1955

Description and evaluation of the physical education program in grades one through six of the Longfellow School, Great Falls, Montana, for 1954-1955

Marvin Keith Kildahl

The University of Montana

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A DESCRIPTION AND EVALUATION OF THE PHYSICAL EDUCATION PROGRAM IN GRADES ONE THROUGH SIX OF THE LONGFELLOW SCHOOL, GREAT FALLS, MONTANA, FOR 1954-1955

by

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B.S. Montana State College, 1950

Presented in partial fulfillment of the requirements for the degree of

Master of Education

MONTANA STATE UNIVERSITY

1955

Approved by:

[Signatures]

Chairman, Board of Examiners

Dean, Graduate School

[Date: Oct 27, 1955]
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CHAPTER I

THE PROBLEM

The people of the United States have begun to recognize the need of attaching more importance to physical education programs in the last several decades. During this time various surveys have been made to ascertain what constitutes an ideal program in physical education. However, persons in charge of administering and maintaining physical education programs have had to establish flexible programs adaptable to their own locations and limitations because of local conditions, equipment, buildings, and other facilities.

I. THE PROBLEM

Statement of the problem. The purposes of this study are (1) to explain the present physical education program in Longfellow School under the direction of the Great Falls Recreation Department; (2) to state the methods of executing this program to the highest degree of effectiveness; and (3) to evaluate the program by means of nationally accepted standards.

Delimitation of the field of study. This study is limited to the Longfellow Grade School, Great Falls, Montana.
This school, built in 1951, has approximately 900 students and twenty-five teachers.

Importance of the study at this time. In this school, many teachers are not aware of methods, aims, and objectives in a well-rounded physical education program. Some of the instructors in the program have not had sufficient training in physical education work, and although they would like to give more and better instruction, they are not properly trained to accomplish this goal. An understanding of the methods of the program as determined by the Great Falls Recreation Department is highly important to them in making the program function smoothly for the benefit of the children.

An evaluation of the program also is needed and comparison with the viewpoints of authorities in the field will point out shortcomings in the program in the Longfellow School.

II. PROCEDURE FOLLOWED IN THIS STUDY

Many books written by authorities in the field of physical education were surveyed for information regarding the standards for an ideal program for children in the first through sixth grade levels.

The present program in the Longfellow School for first graders through the sixth was surveyed by personal interviews with the recreational director and his staff, the building
principal, teachers hired to conduct this program, and by personal observation and teaching in the program.

Comparison was made of the Great Falls program with a program recommended by authorities in the field. Conclusions and recommendations were made using the findings of this comparison.

III. ORGANIZATION OF SUCCEEDING CHAPTERS

Chapter two of this study will contain reviews of related studies and materials as to the authorities' viewpoints of what should be contained in a physical education program.

Chapter three will present criteria for an "ideal" physical education program with the aims and objectives involved.

Chapter four will present the present program in the Longfellow School, and methods used to administer and carry out the program.

Chapter five will contain an evaluation of the program in the Longfellow School with conclusions and recommendations based on this evaluation.
CHAPTER II

REVIEW OF RELATED STUDIES AND MATERIALS

The program for physical education for grades one through six, included in this paper, has been based upon the recommendations of the Montana State Department of Public Instruction,¹ and the specific objectives according to Neilson and Van Hagen.² These will be discussed in detail.

I. RECOMMENDATIONS OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION OF THE STATE OF MONTANA

The following standards and recommendations are a result of revisions and modifications of the 1947 standards and recommendations made by the Montana State Department of Public Instruction, and the Supervisor of Health, Physical Education, and Recreation. This was done in 1951 for instruction in health, physical education, and recreation in the elementary schools of Montana.

¹ Circular Letter of Department of Public Instruction, (Helena, Montana, 1951), p. 3.
1. A balanced program of physical education is defined as one in which the time allotted to rhythmic activities, athletic games, mimetics, story plays, hunting games, relays and individual athletic events is kept in equal proportions.

2. A graded program of physical education is defined as one in which the types of activities are selected to develop motor coordination and skill appropriate to the physical and emotional growth and development of children at specific age and grade levels. Those activities which can be correlated with the academic program are highly recommended. Those activities with carry-over value, those related to child life situations and those with mental content and character training possibilities should be included.

3. No student is to be excused from the physical education program; (a) because of any physical handicap or disability (a modified and restricted program must be provided for those students); (b) to participate in another activity; (c) to make up work in another subject; (d) as a disciplinary measure; (e) because of participation in interscholastic athletics.

4. A major indicates 45 quarter hours of training in health and physical education.

II. SPECIFIC OBJECTIVES FOR PHYSICAL EDUCATION

TAKEN FROM NEILSON AND VAN HAGEN

1. Prevent handicaps and improve physical efficiency.
2. Improve the individual's posture.
3. Decrease mental strain and improve mental health.
4. Develop symmetry, control, and grace of bodily movement.
5. Develop ability to meet physical emergencies.

