

A STUDY OF THE STATUS OF ELEMENTARY PHYSICAL
EDUCATION IN SELECTED SCHOOLS IN
THE STATE OF KANSAS

by *500*

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CHAPTER I

INTRODUCTION

Man, in his search of a better America in terms of its productive society, looks to the school with upmost scrutiny. In recent years the physical fitness of our society has become one of national concern. From the initiation of the President's Council on Youth Fitness, the impact of the importance of Physical Education has effected the curriculum of elementary schools. With the change of emphasis toward the importance of youth being physically educated, the educational facilities, and structure of the program should be an indication of change in that direction. Looking at those forces that suggest the allocation of interest, namely teacher, specialist, facilities, and equipment, one could begin to draw some conclusions as to what the elementary school does towards the Physical Education of our youth. As a people of change, we should seek positive action to enhance the whole or total education of our children, and also begin to point out the strength and weakness of our present systems.

CHAPTER II

STATEMENT OF PURPOSE

Considering the interest toward physical fitness and physical education generated in the past several years, it was the purpose of this study to obtain and analyze the data relative to the status of elementary Physical Education in selected schools in the state of Kansas. The questionnaire used to obtain the data met the following objectives: (1) how many schools in a district teach Physical Education; (2) what staff members teach the Physical Education classes; (3) the amount of Physical Education training and number of specialists; (4) the amount of time allotment for Physical Education; (5) the facilities available for the Physical Education program; (6) the allocation of money to meet the Physical Education program; and (7) a list of activities and equipment.

CHAPTER III

REVIEW OF LITERATURE

A search of the Kansas State University Library and the Physical Education Library revealed no literature pertaining to the subject. Mr. T. M. Evans and Mr. R. A. Wauthier gave their assistance. Questionnaires of other Master's Reports which were found in the Kansas State University Physical Education Department were checked. Text books from authorities in the field of Physical Education which contained recommendations for facilities and equipment were also reviewed. Information compiled from these sources aided in the construction of the questionnaire.

CHAPTER IV

PROCEDURE

I. CONSTRUCTION OF QUESTIONNAIRE

To realize the stated purpose, the task was one of constructing questions relevant to the stated objective. Objective number one, "How many schools in a district teach Physical Education?" was realized by Question one and two as follows:

(1) "How many elementary schools do you have in your district?" and (2) "Is Physical Education taught at the elementary level in your district?" Regular Teacher____, Physical Education Specialist____, No one_____.

Objective number two, "What staff members teach the Physical Education class?" was met by Question number three. "Who teaches Physical Education in the elementary school?" Regular Teacher____, Physical Education Specialist____, No one_____.

The third objective, "The amount of Physical Education and number of specialists?" was actualized by Questions four, five, and six respectively: (4) "If the regular teacher teaches Physical Education, what training in Physical Education does that teacher have?" Physical Education Major____, Physical Education Minor____, In-service Training____, No Training____; (5) "If the regular teacher teaches Physical Education does that teacher have the use of a Physical Education Specialist or Consultant?" Yes____, No____; (6) "How many

Physical Education teachers in your district serve as Specialists or Consultants?" None____, 1-3____, 4-10____, 11-20____.

Objective number four, "The amount of time allotted for Physical Education" was answered by Question seven as follows: "What is the average length of time for the Physical Education period?" 10-30 minutes daily____, 30-45 minutes daily____, 46-60 minutes daily____, Other_____.

Objective number five, "The facilities available for the Physical Education program" was met by Question eight and nine in the following manner: (8) "Do you have your own gymnasium?" Yes____, No____, "Do you share the use of a gymnasium with the junior high school or high school?" Yes____, No____, Other_____, and (9) "Do you have your own playground area?" Yes____, No____, "Do you share a playground or athletic field with a junior high or high school?" Yes____, No____, Other_____.

Objective number six, "The allocation of money to meet Physical Education progress" was constructed into Question ten, "What is your yearly budget for elementary Physical Education?" \$1.00-\$25.00 per school____, \$26.00-\$50.00 per school____, \$51.00-\$100.00 per school____, \$101.00-\$500.00 per school____, Other_____, and Question eleven, "Do you receive any aid from the Title I program?" Yes____, No____, \$_____.

