

PHYSICAL EDUCATION PROGRAMMES IN THE PAROCHIAL
SCHOOLS OF THE ARCHDIOCESE OF VANCOUVER,
BRITISH COLUMBIA, 1966-1967

by:

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ABSTRACT

This study was undertaken to determine the status of the physical education programme, personnel, facilities, equipment and supplies in the parochial schools of the Archdiocese of Vancouver and to make recommendations for a more effective programme based on criteria derived from the British Columbia Administrative Bulletin for Elementary Schools, 1958, and from existing facilities, equipment and supplies.

An attempt was made to answer the following six questions in order to gather the data needed to solve the problem.

1. How much time is allotted to the instructional programme each week?
2. Professionally speaking, how well prepared are the teachers of the instructional programme?
3. What activities and testing and measuring techniques are presented in the instructional programme?
4. What type of recreational programme is offered?
5. What facilities do the schools have? What types of equipment and supplies are used in the instructional programme?
6. What are the school policies regarding medical examinations and participation in the instructional programme?

The data were collected by personal visits by the writer to thirty-eight parochial schools which represented the total number of schools in the Archdiocese. None of the schools went higher than grade eight and most finished at grade seven. Interviews were held with thirty-five principals and eighteen physical education teachers. For purpose of analysis, schools were classified according to enrollment and geographic area and the information was assembled into tables.

One school allotted 100 minutes or more per week for a physical education programme as suggested by the Administrative Bulletin. The majority of teachers of physical education were classroom teachers. None had a degree but the majority had taken an undergrad physical education course. One third of the outside specialists had a physical education degree. A wide range of activities was included in the programmes of the schools and testing was done in a few schools.

Approximately three-quarters of the schools offered intramural and interscholastic programmes. Softball, volleyball, basketball and track and field appeared with the greatest frequency in these programmes.

More than one-half of the schools had gymnasiums although less than twenty-five per cent had dressing rooms. Indoor and outdoor facilities and equipment

were inadequate.

The majority of schools gave medical examinations once during the pupils' school years

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CHAPTER I

THE PROBLEM

I. INTRODUCTION

Mounting evidence in literature indicates the values of physical education programmes in the development of the physical and motor fitness of students. Whittle's (1) study of two groups of 81 twelve year old boys, one group participating in good elementary school physical education programmes and the other not, reveals pronounced differences between the groups in physical and motor fitness tests. According to Shaffer (2), failures on the Kraus-Weber tests could be reduced to a marked degree through conditioning exercises. Forty-two per cent of 2,281 junior high school boys and girls failed one or more of the test items in September; in November the failures dropped to eight per cent and at the close of the term, the failure rate was four per cent. Other studies reveal a relationship between physical fitness and peer status. Clarke and Jarmen (3) analyzed the academic achievement of boys, ages nine, twelve, and fifteen, who had high and low scores on the Strength Index and the Physical Fitness Index Tests and found that generally boys with high scores on the tests had significantly higher averages on the standard scholastic achievement tests. Clarke and Clarke (4) found a positive

relationship between the peer status of boys nine and eleven years of age and their body size and strength, and according to Jones (5), boys high in strength tended to be well adjusted socially and psychologically whereas boys low in strength showed tendencies toward feelings of inferiority and other personal maladjustments. These facts exemplify the need of a good physical education programme in the schools for the development of the whole child.

The development of physical education programmes in Canada as an integral part of education has been conservative and steady. In British Columbia a survey of the school system in 1925 indicated the importance of physical education programmes in the curriculum of the schools.

"At practically every sitting of the Commission representatives of various organizations called attention to the importance of systematic instruction in physical education as an integral part of the school curriculum" (6).

"The time devoted to physical education, including team games, should be part of the regular school day" (7).

Two events, World War II and the Kraus-Hirschland study, have had a decided effect on the development of physical education programmes in the United States and Canada. Medical examinations at the beginning and during the War revealed that many men and women were unfit for service. This fact resulted in the passing of Canada's National Fitness Act, the object of which was to promote

the physical fitness of Canadians through the extension of physical education in schools and universities. The revelation of the Kraus-Weber tests that European youth were more physically fit than their American counterpart was applicable to Canadians as well and a national effort again was made by dignitaries and educators to strengthen the fitness of our youth through physical education programmes in the schools (8). In the United States, the late John F. Kennedy challenged the school administrators and urged them to adopt school programmes

- "1. to identify the physically underdeveloped pupil and work with him to improve his physical capacity.
2. to provide a minimum of 15 minutes of vigorous activity everyday for all students.
3. to use valid fitness tests to determine pupils physical abilities and evaluate this progress" (9).

In British Columbia the Chant Report stated:

"The Commission is heartily in accord with the aim of maintaining and improving the physical health and fitness of the children and youth of the province" (10).

"The Commission recommends that a simplification of the physical education programme be carried out in order to select, from the many activities and desired outcomes in the course outlines, those that have the most direct bearing upon recreation and physical development" (11)

Today public schools in British Columbia have carefully planned programmes as directed in the Administrative Bulletin for Elementary Schools, 1958. (See Appendix A). Physical education is a required subject for all grade levels with minimum time allotments ranging from 100 minutes to 140 minutes per week for

elementary grades. The programmes in the Catholic schools however are a question mark.

II. PURPOSE OF THE STUDY

The purpose of the study is to determine the status of the physical education programme, personnel, facilities, equipment and supplies in thirty-eight parochial schools of the Archdiocese of Vancouver, British Columbia, in the school year of 1966-1967, and to make recommendations for a more effective programme based on criteria derived from the Administrative Bulletin for Elementary Schools, 1958, and from existing facilities, equipment and supplies.

III. ANALYSIS OF THE PROBLEM

To facilitate analysis the following questions were asked in order to gather the data needed to solve the problem.

1. How much time is allotted to the instructional programme each week?
2. Professionally speaking, how well prepared are the teachers of the instructional programme?
3. What activities and testing and measuring techniques are presented in the instructional programme?
4. What type of recreational programme is offered?
5. What facilities do the schools have? What types

of equipment and supplies are used in the instructional programme?

6. What are the school policies regarding medical examinations and participation in the instructional programme?

IV. DEFINITION OF TERMS

Archdiocese of Vancouver - the district in which Most Reverend Martin Michael Johnson, D. D., has authority. This district includes Vancouver City, North Vancouver, West Vancouver, Burnaby, Richmond, New Westminster, Maillardville, Fraser Valley and coastal towns.

Equipment - those items that are not a part of the gymnasium or playground but nevertheless are more or less permanent. Once furnished they make no demand upon the budget for some definite period.

Facilities - gymnasiums, playgrounds, dressing rooms, shower rooms, and playrooms.

Instructional programme - that part of the physical education programme that is scheduled within the regular teaching-day.

Medical examination - a physical examination given by a medical doctor or school nurse.

Parochial schools - schools supported and controlled by Roman Catholic parishes. All are elementary and none goes higher than grade eight and most finish at grade seven.

Personnel - teachers of the instructional programme.

Physical education programme - all planned experiences available to students through physical education. It includes (a) an instructional and (b) a recreational programme.

Recreational programme - generally occurs at times other than the scheduled in-school periods. This includes the intramural and interscholastic programmes.

Status - the present state or conditions which existed at the time of the study.

Supplies - those items that have no degree of permanency, and are constant items on the annual budget.

V. JUSTIFICATION OF THE STUDY

It is readily admitted that the physical education programmes in most Roman Catholic schools lag behind those in the public schools. On this point Lillian Mann (12) of Nazareth College states:

"Physical education, a phase of complete education deserves a definite place in the curriculum of the elementary school; however, in many Catholic schools it is not an integral part of the educational programme. Usually the only activity that resembles physical education is the poorly organized and loosely supervised play that takes place."

In recent years three studies to determine the status of physical education in the public elementary schools of British Columbia have been completed. No study has been conducted among the Catholic schools in

British Columbia. This study thus informs the Roman Catholic people in the Archdiocese of Vancouver of the type of physical education programme offered in their parochial schools. More important, the study serves as a guide for the Superintendent of the Catholic School Board, Brother J. C. Bates, to compare with accepted standards set forth by the British Columbian Department of Education, and secondly, as a guide for revision and planning of future programmes.

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CHAPTER II

REVIEW OF LITERATURE

The investigator's probe of research studies dealing with physical education programmes in elementary schools revealed that no previous study of physical education had been carried out in the parochial schools of the Archdiocese of Vancouver.

In the Pacific Northwest, seven studies were encountered of which four investigated the physical education programmes in elementary schools of British Columbia. In the United States, many studies were done in the various states. One such study was done by Alexander Georgiady and Russell Savage (1). This study surveyed ninety-three elementary schools representing forty-three states. The over-all results of the survey indicated a lack of equipment and personnel. All the elementary schools offered physical education programmes but only sixty-five per cent had a daily programme. Softball, games of low organization and volleyball were most popular in these programmes. Intramural programmes were more widely used than interscholastic programmes. Swings, outdoor basketball courts, volleyballs and nets, footballs and soccer balls were the most common type of equipment.

The most extensive study was done by Schneider (2).

This report, Physical Education in Urban Elementary Schools, was based on 532 school systems and was published by the United States Department of Health, Education and Welfare, office of Education. It was limited in that the data did not reflect practices in a given school but rather in school systems. However, highlights of the report pertinent to this thesis are as follows:

1. Twenty-three per cent of grades one-three and twenty-eight per cent of grades four-six had the recommended daily instructional period of physical education of at least thirty minutes in length.

