1966

A Status Study of the Qualifications of the Classroom Teachers and Programs in Physical Education of Selected Elementary Schools

Don J. Amiot

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A STATUS STUDY OF THE QUALIFICATIONS OF THE CLASSROOM

TEACHERS AND PROGRAMS IN PHYSICAL EDUCATION

OF SELECTED ELEMENTARY SCHOOLS

BY

Don J. Amiot

A thesis submitted
in partial fulfillment of the requirements for the degree Master of Science, Major in Physical Education, South Dakota State University

1966
A STATUS STUDY OF THE QUALIFICATIONS OF THE CLASSROOM
TEACHERS AND PROGRAMS IN PHYSICAL EDUCATION
OF SELECTED ELEMENTARY SCHOOLS

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Advisor

Head, Physical Education

Date

Date
A STATUS STUDY OF THE QUALIFICATIONS OF THE CLASSROOM
TEACHERS AND PROGRAMS IN PHYSICAL EDUCATION
OF SELECTED ELEMENTARY SCHOOLS

Abstract

Don J. Amiot

Under the supervision of Assistant Professor Geraldine Crabbe

The purpose of this study was to determine the personal and professional qualifications of the classroom teachers of physical education and the status of the physical education programs in selected elementary schools. Four areas of the problem were studied: (1) the personal and professional qualifications of the classroom teachers in physical education; (2) the present policies and practices used in conducting the physical education programs; (3) the contents of the physical education programs; and (4) the attitudes of the classroom teachers in regard to their responsibilities for elementary physical education.

The following procedure was employed. Three hundred seventy questionnaires were sent to classroom teachers from grades one through six in South Dakota, North Dakota, Minnesota, Illinois, and Nebraska. To achieve the purposes of the study the following areas were investigated: (1) the educational background of the classroom teachers selected for the study; (2) the school policies related to elementary physical education; (3) curriculum planning in physical education; (4) the activities that were offered beyond the instructional program in the elementary grades; (5) the methods used in student evaluation;
and (5) the classroom teachers' attitudes toward physical education.

As a result of the findings obtained during this investigation, the following conclusions appear warranted. Many of the teachers surveyed had less than a minor in physical education. Approximately one-half of the classroom teachers surveyed were responsible for teaching physical education to their own students. A great majority of the teachers expressed a need for a curriculum guide in physical education. The teachers felt that they had a responsibility for the physical education program of their children and that a specialist is needed to assist the classroom teacher in teaching physical education. The classroom teachers realized that their children have needs in the educational area called physical education.
ACKNOWLEDGEMENTS

The writer wishes to express his sincere appreciation to Miss Geraldine Crabbs and Mr. Glenn E. Robinson for their assistance and guidance throughout the course of the study.

The writer also wishes to express his appreciation to those classroom teachers who generously gave their time and efforts in responding to the questionnaires.

DJA
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Chapter I
INTRODUCTION

The physical education program for elementary school children is frequently the most neglected area in the field of physical education. The program for this age group, where there is the greatest need for developmental activities, too often is given the least consideration as to time, facilities, equipment, and trained teachers. In many instances, the responsibility for elementary physical education instruction is placed upon the classroom teacher whose teaching load is already heavy and very diversified. Research indicates that many of these teachers are inadequately trained, lack the necessary skills, and frequently have little interest in the activity program. Hester¹


states that her findings revealed, by the teachers' own admissions, they felt inadequate in conducting the physical education program. The classroom teachers believed that they were given little opportunity in their teacher education program to participate in activities appropriate for elementary school children. When courses in physical education were required, such courses were heavily weighted with the philosophy of physical education; and insufficient time was given to the actual learning of skills, to the selection of materials for children, and to familiarizing the students with the special techniques of teaching unique to physical education.
The writer believes that the time allotted to physical education in the average elementary school does not meet the physical needs of this age group; therefore, every effort should be made to select the most valuable activities with the greatest pupil-activity ratio possible.

Sehon, Anderson, Hodgins, and Van Fossen\(^2\) state that the children of elementary school age need a great deal of vigorous activity of short duration. They need to run, to jump, to climb, to hang, to swing, to throw and catch, and to kick. The children at this age level want to participate in activity. Sehon, Anderson, Hodgins, and Van Fossen\(^3\) also state that regardless of how extensive the time allotment is, it is only a fraction of the three to six hours of vigorous daily activity that medical science recommends for growing children. A thirty-to-thirty-five-minute daily period in physical education, if used for instruction and guidance, can provide most of the desired experiences.

Research indicates that the early years of children's lives are the most important in that they form all of their basic habits, establish their motor skills, and receive their character and


\(^3\) Ibid., p. 22.
personality foundations during this formative period. Rice states


that a child receives his first stimuli from the home, but it is in the school—the elementary school—that basic habits, skills, character, and personality develop into social patterns and become an established part of the individual. Rice also states that as one goes through life, there is no one activity he does that does not demand coordinate movement of some degree. To use one's body well gives personal satisfaction, group recognition, health, and happiness.

The writer believes that the elementary physical education program should be in the hands of qualified instructors if the physical needs of the students are to be satisfied. Vannier and Foster indicate that two plans are generally accepted for securing effective teaching at the elementary level:

1) the physical education classes are taught by the classroom teacher under a qualified supervisor.

2) the physical education classes are taught by the classroom teachers with special preparation or by special teachers of physical education for elementary schools.
The writer believes that because of increased school enrollments the physical education classes will be larger; more pupils will be scheduled for available facilities; and class periods will be shorter. Such changes indicate that the teachers who conduct physical education classes must be skilled in organizing classes, in selecting activities, in using mass activities, and in utilizing every possible means to give all children an opportunity to participate fully.

Although facilities are important, too often teachers use the lack of facilities as an excuse for a poor program. The success of the physical education program does not depend entirely upon ideal facilities. The results depend largely upon the teacher. The teacher with enthusiasm and interest in physical education who can organize pupils in such a way that maximum participation results, who understands and can teach skills, who can motivate children to participate, and who can utilize all available facilities and equipment will develop a program whose results will be in accord with the best philosophy of physical education.

Statement of the Problem

The purpose of this study was to survey elementary classroom teachers to determine the professional and personal qualifications of teachers as related to physical education and also to study the status of physical education programs in selected elementary schools.
Reasons for Study

The question of where the responsibility for teaching physical education in the elementary schools should be placed has been of grave concern to educators in recent years. Whether this responsibility should be assumed by the classroom teacher or assigned to a physical education specialist has been the basis for considerable discussion and disagreement.

Wright\(^7\) conducted a survey to determine the subject offerings in public schools throughout the United States. The data revealed that in most states physical education is required for all pupils in the first two years of high school, but that in a smaller number of states it is required for each of the last three years of high school. On the secondary school level qualified instructors are teaching physical education; however, in the elementary schools of countless communities, the classroom teacher is given this responsibility. The writer believes that there must be qualified instructors on the elementary level to teach physical education if the schools are to meet the physical demands of the students.

Schneider\(^8\) states that no comprehensive study has been made

\(^7\)Grace S. Wright, *Subject Offerings and Enrollments*, p. 11.

by the Office of Education to determine the status of physical education for children of elementary school age; therefore, no data based on current practices is available from this source of information.

A study conducted by Crabbs\(^9\) indicates that there is a need


for a study of the elementary programs of physical education to determine the extent of the program, the training of the physical education teachers, and the program content in an effort to improve the total program of physical education.

The Superintendents of Public Instruction in South Dakota and North Dakota\(^10\) have indicated an interest in this study as an effort to

\(^10\)Personal communication from M. F. Coddington and M. F. Peterson to the writer.

determine the areas in which the colleges of these states and the State Departments of Public Instruction can give greater assistance to the classroom teacher.

Through this study the writer sought to determine the personal and professional qualifications of elementary classroom teachers in selected elementary schools; to determine school policy and practices in regard to elementary physical education; to determine the content of the physical education program; and to determine the attitudes of classroom teachers toward his or her responsibility for the elementary
physical education program.

It is hoped that the data may serve as a guide for determining specific areas in which the colleges or universities and the State Departments of Public Instruction could assist in preparing qualified classroom teachers capable of conducting effective programs of elementary physical education.

Limitations of the Study

This study was limited to three hundred seventy elementary classroom teachers in thirty-seven selected elementary schools in South Dakota, North Dakota, Minnesota, Illinois, and Nebraska. All federal and parochial schools were excluded from the study.

Definition of Terms

Elementary Physical Education

The term "elementary physical education" refers to the physical education program taught in grades one through six.

Classroom Teacher

The definition of "classroom teacher," expressed by Donnelly\(^{11}\) was used in the study:


The classroom teacher refers to the teacher who has the student in class for the entire day.
Physical Education Specialist

The definition of the "physical education specialist," expressed by Halsey and Porter¹² was accepted for use in this study:

¹²Elizabeth Halsey and Lorena Porter, Physical Education for Children, p. 100.

The specialist is in possession of scientific knowledge concerning the child's physical growth and developmental needs.

The specialist is familiar with a wealth of material in different forms of physical education.

The specialist draws on his own professional training, experience and continuing study.
Chapter II
REVIEW OF RELATED LITERATURE

The information presented in this chapter expresses the ideas of educators who are familiar with the benefits and values of physical education. Books, magazines, and related studies were investigated in presenting this information. Vannier and Foster\(^\text{13}\) make the following statements regarding

\(^{13}\)Mary Helen Vannier and Mildred Foster, Teaching Physical Education in Elementary Schools, p. 21.

the responsibility for teaching elementary physical education:

The teacher of physical education on the elementary level may be the regular classroom teacher or the specialized physical educator. Often in smaller schools it is the teacher, who in a self-contained classroom assumes the responsibility of teaching all subjects offered in the curriculum. In the larger city systems, however, it is the trained physical educator who is in charge of the program. It is also customary in larger public schools to separate the sexes from the fourth grade level on through high school for instructional purposes, and for the girls to be taught by a woman and the boys by a man.

Vannier and Foster\(^\text{14}\) also state that educators believe it is

\(^{14}\)Ibid., pp. 21-22.

better for the children in the elementary grades to have their physical education classes and playground periods supervised by their own classroom teachers. Those who believe in this school of thought claim that since play is so significant, it is important for the teacher who will be with the children for the longest period of time to see how they
play so that she can best guide them into desirable physical and social patterns.

Other educators hold that only those persons trained and certified to teach physical education activities should do so. Those who cling to this line of thought believe that children learn faster when they are taught correctly from the beginning by a trained physical educator.

In smaller schools the classroom teacher usually is the only one available to give instruction in all subjects offered in each grade. This instruction includes basic skill in the broad fields of language arts, physical education, art, and music. In schools organized under the self-contained classroom plan the teacher must be a jack-of-all-trades. Too often she is master of none.

It is imperative that the person selected to teach physical education be the best one available. The teacher should above all be the one most skilled in methods of teaching children through physical activities.

Vannier and Foster\textsuperscript{15} state that physical educators must be certified to teach by the state in which they will teach. Although states vary considerably in specific requirements, the majority require more than twenty hours of specialized professional preparation for a major in this field. Broad educational areas center around theory and practical courses in activities, organization and administration,

\textsuperscript{15}Ibid., p. 22.
principles and methods of teaching physical education; also ten to
twelve hours in the biological sciences including anatomy, kinesiology,
physiology, and hygiene are usually required. Supervised practice
teaching is required in most states for certification. Gradually
teacher certification standards are being raised throughout the country
on both the elementary and secondary levels. This action will provide
greater selection of prepared teachers and should produce better educa-
tional results.

