BIBLIOGRAPHY OF REFERENCE MATERIAL

REFERENCE BOOKS

Supplements—7500 titles of Ref. Books included.
Also a copy in reference.

1 Basic Reference Sources.
An introduction to materials and methods.
Also a copy in reference.

R.2 How to Locate Educational Information and Data.

ENCYCLOPEDIAS

Edited by Chester W. Harris, 4th ed., Macmillan, 1960
1564 p. Older editions on regular stacks, every 10 years an edition. 100 areas, critical evaluation of what has been done. Also includes areas of needed research.

DICTIONARY

R.2 Dictionary of Education.
Definitions of educational terms.

HANDBOOKS

R.2 Handbook of Research on Teaching.
By Nathaniel L. Gage, Rand McNally, 1965; 1218 p.
A project of the American Educational Research Association

STATISTICAL INFORMATION

379.73 Biennial Survey of Education in the United States.
Un3s 1916/18 by U.S. Office of Education, Washington, D.C.,
U.S. Govt. Printing office, 1921
For list of volumes in MSU library, see checklist.
Checklist is in documents catalog on 2nd floor. Includes public and private schools information.

Ref. 2 Digest of Educational Statistics 1966-1967.
L11 By U.S. Department of Health, Education, and Welfare,
Volumes 1962-1966 in regular stacks. Earlier volumes see 379.73 Un3b

Lb National Education Association of the United States Publications
2842 Research Division, Washington, D.C.
N31185 Research Report 1965—

506
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      Research Division, Washington, D.C., 1922--
      Bulletin No. 1--
      Continued as its research bulletin.
      For list of volumes in library, see checklist.
      Checklist is in documents catalog on 2nd floor.

EDUCATIONAL INDEX

R2   The Education Index.
Z5813  1929/32 -- 1968/69 A cumulative author and subject index
E23   to a selected list of educational periodicals, books,
      and pamphlets.
      H.W. Wilson, 1932--

BIBLIOGRAPHY

R1   The Bibliographic Index.
B594   The H.W. Wilson Company, 1937

REVIEW AND ABSTRACT JOURNALS

370.5  Review of Education Research.
      RER
      R   Dissertation Abstracts.
      016.378  Abstracts of dissertations and monographs in microfilm.
      DA      Vol. 14 -- to date. University Microfilms, 1954 -- to date.
      R   Psychological Abstracts.
      150.5   By American Psychological Association. Vol 1, 1927 -- to date.
      PA      1st floor library

ADDITIONAL SOURCES

R2LB   Teacher's Encyclopedia
      1025.2   Prentice-Hall. 1966.
      T3

R2LB   Encyclopedia of Education.
      15   Ed. by P. Monroe. 5 Vols.
      M6

R2LB   Encyclopedia of Modern Education.
      15   Rivkin/Scheeler.

R2LA   Vol. 1 Education in the States: Historical Development and
      205   Outlook.
      C58   Vol. 2 Education in the States: Nationwide Development
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Sharon Whitcher  1964 - Mathew Neil
Scale for the Measurement of "Attitudes"

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Signature  Marilyn Johnson
Date  August 13, 1975
A SURVEY OF ELEMENTARY PHYSICAL EDUCATION PROGRAMS IN MONTANA

by

Marilyn Marsh Undem

A professional paper submitted in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

with concentration in

Elementary Curriculum and Instruction

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MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1975
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ABSTRACT

In recent years physical education has become a more important part of the total school curriculum. The Montana State Department of Public Instruction recently re-established a Department of Health, Physical Education and Recreation, headed by a Supervisor of Health, Physical Education and Recreation. This indicated that some action may be taken to improve the physical education programs in the state. If a plan for change was to be formulated it would be necessary to know the existing conditions. This study was undertaken to determine the status of physical education in the elementary schools in Montana.

The procedure employed was to distribute questionnaires to one hundred elementary schools in the state. The schools were selected by a stratified random sampling method. The questionnaire sought information concerning the amount of time being allotted to elementary physical education, the activities being taught, the facilities being used, the personnel teaching physical education, the existence of a written philosophy, objectives and curriculum for physical education, and special programs being offered. There was an 82 percent return of the questionnaires sent to school administrators, physical educators, or supervising teachers.

From the responses to the questionnaire the following conclusions were drawn: 1. Most elementary physical education programs were not meeting state established requirements for physical education or the American Association of Health, Physical Education, and Recreation suggested standards. 2. Physical education was given more attention in terms of time and activities at the intermediate level than at the primary level. 3. About half of the schools had established a written philosophy, objectives and curriculum for physical education. 4. Adapted physical education programs were being offered in only about 30 percent of the schools. 5. Schools generally were not making use of facilities to improve the quality of their physical education programs. 6. In some schools recess was being designated as physical education when in reality it was simply free play. 7. The importance of movement exploration activities was not recognized by a significant number of schools.
Chapter 1

INTRODUCTION

In recent years physical education, like all areas of education, has been closely examined and evaluated. Physical educators have been forced to ask themselves questions like "Is physical education a part of the total program of general education or is it solely and uniquely occupied with the question of physical fitness?" and "Has there been too much emphasis on competition and winning and too little emphasis on individual differences and self-fulfillment?" (Boyer, 1961:1) Answers to questions like these have initiated many changes in the philosophy of physical education and the goals and objectives of the physical educators. Though physical education has theoretically changed in recent years, there is often a wide discrepancy between theory and actual practice with the children. If such discrepancies exist in physical education programs in Montana, it is time that they be identified and corrected.

The following chapter will be divided into seven sections.

