
15. Are bulletin boards, charts, pictures, and other visual aids used as part of the program?

| 0 | 1 | 2 | 3 | 4 | Changes Needed & Action Necessary |
|----|----|----|----|-----|-----------------------------------|
| 9 | 6 | 12 | 16 | 104 | |
| 9 | 5 | 10 | 20 | 100 | |
| 20 | 4 | 24 | 25 | 63 | |
| 17 | 7 | 16 | 25 | 79 | |
| 14 | 11 | 39 | 39 | 57 | |
| 14 | 10 | 24 | 41 | 45 | |
| 26 | 8 | 24 | 28 | 54 | |
| 14 | 12 | 19 | 32 | 67 | |
| 66 | 12 | 9 | 16 | 41 | |
| 39 | 20 | 27 | 28 | 30 | |
| 29 | 25 | 24 | 29 | 37 | |
| 41 | 25 | 23 | 19 | 36 | |
| 35 | 21 | 21 | 18 | 44 | |
| 18 | 11 | 27 | 24 | 64 | |
| 19 | 19 | 39 | 26 | 42 | |

TOTALS

Possible Score = 60 points

Does the course of study include written aims and objectives designed to contribute to the education of all children?

Is the outline of the total physical education program on file in the administrative and supervisory offices of the county or independent district?

Is the course of study evaluated periodically and revised accordingly?

Does the program include activities from the following areas:

- Directed play?
- Small group games?
- Large group games?
- Team games?
- Body mechanics?
- Rhythmic activities?
- Stunts and tumbling?
- Apparatus activities?
- Self-testing activities?
- Individual and dual activities?
- Classroom games?
- Movement exploration?

Do the activities in the program provide satisfying experiences for the children?

Do these activities provide for an increased knowledge of the skills involved?

Does the program of activities provide for sequential development.

TOTALS

PUBLIC RELATIONS

TOTALS

SUMMARY

NEEDED IMPROVEMENTS:

CHAPTER V

COMPARISON OF QUESTIONNAIRE AND SUGGESTED PHYSICAL EDUCATION PROGRAM

A questionnaire has been selected to be compared against what is considered an accepted program.

The questionnaire was selected by matching its score against the average of all scores reported. The accepted program is taken from guidelines from the State Department of Education.

Personnel, Program Organization and Procedures

The Kentucky Statutes call for the minimum of 120 minutes per week of supervised physical education activities. The average answer to this was partial compliance, adequacy of provisions questionable.

Physical education in the elementary school is supposed to consist of a planned program of organized and directed physical education taught by the classroom teacher and/or a specialist in physical education. When the program is taught by the classroom teacher, the services of a consultant or specialist should be available.

The questionnaire that was returned showed that in most cases a specialist was in charge of the program. The classroom teacher and the specialist work together on a limited scale in planning the program. This seems to be caused by lack of time to plan together.

The minimum and maximum teaching loads, time for planning, adapted programs and records, which are all listed as very important to a model physical education program, are checked mostly non-compliance to partial compliance. These areas could be considered as basic to any physical

education program and it is necessary they be adhered to.

Facilities, Equipment, and Supplies

All programs of physical education rely on the availability and proper selection and use of equipment, supplies, and facilities. If the objectives are to be accomplished, there must be adequate equipment and supplies.

The Kentucky Guide list the following principles, which should be followed for the improvement and development of playground facilities:

1. Playgrounds should be developed to allow for efficient supervision. The areas requiring the most supervision are the apparatus areas and multiple use paved areas. These areas should be near the main building.
2. Playgrounds should provide maximum safety.
 - a. Play areas should be free of holes, ruts, poison ivy or poison oak, debris, and other hazards which may lead to accidents.
 - b. A fence is necessary to prevent trespassing and to prevent children from running into the street.
 - c. Primary grades should have individual play areas, which are set apart from those provided for the older boys and girls.
 - d. Spaces for team games, for the intermediate grades, should be away from the building area, but easily accessible to it.
3. Each elementary school needs a hard-surfaced play area of resilient-type bituminuous. Space should be provided to permit activities for two classes at the same time without hazard.

