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TEACHERS' PERCEPTIONS OF THE PHYSICAL EDUCATION CURRICULUM IN THE
ELEMENTARY SCHOOLS OF BRITISH COLUMBIA

by

Paulette Thomson

Diploma of Physical Education, Bedford College of Physical
Education, 1966

Diploma of Education, Cambridge Institute, 1966

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF

THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS (EDUCATION)

in the Faculty

of

Education

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SIMON FRASER UNIVERSITY

April 1979

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IN THE ELEMENTARY SCHOOLS OF BRITISH COLUMBIA

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ABSTRACT

The study was undertaken to determine teachers' perceptions of the Elementary Physical Education Curriculum Guide and resource materials on elementary school physical education programmes in British Columbia. In order to complete this study the following areas of enquiry were outlined and investigated through a questionnaire administered to a random sampling of 266 elementary school teachers in twenty-nine districts. This constituted 1.86 percent of all the provincial full-time elementary teachers. The enquiry focussed on the areas of resource materials, philosophy and objectives, content of the programme, teaching methods, time allotment, evaluation, and in-service. One hundred and fifty-nine (56.7 percent) of the total questionnaires were completed and returned.

Of the teachers teaching Physical Education, 34.4 percent had thoroughly read the Physical Education Curriculum Guide. Of the three recommended areas in the Guide, 100 percent of the teachers teach games, 93.4 percent of the teachers teach gymnastics, and 66 percent of the teachers teach dance.

Analysis of the responses suggested that with the exception of folk dance, approximately 50 percent of the teachers teaching the listed activities use a combination of the direct, indirect and limitation methods of instruction described in the Curriculum Guide.

From the teacher response relating to instructional time, 22 percent of the teachers were involved in a daily physical education programme. The average weekly number of physical education lessons per class was

three.

The teachers indicated that subjective judgement was the main determinant for evaluation, and 81.5 percent of the teachers indicated that they used this method either all or most of the time. Almost all of the teachers indicated that they were in agreement with the evaluation recommendations as outlined in the Guide.

Teachers indicated that physical education in-service was necessary and 72 percent of the teachers had attended a physical education in-service from 1976.

In conclusion, the results show that the majority of teachers are in agreement with the philosophy and objectives outlined in the Elementary Physical Education Curriculum Guide. Over 60 percent of the teachers include games, gymnastics and dance to some degree in their year's programme. Although 61 percent of the teachers said that their physical education classes did not have swimming, the main reason given for the exclusion was a lack of facilities.

In relation to the three methods of instruction described in the Curriculum Guide, with the exception of folk dance, approximately 50 percent of the teachers use them in varying combination. The results show that, although only a small percentage of the teachers are involved in the recommended daily physical education programme, in excess of 80 percent of the teachers indicated that timetabling and facility problems were the main reasons for not teaching daily physical education.

With respect to in-service, educational and traditional gymnastics, creative games, and creative dance were the areas of most need.

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CHAPTER 1

Introduction

In 1967, the Department of Education, Curriculum Division, issued a Curriculum Guide, for grades one to three. This guide contained course outlines for Social Studies, Science, Art, Health and Physical Education. The Physical Education programmes for grades four to seven were outlined in similar volumes issued in 1968.

In 1968, the Department of Education, established a Physical Education Revision Committee for the purpose of developing a comprehensive physical education programme for grades K through seven. After three years of deliberation, the Committee completed a Physical Education Guide and an accompanying Resource Supplement. In addition, this Committee recommended a list of fourteen resource textbooks be made available to all schools through Issue E. The Provincial Elementary Curriculum Guide Committee accepted the 1971 Elementary Physical Education Guide as a temporary edition to allow minor changes to be incorporated prior to the printing of the final draft. All modifications, and minor deletions were incorporated into the 1975 Elementary School Physical Education Guide.

According to a review of the literature and a survey of physical education supervisors and teachers, no follow-up study to determine the acceptance or effects of this new curriculum guide and accompanying resource materials had been undertaken prior to September 1977. Further, there was little known as to whether the teachers had the skill,

knowledge, or willingness to implement the curriculum developers' intentions.

PURPOSE OF THE STUDY

The purpose of this study was to determine teachers' perceptions of the physical education curriculum in the elementary schools of the province of British Columbia. It investigated to what extent the Guide, Supplement and resource texts were being used, whether there has been acceptance of the objectives, content, teaching strategies and organizational procedures outlined in the Guide together with some of the contributing factors.

In order to complete this study, the following sub-problems were investigated through a questionnaire administered to a random sampling of elementary school teachers.

Philosophy and Objectives

To ascertain whether the teachers of the elementary school children are in agreement with the stated objectives of the Elementary Physical Education Curriculum Guide.

Materials

To ascertain how many of the Elementary Physical Education Curriculum Guides, Elementary Physical Education Supplements and sets of resource texts have been acquired and used in the British Columbia elementary schools.

Content

Are the recommended changes in programme content in the Elementary Physical Education Curriculum Guide in effect in the present elementary physical education programmes of the province?

Methods of Teaching

Are the teaching methods suggested in the Elementary Physical Education Curriculum Guide in effect in the present elementary physical education programme of this province?

Time Allotment

As a result of the daily physical education recommendations made in the Elementary Physical Education Curriculum Guide, has there been a change in time allotment for elementary physical education?

Evaluation

As a result of the evaluation recommendations in the Elementary Physical Education Curriculum Guide, are these in effect in the elementary physical education programmes of this province?

Inservice

As a result of the numerous changes in the elementary physical education curriculum, what provisions have been made at the provincial and local levels to provide inservice programmes?

Resources

To what extent are the teachers familiar with the Elementary Physical Education Curriculum Guide, Elementary Physical Education

Supplement and fourteen Issue E textbooks? What value are these resources to classroom teachers?

PROCEDURE

In September of 1977, Mr. D. Oliver, Assistant Director of the Curriculum Development Branch of the Ministry of Education, was contacted and his advice and permission solicited for the execution of the proposed survey. By December of this year, permission to proceed with the physical education questionnaire was granted in a letter from the Ministry of Education. (See Appendix A) Permission was subject to certain procedures, which included providing the Ministry of Education with copies of questionnaires proposed for the pilot and final testing. Mr. Oliver wished to be informed of the districts and schools to be involved in the survey, as he wanted to make contact with the Superintendents, who would have the option of declining to participate. In addition, the Ministry requested a full report of the completed study.

A questionnaire for the first pilot testing was formulated and sent to Mr. Oliver for approval (See Appendix B). At that time, Mr. Oliver attached draft copies of his proposed letters to Superintendents and Principals (See Appendix C). An introductory letter was sent to Superintendents requesting master lists of teachers who were currently teaching in grades K - 7 within their districts (See Appendix D).

On completion of the first and second pilot testings, the revised

questionnaire was sent to Mr. Oliver with a list of superintendents, districts, schools and teachers; who had indicated that they would participate in the study. The teachers had been chosen from the master lists by using a random table of numbers. All teacher questionnaires were coded to ensure anonymity of the respondent. Permission was given to proceed with the survey.¹

Packages of questionnaires, together with a covering letter from the writer and stamped addressed envelopes, were forwarded to the Superintendents of the twenty-nine participating districts (See Appendix E). These packages contained a copy of Mr. Oliver's letter to Superintendents and copies of letters to Principals in whose schools the randomly selected teachers were teaching (See Appendix F).

A letter of reminder was drafted and sent to participating teachers who had not returned their questionnaires by the requested date of May 29, 1978. (See Appendix G) One hundred and fifty-one (56.7 percent) questionnaires were completed and returned to the writer.

¹Telephone call from Mr. D. Oliver, Assistant Director of the Curriculum Development Branch, Ministry of Education, April 10th, 1978.

THE DATA GATHERING INSTRUMENT

The areas of focus of the questionnaire were determined by factors relating to teacher preparation and experience, past and present curriculum materials and contemporary methods of implementing curricular changes. The process by which the focal areas emerged was developed through a review of other physical education questionnaires and of reports and instruments used by the British Columbia Learning Assessment Branch of the Ministry of Education.² A first draft of the data gathering instrument was analyzed by faculty members of Simon Fraser University, district supervisors of physical education, and classroom teachers.³ The writer incorporated the suggestions made by these educators into a draft of the questionnaire.

The second draft of the questionnaire was submitted to Mr. D. Oliver, Assistant Director of the Curriculum Development Branch of the Ministry of Education, for approval and revision prior to the first pilot testing. After minor revisions were incorporated, the second draft was administered to a group of teachers to assess the general format, clarity of questions, and the approximate length of time to complete each section. (See Appendix H) The concerns of these teachers were considered and the questionnaire was revised after

²For a complete listing, please see the bibliography.

³Questionnaire format consultation with Dr. S. Shapson, Associate Professor, Faculty of Education, Simon Fraser University; Dr. G. Kirchner, Professor, Faculty of Education, Simon Fraser University; Mr. George Longstaff, Physical Education Consultant, Coquitlam School District; Ms. Fran Heath and Ms. Donna Van Sant, Faculty Associates for the Physical Education Minor Programme, Simon Fraser University.

further consultation with previously mentioned experts. The third and final draft of the questionnaire was administered next to teachers from Coquitlam, Vancouver, Nanaimo and Langley School Districts (See Appendix I). The completed pilot questionnaires were processed and collected data tabulated to review if the information attained answered the problems posed for the survey.

Questionnaire Format

The questionnaire was divided into eight sections as outlined below: (See Appendix J)

- I. Professional Background.
- II. Availability of the Elementary Physical Education Curriculum Guide, Supplement, and Issue E Textbooks.
- III. Content of the Programme.
- IV. Teaching Methods.
- V. Time Allotment.
- VI. Evaluation.
- VII. Inservice.
- VIII. Resource Materials.

Sections I and II were concerned with the personal and the professional background of the surveyed teachers and the availability of the Elementary Physical Education Curriculum Guide, Supplement, and Issue E textbooks to those teachers. Sections III and IV were related to the content of the programme and the teaching methods employed in teaching the various recommended activities. Section V dealt with the questions relating to time allotment afforded the physical education programme. Section VI dealt with the various determinants used for evaluation of pupils. Section VII was concerned with the types of inservice programmes that teachers have found successful and the types of inservice programmes that the teachers would find useful in the

future for the teaching of physical education. Section VIII encompassed the topic of resource materials. There were questions relating to reviewing the materials and suggestions for the improvement of those materials.

Respondents were asked to put appropriate number responses in the boxes provided by each question and these were then transcribed into the coding boxes. In the event of a questionnaire being sent to a teacher who did not teach physical education, that teacher was asked to indicate that fact in the space provided on the covering sheet of the questionnaire and pass the questionnaire onto a teacher who was responsible for teaching physical education to his or her assigned class.

Questionnaire Distribution and Collection.

The 266 questionnaires were sent by mail on May 12th, 1978, to the Superintendents of the twenty-nine participating districts. The questionnaire was distributed by the District Superintendent to the Principal of the designated teacher according to a random sampling procedure. The questionnaire package contained an informative letter from the writer and asked the teacher to return the completed questionnaire in the stamped-addressed envelope provided, by May 29th. Each questionnaire was previously coded with the teacher's name and school district. A letter was sent on June 15th to remind those teachers who had not returned the completed questionnaires to do so. One hundred and fifty one (56.7 percent) questionnaires were completed and sent back to the writer.

CHAPTER 2

Review of the Literature

The first part of the chapter presents a comparative study of the elementary physical education curriculum guides of the five selected provinces of British Columbia, Alberta, Saskatchewan, Manitoba and Ontario. It highlights some of the differences and similarities amongst the guides. The second part of the chapter is comprised of provincial studies undertaken in physical education.

PROVINCIAL ELEMENTARY PHYSICAL EDUCATION GUIDES

The Physical Education Curriculum Guides of the five provinces selected have similar philosophies and content. The striking similarities of these guides are that they all advocate the movement education approach to teaching physical education.¹ They all consider that daily physical education is desirable.² In addition, they

¹British Columbia, Ministry of Education, Elementary School Physical Education, Revision of the 1971 Edition (Victoria: Publications Services, 1975, pp. 55-62; Alberta Department of Education, Elementary Physical Education (Edmonton: Alberta Education, 1969), p. 15; Saskatchewan Department of Education, Physical Education Curriculum Guide K to 12 (Regina: Department of Education, 1976), p. 3; Manitoba Department of Education, Physical Education Grades 4-5-6: Introductory Teaching Methods (Winnipeg: Government Printing Office, 1969), p. 15; Manitoba Department of Education, Primary Physical Education (Winnipeg, Department of Education, 1976), p. 11; Ontario Department of Education, Curriculum Guidelines, Primary and Junior Division. Interim Revision, Introduction and Guide (Toronto: Department of Education, 1971), pp. 9-15.

²British Columbia, op. cit., p. 4; Alberta, op. cit., p. 15. The Guide suggests daily physical education for primary grades and three lessons totalling ninety minutes per week for intermediate grades; Saskatchewan, op. cit., p. 23; Manitoba, Grades 4-5-6, op. cit., p. 1; The guide suggests daily physical education for primary grades and three lessons totalling ninety minutes per week for intermediate grades; Manitoba Primary, op. cit., p. 17; Ontario, op. cit., p. 6.

recommend that evaluation should be child-centred.³ The Saskatchewan Guide, however, recommends that the Canadian Fitness tests should be given two or three times a year, but cautions against using it as a replacement for the physical education programme.⁴

Philosophies and Objectives

There are similar philosophies and objectives common to all the guides. Basically, they advocate that the programme should be child-centred and that the individual should understand his or her own physical capabilities and be able to accept them. The programme should enhance the natural rate of physical development, maintain good posture, and provide learning experiences in social, emotional and mental development, as well as the physical.⁵

With the exception of British Columbia, all guides state specifically, that one objective is to develop basic neuro-muscular skills and abilities in order that future recreational skills may be accomplished easily and that these skills can be used in daily life activities.

³ British Columbia, op. cit., p. 30; Alberta, op. cit., p. 15; Saskatchewan, op. cit., p. 43; Manitoba Grades 4-5-6, op. cit., p. 1; Manitoba Primary, op. cit., p. 26; Ontario, op. cit., p. 22. Most of the guides suggest that grades are not a feasible form of evaluation and deem comments on report cards as more appropriate.

⁴ Saskatchewan, op. cit., p. 43.

⁵ British Columbia, op. cit., p. 2; Alberta, op. cit., pp. 1-2; Saskatchewan, op. cit., p. 1; Manitoba Grades 4-5-6, op. cit., p. 1; Manitoba Primary, op. cit., p. 11; Ontario, op. cit., p. 5.

All guides advocate physical fitness as a desirable objective and that hopefully the concepts and skills advocated in a Movement Education programme can meet the objectives stated.⁶

Programme

All guides give explanations and examples of the direct, indirect, and limitation teaching methods. They recommend that lessons follow a progression and use appropriate movement themes. The lesson should include an Introduction, Theme Development and a Final Activity. There are suggestions for suitable movement themes, which are grade appropriate, and sample lesson plans, either written into the guide itself, or in a supplementary booklet. The British Columbia, Manitoba, and Ontario Guides have a similar section on characteristics and needs of children and all the guides have developmental skill charts.⁷ The British Columbia Guide alone, has a section related to physically gifted and handicapped children.⁸

⁶ British Columbia, op. cit., p. 2; Alberta, op. cit., pp. 1-2; Saskatchewan, op. cit., p. 1; Manitoba Grades 4-5-6, op. cit., p. 1; Manitoba Primary, op. cit., p. 11; Ontario, op. cit., p. 5.

⁷ British Columbia, op. cit., p. 15; Manitoba Grades 4-5-6, op. cit., p. 6; Ontario, op. cit., p. 6.

⁸ British Columbia, op. cit., p. 17.

Programme Policies and Procedures

Daily physical education and suitable attire are two expectations common to all guides.⁹ The British Columbia Guide stipulates thirty minutes per day for primary grades and forty minutes, where possible, for intermediate grades. The Saskatchewan Guide suggests a minimum of thirty minutes daily, or the equivalent, and the Manitoba Guide recommends that primary grades have no less than twenty minutes daily with a total of not less than one hundred minutes weekly.

All publications have sections relating to safety and accident procedure. The Saskatchewan Guide has a very comprehensive chapter on liability, the function of insurance and insurance protection.¹⁰ There are comprehensive lists of facilities and supplies printed in all guides, with the British Columbia publication suggesting class sets of forty, whereas the Saskatchewan Guide recommends limiting class size to thirty.¹¹ The Saskatchewan Guide contains an outline on the responsibilities of consultants, principals, parents and physical education teachers in the programme.¹² In addition, it mentions community school cooperation.¹³ The Saskatchewan publication is the only one that warns

⁹ British Columbia, op. cit., p. 12; Alberta, op. cit., p. 15; Saskatchewan, op. cit., p. 23; Manitoba Primary, op. cit., p. 26; Manitoba Grades 4-5-6, op. cit., p. 7; Ontario, op. cit., p. 21.

¹⁰ Saskatchewan, op. cit., pp. 48-53.

¹¹ British Columbia, op. cit., p. 6; Saskatchewan, op. cit., p. 23.

¹² Saskatchewan, op. cit., p. 21.

¹³ Saskatchewan, op. cit., p. 1.

against scheduling physical education into one semester only, and recommends that the subject should be offered regularly, even though the semester system may be in operation in a school.¹⁴

Content of the Programme

Generally, all guides suggest that equal time and importance should be offered for games, gymnastics and dance. More specifically, the British Columbia publication recommends, at the primary level, that thirty percent of the programme time should be allotted to each of the areas of games, gymnastics and dance, and that the remaining ten percent of the time should be for aquatics. However, at the intermediate level, there is a definite discrepancy in the time allotments for boys and girls. For boys, it recommends forty percent of programme time for games and twenty percent for dance. Conversely, for girls, the programme includes twenty percent games time and forty percent dance time.¹⁵ This discrepancy does not appear to exist in the other provincial guides. It would appear that weather and cultural conditions dictate a slight variation in the content as outlined in the Saskatchewan Guide. It suggests that twenty percent of the instructional time be afforded to each of the areas of games, gymnastics and dance, and the remaining forty percent of the time be divided amongst aquatics, skating and outdoor physical education.¹⁶

¹⁴Saskatchewan, op. cit., p. 23.

