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Physical Education in Urban Elementary Schools

A Study of the Status of Physical Education for Children of Elementary School Age in City School Systems

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FOREWORD

MANY QUESTIONS come to the Office of Education regarding policies, practices, and procedures in physical education in the elementary schools. This study was conducted to secure information which will help supply answers to the inquiries. The information was collected by questionnaires during the 1955–56 school year. Since that time, President Eisenhower's interest in youth fitness has highlighted even more the need for data which give insight into the status of physical education in the elementary schools.

The Office of Education wishes to extend appreciation to all who cooperated in the study.

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PREFACE

PHYSICAL EDUCATION is considered to be an integral part of the curriculum in good elementary schools. Many inquiries come to the Office of Education concerning the role of the classroom teacher and the special teacher of physical education, the policies and procedures which school systems follow in administering the physical education program, the organization and content of the program, and the type of equipment and facilities provided for children in the elementary schools of the Nation.

No comprehensive study had been made of the status of physical education for children of elementary school age; consequently, no data based on current practices were available. It was the purpose of this study to provide such information.

Scope and limitations.—The Elementary Schools Section of the Office of Education devised a questionnaire related to the areas of concern and sent it to the superintendents of schools of all cities with a population of 30,000 and over, and to one-third of the cities with a population of 10,000 to 30,000. In all, questionnaires were sent to 619 school systems. Replies were received from 86 percent, or 532 systems. The total number of systems included in this report, however, is 523, since 6 systems reported that no program of physical education is provided for children and 3 systems supplied data only on city size and pupil enrollment.

This bulletin reports data on grades 1–6, although information concerning kindergarten and grades 7 and 8 was also requested in the questionnaire. In the case of kindergartens, insufficient information was reported. In the case of grades 7 and 8, it was not possible in many instances to determine whether these grades were considered to be part of the elementary school or the junior high school.

The study has limitations. The questionnaire asked for information which tells more about quantitative than qualitative aspects of programs. Since data were reported by school systems rather than by schools, and since schools within a school system vary, the data may not reflect practices found in a given school. Although efforts

were made to state questions with clarity, those responsible for reporting interpreted some of the questions in different ways. Also, not all questions were answered in full in every questionnaire.

Despite these limitations, however, it is believed that the data in this report are significant, since the school systems reporting represent broad coverage, i. e:

> 85 percent, or 6,513,756 of the approximately 7,769,176 children enrolled in grades 1–6 in urban public elementary schools during the 1955–56 school year, attending school in 12,217 school buildings located in 47 States, the District of Columbia, and the Territory of Hawaii.

It is hoped that State and local personnel, teacher educators, leaders in lay and professional organizations, and parents will find the data valuable in appraising and improving programs in physical education for boys and girls.

HELEN K. MACKINTOSH,
Chief, Elementary Schools Section.

Physical Education in Urban Elementary Schools

CITY SCHOOL SYSTEMS

Classification by city size

When the size of a city is used as a basis for reporting data, the cities participating in the study are grouped by population as follows:

Group	*Population*	*Number of cities participating*
I	Over 500,000	21
II	100,000–500,000	107
III	50,000–100,000	124
IV	25,000–50,000	149
V	10,000–25,000	122

Classification by district

When geographical location by district [1] is used as a basis for reporting data, the States are grouped as follows:

District	*Number of States*	*Number of school systems reporting*
Eastern	12	189
Southern	13	100
Central	9	49
Midwest	5	125
Southwest	6	43
Northwest	4	17

[1] Coincides with the regional pattern followed by the American Association for Health, Physical Education, and Recreation, a department of the National Education Association.

Table I.—*Number of school systems participating in study, by district and city size*

District	Total number of school systems reporting	Number of school systems, by city size				
		Over 500,000	100,000–500,000	50,000–100,000	25,000–50,000	10,000–25,000
1	2	3	4	5	6	7
All districts	**533**	**21**	**107**	**134**	**149**	**122**
Eastern	189	7	24	45	56	57
Southern	100	4	38	19	28	11
Central	49	3	8	13	10	15
Midwest	125	4	19	31	40	31
Southwest	43	2	15	14	9	3
Northwest	17	1	3	2	6	5

Districts Represented in Study

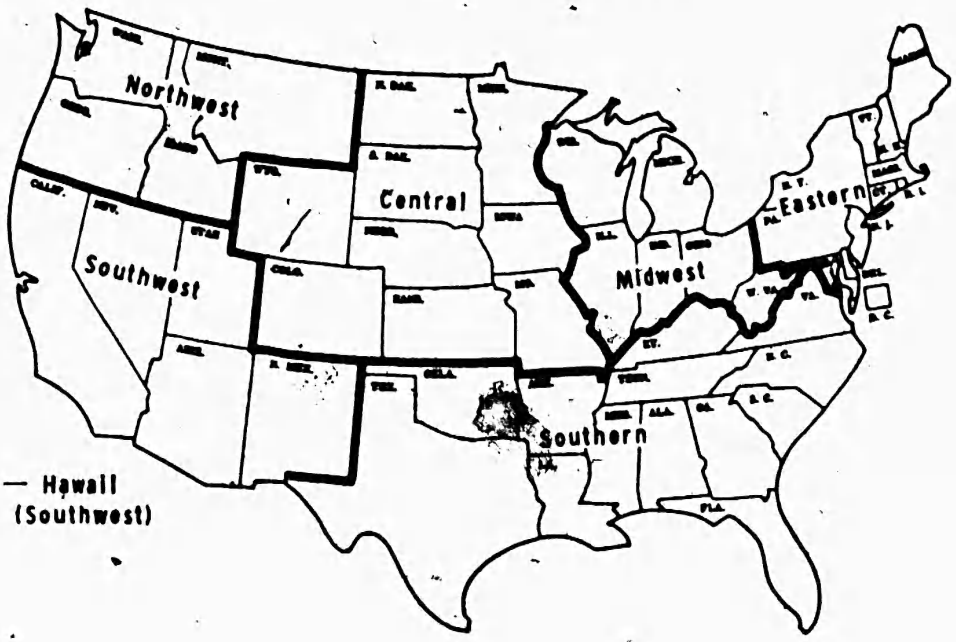

Table II.—*School buildings and enrollment of school systems reporting, by districts and city size*

District	Total			City size																
				Over 500,000			100,000–500,000			50,000–100,000			25,000–50,000			10,000–25,000				
	School systems reporting	School buildings	Enrollment	School systems reporting	School buildings	Enrollment	School systems reporting	School buildings	Enrollment	School systems reporting	School buildings	Enrollment	School systems reporting	School buildings	Enrollment	School systems reporting	School buildings	Enrollment		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
All districts	**433**	**12, 217**	**6, 513, 756**	**21**	**2, 430**	**2, 396, 641**	**167**	**4, 418**	**2, 347, 963**	**124**	**2, 650**	**901, 963**	**149**	**1, 596**	**627, 211**	**129**	**714**	**246, 918**		
Eastern	189	3, 762	1, 970, 595	7	1, 374	999, 558	24	740	339, 744	45	735	280, 719	56	603	224, 597	57	310	94, 603		
Southern	100	2, 895	1, 560, 083	4	422	278, 625	38	1, 823	973, 033	19	318	162, 851	28	270	117, 170	11	62	28, 404		
Central	49	1, 135	504, 840	3	279	157, 438	8	423	188, 814	13	244	93, 513	10	104	37, 866	15	85	27, 209		
Midwest	126	2, 611	1, 462, 276	4	706	591, 762	19	714	425, 581	31	476	211, 581	40	433	168, 912	31	192	64, 440		
Southwest	43	1, 397	810, 753	2	486	313, 024	15	555	332, 744	14	240	138, 552	9	89	46, 916	3	27	10, 802		
Northwest	17	417	205, 208	1	82	56, 234	3	163	86, 067	2	37	13, 787	6	97	31, 750	5	38	15, 370		

TEACHERS—
EDUCATION AND ACTIVITIES

Patterns of Instruction

Who teaches physical education in the elementary schools?

Varied patterns for providing instruction in physical education are followed throughout the United States. Although practices vary within a school system and even within schools, four patterns are followed widely:

1. Classroom teacher with *no* help from a specialist or consultant in physical education.
2. Classroom teacher with the help of a specialist or consultant in physical education attached to the *school staff* (or to several school staffs).
3. Classroom teacher with the help of a specialist or consultant in physical education from the *central staff*.
4. *Special teacher* of physical education who does the physical education teaching in some or all of the grades in one or more schools.

The school systems reporting indicated that:

Twenty-six percent of the classroom teachers of grades 1–3 and 16 percent of grades 4–6 do *not* have the help of specialized personnel in physical educa-

Table III.—*Prevalent patterns for providing instruction in physical education, by grade*

Grade	Classroom teacher with no help from specialist or consultant		Classroom teacher with help of specialist or consultant attached to school staff		Classroom teacher with help of specialist or consultant from central staff		Special teacher of physical education	
	Number of school systems	Percent	Number of school systems	Percent	Number of school systems	Percent	Number of school systems	Percent
1	2	3	4	5	6	7	8	9
1	133	26	99	20	213	42	60	10
2	128	25	99	19	213	41	56	11
3	118	23	81	16	213	42	81	16
4	91	18	72	14	187	36	137	27
5	78	15	69	11	178	34	155	30
6	77	15	69	13	174	34	160	31

tion in carrying out their responsibilities for teaching physical education (pattern I).

Sixty percent of the classroom teachers of grades 1–3 and 48 percent of grades 4–6 teach physical education with the help of specialists or consultants in physical education attached to the school staff (pattern II) or to the central office staff (pattern III).

Special teachers are directly responsible for providing the day-by-day instruction in physical education in 12 percent of grades 1–3 and 29 percent of grades 4–6 (pattern IV).

A more detailed analysis of the various patterns for providing instruction in physical education is found in tables 1 and 2 in the appendix.

Inservice Education

Is inservice education in physical education provided for classroom teachers?

Of the 523 school systems reporting, two-thirds (347) indicated that opportunities for inservice education in physical education are offered to classroom teachers who are responsible for teaching physical education.

The data reported are interpreted to mean organized programs of inservice education, as distinguished from the inservice education related to regular visits made to the classroom by special teachers or consultants in physical education.

Inservice education in physical education is offered to teachers:

In 52 percent (40) of the 77 school systems reporting that physical education is taught in grades 1–6 by classroom teachers with no help from a consultant or specialist in physical education (pattern I).

In 83 percent (45) of the 54 school systems reporting that physical education is taught in grades 1–6 by classroom teachers with the help of a consultant or specialist in physical education attached to the school staff or to several school staffs (pattern II).

In 87 percent (148) of the 170 school systems reporting that physical education is taught in grades 1–6 by classroom teachers with the help of a consultant or specialist from the central staff (pattern III).

In 59 percent (65) of the 110 school systems reporting that physical education is taught beginning in grade 2, 3, 4, 5, or 6, by a special teacher of physical education on the school staff. This inservice education is provided for the classroom teachers of the grades which are *not* taught by the special teacher (pattern IV).

In 79 percent (49) of the 62 school systems reporting that physical education is taught in grades 1–6 by classroom teachers with the help of a special teacher, consultant, or specialist in physical education according to a variety of patterns.

Is participation in the inservice education program voluntary or compulsory, and when is it offered?

Compulsory and voluntary inservice education programs are scheduled at different times of the day and year. Although 276 school systems submitted information on this item, the figures total more than 276 because a number of school systems offer teachers a variety of opportunities.

A detailed tabulation of the information provided on inservice education programs is found in table 3 of the appendix.

Inservice education program	Number of school systems reporting, by type of program		
	Compulsory	Voluntary	Compulsory and voluntary
1	2	3	4
On school time	128	37	4
After school	74	129	16
Combined with dinner and recreation	7	27	.....
Prior to opening of school	85	33	.....
After school closes in spring	3	4	3

What practices are followed in providing inservice education in physical education for classroom teachers?

The following sampling from reports on inservice education programs gives an idea of practices followed in individual school systems:

In the fall, all teachers, by grades, have meetings for 3 days on school time. Demonstrations and lectures are given to acquaint teachers with the course of study in physical education. Throughout the school year, new teachers are required to come to physical education workshops held after school hours.

The consultant holds a grade-level meeting with all teachers from that level during orientation days at the beginning of the school year and during the year as needed. The program for the semester is discussed and agreed upon in these meetings.

Orientation workshops for new teachers; workshops in creative activities, body mechanics, and tumbling skills; evaluation and planning meetings.

We hold preschool conferences with new teachers, systemwide grade-group meetings, building faculty meetings, building grade-group meetings; also send out bulletins.

A general supervisor and a committee of teachers plan the total program for inservice education. Four days a year are set aside for all areas. Physical education is often included in the program. There is a physical education committee in each school which is responsible for inservice education.

A workshop is held once a year with the help of the State department of education. Physical education bulletins are sent out four times a year.

The Board of Education sponsors an annual inservice education program in many areas. A special catalog listing all courses is published and distributed to all teachers at the beginning of the school year. The 1955–56 catalog listed 20 inservice education courses in health and physical education.

Our inservice education program includes: Radio talks at noon, bulletins, clinics and group meetings, visitation, conferences, visual aids, and credit extension classes.

Consultant service from the State college used for building meetings, grade-level meetings, and cross-section meetings.

A specialist from the central office staff conducts inservice instructional periods for classroom teachers at the beginning of each new seasonal activity, for example:

Fall—Soccer skills and lead-up games.

Winter—basketball skills and lead-up games, volleyball skills and lead-up games, stunts, tumbling, pyramids, rhythmic activities.

Spring—marble tournament, rope skipping, hopscotch softball skills, track and field procedures.

On a geographical basis, teachers of grades 1–3 meet one day from 2–3:30, and teachers of grades 4–6 on another day. A member of the instructional staff gives a short inspirational speech. Frequently a film is shown. Then the specialist in physical education demonstrates the new activities and the classroom teachers participate.

Experienced classroom teachers help new teachers learn how to use the physical education outline.

One teacher from each of the 91 elementary schools meets with the director of physical education monthly for inservice education. We are trying to get a key person in each elementary school who will assist the other teachers. This is just a beginning. We hope to expand the program.

Is inservice education in physical education offered annually?

Of the 523 school systems reporting, 56 percent (295) indicated that inservice education opportunities in physical education are offered to classroom teachers *annually*.

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Table IV.—*School systems offering inservice education every year, by district and city size*

District	Number of school systems reporting	Inservice education offered every year		City size	Number of school systems reporting	Inservice education offered every year	
		Number	Percent			Number	Percent
1	2	3	4	1	2	3	4
All districts	**523**	**234**	**45**	**All cities**	**523**	**234**	**45**
Eastern	189	90	48	Over 500,000	21	16	76
Southern	100	62	62	100,000–500,000	107	81	76
Central	49	29	59	50,000–100,000	124	74	60
Midwest	125	72	58	25,000–50,000	149	81	54
Southwest	43	31	72	10,000–25,000	122	43	35
Northwest	17	11	65				

If noncredit inservice education is offered to classroom teachers, who provides the program?

Forty-five percent (234) of the 523 school systems reported that noncredit inservice education in physical education is provided entirely by specialists in physical education within the school system. Distribution by district and city size:

District	*Percent of school systems*	*City size*	*Percent of school systems*
Eastern	43	Over 500,000	48
Southern	38	100,000–500,000	53
Central	50	50,000–100,000	48
Midwest	46	25,000–50,000	46
Southwest	47	10,000–25,000	31
Northwest	65		

Twenty-four percent (125) of the 523 school systems indicated that persons outside the school are asked to assist with the noncredit inservice education program: Staff members of State departments of education, Federal agencies, colleges, universities, recreation departments, professional organizations, or other city school systems; or leaders in industry, business, and community activities.

Specialized Personnel

What is the educational background of special teachers, consultants, and specialists in physical education, and how are their services utilized?

A total of 5,225 persons are employed as special teachers, consultants, or specialists in physical education by the 523 school systems

reporting. Of these, 57 percent (2,990) are men and 43 percent (2,235) are women.

Sixteen percent (476) of the men and 14 percent (324) of the women are members of the central staff; 12 percent (355) of the men and 14 percent (303) of the women are assigned to individual schools to assist classroom teachers or special teachers of physical education; and 72 percent of the men and women are assigned to do the day-by-day teaching of physical education in the elementary schools.

Their educational preparation included:

Undergraduate majors in physical education—72 percent (2,150) of the men and 69 percent (1,549) of the women.

Courses in physical education for the elementary school—66 percent (1,962) of the men and 69 percent (1,538) of the women.

At least one course in general elementary education—54 percent (1,611) of the men and 55 percent (1,225) of the women.

Table V.—*Assignment and educational background of special teacher, consultant or specialist in physical education, by city size*

Assignment and educational background	All cities	School systems reporting, by city size				
		Over 500,000	100,000–500,000	50,000–100,000	25,000–50,000	10,000–25,000
1	2	3	4	5	6	7
Total staff	**5,225**	**1,101**	**1,627**	**965**	**963**	**577**
Men	2,990	800	1,063	530	546	231
Women	2,235	301	744	435	406	146
ASSIGNMENT						
Central staff:						
Men	476	57	112	112	137	58
Women	324	47	86	73	88	30
Individual schools to assist classroom teachers or special teachers:						
Men	355	44	68	70	128	55
Women	303	36	70	68	102	27
Special teacher						
Men	2,159	499	923	348	271	118
Women	1,608	418	588	297	216	89
EDUCATIONAL BACKGROUND						
Undergraduate major in physical education:						
Men	2,150	443	869	365	323	150
Women	1,549	371	558	301	221	98
Courses in physical education for elementary schools:						
Men	1,962	443	741	346	289	143
Women	1,538	351	548	314	219	106
At least 1 course in general elementary education:						
Men	1,611	190	726	393	267	135
Women	1,225	129	554	264	189	89

Table VI.—*Assignment of special teachers of physical education by district and city size*

District	School systems reporting	Number of school systems in which special teachers are assigned to only one school, by city size							Number of school systems in which special teachers are assigned to more than one school, by city size						
		TOTAL		Over 500,000	100,000–500,000	50,000–100,000	25,000–50,000	10,000–25,000	TOTAL		Over 500,000	100,000–500,000	50,000–100,000	25,000–50,000	10,000–25,000
		Number	Percent						Number	Percent					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
All districts	413	158	38	5	43	41	39	30	255	62	9	44	63	78	62
Eastern	165	33	20	2	4	8	10	9	132	80	5	19	29	41	38
Southern	74	48	65	1	19	9	13	6	26	35	1	11	5	7	2
Central	36	18	50	-------	5	8	4	1	18	50	1	2	4	5	6
Midwest	102	38	37	1	8	11	7	11	64	63	2	8	19	22	13
Southwest	25	16	64	1	6	5	3	1	9	36	-------	3	5	1	-------
Northwest	11	5	45	-------	1	-------	2	2	6	55	-------	1	-------	2	3

Are special teachers of physical education assigned to teach in more than one school?

Seventy-nine percent (413) of the 523 school systems replied to the above question. However, the data included not only special teachers of physical education assigned to school staffs to do the day-by-day teaching of physical education, but also those persons attached to central office staffs who share with classroom teachers the responsibility for providing instruction in physical education.

These specialized personnel were assigned to *only one* school in 38 percent (158) of the 413 school systems, and to *more than one* in 62 percent (255). More detailed information is reported in table VI.

An analysis of the data supplied by the 160 school systems in which special teachers of physical education do the day-by-day teaching of physical education reveals that 33 percent (53) of these teachers teach in *only one school*, and 67 percent (107) teach in *more than one* school.

What additional information was revealed about specialized personnel in physical education?

Following is a summary of the data supplied in response to questions concerning excellence in varsity sports, participation in professional and semiprofessional sports, and employment in out-of-school recreation programs. Table 6 in the appendix gives a detailed record by district and city size.

Earned a varsity letter in sports—51 percent (1,517) of the men and 18 percent (393) of the women.

Participated in professional or semiprofessional sports outside of school hours or during the summer months—5 percent (163) of the men and 2 percent (41) of the women.

Employed in out-of-school recreation programs during the school year—22 percent (658) of the men and 10 percent (230) of the women.

Employed in out-of-school recreation programs during the summer months—31 percent (930) of the men and 21 percent (461) of the women.

The age distribution of physical education teachers in the school systems reporting follows:

Age	Men		Women	
	Percent	Number	Percent	Number
1	2	3	4	5
Over 50	12	367	12	199
40–50	17	501	21	326
30–40	23	687	23	344
25–30	20	598	24	375
Below 25	10	310	21	322

What policies and practices are followed in assigning special teachers to the schools?

The following sampling of responses illustrates the variety of policies and practices followed in assigning special teachers of physical education:

Elementary school physical education instructors are assigned to schools on the basis of 1 for every 10 classroom teachers in grades 3–6. No specialist serves in more than 2 schools.

The number of schools in which the specialists in physical education teach is dependent upon the total school enrollment. One day of service is provided for each 100 pupils enrolled.

Every physical education teacher instructs an average of 850 students.

One man and one woman make up our special-teacher staff. We have 2 schools. Each teacher spends half the time in each school so that the boys and girls can enjoy working with both.

Fourteen of the 19 elementary schools have a man who is assigned to teach grade 6 and to conduct physical education activities after school. During the day the physical education is taught by classroom teachers. These teachers can call upon the coordinator of elementary schools for help; he visits each of the 19 schools once each week on a definite schedule, concentrating on grades 5 and 6.

Coordinators (special teachers—1 man and 1 woman) visit each grade 3–6 classroom once a week and teach the class with the classroom teacher observing. The classroom teacher carries on until the next visit. Grades 1 and 2 are visited once every 4 weeks. Our aim for the future is to have all physical education taught by specialists. Another staff member is being added next year, and we hope to add others quickly.

