FLORIDA STATE UNIVERSITY

AN INSTRUMENT FOR EVALUATING
PHYSICAL EDUCATION IN THE
ELEMENTARY SCHOOL

by

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CHAPTER I

INTRODUCTION

In the summer and winter of 1950 the author conducted a survey of the type of physical education programs existent in Florida Schools. A questionnaire was sent to each general supervisor in each county in the state, and a 95 per cent return was realized on these questionnaires.

It was surprising to note the frankness with which a large per cent of the questionnaires were answered and shocking to note the appalling lack of any instructional program in physical education in a large per cent of the elementary schools. In further correspondence with some of the supervisors some of the reasons for such conditions were given as follows: (1) lack of understanding on the part of teachers and administrators concerning the contribution physical education can make in helping the child acquire the basic skills which will enable him to live a more abundant life in our democracy; (2) lack of respect on the part of some teachers for physical education; (3) laziness on the part of some to plan a well-balanced program; (4) lack of time; and (5) lack of equipment and facilities. These may or may not be the real reasons underlying the situation. Whatever they are, the problem is evident: "How to get teachers to do a good job of teaching physical education."
Concurrently with this survey, two high schools in Gadsden County were being evaluated. The evaluation proved to be an incentive for improving teaching practices in addition to fostering other improvements within the schools. This led to a realization of just how such a process of evaluation might improve the elementary physical education program in Gadsden County in particular. This study was made in order to produce a detailed evaluation instrument for physical education.

Statement of Problem

The study deals with the development of "An Instrument for Evaluating Physical Education in the Elementary School." In attacking the problem the philosophy or basic beliefs concerning physical education are of first concern. In the light of the philosophy the function of elementary school physical education, the program, facilities and resources are discussed. This forms a background of basic understandings for drawing up the instrument of evaluation. The instrument follows the form of a check sheet, with a key for its use.

Purpose of the Study

The general purpose of the study is to provide an instrument for evaluating physical education. This will aid in determining where a school is now in its physical educa-
tion program and be instrumental in pointing the way toward future progress. No effort is made to determine a high or low numerical score.

Specifically, the study strives to point out the composites of a well-balanced physical education program: its philosophy; what it embraces in the way of equipment, facilities and program materials; and the values to be found in such a program. The need of a well-balanced program of physical education in the elementary school is emphasized for the sake of improving the program and increasing the contribution it can make to the total school program.

Delimitations of the Study

The study deals with just the physical education phase of the total elementary school program. The elementary school is considered as grades one through six. The philosophy in the study is set up to encompass some of the values physical education is trying to accomplish.

The program involves the instructional phase of physical education in the light of the basic beliefs and the needs of children. Facilities and resources for physical education may be listed generally as building, staff and instructional personnel, materials for instruction, permanent and expendable equipment, and play-
ground space.

Significance of the Study

The need for an instrument of evaluation dealing more completely with physical education in the elementary school has been expressed by many school people. A recent school survey of physical education programs in Florida Schools brought to light the weakness of the program in this state. Since evaluation is dedicated to determining "the extent, quality, and effectiveness of the school in serving children" ², it is hoped that an instrument of evaluation designed specifically for physical education in the elementary school may serve to locate and eliminate some of these weaknesses.

Any process of evaluation must take the school where it is now and proceed from there. The value of such a process lies in its determining not only weaknesses or shortcomings, but strong points as well; for no school is all bad or good. Thus, the path of improvement becomes readily discernible.

¹Meta H. La Barre, "Physical Education in Florida Schools" (Unpublished paper, Department of Physical Education, Florida State University, 1950).

Basic Assumptions of the Study

Physical education, as an element in the educational programs of today's schools and colleges, seems to have gained a position of respect which requires careful nurturing and development. It is no longer completely misunderstood and foreign to the thinking of "modern" educators. It has arrived at a state of acceptance in most of the school and college programs of the day. It is undoubtedly here to stay, and thus it requires constant evaluation and inquiry to keep it in step with the advance of educational thought and practice.3

Thus, it is readily acceptable that physical education is established in the educational family. It has been described as a way of educating through the physical. Just like any other area in education it is concerned with developing values and attitudes, but with a different set of tools. If this is true, it is reasonable to assume that the outcomes of such a program may be measured or determined the same as any other area of education.

"The good elementary school is concerned with utilizing varied capacities, and interests, serving basic human needs, promoting democratic human relationships, and providing a variety of life situations and experiences". If physical education is education, it is dedicated to the


realization of these functions and will provide a program geared to this end.

Evaluation can be a means of promoting growth. Through a careful study of a program preparatory to evaluation, its many ramifications are brought into focus, the strong points and the weaknesses are realized, and ways are opened for improvement. Thus the justification of such a process is evident.

Procedures to Be Used in Attacking the Problem

A thorough examination of the literature available concerning evaluation and the best teaching practices in elementary school physical education was made. Much literature has been published dealing with the subject. Criteria for evaluating total school programs have been developed. Evaluation of physical education as a part of the total school program in the elementary school has been given cursory consideration. Some of the material on evaluation dealt mainly with specific tests and measurements of various motor activities. Little has been written on the evaluation of the intangible purposes of physical education. Many of these purposes of physical education may be determined by a study of the nature and needs of the individual, and the contributions of education in general and physical education in particular.
This study provides the basis for establishing an instrument for evaluating physical education in the elementary school, and for developing the instrument of evaluation.

The study led to a search through literature published since 1932 in order to determine changes and newer concepts evolving during the last two decades regarding evaluation and elementary education. Sources consulted for the study were: Cumulative Book Index, Education Index, Publisher's Weekly, card catalogue of Florida State University Library, the Gadsden County Curriculum Library, and professional publications not found in the above indexes.

Before developing the instrument of evaluation there was a need for agreement as to some basic beliefs regarding physical education in the elementary school. These basic beliefs are discussed for the three areas of philosophy, program, facilities and resources.

The philosophy is developed in relation to the developmental needs of children in a democratic society and the aims of general education. The function of elementary physical education is presented in its relation to the function of the total elementary school program and the philosophy of physical education.
The chapter on program presents the reasons for a planned program of physical education and the factors affecting the planning in the light of the philosophy and the function of physical education. The facilities and resources chapter of consideration deals with the tools needed in executing the planned physical education program.