3 Circular Letter of Department of Public Instruction, op. cit., p. 1.
6. Develop alertness and quick response.
7. Develop an active response to rhythm.
8. Develop courage, self-control, self-sacrifice, courtesy, kindness, loyalty, obedience, honesty, cooperation and initiative.
9. Create in youth an intelligent and healthful interest in physical activity and give to him a fund of activity material for use in leisure time.
10. Create an interest in physical welfare of others.
11. Promote the desire for wholesome association and recreation.
12. Develop the proper spirit toward victory and defeat.
13. Develop good character.
14. Develop the qualities inherent in leadership.

III. OTHER FACTORS IN THE PHYSICAL EDUCATION PROGRAM

Length of the Physical Education Period

The State Department of Public Instruction recommends twenty minutes daily be allotted for physical education activities for grades one through six.\(^5\)

LaPorte\(^6\) and Neilson and Van Hagen\(^7\) all agree that a minimum of twenty minutes daily should be allotted for physical education in the elementary grades.

Effect of climatic conditions

As long as inclement weather does not interfere, physical education classes should be conducted out of doors.

\(^4\) Neilson and Van Hagen. op. cit., p. 6.
\(^5\) Circular Letter of Department of Public Instruction, p. 3.
\(^7\) Neilson and Van Hagen, op. cit., p. 8.
However, during the school year in Montana, provisions must be made for indoor activities because of the unpredictability and severity of the climate.

**Size of physical education classes.**

Small classes are more desirable because of easier handling.

For systematic instruction in the fundamentals of highly skilled activities relatively small classes are necessary. It is widely recognized that activity instruction classes should not exceed thirty-five in enrollment, and in no case should organized classes be permitted to go beyond forty-five for one instructor. Classes larger than this, even with good teachers, result merely in organized play without detailed instruction.8

**Playground Area**

The playground areas should be as level as possible and free from stones, and not subject to flooding during the rainy season.9

**Gymnasium facilities**

All elementary schools should have a gymnasium with dressing rooms, showers, and toilet facilities. A good size gymnasium floor for the average school is 65' x 90': the ceiling should be at least eighteen feet and preferably twenty to twenty-four feet. The floors should be of maple or other hard wood; walls smooth, radiators, drinking fountains or other items, recessed; interior painted a light neutral color; with careful planning of light, heat, and ventilation; and with acoustic treatment if possible.10

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8 LaPorte, *op. cit.*, pp. 50-51.
9 Neilson and Van Hagen, *op. cit.*, p. 49.
10 LaPorte, *op. cit.*, p. 44.
Showers

The size of shower rooms depends upon enrollment, with eight to twelve square feet of floor area allowed for each shower head. It is common practice to arrange boys' showers in batteries without partitions, while girls have individual shower booths. Recently, however, many schools are installing the open shower batteries for girls as well as boys.¹¹

Locker rooms

Dressing or locker rooms should provide free floor space exclusive of lockers equal to about eight to twelve square feet per pupil. Floors should be of non-slip material. A separate dressing room for visiting teams is an advantage in interschool athletics. The general dressing rooms should have exits independent of other areas in the building so that they may be used out of school hours for general community recreation.¹²

Instructor load

In order that a teacher may do efficient work, the assignments for class instruction should not exceed five clock hours or the equivalent class periods per day or fifteen hundred minutes per week. In no case should they be permitted to exceed six clock hours per day or eighteen hundred minutes per week. This maximum should include after school responsibilities. Such responsibilities will include team coaching, intramural sports or playground direction, or other extra curricular assignment. In no case should any teacher be expected to handle more than 250 students as a teacher load in a given day. Preferably he should not be responsible for more than 200.¹³

¹¹ LaPorte, Ibid., p. 45.
¹² Ibid., p. 45.
¹³ Ibid., p. 51.
The teacher must know the different needs of the age group of children with whom he is working if an effective job of teaching is to be done. The following are given as the physiological, sociological, and physical needs of children found in grades one through six.14

Physiological, sociological, and physical needs of children

Needs of 5, 6, and 7 year olds.

1. They love life and they love to play.
2. They find it almost impossible to sit or stand still very long.
3. In groups or as individuals they cannot stay at one thing very long.
4. They need careful supervision on the playground.
5. Music fascinates them; they like to move to rhythm.
6. They want to throw, catch, bat, and bounce balls.
7. Many of them grow two to three inches in height and gain from three to six pounds in a year.
8. Their large muscles develop faster than the small ones.
9. Children tire quickly and need to rest often.
10. Like all children, they want and need affection.

Needs of 8 and 9 year olds.