We have 1 man who visits 13 elementary schools. We have 9 other people who work with elementary schools 2 hours a day, 3 days a week. They work with 6th- and 7th-grade children. We have 1 special teacher who works in grades 2 and 3. She is employed in elementary schools 2 hours a day, 3 days a week, and visits 3 schools a week.

Two special teachers are assigned to cover the 8 elementary schools. The woman teacher is assigned to cover as many of the primary grades as possible and then is assigned to teach girls only, if possible, in grades 5–8.

The number of schools each special teacher serves is determined by enrollment. In general, none will have more than 2 schools. Some of our small outlying buildings have no services at all.

The enrollment in grades 4–8 determines the number of schools our special teachers of physical education serve. In the smaller schools, 1 person may be assigned to serve 2 schools; in the larger ones, a man and a woman serve 2 schools as special teachers for boys and girls, respectively, in both schools on alternate days.

We have 10 elementary schools. Our one specialist spends one-half of the time serving all these schools and the other one-half in the high schools.

We have 9 elementary schools and 4 special teachers. Each classroom is visited twice a week.

Two special teachers of physical education serve the 7 schools. The woman teacher serves grades 3–7, and the man works with boys only in grades 5–7.

Three specialists serve 11 schools. One teaches in 6 schools, one in 4 schools, and the third in 1 school. Each school is given a half day a week of instruction.

There is 1 teacher of physical education for each 300 students enrolled; 16 teachers serve 1 school only, and 1 large school has the service of 1 man and 1 woman full time; 10 teachers spend 2 days in 1 school and 3 days in another school; 3 teachers spend 2 days in 2 schools and 1 day in another school.

Special teachers serve grades 1–3 in approximately 35 schools each, making 1 visit to each every 4 or 5 weeks; special teachers serve grades 4–6 in 2 schools daily, 1 during the morning and the other during the afternoon.

Two specialists cover 10 schools. Regular physical education classes are taught once a week. Special classes are held for folk and square dancing. Intramurals are conducted after school.

We have 1 special teacher of physical education for our 6 schools. Each school receives her services once every 2 weeks.

One teacher serves the 4 schools in the system, teaching eight 30- to 40-minute classes a day.

One man travels between 5 schools, visiting each twice a week.

The special teacher of physical education teaches 30 periods per week. Each pupil in grades 3–8 is assigned to the physical education teacher for two 30-minute periods per week. If the number of classes, grades 3–8, totals 15, then a teacher is assigned full time to a school. Otherwise, the teacher is assigned to 2 schools. In a few cases, a teacher is assigned to 3 schools.

We have 37 men full-time to serve our 52 elementary schools. Twenty-seven of the men are assigned to teach in only 1 school. Ten of the men are assigned to teach in 2 schools. The ratio we try to follow is 1 man to 500 students.

We have a staff of 16 specialists, 2 men and 14 women. Four schools are the most anyone serves.

Eleven special teachers visit the 35 elementary schools on a regular schedule. They teach each class twice a month with the classroom teacher present. The specialists serve in these other ways: Making arrangements according to needs of individual schools, individual conferences, extra session classes, group workshops, meeting with groups of pupils for additional projects, helping to evaluate the program, and assisting with playdays and other special occasions in individual schools.

The number of classes in school determines how many schools a special teacher is assigned. Each special teacher works with the classroom teacher once every 2 weeks. The special teacher teaches approximately 27 demonstration lessons a week.

We assign specialists to schools where the principal supports the program and where the need is greatest, facilities are favorable, and enrollment is heavy. The specialists work only with children in grades 4–6.

The special teacher is a resource person. The consultant is on an "on-call" basis, giving help to teachers at their request. The specialist or consultant serves all 16 schools.

We have 52 elementary schools. Each has its own physical education teacher, who does not travel. However, we have a special posture program which requires that some personnel travel on schedule from school to school because this work is more technical and the average teacher in physical education is not equipped to do it.

What policies and practices are followed in determining responsibilities of central office staff members?

The following sampling of responses indicates the variety of policies and practices followed by the school systems reporting in determining responsibilities of central office staff members:

Nine central office staff members—350 schools. Each works in approximately 40 elementary schools. Responsibilities include the following: to assist teachers of physical education, to improve instructions, to assist administrators in making schedules and building programs, to provide leadership and counsel for the instructional program in the school district, and to initiate and perform other related functions as may be required.

The four central office staff members have responsibility to conduct meetings; counsel teachers; hold conferences, demonstrations, and workshops; and to attend meetings pertaining to health, physical education, and recreation as representatives of the school system.

No definite policies are followed regarding the number (220) of schools to be served. This varies every school year, but an average of 5 schools is visited each week by each of the supervisors. All new personnel are visited in their schools at least twice. All schools are served either by personal visits, telephone conversations with principals and teachers, or office conferences.

Four members on central office staff—105 schools. It is the responsibility of the central office staff members to counsel, advise, and demonstrate proper methods of teaching physical education. Each supervisor serves approximately 23 schools and visits each school once every 4 weeks on a regular schedule.

Supervisors from the central office staff are assigned on a geographical basis with about 15 schools in each area. They help classroom teachers. Our schools rarely have over 600 students. If funds were available, we believe 12 schools would be a better load. Whether the supervisor takes over a class with the teacher in attendance or simply supervises the teacher's work depends on the sport and the teacher's training and experience.

The duties of the central staff are divided on a vertical basis as follows: One man in charge of boys' activities, one man in charge of interschool competitive athletics, one woman in charge of girls' activities, one woman in charge of health education, and a director responsible for the entire program, including safety education.

Because of the terrific turnover of teachers each year, a great amount of time is devoted to giving assistance and encouragement to new teachers. My assistant is assigned to the primary grades and each semester gives special help to one grade. Because of the great number of schools (over 120), we do not make perfunctory visits. Our superintendent of schools encourages us to be consultants, policymaking supervisors, and curriculum-improvement people. We do not attempt to visit a specific number of schools each year. That, in my judgment, is old-fashioned supervision.

One central staff member—52 schools. The central staff supervisor has only staff responsibilities—working with teachers and other staff members. Each school has a physical-education specialist with posture specialists visiting schools regularly. The policy determination is based upon need as expressed by people working in physical education, and finally determined cooperatively with central staff and administrators.

There is 1 supervisor for 74 elementary schools who serves as consultant to the schools and provides leadership for inservice education in physical education.

Twenty-seven elementary schools are served by 1 director and 1 helping teacher. We are "on call" for special requests for help. We visit each school approximately 4 times a semester and teach with each classroom teacher.

The 9 consultants on the central office staff serve 35 elementary schools. The proportion of assignments is divided as equally as possible, and each counselor has approximately 75 teachers whom he or she helps once in a 2-week period.

There are 2 members on the central office staff—48 schools. The director is responsible for the program in all schools; the consultant assists in all schools, and specializes in dance.

The 1 person on the central office staff serves 50 elementary schools and 7 high schools. He supervises the classroom teacher according to the schedule, helps plan the curriculum, and determines policies. He serves in an advisory capacity in purchasing equipment and supplies and in planning new facilities.

We have 8 supervisors of physical education for the elementary schools. Each is assigned to a different school district. Each supervises 23–25 schools. Their main responsibilities include: Upgrading the amount and quality of instruction through conferences with teachers; inservice education; preparation for distribution of instructional materials; demonstration of program content; assistance in the organization and conduct of the socialized recess periods, school playground and interschool activities.

The supervisor and the assistant supervisor are responsible for supervision of physical education from kindergarten to grade 12 (60 schools). We attempt to visit in 2 schools each day and work with the teachers who ask for or need help. Because of various committee meetings which take time we sometimes fail to visit every school every year. We keep a record of all our visits and know which schools need help.

The central office staff is made up of 1 supervisor (20 schools) whose duties are: Secure materials for conducting the program, provide instructional material for each classroom teacher, give demonstrations of new or unknown games, help integrate and correlate physical education with the general school

program, see that equipment is in condition, make diagrams and outlines for games and contests, and work closely with the principal of each school.

The 1 supervisor (12 schools) acts as coordinator of health and physical education in an effort to get as much unity and excellence in the program as possible. More time is spent in the elementary school since 7,000 of the 10,000 school children are in the elementary grades.

One supervisor—21 schools. Responsibilities and duties: Actual supervision in field—confer with teachers, observe teaching, give constructive criticism and demonstration lessons, and special conferences; confer with director and supervising principals regarding physical education program in their building; observe, comment on and act on environmental and physical condition of classroom, gymnasium, and playground; check condition of physical education equipment and supplies; practice clerical work—reports, orders, new materials, schedules, ratings, etc.; constantly review course of study; spend great percentage of time with new teachers.

The central office staff consists of 2 supervisors of physical education and 1 teacher of posture education. The 2 supervisors each serve 48 elementary schools. They are responsible for inservice eductaion and curriculum improvement. They teach demonstration lessons and work with the 3 special teachers of physical education who serve 32 or 33 schools each. The posture education teacher works in all the schools.

The director of physical education and athletics is the only member of the central office staff. He serves all schools—elementary (26), junior and senior high schools. He conducts meetings and inservice education programs for all physical education teachers (22).

One person on central office staff. This supervisor is responsible for the development and evaluation of the program in health, physical education, and safety in the 23 elementary schools. This responsibility includes determining and carrying out plans for program development and periodically evaluating and revising the program. Services indicating need for program development are: Conferences with principals and administrators, teacher conferences, test result, questionnaires, group discussions, reactions from pupils, parents, and lay groups, experience in comparable situations in other cities, and recommendations from recognized leaders.

The director and his assistant serve 13 elementary schools as consultants to principals and teachers. Each maintains a regular visiting schedule, serving each school once every 6 weeks, and is "on call" at all times.

Two persons on the central office staff—1 full-time and 1 half-time—serve as coordinators in the 16 elementary schools.

The 9 people on the central staff serve 12 elementary schools, 4 junior high schools and 2 high schools. They are responsible for inservice education, supervision, coordination of the program at different levels, preparation of the budget and selection of equipment and supplies.

The central staff consists of the director and 2 consultants. Half of the total time of each consultant is spent in demonstration teaching, the other half in supervision.

Three men and one woman make up the central staff. Each serves 5 buildings.

One person on the central office staff serves the 5 elementary schools. He visits each classroom once every 3 weeks. He visits beginning teachers first and teaches demonstration lessons for all beginning teachers once every 3 weeks during the first semester and once every 6 weeks for other teachers. He compiles the course of study and gives monthly outlines to teachers.

One person supervises 20 schools. Responsibilities of the director and the assistant director include supervision and coordination of the physical education, athletic, and health-education activities. In addition, the director is in charge of activities in safety and driver education. The school system includes 7 high schools, 3 combination junior-senior high schools, 10 junior high schools, 70 elementary schools, and 5 special schools.

At the present time 1 person supervises and teaches at all 19 schools, providing teachers with materials and lesson plans on each visit. The supervisor visits each school every 8 weeks. Classroom teachers carry out the program between visits. The supervisor presents 1 or 2 new activities during visits. Teachers demonstrate the programs they have been working on.

One man and one woman are on the central office staff and serve the 7 schools. Both serve primary grades. The man teaches the boys in grades 4–6 and the woman teaches the girls in these grades. Among the central staff responsibilities are these: Assist classroom teachers in planning, organizing, and conducting the program; order and supply equipment; assist classroom teachers with the daily classes on a scheduled basis through consultation; plan, organize, and conduct the intramural programs.

The director of physical education and athletics attempts to serve approximately 2,500 teachers who teach in 162 elementary schools.

One man is the coordinator of health and physical education. A woman is supervisor of the kindergarten and primary grades in all 26 elementary schools, 6 junior high schools, 2 senior high schools, and 1 junior college There are 2 men supervisors responsible for 13 elementary schools each (boys in grades 4, 5, and 6), 3 junior high schools each, 1 senior high school each, and 1 junior college. One woman and 1 man are posture and body-mechanics demonstration teachers. They serve all 26 elementary schools.

The city school system is divided into 5 areas. One specialist (supervisor) is assigned to each area. The usual number of schools served by each is 27.

The central office staff member is a consultant and helps teachers plan, conduct, and evaluate their physical education work. He schedules approximately half his time within buildings, thus getting into each building at least once every 2 weeks. Within the building he may work with some teachers regularly and others he may miss for a long time unless they request his service. He spends his unscheduled time in any building where he can help further develop the physical education program.

The county is divided into 10 areas. Each area has an area director of physical education. It is the area director's responsibility to plan and coordinate all physical education activities within this area. He is to assist all teachers (professional and elementary) in all matters pertaining to physical education and safety—supply equipment, maintain facilities, etc. The number of schools in each area ranges from 3 to 16.

Do specialized personnel have responsibilities other than those related to physical education?

Fifty-two percent (260) of the 523 school systems reported that special teachers, consultants, or specialists in physical education have a variety of responsibilities in addition to those directly related to physical education:

Administer first aid, give health instruction.

Arrange district audiometer testing schedule and follow through; work with medical, nursery, and dental staffs of department of health; plan citywide programs such as polio vaccine and teachers' X-ray survey.

Chaperone dances, supervise lunch periods, train cheerleaders.

Cooperate with PTA committees and programs; be responsible for safety patrol, intramurals.

Combine physical education and woodshop (men); physical education and home economics (women).

Order and maintain equipment; recommend zoning of play areas; plan and supervise demonstrations and field days; conduct inservice education for classroom teachers when needed; be responsible for first aid, safety patrol, health.

Supervise recess and assemblies.

Supervise halls and cafeteria.

Supervise traffic and social functions.

Supervise playground at noon hour; coach dramatics; have responsibility for safety and discipline.

Supervise homerooms and teach academic subjects.

Teach health and safety, supervise school patrol, playground, gymnasium, noon periods, and intramurals.

Teach driver education at high school 4 days per week.

Test children for vision and hearing.

Work from noon through evening recreation program as "building directors."

How frequently are staff meetings held for specialized personnel?

Information was supplied by 131 school systems on the frequency of staff meetings for all specialists in physical education throughout the school system, regardless of where assigned or the nature of their duties. The largest number, 26 percent (34), hold monthly meetings; 20 percent (26) meet 3 or 4 times a year; 13 percent (17) meet once or twice a year; 11 percent (14) have weekly meetings; 8 percent (11) meet 5 or 6 times a year; 6 percent (8) schedule meetings as needed;

5 percent (6) meet every 2 weeks. Of the remaining 15 school systems, 7 meet 1 to 5 times a year, 3 meet 7 or 8 times a year; 2 meet every 2 weeks and 3 meet every 6 weeks.

With regard to specialists on the central staff, 127 school systems reported:

Frequency of staff meetings	Percent	Number reporting
Weekly	33	42
Monthly	31	40
Every 2 weeks	12	16
As needed	5	6

Nearly all the remaining 15 percent hold meetings about 3 to 6 times a year; however, daily meetings were reported by 2 school systems.

Information was supplied by 54 school systems on the frequency of staff meetings for all specialists in physical education assigned to schools for the direct supervision of teachers in the schools:

Frequency of staff meetings	Number reporting
Monthly	17
Weekly	12
Every 2 weeks	6
1 or 2 times a year	5
3 or 4 times a year	4
Every 6 weeks	3
7 or 8 times a year	2
As needed	1
3 times a month	1
Every 3 weeks	1
5 or 6 times a year	1

Information was supplied by 29 school systems on the frequency of staff meetings for all specialists of physical education assigned as supervisors to schools in a given geographical area:

Frequency of staff meetings	Number reporting
1 or 2 times a year	7
Monthly	6
Weekly	5
3 or 4 times a year	4
Every 2 weeks	3
Every 6 weeks	1
3 times a month	1
7 or 8 times a year	1
As needed	1

CURRICULUM—
PLANNING AND PROGRAM

Curriculum Guides

Do schools have curriculum guides in physical education?

Seventy-nine percent (411) of the 523 school systems reporting indicated that curriculum guides in physical education are available to their teachers. (See appendix table 7.) Eighty-two percent (338) of the 411 systems produce guides in the form of separate publications. In 16 percent (65) of the 411 systems, physical education is included in a general guide. Two percent (11 systems) did not specify the form of their guide. Sixty-four school systems indicated that State guides are used.

Persons who helped prepare guides	*Number of school systems reporting*
Director, consultant, or supervisor of physical education	88
Physical education director and his staff	83
Physical education department and committees of classroom teachers, supervisors, and principals	71
Director of physical education and committees of classroom teachers	44
Director of physical education, his staff, and committees of classroom teachers	35
Physical education department and curriculum coordinator	6
Public school staff and state college staff	2
Director of curriculum	1

Planning the Program

Do persons other than specialists assist in planning the elementary school program?

According to the data reported, classroom teachers assist in planning the elementary school physical education program in 75 percent, (392)

Table VII.—*Persons other than specialists who assist in planning the physical education program—school systems reporting by city size*

City size	Classroom teacher		Principal		Director of instruction, curriculum director, general supervisor		Health personnel		Parents and other adults		Children	
	Number of school systems	Percent	Number of school systems	Percent	Number of school systems	Percent	Number of school systems	Percent	Number of school systems	Percent	Number of school systems	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13
All cities	382	78	365	76	286	59	174	36	55	11	124	26
Over 500,000	19	91	20	95	18	86	13	62	5	24	8	38
100,000–500,000	88	82	81	76	71	66	37	35	19	18	37	35
50,000–100,000	100	81	85	69	84	68	45	36	15	12	30	24
25,000–50,000	106	71	101	68	81	55	55	37	10	7	33	22
10,000–25,000	79	65	78	63	51	41	24	19	6	5	26	20

of the school systems, principals assist in 70 percent (365), directors of instruction or curriculum or the general supervisor in 58 percent (305), health personnel in 33 percent (174), children in 30 percent (134), and parents and other adults in 11 percent (55) of the school systems. Table 8 in the appendix gives a detailed picture of the prevalent practice by city size and district.

Table VIII.—*Number of urban school systems offering various physical education activities, grades 1–6*

Activity	School systems reporting, by grade					
	1	2	3	4	5	6
1	2	3	4	5	6	7
Dance—						
Creative	208	200	235	185	154	162
Folk	274	309	376	413	403	402
Square	48	59	143	309	393	410
Social	18	22	33	72	110	176
Relays	207	276	373	427	436	436
Group games	345	390	447	464	443	430
More highly organized games	17	26	130	353	430	445
Track and field	11	13	23	153	288	337
Stunts and tumbling	150	166	228	288	340	346
Work on apparatus	48	69	86	87	109	121
Gymnastics or calisthenics	69	82	143	233	292	309
Corrective or adaptive physical education	67	71	88	110	118	123
Recreational games	246	257	297	364	365	405
Nature and outdoor activities (hiking, cycling, etc.)	16	17	21	36	50	53
Practice in sport skills	168	196	309	404	453	460
Sports:						
Archery				3	5	10
Badminton	1	1	3	18	46	72
Baseball	4	4	23	43	83	146
Basketball	2	3	9	58	153	190
Football	2	3	4	35	80	101
Handball	1	2	3	20	37	45
Soccer	3	5	26	146	248	271
Softball	9	20	100	304	416	431
Speedball		1	5	28	56	81
Swimming	2	5	9	32	46	53
Tennis			1	8	28	41
Touch football	4	5	15	100	254	304
Volleyball	3	3	19	127	284	367

Activities Included in the Curriculum

Are there contrasts in the content of physical education programs when different patterns for providing instruction are followed?

In 37 school systems, physical education is taught by classroom teachers who do *not* have either (1) the help of specialized personnel in physical education or (2) opportunities to participate in inservice education programs. In table IX the programs in these 37 school systems are contrasted with a like number selected at random from among the schools in which the physical education is taught by classroom teachers who do not have the help of specialized personnel

in physical education but who *do* participate in inservice education programs in physical education.

Table IX.—*Activities taught by classroom teachers with no help from a specialist or consultant in physical education, grades 1–6*

(As shown by 37 school systems from each of 2 patterns for providing instruction)

Instruction pattern	Number of school systems, by grade						Number of school systems, by grade					
	1	2	3	4	5	6	1	2	3	4	5	6
1	2	3	4	5	6	7	8	9	10	11	12	13
	CREATIVE DANCE						FOLK DANCE					
Classroom teacher												
With inservice education	19	19	19	13	13	13	19	20	27	26	25	25
Without inservice education	6	6	3	2	3	4	7	7	9	10	12	12
	SQUARE DANCE						SOCIAL DANCE					
With inservice education	2	2	0	19	28	28					2	5
Without inservice education				3	5	5					1	2
	RELAYS						GROUP GAMES					
With inservice education	19	21	27	29	32	32	25	27	29	31	29	29
Without inservice education	2	3	6	10	11	11	15	17	18	22	22	20
	MORE HIGHLY ORGANIZED GAMES						TRACK AND FIELD					
With inservice education	1	1	8	20	27	27	1	1	1	8	16	16
Without inservice education	2	2	3	5	8	10	1	1	1	2	6	8
	STUNTS AND TUMBLING						WORK ON APPARATUS					
With inservice education	4	4	4	9	12	12	2	2	2	5	5	5
Without inservice education			1	2	2	4						
	GYMNASTICS OR CALISTHENICS						CORRECTIVE OR ADAPTIVE PHYSICAL EDUCATION					
With inservice education	3	3	7	11	12	12	1	1	3	6	6	6
Without inservice education	2	2	2	2	4	6	4	4	4	4	5	5
	RECREATIONAL GAMES						PRACTICE IN SPORTS SKILLS					
With inservice education	21	22	24	27	28	28	8	10	16	23	28	30
Without inservice education	12	12	13	14	15	17	2	3	5	9	11	15
	SOCCER						SOFTBALL					
With inservice education			1	8	11	11	1	2	6	18	26	26
Without inservice education					1	1	1	2	3	7	12	14
	TOUCH FOOTBALL						VOLLEYBALL					
With inservice education				7	18	18				10	21	25
Without inservice education			1	3	7	7				3	5	7

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In 14 school systems, physical education is taught by classroom teachers who have the help of a specialist or consultant in physical education attached to the staff of one or more schools, but who do *not* have opportunities to participate in inservice education programs. In table X the programs of these 14 systems are contrasted with a like number of school systems selected at random from among the schools in which physical education is taught by classroom teachers who have the help of a specialist or consultant in physical education attached to the staff of one or more schools and who *do* participate in inservice education programs in physical education.

