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THE STATUS OF PHYSICAL EDUCATION IN THE AMERICAN EDUCATIONAL SYSTEM

A THESIS

PRESENTED FOR THE

MASTER OF SCIENCE

DEGREE

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ABSTRACT

This research attempted to establish the specific state legal requirements for physical education in each state and the District of Columbia. State Directors of Physical Education were interviewed over the phone regarding the status of physical education in their state. Questions pertained to: (a) legal requirements, (b) classroom teachers teaching physical education requirements in the elementary schools, and (c) substitutions for physical education. The results of the study presented a problem in accurately portraying exactly what was taking place in physical education at the state level.

It was concluded that there was no valid comparison from one state to another, and that in order to find out exactly what the status of physical education in the American educational system is, a study would have to be done on an individual school basis.

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CHAPTER 1

INTRODUCTION

The National Association for Sport and Physical Education (NASPE), an association within the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), has recommended that all students receive quality, daily physical education in grades K-12 (NASPE, 1987). Only one state, Illinois, was reported in the 1987 Shape of the Nation Survey (NASPE,1987) to offer daily physical education programs for all grades K-12.

Seefeldt (1987) classified the Surgeon General's 1980 report entitled "Promoting Health/Preventing Disease: Objectives for the Nation" as "the strongest endorsement for physical education in our schools" (pg. 42). The Surgeon General's report called for an increase in the number of "mandated" physical education programs and an increase in the proportion of children participating in daily physical education. Sixty percent of all school children were to be participating in daily physical education programs by 1990 (Wilmore, 1982).

Since there is no federal law mandating the availability of physical education in the American educational system, each state mandates its own legal requirements for the amount of time its students will spend in physical education, if any. However, in 1987, the U.S. Congress passed resolution 97 in order to urge individual states to mandate quality daily physical education programs (NASPE, 1987). The NASPE Fit to Achieve Educational Information packet (1987) contained position statements of support for quality, daily physical education programs from: (a) the U.S. Department of

Education, (b) the American Academy of Pediatrics, (c) the American Heart Association, (d) the American Medical Association, (e) the National Education Association, and (f) several members of Congress.

Purpose of the Study

The purpose of this study was to determine the individual states' requirements for physical education, and to compare the results with information obtained in a similar study by Grieve (1971).

This study involved surveying the state directors of physical education in every state and the District of Columbia. In instances where a state department of education did not staff a director of physical education, a representative or consultant for curriculum of the state department of education was utilized. A phone interview was used in this study, and the questions were based on the 1987 Shape of the Nation Survey (NASPE, 1987) and Grieve's study (1971).

The results of this survey provided data regarding the current status of physical education and the basis for comparison to Grieve's (1971) work.

The primary goals of this study were to:

1. determine each states' legal requirements for physical education.
2. determine if any substitutions were allowed to serve in place of physical education.
3. determine if classroom teachers, instead of physical education specialists, teach physical education in the elementary schools.
4. determine the difference between state requirements for physical education today with Grieve's (1971) results.

Definition of Terms

The following terms/phrases are defined operationally and theoretically as they apply to this study.

State legal requirements for physical educational or state mandates: The amount of time per day and days per week that a student is required to take physical education in a particular state grades K - 12.

State directors of physical education: The curriculum specialist in an individual state department of education responsible for physical education programs. NOTE: not every state has a state director of physical education.

Local school system: Each state is broken down into systems or districts that must implement the requirements of the state. Individual states may choose to let local school systems decide particular course requirements.

Substitution: The act of foregoing a physical education requirement and replacing it with another subject or extracurricular activity. Examples of substitutions would be: R.O.T.C., band, athletics, intramurals and cheerleading.

Physical Education Specialist: An individual who has completed at least an undergraduate level program at an accredited institution and holds a certified and current teacher's certificate for physical education for the particular state in which that individual is employed.

Resolution 97: A Congressional resolution passed in 1987 to "encourage state and local governments and local educational agencies to provide high quality daily physical education programs for all children in Kindergarten through grade 12 (H. Con. Res. 97, 1987).

National Association for Sports and Physical Education (NASPE): An association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) which supports the role of physical education in improving the health of the nation (NASPE, 1987).

Shape of the Nation Survey: Created by NASPE to provide the public with information regarding the status of physical education in the American educational system. The purpose of the survey was to underline the importance of providing quality daily physical education programs for all school aged children by focusing on the current requirements each state had mandated for physical education.

Assumptions of the Study

It is assumed that all of the questions were answered honestly and correctly by the proper representative of the individual state departments of education. The majority of the information was collected from the state directors of physical education, but in those states that did not maintain such a position, the information was collected from the directed consultant for curriculum in the state department of education.

Limitations of the Study

1. There was no way to know if the state director of physical education or the designated consultant for curriculum answered the survey accurately.
2. The test population was limited to state directors of physical education or, in those states that did not have such a position, a consultant for curriculum for each individual state and the District of Columbia.

3. The test population was limited to responding to the survey questions used in this study.

Significance of the Study

This study will serve as an informational guide regarding the status of physical education in the American educational system for: (a) the general population, (b) health-related professionals, (c) physical education specialists, (d) state/local directors of physical education, (e) school superintendents, (f) school board members, and (g) professional organizations. This study also provides a comparison of state legal requirements over a twenty year period.

CHAPTER 2

REVIEW OF LITERATURE

The review of literature in this study serves to inform the reader about current trends in physical education. The information in the review does not deal directly with the problem statement, but does indirectly introduce and support the emphasis of areas represented within this study.

The review of literature consists of three sections: (a) The renewed interest in the physical development of American youth, (b) Health related fitness concerns for physical education, and (c) Physical education's current status.

The Renewed Interest In The Physical Development Of American Youth

Thirty-eight years ago, a landmark study by Kraus and Hirschland (1953), laid the foundation for a nationally renewed interest in the physical development of American youth. School children between the ages of six and nineteen (N=4,458) were tested for: upper and lower back muscle strength, upper and lower abdominal muscle strength, and flexibility in the back and hamstring muscles. The protocol (Kraus - Weber test) had originally been developed in 1945 to test a deficiency of muscular fitness in backache suffers. However, Kraus and Hirschland (1953) hypothesized that too little attention was being paid to a decline in personal fitness levels in American society. Kraus and Hirschland (1953) utilized the Kraus - Weber test developed in 1945 by Hans Kraus and Eisenmenger Weber (Patterson and Hallberg, 1967) to study the

fitness levels of American children compared to European children. In 1953, fifty-six percent of the American children tested were reported to have failed to meet even a minimum standard of physical fitness. In order to have some kind of comparison, European children from Italy and Austria (N=1,987) were also tested under "identical" conditions. Only eight percent of the European children failed to meet a minimum standard of fitness (Kraus and Hirschland, 1953). Kraus and Hirschland (1953) concluded that a lack of sufficient exercise was a detriment to the body's development that was just as crucial as the problem of vitamin deficiency, and American children lacked sufficient exercise. They suggested that physical education should be expanded and regarded as a more integral part of a child's education, especially at the elementary level (Krans and Hirschland, 1953).