¹⁵British Columbia, op. cit., p. 25.

¹⁶Saskatchewan, op. cit., p. 13.

In all provincial publications, there are detailed lesson plans for games, gymnastics and dance. Both Manitoba and Alberta Guides have lists of detailed lead-up games for soccer, volleyball, basketball, softball and track and field.¹⁷

Resources and Bibliographies

There are lists of references and suggested readings either at the end of each section of the Guides, or as in the Saskatchewan publication, at the end of it. The British Columbia Guide has a bibliography after each section and, where appropriate, lists of records. In addition, this province issues a set of fourteen texts which are available to each school.

The Alberta publication lists fewer books in its bibliographies, but many of these books suggested are the same as those issued by the Ministry of Education in British Columbia. The Saskatchewan Guide also suggests many of these books, as well as listing various Department of Education reports, videotapes and educational readings.¹⁸ The Manitoba Guide, which is the oldest of the publications examined, and currently under revision, contains very few books similar to the books suggested in the other guides.

¹⁷ Manitoba Department of Education, Physical Education Grades 4-5-6: Games Section (Winnipeg: Department of Education, 1969), p. 3825; Alberta, op. cit., pp. 43-64.

¹⁸ Saskatchewan, op. cit., pp. 54-56.

PROVINCIAL STUDIES IN PHYSICAL EDUCATION

A study of compulsory physical education programmes in Alberta was carried out because of concerns expressed by parents and others regarding the nature and degree of acceptance of the programme, its cost and the incidence of injuries experienced by the students.¹⁹

A summary report was submitted to the Department of Education and the findings were based upon data obtained from a ten percent sample of schools in Alberta.²⁰ The findings and expressed concerns formed the major part of the report, together with the following recommendations:

- (a) It is recommended that physical education be retained as a required subject in the school curriculum, and further, that the requirements be extended to grades 11 and 12.
- (b) That the Department of Education and local school jurisdictions take the necessary steps to institute the provisions of daily physical education at all grade levels, K - 12.
- (c) That the duration of physical education class period be increased to provide for a minimum of thirty minutes daily of actual instruction at the elementary level and to sixty minutes at all grades at the secondary level.
- (d) That teachers and school administration make every effort to curtail the practice of cancelling physical education classes as a form of punishment (and, as far as possible, for any other reason).

¹⁹ R. A. Glassford and others, The Required Physical Education Program in Alberta (Edmonton: Learning and Research, Alberta Education, 1977), p. 6.

²⁰ Ibid., p. 6.

- (e) Greater emphasis be placed on fitness programmes.
- (f) That the Department of Education or the Provincial Supervisor of Physical Education strike an ad hoc committee to study and recommend a suitable format to be used in assigning grades and/or assessing progress in physical education.
- (g) That the Faculties of Education and Physical Education of Alberta universities, in consultation and conjunction with Alberta school districts, create summer workshops designed to provide teachers already in the field, with materials, methods and content that will enhance the elementary physical education learning environment.
- (h) That each school nominate a staff member to attend the 1977 summer workshop in physical education. This individual would then act as resource person for the school's physical education programme. Costs for participation would be borne by the School Board.
- (i) That all prospective elementary school teachers be required, as a part of their professional preparations, to take a basic content and method course in physical education.
- (j) That a significant part of this course be focused upon growth and development characteristics of the child in K to grade 6 age range.
- (k) That qualified internship co-ordinators and supervisors be appointed by the universities to supervise the teachers interns in their physical education classes so as to maximise the values accrued through practicums.
- (l) That a series of manuals be created by the Curriculum Branch of the Department of Education designed to aid the elementary school teacher in programme development and operation in such areas as movement education, aerobic exercises, outdoor pursuits, games of low organisation, and a conceptual approach to physical education.
- (m) That rural school jurisdictions be encouraged to utilize the current (School Buildings Board) grant structure to provide improved physical education-recreation facilities.²¹

²¹Ibid., pp. 10-97.

In addition to these recommendations, there were further statements relating to prevention of injuries and financing physical education programmes. Since 1969, no new curricula has appeared. However in 1975, some direction was given to the physical education programme in the form of a Department of Education publication.²² It recommended daily physical education for primary children and three thirty-minute lessons per week for intermediate children. In addition, the publication advocated a movement education experience, the content of which should include games, gymnastics and dance.

The Province of Saskatchewan

In Saskatchewan, there appears to have been a history of defining, evaluating and redefining physical education programmes. An Advisory Committee on Physical Education, which was appointed by the Ministry of Education, studied a provincial survey conducted by the Physical Education Consultant, John Campbell. The survey which was conducted in 1972-1973 concluded that:

- (a) The present physical education programme at K-6 was predominantly athletic and was not designed to challenge individual students with differing abilities and needs. The failure to use acceptable classroom techniques is blamed on a lack of equipment. "The basic human need for movement to develop rhythms, posture and creative expression is overlooked in most physical education programs."
- (b) Teachers and Principals often cancel physical education classes to make room for other activities.

²² Alberta Department of Education, Program Studies for Elementary Schools (Edmonton, Alberta Education, 1975), pp. 55-56.

- (c) Teacher method, equipment used and developmental objectives of the class are not considered by the teacher.
- (d) Due to a lack of training and experience of Superintendents, Department of Education evaluation techniques often do not apply to physical education. Physical education as a discipline is not generally evaluated in Saskatchewan.
- (e) Teacher training requirements for physical education do not exist at the elementary school level.
- (f) There is a lack of necessary equipment to properly teach physical education at the K-6 level.
- (g) Timetable allotment for physical education is usually insufficient.²³

There is not direct mention of whether teachers were attempting to follow the current curriculum guide and its recommendations, but the report stated that there were difficulties in terms of equipment, facilities and trained personnel. The report concluded that the essential development needs satisfied by gymnastics, rhythmic, leisure activities and games were being neglected due to the lack of teacher interest and experience. This was further hampered by lack of equipment, lack of administrative support, timetable problems and a fear of safety and liability factors.²⁴

²³ Saskatchewan Department of Education, Saskatchewan Physical Education Report (Regina: Department of Education, 1973), pp. 23-27. The report states that survey forms were sent to each school and visitations were made to fifty-two school units. Eight public meetings were held and thirty-three briefs were submitted and reviewed.

²⁴ Ibid., p. 27.

One period of physical education a week or not at all is a disastrous situation. In many ways, school contributes to an apathetic general public attitude towards gymnastics, rhythmic, games and leisure physical activities which are essential to physical and mental health.²⁵

As a result of this survey, a number of recommendations were made to the Department of Education. The report recommended that a Saskatchewan Branch of Physical Education and Recreation be created within the Department of Education. This branch should be made up of a Provincial Director, Assistant and Regional Physical Education Consultants. It recommended further, that a Physical Education Curriculum Steering Committee be established on a permanent and rotating basis with members invited to participate for a two year term.²⁶

There were a number of similarities between the recommendations of the 1973 Saskatchewan Physical Education Report and the 1977 Report on the Required School Physical Education Program in Alberta. The similarities included the recommendations of daily physical education in the school programme and that every person graduating from the Colleges of Education should have at least one class in physical education. Both reports suggested that one staff member from each school should attend a summer workshop in physical education and then would take responsibility for implementing the physical education programme in their own schools.

²⁵ Ibid., p. 28.

²⁶ Ibid., p. 1.

In 1976, a new curriculum guide was published and it incorporated many of the recommendations of the 1973 Saskatchewan Physical Education Report. The new curricula guide stated that:

All schools will have to make an earnest effort to ensure that the objectives of physical education become realities for each student, even in those schools where facilities are severely limited.²⁷

The Saskatchewan Chief of School Community Physical Education, Mr. J. Campbell, initiated the movement project entitled "Lighthouse". Its purpose was to establish demonstration schools throughout Saskatchewan, which would try new methods to overcome problems associated with implementing and maintaining the physical education programme. It would also pilot new ideas in evaluation of student performance in physical education and develop teacher, principal, and superintendent expertise in the implementation and maintenance of physical education. The programmes' initial involvement was to last for one school year, but it was hoped that it would be renewed for three to five years.²⁸

²⁷ Saskatchewan Department of Education, Physical Education Curriculum Guide, K to 12 (Regina: Department of Education, 1976), Foreword.

²⁸ Statement by J. Len Gusthart, Assistant Professor of the College of Physical Education of the University of Saskatchewan, Saskatoon, Saskatchewan, November, 1977.

J. Len Gusthart was involved also in the project "New Perspectives in Elementary School Physical Education programmes in Canada." This study was sponsored by the Canadian Association for Health, Physical Education and Recreation and provided an opportunity for experts across Canada to identify criteria for good elementary school physical education programmes. The study commented on factors affecting such programmes, provided resource materials, and suggested methods by which increasing numbers of good programmes could be implemented. It was a national report, presented in 1976.

In 1977, the Department of Education issued a physical education teacher survey, with the purpose of providing a comprehensive description of the physical education programmes in Saskatchewan.²⁹ It was hoped that the information gathered would assist the Department of Education to make modifications to the physical education curriculum, design further inservice activities, determine future consultant activities, assess the extent of implementation of the movement education programme, and lastly to assess the effectiveness of previous implementation activities.

The questionnaire covered teacher preparation, class size, lesson length and facilities with relation to maintaining a movement education programme. The questionnaire was quite brief and took for granted that teachers understood the movement education concept. It made little reference to teaching methods, evaluation, facilities or resource texts and materials.

Newfoundland and Labrador

To the writer's knowledge, the only study undertaken in the area of physical education was in 1977.³⁰ The questionnaire was brief and

²⁹ Saskatchewan Department of Education, "Physical Education Teacher Survey", (Regina: Department of Education, 1977).

³⁰ Newfoundland and Labrador Department of Education, "Survey of the Views of Newfoundland Physical Education Teachers on Their Programs and Their Physical Education" (St. John's: Department of Education, 1977). The total number of respondents was 103 secondary physical education teachers.

pertained to intra-mural sports, interest and helpfulness of administrators, fitness and training. The questions were very broad and the data collected gave indications to the problem areas rather than to specific factors causing difficulties in maintaining a physical education programme. The results indicated that ninety-four percent of the respondents felt that there was a definite need for more physical education inservice. They were divided on the topic of administrative interest and help in physical education.

Nova Scotia

In 1974, a survey was conducted throughout the public schools in Nova Scotia to determine the current data relating to physical education programmes, facilities and leadership.³¹ Although the purpose of the survey was to acquire data which described the elementary and secondary physical education programmes in the public schools of Nova Scotia, the questionnaire only touched on content of the programme with regard to inservice needs rather than on what was actually taught and how it was taught. The results of the survey showed that from primary to grade three, the most commonly reported number of periods provided each week was a single period and that the average physical education programme was timetabled for an average of fifty-one minutes.³² For

³¹ Nova Scotia Department of Education, "Physical Education Survey", Halifax: Health and Physical Education Office, May 1974). The questionnaire was sent to 585 Principals of schools and there was a 69.4% return.

³² Nova Scotia Department of Education, "Physical Education in Nova Scotia" (Halifax: Health and Physical Education Office, 1974), p. 2. (Mimeographed).

the intermediate grades 4 to 6, the average time allotment was sixty-four minutes, with two periods per week most commonly reported. Principals indicated a preference for having a specialist teach physical education at all grades in elementary schools and thirty-two percent of the schools reported that they did not offer a regular physical education programme.³³

To the writer's knowledge, there has been no new curriculum guides published since the data was gathered.

Manitobā

Manitoba Department of Education, like Saskatchewan, has carried out a number of studies on physical education. Prior to 1972, there had been no previous physical education surveys. However in 1972, an in-depth survey of physical education was undertaken.³⁴

This survey examined inter-utilization of school community facilities, the scope of physical education instruction, intra-mural and inter-scholastic programmes. Data pertaining to curriculum showed that in the Winnipeg School District for instance, the average number of physical education classes per week was 2.5 for urban schools and 2.0 for rural schools. Lessons averaged thirty-four minutes in length.

³³Ibid., pp. 2-3.

³⁴Manitoba Department of Education, General Survey of Physical Education in Manitoba schools (Winnipeg: Province of Manitoba in cooperation with the Student Employment Program, 1972).

On the average, grade 7 classes received twice the number of physical education lessons than did other grades. With regard to content of the programme, basic movement and dance activities were emphasized in the primary grades, with team games being emphasized in the intermediate grades.

The results of this survey and other articles and reports were compiled by a Physical Education Working Group who presented an Interim Report to the Ministry of Education.³⁵ The Working Group visited physical education experimental project sites in Manitoba, Saskatchewan and Ontario and sponsored a workshop entitled "New Directions in Physical Education for Manitoba Educators at all Levels."³⁶ A summary of recommendations suggested that specific learning objectives related to physical fitness should be added to the curriculum:

³⁵ Jim Daly and others, New Directions in Physical Education for Manitoba Schools: An Interim Report (Winnipeg: Department of Education, 1975).

³⁶ Ibid., p. 1.

The Physical Education Working Group was appointed late in 1974 to:

- 1) Review all pertinent documents and reports that could be helpful in improving physical education in the schools from K-12, particularly the comprehensive report on this subject produced by the Physical Education Branch of the Department of Education.
- 2) Conduct discussions with the various affected public interest groups and departmental personnel, in order to obtain their views on how physical education might be improved.
- 3) Prepared a strategy paper with a promised list of recommendations, attendant costs and time chart in respect to implementation of the programme.

That effective September 1st, specific learning objectives related to physical fitness programmes be added to the school curriculum, so that every child at every level of the school system, not only practices the habits of personal fitness but also understands at his/her level the principles which underlie them.³⁷

In addition, the report recommended that schools be required to offer an average of forty minutes a day for physical education and that provisions be made for summer workshops, province-wide workshops and the institution of fitness centres. Like the Saskatchewan and Alberta reports, the Working Group reported that Faculties of Education initiate a compulsory physical education course for all student teachers by 1980. Physical fitness resource packages were prepared and the report asked that three Regional Physical Education Consultants be hired to implement new programmes.³⁸

Since the publication of the report, a new primary curriculum has been issued which has incorporated many of the recommendations.³⁹

Federal Surveys and Reports

A review of the literature showed the results of two surveys in which questionnaires had been sent to educators in more than one

³⁷ Ibid., p. 2.

³⁸ Ibid., pp. 3-4. In 1977, the Manitoba Department of Education issued a fitness manual which was based on the findings of the 1977 Manitoba Schools' Physical Fitness Survey. The manual was entitled "Manitoba Physical Fitness Performance Test Manual and Fitness Objectives for Manitoba Youth 5 - 18 years of age."

³⁹ Manitoba Department of Education, Primary Physical Education (Winnipeg: Department of Education, 1976).

province. Results of one survey were outlined in an article by Kally Kennedy.⁴⁰ The questionnaire was very brief and it was sent to Supervisors of physical education in Manitoba, Saskatchewan, Alberta and British Columbia. The data collected indicated that instructional time for elementary physical education averaged only two periods per week totalling 80 - 90 minutes. Generally, classroom teachers were responsible for physical education instruction and if specialists had been hired, the majority were men. The results show a significant change in most programmes, with the inclusion of outdoor activities, a movement education approach to teaching physical education, and an increase in programmes for the handicapped child. It was noted also, that where programme changes had occurred, they had been initiated by the supervisor or group of teachers, most of whom were usually men.

The other survey which the writer noted was a National Study in Physical Education by the Canadian Association for Health, Physical Education and Recreation.⁴¹

The study provided an opportunity for experts across Canada to identify criteria for good elementary physical education programs, to comment on factors affecting such programs, to provide resource materials, and to suggest methods by which increasing numbers of good programs should be implemented.⁴²

⁴⁰ Kally Kennedy, "Curriculum Development for Elementary Physical Education" (origin unknown, 1974). Mimeographed. Twenty-six questionnaires were sent out to supervisors of physical education and there were twenty returns.

⁴¹ Canadian Association for Health, Physical Education and Recreation, The National Report on New Perspectives for Elementary School Physical Education Programmes in Canada (School Physical Activity Programme Committee, 1976).

⁴² Ibid., p. 3.

In view of the fact that the sample was considered to be an opportunist sample of informed teachers, principals, consultants, Ministry and university personnel, the study could not be interpreted as representative of the status of elementary physical education in Canada. However, the study identified the criteria for good elementary physical education programmes, presented to the Government of Canada a list of recommendations for the implementation of good programmes and initiated a resource bank of programme materials.⁴³

With relation to curriculum guides, the study identified the following factors that created difficulties for schools which attempted to achieve objectives recognized as elements of good physical education programmes:

- lack of time allotment
- difficulties in scheduling and timetabling
- lack of resource materials
- ignorance of the availability of resource materials
- inadequate university preparation of generalist teachers in the teaching of physical education
- lack of inservice
- inadequate facilities and supplies
- overemphasis placed on cognitive needs of the children
- traditional thinking and resistance to change and to implement new ideas
- lack of communication
 - (a) among school boards, physical education associations, administrators and the public
 - (b) between researchers and practitioners
 - (c) between universities and colleges of education
 - (d) between schools and recreation departments.⁴⁴

⁴³Ibid., p. 3.

⁴⁴Ibid., pp. 8-9.

The teachers, who were surveyed in this study, were identified as being good physical educators, supervisors and consultants of physical education. There was approximately a fifty percent return of questionnaires. Within the report was a definition of good programmes:

A definition of good elementary school physical education programs has been developed by recourse to the literature, through informed opinion from across Canada and committee members' discussions.

A good elementary school physical education programme has the following elements:

- daily instruction
- maximum active participation
- wide range of movement experiences
- total fitness activities
- qualified, competent teachers
- adequate and appropriate facilities and equipment
- principles of growth and development as its base
- opportunities to develop positive attitudes to an activity
- suitable competition.⁴⁵

The report states that in addition to daily physical education, weekly time available should range between 150 and 300 minutes and that each school must have at least one teacher with specialist training in elementary school physical education who will act as a teacher and resource person. All other teachers should have competency in the field and through their training must have a sound knowledge of the contribution of movement to the total education and development of the child. It noted also that school boards and departments of education have a responsibility to provide consultative services in physical education.