Table X.—*School systems in which activities are taught by classroom teachers with the help of a consultant in physical education, grades 1–6*

(As shown by 14 school systems from each of 2 patterns for providing instruction)

Instruction pattern	Number of school systems, by grade						Number of school systems, by grade					
	1	2	3	4	5	6	1	2	3	4	5	6
1	2	3	4	5	6	7	8	9	10	11	12	13
	CREATIVE DANCE						FOLK DANCE					
Classroom teacher with help of specialist or consultant attached to school staff or several school staffs:												
With inservice education	11	11	10	9	6	6	11	12	11	11	10	10
Without inservice education	6	6	5	3	2	2	6	6	9	8	8	8
	SQUARE DANCE						SOCIAL DANCE					
With inservice education	1	1	6	9	10	10	2	2	2	4	5	6
Without inservice education	1	1	3	7	10	10	.....	.....	1	1	1	3
	RELAYS						GROUP GAMES					
With inservice education	4	7	11	12	12	12	11	10	13	12	12	12
Without inservice education	3	5	9	11	11	10	9	10	10	10	7	7
	MORE HIGHLY ORGANIZED GAMES						TRACK AND FIELD					
With inservice education	.....	.....	2	10	11	13	1	1	1	5	8	10
Without inservice education	.....	.....	4	8	11	10	.....	.....	.....	1	4	5
	STUNTS AND TUMBLING						WORK ON APPARATUS					
With inservice education	4	4	5	7	8	9	1	1	1	1	1	2
Without inservice education	3	3	5	7	7	7	.....	.....	.....	.....	1	1
	GYMNASTICS OR CALISTHENICS						CORRECTIVE OR ADAPTIVE PHYSICAL EDUCATION					
With inservice education	4	4	4	6	7	7	3	3	3	3	3	3
Without inservice education	2	3	3	4	5	6	1	1	1	1	1	1

Table X.—*School systems in which activities are taught by classroom teachers with the help of a consultant in physical education, grades 1–6*—Continued

Instruction pattern	Number of school systems, by grade						Number of school systems, by grade					
	1	2	3	4	5	6	1	2	3	4	5	6
1	3	3	4	5	6	7	8	9	10	11	12	13
	RECREATIONAL GAMES						PRACTICE IN SPORTS SKILLS					
With inservice education	10	9	10	11	12	12	6	6	9	9	12	12
Without inservice education	3	3	3	7	8	8	5	5	7	8	8	8
	SOCCER						SOFTBALL					
With inservice education	----	----	----	3	4	6	----	----	----	9	10	10
Without inservice education	----	----	----	3	5	5	----	----	----	5	6	7
	TOUCH FOOTBALL						VOLLEYBALL					
With inservice education	----	----	----	5	6	6	----	----	----	3	4	6
Without inservice education	----	----	----	4	5	5	----	----	----	4	7	7

In 25 school systems, physical education is taught by classroom teachers who have the help of a specialist or consultant in physical education from the central office staff, but who do *not* have opportunities to participate in inservice education in physical education. In table XI the programs of these 25 school systems are contrasted with a like number of school systems selected at random from each of 2 different patterns for providing instruction: (1) Classroom teachers who have the help of a specialist or consultant in physical education from the central office staff and who *do* participate in inservice education programs in physical education, and (2) special teachers directly responsible for teaching physical education in grades 1–6.

Table XI.—*School systems offering specific activities in physical education in grades 1–6 according to 3 patterns for providing instruction*

(As shown by 25 school systems)

Instruction pattern	Number of school systems, by grade						Number of school systems, by grade					
	1	2	3	4	5	6	1	2	3	4	5	6
1	3	3	4	5	6	7	8	9	10	11	12	13
	CREATIVE DANCE						FOLK DANCE					
Classroom teacher with the help of a specialist or consultant in physical education from the central staff:												
With inservice education	15	15	11	6	6	6	14	16	20	20	20	19
Without inservice education	11	10	9	5	5	5	16	16	19	20	17	17
Special teacher	19	19	17	16	13	13	17	16	21	22	21	21

Table XI.—*School systems offering specific activities in physical education in grades 1–6 according to 3 patterns for providing instruction*—Con.

Instruction pattern	Number of school systems, by grade						Number of school systems, by grade					
	1	2	3	4	5	6	1	2	3	4	5	6
1	2	3	4	5	6	7	8	9	10	11	12	13
	SQUARE DANCE						SOCIAL DANCE					
Classroom teacher:[1]												
With inservice education	3	3	5	13	19	21	----	1	2	3	7	10
Without inservice education	2	3	8	15	20	21	----	----	----	1	3	8
Special teacher	7	7	13	21	23	23	4	4	4	8	13	14
	RELAYS						GROUP GAMES					
Classroom teacher:												
With inservice education	13	16	21	22	22	22	19	21	24	23	21	18
Without inservice education	13	16	20	20	20	20	14	16	19	23	23	23
Special teacher	11	15	20	23	23	23	17	19	22	23	21	21
	MORE HIGHLY ORGANIZED GAMES						TRACK AND FIELD					
Classroom teacher:												
With inservice education	1	2	8	21	25	25	1	1	2	11	16	17
Without inservice education	----	1	8	15	17	18	----	----	----	6	13	14
Special teacher	4	4	12	21	22	23	2	2	2	12	15	22
	STUNTS AND TUMBLING						WORK ON APPARATUS					
Classroom teacher:												
With inservice education	10	11	14	17	18	18	3	3	4	6	6	5
Without inservice education	11	10	13	14	18	18	2	2	3	3	3	3
Special teacher	11	12	15	18	18	20	11	10	10	12	13	16
	GYMNASTICS OR CALISTHENICS						CORRECTIVE OR ADAPTIVE PHYSICAL EDUCATION					
Classroom teacher:												
With inservice education	4	4	6	10	14	16	4	4	5	5	6	7
Without inservice education	6	6	8	14	15	15	6	6	6	6	6	6
Special teacher	8	8	12	16	18	19	8	8	9	11	11	11
	RECREATIONAL GAMES						PRACTICE IN SPORTS SKILLS					
Classroom teacher:												
With inservice education	12	12	12	16	17	18	12	13	16	23	23	23
Without inservice education	13	13	14	17	18	19	8	8	13	15	18	18
Special teacher	15	15	18	20	22	23	9	12	18	22	22	24
	SOCCER						SOFTBALL					
Classroom teacher:												
With inservice education	----	----	----	9	15	14	----	----	----	18	23	23
Without inservice education	----	----	----	2	7	9	----	----	----	11	16	17
Special teacher	----	----	----	11	14	17	----	----	----	17	20	22
	TOUCH FOOTBALL						VOLLEYBALL					
Classroom teacher:												
With inservice education	----	----	----	6	14	19	----	----	----	9	17	21
Without inservice education	----	----	----	----	----	----	----	----	----	----	----	----
Special teacher	----	----	----	8	14	18	----	----	----	9	15	18

[1] Means: "Classroom teacher with the help of a specialist or consultant in physical education from the central staff," throughout the table.

Is physical education integrated with other areas of the school program?

Many school systems indicated that physical education is integrated with social studies, language arts, music, art, health education, mathematics, and science. The following excerpts from the reports indicate how physical education is integrated with other areas of the curriculum:

Arithmetic—measuring distance and time.
Reading—interpreting descriptions of activities and rules; understanding the meaning of achievement tests and scores.
Music—creating melody and words as a basis for movement.
Geography—folk dances.
History—dances of various periods.
English—dance composition based on poems and stories.

Social studies—costumes and dance.
Home economics—costumes for physical education performances.
Health education—types of desirable physical activities; importance of showers and bathing; participation in programs of recreation centers.
Music—interpretation of tempo and feelings.
Mathematics—number work used in scoring.
History—dance themes.

Social studies—games and dances of countries being studied.
Mathematics—mathematical skills used in scoring, timing, figuring percentage ratings and team standings, and in laying out play areas.
Safety—safety factors of concern to well-being of children studied—bicycle safety tests, safe practices on school grounds and in school building, posters, murals, etc.
Library—history of games and biographies of sports personalities.
Language arts—game descriptions and stories on sportsmanship.
Speech and drama—TV programs interpreting physical education curriculum.

Art—making posters, numbers for runners, and decorations for intramural track meet.
Arithmetic—measuring distance of throws and jumps. Computing scores in individual testing and in games.
Health education—studying the value of exercise as related to growth and development.
Speech—announcing individual sports events and summarizing intramural track meets.
Safety—considering others in all types of activities and considering environmental hazards.
Industrial arts—making hurdles, takeoff boards, and other materials for intramural track meets.

Music, art, dramatics—May Day; demonstrations for PTA and other performances for the public.

Art, language arts, music—all contribute to development of dance forms and creative expression in dance.
Arithmetic—learn how to use tape measure and stopwatch.

Social studies, art, music—physical education May Day program is integrated with social studies and the same applies to our annual folk dance festival. There is also a great deal of integration with art and music.

Music—singing games are played to many of the tunes that are used in our music program in the primary grades.
Social studies—folk dancing is integrated with units of work.
Health instruction—outdoor activities usually associated with physical education offer unique opportunities to present many health concepts to children: safety on the playground apparatus; the body's need for rest and relaxation; the importance of good food, exercise, and sunshine in building strong healthy bodies; and so on.

Classes for Boys and Girls

Do boys and girls engage in physical education together or separately?

Boys and girls in the primary grades (1–3) engage in physical education separately in only a few of the school systems reporting. Although they are separated in more systems in the middle grades (4–6), boys and girls have physical education together all or part of the time in more than two-thirds of the school systems reporting. Appendix table 14 shows the breakdown within districts, according to grades. The percentages indicated by the table:

Grade	Classes together most of the time	Together part of the time	Separate most of the time
1	2	3	4
1	93	5	2
2	93	5	2
3	88	9	3
4	62	27	11
5	42	36	22
6	35	35	30

Activities Beyond the Instructional Program

Do elementary school children have opportunities to participate in intramural sports programs?

In 57 percent (299) of the 523 school systems reporting, intramural sports programs are provided for children beginning in grade 2, 3, 4, 5, or 6.

Basketball, softball, and touch football are the most popular sports among boys. By the end of the 6th grade, boys participate in intramural basketball in 67 percent (202) of the 299 school systems, softball in 57 percent (172), and touch football in 50 percent (148) of the school systems.

Softball, volleyball, and basketball are the most popular sports for girls. By the time they are in 6th grade, girls have an opportunity to play on softball teams in 37 percent (111) of the 299 school systems, volleyball teams in 27 percent (80), and basketball teams in 25 percent (75).

Volleyball is the most popular coeducational activity reported. By the end of the 6th grade, boys and girls participate in this coeducational activity in 17 percent (52) of the 299 school systems.

Table XII.—*School systems offering intramural sports programs for boys and girls, grades 2–6*

Beginning grade	Number of school systems represented	Boys only participating	Girls only participating	Boys and girls participating
1	2	3	4	5
BASKETBALL				
Total	299	202	75	7
2	1	1		
3	2		1	1
4	65	45	18	2
5	160	118	39	3
6	88	38	17	1
SOFTBALL				
Total	324	172	111	41
2	2	1	1	
3	12	6	4	2
4	121	62	41	18
5	125	65	42	18
6	64	38	13	3

Beginning grade	Number of school systems represented	Boys only participating	Girls only participating	Boys and girls participating
1	2	3	4	5
VOLLEYBALL				
Total	196	84	80	52
4	54	19	15	20
5	96	31	40	25
6	46	14	25	7
TRACK AND FIELD				
Total	133	70	33	19
4	46	26	14	6
5	52	28	13	1
6	24	6	6	12

Table XII.—*School systems offering intramural sports programs for boys and girls, grades 2-6—Continued*

Beginning grade	Number of school systems represented	Boys only participating	Girls only participating	Boys and girls participating
1	2	3	4	5
TOUCH FOOTBALL				
Total	148	148	.....	.....
4	30	30	.....	.....
5	68	68	.....	.....
6	50	50	.....	.....
FOOTBALL				
Total	7	7	.....	.....
4	1	1	.....	.....
5	6	6	.....	.....
SOCCER				
Total	88	47	31	10
4	29	18	7	4
5	47	23	19	5
6	12	6	5	1
KICKBALL				
Total	67	20	35	12
4	40	12	21	7
5	24	7	12	5
6	3	1	2	.....
RELAYS				
Total	9	4	4	1
2	2	1	1	.....
4	5	2	2	1
6	2	1	1	.....
DODGEBALL				
Total	22	6	13	3
3	3	.....	.....	3
4	15	4	11	.....
5	4	2	2	.....
NEWCOMB				
Total	17	4	7	6
4	7	2	2	3
5	10	2	5	3

These intramural activities were mentioned by a few schools:

Air lane ball
Badminton
Basketball goal shooting
Bat ball
Bound ball
Box hockey
Cage ball
Captain ball
Deck tennis
Distance throwing
End ball
Four-square
Giant volleyball
Goal ball
Hopscotch
Horseshoes
Ice hockey
Jacks
Jump-rope
Long-base soccer
Marbles
Modified bowling
Net ball
Ping-pong
Punch-ball
Punt-back
Shuffleboard
Speed ball
Table tennis
Tennis
Tether ball
Yo-yo

On what basis are intramural teams organized?

In most of the school systems reporting, intramural teams are organized by homerooms, grades, or regular physical education classes. In some school systems, the following criteria determine membership on intramural teams:

Age, weight, height, and skill.
Age, grade, strength, size, and skill.
All factors considered—grade, skill, age, weight, strength, availability.
Grade and social group.
Grade and membership in safety patrol.
Selection by instructors and/or captains.
Skill, interest, emotional growth, age.
Voluntary participation—no qualifications required.

Recognition given to members of the winning teams in the intramural program?

A few of the comments regarding the recognition given to winning intramural teams:

We do not give tangible rewards. Often, the members of winning teams are presented during assembly programs. The names of the players appear in the local newspaper.

Small trophies presented to the winning team remain in the classroom for a year.

All who participate in the intramural program receive certificates. The championship team receives letters made of felt.

Wooden plaques made by the children are placed in the classrooms of winning teams.

Ribbons or pennants are presented to the winning team.

Are sports days and playdays sponsored by the schools?

Of the 523 school systems reporting, 58 percent (305) indicated that sports days and playdays are sponsored by the schools. Some school systems sponsor sports days centered around a particular sport such as volleyball, softball, or track and field. Comments describing these events:

We have a playday at each school annually. Activities are those which the children have enjoyed especially, and are so arranged that the program represents progression of skills and activities in grades 1–6. Parents are invited.

Last year 124 classroom teachers voluntarily conducted playdays in their schools (58 schools in the system).

Our annual sports day is a track meet for boys. All schools send teams. The following activities are included in the meet: 40-yard dash, relays, high jump and broad jump.

Each school has teams of boys and girls from grades 5 and 6. The activities included are dashes, relays, broad jump, and softball throw.

Our annual field day is an outgrowth of the physical education program.

Our playdays include a wide variety of limited-skill events.

We have an annual playday for grades 5 and 6. Color teams participate in catchball, dodgeball, shuttle relays, and a few individual events.

Two systemwide sports days are held annually. One is for schools 12 rooms and over and one is for schools under 12 rooms. Boys and girls of grades 5 and 6 may participate. Girls have a 40-yard dash, relay race, softball throw for distance, and running broad jump. Boys have a 50-yard dash, relay, football and softball throws for distance and running-broad- and high-jump. In addition, various schools sponsor playdays and sports days.

Playdays are arranged by school principals in a geographical area on an invitational basis.

Playdays for all 6th-grade boys and girls, in the district include team games, folk and square dancing, group singing. Each 6th-grade child has an opportunity to participate in at least one playday a year.

So far we have had playdays in the spring for grades 4–6. This is on an invitation basis; that is, the special physical education teacher will suggest to classroom teachers whose classes seem ready for such an activity that a playday would be fun. If the teachers would like to undertake it, the classes of one school will invite the classes of a nearby school to join them for the playday. Organization and arrangements are largely in the hands of the special teacher. Since our program is relatively new, and since we want the initial attempts to be successful for the sake of future development, we have so far used this selective scheme.

A playday is held in the spring for boys and girls from 9 to 13 years of age. Thirteen events are scheduled:

Boys—Softball relay, soccer dribble relay, football relay, shuttle relay, dash, tug-o-war, potato relay.

Girls—Volleyball relay, over-and-under relay, can-transfer relay, farmer and the crow relay, rescue relay, shuttle relay.

Boys and girls in grades 5 and 6 participate in about 20 playdays of various kinds during the school year. Events consist of relay races, jumping contests, folk and square dancing, games, softball, newcomb, line soccer, etc.

We arrange playdays with another school and participate during regular schooltime, using the activities included in the intramural program.

Is athletic competition sponsored for interschool, interplayground, or interagency teams during the school year?

In 44 percent (228) of the 523 urban areas represented in this study, interschool, interplayground, or interagency athletic competition for boys beginning in grade 3, 4, 5, or 6 is sponsored during the school year by the school or by agencies or organizations outside the school

such as the recreation department, youth-serving agencies, or service clubs. Of these 228 urban areas, 52 percent (118) reported that organized athletic competition for elementary school children is sponsored exclusively by the school. It is not possible to tell from the data whether this means that no other agencies sponsor such programs or whether information was reported exclusively on school-conducted programs. Thirty-three percent (76) of the 228 urban areas reported that organized athletic competition for elementary school children is sponsored exclusively by outside agencies or organizations. Fifteen percent (34) of the urban areas reported that some of the activities included in the organized athletic program are sponsored by the school and some by agencies or organizations outside the school during the same school year.

In approximately 11 percent (59) of the 523 school systems reporting, interschool, interplayground, or interagency athletic competition during the school year is organized for girls' teams beginning in grades 3, 4, 5, or 6.

Table XIII includes data on programs for both boys and girls. Table 9 in the appendix gives a detailed tabulation of replies to this question.

Table XIII.—*Sponsorship of athletic competition for boys and girls during the school year, by district and city size*

District and city size	Total		School		Outside agencies		School or outside agencies	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9
DISTRICT								
All districts	228	44	118	52	76	33	34	15
Eastern	68	36	41	60	19	28	8	12
Southern	51	51	22	43	26	49	4	8
Central	28	46	13	52	8	32	3	12
Midwest	63	50	36	57	13	21	14	22
Southwest	17	40	3	18	10	59	4	23
Northwest	6	35	4	67	1	17	1	17
CITY SIZE								
All cities	228	44	118	52	76	33	34	15
Over 500,000	9	43	7	78	1	11	1	11
100,000–500,000	40	37	11	28	25	63	4	10
50,000–100,000	30	40	24	45	20	40	6	13
25,000–50,000	78	52	42	54	19	24	17	22
10,000–25,000	51	41	34	67	11	21	6	12

The following activities, listed according to frequency, are included in the organized program of competition in sports sponsored during the school year by school systems or outside agencies:

	School sponsorship	Outside agencies
A—*Boys' Activities:*		
Basketball	103	53
Touch football	54	21
Softball	36	27
Track and field	44	12
Baseball	19	17
Football	12	19
Volleyball	4	.....
Swimming	4	.....
Bowling	.....	3
Hockey	2	.....
Tennis	1	.....
B—*Girls' Activities:*		
Softball	18	7
Volleyball	16	2
Basketball	7	6
Dodgeball	5	.....
Batball	2	.....
Track and field	3	.....
Tennis	1	2
Hockey	2	.....
Tetherball	.....	2
Swimming	.....	1
End basketball	1	.....
Soccer	1	.....

What nonschool groups sponsor competitive organized athletics?

Some of the nonschool groups mentioned as sponsors of competitive athletics:

American Legion
Boys' Clubs of America
Business groups
Church groups
Civic organizations
Community Chest
Community House
Catholic Youth Organization
Exchange clubs
Industry
Jaycees
Junior Football League, Inc.
Lions Club
Little League
Local merchants
Men's Clubs
Municipal recreation department
Park commission
Police Athletic League
Rotary Club
Young Men's Christian Association
Young Women's Christian Association
Women's Bowling League

Is recognition given to members of the winning teams in the interscholastic program?

Replies concerning the recognition given to winning interscholastic teams included these statements:

Trophies are awarded to individual players.

Trophies are awarded to the winning classrooms and remain there until the next year.

Wooden plaques made by the children are awarded to winning classrooms.

Medals are given to individual players.

Winners receive gold-plated balls; runners-up receive silver-plated balls.

Numerals and letters made of felt are given to winners.

Civic clubs and similar groups as the PTA give banquets or take the winners on trips.

Pictures of the teams are placed on the school trophy case.

Special assemblies are held.

How many school systems conduct camping and outdoor education programs?

According to the data reported, 63 of the 523 school systems sponsor camping and outdoor education programs. (See appendix table 10.) Thirty-two of these sixty-three programs serve children of elementary school age only; 13 programs serve secondary school-children only, and 18 programs serve both elementary and secondary schoolchildren. To summarize the reports by district, the number of school systems sponsoring these programs is as follows:

District	Elementary school-children	Secondary school-children	Elementary and secondary school-children
1	2	3	4
Eastern	7		1
Southern	9	1	5
Central	3		2
Midwest	9	10	4
Southwest	2	1	5
Northwest	1	1	1

Are summer recreation programs sponsored by school systems independently or in cooperation with other agencies and organizations?

Forty-seven percent (247) of the 523 systems gave replies to this question. The replies indicate that summer recreation programs are sponsored by the schools independently or in cooperation with other organizations. Nationwide, the most prevalent practice is sponsorship by the school system in cooperation with the city recreation agency, as shown in table 11 in the appendix.