2. Fifty-seven per cent of the school systems provided intramural programmes in which the most popular activities were basketball, softball, touch football for boys and volleyball for girls.

3. Playdays and sports days were sponsored by fifty-eight per cent of the school systems.

4. Medical examinations were given in ninety-seven per cent of the school systems.

5. Twenty-five per cent gave tests for physical fitness and thirty-six per cent for development of skills.

6. Group games were offered most frequently through grades one-six and the most common team games played were softball, soccer, volleyball and touch football.

7. Excellent or adequate gyms or playrooms were

available in fifty-four per cent of 12,217 school buildings. Fourteen per cent had excellent or adequate dressing room or shower facilities. Forty-seven per cent had outdoor basketball courts and fifty-three per cent had softball fields.

8. There was a limited quantity of indoor equipment.

Many other studies have been completed relating to surveys of physical education in elementary schools in the Pacific Northwest (3, 4, 5). For expediency, explanations are made only for the studies completed in British Columbia.

Grant (6) surveyed sixteen of the twenty-two elementary schools in the municipality of Burnaby. As set by the LaPorte Score Cards, he found:

1. The programme of activity were rated as fair and the elementary school results showed a weakness in programme offerings in the primary grades with a better emphasis given at the intermediate level.

2. Participation in daily supervised physical activity was poor.

3. Outdoor areas in acres were above standard but surfaces were of mixed clay and gravel with little or no provisions of grass and blacktop areas.

4. Provision of one or more recreation halls or playrooms rated well above the average.

5. Dressing and shower rooms were almost non-existent.

Two of sixteen schools (13 per cent) had them.

6. All minimal supplies and equipment had been provided on a per capita basis.

7. Qualifications of instructors were adequate.

8. Inter-school competitions were done in three of sixteen schools (19 per cent).

9. Excellent scores were recorded for medical services provided.

In Victoria, Grant (7) surveyed twenty-one elementary schools and the results of his survey, as set by the LaPorte Score Card were as follows:

1. The programme of activities rated excellent in primary and intermediate programmes; rhythms were neglected in some schools due to lack of facilities.

2. Time allotments were the same for all schools as they are prescribed in the Programme of Studies, but below average in regards to the LaPorte scoring.

3. Only five of thirty-one schools reached the desired standard which is a minimum of one acre with an additional acre for each 300 students. Six showed a minimum of three acres; six showed a minimum of two acres; and four less than two acres.

4. Surfacing of field and court areas was poor. No school met the revised condition of twenty per cent blacktop.

5. There were no dressing rooms or shower rooms in

any of the elementary schools of the Greater Victoria area.

6. The majority of physical education teachers in Greater Victoria were not specialists and most of service had been of the "in-service" nature. Most had one or more Summer School courses at some time or other.

7. The standing of schools with respect to play equipment was very high.

8. Boys had interschool leagues in soccer, basketball and softball.

9. The schools had an excellent rating in regards to medical examinations and health services.

In the city of New Westminster, Pennington (8) surveyed eight public schools--one secondary, one junior high and six elementary schools. As set by the LaPorte Score Cards, he found:

1. The schools as a whole were rated only slightly above average.

2. Areas and facilities were substandard at the elementary level. Only one of the six elementary schools reached the desired standard which specifies a minimum of one acre with an additional acre for each 300 students.

3. Time allotments were very poor in the schools. The standard of required daily participation in class instruction was not met.

4. Activities presented in the intermediate grades were rhythms, games relays, stunts and athletics. Only a fair portion of these activities were covered in the primary grades.

5. There was little adequate dressing and shower rooms although all schools had gymnasiums.

6. There was an adequate supply of play equipment.

7. There were no teachers who had majored in physical education on the elementary school staff. Most teachers professed no training in the field other than the minimum received in required teacher preparation at normal school or university.

8. No students were permitted to substitute other activities for physical education class activity except during very temporary disability.

9. Inter-school competition was a friendly, less-organized scheduling of games between schools on their own.

10. All schools reported excellent provision of services in the field of medical examinations, advisory or emergency service.

In the Vancouver School Board Report (9), the elementary school physical education and athletics programme, and facilities for athletics in Vancouver schools were surveyed. Some recommendations included in the report were:

1. Improvement in training in physical education

of new teachers.

2. More consultative personnel be added to the physical education department and the "in-service" programme be continued.

3. Facilities be brought up to standard.

Regarding facilities for athletics, of the sixty-three elementary Vancouver schools excluding annexes, six schools (9 per cent) did not have adequate indoor physical education facilities and twelve schools (18 per cent) had inadequate playing fields.

A maximum of fifty-five schools (87 per cent) during any one season participated in the interschool athletics programme in which only the traditional sports--soccer, volleyball and softball were offered.

Many games were played in the intramural programme such as: soccer, volleyball, softball, badmington, loop-o-ball rounders, end ball, broom ball, dodgeball, net ball, chinese soccer, basketball, indoor cricket, deck tennis, shinty, table tennis, hand soccer, war ball, crab soccer, and floor hockey.

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CHAPTER III

METHODS AND PROCEDURE

I. INTRODUCTION

The proposal to conduct the survey was submitted to the Superintendent of Schools for the Archdiocese of Vancouver for his approval. With this permission, the procedures for collecting the data began. These procedures are discussed in this chapter in terms of source of data, school visitation, and questionnaire for recording information during interviews.

II. SOURCE OF DATA

Data were obtained by personal visits by the writer to thirty-eight parochial schools in the Archdiocese of Vancouver. Of the thirty-eight schools none went higher than grade eight and most finished at grade seven. This number of schools comprised the total number of schools in the Archdiocese and served a total school population of over 7,800 students. Due to the small number of schools and the necessity of the school board for complete information, random stratified sampling was not done.

III. CLASSIFICATION OF SCHOOLS

Classification by Enrollment: The schools were

first classified according to enrollments (Table I) reported in the Catholic Directory for British Columbia and the Yukon, 1967 (1). The enrollment intervals were selected on the basis of the following considerations:

1. The probable effect of the school enrollments upon the quantity and quality of physical education programmes offered in the schools.

2. The total number of pupils represented in each enrollment classification.

3. A feasible distribution of schools.

From Table I, it may be seen that there is a feasible distribution of schools and the total number of pupils represented in each enrollment classification was markedly skewed in the direction of the Type I schools (0-149), whereas Type II (150-249) and Type III schools (250-up) had an equitable distribution.

In this study, the enrollment intervals used for classifying the schools represented an attempt to compromise between feasible distribution of schools and an equitable distribution of the total school population.

Classification by Location: The schools were further classified according to location within the city of Vancouver and vicinity (Figure I). Upon a map of Vancouver and suburbs two lines were drawn through the

TABLE I

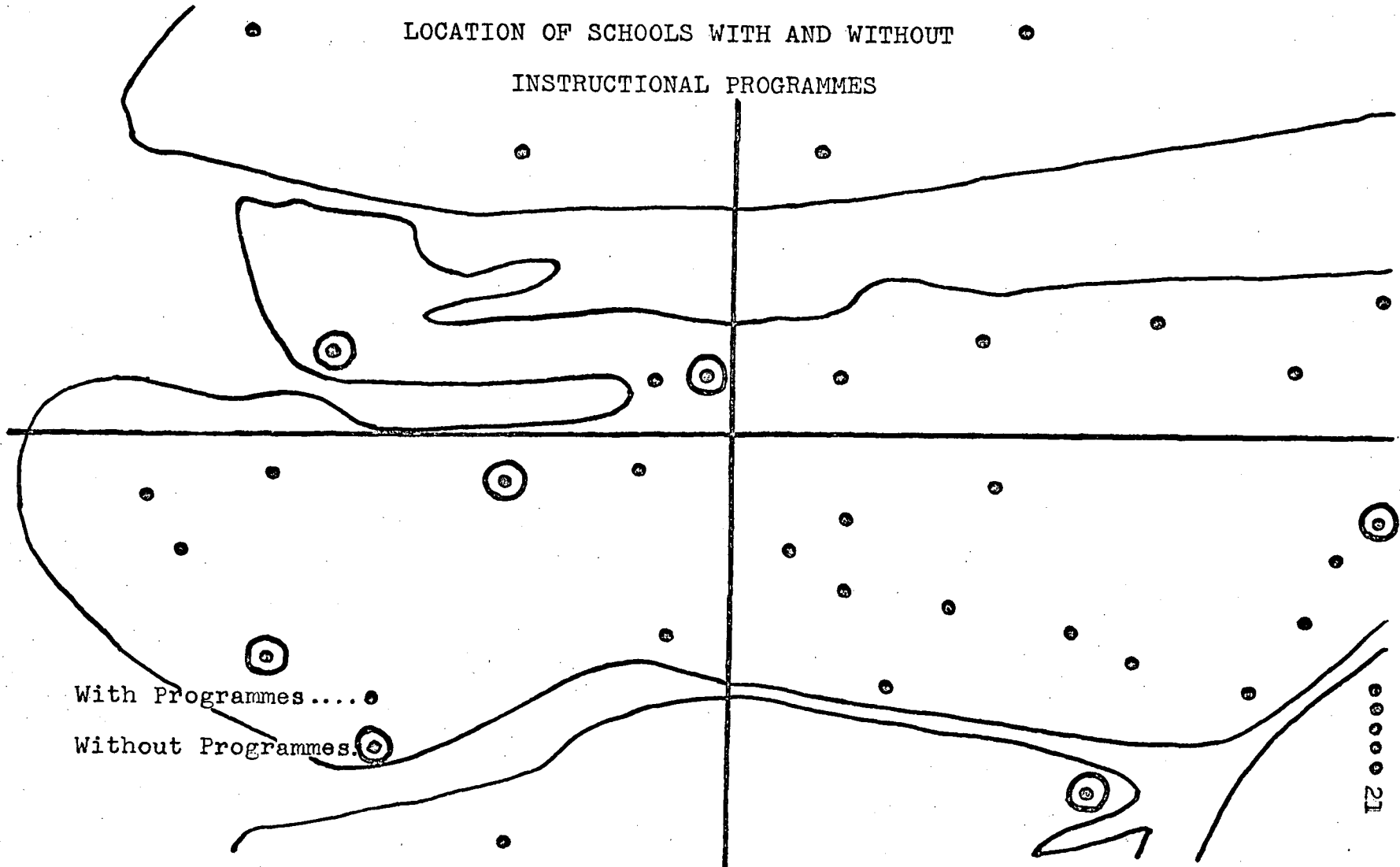
CLASSIFICATION OF SCHOOLS ACCORDING TO ENROLLMENT

School	Enrollment	Number and Percentage of Schools		Total School Population
		N	%	
Type I	0-149	10	26	1022
Type II	150-249	16	42	3241
Type III	250-up	12	32	3558
		—	—	—
		38	100	7821

Source of Data: Catholic Directory for British Columbia
and the Yukon, 1967, Seventh Annual
Edition.