Objective number seven, "A list of activities and equipment was met by page two and three of the Questionnaire found in Appendix A.

II. SELECTION OF DISTRICTS

Once the Questionnaire was constructed, the next task was selecting districts that would constitute a good sample of larger Kansas elementary schools.

A state map was divided into four equal geographical areas (see Fig. 1) and the larger six school districts from each area were sent a questionnaire with the instructions as follow (see Appendix B):

You will find enclosed an elementary physical education questionnaire and a self-addressed, stamped envelope. The questionnaire is part of a survey comprising my master's report. It deals with questions concerning the status of elementary physical education in Kansas. The questionnaire is being sent to selected school districts in Kansas.

I would greatly appreciate it if you would take a few minutes to fill out the questionnaire, put it into the enclosed envelope, and return it to me as soon as conveniently possible. I plan to tabulate and compile a report that will be, informative, and I hope useful, to all physical educators.

III. RETURN OF DATA

Of the twenty-four questionnaires sent, seventeen were returned. Seven follow-up letters were sent to the school districts that didn't reply to the follow-up letter. As a result, eight additional districts were selected and questionnaires were

sent to them. The eight make-up districts replied, making the total return seventy and eight tenths percent.

School districts located in the following areas completed and returned the questionnaire: Abilene, Atchinson, Atwood, Chanute, Clay Center, Colby, Concordia, Dodge City, El Dorado, Garden City, Goodland, Hays, Hutchinson, Iola, Kansas City, Larned, Lawrence, Liberal, Medicine Lodge, Pittsburg, Pratt, Salina, Topeka, Wamego, and Wellington. These twenty-five districts served as the sample of which results of the status of Physical Education in selected schools in Kansas were drawn. (See Fig. 1.)

IV. HOW DATA WAS ANALYZED

For each question, a frequency distribution was constructed for the number of responses to each possible choice. The summation of frequency for each possible answer was divided by the total responses yielding the percentage score.

CHAPTER V

RESULTS

I. RESULTS OF HOW MANY SCHOOLS IN A DISTRICT TEACH PHYSICAL EDUCATION

Question One. How many schools do you have in your district?

TABLE I
A NUMBER OF SCHOOLS IN THE SAMPLE DISTRICTS

Number of Schools in District	Frequency	Percentage
48	1	19.27
34	1	13.65
20	1	8.03
18	1	7.24
12	2	9.64
10	1	4.02
9	1	3.61
8	1	3.21
7	1	2.81
6	8	19.28
5	2	4.02
4	1	1.61
3	1	1.20
2	3	2.40
<u>249</u>	<u>25</u>	<u>100.00</u>

The frequency distribution yielded an average 9.9 schools per district with a range from two to forty-eight as shown in Table 1. The mean was twelve schools and the mode was eight.

Question Two. Is Physical Education taught at the elementary level in your district?

TABLE II
NUMBER OF DISTRICTS TEACHING PHYSICAL EDUCATION

Answers	Number of Districts	Percentage
Yes	20 $\frac{1}{2}$	82
No	4 $\frac{1}{2}$	18
	<u>25</u>	<u>100</u>

Twenty and one-half districts, or eighty-two percent, answered that they were teaching Physical Education in the elementary schools. Four and one-half districts, or eighteen percent, were not teaching Physical Education in the elementary schools. (See Table II.)

II. RESULT OF WHAT STAFF MEMBER TEACHES PHYSICAL EDUCATION CLASS

Question Three. Who teaches Physical Education in the elementary school?

TABLE III
TEACHER OF PHYSICAL EDUCATION

Type of Teacher	Number	Percentage
Regular Teacher	181	72.7
Physical Education Specialist	60	24.1
No one	8	3.2
	<u>249</u>	<u>100.0</u>

In one hundred and eighty-one, or seventy-two and seven-tenths percent, of the schools, the regular classroom teachers taught Physical Education along with their other classes. In sixty schools, or twenty-four and one-tenth percent, the Physical Education Specialists taught Physical Education. No one taught Physical Education in eight, or three and two-tenths percent, of the schools.

III. THE AMOUNT OF PHYSICAL EDUCATION TEACHERS AND NUMBER OF SPECIALISTS

Question Four. If the regular teacher teaches Physical Education, what training in Physical Education does that teacher have?

