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**A view of physical education: Perceptions of five classroom
teachers**

Brumbaugh, Jane Irwin, Ed.D.

The University of North Carolina at Greensboro, 1987

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U·M·I
300 N. Zeeb Rd.
Ann Arbor, MI 48106

A View of Physical Education: Perceptions of
Five Classroom Teachers

by

Jane Irwin Brumbaugh

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1987

Approved by

Marie Riley

Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

Dissertation
Advisor

Maie Riley

Committee Members

John P. Swartz

David E. Purpel

Reemay McGuire

March 30, 1987

Date of Acceptance by Committee

March 30, 1987

Date of Final Oral Examination

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BRUMBAUGH, JANE IRWIN, Ed.D. A View of Physical Education: Perceptions of Five Classroom Teachers. (1987) Directed by Dr. Marie I. Riley. 305 pp.

The purpose of this study was to gain insights into how classroom teachers' perceptions of physical education were formed and how these perceptions influenced their teaching of physical education. The research methodology used was semi-structured, open-ended interviews. The two primary sources of data were the interviews and a brief questionnaire.

Five classroom teachers were engaged in a series of interviews that were tape-recorded and transcribed. Descriptive summaries that utilized the language and the meanings of the participants were written. The interview data were analyzed using the constant comparative method.

The interview data suggest that classroom teachers' perceptions of physical education evolved over time. In this study, the participants elaborated on the intertwining of various influences.

As the participants talked about their physical education experiences, four themes emerged as critical factors influencing how the participants perceived physical education. The four themes were (a) physical education as a school subject, (b) curricular practices, (c) emphasis on skill, and (d) association of success with confidence.

The participants' found their preservice educational experiences to be irrelevant to an elementary school setting and too limited to be of any assistance. Numerous ideas

were suggested to improve college physical education preservice courses.

The participants believed that their in-service educational experiences were important to their continued professional growth and understanding of physical education. The participants identified successful practices and suggested recommendations for more effective in-service educational experiences.

The participants found their roles in teaching physical education to be nebulous due to the lack of guidelines and the uncertainty of the purpose of physical education in the elementary school curriculum.

The classroom teachers identified five groups of people who influenced how they taught physical education: (a) students, (b) principals, (c) colleagues, (d) physical education specialists, and (e) parents of students.

The daily demands of teaching and the lack of administrative pressure associated with teaching physical education influenced the importance and the low priority they placed on physical education in relation to other subjects.

In this study, the equipment problem proved to be greater than the lack of equipment. With inadequate space to store more equipment, limited knowledge of what equipment to order and how to repair equipment, the equipment issue took on a broader meaning.

Although time limitations prevented their developing a closer working relationship with the physical education specialists, the classroom teachers were interested in establishing better communications and closer working relationships with them.

ACKNOWLEDGEMENTS

The long journey has been slowly completed with the help of my doctoral committee and loyal friends. With gratitude and sincere appreciation, I extend my heartfelt thanks to the following:

Dr. Marie Riley, chair of the committee, for her patience while I labored through the initial ideas to the final writing of the manuscript. Without her cooperative efforts and steady support, this study would have never been completed.

Dr. Kate Barrett for challenging me to think about elementary school physical education and stressing the need for quality movement in quality programs.

Dr. Rosemary McGee for encouraging me to examine the process in assessing children's movements. Her warmth and enthusiasm were a source of motivation throughout my course of study.

Dr. David Purpel for teaching me the true meaning of education, for challenging me to see the world from the glow of the moon as well as from the sun's bright rays, and for reminding me that the sunsets are just the beginning of the night that will lead to a new and glorious sunrise.

The classroom teachers for participating in this inquiry by giving their time and their patience, for sharing their stories, and for reminding me of the need to listen.

Becky Pissanos, a true friend, for listening to my ideas, my thoughts, and my concerns over the years, for reading drafts, and for her caring about elementary school physical education.

My many friends and family members for encouraging me to meet the challenge and to continue the search.

Mrs. Kathleen Maxwell, a former teacher, for editing my drafts along the way and for believing in my ability to accomplish this task.

My parents, Mr. and Mrs. Ulus Irwin, for their continued moral and financial support. Special thanks to my mother for her endless hours of editing and attempting to teach me the "rules" and for arranging her schedule to meet mine.

Wayne, my husband, for his unwavering support and faith, for lending an ear, for giving a nudge when needed, for being my personal computer consultant who intervened between hardware failures and software limitations, and for enduring late evenings and the early mornings as we approached the end.

Our unborn child for reinforcing the mystery and significance of movement in the lives of all human beings.

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CHAPTER I
INTRODUCTION

For many years, physical education in the elementary school has been a responsibility shared by the classroom teacher and the physical education specialist (Amiot, 1966; Baker, Annis, & Bontz, 1954; Georgiady & Savage, 1940; Haynes, 1973; Phillips, 1967; Schmidt, 1944; Slater, 1966). Although many schools across the nation have employed full-time physical education specialists, surveys over the past 40 years by Georgiady and Savage (1940), Baker et al. (1954), Haynes (1973), and Randall (1986) indicate that the person primarily responsible for teaching elementary school physical education continues to be the classroom teacher. This fact accentuates the need to examine classroom teachers' physical education professional preparation programs, in-service programs, resource materials, and the coordination efforts of local personnel.

Frequently, the teacher education programs in colleges and universities require prospective teachers to take a three-semester-hour course, a minimal amount of training in teaching elementary school physical education. Because of the limited amount of information that can be covered in a one-semester class, the course has typically focused on how to organize and to supervise physical education activities.

Once in the field, however, some classroom teachers participate in in-service programs provided by local physical education specialists or supervisors. Over the years, attempts have been made to provide resources such as books, curriculum guides, and in-service materials. A historical review written by Umstead, Swanson, and Lumpkin (1985), cites sources to support that resources were written dating back to 1896. An annotated bibliography by Rizzitiello (1977), lists a wide variety of materials written for classroom teachers. Despite the existence of resources, preservice educational experiences, and efforts of local personnel, the quality of elementary school physical education programs being conducted by classroom teachers remains a concern. This problem challenges physical educators to recognize and to study the role of classroom teachers.

Studies about classroom teachers by Waller (1965), Jackson (1968), Lortie (1975), and more recent studies by Lieberman and Miller (1978, 1984a, 1984b) document the complex nature of classroom teachers' workplace. Lieberman and Miller summarized some of the factors that make classroom teachers' work complex:

For the elementary school teacher there are issues of: (a) more subjects to teach than time to teach them, (b) coverage vs. mastery, (c) large-group vs. small-group instruction, (d) when to stay with a subject or a routine and when to shift, (e) how to discipline students without destroying the class, and

(f) how to deal with isolation from other adults.
(Lieberman & Miller, 1978, p. 82)

In reality, the complexity of the workplace may be a major factor influencing the quality of the elementary school physical education programs. Professional teaching programs, in-service courses, and resource materials may be of little value, if they are not founded on an understanding of physical education in relation to the complex workplace.

Surveys by Haynes (1973), Nokken (1971), and Phillips (1967) identify classroom teachers' perceptions and values concerning their roles in teaching physical education. These studies offer limited information about why classroom teachers value physical education, but not in relation to other subjects. With the many emotional, social, and physical demands of teaching, classroom teachers' values and those of others in the educational community need to be studied.

One way to find out more about how and why classroom teachers value physical education is to learn more about individual teachers. Remmers (1954) noted that experiences, past and present, are important in attitude formation. If one assumes that attitudes are indicators of one's values, as suggested by Rath, Harmin, and Simon (1966), then attitudes should be studied to learn more about one's belief system. There has been limited research that provides insights into how classroom teachers' attitudes and perceptions of physical education are formed and how they

influence their teaching of physical education. Phillips (1967) found that personal experiences in physical education throughout the participants' school years tended to affect their attitudes and perceptions of their role in teaching elementary school physical education. As suggested by Phillips, by studying how past physical education experiences influence classroom teachers' perceptions and values, one should understand better the decisions teachers make about teaching physical education.

The present study focused on factors influencing the elementary school physical education programs conducted by classroom teachers. These factors included the classroom teachers' perceptions of (a) past physical education experiences, (b) professional educational experiences, (c) physical education teaching roles, (d) significant others, and (e) the complex nature of the workplace.

Statement of the Problem

The purpose of this inquiry was to gain insights into how five classroom teachers' perceptions of physical education were formed and how these perceptions influenced their teaching of physical education. More specifically, the researcher sought to answer the following questions:

1. How were classroom teachers' perceptions of physical education influenced by their physical education experiences?

2. How did professional courses and experiences, preservice and in-service, influence classroom teachers' perceptions of elementary school physical education?

3. How did classroom teachers perceive their roles in teaching physical education?

4. How were the classroom teachers' perceptions of teaching physical education influenced by significant others?

5. What teaching realities influenced the classroom teachers' perceptions of physical education and their teaching of physical education?

Definition of Terms

For the purpose of interpretation, the following meanings were designated for terms used in this study.

Elementary school--a school having students in grades kindergarten through five.

Elementary school classroom teacher--a regular staff member, teaching one class between kindergarten and fifth grade. The classroom teacher is expected to teach physical education in addition to a variety of other subjects. Henceforth, the elementary school classroom teacher shall be referred to as a teacher.

Elementary school physical education--a planned program of movement experiences for children.

In-service educational experiences--courses and experiences that "complement and extend professional growth

beyond the baccalaureate" (Cruickshank, Lorish, & Thompson, 1979, p. 27).

Participant--a person who is part of this inquiry whose role is to inform the investigator of his or her human experiences. The person is not the subject or object of the research, rather a co-investigator (Wood, 1982).

Perception--an intuitive way of knowing, of understanding the world. Perceptions are formed as a result of people's efforts to make meaning out of their lives and what is happening in the world around them. Perceptions reflect what people experience, how people interpret these experiences, and how people make sense out of cultural social structures.

Preservice educational experiences--courses and other experiences that occurred during the teachers' undergraduate teacher education programs.

Significant others--people who exert a major influence over the attitudes and behaviors of another individual (Kenyon & McPherson, 1973).

Teaching realities--"all the conditions experienced as an effect of employment as a public school teacher. These may include in-class and out-of-class factors related to pupils, colleagues, administrators, roles, problems of effective teaching, as well as the physical, social, emotional, and intellectual demands of being a teacher" (Earls, 1979, p. 6).

Assumptions

Ideas that are accepted and are not investigated as part of this inquiry are acknowledged as follows:

1. Perceptions can be revealed using an interview methodology.
2. Perceptions are personal, and they are relative to a particular point in time (Dexter, 1970; Palmer, 1969).
3. Perceptions should be interpreted in light of the social setting (Wehlage, 1981).
4. Participants' perspectives are "meaningful, knowable, and can be made explicit" (Patton, 1980, p. 196).
5. The classroom teachers will be honest in revealing accurate, reliable, and relevant information (Earls, 1979).
6. Physical education is an integral part of the elementary school curriculum.

Scope of the Study

Participants for this study were five elementary school classroom teachers from the _____ public school system. Each teacher had a minimum of five years teaching experience and had taught two consecutive years within her current school. The teachers met the criteria identified by the investigator. A series of two or three tape-recorded, semi-structured, open-ended interviews were conducted with each teacher.

The general facets of this inquiry were concerned with (a) the classroom teachers' perceptions of their physical education experiences, (b) the classroom teachers'

perceptions of their preservice and in-service teacher education experiences in physical education, (c) the influence of significant others on their perceptions of physical education, and (d) the influence of teaching realities impinging on their teaching of physical education. These facets were identified in the literature (Baker, Annis, & Bontz, 1954; Donnelly, 1958; Haynes, 1973; Nokken, 1971; Phillips, 1967) as factors influencing classroom teachers' perceptions regarding their roles in teaching physical education. This researcher sought to gain insights into how these factors and others were viewed by classroom teachers. By engaging classroom teachers in a dialogue, understanding was enhanced about classroom teachers' past physical education experiences and how these experiences influenced their teaching of physical education.

Significance of the Study

According to Anderson (1980), the phenomenon of teaching is complex. To gain an understanding of this complex phenomenon, Haynes (1973) and Phillips (1967) indicated a need for investigations exploring the variables affecting classroom teachers' ability to teach physical education. The goal of this inquiry is to gain insights into how five classroom teachers' perceptions of physical education are formed and how these perceptions influence their teaching of physical education.

According to Eisner (1981, p. 7), generalizations for interpretive studies are founded on "the belief that the general resides in the particular and because what one learns from a particular [situation] one applies to other situations subsequently encountered." Researchers attempt to bring to light what is unique to each particular situation while revealing insights that exceed the situation (Eisner, 1981). Wehlage (1981, p. 214) describes such generalizations as "more like thinking by analogy than discovering law-like empirical relationships." The data are examples of findings that might occur in similar situations. "The consumer of the research, not the author, does the generalizing" (Wehlage, p. 216). Based on this belief, there are four potentially important aspects to this study.

First, the researcher will present a descriptive study that reveals similar and idiosyncratic physical education experiences of five classroom teachers. The researcher seeks a perspective that would lead to an understanding of how classroom teachers' perceptions of physical education are formed.

Second, this study will provide insights into the explicit and implicit rules regarding the teaching of physical education and its place in the elementary school curriculum. Wehlage (1981, p. 217) suggests that there are "social rules that guide, shape, and even compel individuals and groups to engage in certain kinds of activities, and

interactions." These rules, according to Wehlage, are maintained by informal and frequently unperceived social pressures. This study also will reveal insights concerning the reality of teaching and the influence of significant others on the teaching of physical education.

Third, the findings of the study may be of importance to teachers of preservice courses. When one considers the multiple tasks that beginning teachers are asked to perform, the capacity for undergraduate preservice education to meet their needs becomes significant (Boyer, 1977). Teacher educators who read this study may gain insights into the problems and concerns of classroom teachers who teach physical education. This inquiry may help teacher educators to design more relevant preservice courses and experiences.

The final significance of this study is that it may provide insights into five classroom teachers' perceived learning needs. Zigarmi, Betz, and Jenson's (1977) survey of teachers found that the most useful types of in-service education appear to build on teachers' interests. They suggest that the starting point for self-improvement seems to be based on the teacher's own definition of his or her learning needs. This study will provide information as to how classroom teachers determine their needs and make choices based on their perceptions of physical education and their understanding of the realities of teaching physical education within a specific school environment. The

information may be useful in designing in-service programs with classroom teachers.

CHAPTER II
REVIEW OF LITERATURE

The purpose of this investigation was to gain insights into how five classroom teachers' perceptions of physical education were formed and how their perceptions influenced their teaching of physical education. The literature review begins with a survey of textbooks and research studies focusing on the roles of classroom teachers teaching elementary school physical education. In the second section, frequently cited studies about the realities of teaching are selected and examined to gain a broader perspective of classroom teachers. In the third section, biographical novels are reviewed to acquire an even deeper understanding of the multifaceted lives of teachers.

The Roles of Classroom Teachers

The first section of reviewed literature deals with classroom teachers and their roles in teaching physical education. This section is subdivided into three parts presenting different perspectives. The three subdivisions are (a) discussions by various textbook authors of the roles of classroom teachers in teaching physical education, (b) reports of surveys based on classroom teachers teaching physical education, and (c) research dealing with the

feelings, attitudes, perceptions, and beliefs of classroom teachers about teaching physical education.

Reviews of selected physical education textbooks revealed that the roles of classroom teachers in physical education have changed very little since the first quarter of this century. The authors of the early books frequently included a philosophical statement about the purposes and benefits of physical education in the educational curriculum. The books were selected for review because they were written for a specific audience, classroom teachers; they revealed what was believed to be important information for the classroom teachers.

Textbooks 1917-1969

In 1917, Clark wrote Physical Training for the Elementary Schools. The purpose of the book was to "furnish to the teacher specific directions for all these forms [gymnastics, games, and rhythmic plays] of physical activity" (Clark, 1917, p iv). In the foreword written by Felmley, he stated,

that teachers with little training in this field [physical education] may by faithful study of these directions secure most gratifying results alike in the physical improvement of the pupils and in the general toning-up of the entire school life--even if they spend upon this work in schoolroom and playground no more than the 'one hour per week' required by the school law of Illinois. (Clark, 1917, p. iv).

Specific directions were given for teaching the activity, even the proper rhythm and the tone of the voice for the commands.

When La Salle published Physical Education for the Classroom Teacher in 1937, a number of states required physical education in elementary schools. La Salle, however, claimed that many training schools were not preparing prospective teachers for this task. Once in the classroom, teachers found few, if any, specialists or supervisors to provide guidance (La Salle, 1937). With the publication of her book, La Salle sought to fill the gap by providing information that would help classroom teachers gain "an appreciation of the part physical education plays in the broad cultural aims of education and its contribution to the good life" (p. 2). La Salle purported that basic skills should be learned in the early grades and that attention should be given to the quality of movement (p. 66). An analysis of fundamental skills, games, and dances was the focus of the text. A detailed chapter on class organization and the management of equipment was included.

Guidance of Children through Physical Education, published by La Salle in 1946, illustrated the thrust of that period for democratic education. The roles of the teachers, according to La Salle, were determined by the objectives of democracy and by the principles of social

growth. La Salle (1946) suggested that teachers offer guidance by

(a) creating [an] atmosphere and situations which provide simulation for children to practice social attitudes and abilities; and (b) utilizing methods within these situations which are conducive to continuous growth in the social objectives. (p. 110)

The teachers were expected to be participating members of their classes. In the primary grades, according to La Salle, teachers were responsible for transferring teacher control to the children. The students were expected to assume more responsibility for planning. In the higher grades, it was recommended that children be given the opportunity to develop their social abilities through problem solving. La Salle presented a progressive program of fundamental skills, games, and stunts arranged by grade level according to difficulty. The second edition was written for the physical education major and the classroom teacher (La Salle, 1957, p. v). The role of the teacher remained the same. Specific goals in play skills and in behavior were added to the curriculum. Both texts identified common mistakes made by children and suggested ways for the teachers to correct these mistakes.

The 1924 edition of Physical Education for Elementary Schools was first published as an aid to teachers in Iowa and for use as a reference in physical education classes for women at Iowa State Teachers College (Wild & White, 1950, p. xiv). Many revisions followed, but each served the same

population. In the textbook published in 1950, Wild and White presented a historical survey of events shaping educational philosophies over the past 50 years and a philosophy of physical education.

Teachers were encouraged to let students teach the games to allow for "democratic self-management in reading, interpreting and organizing" (Wild & White, 1950, p. 86). Students were to assume greater responsibilities in planning their programs. If children could not read, Wild and White recommended that teachers use a question-answer format to teach games. In the chapter on games, each game was followed by a series of questions to help teachers in teaching the organization and the purpose of the game. The authors thought that

it was particularly important that the teacher keep in mind when she is teaching an activity that to know the activity is not the only objective but that the activity is also given in order to teach certain skills. (Wild and White, 1950, p. 44)

The authors suggested a progressively arranged program of activities for each major sport for the primary grades (1-3) and the intermediate grades (4-8). For the lower grades, games that contained elements which contributed to the major sports were recommended. The fundamental skills that made up the major team games were identified, described, and followed by specific practice formations. Relay games that placed students under the stress of competition for skill practice were explained. Simple games involving the

fundamental skills and rules were suggested. These games were followed by the rules and the variations of the major team games.

Other curricular suggestions were (a) individual and dual games, (b) tumbling and stunts, (c) combative activities, and (d) rhythmic activities. This was the earliest book reviewed to include recreational activities for out-of-school parties and games for automobile travel.

The California Physical Education Act of 1917 provided for the organization and the supervision of physical education courses in the public schools. As early as 1918, California provided teachers with a guide developed by Hetherington for teaching physical education. Because of the changing needs within the state of California and other states, the original manual was revised by Neilson and Van Hagan in 1929. This text served as a guide for the physical education programs in the elementary schools. According to the authors, play should be "organized, taught, and supervised" (Neilson & Van Hagan, 1929 p.4). Teachers were expected to be play instructors and supervisors. Neilson and Van Hagan acknowledged that if physical education were to be offered to the majority of the children in the elementary schools, the classroom teachers, in most instances, would have to do the work (1929, p. 5). They stated that

teachers now in service must through encouragement, through supervision, and in some cases almost through compulsion, become acquainted with and prepared in physical education activities and methods of teaching them to children. (Neilson & Van Hagan, 1929, p. 5)

They recommended a graded program of activities that could be adapted to the school situations, the time of year, and the needs of the students. The authors believed that teachers should teach the activities that were recommended for each grade.

