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# A survey and evaluation of the physical education program at the elementary school level in Worcester public elementary schools

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Garvey, J. L.  
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Boston University  
School of Education

THESIS

A Survey and Evaluation of the Physical  
Education Program at the Elementary school  
level in Worcester Public Elementary Schools.

Submitted by

James Leo Garvey

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In Partial Fulfillment of Requirements  
for the Degree of Master of Education.

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First Reader:        Dr. Arthur G. Miller  
                         Professor of Education

Second Reader:       Dr. James A. Wylie  
                         Professor of Education

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## Chapter I

### Introduction

#### I. A Brief Description of Worcester

Worcester was first settled in the year 1673, became a town in 1722, was incorporated in 1780 and in 1848 acquired the status as a city. The city has a population of approximately 187,000 and is located close to the center of the state.

Worcester is also known as the City of Diversified Industries having over 500 manufacturing establishments. The city is one of the world's largest machine tool centers. It has the world's largest abrasives plant as well as others known throughout the industrial world as leaders in special fields.

Some major contributions to industrialization have been made by Worcesterites; Ichabod Washburn and William Whalen contributed wire drawing processes and metal machine tools respectively. George Crompton invented the first workable loom.

Worcester is also renowned as a cultural center, having within its borders such institutions as the Worcester Art Museum, containing one of the finest collections of paintings, sculptures, prints, and examples of the decorative arts in the United States. It is the home of the American Antiquarian Society, founded in 1812 and one of the most

distinguished bodies in the country, as well as numerous libraries containing over 1,500,000 volumes.

Many fine colleges and universities are located in Worcester, they are as follows:

1. Holy Cross College
2. Assumption College
3. Clark University
4. Worcester Polytechnic Institute

The population of Worcester is made up of many nationalities and socio-economic groups. It has a very large Irish population.

## 2. Statement of the Problem

A survey and evaluation of the physical education program at the elementary school level in the Worcester, Massachusetts public elementary schools.

## 3. Purpose of the Study

To survey the present status of physical education in the elementary schools, and to recommend improvements to be made in this physical education program of the elementary public schools of Worcester.

## 4. Delimitation of the Study

This study is limited to the evaluation of the physical education programs in grades one through six only.

### 5. Justification of the Study

In order to improve the physical education program in Worcester the system and program must first be evaluated to determine the apparent strengths and weaknesses.

A well rounded program of activities, selected in relation to the needs of the children, is the contribution that can be made by physical education to the achievement of the general objectives of the elementary school. There remain for discussion methods that can be used to determine whether or not these objectives have been met. "The broad general purpose of systematic evaluation is the improvement of the total educational program so that greater child growth may be possible."<sup>1</sup>

### 6. Statement of Physical Education Objectives

"The aim of education is to provide for the optimum physical, social, emotional, and intellectual growth and development of children in light of their needs and interests, so that they may become worthwhile members of society -- citizens of democracy. Physical education contributes to this aim through its objectives and by means of its activities."<sup>2</sup>

1. Dorothy LaSalle, Guidance of Children Through Physical Education. (New York:A.S. Barnes & Company, 1946), p.140.
2. Arthur G. Miller and Virginia Whitcomb, Physical Education in the Elementary School Curriculum (Englewoods Cliffs; Prentice Hall Inc., 1957) p. 3.

<sup>1</sup>  
Miller has stated the following objectives of physical education in view of the above statement:

- a.) Physical: Includes physical fitness, growth and development and skills.
- b.) Social-Emotional: Includes such traits as co-operation, competition, leadership, sportsmanship, honesty, release of tensions, etc.
- c.) Intellectual: Includes knowledges and appreciations.

Most of the physical education writers state the same objectives, but in different words.

"The objectives of physical education may be divided into two classifications: the product or outcome objectives (ends) and the process objectives (means). The product objectives are descriptive of individual and group outcomes; the process objectives guide the professional leader in planning the physical education program for optimal outcomes. Both classifications have sufficient support in logic, clinical observation, and research to render the various statements acceptable or valid as guides for planning and conducting programs of physical education."<sup>2</sup>

1. Ibid., pp. 3 - 5.

2. Leonard A. Larson and Lucille F. Hill, Physical Education in the Elementary School (New York: Henry Holt Company, 1957), P. 15.

The product and process objectives stated by Larson<sup>1</sup> follow:

#### Product Objectives

- |  |  |
|--|--|
| 1. Organic development                                     | 1. Physical Education is a participating phenomenon. |
| 2. Motor development                                       | 2. Physical Education is an educational phenomenon.  |
| 3. Knowledge, understanding, and appreciation development. |  |
| 4. Social development.                                     |  |

#### 7. Procedure of Study

The procedures of this study are as follows:

1. A review of the literature in elementary school physical education to help validate this study.
  2. The use of an instrument to evaluate the system.
- This instrument Elementary Evaluative Criteria: Physical Education Section was constructed by Royal L. Gohein.

#### 8. Scope of Study

The study includes 54 elementary schools in Worcester, Massachusetts. Fifteen elementary school physical education teachers used this instrument to evaluate the schools in which they taught in Worcester.

1. Ibid., pp. 15-28.

## Chapter II

## Review of the Literature

## I. Introduction

"In administering a measurement program in physical education one must plan ahead so effort will not be haphazard or incomplete."<sup>1</sup> This statement points out that a physical education program in any system must be evaluated to show if the program is meeting the needs of all the children.

This evaluation is designed to point out weaknesses and suggest ways of overcoming these weaknesses in the Worcester Physical Education Program.

"Perhaps the greatest cause, after poor, leadership, of inadequate physical education programs is the poor selection of program materials. This is due, many times to the fact that the proper materials are not readily available. Teachers are generally under a constant pressure of too little time for the amount of work that should be accomplished; therefore, availability of materials for immediate use is of utmost importance."<sup>2</sup> If such flaws can be pointed out a better program should evolve.

"Program administration in physical education is the process by which the desired educational outcomes are obtained. It establishes the direction the program will

1. Carl E. Willgoose, Evaluation in Health Education and Physical Education. (New York: McGraw-Hill Co., 1961) p. 377.
2. Leonard A. Larson and Lucille F. Hill, Physical Education in the Elementary School (New York: Henry Holt Company, 1957), p. 125.

take, and should be based on those requirements necessary for the smooth operation of the program of physical education activities. Successful administration is determined by its quality and its conformity with the best educational philosophy and research."<sup>1</sup>

In order to obtain the desired educational aims, first the program must be evaluated to find the strengths and weaknesses. From this point a well rounded physical education program can be set up.

"It is our responsibility to evaluate our methods and activities to see how useful they are in satisfying all the needs of all the children."<sup>2</sup>

"Each school district is faced with the problem of organizing a program of physical education activities to meet the conditions of the time. America needs a physical education program that will educate people in the free, democratic, and self-directing responsibilities of American Citizenship. The foundations for such a program are extremely important and must be laid in the elementary school because it is the only social institution in which the majority of young children can be reached."<sup>3</sup>

1. Ibid., P. 140.
2. Elen D. Fraser et al., *The Child and Physical Education* (New Jersey: Prentice-Hall Co., 1956), p. 5.
3. N. P. Neilson and Winifred Van Hagen, *Physical Education for Elementary Schools* (New York: A. S. Earnes Company, 1954), p. 7.

All research reviewed states that evaluation and then direction toward a goal is the proper course to follow in analyzing any educational program.

## Review of Evaluative Instruments

"There are several useful instruments designed to provide the administrator with a somewhat broad view of the health and physical education program. Some are standardized; many are used locally or employed experimentally. These are of value, however, when used as guides in the over-all appraisal of the program."<sup>1</sup>

I. Indiana Physical Education Score Card for elementary and secondary schools.

"It is primarily a self-evaluation instrument, which encourages follow up studies."<sup>2</sup>

The score is broken up into four areas, which are weighted in the following manner:<sup>3</sup>

Area	Percent of Total Value
1. Class management and instruction. . . . .	40
2. Program Activities. . . . .	30
3. Facilities and equipment. . . . .	20
4. Administration. . . . .	10

There is a separate score card for each grade level. Each group is scored in each area after several questions have been answered for each area.