TABLE IV
TRAINING OF PHYSICAL EDUCATION TEACHERS

Physical Education Instructors	Number	Percentage
Physical Education Major	54	15.1
Physical Education Minor	5	1.3
In-service Training	199	55.4
No Training	<u>101</u>	<u>28.1</u>
	359	100.0

Table Four shows a mode of one hundred and ninety-nine and a mean of one hundred and seventy-nine and one-half. In fifty-four schools, or fifteen and one-tenth percent, a Physical

Education major taught Physical Education. Five schools, or one and three-tenths percent, indicated that a teacher with a Physical Education minor taught Physical Education. One hundred and ninety-nine of the schools, or fifty-five and four-tenths percent, provided in-service training for the teachers teaching Physical Education. In one hundred and one schools, or twenty-eight and one-tenth percent, the teachers who taught Physical Education had no training.

Question Five. If the regular teacher teaches Physical Education, does that teacher have the use of a Physical Education Specialist or Consultant?

TABLE V
USE OF PHYSICAL EDUCATION SPECIALIST

Responses	Number	Percentage
Yes	188	75.5
No	51	20.5
No answer	10	4.0
	<u>249</u>	<u>100.0</u>

One hundred and eighty-eight, or seventy-five and five-tenths percent, of the schools had the use of a Physical Education Specialist. Fifty-one schools, or twenty and five-tenths percent, had no Physical Education Specialist. Ten schools, or four percent, did not answer this question. (See Table 5.)

Question Six. How many Physical Education teachers in your district serve as Specialists or Consultants?

TABLE VI
SPECIALIST OR CONSULTANT IN A DISTRICT

Number in District	Number	Percentage
None	11	44
1-3	11	44
4-10	1	4
11-20	1	4
No answer	1	4
	<u>25</u>	<u>100</u>

In eleven districts, or forty-four percent, the Physical Education teachers served as a Specialist or Consultant. In eleven districts, or forty-four percent, one to three of the Physical Education teachers served as a Specialist or Consultant. In one district, or four percent, four to ten Physical Education teachers served as a Specialist or Consultant. In another district, eleven to twenty of the Physical Education teachers served as a Specialist or Consultant. One district, or four percent, did not answer this question.

IV. RESULT OF THE AMOUNT OF TIME ALLOTTED FOR PHYSICAL EDUCATION

Question Seven. What is the average length of time for the Physical Education period?

TABLE VII
TIME ALLOTMENT FOR PHYSICAL EDUCATION CLASS

Minutes for Daily Class	Number	Percentage
10-30	16	64
30-45	4	16
46-60	1	4
No answer	2	8
	<u>25</u>	<u>100</u>

The results showed sixteen districts had ten to thirty minutes daily, while four districts had thirty to forty-five minutes daily and only one elementary district had forty-six to sixty minutes daily. The mode was sixteen.

V. RESULT OF FACILITIES AVAILABLE FOR
THE PHYSICAL EDUCATION PROGRAM

Question Eight, Part One. Do you have your own gymnasium?

TABLE VIII
USE OF GYMNASIUM FOR EACH DISTRICT

Own Gymnasium	Number	Percentage
Yes	23	92
No	2	8
	<u>25</u>	<u>100</u>

Table Eight shows that of the total number of districts, twenty-three, or ninety-two percent, had the use of a gymnasium. Two districts, or eight percent, did not have the use of a gymnasium.

Question Eight, Part Two. Do you share the use of a gymnasium with the Junior High School or High School?

TABLE IX
USE OF SHARED GYMNASIUM

Shared Gymnasium	Number	Percentage
Yes	4	16
No	<u>21</u>	<u>84</u>
	25	100

The results showed that four districts, or sixteen percent, shared their gymnasium with a junior high or high school while twenty-one districts, or eighty-four percent, had their own gymnasium. (See Table IX.)

Question Nine, Part One. Do you have your own playground area?

TABLE X
SCHOOLS HAVING THEIR OWN PLAYGROUND

Have Playground	Number	Percentage
Yes	25	100
No	0	0
	<u>25</u>	<u>100</u>

All districts, or one hundred percent, had their own playground as shown in Table Ten.

Question Nine, Part Two. Do you share a playground or athletic field with a Junior High or High School?