- a. Hard-surfaced play areas should not be used for parking.
- b. It is convenient to make permanent game lines on the hard-surfaced area. No paint containing oil should be used.
- c. By providing lighting facilities, this area could be used for community recreation.

4. All purpose rooms are, at best, only economical substitutes for adequate facilities in all the areas they attempt to serve. Gymnasium auditorium combinations are acceptable under certain circumstances, but lunchroom-gymnasiums are not recommended. Permanent bleachers are obsolete and non-functional. The gymnasium floor should be marked so as to provide areas for variety of activities.

A storage room of 175 square feet should be directly accessible from the gymnasium floor.

The self-contained classroom can be provided for limited indoor physical education activity for the primary grades, but should not be used for instructional physical education.

The purchasing of equipment and supplies involves many factors. Some of these factors which the local school would be concerned with are the quality of the material, the safety of the item, the expense involved, the quantity, and the school's needs.

To make the greatest use of available money, the entire school system should pool the purchasing needs.

An adequate check-out system and a storage system should be used to insure the availability of the supplies.

The questionnaire answers show that in relation to the guides that we should find conditions typical of the following answers.

Most schools have an auditorium, cafeteria or a large vacant room available and a classroom that can be used on rainy days. Teachers plan for effective use of available facilities, play areas can be supervised and adequate facilities for storage are available.

All these areas have an average on the questionnaire as to adequate to full compliance. This gives us the picture that facilities, equipment, and supplies are adequate throughout the state.

Play areas separated from other play areas, from primary children, facilities maintained, hazards, effectiveness of available community facilities, sufficient funds, faculty involved in purchasing, Parent Teacher Associations, equipment purchases and bulletin boards areas all ranked mostly from partial compliance to non-compliance. These areas need a great deal of improvement.

The Program

The questionnaire asks seven important questions about the school's physical education program. However, before we state the answers, the following was taken from the Kentucky Guide:

CLASSIFICATION OF ACTIVITIES

Games of Low Organization

Games of low organization refer to activities which have few rules and involve relatively simple skills and techniques so children may learn them fast and progress quickly from the learning stage to the enjoyment stage. This is necessary, because of the relatively short interest span of the children in grades one, two, and three.

Children in the primary grades will play the game largely for the pleasure of the physical movement which it affords. They do not crave competition at this age. They merely crave participation. These simple games can be adapted to varying conditions such as facilities and sizes of the group.

Rhythm

Rhythm has always played an important part in man's life. They are worthwhile activities in terms of timing, coordination, and ease of bodily movements as well as adding to a child's social poise in groups.

Rhythms exist in the actions of throwing a baseball, jumping rope, etc. Our body movements are rhythmic. A child's reaction to the rhythmic activities content of music is a physical expression.

Certain rhythmic activities can be correlated with other classroom subjects and these add interest and understanding to the topic under discussion. In the primary grades much time should be spent on the basic rhythms, letting the child interpret life as he sees it.

Self-Testing Activities

Stunts and tumbling are one of the best groups of activities to provide the development of arm, chest, and trunk musculature which is so important for good posture. Children love to hang, climb, fall, balance, roll, and imitate various characters and objects. With these desires and interests, the self-testing activities provide an excellent learning situation and make available a superb developmental medium for fitness values.

Athletic Skills and Games

Game-type activities have good recreational values, provide fitness values, and provide a necessary outlet for the energies of the children.

Games for the kindergarten, first grade, and second grade do not demand a high degree of skill, and the lesser skilled children have an ample opportunity to excel. Beginning in the third grade, lead-up games are introduced. A lead-up game is defined as one which introduces a skill, strategy, or part of a sport.

Under wise guidance, athletic skills and games may serve as laboratories where students may develop socially desirable traits and characteristics. Perhaps no aspect of the program affords more richness or opportunity for inculcating in youth the basic fundamental principles of democracy than is provided by such group activities.