1. What adults think of them affects them greatly.
2. They are more interested in group activities than 7 year olds.
3. Stunts and self-testing activities are popular with eight and nine year olds.
4. They like to test themselves against previous personal performance records and are pleased when they show improvement.
5. They like vigorous play -- opportunities to run, climb, jump, and chin themselves; activities through which they can develop coordination and control; stunts, self-testing activities; game skills; experiences which help them learn

how to get along together; simple games; and many opportunities for creative rhythms and couple and group dances.

6. The desire to belong to a gang increases about this time.
7. They continue to like more or less spontaneous activities.
8. They delight in dramatizing ideas.
9. They want people to feel that they can be counted on.
10. Their span of attention is longer. This makes it possible for them to carry on a given activity for a longer period.

Needs of 10 and 11 year olds.

1. These children like to be independent.
2. They tend to be fair in their judgments of each other.
3. They are mainly concerned with themselves and others of their own age.
4. Dramatization is a keen interest.
5. They like team games, especially those that involve vigorous activity.
6. Boys and girls of this age are curious about each other.
7. They like school programs which make them feel grown up.
8. The boys are noisy and active; the girls are a bit more sedate.
9. They like to help younger children.
10. When free to choose playmates, boys usually turn to boys and girls to girls.

Needs of 12 and 13 year olds.

1. They vary widely in characteristics. Some are preadolescent, others well advanced into adolescence.
2. Preadolescents are easily embarrassed.
3. They have a desire to be self-directive and self-sufficient.
4. Boys like organized team sports. Less mature girls like to participate in vigorous sports and games, while the more mature are likely to be interested in quieter activities.
5. The desire for competition is keen.
6. They like to enter all activities.
7. They should have opportunity to play games together.
8. Coeducational dramatics, music activities, and social activities are needed by this age group.
9. Many twelve and thirteen year olds are uncomfortable and unhappy in early adolescence.
10. They need to understand adult leadership and guidance.

Facts and materials have been compiled in this chapter which authorities in the field of elementary physical education seem to believe most important in a good physical education program.
CHAPTER III

CRITERIA OF AN "IDEAL" PHYSICAL EDUCATION PROGRAM

The aims and objectives of a physical education program and criteria for selection of activities will be discussed in this chapter. These were selected from educational publications.

I. THE AIM OF PHYSICAL EDUCATION

Each child must have means for normal growth and natural development. Assisting in providing these in our public schools is the primary function of physical education. The different characteristics of children were discussed in the previous chapter.

II. GENERAL OBJECTIVES OF THE PROGRAM

1. The development of fundamental skills in aquatics, gymnastics, rhythmic, and athletic activities for immediate educational purposes - physical, mental, and social.
2. The development of useful and desirable skills in activities suitable as avocational interests for use during leisure time.
3. The development of essential safety skills and the ability to handle the body skillfully in a variety of situations for the protection of self and others.
4. The development of a comprehensive knowledge of rules, techniques, and strategies in the above activities suitably adapted to various age levels.
5. The development of acceptable social standards, appreciations and attitudes as the result of intensive participation in these activities in good environment and under capable and inspired leadership.

6. The development of powers of observation, analysis, judgment, and decision through the medium of complex physical situations.

7. The development of power of self-expression and reasonable self-confidence (physical and mental poise) by mastery of difficult physical-mental-social problems in supervised activities.

8. The development of leadership capacity by having each student within the limits of his ability assume actual responsibility for certain activities under careful supervision.

9. The elimination of remedial defects and improvement of postural mechanics insofar as these can be influenced by muscular activities and health advice, based on adequate physical and health diagnosis.

10. The development of essential health habits, health knowledge and health attitudes as the result of specific instructions in health principles and careful supervision of health situations.  

11. The development of proper ideals and attitudes toward physical activity, and the establishment of desirable habits of conduct.

III. SELECTION OF ACTIVITIES

In the modern scheme of education, physical education has a part in the curriculum just as reading, arithmetic, and social studies. Healthy citizens are very important to the

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development and maintenance of this country. The schools offer activities that will help achieve this goal. Not only must the schools furnish exercise and recreation activities but those that help develop the whole child. The following criteria are listed with these points in mind. Criteria one through three are from Neilson and Van Hagen,\(^3\) four and five are from Nixon and Cozen,\(^4\) and six through ten are from Davies and Lawther.\(^5\)

1. Are handicapped pupils provided for?
2. Are activities planned for schoolroom and playground?
3. Are activities selected that will provide for the largest number actively participating at the same time in any one group?
4. Do activities contribute to interest and characteristics of children at various stages of their development?
5. Are the activities suited to the needs of the person or groups being educated?
6. Do the activities develop self and emotional control?
7. Do the activities develop correct attitudes toward play, recreation, and self-expression?
8. Do the activities help in the development of poise, courage, self-discipline and confidence?
9. Do the pupils have freedom in selection of activities?
10. Do the activities assist in character development and have carry-over skills?