1. Willgoose, op. cit., p. 380.
2. Ibid., p. 380.
3. Ibid., p. 380.

## Example:

## Administration

## Days per week of physical education

4 - 5 days	6 points
2 - 3 days	4 points
1 day	2 points
0 days	0 points

These score cards point out weaknesses and are of value.

## II. The LaPorte Health and Physical Education Score Card.

"This card is set up in such a way that it centers<sup>1</sup> attention upon the characteristics of a good program."

There are ten areas of concentration, consisting in ten elements each.

Area of Concentration	Possible Score
1. Program of activities. . . . .	30
2. Outdoor areas. . . . .	30
3. Indoor areas. . . . .	30
4. Locker and shower areas. . . . .	30
5. Swimming pool. . . . .	30
6. Supplies and equipment. . . . .	30
7. Medical examinations and health services. . . . .	30
8. Modified individual (corrective) activities. . . . .	30

1. Ibid, p. 381.

9. Organization and administration of class programs. . .30
10. Administration of intramural and interscholastic  
athletics. . .30

Total possible score 300

Each area can be rated 1 to 30, with a possible total score of 300. If 200 points are scored, the program is considered fair to good.

### III. A Functional Evaluation of the Health and Physical Education Curriculum.<sup>1</sup>

In this evaluation by Van Dalen a number of recognized goals of health and physical education are listed under seven different headings. The items are scored by three letters, according to degree of opportunity existing for attainment of goals.

- N. No opportunity
- S. Some opportunity
- C. Considerable opportunity

### IV. A Check List for Physical Education.

The New York State Education Department has a checklist for school officials. This instrument consists of many yes or no statements that include items of program activities, program planning, evaluating, scheduling, personnel, facilities, safety and sanitation, and budget.<sup>2</sup>

1. D. B. Van Dalen, "Functional Evaluation of the Health and Physical Education Curriculum," *The Physical Educator*, (March, 1959), 1 - 3.
2. Willgoose, op. cit., p. 383.

### Review of Selected Instrument

The instrument being used is a revision of the original instrument, "Elementary Evaluative Criteria for Health and Physical Education."<sup>1</sup> James F. Baker and others, did a research project on Elementary Evaluative Criteria in 1953, which included health and physical education. The project consisted of subjective type questions to evaluate elementary school systems.

#### Elementary Evaluative Criteria Physical Education

by Royal Gohein

This instrument is to be used by physical education personnel to evaluate the physical education program in terms of strengths and weaknesses and provide a sound basis for necessary improvements and additions.

All items on the evaluation are scored on a 4,3,2, or 1 basis.

4. Major Provision evident: few improvements or additions needed.
3. Partial Provision evident: several additions and improvements needed.
2. Minor Provisions evident: many additions and improvements needed.
1. No Provision evident:

The instrument is separated into four parts.

1. Departmental Organization and Policies;
2. Facilities, Equipment and Supplies;
3. Program Planning and Teacher Methods;
4. Class Content.

1. James F. Baker et al., Evaluative Criteria. (Research Project) (Boston: Boston University, School of Education, 1953), pp. 36 - 40.

The examples that follow illustrate the use of the standards in scoring the items:

A-1 A definite philosophy, specific aims, objectives and policies are set forth in writing are available to the public.

1-~~2~~-3-4

(In this example, a rating of 2 is given, indicating that only minor provision is evident with several additions and improvements needed.)

A-2 Indoor conditions are adequate in terms of:

- |                                  |                             |
|----------------------------------|-----------------------------|
| a. <u>3</u> temperature control. | d. <u>4</u> cleanliness.    |
| b. <u>2</u> ventilation.         | e. <u>2</u> floor surface.  |
| c. <u>3</u> lighting.            | f. <u>4</u> adequate exits. |

(+ 6) 1-2-~~3~~-4

(When an item such as this appears, it is necessary to score each sub-item in terms of the standards and to divide the total of these scores by the number of sub-items. This will determine the final evaluation, which is in the above example a 3, or "partial provision evident.")

In other items, the standards have been applied as weighted responses. The score is determined by the response or responses selected. The following four examples will indicate the use of this method:

A-3 Appropriate costumes are required for children in the fifth and sixth grades.

- a. gym suits. 4    b. play clothes. 3    c. none required. 1

1-2-3-~~4~~

A-4 Parental permission is required in writing for child participation in the extra-class program.

a. Yes (4)      b. No (1)

①-----4

A-5 Outdoor facilities include: (insert check for Yes, leave blank if No)

a.  a kindergarten-primary area.    b.  hard-top court area.  
c. \_\_\_ an apparatus area.      d.  a field or turf area.

(total the number of checks for score)  
1-2-~~3~~-4

A-6 An annual inventory of all equipment and supplies is required and includes:

a. the total number of each item.    abc-(4)

b. an evaluation of present condition.    ab-(3)

c. recommendation for new materials.    ~~ac~~(2)  
bc-(1)

1-~~2~~-3-4

(The first two examples, A-3 and A-4 can be scored by using one response only. Examples A-5 and A-6 illustrate how the score will be determined on the total responses evident.)

In all cases, encircle correct responses and final scores.

Provisions are made at the completion of each division for a single score that is interpreted in terms of the four standards. (See example below)

Part 1: Total Items: 24: Possible Total for Part 1: 96

School Total for Part 1: 72

Evaluation for Part 1: 3

To determine the score for Part 1, the following formula is used:

$$\frac{\text{School Total}}{\text{Total Items}} = \text{Score for Part 1} \quad \frac{72}{24} = 3$$

## Chapter III

## Techniques and Procedures

## 1. Research Procedure

"Good program appraisal, accomplished in the light of proper measurement techniques and leading to change in the curriculum and the methods of teaching is a form of practical research especially needed in today's schools."<sup>1</sup>

This research paper is a survey.

"The general purposes of the survey are to reveal current conditions, to point up the acceptability of the status quo, and to show the need for change."<sup>2</sup>

"It becomes apparent from the foregoing that a survey purports to be an orderly collection, analysis, interpretation, and report of pertinent facts and information concerning an enterprise or situation or some aspect thereof, insofar as conditions and circumstances permit."<sup>3</sup>

## Data Needed for Survey

1. Fifty six instruments to evaluate the Worcester elementary school physical education program.

2. The instrument:

Elementary Evaluative Criteria

Physical Education

by Royal Gobein

1. Ibid., p. 385.
2. M. Gladys Scott et al., Research Methods in Health, Physical Education and Recreation. (Washington D. C.: American Association for Health, Physical Education and Recreation, 1959), p. 253.
3. Ibid., p. 253.

### Procurement of Data

This instrument was used by seventeen physical education teachers in fifty-six elementary schools. Each teacher and the author of this survey evaluated each elementary school in Worcester.

### Procedure Used in Compiling Data

The data is statistically analyzed in terms of the mean, mode and median.

## Chapter IV

## Presentation and Analysis of Data

This presentation includes 54 elementary schools in Worcester, Massachusetts.

The instrument is divided into four parts.