FIGURE I

LOCATION OF SCHOOLS WITH AND WITHOUT
INSTRUCTIONAL PROGRAMMES



city center: one line from the east to west across the city and one line from the north to south across the city. The four geographical areas which resulted from this procedure were appropriately labelled northwest, northeast, southeast and southwest. Each school was then classified according to geographical area in which it was located (Table II). From Table II it may be seen that eighteen schools (47 per cent) were in the south-east whereas five (13 per cent) were in the north-west.

IV. SCHOOL VISITATION PROCEDURES

In an attempt to insure the co-operation of each school, two letters and a stamped self-addressed postcard were sent to each principal. One letter was written by the investigator. It explained the purposes of the study and assured the principal that the identity of the school would not be disclosed except to the Catholic School Board. A copy of the introductory letter may be found in Appendix B.

The second letter was written by the Superintendent of Schools. This letter introduced the investigator, stated the need of the study and requested the co-operation of the school. A copy of this letter may be found in Appendix C.

The stamped self-addressed postcard enclosed with

TABLE II

NUMBER AND PERCENTAGE OF SCHOOLS ACCORDING
TO TYPE IN EACH GEOGRAPHICAL AREA
OF THE CITY AND VICINITY

Geographical Area	School							
	Type I		Type II		Type III		Total	
	N	%	N	%	N	%	N	%
North East	1	14	4	57	2	28	7	18
North West	3	60	1	20	1	20	5	13
South East	5	28	7	39	6	33	18	47
South West	1	13	4	50	3	38	12	32
	10	26	16	42	12	32	38	100

the two letters provided space for supplying information concerning the month, day and hour a visit could be made. If after two weeks the principal had failed to return the postcard, a telephone call was made. For about twenty-five per cent of the schools a telephone call was made. The two principal reasons for failure to return the postcards were:

1. The principal stated there was no physical education programme and for this reason had not answered the initial letter.

2. The principal gave the postcard to the physical education teacher who mislaid the card.

Appointments were made in the thirty-eight schools over a three month period. A copy of the postcard may be found in Appendix D.

As a reminder of the interview each principal was called by telephone a day or two before the scheduled interview. During the visit the writer conducted personal interviews with the principal and wherever possible, with the physical education teacher. Thirty-five principals and eighteen physical education teachers were interviewed. Data related to teacher preparation, time allotment, nature of instructional and recreational programmes, facilities, equipment and supplies, and policies regarding medical examinations were collected by

means of a questionnaire.

V. QUESTIONNAIRE FOR RECORDING INFORMATION

The writer devised a questionnaire in which the items included were based on the commonly accepted procedures for the organization and administration of physical education programmes set by the British Columbia Department of Education. These procedures were found in the British Columbia Department of Education Curriculum Syllabus. A copy of these procedures may be found in Appendix A.

Each of the items included in the questionnaire was stated in a manner which enabled the interviewer to record "yes" or "no" and a check (✓) or a number if applicable. To facilitate efficient operation the items were grouped under main headings;-- time allotment, personnel, recreational programme, facilities, equipment, supplies and activities in the instructional programme.

To reduce misunderstanding, the writer carried out a preliminary interview with the Vice-principal of an elementary school. After this interview, the questionnaire was revised to correct flaws that were detected. The questionnaire was later approved by a specialist in physical education. A copy of the questionnaire may be found in Appendix E.

CHAPTER IV

RESULTS

I. INTRODUCTION

The material in this chapter is based upon the information gained from personal visits to thirty-eight parochial schools of the Archdiocese of Vancouver. Thirty-five principals and eighteen physical education teachers supplied information relating to the physical education programme--instructional programme, recreational programme, professional preparation of the teachers, school policies, facilities, equipment and supplies.

Three types of schools were catagorized according to enrollment:--Type I (0-149 students); Type II (150-249); Type III (250-up). Also, the schools were classified according to geographical location.

The data were analyzed in relation to the six basic questions stated in Chapter I.

1. How much time is allotted to the instructional programme each week?
2. Professionally speaking, how well prepared are the teachers of the instructional programme?
3. What activities and testing and measuring techniques are presented in the instructional programme?
4. What type of recreational programme is offered?

5. What facilities do the schools have? What types of equipment and supplies are used in the instructional programme?

6. What are the school policies regarding medical examinations and participation in the instructional programme?

Supplementary information is presented at the conclusion of this chapter.

Percentages as read from the tables are expressed in round figures to the nearest whole number.

II. ANALYSIS OF RESPONSES TO QUESTIONS

I. How much time is allotted to the instructional programme each week? The number and percentage of schools that had physical education programmes and the number of minutes per week devoted to the instructional programme are presented in Tables III and IV. From Table III, it may be seen that thirty-two of thirty-eight schools (84 per cent) had an instructional programme, and (by comparing Tables I and III) of the six schools without a programme, four were Type I schools. A comparison of Table II and Table III reveals that the schools without programmes were in the geographic areas southwest, southeast and northwest.

Table IV indicates that the greatest frequency of

TABLE III

NUMBER AND PERCENTAGE OF SCHOOLS WITH
INSTRUCTIONAL PROGRAMMES ACCORDING TO
ENROLLMENT AND GEOGRAPHICAL AREAS

	School							
	Type I		Type II		Type III		Total	
	N	%	N	%	N	%	N	%
North East	1	14	4	57	2	29	7	100
North West	1	33	1	33	1	33	3	100
South East	4	24	7	44	5	31	16	100
South West			4	66	2	33	6	100
Totals	6	19	16	50	10	31	32	100

TABLE IV

TIME ALLOTMENT FOR INSTRUCTIONAL PROGRAMME

Enrollment of Schools	Number of Min-Per Week										
	0		30-59		60-79		80-99		100 or more		N
	N	%	N	%	N	%	N	%	N	%	
Type I (0-149)	4	40	1	10	4	40	0	0	1	10	10
Type II (150-249)	1	6	7	44	6	38	2	13	0	0	16
Type III (250-up)	1	8	4	33	5	42	2	17	0	0	12
Totals	6	16	12	32	15	39	4	11	1	3	38

time allotted was 60-79 minutes per week. This occurred in fifteen schools (39 per cent). One school, a Type I school, allotted 100 minutes or more per week. In Type II schools the greatest frequency of time allotted was 30-59 minutes per week and in Type III schools the greatest frequency was 60-79 minutes per week. This occurs in forty-four and forty-two per cent of the Type I and Type II schools respectively.

2. Professionally speaking, how well prepared are the teachers of physical education? The number and percentage of classroom teachers and outside specialists in physical education and their professional preparation according to enrollment are presented in Tables V and Table VI.

Table V shows that there were 112 teachers and outside specialists of physical education. Ninety (80 per cent) were classroom teachers who had taken an undergraduate course in physical education, but none had obtained a physical education degree. On the other hand, seven outside specialists (32 per cent) of the twenty-two outside specialists had a degree in physical education. Type II schools had the greatest frequency of classroom teachers with an undergraduate course in physical education. Type III schools had the greatest frequency of classroom teachers without an undergraduate physical

TABLE V

NUMBER AND PERCENTAGE OF CLASS ROOM TEACHERS
AND OUTSIDE SPECIALISTS IN PHYSICAL EDUCATION
ACCORDING TO ENROLLMENT

	Classroom Teachers in Physical Education		Outside Specialists in Physical Education		Total
	N	%	N	%	
Type I	21	19	3	3	24
Type II	35	31	10	9	45
Type III	34	30	9	8	43
Totals	90	80	22	20	112

TABLE VI

PROFESSIONAL PREPARATION OF TEACHERS AND
OUTSIDE SPECIALISTS IN PHYSICAL EDUCATION
ACCORDING TO ENROLLMENT

	Type I (0-149)	Type II (150-249)	Type III (250-up)	Total	%
Classroom Teachers with physical education degrees	0	0	0	0	0
Classroom Teachers who have taken undergraduate physical education courses	18	35	24	77	86
Classroom Teachers who have not taken physical education courses	3	0	10	13	14
Outside specialists with physical education degrees	3	3	1	7	6
Outside specialists who have taken physical education courses	0	5	7	12	11
Outside specialists who have not taken a physical education course	0	2	1	3	3

education course. Table VI also shows that three outside specialists and thirteen classroom teachers of physical education (15 per cent) had not taken an undergraduate course in physical education.