⁴⁵Ibid., p. 265.

The report of the Canadian Association for Health, Physical Education and Recreation outlined the three stages of its project. The first stage was the review of the literature and data collected from interviews and questionnaires. The second stage was the analysis of data and the establishment of a data bank of resource materials. The final stage which is a continuing project, is the assistance in the implementation of the recommendations.⁴⁶

British Columbia

There have been a few physical education studies that have incidentally looked at curriculum guides and their recommendations. In the Abbotsford School District, the Physical Education Consultant undertook a survey of qualifications, teaching practices, and attitudes of elementary teachers of physical education.⁴⁷ All 243 elementary teachers were surveyed and there was a sixty percent return. Data pertaining to the 1971 Elementary Physical Education Curriculum Guide showed that eighty-seven percent of the teachers failed to report any use of the guide and its resource texts and that the largest number of teachers devote approximately half of the year's programme to games.⁴⁸ It was noted that about one-third of the students were involved in daily physical education.⁴⁹

⁴⁶ Ibid., p. 3.

⁴⁷ Al Fischer, "A Survey of Qualifications, Teaching Practices and Attitudes of Elementary Teachers of Physical Education in Abbotsford School District, B. C., Abbotsford, 1974. (Mimeographed).

⁴⁸ Ibid., pp. 19-24.

⁴⁹ Ibid., p. 17.

The report concluded that teachers made negligible use of the resource materials provided by the Department of Education and that:

Generally students are being presented with imbalanced, unplanned and insufficient activities which may result in more negative than positive results.⁵⁰

In 1977, William O'Neill studied attitudes, physical fitness and physical education in the North Vancouver School District.⁵¹ The report contained data collected from the district physical education teaching population, parents and students. A sample of grade 3, 6, 9 and 12 students were surveyed by questionnaire and tested in three components of physical fitness.

Unlike the Abbotsford study, 85.9 percent of elementary teachers indicated that they used the 1971 Department of Education Elementary Physical Education Curriculum Guide. However, 73.2 percent of those teachers were not aware of the 1976 revision of the Guide.⁵² Analysis showed that approximately 50% of the elementary teachers were involved in daily physical education, and that participation was ranked as the highest means of evaluation followed by attitude and personal improvement.⁵³ The use of scores on skill and knowledge tests were ranked as the lowest means of evaluation.⁵⁴

⁵⁰ Ibid., p. 29.

⁵¹ William O'Neill, "A Study of Attitudes, Physical Fitness and Physical Education in School District #44 (North Vancouver)." (A study submitted to Dr. L. G. Marshall, Assistant Superintendent, Program and Development, North Vancouver School Board, Vancouver, British Columbia, April, 1977.

⁵² Ibid., p. 62.

⁵³ Ibid., p. 75.

⁵⁴ Ibid., pp. 67-68.

CHAPTER 3

Results of the Survey

The central focus of this study was to provide data to determine if elementary teachers of physical education were adhering to the aims and objectives of the Elementary Physical Education Guide and the suggested programme and teaching strategies.

SAMPLING PROCEDURE

According to the Ministry of Education, there were 14,251.9 full-time elementary teachers employed in seventy-five school districts in 1975-1976.¹ It was decided to use the ratio of one questionnaire per twenty-five teachers in each participating school district.² This would account for a 1.86 percent of the total population to be surveyed. Twenty-nine school districts consented to take part in the survey, and 266 questionnaires were distributed via Superintendents and Principals to a random selection of teachers. One hundred and fifty-one (56.7 percent) questionnaires were completed and returned. (See Appendix P)

¹Statistical consultant with Mr. D. Oliver, Assistant Director of the Curriculum Development Branch at the Ministry of Education.

²Statistical consultation with Dr. S. Shapson, Associate Professor, Faculty of Education, Simon Fraser University.

ANALYSIS OF THE DATA

The information obtained from each section of the questionnaire was transcribed into the coding boxes provided by each question, then keypunched onto computer cards. All data were treated at the Simon Fraser University Computing Centre using the Statistical Package for the Social Sciences (S. P. S. S.).

Descriptive statistics of mean, median, range, maximum, minimum, standard deviation, relative and adjusted percentages were computed for the survey instrument. Cross tabulations within grade, sex, qualifications and year of certification were carried out for all the 253 variables. For the qualifications cross tabulation, data was gathered on those teachers with a physical education or kinesiology major or minor and all other teachers. With regard to the year of certification, there were two groupings; one was of those teachers who received their teaching certificate in 1970 or before, and the other group consisted of teachers who received their certificates in 1971 or later. The reason for the year of division was that the Elementary Physical Education Guide first appeared in 1971 and was revised only very moderately in 1975.

RESULTS

Demographic Data

Each teacher was asked to provide information relating to his or her educational background and teaching experience. The range in years in which teachers received their teaching certificates, was from

1934 to 1977. Table I shows that 48.5 percent of the teachers received their teaching certificates in 1970 or earlier.

TABLE I
Year of Teacher Certification

Year	No.	%
1934-1966	45	29.9
1967-1970	28	18.6
1971-1977	77	51.0
missing cases	1	0.7
Total	151	100.0

Teachers who received their certificates in 1970 or before (Throughout the Chapter on results this group is referred to as the "PRE" group)	=	73
Teachers who received their certificates in 1971 or later (Throughout the Chapter on results this group is referred to as the "POST" group)	=	77

Table II shows that out of the 151 teachers surveyed, 8.6 percent had a physical education or kinesiology major; 6.0 percent had a physical education or kinesiology major.

In response to the question concerning the years of post secondary education, Table III reveals a range from one year to seven years. In this group of teachers, 28.5 percent had three years of post secondary education, 37.7 percent had four years, and 31.2 percent had five or more years of post secondary education.

TABLE II
Teacher Qualifications

Qualifications	No.	%
Physical Education or Kinesiology Major	13	8.6
Physical Education or Kinesiology Minor	9	6.0
Other	115	76.2
Missing Cases	14	9.3
Total	151	100.0

TABLE III
Years of Post Secondary Education

Number of Years	No.	%
2 or less	2	1.3
3	43	28.5
4	57	37.7
5 or more	47	31.2
Missing cases	2	1.3
Total	151	100.0

The data contained in Table IV identifies that 35.8 percent of the teachers were male compared to 64.2 percent who were female.

TABLE IV
Sex of Respondents

Sex	No.	%
Male	54	35.8
Female	97	64.2
Total	151	100.0

The responses tabulated in Table V indicate that the grade levels assigned the surveyed teachers include all grades from kindergarten to grade 7. Only 4.0 percent of the teachers were not assigned a homeroom.

Teachers were asked to complete the questionnaire relevant to the class the teacher had been assigned his or her major teaching assignment. The smallest number surveyed was kindergarten teachers of which there were six percent and the largest number surveyed were grade four teachers of which there were 15.2 percent. It should be noted that out of the 73 teachers surveyed from kindergarten through grade three only 2 were males. Conversely, from the 49 teachers in grades five, six and seven, only 11 were females.

Other data collected in this survey show that 18.5 percent of the teachers did not teach their assigned classes any physical education, hence passed the questionnaire on to the person responsible for teaching physical education to their assigned class. Of these teachers, 46.4 percent had traded physical education classes to teach another subject and 3.5 percent cited sickness and age as a reason for not teaching physical education.

TABLE V
Grade Level Assignment

Grade	No.	%	Male	Female
Kindergarten	10	6.6	0	10
1	23	15.2	0	23
2	22	14.6	1	21
3	18	11.9	1	17
4	23	15.2	10	13
5	18	11.9	11	7
6	12	7.9	11	1
7	19	12.6	16	3
without a homeroom	6	4.0	4	2
Total	151	100.0	54	97

Familiarity with Curriculum Materials

Section II of the questionnaire deals with familiarity, availability, and a value of the curriculum materials. Table VI shows a comparison of all subjects in relation to the teacher's familiarity with the curriculum guides for the subjects which they were teaching. This comparison gave an indication of the relative status of physical education in relation to other subjects. It also provided baseline data relevant to usage of the physical education curriculum materials. The data show that over 90 percent of the teachers who are teaching either

Social Studies, Language Arts, Mathematics or Science, have thoroughly read, or glanced at, the latest editions of the curriculum guides for these subjects. However, only 77.4 percent of the respondents teaching physical education indicate that they have thoroughly read or glanced at the latest edition of the Physical Education Curriculum Guide.

TABLE VI

Familiarity with British Columbia Curriculum Guides.

For those subjects you currently teach, please indicate whether you have read the latest copy of the Curriculum Guide.

Subject Guide	Year of Edition	Familiarity with Guides					
		Thoroughly		Glanced at it		Not at all	
		No.	%	No.	%	No.	%
Language Arts	1968	98	69.0	40	28.2	4	2.8
Music	1971	18	15.3	53	44.9	47	39.8
Art	1972	33	23.9	69	50.0	36	26.1
Social Studies	1974	92	67.2	42	30.7	3	2.2
Physical Education	1975	52	34.4	65	43.0	34	22.5
French	1976	12	58.4	9	41.6	0	0.0
Math.	1977	96	67.6	36	25.4	10	7.0
Science	1977	80	59.7	42	31.3	12	9.0

Table VII ranks subjects in accordance with how familiar teachers were with the guides.

TABLE VII

Subjects ranked in accordance with (a) the percentage of teachers who had read the guides thoroughly and (b) the percentage of teachers who had not read the guides at all.

Subject	Rank	Percent
Language Arts	1	69.0
Mathematics	2	67.6
Social Studies	3	67.2
Science	4	59.7
French	5	58.4
Physical Education	6	34.4
Art	7	23.9
Music	8	15.3

Subject	Rank	Percent
Music	1	39.8
Art	2	26.1
Physical Education	3	22.5
Science	4	9.0
Mathematics	5	7.0
Language Arts	6	2.8
Social Studies	7	2.2
French	8	0.0

The figures in the upper part of the table indicated that 69 percent of the teachers teaching language arts had thoroughly read the latest edition of the Language Arts Curriculum Guide, only 34.4 percent of the teachers currently teaching physical education had thoroughly read the latest edition of the Physical Education Curriculum Guide. On this

basis physical education is ranked six out of eight subjects in relation to the percentage of teachers currently teaching a subject and having thoroughly read the latest edition of its curriculum guide.

The figures in the lower part of the table ranked subjects in relation to the largest number of teachers who are currently teaching a subject but had not read the latest edition of the respective curriculum guide. On the basis of this comparison, physical education is ranked three out of eight. Less than 10 percent of the teachers who taught science, mathematics, language arts, social studies or french indicated that they had not read the current curriculum guide relating to these subjects. The figures indicated that for physical education, art and music, there are 22.5 percent, 26.1 percent and 39.8 percent of the teachers respectively who were teaching these subjects without having read the respective guides.

According to the Ministry of Education, it is the responsibility of the school principal to ensure that teachers are supplied with curriculum guides. Copies of these guides are ordered by the principals from the Publications Services Branch through the school district office. The Issue E Resource Package, which comprises 7 primary and 7 intermediate physical education texts, is issued to schools at a ratio of one set per 250 students.

The figures in Table VIII show, that for both the Guide and the Supplement, after the initial large distribution in the 1971-1972 school year, there is a steady decline in numbers of issues requested. From 1975 to 1978, however, the distribution increased steadily.

TABLE VIII

Distribution of the Elementary Physical Education Curriculum Guides, 1971 Elementary Physical Education Supplement and Resource Texts.

	P.E. Guide	1971 P.E. Supplement	Issue E textbooks
1971-72	9620	3817	
1972-73	2708	2293	approximately
1973-74	1754	1488	2300 sets have
1974-75	2397	1847	been issued
1975-76	3594	1011	from 1971-1978
1976-77	4721	1720	
1977-78	5160	2301	
TOTAL	29954	14477	2300
average issued per year	4279	2068	

The 1971 Elementary Physical Education Guide was issued between 1971 and 1975. In 1975, the new revised edition was issued.

Additional information revealed that 88.7 percent of the respondents were satisfied with the method of distribution of curriculum guides.

Those 11.3 percent who expressed a dissatisfaction, were asked to offer an alternative method. The suggestions were as follows:-

- Librarian passes out copies of the latest editions of curriculum guides and resources. Teachers check the ones which they require and those are ordered by the Librarian.
- Mail personalized copies to home addresses of teachers.
- Local curriculum coordinators should distribute guides and discuss them with the teachers.

- A copy of each guide should be in each classroom and those copies should be checked each September.
- More study sessions for new guide material.
- Should be available from the Ministry of Education before the programme is implemented.
- Teachers should be more aware of their usefulness and should be reminded to use the guides.

With respect to the availability of the physical education resource materials, the response indicates that 83.4 percent of the teachers had a copy of the 1975 Elementary Physical Education Curriculum Guide on file in their schools, while 6.6 percent do not. The figures show also that 76.8 percent of the teachers reported having a copy of the 1971 Elementary Physical Education Supplement on file in their schools and 10.6 percent reported to the contrary. With respect to the availability of the Issue E resource texts, the figures in Table IX show that 56.3 percent of the surveyed teachers indicate that the texts are on file, and 21.2 percent indicate that they were not. Just over 22 percent of the teachers did not respond to the question at all.

TABLE IX

Availability of the 1971 and Revised 1975 Elementary Physical Education Curriculum Guides, 1971 Elementary Physical Education Supplement and Issue E Textbooks in Schools.

	On File		Not on File		Missing Cases	
	No.	%	No.	%	No.	%
1971 Elementary P.E. Curriculum Guide	124	82.1	8	5.3	19	12.6
1975 Revised P.E. Curriculum Guide	126	83.4	10	6.6	15	10.0
1971 Elementary P.E. Supplement	116	76.8	16	10.6	19	12.6
Set of Issue E Textbooks	85	56.3	32	21.2	34	22.6

Further details were solicited concerning the location of the resource materials. It can be seen from Table X, that 34.4 percent and 27.2 percent of the teachers had copies of the 1975 Elementary Supplement respectively in their own classrooms. For each question relating to the Guide, the Supplement and Issue E Textbooks there are 16.6 percent, 21.9 percent, and 37.7 percent of missing cases respectively. This could indicate that the resources could not be found easily, that the teachers did not look for them, or that the teachers were not familiar with them at all.

TABLE X

Location of Elementary Physical Education Guides,
Supplement and Issue E Textbooks in Schools.

Location	1971 P.E. Guide		1975 P.E. Guide		1971 P.E. Supplement		Issue E Textbooks	
	No.	%	No.	%	No.	%	No.	%
Own Classroom	50	33.1	52	34.4	41	27.2	16	10.6
Staffroom	20	13.2	22	14.6	23	15.3	32	21.2
Principal's Office	3	2.0	2	1.3	4	2.6	1	0.7
Library	18	11.9	17	11.3	14	9.3	24	15.9
Own Copy	10	6.6	13	8.6	9	6.0	3	2.0
P.E. Office	4	2.6	5	3.3	4	2.6	4	2.6
Stockroom	14	9.3	11	7.3	20	13.2	8	5.3
Other	4	2.6	4	2.6	3	2.0	6	4.0
Missing Cases	28	18.5	25	16.6	33	21.9	57	37.7

Once it was determined where the guides and resource materials were located, it was necessary to assess how familiar each teacher was with these materials. In Table XI, 34.4 percent of the teachers had

thoroughly read the 1975 Curriculum Guide and 9.3 percent of the teachers had not read it at all. A further 24.5 percent of the teachers indicated that they had thoroughly read the 1971 Supplement and 13.2 percent of the teachers had not.

The Issue E Textbook list, as shown in Table XI, is broken down into primary and intermediate texts. Primary teachers were asked to respond to questions pertaining to primary texts and intermediate teachers were asked to respond to questions pertaining to intermediate texts.

From the table, it can be seen that only 4.5 percent of the primary teachers indicated that they had read thoroughly A Pocket Guide to Games and Rhythm for the Elementary School, whereas 43.5 percent of the primary teachers indicated that they had read thoroughly an Introduction to Movement Education. The figures show that whereas 76.1 percent of the primary teachers had not read A Pocket Guide of Games and Rhythm for Elementary Schools, only 36.2 percent of the teachers reported not reading An Introduction to Movement Education.

The same range in familiarity occurs with the intermediate texts, with 77.3 percent of the intermediate teachers having indicated that they were familiar, to some degree, with the text Physical Education for Elementary School Children, whereas only 20.4 percent of the teachers were familiar with the text Dance Awhile.

TABLE XI

Familiarity with Guides, Supplement and Issue E Textbooks

	Familiarity with Resource Materials							
	Thoroughly		Glanced at it		Not at all		Missing Cases	
	No.	%	No.	%	No.	%	No.	%
1971 Elementary P.E. Curriculum Guide	41	27.2	65	43.0	21	13.9	24	15.9
1975 Revised P.E. Curriculum Guide	52	34.4	65	43.0	14	9.3	20	13.2
1971 Elementary P.E. Supplement	37	24.5	66	43.7	20	13.2	28	18.6
PRIMARY ISSUE E TEXTS: --								
Chatwin, Nora. Physical Education for Primary Grades	15	21.7	27	39.1	27	39.1		
Lenel, R. M. Games in the Primary School	9	13.6	30	45.5	27	40.9		
Latchaw, M. A Pocket Guide of Games and Rhythm for the Elementary School	3	4.5	13	19.4	51	76.1		
Gray, V. and Percival, R. Music Movement and Mime for Children	8	11.8	22	32.4	38	55.9		
Boorman, J. Creative Dance in the First Three Grades	13	19.1	27	39.7	28	41.2		

TABLE XI (continued)

	Thoroughly		Glanced at it		Not at all		Missing Cases	
	No.	%	No.	%	No.	%	No.	%
Kirchner, G.; Cunningham, J.;								
Warrell, E. Introduction to Movement Education	30	43.5	14	20.3	25	36.2		
Inner London Education Authority. Educational Gymnastics	7	11.5	13	21.3	41	67.2		
INTERMEDIATE TEXTS: --								
Kirchner, G. Physical Education for Children	21	28.0	37	49.3	17	22.7		
American Association for Health, Physical Education and Recreation. How we do it Game Book	11	16.9	17	26.2	37	56.9		
Maulden, E.;								
Redfern, H. B. Games Teaching	15	7.8	33	51.6	26	40.6		
Boorman, J. Creative Dance in the Intermediate Grades	11	16.9	18	27.7	36	55.4		
Harris, J.;								
Pittman, A.;								
Waller, M. Dance a While	4	6.3	9	14.1	51	79.7		
Bilborough, W. and Jones, P. Physical Education in the Primary Schools	7	13.2	21	39.6	25	47.2		

TABLE XI (continued)

	Thoroughly		Glanced at it		Not at all		Missing Cases	
	No.	%	No.	%	No.	%	No.	%
Cope.								
Discovery								
Methods in	5	8.2	18	29.2	38	62.5		
Physical								
Education								

Number of Primary Teachers = 73

Number of Intermediate Teachers = 72

Missing Cases = 6

Table XII indicates that there is a wide range amongst the figures given to the individual primary texts by the respondents who answered the questions pertaining to familiarity and value of the books to the teaching of physical education. Of the 23.9 percent primary teachers who were familiar with A Pocket Guide of Games and Rhythm for the Elementary School, 93.3 percent considered it to be good or excellent and only 6.7 percent of the teachers indicated that the text was of poor value to teaching of physical education. In contrast, the most familiar book was An Introduction to Movement Education. Of those 63.8 percent teachers who had read the text to some degree, 92.9 percent of the respondents thought it either satisfactory or of good value to teaching and only 7.1 percent of the respondents deemed it poor.