\(^{3}\) Ibid., p. 15.


In order for a physical education program to succeed in its objectives, it must contain activities that will fulfill the needs and interests and yet stay within the capacities of the children for whom the program is established. The teacher must have a thorough knowledge and understanding of these needs, interests, and capacities, and also of the activities that will fulfill them.
CHAPTER IV

THE PHYSICAL EDUCATION PROGRAM IN GRADES 1-6

The program for the first, second, and third graders in the Longfellow School is largely directed by each individual room teacher. However, an instructor from the Great Falls Recreation Department visits each room once every other week and conducts a physical education class. Classes are twenty to thirty minutes long. Boys and girls are taught in combined classes. Rhythms, nimetics, story games, folk and simple dances, tumbling, stunts, and games of low organization are taught to the children.

Game bulletins are given to each teacher during the year. These bulletins contain supplementary activities for use in physical education classes. A typical bulletin might include descriptions of two ball handling games, simple and organized dances and some elementary stunts.

On pages 18 and 19 is an outline of activities attempted during the past school year in Great Falls grade schools for fourth, fifth, and sixth grade students. The visits made by recreation department personnel are noted by activities undertaken and objectives striven for through these activities. Elementary principals and teachers are informed of this plan.
so that it will be possible to give the program greater continuity and purpose.

Obviously the activities listed here are not inclusive nor can the objectives themselves be attained simply on the basis of the occasional visits of recreation personnel. Each school should recognize the necessity of working toward the same objectives in periods other than those represented by these visits. Teachers should carry out activities that will aid in gaining the objectives indicated each day. Teachers undoubtedly will know many activities that will supplement those suggested in the outline. The Great Falls Recreation Department issues bulletins from time to time designed to be of help in this connection and welcomes suggestions as to the possibilities for bettering the program and for the development of more suitable plans and activities.

Achievement of the objectives indicated is by no means likely to come about simply through this program. Most of these (i.e. better posture) must have both formal and incidental attention from many sources if anything worthwhile is to be achieved.
<table>
<thead>
<tr>
<th>YEAR ROUND PROGRAM</th>
<th>IN SCHOOL</th>
<th>UPPER GRADES 4-6</th>
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<tr>
<td>TIME</td>
<td>OBJECTIVES</td>
<td>ACTIVITY</td>
</tr>
<tr>
<td>Fall (Outdoors when possible)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept.20-Oct.15</td>
<td>Large muscle development; orientation on class procedure; to get class ready for activities.</td>
<td>Outdoor games: Pom-pom pull-away Dare base Softball and softball skills</td>
</tr>
<tr>
<td>Oct.16-Oct.29</td>
<td>Introduction of seasonal type games; Games of lead-up nature; Development of recreation skills and knowledge of basic game rules.</td>
<td>Two-up line soccer Long base soccer Kick ball Mass soccer</td>
</tr>
<tr>
<td>Nov.1-Nov.24</td>
<td>Introduction of rhythms and marching techniques; Development of posture consciousness; Attention to body building exercises; Achieving relaxation through exercise.</td>
<td>Basic marching steps and commands Marching to music Simple marching drills, patterns and formations Calisthenic drills (emphasis on posture) Fundamental rhythms 1. Walking to music 2. Skipping to music 3. Hop and run to music</td>
</tr>
<tr>
<td>Nov.29-Dec.10</td>
<td>Emphasis on holiday and party games; Games that can be used at home and school; Games of a social nature.</td>
<td>Balloon race Balloon ball Parlor volley ball Charades relay</td>
</tr>
<tr>
<td>Dec.13-22*</td>
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</table>