In a study by Schneider, a questionnaire related to the

problems areas of elementary physical education was sent to the super-
intendents of all cities with a population of 30,000 and over, as well
as to one-third of the cities with a population of 10,000 to 30,000.
Questionnaires were sent to six hundred and nineteen school systems.
Replies were received from 86.0 percent or five hundred and thirty-two
school systems. The total number of systems included in this report,
however, was five hundred and twenty-three since six systems reported
that no program of physical education was provided for children and
three systems supplied data only on city size and pupil enrollment.

The study included data on grades one through six, although
information concerning kindergarten and grades seven and eight was also
requested in the questionnaire. Insufficient information was reported
regarding the kindergarten programs. In grades seven and eight, it was not possible in many instances to determine whether these grades were considered to be part of the elementary school or the junior high school.

The questionnaire asked for information about quantitative aspects of the program. Because data were reported by school systems rather than by schools and because schools within a school system varied, the data did not reflect practices found in a given school. Although efforts were made to state questions with clarity, those responsible for reporting interpreted some of the questions in different ways. Also, not all questions were answered in full in every questionnaire.

Despite these limitations, it is believed that the data in the report was significant because of the broad coverage of the study. Salt, Fox, and Stevens confirm the importance of elementary physical education:

A study of the individual indicates that man is a physical, mental, and emotional being, constantly attempting to adjust to his social environment. The school, having as its purpose the development of the whole child, centers its major attention on physical, mental, social, and emotional development. These, then, become the major goals with respect to the education of children. By the same token these goals become the major objectives of physical education, and the same should hold true for other subject matter areas. Physical Education and other areas of the curriculum become integral phase of education only to the extent that their major goals are compatible with those of education.

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All phases of the educational program have the responsibility of determining their contributions to the physical, mental, social, and emotional development of their students. The question of where should the responsibility for providing desirable physical education learning experiences for elementary school children be placed cannot be answered with one statement.

Humphrey\textsuperscript{18} states that there does not appear to be "a one best plan" of teaching that fits all possible conditions. He also believes that after studying the problem of teacher responsibility and after surveying scores of school systems in order to determine the current status and trends in this area, he has found that it would be suitable to arrange these plans or ways of designating teaching responsibility into five major classifications as follows:

(1) The classroom teacher having the responsibility in all grades, one through six with some sort of supervisory or consultant service. About 27 percent of the cases fall in this classification.

(2) The classroom teacher and special teacher both responsible and working together in one way or another. The range of time that the classroom teacher and special teacher are actually on the scene at the same time ranges from one day per week to daily. About 26 percent appear to use this plan.

(3) The classroom teacher having the responsibility for grades one, two, and three with assistance, and the special teacher responsible for grades four, five, and six. There are about 19 percent in this classification.

(4) The special teacher having the responsibility in all grades one through six. About 12 percent may be included in this classification.

(5) The classroom teacher having the responsibility with no assistance whatsoever. There are about seven percent in this classification.

The trend appears to be toward the retention of plan number one, in which the classroom teacher and special teacher have the teaching responsibility in physical education. It is also noted that almost 40.0 percent of the people reporting in Humphrey's study saw a trend toward greater cooperation of the classroom teachers with the physical education department. Humphrey states that there are various factors influencing the trend to retain the first plan. Among others, these factors include

19Ibid.

(1) The general philosophy of elementary education is in terms of the so-called self-contained classroom.

(2) Lack of funds--This could be interpreted to mean that they would use special teachers if they had the money to employ them.

(3) Better program of inservice education.

(4) In about 20 percent of the cases it was indicated that quality of undergraduate preparation of classroom teachers was being improved.
The classroom teacher having the responsibility for grades one, two, and three with assistance, and the special teacher responsible for grades four, five, and six. There are about 19 percent in this classification.

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4. In about 20 percent of the cases it was indicated that quality of undergraduate preparation of classroom teachers was being improved.
The second plan involved the classroom teacher and the special teacher working and teaching together. One noteworthy trend shown in over 90.0 percent of the cases was that there is more and more cooperation between the classroom teacher and the special teacher. The major factors influencing this trend are a changing philosophy of elementary education and better programs of inservice education.

The third plan—that of having the classroom teacher assume the responsibility for grades one, two, and three with assistance and of having the special teacher responsible for grades four, five, and six—is characterized by some interesting trends. It is becoming more common to have the classroom teacher assume the entire responsibility for the primary level and to have the special teacher spend practically all of his time with grades four, five, and six. The most prominent factor influencing this trend is a better program of inservice education.

In the fourth plan, that of having the special teacher responsible for the teaching in all grades one through six, there is a decided trend to continue with this procedure. The major factors suggested as influencing this trend are lack of interest of the classroom teacher, poor teaching on the part of the classroom teacher, and insufficient preparation of the classroom teacher. It is extremely important to mention that although the special teacher has the responsibility for almost all direct teaching under this plan, the classroom teacher may play an important part by assisting the special teacher. She may assist him by informing him about the traits and
characteristics of the children, by interpreting objectives, and by assisting with problems of control and discipline.

The fifth plan is the one in which the classroom teacher is responsible for teaching without any type of assistance. The trend seems to be toward the retention of this plan. This does not mean that this plan is entirely satisfactory because the main reason for the trend is the lack of funds. In other words, in all probability if funds were available, some sort of assistance might be provided for the classroom teacher. Humphrey also states that a detailed analysis of the various ways of designating teaching responsibilities reveals that in approximately 88.0 percent of the cases the classroom teacher shares the direct teaching responsibility. In the remaining 12.0 percent, the classroom teacher does not share in direct teaching, but she has some indirect responsibility.

One trend which was in evidence in all of the plans involving the classroom teacher and special teacher was that there appeared to be more and more cooperation between the classroom teacher and the specialist.

In view of the fact that both the classroom teacher and the special teacher are so mutually involved, it was strongly recommended that more effort be directed toward developing the cooperative role of the special teacher and the classroom teacher rather than attempting to justify one plan as having a certain degree of merit over the other.
In another study conducted by Humphrey with regard to the current status of teaching responsibility, he found that in approximately 57.0 percent of the forty-four states replying, the classroom teacher had the responsibility for the teaching of physical education. Forty percent of the states had both the classroom teacher and specialist handling the program. In this group, it was indicated that specialists were employed in the larger communities, especially at the primary level. None of the states reported the use of the specialist exclusively.

Humphrey states that there is much argument as to who should teach physical education on the elementary level. Those in favor of placing the responsibility for teaching with the regular classroom teacher generally maintain that

(1) The contact that the classroom teacher has with the child gives this person an outstanding opportunity to understand the child as a growing organism.

(2) The classroom teacher is prepared to guide, uninterrupted, the process of total growth and development.

(3) The transition that the child must make from the family circle to one teacher creates a difficult enough adjustment for him, without having him adjust to more teachers. Of course, this has the most validity in the early elementary grades.
(4) The classroom teacher is in a better position to carry on a child-centered procedure as against the possibility that the specialist may be concerned with subject matter only.

(5) The classroom teacher is in a better position to integrate physical education with the other subject-matter areas of the curriculum because she knows precisely the status of her class in these areas.

Halsey and Porter\textsuperscript{23} state that because the classroom teacher

\textsuperscript{23}Elizabeth Halsey and Lorena Porter, \textit{Physical Education for Children}, p. 98.

works in all subject areas, he can readily coordinate learning in other areas with the physical education program. Halsey and Porter make the following statement:

It is the classroom teacher who knows whether children's work in social studies would benefit from learning the folk dance of Scandinavia or Latin America.

The Sioux City Public School System of Sioux City, Iowa\textsuperscript{24}

\textsuperscript{24}Sioux City Public School System, \textit{Teachers Guide for Physical Education}.

has set up the following objectives for integration of other course work with the physical education class:

\begin{itemize}
  \item \textbf{Health:} Physical Education and Health Education are allied. Such phases as diet, exercise, good grooming, cleanliness, safety, first aid and communicable diseases are a part of a good physical education program as well as the health program.
\end{itemize}
Social Education: One of the most important objectives of a good physical education program is the development of a good social habits and attitudes. Therefore, a good physical education program should include many activities in which boys and girls may learn to know and understand each other.

Language Arts: Young children enjoy the dramatization of rhythmical activities. Certainly the reading interest of a sixth grade boy has been or may be stimulated through the reading of books pertaining to sports and sports' adventures.

Mathematics: Motivating some children to count or to learn percentages is a difficult chore, but asking these same children to find the total of their score or the percentage of success in an activity may quickly increase their interest.

Music: The development of a sense of rhythm in the child is taught in both the physical education and the music programs. The ability of the student to move in response to music or the beat of a drum is an aid to his physical development and musical progress.

Safety Education: Accidents happen during physical play activities. Therefore, it is necessary for the teacher to teach safety education as well as to be aware of the "hazards of play" which exist in every play activity.

Science: Children have a desire to find out about their bodies. Many of the laws of science such as inertia, friction, movement, leverage and fatigue are applied in physical education.

Social Studies: Few experiences give a vivid description of the peoples of foreign countries as do the folk dances and music. Through the physical education program, an appreciation of the music culture and folklore may be developed.

Halsey and Porter also state that the regular teacher has

---

more experience in handling children on the elementary level. Physical education can have more meaning to the children when it is integrated with other subject matter. Many educators feel that the classroom teacher is more alert to see this and, therefore, is the ideal person to teach physical education.

Some physical educators feel that the classroom teacher has a poor preparation for teaching physical education and that she is not interested in satisfying the physical needs of the student. Donnelly did a survey in Connecticut to determine how classroom teachers felt about certain aspects of the elementary physical education program. Of the schools surveyed, none had special teachers of physical education. Study of the data revealed that

(1) An overwhelming majority of these teachers felt that they had a responsibility for the physical education program for their children.

(2) A great majority felt that, even though they wanted the help of a specialist in physical education, they did not want the specialist to teach the children all the time. The teachers wanted to teach them physical education, too!

(3) The vast majority felt that recess or unsupervised play was not enough for children, but the numbers dropped slightly when the question was asked about the daily periods of physical education.

(4) A vast majority felt the need for specialist help on a regular basis and did not want a "consultant" to wait upon an invitation or request.

---

Almost two-thirds of these teachers expressed need for some kind of curriculum guide to carry on their program.

Although this study represents only a sampling of classroom teachers, some generalizations can be made.

According to this study, classroom teachers realize that the children have needs in physical education and are interested in helping to meet these demands. It further indicates that physical educators must concentrate their professional efforts on an examination of ways in which they can learn to work more effectively with the person who has the major responsibility for the total school program of the elementary child.

Vannier and Foster27 state that in many American schools it is becoming the practice for the classroom teacher who may be unprepared in physical education to be under the supervision of a highly trained and experienced teacher. This form of guided in-service training can be of invaluable assistance. Vannier and Foster28 state that together the expert and novice in this specialized field should plan, carry out, and evaluate a physical education program for which each particular grade teacher has responsibility.