There is a wide range amongst the figures pertaining to teacher familiarity with individual intermediate texts also. As illustrated in Table XIII the book Physical Education for Elementary School Children appears to be the most familiar, with 77.3 percent of the intermediate teachers having read the book to some degree and 98.1 percent of those teachers deeming the book either of satisfactory or of good value to teaching. On the other hand, Dance Awhile was only familiar to 20.4 percent respondents but all of those respondents considered the text good or satisfactory.

From the teacher responses, the indication is that, although only 44.6 percent of the respondents were familiar with Dance in the Intermediate Grades, all those teachers indicated that the text was of good or satisfactory value to the teaching of physical education.

TABLE XII

Primary Teachers - Resource Materials

This is a list of the Issue E Textbooks. Please indicate your familiarity with the book and its value in assisting you in your teaching.

		Issue E: Primary Level Textbooks													
		A Pocket Guide of Games and Rhythm for the Elem. School				Music Move-ment and Mime for Children				Creative Dance in the First Three Grades				Introduc-tion to Movement Education	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
P.E. for Primary Grades		15	21.7	9	13.6	3	4.5	8	11.8	13	19.1	30	43.5	7	11.5
		27	39.1	30	45.5	13	19.4	22	32.4	27	39.7	14	20.3	13	21.3
		27	39.1	27	40.9	51	76.1	38	55.9	28	41.2	25	36.2	41	67.2
FAMILIARITY:															
Have you read this book: --															
Thoroughly		15	21.7	9	13.6	3	4.5	8	11.8	13	19.1	30	43.5	7	11.5
Glanced at it		27	39.1	30	45.5	13	19.4	22	32.4	27	39.7	14	20.3	13	21.3
Not at all		27	39.1	27	40.9	51	76.1	38	55.9	28	41.2	25	36.2	41	67.2
VALUE															
To your Teaching															
Good		15	37.5	10	27.0	8	53.3	7	25.9	16	40.0	27	64.3	6	30.0
Satisfactory		23	57.5	20	54.1	6	40.0	17	63.0	21	52.5	12	28.6	12	60.0
Poor		2	5.0	7	18.9	1	6.7	3	11.1	3	7.5	3	7.1	2	10.0

Primary Teachers = 73, Intermediate Teachers = 72, Teachers Without Home Room and Therefore Grade Unknown = 6

TABLE XIII

Intermediate Teachers - Resource Materials

This is a list of the Issue E Textbooks. Please indicate your familiarity with the book and its value in assisting you in your teaching.

Issue E: Intermediate Level Textbooks													
Creative													
P.E. for		How we do		Games		Dance in		P.E. in		Discovery			
Elem. School it		Game		Teaching		the Int.		the Prim.		Methods in			
Children		Book		Grades		a While		School		Education			
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
21	28.0	11	16.9	5	7.8	11	16.9	4	6.3	7	13.2	5	8.2
37	49.3	17	26.2	33	51.6	18	27.7	9	14.1	21	39.6	18	29.2
17	22.7	37	56.9	26	40.6	36	55.4	51	79.7	25	47.2	38	62.3

FAMILIARITY:

Have you read this book: --

Thoroughly	20	37.0	11	42.3	7	21.9	14	48.3	6	46.2	3	12.5	1	5.3
Glanced at it	33	61.1	14	53.8	22	68.8	15	51.7	7	53.8	19	79.2	16	84.2
Not at all	1	1.9	1	3.8	3	9.4	0	0	0	0.0	2	8.3	2	10.5

VALUE

To your Teaching

Good	20	37.0	11	42.3	7	21.9	14	48.3	6	46.2	3	12.5	1	5.3
Satisfactory	33	61.1	14	53.8	22	68.8	15	51.7	7	53.8	19	79.2	16	84.2
Poor	1	1.9	1	3.8	3	9.4	0	0	0	0.0	2	8.3	2	10.5

Primary Teachers = 73, Intermediate Teachers = 72, Teachers without Homeroom and Therefore Grade

Unknown = 6

Frequency of Review

Section III of the questionnaire includes the data concerned with the frequency of reviewing the guides and resource materials and suggestions for the inclusion of other activities in the physical education programme. According to Table XIV, 53.6 percent teachers feel that the Elementary Physical Education Guide and Supplement should be reviewed every two or three years or less. However, when the teachers were categorized into those teachers who received their teaching certificate in 1970 or before (hereafter called the "PRE '70" group and those who received their certificate in 1971 or later (hereafter called the "POST '70" group) there was an interesting difference in the data concerning the frequency of reviews. Only 44.6 percent of the "PRE '70" group favoured reviews every two-three years, as opposed to 72.2 percent of the "POST '70" group.

TABLE XIV

Time When the Elementary Physical Education Curriculum Guide and Supplement Should be Reviewed

Fre- quency	Those teachers who received certificates 1970 or before		Those teachers who received certificates 1971 or later		Combined	
	No.	%	No.	%	No.	%
1 year	0	0	0	0	0	0
2 years	6	9.2	15	20.8	21	13.9
3 years	23	35.4	37	51.4	60	39.7
4 years	12	18.5	8	11.1	20	13.2
every 5 or more years	24	36.9	12	16.7	36	23.8
missing cases					14	9.3

With respect to the inclusion of additional activities in future grades, 63.6 percent of the respondents were in favour of adding classroom activities, as opposed to 19.9 percent who were not. There were 16.6 percent of missing cases. The frequency of teachers in favour of adding outdoor pursuits revealed that 44.4 percent were in favour, 37.7 percent opposed, and there were 17.9 percent missing cases.

From those teachers who favoured the inclusion of outdoor pursuits and classroom activities, further information was obtained as to the type of activities about which they would like information. The types of information that was requested by teachers included outdoor games, using limited amounts of small equipment in a confined space, fitness, creative movement, and rhythmic for the classroom. Ideas for lesson breaks, yoga, and how to integrate physical education with other subjects such as math and science were also requested.

Teachers were also asked to itemize other activities that they felt should be included in the guide. A small group of teachers responded to that question and asked for more specific ideas for teaching handicapped children. The teachers also requested information on ways to incorporate "special" children into a regular physical education programme.

The responses tabulated in Table XV, indicate that 54.9 percent of the surveyed teachers were in favour of a review of the Issue E resource books and bibliographies every 1 - 3 years. Further analysis shows a similar trend to Table XIV. Of the "PRE '70 group", 45.3 percent respondents favoured reviews every 1 - 3 years as opposed to 75.0 percent of the "POST '70" group.

TABLE XV

The Frequency with Which the Resource Books and Bibliographies
Should be Reviewed.

Review of Issue E Resource Books and Bibliographies						
Frequency	Those teachers who received certificates 1970 or earlier		Those teachers who received certificates 1971 or later		Combined	
	No.	%	No.	%	No.	%
1 year	3	4.7	5	6.9	8	5.3
2 years	7	10.9	21	29.2	28	18.5
3 years	19	29.7	28	38.9	47	31.1
4 years	12	18.8	6	8.3	18	11.9
every 5 or more years	23	35.9	12	16.7	35	23.2
missing cases					15	9.9

Additional information was solicited from teachers with regard to their suggestions for improving the Curriculum Guide. Twenty-seven point eight percent of the teachers responded to the question. Of the 27.8 percent of the respondents, 49.9 percent felt that there should be more specific lesson plans available by grade level. A further 21.4 percent respondents indicated that they felt that the Guide was satisfactory, however more enthusiasm needs to be generated for physical education and the implementation of the Guide's recommendations. It was felt, also, that more staff discussion time was needed to update physical education curricula at the local level, and that guides should be much

more graphic with pictures, drawings and an index. Other respondents requested the inclusion of an intra-mural section, more well known folk dances and steps, ways of integrating physical education into the total curriculum and ideas on stations and equipment groupings for gymnastics.

Content of the Physical Education Programme

Section IV of the questionnaire encompasses the information relating to the activities that were taught in the year's programme, and the source of resource materials used in the teaching of those activities.

The figures in Table XVI indicate that all respondents teach games within their year's programme. It is interesting to note that within this content area, 29.8 percent of the teachers taught games for 41 percent of the time and 15.3 percent of the teachers taught games for more than 60 percent of the time.

With respect to gymnastics, 6.6 percent of the respondents did not teach this activity and 52.3% of the respondents taught this activity for 20 percent or less of their programme time.

The figures for dance showed that 33.1 percent of the respondents taught no dance and 53.0 percent taught this activity for 20 percent or less of their time. The data for swimming shows that 61.6 percent teachers said that their physical education classes did not have swimming at all in the year and 29.8 percent teachers indicated that their classes had the opportunity to swim 20 percent or less of their programme time.

TABLE XVI

Content of Elementary School Physical Education Programme.

	Games		Gymnastics		Dance		Swimming	
	No.	%	No.	%	No.	%	No.	%
0%	0	0	10	6.6	50	33.1	93	61.6
1-20%	24	15.9	79	52.3	80	53.0	45	29.8
21-40%	59	39.1	48	31.8	17	11.3	3	2.0
41-60%	45	29.8	8	5.3	2	1.3	2	1.3
61-80%	17	11.3	3	2.0	0	0.0	0	0.0
81-100%	6	4.0	0	0.0	0	0.0	1	0.7
missing cases	0	0.0	3	2.0	2	1.3	7	4.6

Teachers were asked to identify the type of games, gymnastics or dance that they taught. Table XVII shows that 82.0 percent of the respondents taught a combined traditional and creative games programme, whereas 15.3 percent and 2.7 percent of the teachers taught only traditional games and creative games respectively.

Of the teachers who taught gymnastics, the data show that 58.5 percent of the respondents favoured teaching this activity through a combined traditional and educational gymnastics approach, whereas the remaining 23.0 percent taught only traditional gymnastics and 18.5 percent taught only educational gymnastics.

In response to dance, of those 66.9 percent of the teachers who

include it in their programme, 83.2 percent taught folk dance, 79.6 percent taught creative dance, and 69.3 percent taught rhythmic.

TABLE XVII

Current Programme Emphasis

Content of Programme		No.	%
Traditional Games only		23	15.3
Creative Games only		4	2.7
Combined Traditional and Creative Games		123	82.0
Missing Cases		1	
Traditional Gymnastics Only		31	23.0
Educational Gymnastics Only		25	18.5
Combined Traditional and Educational Gymnastics		79	58.5
Missing Cases		16	
Swimming	yes	58	38.4
	no	93	61.6
Missing Cases		0	
Folk Dance	yes	79	83.2
	no	16	16.8
Missing Cases		56	
Creative Dance	yes	74	79.6
	no	19	20.4
Missing Cases		58	
Rhythmic	yes	61	69.3
	no	27	30.7
Missing Cases		63	

Source of Instructional Competence

For creative games, educational gymnastics and creative dance, the "PRE '70" group of teachers ranked "inservice" as their main source of instructional competence. "University courses" and "other" resources, other than those listed in the questionnaire, interchanged as a second or third ranking.

For the same activities, the "POST '70" group of teachers ranked "University courses" as first with "inservice" and "other" resources interchanging the second and third rankings. "Other" resources, other than those listed in the questionnaire, were local school district guides and materials obtained from teaching colleagues.

These resources were ranked as the main source of instructional competence by both groups of teachers for the activities traditional games, traditional gymnastics and folk dance.

Generally, for most activities, the Guide, Supplement and resource texts together were ranked fourth or fifth by teachers. This is evident from the figures in Table XVIII.

The main reasons teachers gave for not including an activity in their year's physical education programme are identified in Table XIX. For the activities creative games, educational gymnastics, traditional gymnastics, folk dance, creative dance, and rhythmic, a lack of "University courses" is cited as the first or second reason for not teaching them. As would be expected, of the teachers who indicated that their physical education classes had no swimming, 67.5 percent of the teachers indicated that a lack of facilities was the main reason.

TABLE XVIII
Source of Instructional Competence.

Traditional Games	Creative Games			Traditional Educational Gymnastics			Folk Dance			Creative Dance			Rythmics			Swimming															
	PRE	POST	M	PRE	POST	M	PRE	POST	M	PRE	POST	M	PRE	POST	M	PRE	POST	M													
M* R** M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R	M	R												
2.0	4	2.2	3	2.3	4	2.2	5	2.0	4	2.1	5	2.1	6	1.9	5	2.1	5	2.2	5	2.2	6	2.2	5	2.1	4	0.0	-	0.0	-		
<i>University courses</i>																															
1.7	2	1.6	2	1.6	2	1.5	1	1.9	3	1.6	2	1.6	2	1.7	=1	1.8	=2	1.5	=1	1.8	3	1.3	1	1.6	=2	1.6	3	1.0	1	2.0	4
<i>Inservice</i>																															
1.8	3	2.2	=3	1.5	1	1.8	2	1.6	2	1.8	3	1.5	1	1.7	=1	1.8	=2	1.8	3	1.5	1	1.6	3	1.5	1	1.4	2	0.0	-	1.7	3
<i>B. C. T. F. Lesson Aids</i>																															
2.4	5	2.3	5	2.5	5	2.8	6	2.3	5	2.4	4	2.8	6	2.0	5	2.4	6	2.3	6	2.0	4	2.0	4	2.5	6	3.0	6	0.0	-	0.0	-
<i>Own experience as a student in school</i>																															
0.0	-	0.0	-	2.7	6	2.0	=3	0.0	-	0.0	-	2.4	5	1.7	=1	1.8	=2	2.0	4	2.2	=5	2.1	5	1.6	=2	2.4	5	1.5	3	1.0	1
<i>Other</i>																															
1.6	1	1.5	1	1.6	=2	2.0	=3	1.4	1	1.4	1	1.6	=2	1.7	=1	1.7	1	1.5	=1	1.6	2	1.5	2	1.6	=2	1.3	1	1.2	2	1.5	2

*M = Mean Score

**R = Rank

PRE = Teachers who received their teaching certificates in 1970 or before

POST = Teachers who received their teaching certificates in 1971 or later.

TABLE XIX
Major Reason for not Teaching Content Areas.

Reason	Traditional Games		Creative Games		Traditional Educational Gymnastics		Folk Dance		Creative Dance		Rythmics		Swimming	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Disagree with Concept	4	50.0	2	19.0	7	22.6	4	11.8	7	11.1	11	17.5	5	7.7
Insufficient Ideas in the Guide and Supplement	4	19.0	1	3.2	2	5.9	3	4.8	1	1.6	3	4.6		
Not Enough University Courses	4	19.0	9	29.0	10	29.4	14	22.2	2	19.0	28	43.1		
Not Enough Inservice	2	9.5	1	3.2	5	14.7	10	15.9	7	11.1	9	13.8		
Lack of Facilities	1	25.0	1	4.8	2	6.5	2	5.9	3	4.8	2	3.2	3	4.6
Began Teaching, But Gave up	1	4.8	2	6.5	5	14.7	5	7.9	8	12.7	3	4.6	60	67.5
Other Reasons	1	25.0	5	23.8	9	29.0	6	17.6	21	33.3	22	34.9	14	21.5
Missing Cases	130		120		117		88		88		86		29	32.5

A summary of reasons other than those listed for not teaching an activity are listed below:

- (1) Traditional gymnastics was considered to be too advanced for pupils.
- (2) No personal interest in teaching creative dance.
- (3) Seventh grade children preferred traditional games.
- (4) Children learned insufficient skills during educational gymnastics. A few teachers were not sure of the distinction between educational and traditional gymnastics, nor did they have enough experience of exposure to this activity.
- (5) Limited knowledge of folk dances hindered teaching this activity.
- (6) A lack of enthusiasm, a lack of time, and a lack of gymnasium time, were some of the reasons given for not including creative dance in the programme.
- (7) A few teachers were inhibited by the co-educational aspect to teach creative dance.
- (8) As in creative dance, a lack of knowledge and a lack of time are other reasons given for not including rhythmic in the programme.
- (9) A large group of teachers indicated that district programmes only accommodated swimming to certain grades only. This was the major reason, other than those listed, for not including swimming in the year's programme.
- (10) Transportation difficulties, and the cost factor, were other main reasons given for the exclusion of swimming.

Methods of Instruction

Section V of the questionnaire deals with the teaching methods used in teaching various activities within the year's programme. The figures in Table XX indicate that with the exception of folk dance, approximately 50 percent of the respondents who taught the listed activities used a combination of the three methods of instruction described in the Curriculum Guide. However, for the specific activities, traditional

TABLE XX

Methods of Instruction.