I. Following are all the elementary schools and the score for each school on each part and the mean for each school.

School	Organiza- tion	Facilities	Program Planning	Class Content	Mean
1. Abbott St.	2	2	2	2	2
2. Adam Square	3	1	3	3	$2\frac{1}{2}$
3. Adam Street	2	2	2	3	$2\frac{1}{4}$
4. Andover St.	3	1	3	3	$2\frac{1}{2}$
5. Belmont St.	2	1	2	2	<del><math>1\frac{3}{4}</math></del>
6. Blithewood	2	2	2	2	2
7. Bloomingdale	2	2	2	3	$2\frac{1}{4}$
8. Burncoat	3	2	2	2	$2\frac{1}{4}$
9. Cambridge St.	2	2	2	2	2
10. Canterbury St.	3	1	2	2	2
11. Chandler St.	2	1	3	2	2
12. Clark Street	2	3	3	3	<del><math>2\frac{3}{4}</math></del>
13. Columbus Park	3	3	3	3	3
14. Dartmouth St.	2	1	2	2	<del><math>1\frac{3}{4}</math></del>
15. Dix Street	2	1	2	2	<del><math>1\frac{3}{4}</math></del>
16. Downing St.	2	1	3	2	2
17. East Kendall	2	1	2	2	<del><math>1\frac{3}{4}</math></del>

	Organiza- tion	Facilities	Program Planning	Class Content	Mean
18. Edgeworth St.	2	1	2	2	$1\frac{3}{4}$
19. Elizabeth St.	2	2	2	2	2
20. Flag Street	2	3	3	3	$2\frac{3}{4}$
21. Freeland St.	2	2	2	2	2
22. Gage Street	2	3	3	3	$2\frac{3}{4}$
23. Gates Lane	2	2	2	2	2
24. Grafton St.	2	1	2	2	$1\frac{3}{4}$
25. Granite St.	2	1	2	2	$1\frac{3}{4}$
26. Greendale	3	1	3	3	$2\frac{1}{4}$
27. Harlow St.	3	1	2	2	2
28. Heard Street	3	3	3	3	3
29. Indian Hill	3	1	2	2	2
30. Lake View	2	2	2	2	2
31. Lamartine St.	2	1	2	2	$1\frac{3}{4}$
32. Lee Street	2	1	2	2	$1\frac{3}{4}$
33. Lincoln St.	3	3	3	3	3
34. Ludlow Street	3	1	2	2	2
35. Malvern Road	2	1	3	3	$2\frac{1}{4}$
36. May Street	3	3	3	3	3
37. Middlesex Ave.	2	2	3	2	$2\frac{1}{4}$
38. Midland St.	2	2	3	3	$2\frac{1}{4}$
39. Millbury St.	2	1	2	2	$1\frac{3}{4}$
40. Mill Street	3	3	3	3	3
41. Nelson Place	3	3	3	3	3
42. Oxford Street	2	1	2	2	$1\frac{3}{4}$
43. Quinsigamond	2	1	2	2	$1\frac{3}{4}$

20.

	Organiza- tion	Facilities	Program Planning	Class Content	Mean
44. Rice Square	3	2	3	3	<del>2.4</del>
45. Roosevelt	2	2	2	2	2
46. St. Nicholas	3	3	3	3	3
47. Tatnuck	2	3	3	3	<del>2.3</del>
48. Thorndyke Rd.	3	2	3	3	<del>2.4</del>
49. Union Hill	2	2	2	2	2
50. Upsala St.	2	1	2	2	<del>1.4</del>
51. West Boylston	2	3	3	3	<del>2.3</del>
52. West Tatnuck	3	3	3	3	3
53. Winslow St.	2	2	2	2	2
54. Woodland St.	2	1	2	2	<del>1.4</del>

The mean of all the elementary schools in physical education in Worcester, Massachusetts is 2.422.

A 2 on the evaluation represents:

Minor Provision Evident.

Many additions and improvements needed.

The mode of all the elementary schools in physical education in Worcester, Massachusetts is 2.00. This score showing up most frequently further substantiates the mean.

The median of all the elementary schools in physical education in Worcester, Massachusetts is 2.00. This score above which and below which lie 50 per cent of the cases further substantiates the mean and the mode.

Next, each of the four parts is presented and analyzed.

## I.

Departmental Organization and Policies of Worcester  
Elementary Schools

The mean for all elementary schools.	2.33.
The mode for all elementary schools.	2.00.
The median for all elementary schools.	2.00.

## II.

Facilities, Equipment and Supplies of Worcester  
Elementary Schools

1. The mean for all elementary schools is 1.42.  
This points out one of the weaker areas in the Worcester elementary schools in physical education.
2. The mode for all elementary schools is 1.00.  
This further substantiates the above statement.
3. The median for all elementary schools is 2.00.

## III.

Program Planning and Teacher Methods in Worcester  
Elementary Schools

1. The mean for all elementary schools is 2.44.
2. The mode for all elementary schools is 2.00.
3. The median for all elementary schools is 2.00.

Part IV  
Class Content in Worcester  
Elementary Schools

1. The mean for all elementary schools is 2.40.
2. The mode for all elementary schools is 2.00.
3. The median for all elementary schools is 2.00.

## Discussion of Data

Analysis in terms of the mean for all Worcester elementary schools.

## Part I: Departmental Organization and Policies:

## General Policies:

Items receiving 4 points.

1. Time allotment for the instructional period in physical education.

Lower grades:           30 minutes           4 points

Upper grades:           45 minutes           4 points

Items receiving 3 points.

1. A definite philosophy, specific aims, objectives, and policies are set forth in writing and are available to the public.
2. A written, up to date course of study for grades 1 through 6 is kept on file in the administrative offices and copies are available upon request.
3. The physical education program is allowed an adequate budget for the purchase and upkeep of equipment and supplies.
4. An insurance plan to cover physical education activities is available to all students and provided by:

The children's parents.

Items receiving 2 points.

1. An annual inventory of all equipment and supplies includes:

- a. The total number of each item.
- b. Recommendations for new materials.

Items receiving 1 point.

1. Physical education classes are held:  
1 day a week.
2. Apparatus, equipment and supplies are periodically checked and kept in good repair. No. (1)
3. Sneakers are required to be worn by all students during the activity periods. No. (1)
4. Appropriate costumes are required for children in the upper elementary grades. c. none required.

Personnel:

Items receiving 4 points.

1. Physical education is under the supervision of a well qualified physical educator.
2. Instruction in the physical education program is provided by:
  - a. A special teacher of physical education, upper grades.
3. Instructors serving in the extra class program:
  - a. are paid extra.
4. Instructors in the extra-class program are:
  - a. physical education personnel.

Items receiving 3 points.

1. Instruction in the physical education program is provided by:

- a. A special teacher of physical education, lower grades.

Items receiving 2 points.

None.

Items receiving 1 point.

1. An organized program of in-service education is offered to classroom teachers who are responsible for teaching physical education. No. (1)
2. Classroom teachers are encouraged to participate in physical education staff and departmental meetings. (No. 1)

Medical:

Items receiving 4 points.

None.

Items receiving 3 points.

1. Regular periodical medical examinations are required for all students and are given:
  - b. every two years. (3)

Items receiving 2 points.

1. A school nurse is:
  - b. on call (2)

Items receiving 1 point.

1. Necessary information concerning the physical education program is supplied to local physicians by school officials to assist them in making recommendations for

individual program limitation. No.(1)

Extra - Class:

Items receiving 4 points.

None.

Items receiving 3 points.

None.

Items receiving 2 points.

None.

Items receiving 1 point.

1. The need for more physical activity through an extra-class program for the upper elementary grades is recognized and provided for by the school administration.

d. none provided. (1)

2. Parental permission is required in writing for child's participation in the extra - class program. No (1)

3. Transportation is available, when necessary, to help insure participation in extra - class activities and is provided by:

c. none provided. (1)

Part I: Total Items: 24: Possible Total for Part I: 96

Worcester Total for Part I; 56

Evaluation for Part I: 2.3

## Part II: Facilities, Equipment and Supplies:

## 1. Indoor facilities include:

- a. a gymnasium. ① - 2 - 3 - 4
- b. a multipurpose room. 1 - ② - 3 - 4
- c. an emergency first-aid room. 1 - 2 - 3 - ④
- d. a swimming pool. ① - 2 - 3 - 4
- e. (insert a check for Yes; leave blank if No)

adequate storage space for equipment and supplies.  separate locker and shower facilities for boys and girls.

accessible toilet facilities.  office space for physical education personnel.