The instrument consists of a series of questions regarding practices which reflect the philosophy and the basic understandings regarding function, program, facilities and resources, and determines the degree to which the elementary physical education program is discharging its task.

The method of scoring the instrument involves checking the appropriate column to indicate the degree to which the practice in question is being followed.

Conclusions and recommendations regarding the instrument and the results of evaluation are then proposed.
CHAPTER II

PHILOSOPHY OF PHYSICAL EDUCATION

Before evaluating the elementary school physical education program it is necessary to determine what is going on in the program and what, if any, is the philosophy of such a program. As John Dewey has stated:

If philosophy is for anything—if it is not a kind of mumbling in the dark, a form of busy work—it must shed some light upon the path. Life without it must be a different sort of thing from life with it. And the difference which it makes must be in us. Philosophy, then, is reflection upon social ideals, and education is the effort to actualize them in human behavior.

A philosophy lends purpose and direction to the development of attitudes and values which are the criteria of worth with which evaluation is concerned. Without purpose actions become aimless wanderings devoid of meaning or direction.

Thus, the need for a philosophy of physical education as a guide in determining the function of a program, the program and the selection of resources and facil-

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The relationship of physical education to general education needs to be examined in developing a philosophy. It is generally accepted among modern educators today that physical education is education. As such, it finds its purposes in those of general education, and strives for their accomplishment through physical activity. Voltmer and Esslinger state that "physical education, when well taught, can contribute more to the goals of general education than can any other school subject." Therefore, as education, physical education accepts for its dominant purpose "the advancement of the democratic ideal by developing in youth those qualities which are important in citizens in a democracy."

The qualities which are considered important in citizens in a democracy were first stated by the Educational Policies Commission of the National Education Association in its publication in 1918 of the Seven Cardinal Principles of Education. Later in 1938 the Educational Policies Commission re-stated these seven cardinal principles in the form of four major objectives of education. They are:

6Oberteuffer, op. cit., p. 5.


A more descriptive statement of objectives for education has been set forth in Bulletin #21, Source Materials for Physical Education in the Elementary Schools. These objectives below are stated in the light of behavior changes desired among pupils.

1. To develop boys and girls who are socially sensitive.

2. To develop boys and girls who strive for increasing control over those skills necessary for participation in a democracy.

3. To develop boys and girls who will strive for increasing control over the process of reflective thinking and the scientific method.

4. To develop boys and girls who strive for increasing control over self and over the relations of self to other people.

5. To develop boys and girls who will strive to produce and enjoy the processes and products of creative effort.

6. To develop boys and girls who will strive to perform some useful work and to see the relationship of their work to democratic living.

The ways in which physical education may contribute toward the realization of these goals are many and varied as will be brought out in chapter three and in the instrument of evaluation.

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From these statements of purposes as a background, the elementary school physical education program might accept as its goals:

1. The building of physical, mental and emotional fitness for today and tomorrow.

2. The generation of meaningful, vitalized recreational habits and interests which will carry over into life after school.

3. The education for behavior conditioned by the principles of good sportsmanship, thus building character and better citizenship.

These purposes are an attempt to cover the broad areas of learning possible in a program of physical education in relation to the individual and the democratic ideal. Each may be elaborated upon in terms of the broad purposes of education: "For physical education is that area of education that seeks to produce desirable changes in human beings through the medium of carefully selected and competently conducted physical activities."\(^{11}\)

They will serve as guides in determining the function of the elementary school physical education program. Just as a philosophy and the purposes of physical education were evolved from the major purposes of education\(^{12}\) and the needs of children in a democratic

\(^{11}\)Definition of physical education as stated by Dr. Howard G. Danford.

\(^{12}\)Supra. p. 12.
society, the functions of physical education in elementary school are drawn from the functions of the total elementary school program. They are in harmony with stated purposes of physical education; and are conditioned by the needs of children.

The functions of the elementary school have been described as: "(1) utilizing varied human capacities and interests, (2) serving basic human needs, (3) promoting democratic human relationships and (4) providing a variety of life situations and experiences."¹³

It is the plan of this chapter to look at these functions and point out the implications they have for physical education in the elementary school.

Utilizing and developing the varied capacities and interests of the elementary school age child requires a knowledge of child growth and development. In addition to this avenue of insight into the child such knowledge may be enhanced by personal contacts with the child, parents, and community agencies; a study of personnel records, and a study of various interest, aptitude, and intelligence tests. All of such data concerning students should be easily accessible to the classroom teacher who handles the physical education program or the specialist if one is responsible for the teaching of physical edu-

cation. Once such information is available program adjustments should be made to facilitate functions.

Of major concern in determining the functions of the elementary school physical education program is the development of capacities of the individual and the group. These capacities involve physical well-being, emotional and mental health, intellectual powers, and social growth.

Physical well-being should not be the sole responsibility of the school or the teacher. However, much in the way of instruction in maintaining a balanced rhythm of activity and rest, nutritional needs, a strong well-coordinated muscular system, and the correction of remediable physical defects may be accomplished by the teacher through the physical education program. It is recognized that other agencies contribute to the health needs of the child, but the teacher plays an important role because of her daily contact and influence. The development of emotional and mental health has a direct claim on physical education because of the opportunities inherent in the program. Opportunities are inherent which will help a child in making adjustments, overcoming fears and frustrations, and in creating a happy outlook. Opportunities are inherent which will also provide for the development
of intellectual capacities and social growth. The function of the elementary school physical education program is one of providing such opportunities.

A second concern of elementary physical education with regards to function is the meeting of basic needs of the individual and the group, which in children call for a feeling of security, adequacy, belongingness, and identification. Just how these needs may be practically met in physical education will be developed fully in chapter three. It remains to be said though, that physical education cannot be the "cure-all" in handling the problems of children. It may make a contribution along with the total school program, the home, and the community.

The promotion of democratic individual-group relationships through physical education activities is a third function of the program for consideration. The physical education class may offer rich opportunities for putting into practice democratic practices and procedures and extending these to include local, state, and national governments by drawing comparisons and parallels. Respect for the dignity and worth of the individual by the group and of the individual for the group are democratic relations which have significance for physical education.
A program in which all are encouraged to participate, ideas are respected, group decisions are accepted, and there is concern for the well-being of other members of the group evidences a concern for the third function.