In 44 percent (109) of the 247 school systems reporting data, the summer recreation program serves both elementary and secondary school children. In 41 percent (99), children of elementary and secondary school age and adults are served. (See appendix, table 12.)

Cooperating agencies and organizations other than recreation departments which were mentioned by the school systems:

- Boy Scouts
- Chamber of Commerce
- City Council
- Community Chest
- Department of Parks and Playgrounds
- Elks Club
- Girl Scouts
- Gray-Y
- Kiwanis Club
- Municipal Athletic Association
- Parent-Teachers Association
- Police Department

Table XIV.—*Summer recreation program—sponsorship and age groups served, by district*

Sponsorship and age group served	All districts	School systems reporting, by district					
		Eastern	Southern	Central	Midwest	Southwest	Northwest
1	2	3	4	5	6	7	8
SPONSOR							
School systems reporting	247	87	43	30	60	26	10
School system:							
Independently	42	19	5	3	9	5	1
In cooperation with recreation department	144	50	21	14	30	14	6
In cooperation with another organization	45	14	13	2	10	4	2
In cooperation with recreation department and another organization	16	4	3	1	2	3	1
AGE GROUP							
School systems reporting	237	83	39	21	55	29	10
Elementary school children	26	13	3	.....	4	6	.....
Secondary school children	3	.....	2	1	.....	.....	.....
Elementary and secondary school children	110	40	22	9	26	10	3
Elementary and/or secondary school children and adults	99	31	11	11	25	14	7

CHILDREN—
EVALUATION OF PROGRESS

Health Examination Program

Do children have periodic health examinations?

Seventy-nine percent (411) of the 523 school systems reporting indicated that the children *do* have health examinations periodically, or at least one examination while attending elementary school. Nationwide, two practices appear to be most prevalent: (1) Annual examinations in 31 percent (131) of the 411 systems and (2) examinations in grades 1 and 4 in 11 percent (46) of the 411 systems.

Table XV.—*Health examination program*

Frequency of examination	All districts	School systems reporting, by district					
		Eastern	Southern	Central	Midwest	Southwest	Northwest
	2	3	4	5	6	7	8
School systems reporting	411	186	64	39	93	30	19
Annually	131	79	19	8	19	5	1
Twice a year	11	6	3		2		
3 times a year	1	1					
Upon entry into school	21		6	2	9	2	2
Every 2 years	31	21	4	1	2	3	
Every 3 years	28	14		4	4	5	1
No mention of time	37	17	11	3	4	1	1
No examination	94	4	31	12	29	13	5
Other:							
Grades 1-2	1		1				
1-3	9	6		2	1		
2-3	1					1	
1-4	46	14	4	6	11	8	3
1-5	37	4	8		24	1	
1-6	7		2		5		
1-7	12	1	3		4	2	2
1-8	3		1	1	1		
2-6	1	1					
1-3-6	19	13	2		4		
1-5-6	10	6		1	3		
1-4-6	2	1				1	
1-2-4-6	1	1					
4	2					1	1

Who gives the periodic health examinations?

Seventy-four percent (388) of the 523 school systems specified the personnel who give children periodic health examinations. According to the data reported, school physicians give the examinations in 50 percent (193) or the 388 school systems reporting. The family physician or the family physician and the school physician give the examinations in 30 percent (118) of the school systems reporting. Table XVI summarizes the practices followed nationwide by districts; table 13 in the appendix gives a more detailed picture of practices by city size within districts.

Table XVI.—*Physicians who give children periodic health examinations, as reported by school systems*

District	Number of school systems reporting	Family physician	School physician	Public Health physician	Family and school physicians	Family and public health physicians	Family physician and physician other than school or public health physician	School and public health physicians	School physician and physician other than family or public health physician
1	2	3	4	5	6	7	8	9	10
All districts	**388**	**60**	**193**	**20**	**57**	**33**	**16**	**5**	**16**
Eastern	175	1	127	4	33	1	1	2	6
Southern	56	7	21	7	1	16	2	1	1
Central	26	8	12	.....	3	2	.....	.....	1
Midwest	94	38	17	7	12	10	6	2	2
Southwest	28	5	15	1	6	3	.....	.....	.....
Northwest	9	3	1	1	2	1	1	.....	.....

Progress Evaluation

How is children's progress in physical education evaluated?

Of the 523 school systems, 25 percent (129) indicated that children are given tests for physical fitness. Although the items included in the tests vary from community to community, certain aspects of physical fitness appear to be of particular concern in many of the school systems reporting—agility, balance, endurance, flexibility, speed, and strength.

Twenty-three systems indicated that the Kraus-Weber Test of Minimum Muscular Fitness was administered. Among the other tests mentioned by a few schools were the Amateur Athletic Union

Junior Physical Fitness and Proficiency Test, the Brace Motor Ability Test (Iowa Revision), and the Minnesota Physical Efficiency Test.

A sampling of responses is given here to show the variety in the battery of items included in the testing programs of individual school systems.

Decathlon with 5 fitness items—pullups, pushups, 75-yard dash, 8-pound shotput, potato race.

Pushups, chinups, jump and reach, and situps.

Skill tests such as throwing, tumbling skills, apparatus.

Pushups, pullups, throwins, kicking, shooting baskets.

Adaptation of tests which include running, jumping, and shoulder, girdle, and upper-arm development.

Monthly tests for children grades 5–8:
Boys—Chinning, pushups, situps, knee-bends, dashes, and jumps.
Girls—Standing broad jump, dashes, run and catch, back balance, stiff-leg bends, basketball throw and volleyball serve.

Flexibility and endurance are tested in different ways.

Fitness tests which include dashes, broad jump, throwing, and pullups.

General motor ability—throw for distance, wall pass, broad jump, and dash.

Jumps, pushups, and shuttle run.

Situps, pushups, Burpee, vertical jump, standing broad jump.

Strength, endurance, and speed tests: Pushups, standing broad jump, pullups, jump and reach, dashes for speed, walk and run, and situps.

Strength tests—Rope climb, bar-chin, pushups, and situps.

Jump and reach, chins, dip, standing broad jump, stunts, rope climb, and tests for lung capacity and grip.

Brace test (Iowa), Sargent test, Burpee, and Kraus-Weber test; chin and dip.

Pushups, situps, rope jumping, throwing for distance, running for time, jumping.

Tests of strength, speed, suppleness, agility, and coordination.

Dashes for speed, pullups, jump and reach, potato race, softball throw, and standing broad jump.

Boys—Stork-stand, floor touch, pullups; *girls*—Bent arm hang, 5-minute endurance runs, situps, softball throw for distance, standing broad jump, 50-yard dash.

Physical ability tests are given each year, grades 5–8:
Boys—Knee raising, standing broad jump, softball throw, running, high jump, pullup, and 40-yard dash; *Girls*—Knee raising, standing broad jump, basketball throw, jump reach, knee jump, and 40-yard dash.

Grades 6–8: Pushups, situps, standing broad jump, vertical jump, Burpee test, and pullups.

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Graded continuous program—chinning, rope climb, and apparatus.

Potato race, pole climb, rope jumping, ball throw for distance, standing broad jump and high jump, pullups, and pushups.

Grades 4–6: Standing broad jump, soccer ball kick and throw.

Pushups, pullups, Manometer tests, standing broad jump, basketball throw, and potato race.

Boys, grades 5–6: Standing broad jump, Sargeant jump, pushups, and chinups.

Boys—Broad jump, chinning, dip, 50-yard dash, running high jump, and situp; *girls*—Broad jump, dash and throw, 50-yard dash, jump and reach, and pullups.

Tests for flexibility, agility, strength, balance, and endurance.

Pushups, situps, and squat thrusts.

Improvement in techniques and followup work in medical examinations of pupils; additional emphasis on the development of strength and endurance in physical education and swimming classes; an increase in the variety of activities and in the number of pupils participating in the intramural programs; the use of testing not only as an evaluative procedure but also as a motivating influence on pupil interest and effort; and the preparation of a curriculum guide in health, physical education and swimming in grades 1–6.

Since the data for this study were gathered, one nationwide and several State testing programs have been developed. They are mentioned here because of their timeliness and pertinency:

The American Association for Health, Physical Education and Recreation, through its Physical Fitness Research Committee, developed the Youth Fitness Project. A test was developed and administered to a total of 8,500 schoolchildren in grades 5–12 in 28 States. The test battery included: Softball throw for distance, standing broad jump, 50-yard dash, pullups or modified pullups for girls, situps, shuttle run, run or walk 600 yards. A manual has been prepared describing the test and giving percentile scores on an age-level and classification-index basis.[1]

The California Physical Performance Test [2] was developed by the Action Committee for Measurement in Physical Education under the sponsorship of the California State Department of Education and its Bureau of Health Education, Physical Education, and Recreation. The test consists of these items: Standing broad jump, jump and reach, pullup (modified—boys only), pushup, situp, 50-yard dash, 75-yard dash (9–12 grade boys only), shuttle race (girls only), softball throw for distance, basketball or soccer-ball throw for distance. The test was administered widely within the State, and criteria for self-evaluation in physical education have been developed.

The New York physical fitness test [3] was developed to provide schools with a convenient instrument for periodic evaluation of the status and pro-

[1] American Association for Health, Physical Education, and Recreation. "Youth Fitness Test Manual." Washington, National Education Association, 1958. 55 p.

[2] California State Department of Education. "California Physical Performance Test." Sacramento, State Department of Education, February 1958. 27 p.

[3] New York State Education Department. "New York State Physical Fitness Test." Albany, State Education Department, 1958. 62 p.

gress of physical fitness of boys and girls in grades 4–12. The test is an individual performance-type test of seven items: Posture, accuracy, strength, agility, speed, balance, and endurance. Statewide norms have been established for both boys and girls in each grade.

The Oregon State Department of Education, in cooperation with an advisory committee and the School of Health and Physical Education, University of Oregon, has revised the standards and norms for the Oregon Motor Fitness Test Battery.[4] The revised test battery for boys includes pullups (palms outward), 160-yard potato race, and jump and reach. The battery for girls includes hanging in arm-flexed position, standing broad jump, and crossed-arm curlups.

How is progress evaluated in the development of skills?

Thirty-six percent (189) of the 523 school systems reporting indicated that children were given tests periodically to help evaluate their progress in developing skills related to specific games and sports. The test items reported were similar throughout the country and were used, in the main, to test agility, accuracy, speed, and strength in relation to skills involved in participation in games and sports. In some schools, the pupils were tested at the beginning and the end of the sports season or game unit. In many schools, the tests were given only at the end of the sports season or game unit.

Sixteen of the one-hundred and eighty-nine school systems indicated that testing programs were dependent upon the interest of individual classroom teachers or special teachers of physical education. Three reported that individual schools within the system developed their own testing programs.

Excerpts from the descriptions of programs in individual school systems:

> Suggested skill and motor-ability tests are part of the physical education curriculum in grades 4–6. They are used for motivation, determining individual progress, and evaluating the teaching of skills for the sports that are included in the program.

> Although teachers are not required to use them, achievement tests are suggested in a guide on skills in games, stunts, tumbling, rope, and rhythmic steps. Evaluation of social skills is also encouraged.

> Skills tested in *softball*—running bases, distance and accuracy throws, batting; *basketball*—baskets per minute, bouncing, foul throwing; *football*—punt for distance and pass for distance; *track*—standing broad jump, 75- and 100-yard dashes, and running high jump.

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[4] Oregon State Department of Education. "Oregon Motor Fitness Test Battery." Salem, State Department of Education, Rev. 1958.

Game skills and individual athletic events are arranged progressively, with predetermined scales of achievement. Certificates are given to those who perform successfully.

Decathlon tests include sports-skill items: football pass for distance, standing hop-skip-jump, basketball goal throws, base running, and running broad jump.

Tests are given during the teaching of specific sports; there is also an overall test each spring for throwing, running, jumping, passing, and catching.

Tests are given to measure accuracy and force in sports and achievement in stunts and tumbling.

The teacher evaluates students' progress and sends quarterly reports to parents.

Skill tests have been set up by systemwide committees in basketball, softball, volleyball, track and field, stunts and tumbling, so that we may better understand the capabilities of the upper-elementary child. These tests are not required. The instructors may give them or not, as they see fit, although it is recommended that they test in at least one area.

We give simple tests which do not require meaningless bookkeeping. We emphasize evaluation according to the individual pupil's rate of progress.

Skill tests given in grades 4–6 include: *Football*—punt for distance, forward pass for distance, drop-kick for distance (3 tries at each). *Soccer*—30-yard dribble around Indian clubs, goal-kick for accuracy, kick for distance. *Basketball*—foul shooting, dribble and layup, circle-set shots from 15 feet out (2 corner, 2 foul-line, 2 angle)—10 tries each. *Track and field*—dashes (30-40-50-yard), high jump, broad jump, 6-pound shotput.

How is children's posture evaluated?

Twenty-four percent (129) of the 523 school systems reported on the methods they use to evaluate children's posture:

Checklists or tests at regular intervals—23 systems.
Classroom teacher's subjective judgment—19 systems.
Periodic health examinations—18 systems.
Bancroft-Triple Posture Test at varying intervals—12 systems.
Posture examinations given by school nurse—7 systems.

The following methods were mentioned in individual reports:

Teachers, the principal, and members of the physical education staff may recommend children to a Saturday morning corrective posture class.

A schemetagraph is used for recording posture; a special teacher follows through to correct defects.

Pictures are taken annually.

Informal checks are made by teachers; examinations for children referred are given by physical therapist and orthopedic surgeons.

There is an annual posture contest in grades 6–8.

Posture assemblies and contests are held annually.

Evaluations are made by each classroom teacher. Posture certificates are awarded and a posture honor roll is kept.

All children are screened by a corrective specialist. Annotations are made on a cumulative record. If he can profit by it, a child is placed in a special program (1 hour per week) at 1 of 28 centers.

Physical education is taught by special teachers who place special emphasis upon good posture in their day-by-day contacts with children.

Silhouette pictures are taken of all boys and girls in the 4th grade (and in the 7th and 10th grades). In addition, a picture is also taken of all pupils in the elementary grades whose camera picture the previous year was marked *C*, or any pupil who is new to the school. The pictures become part of the cumulative record. Children with defects are examined and conferences are held with the nurse, who urges parents to take their children to the family physician for further examination.

In the spring of each year a visual posture test is given to all pupils in the elementary grades. During the year a regular program of posture training is given in the schools by the physical education teacher and the classroom teachers.

We have 2 specialists in physical education who examine all children in certain schools every third year. One teacher moves into a school with a clerk for recording and a photographer. Each child is given a posture examination which includes a silhouetteograph. The pictures are developed and returned to the school; the examiner then meets with the faculty for a talk about seating and lighting, showing the pictures and briefing the teachers on habits to correct when the children are with them in activities other than physical education. The parents of all children who have bad postural habits are asked to come for conferences.

A notice is sent home that posture pictures will be shown during the physical education period. Parents are urged to come to see the pictures and to learn about the posture of their children. The examiner talks to each group, pointing out things that can be corrected and recommending exercises.

While this is being done, the other examiner has taken the equipment and 2 clerks to another school. Last year over 10,000 children were examined. Parents turn out in large numbers for the picture and for the conferences.

In 20 schools we have a posture specialist who comes once a month to help the physical education teacher. Every child in those 20 schools has a posture lesson every week. Close supervision is given to be sure exercises are done correctly.

What are additional means of evaluating progress?

Forty-five percent (236) of the 523 school systems indicated other factors which were taken into consideration as teachers evaluated the progress of children in physical education. Among factors mentioned frequently were attitude, effort, enthusiasm, improvement, sportsmanship, social maturity, self-control, and knowledge of rules.

Factors considered in evaluating progress in physical education by individual school systems:

Performance of skills, knowledge of rules, social attitudes, posture and bearing.

Allowances made for differences in size and maturity.

Subjective evaluation by teachers on basis of social, physical, and mental growth.

Evaluation by teachers of attitude, effort, sportsmanship, ability, and improvement.

Parent-teacher conferences; observation by the classroom teacher and principal; conferences with members of central office staff, physical education supervisor, and special teacher of physical education.

Participation, cooperation, attitude, and aptitude in skills.

Record of changes indicating social growth, group acceptance, consideration of others, interest, ability, acquisition of poise, confidence in dance.

Study of pupil's cumulative health record; observation of health habits; observation of proficiency, emotional stability, and social maturity in games and sports.

Checklist used by teacher for social skills and leadership, performance record in stunts, squad-card record.

Sociograms, teacher evaluation, pupil evaluation.

Teacher observation, progress in self-testing activities, written tests, pupil opinionaires, individual and group conferences.

Cooperation, sportsmanship, enjoyment, and courtesy.

Attitude, good grooming, participation, creative ability.

Battery of skills and stunts using apparatus.

Sociograms, subjective analysis, comparison with previous performance, own ability.

Subjective evaluation according to progress in ability to play with a group, to get along with others, to share and take turns.

Stunt tests given in grades 4–6. Certificate is awarded.

Achievement (physical performance, knowledge of activities, physical improvement, growth in learning) 50 percent; 50 percent for cooperation (attendance and preparation), leadership, sportsmanship, effort, and attitude.

Teacher judgment.

TIME, EQUIPMENT, FACILITIES, AND SPACE

Time Devoted to Physical Education

How much time is devoted to physical education in the various grades?

A statement [1] prepared by a joint committee of the American Association for Health, Physical Education, and Recreation and the Society of State Directors of Health, Physical Education, and Recreation indicates that children in the elementary school should have a daily instructional period in physical education of at least 30 minutes in length. Two periods of 15–20 minutes each are recommended for primary grades.

According to data supplied by the 523 school systems cooperating in this study, approximately 23 percent of grades 1–3 and 28 percent of grades 4–6 meet this minimum standard. Table 15 in the appendix indicates the practice by grade.

School systems offering a daily physical education period of at least 30 minutes in the various grades:

Grade	Number	Percent
1	114	22
2	120	23
3	122	23
4	145	28
5	151	29
6	145	28

School systems offering 150 minutes per week of instruction in physical education but not meeting the minimum standard of a daily

[1] American Association for Health, Physical Education, and Recreation. "Physical Education—An Interpretation." Washington, National Education Association. 16 p.

period, compared to school systems offering a daily period but less than 150 minutes per week:

Grade	School systems reporting—			
	150 minutes per week		Daily period	
	Number	Percent	Number	Percent
1	2	3	4	5
1			136	26
2	2	0.4	134	26
3	2	.4	121	23
4	16	3	92	18
5	19	4	76	15
6	21	4	79	15

Table XVII.—*Most usual practices in scheduling physical education classes, by grade*

Frequency and length of class, in minutes	School systems reporting, by grade					
	1	2	3	4	5	6
1	2	3	4	5	6	7
ONCE A WEEK						
15–20	19	22	21	19	13	12
20–30	7	10	9	8	7	5
30–40	4	5	6	8	10	12
40–50	3	4	5	5	6	7
TWICE A WEEK						
15–20	6	4	4	4	3	2
20–30	37	38	46	43	45	41
30–40	5	2	4	11	13	17
40–50	2	2	3	9	14	19
THREE TIMES A WEEK						
10–20	8	8	8	5	4	4
20–30	23	26	32	30	30	32
30–40	3	5	6	12	17	19
FOUR TIMES A WEEK						
20–30	15	17	21	18	16	18
FIVE TIMES A WEEK						
10–20	136	134	121	92	76	79
20–30	99	104	106	118	119	112
30–40	12	12	11	20	24	25
40–50	3	3	4	5	6	7

Adequacy of Equipment and Space

Are certain kinds of equipment available in adequate number?

In response to the question, "In general, can you supply equipment (such as balls, bats, jump ropes) in the ratio of one piece of equipment

to every 6 to 8 children of the largest group of children who might be using the equipment at a given time?" 75 percent (393) of the 523 replies were *Yes*. Whether these affirmative responses reflect availability of each type of equipment or availability of aggregate equipment cannot be determined from the data. Nineteen percent (100) of the answers were *No*.

Affirmative responses, by districts:

District	Percent	Number of school systems
Eastern	74	141
Southern	62	62
Central	82	40
Midwest	82	103
Southwest	72	30
Northwest	94	16

As for the 100 negative replies, there is an average of 1 piece of equipment available for:

8–15 children in 64 school systems,
16–30 children in 30 school systems, and
35 or more children in 6 school systems.

Of the 523 school systems reporting, 49 percent (258) indicated that an adequate supply of mats for stunts and tumbling is available.

Distribution of affirmative responses, by district:

Eastern—57 percent (107) of the 189 school systems reporting.
Southern—26 percent (26) of the 100 school systems reporting.
Central—65 percent (32) of the 49 school systems reporting.
Midwest—64 percent (81) of the 125 school systems reporting.
Southwest—12 percent (5) of the 43 school systems reporting.
Northwest—41 percent (7) of the 17 school systems reporting.

Practically all of the school systems indicated that phonographs, records, and/or pianos are available.

What indoor space is provided for physical education and how adequate is the space?

Gymnasiums.—An analysis of the data reveals that 34 percent (4,177) of the 12,217 school buildings provide excellent or adequate gymnasiums (appendix table 16). Of these gymnasiums, 87 percent (3,632) are found in schools located in the States where winter weather conditions are likely to restrict the use of outdoor space for teaching purposes, namely the States in the eastern, central, midwest, and northwest districts.

Gymnasiums and playrooms.—In table XVIII the data on the number of gymnasiums and playrooms are combined.