Three years later, June 18 and 19, 1956 the President of the United States, Dwight D. Eisenhower, convened a meeting in Annapolis, Maryland on the issue of America's decline in fitness. This was the President's Conference on Fitness of American Youth (AAHPER, 1956). President Eisenhower had been directed by Senator James Duff (R., PA) and John B. Kelly, an Olympic medal winner, to act on the issue of our nation's fitness levels and how the federal government might aide in dealing with the problem. There was a question at the time as to whether Kraus and Hirschland's (1953) study was an efficient measure of physical fitness, but that appeared insignificant because of the renewed focus on the status of physical fitness in American youth (AAHPER, 1956).

The President's Council on Youth Fitness evolved out of this conference in order to "promote the efficiency of existing programs and the launching of additional programs which would enhance the fitness of American youth" (AAHPER, 1956).

In an article by Mayer (1956), it was noted that three steps were necessary for Americans to launch themselves back into physically fit individuals. He suggested: (a) to provide daily physical exercise programs for youth to establish the beginnings of a nationally fit population, (b) to develop an autonomous society comprised of individuals endowed with the concepts of exercise importance for a lifetime of fitness, and (c) to provide the facilities through which the previous could be met. The modern schools were also challenged with the ancient Greek ideal that a "vigorous mind is a part of a vigorous body" (Mayer, 1956).

"Healthy People" was the first report that the Surgeon General disseminated on the issue of health promotion and disease prevention (Wilmore, 1982). The report documented the health gains of the American people over the previous century and outlined "preventable" threats to health. Of the fifteen areas of concern, physical fitness and exercise were identified. The report concentrated on the subject as it related to four stages of development: infancy, childhood, adolescence and young adulthood, and older adulthood (Wilmore 1982).

Wilmore (1982) specifically summarized the section of the report that dealt with physical fitness and exercise. Even though the direct benefits of physical fitness and exercise had not been clearly defined at this point, the generalization was that most Americans were not engaging in appropriate levels of activity. In Wilmore's (1982) summarization, the current statistic was that only one third of children from ten to seventeen years old were participating in daily physical education, and that percentage itself was in a decline. As far as the health prevention measure, school systems were to provide physical fitness and exercise programs to school children. Legislation was to increase the number of "mandated" physical education programs and specifically the

proportion of children participating in daily physical education. There was to have been a margin greater then 60% of children participating in daily physical education in 1990 as compared to 30% in 1974-75. To achieve these factors, it was assumed that there would be a "reversal" in the then current trend to reduce school based physical education (Wilmore 1982).

Pate (1990) argues that the importance of physical fitness and exercise is the "weapon of choice" that physical educators use to defend school based physical education programs. However, the current trend in physical education has been to maintain the status quo or to have certain aspects of physical education's programs cut. Efforts to promote physical education in the schools and to reverse its decline appear to have failed. Pate (1990) feels that a very valid argument against physical education is that the studies that are being done on the fitness levels of youth does not establish the effectiveness of physical education programs. Pate (1990) suggests that the implementation of three "epidemiological" studies be utilized: (a) cross sectional studies of children in different kinds of physical education programs and their results, (b) tracking changes and then studying their long term effects, and (c) studying adults who in their youth participated in these various physical education programs and their long term effects.

Pate (1990) takes the position that physical education should be concerned with the promotion of "lifelong" health from childhood throughout adult life, and if physical education is not doing its job, then it should not be in the schools.

Health Related Fitness Concerns

For Physical Education

The U.S. Department of Health and Human Services (1984) emphasized the importance of the nation's schools as a medium in relaying information on health and well-being. However, the nation regards its educational objectives to be centered around improving and developing academic skills, when in fact it has been shown that poor health impedes academic achievements (U.S.D.H.H.S.,1984).

Physical education in the public schools and its effect on participant development was studied by Vogel (1986). Vogel's (1986) work was a limited review of thirty different studies on physical education's effects on: (a) academic achievements, (b) activity levels, (c) aerobic fitness, (d) aerobic/anaerobic fitness, (e) agility, (f) body size and shape, (g) diet, (h) flexibility, (i) knowledge, (j) maturation, (k) motor performance, (l) muscular endurance, (m) muscular strength, (n) muscular power, (o) perceptual motor ability, (p) personal-social, (q) physical fitness, (r) speed and (s) a category for "others". Each area studied included at least two different studies with different populations and test models. Vogel (1986) reviewed these studies and outlined the results of the original authors. Among the results, physical education was shown to improve not only physical fitness levels, but also improved participant knowledge relative to the development of healthy lifestyles. However, Vogel (1986) criticized the research designs used for the studies in physical education where critical facts were not taken into account. Each study was "unique" to its circumstances and each study had merit and value only if the incidence of these factors were taken into account when connoting value. Problems were detected in the design of the research studies. All of the studies were directed towards gaining attention for or laying a

legitimate claim to supporting physical education in the school curriculum (Vogel, 1986). Professionally, we are reporting effects that are obtained in individual physical education programs. However, the flaws in research design, the implementation of the studies, and the manner in which they were reported invalidate the point that physical education programs equal their outcomes. Vogel (1986) was still able to conclude that more time could be alloted to physical education within the academic curriculum without a disadvantage in students' academic performance. Children were positively influenced about how they felt about physical activity. Desired shifts in student activity levels outside the physical education program were achieved as well as an "indirect" contribution to the overall academic performance of students (Vogel, 1986).

In a casual-comparative analysis of students (N=10,121) in the Granite School District in Salt Lake City, Utah, the total percentile rank for boys and girls from ages nine to eleven were compared to national test norms (Zito, West and Henschen, 1987). The test and its norms were a part of the AAHPERD physical fitness program. The emphasis of the study came from the fact that the test population in this study only saw a physical education teacher once every other week for one hour (Zito, West and Henschen, 1987). The independent variable of the study was the amount of time spent in physical education and the dependent variable was the score on the AAHPERD. physical fitness test.

The participants were pretested in the fall and post-tested in the spring. At each incidence, the testing occurred over a two week period. Zito et al. (1987), concluded that relevant to the time allocated for the participation in physical education, the youth participants were less fit at that time than participants in physical education programs thirty years ago. Zito et al. (1987), recognized previous work by

Misner, who in 1984 surveyed the fitness test results over the previous three decades).