27 Mary Helen Vannier and Mildred Foster, Teaching Physical Education in Elementary Schools, pp. 22-23.

28 Ibid., p. 23.
The role of the supervisor should be that of guiding the teachers, and he or she will be most successful if democratic methods of leadership are used. Democratic leadership rests upon the principle that a real leader makes more leaders. As the expert consultant, the supervisor should help all teachers grow in their understanding of the importance of skills in teaching children through physical activities. Vannier and Foster also state that the supervisor should visit each classroom teacher periodically to observe the effectiveness of both her teaching and program—their strengths and weaknesses—and, acting in the role of a co-worker, should aid the teacher to improve in those areas in which assistance is needed.

Ibid.

Humphrey states that those persons who advocate the use of the specialist believe that

1. There is a limit to the many competencies which the classroom teacher should be expected to acquire.

2. Without the help of the specialist the classroom teacher might be "spread too thin" and thus neglect an important area of the child's total education.

3. While classroom teachers may now be receiving better professional preparation than in the past, at the same time there are many more activities of an extra-class nature—such as collecting for various funds and the like—that add to the burden of the classroom teacher.
(4) The child should have the benefit of teaching from a person especially prepared in the field of physical education.

(5) All classroom teachers are not likely to have an interest in teaching physical education for various personal reasons.

Halsey and Porter state that whether the specialist serves the children through direct teaching, as a consultant to the classroom teacher, or as a coordinator of physical activities in several schools, the physical education specialist draws on his own professional training, experiences, and continuing study. They cite the attributes of the specialist as follows:

1. He is in possession of scientific knowledge concerning the child's growth and developmental needs.

2. The physical education specialist also has a great deal of information about motor skills, information useful to the classroom teacher, to parents, to school administrators, to camp directors and recreation directors.

3. The specialist is familiar with a wealth of material in different forms of physical education.

It is felt by many that a specialized person is needed to teach the children good basic skills and techniques, and to prepare them for physical education activity. Only a person so trained can put the needed emphasis on body mechanics.

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It is apparent that the classroom teacher must be a part of the elementary physical education program because of his constant association with the children throughout the school day. Fischer


states that the good teacher of today is a teacher of children and feels responsible for the all-round development of the child. The special teacher has his place also, in co-ordinating the whole program, teaching the children, planning for and teaching the program to the classroom teacher, and supervising the program.

Uhler33 makes the following statement regarding the work of


the specialist:

When a specialist is available, that person is called a supervisor. The person who visits a school periodically, say once per week, is, in the minds of the classroom teacher, responsible for the physical education program. Many times the teacher considers the period when the specialist visits her class a period for herself. At times the teacher may not even be present during the specialist's visits. Analysis will show that this method is ineffective and inefficient; when it is the accepted practice it results in one good physical education period per week, with little or nothing happening on the other days.
Uhler also states that there are certain principles that a classroom teacher and specialist must follow:

1. The objective of the supervisor is to raise the standard of teaching of the classroom teachers.

2. The best service of the supervisor is through the organization and those methods which give help to the teachers in conducting the physical education program.

3. The supervisor is responsible for the planning of general program content, and for helping the teacher in putting that program across.

4. The supervisor should never be allowed nor expected to act as a relief teacher, freeing the classroom teacher for a rest period.

5. The supervisor should function through demonstrations, teaching, observation, and conferences with the teacher, the relative amount of each function to be determined by the supervisor in terms of the problem of each specific teacher.

Uhler believes that for the supervisor-teacher plan to be effective, the classroom teacher must assume certain responsibilities. The supervisor-teacher plan is workable and efficient. It has been tried and found effective. It is the most economical plan in that it gives the greatest return upon the financial investment the community has made in the supervisor. It is the best plan from the standpoint of educational administration, for it can make the greatest impact upon the problem of the improvement of teaching. Properly organized it becomes the most popular plan, for any teacher quickly realizes how
much help she receives from it.

Faced with mounting costs and increased enrollments, many schools cannot afford a physical education specialist and, therefore, the classroom teacher is given the responsibility for teaching it. However, many are not prepared for this type of work.

Bontz\(^\text{35}\) says that the physical education program under the

\[\text{untrained teacher may consist of two types: it is either highly organized or one of non-interference by the teacher.}\]

Willgoose\(^\text{36}\) in discussing the recess period states that the

\[\text{objectives of a good program in physical education cannot be realized by simply turning children loose on the playground twice a day to "blow off steam."}\]

Bennett\(^\text{37}\) states that an unorganized program can be a

\[\text{frightening experience for the timid and poorly coordinated child.}\]

Children need a variety of skills, and when one is mastered they should move on to another.


\[\text{\textsuperscript{36} Carl E. Willgoose, "Don't Just Turn Them Loose," National Education Association Journal, May, 1959, p. 13.}\]

\[\text{\textsuperscript{37} Bruce L. Bennett, "Recess is not Enough," Childhood Education, April, 1960, pp. 398-402.}\]
The recess period provides an occasion for the use of skills already mastered, but cannot provide a chance for children to learn new skills.

Bucher states that all individuals interested in the advancement of school health and physical education should recognize the importance of good programs of teacher preparation. Many of the problems facing the profession today, such as public misunderstanding and substandard programs at the community level, could be solved if teachers preparing institutions were turning out "top quality" leadership.

It is important that the physical educator have a mastery of certain scientific knowledge and specialized skills.

Bucher makes the following suggestion regarding the special qualifications of the physical educator:

The physical educator should be a graduate of an approved teacher-training institution preparing teachers for physical education.

Bucher also stated that the American Association of Health Physical Education and Recreation makes the following general recommendations for administrators interested in hiring physical education...
personnel:

(1) Select physical education teachers from among the graduates of institutions which offer outstanding professional physical education programs.

(2) Select physical education teachers who display a real enthusiasm for teaching as a life profession.

(3) Select physical education teachers who demonstrated outstanding ability in some field in addition to athletic coaching.

(4) Select physical education teachers who possess a quality with which young people can identify themselves.

(5) Select physical education teachers who are strongly recommended by qualified professional persons in addition to college athletic coaches.

Vannier and Foster indicate that the qualities most desired in a physical educator are as follows:

All good teachers in any field must have technical skills, personality, integrity, and good health. They must have a genuine and sincere feeling for people, in contrast to a feeling for things. They must know how to use desirable methods of democratic leadership, realizing that a good leader is also a follower at times, and that a real leader aids others to develop good leadership traits. A teacher is like a good parent—both want to help children to help themselves to grow into strong, healthy, useful individuals and group members.

\[\text{Vannier and Foster, Teaching Physical Education in Elementary Schools, p. 23.}\]
Chapter III
PROCEDURE

The primary purposes of this study were to determine the personal and professional qualifications of elementary classroom teachers in selected elementary schools; to determine the school policies and practices of elementary physical education; to determine the physical education program content; and to determine the attitudes of classroom teachers as related to their responsibility for the elementary physical education program.

To achieve these purposes, the writer investigated the following areas: the educational background of the classroom teachers selected for the study; the school policies related to elementary physical education; curriculum planning in physical education; the activities that were offered beyond the instructional program in the elementary grades; the methods used in student evaluation; and the classroom teachers’ attitudes toward physical education on the elementary level.

The survey method utilizing the questionnaire technique was employed in conducting the study. This method of securing data is most effective for securing the type of information necessary and various authors have substantiated the use and effectiveness of this technique. Scott states that the general purposes of the survey are to reveal

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current conditions, to point up the acceptability of the status quo, and to show the need for changes.

Good and Scates state that the versatility of the questionnaire and the freshness of its returns render it an indispensable instrument for securing current information.

In preparing the first draft of the questionnaire the writer investigated previous survey studies and consulted with his advisor. After making the suggested corrections, the writer submitted the questionnaire to eight elementary classroom teachers and two physical education specialists for their criticisms, deletions, and recommendations. Those cooperating as a test panel were the following: four elementary classroom teachers from Hillcrest Elementary School, Brookings, South Dakota; four elementary classroom teachers from Brookings Central Elementary School, Brookings, South Dakota; and two elementary physical education specialists in the Brookings Public Schools, Brookings, South Dakota. The suggestions and corrections of these people were used in formulating the final draft of the questionnaire which appears in Appendix A.

Questionnaires were sent to three hundred seventy elementary classroom teachers in thirty-seven selected elementary schools in South Dakota, North Dakota, Minnesota, Illinois, and Nebraska. The number of schools selected in each state appears in Appendix B.
In order to insure a higher percentage of returns, the writer selected individuals to submit the questionnaires to elementary classroom teachers in the school system in which they were employed. The individuals selected to submit the questionnaires were known personally by either the writer and his advisors or were former graduate students at South Dakota State University.

The writer's letter of transmittal (Appendix C) and a letter of sponsorship (Appendix D) from Professor Stanley J. Marshall, Director of Physical Education and Athletics at South Dakota State University, were prepared. The two letters and the questionnaires were mailed on April 7, 1966, to individuals in selected school systems who in turn would submit the questionnaires to the elementary classroom teachers within their school systems. On April 20, 1966, a follow-up letter (Appendix E) was mailed to all individuals who had not returned the questionnaires in an effort to secure a greater return.

**Summary of Returns**

Of the three hundred seventy questionnaires sent out, three hundred four, or 82.0 percent, were completed and returned by the elementary school classroom teachers.

Thirty-five, or 94.0 percent, of the thirty-seven schools selected cooperated in the study.
Tabulation of Data

The data collected were arranged in tables to clearly indicate the over-all picture of the programs of elementary physical education in a five-state area. The data obtained in the study of elementary physical education is presented in four parts: (1) the personal and professional qualifications of the classroom teacher; (2) the policies and practices used in conducting the program; (3) the physical education program content; (4) and the attitudes of the classroom teachers in regard to their responsibilities for elementary physical education. The completed tables appear in Chapter IV.
Chapter IV

ANALYSIS OF DATA

Introduction

Chapter IV presents an analysis of the data obtained by use of the questionnaire. The chapter is divided into five parts: (1) the response to the survey; (2) the personal and professional qualifications of the classroom teacher in physical education; (3) the present policies and practices used in conducting physical education programs; (4) the content of the physical education program; and (5) the attitude of the classroom teacher in regard to his responsibility for elementary physical education. The information received from thirty-five schools in a five-state area has been summarized through discussion and by the use of tables. Some teachers failed to respond to all parts of the questionnaire; therefore, the writer has indicated the specific number of responses being studied when considering the questions. The maximum number of complete responses for any question was three hundred four. The tables used in the analysis and interpretation of the data are found in the text of this chapter.

RESPONSE TO THE SURVEY

Three hundred seventy questionnaires were sent out and three hundred four, or 82.0 percent, were returned. Of the total number of questionnaires sent out, South Dakota had the highest percentage of returns.
Table I shows the total number and percentage of questionnaires that were sent out and returned.

Table I
Total Number and Percentage of Teachers Responding in the Survey

<table>
<thead>
<tr>
<th>States</th>
<th>Total Number of Questionnaires Sent Out</th>
<th>Total Number of Questionnaires Returned</th>
<th>Percentages of Questionnaires Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>So. Dak.</td>
<td>110</td>
<td>103</td>
<td>94.0</td>
</tr>
<tr>
<td>No. Dak.</td>
<td>60</td>
<td>50</td>
<td>83.0</td>
</tr>
<tr>
<td>Minn.</td>
<td>110</td>
<td>94</td>
<td>85.0</td>
</tr>
<tr>
<td>Ill.</td>
<td>80</td>
<td>53</td>
<td>66.0</td>
</tr>
<tr>
<td>Neb.</td>
<td>10</td>
<td>9</td>
<td>90.0</td>
</tr>
<tr>
<td>Total</td>
<td>370</td>
<td>304</td>
<td>82.0</td>
</tr>
</tbody>
</table>

Of the schools selected in a five-state area, there was a 100.0 percent return from four states and a 75.0 percent return from one state.