In 1951, Van Hagan, Dexter, and Williams revised the text to reflect broader concepts and changing practices. In the revised text, the authors did not distinguish between the roles of supervisors and teachers, and no reference was made to physical education specialists. They outlined the responsibilities of teachers as being "to instruct, to provide leadership, and to supervise children on the playground" (Van Hagan, Dexter, & Williams, 1951, p. 8). The teachers were expected

to recognize individual differences, abilities, and limitations of children; to meet, as far as possible, individual needs; and to judge performance in terms of the individual's capacities. (Van Hagan, Dexter, & Williams, 1951, p. 9)

The authors discussed the philosophical roles of physical education, recreation, health, intramurals, and athletics in the school curriculum and suggested guides for developing and evaluating a program. The authors identified specific skills that should be acquired by the end of the primary

grades, the intermediate grades, and the seventh and eighth grades. An outlined analysis of these skills was provided. Recommended activities, organized according to grades, were the following: (a) games, (b) rhythmical activities, and (c) self-testing activities. A unique characteristic of this textbook was a section on teaching suggestions that followed each game. In the teaching suggestions, the skills required in the game were identified and skill drills were recommended. This text presented information about facilities, equipment and supplies, recreational sports, camping, and body mechanics.

Teaching Physical Education in the Elementary School by Salt, Fox, Douthett, and Stevens (1942) was dedicated "to the classroom teacher who holds in her hand the power to mold human life" (p. v). They recognized the trend "toward placing the responsibility for teaching physical education in the hands of the classroom teacher" (Salt, Fox, Douthett, & Stevens, 1942, p. vii). Although this practice was considered desirable and educationally sound, they acknowledged several problems. First, classroom teachers did not have the necessary preparation to conduct physical education, because it had not been a part of their preservice training. Second, in-service training was not always available because trained supervisors in elementary school physical education were not employed in all school systems. Because physical education received little

attention in teachers' preservice and in-service training, it appeared that this part of the school program was of little importance. According to the authors, the teachers viewed physical education as a burden or an annoying task because they lacked training. These problems prompted the authors to write the book. The authors hoped to provide "activities, methods, and procedures" (p. viii) to aid prospective classroom teachers, as well as those teaching to have a greater measure of success in teaching physical education. They emphasized a way of teaching physical education rather than a fixed, rigid daily program. In 1942, Salt, Fox, Douthett, and Stevens suggested a curricular program of (a) games of small and large group play, (b) team games (including skill drills, skill games, elementary team games), (c) rhythmic activities, (d) stunts, pyramids, apparatus, and (d) classroom games. In the revised text published in 1960, the curricular offerings were similar; however, alphabetized charts were added as a quick reference for page number and appropriate grade level for different activities.

Salt, Fox, and Stevens (1960) designed the revised text for prospective classroom teachers and for teachers of grades one through six to help them conduct their programs of physical education. The authors stated that classroom teachers accepted the responsibilities for many educational functions formerly performed by other agencies of society.

The authors noted that specialists had been hired to teach some of the newer curricular areas, one being physical education. Classroom teachers, however, retained the responsibility for the major portion of the children's learning experiences in all subjects. Because teachers had the best opportunity to study children in the classrooms, they could develop an integrated program. Based on this belief, the authors further suggested that the teachers coordinate the services of the physical education specialists. The authors discussed the advantages and disadvantages of various plans to utilize the services of special teachers as well as the roles of classroom teachers.

Physical Education Methods for Elementary Schools was published in 1949 by Sehon, Anderson, Hodgins, and Van Fossen. This text reflected a postwar attitude about physical fitness. Another central theme was the educational idea of teaching the "whole child." The authors believed that the important element in a physical education program was the teacher. The teacher was expected to teach mental and motor activities as well as to exemplify these activities by engaging in a daily recreational program that contributed to personal fitness. Physical education was viewed as an educational force with end results that could not be "measured in terms of activity alone, but rather in terms of all-round individual development" (Sehon, Anderson, Hodgins, & Van Fossen, 1949, p. 9). The suggested

curricular offerings were the following: (a) body mechanics, (b) games of low organization, (c) fundamental skills, (d) games, relays, and stunts, (e) games of high organization, (f) lead-up games, (g) sport activity units and skills, (h) individual and dual games, (i) creative rhythms, (j) folk singing and folk games, (k) classroom activities, and (l) integrated activities with other programs. Charts were used to show the analysis of the skills and to note teaching suggestions in games, relays, and stunts. The authors also used charts to illustrate progression within a sport unit. Specific teaching suggestions were included throughout the text.

Vannier and Foster's (1954) book, Teaching Physical Education in Elementary Schools, was written for the following three groups: (a) the specialized physical educator, (b) the classroom teacher, and (c) the prospective classroom teacher (p. v). In chapter two, the authors discussed the pros and cons of who should teach physical education in the primary grades. The argument for the classroom teacher teaching physical education was based on the idea that he or she could assess children's physical and social growth daily. Vannier and Foster noted that a trained physical educator would help children learn faster by teaching them correctly. At that time, physical education classes were taught typically (a) by the classroom teacher under a supervisor, (b) by the classroom teacher

with special preparation, (c) by an elementary school physical education specialist, or (d) by "special teachers for secondary schools" (Vannier & Foster, 1954 p. 22). According to Vannier and Foster, it was imperative that the physical education teacher be the person most skilled in teaching physical activities.

The 1954 text included the following curricular activities: (a) fundamental and creative play, (b) relays, (c) skills and lead-up games to team sports, (d) rhythms and dance, (e) stunts, tumbling, and self-testing activities, (f) classroom games, (g) camping and outing activities, (h) restricted programs for atypical children, and (i) intramural activities. Games were listed according to the degree of difficulty and the grade range. This text was the first to include a chapter offering specific information about adaptive programs. The chapter on camping contained detailed information and diagrams about camping skills and crafts. In the 1963 text, the authors modified the curricular offerings to include (a) fitness activities, (b) elementary gymnastics, (c) track and field, and (d) aquatics. Although other books included swimming and camping in the program, this text offered detailed teaching information about camping and swimming. The third edition published in 1963 reflected no change in who was teaching elementary school physical education.

Because Miller and Whitcomb (1957) believed that physical education was an integral part of the total school curriculum and not merely a curriculum supplement, they wrote Physical Education in the Elementary School Curriculum. The text was written for classroom teachers, for students majoring in elementary education, and for students and teachers of physical education. The authors suggested curriculum offerings such as (a) low organized activities, (b) team sports (broken down into sport mimetics, skill drills, relays, lead-up games, actual team sport, and tests of sport skills), (c) stunts, tumbling, apparatus, (d) individual and couple activities, and (e) dance activities. One section was devoted to integrating physical education with social studies, language arts, arithmetic, and special days. It should be noted that Miller, one of the authors, received his degree in education; Whitcomb, however, was a physical education teacher.

Physical Education for Children by Halsey and Porter (1958) was a text to be used in preservice physical education courses for classroom teachers. Although the material was not highly specialized, the authors hoped that physical education majors might find it of interest and of value as well (Halsey & Porter, 1958, p. vii). Chapter five was devoted to the role of the classroom teacher, and this role was characterized as knowing the child, being familiar

with the child's school day, and being aware of the child's home, neighborhood, and community background. With this information, Halsey and Porter believed that the teacher could coordinate the teaching of other areas with those of physical education and the teaching of physical education with other subjects. If a specialist were not available, Halsey and Porter recommended that the classroom teachers take the initiative and supplement their knowledge about physical education through study.

Halsey and Porter (1958) discussed the contributions of the specialist. They suggested that the specialist could contribute (a) knowledge about children's growth and development, (b) information about motor skills, and (c) ideas about different forms of physical education. The specialist and the classroom teacher should "work together as a teaching team, each one contributing what he can best give to the physical education program" (Halsey & Porter, 1958, p. 90). How this working team might be implemented was not discussed. The specialist was viewed primarily as a resource person for the classroom teacher.

Halsey and Porter (1958) were the first to refer to different curricular categories as forms of physical education. The forms of physical education included (a) games, (b) movement exploration, (c) dance, and (e) self-testing activities. Anticipated outcomes for each form of physical education were listed for three different

age groups. In the game section, games were classified according to difficulty and type with notes for the teachers. The notes offered teaching suggestions and game variations. The chapter on movement exploration included movement problems for children in the primary and intermediate grades. Following each movement problem, anticipated responses of the children were discussed. Charts illustrated the developmental sequences in the following dance experiences: (a) movement skills, (b) rhythm skills, (c) creative dance movement, and (d) social dance forms.

As a result of the authors' (Halsey & Porter, 1958) interest in the English school programs, they broadened their program content to include a new chapter on "planned problems in movement exploration" (p. 254). This was the first text reviewed that included movement exploration in the suggested curricular offerings. The chapter on problems in movement exploration was presented as if movement exploration were a new activity to be included in the curriculum. As noted by Barrett (1986), Halsey and Porter indicated that movement exploration "facilitates learning" (Halsey & Porter, 1958, p. 272) in all forms of movement. Another unique feature of the text was the authors' random use of pictures with captions that posed questions to stimulate thought.

The authors (Andrews, Saurborn, & Schneider, 1960) of Physical Education for Today's Boys and Girls addressed the question about who should teach physical education, the specialists or the classroom teachers. Of the textbooks reviewed, the authors were the only ones who purported that children needed the services of specialists. Classroom teachers, however, were responsible for children's receiving maximum benefits of the specialist's services. To accomplish this purpose, the classroom teachers were expected to know the goals and techniques of the specialists' programs. By observing the specialists at work with their students and by utilizing all available resources, classroom teachers would have better ways of supplementing their teaching of physical education. In-service educational experiences such as workshops during school time were suggested to assist classroom teachers in following up the lessons of the specialists.

The authors viewed movement as the basis of physical education. Andrews, Saurborn, and Schneider were concerned "with human movement, its nature, its manifestations, its forms of expression, and its impact on learning" (1960, p. 4). The program suggested was "exploratory experiences in movement; games and sports; stunts, tumbling, and related activities; and rhythms-dance" (1960, p.4). The authors described how children might respond while participating in

each activity, and they offered teaching suggestions and game variations.

In 1962, Dauer in Fitness for Elementary School Children through Physical Education stated that classroom teachers because of their limited background should not be asked to select activities from lists. For this reason, he listed the activities in sequential form for progression within and among grades. According to Dauer, the role of the teacher was to teach the child, not the activity. The teacher was viewed as a leader, not a dictator. Helpfulness and friendliness were two qualities teachers should possess. The teacher was expected to be a reasonable model of health and fitness, because students imitated those whom they admired and respected. Although background and training were important in teaching physical education, Dauer believed that the primary classroom teachers could teach physical education if they so desired. At the intermediate level, the character of physical education changed to more specific sports, and teachers needed a higher degree of training and skill. Dauer suggested seven ways for teachers to become more proficient at teaching physical education. The graded curricular suggestions included the following activities: (a) movement exploration, (b) rhythmic activities, (c) stunts, tumbling, apparatus, (d) game-type activities, (e) relays, (f) sports skills (athletic skills, drills, and lead-up games), (g) track and field, and

(h) individual and dual activities. For the intermediate grades, Dauer included special fitness activities and fitness testing.

Fabricius (1965) wrote Physical Education for the Classroom Teacher especially to help classroom teachers in planning and teaching a physical education curriculum. Fabricius recognized that elementary school classroom teachers, by experience and by training, were skilled in teaching the academic subjects, but they were not skilled in teaching art, music, and physical education. Because of other responsibilities and duties, teachers usually omitted physical education, although they believed it should be part of the curriculum. As noted by Fabricius, the curriculum presented was not considered ideal, nor did it require large amounts of expensive equipment or luxurious facilities. The suggested curriculum centered around (a) self-testing activities, (b) games and sports, (c) rhythms, and (d) relays. Teaching suggestions followed each activity. Classroom teachers were not expected to dress in gym clothes, or to demonstrate activities, or to handle or to lift children. According to Fabricius, technical and detailed physical skills should be taught by physical education teachers who possessed teaching knowledge of these skills.

Fait's (1965) book, Physical Education for the Elementary School Child, was written for education students,

classroom teachers, and physical education specialists. The role of the classroom teacher was not discussed, but the methods for teaching physical education were presented. Curricular offerings included (a) motor exploration, (b) fundamental skills, (c) physical fitness, (d) basic skill games, (e) lead-up and team games, (f) stunts and tumbling, (g) rhythms and dance, (h) aquatics, and (i) classroom games. Motor skill error charts that offered corrective suggestions were included for those who did not have the background to analyze sport skills.

Anderson, Elliot, and La Berge (1966) in their book, Play with a Purpose, described classroom teachers as knowing children's abilities and their patterns of growth and development. With this knowledge, classroom teachers were expected to plan an effective, developmental physical education program to coordinate and to complement other instructional units. The authors recommended alternatives to assist classroom teachers who did not feel confident in teaching physical education. The alternatives discussed were (a) an exchange teacher, (b) a specialist, and (c) a team teacher. The curriculum was organized around the following: (a) elementary games, (b) activities using balls, (c) seasonal sports units, (d) apparatus, small equipment, stunts and tumbling, (e) body alignment, and (f) dance. Charts were designed as a reference to locate descriptions of the activities and the suggested grade placement.

Summary of Textbooks 1917-1969

The textbooks written between 1917 and 1969 indicated that, since the classroom teachers were the primary teachers of physical education, the authors wrote the texts for them. In 1954, the issue of the pros and cons about the classroom teacher versus the specialist teaching physical education began appearing as a discussion. Many textbook authors followed the trend and began writing for a larger audience--prospective classroom teachers, classroom teachers, prospective physical educators, and physical educators. Another trend which appeared in the writings of 1940's and 1950's was the discussion of the contributions of physical education to democratic living. During the 1940's, the 1950's, and the 1960's, the textbooks reflected an emphasis on developing the whole child and the importance of meeting the individual needs of a child.

Most consistently, the authors organized the curricular activities by grades. Games, rhythmic activities, and stunts and tumbling were the most frequently suggested curricular activities. Many of the authors identified the specific skills in games, offered teaching suggestions, and recommended variations for each activity. In 1958, Halsey and Porter introduced "movement exploration" that was to become a new activity included in other textbooks. In 1962 in Dauer's textbook, physical fitness was introduced as a

curricular offering. Other textbooks followed by including a chapter on physical fitness.

The textbook authors acknowledged that classroom teachers received little preparation for teaching physical education. Because of the classroom teachers' limited knowledge, the authors appeared to make an effort to include information about the content but also about how to organize and teach the suggested content.

Textbooks 1970-1985

More recent textbooks were reviewed to ascertain current perceptions of the classroom teacher's role in the elementary school physical education program. Criteria for the selection of the more current textbooks were (a) an inclusion of a discussion of the role of the classroom teacher and (b) a publication date between 1970 and 1985.

In his 1970 textbook, Physical Education for Elementary School Children, Kirchner stated that a great deal of space had been given to the advantages and disadvantages of a specialist being responsible for the elementary school physical education program. The fundamental truth, according to Kirchner, was that for the foreseeable future the classroom teacher would be responsible for the physical education program. Likewise, Armheim and Pestolesi (1978), Burton (1977), Dauer and Pangrazi (1979), and Schurr (1980) stated that they preferred a specialist teaching physical

education, but they recognized that many programs were the responsibilities of the classroom teachers.

According to Kirchner (1970), if classroom teachers were convinced of the value of physical education, they would seek and implement a well-conceived program. In order for children to have an enjoyable and an educational experience, teachers were expected to demonstrate the following qualities: (a) a genuine enthusiasm toward physical education, (b) a positive attitude toward acquiring more competence in teaching physical education, (c) a sense of humor, and (d) an optimum level of health (Armheim & Pestolesi, 1978; Kirchner, 1970). Armheim and Pestolesi (1978) added three other essential teacher characteristics for successful teaching of physical education: (a) an ability to be creative, (b) a willingness to participate, and (c) a desire for excellence.

The fifth edition of Kirchner's book (1981) was written for the same audience, teachers from kindergarten to grade six. Kirchner changed the focus of the chapter on teaching physical education from the role of the teacher to more technical information about teaching. The role of the teacher (there was no specific reference to the classroom teacher) was limited to one sentence: "The teacher's role in this type of educational process is to help the child achieve his full intellectual, physical, and creative potential" (Kirchner, 1981, p. 83). The chapter on teaching

focused on theories and principles of learning, in addition to teaching strategies and techniques.

Fait's (1976) third edition of Experiences in Movement: Physical Education for the Elementary School Child was written for elementary classroom teachers and specialists. The text included a summary of the evolution of physical education and the influence of historical events in determining the purposes of physical education. According to Fait, the four major purposes of physical education advocated in 1976 were (a) physical fitness, (b) play, (c) sport, and (d) movement. With respect to teaching, Fait discussed (a) the nature of motor learning, (b) the analysis of movement, (c) interest and attitude, (d) creativity, (e) characteristics of children, and (f) techniques of effective teaching. In regard to the role of the classroom teacher, Fait (1976) stated that the classroom teacher should view "the supervisor as a helper whose specialized knowledge about physical education will make the instruction of the teacher more effective" (p. 81).

Burton (1977) suggested that "the physical education specialist and the classroom teacher consider themselves partners in the provision of adequate and educationally sound movement experiences" (Burton, 1977, p. 104). This partnership includes mutual responsibility in the planning and the conducting of the physical education program.

According to Burton (1977), classroom teachers contribute to the physical education program in four ways:

1. The classroom teachers and the physical educator can jointly plan the child's learning activities so that classroom learning experiences are reinforced in the movement environment, and the reverse.
2. The classroom teacher can use movement activities to enhance learning in such curricular areas as science, math, social studies, and language arts.
3. The classroom teacher can provide more adequate playground supervision and conduct more meaningful recess activities.
4. When the physical education specialist cannot teach certain classes, or when the schedule only permits him or her to teach certain classes two or three times a week, the classroom teacher can provide physical education instruction. (p. 106)

Armheim and Pestolesi (1978) perceived the roles of the specialists and the supervisors as working and sharing ideas with the classroom teachers. The advantage of being responsible for all subject areas afforded classroom teachers the opportunity to coordinate learning in the other subjects of the educational program with physical education. When classroom teachers assumed the primary responsibilities for teaching physical education, Dauer and Pangrazi (1979) emphasized the need for one teacher to be assigned the responsibility for procuring, storing, and repairing physical education equipment.

Dauer and Pangrazi (1979) and Schurr (1980) discussed various staffing patterns that developed when specialists were not available. The most frequent pattern was a consultant assisting classroom teachers. A second pattern involved specialists teaching once a week and helping

classroom teachers plan for the remaining four days. A third pattern was a team-teaching arrangement in which the specialist became a member of a multidisciplinary team. A fourth pattern emerged when a specialist was not available; from a team of teachers, a teacher confident in teaching physical education assumed the responsibility. Other prevalent patterns discussed by Dauer and Pangrazi were full responsibility by a classroom teacher without the services of a consultant or supervisor and the utilization of a paraprofessional, or an assistant, or a teacher's aide.

The American Alliance for Health, Physical Education, Recreation, and Dance (1981) outlined classroom teachers' responsibilities in a position paper, Essentials of a Quality Elementary School Physical Education Program. Their position was as follows:

When classroom teachers have the full responsibility for the total education program, including physical education, they should be provided with regular access to resource people who are qualified by education and experience to give leadership and guidance pertaining to elementary school physical education in areas such as selection of content, progression and continuity, etc. (p. 5)

Preparation for the classroom teacher should include an understanding of the relationship of physical growth and motor development to the total development and learning experience of the child. Course work in movement skills, methods, and content of elementary school physical education programs should be required. Laboratory assignments which provide for experiences with young children in physical education are essential. (p. 7)

Summary of Textbooks 1917-1985

The literature reviewed revealed changes in emphasis over time. The early texts were written specifically for classroom teachers. Textbooks written during the last 15 years addressed a larger audience--the classroom teacher, the physical education specialist, and the preservice elementary and physical education teachers. The historical developments of physical education within the elementary school curriculum received less emphasis. Recent textbooks included more theoretical information about learning motor skills, the development of movement skills, the strategies and techniques of teaching and less information about the role of the classroom teacher. Less specific information was provided that might help classroom teachers teach and organize each activity. The textbooks published after 1970 emphasized a working and a sharing of ideas among physical education specialists, supervisors, and classroom teachers.

Classroom Teacher Surveys

Several surveys were conducted between 1940 and 1959 to learn more about the responsibilities of classroom teachers teaching physical education. The reviewed surveys revealed insights into the roles of classroom teachers, their perceived needs, and their concerns as well as how they felt about various aspects of the program.