TABLE XI
SCHOOLS SHARING PLAYGROUND FACILITIES

Share Playground	Number	Percentage
Yes	1	4
No	24	96
Other	0	0
	<u>25</u>	<u>100</u>

One district, or four percent, shared their playground or athletic field with a junior high or high school while twenty-four districts, or ninety-six percent, had their own playground. (See Table XI.)

VI. RESULT OF ALLOCATION OF MONEY TO
MEET PHYSICAL EDUCATION PROGRAM

Question Ten. What is your yearly budget for elementary Physical Education?

TABLE XII
YEARLY BUDGET OF ELEMENTARY PHYSICAL EDUCATION

Amount Spent on Physical Education Yearly	Response	Percentage
\$ 1.00-\$ 25.00	0	10
\$ 26.00-\$ 50.00	3	12
\$ 51.00-\$100.00	6	24
\$101.00-\$500.00	6	24
Other	8	32
No response	2	8
	<u>25</u>	<u>100</u>

Of the districts that reported, all schools spent more than twenty-five dollars toward elementary Physical Education. Three districts spent between twenty-six to fifty dollars on elementary Physical Education while six other districts allotted fifty-one dollars to one hundred dollars per school yearly. Six other districts responded to budgets between one-hundred-one dollars to five hundred dollars per school. Eight districts wrote in specific answers as follow: (1) sixty cents per pupil; (2) no separate budget; (3) no set amount, allowance requested; (4) as needed or requested; (5) determined annually; and (6)

varied year to year. Two districts reported "no set amount" and two districts reported "as needed." (See Table XII.)

Question Eleven. Do you receive any aid from the Title I Program?

TABLE XIII
FEDERAL AID TO ELEMENTARY PHYSICAL
EDUCATION PROGRAM

School Responses	Number	Percentage	Amount
Yes	4	16	\$500.00
No	<u>21</u>	<u>84</u>	
	25	100	

Four districts, or sixteen percent, received federal aid toward the elementary Physical Education program. Twenty-one, or eighty-four percent, of the districts did not receive federal aid toward the elementary Physical Education program.

VII. RESULT OF ACTIVITIES OFFERED AND EQUIPMENT AVAILABLE

The activities offered in the elementary Physical Education program were analyzed as shown in Table XIV. Table XIV is a summation of the responses of page two as shown in Appendix A.

TABLE XIV
ANALYSIS OF ACTIVITIES OFFERED IN THE PHYSICAL EDUCATION PROGRAM

Activities	Yes	%	No	%	Unan- swer- ed	%	Male	%	Female	%	Both	%	Unan- swer- ed	%
Touch Football	15	60	6	24	4	16	15	60	0	0	0	0	10	40
Basketball	19	76	3	12	3	12	5	20	9	36	14	56	9	36
Volleyball	20	80	2	8	3	12	20	80	20	80	20	80	5	20
Softball	22	88	0	0	3	12	22	88	21	84	21	84	3	12
Rhythms	19	76	2	8	4	16	19	76	18	72	18	72	4	16
Tumbling	20	80	2	8	4	16	20	80	20	80	20	80	5	20
Gymnastics	11	44	10	40	4	16	11	44	9	36	9	36	14	56
Soccer	17	68	5	20	3	12	17	68	11	44	11	44	11	44
Kickball	17	68	3	12	5	20	17	68	13	52	15	60	13	52
Speedball	3	12	15	60	8	32	2	8	3	12	2	8	22	88
Wrestling	5	20	14	56	6	24	5	20	0	0	0	0	20	80
Bowling	2	8	19	78	4	16	2	8	2	8	2	8	23	92
Calesthenics	21	84	1	4	3	12	21	84	21	84	21	84	4	16

Softball, calisthenics, tumbling, and volleyball were the activities most frequently offered in the elementary Physical Education programs. Bowling and speedball were activities least frequently offered. Sixty percent of the schools offered touch football with only males participating. Only males participated in wrestling. Both males and females participated in basketball, volleyball, softball, rhythms, tumbling, gymnastics, soccer, kickball, speedball, bowling, and calisthenics.

In Table XV, each activity offered for the elementary grades one through eight are listed by the number of districts offering a particular activity for each grade level.