I. Statement of the problem

II. Application and contribution to educational theory and practice

III. General questions to be answered

IV. General procedures

V. Limitations and delimitations
VI. Definition of terms

VII. Summary

STATEMENT OF THE PROBLEM

The purpose of this study was to determine the scope of physical education programs in the elementary schools in Montana. Scope is defined as meaning the curriculum activities, the time allocations and the facilities.

APPLICATION AND CONTRIBUTION TO EDUCATIONAL THEORY AND PRACTICE

A Department of Health, Physical Education and Recreation has existed within the Montana Department of Public Instruction for many years. Until 1974 the employment of a supervisor in this department was optional. The legislature, in 1974, mandated that a supervisor would be employed to head the Department of Health, Physical Education and Recreation. A state supervisor took office in September of 1974, with the goal of improving the quality of physical education programs in the state. In order to revise and update an old program or establish a new program it is necessary to evaluate the existing program. This study was intended to do just that, find out what the existing conditions were in elementary physical education in Montana. The results of the study can conceivably be used in two ways. First, to indicate the need for changes and improvement in elementary physical
education programs. Second, to determine the strengths and weaknesses in the existing programs, so that a plan can be formulated to encourage and help individual schools to improve and expand their elementary physical education programs.

GENERAL QUESTIONS TO BE ANSWERED

The following questions will be answered by this study.

1. How much time, other than recess, is being allotted for physical education activities at the elementary level.

2. If recess provides the only opportunity for physical activities, are the activities teacher-organized and directed or simply spontaneous free play?

3. What activities are included in elementary physical education classes?

4. Who is responsible for teaching physical education at the elementary level, the classroom teacher or a physical education specialist?

5. If a physical education specialist is employed, how many classes is he required to serve?

6. If classroom teachers are expected to teach the physical education at the elementary level, do they receive assistance and guidance from a qualified physical educator?

7. What percentage of the schools have a written philosophy in
physical education, a list of objectives and a matching curriculum for elementary teachers to use?

8. What percentage of the elementary schools have an indoor physical education facility available for their use?

9. What percentage of the schools in Montana provide adapted physical education activities for the exceptional child?

10. What percentage of the schools in Montana provide an after school program or intramural program for elementary students. If such programs exist what type of activities are included in the program?

GENERAL PROCEDURES

The purpose of this study was approached in the following way. A sample of one hundred schools was selected at random from the population of all the elementary schools in Montana. Questionnaires were distributed by mail to the administrators or physical educators in these schools. The responses to the questionnaires were tabulated in a frequency distribution and the results were reported in terms of measures of central tendency and percentages.

LIMITATIONS AND DELIMITATIONS

A limitation of this study was that all schools in Montana did not employ physical educators who would be the logical people to reply to the questionnaire. Because of this, the questions were answered by
at least two distinctly different groups, (1) administrators and (2) physical educators. In some cases supervising teachers were asked to respond to the questionnaire if there was no local administrator.

DEFINITIONS OF TERMS

For the purpose of this study the following definitions of terms were used.

Elementary school - Grades one through six or kindergarten through grade six if a kindergarten is included in the total school program.

Physical education - "The part of the educational process which contributes to the mental, physical, social and emotional growth and development of each child through the medium of physical activity." (Bucher, 1952: 30)

Primary grades - Grades one through three.

Intermediate grades - Grades four through six.

Physical education specialist - An individual who received specialized training in physical education and was employed by the school exclusively to teach physical education. (Boyer, 1965: 6)

Adapted physical education - A physical education program providing individualized and specialized activities for the exceptional child which included the physically and mentally handicapped, the emotionally disturbed, the clumsy, the obese, the socially maladjusted,
the diabetic, the asthmatic, the epileptic, the heart defective, the blind and the deaf child. (Arnheim, 1973)

Physical fitness - "That state which characterized the degree to which the person is able to function. Fitness is an individual matter. It implies that ability of each person to live most effectively with his potential." (Kirchner, 1974: 90)

After school program - A low organization activity period sponsored and supervised by the school, designed for student enjoyment and involvement.

Intramural program - An organized program within the school providing an opportunity for children to participate in competitive activities and sports.

SUMMARY

The place of physical education in the elementary schools has recently been re-evaluated, resulting in changes in the philosophy and objectives of physical education in general. It was the intent of this study to provide a picture of what was, or was not, being done in physical education classes in Montana's elementary schools. It was the investigator's intent that the study be used as a foundation for further study and eventually the formulation of a plan for improving the physical education of the children in Montana.

In Chapter Two will be reviewed the literature and research
related to the topic of this investigation. Some of the standards established for elementary physical education will also be reviewed to provide a foundation for the remainder of the study.
Chapter 2

REVIEW OF RELATED LITERATURE

The literature reviewed will be organized into three sections.

I. The history of physical education.

II. Findings of related research.

III. Requirements and guidelines in physical education.

HISTORY

The importance of physical education in schools was originally recognized by the ancient Greeks. The early Greek educators believed that the education of the body was equally as important as the education of the mind. The typical school day for the Greek boy was divided equally between the classroom and the gymnasium or palaestra. (Willgoose, 1974: 28) Since this first emphasis on the importance of a healthy body, physical education has gone through many stages of greater or lesser importance.