In 1940, Georgiady and Savage conducted a survey of 93 elementary school programs in cities with a population of

700 to 1,000,000, representing 43 states and the District of Columbia. This study indicated that classroom teachers were responsible for the physical education programs in 45 of the 93 schools surveyed. Supervisors organized 35 of the 93 programs; however, the authors did not define what they meant by organizing a program. A daily program of physical education was reported by 65% of the schools and the average time allotted for physical education by 61% of the schools was two and one-half hours per week. Although boys and girls were separated in some activities, programs were offered for both. The most popular activities in rank order were (a) softball, (b) low organized games, (c) volleyball, (d) basketball, (e) touch football, and (f) quiet games. Principals indicated that their programs suffered because of the lack of necessary equipment, funds, and properly trained classroom teachers.

In 1944, two cities were selected from each state to participate in a survey conducted by Schmidt. The findings of the survey indicated that in the majority of the school systems, classroom teachers were responsible for the physical education programs, but the assistance of a director or supervisor was available for many classroom teachers. Daily physical education classes were most common, and their length varied from 15 to 40 minutes with 30 minutes being reported most frequently. Games, folk dances, fundamental sports, stunts and tumbling, marching,

story plays, and singing games comprised the programs of a majority of the schools.

Baker, Annis, and Bontz (1954) asked supervisors to select classroom teachers who taught physical education on a regular basis to participate in a study about supervision in physical education in the elementary school. The 89 elementary school teachers who responded to the survey represented teachers from 50 cities or towns in 26 states. The results of the questionnaire indicated that 78% of the classroom teachers perceived their preservice education adequate to teach low-organized games, team games, dances, stunts, and self-testing activities. The classroom teachers, however, felt unprepared to analyze skills. Many teachers reported that they knew (a) how to organize a physical education class and (b) how to plan a physical education program; however, only one-fourth of the teachers felt comfortable with their abilities to evaluate their programs.

Long-term plans of some sort were prepared by two-thirds of the teachers, but few teachers wrote detailed lesson plans. Instead, they relied on skeletal plans or no plans. The teachers did correlate physical education with other curricular areas with music being cited most frequently, followed by social studies. The teachers indicated that they had the most difficulty helping children

to catch and to throw. Other concerns focused on teaching rhythms and dance.

Teachers found in-service procedures to be helpful in the following order: (a) demonstrations, (b) bulletins, (c) group conferences, (d) individual conferences, (e) visual aids and visitations, (f) workshops, and (g) short courses" (Baker, Annis, & Bontz, 1954, p. 384).

In an earlier study conducted by Baker, Annis, and Bontz (1952), the supervisors were questioned. The adequacy of preservice preparation of the classroom teachers was perceived differently by the supervisors. Supervisors reported that classroom teachers lacked (a) a repertoire of rhythms and dance activities, (b) a knowledge of analysis of skills, and (c) a background on the methods of teaching physical education. With the exception of a knowledge of analysis of skills, the supervisors and the classroom teachers differed as to the adequacy of the preparation of classroom teachers. The findings of the two surveys were consistent in the areas of (a) program planning, (b) available literature, (c) correlation with other studies, and (d) in-service procedures.

In 1958, Donnelly devised a "yes-no" checklist to find out how classroom teachers felt about certain aspects of the elementary school physical education program (p. 43). The checklist was administered to 150 elementary school classroom teachers in seven schools in four towns. The data revealed that 127 of the 138 teachers surveyed felt that

they were responsible for the physical education programs of their students. The classroom teachers expressed the opinion that physical education specialists should not have the responsibility of teaching the children all the time. A daily period of physical education was believed to be important by 99 of the 138 teachers. The teachers specified that they needed a specialist or a consultant on a regular basis without having to make a request. To help them with their programs, the teachers indicated a need for a curriculum guide.

Donnelly (1958) stated that classroom teachers recognized the need for physical education, and they knew they needed help; it was not necessary to convince them of that point. According to Donnelly, professional efforts should be concentrated on ways to work more effectively, more in harmony, with the classroom teachers who had the major responsibilities for the total daily program of the elementary school child.

In 50 states and the District of Columbia, Randall (1986) conducted a telephone survey of state education officials. Of the 43 states with available data, 37 states were able to identify the number of specialists employed at the elementary and secondary levels. According to Randall (1986), one of the most significant findings was the relative disproportion of elementary to secondary physical education specialists.

In the 37 states in which the breakdown was given, a total of 89,654.23 specialists were employed. Of this number, only 25,971.41 (or approximately 29 percent) were at the elementary level. By contrast, the concurrent student enrollments for the elementary grades comprised an average of 59 percent of the total student population. (p. 27)

Although elementary school physical education was required by statutes in most states, the data indicated that the responsibility for teaching physical education was often assumed by the classroom teacher.

In summary, the surveys conducted during the 1940's and 1950's reflected the investigators' concern for helping classroom teachers. Various researchers attempted to identify the needs of classroom teachers and to document their teaching responsibilities. Randall's (1986) survey, although not directly concerned with classroom teachers, revealed that they remain the primary teachers of elementary school physical education.

Classroom Teachers' Values and Perceptions of Physical Education

The literature reviewed in this category focused on research studies that examined classroom teachers' roles in teaching physical education. The investigators were also interested in classroom teachers' philosophical beliefs, perceptions, attitudes, opinions, and self-ratings concerning teaching physical education.

Amiot (1966) conducted a study to determine the personal and professional qualifications of the classroom

teachers who taught physical education and the status of physical education in selected elementary schools. With 82% of the questionnaires returned, 304 elementary classroom teachers from 35 selected elementary schools in 4 states participated in this study. Although over half of the teachers were responsible for teaching physical education, few teachers attempted to obtain some type of in-service preparation in physical education. A majority of the teachers indicated that in-service training was not offered by their schools.

Amiot reported interesting but conflicting findings. The classroom teachers, according to Amiot (1966), believed that a daily period of organized physical education should be a part of the school curriculum, but half of the teachers chose to meet their classes three times a week for a total of 90 minutes. Another conflict surfaced when teachers were asked about the use of a curriculum guide. A majority of the teachers expressed a need for a curriculum guide, but of the 53% who had a curriculum guide, only 43% used it.

Half of the teachers surveyed felt responsible for their students' physical education program. Two-thirds of the teachers specified that they wanted the help of a specialist, but they did not believe that the specialist should teach the students all the time. In schools with specialists, 66% indicated that the specialists served only as consultants. To help plan their program, 77% of the

teachers desired visits by a specialist on a weekly schedule. Teachers indicated a need for information about corrective and adaptive physical education activities.

Slater (1966) investigated the professional-philosophical beliefs of elementary school teachers and the relationship of these beliefs to elementary school physical education. The 78 elementary classroom teachers of the Seventh School District in Nelson, British Columbia, participated in the study. An opinionnaire-checklist, A Professional Checklist for Underlying Philosophical Beliefs, developed by Blair was used to determine the professional-philosophical beliefs of the teachers. A second opinionnaire-checklist was developed to ascertain how teachers' professional-philosophical beliefs were reflected in their thinking about physical education.

According to Slater (1966), the findings indicated that the majority of the teachers held a pragmatic philosophical view toward teaching. The respondents expressed similar philosophical positions in both checklists. Philosophical conflict occurred in the following areas: (a) the teacher (b) the learner, and (c) the evaluator. In these areas, the classroom teachers expressed an idealistic professional-philosophical perspective. Classroom teachers' beliefs about physical education in respect to the teacher, the learner, and the evaluator were pragmatic or realistic.

Phillips (1967) developed an inventory to investigate experienced teachers' favorable and unfavorable attitudes toward physical education and to determine classroom teachers' perceptions according to various categories of personal data such as age, sex, grade taught, years of teaching experience, and present teaching arrangement. Inventory responses of 177 classroom teachers from northeast Ohio were obtained. Selected conclusions from Phillips' (1967) study are listed below:

1. Classroom teachers, in general, tended to regard elementary physical education as a very important and essential factor in the total school curriculum.
2. An overwhelming majority of the classroom teachers showed favorable perceptions to most statements which described the role of physical education programs. Only in the area of scheduling was there any degree of disagreement.
3. Classroom teachers expressed differing opinions regarding the role of the teacher and the physical education specialist.
4. It appeared that classroom teachers who were involved in physical education programs tended to show more favorable attitudes toward elementary physical education than did the elementary classroom teachers who did not have any teaching responsibility [sic].
5. It appeared that younger teachers (up to 35) and older teachers (over 50) showed more favorable attitudes toward elementary physical education than did the middle age group (36-49).
6. Those teachers with 1-10 years and over 30 years of teaching experience tended to show more favorable attitudes toward elementary physical education than did the teachers with 11-30 years of service.
7. Sex and grade level did not appear to influence, to any great extent, the positive and negative responses. The females tended to be slightly more favorable than the males. Teachers in grades 1-3 tended to be slightly more favorable in their responses than teachers in grades 4-6. This observation may be explained in part by the fact

that a majority of the classroom teachers, teaching their own physical education, were teaching grades 1-3. The physical education specialists were found more frequently in grades 4-6.

8. A disturbing, yet puzzling finding, was that a vast majority of teachers disagreed that the physical education specialist should serve mainly as a resource person. If the interpretation of the "resource" person meant a person who offered advice but remained detached from the program, than [sic] the percentage of disagreement might be understandable. However, if the term was interpreted as being a person who assisted, guided, and in most ways served in a cooperative role, then the classroom teachers did not accept their role [sic] as being one of a combined effort with the physical education specialist. This would indicate either a lack of understanding, or an unwillingness on the part of the teacher to assume some responsibility for the teaching of physical education.
9. It appeared that personal experiences in physical education throughout the respondent's school years, tended to affect attitudes and perception of role in teaching elementary physical education. (pp. 94-96)

In 1971, Nokken developed an instrument to identify significant relationships between classroom teachers' feelings of personal adequacy toward teaching physical education and selected personal variables. In addition, he administered his survey instrument to a limited sample of elementary school classroom teachers. Although the results of this study should be viewed in light of the limited sample, they indicated that:

1. Elementary teachers believe in the value of physical education for students but support the need for specialists in the teaching role.
2. College experience embracing methods of physical, general education activity experiences, and extra-curricular activity related to physical education enhance self-concepts regarding ability to teach physical education.

3. Teacher age is a factor in desire and ability to teach physical education at the elementary school level.
4. There is an advantage in having men teach elementary physical education, because in general they have more interest in physical education.
5. Collegiate programs need to strengthen preparation courses to include competency in stunts, tumbling apparatus, and track and field. These activities are the basis of fundamental movement thus they are important in the program. (Nokken, 1971, pp. 50-52)

A more comprehensive study was conducted by Haynes in 1973 using Nokken's instrument in Part Three of his study. The purpose of Haynes' study of 238 elementary schools in North Carolina was to compare attitudes, opinions, and self-ratings among classroom teachers, who had the assistance of a specialist or a coordinator and those who did not. The survey consisted of four parts. Part One was a brief checklist to provide background information related to sex, age, teaching experience, teacher preparation in physical education methods, and grade level. Part Two utilized the following three scales of the Attitude Toward Physical Activity Inventory developed by Gerald Kenyon: aesthetic; health and fitness; and social. Part Three was the Physical Education Professional Questionnaire for Classroom Teachers developed by Nokken that measured attitude, opinions, and self-ratings toward physical education. The final part of the survey was an open-ended question asking the classroom teachers to share problems encountered while teaching physical education. Conclusions from this study were based upon data from 3,796 female

classroom teachers and 205 male classroom teachers. The following were selected conclusions obtained from the study:

1. There was little evidence to indicate that in-service assistance, provided for classroom teachers in North Carolina elementary schools by coordinators or specialists, enhanced teacher attitudes and self-ratings relating to physical education.
2. Apparently, school size was not an important factor in determining teacher attitudes relating to physical education.
3. As predicted, comparisons of attitudes and self-ratings in relation to certain characteristics with the individual teacher as the unit of analysis generally favored: male respondents; younger, less experienced teachers; classroom teachers with extensive preparation; and primary grade teachers.
4. The findings concerning problems related to instruction in physical education were interpreted to mean that due to the lack of adequate facilities and equipment, the limited teacher preparation and in-service assistance in the subject, and other problems associated with teaching conditions, classroom teachers in North Carolina elementary schools have found it very difficult to provide adequate instruction in physical education. (Haynes, 1973, pp. 183-185)

In 1985, Akers conducted a study to examine the attitudes of elementary school teachers toward physical activities for their students and for themselves. In phase one, 120 teachers completed two inventories, a SELF-Personal Purpose Meanings in Movement Inventory and a CHILD-Personal Purpose Meanings in Movement Inventory. In phase two, 10 teachers from a selected school were interviewed for comments on their responses.

The following selected conclusions were drawn from her (Akers, 1985) findings:

1. Teachers do value movement, more highly for children than for themselves.
2. Teachers can differentiate between their attitudes about the purposes of physical activities for themselves and the purposes of physical activity for children.
3. Teachers value physical activity in interdisciplinary learning. (p. 129)

These studies indicate that classroom teachers believe that physical education should be a part of the elementary school curriculum. Classroom teachers, however, wanted the assistance of specialists to provide guidance in planning their physical education programs. Although they recognized the teaching roles of the specialists to be important, they did not want the specialists to assume the responsibilities for teaching their students all the time. The attitudes of the classroom teachers toward teaching physical education were related to sex, age, and grade taught. Classroom teachers' professional preparation and experiences tended to influence their attitudes and perceptions of their roles in teaching physical education.

The first section has presented a focused review of the literature concerning the roles of classroom teachers teaching elementary school physical education. The second section of the literature review which follows is to gain a greater understanding of the daily teaching responsibilities of classroom teachers.

Classroom Teacher Realities

This section is a review of selected literature dealing with the realities of being a classroom teacher. The

significance of the reviewed literature lies in its representation of several authors' perspectives on the teaching world. This literature afforded the researcher the opportunity to take the common happenings in schools and examine them more closely. It became a lens through which to learn more about the educational system. Three books and seven articles were chosen for review. These classical and contemporary studies were chosen because they were frequently cited by other authors as representing the world of teaching.

First published in 1932, Waller's (1965) book, The Sociology of Teaching, was one of the earliest works to explore the lives of teachers in the social world of teaching. The purpose of the study was to present a systematic picture of what school was actually like, "to give insight into concrete situations typical of a typical school" (Waller, 1965, preface). He attempted to draw upon the insights of teachers to create a larger picture of the social, political, and cultural world of schools. Waller's method for gathering and interpreting the material was "empirical and observational" (Waller, 1965, preface) for he believed that "understanding of human life will be much advanced by the direct study of social phenomena" (Waller, 1965, preface).

Waller (1965) viewed schools as a closed system of social interaction. Teachers were found to be isolated and

alienated by the community; they were confronted also with numerous written and unwritten expectations enforced by the community and fellow teachers. Teaching was not only an occupation but also a status. To the community, teachers were the carriers of mundane values that imposed humbling restrictions. The teacher stereotype was of a "despot ruling over the petty concerns of children," and male teachers were often excluded from the society of men such as bankers and lawyers (Waller, 1965, p. 59). Another community prejudice about teachers was that teaching was perceived as a "failure belt." Teaching was a profession for women who would never marry and for men who could not sell. Waller believed that the insecurity associated with tenure kept teachers in their powerless places.

The political structure of the school was based on the authority principle (Waller, 1965). The authority of the school executives and the teachers was constantly threatened by (a) the students, (b) the parents, (c) the school board, (d) their fellow colleagues, and (e) the alumni. According to Waller, the political order of the school was characterized by three levels. The first level was theoretical control of the school by the school board; the second level was actual control of the school affairs by school executives; control of school affairs by the students was the third or ultimate level. In Waller's political order of the school, the teachers were not recognized as having any

power--even within their classrooms. The difficulty in maintaining authority was increased by the low social standing of the teaching profession.

Waller concluded that teachers were recognized as agents of cultural diffusion but were afforded secondary status because of low material success and recognition. These and other social insights became the foundations for numerous studies by other researchers. His study became a model for future studies because of the methodology he used and his attention on the actual teaching world.

Life in Classrooms (Jackson, 1968) included research findings based on interviews with 50 outstanding teachers selected by their principals. The sample, according to Jackson, represented "elementary school teachers who rise to positions of leadership and respect in 'advantaged' school systems" (p. 118). This study focused on three parts: (a) the teacher's self-evaluation, (b) the institutional authority, and (c) the satisfactions from teaching. Four themes emerged from the interviews that characterized school life.

The first theme discussed by Jackson (1968) was summarized by the word immediacy,

a here-and-now urgency and a spontaneous quality that brings excitement and variety to the teacher's work, though it may contribute to the fatigue he feels at the end of the day. (pp. 119-120)

Teachers did not rely on reaping an "unseen harvest" for the results of their teaching, yet they kept an eye on long-range goals (p. 120). Fleeting behavioral cues of students were used to evaluate their job performance. The teachers were more concerned about the interest and enthusiasm expressed by the children in the classroom than the results of test scores.

Informality of teaching styles, the second theme, was characterized as meaning less formal rather than not formal. An informal style of teaching that allowed greater freedom was practiced, and a free, friendly attitude took precedence over a more formal atmosphere in the classroom. When questioned about their styles of teaching, several teachers referred to the use of authority. These teachers indicated that with experience the use of authority decreased.

The third theme identified in the interviews was autonomy as it related particularly to the relationship with superiors. The teachers mentioned two main threats to autonomy, an inflexible curriculum and administrative superiors' evaluations. The interview data revealed that these teachers viewed curriculum guides as guidelines; they insisted on maintaining spontaneity and freedom to exercise their professional judgments when planning and organizing their lesson plans. With regard to evaluation, teachers did not want total independence or isolation from their superiors. They welcomed company in the classroom and desired the

help of the supervisors; however, they wanted to preserve the feeling of being in control of their classrooms.

The fourth theme noted in the interviews was student individuality. The teachers expressed concern about the well-being of individual students in their classes. This theme was most prevalent when teachers talked about satisfactions derived from their work. The source of their satisfactions from teaching was revealed by an increased emotional intensity; for example, the emotions ranged "from a sense of personal usefulness, to a feeling of accomplishment, to excitement created by the unexpected, to the thrill of witnessing dramatic change" (Jackson, 1968, p. 138). The concerns and sources of gratifications for the teachers were the progress and development of individual students.

The interview data offered other insights into life in classrooms. The observational data collected by Jackson documented that events happen rapidly in the small world of a classroom. Teachers engaged typically in 200 to 300 interpersonal interchanges every hour of the working day. The average teacher was in charge of 25 to 30 students of varying abilities and regularly prepared to teach four to five major curricular areas (Jackson, 1968, p. 165). The classroom was a place of repetition, routines, and compulsory aspects. It was, however, a rather stable environment. Jackson noted that beneath the surface of the events of the complex classroom environment lay the complex

world of an individual child. He recognized that it was imperative for the teacher to know each child but not pause too long or too often because of the range of other responsibilities (Jackson, 1968, pp. 172-173).

Although generalizations from Jackson's sample of outstanding teachers should be made with caution, he did document in this study the complex nature of the classroom. Jackson provided insights into (a) how teachers measure their instructional success, (b) how teachers perceived their styles of teaching, (c) how teachers desired to maintain their freedom to teach without rigid curricular or evaluative constraints, and (d) how teachers derived satisfactions from working with students. From the interview data summarized by Jackson, one comes away feeling that the teachers in this study were sincerely concerned about children, and they wanted to create an environment conducive for learning.

The unifying theme of Lortie's (1975) book, School-teacher: A Sociological Study, was a search for the nature and content of the ethos of the teaching occupation. Ethos, according to Lortie, referred to "the pattern of orientations and sentiments which is peculiar to teachers and which distinguishes them from other occupations" (p. viii). Lortie focused on the findings that perpetuate the profession (a) recruitment, (b) socialization, and (c) distribution of career rewards. The significance of

this book was that Lortie examined what teachers do and what meanings they attached to their activities.

Lortie used three sources of data to illustrate his points. Information was collected from (a) interviews in 1963 with 96 teachers in the greater Boston area, (b) questionnaires completed by 5000 teachers in Dade County, Florida, in 1964, and (c) an analysis of National Education Association surveys published in 1963, 1967, 1972. Although the results are dated, the findings provided insights into the feelings of teachers and clues as to how teachers were socialized.

Larson (1976) described Lortie's data as showing that the striving of teachers for classroom success caused their behavior to move toward "presentism, concern for control, and disenchantment with theoretical and technical approaches" (p. 643). Contributing to the feelings of isolation and insecurity, teachers appeared to be cellular and to avoid forming collegial relationships with fellow teachers.

In summary, Lortie found that "the teachers are deeply rooted in traditional patterns of thought and practice" (p. 24). He suggested that the process of recruitment, socialization, and work rewards tended to reaffirm the past and to contribute to the occupational ethos. Lortie's book synthesized the research on teaching and increased our

awareness of the complexities of teaching in relation to its pattern of orientations and sentiments.