A fourth function which elementary physical education might accept is that of providing for experiences in individual-group living. These experiences may come from activities which give opportunities to:

1. Achieve optimum physical development.

2. Relate self to group or community through a chance to find interesting, wholesome leisure-time pursuits and adjustment to procedures of class group and total school.

3. Relate self to the broader types of social-civic understandings and concern.

4. Relate self to the economic phase of living through practice in the wise use of equipment.

In conclusion the elementary physical education program may view its task broadly in accepting as its goals the development of capacities, meeting basic needs, promoting democratic relationships, and providing experiences in individual-group living. The ways and means for carrying out these functions will
be found in chapters three, four, and five—Program, Facilities and Resources, and the Instrument of Evaluation.
CHAPTER III

THE ORGANIZATION OF A PROGRAM OF PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

The task of organizing a program of physical education for elementary school age children needs to be done in the light of the philosophy, the function of the program and the needs of the child. Is it logical to suppose that the realization of purposes and functions will take place if they are planned for in the curriculum? Oberteuffer states that:

Whatever values are to be sought must show up somewhere in the curriculum in their teachable form. If outcomes in organic value, social behavior, and ethical judgments are to be sought, the situations from which they arise must be found in the planned curriculum. Nothing much is attained unless the curriculum contains opportunity for their development, either in their teachable form or in administrative arrangements for them.\(^{14}\)

These statements bear out the supposition that the elementary physical education curriculum needs to reflect the stated purposes and provide ways in which the needs of children may be met. In planning a physical education curriculum for elementary school children a knowledge of child growth and development is an indispensable requisite. Other-

wise, what basis is there for selecting one set of activities in place of another? Why not start out with tackle football in the first grade? A knowledge of the developmental needs of children can serve as a guide in curriculum construction and the selection of activities. Other considerations to be used as guides in curriculum planning are the conditions for learning and the principles of programing.

In view of the stated purposes and described functions and values inherent in elementary school physical education, a look at the developmental needs of the child is the next step in considering the problem of curriculum construction.

The plan of procedure in dealing with this topic will be to discuss the biological, psychological, and social characteristics of each age group and suggest activities suitable for meeting these needs. It would be erroneous to assume that there is a typical child for any age group. There are, however, certain characteristics predominant in each age level which give a clue as to what can be expected.

In the six-year-old progress in physical development is uneven. The legs are lengthening and there are gains in both height and weight. The heart is in a period of rapid growth while the brain has almost achieved its full weight. The eyes are not yet mature in their size or shape which probably accounts for difficulties in the coordination of eye and hand movements. Muscular development is also uneven, and the large muscles are a great deal more ad-
vanced than the smaller ones in development. Precise movements are more difficult as a result. The rate of growth is characterized by irregularity—fast and slow, steady and irregular. These differences are true not only of physical growth but also of mental, emotional, and social development. As a result of these variations many behavior problems are likely to result because of the different levels of maturity. One child may be found to be mentally ready for school at six years of age, but in emotional and social development, he may still be more like a four-year-old. In a first grade some children are immature socially, emotionally, and mentally, while others are secure, self-reliant, well-adjusted individuals able to adjust to school life easily.

Activity is an outstanding characteristic of this age, and is evident in everything the child does, from rushing about in his play to an inability to sit still for very long. In conjunction with this characteristic is the short interest span of this age child. They are unable to continue at one thing for a prolonged period of time.

All of these characteristics have bearing on the type of activities which will be included in the physical education program for this age group. Because the six-year-olds are starting on a whole new way of life when they enter the first grade, and because the levels of mental, emotional and social maturity are at such variance, a great
amount of the physical education period during the first few months of school needs to be spent in activities which will facilitate and result in an adjustment to the group, the teacher, and school life. The activities which will best meet these needs are of a free-play nature, and they involve rope skipping, play with dolls, and other activities which the child has experienced in pre-school play and in which he feels secure. The number of activities engaged in should depend on the desires of the pupils. The teacher guides and directs the children in their selections, helping them to adjust to each other, handling special problems, and making the period one of learning. This does not mean, however, that new activities cannot be introduced. Quite the opposite is true. The six-year-old loves new games and experiences; still he is not physically mature enough to cope with the highly skilled team games of football, basketball, softball, and the like. His large muscles are better developed than are the small muscles of the hands and arms or the coordinations between eye and hand. Thus, activities which stress the use of the large muscles are more satisfying to this age. Activities with opportunity for running, climbing, jumping, hauling will meet this need. Playground apparatus of swings, parallel bars, see-saws, jungle gyms, and slides offer opportunities for such activities. As the six-year-old adjusts to school life, he becomes more interested in doing things with the group. This is the cue to introduce into the program small group play activities.
Small group activities are those games which call for no more than eight players and in which the skills are such that the six-year-old may cope with them readily. The chasing games of Fox and Geese, Flowers and the Wind, Giant's Cave, and such are especially popular with this age.

Dramatics have keen interest for this age. They love to pretend and identify themselves with adults. The rhythmic phase of the physical education program can meet this need in imitative and creative activities and singing games.

Planning and making decisions are hard for this age, but they do like responsibility; therefore, much of the physical education period will have to be planned by the teacher, allowing for roles of responsibility. This does not mean that the physical education program is rigid, rather it should be flexible and adaptable.

In summary the physical education program for the first grade should give ample opportunity for activities of many types, especially for the use of large muscles. Supervision is exercised, coupled with praise, warmth, and patience, but with a minimum of interference. Provision is made for concrete learning situations which allow for responsibility without pressure or the making of choices or decisions or the meeting of rigidly set standards.

The physical growth of the seven-year-old is much like that of the six-year-old; yet he is becoming a more
mature person, he is reaching out for new experiences and trying to identify himself with the adult world. The eye-hand coordinations of the seven-year-old are developed better than six-year-olds as are the small muscles. Therefore, activities requiring a higher degree of skill performance may be brought into the program. Such games as Steal the Bacon, Dog Cross Over, Squirrels in the Trees, and The Huntsman are satisfying to this age group. He is able to assume more responsibility and is becoming concerned about right and wrong. He stands up for his rights and sometimes those of others. This means that he is developing a sense of ethics. The opportunities for physical education at this time in the development of acceptable social and ethical behavior are open.