Table XVIII.—School buildings with excellent or adequate gymnasiums or playrooms

District	Number of school buildings	Gymnasiums		Playrooms		Gymnasiums or playrooms	
		Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8
All districts	12,217	4,177	34	2,407	20	6,894	54
Eastern	3,708	1,068	28	514	14	1,573	41
Southern	2,895	511	18	556	19	1,067	37
Central	1,185	862	53	228	20	815	72
Midwest	2,611	1,763	68	394	15	2,157	83
Southwest	1,301	34	2	562	41	596	44
Northwest	417	219	53	153	36	377	91

Dressing rooms and shower facilities.—On a nationwide basis, 14 percent (1,768) of the 12,217 school buildings provide excellent or adequate dressing rooms, and 13.6 percent (1,671) of the 12,217 buildings provide excellent or adequate shower facilities. Of the systems reporting in this study, a larger percentage of schools in the northwest district provide excellent or adequate dressing rooms and shower facilities than in any other district.

Swimming pools.—Indoor swimming pools are found in 110 of the 12,217 school buildings. Of these 110 swimming pools, 50 percent are located in schools in the eastern district.

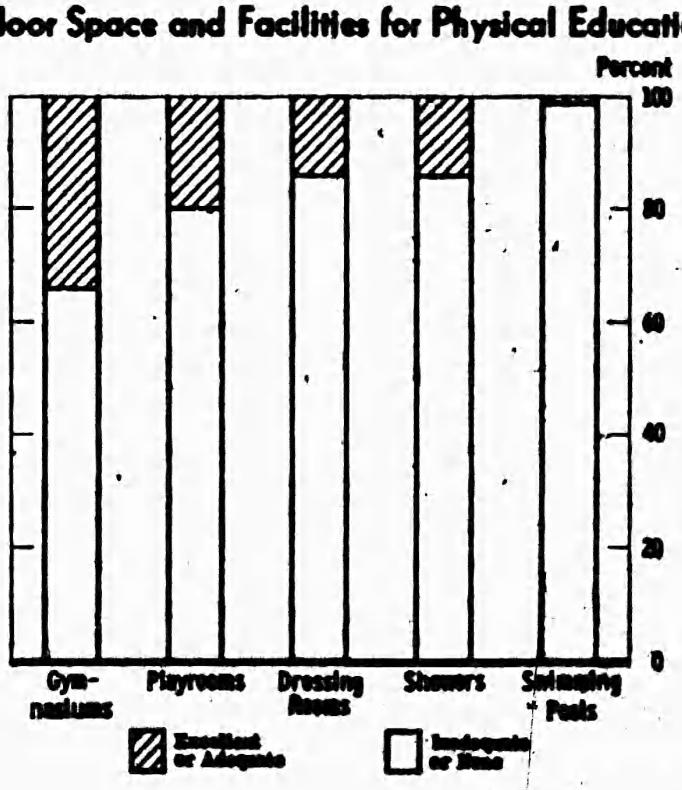

Table XIX.—School buildings having excellent or adequate indoor space and facilities for physical education, by district

District	Number of school buildings	Gymnasiums		Playrooms		Dressing rooms		Showers		Swimming pools	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12
All districts	12,287	4,177	34	2,497	20	1,768	14	1,671	14	110	1
Eastern	2,798	1,068	38	514	14	466	15	536	14	61	1
Southern	2,886	511	18	566	19	286	10	278	10	31	1
Central	1,186	592	52	228	20	141	12	130	12	5	.4
Midwest	2,611	1,768	68	394	15	612	24	577	22	19	.7
Southwest	1,361	34	2	562	41	28	2	30	2	----	----
Northwest	427	219	53	156	36	148	34	111	27	4	1

How adequate is the indoor equipment for teaching physical education?

The school systems have available a limited quantity of indoor equipment for teaching physical education. On a nationwide basis, 11 percent have climbing poles or ropes; 10 percent provide horizontal bars; 7 percent, horizontal ladders; 4 percent, traveling rings; and 4 percent provide vaulting bucks. Eleven percent of the school buildings provide 8–8¼-foot basketball goals and 15 percent provide 10-foot goals. Seventeen percent of the school buildings are equipped with balance beams.

Table 16 in the appendix contains detailed information regarding the adequacy of indoor equipment by district and city size.

How adequate is the outdoor space for physical education?

The 523 school systems included in this study represent 12,217 school sites. On a nationwide basis, the following information was reported regarding adequacy of outdoor space for physical education:

Type of outdoor space	School sites providing critical or adequate space	
	Number	Percent
All-weather play area	5, 900	48
Graveled play area	2, 004	16
Turfed play area	2, 621	21
Basketball court	5, 702	47
Baseball field	1, 691	14
Softball field	6, 495	53
Soccer field	2, 972	24
Volleyball court	5, 430	44

Four percent (466) of the 12,217 school sites include tennis courts and 6 percent (719) of the sites have handball courts.

Appendix table 17 gives a detailed tabulation regarding adequacy of outdoor space for physical education by city size according to district.

How adequate is the outdoor equipment?

On a nationwide basis, a limited quantity of outdoor equipment is provided for teaching physical education. Less than 25 percent of the school sites have such developmental equipment as the horizontal bar and horizontal ladder, and only 10 percent of the schools have climbing poles or ropes.

Table 17 in the appendix gives a detailed analysis of the adequacy of outdoor equipment.

Table XX.—*School buildings having excellent or adequate indoor equipment for physical education, by district*

District	Number of school buildings	Horizontal bar		Horizontal ladder		Climbing pole or rope		Traveling rings		Vaulting buck		8-8½-foot basketball goal		10-foot basketball goal	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
All districts	12, 217	1, 338	10	889	7	1, 381	11	889	6	426	4	1, 378	11	1, 891	15
Eastern	3, 708	278	7	244	6	368	10	150	4	249	7	343	9	601	16
Southern	2, 806	78	3	48	2	44	2	16	.5	21	.7	124	5	189	7
Central	1, 135	241	21	247	22	257	23	82	7	20	2	257	23	217	19
Midwest	2, 611	535	20	197	8	691	26	187	7	143	5	378	14	780	30
Southwest	1, 361	90	7	61	4	18	1	65	5	1	.1	114	8	21	2
Northwest	417	11	3	3	.7	3	.7			2	.5	122	29	73	18

Table XXI.—*School sites having excellent or adequate outdoor space for physical education, by district*

District	Number of school sites	All-weather play area		Graveled play area		Turfed play area		Basketball court		Baseball field		Softball field		Soccer field		Volleyball court	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
All districts	12, 217	5, 369	44	2, 004	16	2, 621	21	5, 762	47	1, 991	16	6, 486	53	3, 573	29	5, 429	44
Eastern	3, 708	2, 129	56	393	10	558	15	1, 211	32	445	12	1, 097	29	399	11	1, 191	31
Southern	2, 806	828	29	191	7	1, 029	36	1, 401	49	463	16	1, 682	60	959	33	1, 565	54
Central	1, 135	427	38	437	39	246	22	348	31	62	5	681	60	406	36	490	43
Midwest	2, 611	1, 188	45	647	25	540	21	1, 314	50	430	16	1, 419	54	514	20	782	30
Southwest	1, 361	1, 034	76	107	8	193	14	1, 154	85	237	17	1, 226	90	287	21	1, 132	83
Northwest	417	284	68	229	55	56	13	274	66	54	13	356	80	308	74	270	65

Table XXII.—*School buildings having excellent or adequate outdoor equipment for physical education, by district*

District	Number school buildings	Horizontal bar		Horisontal ladder		Climbing apparatus such as jungle gym		Climbing pole or rope		8-8½-foot basketball goal		10-foot basketball goal	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14
All districts	**12,217**	**2,611**	**21**	**2,388**	**20**	**4,067**	**33**	**362**	**2**	**1,676**	**14**	**1,996**	**16**
Eastern	3,796	230	6	183	5	655	17	47	1	330	9	437	12
Southern	2,895	618	21	486	17	917	32	107	4	551	19	359	12
Central	1,135	331	29	250	22	454	40	9	.8	277	24	306	27
Midwest	2,611	389	15	2,611	17	855	33	98	4	257	10	628	24
Southwest	1,361	896	66	1,361	43	1,003	74	35	3	227	17	137	10
Northwest	417	147	35	137	33	173	41	6	1	34	8	134	32

Use of Facilities, Equipment, and Supplies

What are considered to be particularly difficult conditions or problems in relation to facilities, equipment, and supplies?

The problem mentioned most frequently was the inadequacy of facilities, equipment, and supplies. The following notations are indicative of the problems:

Biggest problem is to get classroom teachers to use the facilities we have.

Administrators do not understand the value of physical education; therefore, adequate facilities are not provided.

Not enough indoor and outdoor space. Too few playgrounds with all-weather surface.

Complete lack of turfed areas for games.

Lack of accoustical treatment in some gymnasiums and playrooms.

Improper drainage on play area.

Too few lockers and showers.

Building classrooms takes precedence over physical education facilities.

Need to set up a guide for basic minimum requirements for providing facilities.

Inadequate play space in three-fourths of our schools.

Undermanned custodial staff; facilities are not properly cared for.

Need 2 gymnasiums in schools with enrollment over 500.

Restricted use of all-purpose room because of overcrowded conditions.

Wish all-purpose room had never been "invented."

Our gymnasium is also used as an auditorium. In fact, it is in use as an auditorium more than it is as a gymnasium. This creates great problems.

No fence around playground—hazardous conditions exist.

Our playrooms have been converted into classrooms. All we have left for physical education are halls.

In relation to deficiencies in equipment and supplies, the following problems were mentioned:

Some principals fail to realise the importance of adequate equipment and supplies for a well-balanced physical education program.

Budget much too limited. Area bond issue assures better facilities, but we face problems in securing equipment and supplies due to a very conservative administration.

Getting classroom teachers to use equipment that is available.

Care of equipment and supplies by classroom teachers and children.

Lack of funds.

Increased cost of supplies and equipment.

Lack of action on requisitions.

Lack of help in mending balls, mats, and ropes.

Too limited storage space for equipment and supplies.

Obtaining special items quickly.

Present 50-cent per capita allotment for purchase of equipment and supplies is no longer adequate.

Need basic minimum requirement for supplies and equipment.

Need more of everything.

There is a problem in relation to storing equipment in all elementary schools. An offer to furnish each class with equipment for the year was made but we have not had enthusiastic response to this offer. Storage spaces are too far from playgrounds.

Are community facilities used in order to obtain more adequate space for physical education?

Forty-nine percent (255) of the 523 school systems reporting indicated that community facilities are used to obtain more adequate space for physical education. Comments concerning the use of community facilities:

One school in the downtown area is without a gymnasium. The Jewish community center gymnasium is used one day a week.

Local YMCA and YWCA gymnasiums and pools are used.

Park department fields are used for intramural games.

Park tennis courts and city and park baseball diamonds are used.

We rent three gyms that are adjacent to three schools which have no gymnasiums.

We use playgrounds owned by the city and by housing projects.

Skating areas are used for folk dancing.

At the present time, many of our afterschool programs are conducted in city parks.

We use the gymnasiums in five churches for intramurals and recreation programs only.

There is a program underway in which the schools and the city will have joint properties for park-school utilization and maintenance.

Comments on the use of community swimming facilities:

All children in grades 3–6 who have parental permission have instruction in the city-park pool on schooltime. Classes are taught by a teacher employed by the city recreation department. Boys and girls are taught together.

Arrangements are made with the YMCA for use of the pool for elementary school children. No fee is charged. Children must have parental permission and a health examination.

The sixth-grade classroom teacher teaches her children in the community pool. No fee is charged.

All fourth-grade children have swimming lessons at the YMCA pool. The "Y" furnishes the instruction.

The city swimming pool is used for instruction about 2 weeks each spring.

In the spring months the sixth grades take swimming at the YMCA and nearby city-owned pools. A Red Cross certificated teacher gives the instruction. An extra fee is charged.

Children in grades 1–6 are given swimming instruction by their regular teacher in the YMCA pool. The physical education consultant helps when needed.

Boys in grades 4–6 travel by public transportation to the Boys' Club. Insurance and delays create many problems. We provide transportation for students and the teacher who accompanies them. The teaching is done by a teacher employed by the Board of Education.

We pay $15 a week for the use of the YMCA pool. All boys and girls have instruction in swimming. The physical education teacher gives the instruction to boys and girls separately.

Swimming is taught to all children in grade 6. The girls go to the YWCA, the boys to the YMCA. No fee is charged. The children are transported by schoolbus and public carrier.

Sixth-grade boys and girls are excused early during "learn to swim" week to take advantage of instruction given at the YMCA and Knights of Columbus pools. Parental permission and special examination are required. A small fee is charged.

Pools located in nearby parks are used by some schools.

Are school physical education facilities used by the community?

Eighty-four percent (439) of the 523 school systems state that school physical education facilities are used by the community in out-of-school hours during the school year. Among comments made in relation to the use of facilities:

The city recreation commission uses grounds and gymnasiums for both youth and adult programs. The programs include play activities, games, sports, handicrafts, camping, social activities, dancing, arts, crafts, music, and dramatics.

The city recreation department has the privilege of using the facilities by getting permission, in writing, from the school committee for each specific activity in each specific building at a specific time.

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The buildings are used in the evenings by adult groups.

In the main, groups pay for the use of gymnasiums.

Gymnasiums are used by Brownies, Girl Scouts, Cub Scouts, Boy Scouts, Camp Fire Girls, and mothers' clubs.

Our physical education facilities are used for adult evening classes, for youth activities on Friday nights for 15 weeks, and by such outside organizations as church groups and industrial groups.

Outdoor equipment is available during all out-of-school hours. Gates to the playgrounds are never closed. Several of the larger schools have after-school recreation programs sponsored and financed by the county recreation council.

The school district has levied a 15-cent tax for recreation purposes and has 10 lighted playground facilities for community use. A recreation director promotes the use of facilities. The program includes athletic activities, crafts, sports days, special events, square dancing, social dancing, tumbling, archery, and other activities.

A year-round recreation program is carried on by the school recreation department—after school, Saturdays, vacation times throughout the school year, and in the summer months.

Sixty-three percent (332) of the 523 school systems indicate that school physical education facilities are used by the community during vacation periods. Some of their comments:

Facilities are used during summer and Christmas vacations. We employ a staff to conduct a Christmas vacation program which extends throughout the holiday period and continues on weekends throughout the winter months.

We conduct programs throughout the Christmas and Easter vacation periods, and in the summer months.

Our facilities are used as recreation centers on Saturdays and vacation periods during the school year.

Our facilities are used for the school summer-recreation programs.

The recreation department uses all our facilities during the summer months.

Our facilities are used for day camps.

COMMENTS AND QUESTIONS

SCHOOLS are expected to provide experiences which nurture growth and develop health and fitness in children. Physical education in elementary schools is most likely to include such experiences when the program of activities is based on the needs and maturity of the boys and girls and when adequate leadership, facilities, space, and time are provided. This report acquaints the reader with data related to these factors on a nationwide and district basis. The following questions and comments are suggested as a basis for studying (1) the preparation of classroom teachers and specialized personnel in physical education for their responsibilities in elementary schools, (2) the utilization of the services of both classroom teachers and specialized personnel in the local school system, and (3) the physical education program provided for children in the schools which they attend.

In relation to teachers in your schools:

1. Since classroom teachers throughout the country are expected to teach physical education with limited help or none at all from specialized personnel, is there need to evaluate:

   a. The preservice preparation of prospective classroom teachers to determine whether they are having sufficient opportunities to develop the competencies in physical education they will need when employed by local school systems?

   b. The inservice education program now offered to teachers on the job, to determine whether practices followed are based on tradition or on an appraisal of improvement in programs provided for children?

2. Are the professional services of specialists or consultants and special teachers of physical education utilized to the best advantage?

In relation to the instructional program in your schools:

1. Since the activity demands of children require outlets, and since the elementary school years are so important in the development of skills, is sufficient time allotted in the school day for physical education?

2. Are the activities included in the program at various age levels consistent with the maturity of the boys and girls?

3. Are teachers improving their ability to evaluate the total gains children are making through participation in physical education?

In relation to activities offered children beyond the instructional program in your schools:

1. Should boys and girls have more extensive opportunities to participate in playdays, sports days, and intramural programs?

2. Have the school systems offering interschool competition in sports studied the statements made by professional educational and medical organizations in relation to such programs? [1]

3. In communities where organized athletic competition in sports is sponsored exclusively by outside agencies, have school personnel acquainted the sponsoring agencies with this literature?

In relation to space and equipment in your schools:

Since children require space to run, jump, play—to *move*—and equipment to climb and explore in other ways:

a. Are the spaces provided—indoor and outdoor—adequate to meet the needs of the total pupil enrollment throughout the school year?

b. Are developmental and challenging equipment and apparatus provided in sufficient variety and quantity to meet the needs of all the pupils?

c. Is maximum and effective use made of the available equipment and apparatus?

In relation to community planning:

1. Do the appropriate agencies in the community plan together to meet the activity needs of boys and girls in ways which assure programs—in-school and out-of-school—which are consistent with what is known about the growth and development of children toward maturity?

2. Are the persons who are responsible for conducting the programs well-qualified personally and professionally to work with children of elementary school age?

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[1] A few of the publications available in this connection:

American Academy of Pediatrics. Competitive Athletics, Report of the Committee on School Health. Pediatrics, Vol. 18, No. 4, October 1956. Evanston, Ill., American Academy of Pediatrics, 1801 Hinman Avenue.

Athletic Institute. "Physical Education for Children of Elementary School Age." Chicago, The Athletic Institute, 209 South State Street. 1951.

Society of State Directors of Health, Physical Education, and Recreation, and American Association for Health, Physical Education, and Recreation. "Physical Education—An Interpretation." Washington, National Education Association, 1201 16th Street.

3. Is sufficient attention being given to the potential school population so that adequate space for school sites and community recreation areas can be provided in the years ahead?

4. Do the adult members of the community understand that children no longer have opportunities to be active in ways which were once natural in the environment, and yet children's demands for activity go on and may even be intensified in the noisy, crowded, demanding world which is ours?

APPENDIX

Table 1.—*Patterns for providing instruction in physical education by grade according to district*

Pattern and district	School systems reporting, by grade					
	1	2	3	4	5	6
1	2	3	4	5	6	7
School systems reporting	507	510	514	515	517	517
I.—CLASSROOM TEACHER WITH NO HELP FROM A SPECIALIST OR CONSULTANT						
All districts	133	126	118	91	78	77
Eastern	20	26	25	20	18	18
Southern	37	37	37	33	30	30
Central	10	10	8	5	4	4
Midwest	30	25	31	21	15	15
Southwest	13	13	12	10	9	9
Northwest	5	5	5	2	2	2
II.—CLASSROOM TEACHER WITH HELP OF SPECIALIST OR CONSULTANT ATTACHED TO SCHOOL STAFF						
All districts	90	90	81	72	69	69
Eastern	48	47	36	27	24	24
Southern	11	11	10	11	13	13
Central	11	11	11	10	10	10
Midwest	24	25	19	18	18	17
Southwest	3	3	3	4	4	4
Northwest	2	2	2	2	1	1
III.—CLASSROOM TEACHER WITH HELP OF SPECIALIST OR CONSULTANT FROM CENTRAL STAFF						
All districts	213	213	213	187	178	174
Eastern	70	78	78	66	62	60
Southern	36	36	34	32	32	31
Central	21	21	22	18	16	16
Midwest	44	46	46	40	37	36
Southwest	28	22	23	23	23	23
Northwest	10	10	10	8	8	8
IV.—SPECIAL TEACHER OF PHYSICAL EDUCATION						
All districts	80	86	81	137	155	169
Eastern	24	27	40	62	68	69
Southern	7	7	9	17	19	20
Central	5	5	7	13	13	13
Midwest	12	15	23	38	46	49
Southwest	2	2	2	4	5	5
Northwest	----	----	----	3	4	4

Table 1.—*Patterns for providing instruction in physical education by grade according to district*—Continued

Pattern and district	School systems reporting, by grade					
	1	2	3	4	5	6
1	2	3	4	5	6	7
V.—CLASSROOM TEACHER WITH HELP OF SPECIALIST OR CONSULTANT FROM SCHOOL STAFF AND CENTRAL STAFF						
All districts	6	9	8	8	9	9
Eastern	3	3	2	3	4	4
Southern	3	3	3	3	3	3
Midwest	1	1	2	2	2	2
Southwest	1	2	2	1	1	1
VI.—CLASSROOM TEACHER WITH HELP OF SPECIAL TEACHER AND SPECIALIST OR CONSULTANT FROM SCHOOL STAFF						
All districts	1	1	4	6	9	9
Eastern	1	1	4	5	6	6
Central					1	1
Midwest				1	2	2
VII.—CLASSROOM TEACHER WITH HELP OF SPECIAL TEACHER AND SPECIALIST OR CONSULTANT FROM SCHOOL STAFF AND CENTRAL STAFF						
All districts	1	1	1	4	4	4
Southern	1	1	1	2	2	2
Central				1	1	1
Midwest				1	1	1
VIII.—CLASSROOM TEACHER WITH HELP OF SPECIAL TEACHER AND SPECIALIST OR CONSULTANT FROM CENTRAL STAFF						
All districts	2	3	6	10	12	15
Eastern		1	1	3	4	5
Southern			2			
Central				1	4	4
Midwest	2	2	3	3	4	3
Southwest				1	1	1
Northwest				2	2	2

Table 2.—*Instruction patterns in physical education, by grade and district*

I—Classroom teacher with no help from a specialist or consultant
II—Classroom teacher with help of specialist or consultant from school staff
III—Classroom teacher with help of specialist or consultant from central staff
IV—Special teacher on school staff
V—Classroom teacher with help of specialist or consultant from school staff and central staff
VI—Classroom teacher with help of special teacher and specialist or consultant from school staff
VII—Classroom teacher with help of special teacher and specialist or consultant from school staff and central staff
VIII—Classroom teacher with help of special teacher and specialist or consultant from central staff