Lieberman and Miller's (1978, 1984a) understandings of teaching were developed over time and were based on the literature, the current research, their work with teachers, and reflections on their experiences. They used these understandings to discuss their perceptions of teaching in three articles. These three studies are discussed in more detail because the authors' were perceived as describing the systematic happenings in the classroom. Their descriptions appeared to capture teaching in a real setting.

Teaching was characterized by Lieberman and Miller (1978) as being an art, not by design, but by need. Teachers were viewed as craftpeople working at their crafts to adjust and to readjust to the ambiguous connection between what is taught and what is learned (Lieberman & Miller, 1984a). With this view of teaching, Lieberman and Miller (1984a) stated that they expected and found teaching to be a messy and highly personal enterprise.

According to Lieberman and Miller (1984a), as teaching styles are personalized they become teachers' professional identities. Individual teaching strategies and styles of teaching evolve as teachers try to teach knowledge to a group of students and at the same time to make friends and to work with the students at a personal level.

The greatest satisfaction for teachers is the feeling of being rewarded by their students (Lieberman & Miller, 1984a). Because of the isolated nature of teachers, they rely on feedback from words, expressions, behaviors, and suggestions of their students. Unlike some professions, teachers receive little feedback from colleagues or supervisors.

Lieberman and Miller (1978, 1984a) perceived teachers as continuously seeking professional knowledge. During their preservice education, they take numerous courses in the theory and in the practice of education; yet upon entering teaching, they find the content irrelevant (Lieberman and Miller, 1984a, p. 3). Teachers expressed mixed feelings about their in-service educational experiences. Some courses and workshops were practical and beneficial while others were a waste of time. Part of the frustration appeared to be the lack of consensus as to what was basic to the practice of the teaching profession.

Although there was much discussion concerning accountability, Lieberman and Miller (1984a) found that vague goals were often in conflict. According to their research and experiences in the field, they noted that curricular goals were stated but left to the teachers to translate to their particular situations.

Lieberman and Miller (1984a) stated that teachers work hard to develop a set of norms and rules that are

appropriate for their students and their teaching situations. The norms and the rules of school provide a sense of certainty for teachers in a school setting which can be sometimes ambiguous. On a day-to-day basis, the one thing known about teachers is how well they maintain their classes and control their students. This provides insight as to why a quiet classroom has become an accepted norm for a good classroom (Lieberman & Miller, 1978).

Lieberman and Miller's (1978, 1984a) understanding of teaching has been deepened by their work in the field. Based upon their experiences in classrooms, Lieberman and Miller have identified four themes that characterize the dailiness of teaching. The four themes are (a) rhythms, (b) rules, (c) interaction, and (d) feelings.

According to Lieberman and Miller (1984a), the routine that classroom teachers follow is typical and cyclical. The rhythm of the days, the weeks, the months, and the school year define the classroom teachers' years of service. Teachers are bound for a large portion of the day by time and space. School begins before the morning rush hour and ends well before the evening rush hour. Mornings and afternoons are divided by lunch. The seasons and the holidays contribute to the rhythm of school as well (Lieberman & Miller, 1978, 1984a).

During their observations, Lieberman and Miller (1978) found that elementary school teachers are skilled at

adapting the activities of the school day to the pulses of their students and themselves. The school day is characterized by interruptions, and a portion of the teachers' day is spent performing clerical work.

Schools, like other organizations, are governed by rules, formal and informal, according to Lieberman and Miller (1978, 1984a). The most prevalent informal rules found were "be practical" and "be private" (1984a, p. 7).

Being practical takes into account the circumstances of the school and works immediately in the classroom.

According to Lieberman and Miller's (1978) findings, "the striving 'to change' the system is idealistic; the striving 'to make do' is practical" (p. 59).

The second informal rule is to be private. By following the rule to be private, Lieberman and Miller (1978, 1984a) concluded, teachers forfeit the opportunity to share their successes, but they reserve the right to conceal their failures. Traditionally, being private is a safe but lonely way to function.

Within the course of a day, Lieberman and Miller (1978, 1984a) observed teachers' interactions with a variety of people: (a) teachers to teachers, (b) teacher to students, and (c) teacher to principal. Teachers preferred to talk about nonschool happenings with other teachers. Lieberman and Miller stated that jousting and griping were the two types of interactions that occurred most frequently.

Jousting was defined as good-natured kidding. Griping was a safe acceptable way to express negative feelings about their work. Teachers reported that they did not wish to talk about anything serious. Instead, they expressed a need "to recharge for the next assault" (Lieberman & Miller, 1978, p. 61).

For teachers, the relationships with students were of primary importance (Lieberman and Miller, 1978, 1984a). Personal relationships were more gratifying than instructional relationships. The teachers stated that being a role model was an important part of their teaching responsibilities, although it was not recognized as a professional responsibility (Lieberman & Miller, 1978).

Much has been written (Waller, 1965; Lortie, 1975) about the isolation of teachers. The experiences of Lieberman and Miller (1978, 1984a) indicated that teachers' isolation is affected by the leadership and the administration in the school. Although there are few face-to-face interactions with the principal on a daily basis, the principal makes teachers' work pleasant or unbearable. Most teachers reported that they avoided "getting on the bad side of the principal" (Lieberman & Miller, 1978, p. 62). The authors characterized the relationship between the principal and the teachers as a function of gaining privileges such as securing new resources or gaining support for new ideas. Classroom teachers perceived that privileges were controlled

arbitrarily by the principal, who had the prerogative to assign extra duties.

Lieberman and Miller (1978, 1984a) found that it was difficult to uncover teachers' private feelings about their profession. One feeling expressed by the teachers was their genuine satisfaction about working with children, but they had ambivalent feelings about being with children all day; they felt that they were perceived by other adults as living in a child's reality, unable to understand an adult world. Lieberman and Miller (1978, 1984a) noted that teachers lacked confidence about their values as good teachers. They surmised that these feelings were prevalent because of the lack of peer support and adult interactions, and that their evaluations were left to students.

Control for the classroom teacher is territorial. It exists for them in the classroom, and even that is tenuous, according to Lieberman and Miller (1978, 1984a). For teachers, control disappears when they walk out of their classrooms. Lieberman and Miller depicted teachers' power as moving from levels of almost complete control to levels of powerlessness.

In a classroom research project, Lieberman became an active participant (Lieberman & Miller, 1984b). Her relationship with the two team teachers was unique, for they had known each other since college.

Based upon the findings of the first two days, three dilemmas emerged. The first dilemma that surfaced was the tension between being personal and being professional. The teachers displayed feelings of familiarity, liking, caring, and warmth, while at other times they assumed a more detached teacher-like stance toward the students. Another example was the lack of knowledge in some subjects that the teachers were responsible for teaching in the elementary school curriculum. Lieberman and Miller (1984b) found that the teachers' own sense of creativity took over in these situations. For the two teachers observed, routine became easier than risk, thus implying that it was an accepted practice that teachers chose not to teach a subject rather than risk teaching something that they knew little about.

The second dilemma that Lieberman and Miller (1984b) deduced was one of control. To gain control over students, curriculum, time, and materials, the two teachers in this study established routines, guided by the clock, the book, and the test. The teachers assumed direct control over the traditional subjects--reading, writing, and math, but they were more flexible in other subject areas.

The third dilemma represents a collection of universal dilemmas faced by all elementary school classroom teachers (Lieberman & Miller, 1984b). The teachers were responsible for the following: (a) organizing and teaching ten or more subjects to a group of 23 to 26 children, (b) grouping

students of varying abilities for different activities, (c) making decisions as to what should be taught and what should be ignored, (d) deciding how much time should be devoted to one area versus another, and (e) picking up where the last teacher left off.

The articles by Lieberman and Miller (1978, 1984a, 1984b) presented schools within a social context. Although they discussed a variety of components that make up the social world of the classroom, they perceived them as being inseparable. The components interacted constantly to create the social context of schools.

A limited view of teachers was most frequently presented in the literature. "The perception of many children, that teachers live at school, is also a perception that might be derived from reading education [sic] literature" (Spencer, 1984, p. 283). To understand clearly the realities of the classroom, Spencer (1984) conducted a two-year study examining the reciprocal influences of home and school on women teachers. Case studies of eight teachers were compiled on a day-to-day basis. Throughout the study, informal interviews were conducted with these teachers. Forty-two other teachers were selected from schools in six states and interviewed once. Formal open-ended, in-depth interviews covering four areas were conducted. The four areas were (a) personal histories,

(b) teaching experiences, (c) home lives, and (d) staff development.

Spencer's study revealed that social backgrounds had a strong influence on teachers' attitudes, values, and behaviors. Their choices of colleges, spouses, and teaching jobs were affected by their social backgrounds.

Teachers reported that their home lives were influenced by school in several ways. For 71% of the teachers, the school day was extended by one hour or more for correcting papers and planning for future lessons. Extensive record keeping and following curriculum guides added to the teachers' work load at home. Teachers who were responsible for extracurricular duties (usually single teachers) had limited time at home. For these teachers, school was an ever-present reality. Single, married, and divorced teachers reported that low pay made a significant impact on their life-styles.

Because of personal problems or complications of scheduling activities for their families, teachers reported that their home lives affected their school lives. Teachers influenced most were those with families. Staying up all night with a sick child or caring for a newborn baby affected the performance and the concentration of teachers in the classroom. One teacher described her day. Beginning early in the morning the teacher woke her children, prepared breakfast, and left the children at three different schools

on her way to school. After school, she managed to pick up the children from school, or an athletic practice, or a club meeting, or a babysitter's home. Once home, the teacher prepared dinner, cleaned the kitchen, helped the children with their homework, and readied them for bed. She began her paperwork for school around 10:00 p.m..

Only one teacher was able to compartmentalize her home and school life. Other teachers stated that they would like to be able to compartmentalize their school and home lives, but they found it impossible. Regardless of their differing situations, home and school events were constant and inter-related realities. From Spencer's findings, it was clear that the home and school lives were inseparable for the other 49 teachers in this study.

In summary, the authors in this section of the literature review represent several interpretations of the world of teaching. From the literature reviewed, the investigator has surmised an interesting conclusion. As documented by these authors, it appears that classroom teachers' perceptions of teaching have changed very little over the past 50 years. Similar themes such as (a) isolation, (b) curricular choice, (c) evaluation, and (d) satisfaction and rewards kept reappearing throughout the research studies. Reflection upon the realities of teaching as depicted by Waller, Jackson, Lortie, Lieberman and Miller, and Spencer was an attempt to understand some of the forces

that frustrate and inhibit people's attempts to become the teachers they want to be. With the exception of Spencer's study, the other authors presented views that were limited to teachers' roles in schools. The investigator believes that more studies like Spencer's that encompass a broader perspectives of teachers would provide a richer, fuller understanding of teachers.

These studies highlight the teaching situation but only hint at ways that teachers transcend the realities of teaching. Greene (1978) believes that teachers can transcend social, cultural, and personal barriers by considering what is possible. In the next section, novels reviewed by the researcher reveal rich perspectives about the humanity of people who happen to be teachers.

Novels Depicting the Realities of Teaching

As suggested by Greene (1978) there are multiple realities of teaching. "What we understand to be 'reality' is interpreted or reflected on experience" (Greene, 1978, p. 24). An individual's point of view encompasses two perspectives, a personal reality and a shared social reality. These two perspectives are based upon past school experiences and on common ways of thinking and of talking about schools (Greene, 1978). Greene (1978) noted that it is important to move back into "inner time" (p. 29) to recapture the ways in which the meanings of teaching are formed over the years. The process of reflection helps

teachers to understand the provisional character of their knowing--of all knowing. Reading biographical and autobiographical novels was chosen as a way to share additional reflections on the world of teaching.

Payne, Neville, and Chapman (1947) defined a novel as a "a long fictitious prose story built around people, showing how they lived under the influence of time and place" (p. 130). They suggested that a novel may portray conditions that exist in real life. McCallum (1936) stated that if the author is successful, "he creates something far more real than actuality" (p. 435).

A novel allows the reader to come to know the characters, at least the main character intimately. The reader becomes an active participant in the author's act of reflection by way of the character, privy to the character's thoughts and the process itself. Through the characters the reader may see the social, the cultural, and the personal demands of teaching from a different viewpoint. Novels allow us to examine the personal and idiosyncratic world of teachers; the reader shares the characters' journeys. Most social science studies focus on the commonality of findings about a group of teachers. Novels permit the reader to examine the complexity of teaching and the people who teach. Each character plays an unique role or a critical part in the story.

Three novels and one autobiography about teaching were reviewed. These books were chosen because the authors have reputations as perceptive novelists and keen observers with special talents for re-creating the past with precision. All of these novels represent recreations of the authors' memories of the past. Not only were the authors able to capture the setting but also the personal emotions and social attitudes involved in the experiences. The novels are based upon the authors' reflections on their educational experiences and on their common understandings of the world of teaching.

The first novel reviewed was The Prime of Miss Jean Brodie by Muriel Spark (1962). Kemp (1974) noted that Muriel Spark in her novels was not attempting to create the illusion of life because Muriel believed that "life itself can be illusion, dangerously obscuring basic truths by its swarming welter of diverse phenomena" (p. 12). Muriel Spark hoped to present a theme more clearly and more appropriately than in real life. Muriel Spark's novel, The Prime of Miss Jean Brodie, was selected to provide insights into the realities of teaching as characterized by the fictitious character of Miss Brodie.

Derek Stanford (1963), a literary critic and personal friend of Muriel Spark, has said that although Miss Brodie was a character of fiction, "a prose original of this fanciful copy did once teach Muriel as a girl at school in

Edinburgh" (p. 38). Muriel had been one of her prized students, and they maintained correspondence long after she completed her schooling. Having met Miss Brodie's original, Stanford described her "as a woman of culture--an Amazon of enlightenment ..." who believed that "her girls should know something of Botticelli, Italian landscape and care of the complexion as well as decimals and vulgar fractions" (p. 38). It was at this point, however, that the resemblance of Miss Brodie's original to the novel's character ends (Stanford, 1963).

According to Stanford (1963), Muriel Spark depicted life in Edinburgh as it was during her school days. In the novel, she captured the society of the time--the plight of the city's unemployment, the sturdy independence of the middle class, the moralism of the Scots, and their doctrine of work (Stanford, 1963).

Muriel Spark created a character who rejected the commonly held perceptions of what a teacher and teaching should be in favor of her idiosyncratic perceptions. Miss Brodie's philosophy of teaching and her methods of teaching allow the reader to gain insights into how Spark believed a teacher influences her students. Miss Brodie believed that "education is a leading out of what is already there in the pupil's soul" unlike the headmistress's philosophy "of putting in of something that is not there ..." (Spark, 1962, pp. 54-55). Because of the difference in their educational

philosophies, Miss Brodie was not comfortable with Miss MacKay, the headmistress, evaluating her teaching.

The "Brodie set" was a select group of five students that Miss Brodie gave special attention to while they were under her tutelage at the junior school. After they moved to the senior school at the age of 12, Miss Brodie continued to discuss her affairs only with the "Brodie set" whom she had "trained up in her confidence" (Spark, 1962, p. 15). The "Brodie set" was "famous in the school, which is to say they were held in suspicion and not much liking" (p. 11). For her close association with the "Brodie set," Miss Brodie was alienated from the other teachers. The only two teachers who paid any attention to Miss Brodie were Teddy Lloyd, the art teacher, and Mr. Lowther, the music teacher, because they were both a little in love with her. Waller's (1965) study found that teachers tended to resent other teachers' forming friendships with students. Miss Brodie was given a choice: be friends with teachers or be friends with students. Because Miss Brodie chose to be friends with her students, she was alienated from the other teachers.

Miss Brodie's style of teaching was informal. She engaged students in discourses on topics that ranged from Mussolini, to Charlotte Bronte's love life, to Einstein, to astrology, to the Bible. She wanted her ideas and her approach to learning to remain a part of her students.

Miss Brodie's need to reshape the curriculum was similar to the findings by Jackson (1968). One of the main themes noted in Jackson's study was that teachers consider an inflexible curriculum a threat to their autonomy. It was the nature of Miss Brodie's curricular decisions that eventually led to her dismissal.

The greatest satisfactions gained from teaching for Miss Brodie were centered around her interactions with the "Brodie set." The Prime of Miss Jean Brodie (Spark, 1962) showed how the personal life of a teacher can be intertwined with her students. Spark captured the emotions of the characters as they journeyed through the years, long after the students had left Miss Brodie's tutelage.

In the second book reviewed, The Centaur, John Updike "is drawn toward factual observations; and his fiction does have a strong autobiographical bias" as noted by Detweiler (1972 p. 86). Hamilton (1970) believed this novel to be "the most personal and 'least invented' of the [Updike] novels" (p. 157). The high school, Olinger, represented Updike's high school, Shillington. George Caldwell, the main character, was a high school teacher like Updike's father. Peter, the primary narrator and George Caldwell's son, was Updike (Detweiler, 1972). George Caldwell was portrayed as a teacher and a sacrificing father, but he was also Chiron the mythical centaur. Updike's shift from classical myth to realism was used to illustrate man's

duality of godlike qualities and of mortal weakness--of good and of bad (Detweiler, 1972).

This novel was significant because the educational system was the setting for the story. As noted by Burchard (1971),

Updike does not criticize technical or academic functions of the school; he does suggest that a close look be taken at the moral and professional standards of their personnel (p. 57).

The novel opened with George Caldwell's being struck in the ankle by a metal arrow. When Caldwell returned late from having the arrow removed, Zimmerman, the principal, had assumed the responsibility of his class. Zimmerman decided to remain in the classroom to observe George Caldwell's teaching. The irony of the situation became apparent. The classroom was a state of confusion that rose to chaos while George Caldwell presented "a remarkable account" (Burchard, 1971, p. 58) of the creation of the universe. Although a good teacher, George Caldwell's weakness was revealed by his lack of discipline. The sexual immorality of the principal was illustrated by his ogling of a female student's breasts while taking notes on Caldwell's teaching.

After reading his evaluation, George Caldwell believed that he would be dismissed. Seeing Zimmerman later that evening at a basketball game, George Caldwell was taken by surprise when Zimmerman mentioned casually that he was a good teacher--something Zimmerman had failed to document in

his evaluation. George was so overwhelmed that he walked away; he thought that he must have missed something; he could not believe his ears. His knee caps tingled, and his hands felt numb. George was not sure if these were symptoms of a disease or of relief. His anxiety encompassed mental and physical anguish. This scene illustrated George's uncertainty about his ability to teach and how the principal trivialized his teaching ability.

Waller (1965) documented that teachers' authority is threatened by members of the school board, and he noted teachers' concerns about board members' lack of knowledge about education. George described his feelings about school board members in this statement:

'She got herself elected to the school board to guarantee personally her children's education.' From his professional heart, Caldwell despises these meddling mothers; 'they haven't a clue as to what education is: a jungle, an unholy mess.' (Updike, 1963, p. 151)

To George, education was more than learning about the creation of the universe. It was believing in his students although they failed to respect him as a teacher and as a person. There was a sense of hope throughout the book with "praise of the goodness of man" (Burchard, 1971, p. 60). George failed to meet society's expectations and his own, but he was "almost a Christlike figure in his sacrificial love for others" (Burchard, 1971, p. 60).

John Updike in The Centaur brought to life George's emotional stress of being evaluated and his struggle to be a good teacher. He disclosed George's status within the community and his concern about it. Reading this novel provides insights into the the professional and personal struggles of a teacher.

Spinster, a novel by Sylvia Ashton-Warner (1959), used everyday language to describe the happenings in a Maori primary classroom. It is a literary presentation of feelings, emotions, and understandings of teaching. Spinster was an example of literary liberties taken by an author to tell a story to highlight a point, depicting the complex realities of teaching.

In his studies, Jackson (1968) found the classroom was a complex place, and Ashton-Warner captured this complexity in her description of Miss Vocontosov's infant room. The following passages characterized a day in Miss Vocontosov's classroom:

The little dinghy riding the high waves of the ocean runs into some benign weather. The pre-fab is full of sun and a calm, rhythmically beating creativity. There is noise, of course, but these are children. There is conversation and crying, towers rising tall, bombers on the blackboard, flowers on the clay-boards, a graveyard in the sand table, wharves made of blocks in the water trough with precarious ships sailing, and strange shapes in chalk and paint. (Ashton-Warner, 1959, p. 53)

A rainy, rainy, rainy Thursday and I talk to them all day. They ask ten thousand questions in the morning and eleven thousand in the afternoon. (Ashton-Warner, 1959, p. 59)

Once again the fear of being evaluated surfaced. Like George, Miss Vocontosov was haunted by an imaginary phantom inspector peering down from the rafters who "materializes into a man on the floor" (Ashton-Warner, 1959, p. 98). The threat of an inspector visiting Miss Vocontosov's classroom was sprinkled throughout the book. Ashton-Warner illustrated the physical and emotional anxiety of being evaluated in this passage:

But soon I am aware of a second weight. It's a moral weight. It's the guilt upon my shoulders like the Old Man of the Sea. His legs round my throat I feel almost physically. What if there were an inspector outside and he heard this din? (Ashton-Warner, 1959, p. 39)

Although Miss Vocontosov devoted most of her efforts to becoming a better teacher, it was not enough. The inspectors were aware of her efforts, but they rejected her ideas of teaching. Her perception of her ability to teach was based upon the inspector's evaluations as shown in this passage.