The seven-year-old is more sensitive to the feelings and attitudes of both adults and children toward him. He strives for approval, success, and acceptance. For physical education this means a program which will provide for such needs for all children. Each child needs to be successful at something. It does not mean necessarily that he is the best player in the class, but that he can succeed at some phase of the program and thereby gain the respect of the group.

The interests of boys and girls are becoming divergent at this age, and they need to be separated for
some activities, but may still play together in less active group games.

While the seven-year-old wants adult approval, he also wants independence. This sometimes results in a conflict of desires. In striving for adult approval he constantly seeks direction and reassurance from them. This conflicts with his independent nature when too much control is exerted by adults, resulting in behavior problems. A program of physical education which induces independence and self-reliance and yet supports and encourages the child is needed for this age group.

Thus, the physical education program for the second grade is somewhat similar to that offered in the first grade with allowances being made for the more mature characteristics of the seven-year-old.

Eight has been described as an eager year, an age when children want to try and do anything. This desire coupled with their enthusiasm seems to result in more accidents at this age. For physical education this means closer supervision on the playground with instruction in accident prevention.

Physically the eight-year-old is still developing and still needs many of the same type of active games as the

second grade. However, the hand-eye coordinations and the smaller muscles are becoming better developed making it possible to include activities in the program which require more skill than for the first two grades. Such games as softball, Kick-It-and-Run, Dodgeball, and Newcomb have a great appeal for this age. They may have difficulty with the rules and invent rules of their own. They may organize games of their own in and after school hours, but they lack maturity to carry through plans or solve problems. Much can be done in the physical education program in helping this age to acquire the necessary skills in self-direction and group organization by giving them opportunities to help plan the physical education activities, to assume leadership and followership roles, and to evaluate group actions.

Dramatics play an important role in the life of an eight-year-old. The rhythms phase of the physical education program can furnish opportunities for dramatizing favorite characters, animals; stories, such as cowboys, Indians, and circus animals and characters.

A feeling of security is a need of eight-year-olds. They want to be identified with their own age and sex and will follow group patterns in preference to those of adults. This opens the way for valuable experiences in group cooperation and planning with which physical education is
concerned.

In his thinking the eight-year-old is becoming conscious of the differences among his classmates and is expanding his environment to include children of other states and countries. He may through undue influence form prejudices. This is a time when physical education activities can help in building tolerance by an acceptance of others and of their needs and rights.

All-in-all the physical education program for the third grade needs to include a little of the same type of activities of the first and second grades with many new activities of the team sport nature added.

The ninth year is a year of growing up. As Gesell has so aptly expressed it: "Nine is finally becoming what his parents have been striving for." They seem to be well adjusted, fairly dependable and responsible boys and girls. They can now understand explanations, are interested in trying to do things well, and are beginning to have a strong sense of right and wrong.

Gladys Jenkins has keynoted the role of the parent and teacher who work with nine-year-olds.

Parents and teachers can overdo the teaching of techniques and skills at this age... For although the child wants to know how to do things, his ability and his capacity for sustained interest may not equal his enthusiasm and desire. The adult must be aware

of the child's ability and capacity in order not to set standards or offer techniques that discourage the child instead of encouraging him in his desire to learn. It is extremely important that any teaching of skills be done in the spirit of enjoyment, for the cultivation of a skill through overinsistence, through driving too hard, or through demanding perfection of performance can destroy the initial desire to acquire the skills and the pleasure in using them, whether it be playing the piano or pitching a ball.\footnote{Jenkins, \textit{op. cit.}, p. 98.}

The physical education program for this age needs to include activities which require modified skills. Games which lead-up to more advanced team sports are, for example, Football Setback, Circle Soccer, Bat-It-and-Run, and Soccer Kick. Boys of this age still need much rough and tumble play, while the girls are not so noisy or energetic. They still enjoy active group games, but prefer quieter activities. Thus, for some of the physical education activities, such as stunts and tumbling or combative games, it might be well to separate the boys and girls.

There is still need with this age level for individual-group adjustments; for providing opportunities for each child to experience success, for group acceptance, for character development, and for cooperative planning and sharing. All of these values may be realized through the physical education program if it is so organized and conducted as to provide opportunities for their realization. If a child never experiences cooperative planning and sharing, it is foreign to him. If he never has an opportunity
to display ethical character, chances are he never will. The value-rich situations need to occur in the planned program and the responses of boys and girls channeled along acceptable lines.

Since children approach adolescence at varying ages—anywhere from ten to thirteen years—the characteristics of the fifth and sixth grades will be considered together. The behavior problems which are usually associated with this age child may be avoided and the child better understood and helped if teachers will avail themselves of the facts of preadolescent development. They need to be alert for the signs of approaching puberty and to treat the child as a more mature individual. The slowly maturing child will retain many of the characteristics of the nine year old, becoming a little more grown up in reactions while the maturing child will be going through a period of rapid physical and emotional changes. There are changes evidenced by rapid increase in height and weight, by longer arms, and by larger hands. Hips in girls and shoulders in boys broaden, the breasts of girls develop, and the pubic hair begins to grow. Because of this uneven body development, many problems arise with boys and girls in this group. With advancing preadolescence comes the desire to exchange childhood pursuits for more mature activities. This poses a problem for teachers in program
planning when there are the varying levels of development within the group.

The physical education program needs to be skillfully planned to meet the problems of those approaching puberty as well as those who are not. A program in which every child can find a place, acquire a sense of belonging, be accepted by the group, discover he is not too different, and exercise independence will do much as a stabilizing influence for this age. They are keenly interested in team games and skill development. Games like softball, football, and nine court basketball interest the boys, while the girls prefer less active games and would rather dance because they can mix with the boys. The boys and girls are separated for the more active games involving body contact and brought together for activities of a social nature. Properly conducted these social activities may offer opportunities for the development of acceptable social behavior.

All of these characteristics for the various age levels have meaning for the teacher of physical education in planning a program. Chronological age may, or may not, be reliable in predicting performance. Nevertheless that is the way in which children are usually grouped in public schools, and it is helpful to know the type of individual differences which may appear within a given
group in planning a program which meets the needs of all. Concrete examples of some of the ways in which individual-group needs may be met through the physical education program will be found in Chapter V, The Instrument of Evaluation.