* Dec.13-22 Reserved for make-up classes.
<table>
<thead>
<tr>
<th>YEAR ROUND PROGRAM</th>
<th>IN SCHOOL</th>
<th>UPPER GRADES 4-6</th>
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<tbody>
<tr>
<td><strong>TIME</strong></td>
<td><strong>OBJECTIVES</strong></td>
<td><strong>ACTIVITY</strong></td>
</tr>
<tr>
<td>Winter (Indoors)</td>
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<tr>
<td>Jan.2-Feb.12</td>
<td>Development of greater muscular coordination through tumbling activities and skills; Emphasis on posture, body building and organic fitness. Introduction of individual stunt activities.</td>
<td>Basic and fundamental tumbling skills. a. Forward roll b. Front and back somersault c. Head stand and shoulder roll Walking activities Breathing activities Stunts Basketball</td>
</tr>
<tr>
<td>Feb.14-March 25</td>
<td>Learning games of higher organization with emphasis on both team activity and development of skills that will carry over into a lifetime recreational pattern.</td>
<td>Basketball Volleyball Newcomb ball</td>
</tr>
<tr>
<td>March 28- April 18</td>
<td>Realization of team sense; Development of team sportsmanship and organization; Develop qualities of leadership.</td>
<td>Softball Relay games Circle games</td>
</tr>
<tr>
<td>Spring (Outdoors when possible)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 11-22</td>
<td>Review of winter activities of tumbling, marching and posture development.</td>
<td>Same as for period Jan.3-Feb.11</td>
</tr>
<tr>
<td>April 25-May 6</td>
<td>Development of skills associated with team games.</td>
<td>Long ball, sock-em, around the bases, one base base baseball, softball.</td>
</tr>
<tr>
<td>TIME</td>
<td>OBJECTIVES</td>
<td>ACTIVITY</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
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<tr>
<td>May 9-20</td>
<td>To give experience in game administration by pupils; development of ability to set up own game situations. Letting group choose own activities of the past year.</td>
<td>Review of activities learned throughout the year</td>
</tr>
<tr>
<td>May 23-31</td>
<td>Reserved for make-up classes</td>
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</table>
In addition to the activities and objectives mentioned in the outline, fifth and sixth grade children are offered the following activities. These are not required but offered for those who are interested.

**DANCE PROGRAM.** Three women square dance instructors handle this program in the city grade schools. At the Long-fellow School, fifth and sixth grade students have one thirty minute class period each week.

**FLASHBALL PROGRAM.** This game is very similar to touch football. Fifth and sixth grade boys in the system play a schedule of games during the fall months. Recreation personnel organize the teams and officiate the games.

**SKATING PROGRAM.** Free skating is offered to fifth and sixth grade students twice weekly at an indoor rink. During the Christmas vacation, an ice carnival is held for Great Falls students. Games, contests, and novelty stunts are available for the skaters. Theater tickets donated by local theaters are given to the winners of the events.

**BASKETBALL PROGRAM.** Boys basketball activity for fifth and sixth grade students begins immediately after Christmas vacation. The first meeting is to inform the boys about the program, what is expected of them, and the equipment needed. Leagues are set up to give the boys game experience but no teams are eliminated on the basis of any loss or
losses. This results in fewer problems and pressures; all boys interested play in all games in the program.

**SPECIAL TOURNAMENTS AND CONTESTS.** This program is carried on during the month of April. The sports and games which make up this program are table tennis, checkers, marbles, jacks, and hopscotch. Boy and girl champions are selected from each school; these children play off with representatives of other schools for the city championships.

**TRACK AND FIELD PROGRAM.** This program is carried on during the month of May; it is offered to fourth, fifth, and sixth grade boys and girls. Each school picks representatives in class A, B, and C. These classes are set up with age, height, and weight standards in mind. The school representatives participate in an all-city track and field meet about May 20th each year at the high school stadium. The following events are run for both boys and girls:

<table>
<thead>
<tr>
<th>CLASS A</th>
<th>CLASS B</th>
<th>CLASS C</th>
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<tr>
<td>Track Events</td>
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<tr>
<td>50 yard dash</td>
<td>50 yard dash</td>
<td>25 yard dash</td>
</tr>
<tr>
<td>75 yard dash</td>
<td>Potato Race</td>
<td>Shuttle Relay</td>
</tr>
<tr>
<td>Potato Race</td>
<td>Shuttle Relay</td>
<td></td>
</tr>
<tr>
<td>Field Events</td>
<td></td>
<td></td>
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<tr>
<td>Ball Throw</td>
<td>Ball Throw</td>
<td>Ball Throw</td>
</tr>
<tr>
<td>Broad Jump</td>
<td>Broad Jump</td>
<td>Broad Jump</td>
</tr>
<tr>
<td>High Jump</td>
<td>High Jump</td>
<td>High Jump</td>
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</table>

Points are given for first, second, and third places in each event. An all-city school champion is determined on
the basis of these points. The Junior Chamber of Commerce organization furnishes officials for this meet and gives each participant ribbons.

This program is organized so that each child can find activities which interest him. The emphasis is on getting all children possible interested and participating in the program.
CHAPTER V

EVALUATION OF PROGRAM WITH CONCLUSIONS AND RECOMMENDATIONS

Evaluation occurs not only at the completion of an activity, the end of the semester, or the closing weeks of school; but constant appraisal of progress is one way which the teacher has of determining just how much meaning the physical education program has for children. Teachers know that children naturally like to play both with and without adult leadership. Good teachers know too that the quality of play influences outcomes. Observation of the children's progress, attitudes, and health status is one way the teacher has of knowing whether children are learning; whether they are finding satisfaction, happiness, and fun in what they are doing; and whether they are developing physical fitness and mental, emotional, and social well-being.