Pate, Corbin, Simmons-Morton and Ross (1987) were interested in the health related fitness concept since they represented medical, health, and physical education professionals. They observed that physical education programs needed to redirect their curricula from a motor performance base to a health related fitness concept. Three reasons supporting this statement were that: (a) regular exercise is seen as a major factor in the development of a healthy lifestyle, (b) the characteristics of good health that are achieved can extend from childhood to adulthood, and (c) that physical education is a well established resource present in society that can be utilized to reach these objections (Pate et al. 1987).

There was reference in Pate, et al. (1987) to the established conclusion that physical education improves academic achievements. Pate et al. (1987) derived this fact from the Canadian Travis Riveres Study, where a six year program increased the allotment of time for physical education. Significant gains in academics were made even with the incidence of increased time spent in physical education during the normal school hours. However, Pate et al.(1987) recognized this as a well made point but not as an objective of physical education.Pate et al. (1987) stated that even though "states mandate the minimum number of minutes per week or the number of years that students must enroll in physical education. . . the content of the programs are mostly determined locally" (pg. 446).

Significant use of the data presented in the National Children and Youth Fitness Studies I and II (N.C.Y.F.S.) were used by Pate et al. (1987) to assess health related test norms using a national representative sample of youth. The N.C.Y.F.S. I (ages 10-18) was conducted in 1984 by Ross and Gilbert and was a nation wide

assessment of the physical fitness of American youth (Ross and Gilbert, 1985). The N.C.Y.F.S.II (ages 6-9) was conducted in 1986 by Ross, Pate, Delpy, Svilor, and Errecart, to study the physical fitness and physical activity habits of children (Ross et al., 1989) The results indicated that more than 86% of children in grades one through twelve were enrolled in physical education. The classes were not daily programs for the most part and that put physical education below the suggested goals that the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) set forth. American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) had hoped that children in grades seven through twelve would participate for fifty minutes daily (Pate et al. 1987). Schools apparently were not willing to spend that much time on a child's physical development. Again, studies such as the N.C.Y.F.S. I and II gave us specific evidence that pointed out the benefits of physical education in developing healthier fit youth. However, Pate et al. (1987) felt that physical education was not living up to its potential for promoting health related physical fitness.

Pate et al. (1987) reiterated the previously stated "Objectives for the Nation for 1990" from the Surgeon General's office. As stated earlier, the goal for 1990 was that children from ages ten to seventeen, participating in daily physical education will increase to greater than 60%. Based on the data collected by the N.C.Y.F.S., it was predicted that the objective would not be met in 1990 (Pate et al. 1987).

Simmons-Morton, O'Hara, Simmons-Morton, and Parcel (1987) elaborated on the importance of accepting a health related physical education program. Physical education was again stated as the best tool through which the awareness of health related fitness for a lifetime could be achieved. Simmons-Morton et al. (1987) contested the ever present conception that American youth were not as fit as they should be.

Citing Coonan, Leitch, Hertzel and Baghurt's 1983 study, the study stated that children were shown to be the most fit of all the age groups. This presented the concept whereby developing an understanding of health related fitness during youth would benefit the American population throughout maturity. The idea was promoted that if we could encourage or actively involve children in a health related fitness program, then they might begin to adopt this as a normal part of their lives and carry it into adulthood. Therefore, the thrust of Simmons-Morton et al. (1987) was that we should be concerned with increasing our children's physical activity levels, and that physical education was the median through which these effects could be achieved. Simmons-Morton et al. (1987) reported on the Iverson, Fielding, Crow and Cristenson 1985 study, that most states mandated at least some physical education, and from the Ross study in 1985 that nearly all children in the upper elementary grades were enrolled in physical education. However, Simmons-Morton et al. (1987) pointed out that the N.C.Y.F.S. had found the majority of fifth and sixth grade requirements fell far short of the daily participation requirements from the 1990 objectives. Increasing the number of children enrolled in daily physical education was not the answer. Simmons-Morton et al. (1987) wanted to focus on an improved quality of physical education that was directed towards health related fitness. One of the four ways that Simmons-Morton et al. (1987) proposed to improve physical education was to assess the amount of time spent on health related fitness components in different geographic locations, schools, and grade levels. Physical education had been set forth in society as the logical vehicle from which to achieve these objectives for all children (Simmons-Morton et al. 1987). Simmons-Morton, Parcel, O'Hara, Blair and Pate (1988) had also seen physical education as the logical setting for increasing children's levels of moderate to vigorous

physical activity (M.V.P.A.). Health professionals are becoming interested in the curriculum offered in physical education. Habits that are developed early in life, such as the importance of physical activity and the enjoyment it provides, are considered important public health goals. Simmons-Morton et al. (1988) also referred to the 1990 Objectives for the Nation, specifically, where 90% of children aged ten to seventeen were to be participating in regular physical activities as well as a greater then 60% daily participation in physical education. Simmons-Morton et al. (1988) contended that the N.C.Y.F.S. showed that: 36.3% of fifth to twelfth grades (but only 18.7% of fifth grades) reported having physical education at least three days a week. The major point from Simmons-Morton et al. (1988) was that physical activity in youth was greatly valued for the fact that it might increase the health of the adult individual. Most states mandate the amount of physical education a child will receive at different grades. However, Simmons-Morton et al. (1988) saw a need to increase the number of children who were enrolled in daily programs. Simmons-Morton et al. (1988) recommended that local school systems incorporate a health related physical education program and evaluate the program based on how well the objectives were achieved. Three forces could facilitate the health related physical education programs: (a) the adoption of state/local policies that require changes in physical education, (b) teacher training, and (c) an active public commitment for a renewed direction toward health promotion (Simmons-Morton et al. 1988).

Blair, Clark, Cureton and Powell (1989) elaborated on the health related fitness concept. Their main concern was the association of childhood exercise to adult health and exercise habits. It was suggested that children exposed to these concepts would be more apt to maintain fitness into adulthood. In order to answer the question on the

necessary components of an appropriate health fitness level in youth, Blair et al. (1989) suggested that the first thing that needed to be established was to determine how much exercise was required for an adult to maintain a healthy existence. Through a number of studies (Paffenbaurger, Hyde, Wing and Hsich, 1986; Leon, Connett, Jacobs and Rauramaa, 1987; and Powell and Dysinger, 1987), Blair et al. (1989) implied that a specific energy level was associated with reduced risk in coronary disease mortalities. Blair et al. (1989) provided the energy expenditure values for activities that children answered they participated in for duration and frequency (provided by the N.C.Y.F.S.). The results showed that the majority of children studied were above the goal required for the maintenance of good health in adulthood.Blair et al. (1989) were able to conclude that children were the most fit of all age groups. Therefore, the misconception about children's fitness levels had been attributed to the classical study of Kraus and Hirschland in 1954 (Blair et al. 1989). Kraus and Hirschland's study (1954) had been based on a pass or fail rating for each component of the test, and if one component was failed then the participant had failed the test. Blair et al. (1989) also pointed out that the American children that participated in Kraus and Hirschland's 1954 study should have been evaluated on their own level of fitness and not compared to the general fitness levels of children from other countries.