TABLE XV
NUMBER OF DISTRICTS OFFERING AN ACTIVITY
FROM GRADES ONE TO EIGHT

Activities	Grade Level of Activity Offered								
	K	1	2	3	4	5	6	7	8
Touch Football	0	0	0	0	5	13	14	1	1
Basketball	0	1	2	3	11	18	18	2	2
Volleyball	0	0	0	3	14	20	19	3	3
Softball	0	2	5	12	19	22	22	3	3
Rhythms	14	17	17	18	17	15	15	1	1
Tumbling	8	12	12	14	17	18	19	3	3
Gymnastics	2	2	2	3	5	9	9	2	3
Soccer	1	2	3	4	12	17	17	2	2
Kickball	2	6	7	12	14	17	17	3	3
Speedball	1	1	1	1	2	3	3	1	1
Wrestling	1	2	3	3	3	5	5	0	0
Bowling	0	1	1	1	1	1	2	0	0
Calisthenics	7	14	16	16	18	19	19	4	4

Grades seven and eight were considered as part of the elementary grades because the returned Questionnaires treated grades seven and eight as part of their elementary system.

Touch football, basketball, volleyball, softball, and bowling were the activities not offered in kindergarten. Touch football and volleyball were not offered in the first and second grades. The third grade did not participate in touch football. Grades four, five, and six participated in all of the activities listed on the Questionnaire. Grades seven and eight participated in all of the activities except wrestling and bowling. (See Table 15.)

A high and low score of the quantity of equipment available per school was presented in Table XVI.

TABLE XVI
HIGH AND LOW SCORE OF
EQUIPMENT AVAILABLE

Equipment	High Per School	Low Per School
Basketballs	12.50	1
Footballs	6.33	1
Kickballs	16.67	1
Soccerballs	16.67	0
Softballs	17.70	4
Volleyballs	4.17	0
Mats	4.00	0
Sidehorses	3.00	0
Trampolines	2.00	0
Records	12.50	0
Record Players	7.08	0

The "high per school" column showed a range of seventeen and seventy-hundredths (softballs) to two (trampolines). The most available equipment in the schools was softballs, kickballs, and soccerballs. Under the "low per school" column, some schools reported having no soccerballs, volleyballs, mats, side-horses, trampolines, records, or record players. Every school had at least one basketball, football, and kickball.

CHAPTER V

SUMMARY

Twenty-five school districts responded to the questionnaire. Two hundred and forty-nine elementary schools were represented by the twenty-five districts. Eighty-two percent of the schools represented by the questionnaire answered that they had an elementary physical education program.

The data from the questionnaires was analyzed by constructing a frequency distribution for the number of responses to each possible choice. The summation of frequency for each possible answer was divided by the total responses yielding the percentage score.

Twenty and one-half districts, or eighty-two percent, answered that they were teaching Physical Education in the elementary schools. Four and one-half districts, or eighteen percent, were not teaching Physical Education in the elementary schools.

In one hundred and eighty-one, or seventy-two and seven-tenths percent, of the schools, the regular classroom teachers taught Physical Education along with their other classes. In sixty schools, or twenty-four and one-tenth percent, the Physical Education Specialists taught Physical Education. No one taught Physical Education in eight, or three and two-tenths percent, of the schools.

In fifty-four schools, or fifteen and one-tenth percent, a Physical Education major taught Physical Education. Five schools, or one and three-tenths percent, indicated that a teacher with a Physical Education minor taught Physical Education. One hundred and ninety-nine of the schools, or fifty-five and four-tenths percent, provided in-service training for the teachers teaching Physical Education. In one hundred and one schools, or twenty-eight and one-tenth percent, the teachers who taught Physical Education had no training.

One hundred and eighty-eight, or seventy-five and five-tenths percent, of the schools had the use of a Physical Education Specialist. Fifty-one schools, or twenty and five-tenths percent, had no Physical Education Specialist. Ten schools, or four percent, did not answer this question.

In eleven districts, or forty-four percent, the Physical Education teachers served as a Specialist or Consultant. In eleven districts, or forty-four percent, one to three of the Physical Education teachers served as a Specialist or Consultant. In one district, or four percent, four to ten Physical Education teachers served as a Specialist or Consultant. In another district, eleven to twenty of the Physical Education teachers served as a Specialist or Consultant. One district, or four percent, did not answer this question.