(total the number of checks for score)

① - 2 - 3 - 4

## 2. Indoor conditions are adequate in terms of:

- a. 3 temperature control. d. 3 cleanliness.
- b. 3 ventilation. e. 2 floor surface.
- c. 3 lighting. f. 3 adequate exits. (+ 6)

1 - 2 - ③ - 4

## 3. Stage facilities are utilized, if available, for physical education activities.

Yes (4) No (1) ①-----4

## 4. One indoor teaching station for physical education is provided for every:

- a. 6-11 classrooms. (4) b. 12-14 classrooms. (3)
- c. 15-19 classrooms. (2) d. 20-24 classrooms. (1)

① - 2 - 3 - 4

5. Adequate electrical outlets are available for the areas where dance and other physical education activities will be held.

Yes (4) No (1) 1-----4

6. A minimum acreage of playground space is provided for each elementary school.

a. over 10 acres. (4)      b. 7-10 acres. (3)  
c. 5-6 acres. (2)      d. less than 5. (1)

1-2-3-4

7. Outdoor facilities are properly fenced where necessary to insure greater safety from hazardous traffic conditions.      Yes (4) No (1)      1-----4

8. Outdoors facilities include: (insert a check for Yes; leave blank if no)

a. \_\_\_ a kindergarten-primary area      b.  a hard-top court area.  
c. \_\_\_ an apparatus area.      d. \_\_\_ a field or turf area.

(total the number of checks for score)

1-2-3-4

9. Outdoor play space has proper drainage.

Yes (4) No (1)      1-----4

10. Court markings, inside and out, are adapted to the space available and to the level of the pupils.

Yes (4) No (1)      1-----4

11. Indoor equipment includes adequate amounts of: (insert a check for Yes; leave blank if No) (List amounts on the dotted lines.) Total the number of checks for



No) (List amounts on dotted lines.) (Total the number of checks for score on each division.)

- a. \_\_\_ Jr. sized footballs.--- \_\_\_ kicking tees.---  
 \_\_\_ volleyballs.--- \_\_\_ volleyball nets.--- ①-2-3-4
- b. \_\_\_ jr. sized basketballs.--- \_\_\_ batting tees.---  
 \_\_\_ tetherballs.--- \_\_\_ soccer balls.--- ①-2-3-4
- c. \_\_\_ softballs.--- \_\_\_ softball bats.---  
 \_\_\_ bases.--- \_\_\_ catching equipment.--- ①-2-3-4
- d. \_\_\_ 6" playground balls.--- \_\_\_ 8" playground balls.---  
 \_\_\_ 10" playground balls.--- \_\_\_ 13" playground balls.---  
 ①-2-3-4
- e. \_\_\_ shuffleboard sets.--- \_\_\_ ring toss sets.---  
 \_\_\_ deck tennis sets.--- \_\_\_ rubber horseshoe sets.---  
 ①-2-3-4
- f. \_\_\_ badminton rackets.--- \_\_\_ badminton nets.---  
 \_\_\_ victrola records.--- \_\_\_ table tennis paddles.---  
 ①-2-3-4
- g. & \_\_\_ marbles.--- \_\_\_ bean bags.---  
 \_\_\_ wands.--- \_\_\_ balloons.--- ①-2-3-4
- h. \_\_\_ jump ropes.--- \_\_\_ indian clubs.---  
 \_\_\_ whistles.--- \_\_\_ bowling pins.--- ①-2-3-4
- i. \_\_\_ a 50-foot tape.--- \_\_\_ a first-aid kit.---  
 \_\_\_ a pressure pump.--- \_\_\_ a stop-watch.--- ①-2-3-4
15. Each individual classroom has its own basic physical  
 education supplies. 1-②-3-4

16. Armbands, different colored jerseys, pinnies, or other markers are available to identify participants on different teams. Yes (4) No (1) (1)---4
17. Teaching aids that are available and utilized include:  
(Insert a check for Yes; leave blank if No) (Total the number of checks for score on each division.)
- a.  a 16mm. movie projector. \_\_\_ a film-strip projector.  
\_\_\_ an overhead projector. \_\_\_ a tape recorder. (1)-2-3-4
- b. \_\_\_ portable chalkboards. \_\_\_ bulletin boards.  
\_\_\_ a public address system. \_\_\_ display cases. (1)-2-3-4
- Part II: Total Items: 34: possible Total for Part II: 136  
Worcester Total for Part II: 48  
Evaluation for Part II: 1.4

Part III: Program Planning and Teacher Methods:

Program Planning:

1. When planning the physical education program, considerations are given to: (insert a check for Yes; leave blank for No) (Total the number of checks for score on each division.)
  - a.  the philosophy of the school system.  
 the specific grade level.  
 the age and sex.  
 child growth and development. 1-2-3-~~4~~
  - b.  the interests and needs of the pupils.  
 individual and group safety.  
 the carry-over value of the activity.  
 available facilities and equipment. 1-2-3-~~4~~
  - c.  variety.  progression.  
 flexibility.  health conditions. 1-2-3-~~4~~
2. Both formal and informal types of class organization are utilized, depending on the type of activity being taught. Yes (4) No (1) 1---~~4~~
3. Efforts to integrate selected activities with subjects of an academic nature are evident. Yes (4) No (1) ~~1~~---4
4. A desirable breadth and balance is maintained in the presentation of activities. 1-2-3-~~4~~
5. Lesson plans are prepared for classes of physical education. 1-2-3-~~4~~
6. Pupil suggestion for program improvement are offered and considered through individual or class discussions. ~~1~~-2-3-4

7. The extra-class program is based on seasonal activities which the child has learned in the instructional program. ①-2-3-4
8. Children are given a voice in planning, conducting and evaluating the activities of the extra-class program. ①-2-3-4
9. Modern teaching aids are utilized by the staff in program planning. 1-2-3-④
10. A variety of appropriate, up-to-date manuals, guides, books and periodicals are available and utilized by the physical education staff and the classroom teachers. 1-2-3-④
11. Demonstrations for the public are the outgrowth of the regular program, with many students participating. ①-2-3-4
12. Adjustments in programming are provided for:
- a. \_\_\_ the physically handicapped child.
  - b. 4 the socially handicapped child.
  - c. \_\_\_ the mentally handicapped child.
  - d. 4 the physically gifted child. (+4) 1-②-3-4
13. Handicapped children participate in the:
- a. 4 regular class program whenever possible.
  - b. \_\_\_ special class program when necessary. (+2) 1-②-3-4
- Teacher Methods:
14. Class organization including group formations, spac-  
ins, numbering, taking of attendance and orientation

is utilized at grade levels where applicable. 1-2-3-④

15. Warm-up exercises or activities precede instruction  
in physical education. Yes (4) No (1) 1---④

16. Periodic youth fitness tests are: (insert a check for  
Yes; leave blank if No)

a. \_\_\_ administered. b. \_\_\_ careful records are kept.

c. \_\_\_ the results are followed up. d.  individual construc-  
tive help is given.

(Total the number of checks for score) ①-2-3-4

17. All activities are conducted under conditions en-

couraging safe participation in terms of: (insert a  
check for Yes; leave blank if No)

a. \_\_\_ wearing apparel. b.  facilities.

c.  selected activities. d.  usage of equipment.