Through much of the early history of the United States physical education received little or no attention in the schools. Physical activity was to be conducted after school and was felt to have no place in the classroom. During the latter part of the nineteenth century there was an increase in the number of schools offering physical education. This increase commonly took the form of ten minutes of exercise a day. After World War I schools throughout the country expanded their
physical education programs again, this time to include some sports activities (Rice, 1958)

Traditionally, interest in physical education, particularly the physical fitness aspect, increased with the advent of war. At these times there is evidence through draft records of the condition of the youth. When draft information concerning the fitness of potential soldiers was made available to physical educators during World War II there was another strong push to improve physical education programs, but little progress was made at the elementary level. (Dauer, 1972)

In 1953 the physical fitness level of a group of American youngsters was compared with the fitness level of a group of European children. It was concluded that 57.9 percent of the American children were below acceptable levels and only 8.7 percent of the European children were below acceptable fitness levels. (Kraus, 1954) As a result of the wide press coverage given the findings of this specific study there was nation-wide concern and interest in physical education and physical fitness programs. The President's Council on Physical Fitness was born of this concern and interest. (Dauer, 1972)

A similar research project conducted in Irwin County, Georgia, in 1968 determined that all of the children enrolled in summer school that year ranked at the 0 percentile on at least one of the subtests of the American Association of Health, Physical Education and Recreation
physical fitness test. (Blackmarr, 1974)

More recently there has been a trend in elementary physical education, towards movement education. Movement education essentially implies a different methodology in planning and conducting physical activities. It is based on an indirect method of teaching rather than a direct or command method. The child is given the opportunity to interpret the tasks and to respond creatively within his own limitations. It provides the opportunity for children to think for themselves and to make decisions concerning their own movement. (Dauer, 1972)

FINDINGS OF RELATED RESEARCH

Movement is important to man both physically and psychologically. Man needs to move to maintain a healthy body. Physical education classes in the elementary school should provide the opportunity for children to move and be active. Elementary school children have an almost compulsive need to run, jump, turn and tumble. It is at the elementary level that the child is forming attitudes toward movement that he will most likely retain for the rest of his life. However, elaborate physical plants, facilities and equipment are seldom provided for elementary physical education. (Drury, 1974)

Polack (1970) reported that "Most gym programs are geared to benefit 10 percent of the children." The main thrust of the traditional
physical education program is to produce good athletes to participate in interscholastic sports. Little attention is given to the student with average or below average physical ability.

A slightly brighter picture was painted by Stafford (1974) when he surveyed physical education programs in a cross section of 271 middle schools. He found that 31 percent of the schools had physical education daily. The remainder of the schools had physical education at least twice a week. Time allotment varied, with the majority of schools reporting forty-five to fifty-five minute periods. Ten percent of the programs surveyed were attempting to provide for individual differences by conducting a remedial program. Fifteen percent of the schools provided physical education for the exceptional child. Eighty-five percent of the schools also had established intramural programs.

Physical education serves as a medium for man's total education, intellectual, emotional and development, using movement experiences largely focused on games and sport as a modality and play as a means. (Oberteuffer, 1970)

Many existing programs are "forcing children into unhealthy emotional states and negative patterns of behavior." (Blake, 1968) Through the use of activities like soft ball which call for children to be eliminated because of their lack of motor skills, physical educators have provided the most skills practice to the children who need it the least. The child who really needs motor skills practice, "the underweight child, overweight child, awkward, handicapped, poorly coordi-
nated or just plain normal child often gets a short shrift from most of their gym teachers." (Pollack, 1970) Activities in which children are excluded because of poor performance or "elimination activities cannot be considered good educational practice." (Blake, 1968) Physical education activities should provide an opportunity for every child to succeed. The child should not have to compete with other children to succeed. Success should be measured by comparing only with the individual's past performance.

Guidelines and Requirements. Each state has its own requirements for physical education ranging from one hour daily to fifteen minutes daily. Montana Accreditation Standards requires about fifteen minutes per day in grades one through three, twenty minutes per day in grades four through six, thirty minutes per day in grades seven and eight, and three periods per week in grades nine and ten. These requirements may be met, in Montana, through recess and free play. It is possible for a child in Montana to attend school for six years and never receive any organized instruction in physical education.

A Study Commission for AAHPER has formulated recommendations for a quality elementary physical education. (1971) This commission recommended that every child be provided with a progressive and continuous learning experience in physical education. It also recommended that every child have at least 150 minutes of physical education a week in addition to free play time such as recess. Johnson (1969) compared
the skills levels of children receiving daily physical education to
teachers receiving instruction two or three times a week. He tested
six skills and found that the boys receiving daily instruction obtained
higher scores on five of the six skills. The girls receiving daily
instruction rated higher on three of five skills tested. The Study
Commission of AAHPER (1971) also recommended that a specialist be em-
ployed by each school district to teach physical education in the ele-
mentary schools. This may be unrealistic as it makes no allowance for
the different sizes of schools. Workman (1968) compared the levels of
achievement on five different motor skills between 200 boys and girls
taught by a classroom teacher and 200 boys and girls taught by a P.E.
specialist. The group taught by the specialist showed significantly
higher scores than the students taught by the classroom teacher. If the
classroom teacher is expected to teach the physical education, it seems
important "that he or she be provided with leadership and guidance from
a qualified physical educator experienced in the elementary physical
education field." (AAHPER Study Commission, 1971)

The availability of facilities and securing sufficient equip-
ment are the two most common problems in elementary physical education.
Many elementary schools do not have gyms at all or are required to share
the facilities with other sections of the school. "Nine out of ten
schools don't even have adequate playground space." (Pollack, 1970)
All children should have access to an activity room or multi-purpose
room. If the traditional areas are not available, hallways, foyers and basements can be equipped to provide acceptable physical activity areas. (Bresett, 1972) One important goal of physical education is to provide "one rope for every child." (AAHPER Study Commission, 1971) This does not necessarily mean that every child has to have the equipment to do the same thing at the same time as every other child in the class, but rather that every child should have a piece of equipment or apparatus to work with at all times. This implies that every child should be active and moving at all times in every class so that no child has to stand and wait.