Content	Methods of Instruction						Combination of all Three	
	Direct		Indirect		Limitation			
	No.	%	No.	%	No.	%		
Traditional Games	54	37.5	2	1.4	15	10.4	73	50.7
Creative Games	6	4.8	14	11.2	32	25.6	73	58.4
Traditional Gymnastics	42	34.1	4	3.3	22	17.9	55	44.7
Educational Gymnastics	6	5.9	13	12.7	22	21.6	61	59.8
Folk Dance	47	61.0	1	1.3	4	5.2	25	32.5
Creative Dance	4	5.6	15	20.8	14	19.4	39	54.2
Rhythmics	12	17.6	4	5.9	15	22.1	37	54.4
Swimming	6	66.7	1	0.7	1	0.7	1	0.7

games and gymnastics, approximately 50 percent of the respondents used a combination of the three teaching methods, while 33 percent of the respondents used the direct teaching method. Similarly, 50 percent of the respondents teaching creative games, creative dance, educational gymnastics and rhythmic used the combination of teaching methods, while approximately 20 percent of the teachers use the limitation method. Finally, 5 percent of the teachers use the direct teaching method for creative games, creative dance and educational gymnastics. In a comparison between the sexes, 2 or 3 percent more men than women used the direct teaching method for activities listed.

Instructional Time for Physical Education

Section VI of the questionnaire is concerned with teaching daily physical education. The figures show that 22.0 percent of the teachers were involved in a daily physical education programme. According to grade level, 50 percent of the kindergarten teachers and 34.8 percent of the first grade teachers taught daily physical education. The analysis in Table XXI revealed that from grade two through six, there was a decrease in the number of classes participating in daily physical education. At grade seven, there was a marked increase, with 21.1 percent of those classes having daily physical education.

The average weekly number of lessons for all grades was 3. However, 44.7 percent of the teachers indicated that their classes had less than 3 lessons per week.

TABLE XXI

Range of Physical Education Lessons Taught Per Week.

Number of Lessons Per Week	Grade Level												Total No. %				
	K	1	2	3	4	5	6	7	Total								
1	1	4	1	1	0	0	0	0	0	0	0	0	0	7	4.7		
2	2	4	7	8	9	10	6	11	59.9	60	40.0						
3	1	6	8	2	11.1	5	21.7	5	27.8	3	25.0	3	15.8	33	22.0		
4	1	1	4.3	1	4.5	4	22.2	4	17.4	1	5.6	2	16.7	1	5.3	17	11.3
Daily	5	8	34.8	5	22.7	3	16.7	5	21.7	2	11.1	1	8.3	4	21.1	33	22.0
Total	10	23	22	18	23	18	12	19	150								

With respect to the length of the instructional period, Table XXII shows that the physical education lessons of the majority of grades were consistently over 30 minutes in duration. Kindergarten and grade one lessons were the exceptions.

Further detail was solicited concerning the reasons for participating in a daily physical education programme. From Table XXIII, 50.9 percent of the teachers indicated that it was their own decision. The reasons, other than those listed on the questionnaire, for having a daily physical education programme, were district policy or local staff decisions. These reasons accounted for 26.2 percent of the respondents.

From the 22 percent of the teachers who indicated that they were involved in a daily physical education programme, further information was solicited concerning any difficulties they had encountered as a result of that commitment. The "Mean" and "Rank" columns for Table XXIV were calculated in the same way as for Table XVIII. For the majority of the grades, the main difficulty seemed to be shortened physical education lessons. A lack of professional preparation combined with a lack of materials to handle daily physical education was often cited as the second main difficulty. Other problems encountered were gymnasium space was not always available, and that an alternate space for physical education had to be found.

The results of Table XXV indicate that difficulties with timetabling was the main reason given by 62.1 percent of the teachers for not participating in a daily physical education programme. The figures show also, that a smaller percentage of total kindergarten respondents

TABLE XXII

Length of Physical Education Lesson.

Length of Lesson	K		1		2		3		4		5		6		7		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
0-15 min	1	10.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.7
16-20 min	3	30.0	4	17.4	2	9.1	0	0.0	1	4.3	0	0.0	0	0.0	0	0.0	0	0.0	10	6.7
21-25 min	2	20.0	2	8.7	1	4.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	3.4
26-30 min	2	20.0	9	39.1	3	13.6	3	16.7	6	26.1	2	11.1	0	0.0	2	10.5	28	18.8		
31-35 min	2	20.0	1	4.3	6	27.3	5	27.8	0	0.0	3	16.7	2	18.2	1	5.3	21	14.1		
36-40 min	0	0.0	5	21.7	6	21.3	7	38.9	8	34.8	8	44.4	5	45.5	10	52.6	51	34.2		
41-45 min	0	0.0	0	0.0	1	4.5	3	16.7	7	30.4	4	22.2	2	18.2	2	10.5	19	12.8		
46-50 min	0	0.0	1	4.3	2	9.1	0	0.0	1	11.1	1	11.1	1	9.1	2	10.5	9	6.0		
Over 51 min	0	0.0	1	4.3	1	4.5	0	0.0	0	0.0	0	0.0	1	9.1	2	10.5	5	3.4		

Valid cases 159

Missing cases 2

TABLE XXIII
Reasons for Daily Physical Education.

Reasons for Daily P.E.	Grade										Teachers								
	K	1	2	3	4	5	6	7	With No Home-room	Total	No.	%							
Your Own Decision	4	57.1	6	46.2	4	57.1	2	33.3	3	37.5	1	33.3	4	80.0	4	66.7	1	29	50.9
Recommendations in the Guide	0	0.0	0	0.0	1	14.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	1	1.8
Recommendations by Superintendent or Board Personnel	0	0.0	2	15.4	0	0.0	0	0.0	4	25.0	0	0.0	0	0.0	0	0.0	0	4	7.0
Recommendation by Principal	1	14.3	3	23.1	1	14.3	0	0.0	1	12.5	1	33.3	0	0.0	0	0.0	1	8	14.0
Other, Please Specify	2	28.6	2	15.4	1	14.3	4	66.6	2	25.0	1	33.3	1	20.0	2	33.3	0	15	26.2
Total Number	7	13	7	7	8	3	5	6	6	6	2	57							

TABLE XXIV

Problems Encountered with Teaching Daily Physical Education.

Problems Encountered	Mean Score	Rank
Shortened P.E. Classes	1.3	1
Double Classes Scheduled for Gym at Same Time	2.0	4
Team Teaching in Gym With Double Class	2.0	4
Lack of Preparation and Materials to Handle Daily P.E.	1.4	2
Other	1.5	3

gave this as the main reason, probably because they were able to use their classroom as an activity room. Of those teachers who were not involved in daily physical education, 9.7 percent of the respondents thought that daily physical education was not necessary.

Methods of Evaluation

Section VII of the questionnaire is concerned with methods of evaluation used by teachers when evaluating pupils within the physical education programme. Teachers were asked to identify their main method of evaluation. According to Table XXVI, 81.5 percent of the teachers use subjective judgement all or most of the time. Standardised testing was the least used method of evaluation. Only 2.0 percent of the teachers indicated that they used this method almost exclusively and 34.4 percent of the teachers used it once in a while.

Inservice

Section VIII of the questionnaire encompassed the data collected on the relative importance given to inservice by the surveyed teachers, and the types of inservice that these teachers required. The tabulation in Table XXVIII indicated that 72.0 percent of the teachers had attended their last physical education inservice or workshop in 1976 or later. Teachers were categorised into the "PRE '70" and "POST '70" groups. Both groups showed a steady increase in workshop participation from 1975 onwards, however, 57.8 percent of the "POST '70" group respondents, as opposed to only 32.0 percent of the "PRE '70" group respondents attended their latest inservice in 1978.

TABLE XXV

Reasons for Not Teaching Daily Physical Education.

Main Reason	K	Grade Level							Total
		1	2	3	4	5	6	7	
No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
You don't think it is necessary	1 20.0	1 10.0	2 11.8	0 0.0	1 6.7	3 6.7	1 33.2	1 7.1	10 9.7
Timetable difficulties	2 40.0	6 60.0	10 58.8	8 61.5	13 86.7	9 60.0	4 44.4	8 57.1	64 62.1
Facility problems, please explain	1 20.0	2 20.0	4 23.5	3 23.1	1 6.7	4 26.7	2 22.2	2 14.3	20 19.4
Administration policy	0 0.0	0 0.0	0 0.0	1 7.7	0 0.0	1 6.7	0 0.0	3 21.4	5 4.9
Other, please specify	1 20.0	0 0.0	1 5.9	1 7.7	0 0.0	0 0.0	0 0.0	0 0.0	3 2.9
Lack of suitable qualifications	0 0.0	1 10.0	0 0.0	0 0.0	0 0.0	0 0.0			
Valid cases									103
Missing cases									48

TABLE XXVI
Methods of Evaluation

Method of evaluation and frequency of use	Grade Level										Total					
	K	1	2	3	4	5	6	7	No.	%						
TEACHER MADE TESTS																
all of the time	0	0.0	1	7.7	1	6.3	0	0.0	0	0.0	0	0.0	1	6.3	6	4.0
most of the time	1	12.5	2	15.4	2	12.5	1	7.7	0	0.0	2	13.3	2	50.0	13	8.6
once in a while	6	75.0	3	23.1	3	18.8	4	30.8	7	70.0	1	6.7	1	25.0	35	23.3
never	1	12.5	7	53.8	10	62.5	8	61.5	3	30.0	9	60.0	1	25.0	44	29.1
STANDARDISED TESTS																
all of the time	0	0.0	0	0.0	0	0.0	1	7.7	0	0.0	0	0.0	0	0.0	0	0.0
most of the time	0	0.0	0	0.0	0	0.0	0	0.0	1	9.1	1	6.3	0	0.0	2	1.3
once in a while	4	50.0	6	46.2	4	28.6	3	23.1	6	54.5	9	56.3	5	83.3	43	28.5
never	4	50.0	7	53.8	10	71.4	9	69.2	4	36.4	6	37.5	1	16.7	52	34.4
TEACHER'S SUBJECTIVE JUDGEMENT																
all of the time	5	50.0	13	59.1	9	45.0	9	56.3	9	45.0	6	33.3	4	36.4	64	42.4
most of the time	4	40.0	6	27.3	5	25.0	7	43.8	9	45.0	7	38.9	6	54.5	59	39.1
once in a while	0	0.0	1	4.5	4	20.0	0	0.0	2	10.0	4	22.2	1	9.1	13	8.6
never	1	10.0	2	9.1	2	10.0	0	0.0	0	0.0	1	5.6	0	0.0	6	4.0
OTHER: PLEASE SPECIFY																
all of the time	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.7
most of the time	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
once in a while	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	1	100.0	0	0.0	0	2.1
never	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Missing Cases																
															9	6.0

With respect to inservice participation, the data were categorized for primary and intermediate teachers. Table XXVIII revealed that 53.1 percent of the intermediate respondents compared to 34.4 percent of the primary respondents participated in a physical education inservice or workshop in 1978. Further information was solicited as to whether teachers considered inservice necessary. It was found that 91.4 percent of the respondents considered it so, while 5.3 percent of the respondents considered inservice as unnecessary. There were 3.3 percent of missing cases.

Teachers were asked to identify the source of their latest physical education inservice or workshop. The figures in Table XXIX show that 74.2 percent of the respondents cited the school or school district as providing this service.

Other types of inservice, other than those listed on the questionnaire, included workshops offered at professional development days, staff and principal discussions, and inservice workshops to focus on daily physical education. Other sponsors of inservice included local teachers' associations, and three Provincial Universities.

Table XXX summarises the data concerning the nature of requested inservice programmes and indicates that 68.2 percent of the teachers favoured a series of workshops, as opposed to a single workshop or credit courses. When the teachers were compared by the "PRE '70" group there did not appear to be any differences as to the nature of requested inservices or workshops. Teachers were also asked to itemise other types of inservice, other than those listed on the questionnaire, that they considered to be of value to the teaching of physical education. These

TABLE XXVII

Participation in Inservice Programmes

Date of Certification	Teacher Participation													
	1973	1974	1975	1976	1977	1978	Total	1973	1974	1975	1976	1977	1978	Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teachers who received their teaching certificates in 1970 or before	2	3.2	1	1.6	7	11.2	13	21.0	19	31.0	20	32.0	62	41.0
Teachers who received their teaching certificates in 1971 or later	1	1.6	3	4.7	3	4.7	3	4.7	17	26.6	37	57.8	64	42.1

Missing Cases = 25

TABLE XXVIII
 Year of Last Physical Education Inservice or Workshop
 A Comparison Between Primary and Intermediate Teachers

	Year							
	1965-1970		1971-1974		1975-1977		1978	
	No.	%	No.	%	No.	%	No.	%
Primary Teachers	0	0.0	2	3.3	38	62.3	21	34.4
Intermediate Teachers	4	6.2	5	7.8	21	32.8	34	53.1

TABLE XXIX

Source of Inservice Programmes.

Institution	Number	%
School	32	21.2
School District	80	53.0
Ministry of Education	1	0.7
Provincial P.E. Conference (University of Victoria)	6	4.0
Other, please specify	10	6.6
Missing cases	22	14.6

TABLE XXX

Number of Requested Inservice Programmes.

A comparison between those teachers who received their teaching certificates in 1970 or before and those teachers who received theirs in 1971 or later.

Type of Inservice	Respondents Who Received Certificates 1970 or earlier		Respondents Who Received Certificates 1971 or later		Total
	Number	%	Number	%	
Single Workshop	9	13.6	10	13.7	19
Series of Workshops	48	72.7	55	75.3	103
Credit Courses	3	4.5	4	5.5	7
Other, Please Specify	6	9.1	4	5.5	10
				Missing Cases	12
					7.9

types of inservice included workshops given during school time, films shown at lunch times, and in-class workshops. A few teachers considered that courses should be offered on paid time and that a combination of workshops and credit courses would be desirable.

Teachers were asked to prioritise areas of inservice that would be most useful to themselves as teachers of physical education. The responses were given a "Mean" and "Rank" number as in Table XVIII. Table XXXI shows that the teachers were again categorised into "PRE '70" and "POST '70" groups. For both groups the top four priorities included educational and traditional gymnastics, creative games and dance. However, for the "PRE '70" group of teachers, educational gymnastics headed their list of priorities with creative games as second. Whereas for the "POST '70" group of teachers, traditional gymnastics was the first priority with educational gymnastics as the second. The priority listing is similar for both groups with teaching methods being the exception. The "PRE '70" group of teachers identified teaching methods as eighth out of the eleven areas listed, whereas for the "POST '70" group of teachers, it was identified as fourth out of the eleven areas.

Teacher Opinions

At the conclusion of this questionnaire, the teachers were given the opportunity to write their opinions relating to how the physical education programme could be improved. Of the 58.9 percent of the teachers who recorded their opinions, 23.5 percent of the respondents stated that more inservice and better communication at the district level were crucial and 17.3 percent of the teachers felt that physical education

TABLE XXXI

Inservice Content Areas Requested.

Priority	Content Areas			mean
	Teachers who received certificates 1970 or earlier	Teachers who received certificates 1971 or later	mean	
1	Educational gymnastics	Traditional gymnastics	1.7	1.6
2	Creative games	Educational gymnastics	1.7	1.8
3	Traditional gymnastics	Creative games	1.8	1.9
4	Creative, dance	Creative dance	1.9	2.0
5	Traditional dance	Methods of teaching	2.0	2.0
6	Traditional games	Traditional games	2.0	2.1
7	Rhythmics	Traditional dance	2.0	2.1
8	Methods of teaching	Rhythmics	2.1	2.2
9	Evaluation	Evaluation	2.1	2.2
10	Swimming	Swimming	2.7	2.2
11	Philosophy and objectives	Philosophy and objectives	2.7	2.8
12	Other, please specify	Other, please specify	0.0	2.8

specialists should be available to teach physical education. Compulsory physical education courses for elementary teachers and a daily physical education programme were each considered necessary by 10.1 percent of the respondents. A further 8.9 percent of the teachers felt that physical education should be placed on non-competitive activities, fitness, and individualised teaching, as in the movement education approach. Better facilities with documentation by a committee from the Ministry of Education to ensure a correct proportion of monies was being spent, more available planning and staff discussion time and the hiring of physical education consultants were also considered important means to improve the programme.

CHAPTER 4

Conclusions

The central focus of the study was to determine teachers' perceptions of the new physical education programme contained in the Guide and accompanying resource texts. Within the limits of this investigation, an attempt was made to assess how much of the recommended content and teaching strategies were being used and practiced within the elementary schools of the province. The results of this survey, as summarised in the previous chapter, provide the writer with evidence to support the following conclusions.

Curriculum Guide and Resource Supplement

With respect to the Curriculum Guide and Resource Supplement, 16,479 copies of the 1971 Interim Guide, 13,475 copies of the 1976 Revised Guide and 14,477 Supplements were distributed throughout the school districts of this province. Statistically, by 1978, approximately 80 of the total population of elementary school teachers in this province had access to a Guide and Supplement. On the basis of the distribution procedure, an adequate number had been mailed to the majority of schools in this province. The major problem in the distribution system centres on the voluntary request by the Principal for these guides, the date order subsequent to availability, and the location of these materials once received by each school.

Resource Texts

According to the policies of Issue E, one set of 14 textbooks is available to every school with a population of 250 students. Larger schools would receive additional sets according to this ratio. Table VIII shows that from 1971 to 1978, 2,300 sets of these textbooks were distributed by the Publications Services Branch of the Ministry of Education. From the data in Table X, 56.3 percent of the teachers said that there was a complete set of these textbooks on file in their school, and 12.6 percent of these teachers indicated that they had their own set in their classroom. It would appear from these figures, then, that only half the schools have copies of the 14 textbooks recommended. Those figures could indicate the fact that administrators never ordered the textbooks, that teachers were not familiar with the textbooks, or that the textbooks had been commandeered by other members of the staff.

With regard to teacher use of the resources, the teachers were asked to indicate their main source of instructional competence for the various areas of the programme. The teachers were categorised according to the year of certification. From Table XVIII, generally, the Guide, Supplement, and Resource Textbooks together were ranked fourth or fifth behind "inservice", "university courses", and "other" resources not listed in the questionnaire. In comparison to the "POST '70" group, the "PRE '70" group of teachers ranked the Ministry of Education resources slightly higher for the activities educational gymnastics, creative games, and creative dance. For most activities the main source of instructional competence alternated amongst "inservice", "university

courses" and local school district guides.