(Total the number of checks for score) 1-2-③-4

18. Each new activity is explained or demonstrated before  
the participation phase. 1-2-3-④

19. Rest periods are provided, when needed, during the  
physical education program. 1-2-3-④

20. All students are evaluated in terms of:

a. physical fitness. ①-2-3-4

b. growth and development. ①-2-3-4

c. skills. ①-2-3-4

d. social and emotional characteristics. ①-2-3-4

e. activity knowledges and understandings. ①-2-3-4

21. Staff evaluation of the physical education program  
is a continuous process. ①-2-3-4

22. Evaluative procedures serve as a basis for improvement of the physical education program. (1)-2-3-4

Part III: Total Items: 28; Possible Total for Part III: 112;

Worcester Total for Part III: 68

Evaluation for Part III: 2.4

## Part IV: Class Content

1. The general types of activities offered vary from day to day at the:
  - a. 4 lower elementary grade level.
  - b. 4 upper elementary grade level. (+2) 1-2-3-4
2. More than one type of activity is included during a class period for children in the lower elementary grades. 1-2-3-4
3. Activities are presented on a seasonal basis for the upper elementary grades. 1-2-3-4
4. Boys are separated from girls in selected activities in the upper elementary grades. 1-2-3-4
5. The extra-class program is open to all children in the upper elementary grades. 1-2-3-4
6. Types of activities included for the lower elementary grades include:
 

<ol style="list-style-type: none"> <li>a. <u>4</u> running and tag games.</li> <li>b. <u>4</u> simple ball games.</li> <li>c. <u>4</u> classroom games.</li> <li>d. ___ individual stunts.</li> <li>e. ___ rope climbing.</li> <li>f. <u>2</u> individual and couple activities.</li> <li>g. <u>4</u> singing games.</li> <li>h. ___ basic rhythms.</li> </ol>	<ol style="list-style-type: none"> <li>a. <u>4</u> relays. (+2) 1-2-3-<u>4</u></li> <li>b. <u>4</u> simple team games (+2) 1-2-3-<u>4</u></li> <li>c. ___ swimming. (+2) 1-<u>2</u>-3-4</li> <li>d. <u>4</u> tumbling and apparatus (+2) 1-<u>2</u>-3-4</li> <li>e. <u>2</u> body mechanics (+2) <u>1</u>-2-3-4</li> <li>f. ___ playground apparatus (+2) <u>1</u>-2-3-4</li> <li>g. ___ mimetics and story plays (+2) 1-<u>2</u>-3-4</li> <li>h. <u>4</u> folk dancing. (+2) 1-<u>2</u>-3-4</li> </ol>
--	---

7. Types of activities included for the upper elementary grades include:

- |   |  |
|---|--|
| a. <u>4</u> low organizational activities.                        |  |
| a. <u>   </u> a variety of individual and couple activities. (+2) | 1- <del>2</del> -3-4   |
| b. <u>4</u> lead-up games.  | b. <u>4</u> team sports. (+2) 1-2-3- <del>4</del>                  |
| c. <u>4</u> skill-drills.   | c. <u>   </u> body mechanics. (+2) 1- <del>2</del> -3-4            |
| d. <u>4</u> square dancing.                                       | d. <u>   </u> swimming. " 1- <del>2</del> -3-4                     |
| e. <u>2</u> folk-dancing.   | e. <u>   </u> social dancing. " <u>1</u> -2-3-4                    |
| f. <u>2</u> tumbling activities.                                  | f. <u>   </u> individual stunts." <u>1</u> -2-3-4                  |
| g. <u>   </u> rope climbing.                                      | g. <u>2</u> apparatus. " <u>1</u> -2-3-4<br>(including playground) |

Part IV: Total Items: 20; Possible Total for Part IV: 80;

Worcester Total for Part IV: 48

Evaluation for Part IV: 2.4

## Chapter V

## Summary and Conclusions

## Limitation of the Study

This study is limited to the elementary schools in Worcester, Massachusetts. Health education is not treated or mentioned in this study.

## Specific Conclusions for Worcester, Massachusetts

The program in the elementary schools needs many improvements.

## Improvements needed:

## Part I: General Policies.

1. Physical education classes should be held four or five days a week.
2. A definite philosophy, specific aims, objectives and policies should be in writing and available to the public.
3. A written, up-to-date course of study for grades 1 through 6 should be kept on file in the administrative offices and copies available upon request.
4. The physical education program needs more money for the purchase and upkeep of equipment and supplies.
5. An insurance plan should be available to all students at the expense of the school system.
6. An annual inventory should include:
  - a. The total number of each item.
  - b. An evaluation of present conditions.

c. Recommendations for new materials.

7. All equipment should be periodically checked and kept in good repair.
8. All children should be required to wear sneakers.
9. Appropriate costumes should be required for all children in the upper elementary grades.

Personnel:

1. An organized program of in-service education should be offered to classroom teachers who are responsible for teaching physical education.
2. Classroom teachers should be encouraged to participate in physical education staff and departmental meetings.

Medical:

1. A school nurse should be on duty at each school.
2. Regular periodical medical examinations should be required for all students and given annually.
3. Necessary information concerning the physical education program should be supplied to local physicians by school officials to assist them in making recommendations for individual program limitation.

Extra-Class:

1. The administration should start an extra-class program for the upper elementary grades.
2. Parental permission should be required in writing for child's participation in the extra-class program.

3. Transportation should be available, when necessary, to help insure participation in extra-class activities by the school.

Part II: Facilities, Equipment and Supplies.

1. Indoor facilities should include:
  - a. A gymnasium or a multipurpose room.
  - b. An emergency first-aid room.
  - c. A swimming pool.
  - d. Adequate storage space for equipment and supplies.
  - e. Separate locker and shower facilities for boys and girls.
  - f. Office space for physical education personnel.
2. Indoor conditions should be adequate in terms of:  
Temperature control, lighting, floor surface, ventilation, cleanliness and adequate exits.
3. One indoor teaching station for physical education should be provided for every 6-11 classrooms.
4. A minimum acreage of playground space should be provided for each elementary school.

Over 10 acres.

5. Outdoor facilities should include:
  - a. A kindergarten - primary area.
  - b. An apparatus area.
  - c. A hard-top court area.
  - d. A field or turf area.
6. Court markings, inside and out, should be adapted to the space available and to the level of the pupils.

## 7. Indoor equipment should include:

Mats.  
Climbing ropes.  
Vaulting boxes.  
Adjustable horizontal bars.  
Basketball backboards.  
Net standards.  
Mirrors.  
Stall bars.  
Pianos.  
Table tennis tables.

## 8. Outdoor equipment and apparatus should include:

Basketball backboards.  
Net standards.  
Softball backstops.  
Uprights for goals.  
Jungle gyms.  
Balance beams.  
High jump standards.  
Hurdles, reduced in size.  
Sand boxes.  
Tetherball poles.  
Horizontal ladders.  
Climbing ladders.

## 9. All playground apparatus should be firmly anchored on a hard smooth surface.

10. Units of physical education supplies should be available in adequate amounts, where applicable, in the ratio of 1 to every 6 children of the largest group using them at one time.

Junior sized basketballs.	Batting tees.
Junior sized footballs.	Kicking tees.
Volleyballs.	Volleyball nets.
Tetherballs.	Soccer balls.
Softballs.	Softball bats.
Eases.	Catching equipment.
6" playground balls.	8" playground balls.
10" playground balls.	13" playground balls.
Shuffleboard sets.	Ring toss sets.
Deck tennis sets.	Rubber horseshoe sets.
Badminton rackets.	Badminton nets.
Victrola records.	Table tennis paddles.
Marbles.	Bean bags.
Wands.	Balloons.
Jump ropes.	Indian clubs.
Whistles.	Bowling pins.
A 50 foot tape.	A first-aid kit.
A pressure pump.	A stop watch.

11. Each individual classroom should have its own basic physical education supplies.

12. Armbands, different colored jerseys, pinnies, or other markers should be available to identify participants on

different teams.