Early test components evaluated children's physical fitness based on motor fitness through such tests as the softball throw and the shuttle run (Blair et al. 1989). Scores from individuals tested were "statistically compared to normative data." This was inadequate in creating a standard for an individual's fitness assessment (Blair et al. 1989).Improvements seen during the 1958-1965 period in children's fitness test scores could have been attributed to the fact that children were learning how to take the test

after having repeated it on several occasions each year. Blair et al. (1989) felt that America's panicked outcry for a youth fitness crisis had been exaggerated. Further it was concluded that physical education was a factor in teaching children health related fitness concepts that could be carried over into a healthy adult life (Blair et al., 1989).

In a recent casual-comparative study by Ignico (1990), the physiological effects of a daily physical education program were compared to the effects of a weekly physical education program. Levels of fitness were tested using a "modified" AAHPERD Physical Best Test. The independent variable was the amount of time that the students spent in physical education and the dependent variable was the physiological outcomes from participation. Daily physical education classes were significantly higher ($p < .0001$) on each test component in all grades (1-5). The results of the tests were also compared to the AAHPERD test norms for age groups. Students in the daily classes surpassed the 50th percentile scores and the students in the weekly classes fell below the 50th percentile ($p < .0001$).

Daily physical education classes were shown to have achieved the questioned physiological effects necessary to obtain desired results on the fitness tests. Weekly classes were shown to have no positive effect on its participants. The findings were concluded to have been preliminary evidence that attests to the fact that daily physical education does have a significant physiological contribution to children's fitness. However, further study with larger populations was seen to be necessary as well as assessing the quality of the physical education classes. The importance of a daily physical education program was strongly presented in the study (Ignico, 1990).

Physical Education's Current Status

A 1971 published report by Grieve (1971) noted the requirements for physical education in fifty states, the District of Columbia, and four U. S. possessions (Canal zone, Puerto Rico, Guam, and the U. S. Virgin Islands). The purpose of the study was to provide a general overview of these requirements as well as to report gains and losses in physical education over the past several years. The information reported dealt with the minimum legal requirements for each state, not what each school was doing in regards to physical education. In theory, some schools offered more than the minimum. Several states had no legal requirements, but most states provided some physical education to be accredited by the State Department of Education (Grieve, 1971).

Grieve (1971) pointed out that even though these legal requirements were stated as fact, there was no guarantee that they were being served or that they would be served by a certified physical educator. Grieve (1971) used the results of four different surveys to cover a seven year period: (a) the 1964 U.S. Department of Health, Education and Welfare, (b) 1964 National Education Association, (c) 1969 Grieve, and (d) 1970 Brown. This base was used to compare the trends of the 1969 and 1970 studies with the studies of 1964. There appeared to be no set standard from state to state, no federally mandated requirement for physical education, and the variations of programs were so numerous that it made any type of classification impossible (Grieve 1971). Grieve's (1971) study, and the one by Laura Mae Brown in 1970, surveyed the state directors of physical education by asking: (a) Is physical education required by law in your state? (b) What are the specific time requirements for participation? (c) At what grade levels is physical education required? The results of the studies showed that all

but five states had physical education requirements (Grieve (1971). Physical education was required to some degree in grades one through twelve in fourteen states. Forty-four states had some degree of physical education offered in grades seven and eight, and forty-six states had physical education requirements ranging from one to four years in grades nine through twelve. Seventeen states had weekly requirements for the elementary age groups ranging from a minimum of 45 minutes per week to a maximum of 150 minutes per week. The range in grades seven through twelve were from 50 minutes per week to 300 minutes per week. Twenty such states reported weekly requirements for grades seven through eight, fourteen reported the same for grades nine through twelve, and fourteen states had a daily requirement in grades one through six ranging from 15-30 minutes per day. Seven states reported daily physical education for grades seven through eight and five states reported the same for grades nine through twelve (Grieve, 1971).

A section of Grieve's study (1971) was used to report comments concerning positive and negative trends that the state directors thought prevalent. The comments were more positive than negative. Budget cuts appeared as a major problem at the local levels, but was not reported to have been widespread throughout any one particular state. Grieve (1971) made the point that physical education was suffering right along with its "brothers and sisters" in the educational system, and that physical education was not a "whipping boy". Physical education was not being handled any differently than any other curriculum area.

Three years later Felshin (1974) stated an opinion that physical education was misconstrued, its concerns were trivial and unimportant, and physical education was in serious need. "The education coin of the realm is time, space and money; and the

exchange rate is scheduling, credits and grades" (pg. 148 Felshin, 1974). She stated that physical education had been incessantly devalued in contemporary bartering for curriculum status.

Another misconception against physical education was the fact that it duplicated already available cultural learning and did not really need to be required in the school curriculum. Physical education is a concept available to children in their everyday lives and should not be imposed on the precious few minutes in which real academic instruction could take place (Felshin, 1974). The contemporary challenge to physical education was an out growth of changing socio-cultural values and attitudes where the virtues espoused by physical education were in danger of becoming dysfunctional symbols for society and humanity (Felshin 1974).

Mitchell and Earls (1987), sixteen years after Grieve (1971), examined state mandates for the amount of time children spent in physical education from kindergarten to twelfth grade. Several negative comments preceded the study. For example, Mitchell and Earls (1987) cite Dobbs and Locke in 1984, that "physical education as it now exists in many American public schools is not worth saving" (pg. 337). Siedentop in 1981 commented that students of "physical education have learned to tolerate it (physical education), not to expect too much from it and not to give too much to it" (pg. 337). Mitchell and Earls (1987) offer several explanations. First, that school administrators were reluctant to face the political consequences of doing away with physical education. Secondly, that physical education was included in the educational process in the role of the neglected child, with only marginal status. This established physical education as a slush fund, to be manipulated by politics for the benefit of other areas. Mitchell and Earls (1987) went so far as to include a quote from

Dodds and Locke in 1984 that: "physical education is a bastard child in American schools" (pg. 334). The fact that state governments institute the standards by which all subjects in schools are taught, points to the need for a review of their minimum standards, as well as requiring a statement of missions, goals and objectives in physical education (Mitchell and Earls, 1987).

Mitchell and Earls (1987) reported the results of Jensen's 1986 collection of responses to a mail survey of fifty state directors of physical education plus the District of Columbia: only forty-one states were accounted for, representing eighty percent of the test population.The results presented by Mitchell and Earls (1987) were that 60% of the country had either no guidelines or fewer than 300 hours of required physical education across thirteen years of a child's education. The conclusion of Mitchell and Earls (1987) was that state mandates in physical education were not uniform, rather, they varied from impressive commitments of time to brief allocations. The bulk of the country was seen to have leaned towards the brief allotments of time. Mitchell and Earls (1987) made an appeal to the average concerned citizen to find out the specifics of their local school system, what the state requirements were, how those requirements compared to the nation, whether the local system met or under cut the state mandates, and whether the programs in the particular system were worth while (Mitchell and Earls 1987).