Content Changes.

The previous elementary school physical education guide was published in 1967. This guide included stunts, agilities, creative dance, and traditional games for all grades. It did not include swimming as part of the content for any grade. There are no studies from 1967 to 1971 to indicate whether classroom teachers were teaching the recommended content of the guide.

In the 1971 Curriculum Guide, content included gymnastics, recommending educational gymnastics for K-7 and traditional gymnastics for grades 4 - 7. As educational gymnastics was a new idea, the guide suggested a gradual transition from a traditional to the new educational approach for gymnastics. The dance section included both traditional and creative dance for primary and intermediate grades, with rhythmic for intermediate grades only. The games section recommended both traditional and creative games. An aquatics section was included in the guide consisting basically of three ability groups with an emphasis on the acquisition of basic swimming skills. Activities were progressive not by grades, but by divisions into primary or intermediate levels.

In relation to the content of the programme, Table XVI shows that 100 percent of the teachers surveyed taught games. Approximately 93.4 percent of the teachers taught some gymnastics and 66.9 percent of the teachers taught some dance within the year's programme. For swimming, there is a drop to only 38.4 percent of the teachers indicating that

their classes had swimming within the year's programme. From the figures in Table XIX, as less than 7 percent of the teachers indicated that a disagreement with the concept was a major reason for not teaching the listed activities, it could be assumed that 93 percent of the teachers would teach the suggested content areas if difficulties, such as lack of resources or a lack of facilities, were overcome.

Time Allotment for Content Areas

The recommended percentage of time for the various activities is 30 percent for each of the content areas of games, gymnastics and dance and 10 percent of the time for swimming. From the figures in Table XVI, approximately 39 percent taught games, 31 percent taught gymnastics, and 11 percent of the teachers taught dance for the recommended programme time. This could indicate a disagreement with the time allotments for each activity, a teacher competency in certain areas only or lack of facilities or supplies to teach the activities for the recommended amount of programme time.

Method of Teaching

With regard to the methods of teaching, the 1967 Curriculum Guide did not mention indirect or limitation teaching methods when discussing agility, stunts and games. The possible use of the indirect teaching method was suggested when teaching rhythmic. On the other hand, as a result of using both the traditional and movement education approaches, the 1971 Guide recommends that teachers use indirect, limitation and direct teaching methods in varying degrees for each activity. Table XX?

Shows that of those teachers who taught traditional games, creative games, educational gymnastics, creative dance and rhythmic, just over 50 percent of those teachers used a combination of all the three teaching methods in varying degrees. For traditional gymnastics approximately 44 percent of the teachers used the combination of three teaching methods, for folk dance 32 percent, and for swimming only .7 percent of the teachers. It appears therefore, that for most activities, 50 percent of the teachers perceive themselves as using the three recommended teaching methods. Other teachers either disagree with the concepts or have taken few courses in teaching methods.

It is interesting to note that for creative games, educational gymnastics and creative dance, approximately 5 percent of the teachers who teach those activities use the direct teaching method only.

If children are involved in the process of invention and exploration and are putting together their own movement sequences, the teacher must provide a stimulus rather than a direct command. In these situations, the teacher is using a limitation method of teaching. That is to say, certain important limits have been set on the choice of responses, but room has been left for some selection and discovery.¹

The conclusion that can be drawn from this data is that the 5 percent of the teachers who are teaching creative aspects of the programme using the direct teaching method have no understanding of the concepts that are involved in using the movement education approach.

¹Kirchner, G., J. Cunningham, and E. Warrell. Introduction to Movement Education. William C. Brown Company, Publishers, Iowa, 1978.

Instructional Time Allotment

In relation to the recommended instructional time allotment for elementary physical education, the 1967 Elementary Physical Education Curriculum Guide divided the time amongst games, exercise and health education. This Guide recommended that for grades one and two, 140 minutes be allotted; for grades three to six, 100 minutes; for grade seven, 160 minutes per week. The 1971 Guide recommended daily physical education, with 30 minutes per day for grade one to three, totalling 150 minutes per week, and 40 minutes per day for intermediate grades four to seven, totalling 200 minutes per week. In Table XXI, the average number of physical education lessons per class was 3 and the average length of a lesson was somewhere between 31 and 40 minutes. It can be seen therefore, from these averages, that the total amount of time given for physical education would be 120 minutes. This is 30 minutes short of the weekly time suggested for primary classes and 80 minutes short of the time recommendations for the intermediate classes.

Approximately 22 percent of the teachers said that they were involved in a daily physical education programme. The Figures in Table XXV indicate that the major reason other teachers gave for not being involved in a daily physical education programme was timetabling difficulties within the school. As only 10 percent of those 78 percent of the teachers who were not involved in a daily physical education programme felt that daily physical education was not necessary, it could be concluded that the majority of teachers agree with this instructional time allotment as recommended in the guide.

Methods of Evaluation

In the 1967 Curriculum Guide the following five methods of evaluating students were suggested: self-test measures, written and oral quizzes, achievement charts, test and records, and the evaluation of standards of individuals in their social conduct daily. It made no recommendation as to whether the evaluation of students of individuals in their social conduct was either objective or subjective.

In the 1971 Elementary Physical Education Guide, the method of evaluation recommended was subjective by constant observation. The results of Table XXVI showed that 81.5 percent of the teachers used the subjective method of evaluation either all or most of the time. Therefore it would seem that the majority of the teachers were in agreement with those evaluation methods suggested in the 1971 Curriculum Guide.

Inservice Programmes

Table XXVII shows that with respect to the inservice provisions at the provincial and local levels, 83.1 percent of the teachers had taken an inservice workshop in physical education in 1973 or later. The major source of inservice was at the local level, with 74.2 percent of the respondents indicating that their last inservice in physical education was offered by the school or school district in which they taught. Over 90 percent of the surveyed teachers considered physical education inservice necessary.

In relation to the question which asked what provisions had been made at the local or provincial level to explain more fully the 1975

curriculum revisions and changes, 10.6 percent of the surveyed teachers indicated that those provisions had been made at the local level, i.e. school or school district, and two percent of the surveyed teachers indicated that provisions had been made at the provincial level. It would appear then that the majority of the responsibility for providing inservice had fallen with the school or school district. More inservice and better communication at the district level were considered crucial by 23.5 percent of the respondents who answered the question pertaining to the suggestions for improving the provincial physical education programme.

Familiarity with the Guide, Supplement, and Resource Texts and Their Value to the Teaching of Physical Education

In respect to the teachers' familiarity with the Curriculum Guide, and Physical Education Supplement, it can be seen from the results found in Table XI that 77.4 percent of the surveyed teachers had read to some extent the 1975 Curriculum Guide and 68.2 percent of the teachers had read to some extent the 1971 Physical Education Supplement. As stated previously in Table XVIII, the Guide, Supplement and resource textbooks together were ranked fourth or fifth on an average as a source of instructional competence for most activities taught. They were ranked behind "inservice", "university courses" and local school district guides. In relation to the 14 individual Issue E Resource Textbooks, the figures in Table XII and XIII show that there is a great variation from one book to the next with respect to its familiarity and value to teaching. Both Physical Education for the Primary Grades

and Introduction to Movement Education were familiar to approximately 60 percent of the primary teachers and over 92 percent of those teachers considered both books of good value to the teaching of physical education. Games in the Primary School was the most popular games book, familiar to 53.4 percent of the primary teachers. Of these respondents, 81.1 percent considered the book of good value. Even though there was a smaller percentage of teachers teaching dance in the programme, Creative Dance in the First Three Grades was familiar to 54.8 percent of the primary teachers and 92.5 percent of those considered the text to be of good value to the teaching of physical education. In relation to the intermediate books, Physical Education for Children was both familiar and of good value to the largest number of teachers. Games Teaching was the better known games book, familiar to 52.7 percent of the intermediate teachers. Of these respondents, 90.7 percent deemed the book of good value to their teaching. Although both Creative Dance in the Intermediate Grades and Dance Awhile were familiar to approximately 20 percent of the intermediate teachers only, all respondents deemed both books to be of good or excellent value to the teaching of physical education.

General Conclusions

From the results, it would appear then, that most teachers appear to be in support of the recommendations in the curriculum guide. It can be seen that the influence of the resource package has been dependent upon many factors. Certainly over 65 percent of the teachers have included the various activities of games, gymnastics and dance within

their year's programme. However, very few of the teachers are using these activities in relation to the percentage of time recommended. As only 7 percent of the teachers disagree with various activity concepts, it is concluded that 93 percent of the teachers would probably teach the activities, to some degree or another, if difficulties, such as lack of resources or lack of facilities, could be overcome. It would appear now, that even though the teachers do have the willingness to carry out the recommendations in the guide, physical conditions, a lack of skill and knowledge inhibit them from doing so.

The Ministry of Education responsibility does not finish with the collection of the teachers' ideas or with imparting and publishing new curriculum guides containing innovations. The responsibility is an on-going process to communicate those innovations. The Ministry of Education should evaluate these effects of the curriculum guides so that it is able to determine whether teachers in fact understand the curriculum developers' intentions. It should evaluate curriculum guides so that it might know if and why innovations are not being accepted. It should evaluate curriculum guides so that they may collect teacher information so that teachers may be included in the curriculum process.

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APPENDIX A

LETTER OF APPROVAL FROM MR. D. OLIVER, MINISTRY OF EDUCATION, TO
PROCEED WITH QUESTIONNAIRE.

1977-11-29

Ms. Paulette Thomson
4163 Dominion Street
Burnaby, B. C.
V5G 1C5

Dear Paulette:

I have received approval for you to proceed with your physical education questionnaire subject to the following procedures:

- 1) You provide the Ministry with a copy of the questionnaire to be used in the pilot situation.
- 2) You inform the Ministry as to which district you wish to use for the "pilot". The Ministry would make the initial contact with the superintendent.
- 3) You provide the Ministry with a copy of the questionnaire in its final format and also copies of the covering letter and any other materials.
- 4) You inform the Ministry as to which districts and schools are to be involved. The Ministry would make the initial contacts with the superintendents. (The superintendent would have the option of declining to participate.)
- 5) You would distribute directly your questionnaires, covering materials, etc. to the school districts (either all copies to the superintendent or, with the superintendent's permission, directly to the school principal).
- 6) The Ministry receives a full report of the project.

I assure you these procedures are not meant to create an overly complicated plan nor to throw up obstacles to your project. I think you will appreciate the necessity of the Ministry establishing lines of communication with school districts. Indeed, such a procedure is probably the best guarantee that there will be support for your project and that you will get the type of cooperation necessary.

I look forward to receiving your reaction to my proposal.

I have enclosed the copy of your project outline, which you indicated you would like returned.

Yours truly,
W. D. Oliver,

Assistant Director, Curriculum Development Branch c.c.: W.B. Naylor

APPENDIX B

LETTER FROM MR. D. OLIVER, MINISTRY OF EDUCATION, CONTAINING DRAFT COPIES OF PROPOSED LETTERS TO SUPERINTENDENTS, AND PRINCIPALS.

1978-04-12

Ms. Paulette Thomson
Faculty of Education
Simon Fraser University
Burnaby, B.C. V5A 1S6

Dear Paulette:

In haste!

I hope the suggested changes in the questionnaire were acceptable.

I have attached draft copies of my proposed letters to superintendents and principals. Suggestions for changes will be welcome.

Once we have the letters and questionnaire in final form, I shall have enough copies of the superintendents' and principals' letters prepared here, if you can prepare copies of the questionnaire.

I look forward to receiving your draft of the proposed letter to teachers who will be completing the questionnaire.

To save time perhaps after you have reviewed the letters, you could telephone me here in Victoria and we could make final decisions over the telephone.

Many thanks.

Sincerely,
W. D. Oliver,
Assistant Director,
Curriculum Development Branch.

APPENDIX C*

Letter To Superintendent/District Superintendent

DRAFT ONLY

Dear _____:

A few weeks ago you received a letter from Ms. Paulette Thomson, a graduate student at Simon Fraser University, relative to an elementary school physical education questionnaire.

I emphasized to Ms. Thomson that participation in the survey would have to be on a voluntary basis. I realize the numerous demands upon your district staff with respect to questionnaires, projects and other types of paper work. Your willingness to cooperate in this particular survey is, therefore, very much appreciated.

As a result of her random sampling procedure, Ms. Thomson would appreciate it if the following teacher(s) in your district could complete the questionnaires:

Name	-	School
Name	-	School
Name	-	School

Would you be good enough to forward the enclosed letter(s) and questionnaire(s) to the principal(s) concerned. To facilitate mailing returns, Ms. Thomson has provided a stamped, self-addressed envelope for each teacher. I hope the principals and teachers will be able to assist Ms. Thomson.

A full report on the results of the project will be filed with the Ministry.

Again may I express my appreciation for your anticipated cooperation.

W.D. Oliver

*Mr. D. Oliver's Draft Copies of Proposed Letters to Superintendents and Principals.

APPENDIX C (continued)

Letter to PrincipalsDRAFT ONLY

Dear _____:

The enclosed questionnaire(s) have been forwarded to you by your superintendent.

Ms. Paulette Thomson, a graduate student at Simon Fraser University, has requested permission to distribute copies on a sampling basis, to certain teachers in the Province.

Your superintendent has agreed to send the questionnaire(s) to principals of schools which are involved. Ms. Thomson has used a random sampling procedure to select teachers to complete the questionnaire, and through this process she has identified:

of your staff. If each of these teachers would be willing to complete this elementary physical education questionnaire and return it in the stamped, self-addressed envelope, Ms. Thomson would be most appreciative.

I have emphasized to Ms. Thomson that decisions on the part of superintendents, principals, and teachers to participate are definitely voluntary. I am only too well aware of the many demands on you and your staff with respect to surveys and other paper work. Ms. Thomson appreciates this fact and has co-operated from the beginning of her project in an effort to follow acceptable procedures with respect to the Ministry, districts, and schools.

A copy of the final report, which will be prepared by Ms. Thomson, will be filed with the Ministry.

Thank you very much for your consideration of this request.

Sincerely,
 W.D. Oliver
 Assistant Director
 Curriculum Development Branch

APPENDIX D

INTRODUCTORY LETTER FROM THE WRITER TO DISTRICT SUPERINTENDENTS AND
COPIES OF THE REPLIES RECEIVED.



SIMON FRASER UNIVERSITY, BURNABY, B.C., CANADA V5A 1S6
FACULTY OF EDUCATION; 291-3395

9th March, 1978.

Dear Sir/Madam,

This introductory letter is to inform you that I am a graduate student at Simon Fraser University currently completing my Master of Arts degree in Education. My study will attempt to determine through a survey and questionnaire what changes have occurred in the elementary physical education programme as a result of the 1971 and revised 1975 British Columbia elementary Physical Education Guide, Supplement and Resource Texts available through Issue E.

Mr. D. Oliver of the Curriculum Branch in the Ministry of Education has been advising me with respect to format of the questionnaire and the required procedures to follow in the administration of this survey. At this stage it is necessary to randomly select a sample number of teachers from each school district. May I, therefore, respectfully request a Master List of teachers who are currently teaching in grades K - 7 in your district.

If possible I would appreciate this list within a week or at your earliest convenience. Upon receipt of this list, Mr. D. Oliver will send you the names and questionnaires for the teachers to complete.

I hope that this request will not cause you an inconvenience and I realise without the help of many people this study would not be possible.

Thank you for your help, which I truly appreciate.

Sincerely yours,

Paulette Thomson

PT:smh



101.



EXECUTIVE OFFICER
BOARDS OF SCHOOL TRUSTEES:
S.D. NO. 12 (GRAND FORKS)
S.D. NO. 13 (KETTLE VALLEY)

DISTRICT SUPERINTENDENT OF SCHOOLS

BOX 640
GRAND FORKS, BRITISH COLUMBIA
VOH 1H0
TELEPHONE: 442-8258

1978-03-21

Ms. Paulette Thomson
Faculty of Education
Simon Fraser University
Burnaby, B. C.
V5A 1S6

Dear Ms. Thomas:

I am sorry, School Districts No. 12 and 13 will be unable to participate in this survey.

Yours truly,

W.W. Baldry
District Superintendent of Schools

WNB:ns

SCHOOL DISTRICT NO. 18 (GOLDEN)

MEMORANDUM

TO . . . Paulette Thompson
 . . . Simon Fraser University
 . . .
 . . .

FROM . . . K. S. Granger
 . . . District Superintendent
 . . . 78-03-22
 . . .

SUBJECT . . . Your letter of 78-03-09 . . .

OUR FILE . . .
YOUR FILE . . .

I regret we cannot assist in your project, but the teaching staff of School District No. 18 (Golden) is presently inundated with surveys from various areas.

KSG:eb

MEMORANDUM

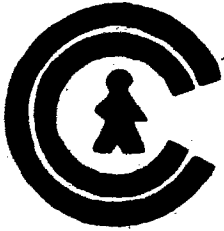
To Ms. Paulette Thomson,
Simon Fraser University,
Faculty of Education,
Burnaby, B. C.
V5A 1S6

From G.C. Lind,
District Superintendent of Schools
April 11, 19 78.

Enclosed is a List of Elementary Teachers (K - Grade 7) as requested in your letter of March 9th.

/dlm

Encl.



Board of School Trustees

School District No. 27 (Cariboo-Chilcotin)

OFFICE OF THE DISTRICT SUPERINTENDENT OF SCHOOLS

104.

PHONE 392-3345

350 N. SECOND AVENUE

WILLIAMS LAKE, B.C.

V2G 1Z9

March 21, 1978

Ms. Paulette Thomson
Faculty of Education
Simon Fraser University
Burnaby, B.C.
Canada
V5A 1S6

Dear Ms. Thomson:

Enclosed please find list of teachers in this district,
together with a list of school addresses.

Thank you for your interest in this district.

Yours sincerely,

Don R. Smyth
District Superintendent of Schools

:pw

Encls.