In Chapter Three will be outlined the specific procedures to be used in the execution of the study. The population of the study will be defined. The specific information sought by the investigation will be delineated.
Chapter 3

PROCEDURES

The purpose of this study was to determine the curriculum, activities, facilities, equipment and supplies, time allotments and the personnel utilized in the physical education programs in the elementary public schools in Montana.

The following topics were elaborated upon in this chapter to clarify the procedures to be followed in conducting this study.

I. Population description

II. Sampling procedures

III. Categories of Investigation

IV. Method of collecting data

V. Organization and analysis of the data

VI. Questions to be answered

VII. Precautions taken for accuracy

VIII. Summary

Population Description. The population surveyed was the physical education specialists, where they existed, or the principals, superintendents, or supervising teachers of the elementary public schools in Montana. All the elementary public schools, not just districts, were included in the population from which the sample was drawn. The total population consisted of 649 schools. The school districts were divided into three classifications. Class one school districts
were those which have a population of 6,500 or more people living in them. Class two districts had populations from 1,000 to 6,500 people. Class three districts had populations of less than 1,000 people. In Montana there are 144 schools in Class one districts, 137 schools in Class two districts and 368 schools in Class three districts. (MEA, 1974)

**Sampling Procedures.** The sample was selected by a proportionally stratified random sampling method. The three strata within the population considered were the three classifications of the school districts discussed above and the schools within each classification. The State Department of Public Instruction has made the assumption that

... the proportion of students in Class one, two and three districts is 50 percent, 25 percent and 25 percent respectively. To give equal representation and to provide a sample of one hundred schools, one-fourth of the class one schools, one-eighth of the class two schools and one-eighth of the class three schools will be selected. (Oberly, 1975)

One-fourth of the class one schools provided a sample of thirty-six schools. One-eighth of the class two schools provided a sample of approximately eighteen schools. One-eighth of the class three schools provided a sample of approximately forty-six schools. The schools within each stratum were selected by a systematic random sampling method using a table of random numbers.

**Categories of investigation.** The study collected information in the following areas.
1. The amount of time allotted to physical education activities at the elementary level.

2. The type of activities being conducted in elementary physical education.

3. The means of instruction, classroom teacher or physical education specialist, in elementary education.

4. The facilities available for use in elementary physical education programs.

5. The types of special programs being offered to students in physical education.

6. The existence of written objectives and curriculum for the teachers to follow.

**Method of Collecting Data.** The information was gathered by means of a questionnaire. The questionnaires were distributed by mail to the physical education specialists, administrators or supervising teachers in the one hundred schools in the sample. If a physical education specialist was not employed by the school, the elementary principal was asked to respond to the questionnaire. If any of the schools being surveyed did not have a principal, small rural schools, the head teacher was asked to respond.

**Organization and Analysis of the Data.** The results of the questionnaires was first tabulated in the form of a frequency distribution. The data was analyzed and reported in terms of the mean
responses, and the percentages falling in each of the alternative responses.

**Questions to be Answered.** The following questions were answered by this study.

1. How much time, other than recess was allotted for physical education activities at the elementary level?

2. If recess provided the only opportunity for physical activities, are the activities teacher-organized and directed or simply spontaneous free play?

3. What activities were included in elementary physical education classes?

4. Who was responsible for teaching physical education at the elementary level?

5. If a physical education specialist was employed, how many schools and classes was that person required to serve?

6. If classroom teachers were expected to teach physical education, did they receive assistance and guidance from a qualified physical educator?

7. What percentage of the schools had a written philosophy, list of objectives and matching curriculum designed for teachers to follow?

8. What percentage of the elementary schools had an indoor physical education facility available for their use?
9. What percentage of the schools in Montana provide adapted physical education programs as defined in this paper?

10. What percentage of schools provided an after-school program or intramural program for elementary students?

11. If an after-school or intramural program existed, what activities were included in the program?

Precautions Taken for Accuracy. The results of the questionnaire were tabulated by hand. A pocket calculator was used to analyze the data and to compute the percentages and the means for each item.

Summary. The study was conducted by distributing questionnaires to specified people in one hundred of the elementary schools in Montana. The responses to the questions were tabulated and means and percentages computed to give an indication of existing conditions in the elementary physical education classes in Montana. Knowledge of existing conditions was the first step in curriculum building or curriculum revision. The intent of this study was to provide foundation knowledge so that, in the future, plans can be formulated to improve the physical education of Montana's children.

Chapter Four will present in graphic and written form the results of the investigation as outlined in the preceding chapter.
Chapter 4

RESULTS OF THE STUDY

Chapters One through Three have outlined the purpose of the study, discussed literature related to the topic under investigation and explained the procedures by which the investigation was to be conducted. This chapter is a report of the results of the study in terms of the six major areas of investigation outlined in Chapter Three.

The chapter is organized in six parts:

I. Time allotted to elementary physical education.

II. Activities being conducted in elementary physical education classes.

III. The means of instruction, whether a physical education specialist or classroom teacher.

IV. The facilities available for elementary physical education.

V. Types of special physical education programs offered to elementary students.

VI. The existence of written objectives, and matching curriculum for the teachers to follow.

Of the one hundred schools surveyed, eighty-two responded to the questionnaire. Three of the schools responding were exclusively primary schools and five of the schools were exclusively middle schools. Therefore, the results of the questions directed at a specific grade level are based on seventy-nine schools grade four through six, and
seventy-seven schools grade one to three. The remainder of the
questions and their answers were based on the total return of all
eighty-two schools.