Ellis (1988) explained an interesting conception of physical education in the American social system. He stated that school is to transform the young and dependent child into a fully independent and socialized citizen. A child is deposited in the system during kindergarten, standing alone for the first time, yet still dependent upon the nurturing process. At the end of the process the young adult is then dumped

out into the fiercely competitive world. School prepares youth for its emergence into adulthood through two overlapping curricular functions. The formal curriculum is mandated by the community, directs the issues to the school board, who then tailors the curriculum to the local needs and demands (Ellis 1988). The school is also responsible for enriching the curriculum. It is the enrichment process that transforms the children leaving the nest into their position in adult society. The challenge to the physical education curriculum is to establish links through leisure patterns from the community to the individual. The emerging adult would be ready to maintain these patterns through understanding and knowledge into his/her great transition (Ellis, 1988).

Staffo (1990) stipulates in his editorial, that physical education is cut from the school budgets by the taxpayers because it is considered a frill, or that it is not worth continued support in troubled times. However, if physical education is taught properly, with added support and respect as an academic subject then it should be a valuable asset to the child's growth and development.

Staffo (1990) places part of the blame of physical education's problematic situation on those professionals who neglect their professional responsibilities. If physical education is taught correctly, it has a very important role in promoting the healthy lifestyles important to society. Programs with increased awareness to health related concepts will present the profession with an opportune time to justify what Staffo (1990) calls a national mandate for physical education in grades kindergarten through twelve. If the cuts in physical education are the result of a lack of confidence on the part of the taxpayers, then Staffo (1990) feels that it is a sad commentary on our profession. The conclusion was that if proper legislation was passed and physical

education was appropriately funded and staffed, physical education would be in the strongest position that it had ever held.

Misner and Arobogast (1990) were also concerned with the future of physical education. Citing reference to Taylor and Chiogiogi's 1987 work, they stated that physical education had suffered further devaluation by being neglected under the topic of educational reforms. Physical education had not provided proof of its effectiveness in the schools to hold community support. Physical education's requirements vary from state to state, ranging from high concentrations to low concentrations, and even non existent requirements, attest to its failure to support itself. Misner and Arbogast (1990) feel that these are the main areas of concern in keeping physical education in the schools. Educational reforms are directed towards the traditional academic subjects and unless physical education can substantiate its effectiveness in the school setting, it will have to continue fighting for its existence. Even though education reforms are our biggest enemies, much of the profession should be blamed for the current status of physical education (Misner and Arbogast, 1990). Professionals must realize that physical education is a necessity and it is within our power to re-establish it in the educational setting.

CHAPTER 3

PROCEDURES

The purpose of this study was to determine the individual states' requirements for physical education to and to compare these results with those twenty years ago (Grieve, 1971).

The procedures for this study included: (a) a description of the entities from which the information was obtained, (b) information gathering techniques and their implementation, and (c) an evaluation of the information collected.

Description Of The Entities From Which Information Was Obtained

The contents of this study depended upon the participation of the specific offices for the state directors of physical education. Since there are some states that do not have such positions, information was obtained from a designated consultant for curriculum in the particular state department of education. A form A was filed regarding the informed consent of the test population in adherence with The University of Tennessee regulations regarding research with human subjects.

Information Gathering Techniques And Implementation

The National Association for Sport and Physical Education (NASPE) mailed a survey instrument to the State Directors for Physical Education (Appendix) during 1990. Several surveys were unanswered and there was no way to know whether or

not the state director or an assistant had completed the survey. Therefore, in December of 1991, after writing a letter to NASPE regarding an interest in studying state legal requirements for physical education, the writer was enlisted by NASPE to complete their survey. Each state director for physical education, or the designated representative in states without, was contacted and interviewed over the phone. The same survey instrument (Appendix) which NASPE originally utilized was the guide for the interview. Information was corrected or updated in particular cases and obtained for the states that did not answer the original survey. In each case, the administrator asked specific questions from the original instrument, requesting more information when needed or asking the subject to expand upon interesting and relevant points.

Evaluation

The results of the survey were tallied and recorded. Percentages were used to clearly define the emphasis of the answers in each area.

Each states' results were compared to the results collected by Grieve (1971). The reader will find tables which present the information from this study and Grieve's (1971).

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of this study was to determine the individual states' requirements for physical education and to compare the results with information obtained in a similar study conducted twenty years ago by Grieve (1971). A phone interview was used to determine: (a) which states require physical education, (b) at what grade level physical education is required, (c) what are the specific time requirements, for example, time per day and days per week, (d) are classroom teachers, instead of physical education specialists, teaching physical education in elementary schools, and (e) are substitutions allowed for physical education requirements.

All of the fifty states and the District of Columbia were surveyed through the state directors of physical education, or a designated representative of the state department of education. Responses were obtained from one hundred percent of the test population.

The results of this study are presented in four parts: (a) the results of the survey, (b) discussion of the results, (c) the results of Grieve (1971), and (d) discussion. Tables are used to show: (a) general information from the survey, (b) the different grade requirements for physical education, (c) the variety of specific time requirements for elementary, middle, and high school (d) general information for Grieve's study, and (e) differences between this study and Grieve (1971).

Results Of The Survey

Since there are no federal laws that mandate physical education in the public school system, each state department of education sets up its own requirements regarding the status of physical education within their state. In order to find out what each state and the District of Columbia required in physical education, state directors of physical education, or a designated representative of the state department of education, was interviewed by phone with the survey instrument (Appendix). Table 1 summarizes the over all findings of the survey.

Only three states required physical education in all grades (K-12): Illinois, New York and Rhode Island. Illinois was the only state to have required daily physical education for all grades (K-12). Ninety percent of the states reported that they did require physical education in their state's school curriculum and the other ten percent (five states), reported that they had no state legal requirement for physical education although they did have specific requirements for other academic areas. Six percent of the states responded that they did "require" physical education and yet had no specific time requirements to report for the grades that they required to have physical education. Another twenty-two percent of the states reported that substitutions for physical education, not including health or religious reasons, were allowed, and another twelve percent reported that substitutions were left up to the local or district school systems. The significant results from the survey were that: (a) sixty-one percent of the states had no specific time requirements for elementary school physical education, and (b) seventy-three percent of the states reported elementary school classroom teachers "teaching" the required physical education allotments. Table 2 outlines the different mandates per grade that were reported in the survey.