MINISTRY OF EDUCATION



BOARD OF SCHOOL TRUSTEES:
SCHOOL DISTRICT No. 89 (SHUSWAP)

OFFICE OF THE DISTRICT SUPERINTENDENT OF SCHOOLS

BOX 699
SALMON ARM, B.C.
V0E 2T0
TELEPHONE: 832-2187
1978-03-22

Ms. Paulette Thomson,
Faculty of Education,
Simon Fraser University,
BURNABY, B. C. V5A 1S6.

Dear Ms. Thomson:

Attached find list of teachers in School District No. 89 currently teaching grades K-VII. You will note that the grade levels being taught are included after teachers' surnames. It is understood and expected that this master list will be used only for this purpose, namely for developing your "randomly selected" sample.

I would be most interested in the results of your study and look forward to receiving same.

Yours very truly,

N. W. McDonald,
District Superintendent of Schools.

NWM/mpp
Enclosure

Ministry of Education



**BOARD OF SCHOOL TRUSTEES:
SCHOOL DISTRICT No. 24 (KAMLOOPS)**

OFFICE OF THE DISTRICT SUPERINTENDENT OF SCHOOLS

TELEPHONE 374-0870

1800 NINTH AVENUE

KAMLOOPS

V8C 8X7

1978-03-30

Miss Paulette Thomson,
Simon Fraser University,
Faculty of Education,
Burnaby, B.C.
V5A 1S6

Dear Paulette:

Enclosed find the list you requested. I hope you are not pedalling these lists off to some advertisers - seriously, your project looks extensive - I wish you good luck.

Call me if you are ever in town.

Yours very truly,

R.G. Lyon,
District Superintendent of Schools.

RGL/nr

Encl.

DEPARTMENT OF EDUCATION



BOARD OF SCHOOL TRUSTEES:
S.D. No. 65 (COWICHAN)
PHONE: 748-0321

OFFICE OF THE DISTRICT SUPERINTENDENT OF SCHOOLS
2557 BEVERLY ST., DUNCAN, B.C.
V9L 2X3

March 23rd, 1978

Ms. Paulette Thomson
Simon Fraser University
Faculty of Education
Burnaby, B. C.
V5A 1S6

Dear Ms. Thomson:

In reply to your request of March 9th, I am enclosing a list of teaching staff for this school district Kindergarten to Grade Seven. School addresses and phone numbers have been included for your convenience.

Yours truly

W. F. Marshall
District Superintendent of Schools

/jn
Encls.

MINISTRY OF EDUCATION



EXECUTIVE OFFICER
BOARDS OF SCHOOL TRUSTEES,
S.D. No. 14 (SOUTHERN OKANAGAN)
XXXXXXXXXXXXXXXXXXXX

DISTRICT SUPERINTENDENT OF SCHOOLS

BOX 280

OLIVER, BRITISH COLUMBIA V0H 1T0

TELEPHONE: 499-9481/82

1978 03 22

Ms. Paulette Thomson
Faculty of Education
Simon Fraser University
Burnaby, British Columbia V5A 1S6

Dear Ms. Thomson:

In accordance with your recent request for a Master List of teachers who are currently teaching in grades K - 7 in School District No. 14 (Southern Okanagan), I am enclosing such a list. The addresses of the schools are listed below:

Okanagan Falls El. School Okanagan Falls, B. C. V0H 1R0	Osoyoos El.-Jr. Sec. School Box 580 Osoyoos, B. C. V0H 1V0
Oliver El. School Box 989 Oliver, B. C. V0H 1T0	
Tuc-el-Nuit El. School Box 1440 Oliver, B. C. V0H 1T0	

I trust you will find this information useful in your study.

Yours very truly,

A. C. Rutledge
District Superintendent
of Schools

ACR:aw
Enclosure



Province of
British Columbia

Ministry of
Education

Board of School Trustees:
School District No. 47
(Powell River)

6906 Duncan Street,
Powell River, B.C. V8A 1V3

HEADQUARTERS OF DISTRICT
SUPERINTENDENT OF SCHOOLS

1978 03 30

Paulette Thomson,
Faculty of Education,
Simon Fraser University,
Burnaby, B.C. V5A 1S6

Dear Madam:

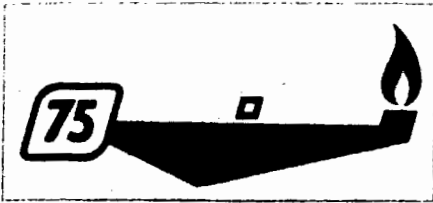
In reply to your letter of March 9, 1978, enclosed please find a list of teachers in our district who are currently teaching in grades K - 7.

Yours truly,

MVT:mjs

M. V. Thorsell,
District Superintendent of Schools.

Enclosure



SCHOOL DISTRICT 75 (MISSION)

110.

March 29, 1978

Ms. Paulette Thomson
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Ms. Thomson:

In reference to your letter of March 9, 1978, I must apologize for not getting this information to you sooner. However, your letter was not received until March 21, 1978.

Attached is a teacher list.

Yours sincerely,

B. Naef
Director of Instruction

BN/ct
Enclosure



Province of
British Columbia

BOARD OF SCHOOL TRUSTEES
SCHOOL DISTRICT NO. 34
(ABBOTSFORD)

Ministry of
Education

OFFICE OF THE
DISTRICT SUPERINTENDENT
OF SCHOOLS

2343 McCallum Road
Abbotsford
British Columbia
V2S 3P6

1978-03-21

Ms. Paulette Thomson,
c/o Faculty of Education,
Simon Fraser University,
BURNABY, B.C.
V5A 1S6

Dear Ms. Thomson:

I wish to acknowledge your letter of March 9, 1978.

As requested, I have enclosed a list of teachers currently employed in School District No. 34.

It is understood that you will forward questionnaires for completion by a sample of teachers, in connection with your study of Elementary Physical Education.

Yours very truly,

F. T. Middleton,
District Superintendent of Schools.

FTM:nw
Encl.

DEPARTMENT OF EDUCATION



BOARD OF SCHOOL TRUSTEES:
~~SCHOOL DISTRICT No. 17 (PRINCESTON)~~
SCHOOL DISTRICT No. 31 (MERRITT)

OFFICE OF THE DISTRICT SUPERINTENDENT OF SCHOOLS.

TELEPHONES: 378-2022, 378-5161
BOX 2280
MERRITT, BRITISH COLUMBIA
V0K 2B0

1978-03-23

Ms. Paulette Thomson,
Simon Fraser University,
Burnaby, B.C.
V5A 1S6

Dear Ms. Thomson:

In response to your request of March 9th
please find enclosed a list of the staff members of School
District No. 31 (Merritt).

Yours very truly,

D.E. McFee,

District Superintendent
of Schools

DEM*em

Encl.

J. L. MADILL
SEC. TREAS.

PHONE: 822-0844

MR. W. H. JANZEN
CHAIRMAN 1978

The Board of School Trustees
OF SCHOOL DISTRICT No. 40 (NEW WESTMINSTER)

P.O. BOX 738
NEW WESTMINSTER, B.C.
V3L 4Z3

April 4, 1978

Paulette Thomson
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Ms. Thomson:

Please find enclosed list of current teachers,
K - 7, in this school district.

Yours very truly

Secretary to the Superintendent



114.

School District No. 42 (Maple Ridge)

22462 110 Avenue, Maple Ridge, B.C. V2X 2Z4 Telephone 463-6221

April 3, 1978.

Ms. Paulette Thomson,
Simon Fraser University,
Faculty of Education,
Burnaby, B. C.
V5A 1S6

Dear Ms. Thomson:

In response to your correspondence dated March 9, 1978, I am enclosing a master list of teachers who are currently teaching in grades K - 7 in School District No. 42 (Maple Ridge).

Yours truly,

K.E. Birkenthal,
Director of Instruction.

KEB:lm

enc.

SCHOOL DISTRICT No. 43 (COQUITLAM) 115.

550 POIRIER STREET,
COQUITLAM, B.C. V3J 6A7

April 4, 1978

Ms. Paulette Thomson,
Faculty of Education,
Simon Fraser University,
Burnaby, B.C.
V5A 1S6

Dear Ms. Thomson:

In response to your letter dated March 9, 1978, please find enclosed a list of elementary teachers (K - 7) in School District No. 43 (Coquitlam).

Hopefully, this is not too late to be included in your survey. Your letter, although dated March 9, was not received until March 20, and due to the Spring Break, was not received in this office until today.

Yours very truly,

(Mrs.) B. J. Ward
Teaching Personnel

FOR: G. M. Paton
Superintendent of Schools

encl.



APPENDIX E

INTRODUCTORY LETTER FROM THE WRITER TO RANDOMLY SELECTED TEACHERS

May 5th, 1978.

Dear

During the next two weeks I will be conducting a survey relating to the British Columbia Elementary Physical Education Guide and accompanying resource texts. I am asking for your assistance in this survey as your name as been randomly selected from a master list I received from the District Superintendent.

The enclosed questionnaire has been sent with the permission of the District Superintendent. It will take approximately thirty minutes to complete.

Mr. Don Oliver of the Curriculum Development Department, Ministry of Education has advised me on the compilation and execution of this survey. A report will be compiled, based upon the summary of approximately three hundred questionnaires distributed throughout the province. This report will be submitted to the Ministry of Education and may assist in future revision work in physical education.

Please complete the enclosed questionnaire and return it in the self-addressed envelope by Monday, 29th May. Each return is identified by a code number only. In this way the confidentiality of your responses will be assured and at the same time I will know who has returned the questionnaire.

In closing, I know that your time is valuable, however without your cooperation this survey would not be possible. I thank you for your assistance and I will send to you a summary of the survey results on completion.

Yours sincerely,

Paulette Thomson

PT:smh
Encl.

APPENDIX F

COPIES OF THE LETTERS SENT BY MR. D. OLIVER, MINISTRY OF EDUCATION, TO PARTICIPATING SUPERINTENDENTS AND PRINCIPALS.

1978-05-15

To Principal

Dear

The enclosed questionnaire(s) have been forwarded to you by your Superintendent. Ms. Paulette Thomson, a graduate student at Simon Fraser University, has requested permission to distribute copies on a sampling basis, to certain teachers in the Province.

Your Superintendent has agreed to send the questionnaire(s) to principals of schools which are involved. Ms. Thomson has used a random sampling procedure to select teachers to complete the questionnaire, and through this process she has identified:

of your staff. If the teacher(s) would be willing to complete this elementary physical education questionnaire and return it in the stamped, self-addressed envelope, Ms. Thomson would be most appreciative.

I have emphasized to Ms. Thomson that decisions on the part of superintendents, principals, and teachers to participate are definitely voluntary. I am only too well aware of the many demands on you and your staff with respect to surveys and other paper work. Ms. Thomson appreciates this fact and has co-operated from the beginning of her project in an effort to follow acceptable procedures with respect to the Ministry, districts, and schools.

A copy of the final report, which will be prepared by Ms. Thomson, will be filed with the Ministry.

Thank you very much for your consideration of this request.

Sincerely,
W. D. Oliver
Assistant Director
Curriculum Development Branch

APPENDIX F (continued)

1978-05-15

To Superintendent/District Superintendent

Dear

A few weeks ago you received a letter from Ms. Paulette Thomson, a graduate student at Simon Fraser University, relative to an elementary school physical education questionnaire.

I emphasized to Ms. Thomson that participation in the survey would have to be on a voluntary basis. I realize the numerous demands upon your district staff with respect to questionnaires, projects and other types of paper work. Your willingness to cooperate in this particular survey is, therefore, very much appreciated.

As a result of her random sampling procedure, Ms. Thomson would appreciate it if the following teacher(s) in your district could complete the questionnaires:

Would you be good enough to forward the enclosed letter(s) and questionnaire(s) to the principal(s) concerned. To facilitate mailing returns, Ms. Thomson has provided a stamped, self-addressed envelope for each teacher. I hope the principals and teachers will be able to assist Ms. Thomson.

A full report of the results of the project will be filed with the Ministry.

Again, may I express my appreciation for your anticipated cooperation.

Sincere,
W. D. Oliver
Assistant Director
Curriculum Development Branch

APPENDIX G

A LETTER OF REMINDER FROM THE WRITER TO THE RANDOMLY SELECTED TEACHERS
TO RETURN QUESTIONNAIRE.

June 15, 1978

Dear *Mrs Adelson*

A few weeks ago your principal passed on to you a questionnaire relating to an Elementary Physical Education Program in the B.C. schools. To date I haven't received your reply.

I know that this is an extremely busy time for teachers but in order for this study to be valid a great percentage of returns is essential. The study which has been expensive and taken nearly one year to research is very important in the possible and future revisions of our elementary school physical education curriculum. Our children in the elementary schools will only benefit if the teachers themselves have a large input in the various curricula. It is for these reasons that I ask if you might try and find the time to fill in the questionnaire and return it in the stamped addressed envelope within the next few days. I would be most appreciative.

Yours, sincerely,

Paulette Thomson

PT:p



APPENDIX H

LIST OF TEACHERS INVOLVED IN FIRST PILOT TESTING

Ms. Fran Heath, Faculty Associate, Simon Fraser University

Ms. Darlene Sanders, Faculty Associate, Simon Fraser University

Ms. Donna Van Sant, Faculty Associate, Simon Fraser University

APPENDIX I

LIST OF TEACHERS INVOLVED IN SECOND PILOT TESTING

District	School	Contact Teacher	Number of Returned Anonymous Questionnaires
Coquitlam	Westwood Elementary	Mr. D. Martyn	2
	Brookmere Elementary	Ms. Lore Putz	2
Langley	Belmont Elementary	Ms. Carol Bryant	4
Nanaimo	Fairview Elementary	Ms. Barbara Harling	4
Vancouver	Dr. A. R. Lord Elementary	Ms. Lynn Bullis	4

PART A: PERSONAL AND PROFESSIONAL BACKGROUND

- 1. Name: (optional) _____
- 2. School District Number: -----
- 3. Year you received teaching certificate: ----- 19 _____
- 4. Sex: 1 = Male
2 = Female -----

COLLEGE OR UNIVERSITY BACKGROUND

- 5. Years completed at University and/or College -----
- 6. List any degrees or diplomas held:

- 7. List any majors or minors

Majors	Minors

- 8. What grade is your homeroom class: ----- Grade _____
 - 9. Do you teach your homeroom class P.E.? -----
- 1 = all of their P.E. (do not count swimming)
- 2 = none of their P.E.
- 3 = a certain % only

If your answer to no. 9 was category 3, please indicate the % _____

- 3 -

**PART B: AVAILABILITY OF THE DEPARTMENT OF EDUCATION 1971 (OR REVISED
1975 ELEMENTARY PHYSICAL EDUCATION GUIDE, 1971 RESOURCE
SUPPLEMENT AND ISSUE E TEXTBOOKS**

	1971 Guide	1975 Guide	1971 Supplement	Issue E Textbooks			
1. Do you have these materials in your school? 1 = yes 2 = no Please place the appropriate no. in boxes.	— —	— —	— —	— —			
2. Where are these located? 1 = own classroom 2 = staffroom 3 = Principal's office 4 = school library 5 = have own copy 6 = P.E. Office 7 = stockroom 8 = other	— — — — — — — —	— — — — — — — —	— — — — — — — —	— — — — — — — —			
3. Have you read these materials? 1 = thoroughly 2 = glanced at them 3 = not at all	— —	— —	— —	— —			
4. Please indicate other subjects taught during this school year. 1 = yes 2 = no	S. S. — —	L/Arts — —	Math. — —	Art — —	Music — —	Science — —	French — —
5. For those subjects you currently teach please indicate whether you have read the latest copy of the curriculum guide. 1 = thoroughly 2 = glanced at it 3 = not at all	S. S. — —	L/Arts — —	Math. — —	Art — —	Music — —	Science — —	French — —

CURRENT CURRICULUM GUIDES

'It is the responsibility of the principal to ensure that teachers are supplied with current curriculum guides.'

Schools Department Curricular 23.8.77
Ministry of Education
Victoria, B. C.

6. Are you satisfied with the distribution system for the curriculum guides and additional materials?

1 = yes

2 = no

7. Can you suggest an alternate method? Please comment.

PART C: CONTENT OF THE PROGRAMME AND TEACHING METHODSDirect Method

"In this method both the choice of activity and the manner in which it is to be performed are decided by the teacher."

Indirect Method

"In this method the children are free to choose their own activity. The children are provided the opportunity to work at their own level, and in certain activities to excel or reach a high standard."

Limitation Method

"In this method, opportunities are provided for choice, but the choice is limited by certain factors such as lesson theme, stated tasks, and choice of apparatus."

Games

1. What % of time do you teach games within the year's programme?

1 = 0% 2 = 1-20% 3 = 31-40% 4 = 41-60%

5 = 61-80% 6 = 81-100% -----

2. If you teach games, please indicate the type you teach:

(1) = creative (movement education) games. -----

(2) = traditional games. -----

(3) = combined creative and traditional games. -----

3. If you teach any traditional games list in order of priority which of the following influenced you to teach this activity: Use no. 1 for your highest priority.

1) The Elementary P.E. Curriculum Guide -----

2) The Elementary P.E. Supplement -----

3) Any of the Issue E text books -----

4) University courses -----

5) Inservice -----

6) BCTF lesson aids -----

7) Own experience through participation as a student in elementary and high school programme. -----

- 8 -

10. If you do not teach any creative games, please indicate which number sums up your main reason:

- 1 = Disagree with the concept
 2 = Insufficient ideas in the P.E. Guide and Supplement
 3 = Not enough University courses in that area
 4 = Not enough Inservice
 5 = Lack of facilities
 6 = Began teaching creative games (movement education approach) but gave up. Please specify reasons.

- 7 = Other reasons, please specify:

Gymnastics

1. What % of time do you teach gymnastics within the year's programme?

1 = 0% 2 = 1-20% 3 = 21-40% 4 = 41-60% 5 = 61-80%

6 = 81-100% -----

2. If you teach gymnastics, please indicate the type you teach

(1) = educational gymnastics (movement education approach)

(2) = traditional gymnastics

(3) = combined educational and traditional gymnastics

3. If you teach traditional gymnastics list in order of priority which of the following influenced you to teach this activity. Use no. 1 for your highest priority.