In planning for the realization of the purposes of physical education consideration should be given to the principles which guide the planning and the conditions under which children learn.

The inherent values of the physical education program, and those which may be evidenced if planned for are found in the areas of acceptable growth in social behavior, organic development, and development of individual capacities. The social behavior values may include:

1. Recognition of the essential worth of each individual.
2. Respect for personality.
3. Respect for races, cultures, and religions as contributors to the building of American Democracy.
4. Respect of the individual for the group and its decisions, officials, and rules.
5. Respect for the rights, duties, and privileges found under a democratic form of government.
6. Adjustment to the social environment in which one lives.

The physical education curriculum should be planned so the following organic values will be realized:
1. Muscle building.
2. Stimulation of metabolism.
3. A more efficient organism.
4. A strengthened heart.
5. General strength development.
6. The development of motor skills.
7. Promote good posture.
8. Provide exercise and endurance.
9. Improved physical, emotional, and mental fitness.

The physical education curriculum may also provide for the development of the following individual capacities as values:

2. Leadership abilities.
5. Reflective thinking.
6. Emotional control.
7. Extroversion.
8. Ethical character.

In planning for the development of values in physical education not any one of the above classes of values are sufficient unto themselves for the justification of a program of activities. Oberteuffer has this to say concerning the development of values:

The organism is a whole and should be studied as a whole. One can get a purchase on the value of physical
Man is not a static structure but a dynamic one. The interaction of his many parts is as important as the efficiency of any one. A study of parts will help to understand the whole, but the novel character of the whole remains and requires its own appraisal. Hence, physical education cannot be appraised by studying only its organic values, though they are important. But the contribution of physical education to all of man is the complete evaluation. When the physical educator knows what man is for, what he wants to be, what it means to have direction and purpose, then he can see what physical education can do about it.

Not any one or all of the values listed will accrue automatically from a physical education program. They must be planned for; and, as Oberteuffer suggests in the above quotation, a knowledge of "what man is for", and "what he wants to be" is necessary to give direction in planning.

It is the responsibility of teachers in planning a program to have a knowledge of, and to exercise some control over the optimum conditions for learning. There is a lack of literature on this subject in the field of physical education. However, assuming that physical education is education, the conditions affecting learning in any other subject area should apply for physical education.

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\(^{18}\text{Oberteuffer, op. cit., p. 181.}\)

\(^{19}\text{Ibid., p. 181.}\)
Some of the factors which should be considered are:

1. Environment—those conditions within the school, such as good equipment, adequate facilities, congenial atmosphere, and relaxed effort are usually considered as factors conducive toward better learning.

2. Motivation—the incentives used to promote and encourage participation and effort toward learning. They may be interest, praise, rewards, social approval, or fear of punishment. The merits of these incentives will not be argued here.

3. Participation—first and explanation second—At least a minimum amount of explanation should accompany the introduction of a new activity. But it should be remembered that children learn best by doing, and the sooner they can experience actual participation, the greater the interest for that activity. Explanations can come later.

4. Demonstrations and other aids—actually showing how to do something by live models, motion pictures, still pictures, charts, diagrams, and television are useful teaching aids.

5. Practice—is self-explanatory, but is of value only when the learner can see its relation to a whole pattern.

6. Whole versus part method of presentation. From a study of literature on this subject, it seems that for some activities an understanding of the whole activity is necessary before that activity can be broken up into parts. In other activities the parts must be presented first, and brought together in a unified whole later.

7. Readiness to learn—is self-explanatory.

If the purposes are to be realized the following principles may be used as guides in planning a program of activities for elementary school children. These statements of principles are found in Oberteuffer's book, Physical Ed-
1. The curriculum should be planned to allow for progression in learning with a minimum of repetition in activities.

2. The curriculum should be arranged so that the students have consecutive time to learn.

3. Curriculum planners should never lose sight of the individual who is the ultimate consumer and beneficiary of their handiwork.

4. In conceiving and executing the curriculum, allowance should be made for cooperative planning between students and teachers.

5. The curriculum should consist of activities in which values are inherent, which are intrinsically interesting, and with which the student can develop an identity.

6. The curriculum should be constructed in relation to community needs, and facilities and with some consideration given to the interests which may be engendered by national background or racial characteristics.

7. The curriculum should provide activities which are susceptible to informal rather than formal teaching methods.

8. Curriculum materials should be selected in relation to age, sex, and physical condition of the students.

9. The curriculum should make ample provision for the inclusion of those learnings associated with motor activity.

10. Integration as an educational process and concept has a bearing on physical education, both in its internal structure and as it relates to other curriculum elements.

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With a stated philosophy, purposes, guiding principles of curriculum construction, and a knowledge of child growth and development, the problem of drawing up a curriculum is ready to be tackled. This will be a matter of selecting and arranging activities in a plan covering a definite period of time. Many plans have been developed over the years by the many persons responsible for teaching physical education. The literature of the day offers many differing examples of programs. It is not the purpose of this paper to construct a program of activities, but to offer for consideration those elements of construction which serve as guides and may be in evidence for evaluation. Therefore, only a suggestion as to the types of activities and the amount of time to be allocated to each will be made.

Those activities which, from the standpoint of meeting the needs of children, make a contribution to the education of the total child in the light of philosophy and function are:

1. Small Group Games—This activity is more highly organized than free-play activities. The pupils participate in small groups of not more than eight players for the purpose of social development.

2. Large Group Games—Large group games provide for organized play in groups of more than eight players.
3. Team Sports—Team sports are those activities associated with high school varsity sports. They provide for the development of skills, attitudes, and understandings.

4. Rhythms—Rhythms are activities which provide for an emotional, mental, and physical response to music.

5. Stunts, Tumbling, Apparatus Activities, and Track and Field Events—These activities provide for individual participation, achievement, and satisfaction.

6. Classroom Games—Classroom games are usually carried on in the regular classroom and are recreational and social in nature.