Our grading comes this week.... I'm marked low. When I open the portentous envelope that I find in the box after school, I see I am marked exceedingly low. There can be no doubt about it; I'm a very low-ability teacher. For the whole of my teaching life inspectors have agreed on that. (Ashton-Warner, 1959, p. 81)

As Miss Vocontosov struggled to become a better teacher, she learned that teaching and being a teacher were about people communicating with people; that education should be a humanizing experience. Miss Vocontosov searched for a key to help the Maori children learn to read.

By studying their cultural heritage and the events that occurred at school, at home, and within their country, she hoped to understand her students. Miss Vocontosov's way of patience and searching was illustrated in this passage:

And more and more as I talk with them I sense hidden in this converse some kind of key. A kind of high-above nebulous meaning that I cannot identify. And the more I withdraw as a teacher and sit and talk as a person, the more I join in with the stream of their energy, and the direction of their inclinations, the rhythms of their emotions and the forces of their communications, the more I feel my thinking traveling towards this; this something that is the answer to it all; this ... key. (Ashton-Warner, 1959, p. 59)

Ashton-Warner in Spinster looked at more than the external factors influencing school. The author attempted to connect teaching to the personal life of Miss Vocontosov (the teacher), the personal lives of the children, the happenings of the community, the political factors (inspector and headmaster), teacher and student evaluations, curriculum designs, lesson planning, appropriate materials and equipment, and even extra duties. Spinster represents one person's attempt to present the wholeness and richness of teaching. The characters come to life as they are pictured in words and called by names. Ashton-Warner also recounted these same experiences in a nonfiction book.

Teacher, a biographical book by Ashton-Warner (1963), is the author's attempt to share her experiences as a teacher in a Maori primary classroom. This book contains her observations, annotations, descriptions, reflections,

and understandings of teaching. The first half of the book is a description of her method of creative teaching. In this section, Ashton-Warner explained how she developed the idea of a "key vocabulary" to bridge the gap between one culture (Maori) and another (European). She believed reading to be "words organically tied up, organically born from the dynamic life itself. They must be words what are already part of the child's being" (Ashton-Warner, 1963, p. 33). Her emotional struggle to identify the "key vocabulary" was presented in Spinster. But in Teacher the principles on which her curriculum were based were more systematically discussed.

The second part of the book originated from the author's diary of life in a Maori school and became the basis for many of the characters and events in Spinster. Ashton-Warner (1963) in Teacher showed the connection between factors influencing the complexity of schools such as (a) the uniqueness of individuals, (b) personal biographies, (c) visits by an inspector, and (d) textbooks.

This section of the reviewed literature attempted to present an alternative way of examining the realities that classroom teachers face each day. The richness of the stories told in these novels allows one to gain a perspective that encompasses the wholeness of life and of teaching. One is able to share with the characters their

struggles to overcome the social, cultural, and personal barriers that challenge them.

As suggested by Greene (1983), reading literature may move a reader to "break with the commonsense world he normally takes for granted" (p. 170). Reading novels may enable the reader to unify the perspectives leading one to "intervene in his own reality with attentiveness, with awareness--to act upon his situation and make sense" (p. 178). Reading novels was another way the researcher chose to "make sense" of the lives of teachers.

CHAPTER III
RESEARCH PROCEDURES

The purpose of this study was to gain insights into how five classroom teachers' perceptions of physical education were formed and how these perceptions influenced their teaching of physical education. The primary sources of information were semi-structured, open-ended interviews and a brief questionnaire. In this chapter the research procedures have been organized into five sections: (a) research method and rationale, (b) pilot study, (c) selection process, (d) interview process, and (e) interpretation of the data.

Research Method and Rationale

The methodology selected to investigate this inquiry was the semi-structured, open-ended interview. This method was chosen for two reasons. The first reason stated by Dexter (1970, p. 11) was that "interviewing is the preferred tactic of data collection when in fact it appears likely that it will get better data or more data at less cost than other tactics." The second reason was that the interview method appeared to be the most appropriate approach for obtaining insights into the world of the classroom teachers and their perceptions of physical education. Guba and

Lincoln (1981) stated that the interview method is useful because it allows the interviewer

to tap into the experience of others in their own natural language, while utilizing their value and belief framework, which is virtually impossible without face-to-face and verbal interaction with them. (p. 155)

According to Lofland and Lofland (1984), meanings often center on how people define a particular topic, and the interview method permits the researcher to study these meanings.

Numerous authors (Dexter, 1970; Guba & Lincoln, 1981; Hyman, Cobb, Feldman, Hart, & Stember, 1965; Lincoln & Guba, 1985; Merton, Fiske, & Kendall, 1956; Patton, 1980) espoused various unique characteristics of the interview method. One characteristic consistently identified was that this approach allows the researcher to gain information that leads from a rich description to meaningful insights into a phenomenon.

Hyman et al. (1965, p. 17) stated that in order "to find out a person's thoughts one must sometimes ask him a question." Patton (1980, p. 196) reiterated this point when he said that the purpose of interviewing is to ask questions, to find out what is in and on someone else's mind, and "to enter into the person's perspective." Bogdan and Biklen (1982, p. 135) supported Patton's view that interviews are useful in gathering "descriptive data in the

subject's own words so that the researcher can develop insights on how subjects interpret some piece of the world."

Guba and Lincoln (1981, p. 157) stated that interviewing focuses on "multiple realities" and multiple "perspectives." They take the position that

naturalistic inquiry presupposes that communities, schools, and social settings of any variety have pluralistic sets of values that may from time to time cause conflict in the management of social enterprises. (Guba & Lincoln, 1981, p. 156)

To understand these values and their points of conflict, multiple perspectives are necessary for an inquiry (Guba & Lincoln, 1981). These multiple perspectives are made up of "the unique, the singular, the idiosyncratic" experiences of individuals (Guba & Lincoln, 1981, p. 157). According to Guba and Lincoln (1981, p. 157), the interview technique should be chosen as the research method to reach the people who are "central to the situation."

Another point that supports this research method is that interviewing enables the investigator to gain knowledge about past experiences that can no longer be observed according to Hyman et al. (1965) and Patton (1980). Hyman et al. noted an important aspect of interviewing is to reveal man's thoughts about the future. Interviewees also can express "wishes, plans, desires, and anticipations about the future" (Hyman et al., 1965, p. 17).

Dexter brought to light the position of the interviewee in interview technique. He believed that the interviewee

should receive special treatment (Dexter, 1970). According to Dexter (1970, p. 5), the interview method (a) should stress the interviewee's definition of the situation, (b) should encourage the interviewee to structure the description of the situation, and (c) should let the interviewee introduce perceived notions of what is relevant. The investigator should be willing to let the interviewee teach him/her about the phenomenon (Dexter, 1970). Bogdan and Biklen (1982, p. 139) characterized the interviewer as similar to a detective, "fitting bits and pieces of conversation, personal histories, and experiences together in order to develop an understanding of the subjects' perspective."

Dexter (1970) stated that for a particular purpose one type of interviewing is more useful than another. Patton (1980) presented a clear description, including characteristics of three approaches to open-ended interviewing. Of the three choices, (a) "the informal conversational interview, (b) the general interview guide, and (c) the standardized open-ended interview" (Patton, 1980, p. 197), the general interview guide best served the researcher's purposes. According to Patton (1980, p. 200), "the guide is a list of questions or issues that are to be explored in the course of the interview." The guide enables the investigator "to explore, to probe, and to ask questions" (Patton, 1980, p. 200) of each participant

regarding the phenomenon being studied. The investigator remains free to word questions spontaneously and to establish a conversational style while maintaining the focus of the interview on the phenomenon in question (Lofland & Lofland, 1984; Patton, 1980). Lofland and Lofland (1984, p. 59) described such interviews as "guided conversations."

Patton (1980) outlined the advantages of an interview guide approach. First, the guide helps the interviewer to carefully plan the time available to interview the participants. While allowing for "individual perspectives and experiences," the guide keeps the conversation focused (Patton, 1980, p. 201). The guide provides a framework for developing questions, sequencing questions, and selecting appropriate probe choices (Patton, 1980). The open-ended interview guide helps to focus the interview while permitting flexibility.

Merton, Fiske, and Kendall (1956) evolved the criteria that were chosen to guide this study. The criteria were (a) "range, (b) specificity, (c) depth, and (d) personal context" (Merton et al., 1956, p. 12). Range within an interview was defined as enabling "interviewees to maximize the reported range of evocative elements and patterns in the stimulus situation as well as the range of responses" (Merton et al., 1956, p. 12). Specificity of an interview was used to refer to the eliciting of "highly specific reports of the aspects of the stimulus situation to which

the interviewees have responded" (Merton et al., 1956, p. 12). An interview with depth "should help interviewees to describe the affective, cognitive, and evaluative meanings of the situation and the degree of their of involvement in it" (Merton et al., 1956, p. 12). An interview with personal context "should bring out the attributes and prior experience of interviewees which endow the situation with these distinctive meanings" (Merton et al., 1956, p. 12).

Pilot Study

Procedures for the main study were tested and refined as a result of a pilot study. One classroom teacher from the _____ School System was selected because of convenience and availability. The pilot study was conducted so that refinements could be made to the research process prior to the study. The interviews took place in the home of the researcher.

As part of the pilot study, the participant was asked to critique the contact letter, the forms, the questionnaire, and the interview process. The final drafts of the forms used in the study are located in Appendixes A,B,C, and D.

The purpose of the pilot interviews was to determine the interviewer's ability to question and to seek elaboration or clarification of relevant information. The interview guide (see Appendix E) was evaluated and

redesigned based on the pilot study findings. The pilot study aided in determining the number of interviews needed and the approximate length of time for each interview. At the conclusion of the interviews, the data were reviewed to determine if they met the criteria of range, depth, specificity, and personal context.

The interview data were found to meet the criteria. Because of the richness of the pilot participant's interview data and with her approval, the researcher decided to include her data in the study.

Selection Process

Sampling Technique

For this inquiry, classroom teachers were selected by using the typical case strategy of the purposeful sampling technique described by Patton (1980). A typical case for this study was defined by the researcher as a physical education program conducted by a classroom teacher who was responsible for teaching physical education on the days that the students did not meet with the physical education specialist. A typical physical education program involved planned activities, designed and actively supervised by classroom teachers. The classroom teachers were sincere in their efforts to provide a physical education program for their students.

Two extreme cases were identified as not being typical elementary school physical education programs. The first

program was conducted by classroom teachers who did not plan activities and did not actively supervise their students (talked with a fellow teacher or graded papers while students played). The second extreme case was defined as a physical education program conducted by the classroom teachers who planned a sequential program of physical education with a definite long-range purpose in mind (teach skills, fitness, etc.).

Selection of Schools

After seeking approval from the Human Subjects Committee at the University of North Carolina at Greensboro, the investigator contacted the supervisor of physical education for the _____ Public School System. With the physical education supervisor's assistance, the researcher sought and received the approval of the school system to conduct this study. The researcher selected two elementary schools from a list of 29 elementary schools using a table of random numbers. A third school was randomly selected when the teachers at one school did not express an interest in participating in the study. The initial contact with the principals was made by the physical education supervisor. The researcher telephoned the principals to arrange a meeting to discuss the study and to request their permission to solicit participants from their faculties.

Pseudonyms were assigned to the schools referred to in this study. The names of the schools are Forest Hills and Country Cove. The pilot participant's school was referred to as Ribbon Creek.

Selection of Participants

During the meeting with the principals, the researcher discussed the characteristics of a typical physical education program conducted by a classroom teacher. The principals and the investigator worked toward a common understanding of a typical physical education program conducted by classroom teachers. Other selection criteria discussed were the following:

1. The participants should be full-time classroom teachers who have taught in the same school for two consecutive years.
2. The participants should have taught a minimum of five years.
3. If only two classroom teachers from each school expressed an interest and met the criteria, they would be accepted as participants. This decision was made during the initial planning of the study.

Although the first principal contacted did not expect the teachers to express an interest in the study, he permitted the investigator to place a letter explaining the nature of the study in each teacher's mailbox. No teachers responded. The principal denied the investigator's request

to talk individually with teachers after school. The second principal was very open and receptive; he shared his feelings and expressed a sincere interest in the study. The third principal suggested that the researcher give a brief presentation of the study to the teachers at a faculty meeting.

Based upon his observations, the principal at Forest Hills felt that he was the most qualified person to identify the classroom teachers who met the criteria. The principal identified five teachers who he believed met the criteria. The names were randomly assigned a number by the principal, and then the researcher randomly selected two numbers. The principal volunteered to make the initial contacts with the classroom teachers and to notify the researcher of the teachers' willingness to discuss the study further. The researcher made arrangements by phone to meet with the classroom teachers.

As requested by the principal at Country Cove, the investigator gave a presentation at a faculty meeting. Following the presentation, the principal asked the teachers to sign a sheet of paper if they were interested in participating or wanted more information. Four teachers expressed an interest in the study. One teacher had recently transferred to Country Cove and did not meet the two-year criterion. A second teacher indicated that home and professional responsibilities prevented him from

participating. It was interesting that both teachers reiterated their sentiments and interests in the study when they saw the researcher at their school several weeks later. Appointments were made with the other two teachers to discuss the study in greater detail. Following the faculty meeting, the researcher met with the Country Cove principal to confirm that both teachers met the criteria outlined in the study.

At the initial meeting with the teachers, the researcher presented a letter to each teacher explaining the study and the researcher's efforts to guarantee anonymity (see Appendix A). A list of the researcher's criteria for selection was included on the willingness-to-participate form (see Appendix B). Following a discussion about the criteria for selection, the teachers signed a willingness-to-participate form. At this time, the participants were given a folder that included an informed-consent form (see Appendix C) and a personal-information questionnaire (see Appendix D). In addition, the researcher answered questions the participants had concerning the study.

In an effort to avoid additional demands on their time, the participants were given the option to request a substitute for one half-day so that the interviews could take place during their regular teaching hours. Prior to meeting with the teachers arrangements had been made with

the principal for the classroom teachers to receive professional leave; the investigator agreed to pay for the cost of a substitute.

Interview Process

Scheduling of the Interviews

During the first meeting the participants and the researcher selected a day, a time, and a place that best accommodated their schedules for the interviews. Only one teacher, Sue, requested a substitute, and arrangements were made with the principal for her to receive two half-days of professional leave. Her interviews were scheduled on days that least interfered with her teaching schedule. The interviews took place in a public library near her school. Martha chose to be interviewed after school. An available resource room in her school was used for the interview. After the first interview, Martha expressed a desire to schedule the remaining two interviews on Saturdays. The second interview was scheduled at a nearby university; the final interview, in her classroom.

The principal at Forest Hills expressed a willingness to work around the teachers' schedules so that the interviews could take place during the school day without the use of a substitute. Because the two teachers did not have an instructional period after 2:30 p.m. one day each week, they were able to arrange their lesson plans so that a resource teacher could assume their teaching responsibilities from

2:00 p.m. until 2:30 p.m.. This proved to be an acceptable plan because the teachers were willing to remain after the planned hour if necessary. The classroom teachers also made arrangements for the interviews to be conducted in resource rooms not being used during this hour. The researcher wrote a letter outlining the confirmed interview plans to the principals (see Appendix F). Each participant received a similar letter indicating the dates and times agreed upon for the interviews (see Appendix F). As a reminder, each participant was telephoned prior to the first interview. Following the interviews the participants received personal notes thanking them for participating in the study.

Recording Process

All interviews were audiotaped. Two tape recorders and high-quality cassette tapes were used. A tape recorder with an electrical outlet plug and a microphone was the primary recording device. A tape recorder with an area microphone was used as a back-up.

The microphone was clipped on the participant's clothing to ensure the recording of her voice. The tape recorders were placed on a stable surface in view of the interviewer so the interviewer was able to watch for tape breakage and tangling. At the end of each session, the tapes were rewound, labeled, and returned to the appropriate containers.

Prior to the interview, the researcher tested the equipment. At the beginning of the interview, the tape was checked to confirm that the participant's voice was being properly recorded. When it was necessary to change tapes during the interview, the test was repeated.

The participants were aware that they could request that the tape recorder be turned off if they wished to exclude certain comments from the tape recording. No requests were made.

Interpretation of the Data

The data for this study were obtained from three sources: (a) the personal information questionnaires, (b) the interviews with the participants, and (c) the notes and summaries written by the interviewer at the end of each interview session. A file was created for each participant's data. Notes which included insights and observations were recorded following the meetings with the principals. The researcher recorded field notes following the initial meeting with the participants and after telephone conversations.

The personal information questionnaire (see Appendix D) was used to collect initial demographic data for the following purposes: (a) to ease the recording of factual data, (b) to allow more time for the actual interview and probes into the demographic data, and (c) to allow the investigator to personalize each participant's interviews.

The constant comparative method as initially described by Glaser and Strauss (1967) and later operationally refined by Lincoln and Guba (1985) was used to guide the analysis of the data.

The analysis of the interview data took place in four steps. First, after each interview, the investigator listened to the tapes and made notes. The main topics discussed were summarized. Events, thoughts, or feelings that needed clarification and more probing were identified and pursued further during the next interview. The audiotapes were transcribed so the researcher would have access to a written copy of the interviews. Four copies of each transcript were made. Upon receiving the transcripts, the researcher listened to the taped interviews while reading the transcripts. The interview data were studied and found to meet the criteria of (a) range, (b) specificity, (c) depth, and (d) personal context.

The second step was to determine if there was any clustering of events or themes for each participant. Potential categories or themes within each participant's transcript were recorded on 3 x 5 note cards and cross-referenced to one copy of the transcript. The themes on the note cards were grouped. Parts of the transcribed interview that referred to a category, theme, or event were coded, cut, and sorted into a corresponding file folder. The initial categories were refined and subcategories were

identified. The interview references were reassessed to determine if they had been correctly filed. No categories, themes, or events were eliminated at this time. The purpose was to clarify the categories, themes, and events for each participant. The questionnaire data were cross-checked against the interview data to determine consistencies and inconsistencies.

The third step in the interpretive process was to present the researcher's interpretation of the classroom teachers' stories based on the main themes and events. The researcher reconstructed the participants' perceptions of their physical education experiences and their perceptions of the reality of teaching physical education within a school environment. When feasible, quotations employing the participants' vernaculars were included in the descriptive reports. At this point in the analysis, the participants were given a copy of the researcher's interpretation to see if she had captured accurately their perceptions (see Appendix G). This was followed by a process of "negotiation," "a free and open dialogue between the researchers and the participants so that agreement as to what would count as a more truthful description" could be reached (Kushner & Nigel, 1981, no page numbers). This step was an attempt to present a fair, relevant, and accurate interpretation of the participants' stories (Kushner & Nigel, 1981). According to Kushner and Nigel (1981, no page

numbers), "people owned the facts of their own lives and thus could control how they were used." All participants returned the descriptive summaries of the interview data with few corrections. Notes that clarified a point but did not alter the meaning were included. Notes such as "did I mention ..." were used only if they were critical to adding new insights into the topic being discussed.

In the final step, the interview data were reviewed to gain insights into the questions posed in the statement of the problem. The three sources of data were used to support the researcher's insights.

The next chapter is a presentation of the participants' descriptive summaries. Although the descriptive summaries are lengthy, a true perspective of the five classroom teachers' perceptions of physical education and their daily teaching realities can only be gained by reading each one. Reading the descriptive summaries will provide an avenue for obtaining a richer understanding of the themes and events discussed in Chapter V.

This study has been a journey, and I hope the reader will join in the journey as he or she reads Chapter IV. The journey that I ask the reader to share is an interpretative journey, "one in search of meaning" (Eisner, 1981, p. 6).

CHAPTER IV
THE INTERVIEW DATA

Semi-structured, open-ended interviews were conducted with five participants to obtain information about how their perceptions of physical education were formed and how these perceptions influenced their teaching of physical education. The data consist of descriptive reports summarizing each participants' interviews. Maxine Greene (personal communication, February 15, 1985) stated that people need a chance to share their life stories. As people talk about their past experiences and as they touch their memories, "clusterings of feelings" are triggered. According to Greene, the connection between the memories and the feelings is the key to how people make meaning. Having insight into how perceptions of people evolve over time from experiences provides researchers with another level of understanding. The five descriptive reports marked the way to understanding the participants' perceptions of physical education and how they taught physical education.