William Ralph LaPorte of the University of Southern California has compiled a score card for evaluation of Health and Physical Education Programs in Elementary Schools.¹

This score card was based on nine years of research by the Committee on Curriculum Research of the College Physical

Education Association assisted by hundreds of representative physical education supervisors throughout the United States.

The author states that:

This score card is intended as a measuring device for evaluation of the physical education program and the general health, recreation, and safety provisions of an entire school.

The rating standards are intended to represent a range from a fair-minimum program to a superior-ideal program: (50 — fair-minimum; 100 — good-average; 150 — superior-ideal).²

Rating of the Longfellow School using this score card was done as a part of this study. The rating was done by the writer with an open mind.

² Ibid., p. 3.
Elementary School Score Card

HEALTH AND PHYSICAL EDUCATION SCORE CARD

No. 1

FOR ELEMENTARY SCHOOLS

Grades 1-6

NAME OF SCHOOL  Longfellow  ADDRESS  Great Falls, Montana
Principal  Hazel Riley  Rated by  Marvin K. Kildahl
Rating for school year 1954-55  Date  June 23, 1955
Number of students enrolled:  boys 440  girls 460

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Total Possible Score  150  Total Actual  109

Percentage Score (Actual ÷ 1.5) = 72.66
I. Program of Activities

Maximum Score—30  Actual Score—23

1. Content of Primary Program (grades 1-3) includes:
   (1) rhythmical activities, (2) hunting games, (3)
   relays, (4) stunts and self-testing, (5) athletic
   games of low organization.
   (Three activities—2; four activities—4; five
   activities—6)
   Score 6

2. Content of Elementary Program (grades 4-6) includes:
   (1) athletic games, (2) rhythmical activities, (3)
   hunting games, (4) individual athletic events, (5)
   posture training, (6) relays, (7) stunts.
   (Three activities—2; five activities—4; seven
   activities—6)
   Score 6

3. A well-planned and detailed yearly program (course of
   study, including specific objectives), for each grade,
   is on file in the principal's office.
   (Primary or elementary only—2; both primary and
   elementary—3)
   Score 3

4. A Course of Study Committee gives consideration, at
   least annually, to needed revisions in the program.
   (Fair committee—1; good—2; excellent—3)
   Score 0

5. Daily participation in class instruction period is
   required of all children.
   (Twenty minutes daily (exclusive of recess)—2;
   twenty-five minutes—4; thirty minutes or more—6)
   Score 2

6. Provision is made for adequate maintenance and sanita-
   tion of school grounds, plant, and classrooms; and
   for the coordination of health instruction in all
   grades.
   (Fair—1; good—2; excellent—3)
   Score 3
7. A comprehensive safety education program is sponsored in all grades, emphasizing safety habits and practices, safety codes, and safety standards. (Fair—1; good—2; excellent—3) Score 3

II. Outdoor Areas

Maximum Score—24 Actual Score—18

1. Total available playground space or field area includes from one to five acres, according to size of school. (Minimum of one acre, with an additional acre for each added unit of 500 students—2; minimum, with additional acre for each 400 students—4; minimum, with additional acre for each 300 students—6) Score 6

2. Field and court areas are surfaced with materials that are nonabrasive, resilient, nonslippery, firm, and as nearly dustless as possible (hard packed dirt or clay, calcium chloride, good turf, et cetera); and have suitable slope for good drainage in rainy weather. (Fair surface—2; good—4; excellent—6) Score 4

3. Field areas are kept clean and well marked, and are without hazardous obstructions; and apparatus is protected by sawdust, sand, or shavings. (Fair condition—1; good—2; excellent—3) Score 3

4. All play areas are fenced off from streets, with subdivision fences where necessary for safety and control; and are made attractive by vine, tree, or shrubbery borders. (Standards approximately met—1-2; fully met—3) Score 1

5. Playground is kept open after school hours and on Saturdays for general play of school children, under supervision of trained teacher or play director. (Standards approximately met—2-4; fully met—6) Score 4
III. Indoor Areas

Maximum Score—24  
Actual Score—22

1. One or more indoor recreation halls or play rooms (size proportionate to classes and enrollment) are provided for certain activities and for rainy weather, with ceiling height at least sixteen feet; with non-slippery floors, lines properly painted; walls smooth and clear; radiators and drinking fountains recessed; and light, heat, ventilation, and acoustics properly cared for.
(Standards approximately met—2-4; fully met—6)
Score __6

2. A rest room each for boys and girls is provided for use in injury or illness or for rest periods, equipped with cots, pads, and blankets.
(One cot for every 200 boys or girls—1; one cot for 150—2; one cot for 100—3)
Score __1