Movement Exploration

The word "explores" means to examine, to investigate, to delve into the unknown. With movement exploration, the child through guidance uses movement as a way of expressing, exploring, interpreting himself, and developing his capacities. Thus, movement exploration is a medium for helping children understand what their bodies can do. In movement programs, generally all the children are active at one time. Since the quality of movement varies, children can find success in many ways.

Time, force, and space are the three elements of movement.

Physical Fitness

Physical fitness is a basic objective of physical education. It is more than fifteen minutes daily of exercise and a test. Fitness is an overall body condition.

That we will automatically develop fitness because the physical education program contains fitness activities is an erroneous assumption.

The student needs to be motivated to take upon himself the responsibility for making and keeping himself in a state of fitness throughout his lifetime.

Factors to be Considered in Selecting Activities

Grade level - to be familiar with the age characteristics of each age level and choose games that are interesting and on the child's level of ability.

Equipment and facilities - activities must be chosen in relation to available space and equipment. Safety should be a factor in selecting activities, equipment, and facilities.

Number of boys and girls - variations in the activities will depend on the size of the class.

Length of the play period - a minimum of 25 to 30 minutes is recommended. Total participation can be of primary importance in the play period.

Weather conditions - the activities can be modified when moved inside.

Seasonal activities - correlate the activities to the time of the year and other school activities.

Interests and needs of the students - one of the most important and basic need of the organism is activity. Games should be taught that meet the need for vigorous activity. Opportunities for creative and dramatic play should be provided for the primary children, while the intermediate levels should be afforded opportunities for developing the skills used in team games.

Types of Physical Education Activities and Suggested Time Percentages for the Elementary Schools

Percentages are given to provide a basis for a rounded proportional program which is consistent with good thinking in elementary education. Percentages are not to be regarded as fixed, but will vary according to local conditions and preferences.

(Percentage of Time)

| | 10% | 10% | 15% | 25% | 20% | 05% | 05% |
|-------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Running and Jogging | 30% | 30% | 30% | 25% | 15% | 15% | 10% |
| Swimming and Water Activities | 05% | 05% | 10% | 10% | 10% | 15% | 15% |
| Swimming and Water Games | | | | 05% | 20% | 35% | 50% |
| Swimming and Water Races | 50% | 50% | 40% | 30% | 25% | 20% | 10% |
| Swimming and Water Games | 05% | 05% | 05% | 05% | 10% | 10% | 10% |
| Swimming and Water Races | | | | | | | |

FIGURE III.

| GRADE | K | I | 2 | 3 | 4 | 5 | 6 |
|--|---|-----|-----|-----|-----|-----|-----|
| TYPES OF ACTIVITIES | SUGGESTED EMPHASIS FOR EACH GRADE LEVEL (In Percentage of Time) | | | | | | |
| Low Organizational Activities | 10% | 10% | 15% | 25% | 20% | 05% | 05% |
| Rhythmic Activities | 30% | 30% | 30% | 25% | 15% | 15% | 10% |
| Self-Testing Activities (Stunts-Tumbling) | 05% | 05% | 10% | 10% | 10% | 15% | 15% |
| Athletic Skills and Games | | | | 05% | 20% | 35% | 50% |
| Movement Exploration | 50% | 50% | 40% | 30% | 25% | 20% | 10% |
| Physical Fitness | 05% | 05% | 05% | 05% | 10% | 10% | 10% |
| Swimming and Water Safety | | | | | | | |

FIGURE IV.

FOURTH GRADE PLANNING BY SEASONS

| CLASS OF ACTIVITIES | Days Per Year | DISTRIBUTION BY SEASON | | | |
|---------------------------|---------------|------------------------|--------------|-------------|--------|
| | | Fall | Early Winter | Late Winter | Spring |
| Games of Low Organisation | 36 | 12 | 4 | 6 | 14 |
| Rhythms | 27 | | 13 | 14 | |
| Movement Exploration | 45 | 10 | 13 | 12 | 10 |
| Self-Testing | 18 | 3 | 8 | 4 | 3 |
| Athletic Skills and Games | 36 | 15 | 3 | 5 | 14 |
| Physical Fitness | 18 | 5 | 4 | 4 | 4 |
| Aquatics* | — | — | — | — | — |
| TOTALS | 180 | 45 | 45 | 45 | 45 |

*Swimming and water safety should be included in the program when possible.