3. What activities and testing and measuring techniques are presented in the instructional programme?

Activities in the instructional programme and testing and measuring techniques according to number and per cent of schools in which they were presented are given in Tables VII and VIII. Relays, group games, and calisthenics were the activities that appeared in the curriculum with the greatest frequency. (See Table VII). From the same table it may be seen that the team game which appeared least frequently was basketball. In Type I schools, the game played with the greatest frequency was volleyball and in Type II schools, softball. From Table VIII five schools (13 per cent) gave skill tests; six (16 per cent) gave fitness tests; and four (11 per cent) gave written and/or oral tests. The greatest frequency of testing was done in Type II schools.

4. What type of recreational programme is offered?

The number and percentage of schools according to the enrollment which offered a recreational programme is shown in Table IX. Table X indicates the intramural activities according to the number and per cent of schools

TABLE VII

ACTIVITIES IN THE INSTRUCTIONAL PROGRAMME
 ACCORDING TO NUMBER AND PER CENT OF
 SCHOOLS IN WHICH THEY WERE PRESENTED

Activity	Classification of Schools							
	Type I		Type II		Type III		Total	
	N	%	N	%	N	%	N	%
Basketball	2	20	9	56	10	83	21	55
Volleyball	5	50	14	88	10	83	29	76
Soccer	1	10	11	69	10	83	22	58
Softball	4	40	14	88	11	92	29	76
Relays	6	60	15	94	11	92	32	84
Relays with balls	6	60	15	94	11	92	32	84
Group Games	6	60	15	94	11	92	32	84
Tumbling	5	50	14	88	8	67	27	71
Calis- thenics	6	60	15	94	11	92	32	84
Track Events	2	20	14	88	8	67	24	63
Field Events	1	10	10	63	6	50	17	45

TABLE VIII

TESTING AND MEASURING TECHNIQUES
 ACCORDING TO NUMBER AND PER CENT OF
 SCHOOLS IN WHICH THEY WERE PRESENTED

	Type I		Type II		Type III		Total	
	N	%	N	%	N	%	N	%
Skill Tests	1	10	3	19	1	8	5	13
Fitness Tests	1	10	5	31	0		6	16
Written or Oral Quizzes	0		3	19	1	8	4	11
Centennial Testing	3	30	6	38	6	50	15	39

TABLE IX

NUMBER AND PERCENTAGE OF SCHOOLS ACCORDING
TO ENROLLMENT WHICH OFFERED A RECREATIONAL
PROGRAMME

	Intramural Programme		Inter- scholastic Programme		Special Events	
	N	%	N	%	N	%
Type I	3	30	4	40	10	100
Type II	15	94	14	88	16	100
Type III	11	92	10	83	12	100
	29	76	28	74	38	100

TABLE X

INTRAMURAL ACTIVITIES ACCORDING TO
NUMBER AND PER CENT OF SCHOOLS IN WHICH
THEY WERE PRESENTED

Enrollment of Schools								
Activity	Type I		Type II		Type III		Total	
Number and Per Cent of Schools								
	N	%	N	%	N	%	N	%
Football			2	13	2	17	4	11
Soccer			4	25	5	42	9	24
Basketball			7	44	6	50	13	34
Volleyball	1	10	11	69	8	67	20	53
Track & Field			8	50	5	42	13	34
Gymnastics								
Softball	1	10	12	75	8	67	21	55
Badminton	1	10	2	13	3	25	6	16
Ping Pong	1	10			1	8	2	5
Floor Hockey			1	6			1	3
Bowling			1	6			1	3
Rugby			1	6			1	3

in which they were presented. Table XI shows interscholastic activities according to number and per cent of schools in which they were presented. Table XII indicates special events according to number and per cent of schools in which they were presented.

A comparison of Table II and Table IX shows that in Type II and Type III schools, approximately ninety per cent offered intramural programmes and approximately eighty per cent of the schools offered interscholastic programmes. It may also be seen that three (30 per cent) of the Type I schools offered intramural programmes and four (40 per cent) of the Type I schools offered interscholastic programmes respectively.

From Table X, it may be seen that softball was the activity that appeared in the intramural programmes most often. Volleyball, basketball and track and field appeared with the next greatest frequency. In Type II schools, the activity played with the greatest frequency was softball; in Type III schools, volleyball and softball.

Volleyball and track and field were activities that appeared in the interscholastic programme with the greatest frequency. (See Table XI). In Type II schools, it was volleyball; in Type III schools, basketball; in Type I schools, volleyball, track and field and badminton. Table XII shows that concerts were special events which

TABLE XI

INTERSCHOLASTIC ACTIVITIES ACCORDING TO
NUMBER AND PER CENT OF SCHOOLS IN
WHICH THEY WERE PRESENTED

Activity	Enrollment of Schools							
	Type I		Type II		Type III		Total	
	Number and Per Cent of Schools							
	N	%	N	%	N	%	N	%
Football								
Soccer	1	10	3	19	2	17	6	16
Basketball	1	10	8	50	8	67	17	45
Volleyball	3	30	11	69	6	50	20	53
Track & Field	3	30	10	63	7	58	20	53
Gymnastics								
Softball	2	20	9	56	7	58	18	47
Badminton	3	30	3	19	4	33	10	26

TABLE XII

SPECIAL EVENTS ACCORDING TO NUMBER AND PER
CENT OF SCHOOLS IN WHICH THEY WERE PRESENTED

Activity	Enrollment of Schools							
	Type I		Type II		Type III		Total	
	Number and Per Cent of Schools							
	N	%	N	%	N	%	N	%
Swims	6	60	6	38	5	42	17	45
Hikes	4	40	6	38	5	42	15	39
Skating Parties	2	20	7	44	7	58	16	42
Concerts	9	90	13	81	12	100	34	89
Physical Education Demonstration	2	20	6	38	3	25	11	29
Play Days	2	20	1	6			3	8
School Track & Field Meets	5	50	13	81	10	83	28	74
Ski Meets								
Holiday Parties	5	50	4	25	6	50	15	39
Sports Days	5	50	9	56	5	42	19	50

appeared most often. Track and field meets and sports days appeared with the next greatest frequency. In Type I schools nine (90 per cent) presented concerts and six (60 per cent) presented swimming programmes. In Type II and Type III schools, over eighty per cent of the schools presented concerts and school track and field meets.

5. What facilities do the schools have? What type of equipment and supplies are used in the physical education classes?

Facilities, equipment and supplies in the schools classified according to enrollment are presented in Tables XIII, XV, XVI, and facilities in the schools classified according to geographical areas are presented in Table XIV. From Table XIII it may be seen that twenty-two (58 per cent) of the schools had gymnasiums, while nine (24 per cent) had dressing rooms. Thirty-two (84 per cent) of the thirty-eight schools had playgrounds of two or less acres and nineteen (50 per cent) were hard top. The greatest percentage of play rooms and the smallest percentage with gymnasiums appeared in Type II schools. The greatest percentage of schools with gymnasiums and dressing rooms appeared in Type III schools (92 per cent and 67 per cent respectively). The greatest number of schools with playgrounds with two or more acres were Type II schools.

TABLE XIII

NUMBER AND PERCENTAGE OF FACILITIES IN
SCHOOLS ACCORDING TO ENROLLMENT

	Enrollment of Schools							
Facilities	Type I		Type II		Type III		Total	
	Number and Percentage of Schools							
	N	%	N	%	N	%	N	%
Gymnasium	1	10	10	63	11	92	22	58
Dressing Room	0	0	1	6	8	67	9	24
Shower Room	0	0	5	31	5	42	10	26
Play Room	8	80	6	38	6	50	20	53
Play Ground	10	100	16	100	12	100	38	100
2 or less acres	9	90	12	75	11	92	32	84
greater than 2	1	10	4	25	1	8	6	16
grass	0	0	3	19	2	17	5	13
hard top	6	60	8	50	5	42	19	50
both	4	40	5	31	5	42	14	37

TABLE XIV

NUMBER AND PERCENTAGE OF FACILITIES IN
SCHOOLS ACCORDING TO GEOGRAPHIC AREAS

Facilities	Geographical Areas									
	North East		North West		South East		South West		Total	
	N	%	N	%	N	%	N	%	N	%
Gymnasium	3	43	2	40	13	72	4	50	22	58
Dressing Room	2	29	1	20	5	28	1	13	9	24
Shower Room	2	29	1	20	6	33	1	13	10	26
Play Room	4	57	3	60	11	61	2	25	20	53
Play Ground	7	100	5	100	18	100	8	100	38	100
2 or less acres	6	86	5	100	14	77	7	88	32	84
2 or more acres	1	14			4	22	1	13	6	16
grass	1	14	1	20	3	17			5	13
hard	4	57	4	80	8	72	3	38	19	50
both	2	29			7	39	5	63	37	37

TABLE XV
EQUIPMENT IN SCHOOLS ACCORDING TO
ENROLLMENT OF SCHOOLS

Equipment in Gymnasium or School	Type I		Type II		Type III		Total	
	Number and Percentage of Schools							
	N	%	N	%	N	%	N	%
Basketball Baskets	2	20	10	63	10	83	22	58
Mats	3	30	12	75	10	83	25	66
Ropes			5	31	2	17	7	18
Piano	10	100	13	81	12	100	35	92
Record player and records	10	100	13	81	12	100	35	92
Volleyball net	8	80	11	69	12	100	31	82
Volleyball posts	7	70	11	69	12	100	30	79
Benches	4	40	7	44	9	75	20	53
Trampoline								
Parallel bars			1	6			1	3
Trampollette								
Spring Board			2	13	2	17	4	11
Vaulting Horse	1	10	3	19	6	50	10	26