13. Teaching aids that should be available and utilized are:

An overhead projector.

A film strip projector.

A tape recorder.

A 16 mm movie projector.

A portable chalkboard.

A public address system.

Bulletin boards.

Display cases.

Part III: Program Planning and Teacher Methods:

1. Efforts to integrate selected activities with subjects of an academic nature should be evident.
2. Pupils suggestions for program improvements should be offered and considered through individual or class discussions.
3. The extra-class program should be based on seasonal activities which the child has learned in the instructional program.
4. Children should be given a voice in planning, conducting and evaluating the activities of the extra-class program.
5. Demonstrations for the public should be the outgrowth of the regular program, with many students participating.
6. Adjustments in programming should be provided for:
  - a. The physically handicapped child.
  - b. The mentally handicapped child.

7. Handicapped children should participate in the:
  - a. Special class program when necessary.
8. Periodic youth fitness tests should be:
  - a. Administered.
  - b. The results followed up.
  - c. Careful records kept.
  - d. Individual constructive help given.
9. All activities should be conducted under conditions encouraging safe participation in terms of:

Wearing apparel.
10. All students should be evaluated in terms of:
  - a. physical fitness.
  - b. growth and development.
  - c. skills.
  - d. social and emotional characteristics.
  - e. activity knowledges and understandings.
11. Staff evaluation of the physical education program should be a continuous process.
12. Evaluative procedures should serve as a basis for improvement of the physical education program.

Part IV: Class Content:

1. Activities should be presented on a seasonal basis for the upper elementary grades.
2. The extra-class program should be open to all children in the upper elementary grades.

3. Types of activities that should be included for lower elementary grades are:

Swimming.

Individual stunts.

Rope climbing.

Individual and couple activities.

Basic rhythms.

Playground activities.

Mimetics and story plays.

These items should be added to the Worcester elementary school program.

4. Types of activities that should be included for upper elementary grades are:

Folk dancing.

Tumbling activities.

Rope climbing.

A variety of individual and couple activities.

Body mechanics.

Swimming.

Social dancing.

Individual stunts.

These items should be added to the Worcester elementary school program.

### General Conclusion

A concentrated effort must be made by all concerned to improve the physical education program in the Worcester elementary schools. Many improvements can emerge if a method and a goal is established to attack this problem.

## Chapter VI

## Recommendations for Further Research

1. An evaluation of the Worcester elementary school health program needs to be done.
2. An instrument to evaluate a health program at the elementary school level should be constructed.
3. An evaluation of the secondary school physical education program in Worcester needs to be done.
4. An evaluation of the secondary school health programs in Worcester needs to be done.

Appendix

A

Elementary Evaluative Criteria: Physical Education Section\*:  
Instruction Sheet

The items contained in this section reflect the thinking of modern-day physical educators. It is the intent that the use of this instrument will evaluate an elementary school physical education program in terms of strengths and weaknesses and provide a sound basis for necessary improvements and additions. The evaluation, therefore, should be the best judgments of the physical education personnel and/or visiting committee.

All items are scored on a basis of 4, 3, 2, or 1. These numerical scores conform with the standards which appear below:

4--Major Provision evident: few improvements or additions needed:

3--Partial Provision evident: several additions and improvements needed:

2--Minor Provision evident: many additions and improvements needed:

1--No Provision evident:

The examples that follow illustrate the use of the standards in scoring the items:

A-1 A definite philosophy, specific aims, objectives and policies are set forth in writing and are available to the public.

1-~~2~~-3-4

(In this example, a rating of 2 is given, indicating that only minor provision is evident with several additions and improvements needed.)

A-2 Indoor conditions are adequate in terms of:

a. 3 temperature control.

d. 4 cleanliness.

b. 2 ventilation.

e. 2 floor surface.

c. 3 lighting.

f. 4 adequate exits.

(÷6) 1-2-~~3~~-4

(When an item such as this appears, it is necessary to score each sub-item in terms of the standards and to divide the total of these scores by the number of sub-items. This will determine the final evaluation, which is in the above example a 3, or "partial provision evident.")

In other items, the standards have been applied as weighted responses. The score is determined by the response or responses selected. The following four examples will indicate the use of this method:

A-3 Appropriate costumes are required for children in the fifth and sixth grades.

a. gym suits. (4)

b. play clothes. (3)

c. none required. (1) 1-2-3-~~4~~

A-4 Parental permission is required in writing for child participation in the extra-class program.

a. Yes (4)

b. No (1)

~~1~~-----4

\* Revised Development.

A-5 Outdoor facilities include: (insert check for Yes, leave blank if No)

- a.  a kindergarten-primary area.      b.  a hard-top court area.  
c.  an apparatus area.      d.  a field or turf area.

(total the number of checks for score)      1-2-3-4

A-6 An annual inventory of all equipment and supplies is required and includes:

- a. the total number of each item.      abc-(4)  
b. an evaluation of present condition.      ab-(3)  
c. recommendation for new materials.      ac-(2)  
bc-(1)

1-2-3-4

(The first two examples, A-3 and A-4 can be scored by using one response only. Examples A-5 and A-6 illustrate how the score will be determined on the total responses evident.)

In all cases, encircle correct responses and final scores.

Provisions are made at the completion of each division for a single score that is interpreted in terms of the four standards. (See example below)

Part I: Total Items: 24; Possible Total for Part I: 96;

School Total for Part I:

72

Evaluation for Part I:

3

To determine the score for Part I, the following formula is used:

$$\frac{\text{School Total}}{\text{Total Items}} = \text{Score for Part I} \left( \frac{72}{24} = 3 \right)$$

Part I: Departmental Organization and PoliciesGeneral Policies:

1. Physical education classes are held:
- |                      |                      |                      |         |
|----------------------|----------------------|----------------------|---------|
| a. 5 days a week (4) | b. 4 days a week (4) | c. 3 days a week (3) |         |
| d. 2 days a week (2) | e. 1 day a week (1)  |                      | ①-2-3-4 |
2. Encircle the time allotment (within 5 minutes) for the instructional period in physical education. (L indicates grades 1-3; U indicates grades 4-6)
- |                       |         |         |         |           |
|-----------------------|---------|---------|---------|-----------|
| Lower grades: 15' (2) | 30' (4) | 45' (2) | 60' (1) | L-1-2-3-④ |
| Upper grades: 15' (1) | 30' (4) | 45' (4) | 60' (1) | U-1-2-3-④ |
3. A definite philosophy, specific aims, objectives and policies are set forth in writing and are available to the public. ①-2-3-4
4. A written, up-to-date course of study for grades 1 through 6 is kept on file in the administrative offices and copies are available upon request. 1-2-③-4
5. The physical education program is allowed an adequate budget for the purchase and upkeep of equipment and supplies. 1-②-3-4
6. An insurance plan to cover physical education activities is available to all students and provided by:
- |                           |                                |                       |         |
|---------------------------|--------------------------------|-----------------------|---------|
| a. the school system. (4) | b. the children's parents. (3) | c. none provided. (1) | ①-2-3-4 |
|---------------------------|--------------------------------|-----------------------|---------|
7. An annual inventory of all equipment and supplies includes:
- |  |         |         |
|--|---------|---------|
| a. the total number of each item.      | abc-(4) |         |
|  | ab -(3) |         |
| b. an evaluation of present condition. | ac -(2) |         |
|  | bc -①   |         |
| c. recommendations for new materials.  |         | ①-2-3-4 |
8. Apparatus, equipment and supplies are periodically checked and kept in good repair.
- |                |         |
|----------------|---------|
| Yes (4) No (1) | ①-----4 |
|----------------|---------|
9. Sneakers are required to be worn by all students during the activity periods.
- |                |         |
|----------------|---------|
| Yes (4) No (1) | ①-----4 |
|----------------|---------|
10. Appropriate costumes are required for children in the upper elementary grades.
- |                   |                      |                       |         |
|-------------------|----------------------|-----------------------|---------|
| a. gym suits. (4) | b. play clothes. (3) | c. none required. (1) | ①-2-3-4 |
|-------------------|----------------------|-----------------------|---------|