Sixteen districts allowed ten to thirty minutes daily for Physical Education, while four districts had thirty to

forty-five minutes daily and only one district had forty-six to sixty minutes daily.

Of the total number of districts, twenty-three, or ninety-two percent, had the use of a gymnasium. Two districts, or eight percent, did not have the use of a gymnasium. All districts, or one hundred percent, had their own playground.

Of the districts that reported, all schools spent more than twenty-five dollars toward elementary Physical Education. Three districts spent between twenty-six to fifty dollars on elementary Physical Education while six other districts allotted fifty-one dollars to one hundred dollars per school yearly. Six other districts responded on budgets between one-hundred-one dollars to five hundred dollars per school. Eight districts wrote in specific answers.

Four districts, or sixteen percent, received federal aid toward the elementary Physical Education program. Twenty-one, or eighty-four percent, of the districts did not receive federal aid toward the elementary Physical Education program.

The activities offered in the elementary Physical Education program were analyzed as follow: Softball, calisthenics, tumbling, and volleyball were the activities most frequently offered. Bowling and speedball were least frequently offered. Sixty percent of the schools offered touch football with only males participating. Only males participated in wrestling. Both males and females participated in basketball, volleyball,

softball, rhythms, tumbling, gymnastics, soccer, kickball, speedball, bowling, and calisthenics.

Touch football, basketball, volleyball, softball, and bowling were the activities not offered in kindergarten. Touch football and volleyball were not offered in the first and second grades. The third grade did not participate in touch football. Grades four, five, and six participated in all of the activities listed on the Questionnaire. Grades seven and eight were considered as part of the elementary grades because the returned Questionnaires treated grades seven and eight as part of their elementary system.

A high and low score of the quantity of equipment available per schools was also presented.

ACKNOWLEDGMENT

Sincere appreciation is expressed to Assistant Professor Raymond A. Wauthier and to Professor T. M. Evans of the Department of Physical Education at Kansas State University, for their personal and professional advice and their time and effort throughout this study. Appreciation is also expressed to the twenty-five school districts for their cooperation, to James I. Mosteller for his statistical help, and to my wife for her typing ability.

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APPENDIX A

1. How many elementary schools do you have in your district?

2. Is Physical Education taught at the elementary level in your district? Yes _____ No _____
3. Who teaches Physical Education in the elementary school?
Regular teacher _____ Physical Education Specialist _____
No one _____
4. If the regular teacher teaches Physical Education, what training in Physical Education does that teacher have?
Physical Education Major _____ Physical Education Minor _____
In-service Training _____ No training _____
5. If the regular teacher teaches Physical Education, does that teacher have the use of a Physical Education Specialist or Consultant? Yes _____ No _____
6. How many Physical Education teachers in your district serve as Specialists or Consultants?
None _____ 1-3 _____ 4-10 _____ 11-20 _____
7. What is the average length of time for the Physical Education period?
10-30 minutes daily _____ 30-45 minutes daily _____
46-60 minutes daily _____ Other _____
8. Do you have your own gymnasium? Yes _____ No _____
Do you share the use of a gymnasium with the Junior High School or High School? Yes _____ No _____ Other _____
9. Do you have your own playground area? Yes _____ No _____
Do you share a playground or athletic field with a Junior High or High School? Yes _____ No _____ Other _____
10. What is your yearly budget for elementary Physical Education?
\$1.00-\$25.00 per school _____ \$26.00-\$50.00 per school _____
\$51.00-\$100.00 per school _____ \$101.00-\$500.00 per school _____
Other _____
11. Do you receive any aid from the Title I program?
Yes _____ No _____ \$ _____

Please check the activities offered in your Physical Education Program:

Touch Football	Yes _____ Female _____	No _____ Both _____	Grade levels _____	Male _____
Basketball	Yes _____ Female _____	No _____ Both _____	Grade levels _____	Male _____
Volleyball	Yes _____ Female _____	No _____ Both _____	Grade levels _____	Male _____
Softball	Yes _____ Female _____	No _____ Both _____	Grade levels _____	Male _____
Rhythms	Yes _____ Female _____	No _____ Both _____	Grade levels _____	Male _____
Tumbling	Yes _____ Female _____	No _____ Both _____	Grade levels _____	Male _____
Gymnastics	Yes _____ Female _____	No _____ Both _____	Grade levels _____	Male _____
Soccer	Yes _____ Female _____	No _____ Both _____	Grade levels _____	Male _____
Kickball	Yes _____ Female _____	No _____ Both _____	Grade levels _____	Male _____
Speedball	Yes _____ Female _____	No _____ Both _____	Grade levels _____	Male _____
Wrestling	Yes _____ Female _____	No _____ Both _____	Grade levels _____	Male _____
Bowling	Yes _____ Female _____	No _____ Both _____	Grade levels _____	Male _____
Calesthenics	Yes _____ Female _____	No _____ Both _____	Grade levels _____	Male _____

Indicate the quantity of equipment available:

Balls

How many basketballs? _____

How many footballs? _____

How many kickballs? _____

How many soccer balls? _____

How many volleyballs? _____

Other balls:

1. _____

2. _____

3. _____

Gymnastic Equipment

How many mats? _____

How many sidehorses? _____

How many trampolines? _____

Other gymnastic equipment:

1. _____

2. _____

3. _____

Rhythm Activities

How many records? _____

How many record players? _____

Other rhythm equipment:

1. _____

2. _____

APPENDIX B

106 South Manhattan Avenue
Manhattan, Kansas 66502
March 8, 1969

Dear Superintendent and Physical Educator:

You will find enclosed an elementary physical education questionnaire and a self-addressed, stamped envelope. The questionnaire is part of a survey comprising my masters report. It deals with questions concerning the status of elementary physical education in Kansas. The questionnaire is being sent to selected school districts in Kansas.

I would greatly appreciate it if you would take a few minutes to fill out the questionnaire, put it into the enclosed envelope, and return it to me as soon as conveniently possible. I plan to tabulate and compile a report that will be informative and I hope useful to all physical educators.

I thank you for your cooperation in making this report possible.

Sincerely,

Daniel W. Whitmore

A STUDY OF THE STATUS OF ELEMENTARY PHYSICAL
EDUCATION IN SELECTED SCHOOLS IN
THE STATE OF KANSAS

by

DANIEL W. WHITMORE

B. S., Kansas State University, 1966

AN ABSTRACT OF A MASTER'S REPORT
submitted in partial fulfillment of the
requirements for the degree
MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1969

The questionnaires received from twenty-five of the larger districts in the state of Kansas served as the sample to evaluate the purpose: The status of elementary Physical Education in Kansas. The purpose was met by the following objectives:

- (1) how many schools in a district teach Physical Education;
- (2) what staff members teach the Physical Education classes; (3) the amount of Physical Education training and number of specialists; (4) the amount of time allotment for Physical Education; (5) the facilities available for the Physical Education program; (6) the allocation of money to meet the Physical Education program; and (7) a tally of activities and equipment.

The twenty-five districts were represented by two hundred and forty-nine schools of which eighty-two percent offered an elementary Physical Education program. Of the schools that offered elementary Physical Education, seventy-two and seven-tenths of the Physical Education classes were taught by the regular classroom teacher, fifteen percent were taught by a Physical Education major, and one-and-three-tenths percent were taught by a Physical Education minor. Fifty-five and four-tenths percent were involved with in-service training and twenty-eight and one-tenth percent had no Physical Education training at all. Seventy-five and five-tenths percent of the classroom teachers involved with Physical Education instruction had use of a Physical Education specialist or consultant.

Of the schools, sixty-nine and fifty-seven-hundredths percent allocated ten to thirty minutes daily for Physical

Education whereas seventeen and thirty-nine-hundredths percent allocated thirty to forty-five minutes daily. One district of the sample offered Physical Education forty-six to sixty minutes daily. All districts had playgrounds and twenty-three of the twenty-five districts had their own gymnasium. The amount of money budgeted for Physical Education was as follow: (1) twelve percent spent twenty-six dollars to fifty dollars annually; (2) twenty-four percent spent fifty-one dollars to one hundred dollars annually; (3) another twenty-four percent spent one-hundred-and-one to five hundred dollars annually; and (4) thirty-two percent reported budgets ranging from fifty cents per pupil to "as needed or requested."

All schools had enough equipment for the curriculum they had implemented.