The total number and percentage of returns from the schools selected for the survey appear in Table II.
Table II
Total Number and Percentage of Schools Responding in the Survey

<table>
<thead>
<tr>
<th>States</th>
<th>Total Number of Schools Selected</th>
<th>Total Number of Schools Responding</th>
<th>Percentage of Selected Schools Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>So. Dab.</td>
<td>11</td>
<td>11</td>
<td>100.0</td>
</tr>
<tr>
<td>No. Dab.</td>
<td>6</td>
<td>6</td>
<td>100.0</td>
</tr>
<tr>
<td>Minn.</td>
<td>11</td>
<td>11</td>
<td>100.0</td>
</tr>
<tr>
<td>Ill.</td>
<td>8</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>Neb.</td>
<td>1</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>35</td>
<td>94.0</td>
</tr>
</tbody>
</table>

PERSONAL AND PROFESSIONAL QUALIFICATIONS

Of the teachers responding to the questionnaires, one hundred seven were in the age bracket of twenty to thirty; ninety-nine, in the age bracket of thirty-one to fifty; and seventy-four, over fifty-one years of age.

Table III gives the total number of teachers responding and their age brackets.
Table III

Total Number of Teachers and Age Brackets

<table>
<thead>
<tr>
<th>States</th>
<th>20-25</th>
<th>26-30</th>
<th>31-35</th>
<th>36-40</th>
<th>41-45</th>
<th>46-50</th>
<th>51 or over</th>
</tr>
</thead>
<tbody>
<tr>
<td>So. Dak.</td>
<td>13</td>
<td>20</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>No. Dak.</td>
<td>8</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Minn.</td>
<td>20</td>
<td>22</td>
<td>11</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Ill.</td>
<td>9</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Neb.</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>54</td>
<td>24</td>
<td>13</td>
<td>28</td>
<td>34</td>
<td>74</td>
</tr>
</tbody>
</table>

Of two hundred eighteen teachers reporting, one hundred eighty-three, or 83.5 percent, were female; and thirty-five, or 16.5 percent, male.

The total number of men and women teaching on the elementary level in the schools studied is found in Table IV.
Table IV
Total Number of Men and Women Teaching on the Elementary Level

<table>
<thead>
<tr>
<th>Sex</th>
<th>So. Dak.</th>
<th>No. Dak.</th>
<th>Minn.</th>
<th>Ill.</th>
<th>Neb.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>1</td>
<td>14</td>
<td>12</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Female</td>
<td>83</td>
<td>46</td>
<td>73</td>
<td>33</td>
<td>8</td>
<td>183</td>
</tr>
</tbody>
</table>

Of the teachers responding to the questionnaire, sixty-five had fewer than five years of teaching experience; sixty-six, between five and ten; fifty-four, between eleven and fifteen; thirty-four, between sixteen and twenty; twenty-seven, between twenty-one and twenty-five; and thirty-nine, over twenty-five years of teaching experience.

Table V shows the total number of years of teaching experience reported by the teachers.
### Table V

**Total Number of Years of Teaching Experience**

<table>
<thead>
<tr>
<th>States</th>
<th>Less Than 5 Years</th>
<th>5-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>Over 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>So. Dak.</td>
<td>15</td>
<td>25</td>
<td>16</td>
<td>14</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>No. Dak.</td>
<td>10</td>
<td>8</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Minn.</td>
<td>24</td>
<td>20</td>
<td>22</td>
<td>7</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Ill.</td>
<td>13</td>
<td>11</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Neb.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>66</td>
<td>54</td>
<td>34</td>
<td>27</td>
<td>39</td>
</tr>
</tbody>
</table>

No effort was made to select the same number of teachers from each grade level; however, the minimum number of replies was thirty-four and the maximum number was forty-six for any grade level.

Table VI presents the total number of teachers and the grade levels at which they were teaching.
Table VI

Total Number of Teachers and Grade Levels of Teaching

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>So. Dak.</th>
<th>No. Dak.</th>
<th>Minn.</th>
<th>Ill.</th>
<th>Neb.</th>
<th>Total No. Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>11</td>
<td></td>
<td>11</td>
<td>6</td>
<td>2</td>
<td>34</td>
</tr>
<tr>
<td>2nd</td>
<td>15</td>
<td>8</td>
<td>12</td>
<td>4</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>3rd</td>
<td>13</td>
<td>6</td>
<td>13</td>
<td>6</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>4th</td>
<td>14</td>
<td>8</td>
<td>12</td>
<td>9</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>5th</td>
<td>12</td>
<td>6</td>
<td>9</td>
<td>18</td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td>6th</td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>14</td>
<td></td>
<td>46</td>
</tr>
</tbody>
</table>

Of the teachers reporting, one hundred fifty-six had their major area of study in elementary education. Nineteen were in general education; ten, in social studies; and six, in physical education.

The major areas of study of the teachers surveyed are shown in Table VII.
Table VII

Major Areas of Study of Respondents

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>29</td>
<td>26</td>
<td>75</td>
<td>15</td>
<td>11</td>
<td>156</td>
</tr>
<tr>
<td>General Education</td>
<td>10</td>
<td></td>
<td>1</td>
<td>8</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td>1</td>
<td>5</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Of the teachers selected for the study, one hundred twenty-one indicated that they had earned Bachelor of Science degrees; forty, Bachelor of Arts degrees; seven, Bachelor of Education degrees; three, Master of Science degrees; two, Master of Education degrees; and seventy-seven, two-year certificates.

Table VIII shows the types of degrees held by the teachers surveyed.
Table VIII
Total Number and Types of Degree Held
by the Respondents

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science</td>
<td>13</td>
<td>24</td>
<td>61</td>
<td>20</td>
<td>3</td>
<td>121</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>10</td>
<td>3</td>
<td>9</td>
<td>15</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>2</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Masters of Science</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Master of Education</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Two Year Certificate</td>
<td>35</td>
<td>20</td>
<td>12</td>
<td>9</td>
<td>1</td>
<td>77</td>
</tr>
</tbody>
</table>

Of three hundred four teachers reporting, nine teachers had majors in physical education; thirteen had minors in physical education; and two hundred and thirty-eight had less than a minor in this field.

The total number of responses and the extent of each teacher's training in physical education are presented in Table IX.
Table IX

<table>
<thead>
<tr>
<th>Type of Background</th>
<th>So. Dak</th>
<th>Mo. Dak</th>
<th>Minn</th>
<th>Ill</th>
<th>Neb</th>
<th>Total No. Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major in Physical Education</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor in Physical Education</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Less Than a Minor in Physical Education</td>
<td>75</td>
<td>41</td>
<td>72</td>
<td>43</td>
<td>7</td>
<td>238</td>
</tr>
</tbody>
</table>

The responses indicated that twenty-three teachers had participated in physical education clinics within the last two years; fifteen had attended workshops in physical education within the last two years; only two had attended seminars in physical education within the last two years, and twenty-two had attended the physical education sectional meetings of their state education association convention. Four attended the district convention of the American Association for Health, Physical Education, and Recreation and two had attended the National conventions of this association within the last two years.

Table X shows the total number of teachers that have participated in physical education clinics, seminars, workshops, and conventions during the past two years.
Table X

Number of Teachers and Extent of Participation in
Professional Activities in Physical Education

<table>
<thead>
<tr>
<th>Types of Professional Activities</th>
<th>So. Dak.</th>
<th>No. Dak.</th>
<th>Minn.</th>
<th>Ill.</th>
<th>Neb.</th>
<th>Total No. Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinics in Physical Education</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>9</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Workshops in Physical Education</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Seminars in Physical Education</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>State Education Association Meetings</td>
<td>14</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>District AAHPER Conventions</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>National AAHPER Conventions</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

PRACTICES AND POLICIES

Of two hundred sixty-seven teachers reporting, twenty-two, or 8.3 percent, indicated that they had an in-service training program in physical education conducted by their schools. Two hundred forty-five, or 91.7 percent, indicated that no programs of in-service training were offered in their school systems.
Of the teachers indicating that they had had in-service programs, pre-school workshops and before-school conferences held in the morning were the two times most frequently used for in-service training in their schools.

The total number and the percentage of schools that did or did not have in-service training in elementary physical education for their teachers are given in Table XI.

Table XI

Number and Percentage of Schools That Did or Did not Have In-service Programs in Physical Education

<table>
<thead>
<tr>
<th>States</th>
<th>Schools Having In-service Programs in Physical Ed.</th>
<th>Schools not Having In-service Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Responses</td>
<td>Percent</td>
</tr>
<tr>
<td>So. Dak.</td>
<td>15</td>
<td>16.1</td>
</tr>
<tr>
<td>No. Dak.</td>
<td>45</td>
<td>100.0</td>
</tr>
<tr>
<td>Minn.</td>
<td>7</td>
<td>8.4</td>
</tr>
<tr>
<td>Ill.</td>
<td>46</td>
<td>100.0</td>
</tr>
<tr>
<td>Neb.</td>
<td>8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>6.8</td>
</tr>
</tbody>
</table>

Of two hundred thirteen responses, sixty-five, or 30.5 percent, indicated that persons other than the specialist assisted in planning the elementary physical education program. One hundred
forty-eight, or 69.5 percent, indicated that only the specialist assisted the teachers in planning their programs.

The data revealed that the directors or program instruction, principals, and other classroom teachers were of greatest assistance in planning the elementary physical education programs.

Table XII shows the total number of individuals, other than the specialist, who assisted in planning the elementary physical education program.

Table XII

Number of Persons Other than Specialists Assisting in Program Planning

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Classroom Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>14</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Director of Instruction</td>
<td>17</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Health Teacher</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

One hundred sixty-four, or 55.4 percent of the two hundred ninety-six teachers replying stated that they were responsible for teaching physical education to their students. One hundred thirty-two,
or 44.5 percent, indicated that they did not teach the physical education to their own students.

Table XIII gives the number of classroom teachers who were or were not assigned the teaching or physical education.

Table XIII
Number and Percentage of Teachers Responsible and not Responsible for Teaching Physical Education to Their Students

<table>
<thead>
<tr>
<th>States</th>
<th>Number Responsible for Teaching Physical Education</th>
<th>Number Not Responsible for Teaching Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Responses</td>
<td>Percent</td>
</tr>
<tr>
<td>So. Dak.</td>
<td>34</td>
<td>33.6</td>
</tr>
<tr>
<td>No. Dak.</td>
<td>13</td>
<td>27.0</td>
</tr>
<tr>
<td>Minn.</td>
<td>83</td>
<td>91.2</td>
</tr>
<tr>
<td>Ill.</td>
<td>29</td>
<td>59.1</td>
</tr>
<tr>
<td>Neb.</td>
<td>5</td>
<td>71.4</td>
</tr>
<tr>
<td>Total</td>
<td>164</td>
<td>55.4</td>
</tr>
</tbody>
</table>

Two hundred thirteen teachers reported that their school had a specialist in physical education. One hundred fifty-six, or 78.7 percent, indicated that the specialist taught physical education a definite number of times per week. Forty-two, or 21.3 percent,
indicated that the specialist did not teach their classes at a regular scheduled time.

Table XIV shows the total number and percentage of schools that did or did not have specialists.