Table 1. Summary of Findings

Requirements	No.	%
Legal:		
With	46	90
Without	5	10
Without Specific Time:		
K-12	8	16
K-6	31	61
7-8	25	49
9-12	8	16
Daily Physical Education Requirement:	1	2
Legal Requirement for K-12:	3	6
Classroom teachers teaching elementary Physical Education:	37	73
Substitutions for Physical Education:	11	22

Note: Number of states surveyed equals 50 and the District of Columbia.

Table 2. Grade Level Requirements for Physical Education

Requirements	No.	%
Kindergarten through twelfth grade (K-12)	29	57
First grade through twelfth grade (1-12)	9	18
Kindergarten through tenth grade (K-10)	3	6
Nineth grade through twelfth grade (9-12)	2	4
Kindergarten through eighth grade (K-8)	1	2
Seventh grade through twelfth grade (7-12)	1	2

Note: Some states did not specify requirements for specific grades.

There were thirteen different classifications for time requirements in the elementary schools, the most significant of which was thirty minutes a day reported by 21% of the states. Forty-nine percent of the states that did report a K-12, K-10, or 1-12 mandate, had no specific time requirements for the middle/Jr. high schools. The largest percentage (12%) of those states with time requirements for middle/Jr. high school reported a two semester requirement, one semester for each year, for grades seven and eight. Only sixteen percent of the survey reported no time requirement for high school. This was the lowest percentage of the grade levels, making high school the most required area for physical education. One credit and one unit for graduation, each reported 13% of the survey. Table 3 lists the different classifications for: (a) elementary, (b) middle/Jr. high, and (c) high school.

Discussion Of Results

It is important to keep in mind when interpreting the results of this survey that there is no federal law that mandates that physical education be required in the American educational system. Therefore, each state mandates its own legal requirements for the amount of time its students will spend in physical education. Other restrictions regarding physical education are: (a) even though a state might set a particular requirement, an individual school district or system within the state can exceed that mandate, (b) every state is different and should be considered individually, (c) simply because a state reported that it did have a legal requirement for physical education and yet did not report a specific time requirement, makes it difficult to know exactly what the status of physical education is in that state, (d) in some cases, physical education requirements are substituted for another area of interest or taught by a

Table 3. Time Requirememts for Elementary, Middle/Jr. High, and High School

Elementary	Middle/Jr. High	High School
90 min. per week	9 weeks	.5 credit
50 min. per week	150 min. per week	2 units
60 hrs. per year	2 to 3 hrs. per week	2 years
200 min. per week	1 year between 7-9	150 min. per week
100 min. per week	Twice a week for 45 min.	1.5 credits
A weekly designation	80 clock hrs. per year	1 semester
Twice a week	2 hrs. per week	1 year
75 min. per week	A weekly requirement	2 semesters
120 min. per week	Twice a week for 40 min.	2 credits
A percentage basis	125 min. per year	50 min. per week
20 min. per day	100 min. per week	1.5 units
150 min. per week	20 min. per day	1.5 years
108 min. per week	30 clock hrs. per year	50 min. per day for 1 year
	30 to 50 min. per day	100 min. per week
	90 min. per week	60 hrs. a year for 2 years
	60 hrs. per year	132 hrs.
	50 min. daily	20 units

Elementary	Middle/Jr. High	High School
	108 min. per week	50-55 min. daily for 2 years
	1 year in 7th grade	2 years for 45 min. 5 days a week
	2 periods a week on semester and 3 periods the next for grades 7-8	2 periods one semester and 3 periods the next for grades 9-12

classroom teacher instead of a physical education specialist; and (e) a state that did not report a legal requirement for physical education did not mean that there was no physical education program offered, rather the decision has been left up to the local or district school systems. These several factors made it difficult to accurately portray what is happening in physical education across the country.

Another example of the inconsistency of this study is that the majority of the states considered elementary school to be grades 1-6. However, there was some confusion as to where elementary school ended and middle/Jr. high school began. Middle/Jr. high school was considered to be grades seven and eight in the majority of the states surveyed (this classification was also determined by the local school systems). A similar situation occurred with the high school. For example, how do you classify a physical education requirement K-12? The majority of the states have a specific requirement for high school, however, this requirement might be for only one semester to take place any semester of the students career. It did not seem realistic to classify these states K-12, but taking this factor into consideration when the results of the study are reviewed, a state requiring less than four years of physical education anytime in the student's high school career is classified as a K-12 requirement.

An overwhelming problem with this study was the inability to accurately portray what was happening in physical education. The results have established that: (a) there is no federal law mandating physical education requirements; (b) states are responsible for allocating physical education requirements. However, in many cases the state leaves the decision up to the local or district school systems; (c) a state mandates physical education but might not specify how much and when; (d) local or district school systems could be doing more than what the state requires; and (e) a

state with no mandate does not imply that the local or district school systems are not offering physical education.

The Results of Grieve

In 1971, Grieve (1971) reported that 91% of the states required physical education and 9% of the states did not (this includes the four U.S. possessions). Table 4 summarizes the overall findings of Grieve's (1971) study.

In Grieve's study, physical education was required to some degree in grades one through twelve in fourteen states. Forty-four states had some degree of physical education offered in grades seven and eight, and forty-six states had physical education requirements ranging from one to four years in grades nine through twelve. Seventeen states had weekly requirements for the elementary age groups ranging from a minimum of 45 minutes per week to a maximum 150 minutes per week. The range in grades seven through twelve was from 50 minutes per week to 300 minutes per week. Twenty such states reported weekly requirements for grades seven through eight. Fourteen reported for grades nine through twelve, and fourteen states had a daily requirement in grades one through six ranging from 15-30 minutes per day. Seven states reported daily physical education for grades seven through eight and five states reported the same for grades nine through twelve (Grieve, 1971). There were no states with a K-12 requirement, but 55% of the states did have a 1-12 requirement. Only 20% of the states in Grieve's (1971) study reported no special time requirements for physical education in the elementary schools and yet required physical education in those grades. Table 5 lists the results of Grieve's (1971) study and the results of this study.