Table XV continued

Playground Equipment	Type I		Type II		Type III		Total	
	N	%	N	%	N	%	N	%
Swings	2	20	4	25	4	33	10	26
Jungle Jim	2	20	3	19	2	17	7	18
Sand Box	2	20	3	19	2	17	7	18
Horizontal Bar								
Jumping Pit	2	20	7	44	3	25	12	32
Goal Posts			4	25	1	8	5	13
Back Stop	2	20	9	56	8	67	19	50
Jumping Standard	3	30	6	38	6	50	15	39
Outdoor Baskets	5	50	8	50	8	67	21	55
Tether Ball			1	6	3	25	4	11
Volleyball	1	10	2	13	1	8	4	11

TABLE XVI
SUPPLIES IN SCHOOLS ACCORDING
TO ENROLLMENT OF SCHOOLS

Supplies	Enrollment of Schools							
	Type I		Type II		Type III		Total	
	N	%	N	%	N	%	N	%
Rubber Balls	4	40	5	31	3	25	12	32
(30 or More)					1	8	1	3
Bean Bags	7	70	14	88	9	75	30	79
(15 or more)	4	40	11	69	8	67	23	61
Rubber Rhythm Balls	7	70	15	94	11	92	33	87
(10 +)	2	20	13	81	8	67	23	61
Soccer Balls	9	90	16	100	12	100	37	97
(4 +)	3	30	5	31	6	50	14	37
Volleyballs	9	90	16	100	12	100	37	97
(4 +)	1	10	4	25	5	42	10	26
Basketballs	9	90	13	81	12	100	34	89
(2 +)	2	20	12	75	12	100	26	68
Softballs	9	90	16	100	12	100	37	97
(10 +)	3	30	9	56	5	42	17	45
Softball Bats	9	90	16	100	12	100	37	97
(10 +)	4	40	9	56	7	58	20	53

Table XVI continued

Supplies	Type I		Type II		Type III		Total	
	N	%	N	%	N	%	N	%
Floor Hockey Sticks			1	6	3	25	4	11
(30 +)								
Rubber Quoits	1	10	1	6	1	8	3	8
(4 +)					1	8	1	3
Cross Bar for Jumping	2	20	7	44	8	67	17	45
(4 +)								
Skipping Ropes	6	60	11	69	11	92	28	74
(15 +)	2	20	11	69	7	58	20	53
Coloured Sashes	3	30	5	31	7	58	15	39
(30 +)			1	6			1	3
Markers					1	8	1	3
(4 +)					1	8	1	3
Whistles	10	100	15	94	11	92	36	95
(2 +)	5	50	13	81	11	92	26	76
First Aid Kit	9	90	15	94	10	83	34	89
Weighted Ropes for Jumping								
(2 +)								
Batons	6	60	10	63	7	50	23	61
(4 +)	6	60	10	63	6	50	22	59

Table XVI continued

Supplies	Type I		Type II		Type III		Total	
	N	%	N	%	N	%	N	%
<hr/>								
Lacers and Tighteners								
Ball Inflators	4	40	10	63	9	75	23	61
Repair Kit			1	6	2	17	3	8
Shovel and Rake	5	50	10	63	9	75	24	63
Footballs	7	70	13	81	11	92	31	82
Table Tennis					1	8	1	3
Tether Ball	2	20			1	8	3	8
Badminton	3	30	1	6	3	25	7	18

Table XIV shows that the greatest number of gymnasiums, shower rooms, playgrounds greater than two acres and playrooms were located in the southeast geographical area.

Equipment which appeared with the greatest frequency in the schools were pianos, phonographs and records, and volleyball nets and posts. In the playground outdoor baskets appeared with the greatest frequency. Nineteen playgrounds (50 per cent) had backstops; fifteen (37 per cent) had jumping standards; and five (13 per cent) had goal posts. (See Table XV).

Also from Table XV, it may be seen that Type III schools had the greatest percentage of outdoor baskets, jumping standards, and backstops. Type II schools had the greatest percentage of jumping pits and goal posts and Type I schools had the greatest percentage of jungle jims and sand boxes.

Soccer balls, volleyballs, softballs and softball bats were the supplies that appeared with the greatest frequency. (See Table XVI). All Type II and Type III schools had one or more of the above mentioned supplies although only fourteen (37 per cent) had four or more soccer balls, ten (26 per cent) had four or more volleyballs, seventeen (45 per cent) had ten or more softballs, and twenty (53 per cent) had ten or more bats. Type II schools

schools had the greatest percentage of bean bags, rubber rhythm balls and batons, while Type III schools had the greatest percentage of footballs, floor hockey sticks, coloured sashes, and skipping ropes.

6. What are the school policies regarding medical examinations and participation in the instructional programme? Medical examination, compulsory pupil participation in the instructional programme, and appropriate dress of pupils and teachers are presented in Table XVII. All schools gave medical examinations and most schools (63 per cent) gave medical examinations to each student once during the pupil's school years. Seven schools (18 per cent) gave medical examinations annually.

Appropriate dress for pupils was required in thirty-one schools (82 per cent).

Additional Information

From Table VIII, it may be seen that Centennial testing was carried out in fifteen schools (39 per cent).

TABLE XVII

MEDICAL EXAMINATIONS, PARTICIPATION,
AND DRESS OF STUDENTS AND TEACHERS
ACCORDING TO ENROLLMENT

Medical Examination	Enrollment of Schools							
	Type I		Type II		Type III		Total	
	N	%	N	%	N	%	N	%
Annually	3	30	1	6	6	25	7	18
Once during school year	4	40	13	81	7	58	24	63
Twice during school year	3	30	2	13	2	17	7	18
Other								
Total	10		16		12		38	100
Compulsory Pupil Participation	6	60	15	94	11	92	32	84
Appropriate dress of Pupils	6	60	15	94	10	83	31	82
Appropriate dress of Teachers	2	20	15	94	10	83	27	71

CHAPTER V

DISCUSSION

In view of the findings, the following generalizations would appear to be tenable. The questions stated in Chapter I are asked to facilitate the discussion.

1. How much time is allotted to the instructional programme each week?

"On the primary level the classroom teacher and physical education specialist should try to provide a minimum of 30 minutes of supervised play in which the youngsters engage in activities in the gymnasium, on the playground or in the swimming pool. In the intermediate grades the time allocation should be increased to forty or forty-five minutes daily for the instructional phases of the programme and twenty to thirty minutes daily for supervised play" (1).

Similarly the Presidents Council on Physical Fitness advocates at least fifteen minutes of vigorous activity as part of a daily physical education programme (2).

In the parochial schools of Vancouver, the standard of required daily participation in class instruction was not met nor was the tentative scheduled British Columbia curriculum guide of 140 minutes for grades one and two and 100 minutes for the intermediate grades. Moreover, time for physical education was not at all uniform throughout the schools. One school of thirty-eight met the tentative schedule of the curriculum guide; six schools were without a programme; and of the thirty-two schools who offered an instructional programme, four did not include all the

grades.

Compared with the studies of Pennington (3), Grant (4) and Grant (5), who also dealt with the physical education programmes in the elementary schools in British Columbia, the parochial schools fell far below their standard, which was that set by the British Columbia curriculum guide.

In summation, the parochial school programme of physical education leaves much to be desired in regards to time allotment. To this effect, Voltmer (6) states,

"The matter of time allotment is of great importance because no programme of activities can operate successfully unless a proper amount of time is allotted to it."

2. Professionally speaking, how well prepared are the teachers of the instructional programme?

One of the controversial issues in elementary school physical education is whether the classroom teacher or the specialist should teach physical education. In the parochial schools of the Archdiocese of Vancouver, twenty per cent of the teachers of physical education were outside specialists. This figure is double the number indicated by Kirchner (7) in his book "Physical Education For Elementary School Children". He states,

"the employment of a full time physical education teacher in the elementary school is certainly the exception to the rule. Approximately ten per cent of the elementary schools in the United States are currently utilizing this approach."

Of the classroom teachers who teach physical education, none had a degree but eighty-six per cent had taken an

undergraduate physical education course.

This corresponds to the writings of physical educators.

Bucher (8) states,

"Most classroom teachers have insufficient training in physical education. Many have no formal course work whatsoever. Some have had a three hour credit course which cover activities, the philosophy and other aspects of physical education."

Similary, according to Voltmer and Esslinger (9)

"Classroom teachers are rarely capable of handling elementary school physical education classes in an acceptable manner. They have a very superficial professional preparation for such an assignment if they have any at all."

Compared to the professional preparation of teachers in New Westminster, Pennington (10) found that no teachers of physical education had majored in physical education and most professed no training in the field other than the minimum received in required teacher preparation at normal school or university. On the other hand, Grant (11) found that the qualification of instructors in Burnaby scored well on the LaPorte Score Cards, and in the Report to the Special Management Committee in Vancouver (12), although no mention was made of the qualifications of physical education teachers, a recommendation was made that there be an improvement in training in physical education of new teachers.

In summation, the professional preparation and role of the teachers of physical education in the parochial

schools should be reviewed by the Central Catholic School Board.

"No school can be greater than its staff, nor a programme advance beyond the vision of those who administer it" (13).