Each participant and her school were assigned fictitious names. The descriptive reports were written in an attempt to capture each participant's formed "structures of meanings" (Greene, 1978, p. 25) about schools. As suggested by Earls (1979, p. 49), specific quotations were

interspersed to indicate the personal perspective of the participant and to convey feelings that might have been lost through paraphrasing. The interview sequence did not follow necessarily the organizational scheme of the descriptive reports. The headings were not intended to be mutually exclusive but to guide the reading of the reports.

Individual Descriptive Reports

Pertinent data from the interviews with the participants were included in the following descriptive reports. Pseudonyms used to identify the participants were (a) June, (b) Dee, (c) Sue, (d) Martha, and (e) Betsy; fictitious names for their schools were (a) Forest Hills, (b) Country Cove, and (c) Ribbon Creek.

June

Introduction. June, a 34-year-old teacher born and educated in North Carolina, has been teaching fourth, fifth, and sixth grades for 13 years. Before moving to the _____ area, she taught eight years in another school system. At the time of the interviews, she was teaching a fourth grade class at Forest Hills Elementary School in the _____ School System.

Physical education experiences. Experiences in physical education began for June in elementary school and continued through the tenth grade. June recalled events and feelings related to her experiences in physical education.

When she was in grades one through four, the classroom teachers were responsible for teaching physical education, but they seldom organized activities for the students. If students requested to play kickball or softball, the classroom teacher might collect the needed equipment and help organize the teams. Once on the playground, three or four of the teachers would huddle together without paying "any attention to what was going on." She described the playground activity as a time "when everybody went outside and ran around ... it was chaos." June did not view what the classroom teacher did as being physical education as illustrated by this statement, "The time I didn't like [physical education], I wouldn't even consider it P.E. now. It was just ... a 30-minute break."

One of June's favorite activities was softball organized by the classroom teacher. She loved to play first base, a position for which she would fight. She liked playing first base because she was confident of her ability to catch the ball, and this position allowed her to remain active in the field. She gained confidence in her ability to catch and to throw while playing pick-up games with her neighborhood friends, her brother, and her sister.

Reflecting on her elementary school experiences, June recalled a physical education specialist who taught fifth and sixth graders twice a week. June liked the structured physical education program of learning game skills and rules

offered by the specialist. Another favorable aspect of the program noted by June was that the specialist expressed her expectations clearly.

Beginning in the seventh grade, physical education became a part of the junior high curriculum with a physical education teacher assigned to teach physical education or health on a daily basis. Physical education classes were separated by sex, and June enjoyed being in an all-female class. She stated,

When I got to that age, there was such a difference in what the boys could do and the girls could do, that I didn't really want to be with them... They were more competitive ... and stronger.

June expressed concern about being afraid of doing something wrong if she were on a team with boys. One of June's favorite activities, Indian Ball, was a game played indoors with the boys on rainy days. Although boys were playing, June could "stay in the game until the end." She attributed her longevity in the game to her skill in catching and throwing.

While in junior high school, June liked participating in the physical education program, but this feeling was overshadowed by her dislike for taking showers. During this time of adolescence, she and her classmates were experiencing physical changes which made her uncomfortable undressing in front of her classmates. Her concern about

changing and showering was "just one more thing to worry about."

In senior high school, June was required to take one year of physical education which met every day at 8:00 in the morning. The activities in the senior high school curriculum were similar to those offered in junior high; however, field hockey and tennis were added. Playing field hockey on a field wet with dew was an activity that she recalled fondly, because she was good at moving the ball up and down the field. Although they never actually played tennis, she liked being exposed to the game. June recalled wondering why tennis had not been included in the junior high school curriculum, because two tennis courts were part of the junior high school facilities.

June believed that the senior high school physical education teacher was knowledgeable about teaching physical education. To introduce a new activity, the teacher gathered the students around the chalk board and explained the rules and playing strategies. After the skills were practiced in drills, they played the game. A written test culminated each activity unit. June surmised that students were expected to know how to play many of the activities that were included in the tenth grade curriculum. Because the teacher's expectations were clearly presented, June knew how her grade was determined.

If I were to stop here, the reader might think that June had a favorable impression of physical education, but this would be misleading. Although June did not like having physical education at 8:00 in the morning, her experience in the locker room seemed to remain foremost in her mind. Showers were required, and the teacher checked each girl to see if she had followed directions. June remembered the horror of having to walk in front of the teacher. Her dread of this ritual outweighed her enjoyment of the activity.

There were other notable insights that emerged from the data. One insight was that June did not like basketball, because she felt that no one had taught her the skills needed to participate successfully in the game. Another point of interest was that basketball was never played by the neighborhood children. If June could have changed the public school curriculum, she would have included more variety in the activities. When questioned about why more variety was needed, she stated that in the traditional activities such as softball, basketball, volleyball, and kickball in elementary school, the students spent most of their activity time waiting for their turn.

College physical education experiences. The college that June attended required all elementary school education majors to take four activity courses and one preservice course dealing with the teaching of elementary school

physical education. According to June, these requirements were listed, and she did not question the purpose or the relevance of these courses. The activity courses that she selected were based on the assumption that she could "make a decent grade." She preferred to take golf or tennis, but she was afraid of making a bad grade that would lower her grade point average.

Of the four selected activity courses: folk dance, archery, bowling, and badminton, she liked two. June enjoyed folk dance the most and found archery to be challenging.

The folk dance instructor was an enthusiastic teacher. She taught the steps, provided background information, and distributed handouts about the dances. According to June, of the four physical education college courses, folk dance was the only one that could be adapted to an elementary school setting. She commented that these materials, if she could find them, would be beneficial in helping her to prepare for the school's May Day program.

June recalled that the archery instructor was a female who kept a record of the students' target practice scores. Archery was challenging although it was her first attempt; she felt competent performing the skills.

As for badminton, she thought that this course "was a joke or a waste of time." She felt that it was too easy, and that it was "more or less unsupervised."

June enjoyed bowling, although she did not improve her bowling skills. She could not recall the teacher showing her what she was doing wrong or ways to improve her score. Having several friends and her roommate sign up for bowling made the class more enjoyable.

While talking about the selection of badminton and bowling, June stated, "It was not anybody's fault but our own, because we signed up to take it. We could have picked something else. I was trying to find an easy way out." Reflecting on her past decisions, she expressed regret for having selected bowling and badminton, and she did not want to admit she had taken these courses.

While participating in the course on how to teach elementary school physical education, June speculated that it would not contribute to her knowledge of teaching physical education. This reaction was not unique to physical education; June spoke of only children's literature that helped with teaching. A portion of the physical education class was devoted to lectures and to films about the history of physical education. Another part of the class involved participation in games and activities such as trampoline and ping pong. She remembered thinking that the games played would never be used in elementary school physical education. June recalled being asked to collect a file of games but was given few directions. When the file was returned with the comment, "You are heading in the wrong

direction," she was baffled because no one had given her any directions.

If given the opportunity to design a preservice physical education course for classroom teachers, June stated that prospective teachers "definitely need to go into a school and observe a class and then have to pick something [a game] and try to teach it themselves, without any help." June's first day of teaching was her initial opportunity to teach a game to a group of children; it was different from what she had anticipated. Another suggestion was that games should be played, not just talked about. She found that basketball, volleyball, and games of this nature were difficult to use in an elementary school setting. In her opinion, games that involved all of the students should be presented. A useful project would be to collect a file of games for a future resource. The selection of the games for this file should be based upon appropriateness for a particular grade level or age group, for example, fourth through sixth grades.

June stated that during her four years of college education she was not "made to think about anything." Information was presented, and one was expected to assimilate it. According to June, she just "floated through" college. Being able to think about specific situations would have been beneficial in a preservice course. June said, "I had to think after I was already

thrown in the situation, and it was too late for it to be easy. It was hard. It could have been easier." For June a college education should have been more than a place to disseminate facts. It should have been a safe environment to examine the complex world of teaching. Prospective teachers should work in schools so that they could encounter the mysteries of teaching and learning.

In-service experiences in physical education.

Because June needed help in teaching games, she enrolled in two in-service game workshops. The physical education specialist, whom June considered to be a good teacher, recommended the first course. The design of the course, one session of three hours with three parts, met June's needs. One part was devoted to rhythms with lummi stick activities as the main focus. The second part (she had more difficulty remembering) was movement to music. June recalled being uncomfortable participating in the movement portion because she felt inhibited and had difficulty thinking of what to do when there was less structure. The third part, the one from which June received the most pertinent information, was outdoor team games. Because of limited indoor space, she found these experiences beneficial. The structure of the course allowed the teachers to assume the role of the students and to play the games. By playing the games, June was able to determine whether the games were appropriate for her class and whether the rules needed to be changed.

Not only did she remember the games better, but also she could decide if she felt confident teaching the games. Handouts provided information about the games and their variations. June stated that she referred to these handouts to "refresh" her memory.

The second in-service course was a three hour session during the workdays before the children started school. June recalled that the idea of centers was introduced and a competitive relay of four varying activities was taught. June felt that an indoor area would be needed to teach the concept of centers and to introduce the activities suggested by the specialists. As for the competitive relay activity, June felt that it was too complex for her children to handle; her students were not self-directed; therefore, they needed a relay of fewer activities. Tinikling was taught as a rhythmic activity; however, the specialist had difficulty explaining it to the teachers. Overall, June thought that the workshops were beneficial and that the teachers were well prepared and knowledgeable.

If June were to design an in-service workshop, she would include a variety of activities that would require a minimum amount of instruction, limited equipment, and little preparation. Because the daily demands of teaching limited the time available for planning, June often planned ahead while doing something else. Plans varied as the pulse of

the class changed. (See discussion on teaching physical education for a more complete explanation.)

Offering a variety of activities for the students was another important consideration. June believed that a variety of activities was important for the students as well as the teacher. She said, "Children get tired of doing the same thing all the time and so does the teacher." Although June believed variety to be important, she relied most frequently on a set of games that she had mastered teaching over the years. She found it difficult to teach a new game after introducing something new to four reading groups and after long explanations in English and mathematics. She stated that she did not have the energy, and she could no longer project her voice. By examining the daily demands of teaching for June, the researcher gained a better understanding of her teaching world.

Realities of teaching. June's life as a classroom teacher was far from glamorous. The days were long; she began the school day by rising at 5:30 in the morning. Around 7:00 a.m., she left home to arrive at school by 7:30 a.m.. Between 7:30 a.m. and 8:15 a.m. she duplicated work, typed materials, wrote notes, and/or listed the morning work on the board. (Teachers did not have to be in their rooms until 8:00 a.m.). At 8:15 a.m., students began arriving with the last two students entering the room around 9:00 a.m.. At this time, she checked students' homework and

indicated on their management sheets whether they had completed all assignments. Next, she covered new concepts in mathematics, or language arts, or spelling and designated assignments. Working with the four reading groups followed, but she was able to complete only two reading groups before lunch at 11:30 a.m.. While she was working with the reading groups, students worked on homework assignments and morning board work. After returning from lunch at noon, she met with the other two reading groups. If June snatched a break (to go to the restroom or to get her lunch from the refrigerator in the teachers' lounge), she did so while the students were in the lunch line. Between 1:00 p.m. and 1:15 p.m. the class went outside for about 30 minutes of physical education. By the time the students went to the restroom and to the water fountain, 45 minutes had elapsed; they were usually back in the room by 2:00 p.m.. During the remaining hour, subjects such as science, health, and social studies were taught on a rotating plan. June noted that creative writing and handwriting, additional parts of the curriculum, had to be interwoven into the daily routines. Students were supposed to leave at 3:00 p.m., but on rainy days it was 3:10 p.m. before June escorted her students to their buses. The afternoons were spent in faculty meetings or parent-teacher conferences. It was not unusual for her to have meetings scheduled for three out of the five afternoons.

Interruptions during the school day were common. This week June's weekly plan had been disrupted by a health screening program and by Newspaper Week. Newspaper Week usually occurred in February or March, but the teachers were informed late Thursday afternoon that it would be the following week. Not only did June have to change her plans on short notice, but also she had to rearrange her schedule to allow for extra time to complete the newspaper assignments.

June's planning time consisted of two 30-minute periods once each week when the students were with the physical education specialist or the music specialist. A portion of this time was devoted to taking and returning the students to the specialists. At best, the 30-minute period was shaved to 20 minutes. When her students were with the guidance counselor every two weeks, she had another 45-minute planning period. June had two 30-minute duty-free lunch periods that provided limited time for planning. During this time, she escorted her students to the cafeteria, returned to her room to eat lunch and to check papers; then she returned to the cafeteria to guide her students back to the classroom. This limited duty-free time, however, allowed her to go to the restroom.

Teachers were permitted to leave at 3:45 p.m., but June left usually around 4:00 p.m. or later. Each night June spent an average of two hours on school work. She stated

that some days she went on strike and did not take any work home. During the weekends, she spent three to four hours grading papers and preparing for the coming week. June resented the amount of personal time devoted to preparation. She was concerned about the lack of school time to prepare adequately for teaching 12 subjects (this did not include the different preparations needed for four reading groups, two math groups, and two spelling groups). When she reflected on the overall educational scheme, her resentment surfaced. According to June, middle school and high school teachers with only two or three preparations per day were provided with a duty-free period each day.

Typically, June did not discuss her teaching ideas with other teachers. She did work, however, with a fellow teacher on a class management plan and their May Day program. Students who completed all assignments during the week were rewarded on Friday by going to the library to watch a videotaped educational television program with June. The students with work to be completed remained with the other teacher. While the students watched the program, June used the time to "frantically try to plan for the next week."

The daily demands of teaching left little time for June to reflect on why physical education was included in the elementary school curriculum. It was revealed that few

written or unwritten guidelines were provided for the teaching of physical education.

Purpose of physical education. June was not sure why physical education was included in the elementary school curriculum. She thought, however, that physical education might help students become "interested in some type of physical activity" that they could carry on later in life. Although this might have been the major educational goal, it was not her daily purpose. June stated her purpose was

to get the children out of the classroom and into a situation where they can move and use their bodies and use up some energy. It is a change of pace from what they've been doing all day, and some children that can't do anything right in the classroom can do everything right in P.E..... It just sort of balances things out.

Mathematics, reading, and language arts were June's top priorities with science, health, and social studies coming next. Physical education was grouped with art and music in the low priority group. June viewed art, music, and physical education as "those things that I like to expose the children to." She did not feel any pressure to follow guidelines for these subject areas. June felt that it was essential to teach fourth graders the academic subject areas which provided basic skills and basic knowledges so that her students could "move on to the next grade and be successful." She felt self-imposed pressure as well as pressure from administrators to see that the academic subject area were taught properly.

Guidelines for teaching physical education. June mentioned that there were strict guidelines for teaching reading, and she knew that the county's guidelines for other subjects were documented in curriculum guides. Written guidelines for teaching physical education were not provided. A curriculum guide that suggested games and activities for fourth, fifth, and sixth grades, however, was provided by the school system. She was not sure if the guidelines were included in the manual; if so, she had not read them. No one came to June and said, "This is what you should do [in physical education]." She was aware, however, that she was responsible for the children while they were on the playground. June believed that it would be helpful for someone to write down the skills "that a fourth grade child should be able to do by the end of the year." Then, she could work on those skills one day each week.

Two of the principal's unwritten guidelines were known by June. One rule was that the hardtop area outside the kindergarten classrooms could not be used for physical education. The second rule, the result of problems on the playground, was the principal's preference for organized games. June noted,

That's something that you learn very fast when you teach school.... If you don't have an organized game, it [physical education] just ends up being wasted time and complete bedlam. If you do have complete bedlam outside and you try to come back in and teach ... you've lost the rest of the day.

Regardless of the principal's preference, June was accustomed to teaching organized games.

During her 13 years of teaching, June had changed her approach to teaching physical education. When she began teaching, she followed the other teachers' practices of supervising their students (fifth and sixth graders) in basketball, softball, or volleyball. Little teacher intervention was needed because the students were familiar with the games. Participation in intramurals provided them with the opportunity to learn the rules and how to play. According to June, the students also played these games, their primary means of entertainment at home and at friends' homes.

When June began teaching at Forest Hills Elementary School, she found that the students were less experienced in playing and organizing games. She was teaching fourth graders who were less mature than the fifth and sixth grade students whom she had previously taught. Although many of the fourth grade students had participated in softball leagues, few appeared to know the rules of the game. Because of their limited knowledge of games and social immaturity, she felt the need to organize activities for her students.

Factors other than her past experiences were revealed as June related how she planned her physical education

lessons. An understanding of how June planned for physical education may be gained only if viewed in relation to her other teaching demands.

Planning for physical education. Planning for physical education was very casual for June. She did not write down her plans in her lesson plan book, but she thought that she should. She did, however, write extensive lesson plans for a substitute. She liked a varied program; therefore, she planned a different activity for each day. June stated, "I have a little cache of games that I use over and over again." Two variations of circle dodgeball were favorite activities, and once every three weeks June organized a kickball game.

June preferred to introduce a new game on the days when she did not introduce anything new in the classroom. The students could not deal with the introduction of too many new things. Each week June selected a boy and a girl to serve as captains, but she divided the class members into teams, if needed.

During previous years, on the days that the physical education specialist was not at Forest Hills, the gym was available for classroom teachers. Because of limited space the music teacher now used the stage in the gymnasium, making it unavailable for the classroom teachers.

Equipment was available for the teachers' use. According to June, the specialist had "any equipment that

you would need for something--locked up in her office." Before school it was possible to request additional equipment from the specialist, or one could get a key to gain access to the equipment on the days that the specialist was not at Forest Hills. When June took her class to the gym, she would check out extra equipment. Now that the gym was no longer available, she did not check out equipment.

At the beginning of school, the specialist supplied each classroom teacher with a football, a kickball, a softball, a bat, and jump ropes. Basketballs were not given out this year because the gym was not available and the paved area was off limits. June had two kickballs because she liked to play games with two balls. She "always hit her [the specialist] up for an extra one at the beginning of the year." It appeared that June was more comfortable using extra equipment in the gym, an enclosed area, than in an open, outdoor setting.

The importance of student participation in the planned activities was a recurring theme that emerged from June's interviews. She stated that she wondered if her dislike for disorganization and "just running around" affected her decision to plan organized games. This may have been one of the influencing factors, but the students' needs for a structured program was a second factor. A third factor was maintaining control of her students on the playing field so

that instruction could continue upon returning to the classroom.

Teaching physical education. According to June, her students influenced the decisions that she made about teaching physical education; her students expected to have fun. The types of students that made up the class were another factor. The students that attended Forest Hills were characterized by June as "bad listeners." She said, "You have to show them in order for them to understand what to do.... It's so hard to make them understand something new.... It just can't be something real difficult." Games with simple rules were easier to teach and easier for the students to understand. Games with more complex rules could be taught, but the games had to be broken down into less complex parts. Only a few rules could be introduced at a time. June expressed concern about the amount of time that it took to explain the structure and the rules of a new game. This limited the playing time, and if the new game failed, chaos erupted. June stated,

When it comes down to taking a chance on chaos or playing something that you know that they can play ... you just choose the thing that you know they can do. If you have chaos outside, it makes it that much harder to come in and teach something else.

An understanding of her students was fundamental to the selection and teaching of games for June.

June organized kickball games for her students; however, she found that "they like to play kickball, but

they cannot follow the rules." Before they went outside, she reviewed the rules. During the game, June pitched the ball, and she coached their every move. Because of their lack of playing experience while in the primary grades and not playing kickball with the specialist, June felt that they were justified in having poor knowledge of how to play kickball. The students liked competitive games but got carried away at times. If a game eliminated students, she had them doing something else right away. In the past, she had allowed her students to have "free play" one day a week. During this free play period the boys would play football, and she would play a game with the girls. This year, her students could not handle unstructured play; therefore, she strove to keep all her students involved in a planned activity.

According to June, a limitation of her program was that she did not spend time teaching skills. Because of inadequate indoor space and the restricted amount of time that she had to work with the students, she did not feel that she could change their skills. Occasionally she tried to help students improve their throwing or catching skills but with little success. She attempted to show them how to throw a better way. After they tried it once or twice, they reverted to the same old way. She had the most difficulty helping those with a fear of catching. June observed the greatest change in a socially handicapped child. When the

child first entered her class, he did not speak and was believed to be autistic. With June's working with him and his fellow classmates' encouraging him, he began to throw a ball. June stated, "He did not throw it very well, but at least he would try." She observed the changes in his ability to throw because they were "so drastic."