The table on the following page will serve as a helpful guide in allocating time to the various phases of the elementary school physical education program.
Table I

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<thead>
<tr>
<th>Phases</th>
<th>Grades</th>
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<td></td>
<td>1</td>
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<tr>
<td>Directed Play</td>
<td>40</td>
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<tr>
<td>Small Group</td>
<td>20</td>
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<tr>
<td>Large Group</td>
<td>20</td>
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<tr>
<td>Stunts, Tumbling, &amp; Apparatus Activities, Track and Field Events</td>
<td>10</td>
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<tr>
<td>Team Games</td>
<td>30</td>
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<tr>
<td>Rhythmic Activities</td>
<td>20</td>
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<tr>
<td>Classroom Games</td>
<td>*</td>
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<tr>
<td>Total</td>
<td>100</td>
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</table>

*Approximately 5% of the time should be devoted to this phase of the program. The time may be taken from other phases during inclement weather.

Note: A similar table set forth in the bulletin, Source Materials for Elementary School Physical Education, served as a helpful guide in drawing up this table. It has been altered in some respects to reflect the philosophy and beliefs of the author.

In this chapter an attempt has been made to bring into focus the needs of the elementary school-age child, and the contributions which physical education can make toward meeting his needs. The facilities and resources which are necessarily a part of the instructional program will be discussed in the following chapter.
Facilities and resources are the tools with which the planned program of physical education is concerned in realizing purposes and executing the program in terms of the needs of the child. Facilities refers to permanent and semi-permanent play areas, gymnasiums, courts, play rooms, auditoriums, and permanent apparatus. Resources refers to the materials of instruction which continually need replacement, and to teaching and custodial personnel.

Too often in the past the elementary school physical education program was considered one of free play when not much was needed in the way of equipment or facilities. What little equipment was available was often "handed down" from the high school; or the gymnasium was built for the use of the high school and no time was available when the elementary school might have used it. Such facilities as did exist were used during the school day and locked up during and after school hours and vacation periods.

Today, the picture has changed somewhat. With
the acceptance of physical education as an essential part of education, modern elementary school plants are being constructed with gymnasium facilities. Efforts are being made to provide adequate indoor and outdoor facilities and equipment. The planning program has been broadened to include after school and vacation playground programs of a recreational nature for both children and adults.

Thus, the modern trend is to base the planning of educational facilities and resources of a community on a concept of the needs of the community.

Since much of the physical education program is carried on out-of-doors, there needs to be adequate play areas of sufficient size, surfaced with asphalt, pelletized rubber, clay, or stabilized dirt which provide for a wholesome, safe situation. The location should be free from rail, air and vehicular traffic hazards. Safety is further achieved through the arrangement of play spaces on the site. Apparatus should be placed in an area which is well defined and protected. The areas used for such activities as softball should be located away from paths of travel on the play ground. Drinking fountains should be strategically located in well protected areas.

Oberteuffer, op. cit. p. 5.
The size of the out-door play area for an elementary school of three hundred and fifty enrollment as recommended by the National Facilities Conference of the Athletic Institute\textsuperscript{22} should be ten acres. This includes the space occupied by the building and the complete outdoor facilities. Other suggested facilities in the form of apparatus and play areas include a balance beam, a climbing structure, horizontal ladder seven feet high, horizontal bar-triple fixed heights-of rust resistant metal, four twenty inch fulcrum see-saws, one eight foot slide, and eight swings, multiple-use paved area, and a field game area. The apparatus area should be fenced, and the field area should be provided with backstops for such games as softball, soccer-kick, and bat-it-and-run. The multiple use paved area may be surfaced with stabilized soils, pelletized rubber, concrete, or natural soils. This area is adaptable to such games as basketball, paddle tennis, volleyball, and ring tennis.

It is desirable that the elementary school have a gymnasium for an indoor facility for the teaching of physical education. However, if one is not available, an auditorium with a stage and movable chairs may be used,

or a vacant classroom converted into a play room. If none of the above mentioned indoor facilities is available, the classroom with movable type seats may be used for activities. In situations where the elementary and secondary school are housed in the same building with a gymnasium it is desirable that the elementary school be allowed some time in which to use the gymnasium. The recommended size of the elementary school gymnasium should be eighty feet by fifty feet with a twenty foot ceiling height.\textsuperscript{23} If the same gymnasium is used by both the elementary and secondary schools, it should be one hundred feet by ninety-three feet and two inches.\textsuperscript{24} There are special features of the gymnasium which need to be given consideration in the planning of facilities. The floor should be of some type of hard wood, preferably maple, laid lengthwise, and in such a way as to provide a smooth, resilient playing surface. Basketball backstops should be adjustable in type with not more than six for a total gymnasium of the recommended size. They should be placed in cross court relationship. The heating and ventilation should be thermostatically controlled by a blower type heater. If radiators are used, they should be recessed.

\textsuperscript{23} Participants in the National Facilities Conference, op. cit., p. 39.

\textsuperscript{24} Ibid. p. 39.
Electrical outlets should be provided for the use of cleaning machines, record players, loud speakers, and movie projectors. Bleachers of the roll away or telescopic type with a perpendicular surface should be installed. If mats are hung in the gymnasium, they should be recessed with appropriate hangers. Drinking fountains should also be recessed and near corners away from bleachers. Adequate artificial lighting of a non-glare type and hinged to receive shock should be provided. Windows should be ten feet from the floor and arranged to prevent glare. Artificial lighting and windows should be of sufficient quantity to provide fifteen to twenty-five footcandles of light, four feet above the floor. Adequate rest room facilities separate from shower and locker rooms should be provided.

A dressing-locker-shower-toilet suite designed to take care of peak loads should be a part of any gymnasium plant. The dressing room should contain facilities for the storage of clothing and the issuing of towels. A room of sufficient size to accommodate the storage of cleaning supplies and equipment and conveniently located is necessary in maintaining a clean, healthful plant. There should be adequate and conveniently located storage space for equipment.

If the physical education program is to promote healthful living, then the indoor facilities should be kept clean and free from hazards at all times.

Resources as dealt with here will include expend-
able equipment, material aids in teaching and for extended learning experiences, and personnel. Some equipment, such as basketball backstops, climbing apparatus, mats, swings, and other durable items are of a more permanent nature than others which call for almost yearly replacement.

The kind and amount of equipment to be selected depends on the needs of the child, the needs in relation to the planned program content and existing facilities, and the number of children participating. The size of the financial budget is also a factor of consideration in the selection of equipment. Equipment should be provided which will aid in carrying out the planned program for a particular age or grade level. In chapter three the needs of the various age levels in the elementary school were discussed, and suggestions were made regarding the types of activities which were best suited to meet these needs. With this as a guide suggestions will be made as to kinds of equipment which should be provided for a program of elementary physical education. The amount of equipment provided will depend on the conditions stated above, but the National Conference on Physical Education for Children of Elementary School Age, suggests as a guide the provision of one piece of expendable game equipment for each eight children.