3. What activities and testing and measuring techniques are presented in the instructional programme?

"The main task within the instructional programme is to choose the correct activities and methods that will most effectively realize the objectives of physical education.....To provide a basic framework for each teacher to develop a physical education programme, the activities have been placed into three broad categories, namely games, dance and self-testing activities". (14)

In the parochial schools of Vancouver, games of low organization, volleyball and softball, and selftesting activities such as calisthenics were most popular. Only one school of thirty-eight offered dance.

The findings of this study are similar to those of Georgiady and Savage's (15) study of ninety-three elementary schools representing forty-three states. It was also found that softball, volleyball and games of low organization were most popular.

It appears that these activities mentioned above are also the most useful. According to Voltmer and Esslinger (16)

"The physical education course should include activities that are useful during the time that participants are in school as well as after their school days are over. It is entirely possible that a number of activities can serve both purposes well. There are some, however, that will serve better during school days, such as football and basketball, and others that customarily, although not of necessity serve more generally at a later

time. Handball and volleyball are games of this type. 56
Some departments overemphasize the games most interesting
and useful during school days, others "go to seed" by
sponsoring predominantly those activities that will serve
better in life. Both must be included in a balanced
programme."

Regarding testing and measuring techniques, very
little was done in the parochial schools with no more
than six of thirty-eight schools giving either skill,
physical or oral tests. Additional information revealed
however, that almost forty per cent of the schools
carried out Centennial testing. It appears that the
schools do not regard evaluation of students as an aid
in improving the programme or in contributing to each
child's growth and development.

Much can be said for evaluation. According to
Bucher (17), the specific reasons for establishing a
proper evaluation procedure includes the following:

1. it gives evidence as to whether physical education objectives are being met.
2. it helps parents, teachers, and pupils to understand the worth of experiences provided in physical education programmes.
3. it provides a governor or check to direct and modify the experiences given in the programmes to meet the needs of the pupils. This might be useful in both organization and instruction.
4. it helps in the formulation of education, principles and policies for the school to apply to the programmes.
5. it provides basic information regarding individual pupils for guidance purposes.
6. it may act as a means of motivation for students to evaluate his individual programmes rather than compare himself with others.
7. it should act as a means of motivation for teachers to find ways to assist children to meet desirable goals and needs.

8. it may justify needs for equipment, facilities, materials and expenditure of monies for personnel and leadership in programmes.

9. it may suggest preventive measures that should be taken in the interest of the pupils.

10. it should be a means of improving the total physical education programme so that it contributes to greater child growth and development.

11. evaluation can also be used as an aid in grouping pupils, predicting future performance, and determining where emphasis should be placed.

4. What type of recreational programme is offered?

The recreational programme, as stated in Chapter I, generally occurs at times other than the scheduled in-school periods and includes the intramural and interscholastic programmes and special events.

In the parochial schools of Vancouver, approximately seventy-five per cent of the schools offered intramural and interscholastic programmes and all schools offered some type of special event. The intramural and interscholastic programme encompassed mainly the intermediate grades whereas the special events were carried out by all grades.

The percentage of parochial schools (75 per cent approximately) engaged in intramural programmes is high.

"In a recent survey of over 12,000 urban elementary schools, 57 per cent were busily engaged in intramural programmes as part of their activities" (18).

The sports played in the intramural programmes, that is,--the athletic activities carried on within the walls of the school--were similar to the above study. The most popular activities in Schneider's (19) study were basketball,

softball and touch football for boys and volleyball for girls. In the Vancouver parochial schools, softball, volleyball and basketball appeared with the greatest frequency. In comparing public and parochial schools, there was a greater variety of games played in the public school (20)

In regards to the interscholastic programme--competition between two or more schools--seventy-five per cent of the parochial schools participated. This high percentage is due to the Catholic Youth Organization (C.Y.O.) who organized the schools for competition. Discussion with a few principals revealed that the competition was highly organized, although not highly pressured competition. Stress on winning was not great and competition was imitated to bring about school spirit and present social behaviour patterns.

In comparison with other British Columbian Public Schools, Burnaby had less than twenty per cent of the schools competing among themselves (21); in Victoria, boys had interschool leagues in soccer, basketball and softball (22); in New Westminster, inter-school competition was a friendly less organized scheduling of games between schools on their own (23); and in Vancouver which was more highly organized than the parochial schools, the traditional sports-soccer, volleyball and softball were offered (24). In many instances, it was

reported by the principals that games took place between the parochial and public schools.

5. What facilities do the schools have? What types of equipment and supplies are used in the instructional programme?

"Another important consideration relating to the scope and success of the physical education programme is the adequacy of indoor and outdoor facilities. Without minimum playing space, teaching procedures are ineffective, activity offerings are limited and optimum growth and development of children are usually restricted" (25).

The facilities in most cases are below the standard set by the British Columbian curriculum guide. (See Appendix A). Only fifty-eight per cent of the schools had gymnasiums, less than twenty-five per cent had changing rooms, and most schools (80 per cent) had playgrounds of two or less acres (2 acres is the minimum standard for a one-room school). In comparison with the Vancouver public schools (26), over ninety per cent had adequate indoor facilities and more than eighty per cent had adequate playing fields. In Burnaby, outdoor and indoor facilities were above the standard (27); in New Westminster and Victoria, however, few schools reached the desired standard in outdoor facilities but all schools in those cities had gymnasiums (28,29). One interesting fact is that the majority of public and parochial schools in British Columbia lacked adequate dressing rooms or shower rooms (30,31,32).

No doubt the reason for poorer facilities in the

parochial schools is lack of money. The parochial schools in British Columbia are not government supported as are the public schools.

Financing of the schools is done through tuition fees (which might range from five dollars to twenty-five dollars a month per student) and through individual parishes. The Central Catholic School Board created in January of 1967 a school levy of ten dollars a year from each Catholic wage earner, yet none of this money goes towards improving the physical education facilities of the schools but to the support and maintenance of the School Board. It appears that the only solution to obtaining money necessary for physical education facilities would have to come from a source other than through the aforementioned sources. It is also interesting to note that should money become available many schools would not be able to acquire the necessary acreage (1) to build new gymnasiums or (2) to use as play areas since they are in poorly located and highly populated areas where vacant land is minimal. In many instances where schools have inadequate outdoor play areas, fortunately a public park is nearby and according to principals and physical education teachers, they are used by the schools with permission of the Vancouver Parks Board. No school had a swimming pool and the majority did not use facilities close at hand for any type of swimming programme.

In one school without a gymnasium a community centre provided the necessary physical education programme for a small nominal fee.

In regards to play equipment and supplies, the situation was the same as the facilities.

In summation, the facilities, equipment and supplies in the parochial schools fell far below that of the public schools in their vicinities, due to lack of finances.

Most schools, it appears, were doing as well as they could with what they had. Only a few principals expressed little interest in the physical education programmes. Many of the schools were blessed with staff members whose enthusiasm and interest overcame the lack of facilities. For example one school with an enrollment of one hundred and ten with a staff of three American Sisters, with no gymnasium, presented a physical education programme in their classrooms with music, tumbling and games of low organization.

6. What are the school policies regarding medical examinations and participation in the instructional programme?

According to Pennington (31), Grant (32), and Grant (33), the public schools of New Westminster, Victoria and Burnaby respectively scored very high with regards to medical examinations and health services. Likewise, through

conversation with the principals and physical educators of the parochial schools, all schools gave medical examinations at some time during the pupil's school years and a nurse was on hand two or three times a week administering health tests and other forms of measurement, screening for hearing and vision, helping to control communicable diseases as well as keeping full health records.

In those schools which had programmes of physical education the medical examination by the school health service determined the quantity of participation in the programme but not the quality. If one had a note from the nurse or doctor one could be excused from the programme. No adapted programme was given in any of the schools.

The majority of the schools required the pupils to change and this was done in the boys or girls washroom since three-quarters of the schools lacked dressing rooms. The dress that was required consisted of T-shirt, shorts, and running shoes. There was uniform dress in a few schools that were taught by the outside specialists. The high percentage of teachers changing for classes is misleading because many of the teachers were Sisters who would change into their running shoes but not out of their habits.

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CHAPTER VI

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

I. INTRODUCTION

The purpose of the study was to determine the status of the physical education programme, personnel, facilities, equipment and supplies in the parochial schools of the Archdiocese of Vancouver and to make recommendations for a more effective programme based on criteria derived from the British Columbia Administrative Bulletin for Elementary Schools, 1958, and from existing facilities, equipment and supplies.

An attempt was made to answer the following six questions:

1. How much time is allotted to the instructional programme each week?
2. Professionally speaking, how well prepared are the teachers of the instructional programme?
3. What activities and testing and measuring techniques are presented in the instructional programme?
4. What type of recreational programme is offered?
5. What facilities do the schools have? What types of equipment and supplies are used in the instructional programme?
6. What are the school policies regarding medical examinations and participation in the instructional programme?

Additional information was obtained concerning Centennial testing.

The data were collected by personal visits by the writer to thirty-eight parochial schools which represented the total number of schools in the Archdiocese. Interviews were held with thirty-five principals and eighteen physical education teachers. For purpose of analysis the schools were classified according to enrollment and geographic area and the information was assembled into tables.

II. SUMMARY OF THE FINDINGS

1. How much time is allotted to the instructional programme each week?

Over eighty per cent of the schools allotted one or two periods a week to physical education. Two-fifths of the Type I schools gave no time to an instructional programme and only one school allotted 100 minutes or more.