During June's 13 years of teaching, only one parent expressed an interest in what she was doing in physical education. It happened to be the mother of the student who was believed to be autistic. June stated, "They [parents] don't seem to be concerned about it [physical education] at all. It's the academics that they're concerned about, if they're concerned at all."

The role of the physical education specialist. June believed that the role of the specialist was to teach the students skills that classroom teachers did not have the ability to teach. The specialist should arrange workshops and suggest games in addition to teaching classes at the teachers' requests. The biggest deterrent to a working relationship with the specialist was the lack of time to talk with her. On an informal basis before or after school, however, the specialist talked with June about her students.

In order to develop a closer working relationship with the specialist, June proposed that teachers take five minutes to observe their students with the specialist. She said, "I'm sure that it would help the teachers to follow up

and play those games." June was familiar with many of the games that the specialist taught, but it had been a long time since she had played them. She felt that observing the specialist working with the students would be a good review, but she "desperately" needed this time which amounted to only 15 or 20 minutes. June realized that it was her choice to decide how her time would be spent, and that she should take the initiative to talk with the specialist. "The weight of everything else" that she had to do in the academic subjects compelled her to prioritize her time. June concluded, "I do put that [physical education] at the bottom of the other things that I have to do. I know [that] whatever I don't do here, I have to take home and do." It appeared that if June had adequate time to plan she would be more willing to work with the physical education specialist.

Dee

Introduction. The second participant interviewed was Dee, a 40-year-old teacher, who has been teaching for 16 years. After teaching for three years in another school system, she secured a teaching position in the _____ Public Schools. Throughout her teaching career, Dee has taught the second grade.

Family. Dee, who was reared in a large town in North Carolina, was one of seven children. Parentally imposed boundaries limited how far Dee could venture from their apartment; however, being part of a large family, Dee always

had someone with whom to play. Favorite games were hide and seek, hot potato, and rope jumping. On the stairs that led from the top floor down to the second floor, she and her sisters and brothers created many original games. When describing her family, Dee said, "We were not an athletic family at all, and we never went to see athletic events." Reflecting on her childhood, she wondered if the lack of neighborhood basketball courts contributed to her four tall brothers' never developing an interest in basketball.

Dee's husband, a counselor, received his initial degree in physical education. Her husband, however, remained active in sports by officiating college games and by playing golf and tennis. Their son, who had played tennis since the third grade, was competing at the state level. Dee found it difficult to deal with the competitive natures of her husband and her son and their need to win. To them winning was everything, but to Dee playing well was just as important. She found coping with this perspective was a "new ball game." She believed that her feelings stemmed from not being "around people who actually participated in sports or athletics" during her childhood.

Dee characterized herself as not being athletic. For Dee, not being athletic meant "one who is unable to really physically contribute to a particular game or sport." For example, "I can't take that bat and really hit that ball or if the ball comes to me I'm swinging at the air instead of

hitting the ball...." Dee's perception of her athletic ability appeared to have been formulated and reinforced during her early playground and physical education experiences.

Physical education experiences. During Dee's early years in elementary school, she had no formal physical education. She characterized the time on the playground as recess, a time when the students would get in their "little cliques and talk." In the fifth and sixth grades, the classroom teachers began to organize more structured, competitively oriented play such as softball.

During her early years in elementary school, Dee enjoyed recess or playtime. When more "competitive activities" were played, Dee no longer looked forward to this part of the day. Dee recalled being unable to hit the ball and being the "one to make an out." She stated, "I never was an advantage to the team. I was always the last one to be chosen." Dee said that when it was her turn to bat, "It was drudgery ... because I knew I was going to make an out. I didn't feel good about myself as far as participating in sports...." It became evident to Dee during the course of the interviews that her feelings about these past experiences had become an influencing factor in how she conducted her physical education program. Dee said, "I try to do things that wouldn't make a child feel the way I did."

As we continued to talk about her feelings, Dee mentioned that her daughter, a student in a middle school, was more athletic than she, and that she encouraged her daughter to participate in physical education and intramurals. She told her often, "Don't be like Mommy.... It's not a good feeling to have." She elaborated further, "I don't want her to go through what I did.... You're singled out ... because you're chosen last." Reflecting upon her childhood experiences, Dee found some good in being chosen last. She said, "I did not want to be the one to make the team ... get three outs first.... So it didn't bother me that I was at the end of the line."

A new gymnasium with showers, white shirts and shorts for uniforms, and an understanding teacher did not change Dee's feelings about physical education. Dee described the ordeal of wearing a uniform and taking a shower as "drudgery." She believed that these feelings had to do with the "adolescent stage that we were all going through at that time." Because she had not exerted herself in class, Dee could never understand why she had to take a shower. If a student did not take a shower, "that was a strike against your grade."

Dee was not sure what the teacher's objectives were, but for her, physical education was an introduction to "varied and different ... sports." Dee remembered the teacher covering the game skills and the rules before

proceeding with the activity. Although Dee had the same teacher for three years, the program centered around three sports: volleyball in the fall, basketball in the winter, and softball in the spring. Other activities were scheduled around these main sports; however, she could not recall them.

Dee's junior high school physical education teacher was very understanding. The teacher had known Dee's older sister; therefore, she felt comfortable. Although Dee "would try to think of excuses sometimes not to participate," she was never excused. Dee was thankful for written tests because the tests pulled her grade to a C.

Dee regretted that she had not participated more willingly in physical education in junior high school. Dee believed that if she had approached physical education differently, it would have contributed to her enjoyment of sports later in life.

When Dee transferred to a new high school, there were no physical education classes. The ninth grade was her last physical education class until she entered college. According to Dee, "Here's this big span of time and all of a sudden--I'm a freshman in college, and it's [physical education] thrust upon me again."

College physical education experiences. For teacher education majors, four semesters or two years of physical education were required. These courses, however, were not

structured to prepare education majors to teach physical education. Dee remembered vaguely three of the four courses.

A general physical education course was required, and one portion of that class might have been a personal hygiene class. During one part of the course, however, she remembered having to learn the teams in a particular league; coincidentally, this occurred during football season. Various types of tournaments were discussed, but that was all that she could remember.

Stunts and tumbling were taught toward the end of a fall semester course. She hated these activities, but she was determined to "master" the forward roll before the end of the semester. Students worked in small groups with spotters assisting. Many of the students could perform stunts such as cartwheels and forward rolls. Dee felt intimidated in the class because she had "never attempted any type of stunts and tumbling." For Dee it was a matter of "not letting myself go." She recalled the "good feeling" of finally performing a forward roll; her friends were just as pleased as she; they shared her success. A fear of hurting herself, however, prohibited her from mastering the backward roll.

One portion of the spring physical education course was modern folk dance, to which Dee looked forward because it was not competitive. The teacher had high expectations, and

Dee had to practice. Because the teacher was so familiar with the dances, she would breeze through them and expected the students to learn them quickly.

In all her physical education courses, Dee received a grade of C. Because the courses were not related to the teaching of elementary school children, she was not disturbed about her grades. A course focusing on teaching games to primary children was not offered.

Many of Dee's college physical education courses did not prepare her to teach physical education. While student teaching, she recognized the need for courses dealing with certain aspects of teaching physical education. If the instructors had related the course material to working with the elementary school child, Dee would have given more of herself because she had always wanted to be a teacher.

Dee did not hesitate to offer suggestions to be included in a preservice course for prospective teachers; the ideas flowed. Dee's first suggestion was that future teachers would benefit from observing children during their physical education periods. She thought that it would be even better if the students were taught by the college instructor. The instructor could demonstrate games and then follow up with a detailed step-by-step discussion of the lesson. Dee shared why she felt this would be important. She said,

You have some idea as to how this game should go after you have maybe read the instructions and all of a sudden, you get these 24 to 28 little kids around you, and sometimes things just fall right through.... Seeing how the instructor interacted with these kids, I think would be helpful.

Another idea for a preservice course was to prepare prospective teachers for giving instructions to young students. Dee said, "Many times we give directions to certain age levels, and it's really over their heads, and sometimes we can't adapt." Future teachers need to know "how to adapt ... certain games to different-age levels. We can't adapt ... a game for [a] sixth grade [child] for a second grade child." Because Dee was unable to modify the games, she often played the same games over and over. She believed that the college instructors should show prospective teachers how to work with different-aged students and how to select appropriate games and equipment for the students. The course should be designed to meet the needs of teachers working with students rather than designed to meet requirements for graduation. Dee added, "It concerns me that they [college instructors] wouldn't be more aware of what is needed in the schools." The most appropriate time for such a course would be during the junior or the senior year. Because Dee had not been taught how to teach games to young children, she felt a need to learn more; she was uncomfortable teaching physical education.

In-service physical education experiences. At the beginning of a school year, Dee had participated in one in-service workshop. Her reasons for selecting this course were to receive renewal credit and to learn new ideas about teaching physical education. This particular workshop was appealing because it was geared to elementary teachers teaching grades kindergarten through three. Participating in the games was beneficial for Dee; she found it to be "fun." Dee was apprehensive at first, and she wondered if she would "be able to follow through or get the ideas well enough to take them back." The workshop focused on indoor and outdoor games; relays and games that were "almost makeshift little games" were presented. The activities required limited equipment. What Dee liked best about the workshop teachers was that they kept the workshop simple and presented their ideas well.

If Dee were given an opportunity to design a physical education workshop, she would design one to help her to work with special children. Dee said, "Each year your class is different." This year Dee had two children with learning disabilities, who were "unable to really follow through with directions." She had one child who became frustrated during competitive games; he was just "unable to handle competitive activities." She did not know if she should allow him to participate or just let him be a spectator. It would have

been reassuring for someone to suggest ways to deal with students with special needs.

Realities of teaching. Dee arrived at school around 7:45 a.m. each day. Students began entering the room at 8:15 a.m., and they commenced the morning activities listed on the board such as a math review or a follow-up activity for social studies or science. At 8:30 a.m., the primary reading teacher arrived and remained until 12:30 p.m.. From 8:30 a.m. until 8:45 a.m., she and the reading teacher worked on the preparations for the day. At 8:45 a.m., the reading teacher read a story or a poem to the class; this was a listening period to settle and to ready the students for the day's activities. The language arts block began at 9:00 a.m.. Each morning in language, a new topic was introduced or a previous lesson was reviewed. Spelling began at 9:20 a.m., and Dee worked with 23 students while the reading teacher worked with two boys who were not able to work on the second grade level. This lesson was limited to 10 to 15 minutes, but it was resumed in the afternoon. At least three times a week, a formal handwriting lesson was taught during the morning. Around 9:45 a.m., two reading groups were called to their circles. Dee worked with one group while the reading teacher worked with the other. The remaining two groups worked at their desks on assigned work. At 11:00 a.m., they interrupted the reading lessons for lunch. Upon returning at 11:30 a.m., the students were

given 10 to 15 minutes to rest while a chapter from a book was read. After the relaxation period, they continued with their reading groups. Because the reading series were skills oriented, the students had accompanying practices in their workbooks. The morning activities moved at a steady pace leaving little time for deviations.

Hopefully, by 12:00 noon, the reading groups had completed their work; it was time to continue spelling with an oral activity such as a spelling game or a fun puzzle. Sharing time began at 12:30 p.m., and for ten minutes several students shared something they had brought from home. Math began at 12:45 p.m. and continued for about 45 minutes. Going to physical education was one of the incentives used by Dee to motivate her students to complete their math work. She was not comfortable using physical education as a motivating force, but it worked. Around 1:30 p.m., the students went outside for physical education for at least 30 minutes. The students returned to the classroom for lessons in social studies or science which were taught on alternating days. Health also had to be worked into the schedule. During the remaining time, art might be taught. In addition to these scheduled activities, Dee stated, "We're still going to the library, we're going to music, we're going to guidance, and ... to the P.E. specialist."

According to the school guidelines, the teachers' day ended at 3:45 p.m.; but Dee's day continued until 4:30 p.m.

because she did her work more slowly than the average person. Another reason stated by Dee,

I don't want to leave until I know I have everything the way it should be in case I don't come the next day.... I'm just a fanatic about making sure that everything is ... left open for that sub....

Dee spent approximately one and one-half hours grading papers each evening and on the weekends two hours. Because of family responsibilities, she did not begin her school work until around 10:00 p.m..

Dee's planning time consisted of 30 minutes in the morning and 35 minutes in the afternoons. Dee also had two duty-free lunch periods of 30 minutes but five or ten minutes were spent eating lunch. Other planning periods were the times that students were with the music specialist, the physical education specialist, or the guidance counselor. According to Dee, "Those 30 minutes go by like 10 minutes." Dee found that the 30 minutes allotted for physical education and music (both were in the gym), in reality, amounted to only 15 minutes: "By the time I take my kids to the gym and then come all the way back, I'd say maybe I have 15 minutes." Guidance, a 40-minute period every other week, provided her with a longer planning time. According to Dee, music, physical education, and guidance did not interrupt the daily routine. She said, "I'm glad we have those periods ... it breaks the monotony for me, and it gives teachers the chance to be with other teachers."

The reading teacher, a certified classroom teacher, was responsible for planning the lessons for the students with whom she worked in reading or in spelling. She and Dee reviewed their progress on a regular basis. Another duty of the reading teacher was taking the students to the cafeteria two days a week for Dee. According to Dee, having an aide was a big "plus."

Dee was responsible for teaching eight academic subjects, nine including her second math group. At Forest Hills School, the office personnel assisted the teachers in duplicating materials; at Dee's two previous schools she had not been as fortunate.

The second grade teachers did not discuss their daily teaching plans. Math, reading, and language arts guidelines allowed teachers limited flexibility; therefore, their programs were similar. Monthly grade-level meetings were held to discuss and to plan for field trips and other pertinent topics.

Pressures of teaching. The pressure for teachers to cover a certain amount of material in academic subjects was evident. Dee attempted to balance outside pressures to move on when she knew that some children could not maintain the pace. During the year, second grade teachers were expected to cover six magazines in reading. A magazine was one unit in a book, and each book contained three. Because the reading series were skills oriented, Dee (and other

teachers) pushed hard to cover the material. If teachers did not cover the skills as indicated on the students' reading cards, the next year the third grade teachers would have to teach a second grade reading group. System-wide the reading program was pushed. The math program had similar demands and expectations. Science was receiving more emphasis with guidelines to be followed. Dee liked having the guidelines, although she said, "It becomes pushy at times." Guidelines, however, clarified the important information to be taught and established a time framework.

Purpose of physical education. Dee had given little thought as to why physical education was included in the elementary school curriculum. She was aware, however, that teachers were responsible for including 30 minutes of physical activity each day.

Physical education was "low on the totem pole" when considered in relation to other academic subjects. Dee said, "It shouldn't be.... We put emphasis on ... reading and math...." When the value of physical education was considered in relation to art and music, it was ranked below art. Dee placed more emphasis on art, but she believed that physical education should be placed above art and music. Dee spent more time teaching art; she said, "I like art; therefore, I push it. I always try to make sure that at least once a week we have just a real good art activity." There was, however, no pressure to plan or to teach art.

Physical education was not emphasized as voiced by Dee, "Nobody is pushing you. We have our supervisors and all to really push, push, push with reading and math." For example, when the second grade teachers learned that their students' scores in language arts were low in comparison to the statewide scores, they were required to devise a plan for improving the students' scores. They were assisted by the principal in mapping their plans. Dee thought that if the teachers had someone monitoring what they taught in physical education and if the children were tested on a regular basis, then the teachers would place more emphasis on physical education.

During the last interview session, Dee related that she had given additional thought as to the purpose of physical education. She said, "I think many times we [classroom teachers] dwell on the mental phase, and we avoid the physical aspects of children." According to Dee, classroom teachers were responsible for educating the whole child. Dee believed that physical education was an important part of the elementary school curriculum, but she said, "I don't think I've always felt that way."

Guidelines for teaching physical education. During Dee's first three years of teaching, no guidelines were suggested. After Dee moved to the _____ School System, her principal stressed the importance of daily organized physical education. Dee said, "He really kept

tabs as to what was going on." It was not unusual for Dee to look up and find him observing her class during physical education. At other times he was less obvious in his observations, but teachers knew he had observed by his comments.

Dee was aware of only one unwritten guideline suggested by her current principal. He discouraged the use of certain playground equipment because several children had broken their arms. According to Dee, he said, "If you're going to let them play on certain playground equipment (monkey bars), make sure you are right there, and they are being supervised." Dee was unsure of his feelings about free play. Dee had taught in this school only two years, and she may have not been familiar with an unwritten guideline noted by June, a fourth grade teacher in the same school. June indicated that the principal had recommended that teachers plan organized games for their physical education program.

When teaching physical education, Dee said, "You're on your own.... Whatever you want to do...." There was no supervisor. A written physical education curriculum guide was provided for each teacher. The guide listed games for the primary grades, but Dee found it to be outdated.

Planning for physical education. When Dee knew that she would not be at school, she planned in detail games that the children knew. She stated, "I'll take time to write down our rules.... Our rules for playing the game may be

different from ... another class or a higher grade level." Her daily plans consisted of brief notations such as Monday--relays. Dee said, "Many times we keep a little chart, although it gets a little monotonous as the year goes on.... We have certain activities on certain days."

Dee liked a varied program of games; she said,

Now I try to branch out and just do something different. And ... kids, especially ... second graders ... they just light up, and they just bubble all over if you show them something different or if it's a new game.

Dee did not like "free play." She stated,

I find I'm real reluctant about ... letting them have quote 'free play' because they're so rough. I mean, the pushing and shoving and bumping and knocking ... I just don't like it. I'm afraid they're going to get hurt.

After supervising an organized game, Dee might let the students have three or four minutes of "free play," but "only for a few minutes." Occasionally, Dee let the children play on certain playground equipment, and she thought that might be considered free play.

Each Monday the physical education specialist at Dee's previous school provided handouts for the teachers. These plans, a valuable resource, enabled Dee to follow up the physical education specialist's program. Other ideas were obtained by observing the students on field day.

Teaching physical education. Dee thought that her husband could do a better job of describing her as a teacher of physical education than she. She turned to him for

pointers in how to deal with particular concerns. Although she would not rate herself as a good physical education teacher, she felt that she could present the games so that the children could follow through. She was comfortable teaching second graders, but she would not feel the same way about working with older children. Teaching relays, classroom games, and anything that did not require her to become too involved were not threatening. She did not feel at ease demonstrating a skill that she could not do well.

At the beginning of the year, Dee enjoyed teaching rope jumping. She found many second graders had problems jumping rope, but she encouraged them and reassured them that if they worked hard they could be better rope jumpers by the end of the year. The students always asked Dee to jump rope. She had mastered rope jumping as a child, and she performed well; therefore, she did not mind demonstrating the skill before her students. Dee noted that she had never thought about how her past experiences influenced her feelings about teaching rope jumping. She said, "Things begin to kind of fall in place as to why you feel the way you do about certain things."

Dee taught rope jumping because she felt that many second graders were coordinated poorly. She provided individual help for those who needed more practice. While the class was involved in a dodgeball game, Dee would work with an individual. Dee said,

If I feel that I can keep an eye on them and work with this child as far as jumping rope.... I try to make allowance for that individual who might be having trouble. Many of them can get a poor concept of themselves if they can't jump as long or they can't jump like the others, so I do try to help them.

Wednesday was kickball day; another day was spent playing dodgeball; yet another day was spent doing relays. According to Dee, the lesson began with the students forming a circle, and

We have what we call a V.I.P. of the week, and that person knows that he or she will be the center of attraction in the middle of the circle, because he or she will be the one to lead us in some type of little exercise before we start.

Sometimes a student suggested a new or favorite game. If it were a new game, Dee said that the child had the opportunity "to stand in front of a class and explain the game before we go out."

Dee's students had difficulty coping with competitive games and activities. It was not uncommon for Dee to hear students shouting "You cheated" if the other team won. Dee believed that the students were more competitive than they should be. Time was spent talking about sportsmanship, and she felt that the behavior of the students improved. To avoid conflicts, Dee selected the teams; she had a repertoire of five ways for selecting the teams.

All students were expected to participate in the activities organized by Dee. Only sick students were excused, and they stayed in the nurse's station. Dee said,

"I find as the year goes on, they realize that they cannot give me excuses."

Participating in field day activities was a ploy used to motivate students to work on a "skill or whatever we're doing" in physical education. In the spring at Dee's previous school, several teachers would let their classes compete against each other in kickball or relays. She found it was a good incentive for them because "they wanted to make sure they were good kickers so ... our class would win."

The way that Dee taught physical education had changed over the years. When she first started teaching, she would talk with a co-worker while the students played. "P.E. was a drudgery" because she did not plan in advance. Dee recalled playing dodgeball and red rover during the early years.