1) The Elementary P.E. Curriculum Guide -----

2) The Elementary P.E. Supplement -----

3) Any of the Issue E text books -----

4) University courses -----

5) Inservice -----

6) BCTF lesson aids -----

7) Own experience through participation as a student in elementary and high school programme. -----

8) Other, please specify _____

4. Which teaching method do you use when teaching traditional gymnastics?

1 = Direct 2 = Indirect 3 = Limitation 4 = Combination of all three

5. If you teach any traditional gymnastics list in order of priority where your materials came from. Use no. 1 to indicate your highest priority.

1) The Elementary P.E. Curriculum Guide -----

2) The Elementary P.E. Supplement -----

3) Any of the issue E text books -----

4) University courses -----

5) Inservice -----

6) BCTF lesson aids -----

7) Other, please specify _____

6. If you do not teach any traditional gymnastics, please indicate which number sums up your main reason:

1 = Disagree with the concept

2 = Insufficient ideas in the P.E. Guide and Supplement

3 = Not enough University courses in that area

4 = Not enough Inservice

5 = Lack of facilities

6 = Began teaching traditional gymnastics and gave up. Please specify reason.

7 = Other reasons, please specify

7. If you teach any educational gymnastics (movement education approach), list in order of priority which of the following influenced you to teach this activity:
- 1) The Elementary P.E. Curriculum Guide -----
 - 2) The Elementary P.E. Supplement -----
 - 3) Any of the Issue E text books -----
 - 4) University courses -----
 - 5) Inservice -----
 - 6) BCTF lesson aids -----
 - 7) Own experiences through participation as a student in elementary and high school programme -----
 - 8) Other, please specify _____

8. If you teach any educational gymnastics, which teaching method do you use?
- 1 = Direct 2 = Indirect 3 = Limitation 4 = Combination of all three

9. If you teach any educational gymnastics, list in order of priority where your materials came from.
- 1) The Elementary P.E. Curriculum Guide -----
 - 2) The Elementary P.E. Supplement -----
 - 3) Any of the Issue E text books -----
 - 4) University courses -----
 - 5) Inservice -----
 - 6) BCTF lesson aids -----
 - 7) Own experience through participation as a student in elementary and high school programme -----
 - 8) Other, please specify _____

10. If you do not teach any educational gymnastics, please indicate which number sums up your main reason:

- 1 = Disagree with the concept
 - 2 = Insufficient ideas in the P.E. Guide and Supplement
 - 3 = Not enough University courses in that area
 - 4 = Not enough Inservice
 - 5 = Lack of facilities
 - 6 = Began teaching educational gymnastics but gave up.
- Please specify reasons:

7 = Other reasons, please specify:

Dance

1. What % of time do you teach dance within the year's programme?

- 1 = 0% 2 = 1-20% 3 = 21-40% 4 = 41-60% 5 = 61-80%
- 6 = 81-100% -----

2. If you teach dance, please indicate the type you teach

(1) Folk dance (this includes story plays, singing games, mimetics and simple folk dances)

- 1 = yes
- 2 = no -----

(2) Creative dance (movement educational approach)

- 1 = yes
- 2 = no -----

(3) Rhythmics

- 1 = yes
- 2 = no -----

6. If you do not teach any folk dance, please indicate which number sums up your main reason:

- 1 = Disagree with the concept
- 2 = Insufficient ideas in the P.E. Guide and Supplement
- 3 = Not enough University courses in that area
- 4 = Not enough Inservice
- 5 = Lack of facilities
- 6 = Began teaching folk dance but gave up. Specify reasons

7 = Other reasons, please specify _____

7. If you teach any creative dance (movement education approach), list in order of priority which of the following influenced you to teach this activity:

- 1) The Elementary P.E. Curriculum Guide -----
- 2) The Elementary P.E. Supplement -----
- 3) Any of the Issue E text books -----
- 4) University courses -----
- 5) Inservice -----
- 6) BCTF lesson aids -----
- 7) Own experience through participation as a student in elementary and high school programme -----
- 8) Other, please specify _____

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14. If you do not teach any rhythmic please indicate which number _____
 sums up your main reason: _____

- 1 = Disagree with the concept
 2 = Insufficient ideas in the P.E. Guide and Supplement
 3 = Not enough University courses in that area
 4 = Not enough Inservice
 5 = Lack of facilities
 6 = Began teaching rhythmic but gave up. Please
 specify reasons.

- 7 = Other reasons, please specify _____

Swimming

1. Is swimming taught to your homeroom class: _____

1 = yes 2 = no -----

2. Who teaches your class swimming? _____

1 = Yourself 2 = Another teacher within your school
 3 = Instructor at the pool

3. What % of time is your class taught swimming within the
 year's program? _____

1 = 0-20% 2 = 21-40% 3 = 41-60% 4 = 61-80% 5 = 81-100%

4. If you teach your class swimming, list in order of priority
 which of the following influenced you to teach this activity: _____

1) The Elementary P.E. Curriculum Guide -----

2) The Elementary P.E. Supplement -----

3) Any of the Issue E text books -----

4) University courses -----

5) Inservice -----

6) BCTF lesson aids -----

PART D: TIME ALLOTMENT

1. Indicate the number of P.E. lessons per week that you teach your class P.E. _____

1 = once per week 2 = 2 times per week 3 = 3 times per week
4 = 4 times per week 5 = daily P.E.

2. What is the length of an average P.E. lesson? _____

1 = 0 - 15 minutes 6 = 36 - 40 minutes
2 = 16 - 20 minutes 7 = 41 - 45 minutes
3 = 21 - 25 minutes 8 = 46 - 50 minutes
4 = 26 - 30 minutes 9 = over 51 minutes
5 = 31 - 35 minutes

3. If you have daily P.E. is it a result of: _____

1 = Your own decision
2 = Recommendations in the Guide
3 = Recommendations by Superintendent or Board personnel
4 = Recommendation by Principal
5 = Other, please specify

4. If you have daily P.E., has it caused some difficulties? List in order of priority any difficulties encountered. _____

- 1) Shortened P.E. Lessons -----
- 2) Double classes scheduled for gym at same time -----
- 3) Team teaching in gym with double classes -----
- 4) Lack of preparation and materials to handle daily P.E.-
- 5) Other, please specify _____

5. If you do not have daily P.E. is it because: (give main reason only)

- 1 = You don't think it is necessary
- 2 = Timetable difficulties
- 3 = Facility problems, please explain

- 4 = Administration policy
- 5 = Other, please specify

- 6 = Lack of suitable qualifications

PART E: EVALUATION

1. Please indicate the frequency with which you use the following methods of evaluation:

	Teacher made tests	Standardised tests	Teacher's subjective judgement	Other: Please specify

- 1 = all of the time
- 2 = most of the time
- 3 = once in a while
- 4 = never

2. As a result of the recommendations on page 30 of the revised 1975 Guide, have you changed your method of evaluation

- 1 = yes
- 2 = no

- 21 -

b) If your answer is Yes, please give your opinions as to the type of inservice programme you would like to have. _____

1 = single workshop 2 = series of workshops

3 = credit courses

4 = Other, please specify _____

3. Please list in the order of priority up to 3 activities that you feel you would like inservice for yourself. Use no. 1 as your highest priority.

1) Traditional gymnastics -----

2) Educational gymnastics (movement education approach) ----

3) Creative dance (movement education approach) -----

4) Traditional dance -----

5) Creative games (movement education approach) -----

6) Traditional games -----

7) Rhythmics -----

8) Swimming -----

9) Teaching methods -----

10) Evaluation -----

11) Philosophy & objectives -----

12) Other, please specify _____

PART G: RESOURCE MATERIALS

Teachers who teach K-3 please answer questions relating to Primary texts. Those teachers who teach grades 4-7 please answer questions relating to intermediate texts.

This is a list of the Issue E textbooks. Please indicate your familiarity with the book and its value in assisting you in your teaching.

PRIMARY TEXTSGeneral Text

1. Chatwin, Nora. Physical Education for Primary Grades

Familiarity: 1 = Thoroughly
2 = Glanced at it
3 = Not at all

Value: 1 = Good
2 = Satisfactory
3 = Poor

Games

2. Lenel, R. M. Games in the Primary School

Familiarity: 1 = Thoroughly
2 = Glanced at it
3 = Not at all

Value: 1 = Good
2 = Satisfactory
3 = Poor

3. Latchaw, Marjorie. A Pocket Guide of Games and Rhythm for the Elementary School

Familiarity: 1 = Thoroughly
2 = Glanced at it
3 = Not at all

Value: 1 = Good
2 = Satisfactory
3 = Poor

Dance

4. Gray, Vera and Percival, Rachel. Music Movement and Mime for Children.

Familiarity: 1 = Thoroughly
2 = Glanced at it
3 = Not at all

Value: 1 = Good
2 = Satisfactory
3 = Poor

5. Boorman, J. Creative Dance in the First Three Grades.

Familiarity: 1 = Thoroughly
 2 = Glanced at it
 3 = Not at all

Value: 1 = Good
 2 = Satisfactory
 3 = Poor

Gymnastics6. Kirchner, Glenn; Cunningham, Jean; Warrell, Eileen.
Introduction to Movement Education.

Familiarity: 1 = Thoroughly
 2 = Glanced at it
 3 = Not at all

Value: 1 = Good
 2 = Satisfactory
 3 = Not at all

7. Inner London Authority. Educational Gymnastics.

Familiarity: 1 = Thoroughly
 2 = Glanced at it
 3 = Not at all

Value: 1 = Good
 2 = Satisfactory
 3 = Not at all

INTERMEDIATE TEXTS1. Kirchner, Glenn. Physical Education for Elementary School Children.

Familiarity: 1 = Thoroughly
 2 = Glanced at it
 3 = Not at all

Value: 1 = Good
 2 = Satisfactory
 3 = Poor

Games

2. American Association for Health, Physical Education and Recreation. How We Do It Game Book.

Familiarity: 1 = Thoroughly
2 = Glanced at it
3 = Not at all

Value: 1 = Good
2 = Satisfactory
3 = Poor

3. Maulden, E.; Redfern, H. B. Games Teaching.

Familiarity: 1 = Thoroughly
2 = Glanced at it
3 = Not at all

Value: 1 = Good
2 = Satisfactory
3 = Poor

Dance

4. Boorman, J. Creative Dance in the Intermediate Grades.

Familiarity: 1 = Thoroughly
2 = Glanced at it
3 = Not at all

Value: 1 = Good
2 = Satisfactory
3 = Poor

5. Harris, Jane; Pittman, Anne; Waller, Marlys. Dance a While.

Familiarity: 1 = Thoroughly
2 = Glanced at it
3 = Not at all

Value: 1 = Good
2 = Satisfactory
3 = Poor

Gymnastics6. Bilborough, W. and Jones, P. Physical Education in the Primary Schools.

Familiarity: 1 = Thoroughly
 2 = Glanced at it
 3 = Not at all

Value: 1 = Good
 2 = Satisfactory
 3 = Poor

7. Cope. Discovery Methods in Physical Education.

Familiarity: 1 = Thoroughly
 2 = Glanced at it
 3 = Not at all

Value: 1 = Good
 2 = Satisfactory
 3 = Poor

PART H: ELEMENTS OF THE GUIDE

1. Should the Guide and Supplement include the following:

1) Outdoor pursuits, e.g., canoeing, etc.

1 = Yes 2 = No -----If yes, please list _____

2) Classroom activities

1 = Yes 2 = No -----If yes, please list _____

3) Other, please specify _____

- 26 -

2. How often should the Guides and Supplement be reviewed:

1 = Every year 2 = Every 2 years 3 = Every 3 years —
4 = Every 4 years 5 = Every 5 years or more —

3. How often should resource books and bibliographies be reviewed?

1 = Every year 2 = Every 2 years 3 = Every 3 years —
4 = Every 4 years 5 = Every 5 years or more —

4. In your opinion, how can the Elementary P.E. curriculum guide be improved?

5. In your opinion, how can the Elementary P.E. programme in this province be improved?

APPENDIX K

LETTER FROM WRITER TO PROVINCIAL MINISTRIES OF EDUCATION REQUESTING
INFORMATION ON EVALUATIONS OF PHYSICAL EDUCATION CURRICULUM GUIDES

April 14, 1977

Mr. J. F. MacDougall,
Consultant, Physical Education,
Department of Education,
P. O. Box 578,
Halifax, Nova Scotia B3J 2S9

Dear Mr. MacDougall:

I am a graduate student at Simon Fraser University preparing my thesis proposal. My thesis will be an evaluation of the 1971 elementary P. E. curriculum guide, supplement and resource texts and its impact on philosophy, teaching strategies, facilities, organization and personnel in the field of P. E. in this province. It will be a survey consisting of a questionnaire.

I am interested in any studies or evaluations that have been conducted in the various provinces in the field of curriculum guides and in particular the physical education subject area. I would be most grateful if you could send me any pertinent information that you might have and especially any copies of questionnaires and instruments that you may have used in your evaluation of your guides and educational programmes.

Sincerely,

Paulette Thomson,
Graduate Student,
Faculty of Education.

PT:mh



APPENDIX L - APPENDIX O

REPLIES FROM PROVINCIAL MINISTRIES OF EDUCATION TO THE WRITER'S LETTER
REQUESTING INFORMATION ON EVALUATION OF CURRICULUM GUIDES.

APPENDIX L

PROVINCE OF MANITOBA

July 13, 1977

Ms. Paulette Thomson
Faculty of Education
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Ms. Thomson;

Our apologies for not replying sooner to your letter of April 14, but staff shortages and the holiday schedules have combined to cause the delay.

We are forwarding for your use, curriculum guides for Physical Education at the Elementary Level in Manitoba, plus a copy of New Directions in Physical Education for Manitoba Schools, an interim report of the Physical Education Working Group, which was formed to advise the Minister of Physical Education in Manitoba.

The Elementary, Middle Years and Senior High Program Review Committees have now recommended that a new curriculum be developed and a committee has been struck for this purpose. Unfortunately, we have no time schedule for the completed curriculum guides.

We hope this information will be of some help to you.

Sincerely,
Eileen Pruden
Information Office

DEPARTMENT OF EDUCATION

NOVA SCOTIA

151.



APPENDIX M

Youth Education
P. O. Box 578
Halifax, Nova Scotia
B3J 2S9

May 9, 1977

Ms Paulette Thomson
Faculty of Education
Simon Fraser University
Burnaby, British Columbia
V5A 1S6

Dear Paulette:

In reply to your letter of April 14, 1977, requesting information on provincial studies or evaluations of curriculum guides, I would like to inform you that Nova Scotia has not undertaken evaluations of physical education guides, but we have completed an evaluation (1974) of physical education programs and facilities, which I am sure you would agree would have an effect on the make up of such guides. (i.e. - Should the guide be geared towards a physical education specialist or a classroom teacher?)

I enclose a summary of an evaluation of a physical education program conducted by the Nova Scotia Department of Education. If this is of any help to you, please advise, as there is other pertinent data that would be of assistance to you.

Yours truly,

J. F. MacDougall
CONSULTANT, PHYSICAL EDUCATION

JFM/tjf

Enclosures: Physical Education in Nova Scotia
Dept. of Education, Physical Education Survey

CC: Karl Webb, Director Youth Education



152.

GOVERNMENT OF NEWFOUNDLAND AND LABRADOR
DEPARTMENT OF EDUCATION

APPENDIX N

P.O. BOX 2017
ST. JOHN'S, NFLD.
A1C 5R9

1977 05 06

Paulette Thomson
Graduate Student
Faculty of Education
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Miss Thomson:

I do not have any information that relates specifically to your request in your letter of April 14, but I am enclosing a copy of a survey that I used recently that will provide you with some general assistance.

I sincerely hope you find this helpful, and I wish you success with your thesis.

Sincerely yours,

DIM SAUNDERS
Physical Education Consultant

JS/amm
enclosure

APPENDIX O

PROVINCE OF BRITISH COLUMBIA

1977-05-04

Ms. Paulette Thomson,
4177 Dominion Street,
Burnaby, B. C.

Dear Paulette:

Sorry for the delay in replying to your request for a sample copy of a questionnaire.

For some reason our files do not seem to contain a copy of a questionnaire prepared by the Elementary Science Review Committee. This was a comprehensive survey and would have been a better sample than the one I have enclosed. This one was a "follow-up" to the Review Committee questionnaire and was used by the Elementary Science Revision Committee. I shall send you a copy of the Review Committee's form if I can find one.

I have also included a copy of the Elementary School Physical Education Guide.

I hope these enclosures will be of some assistance.

Yours truly,

W. D. Oliver
Assistant Director
Curriculum Development

APPENDIX P. Approximate Total of Full Time Elementary Teachers, Total Number of Questionnaires Sent to and Returned from the Participating Districts.

S.D. #	Name of School District	Number of Returned Questionnaires	%	Number of Questionnaires Sent	Approximate Number of Full-Time Elementary Teachers
7	Nelson	4	2.6	6	163
9	Castlegar	4	2.6	4	78
11	Trail	3	2.0	4	123
14	South Okanagan	1	0.7	2	49
23	Central Okanagan	11	7.3	17	439
24	Kamloops	11	7.3	20	504
27	Cariboo/Chilcotin	10	6.6	10	219
28	Quesnel	5	3.3	6	167
31	Merritt	2	1.3	3	78
33	Chilliwack	7	4.6	8	217
34	Abbotsford	8	5.3	9	243
35	Langley	8	5.3	14	355
38	Richmond	4	2.6	19	499
40	New Westminster	3	2.0	5	140
41	Burnaby	7	4.6	28	719
42	Maple Ridge	4	2.6	8	205
43	Coquitlam	10	6.6	27	678
45	West Vancouver	2	1.3	6	173
47	Powell River	3	2.0	6	151
59	Peace River South	4	2.6	6	159
63	Saanich	6	4.0	6	139
65	Cowichan	7	4.6	8	205
68	Nanaimo	10	6.6	13	332
70	Alberni	5	3.3	9	235
71	Courtenay	5	3.3	7	178
75	Mission	3	2.0	4	114
80	Kitimat	1	0.7	4	101
85	Vancouver Is. N.	1	0.7	2	69
89	Shuswap	2	1.3	5	140
<hr/>					
Total:					
29		151	100.0	266	