Personnel:

11. Physical education is under the supervision of a well-qualified physical educator. 1-2-3-④
12. Instruction in the physical education program is provided by:
- |   |             |           |
|---|-------------|-----------|
| a. a special teacher of physical education.       | L-(3) U-(4) | L-1-2-③-4 |
| b. the classroom teacher.                         | L-(2) U-(2) |           |
| c. the special teacher and the classroom teacher. | L-(4) U-(3) | U-1-2-3-④ |

13. An organized program of in-service education is offered to classroom teachers who are responsible for teaching physical education.
- Yes (4) No (1) 1-----4
14. Classroom teachers are encouraged to participate in physical education staff and departmental meetings.
- Yes (4) No (1) ①-----4
15. Instructors serving in the extra-class program:
- a. are paid extra. (4)
- b. are given released time for classes. (3)
- c. are paid as part of their regular teaching salary. (2) 1-2-3-4
16. Instructors in the extra-class program are:
- a. physical education personnel. (4)      b. classroom teachers. (3)
- c. college students. (2)                      d. others. (1) 1-2-3-4

Medical:

17. A school nurse is: a. on duty. (4)      b. on call. (2) 1-2-3-4
18. Regular periodical medical examinations are required for all students and are given:
- a. annually. (4)      b. every two years. (3)      c. every three years. (1) 1-2-3-4
19. Necessary information concerning the physical education program is supplied to local physicians by school officials to assist them in making recommendations for individual program limitation.
- Yes (4) No (1) 1-----4

Extra-Class:

20. The need for more physical activity through an extra-class program for the upper elementary grades is recognized and provided for by the school administration.
- a. grades 4-5-6. (4)                      b. grades 5-6. (3)
- c. grade 6 only. (2)                      d. none provided. (1) 1-2-3-4
21. Parental permission is required in writing for child's participation in the extra-class program.
- Yes (4) No (1) 1-----4
22. Transportation is available, when necessary, to help insure participation in extra-class activities and is provided by:
- a. the school. (4)      b. the parents. (2)      c. none provided. (1) 1-2-3-4

Part I: Total Items: 24; Possible Total for Part I: 96

School Total for Part I: \_\_\_\_\_

Evaluation for Part I : \_\_\_\_\_

Part II: Facilities, Equipment and Supplies:

## 1. Indoor facilities include:

- a. a gymnasium. 1-2-3-4  
 b. a multipurpose room. 1-2-3-4  
 c. an emergency first-aid room. 1-2-3-4  
 d. a swimming pool. 1-2-3-4  
 e. (insert a check for Yes; leave blank if No)

\_\_\_ adequate storage space for  
equipment and supplies.

\_\_\_ separate locker and shower  
facilities for boys and girls.

\_\_\_ accessible toilet facilities.

\_\_\_ office space for physical  
education personnel.

(total the number of checks for score) 1-2-3-4

## 2. Indoor conditions are adequate in terms of:

- a. \_\_\_ temperature control.    c. \_\_\_ lighting.    e. \_\_\_ floor surface.  
 b. \_\_\_ ventilation.    d. \_\_\_ cleanliness.    f. \_\_\_ adequate exits. (÷6) 1-2-3-4

## 3. Stage facilities are utilized, if available, for physical education activities.

Yes (4) No (1) 1-----4

## 4. One indoor teaching station for physical education is provided for every:

- a. 6-11 classrooms. (4)    b. 12-14 classrooms. (3)    c. 15-19 classrooms. (2)  
 d. 20-24 classrooms. (1) 1-2-3-4

## 5. Adequate electrical outlets are available for the areas where dance and other physical education activities will be held.

Yes (4) No (1) 1-----4

## 6. A minimum acreage of playground space is provided for each elementary school.

- a. over 10 acres. (4)    b. 7-10 acres. (3)    c. 5-6 acres. (2)    d. less than 5. (1) 1-2-3-4

## 7. Outdoor facilities are properly fenced where necessary to insure greater safety from hazardous traffic conditions.

Yes (4) No (1) 1-----4

## 8. Outdoor facilities include: (insert a check for Yes; leave blank if no)

- a. \_\_\_ a kindergarten-primary area.    b. \_\_\_ a hard-top court area.  
 c. \_\_\_ an apparatus area.    d. \_\_\_ a field or turf area.

(total the number of checks for score) 1-2-3-4

## 9. Outdoor play space has proper drainage.

Yes (4) No (1) 1-----4

10. Court markings, inside and out, are adapted to the space available and to the level of the pupils.

Yes (4) No (1) 1-----4

11. Indoor equipment includes adequate amounts of: (insert a check for Yes; leave blank if No) (List amounts on the dotted lines.) (Total the number of checks for score on each division.)

- |                                       |                                    |         |
|---------------------------------------|------------------------------------|---------|
| a. ___ mats.---                       | ___ vaulting boxes.---             |         |
| ___ climbing ropes.---                | ___ adjustable horizontal bars.--- | 1-2-3-4 |
| b. ___ basketball backboards.---      | ___ mirrors.---                    |         |
| ___ net standards.---                 | ___ stall bars.---                 | 1-2-3-4 |
| c. ___ scales, height attachments.--- | ___ pianos.---                     |         |
| ___ 3-speed record players.---        | ___ table tennis tables.---        | 1-2-3-4 |

12. Outdoor equipment and apparatus includes adequate amounts of: (insert a check for Yes; leave blank if No) (List amounts on the dotted lines.) (Total the number of checks for score on each division.)

- |                                  |                                  |         |
|----------------------------------|----------------------------------|---------|
| a. ___ basketball backboards.--- | ___ high jump standards.---      |         |
| ___ net standards.---            | ___ hurdles, reduced in size.--- | 1-2-3-4 |
| b. ___ softball backstops.---    | ___ sand boxes.---               |         |
| ___ uprights for goals.---       | ___ tetherball poles.---         | 1-2-3-4 |
| c. ___ jungle gyms.---           | ___ horizontal ladders.---       |         |
| ___ balance beams.---            | ___ climbing ladders.---         | 1-2-3-4 |

13. All playground apparatus is:

- |                         |                                     |      |         |
|-------------------------|-------------------------------------|------|---------|
| a. ___ firmly anchored. | b. placed on a hard smooth surface. | (÷2) | 1-2-3-4 |
|-------------------------|-------------------------------------|------|---------|

14. Units of physical education supplies are available in adequate amounts, where applicable, in the ratio of 1 to every 6 children of the largest group using them at one time. (Insert a check for Yes; leave blank if No) (List amounts on dotted lines.) (Total the number of checks for score on each division.)

- |                                  |                               |         |
|----------------------------------|-------------------------------|---------|
| a. ___ jr. sized footballs.---   | ___ kicking tees.---          |         |
| ___ volleyballs.---              | ___ volleyball nets.---       | 1-2-3-4 |
| b. ___ jr. sized basketballs.--- | ___ batting tees.---          |         |
| ___ tetherballs.---              | ___ soccer balls.---          | 1-2-3-4 |
| c. ___ softballs.---             | ___ softball bats.---         |         |
| ___ bases.---                    | ___ catching equipment.---    | 1-2-3-4 |
| d. ___ 6" playground balls.---   | ___ 8" playground balls.---   |         |
| ___ 10" playground balls.---     | ___ 13" playground balls.---  | 1-2-3-4 |
| e. ___ shuffleboard sets.---     | ___ ring toss sets.---        |         |
| ___ deck tennis sets.---         | ___ rubber horseshoe sets.--- | 1-2-3-4 |
| f. ___ badminton rackets.---     | ___ badminton nets.---        |         |
| ___ victrola records.---         | ___ table tennis paddles.---  | 1-2-3-4 |
| g. ___ marbles.---               | ___ bean bags.---             |         |
| ___ wands.---                    | ___ balloons.---              | 1-2-3-4 |
| h. ___ jump ropes.---            | ___ indian clubs.---          |         |
| ___ whistles.---                 | ___ bowling pins.---          | 1-2-3-4 |
| i. ___ a 50-foot tape.---        | ___ a first-aid kit.---       |         |
| ___ a pressure pump.---          | ___ a stop-watch.---          | 1-2-3-4 |

15. Each individual classroom has its own basic physical education supplies. 1-2-3-4

16. Armbands, different colored jerseys, pinnies, or other markers are available to identify participants on different teams.