Instruction pattern	Number of school systems reporting, by grade											
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9	10	11	12	13
EASTERN DISTRICT (180 SCHOOL SYSTEMS)												
I	29	16	28	16	25	14	20	11	15	10	18	10
II	48	26	47	26	36	19	27	14	24	13	24	13
III	79	43	78	43	78	43	66	35	62	33	60	33
IV	34	18	27	15	40	21	62	33	68	37	69	37
V	3	2	3	2	2	1	3	2	4	2	4	2
VI	1	-----	1	-----	4	2	5	3	6	3	6	3
VII	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
VIII	-----	-----	1	-----	1	-----	3	2	4	2	5	3
SOUTHERN DISTRICT (100 SCHOOL SYSTEMS)												
I	37	37	37	39	37	39	33	34	30	31	28	29
II	11	11	11	11	10	10	11	11	12	12	13	13
III	36	36	36	36	34	35	32	33	32	33	31	32
IV	7	7	7	7	9	9	17	17	19	19	20	21
V	3	3	3	3	2	2	2	2	2	2	2	2
VI	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
VII	1	1	1	1	1	1	2	2	2	2	2	2
VIII	-----	-----	-----	-----	2	2	-----	-----	-----	-----	-----	-----

Instruction pattern	Number of school systems reporting, by grade											
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	2	3	4	5	6	7	8	9	10	11	12	13
CENTRAL DISTRICT (60 SCHOOL SYSTEMS)												
I	10	21	10	21	8	17	5	10	4	8	4	8
II	11	23	11	23	11	23	10	22	10	20	10	20
III	21	45	21	45	22	45	18	37	16	33	16	33
IV	5	11	5	11	7	15	13	27	13	27	13	27
V	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
VI	-----	-----	-----	-----	-----	-----	-----	-----	1	2	1	2
VII	-----	-----	-----	-----	-----	-----	1	2	1	2	1	2
VIII	-----	-----	-----	-----	-----	-----	1	2	4	8	4	8
MIDWEST DISTRICT (126 SCHOOL SYSTEMS)												
I	29	22	35	28	31	25	21	17	15	12	15	12
II	24	20	25	20	19	15	18	15	18	14	17	14
III	44	35	46	37	46	37	40	32	37	30	35	28
IV	13	10	15	12	23	19	28	20	46	37	40	32
V	1	1	1	1	2	2	3	2	2	2	2	2
VI	-----	-----	-----	-----	-----	-----	1	1	2	2	2	2
VII	-----	-----	-----	-----	-----	-----	1	1	1	1	1	1
VIII	2	1	2	2	3	2	3	2	4	3	3	2

	SOUTHWEST DISTRICT (43 SCHOOL SYSTEMS)											
I	13	29	13	29	12	27	10	21	9	19	9	19
II	3	7	3	7	3	7	4	10	4	10	4	10
III	23	56	22	54	23	56	23	55	23	55	23	55
IV	2	5	2	5	2	5	6	10	5	12	5	12
V	1	2	2	5	2	5	1	2	1	2	1	2
VI	------	------	------	------	------	------	------	------	------	------	------	------
VII	------	------	------	------	------	------	------	------	------	------	------	------
VIII	------	------	------	------	------	------	1	2	1	2	1	2

	NORTHWEST DISTRICT (17 SCHOOL SYSTEMS)											
I	5	29	5	29	5	20	2	12	2	12	2	12
II	2	12	2	12	2	12	2	12	1	6	1	6
III	10	89	10	89	10	89	8	47	8	47	8	47
IV	------	------	------	------	------	------	3	17	4	23	4	23
V	------	------	------	------	------	------	------	------	------	------	------	------
VI	------	------	------	------	------	------	------	------	------	------	------	------
VII	------	------	------	------	------	------	------	------	------	------	------	------
VIII	------	------	------	------	------	------	2	12	2	12	2	12

Table 3.—Compulsory and voluntary inservice education in physical education, by district

(276 school systems supplied data)

Type of inservice program	Total, all districts	Number of school systems reporting, by district					
		Eastern	Southern	Central	Midwest	Southwest	Northwest
1	2	3	4	5	6	7	8
COMPULSORY							
On schooltime	138	58	32	13	33		2
After school	74	27	17	9	15	2	4
Combined with dinner and recreation	7	2	1		4		
Prior to opening of school in fall	85	15	34	11	22	1	2
After school closes in spring	3	3					
VOLUNTARY							
On schooltime	37	7	8	4	11	5	2
After school	129	38	36	14	33	4	4
Combined with dinner and recreation	27	5	10	4	8		
Prior to opening of school in fall	33	3	8	3	6	11	2
After school closes in spring	4		4				
COMPULSORY AND VOLUNTARY							
On schooltime	4		2		1	1	
After school	16	3	4	1	6	2	2
After school closes in spring	3		3				

Table 4.—School systems in which non-credit inservice education in physical education is provided entirely by specialists within the school system, by district and city size

District	Number of school systems	School systems reporting, by city size				
		Over 500,000	100,000–500,000	50,000–100,000	25,000–50,000	10,000–25,000
1	2	3	4	5	6	7
All districts	**224**	**10**	**57**	**60**	**60**	**35**
Eastern	82	4	17	18	27	16
Southern	38	3	16	8	7	4
Central	25	1	6	9	4	5
Midwest	58		9	16	25	8
Southwest	20	1	7	8	2	2
Northwest	11	1	2	1	4	3

Table 5.—*Assignment and educational background of special teacher, consultant, or specialist in physical education, by district and city size*

District and city size	Total staff			Assignment						Educational background					
				Central staff		Individual schools to assist classroom teachers or special teachers		Special teacher		Undergraduate major in physical education		Courses in physical education for elementary schools		At least 1 course in general elementary education	
	Men and women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
EASTERN	1,847	1,022	825	206	166	145	133	672	526	680	466	563	446	427	332
Over 500,000	374	201	173	16	21	24	18	161	134	68	64	69	67	55	52
100,000–500,000	530	316	214	43	37	19	20	254	157	226	122	181	97	131	76
50,000–100,000	394	195	199	52	44	30	36	113	109	127	121	127	123	84	81
25,000–50,000	364	215	149	68	47	52	42	96	80	130	91	116	94	100	74
10,000–25,000	175	95	80	26	17	20	17	49	46	69	57	70	65	57	49
SOUTHERN	687	385	302	56	30	41	65	289	207	244	204	303	240	306	229
Over 500,000	197	98	49	5	4	1	1	92	44	90	46	87	42	96	46
100,000–500,000	283	144	139	21	14	19	41	104	84	69	96	117	122	123	127
50,000–100,000	121	68	53	11	4	3	6	54	43	49	36	48	32	35	25
25,000–50,000	106	51	55	14	8	13	16	24	31	18	22	23	35	34	25
10,000–25,000	30	24	6	4		5	1	15	5	18	4	18	6	19	6
CENTRAL	661	389	272	45	27	37	32	307	213	306	196	252	194	246	191
Over 500,000	71	38	33	10	11	10	11	18	11	29	22	29	23	11	12
100,000–500,000	347	201	146	5	5			196	141	193	131	141	105	146	117
50,000–100,000	134	75	59	12	3	8	14	55	42	39	26	37	46	38	44
25,000–50,000	79	51	28	7	5	10	6	34	17	33	12	36	15	39	15
10,000–25,000	30	24	6	11	3	9	1	4	2	12	4	9	4	12	3

Table 5.—*Assignment and educational background of special teacher, consultant, or specialist in physical education, by district and city size*—Continued

District and city size	Total staff			Assignment						Educational background					
				Central staff		Individual schools to assist classroom teachers or special teachers		Special teacher		Undergraduate major in physical education		Courses in physical education for elementary schools		At least 1 course in general elementary education	
	Men and women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
MIDWEST	1,644	929	713	114	77	104	66	711	570	782	605	723	587	515	396
Over 500,000	[illegible]	246	239	12	7	[illegible]	3	228	229	244	235	244	215	16	16
100,000–500,000	508	306	202	18	19	7	8	281	175	288	174	267	194	287	208
50,000–100,000	252	140	110	26	16	22	10	92	84	106	99	103	99	96	90
25,000–50,000	306	180	126	43	26	58	37	79	63	103	67	72	54	75	57
10,000–25,000	93	57	36	15	9	11	8	31	19	41	30	38	25	42	25
SOUTHWEST	[illegible]	165	69	46	20	21	6	98	43	126	49	64	31	76	3
Over 500,000	[illegible]	16	6	13	3	3	3	----	----	11	3	13	3	13	3
100,000–500,000	98	75	23	20	10	3	1	52	12	57	18	14	3	19	9
50,000–100,000	77	50	27	10	6	6	2	34	19	42	17	29	14	40	24
25,000–50,000	27	15	12	3	1	1	----	11	11	11	11	5	6	4	3
10,000–25,000	10	9	1	----	----	8	----	1	1	5	----	3	----	----	----
NORTHWEST	154	100	54	11	4	7	1	82	49	61	29	57	40	41	38
Over 500,000	2	1	1	1	1	----	----	----	----	1	1	1	1	----	----
100,000–500,000	61	41	20	5	1	----	----	36	19	26	9	23	18	20	17
50,000–100,000	2	2	----	1	----	1	----	----	----	1	----	1	----	1	----
25,000–50,000	50	34	16	2	1	4	1	28	14	28	16	27	15	15	15
10,000–25,000	39	22	17	2	1	2	----	18	16	5	3	5	6	5	6

Table 6.—*Activities of specialized personnel in physical education*

District and city size	Number who—							
	Earned varsity letter in sports		Participated in professional or semiprofessional sports		Were employed in out-of-school recreation programs			
					During school year		During summer months	
	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9
All districts	**1,517**	**393**	**163**	**41**	**668**	**230**	**930**	**461**
EASTERN	563	218	56	14	166	60	291	128
Over 500,000	63	16	4		11	4	8	7
100,000–500,000	205	63	19	2	50	11	126	40
50,000–100,000	107	54	17	10	55	23	67	31
25,000–50,000	122	56	11	1	29	12	48	28
10,000–25,000	66	29	5	1	21	10	42	22
SOUTHERN	181	41	14	8	89	21	120	119
Over 500,000	93		8		66	5	53	59
100,000–500,000	36	10	2	7	6	6	35	27
50,000–100,000	27	17				1	19	10
25,000–50,000	13	13		1	4	4	11	10
10,000–25,000	12	1	4		13	5	2	13
CENTRAL	211	22	16	11	54	22	43	37
Over 500,000	20	12	2		15	3	7	4
100,000–500,000	127	1	9	11	21	12	3	5
50,000–100,000	36	2			11	7	16	21
25,000–50,000	15	5	3		7		13	6
10,000–25,000	13	2					4	1
MIDWEST	415	73	59	7	268	110	377	145
Over 500,000	12	3	11	6	54	3	135	31
100,000–500,000	207	48	30	1	112	64	133	62
50,000–100,000	75	6	10		53	28	54	26
25,000–50,000	83	8	4		49	13	40	19
10,000–25,000	38	8	4		8	2	15	7
SOUTHWEST	105	27	13	1	55	12	74	16
Over 500,000	8							
100,000–500,000	45	12	1		16	5	35	5
50,000–100,000	39	10	10	1	31	7	33	7
25,000–50,000	9	5	2		4		4	4
10,000–25,000	4				4		2	
NORTHWEST	42	12	7		26	5	25	16
Over 500,000	1				1			
100,000–500,000	26	6	3		20	5	14	8
50,000–100,000	1				1		1	
25,000–50,000	9	5	2		4		4	4
10,000–25,000	5	1	2				6	4

Table 7.—Form and date of publication of curriculum guides in physical education

District and city size	Number of school systems having guides	School systems reporting				
		Form		Date of publication		
		Separate guide	Part of a general guide	Before 1950	1950–55	1956
1	2	3	4	5	6	7
All districts	**411**	**338**	**65**	**82**	**279**	**4**
EASTERN	161	133	23	46	94	3
Over 500,000	7	6	1	1	5	
100,000–500,000	23	23		8	14	
50,000–100,000	37	34	3	6	24	2
25,000–50,000	47	43	2	18	23	1
10,000–25,000	47	27	17	13	28	
SOUTHERN	69	51	17	9	53	
Over 500,000	4	3	1	4		
100,000–500,000	29	24	5	5	22	
50,000–100,000	13	10	3		12	
25,000–50,000	16	9	6		13	
10,000–25,000	7	5	2		6	
CENTRAL	40	38	2	3	35	
Over 500,000	3	3			2	
100,000–500,000	8	8		2	6	
50,000–100,000	12	12		1	10	
25,000–50,000	9	7	2		9	
10,000–25,000	8	8			8	
MIDWEST	86	72	14	17	55	
Over 500,000	4	3	1	1	1	
100,000–500,000	16	12	4	4	9	
50,000–100,000	24	23	1	5	16	
25,000–50,000	29	26	3	6	20	
10,000–25,000	13	8	5	1	9	
SOUTHWEST	40	32	7	6	31	1
Over 500,000	2	2			2	
100,000–500,000	12	11	1	4	8	1
50,000–100,000	14	11	2	1	12	
25,000–50,000	9	6	3	1	8	
10,000–25,000	3	2	1		1	
NORTHWEST	15	12	2	2	11	
Over 500,000	1	1				
100,000–500,000	3	2	1		3	
50,000–100,000	1	1			1	
25,000–50,000	6	5		1	3	
10,000–25,000	4	3	1	1	3	

Table 8.—*Persons other than specialists who assist in planning the physical education program—school systems reporting, by district and city size*

District and city size	Classroom teacher	Principal	Director of instruction, curriculum director, or general supervisor	Health personnel	Parents and other adults	Children
1	2	3	4	5	6	7
All districts	**392**	**365**	**305**	**174**	**55**	**134**
EASTERN	120	108	84	49	14	39
Over 500,000	7	7	7	5	2	3
100,000–500,000	15	12	12	3		6
50,000–100,000	33	27	23	14	5	7
25,000–50,000	33	29	23	17	4	11
10,000–25,000	32	33	19	10	3	12
SOUTHERN	86	81	66	34	21	42
Over 500,000	4	4	3	2		1
100,000–500,000	36	30	28	12	14	20
50,000–100,000	17	15	16	8	2	9
25,000–50,000	20	22	15	9	4	6
10,000–25,000	9	10	4	3	1	6
CENTRAL	35	31	31	17	4	13
Over 500,000	3	3	3	2	1	2
100,000–500,000	6	7	5	5	1	3
50,000–100,000	9	8	8	2	1	4
25,000–50,000	8	8	8	5	1	3
10,000–25,000	9	5	7	3		1
MIDWEST	97	87	76	43	9	29
Over 500,000	2	2	2	1	1	2
100,000–500,000	16	16	14	8	1	6
50,000–100,000	25	19	21	12	5	6
25,000–50,000	32	27	25	15	1	10
10,000–25,000	22	22	14	7	1	5
SOUTHWEST	39	42	33	21	6	9
Over 500,000	2	2	2	2	1	
100,000–500,000	13	14	9	6	3	2
50,000–100,000	14	14	14	8	1	3
25,000–50,000	7	9	5	5		3
10,000–25,000	3	3	3		1	1
NORTHWEST	15	16	15	10	1	2
Over 500,000	1	1	1	1		
100,000–500,000	2	2	3	3		
50,000–100,000	2	2	2	1	1	1
25,000–50,000	6	6	5	4		
10,000–25,000	4	5	4	1		1

Table 9.—*Area and sponsorship of organized competion in sports for boys and girls, grades 3–6*

A.—Boys' Sports

Grade	Area of competition	Sponsorship [1]	Number of organized programs
1	2	3	4
	BADMINTON		
4	Neighborhood	S	1
	BASEBALL		
3	Neighboorhood	N	1
	City	S	1
		N	3
4	Neighborhood	S	2
	City	S	1
		N	3
5	Neighborhood	S	2
		N	2
	City	S	7
		N	5
	District	S	1
		N	1
6	Neighborhood	S	1
	City	S	4
		N	2
	BASKETBALL		
3	Neighborhood	S	1
	City	S	1
		N	3
4	Neighborhood	S	2
		N	3
	City	S	7
		N	12
5	Neighborhood	S	13
		N	4
	City	S	34
		N	16
	District	S	8
		N	1
6	Neighborhood	S	7
		N	3
	City	S	27
		N	4
	FOOTBALL		
3	Neighborhood	N	2
	City	N	4
4	Neighborhood	S	1
	City	S	1
		N	5
5	Neighborhood	S	1
		N	2
	City	S	3
		N	3
	District	N	1
6	Neighborhood	N	1
	City	S	4
	District	S	1
3	Neighborhood	N	1
	SOFTBALL		
3	Neighborhood	S	1
		N	1
	City	N	4
4	Neighboorhood	S	4
		N	1
	City	S	3
		N	4
5	Neighborhood	S	6
		N	2
	City	S	11
		N	6
	District	S	4
		N	1
6	Neighborhood	S	1
		N	2
	City	S	6
		N	4
	District	N	2
	SWIMMING		
5	Neighborhood	S	1
	City	S	2
	TENNIS		
3	Neighborhood	N	1
	TOUCH FOOTBALL		
3	Neighborhood	S	1
	City	S	1
		N	1
4	Neighborhood	N	2
	City	S	5
		N	7
5	Neighborhood	S	6
	City	S	19
		N	8
	District	S	3
6	Neighborhood	S	2
		N	2
	City	S	15
		N	1
	District	S	2

[1] S=school; N=nonschool.

Table 9.—Area and sponsorship of organized competition in sports for boys and girls, grades 3–6—Continued

B.—Girls' Sports—Continued

Grade	Area of competition	Sponsorship [1]	Number of organized programs
1	2	3	4
	TRACK AND FIELD		
3	Neighborhood	S	1
	City	N	1
4	Neighborhood	S	3
		N	2
	City	N	1
5	Neighborhood	S	3
		N	1
	City	N	1
		S	12
	District	S	2
6	Neighborhood	S	4
		N	1
	TRACK AND FIELD—Continued		
	City	S	10
		N	2
	District	S	3
	VOLLEYBALL		
4	Neighborhood	S	2
5	City	S	1
	District	S	1

B.—Girls' Sports

Grade	Area of competition	Sponsorship [1]	Number of organized programs
	BASKETBALL		
3	Neighborhood	N	2
4	Neighborhood	S	1
	City	S	1
5	Neighborhood	S	1
		N	1
	City	S	1
		N	1
	District	S	1
	BATBALL		
4	City	S	1
		N	1
5	District	S	1
	BOWLING		
3	Neighborhood	N	1
4	Neighborhood	N	1
	DODGEBALL		
4	Neighborhood	S	2
	City	S	1
5	District	S	2
	END BASKETBALL		
6	Neighborhood	S	1
	HOCKEY		
3	Neighborhood	S	1
4	Neighborhood	S	1
	KICKBALL		
5	City	S	1
	District	S	1
	SOCCER		
6	Neighborhood	S	1
	SOFTBALL		
3	Neighborhood	N	2
4	Neighborhood	S	2
		N	1
	City	S	3
		N	1
	District	N	1
5	Neighborhood	S	2
		N	1
	City	S	2
	District	S	2
6	Neighborhood	S	2
	City	S	5
		N	1
	TENNIS		
3	City	N	1
	TETHER BALL		
4	Neighborhood	N	1
	City	N	1
	TRACK AND FIELD		
4	Neighborhood	S	2
5	Neighborhood	S	1
	VOLLEYBALL		
3	Neighborhood	S	1
4	Neighborhood	S	2
	City	S	2
5	Neighborhood	S	1
		N	1
	City	S	2
	District	S	2
6	Neighborhood	S	2
	City	S	4
		N	1

[1] S=school; N=nonschool.