Table XIV

Number and Percentage of Schools That Did or Did not Have Specialists

<table>
<thead>
<tr>
<th>States</th>
<th>Do Have Specialists</th>
<th>Do Not Have Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Responses</td>
<td>Percent</td>
</tr>
<tr>
<td>So. Dak.</td>
<td>84</td>
<td>87.5</td>
</tr>
<tr>
<td>No. Dak.</td>
<td>12</td>
<td>25.5</td>
</tr>
<tr>
<td>Minn.</td>
<td>89</td>
<td>90.8</td>
</tr>
<tr>
<td>Ill.</td>
<td>28</td>
<td>70.0</td>
</tr>
<tr>
<td>Neb.</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td>Total</td>
<td>213</td>
<td>73.4</td>
</tr>
</tbody>
</table>

Of the teachers reporting that the specialist taught physical education in the elementary schools, fifty-four indicated that the specialists met with the students once per week; sixty met twice; twenty-two met three times per week; three indicated four times per week, and six indicated five times per week.
The number of times per week that the specialist taught physical education in the elementary schools appears in Table XV.

Table XV

Total Number of Times Specialists Taught

Physical Education per Week

<table>
<thead>
<tr>
<th>States</th>
<th>Number of Times per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>So. Dak.</td>
<td>14</td>
</tr>
<tr>
<td>No. Dak.</td>
<td>33</td>
</tr>
<tr>
<td>Minn.</td>
<td>7</td>
</tr>
<tr>
<td>Ill.</td>
<td>54</td>
</tr>
</tbody>
</table>

The teachers reported that one hundred eighty-six, or 85.7 percent, of the specialists were elementary physical education instructors. Five specialists were high school physical education instructors, and five were high school coaches.

Of sixty-eight teachers reporting, sixty-two, or 91.2 percent, met with the specialist as needed for individual instruction or discussion of the physical education program. Five teachers, or 7.36 percent, indicated that they met weekly with the specialist for
individual instruction. One, or 1.44 percent, indicated that she met
with the specialist once every two weeks for individual instruction
and for discussion of the physical education course of study.

Of the two hundred one teachers reporting, ninety-one, or
45.3 percent, stated that the specialist had other responsibilities
besides that of being the elementary specialist in physical education.
One hundred ten, or 54.7 percent, stated that the specialist's re-
 sponsibilities were only to the physical education program.

The total number of specialists who did have or did not have
responsibilities in addition to those of being the specialist in
physical education is given in Table XVI.

Table XVI
Number of Specialists Who Did or Did not Have
Responsibilities Other than Physical Education Teaching

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number Having Other Responsibilities</td>
<td>14</td>
<td>8</td>
<td>26</td>
<td>15</td>
<td>1</td>
<td>91</td>
</tr>
<tr>
<td>Total Number Not Having Other Responsibilities</td>
<td>36</td>
<td>7</td>
<td>54</td>
<td>13</td>
<td>0</td>
<td>110</td>
</tr>
</tbody>
</table>

Among the teachers indicating that the specialists had other
duties, forty-three stated that they coached boys' sports; ten coached
girls' sports; ten had intramural responsibilities on the high school level; eleven had G. A. A. or girls' intramural sports; six had health instruction responsibilities; nine had supervisory duties; and six had school administrative responsibilities.

Table XVII shows the total number of specialists who had responsibilities in addition to those related to elementary physical education and the nature of these duties.

Table XVII
Total Number of Specialists Who Had Added Duties and Types of Duties

<table>
<thead>
<tr>
<th>Types of Added Duties</th>
<th>Number Having Added Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching Boys' Sports</td>
<td>19</td>
</tr>
<tr>
<td>Coaching Girls' Sports</td>
<td>2</td>
</tr>
<tr>
<td>Intramurals for High School Boys</td>
<td>6</td>
</tr>
<tr>
<td>G. A. A. or Girls' Intramural</td>
<td>5</td>
</tr>
<tr>
<td>Health Instruction</td>
<td>4</td>
</tr>
<tr>
<td>Supervisional Duties</td>
<td>4</td>
</tr>
<tr>
<td>School Administration</td>
<td>5</td>
</tr>
</tbody>
</table>
Of two hundred thirty-five teachers responding, seventy-three, or 31.1 percent, indicated that they gave tests to their students to determine performance levels. One hundred sixty-two, or 68.9 percent, stated that they gave no tests of this type.

Of one hundred ninety-one teachers reporting, twenty-one, or 11.0 percent, stated that they administered the Kraus-Weber Test of Physical Fitness to their students, and one hundred seventy, or 89.0 percent, did not use this test.

Thirty-three, or 17.1 percent of the one hundred ninety-three teachers responding, indicated that they gave the AAMPER Physical Fitness Test to their students. Sixteen, or 82.9 percent, did not use this test in their classes.

The responses of one hundred eighty-four teachers indicated that forty-five, or 24.4 percent, gave skills test in specific activities to determine the performance levels of their students. One hundred thirty-nine, or 75.6 percent, gave no skills tests.

Of one hundred ninety-one teachers reporting, nine, or 4.6 percent, stated that they gave written knowledge tests over the activities taught in their classes. One hundred eighty-two, or 95.4 percent, used no written tests.

Fifty-six, or 31.6 percent of one hundred and seventy-seven teachers reporting, used subjective evaluation in determining performance levels of their students. One hundred twenty-one, or 68.4 percent, stated that they used no subjective method of evaluation.
Table XVIII shows the number of teachers that used or did not use suggested methods of evaluation.

**Table XVIII**
**Number of Teachers Who Did or Did not Use Suggested Methods of Evaluation**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yes-no</td>
<td>yes-no</td>
<td>yes-no</td>
<td>yes-no</td>
<td>yes-no</td>
<td>yes-no</td>
</tr>
<tr>
<td>Test for Performance Level</td>
<td>20-47</td>
<td>3-35</td>
<td>32-48</td>
<td>15-25</td>
<td>3-7</td>
<td>73-162</td>
</tr>
<tr>
<td>Kraus-Weber Test</td>
<td>2-58</td>
<td>33</td>
<td>14-44</td>
<td>5-28</td>
<td>7</td>
<td>21-170</td>
</tr>
<tr>
<td>AAHPER Fitness Test</td>
<td>13-47</td>
<td>12-31</td>
<td>12-50</td>
<td>6-25</td>
<td>6</td>
<td>33-160</td>
</tr>
<tr>
<td>Skills Tests</td>
<td>16-47</td>
<td>3-31</td>
<td>20-33</td>
<td>10-22</td>
<td>6</td>
<td>45-139</td>
</tr>
<tr>
<td>Written Tests</td>
<td>3-58</td>
<td>2-32</td>
<td>57-3</td>
<td>3-29</td>
<td>6</td>
<td>9-182</td>
</tr>
<tr>
<td>Subjective Evaluation</td>
<td>18-41</td>
<td>5-19</td>
<td>28-4</td>
<td>4-28</td>
<td>5</td>
<td>56-121</td>
</tr>
</tbody>
</table>

Grades were given in elementary physical education by one hundred fifty-two, or 56.7 percent of two hundred sixty-eight teachers reporting. One hundred sixteen, or 43.3 percent, indicated that no grades were given in physical education in their schools.
Table XIX shows the types of grades given and the number of teachers using each type.

Table XIX
Types of Grades Given and the Number of Teachers Using Each Type

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabetical</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>9</td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>Numerical</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Satisfactory or</td>
<td>16</td>
<td></td>
<td>55</td>
<td>24</td>
<td></td>
<td>95</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Rank Number</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Credit or No Credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass or Fail</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Seventy-five, or 37.2 percent of the two hundred and two teachers responding, stated that physical education was correlated with social studies, language arts, music, art, health instruction, mathematics and science. One hundred twenty-seven, or 62.8 percent, indicated that they did not try to correlate physical education with any
other class subjects.

Physical education activities were correlated with other subjects in several ways. Some of the most common methods employed were these:

1. Social Studies--games and dances of countries being studied.
2. Language Arts--game description and stories on sportsmanship.
4. Art--making posters--numbers for runners, etc.
5. Health Instruction--importance of showers and bathing, values of exercise as related to growth and development.
7. Science--no statements given.

The data indicated that health instruction and music were the two subjects most frequently correlated with physical education in the classroom.

Table XX shows the number of teachers correlating physical education with each subject.
Table XX

Number of Teachers Correlating Physical Education with Other Subjects

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Language Arts</td>
<td>1</td>
<td></td>
<td>5</td>
<td>2</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Music</td>
<td>13</td>
<td>2</td>
<td>20</td>
<td>8</td>
<td>2</td>
<td>45</td>
</tr>
<tr>
<td>Art</td>
<td>9</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Health</td>
<td>17</td>
<td>5</td>
<td>18</td>
<td>10</td>
<td>1</td>
<td>51</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Forty-eight, or 24.0 percent of the two hundred teachers reporting, indicated that boys and girls met separately for physical education. One hundred fifty-two, or 76.0 percent, indicated that boys and girls did participate in some coeducational activities. The data revealed that rhythms, and volleyball were the two activities most often taught in coeducational classes. Seventy-three, or 93.5 percent, stated that the separation of boys and girls for physical education occurred above the third grade level.
One hundred thirty-three, or 59.9 percent of the teachers, indicated the use of a course of study in physical education. Eighty-nine, or 40.1 percent, indicated that they had no course of study to follow in their physical education program.

Seventy-nine, or 53.7 percent of the one hundred forty-seven teachers reporting, indicated that they used a school course of study; sixty-four, or 43.5 percent, indicated they had no course of study. Four, or 2.8 percent, indicated that they used their own personal course of study in physical education. One hundred thirty-four, or 99.3 percent, indicated that they used the course of study as a guide. Only one teacher, or .7 percent, followed the guide in detail.

Of two hundred sixty-nine teachers reporting, thirty-four indicated that their classes in physical education met once per week; eighty-eight met twice per week; twenty met three times per week; eleven met four times per week; and one hundred sixteen met five times per week for physical education.

Table XXI presents the number and frequency of physical education classes per week.
Table XXI

Number of Physical Education

Class Periods per Week

<table>
<thead>
<tr>
<th>States</th>
<th>Number of Class Periods per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>So. Dak.</td>
<td>15</td>
</tr>
<tr>
<td>No. Dak.</td>
<td>2</td>
</tr>
<tr>
<td>Minn.</td>
<td></td>
</tr>
<tr>
<td>Ill.</td>
<td>16</td>
</tr>
<tr>
<td>Neb.</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
</tr>
</tbody>
</table>

Thirty-three teachers out of two hundred thirty-three indicated that their students had a total of thirty minutes of physical education per week; sixty-three had sixty minutes; twenty-seven had ninety minutes; eighteen had one hundred twenty minutes; and ninety-five had one hundred fifty minutes per week.

Table XXII is the total number of minutes that students had physical education per week.
Eighty-eight, or 64.0 percent of the two hundred ninety-four teachers reporting, indicated that besides having organized physical education classes their students had supervised play periods. One hundred six, or 36.0 percent, indicated that their students did not have supervised play periods.

Of three hundred four teachers reporting, two hundred forty-three, or 79.9 percent, indicated that the gymnasium was used for physical education instruction and two hundred forty-four, or 30.0 percent stated that they used the playground. Fifty-nine, or 16.1 percent of the teachers, indicated that the classroom was also used as an area for physical education instruction, and twenty-three reported that an
all-purpose room was used.