2. Professionally speaking, how well prepared are the teachers of physical education?

Eight per cent of the teachers of physical education were classroom teachers and the remainder were outside specialists. Of the classroom teachers, none had a degree in physical education and fourteen per cent had not taken an undergraduate physical education course.

Over thirty per cent of the outside specialists had a physical education degree while fourteen per cent had not

taken a physical education course.

3. What activities and testing and measuring techniques are presented in the instructional programme?

A wide range of activities was included in the programmes of the schools, but only games of low organization and calisthenics were presented in all the schools offering physical education. Volleyball and softball appeared in the curriculum in most of the Type I, II, and III schools and Type III schools included soccer and basketball also.

Testing was done in a few schools.

4. What type of recreational programme is offered?

About three-quarters of the schools offered intramural and interscholastic programmes and all schools carried out some special event. Of the smaller Type I schools, only twenty per cent offered an intramural programme and forty per cent offered an interscholastic programme.

In the intramural programme, softball and volleyball appeared with the greatest frequency in all schools. Basketball was played in one-half of the Type III schools whereas track and field was played in one-half of the Type II schools.

Volleyball, basketball, softball and track and field appeared in the interscholastic programme in more than one-

half of the Type II and Type III schools also.

Basketball and volleyball were offered with the greatest frequency in the Type III schools and Type II schools respectively.

Concerts appeared in the Type I, Type II and Type III schools as the most frequent special event. Track and field appeared in more than three-quarters of the Type II and Type III schools but only in one-half of the Type I schools.

5. What facilities do the schools have? What type of equipment and supplies are used in the physical education classes?

More than one-half of the schools had gymnasiums although less than twenty-five per cent had dressing rooms, and of these schools, the larger Type III schools had the greatest percentage of gymnasiums and dressing rooms.

Over eighty per cent of the schools had playgrounds of two or less acres and one-half of the playgrounds were hard top. Type II schools had the greatest number of playgrounds of two or more acres. The greatest percentage of gymnasiums, shower rooms, play rooms and playgrounds with more than two acres were located in the southeast geographical area.

More than three-quarters of the schools had pianos, phonographs, records, and volleyball nets and posts in the school, and one-half the schools had outdoor baskets and

backstops. In the playground the smaller schools had the greatest percentage of jungle jims and sandboxes.

6. What are the school policies regarding medical examinations and participation in the instructional programme?

All schools gave medical examinations, which in the majority of the schools were given once during the pupils' school years. The majority of schools required the pupils to change for classes and in over two-thirds of the schools teachers dressed accordingly.

III. CONCLUSIONS

In view of the findings, the following conclusions would appear to be tenable.

1. The time allotted to the instructional programme was inadequate. Elementary school children did not receive the benefits of daily participation in instructional physical education activities.

2. The smaller the school, the less time allotted to the instructional programme.

3. Classroom teachers who were teaching physical education were not well prepared, having professed no training in the field other than the minimum received in required teacher's preparation at normal school or university. On the other hand, outside specialist, except in a

few cases, were well prepared.

4. Activities presented in the instructional programme showed little variety.

5. Little effort was made in the physical education programme for tests and measurements, or evaluation of social and individual conduct.

6. The majority of schools, except those with smaller populations, offered a good intramural and interscholastic programme.

7. Activities in the intramural and interscholastic programme were mainly team games.

8. In all schools, basketball, volleyball, softball and track and field were the sports most played in the intramural and interscholastic programme.

9. Type III schools had more facilities than Type I and Type II schools.

10. Schools were lacking in nearly all aspects of outdoor facilities and equipment.

11. Indoor facilities and equipment were inadequate.

12. There were inadequate classroom supplies and the majority of these were for team games.

13. Medical and health services were well provided in all the schools.

14. In most schools that had gyms, the students were required to wear costumes while participating in the instructional programme and teachers changed in most cases

to their running shoes.

15. Participation was required by all students except for medical reasons.

IV. RECOMMENDATIONS

1. A Supervisor of Physical Education should be appointed to aid and organize the programmes in the schools in order to upgrade the programmes. Some of the duties of the Supervisor should include:

1. in-service training for classroom teachers
2. budget making and finance
3. purchase and care of equipment
4. organizing the interscholastic programme
5. public relations

2. Time allotment in each school for physical education should be increased to a daily period of physical education.

3. School administrators should hire teachers who have a degree in physical education or who have taken undergraduate preparation in physical education.

4. Classroom teachers should be encouraged by the Central School Board to seek additional training and take summer school courses in physical education in order to upgrade physical education in the schools.

5. Provincial curriculum guides, textbooks on administration, organization, tests and measurements, and

methodology in physical education and other similar material should be kept in each school and made available to all teachers of physical education. The aforementioned sources would give direction and serve as an aid for preparation of classes.

6. Schools that have no gymnasiums should make available indoor activity rooms and/or make use of community centres in the area.

7. Parks and playgrounds near schools should be utilized.

8. Plans for new schools should include dressing and shower rooms adjacent to the gymnasium.

9. Since supplies are stored in classroom closets or a corner, a room or office should be provided in each school for storage of physical education equipment and supplies.

10. Equipment and supplies to the minimum set down by the British Columbian Administrative Bulletin (see Appendix A) to suit the needs of the school should be obtained. Money for equipment and supplies may be obtained by collecting one dollar per child each year.

11. In the instructional programme, such activities as tennis and badminton that have carry-over value should be included.

12. Written and oral quizzes regarding activities such as soccer and volleyball should be recorded.

13. A test and measurement programme such as the C. A. H. P. E. R. Fitness test or the Kraus-Weber test should be done in the physical education classes in order to identify children who may benefit from a remedial programme.

14. Appropriate tests (such as tests of strength) should be given to every student at each year's beginning and end to evaluate the year's progress.

15. An adapted activity programme, supervised by medical doctors, is needed for all schools in order that handicapped students may receive the benefits of a physical education programme.

16. Learn-to-swim programmes should be initiated in the schools for students in grade five similar to the programme organized by the Vancouver School Board.

17. Special events such as sports day be offered once a month to encourage pupil responsibility and participation.

18. Intramural programmes should include individual games such as badminton as well as the popular team games (volleyball, softball). A record of team standing or individual standing should be recorded to increase motivation.

19. More attention should be given for co-ordination of efforts between the nurse and physical education teacher.

20. Teachers should change for activities and the

problem of Sister's changing for classes should be reviewed.

21. Costumes should be the same in each school.

V. RESEARCH PROJECTS

1. It is recommended that a study be made in the 1972-73 school year (1) to determine the progress made and (2) to assist in upgrading the physical education in the city's parochial schools.

2. Tests should be made to determine the physical fitness of the children in Catholic parochial schools and to compare with the norms of other Canadian children.

3. A study of the methods and procedures used in the physical education classes should be made.

4. A study to reveal the attitudes of principals and teachers in the Catholic Schools towards physical education.

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APPENDICES

APPENDIX A
ADMINISTRATIVE BULLETIN FOR PHYSICAL EDUCATION
FOR ELEMENTARY SCHOOLS, 1958

AIMS

1. To explore, foster, and inculcate those interests, habits, and ideals which will make the child better able to take his place in society.
2. To foster in the child an appreciation of and desire for those activities contributing to total fitness.
3. To develop a sound body and normal mental attitudes, lending to the betterment of the organism as a whole.
4. To develop skill in psycho-motor activities.

SCOPE

School physical education consists of (a) an instructional and (b) a recreational programme: The instructional programme is that scheduled within the regular teaching-day. The recreational programme generally occurs at times other than the scheduled in-school periods.

ORGANIZATION AND ADMINISTRATION

(a) The Instructional Programme

1. Medical Examination of the individual by the school health service determines the quality and quantity of participation programme: regular (full participation for normal physically fit), modified (pupils with temporary disability), or restricted (permanent handicap). The modified or restricted programme consists of suitable

adapted regular and recreational activities, and provides further opportunities for pupil participation through responsibilities for equipment, facilities, supplies, and aid in organization and administration.

2. Time Allotment

Health and Physical Education	PRIMARY LEVEL		INTERMEDIATE LEVEL			
	I	II	III	IV	V	VI
Health	---	---	60	60	60	60
	140	140	---	---	---	---
Games and Exercises	---	---	100	100	100	100

3. Facilities

Playground.--A minimum of 2 acres for a one-room school; four-room school, 5 acres. Areas of grass and hard surfaces; level, drained, and free of hazards.

Gymnasium or Playroom.--Adequate as to clear space, heat, and ventilation; provided with toilet, storage, and changing facilities; smooth floor, lined for playing areas, free of oil and dirt; swept and dusted at least once daily, washed weekly.

4. Equipment

Playground

Playroom, Gymnasium

Minimum--

One graduated horizontal bar Volleyball net and posts.

Jumping pit.
Goal posts.
Back-stops.
Jumping standards.

Phonograph and records.
Benches.

Desirable--
Hard-surfaced court.
Swings.
Jungle gym.
Sand-box.
Parallel bars.
Blank wall.
Horizontal ladder.