Table 4. Summary of Grieve

Requirements	No.	%
Legal:		
With	50	91
Without	5	9
Without Specific Time:		
K-12	7	13
K-6	20	36
7-8	15	27
9-12	10	18
Daily Physical Education Requirement:	0	0
Legal Requirement for 1-12:	28	55

Table 5. Comparison of Results

State	1971				1991		
	LR	Time Requirements	GR		LR	Time Requirements	GR
Alabama	Yes	1-6 30 min./day 7-8 daily 9-12 1 credit	1-12		Yes	K-6 30 min./day 7-8 30-50 min./day 9-12 50 min./day in year chosen	K-12
Alaska	Yes	1-8 required, but no time specified 9-12 1 credit	1-12		Yes	7-8 one semester each year (5 days/week) 9-12 .5 credit	7-12
Arizona	No	N/A	N/A		No	N/A	N/A
Arkansas	Yes	1-8 required, but no time specified 9-12 1 credit	1-12		Yes	7 or 8 nine weeks required 9-12 1 semester	K-12
California	Yes	1-6 200 min./2 weeks 7-12 400 min./2 weeks	1-12		Yes	9-12 2 years	1-12
Colorado	No	N/A	N/A		N/A	N/A	N/A
Connecticut	Yes	Time not specified	N/A		Yes	9-12 1 credit	K-12
Delaware	Yes	1-6 suggested 200-250 min./week 7-8 2 periods/week 9-10 2 periods/week one semester and 3 periods/week the next	1-10		Yes	1-6 30 min./day 7-8 45 min./day 2 days a week 9-12 2 years 45 min./day	1-12

State	1971				1991		
	LR	Time Requirements	GR		LR	Time Requirements	GR
District of Columbia	Yes	1 150 min./week 2-6 125 min./week 7-9 90 min./week 10-11 3 periods/week 12 elective	1-12		Yes	No Time Specified	K-10
Florida	Yes	1-6 daily 7-8 90 periods/year 2 55 min. periods/week 9-12 2 credits	1-12		Yes	9-12 .5 credit	K-12
Georgia	Yes	1-8 30 min./day	1-12		Yes	9-12 1 semester	K-12
Hawaii	Yes	K-6 90 min./week 7-10 .5 credit/year	K-10		Yes	7-8 2 semesters 9-12 2 semesters	K-12
Idaho	Yes	9-12 1 credit	9-12		Yes	1-6 90 min./week 7-9 1 year (140 clock hrs.) 10-12 1 year (140 clock hrs.)	1-12
Illinois	Yes	1-12 daily period equal in length to other subject areas	1-12		Yes	Daily period equal in length to other subject areas	K-12
Indiana	Yes	9-12 1 credit	9-12		Yes	1-3 105 min./week 4-6 75 min./week 7-8 100 min./week 9-12 1 credit	1-12
Iowa	Yes	9-12 50 min./week	1-12		Yes	9-12 50 min./week	1-12

State	1971				1991		
	LR	Time Requirements	GR		LR	Time Requirements	GR
Kansas	Yes	9-12 55 min./day	9-12		Yes	9-12 1 unit	K-12
Kentucky	Yes	1-8 120 min./week 9-12 150 min./week	1-12		Yes	9-12 .5 credit	9-12
Louisiana	Yes	1-8 120 min./week 9-12 150 min./week	1-12		Yes	1-6 30 min. for 180 days 7-8 50 min. for 180 days 9-10 50-55 min. for 180 days	K-10
Maine	Yes	1-11 2 periods/week	1-11		Yes	9-12 1 credit	1-12
Maryland	Yes	1-6 no time specified 7-8 daily 9 daily where possible 9-12 1 credit	1-12		Yes	9-12 132 hrs.	K-12
Massach-usets	Yes	1-6 90 min./week 7-12 120 min./week	1-12		Yes	K 30 hrs./year 1-10 60 hrs./year	K-12
Michigan	Yes	Not specified	N/A		Yes	Not specified	N/A
Minnesota	Yes	1-6 30 min./day 7-10 2 55 min. periods/week	1-10		Yes	Elementary percentage basis Middle/Jr. High 80 clock hrs./year 10-12 60 clock hrs./year	K-12
Mississippi	Yes	1-6 20-30 min./day	1-6		No	N/A	N/A

State	1971				1991		
	LR	Time Requirements	GR		LR	Time Requirements	GR
Missouri	Yes	1-6 2 30 min. periods/week 7-12 no time specified	1-12		Yes	K 25 min./week 1-6 50 min./week 7-8 2-3 hrs./week 9-12 1 credit	K-12
Montana	Yes	1-3 15 min./day 4-6 20 min./day 7-8 30 min./day 9-10 3 periods/week	1-10		Yes	7-8 125 min./week 9-12 1 unit	K-12
Nebraska	No	For accredidation: Elementary 150 min./week Secondary 2 55 min./week	N/A		Yes	1-8 108 min./week	K-10
Nevada	Yes	9-12 3 years 5 days a week	9-12		Yes	9-12 2 units	K-12
New Hampshire	No	N/A	N/A		Yes	9-12 2 units	9-12
New Jersey	Yes	1-12 150 min./week	1-12		Yes	1-12 150 min./week	1-12
New Mexico	Yes	1-3 125 min./week 4-6 150 min./week 7-8 daily for one year 9-12 daily for one year	1-12		Yes	K-6 15-45 min. twice a week 7 daily 9-12 1 year	K-12

State	1971				1991		
	LR	Time Requirements	GR		LR	Time Requirements	GR
New York	Yes	1-6 120 min./week 7-12 300 min./week	1-12		Yes	K-3 120 min./week 4-6 120 min./week 7-12 2 periods/week one semester and 3 periods the next	K-12
North Carolina	Yes	1-8 150 min./week 9 daily	1-9		Yes	9-12 1 unit	K-12
North Dakota	Yes	1-12 daily	1-12		Yes	K-8 90 min./week 9-12 1 unit	K-12
Ohio	Yes	1-8 100 min./week 9-12 2 years twice/week	1-12		Yes	K-6 200 min./week 7-8 2 40 min. periods/week 9-12 .5 credit	K-12
Oklahoma	No	N/A	N/A		No	N/A	N/A
Oregon	Yes	K-3 10% of day 4-6 15% of day 7-8 35-45 min./day 9-10 45-60 min./day	K-10		Yes	9-12 1 credit	K-12
Pennsyl-vania	Yes	1-6 daily 7-12 twice a week	1-12		Yes	7-8 30 clock hrs./year 9-12 1 credit	K-12
Rhode Island	Yes	1-12 average of 20 min./day	1-12		Yes	K-12 100 min./week	K-12

State	1971				1991		
	LR	Time Requirements	GR		LR	Time Requirements	GR
South Carolina	Yes	1-6 daily 7-8 2 or 3 periods/week 9-12 1 credit	1-12		Yes	1-6 75 min./week 7-8 9 weeks 9-12 1 year	1-12
South Dakota	Yes	1-9 90 min./week	1-9		Yes	Not specified	K-8
Tennessee	Yes	1-6 30 min./day 7-8 1 hour twice a week or 45 min. on alternate days 9-12 1 credit	1-12		Yes	K-5 30 min./day 6-8 2 hrs./week 9-12 1 unit	K-12
Texas	Yes	7-8 130 clock hrs./year 9-12 1.5 credits	1-12		Yes	K-3 daily 4-5 weekly 6 .5 unit 7-8 2 semesters sometime there in 9-12 1.5 units	K-12
Utah	Yes	7-9 1 semester 10-12 1 semester	7-12		Yes	11-12 1 semester	K-12
Vermont	Yes	9-12 1 credit	1-12		Yes	9-12 1.5 years	K-12
Virginia	Yes	9-12 3 credits	1-12		Yes	9-12 2 units	K-12
Washington	Yes	1-8 20 min./day 9-12 90 min./week	1-12		Yes	1-8 20 min./day 9-12 2 credits	1-12