Table 10.—*School-sponsored camping and outdoor education programs*

District and city size	School systems reporting	School-system sponsorship of programs for—		
		Elementary school-children	Secondary school-children	Elementary and secondary school-children
1	2	3	4	5
All districts	**63**	**33**	**13**	**18**
EASTERN	8	7		1
Over 500,000	1			1
100,000–500,000	1	1		
50,000–100,000	5	5		
10,000–25,000	1	1		
SOUTHERN	15	9	1	5
Over 500,000	1			1
100,000–500,000	8	4	1	3
50,000–100,000	2	2		
25,000–50,000	3	3		
10,000–25,000	1			1
CENTRAL	5	3		2
50,000–100,000	2	2		
25,000–50,000	3	1		2
MIDWEST	23	9	10	4
Over 500,000	1		1	
100,000–500,000	2		1	1
50,000–100,000	6	3	2	1
25,000–50,000	10	5	3	2
10,000–25,000	4	1	3	
SOUTHWEST	9	3	1	5
Over 500,000	1			1
100,000–500,000	6	2	1	3
50,000–100,000	2	1		1
NORTHWEST	3	1	1	1
Over 500,000	1			1
25,000–50,000	2	1	1	

Table 11.—School-sponsored summer recreation program

District and city size	Number of school systems reporting	School systems reporting sponsorship—			
		Independently	In cooperation with recreation department	In cooperation with another organization	In cooperation with recreation department and/or another organization
1	2	3	4	5	6
All districts	**247**	**42**	**144**	**45**	**16**
EASTERN	87	19	50	14	4
Over 500,000	4	4			
100,000–500,000	10	3	6	1	
50,000–100,000	16	3	9	3	1
25,000–50,000	11	4	6	1	
10,000–25,000	46	5	29	9	3
SOUTHERN	42	5	21	13	3
Over 500,000	3		1	1	
100,000–500,000	15	2	8	3	2
50,000–100,000	9	1	6	2	
25,000–50,000	10	2	5	3	1
10,000–25,000	5		1	4	
CENTRAL	20	3	14	2	1
Over 500,000	2	1	1		
100,000–500,000	3	1	2		
50,000–100,000	4		2	2	
25,000–50,000	5	1	3		1
10,000–25,000	6		6		
MIDWEST	60	9	39	10	2
Over 500,000	2		2		
100,000–500,000	8	1	5	2	
50,000–100,000	21	3	13	4	1
25,000–50,000	18	4	11	3	
10,000–25,000	11	1	8	1	1
SOUTHWEST	28	5	14	4	5
Over 500,000	2	2			
100,000–500,000	11	1	8	2	
50,000–100,000	11	2	5	1	3
25,000–50,000	3		1	1	1
10,000–25,000	1				1
NORTHWEST	10	1	6	2	1
Over 500,000					
100,000–500,000	2	1	1		
50,000–100,000	1		1		
25,000–50,000	5		3	2	
10,000–25,000	2		1		1

Table 12.—*Age groups served in summer recreation programs sponsored by school systems*

District and city size	Number of school systems reporting	Elementary schoolchildren only	Secondary schoolchildren only	Elementary and secondary schoolchildren	Elementary and/or secondary schoolchildren and adults
1	2	3	4	5	6
All districts	**237**	**25**	**3**	**100**	**100**
EASTERN	83	12	.....	40	31
Over 500,000	4	1	.....	2	1
100,000–500,000	7	3	.....	4	.....
50,000–100,000	16	2	.....	4	10
25,000–50,000	12	1	.....	6	5
10,000–25,000	44	5	.....	24	15
SOUTHERN	68	3	2	22	11
Over 500,000	3	.....	.....	3	.....
100,000–500,000	15	1	.....	9	5
50,000–100,000	7	.....	1	4	2
25,000–50,000	9	.....	.....	5	4
10,000–25,000	4	2	1	1	.....
CENTRAL	21	.....	1	9	11
Over 500,000	2	.....	.....	1	1
100,000–500,000	4	.....	.....	2	2
50,000–100,000	5	.....	1	2	2
25,000–50,000	5	.....	.....	4	1
10,000–25,000	5	.....	.....	.....	5
MIDWEST	55	4	.....	26	25
Over 500,000	2	1	.....	.....	1
100,000–500,000	6	.....	.....	2	4
50,000–100,000	19	2	.....	8	9
25,000–50,000	17	1	.....	8	8
10,000–25,000	11	.....	.....	8	3
SOUTHWEST	30	6	.....	9	15
Over 500,000	2	.....	.....	1	1
100,000–500,000	8	2	.....	3	3
50,000–100,000	10	3	.....	1	6
25,000–50,000	4	.....	.....	3	1
10,000–25,000	2	1	.....	1	.....
NORTHWEST	10	.....	.....	3	7
Over 500,000	.....	.....	.....	.....	.....
100,000–500,000	2	.....	.....	1	1
50,000–100,000	1	.....	.....	.....	1
25,000–50,000	5	.....	.....	2	3
10,000–25,000	2	.....	.....	.....	2

Table 13.—*Examining physician for periodic health examination, as reported by school systems*

District and city size	School systems reporting	Family physician	School physician	Public health physician	Family physician and school physician	Family physician and public health physician	Family and other physician	School, public health or other physician
1	2	3	4	5	6	7	8	9
All districts	**388**	**99**	**193**	**20**	**57**	**33**	**10**	**15**
EASTERN	175	1	127	4	33	1	1	8
Over 500,000	6		3	2	1			
100,000–500,000	23		14		6	1		1
50,000–100,000	42		28	2	9		1	2
25,000–50,000	53		40		12			1
10,000–25,000	52	1	42		5			4
SOUTHERN	56	7	21	7	1	16	2	2
Over 500,000	4		3		1			
100,000–500,000	25	4	11	1		8		1
50,000–100,000	10	1	3	1		4		1
25,000–50,000	15	2	2	5		4	2	
10,000–25,000	2		2					
CENTRAL	26	8	12		3	2		1
Over 500,000	2	1	1					
100,000–500,000	7	3	3		1			
50,000–100,000	5	2	1		2			
25,000–50,000	4		2			2		
10,000–25,000	8	2	5					1
MIDWEST	94	38	17	7	12	10	6	4
Over 500,000	4	2	1	1				
100,000–500,000	17	4	2	1	3	4	2	1
50,000–100,000	26	8	6	3	3	1	2	3
25,000–50,000	30	14	6		4	4	2	
10,000–25,000	17	10	2	2	2	1		
SOUTHWEST	28	3	15	1	6	3		
Over 500,000	2		1			1		
100,000–500,000	12	1	6	1	2	2		
50,000–100,000	10	1	6		3			
25,000–50,000	3	1	1		1			
10,000–25,000	1		1					
NORTHWEST	9	3	1	1	2	1	1	
Over 500,000								
100,000–500,000	3		1		1		1	
50,000–100,000	1				1			
25,000–50,000	4	3				1		
10,000–25,000	1			1				

Table 14.—*School systems reporting separate or combined classes in physical education for boys and girls, by grade and district*

Grade and district	Classes together most of the time		Classes together part of the time		Separate classes most of the time	
	Number of school systems	Percent	Number of school systems	Percent	Number of school systems	Percent
1	2	3	4	5	6	7
GRADE 1	425	81	23	4	8	5
Eastern	153	81	5	3	5	3
Southern	73	73	6	6	3	3
Central	41	84	6	2	----	----
Midwest	103	82	6	5	----	----
Southwest	40	93	----	----	----	----
Northwest	15	88	----	----	----	----
GRADE 2	433	83	24	5	7	1
Eastern	155	82	6	3	4	2
Southern	73	73	6	6	3	3
Central	41	84	6	2	----	----
Midwest	109	87	6	5	----	----
Southwest	40	93	----	----	----	----
Northwest	15	88	----	----	----	----
GRADE 3	399	76	40	8	13	3
Eastern	140	74	17	9	8	4
Southern	62	62	13	13	4	4
Central	41	84	1	2	----	----
Midwest	105	84	9	7	1	1
Southwest	36	84	----	----	----	----
Northwest	15	88	----	----	----	----
GRADE 4	265	51	113	22	48	9
Eastern	91	48	36	19	24	13
Southern	33	33	42	42	9	9
Central	33	67	8	16	3	6
Midwest	80	64	20	16	10	8
Southwest	20	47	----	----	2	5
Northwest	8	47	7	41	----	----
GRADE 5	176	34	153	29	94	18
Eastern	59	31	44	23	45	24
Southern	20	20	49	49	17	17
Central	27	55	10	20	4	8
Midwest	50	40	40	32	20	16
Southwest	15	35	1	2	6	4
Northwest	5	9	9	53	2	12
GRADE 6	140	27	140	27	119	23
Eastern	54	29	45	24	53	28
Southern	15	15	45	45	22	22
Central	26	53	7	14	6	12
Midwest	34	27	33	26	27	22
Southwest	6	4	1	2	8	19
Northwest	5	9	9	53	3	18

Table 15.—*Number of times per week classes in physical education meet, and average length of class, as reported by school systems*

Length of class, in minutes	Times per week					Times per week					Times per week				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	GRADE 1					GRADE 2					GRADE 3				
All school systems reporting	87	51	34	17	288	44	47	40	19	254	43	57	44	24	244
10–20			6	2	136			6	1	134			4	1	121
15–20	1	6					4					4			
15–30	19					22					21				
15–35			2					2					2		
20–30	7	37	23	15	99	10	38	26	17		9	46	32	21	106
30–35	3	1				3	1				2				
30–40	4	5	3		12	5	2	5		12	6	4	6	2	11
30–50								1							
40–50	3	2			3	4	2		1	3	5	3			4
40–80										1					
50–60															1
	GRADE 4					GRADE 5					GRADE 6				
All school systems reporting	63	75	68	21	237	26	86	74	20	227	28	86	71	22	234
10–20			3		92			3		76			3		79
15–20		4					3					2			
15–30	19					13					12				
15–35		2						1					1		
20–30	8	43	39	18	118	7	45	39	16	119	5	41	32	18	112
30–35		1				1	1				1	1			
30–40	8	11	12	2	20	10	13	17	1	24	12	17	19	1	25
30–50	1	3	3				4	3				4	3		
30–60	1	2	1				2					1			
40–50	5	9	4	1	5	6	14	5	3	19	7	19	7	3	7
40–80					1			6		1			6		
50–60										1		3			1
50–80	1	2			1	1	3				1				

Table 16.—*School sites having excellent or adequate indoor facilities and equipment for physical education activities—523 school systems reporting, by district and city size*

District	Total: School sites represented	Total: Excellent or adequate facilities: Number	Total: Excellent or adequate facilities: Percent	Over 500,000: School sites represented	Over 500,000: Number	Over 500,000: Percent	100,000–500,000: School sites represented	100,000–500,000: Number	100,000–500,000: Percent	50,000–100,000: School sites represented	50,000–100,000: Number	50,000–100,000: Percent	25,000–50,000: School sites represented	25,000–50,000: Number	25,000–50,000: Percent	10,000–25,000: School sites represented	10,000–25,000: Number	10,000–25,000: Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
GYMNASIUM																		
All districts	13,317	4,177	34	3,439	1,133	33	4,418	1,307	30	2,550	758	37	1,596	663	42	714	316	44
Eastern	3,762	1,058	28	1,374	223	16	740	278	38	735	227	31	603	206	34	310	124	40
Southern	2,895	511	18	422	112	27	1,823	245	13	818	72	23	270	71	26	62	11	18
Central	1,135	592	52	279	128	46	423	188	44	244	152	62	104	73	70	85	51	60
Midwest	2,611	1,768	68	796	619	78	714	494	69	476	299	63	433	242	56	192	109	57
Southwest	1,397	34	2	486	9	2	555	3	5	240	5	2	89	16	18	27	1	4
Northwest	417	219	53	82	42	51	163	99	61	37	3	8	97	55	57	38	20	53
PLAYROOMS																		
All districts	12,317	2,407	20	3,439	865	25	4,418	678	15	2,550	426	21	1,596	332	21	714	106	15
Eastern	3,762	514	14	1,374	93	7	740	119	16	735	140	19	603	112	19	310	50	16
Southern	2,895	558	19	422	205	49	1,823	228	13	818	70	22	270	44	16	62	9	15
Central	1,135	223	20	279	18	6	423	105	25	244	69	28	104	21	20	85	10	12
Midwest	2,611	394	15	796	129	16	714	57	8	476	85	18	433	90	21	192	33	17
Southwest	1,397	562	40	486	381	78	555	114	21	240	49	20	89	16	18	27	2	7
Northwest	417	158	38	82	39	48	163	55	34	37	13	35	97	49	51	38	2	5

SWIMMING POOL

All districts	13,217	119	1	3,439	22	.6	4,418	33	.7	2,858	25	1	1,896	19	1	714	11	2
Eastern	3,762	51	1	1,374	17	1	740	16	2	735	3	4	603	12	2	310	3	1
Southern	2,895	31	1	422			1,823	10	.5	318	21	7	270			62		
Central	1,135	5	.4	279			423	3	.7	244			104			85	2	2
Midwest	2,611	19	.7	796	5	.6	714	1	.1	476	1	.2	433	6	1	192	6	3
Southwest	1,397			486			555			240			89			27		
Northwest	417	4	1	82			163	3	2	37			97	1	1	38		

SHOWERS

All districts	13,217	1,671	14	3,439	168	4	4,418	847	13	2,858	645	22	1,896	357	23	714	174	34
Eastern	3,762	536	14	1,374	95	7	740	118	16	735	167	23	603	96	16	310	60	19
Southern	2,895	278	10	422	40	9	1,823	107	6	318	55	20	270	62	23	62	3	5
Central	1,135	139	12	279			423	51	12	244	40	16	104	28	27	85	20	24
Midwest	2,611	577	22	796	13	2	714	192	27	476	159	33	433	137	32	192	76	40
Southwest	1,397	30	2	486			555	8	1	240	14	6	89	7	8	27	1	4
Northwest	417	111	27	82			163	71	44	37			97	26	27	38	14	37

DRESSING ROOMS

All districts	13,217	1,706	16	3,439	127	4	4,418	845	15	2,858	644	23	1,896	306	23	714	198	36
Eastern	3,762	556	15	1,374	77	6	740	120	16	735	152	25	603	100	17	310	77	26
Southern	2,895	286	10	422	40	9	1,823	126	7	318	52	16	270	64	24	62	4	6
Central	1,135	141	13	279			423	51	12	244	42	17	104	28	27	85	20	24
Midwest	2,611	614	24	796	10	1	714	246	34	476	156	33	433	131	30	192	71	37
Southwest	1,397	28	2	486			555	8	1	240	12	5	89	7	8	27	1	4
Northwest	417	143	34	82			163	94	56	37			97	36	37	38	13	34

BALANCE BEAM

All districts	13,217	2,057	17	3,439	749	22	4,418	999	14	2,858	606	20	1,896	238	14	714	73	18
Eastern	3,762	728	19	1,374	328	24	740	152	27	735	167	23	603	61	10	310	20	6
Southern	2,895	159	5	422			1,823	137	8	318	16	5	270			62	6	10
Central	1,135	249	22	279	35	13	423	82	19	244	74	30	104	55	53	85	2	4
Midwest	2,611	723	28	796	296	37	714	160	22	476	146	31	433	82	19	192	40	21
Southwest	1,397	59	4	486			555	80	5	240	5	2	89	24	27	27		
Northwest	417	139	33	82	82	100	163	48	29	37			97	6	6	38	3	8

Table 16.—School sites having excellent or adequate indoor facilities and equipment for physical education activities—523 school systems reporting, by district and city size—Continued

District	Total			Excellent or adequate facilities and equipment, by city size															
				Over 500,000			100,000–500,000			50,000–100,000			25,000–50,000			10,000–25,000		
	School sites represented	Excellent or adequate facilities		School sites represented	Number	Percent	School sites represented	Number	Percent	School sites represented	Number	Percent	School sites represented	Number	Percent	School sites represented	Number	Percent
		Number	Percent															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
BASKETBALL GOAL, 8-8½-FOOT																		
All districts	13,217	1,878	11	3,439	418	12	4,418	351	8	2,050	248	12	1,596	271	17	714	90	13
Eastern	3,762	343	9	1,374	91	7	740	52	7	735	94	13	603	68	11	310	38	12
Southern	2,895	134	5	422			1,823	74	4	318	12	4	270	47	17	62	1	2
Central	1,135	287	25	279	115	41	423	57	13	244	73	30	104	18	17	85	24	28
Midwest	2,611	378	14	796	130	16	714	101	14	476	40	8	433	87	20	192	20	10
Southwest	1,397	114	8	486			555	67	12	240	25	10	89	22	25	27		
Northwest	417	122	29	82	82	100	163			37	4	11	97	29	30	38	7	18
BASKETBALL GOAL, 10-FOOT																		
All districts	13,217	1,861	15	3,439	674	20	4,418	488	11	2,050	382	19	1,596	238	15	714	117	16
Eastern	3,762	601	16	1,374	211	15	740	100	14	735	124	17	603	96	16	310	70	23
Southern	2,895	189	7	422	40	9	1,823	102	6	318	33	10	270	10	4	62	4	6
Central	1,135	217	19	279	70	25	423	41	10	244	85	35	104	12	12	85	9	11
Midwest	2,611	780	30	796	353	44	714	187	26	476	134	28	433	92	21	192	14	7
Southwest	1,397	21	2	486			555			240	5	2	89	16	18	27		
Northwest	417	73	18	82			163	39	24	37	2	5	97	12	12	38	20	53

CLIMBING POLE OR ROPE

All districts	13,217	1,381	11	3,439	571	17	4,418	366	8	2,050	220	12	1,596	140	9	714	65	9
Eastern	3,762	368	10	1,374	82	6	740	128	17	735	85	12	603	40	7	310	33	11
Southern	2,895	44	2	422	1	.2	1,823	21	1	318	10	3	270	9	3	62	3	5
Central	1,135	257	23	279	110	39	423	76	18	244	51	21	104	15	14	85	5	6
Midwest	2,611	691	26	796	378	47	714	141	20	476	93	20	433	56	13	192	23	12
Southwest	1,397	18	1	486	-------	-------	555	-------	-------	240	-------	-------	89	18	20	27	-------	-------
Northwest	417	3	.7	82	-------	-------	163	-------	-------	37	-------	-------	97	2	2	38	1	3

HORIZONTAL BAR

All districts	13,217	1,223	10	3,439	482	13	4,418	367	9	2,050	193	9	1,596	121	8	714	70	10
Eastern	3,762	278	7	1,374	67	5	740	65	9	735	75	10	603	37	6	310	34	11
Southern	2,895	78	3	422	-------	-------	1,823	27	1	318	27	3	270	24	9	62	-------	-------
Central	1,135	241	21	279	75	27	423	111	27	244	41	17	104	13	12	85	1	1
Midwest	2,611	535	20	796	310	39	714	120	17	476	40	8	433	38	9	192	27	14
Southwest	1,397	90	6	486	-------	-------	555	64	12	240	10	4	89	16	18	27	-------	-------
Northwest	417	11	3	82	-------	-------	163	-------	-------	37	-------	-------	97	3	3	38	8	21

HORIZONTAL LADDER

All districts	13,217	869	7	3,439	312	9	4,418	244	6	2,050	128	7	1,596	75	5	714	31	4
Eastern	3,762	244	7	1,374	67	5	740	71	10	735	69	9	603	20	3	310	17	5
Southern	2,895	48	2	422	-------	-------	1,823	22	1	318	10	3	270	16	6	62	-------	-------
Central	1,135	247	22	279	125	45	423	82	19	244	36	15	104	2	2	85	2	2
Midwest	2,611	197	8	796	120	15	714	34	5	476	13	3	433	18	4	192	12	6
Southwest	1,397	61	4	486	-------	-------	555	35	6	240	10	4	89	16	18	27	-------	-------
Northwest	417	3	.7	82	-------	-------	163	-------	-------	37	-------	-------	97	3	3	38	-------	-------

JUNGLE GYM

All districts	13,217	732	6	3,439	6	.2	4,418	363	8	2,050	212	10	1,596	97	6	714	54	8
Eastern	3,762	256	7	1,374	-------	-------	740	100	14	735	96	13	603	36	6	310	24	8
Southern	2,895	75	3	422	-------	-------	1,823	46	3	318	10	3	270	17	6	62	2	3
Central	1,135	168	15	279	-------	-------	423	99	23	244	57	23	104	6	6	85	6	7
Midwest	2,611	121	5	796	-------	-------	714	54	8	476	24	5	433	21	5	192	22	11
Southwest	1,397	106	8	486	-------	-------	555	64	12	240	25	10	89	17	19	27	-------	-------
Northwest	417	6	1	82	6	7	163	-------	-------	37	-------	-------	97	-------	-------	38	-------	-------

Table 16.—School sites having excellent or adequate indoor facilities and equipment for physical education activities—523 school systems reporting, by district and city size—Continued

District	Total			Excellent or adequate facilities and equipment, by city size															
				Over 500,000			100,000–500,000			50,000–100,000			25,000–50,000			10,000–25,000			
	School sites represented	Excellent or adequate facilities		School sites represented	Number	Percent	School sites represented	Number	Percent	School sites represented	Number	Percent	School sites represented	Number	Percent	School sites represented	Number	Percent	
		Number	Percent																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
SANDBOX																			
All districts	13,217	848	7	3,439	4	.1	4,418	265	6	2,959	279	14	1,896	189	13	714	111	16	
Eastern	3,762	364	10	1,374	.....	.....	740	78	11	735	142	19	603	85	14	310	59	19	
Southern	2,895	37	1	422	.....	.....	1,822	.....	.....	318	15	5	270	17	6	62	5	8	
Central	1,135	80	7	270	.....	.....	423	36	9	244	16	7	104	16	15	85	12	14	
Midwest	2,611	256	10	796	.....	.....	714	96	13	476	81	17	433	46	11	192	35	18	
Southwest	1,397	96	7	486	.....	.....	555	55	10	240	26	10	89	15	17	27	.....	.....	
Northwest	417	14	3	82	4	5	163	.....	.....	37	.....	.....	97	10	10	38	.....	.....	
SLIDE																			
All districts	13,217	574	5	3,439	5	.1	4,418	281	6	2,959	113	6	1,896	189	7	714	61	9	
Eastern	3,762	231	6	1,374	.....	.....	740	58	8	735	85	12	603	57	9	310	31	10	
Southern	2,895	22	.7	422	.....	.....	1,822	5	.3	318	8	3	270	9	3	62	.....	.....	
Central	1,135	122	11	270	.....	.....	423	110	26	244	.....	.....	104	12	12	85	.....	.....	
Midwest	2,611	189	7	796	.....	.....	714	103	14	476	26	5	433	31	7	192	30	16	
Southwest	1,397	.....	.....	486	.....	.....	555	.....	.....	240	.....	.....	89	.....	.....	27	.....	.....	
Northwest	417	10	2	82	5	6	163	5	3	37	.....	.....	97	.....	.....	38	.....	.....	

TEETER-TOTTER

All districts	12, 317	360	3	3, 439	....	....	4, 428	144	3	2, 050	109	5	1, 596	69	4	714	38	5
Eastern	3, 702	134	4	1, 374	....	....	740	43	6	735	47	6	603	34	6	310	10	3
Southern	2, 895	18	.6	422	....	....	1, 823	2	.1	318	....	....	270	16	6	62	....	....
Central	1, 135	72	6	279	....	....	428	22	5	244	50	20	104	....	....	85	....	....
Midwest	2, 611	136	5	796	....	....	714	77	11	476	12	3	433	19	4	192	28	15
Southwest	1, 397	....	....	486	....	....	555	....	....	240	....	....	89	....	....	27	....	....
Northwest	417	....	....	82	....	....	168	....	....	37	....	....	97	....	....	38	....	....

TRAVELING RINGS

All districts	12, 317	390	4	3, 439	67	3	4, 428	331	7	2, 050	40	2	1, 596	45	3	714	17	2
Eastern	3, 702	130	4	1, 374	....	....	740	111	15	735	13	2	603	15	2	310	11	4
Southern	2, 895	16	.5	422	....	....	1, 823	1	.1	318	6	2	270	9	3	62	....	....
Central	1, 135	82	7	279	....	....	428	82	19	244	....	....	104	....	....	85	....	....
Midwest	2, 611	157	7	796	67	8	714	92	13	476	16	3	433	6	1	192	6	3
Southwest	1, 397	65	5	486	....	....	555	45	8	240	5	2	89	15	17	27	....	....
Northwest	417	....	....	82	....	....	168	....	....	37	....	....	97	....	....	38	....	....