TIME ALLOTTED TO ELEMENTARY PHYSICAL EDUCATION

Presented in Table 1 is the time allotted for physical educa-
tion activities in the schools surveyed. The questionnaire asked the
schools to specify times for both the primary and the intermediate
level. The table reports the findings in these two categories.

Table 1
The Amount of Time Each Week Allotted to
Physical Education

<table>
<thead>
<tr>
<th>Time Allotted</th>
<th>Schools Gr. 1-3</th>
<th>Schools Gr. 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Less than 30 minutes</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>30-60 minutes</td>
<td>41</td>
<td>26</td>
</tr>
<tr>
<td>65-90 minutes</td>
<td>15</td>
<td>34</td>
</tr>
<tr>
<td>More than 90 minutes</td>
<td>7</td>
<td>14</td>
</tr>
</tbody>
</table>

In the primary grades the average time allotted to physical
education was thirty to sixty minutes per week. Four of the schools
surveyed reported that no physical education activities were conducted at the primary level. More than ninety minutes of physical education were provided each week at the primary level in seven of the schools. The median and the mode responses were both thirty to sixty minutes per week.

The average time spent in physical education at the intermediate level was sixty-five to ninety minutes per week. Only one school reported that physical education was not included in the curriculum at the intermediate level. Fourteen of the schools surveyed provided for more than ninety minutes of physical education per week. The median and the mode responses were both sixty-five to ninety minutes per week. Thirty-four of the schools provided sixty-five to ninety minutes per week, followed closely by twenty-six schools which provided from thirty to sixty minutes per week.
Presented in Table 2 is the amount of time spent in physical education each week by expressing the percentages of the schools falling within each of the time intervals.

<table>
<thead>
<tr>
<th>Time Allotted</th>
<th>Schools Gr. 1-3</th>
<th>Schools Gr. 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Less than 30 minutes</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>30-60 minutes</td>
<td>53</td>
<td>33</td>
</tr>
<tr>
<td>65-90 minutes</td>
<td>19</td>
<td>43</td>
</tr>
<tr>
<td>Over 90 minutes</td>
<td>9</td>
<td>18</td>
</tr>
</tbody>
</table>

Fifty-three percent of the schools reported having thirty to sixty minutes of physical education per week at the primary level. Five percent of the schools provided no physical education while 9 percent of the schools reported having more than ninety minutes of organized physical education per week at the primary level.

At the intermediate level only 1 percent of the schools reported no physical education while 18 percent of the schools reported that they had more than ninety minutes per week. Of the schools responding to the
intermediate question 43 percent had physical education sixty-five to ninety minutes per week and 33 percent had physical education thirty to sixty minutes per week.

Presented in Table 3 is the number of times per week that the respective schools conducted organized physical education classes. The information was again divided into two categories, grades one through three and grades four through six.

Table 3

<table>
<thead>
<tr>
<th>Times Per Week</th>
<th>Schools Gr. 1-3</th>
<th>Schools Gr. 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>37</td>
<td>39</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

Physical education classes were conducted an average of twice a week at the primary level. The median and the mode responses were also twice a week. Five schools reported no organized physical education
and five schools also reported that they conducted daily physical education classes. Thirty-seven of the schools conducted physical education classes twice a week. Twenty schools provided physical education less than twice a week and twenty schools also provided physical education instruction more than twice a week.

At the intermediate level the average was also twice a week, as was the median and the mode. Thirty-nine of the schools had organized physical education classes twice a week. Only one school had no organized physical education at the intermediate level. Only ten schools had physical education less than twice a week and thirty schools reported having physical education more than twice a week.
Presented in Table 4 is the percentage of schools who conducted classes in physical education from zero to five times per week. The schools were again divided into intermediate and primary grades.

Table 4

<table>
<thead>
<tr>
<th>Times Per Week</th>
<th>Schools Gr. 1-3</th>
<th>Schools Gr. 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>48</td>
<td>49</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>

Of the schools surveyed, 48 percent provided physical education twice a week at the primary level. Six percent of the schools provided daily physical education and 6 percent provided no physical education. A total of 26 percent of the schools conducted physical education classes less than twice a week and 26 percent of the schools conducted physical education classes more than twice a week.
At the intermediate level 49 percent of the schools provided physical education twice a week. Only 1 percent of the schools surveyed had no physical education and 10 percent of the schools had physical education on a daily basis. Thirteen percent of the schools had less than two classes of physical education per week and 38 percent of the schools had physical education more than twice a week.
Presented in Table 5 is the frequency at which selected activities were taught in the elementary physical education classroom. The specified activities are those most commonly used in the elementary program. The schools were again asked to respond separately for the primary and intermediate levels.