The total number of facilities that were used for physical education on the elementary level appears in Table XXIII.

Table XXIII
Types of Facilities Used and the Number of Schools Using Each Type

<table>
<thead>
<tr>
<th>State</th>
<th>Gymnasiums</th>
<th>All-Purpose Rooms</th>
<th>Classrooms</th>
<th>Outdoor Play Areas</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>So. Dak.</td>
<td>81</td>
<td>6</td>
<td>15</td>
<td>73</td>
<td>1</td>
</tr>
<tr>
<td>No. Dak.</td>
<td>16</td>
<td>7</td>
<td>13</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Minn.</td>
<td>91</td>
<td>6</td>
<td>9</td>
<td>88</td>
<td>1</td>
</tr>
<tr>
<td>Ill.</td>
<td>38</td>
<td>2</td>
<td>15</td>
<td>49</td>
<td>2</td>
</tr>
<tr>
<td>Neb.</td>
<td>8</td>
<td>2</td>
<td>7</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>234</td>
<td>23</td>
<td>59</td>
<td>244</td>
<td>4</td>
</tr>
</tbody>
</table>

One hundred eighty-six, or 64.3 percent of two hundred eighty-nine teachers responding, reported that their students had periodic health examinations. One hundred three, or 35.7 percent, gave no periodic health examinations. Sixty-nine stated that health examinations were given upon entry into school. Eighteen stated that no regular time was designated for giving health examinations, and forty-nine teachers gave health examinations annually.
Table XXIV shows the total number of teachers indicating that health examinations were given and the frequency of examinations.

Table XXIV

Number Indicating Health Examinations

and When They Were Given

<table>
<thead>
<tr>
<th>State</th>
<th>Annually</th>
<th>Upon Entry into School</th>
<th>No Regular Time</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>So. Dak.</td>
<td>21</td>
<td>6</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>No. Dak.</td>
<td>2</td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Minn.</td>
<td>16</td>
<td>3</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Ill.</td>
<td>5</td>
<td></td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Neb.</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>9</td>
<td>66</td>
<td>2</td>
</tr>
</tbody>
</table>

PROGRAM CONTENT

Of the activities that were offered on the elementary level, basketball, softball, touch football, track and field, and gymnastics were the activities in which students participated most frequently. Baseball, wrestling, tackle football, weight training, and swimming were the least popular.

Table XXV shows the activities that were taught on the elementary level and the number of schools offering them.
Table XXV

Number of Activities and Number of Schools Offering Them

<table>
<thead>
<tr>
<th>Activities</th>
<th>So. Dak</th>
<th>No. Dak</th>
<th>Minn.</th>
<th>Ill.</th>
<th>Neb.</th>
<th>Total No. Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch Football</td>
<td>21</td>
<td>3</td>
<td>43</td>
<td>18</td>
<td>2</td>
<td>87</td>
</tr>
<tr>
<td>Tackle Football</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>12</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Wrestling</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Basketball</td>
<td>44</td>
<td>18</td>
<td>64</td>
<td>31</td>
<td>1</td>
<td>158</td>
</tr>
<tr>
<td>Swimming</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Weight Training</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>29</td>
<td>1</td>
<td>38</td>
<td>14</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>Track and Field</td>
<td>34</td>
<td>7</td>
<td>39</td>
<td>26</td>
<td>106</td>
<td>106</td>
</tr>
<tr>
<td>Softball</td>
<td>51</td>
<td>7</td>
<td>72</td>
<td>33</td>
<td>7</td>
<td>170</td>
</tr>
<tr>
<td>Baseball</td>
<td>8</td>
<td>1</td>
<td>31</td>
<td>4</td>
<td>1</td>
<td>45</td>
</tr>
</tbody>
</table>

Of the recommended activities offered on the elementary level, practice of fundamental skills, games of lower organization, relays, folk dances, lead-up games, calisthenics, and stunts and tumbling were the activities that schools offered most frequently. Twenty-six schools provided corrective or adaptive activities.

Table XXVI shows the number of schools offering the activities that were recommended for the elementary program.
Table XXVI

The Activities Offered in the Elementary Program

<table>
<thead>
<tr>
<th>Recommended Activities</th>
<th>So. Dak</th>
<th>No. Dak</th>
<th>Minn.</th>
<th>Ill.</th>
<th>Neb.</th>
<th>Total No. Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative</td>
<td>13</td>
<td>3</td>
<td>24</td>
<td>2</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>Folk</td>
<td>33</td>
<td>7</td>
<td>56</td>
<td>11</td>
<td>3</td>
<td>110</td>
</tr>
<tr>
<td>Square</td>
<td>22</td>
<td>7</td>
<td>55</td>
<td>14</td>
<td>7</td>
<td>105</td>
</tr>
<tr>
<td>Social</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Relays</td>
<td>54</td>
<td>10</td>
<td>75</td>
<td>36</td>
<td>5</td>
<td>180</td>
</tr>
<tr>
<td>Games of Lower Organization</td>
<td>53</td>
<td>10</td>
<td>80</td>
<td>41</td>
<td>6</td>
<td>190</td>
</tr>
<tr>
<td>Lead-up Games</td>
<td>29</td>
<td>4</td>
<td>83</td>
<td>26</td>
<td></td>
<td>142</td>
</tr>
<tr>
<td>Track and Field</td>
<td>35</td>
<td>2</td>
<td>56</td>
<td>19</td>
<td>1</td>
<td>91</td>
</tr>
<tr>
<td>Stunts and Tumbling</td>
<td>31</td>
<td>2</td>
<td>67</td>
<td>32</td>
<td>2</td>
<td>134</td>
</tr>
<tr>
<td>Work on Apparatus</td>
<td>14</td>
<td>1</td>
<td>46</td>
<td>10</td>
<td>1</td>
<td>72</td>
</tr>
<tr>
<td>Calisthenics</td>
<td>45</td>
<td>7</td>
<td>83</td>
<td>34</td>
<td>5</td>
<td>174</td>
</tr>
<tr>
<td>Corrective or Adaptive Physical Education</td>
<td>9</td>
<td>1</td>
<td>16</td>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>Nature and Outdoor Activities</td>
<td>16</td>
<td>3</td>
<td>22</td>
<td>4</td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td>Practice of Fundamental Skills</td>
<td>48</td>
<td>7</td>
<td>79</td>
<td>32</td>
<td>8</td>
<td>174</td>
</tr>
</tbody>
</table>
Of two hundred seventy-two responses, eighty-three, or 30.5 percent of the teachers, indicated that their students participated in organized intramural programs. One hundred eighty-nine, or 69.5 percent, of the teachers indicated that they did not conduct organized intramural programs in their schools.

The data revealed that basketball, touch football, and softball were the most popular activities in the boys' intramural programs. Track and wrestling were also part of the intramural program; however, these activities were less popular.

Volleyball, softball, and basketball were the most popular intramural activities for the girls. There appeared to be little interest in track and field for girls.

Seventy-one, or 78.8 percent of the ninety teachers reporting, stated that intramural participants were classified according to grade level. Nineteen, or 21.2 percent, indicated that physical education classes, age-weight-height, and skills were used as a basis for intramural team organization.

Table XXVII shows the basis for classification of students for teams in the schools surveyed.
Table XXVII

Basis for Classification of Students for Intramural Activities

<table>
<thead>
<tr>
<th>State</th>
<th>Grade</th>
<th>Physical Ed. Classes</th>
<th>Age-Height</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>So. Dak.</td>
<td>22</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>N. Dak.</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minn.</td>
<td>27</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Ill.</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Neb.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>3</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

Of one hundred forty-three teachers reporting, only twenty-one, or 14.6 percent, indicated that they were involved in the intramural program. One hundred twenty-two, or 85.4 percent, did not assist with the intramural activities.

Of one hundred thirty-three responses, sixty-eight, or 51.1 percent, indicated that recognition was given to the members of the winning teams in the intramural program. Sixty-five, or 48.5 percent, gave no recognition to the winning teams in intramurals.

Table XXVIII presents the number giving recognition and the types of recognition given to winning teams in the intramural program.
Table XXVIII

Number and Types of Recognition Given to Winning Teams in Intramurals

<table>
<thead>
<tr>
<th>States</th>
<th>Team Trophies</th>
<th>Recognition in Local Papers</th>
<th>Ribbons to Winning Teams</th>
<th>Pennants to Winning Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>So. Dak.</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>No. Dak.</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minn.</td>
<td>14</td>
<td>19</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Ill.</td>
<td>4</td>
<td>10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Neb.</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>35</td>
<td>24</td>
<td>2</td>
</tr>
</tbody>
</table>

Of two hundred thirty-six teachers reporting, one hundred seven, or 45.3 percent of them, indicated that interschool competition was conducted on the elementary level. One hundred twenty-nine, or 54.7 percent, indicated that no interschool competition was included in their elementary programs.

The total number of elementary schools having interschool competition and the grade level at which the program was initiated is shown in Table XXIX.
Table XXIX

Number of Schools Having Interschool Competition
and Level Competition Begun

<table>
<thead>
<tr>
<th>States</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>So. Dak.</td>
<td>1</td>
<td>2</td>
<td>21</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. Dak.</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Minn.</td>
<td>3</td>
<td>7</td>
<td>22</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ill.</td>
<td></td>
<td>7</td>
<td>15</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neb.</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>18</td>
<td>60</td>
<td>44</td>
</tr>
</tbody>
</table>

Of the schools offering interschool competition on the elementary level; basketball, track and field, and football were the activities offered in competition most frequently.

Table XXX shows the activities and the number of schools offering them a interschool competition.
Table XXX
Number of Schools and the Activities Offered
in Interschool Competition

<table>
<thead>
<tr>
<th>States</th>
<th>So. Dak.</th>
<th>No. Dak.</th>
<th>Minn.</th>
<th>Ill.</th>
<th>Neb.</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>13</td>
<td>20</td>
<td>10</td>
<td></td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>Basketball</td>
<td>37</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>1</td>
<td>99</td>
</tr>
<tr>
<td>Track and Field</td>
<td>24</td>
<td>9</td>
<td>7</td>
<td>26</td>
<td>1</td>
<td>67</td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td>4</td>
<td>15</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

ATTITUDES OF TEACHERS

One hundred twelve, or 48.3 percent of two hundred thirty-two teachers reporting, indicated that they felt they should have some responsibility for teaching physical education to the children in their classrooms. One hundred twenty, or 51.7 percent, indicated that they did not want this responsibility.

Of two hundred seventy-two teachers reporting, two hundred forty-eight, or 91.2 percent, stated that they believed that they should have help from a specialist in physical education to assist in
preparing their physical education programs; however, twenty-four, or 8.8 percent, indicated that they did not want help from the specialist.

One hundred seventy-four, or 61.7 percent of two hundred eighty-two replies, stated that they thought that the specialist in physical education should teach all of the physical education for their classes. One hundred eight, or 36.3 percent, did not favor this plan.

One hundred thirty-nine, or 71.3 percent of one hundred ninety-five teachers reporting, believed that the specialist should teach the children only part of the time; however, fifty-six, or 28.7 percent, stated that the specialist not take the children for just part of the time.

Of two hundred seven teachers responding, one hundred thirty-eight, or 66.7 percent, thought that the specialist should serve only as a consultant and assist them with their elementary physical education program. Seventy-one, or 33.3 percent, indicated that they did not want the specialist to serve only as a consultant.