State	1971				1991		
	LR	Time Requirements	GR		LR	Time Requirements	GR
West Virginia	Yes	1-6 30 min./day 7-8 1 period/day 9-12 2 periods/week	1-12		Yes	9-12 1 unit	K-12
Wisconsin	Yes	1-6 daily 7-12 3 periods/week	1-12		Yes	7-8 weekly 9-12 1.5 credits	K-12
Wyoming	Yes	Not specified	1-8		No	N/A	N/A

Note: LR - denotes "legal requirements"
GR - denotes "grade requirement"

Discussion

The significant difference between Grieve's (1971) and this study was the increased time and grade requirements for physical education in 1971. There was a significant change in the status of physical education between the times of these surveys, specifically the decrease in states with a physical education requirement for the elementary schools. Grieve (1971) also concluded that there appeared to be no set requirements for physical education and that the variations of programs were so numerous that any type of classification would have been impossible. Over time, we have seen the inclusion of Kindergarten in requirements for physical education and several states with firmly established physical education programs (Illinois, New York, Rhode Island and New Jersey). However, in the overall comparison elementary, middle/Jr. high and high school requirements for physical education have declined between 1971 and 1991.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the individual states' requirements for physical education and to compare the results with information obtained in a similar study, twenty years ago by Grieve (1971). The subjects in this study were the state directors of physical education. However, in instances where a state department of education did not staff a director of physical education, a representative responsible for physical education in the curriculum was interviewed.

The subjects were interviewed over the phone using a survey instrument based on the 1987 Shape of the Nation Survey (NASPE, 1987). The results of the study were presented as follows: (a) the results of the study's survey and, (b) the results of Grieve's (1971) survey.

The study was unable to accurately portray the exact status of physical education in the American educational system. Ninety-two percent of the states reported a legal requirement for physical education. However, fifty-one percent have no specific time requirements for physical education in the elementary schools, and twenty-three percent of the states allow substitutions of other subjects for physical education requirements (another eleven percent leave substitutions up to the local school systems). There are only three states that require physical education in every grade (K-12) and only one state requires physical education daily for every grade (Illinois).

Grieve (1971) also reported an inability to accurately portray what was happening with physical education in 1971. Similarly, ninety-two percent of the states responded in Grieve's (1971) study that they did require physical education and only twenty percent of the states reported no specific time requirements for physical education in the elementary schools. Kindergarten was not included in physical education requirements during Grieve's (1971) study, however, twenty-five percent of the study did have a 1-12 grade requirement for physical education.

Conclusions

Conclusions which can be drawn from the results of this study are:

(1) No federal laws mandate the availability of physical education in the United States.

(2) Individual states are responsible for physical education mandates within their public school systems.

(3) Five states have no legal requirements for physical education. However, individual school systems within these states may choose to offer physical education.

(4) A state may have a legal requirement for physical education but not specify the time required.

(5) Elementary school physical education programs are taught in most states, by a classroom teacher rather than a physical education specialist.

(6) Physical education requirements may be substituted in many states for other academic or extra curricular areas.

(7) Even though there are forty-six states with legal requirements for

physical education in this study and fifty in Grieve's (1971), the specific time requirements per grade were much greater in Grieve's (1971), twenty years previously, than in this study.

Recommendations

Recommendations for further research are:

(1) To reassess the role of physical education in the American educational system by the Department of Education, including objectives, curricular design and implementation.

(2) To assess current physical education programs with regard to what they are trying to accomplish and if they are accomplishing their objectives.

(3) To examine the possibility of implementing a national Kindergarten through twelfth grade physical education curriculum.

(4) To strengthening the current state legal mandates for physical education.

(5) To insure some type of professional accountability for physical education programs.

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APPENDIX

"SHAPE OF THE NATION" SURVEY
2nd Edition

The National Association for Sport and Physical Education (NASPE), an Association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), requests your assistance in helping NASPE provide its members and leaders with accurate data relative to program and employment conditions relating to physical education in the United States.

If the data requested below is available in existing documents, feel free to forward the document(s). (See page 3 for address)

State _____ Contact Name_____

Address _____

City _____ State _____

Phone _____

Please circle the correct answer or write in as requested

Yes No 1. Does your state require Physical Education in your schools? (If no, skip to #4)

K 1 2 3 4 2. If yes, indicate which grade levels.
5 6 7 8 9 (Circle all that apply)
10 11 12

3. How much time per day and days per week is required by grade level? (min./day; days)

EXAMPLE: 25/day; 3

K	3	6	9	12
1	4	7	10	
2	5	8	11	

Skip to question 5.

4. If you answered question #1 as No, would you describe what physical education is generally provided by local school systems.

Qualified

Teachers
Cost
Need
Time
Community
Support

Other

5. What considerations affect the status of Physical Education in the curriculum of your State?

\+ O

6. Is your State considering more, less or the same amount of time for Physical Education in the future?

1 2 3 4 5

7. How would you describe, on the average, the quality of Physical Education in your State? (5 = Excellent)

8. How many Physical Education teachers are employed in your State?

Elementary
Middle
Secondary

Oversupply

Adequte
Inadequate

9. What is the supply of Physical Education teachers in your State?

10. What is the number of over or under supply?

Yes

No

11. Do classroom teachers, instead of specialists, teach physical education in elementary school?

K-12
K-6
Other

12. What levels of physical education certification exist in your State?

K-12
K-6
Other

13. What was the number of newly certified Physical Educators in your state for last year?

14. How many new teachers were hired to teach physical education for 1990-91?

15. What needs do you have regarding Physical Education for the children in your State?

Thank you for your time and this information. A copy of the final survey will be sent to you upon request. Return this form to:

Judith C. Young, NASPE
1900 Association Drive
Reston, VA 22091

VITA

Don Carl Eller Jr. was born in Washington, D.C. on October 1, 1964. He attended school in the Arlington County School System (Virgina) until his family was relocated to Switzerland in 1979. He then graduated high school from the Ecole International de Geneve on May 5, 1982. In May, 1987 he received a Bachelor of Science in Health and Physical Education from Carson Newman College in Jefferson City, Tennessee, and began work at the Eden Family YMCA in Eden North Carolina. In January, 1991 he entered The University of Tennessee, Knoxville, and in May, 1992 received a Master of Science degree in Human Performance and Sports Studies.