Table 5
Number of Schools Offering Various Activities in Elementary Physical Education

<table>
<thead>
<tr>
<th>Activities</th>
<th>Schools Gr. 1-3</th>
<th>Schools Gr. 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement exploration</td>
<td>51</td>
<td>50</td>
</tr>
<tr>
<td>Rhythms</td>
<td>55</td>
<td>47</td>
</tr>
<tr>
<td>Physical fitness tests</td>
<td>34</td>
<td>58</td>
</tr>
<tr>
<td>Track and field</td>
<td>40</td>
<td>68</td>
</tr>
<tr>
<td>Team sports</td>
<td>44</td>
<td>75</td>
</tr>
<tr>
<td>Games of low organization</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>27</td>
<td>47</td>
</tr>
<tr>
<td>Stunts and tumbling</td>
<td>47</td>
<td>63</td>
</tr>
<tr>
<td>Apparatus activities</td>
<td>23</td>
<td>33</td>
</tr>
<tr>
<td>Relays and tag games</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Aquatics</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
First of all, when interpreting Table 5, it should be recalled that five of the schools surveyed had no physical education at the primary level. The total number of schools responding to this question was actually seventy-two. Of the schools responding only two did not include relays and tag games as a major part of their physical education program. The second most common activity was low organization games; fifty-eight of the schools included this activity as part of their physical education curriculum. Rhythm activities were included in fifty-five of the primary school programs and movement exploration activities were included in fifty-one. Other activities in their order of frequency were stunts and tumbling, team sports, track and field, physical fitness testing, gymnastics, apparatus activities and aquatics. It is interesting to note that three primary schools and several intermediate schools provided aquatics instruction. At the time of the survey there were no schools in Montana that had a swimming pool as a part of the school physical plant.

Only one of the schools surveyed reported having no physical education at the intermediate level, so seventy-eight schools responded to the question directed at the intermediate grades. Seventy-five of the schools included team sports in their program at the intermediate level. Relays were also popular in the intermediate grades. Seventy of the schools surveyed included relays and tag games in their program. Track and field activities were a part of the program in sixty-eight of
the schools. The other activities in order of their frequency were stunts and tumbling, physical fitness testing and low organization games, movement exploration activities, rhythms and gymnastics, apparatus activities and aquatics.

Presented in Table 6 is the percentage of schools that included each of the specified activities as part of their elementary physical education program. The information is again listed according to primary or intermediate level.

Table 6
Percentages of Schools That Include Each Activity in Their Program

<table>
<thead>
<tr>
<th>Activities</th>
<th>Schools Gr. 1-3</th>
<th>Schools Gr. 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement exploration</td>
<td>66</td>
<td>63</td>
</tr>
<tr>
<td>Rhythms</td>
<td>71</td>
<td>59</td>
</tr>
<tr>
<td>Physical fitness testing</td>
<td>44</td>
<td>73</td>
</tr>
<tr>
<td>Track and field</td>
<td>52</td>
<td>86</td>
</tr>
<tr>
<td>Team sports</td>
<td>57</td>
<td>94</td>
</tr>
<tr>
<td>Games of low organization</td>
<td>75</td>
<td>73</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>35</td>
<td>59</td>
</tr>
<tr>
<td>Stunts and tumbling</td>
<td>61</td>
<td>80</td>
</tr>
<tr>
<td>Apparatus activities</td>
<td>30</td>
<td>41</td>
</tr>
<tr>
<td>Relays and tag games</td>
<td>90</td>
<td>89</td>
</tr>
<tr>
<td>Aquatics</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>
Ninety percent of the primary schools surveyed included relays and tag games in their physical education curriculum. Low organization games were included in the programs of 75 percent of the schools. Gymnastics, apparatus activities and aquatics were the least common activities at the primary level.

The most common activity at the intermediate level was team sports. Ninety percent of the schools surveyed included team sports as a part of their physical education program. Relays and tag games were conducted in 89 percent of the programs surveyed. Track and field activities were offered in 86 percent of the schools at the intermediate level. All of the activities with the exception of rhythms, movement exploration activities, low organization games and relays and tag games were taught more often at the intermediate level than at the primary level. In these activities there was only one to three percentage points difference between the two levels, except in rhythms in which there was twelve percentage points difference. The remaining activities were all significantly more common at the intermediate level.

In 21 percent of the schools surveyed teachers were using recess time as a part of all of their allotted physical education time. Of this 21 percent, or seventeen schools, only 59 percent, or ten schools stated that the activities were teacher-organized and directed. In the remaining 41 percent, or seven schools, the time was simply spontaneous
free play. Seventy-nine percent of the schools, or sixty-five schools, did not designate recess as physical education time.

MEANS OF INSTRUCTION, WHETHER CLASSROOM TEACHER OR PHYSICAL EDUCATION SPECIALIST

Of the eighty-two schools responding to the questionnaire, exactly 54 percent, or forty-four schools, employed a physical education specialist to teach all or part of the elementary physical education. Of these forty-four schools only twenty-two, or 50 percent, provided the services of a full-time physical educator, completely excusing the classroom teacher from any physical education instruction.

Of the eighty-two schools surveyed, 27 percent employed full-time physical education specialists and 27 percent employed part-time physical education instructors. In 12 percent, or ten schools, the classroom teacher was responsible for teaching physical education but was given the opportunity to seek the assistance and advice of a qualified physical educator, usually the high school physical education teacher or coach. In 34 percent, or twenty-eight schools, physical education instruction was entirely the responsibility of the classroom teacher who received no advice or help from a physical educator.

In the schools surveyed, physical education specialists were required to teach only an average of fourteen classes of physical education per week. This does not take into consideration that some of
their teachers were only part-time physical educators. It also fails to take into account that the specialist may be responsible for teaching at several different schools during a single week.

FACILITIES AVAILABLE FOR ELEMENTARY PHYSICAL EDUCATION

Presented in Table 7 is the number of schools using specific facilities for elementary physical education. It also indicates the percentage of schools making use of each of the specified facilities.