3. Well-equipped rest rooms for instructors are provided.
(Fair rooms—1; good—2; excellent—3)
Score __3

4. Health offices equipped for medical examinations and first aid are provided either adjoining the principal's office or as a part of special instructors' office.
(Fair—1; good—2; excellent—3)
Score __3

5. Dressing and shower rooms are provided for grades 4-6 (adjoining recreation hall), with free floor space (exclusive of lockers) adequate to care for peak load of use. (Peak load equals largest number of students dressing in any one class period.)
(Dressing area, 8-12 sq. ft. per pupil; showers, three to five students per shower)
(Standards approximately met—2; fully met—3)
Score __3
6. Toilet facilities are available immediately adjoining dressing rooms and accessible directly to playground; containing adequate bowls, urinals, washbasins, hot and cold water, liquid soap dispensers, drinking fountains, mirrors, wastebaskets, and paper towels or drying machines. (Standards approximately met—1–2; fully met—3) Score 3

7. An equipment and supply office, suitable for use by consulting physical education supervisor, is equipped for storing and issuing class and playground supplies. (Fair office—1; good—2; excellent—3) Score 3

IV. Organization and Administration of Class Programs

Maximum Score—36 Actual Score—19

1. Adequate supply of play equipment (2–5 balls for each class at peak load) for class instruction in all activities offered is kept in a locked box or office cabinet. (Fair equipment—2; good—4; excellent—6) Score 6

2. Adequate facilities for handling individual activity (corrective) cases are available either within the school or in a central, corrective center accessible to several schools (or the equivalent). (Fair facilities—1; good—2; excellent—3) Score 0

3. All classroom instructors have had special training courses in health and physical education activities or are taking such courses in extension or summer schools; in larger school systems specially trained physical education supervisors are assigned, on a consultant basis, to one or more schools. (Standards approximately met—2–4; fully met—3) Score 3

4. Trained leadership is available for individual activity (corrective) cases from the regular staff, from a consultant supervisor, or from a physiotherapy clinic. (Standards approximately met—1–2; fully met—3) Score 0
5. Appropriate activities are provided for students incapacitated for normal participation or needing special postural or orthopedic correction (classes B and C); with radically restricted cases assigned to rest at appropriate periods during the day. (Fair program--1; good--2; excellent--3) Score 0

6. In general class instruction, emphasis is placed upon enthusiastic, joyous participation in all activities included in the program, with instruction and practice in performance fundamentals, game rules, game strategy, and social conduct standards. (Standards approximately met--1-2; fully met--3) Score 3

7. In individual activity instruction, emphasis is placed upon practicing the directed exercises at home frequently, with the co-operation of parents; upon maintaining good postural alignment at all times; and upon participating in modified sport activities for which they are fitted. (Standards approximately met--1-2; fully met--3) Score 2

8. The noon-hour and recess periods are well organized with carefully limited activities that are physiologically defensible; and with several instructors assigned each day to careful supervision of the playground and recreation hall. (Fair organization and supervision--1; good--2; excellent--3) Score 2

9. No student is permitted to substitute clerical work, janitor work, or towel dispensing in place of physical education class activity (except during very temporary disability). (Fair--1; good--2; excellent--3) Score 3

10. Interschool competition is not approved, but well-organized play days are staged periodically under adequate leadership. (Play days for girls or boys separately--2; play days for boys and girls jointly--3) Score 0
V. Medical Examinations and Health Service

Maximum Score—36 Actual Score—27

1. Medical examining, advisory, and emergency service is provided by school physicians, with co-operative arrangements for handling handicapped and problem cases in school or public clinics, or by private medical practitioners.
   (Adequate volunteer service by community physicians --4; part-time paid school physician--6) Score 6

2. Trained school nurse service is provided for both school and home visitation purposes, by either part-time or full-time nurses, according to size of school.
   (Fair service--2; good service--4; excellent service --6) Score 6

3. A comprehensive physical-medical examination by the school physician is required of every student at least once in each school level (example: each three years); and includes at least a careful check for orthopedic and postural defects, vision, hearing, nose, mouth, throat, teeth, heart, lungs, nutrition, skin, nervous condition, and possible hernia.
   (Once in school level--4; two or more times in school level--6) Score 0

4. Assignment to rest, restricted, or individual activity, or excuse from required normal physical education activity (for other than temporary illness) is approved by the school physician, in consultation with principal or physical education instructor.
   (Score--3) Score 3

5. A permanent, continuous, progressive health record is maintained and passed on for each child and is used as basis for advice and follow-up health service.
   (Fair--1; good--2; excellent--3) Score 3
6. On basis of medical examination, children are classified into three divisions, or equivalent; A, average normal for unlimited participation; B, subnormal with temporary or permanent limitation to restricted activity; C, offered individual or corrective treatment, supplementing normal program.  
(Fair—1; good—2; excellent—3)  
Score 1