The teachers were asked if the specialist should come for his visits only upon the request of the teacher. One hundred forty-seven, or 74.2 percent of one hundred ninety-seven replies, were in favor of this policy. Fifty, or 25.8 percent, believed that the specialist should not wait for an invitation from the teacher.

Of two hundred five teachers reporting, one hundred fifty-eight, or 77.1 percent, indicated that the specialist should have a regular weekly schedule for his visits with the teacher and class. Forty-seven, or 22.9 percent, opposed this plan.
Two hundred forty-five, or 80.6 percent of the replies from three hundred four teachers, indicated that the children needed a daily period of organized physical education. Fifty-nine, or 19.4 percent of the teachers, felt that a daily period was unnecessary.

Forty-seven, or 18.1 percent of two hundred fifty-nine responses, indicated that a daily recess or period of unsupervised play provided sufficient activity for their children; however, two hundred twelve, or 31.9 percent, indicated that a daily period of unsupervised play was insufficient activity.

The teachers surveyed were asked if a curriculum guide in physical education was needed to assist them in carrying out their programs. Two hundred fifty-four, or 92.4 percent of two hundred seventy-five replies, indicated a need for a curriculum guide. Twenty-one, or 7.6 percent, did not think a curriculum guide was necessary.

One hundred thirty-three, or 60.2 percent of two hundred twenty-one teachers reporting, stated that intramurals should definitely be a part of the elementary program. Eighty-eight, or 39.8 percent of the responses, stated that intramurals should not be part of the elementary program.

Of two hundred twenty-eight teachers reporting, one hundred twenty-one, or 53.0 percent, stated that interschool competition should be conducted on the elementary level. One hundred eight, or 47.0 percent, were not in favor of having interschool competition at this level.
Chapter V

CONCLUSIONS, RECOMMENDATIONS, AND SUMMARY

Introduction

The purpose of this study was to determine the personal and professional qualifications of the classroom teachers of physical education and the status of the physical education programs in selected elementary schools. Four areas of the problem were studied: (1) the personal and professional qualifications of the classroom teachers in physical education; (2) the present policies and practices used in conducting the physical education program; (3) the contents of the physical education programs; and (4) the attitudes of the classroom teachers in regard to their responsibilities for elementary physical education.

CONCLUSIONS

1. The high percentage of returns seemed to indicate that the classroom teachers are interested in the elementary physical education program.

2. Approximately one-third of the teachers are between the ages of twenty and thirty and about one-third were fifty-one or over. The remaining one-third are between the ages of thirty-one and fifty.
3. Of the teachers responding to the questionnaire, sixty-five have fewer than five years of teaching experience; sixty-six, between five and ten; fifty-four, between eleven and fifteen; thirty-four, between sixteen and twenty; twenty-seven, between twenty-one and twenty-five; and thirty-nine, over twenty-five years of teaching experience.

4. The data indicated that over two-thirds of the teachers are female.

5. Over two-thirds of the teachers surveyed have earned Bachelor's degrees; however, nearly one-third have only a two-year certificate.

6. Ninety-one percent of the teachers surveyed have less than a minor in physical education.

7. Twenty-two percent of the teachers surveyed are making an attempt to obtain some type of preparation in physical education by attending clinics, workshops, seminars, and conventions in physical education.

8. The data revealed that approximately one-half of the classroom teachers surveyed are responsible for teaching physical education to their own students; however, about two-thirds of the teachers indicated that the school has a physical education specialist.

9. Ninety-one percent of the teachers indicated that their schools do not offer in-service training programs in physical education.
10. Eighty percent of the teachers reported that they believe that the children need a daily period of organized physical education and that a daily recess or a period of unsupervised play is not enough physical activity; however, a little over one-half of the teachers indicated that their physical education classes meet at least three times each week and that their students have over ninety minutes of physical education each week.

11. Sixty-five percent of the teachers indicated that they use "satisfactory" or "unsatisfactory" as the method of grading their students. Thirty percent give letter grades.

12. Thirty-seven percent of the teachers indicated that they try to correlate physical education with other subject matter areas.

13. Seventy-six percent of the teachers indicated that the boys and girls above the third grade level participate in some coeducational activities.

14. Ninety-two percent of the teachers expressed a need for some kind of curriculum guide to carry on their physical education programs; however, 59.9 percent of the teachers use a course of study in physical education. Fifty-three percent indicated that they have a school course of study, and 43.5 percent use their state courses of study for physical education.

15. Ninety-five of the teachers indicated that the gymnasium and outdoor play areas are the primary facilities used for their classes.
16. Sixty-four percent of the teachers indicated that their students have supervised play periods in addition to the organized physical education classes.

17. Sixty-four percent of the teachers indicated that their students have health examinations on the elementary level. Forty-five percent indicated that they are given annually and 55.0 percent stated that no regular time is designated for health examinations.

18. It appears that football, basketball, and track and field are the major sports in which elementary students compete on an interschool basis. It also appears that football, basketball, softball, and track and field, which are major sports in many schools, are being stressed more than any other activities.

19. Of the fourteen suggested activities that should be offered on the elementary level, eight, or 71.0 percent of these activities, are part of elementary physical education programs of the teachers reporting. The data indicated that there is a need for a stronger program of corrective or adaptive physical education.

20. Sixty-nine percent of the teachers indicated that their schools do not have organized intramural programs; however, of the schools having organized intramural programs, 51.0 percent give some type of recognition to the winning teams.

21. About fifty percent of the teachers feel that they have a responsibility for the physical education programs for their children.
22. Approximately two-thirds feel that, even though they want the help of a specialist in physical education, they do not want the specialist to teach the children all of the time.

23. Sixty-six percent of the teachers indicated that the specialists serve only as consultants in assisting them with their physical education programs.

24. Seventy-seven percent of the teachers indicated that the specialist should have a regular weekly schedule for his visits to assist in planning the physical education program.

25. Sixty percent of the teachers believe that intramural activities should be a part of the total elementary physical education program.

26. Approximately one-half of the teachers think that interschool competition should be a part of the elementary program, although authorities in the field do not approve of this form of competition at the elementary level.

RECOMMENDATIONS

In view of the data obtained the writer makes the following recommendations:

1. It is recommended that the teachers with a two-year certificate be required to continue work toward a degree.

2. It is recommended that teachers working toward a degree in elementary education be required to take more hours in the area of physical education.
3. It is recommended that more programs, clinics, and workshops offering professional preparation in physical education be held on the local and state level and that teachers be encouraged to attend them.

4. It is recommended that schools be urged to provide more in-service training programs in physical education for their teachers.

5. It is recommended that the specialist teach the physical education classes three times per week and that meetings be held frequently with the teacher for improvement of instruction.

6. It is recommended that the specialist in physical education be given no other responsibilities, so that he may devote more time to the elementary physical education program, the teachers, and the students.

7. It is recommended that the teachers and specialist make a greater effort to determine objectively the skill performance of their students in physical education.

8. It is recommended that a greater effort be made to correlate physical education with other subjects taught on the elementary level.

9. When boys and girls are separated for their physical education classes, it is recommended that an attempt be made by the program director to provide acceptable coeducational activities.

10. It is recommended that the elementary schools have a definite physical education course of study provided by either the state or local school system.
11. It is recommended that children have physical education five times each week and that classes meet no less than one hundred fifty minutes each week.

12. It is recommended that an organized program of intramurals should be provided on the upper elementary level. Such a program would replace interschool athletic competition.

13. It is recommended that sports activities offered on the elementary level should not be used as a "feeder" program for high school athletics.

**SUMMARY**

Realizing that this study represents only a sampling of classroom teachers and schools, the writer feels, nevertheless, that some generalizations may be made concerning the data collected.

It appears that female teachers may be teaching for a few years and leaving the profession to rear their families and then returning to the teaching field in later years. In the writer's opinion, the teachers who left the teaching profession definitely have a feeling of inadequacy in physical education. It may be assumed that many of these teachers have two-year certificates and have not kept up with the current trends in physical education while they were away from the teaching profession.

It would appear that teachers do recognize their weakness in the area of physical education and are attempting to improve their knowledge by attending physical education workshops, clinics, seminars,
and conventions.

It appears that the schools stressing football, basketball, softball, and track and field as part of the physical education program and as part of the interschool athletic program may be using these activities as a "feeder" program for the high school athletic program. If this is true, it is the opinion of the writer, as well as authorities in the profession, that interschool athletics at the elementary level is not an educationally sound practice.

Classroom teachers realize that their children have needs in the educational process which is called physical education. The teachers realize that they need help. Educators must concentrate their professional efforts on an examination of the ways in which they can learn to work more effectively with the person who has the major responsibility for the total program of the elementary school child and who is eager to discharge this responsibility.

RECOMMENDATIONS FOR FURTHER STUDY

1. A study should be conducted to compare the professional and personal qualifications of elementary classroom teachers and the status of physical education programs in South Dakota with those of different states or areas of the country.
2. A study should be conducted to compare programs, practices, and policies of elementary physical education used in schools that have a specialist in physical education with those of schools in which the classroom teacher is the only person responsible for physical education.

3. A study should be conducted to determine the states that have a course of study, the extent and the effects of its use in the physical education programs.

4. A study should be conducted to evaluate the types of facilities used and equipment available for physical education in the elementary schools in view of recommended standards.

5. A study should be conducted to determine the number of schools securing equipment under the Federal Elementary-Secondary Act of 1965 and the kinds of equipment purchased in light of recommended equipment.
REFERENCES CITED

Bennett, Bruce L. "Recess is not Enough," Childhood Education XXX (May, 1959).


Personal communication with M. F. Coddington to the writer, State Superintendent of Public Instruction of South Dakota, February 28, 1966.


Haster, Clara L. "Physical Education Activities for the Elementary Schools," The Physical Educator XVIII (March, 1966)


Personal communication with M. F. Peterson to the writer, State Superintendent of Public Instruction of North Dakota, February 28, 1966.


APPENDICES
APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE TO DETERMINE THE PRESENT STATUS OF ELEMENTARY PHYSICAL EDUCATION IN SELECTED ELEMENTARY SCHOOLS

Please place a check mark beside the appropriate answer or place the answer in the space provided.

I. General Information:

A. Age: (20-25)____ (26-30)____ (31-35)____ (36-40)____
   (41-45)____ (46-50)____ (51 or over)____

B. Sex: Male ______ Female ______

C. Years of teaching experience: (less than 5) ______ (5-10)____
   (11-15)____ (16-20)____ (21-25)____ (over 25)____

D. At what grade level do you teach? (1) ______ (2) ______ (3)____
   (4) ______ (5) ______ (6)____

II. Educational Background:

A. Degree: B.S. ______ B.A. ______ B.Ed. ______ Major area ______
   Minor area ______
   M.S. ______ M.A. ______ M.Ed. ______ Others ______
   Area of study ______

B. Two year certificate ______

C. Physical Education Background:
   1. Major ______ 2. Minor ______ 3. Less than a minor ______

D. Have you taken advanced work in physical education? ______
   1. Undergraduate: Yes ______ No ______ How many ______
   2. Graduate: Yes ______ No ______

E. Have you attended any of the following during the past 2 years? ______
   1. Clinics in physical education: Yes ______ No ______ How many ______
   2. Workshops in physical education: Yes ______ No ______ How many ______
   3. Seminars in physical education: Yes ______ No ______ How many ______
   4. State Education Association meeting in physical education: (ex. S.D.E.A.) Yes ______ No ______ How many ______
   5. District AAHPER meetings: Yes ______ No ______ How many ______
   6. National AAHPER meetings: Yes ______ No ______ How many ______
III. School Policies Related to Physical Education:

A. Are you responsible for teaching physical education?  
   Yes _____ No _____

B. Do you teach physical education in grades other than those for which you are responsible as a classroom teacher?  
   Yes _____ No _____

C. How many times do your students have physical education each week? (exclude recess) (1) (2) (3) (4) (5)

D. How many minutes do your physical education classes meet per week?  
   Number of minutes per week: (30) (60) (90) (120) (150) If more than 150; how many

E. Besides having organized physical education classes, do you have supervised play periods before school or at recess?  
   1. Yes _____ No _____
   2. If you answered "yes" who is in charge?  
      a. physical education specialist _____
      b. classroom teacher _____
      c. custodian _____
      d. others _____

F. Does your school have a specialist in physical education?  
   1. Yes _____ No _____
   2. If your answer is "no" to the above question, omit questions G, H, I, J, and K.