VAULTING BUCK

All districts	12, 317	436	4	3, 439	188	5	4, 428	114	3	2, 050	81	4	1, 596	41	3	714	12	2
Eastern	3, 702	249	7	1, 374	79	6	740	84	11	735	55	7	603	21	3	310	10	3
Southern	2, 895	21	.7	422	4	1	1, 823	2	.1	318	3	1	270	12	4	62	....	....
Central	1, 135	20	2	279	....	....	428	16	4	244	4	2	104	....	....	85	....	....
Midwest	2, 611	143	5	796	105	13	714	12	2	476	19	4	433	6	1	192	1	.5
Southwest	1, 397	1	.1	486	....	....	555	....	....	240	....	....	89	....	....	27	1	4
Northwest	417	2	.5	82	....	....	163	....	....	37	....	....	97	2	2	38	....	....

Table 17.—School sites having excellent or adequate outdoor facilities and equipment for physical education activities—523 school systems reporting, by district and city size

District	Total			Excellent or adequate facilities and equipment, by city size															
				Over 500,000			100,000–500,000			50,000–100,000			25,000–50,000			10,000–25,000			
	School sites represented	Excellent or adequate facilities		School sites represented	Number	Percent	School sites represented	Number	Percent	School sites represented	Number	Percent	School sites represented	Number	Percent	School sites represented	Number	Percent	
		Number	Percent																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
ALL-WEATHER SURFACE AREA																			
All districts	**13,217**	**5,999**	**45**	**2,439**	**1,916**	**56**	**4,618**	**1,998**	**44**	**2,959**	**1,184**	**55**	**1,506**	**615**	**39**	**714**	**297**	**42**	
Eastern	3,762	2,128	57	1,374	985	72	740	324	44	735	462	63	603	217	36	310	140	45	
Southern	2,895	828	29	422	135	32	1,823	558	31	318	67	21	270	49	18	62	19	31	
Central	1,135	427	38	279	53	19	423	158	37	244	146	60	104	50	48	85	20	24	
Midwest	2,611	1,188	45	796	191	24	714	417	58	476	273	57	433	222	51	192	85	44	
Southwest	1,397	1,045	75	486	477	98	555	361	65	240	157	65	89	28	31	27	22	81	
Northwest	417	284	68	82	75	91	163	120	74	37	29	78	97	49	51	38	11	29	
GRAVELED AREA																			
All districts	**13,217**	**2,004**	**16**	**2,439**	**265**	**11**	**4,618**	**825**	**18**	**2,959**	**299**	**10**	**1,506**	**231**	**21**	**714**	**93**	**13**	
Eastern	3,762	393	10	1,374	116	8	740	85	11	735	50	7	603	109	18	310	33	11	
Southern	2,895	191	7	422	20	5	1,823	715	6	318	31	10	270	25	9	62			
Central	1,135	437	39	279	34	12	423	237	56	244	87	36	104	52	50	85	27	32	
Midwest	2,611	647	25	796	150	19	714	224	31	476	183	38	433	63	15	192	27	14	
Southwest	1,397	107	8	486	20	4	555	49	9	240	22	9	89	16	18	27			
Northwest	417	229	55	82	25	30	163	115	71	37	17	46	97	66	68	38	6	16	

TURFED AREA

All districts..	13,217	2,621	21	3,439	282	8	4,418	1,015	22	2,050	622	31	1,506	454	28	714	228	33
Eastern	3,762	546	15	1,374	96	7	740	68	9	735	153	21	603	115	19	310	114	37
Southern	2,895	1,028	36	422	186	44	1,823	572	31	318	156	49	270	92	34	62	22	35
Central	1,135	246	22	279			423	108	26	244	46	19	104	68	65	85	24	28
Midwest	2,611	540	21	796			714	152	21	476	193	41	433	140	32	192	55	29
Southwest	1,397	206	16	486			555	115	21	240	53	22	89	19	21	27	13	67
Northwest	417	56	13	82			163			37	31	84	97	20	21	38	5	13

BASEBALL FIELD

All districts..	13,217	1,691	14	3,439	121	4	4,418	617	14	2,050	363	18	1,506	364	23	714	236	32
Eastern	3,762	445	12	1,374	16	1	740	79	11	735	121	16	603	112	19	310	117	38
Southern	2,895	463	16	422			1,823	251	14	318	96	30	270	84	31	62	32	52
Central	1,135	62	5	279			423	4	1	244	21	9	104	23	22	85	14	16
Midwest	2,611	430	16	796	105	13	714	119	17	476	69	14	433	79	18	192	58	30
Southwest	1,397	237	17	486			555	164	30	240	42	18	89	31	35	27		
Northwest	417	54	13	82			163			37	14	38	97	35	36	38	5	13

BASKETBALL COURT

All districts..	13,217	5,703	47	3,439	1,399	40	4,418	2,021	46	2,050	1,159	55	1,506	729	48	714	373	53
Eastern	3,762	1,200	32	1,374	390	28	740	216	29	735	320	44	603	135	22	310	139	45
Southern	2,895	1,401	48	422	201	48	1,823	834	46	318	193	61	270	139	51	62	34	55
Central	1,135	348	31	279			423	110	26	244	141	58	104	51	49	85	46	54
Midwest	2,611	1,314	50	796	235	30	714	391	55	476	271	57	433	292	67	192	125	65
Southwest	1,397	1,165	83	486	481	99	555	381	69	240	225	94	89	57	64	27	21	78
Northwest	417	274	66	82	82	100	163	89	55	37	30	81	97	65	67	38	8	21

HANDBALL COURT

All districts..	13,217	719	6	3,439	499	14	4,418	71	2	2,050	94	5	1,506	39	2	714	25	4
Eastern	3,762	88	2	1,374	1	.1	740	5	1	735	33	4	603	1	2	310	18	6
Southern	2,895	26	.9	422			1,823	2	.1	318			270	24	9	62		
Central	1,135	10	.9	279			423			244	10	4	104			85		
Midwest	2,611	128	5	796	100	13	714	12	2	476	9	2	433	7	2	192		
Southwest	1,397	480	34	486	389	80	555	36	7	240	42	18	89	7	8	27	6	22
Northwest	417	17	4	82			163	16	10	37			97			38	1	3

Table 17.—School sites having excellent or adequate outdoor facilities and equipment for physical education activities—523 school systems reporting, by district and city size—Continued

District	Total: School sites represented	Total: Excellent or adequate facilities: Number	Total: Excellent or adequate facilities: Percent	Over 500,000: School sites represented	Over 500,000: Number	Over 500,000: Percent	100,000–500,000: School sites represented	100,000–500,000: Number	100,000–500,000: Percent	50,000–100,000: School sites represented	50,000–100,000: Number	50,000–100,000: Percent	25,000–50,000: School sites represented	25,000–50,000: Number	25,000–50,000: Percent	10,000–25,000: School sites represented	10,000–25,000: Number	10,000–25,000: Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
SOCCER FIELD																		
All districts	12,217	2,873	24	3,439	436	13	4,418	1,307	30	2,050	610	30	1,596	382	24	714	127	18
Eastern	3,762	387	10	1,374	68	5	740	66	9	735	114	16	608	73	12	310	66	21
Southern	2,896	989	33	422	209	50	1,822	586	32	318	90	28	270	64	24	62	10	16
Central	1,135	406	36	279	45	16	423	218	52	244	89	36	104	45	43	85	8	9
Midwest	2,611	514	20	796	35	4	714	159	22	476	180	38	433	106	24	192	34	18
Southwest	1,397	299	21	486	----	----	555	135	24	240	123	51	89	41	46	27	----	----
Northwest	417	308	74	82	79	96	163	143	88	37	14	38	97	53	55	38	19	50
SOFTBALL FIELD																		
All districts	12,217	6,536	53	3,439	1,378	40	4,418	2,519	57	2,050	1,275	62	1,596	871	55	714	462	65
Eastern	3,762	1,085	29	1,374	198	14	740	186	25	735	296	40	608	238	39	310	167	54
Southern	2,896	1,787	60	422	309	73	1,822	1,008	55	318	210	66	270	159	59	62	51	82
Central	1,135	681	60	279	45	16	423	316	75	244	186	77	104	76	73	85	56	66
Midwest	2,611	1,419	54	796	260	31	714	427	60	476	339	71	433	271	63	192	132	69
Southwest	1,397	1,238	89	486	486	100	555	439	79	240	228	95	89	64	72	27	21	78
Northwest	417	326	80	82	80	98	163	143	88	37	14	38	97	63	65	38	35	92

SWIMMING POOL

All districts	12,217	47	.4	3,439	5	.1	4,418	13	.3	2,869	3	.1	1,496	20	1	714	6	1
Eastern	3,762	8	.2	1,374			740	2	.3	735	2	.3	603	3	.5	310	1	.3
Southern	2,896	19	.7	422	5	1	1,823	9	.5	318			270	2	1	62	3	5
Central	1,136	2	.2	279			423			244			104			85	2	2
Midwest	2,611	3	.1	796			714			476	1	.2	433	2	5	192		
Southwest	1,397	13	.9	486			555	2	.4	240			89	11	12	27		
Northwest	417	2	.5	82			163			57			97	2	2	38		

TENNIS COURT

All districts	12,217	606	6	3,439			4,418	136	3	2,869	162	6	1,496	125	7	714	66	6
Eastern	3,762	177	5	1,374			740	28	4	735	88	12	603	25	6	310	26	8
Southern	2,896	121	4	422			1,823	28	2	318	37	12	270	69	15	62	6	10
Central	1,136	12	1	279			423	3	.7	244	2	1	104			85	7	8
Midwest	2,611	101	4	796			714	34	5	476	26	5	433	27	6	192	14	7
Southwest	1,397	18	1	486			555	6	1	240	8	3	89	4	4	27		
Northwest	417	37	9	82			163	17	10	57	1	3	97	12	12	38	7	18

VOLLEYBALL COURT

All districts	12,217	5,439	44	3,439	1,699	42	4,418	2,827	46	2,869	1,908	32	1,496	819	38	714	234	33
Eastern	3,762	1,180	31	1,374	443	32	740	227	31	735	241	33	603	173	29	310	96	31
Southern	2,896	1,565	54	422	289	68	1,823	902	49	318	213	67	270	134	50	62	28	45
Central	1,136	490	43	279	45	16	423	274	51	244	160	66	104	45	43	85	26	31
Midwest	2,611	782	30	796	150	19	714	200	28	476	202	42	433	170	39	192	80	31
Southwest	1,397	1,143	82	486	681	99	555	372	67	240	234	98	89	40	45	27	16	59
Northwest	417	270	65	82	82	100	163	112	69	57	20	34	97	48	49	38	8	21

BALANCE BEAM

All districts	12,217	456	4	3,439	75	2	4,418	211	5	2,869	122	6	1,496	23	1	714	25	6
Eastern	3,762	86	2	1,374			740	44	6	735	6	5	603	1	2	310	3	1
Southern	2,896	180	6	422	75	18	1,823	83	5	318	7	2	270	9	3	62	10	6
Central	1,136			279			423			244			104			85		
Midwest	2,611	70	3	796			714	20	3	476	37	8	433			192	12	7
Southwest	1,397	150	11	486			555	64	12	240	72	80	89	13	15	27	3	11
Northwest	417			82			163			57			97			38		

Table 17.—School sites having excellent or adequate outdoor facilities and equipment for physical education activities—523 school systems reporting, by district and city size—Continued

District	Total			Excellent or adequate facilities and equipment, by city size															
				Over 500,000			100,000–500,000			50,000–100,000			25,000–50,000			10,000–25,000			
	School sites represented	Excellent or adequate facilities		School sites represented	Number	Percent	School sites represented	Number	Percent	School sites represented	Number	Percent	School sites represented	Number	Percent	School sites represented	Number	Percent	
		Number	Percent																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
BASKETBALL GOAL, 8-8½-FOOT																			
All districts	12,217	1,676	14	3,430	301	9	4,418	737	17	2,060	293	14	1,596	241	15	714	114	16	
Eastern	3,762	330	9	1,374	66	5	740	115	16	735	87	12	603	34	6	310	28	9	
Southern	2,895	551	19	422	108	26	1,823	270	15	318	96	30	270	63	23	62	14	23	
Central	1,135	277	24	279	125	45	423	87	21	244	15	6	104	26	25	85	24	28	
Midwest	2,611	257	10	796	.....	.....	714	125	18	476	16	3	433	94	17	192	42	22	
Southwest	1,397	227	16	486	2	4	555	140	25	240	65	27	89	18	20	27	2	7	
Northwest	417	34	8	82	.....	.....	163	.....	.....	37	4	11	97	26	27	38	4	11	
BASKETBALL GOAL, 10-FOOT																			
All districts	12,217	1,006	16	3,430	236	10	4,418	834	19	2,060	390	19	1,596	298	19	714	138	19	
Eastern	3,762	437	12	1,374	147	11	740	100	14	735	68	9	603	66	11	310	56	18	
Southern	2,895	359	12	422	.....	.....	1,823	238	13	318	59	19	270	54	20	62	8	13	
Central	1,135	306	27	279	16	6	423	175	41	244	52	21	104	48	46	85	15	18	
Midwest	2,611	622	24	796	173	22	714	151	21	476	149	31	433	120	28	192	30	16	
Southwest	1,397	137	10	486	.....	.....	555	81	15	240	53	22	89	3	3	27	.....	.....	
Northwest	417	134	32	82	.....	.....	163	89	55	37	18	49	97	8	8	38	19	50	

CLIMBING POLE OR ROPE

All districts	12,217	366	2	2,439	60	2	4,418	117	3	2,666	63	3	1,264	31	2	714	22	2
Eastern	3,762	47	1	1,374			740	23	3	735	13	2	603	7	1	310	4	1
Southern	2,896	107	4	422			1,423	67	5	318	19	6	270	1		62		
Central	1,135	9	6	279			423			244	1		104			43		
Midwest	2,611	88	4	796	60	2	714			476	14	3	433	7	2	192	6	1
Southwest	1,397	25	3	496			553	7	1	240	16	7	89	10	2	97	8	2
Northwest	417	6	1	82			183			37				6				

HORIZONTAL BAR

All districts	12,217	2,611	21	2,439	732	21	4,418	1,065	34	2,666	230	15	1,264	236	19	714	125	15
Eastern	3,762	210	6	1,374	110	8	740	43	6	735	17	2	603	25	3	310	24	4
Southern	2,896	618	21	422	114	27	1,423	396	51	318	77	24	270	28	9	62	11	1
Central	1,135	231	2	279			423	43	50	244	36	18	104	23	4	43	11	2
Midwest	2,611	289	15	796	119	15	714	213	5	476	56	15	433	45	37	192	31	13
Southwest	1,397	916	25	496	290	80	553	344	63	240	114	45	89	113	30	97	33	15
Northwest	417	147	25	82			183	40	22	37	5	14		23	6			

HORIZONTAL LADDER

All districts	12,217	2,200	20	2,439	619	15	4,418	992	22	2,666	223	16	1,264	263	19	714	161	20
Eastern	3,762	178	5	1,374	90	1/2	740	62	8	735	42	6	603	20	3	310	24	4
Southern	2,896	496	17	422	90	9	1,423	372	20	318	38	12	270	25	9	62	11	1
Central	1,135	250	23	279	80	7	423	93	22	244	56	12	104	23	4	43	11	2
Midwest	2,611	441	17	796	119	15	714	117	15	476	57	12	433	113	37	192	31	13
Southwest	1,397	807	64	496	410	54	553	303	29	240	133	56	89	73	6	97	33	15
Northwest	417	137	33	82			183	47		37	5	14		29				

JUNGLE GYM

All districts	12,217	4,057	33	2,439	1,155	34	4,418	1,266	34	2,666	554	33	1,264	497	31	714	343	34
Eastern	3,762	645	17	1,374	220	16	740	144	20	735	155	21	603	93	9	310	72	23
Southern	2,896	917	32	422	213	50	1,423	350	30	318	81	29	270	56	14	62	25	5
Central	1,135	454	49	279	82	29	423	175	41	244	140	42	104	51	19	43	16	6
Midwest	2,611	865	33	796	232	29	714	206	34	476	156	36	433	211	49	192	69	34
Southwest	1,397	1,013	73	496	411	33	553	356	34	240	4		89	33	10	97	33	15
Northwest	417	173	41	82			183	71		37								

Table 17.—*School sites having excellent or adequate outdoor facilities and equipment for physical education activities—523 school systems reporting, by district and city size—Continued*

District	Total			Excellent or adequate facilities and equipment, by city size															
				Over 500,000			100,000–500,000			50,000–100,000			25,000–50,000			10,000–25,000			
	School sites represented	Excellent or adequate facilities		School sites represented	Excellent or adequate facilities		School sites represented	Excellent or adequate facilities		School sites represented	Excellent or adequate facilities		School sites represented	Excellent or adequate facilities		School sites represented	Excellent or adequate facilities	
		Number	Percent		Number	Percent		Number	Percent		Number	Percent		Number	Percent		Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
SANDBOX																		
All districts	12,217	2,323	19	2,439	729	31	4,418	806	18	2,650	361	13	1,896	237	13	714	190	26
Eastern	3,762	375	10	1,374	91	7	740	74	10	735	85	12	603	39	6	310	86	28
Southern	2,895	330	11	422	------	------	1,823	239	13	318	54	17	270	29	11	62	8	13
Central	1,135	133	12	279	------	------	423	70	17	244	7	3	104	25	24	85	31	36
Midwest	2,611	564	22	796	247	31	714	89	12	476	97	20	433	84	19	192	47	24
Southwest	1,397	895	64	496	391	80	555	324	58	240	118	49	89	32	36	27	20	74
Northwest	417	36	8	82	------	------	163	------	------	37	------	------	97	28	29	38	7	18
SLIDE																		
All districts	12,217	2,788	23	2,439	866	17	4,418	1,015	23	2,650	484	24	1,896	431	27	714	270	38
Eastern	3,762	596	16	1,374	220	16	740	108	15	735	120	16	603	46	8	310	94	30
Southern	2,895	632	22	422	159	38	1,823	328	18	318	46	14	270	81	30	62	24	39
Central	1,135	310	27	279	------	------	423	164	39	244	80	33	104	25	24	85	41	48
Midwest	2,611	666	26	796	192	24	714	149	21	476	82	17	433	172	40	192	71	37
Southwest	1,397	449	32	496	17	3	555	215	39	240	142	59	89	80	56	27	25	93
Northwest	417	133	32	82	------	------	163	56	34	37	5	14	97	57	59	38	15	39

SWING

All districts	12,317	2,015	35	3,439	865	13	4,415	1,184	30	2,949	451	35	1,896	455	30	714	223	49
Eastern	2,702	570	15	1,374	215	16	740	84	11	735	122	17	603	63	10	310	80	21
Southern	2,895	513	26	433	143	34	1,823	470	26	315	83	26	270	87	22	83	36	58
Central	1,135	233	10	276	----	----	433	220	17	244	54	22	104	26	7	85	42	49
Midwest	2,611	555	21	796	243	30	714	156	22	476	106	41	433	213	22	192	89	45
Southwest	1,397	488	29	486	8	6	555	227	41	240	111	17	86	61	6	27	11	11
Northwest	417	74	13	82	----	----	168	27	----	87	6	14	87	23	----	38	10	26

TETER-TOTTER

All districts	12,317	1,895	15	3,439	230	5	4,415	670	15	2,949	249	13	1,896	257	15	714	208	38
Eastern	2,702	343	9	1,374	101	7	740	51	7	735	83	12	603	57	6	310	85	21
Southern	2,895	440	15	433	16	4	1,823	235	18	315	83	10	270	80	6	83	15	27
Central	1,135	210	10	276	----	----	433	105	25	244	54	10	104	41	1	85	42	37
Midwest	2,611	456	18	796	89	9	714	70	13	476	106	21	433	133	22	192	89	32
Southwest	1,397	88	6	486	9	1	555	28	14	240	6	----	86	30	6	27	12	----
Northwest	417	48	11	82	----	----	168	----	----	87	----	14	87	----	----	38	12	32

TRAVELING RINGS

All districts	12,317	991	6	3,439	436	13	4,415	388	6	2,949	145	7	1,896	80	5	714	67	7
Eastern	2,702	89	2	1,374	----	----	740	23	3	735	30	4	603	1	2	310	15	6
Southern	2,895	61	2	433	----	----	1,823	27	1	315	11	3	270	19	7	83	4	6
Central	1,135	61	6	276	----	----	433	80	19	244	10	4	104	----	----	85	1	1
Midwest	2,611	113	6	796	69	6	714	128	22	476	98	1	433	57	9	192	8	4
Southwest	1,397	620	5	486	360	80	555	6	3	240	----	20	86	17	10	27	1	1
Northwest	417	27	6	82	----	----	168	----	----	87	----	----	87	6	4	38	----	5

VAULTING BUCK

All districts	12,317	75	.6	3,439	3	.1	4,415	84	1	2,949	3	.1	1,896	10	.6	714	7	1
Eastern	2,702	35	.9	1,374	2	.1	740	23	3	735	2	.3	603	7	1.4	310	1	3
Southern	2,895	26	1.3	433	----	----	1,823	31	2	315	2	----	270	1	1	83	1	6
Central	1,135	2	.1	276	----	----	433	----	----	244	----	----	104	1	.2	85	1	1.5
Midwest	2,611	2	.1	796	----	----	714	----	----	476	----	----	433	----	----	192	----	----
Southwest	1,397	----	----	486	----	----	555	----	----	240	----	----	86	----	----	27	----	----
Northwest	417	----	----	82	----	----	168	----	----	87	----	----	87	----	----	38	----	----