The types of equipment needed for the physical education program for grades one and two in relation to the needs of this age level and the type of program discussed in chapter four includes apparatus, balls, bean bags, building blocks, bases, jump ropes, toys, Indian clubs, jacks, mats, and rhythms materials. The kind of playground or gymnasium apparatus provided needs to be of a type which will provide opportunities for hanging, climbing, pulling, reaching, pushing, and swinging. Apparatus which may be used to provide these opportunities are parallel bars, jungle gyms, ladders, swings, slides, seesaws, and merry-go-rounds. The balls provided should be sponge rubber, six inch inflated rubber, and ten inch rubber inflated. This type ball is more easily handled by this age child because of his small hands and lack of eye-hand coordinations. Long and individual short jump ropes should be provided. The toys provided should include such items as building blocks, cars, boats, tea sets, doll furniture, small dolls, airplanes, and tinker toys for use in the free play activities. Mats with washable covers should be provided for stunts and tumbling activities. Rhythms materials may include percussion instruments, a piano, and a record player with records suitable for the rhythmic activities of this age level. The mats and rhythms equipment may be used in activities for other age levels. Some of the above mentioned equipment,
such as bean bags, balls, Indian clubs, and bases may be used in small group game activities.

In grades three, four, five, and six when large and small muscle development is progressing and eye-hand coordinations are becoming better developed, the program changes to include activities offering opportunities for more highly organized group play, individual sports, and team sports. The equipment needed for these activities suggested for this age level may include such items as junior size rubber footballs, basketballs, deck tennis rings, horseshoes and stakes, softballs and bats, softball bases, volleyballs and nets, soccer balls, jumping standards, jump pits; aerial tennis paddles, nets, and shuttlecocks; box hockey box, sticks, and ball; paddle tennis paddles and balls; shuffleboard discs and cues; and table tennis tables, paddles, balls and nets. In addition to this equipment the rhythms materials and mats already mentioned need to be included.

To facilitate the program there needs to be some auxiliary equipment provided for the total elementary physical education program. This equipment should include such items as a pressure pump with gauge for inflating balls, dehydrated lime and a marker for lining off courts and fields, cord and a measuring tape for measuring distances, small rubber mats, whistles for
teacher and pupil referees, a first aid kit, a repair kit, and audio-visual materials. In addition to the types of equipment discussed as being useful in the elementary physical education program, resources and facilities should be provided for extended learning experiences. Experiences which involve field trips, day camping, play days, and resource persons for talks and demonstrations. Transportation for these activities should be provided by the school.

A system should be set-up for inventorying, inspecting, condemning, repairing, and replacing facilities and equipment. If more than one grade has access to the equipment, it should be stored in a readily accessible location and a system set-up for checking it in and out.

The most desirable method of procuring equipment is through funds set aside in the regular school budget. Each grade should have a complete set of equipment suitable for that grade. If finances are limited and this is not feasible, a staggered physical education schedule will allow for maximum use of the same equipment, and, also, the indoor and outdoor facilities by the various groups during any one day.

Personnel here refers to the teacher of physical education; either the regular classroom teacher or the specialist, and the custodial employees who work with
physical education facilities and resources. The custodial staff should be adequate for maintaining a clean, healthful environment for physical education, and the teaching personnel should be adequate for the number of children to be taught.

The qualifications of the physical education teacher have been adequately expressed in the Report of the National Conference on Physical Education for Children of Elementary School Age. They include:

1. A genuine liking for children.
2. Good health-physical vitality, sound mental attitude, emotional balance, and social adjustment.
3. Physical skills-efficient posture and body mechanics, and ability in a variety of recreational activities.
4. Ability to get along with people-especially children.
5. Understandings and interests that stem from a broad cultural background.

The physical education teacher should avail herself of opportunities for continuous professional growth. Opportunities which provide for learning new methods and techniques

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26 Ibid. p. 29.
of teaching; acquaintance with new materials; broadening the teaching program and integrating it with other educational interests of the child; and general health improvement.

The teacher should not be expected to teach more than the normal classroom teaching load. The normal teaching load recommended by the State Department of Education for teachers in Florida schools is thirty-four for a non-isolated school with an average daily attendance of three hundred pupils or more.27

The custodial personnel needs to know children, to be tactful, efficient, and willing to work.

The foregoing discussion of facilities and resources is presented in view of the philosophy, the function of elementary physical education, the program, and the needs of children. The suggested types of facilities and resources are based on findings in current literature in terms of what is best economically; and that which is adaptable to the needs of the children concerned. It may be said in conclusion that carefully planned facilities and resources are necessary for interesting learning experiences, and are economically advisable.

CHAPTER V

THE INSTRUMENT FOR EVALUATION

This paper has included a philosophy of physical education, a discussion of the function of elementary physical education, a suggested program of elementary physical education, and the proposed resources and facilities necessary for discharging the program. All of these steps were necessary before a process of evaluation could be attempted. For, in order to evaluate, certain goals need to be considered valuable; there needs to be evidence that these goals are respected; and there needs to be evidence that in the realization of goals certain changes take place in the individual.

The instrument is divided into three sections labeled: (1) Philosophy, (2) Program, and (3) Facilities and Resources. The practices listed are not intended to be all inclusive in pointing out ways in which desired goals in any one of the three areas may be reached. The purpose of the instrument is to take situations which might point out ways in which the program may be achieving the goals held important; and, through a process of scoring, determine the degree to which the elementary physical education program is effective.

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The method of scoring in determining the degree of effectiveness will be executed by placing a check in the appropriate column. If the standard is met by all, all the time, place a check in column one; in column two, if met most of the time; in column three, if met at least half the time; in column four, if occasionally met; and in column five, if never met.

PHILOSOPHY

1. Does the elementary physical education program provide for the building of organic fitness of all students regardless of aptitude or ability?

2. Does the elementary physical education program provide for the building of emotional fitness of all students regardless of aptitude or ability?

3. Does the elementary physical education program provide for the building of mental fitness of all students regardless of aptitude or ability?