7. Students returning after influenza or other serious illness are approved by physician or nurse before being permitted to participate in strenuous activities.  
(Standards approximately met—1-2; fully met—3)  
Score 3

8. A physical-medical examination is made by the school physician of all teacher applicants; followed by a periodic examination every three years thereafter; and a careful inspection of all teachers returning to duty after illness of two weeks or more.  
(Standards approximately met—2; fully met—3)  
Score 2

9. Nonmedical teachers or school officers are never permitted to diagnose or treat health disorders.  
(Score—3)  
Score 3

In evaluation of the program in the Longfellow School, the actual score of 109 out of a possible 150 denotes a program that is above the good-average score of 100. The percentage score is found by dividing the actual score by the total possible score, in this case, 72.66%.  

There seems to be definite need for a course of study committee to make needed revisions in the program. According to the national standards expressed in the score card, the length of the daily class period needs to be extended.
The outdoor areas of the Longfellow School are good but need improvement in the following areas: the playground should be surfaced with a nonabrasive material; play areas should be fenced off from streets; and the playground needs to be kept open after school and on Saturdays under the supervision of a play director.

The indoor areas are quite good, but rest rooms equipped with cots and blankets are needed for injured or ill children.

The most improvement is needed in organization and administration of class programs. Added facilities and personnel are needed for handling corrective physical education classes. Class teachers need more training in physical education activities. Interschool competition is not approved and should be discontinued, according to the rating given on the score card.

A program of comprehensive physical-medical examinations by a school physician is another item shown by the score card to be needed. Children should be classified into participation divisions on the basis of these medical examinations. Teachers also should have a periodic examination every three years.

The children seem to be developing physical fitness at a normal rate. They have a good understanding of their own physical fitness and the factors on which it depends. Their interests increase in new and related activities. They quickly
recovery from fatigue, show a longer degree of concentration in activities.

At this age level the development of mental, emotional, and social well-being can be seen in the children. They enjoy playing together, although sometimes they have disagreements and lose their tempers. They find outlets for their emotional tensions in healthy play and most of the children welcome constructive criticism. They show marked ways of developing poise and confidence by their conduct in the classroom, gymnasium, and playground. Many have hobbies and other constructive ways of using their leisure time. Here, cooperation and interest of parents is very important. The children can tell when they are making progress, whether it is in a physical activity or in a classroom. The more adept children usually are eager to help the less skillful. Teachers and administrators are much more cognizant of the need of helping children who need individual attention and definite steps are taken to help these children. They show ability to organize and plan their own games, observe rules strictly, and understand the need for these rules.

CONCLUSIONS

This program offers a wide range of activities for the children in the Longfellow School in grades one through six. It is similar to that found in the other grade schools in the Great Falls system.
The organization and administration of the program is good, but classroom teachers need added instruction in physical education activities. The problem of getting trained assistants to work in the after school program is one that needs attention.

Facilities are excellent at the Longfellow School. The playground is large, but needs surfacing with a non-abrasive material and fencing from streets. The indoor facilities in the spacious gymnasium are very adequate for meeting the needs of the physical education program, although sufficient cots and blankets are not now available for injured or ill children.

The interschool competition is not desirable. There are actually few games between schools. Emphasis upon getting a large number of children interested and participating in the program is good. Emphasis is not on building winning teams of the future but rather on development of wholesome and active children of the present. The activities also are designed to have carry-over value that will benefit the children as they grow into adulthood.

Provisions for a modified physical education program for those unable to take part in the regular program is needed.

Periodic health examinations for children and teachers are needed.

On some occasions throughout the year it is necessary for the children to go to other schools in town for various
events. Adequate provision is not now made for transporta-
tion.

RECOMMENDATIONS

The following recommendations are offered for the im-
provement of the program as a result of this study.

1. The program should be continued along present lines.
2. A course of study committee in physical education
   should be established to make needed revisions in
   the program.
3. The playground should be surfaced with a non-abrasive
   material and the playing areas fenced off from the
   streets. The playground should be kept open after
   school and on Saturdays under supervision of a play
   director.
4. Cots and blankets should be available in rest rooms
   for injured and ill children.
5. Facilities and personnel should be added for handling
   corrective physical education.
6. Interschool competition should be discontinued.
7. Assistants in the after school program should be re-
   cruited from the available trained personnel in
   the school system. These men should be paid an
   adequate supplement for this work.
8. Transportation of children should not be provided in
   private cars of adult directors. Means should be
   provided for transporting children in public trans-
   portation vehicles.
9. Periodic health examinations of children and teachers
   should be instituted. Personnel should plan their
   classes using the findings of the children's ex-
   aminations.
BIBLIOGRAPHY