G. Does the specialist teach your classes a definite number of times per week?  
   1. Yes _____ No _____
   2. If you answered "yes", how many times per week does he teach? (1) (2) (3) (4) (5)

H. Who is the specialist in your school?  
   1. elementary physical education instructor _____
   2. high school physical education instructor _____
   3. high school athletic director _____
   4. high school coach _____
   5. others _____

I. If you meet with the specialist for individual instruction or discussion of a course of study and problems, how often do you meet?  
   1. weekly _____
   2. every two weeks _____
   3. monthly _____
   4. as needed _____

J. Do specialized personnel have primary responsibilities other than those related to elementary physical education?  
   1. Yes _____ No _____
2. If answered "yes", what are their responsibilities?
   a. coaching responsibilities: boys___ girls___
   b. intramurals for high school boys___
   c. in charge of G.A.A. or girls intramurals___
   d. health instruction___
   e. supervise recess___
   f. supervise assemblies, dances, halls, and playgrounds at noon hour___
   g. school administration___
   h. others___

K. Do you, as a classroom teacher, feel that the specialist helps you in teaching physical education?
   Yes___ No___

IV. Curriculum Planning:

A. What facilities are used by the elementary physical education classes?
   1. gym___
   2. all purpose room___
   3. classroom___
   4. outdoor play areas___
   5. others___

B. Does your school offer an in-service program in physical education for the classroom teacher?
   Yes___ No___

C. If in-service classes are offered to classroom teachers, when are they scheduled?
   1. school time___
   2. pre-school workshops___
   3. before school day starts___
   4. after school day___
   5. Saturday___
   6. others___

D. Do persons other than the specialist assist in planning the elementary physical education program?
   1. Yes___ No___
   2. If you answered "yes", who does help in program planning?
      a. other classroom teachers___
      b. principal___
      c. director of program instruction___
      d. health teacher___
      e. others___

D. Is the physical education teacher attempting to correlate physical education with other subjects?
   1. Yes___ No___
   2. If you answered "yes", what classes do you correlate with physical education?
F. Are boys and girls separated in physical education classes?
1. Yes [ ] No [ ]
2. If you answered "yes", at what grade level are they separated for physical education classes?
   a. check grade levels: (1) (2) (3) (4)
   b. (5) (6)

b. Do you bring the boys and girls together for some coeducational activities?
1. Yes [ ] No [ ]
2. If you answered "yes", in what activities are they together?
   a. ________ b. ________ c. ________
   d. ________ e. ________

G. Does your school use a course of study in physical education?
1. Yes [ ] No [ ]
2. If the answer is "yes", is it a course of study for your own school or is it a state course of study?
   a. a school course of study
   b. state course of study
   c. your own personal course of study
3. Are you required to follow the course of study in detail or does it serve as a guide?
   a. follow in detail
   b. use it as a guide

V. Activities Beyond the Instructional Program:

A. Do the children you teach participate in an organized intramural program?
1. Yes [ ] No [ ]
2. If you answered "no", omit questions B, C, and D.

B. What intramural activities seem to be of greatest interest?
1. Boys: ___________ Girls: ___________

C. If intramural activities are conducted, upon what basis are the teams organized?
1. grades
2. physical education classes
3. age, weight, height
4. skills
5. others
D. Are you involved in the intramural program on the elementary level?
1. Yes __ No __
2. If you answered "yes", what grade levels do you have responsibility for intramurals? (1) (2) (3) (4) (5) (6) none

E. Is recognition given to members of the winning teams in the intramural program?
1. Yes __ No __
2. If you answered "yes", what kind of recognition is given?
   a. team trophy __
   b. recognition in local paper __
   c. ribbons to winning team members __
   d. pennants __
   e. others __

F. Do you feel intramurals should be part of the program in elementary physical education?
   Yes __ No __

G. Do you have interschool competition on the elementary level?
1. Yes __ No __
2. At what grade level does interschool competition start in your school? (1) (2) (3) (4) (5) (6) (above 6th)

H. Do you believe that there should be interschool competition on the elementary level?
   Yes __ No __

I. If you have interschool competition on the elementary level, what are the sports in which you have competition?
1. Football __
2. Basketball __
3. Track and Field __
4. Swimming __
5. Volleyball __
6. Gymnastics __
7. others __

VI. Student Evaluation:

A. Do the children have periodic health examinations?
   Yes __ No __
   If you answered "yes", how often are they given?
   1. annually __
   2. twice a year __
   3. upon entry into school __
   4. no regular time __
   5. others __
B. Are grades given in physical education?
   1. Yes  No
   2. If you answered "yes", what system of grading is used?
      a. alphabetical
      b. numerical
      c. pass and fail
      d. satisfactory and unsatisfactory
      e. class rank number
      f. credit or no credit
      g. percentage grade
      h. others

C. Do you give tests to determine performance levels of your students?
   Yes  No

D. Do you give the Kraus-Weber Test of physical fitness?
   Yes  No

E. Do you give the AAHPER Test of Physical Fitness?
   Yes  No

F. Do you give skills tests in specific games?
   Yes  No

G. Do you give written knowledge tests?
   Yes  No

H. Do you use subjective evaluation only?
   Yes  No

VII. Curriculum Areas:

Check the following activities if they are offered as part of your elementary physical education program.

A. Dance:
   Creative
   Folk
   Square
   Ballroom or Social

B. Relays

C. Games of lower organization

D. Lead up games

E. Track and field

F. Stunts and tumbling

G. Work on apparatus

H. Calisthenics
   I. Corrective or adaptive physical education
   J. Nature and outdoor activities (ex. hiking)
   K. Practice of fundamental skills (ex. running, throwing, and catching)

Check the following activities that are taught on the elementary level.

A. Touch football

B. Tackle football

C. Wrestling

D. Basketball

E. Swimming

F. Weight training

G. Gymnastics

H. Track and field

I. Softball

J. Baseball
VIII. Classroom Teacher Attitude:

Circle the answer which best describes your attitude.

A. Do you feel that you should have any responsibility for the physical education program of the children in your class? Yes No

B. Do you feel that you should have help from a specialist in physical education? Yes No

C. If you answered "no", to question B, omit 1, 2, 3, 4, 5.

1. Do you feel that a specialist in physical education should take the children all of the time? Yes No

2. Do you feel that a specialist in physical education should take the children part of the time? Yes No

3. Do you feel that you should have a physical education specialist in the school who would serve as a consultant? Yes No

4. Do you feel that such a consultant should come to you only at your request? Yes No

5. Do you feel that the physical education specialist should have a regular weekly schedule for his visits? Yes No

D. Do you feel that your children need a daily period of physical education? Yes No

E. Do you feel that a daily recess or period of unsupervised play provides enough activity for your children? Yes No

F. Do you feel that a curriculum guide for physical education is needed? Yes No
### APPENDIX B

List of Cities In Which Elementary Schools Were Selected

<table>
<thead>
<tr>
<th>SOUTH DAKOTA</th>
<th>MINNESOTA</th>
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<tbody>
<tr>
<td>Winner</td>
<td>Mt. Morris</td>
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<td>Chamberlain</td>
<td>Sterling</td>
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<td>Rapid City</td>
<td>Warren</td>
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<td>Sioux Falls</td>
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<td>Brookings</td>
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<td>Watertown</td>
<td>East Grand Forks</td>
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<td>Canby</td>
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<td>NORTH DAKOTA</td>
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<td>Dickinson</td>
<td>Bird Island</td>
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<td>Hebron</td>
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<td>Sherard</td>
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<td>Monmouth</td>
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APPENDIX C

A LETTER OF TRANSMITTAL

Dear Classroom Teacher:

I am conducting a survey of elementary classroom teachers to determine professional and personal qualifications as related to physical education and also to study the status of physical education in selected elementary schools.

This study is not being done for the purpose of fault finding or critical evaluation of each school, but rather to determine the common problems of the classroom teachers who conduct the elementary physical education program.

It is hoped that through this study I will find out the professional and personal qualifications of the teacher of physical education in the elementary school and the status of such qualifications of teachers of physical education in selected elementary schools. It is also hoped that through this study an effort can be made to determine the areas in which the colleges of the state and the State Department of Public Instruction can give greater assistance to the classroom teacher.

In reviewing the literature, classroom teachers have indicated that they feel they are not qualified to teach elementary physical education. They have also expressed a desire to teach physical education if they were properly qualified or had a specialist to give them assistance.

Someone in your school system has been asked to submit the questionnaire. Please complete the questionnaire within one week and return it to him (her).

You are assured that the information on your questionnaire will remain confidential. Your cooperation is needed since you are familiar with the problems of the classroom teacher.
This study is being conducted under the sponsorship of the Graduate Program, Department of Physical Education at South Dakota State University in partial fulfillment of the Master of Science Degree.

Thank you for your cooperation.

Sincerely yours,

Don J. Amiot
Graduate Assistant
Department of Physical Education
South Dakota State University
Brookings, South Dakota
APPENDIX D

LETTER OF SPONSORSHIP

To the classroom teacher of physical education:

Don Amiot, one of our graduate students, is conducting a survey study of physical education for elementary schools in several of the Midwestern States. The nature of this survey is explained in the attached material.

It is hoped that you will respond to this request for information. The results of such a survey should determine the areas in which the colleges of the states and the State Departments of Public Instruction can give greater assistance to classroom teachers.

It is my sincere hope that you will take time from your very busy schedule to complete the information requested.

Sincerely yours,

Stanley J. Marshall
Director of Physical Education and Athletics
South Dakota State University
Brookings, South Dakota
APPENDIX E

A FOLLOW-UP LETTER

April 21, 1966

Dear ____________________:

Some time ago you were mailed questionnaires to be administered to elementary classroom teachers in your school system concerning the professional and personal qualifications of the elementary classroom teacher related to physical education. The questionnaires were to be completed and returned to me. To date, nearly sixty-five percent of the questionnaires have been returned.

Upon checking my records, I see that you have not returned the questionnaires. If you have misplaced the originals or have not received them, please notify me and I will send you a set of questionnaires immediately.

The validity of my research is dependent on the percentage of returns that I receive. Therefore, it is important that all the questionnaires be returned. Will you please take a few minutes of your busy time to administer the questionnaires to the elementary classroom teachers in your school system?

If your questionnaires are now in the mail, please disregard this letter. Thank you.

Sincerely,

Don J. Amiot
Graduate Assistant
Physical Education Department
South Dakota State University
Brookings, South Dakota