4. Are individual differences recognized and provided for?

5. Is there a wide range of activities?

6. Are opportunities provided for the exercise of initiative and leadership?

7. Does the program provide for the exceptional child?

8. Are opportunities provided for each child to enjoy some measure of success?

9. Does the program provide for the development of meaningful, vitalized recreational habits?
10. Are the activities easily adaptable to situations outside the school?

11. Are ways suggested in which various activities may be used in leisure time?

12. Does the program educate for character development conditioned by the principles of good sportsmanship?

13. Is the authority of student leaders recognized and respected?

14. Do students render honest decisions when acting as leaders?

15. Do all students recognize and admit mistakes or errors?

16. Is the welfare of the group a concern of all?

PROGRAM

1. Is the program concerned with developing capacities of the individual and the group?

2. Are the activities offered suitable to the capacities of the various age levels?

3. Are personnel records available for study?

4. Are the personnel records used?

5. Are there periodic health examinations at least every three years?

6. Are activities provided which develop coordination and control of muscles?

7. Are activities offered which will develop strength of arm, leg, and trunk muscles?

8. Are children helped to see physical fitness in relation to nutritional habits?
9. Is there an effort made to develop an understanding of the body and how it operates?

10. Is there help and guidance in the correction of physical defects?

11. Is there a spirit of cooperation and friendliness in the physical education class?

12. Do pupils and teachers take an interest in individual problems?

13. Is group recognition given for good behavior?

14. Are children encouraged to exert effort?

15. Are children guided in making wise choices in the selection of activities?

16. Are opportunities provided for creativeness?

17. Is the ability to organize fostered and guided?

18. Are opportunities for assuming roles of responsibility provided?

19. Is there guidance in the development of ethical values?

20. Is the program concerned with meeting basic human needs of the individual and the group?

21. Is recognition given for successful accomplishment?

22. Are opportunities provided for children to experience a sense of adequacy?

23. Are children permitted to make contributions to discussions?

24. Are activities provided in which children may experience a feeling of identification?
25. Are rhythmic activities provided which allow for creative expression?

26. Is there a program in which all children can participate?

27. Is there respect for the ideas of the children?

28. Are children helped in assuming responsibility for their actions and those of others?

29. Do children accept the decisions of officials without complaint?

30. Are children helped in understanding the meaning of cooperation with others?

31. Does the program provide for worthwhile experiences in individual and group living?

32. Are there opportunities for developing respect for the rights, duties, and privileges of others?

33. Are there opportunities for developing a respect for public property through instruction in the proper use and care of physical education equipment?

34. Are children helped in relieving fears, tensions, and frustrations?

35. Are children guided in their relations between members of the same and opposite sex?

36. Are opportunities provided for leadership in social activities which will develop poise?

37. Are there experiences in relating self to the economic side of living through instruction in the wise use of equipment and facilities?
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<td><strong>38.</strong> Does the program provide for experiences in ethical character development?</td>
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<td><strong>39.</strong> Does the program provide for experiences in democratic living?</td>
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<td><strong>40.</strong> Do children subjugate self to the success of the group?</td>
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<td><strong>41.</strong> Do children recognize individual worth and use it wisely?</td>
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<td><strong>42.</strong> Do children help others in developing skills?</td>
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<td><strong>43.</strong> Does the program provide for acceptable, associated learnings in health?</td>
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<td><strong>44.</strong> Is there special instruction in the care and development of the body for various activities?</td>
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<td><strong>45.</strong> Is there special recognition of and instruction in safety for the various activities?</td>
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<td><strong>46.</strong> Are there provisions for the handling of injuries?</td>
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<td><strong>47.</strong> Is there a modified program for convalescents returning to school?</td>
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<td><strong>48.</strong> Is there a definite period scheduled for physical education?</td>
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<td><strong>49.</strong> Is the physical education period an instructional one?</td>
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<td><strong>50.</strong> Does the program provide for cooperative pupil-teacher planning?</td>
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<td><strong>51.</strong> Do the children assume responsibility for equipment?</td>
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<td><strong>52.</strong> Are there opportunities for children to officiate?</td>
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<td><strong>53.</strong> Do children help in selecting the site of games?</td>
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54. Do the children have an opportunity to learn the techniques of being a leader through teacher demonstrations?

55. Does the program provide for pupil-teacher evaluation?

FACILITIES AND RESOURCES

1. Are adequate facilities provided for conducting a learning program in physical education?

2. Are adequate facilities provided after a survey of needs is made in order to realize established goals?

3. Are materials and equipment of a sufficient quantity and quality provided to meet pupil needs and interests?

4. Are materials and equipment provided for a broad range of experiences?

5. Does the teacher possess qualifications necessary to do a good job of teaching?

6. Does she possess personal qualities essential in dealing with young children?

7. Does she possess good health?

8. Does she have a desire to grow professionally?

9. Does she know the developmental needs of children?

10. Does she diagnose difficulties and offer suggestions for their correction?

11. Does she know the tasks of the elementary school?

12. Does she work well with democratic administration and supervisory leadership?
Conclusions and Recommendations

As stated in the introductory chapter the evaluative process may be a means of promoting growth. Some of the benefits which may result from evaluation will be tangible, such as improvement of the physical facilities. However, it is hoped, that intangible benefits to the individual, such as the development of ideals, attitudes, and social skills will also result from the evaluation. This will be difficult to determine for changes in behavior take place over a longer period of time than the process of evaluation would be likely to cover. Thus, only the provision of situations and conditions recognized as conducive to bringing about desired behavior changes can be accurately evaluated. They were provided in the instrument. Just how well they will determine the intangible benefits of the physical education program will be dependent on the person or persons doing the evaluating. This may prove to be a weakness of the instrument.

The scoring in the instrument should be done as a means of determining the extent or degree to which the elementary physical education program is achieving certain worthwhile goals, and not with a view to checking off items. This may pose a problem in determining a quali-

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28 Supra. p. 6.
tative result as to the level of progress in any program; for what one person considers "average" in elementary physical education, another might consider "good" or "excellent", depending on the background and beliefs of the evaluator.

The results of the evaluative process should, if it is to be of value, be interpreted and recommendations made for improvements. These improvements could mean better learning experiences for the elementary school age child and a greater contribution from physical education in educating the total child.
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