Table 7
Facilities Available for Elementary Physical Education

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Number of Schools Using The Facility</th>
<th>Percentage of Schools Using the Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnasium</td>
<td>65</td>
<td>83</td>
</tr>
<tr>
<td>Multipurpose room</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Paved playground area</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Unpaved playground area</td>
<td>64</td>
<td>78</td>
</tr>
<tr>
<td>Pool</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Ski area</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The most common facility available for the use of elementary physical education was the gymnasium. Eighty-three percent, or sixty-
eight of the schools, reported that they had access to a gym. The second most commonly utilized facility was the unpaved playground area, which was either grass or dirt. Four schools reported having no indoor area to use in inclement weather. Students in these areas were occasionally bussed to other facilities for physical education. Five schools, or 6 percent of those surveyed, reported that nearby college or community swimming pools were used to provide an aquatics unit for the elementary students. One school made use of a local recreational facility to teach the youngsters to ski.

SPECIAL PROGRAMS IN ELEMENTARY PHYSICAL EDUCATION

Twenty-nine of the schools surveyed, or 35 percent, indicated that adapted physical education programs were provided for the exceptional individuals within their school. Ten schools, or 12 percent, indicated that there were no exceptional children in attendance at their school and therefore, there was no need for an adapted program. Forty-seven schools, or 57 percent, did not offer adapted physical education activities.

After-school intramural programs were offered in 62 percent of the schools responding to the questionnaire. These programs were mainly conducted in wrestling, basketball, track, volleyball and football. Other noncompetitive activities such as nature hikes and gymnastics were offered by 49 percent of the schools.
Fifty-two percent of the schools surveyed had established a written philosophy of physical education to serve as a foundation for their physical education program. Forty-five percent of the schools surveyed, or thirty-six schools, had also established a written list of objectives to serve as a basis of the curriculum. Fifty-five percent of the schools responding to the questionnaire, or forty-five schools, were in possession of a written curriculum for the teachers to follow. Several of these schools were using the curriculums written by some of the larger school districts in the state. Several of the schools also indicated that while a curriculum guide did exist it was very seldom used and badly in need of revision.

The following chapter will summarize the findings of the investigation, draw conclusions based on the information gathered and make recommendations based on the data.
Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Physical education programs in the elementary schools surveyed showed a wide range of variations from the total lack of physical education to an organized five-day-a-week program. The majority of the programs fell somewhere between these two extremes. The following are some of the major findings of the study.

1. The average amount of time allotted to physical education was thirty to sixty minutes per week at the primary level and sixty-five to ninety minutes per week at the intermediate level.

2. Physical education classes were held an average of twice a week at both primary and intermediate levels.

3. More time was spent in physical education at the intermediate level than at the primary level. Six of the schools surveyed reported having no physical education at the primary level.

4. The most common activities at the primary level were relays and tag games and low organization games. The most common activities at the intermediate level were team sports and track and field activities.

5. Physical fitness tests were conducted in 44 percent of the primary programs and 78 percent of the intermediate programs.

6. Aquatics activities were offered to a very limited extent
in the schools surveyed.

7. Fifty-four percent of the surveyed schools provided the services of a physical education specialist. In only 27 percent of the schools the specialist was responsible for all of the physical education.

8. The most common facility available for elementary physical education was the gymnasium. Most schools also had unpaved playground areas available for the elementary use.

9. One-fourth of the schools surveyed designated recess as a physical education time. In half of these schools the activities were neither teacher-organized nor directed.

10. About half of the schools surveyed had established the written philosophy, objectives and coinciding curriculum necessary to provide for developmental learning in physical education.

11. Thirty-five percent of the schools surveyed offered adapted physical education activities for the exceptional child.

12. After-school intramural activities were conducted in 62 percent of the schools responding to the questionnaire.

13. Forty-nine percent of the schools offered special physical education activities other than in a competitive intramural situation.
CONCLUSIONS

Based on the review of literature and the results of the processed questionnaires the following conclusions were drawn.

1. The majority of the schools in the sample were not providing physical education to meet the standards recommended by the American Association for Health, Physical Education and Recreation, which include a daily physical education program and a physical education specialist.

2. In several of the schools surveyed, recess time was designated as physical education without any organization or planning on the part of the teacher to warrant the time being called physical education.

3. The facilities available for the use of elementary physical education varied greatly. The most common facility was the gymnasium. There were several schools that had no indoor facilities available for their use. The lack of adequate facilities may have been one of the factors most limiting the improvement and advancement of elementary physical education programs. Few of the schools surveyed were making use of local facilities such as swimming pools and ski areas to improve the quality of their elementary physical education programs.

4. About 50 percent of the schools responding to the questionnaire had no philosophy of physical education, written objectives, or developmental curriculum in physical education. It was the opinion of the investigator that physical education, like all other curricula, must
have a developmental scheme to insure that all students are allowed the opportunity to learn and practice various physical skills and to help insure that no important skills are overlooked.

5. About 29 percent of the schools responding to the questionnaire employed full-time physical education specialists. This seemed to be a trend as another 21 percent of the schools provided part-time physical educators to assist the classroom teachers. The recommendation of the State Department of Public Instruction that elementary teachers have a daily planning period may encourage more elementary schools to employ physical education specialists in order to help free the classroom teacher.

6. Movement education activities were included in only about 63 percent of the primary grades and 61 percent of the intermediate grades. Apparently, the importance of movement education as the basis of all physical education was not recognized by a significant percentage of the schools surveyed.

7. More time was allotted to physical education at the intermediate level than at the primary level. This seemed to indicate that the schools surveyed thought that physical education was more important for the intermediate youngster than for the primary youngster.