The guide emphasizes the need for written aims and objectives, an outline of the program on file in the administrative offices, the course of study being evaluated periodically and revised when needed for activities to provide satisfying experiences for the children, that activities provide for an increased knowledge of the skills involved, and the program provide for sequential development.

The average questionnaire selected gave the section on Program the highest score of any section. The ranking was full-compliance, except for movement exploration, and that received only a partial compliance ranking.

In reviewing the scores on Program, we find that most of the scores are average or above. In fact, the total average score for all was 57.2. Those that had a score below the average was due to the fault of the specialist and the fact that the classroom teacher was in charge of the program.

Philosophy

One of the areas that is very essential to any physical education program is Philosophy. The philosophy of parents and students should be reflected in the total program.

The questionnaire asked questions on philosophy which gives us good insight into the philosophy of the teacher answering the questionnaire.

The areas that ranked full compliance from the average questionnaire are as follows:

1. Is there a written statement of the physical education philosophy of the school?

2. Are administrative policies relating to the physical education program planned, written, and made available to all school personnel?

3. Do physical education teachers adapt methods of instruction to different teaching situations?

4. Does the school attempt to provide a varied program regardless of conditions?

5. Is the program designed to meet the needs of youth?

6. Is there continuous evaluation of the program?

The intramural program planning for opportunities for all to participate received a non-compliance check.

The philosophy in most areas received a good reply except for intramurals, having written statements concerning philosophy and administrative policies.

Public Relations

The areas of public relations is a most important area.

The total scores under public relations show that an average job is being done.

The weakness being found in not allowing for parents, teachers, and children to participate together, and having the community to share its facilities. The strength of the over all public relations program in Kentucky is through the willing cooperation, good atmosphere in the classroom, and the willingness of the school to share its facilities with the community.

The possible score on public relations is 32 and the average

score is 22.

In most areas the public relations of the school system would be ranked as satisfactory.

A model program has the same needs as were listed in the questionnaire. Therefore, it is felt that the questionnaire covered the areas of public relations and that the comparison was satisfactory.

CHAPTER VI

SUMMARY AND CONCLUSION

This study was an endeavor to determine the scope of the elementary physical education program in Kentucky. This was determined by a questionnaire, which was answered by elementary physical education teachers throughout the state.

It was hypothesized that elementary physical education across the state of Kentucky lacked unity, and data pertaining to the field.

In completing the study, answers to the following questions were sought:

1. To what extent is elementary physical education being offered in the state of Kentucky?
2. Is the state requirement of a minimum of 120 minutes per week being met?
3. What is being taught in elementary school physical education classes?
4. How do the physical education teachers rank the physical education program?

The answers to the above questions were a pleasant surprise to the writer.

In practically every school district in Kentucky, elementary physical education is being offered. The actual number percentage is seventy; however, the writer feels that it is a greater figure than this.

More than two thirds answering the questionnaire indicated that the minimum requirement of 120 minutes per week was being adhered to.

The question of what is being taught was answered under the section on program. This section had one of the highest scores and was found to comply with the Kentucky Guide. A balanced program is being offered by those answering the questionnaire.

The school systems that replied were evaluated and found to have an average score of 210 out of a possible 300. The teachers evaluated themselves and some were probably too hard on themselves.

The questionnaire as a whole was well received.

The comparison of the average questionnaire reply to the model program suggested by the Kentucky Guide was difficult. However, it was found that a program was planned and being carried out in that particular system.

Future studies in this area might be improved by following up the questionnaire with interviews and changing the way in which the answers are given. Also, there is a need for the teacher of elementary physical education to realize the importance of the answers and to have a greater sample of school districts in order to make the results more reliable.

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