Yes (4) No (1) 1-----4

17. Teaching aids that are available and utilized include: (Insert a check for Yes; leave blank if No) (Total the number of checks for score on each division.)

- |  |  |         |
|--|--|---------|
| a. <input type="checkbox"/> a 16mm. movie projector. | <input type="checkbox"/> a film-strip projector. |         |
| <input type="checkbox"/> an overhead projector.      | <input type="checkbox"/> a tape recorder.        | 1-2-3-4 |
| b. <input type="checkbox"/> portable chalkboards.    | <input type="checkbox"/> bulletin boards.        |         |
| <input type="checkbox"/> a public address system.    | <input type="checkbox"/> display cases.          | 1-2-3-4 |

Part II: Total Items: 34; Possible Total for Part II: 136

School Total for Part II: \_\_\_\_\_

Evaluation for Part II : \_\_\_\_\_

Part III: Program Planning and Teacher Methods:Program Planning:

1. When planning the physical education program, considerations are given to: (insert a check for Yes; leave blank for No) (Total the number of checks for score on each division.)
- |   |   |         |
|---|---|---------|
| a. ___ the philosophy of the school system.   | ___ the specific grade level.           |         |
| ___ the age and sex.                          | ___ child growth and development.       | 1-2-3-4 |
| b. ___ the interests and needs of the pupils. | ___ individual and group safety.        |         |
| ___ the carry-over value of the activity.     | ___ available facilities and equipment. | 1-2-3-4 |
| c. ___ variety.                               | ___ progression.                        |         |
| ___ flexibility.                              | ___ health conditions.                  | 1-2-3-4 |
2. Both formal and informal types of class organization are utilized, depending on the type of activity being taught.
- Yes (4) No (1) 1-----4
3. Efforts to integrate selected activities with subjects of an academic nature are evident.
- Yes (4) No (1) 1-----4
4. A desirable breadth and balance is maintained in the presentation of activities. 1-2-3-4
5. Lesson plans are prepared for classes of physical education. 1-2-3-4
6. Pupil suggestion for program improvement are offered and considered through individual or class discussions. 1-2-3-4
7. The extra-class program is based on seasonal activities which the child has learned in the instructional program. 1-2-3-4
8. Children are given a voice in planning, conducting and evaluating the activities of the extra-class program. 1-2-3-4
9. Modern teaching aids are utilized by the staff in program planning. 1-2-3-4
10. A variety of appropriate, up-to-date manuals, guides, books and periodicals are available and utilized by the physical education staff and the classroom teachers. 1-2-3-4
11. Demonstrations for the public are the outgrowth of the regular program, with many students participating. 1-2-3-4
12. Adjustments in programming are provided for:
- |  |  |              |
|--|--|--------------|
| a. ___ the physically handicapped child. | b. ___ the socially handicapped child. |              |
| c. ___ the mentally handicapped child.   | d. ___ the physically gifted child.    | (÷4) 1-2-3-4 |
13. Handicapped children participate in the:
- |   |  |              |
|---|--|--------------|
| a. ___ regular class program whenever possible. | b. ___ special class program when necessary. | (÷2) 1-2-3-4 |
|---|--|--------------|

Teacher Methods:

14. Class organization including group formations, spacing, numbering, taking of attendance and orientation is utilized at grade levels where applicable. 1-2-3-4
15. Warm-up exercises or activities precede instruction in physical education.  
Yes (4) No (1) 1-----4
16. Periodic youth fitness tests are: (insert a check for Yes; leave blank if No)  
a. \_\_\_ administered. b. \_\_\_ careful records are kept.  
c. \_\_\_ the results are followed up. d. \_\_\_ individual constructive help is given.  
(total the number of checks for score) 1-2-3-4
17. All activities are conducted under conditions encouraging safe participation in terms of: (insert a check for Yes; leave blank if No)  
a. \_\_\_ wearing apparel. b. \_\_\_ facilities.  
c. \_\_\_ selected activities. d. \_\_\_ usage of equipment.  
(total the number of checks for score) 1-2-3-4
18. Each new activity is explained or demonstrated before the participation phase. 1-2-3-4
19. Rest periods are provided, when needed, during the physical education program. 1-2-3-4
20. All students are evaluated in terms of:  
a. physical fitness. 1-2-3-4  
b. growth and development. 1-2-3-4  
c. skills. 1-2-3-4  
d. social and emotional characteristics. 1-2-3-4  
e. activity knowledges and understandings. 1-2-3-4
21. Staff evaluation of the physical education program is a continuous process. 1-2-3-4
22. Evaluative procedures serve as a basis for improvement of the physical education program. 1-2-3-4

Part III: Total Items: 28; Possible Total for Part III: 112; School Total for Part III: \_\_\_\_\_

Evaluation for Part III : \_\_\_\_\_

Part IV: Class Content

1. The general types of activities offered vary from day to day at the:
 

a. ___ lower elementary grade level.	b. ___ upper elementary grade level.	(÷ 2)	1-2-3-4
--------------------------------------	--------------------------------------	-------	---------
2. More than one type of activity is included during a class period for children in the lower elementary grades. 1-2-3-4
3. Activities are presented on a seasonal basis for the upper elementary grades. 1-2-3-4
4. Boys are separated from girls in selected activities in the upper elementary grades. 1-2-3-4
5. The extra-class program is open to all children in the upper elementary grades. 1-2-3-4
6. Types of activities included for the lower elementary grades include:
 

a. ___ running and tag games.	a. ___ relays.	(÷ 2)	1-2-3-4
b. ___ simple ball games.	b. ___ simple team games	"	1-2-3-4
c. ___ classroom games.	c. ___ swimming.	"	1-2-3-4
d. ___ individual stunts.	d. ___ tumbling and apparatus.	"	1-2-3-4
e. ___ rope climbing.	e. ___ body mechanics.	"	1-2-3-4
f. ___ individual and couple activities.	f. ___ playground apparatus.	"	1-2-3-4
g. ___ singing games.	g. ___ mimetics and story plays.	"	1-2-3-4
h. ___ basic rhythms.	h. ___ folk dancing.	"	1-2-3-4
7. Types of activities included for the upper elementary grades include:
 

a. ___ low organizational activities.	a. ___ a variety of individual and couple activities.	(÷ 2)	1-2-3-4
b. ___ lead-up games.	b. ___ team sports.	"	1-2-3-4
c. ___ skill-drills.	c. ___ body mechanics.	"	1-2-3-4
d. ___ square dancing.	d. ___ swimming.	"	1-2-3-4
e. ___ folk-dancing.	e. ___ social dancing.	"	1-2-3-4
f. ___ tumbling activities.	f. ___ individual stunts.	"	1-2-3-4
g. ___ rope climbing.	g. ___ apparatus (including playground)	"	1-2-3-4

Part IV: Total Items: 20; Possible Total for Part IV: 80; School Total for Part IV: \_\_\_\_\_

Evaluation for Part IV: \_\_\_\_\_

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