8. Physical fitness testing was being carried on in 44 percent of the primary grades and 73 percent of the intermediate grades of the schools surveyed. Seemingly, physical fitness testing was considered
more important at the intermediate level than at the primary. It was the opinion of the investigator that there would be a trend toward less and less physical fitness testing, as the country was, at the time of the investigation, in a period of peace and traditionally during peace time there is less stress on physical fitness. The small number of schools who conducted fitness tests at the primary level may have been an indication of this trend.

9. Thirty-five percent of the schools surveyed offered adapted physical education activities for the exceptional child. Several schools reported that there were no exceptional children enrolled in their respective schools. Many of the schools may not have recognized such exceptionalities as the clumsy child, the emotionally disturbed, the obese, the diseased and the socially maladjusted, and they may not have considered that these exceptionalities require adapted physical education programs.

RECOMMENDATIONS

Based on the literature reviewed and the conclusions reached as the result of information gathered by the questionnaires, the following recommendations were made.

1. The state standards should be revised to more clearly designate what constitutes physical education. If recess time is to be designated as physical education, some standards should be outlined for
the type of activities that can be conducted during this time.

2. School systems should be encouraged to function according to their state standards and some means should be provided to assure that the standards are being met and maintained.

3. Individual school systems should be encouraged to establish and adopt a written philosophy, a list of objectives and a matching developmental curriculum for elementary physical education.

4. Further research should be conducted to evaluate the validity of the activities included in the elementary physical education curriculum and to determine the types of activities that should be included in the elementary program.

5. Teachers should be encouraged to evaluate each of the youngsters in their physical education classes to determine their need for adapted physical education activities. The teachers should then be encouraged to provide the individual programs needed for these exceptional children.

6. Schools should be encouraged to design their physical education programs to begin at the primary level since motor patterns are being established at this level.
LITERATURE CITED


Montana Department of Public Instruction. Personal correspondence between Dave Oberly, Health and Physical Education Supervisor, and the researcher, February 7, 1975.


APPENDIXES
ELEMENTARY PHYSICAL EDUCATION QUESTIONNAIRE

APPENDIX A

1. How much time other than recess is allotted each week for elementary physical education?

<table>
<thead>
<tr>
<th>Grades 1-3</th>
<th>Grades 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>less than 30 minutes</td>
<td>30 to 60 minutes</td>
</tr>
<tr>
<td>30 to 60 minutes</td>
<td>65 to 90 minutes</td>
</tr>
<tr>
<td>65 to 90 minutes</td>
<td>more than 90 minutes</td>
</tr>
</tbody>
</table>

2. How many times a week does each class in the elementary school have organized physical education classes?

<table>
<thead>
<tr>
<th>Grades 1-3</th>
<th>Grades 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Is recess designated as a physical education period?

*yes*

*if yes. Are the activities teacher organized and directed?*

*yes*

4. Is a physical education specialist employed to teach physical education in the elementary school?

*yes*

*if yes. How many classrooms is each specialist responsible for teaching?*

5. What activities are included in the elementary physical education program?

<table>
<thead>
<tr>
<th>Grades 1-3</th>
<th>Grades 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>movement exploration activities</td>
<td>movement exploration activities</td>
</tr>
<tr>
<td>rhythms</td>
<td>rhythms</td>
</tr>
<tr>
<td>physical fitness tests</td>
<td>physical fitness tests</td>
</tr>
<tr>
<td>track and field</td>
<td>track and field</td>
</tr>
<tr>
<td>team sports</td>
<td>team sports</td>
</tr>
<tr>
<td>games of low organization</td>
<td>games of low organization</td>
</tr>
<tr>
<td>gymnastics</td>
<td>gymnastics</td>
</tr>
<tr>
<td>stunts and tumbling</td>
<td>stunts and tumbling</td>
</tr>
<tr>
<td>apparatus activities</td>
<td>apparatus activities</td>
</tr>
<tr>
<td>relays and tag games</td>
<td>relays and tag games</td>
</tr>
<tr>
<td>aquatics</td>
<td>aquatics</td>
</tr>
</tbody>
</table>
6. If the classroom teacher is responsible for teaching physical education, does he or she receive assistance from a qualified physical educator?
   _____ yes   _____ no

7. Does your school have a written philosophy of physical education?
   _____ yes   _____ no

8. Has your school established written objectives for physical education?
   _____ yes   _____ no

9. Does the physical education teacher (specialist or classroom teacher) have a curriculum guide to follow?
   _____ yes   _____ no

10. What facilities are available for elementary physical education?
    _____ none
        _____ gymnasium
        _____ multi-purpose room
        _____ paved playground area
        _____ unpaved playground area
        _____ other (please specify) ________________________________

11. Are adapted physical education activities offered for exceptional children?
    _____ yes   _____ no

12. Does your school offer an after-school intramural program for elementary students?
    _____ yes   _____ no

13. Does your school offer any other after-school physical education activities?
    _____ yes   _____ no
May 12, 1975

Dear

As a graduate student of Montana State University, I am conducting a survey on the status of physical education in the elementary schools in Montana.

I would greatly appreciate your taking a few minutes to complete and return the enclosed questionnaire. It should require no more than 10 minutes of your time.

All responses will be compiled in group statistics only. School names will not be associated with any information on the questionnaire.

Most of the questions can be answered by simply placing a check in the appropriate blanks. A stamped self-addressed envelope is enclosed for your convenience.

Your cooperation is most important to the study, and I shall be grateful for your response.

Sincerely,

Marilyn Undem

Dr. Willis Vandiver
Advisor