Piano.
Mats, with covers.
Basketball hoops.
Vaulting box.
Climbing ropes

5. Supplies

Grades I, II, and III (Class of
Thirty)

Minimum--

Rubber or tennis balls.....	30	Skipping ropes (9'6", 10'6")	
Bean Bags.....	15	15
Rubber rhythm balls.....	10	Coloured sashes	
Team ropes (20').....	4	(varied colours).....	30
Wands (4').....	8	Markers (for courts).....	4
		Whistles.....	2
		First-aid kit.....	1

Grades IV, V, and VI (Class of
Thirty)

The above and--

Soccer balls		Weighted ropes for	
(rubber or leather).....	4	high jumping.....	2
Volleyballs		Passing sticks or batons..	4
(rubber or leather).....	4	Whistles.....	4
Basketballs (rubber).....	2	Lacers and tighteners.....	2
Softballs		Ball inflator.....	1
(rubber or leather).....	10	Repair kit (for leather	
Softball bats.....	10	balls)...	1
Floor hockey sticks		Shovel and rake.....	1
or wands.....	30		
Rubber quoits or rope			
ring (6").....	4		
Cross-bars for jumping...	4		

Desirable--

Rugby balls.	Table-tennis sets, tables.
Grass hockey sticks and balls.	Paddle tennis bats.
Lacrosse sticks and balls.	Horseshoes (sets).
Cricket bats and balls.	Quoits (sets).
Ice hockey sticks and pucks.	Hoops (wooden, 3' diameter).

The above figures are suggested. The amount of

equipment required will depend on the emphasis placed on the various phases of the programme.

NOTE.--Most of the above equipment may be obtained from any reliable sporting-goods store.

6. Participation

(a) Required.--Full participation by all regular pupils at all times. Temporary cessation for medical reasons.

(b) Costume.--Teacher and pupils change for activity. Minimum needs: Shorts, shirt, sweater, running-shoes, dance-slippers (made by girls), towel, soap. Towel dried daily, laundered at least weekly. Outfits laundered weekly.

(c) Routine.--Preparatory changing, 5 minutes. Final rub-down, wash, change, 7 minutes. With a shower, 10 minutes.

7. Testing

Test, record, and report as in other subjects. Use achievement charts indicating development of psycho-motor skills; written and oral quizzes regarding activities; evaluate standards of individual and social conduct by daily observance.

(b) The Recreational Programme

1. Intra-mural.--Grades IV to VI--all physically able pupils participate. Before school, recess, noon, or after

school hours. Use games previously taught in instructional periods; competition periods, two to three weeks' duration; record team-standing daily. Encourage pupil leadership and responsibility; staff supervision and guidance. See Instructional Programme for suggested activities. Further competition might occur on the individual games level--ping-pong, darts, shuffleboard, quoits, hopscotch, marbles, or horse-shoes.

2. Inter-scholastic.--In Grades IV to VI, desirable outcomes can best be produced, for the majority, by play within the school, rather than by seeking competition with other schools. For the few highly skilled and emotionally mature, under wise supervision, inter-school competition is valuable.

3. Special Events.--At least one special recreational event per month: Swims, hikes, skating parties, concerts, demonstrations, play days, dance festivals, pageants, May days, field days, sports days, track meets, ski meets, sleigh rides, "Holiday" parties. Staff guidance, pupil responsibility and participation.

APPENDIX B

LETTER OF INTRODUCTION, #1

Dear

Please find enclosed a letter from Brother J. C. Bates, Superintendent of the Vancouver Catholic School Board, and a stamped self-addressed postcard. On the postcard would you be so kind as to indicate a time and date to visit your school to speak with you and/or your teacher of physical education; if it is to your convenience, a visit to the school on week-ends or after-school hours during the week would be preferred. The length of the visit will be approximately twenty minutes.

The purpose of the visitation is to ascertain the status of the physical education programme, personnel, facilities, equipment and supplies in your school and to make recommendations for a more effective programme from existing facilities, equipment and supplies.

Data concerning the above mentioned will be made known to Brother Bates and the Catholic School Board but other than this organization, the name of your school will be held in strictest confidence.

It is hoped that the study will contribute to a better and more complete Catholic educational system.

I look forward to meeting you.

Yours sincerely,

Gene Rizak

CATHOLIC PUBLIC SCHOOL BOARD
OF THE
ARCHDIOCESE OF VANCOUVER

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LETTER OF INTRODUCTION, #2

April 6, 1967.

The Principals,
Catholic Elementary and High Schools,
Archdiocese of Vancouver.

Dear Principals:

This is to introduce Mr. Eugene Rizak, a teacher at Vancouver College since September 1965.

Mr. Rizak is completing a Master's degree in Physical Education at the University of British Columbia. The topic of his thesis is "The Physical Education Program in the Catholic Schools of Vancouver". The findings should be of great value for future planning of these programs in our schools.

I ask that you give Mr. Rizak your co-operation in his research. He wishes to investigate the current status of physical education in our schools, the facilities, equipment, etc.

Thanking you for your assistance, I am,

Yours in Christ,

Brother James C. Bates, C.F.C.,
Superintendent.

POSTCARD

MR. GENE RIZAK
VANCOUVER COLLEGE
VANCOUVER, BRITISH COLUMBIA

YOU MAY VISIT _____
_____ (NAME OF SCHOOL) ON
_____ (DAY) IN THE MONTH
OF _____ (APRIL, MAY, JUNE)
1967, AT _____ (TIME)

PRINCIPAL

APPENDIX E

QUESTIONNAIRE DURING INTERVIEW

(A) Instructional Programme and Time Allotment

1. Is there an instructional programme? (yes/no) _____
 Grades programme is given: _____ 1 2 3 4 5 6 7 8
2. How much time in minutes per week is allotted in: _____

grade 1 _____	grade 6 _____
grade 2 _____	grade 7 _____
grade 3 _____	grade 8 _____
grade 4 _____	
grade 5 _____	
3. Is there a recess period? (yes/no) _____
 Grades recess is given: _____ 1 2 3 4 5 6 7 8

(B) Personnel

1. How many teachers of the instructional programme are there? (number) _____
2. Are the teachers
 - (a) classroom teachers who have physical education degrees? (yes/no) _____; (number) _____
 - (b) classroom teachers who have taken some undergraduate physical education courses? (yes/no) _____; (number) _____
 - (c) classroom teachers who have neither (a) nor (b)? (yes/no) _____; (number) _____
 - (d) outside specialists who have a physical education degree? (yes/no) _____; (number) _____
 - (e) outside specialists who have taken undergraduate courses in physical education? (yes/no) _____; (number) _____
 - (f) outside helpers who have neither a degree in physical education nor taken undergraduate physical education courses? (yes/no) _____; (number) _____

(C) Recreational Programme

1. Is there an intra-mural programme? (yes/no) _____
 Grades programme is given: _____ 1 2 3 4 5 6 7 8
2. How many participants are there in the intra-mural programme? (number) _____
3. Is there an inter-scholastic programme? (yes/no) _____
4. How many participants are there in the inter-scholastic programme? (number) _____

(Check) Sports in the programme

Football _____

Soccer _____

Basketball _____

Volleyball _____

Track and Field _____

Gymnastics _____

Others (list): _____, _____, _____

5. Are Special events offered? (yes/no) _____
 Swims _____
 Hikes _____
 Skating Parties _____
 Concerts _____
 Physical education demonstrations _____
 Play days _____
 School track and field meets _____
 Ski meets _____
 Holiday Parties _____
 Sports days _____
 Others: (list) _____

(D) School Policies

1. Are medical examinations given to students? (yes/no) _____
 When? annually _____
 once during school years _____
 twice during school years _____
 other (list) _____
2. Are all students required to participate in the instructional programme? (yes/no) _____
3. Do pupils wear costumes for the classes? (yes/no) _____
4. Do teachers change for activity? (yes/no) _____

(E) Facilities

Check if there is

1. a gymnasium _____
2. a dressing room _____
3. a shower room _____
4. a playroom _____
5. a playground _____

Is the gymnasium swept daily? (yes/no) _____
 What is the number of acres approximately of the
 playground? _____
 grass or hard surface? _____

2. Equipment

(Check) equipment in the gymnasium

basketball hoops _____
 mats _____
 climbing ropes _____
 piano _____
 phonograph and records _____
 volleyball nets _____
 volleyball posts _____
 benches _____
 trampoline _____
 parallel bars _____
 trampolette _____
 spring board _____
 vaulting horse _____

(Check) equipment in the playground

swings _____
 jungle jim _____
 sand box _____
 graduated horizontal bar _____
 jumping pit _____
 goal posts _____
 back stops _____
 jumping standard _____
 outdoor baskets _____

3. Supplies

Number approximately

rubber balls _____
 bean bags _____
 rubber rhythm balls _____
 soccer balls _____
 volleyballs _____
 basketballs _____

softballs	_____
softball bats	_____
floor hockey sticks	_____
rubber quoits	_____
cross bar for jumping	_____
footballs	_____
skipping ropes	_____
coloured sashes	_____
markers	_____
whistles	_____
First aid Kit	_____
weighted ropes for high jumping	_____
batons	_____
ball inflators	_____
repair kit for balls	_____
shovel	_____
rake	_____
lacers and tighteners	_____

(F) Activities in the instructional programme (Circle grades)

basketball	1 2 3 4 5 6 7 8
volleyball	1 2 3 4 5 6 7 8
soccer	1 2 3 4 5 6 7 8
softball	1 2 3 4 5 6 7 8
relays	1 2 3 4 5 6 7 8
relays with balls	1 2 3 4 5 6 7 8
group games	1 2 3 4 5 6 7 8
tumbling	1 2 3 4 5 6 7 8
calisthenics	1 2 3 4 5 6 7 8
track events	1 2 3 4 5 6 7 8
field events	1 2 3 4 5 6 7 8

Circle the grades students are tested and scores
 recorded in (a) skills 1 2 3 4 5 6 7 8
 (b) fitness 1 2 3 4 5 6 7 8
 (c) written or
 oral quizzes 1 2 3 4 5 6 7 8