Having a physical education specialist changed the way that Dee viewed physical education; the specialist helped to raise her "consciousness" about physical education. Within the last year, Dee had become more physically active; she had participated in an aerobic dance class and walked regularly; therefore, the importance of being active had increased meaning for Dee. These factors influenced the way that she perceived physical education for her students.

The greatest influence, according to Dee, was her husband. Not only did he help her by offering suggestions,

she said, "He's behind a lot of the things that I now sort of expect my kids to do as far as P.E. is concerned." He suggested games and activities that were appropriate for second graders and that would "get them tired." Other factors that influenced how and what Dee taught were the schools' facilities and the availability of equipment.

Facilities. Because of limited classroom space the gymnasium was used each day by the music or the physical education specialist; therefore, it was not available for teachers. On rainy days, Dee planned quiet games or activities that did not "require that much moving around" in the classroom.

Outdoor activities took place on the track, field, or paved area; Dee said, "I let them know which area we're going to, and depending on the area, they know just about what we're going to be doing on that day." On the track they ran relays; on the field they played kickball; on the paved area they jumped rope. Occasionally, they used an area on the field with playground equipment.

Equipment. At the beginning of the school year the physical education specialist distributed equipment: a softball, a bat, two playground balls, a "couple" of short jump ropes, and one long rope. Dee did not use the softball or the bat; she wondered if she chose not to use this equipment because she was not "good at hitting a ball with a bat."

Other equipment was available from the specialist, but Dee rarely used it. If the physical education specialist were not at school, the equipment was locked in a room. Dee confessed that she did not plan far enough in advance to request the equipment from the specialist. Dee thought asking for the equipment on the day that she needed it was imposing on the specialist. She was not aware of any procedure to check out equipment, but she had not inquired. Dee noticed other teachers used extra equipment only on the days that the specialist was at their school. At Dee's previous school, the equipment was stored behind the stage. Dee said, "It wasn't locked up. On our way to the playground, I would have certain ones to go in and get the materials." When questioned if she used the centrally stored equipment more while teaching at her previous school, Dee replied, "Oh, yeah! We'd grab some kind of materials.... At least once a week."

For Dee, her former physical education specialist had influenced her perception of physical education and how she taught physical education. Dee perceived the physical education specialist as being more than just another teacher; she was expected to be a resource person for the classroom teachers.

The role of the physical education specialist. Dee believed that the role of the physical education specialist should be "to plan organized activities ... for the boys and

girls, and it should be also to work along with the classroom teachers." Dee thought that the specialist should provide the teachers with copies of her lesson plans and suggest ways for the classroom teachers to follow up. Although the physical education specialist taught the students once a week, Dee suggested,

Because this is her field, I think it would be helpful if she gave us just a wee bit of input as to what she has observed about that child relative to how he participates in physical activities.

This would be another "way that the P.E. specialist could work along, say, with the teacher." Dee noted that it would be more feasible for the specialist to provide input if she saw them more than once a week. At this thought Dee became very excited; she said,

I feel that would just be a plus because I don't consider myself that equipped for teaching elementary kids P.E..... Oh, wouldn't it be great, a full time P.E. teacher? Even if they--they went no more than two or three times a week, more than just once. I am looking forward to that day.

Many of the teachers that Dee talked with shared the same feelings.

Dee did not mind working closely with the specialist as long as it did not "entail a lot of paper work." She suggested that classroom teachers return a few minutes early to observe a new game or lesson that the specialist wanted them to follow up. Dee believed that it was the responsibility of the specialist to convey a desire to serve as a resource for the teachers.

At Forest Hills School, Dee did not know the specialist very well. Because the specialist taught at more than one school, her availability was limited. The specialist was not available after school during the fall because she coached at a nearby college. Dee said, "We don't come in contact with each other that much."

Dee believed having one specialist per school would allow the classroom teachers and the specialist to become more involved. Dee felt that she could contribute to the specialist's program by following up her plans, but she needed to know what they were. This year her students were scheduled for the physical education specialist's program the last 30 minutes of the day. The students did not return to Dee's room before departing from school; the specialist took the students to their buses. The previous year Dee would arrive a few minutes early so that she could observe the specialist working with her students. The present structure limited her knowledge of the specialist's program. She, therefore, had no knowledge of the specialist's program. Encouraging the cooperation and the participation of her students were other ways that Dee enhanced the specialist's program. A cooperative class was important for Dee. She said, "The 30 minutes goes by very quickly, and unless she [the specialist] had their cooperation ... she won't be able to follow through with her plans." Dee stressed to her students the need to listen and to follow

directions given by the specialist. She felt that she had succeeded thus far because her class had received a certificate for being cooperative each week.

Sue

Introduction. Sue, a 32-year-old teacher, has been teaching for nine years. Sue began her career as a kindergarten and first grade combination teacher in another school system. She has been employed in the _____ Public School System for eight years, the first four as a remedial reading teacher. Although she was teaching a fourth grade class, she has taught kindergarten and third grade.

Sue grew up in the state of New York. Following her graduation from high school, her family moved to North Carolina where she attended college. Sue received a degree in psychology, but being unable to find a job, she returned to college for certification in teaching.

During the interviews Sue related how she perceived herself as a mover; she was not comfortable moving. Sue said,

I'm not a bit spatially oriented. I never know when I'm going to run into something. I don't know where one foot's going and then where the next one's going. And I don't know how to get it to go where it should go. I'm very uncomfortable with my body, as far as movement and dance, but I wish I wasn't.

Family. As a child, Sue's immediate family was not interested in physical exercise or sports. She said, "There

wasn't any family consciousness of exercise. My mother cooked the typical fattening foods; we ate all the time." Sue described herself during her early childhood days; "I was a real fat kid. I wore corrective shoes.... They were not comfortable; not graceful; clunky, so I didn't run well." Sue enjoyed "sedentary things" such as reading, writing notes, and playing with dolls. During her early years, however, she and her sisters roamed the woods, climbed trees, swung on swings, and played in the sandbox. Swimming was a favorite summer activity. There were no boys with whom to play.

Sue's grandparents were more directly involved in physical education. Her grandfather, a prominent physical educator, was a coach and a teacher. He later became the Dean of the Physical Education Department at the University of _____. He also served as the editor of a physical education professional journal. Her grandmother taught physical education before she became an elementary school classroom teacher. Sue had limited opportunities to visit with her grandparents, usually only twice a year.

Physical education experiences. Sue's elementary school physical education experiences began in kindergarten with a physical education specialist providing instruction one day a week. The classroom teacher, however, was responsible for physical education the other four days.

According to Sue, the classroom teacher's program was not related to the specialist's program. She described the classroom teacher's program as follows:

If you wanted to organize a game, she'd bring out bats and balls or whatever equipment you needed. There'd be a box and kids would carry that out. Then everybody would just do their own thing, and at the end of the period you'd go back in.

The teacher would "just stand there and watch all of us run around for 30 minutes." On cold or snowy winter days, the teachers took the students bundled in their hats, coats, gloves, leggings, and boots outside. On a "rare occasion," the teacher would organize a kickball game for the students in the class, in addition to the regular playtime.

Located in the back of the school, the "huge" playground included several swings, a large blacktop area, numerous merry-go-round types of equipment, and climbing bars. Students from all grades shared this playground space and equipment. Sue spent most of her time on the playground writing in autograph books, playing on the merry-go-round, swinging, or playing hopscotch--"but never running."

When Sue described the physical education program organized by the specialist, she said, "The days that we had physical education class you had to work. You had to work out. You had to be busy the whole period doing predetermined things." Sue could not recall all of the activities taught by the specialist. She remembered,

however, the specialist's teaching patterns; she gave two examples.

During the winter months, gymnastic-like activities were taught. Each week a new stunt was demonstrated, and the students were paired with partners for practice. Sue said, "If you couldn't master the first few [stunts], then you never did get on to the hard stuff.... Never in my life have I turned a cartwheel or performed a handstand." The teacher moved among the students offering suggestions and corrections, but before Sue mastered the basic stunts, the teacher moved on to another type of activity. In basketball, Sue recalled passing the ball back and forth, practicing dribbling, and eventually playing a "few little play games." Then the teacher moved on to a new activity.

Sue could not recall when wearing uniforms and taking showers became a part of the specialist's physical education program. She thought that this routine began around the fourth grade. She recalled feeling embarrassed and awkward while dressing and showering, because her friends and she were developing at different rates. Unless a student had a note from a parent, Sue said, "You were herded in there [the shower] and out. Everybody did it; so even though you complained, you just did it." Sue hated it, but returning to the classroom without taking a shower "would have been gross." She explained why. The specialist allowed the students to take their gym suits home to be washed--but only

every few weeks. Sue vividly remembered the gym suits "really" smelling after a few classes.

At the culmination of each activity unit, the specialist evaluated students' skills. Formal grades were not given, just comments. Sue thought the specialist's comments about her would have been related to her helpfulness and cooperative spirit, rather than to her skill abilities.

Sue hated physical education; she excelled in the academic areas. According to Sue, "I was not good at it [movement]; therefore, I didn't practice it to get any better." Sue recalled, however, practicing to improve one skill, striking. While her grandfather, a physical educator, was visiting Sue's family, Sue learned to hit a ball. Her grandfather guided and encouraged her practices at home.

Physical education classes in the seventh through the twelfth grades were segregated by sex and met two days a week for half a year or two marking periods. The program was similar to that of the elementary school program.

As for the teachers, Sue remembered liking some and not others. She recalled one having a "slave driver attitude." This perception was reinforced by the teacher's persistence to get her to vault over the horse. Sue said, "We had to do it. She [the teacher] did not say why we had to do it. It seemed like there was no logical thought to that ...

request." Sue was in a situation in which she had to find a way to survive within the constraints of the curriculum. Sue asked, "So what do you do when you can't do those activities?" Sue found her niche. She said, "I became a spotter. I was a good spotter, very careful. I was aware of how other people were doing these skills; it's just that there wasn't something I could do."

Although Sue found her niche, she was still expected to participate in the instructional activities. She referred to one incident several times. This incident illuminated her frustrations with the physical education program. In gymnastics, a beginning activity was introduced on each piece of equipment. She said,

I can still remember one gal, a big gal, that had polio and had a kind of drawn up arm and leg on one side. And I can just picture this girl, as well as myself, running up to this horse [vaulting horse] and just throwing her stomach [against the vaulting horse while attempting to perform a vault].

After throwing herself into the vault, the handicapped student slumped to the floor. Each year this incident recurred. Sue said, "I always thought this was so cruel. Why do we have to do this if we're not able to do it." An optional activity was not offered.

There were activities that she enjoyed such as basketball, volleyball, soccer, and hockey. She said, "When you're doing team sports, ... everybody's kind of working together and you're sharing." She also felt that the

students did not have to be quite as skillful. Of all the activities taught, she preferred exercising to music.

The curriculum was arranged according to the seasons; fall, soccer and hockey; winter, gymnastics and folk dance; spring, track and field and softball. Sue recalled being taught skills, and she understood that practice was necessary for improvement. She was aware that students who concentrated during class improved their skills. Of course, Sue never practiced skills, nor did she watch sports on television. She did not enjoy competition, but she engaged in some competitive activities; it was a "social thing" for students at that age.

Beginning in the eleventh grade, the students were given the opportunity to select activities. Sue chose badminton and bowling. Sue wondered why bowling was being offered as an activity. She surmised that as students began to age, they would find sports like rugby too difficult to play; therefore, the teachers wanted to expose students to alternative choices.

Individual shower stalls were provided, and the dressing area was divided into various sections by lockers. These conditions were better than those in the early elementary school years, and by this time she was "used to it." The girls were maturing and looking more alike.

Sue's negative attitude remained throughout her high school years. By collecting the bats or taking a note to

the office, she limited her participation time. The teacher thought that she was a helpful student, but for Sue it was her way of getting out of participating in physical education.

Sue recalled taking written tests on the various activities and grades being assigned. She said, "I know we did that [take tests], so I'm sure we had to have grades, because otherwise they wouldn't have bothered with that, I'm sure."

As a student in physical education, Sue described herself in this manner:

I could say in lots of subjects I was the one to shine, ... but this was definitely not the place. It sort of seems like the haves and the have nots. Either you were good at it--most all of it and you enjoyed [it] ... we used the word jock then and we still do now.... But a chunk of us anyway were just the opposite and would have rather been anywhere in the world than right there.

Sue never participated in intramurals after school, but she remained, however, for honor society activities.

The purpose or goals of physical education were never stated. Sue said,

I guess, I sort of just felt like they have to teach us something, because P.E. is just another one of those things you have to do, and these are the regular old P.E. things that you always do.... When you learn math, you thought--this I'll use the rest of my life, but when you did some of those strange P.E. skills, I don't think I really saw a value to that.

Sue shared her thoughts about designing a physical education program. Her first choice was to give students a

participation option. If she had been given this opportunity, she would not have participated because she was never "good at it." But if students had to participate, she thought that they should have the opportunity to select activities in which they could achieve success. Sue said, "I'm a real achieving ... person, and I certainly don't like every week to be exposed to something that I know [that] I am going to fail--time, after time, after time." Realistic expectations should be set for each individual student. Offering a variety of activities was acceptable for exposure, but year after year was going beyond exposure. Sue said,

Once you've exposed them [students to various activities], then, I think, you need to be realistic. And if there are kids who are good at it, give them the chance to practice and let them go ahead with it.

Sue thought that there should be an overall focus for including physical education in the curriculum. She wondered,

Did we do them [various activities] all those years, because they wanted us to be stronger, healthier individuals? I don't think so. Did we do them all those years to be exposed to sports, and then you could pick the one you liked? I never saw that continuity all the way through [my physical education experiences]. Continuity in the sense--We're going to teach you how to do this, and this is the reason, so that you can--whatever.

To Sue, it appeared that the teachers repeated the same activities over and over. The only good thing that Sue could remember about all her physical education experiences

was wearing her sneakers instead of her corrective shoes during her early elementary school years.

College physical education experiences. Upon returning for her certificate in teaching, Sue enrolled in one physical education preservice course. This course was designed to meet the needs of a variety of students, ranging from those majoring in elementary teacher education to those receiving a degree in special education. A man taught the health section of the course; a woman, the physical education section. Sue thought that the physical education teacher was strict--but good because the teacher recognized Sue's limitations.

In addition to the classroom activities, the students participated in two laboratory teaching situations. The students were responsible for teaching handicapped students to swim. Sue was not sure how this would make her a better teacher; it was, however, an appropriate laboratory experience for those studying special education. Sue was allergic to chlorine, but the teacher understood, and she found Sue alternative responsibilities.

Because this course was offered during the summer, the second laboratory situation involved teaching day campers. This seemed logical within the scheme of learning about teaching. While planning lessons for teaching, a group of six class members surveyed appropriate activities for the children with whom they were working. She said, "You would

have to be organized enough to get your equipment ready and do a dry run through the game to see that it would work, the activity or whatever." The class members worked in pairs with groups of children. Sue believed that this was beneficial; she said, "We really got to practice what it was we were going to be doing [as teachers]." Sue said that she learned "You can't anticipate what it's going to be like until you have your five-year-olds there. That's what we should have done the whole time." To prepare to teach a game to the day campers, the class members taught the game to the class. Sue said,

I think when you do this role playing with adults--you try to pretend to teach adults a game--you learn very little. Teaching a class of adults is just not like having your little five-year-olds there.

In addition to their regular class, the class members met to share the various groups' teaching experiences. Sue found these sessions of interest, because she learned from the experiences of others. Apparently some groups had few problems, and Sue found this disturbing. She said, "They could not have been perfect. Nobody's that great when you're an undergraduate teacher."

While working with the day campers, Sue gained four insights into teaching children. First, she learned about giving directions to children. She said, "You can't stand in front of a group, rattle off all the rules, the beginning, the middle, and the end, and how the game will be

won, and then say, 'play it'." By the end, the campers have forgotten what was first said. Second, another important part of the teaching process was found to be demonstration. She learned that it was preferable for children to demonstrate, because the teachers learned to anticipate the campers' mistakes and their own. The third insight was that children should understand each rule as well as the overall concept of the game. Games or activities without winners were better than the more competitive games, a fourth insight. Games without winners enabled every student to participate and did not end with students arguing about who won. While enrolled in this course, Sue was introduced to these ideas, but once in the classroom they were reinforced.

When asked to offer suggestions for a preservice course, Sue commented that each public school appeared to have its own philosophy of what teachers should do during this 30-minute period of physical education. A preservice course should cover all bases and anticipate future needs, because future teachers, once employed, might be expected to teach an organized, planned physical education program. Sue thought that motor development of elementary school children was critical information for future teachers. This information should be readily available for teachers, because most classroom teachers did not have the time to study the literature. According to Sue, teachers needed

"a list, a book, a booklet or whatever" that suggested skills that "a regular child should be able to do ... so teachers who do want to teach something ... know what to work on."

In a children's literature course, Sue was required to make a file summarizing over 200 books to which she referred frequently throughout her teaching career. To Sue, having a file was not the end of an education; it was a reference resource, a "little bit of core knowledge." Having such a file for physical education would be beneficial, according to Sue. It should include games for children of different ages, and the games should be grouped by skills. Games for fun, however, should be included. Sue emphasized the need for a variety of activities, ranging from practice drills for developing skills, to competitive activities, to games or activities without winners or losers. Future teachers should witness the games taught by an instructor, to observe the way in which the instructor organized the children, and how he or she presented the directions. Prospective teachers should be given the opportunity to teach children as many of the games as possible; if not, they should teach them to fellow students.

Another suggestion was that future teachers should be taught how to work with a physical education specialist. Sue questioned, "Would there be some kind of coordination or information offered to them from the specialist?" The services of a physical education specialist might be one

consideration for a classroom teacher when selecting a school at which to teach.

When asked to prioritize her list of suggestions, Sue replied, "It all needs to be there." If she had to choose, however, the most important suggestion would be to have a list of games, but not just any list. The list should be arranged "like an annotated bibliography." She thought it should read, "This game involves competition, a group of six children, and is good for ball-handling skills."

In-service physical education experiences. Sue had participated in two in-service workshops. The most recent workshop focused on movement and dance. During the 1984-1985 school year, there had been a big celebration of The Arts, and county administrators invited a famous dance instructor and members of her troupe to design a workshop for teachers. The enrollment was limited to 25 people, and the teachers who attended represented different backgrounds. Sue said, "There was not a bit of sameness in our group." The teachers ranged from reading teachers to special education teachers to physical education teachers to fourth grade teachers.

Sue had anticipated that she would be a spectator, but after only two minutes she found herself barefoot on the stage, along with the other teachers. The course involved moving for two and one-half hours. According to Sue, the movements by the participants were perceived as being

correct. Movements could be added or changed but people's movements were never wrong. The participants worked at their levels. Sue felt that the troupe was there to teach and to help rather than to perform. The dancers participated, encouraged, and supported the teachers. Sue said, "It was just an exciting course."

Dance and movement improvisation was the theme of the workshop. The members of the troupe demonstrated and helped the teachers "think through a process," and then initiated a movement sequence. The instructor wanted the participants to think about the movement. For Sue this was a unique experience. Sue said,

This sounds silly--I guess--but a preconceived notion of people doing physical activity is that they don't think. Now, I know that's not true, but yet, that's the way I think about it. This took a lot of creativity.

At the end of the two and one-half hours she felt tired, yet she felt exhilarated. It was her most positive movement experience. She liked the acceptance and the uniqueness of this approach. She said, "There's no winner; there's no competition. Everybody feels successful." She attempted to incorporate these ideas into her program.

Sue thought that handouts would have been useful for stimulating recall. She suggested handouts listing the activities with a brief description such as machines, three people, high, low, one moving part.

Sue selected her first physical education workshop by reading through a list of in-service workshops. Sue decided that she had taken a "million [workshops] in reading and a million [workshops] in math;" what she really needed was more information about teaching physical education. With the help of a few persuasive friends, Sue decided to sign up for a physical education workshop about rhythms and games, taught by local physical education specialists. The instructors provided 15 to 20 pages of handouts which were the beginning of Sue's physical education file. The handouts included information such as the materials needed, the benefits of the game, and the limitations of the game. Sue said, "You could go back and just reread it and know exactly how to do the activity."

For rhythms, the dance tinkling was taught. The games portion included a variety of activities: inside games, outside games, fast-moving games, slow-moving games, competitive games, relays, games without winners, unit-culminating activities, and nonelimination activities. While participating in these activities, Sue evaluated their practicality. Because her school did not have a paved area and indoor-teaching space was limited, some activities were eliminated immediately. Games that could be coordinated with the seasons (Halloween and Thanksgiving) were identified.

The instructors were organized; they were well prepared; their information was "real clear." Sue thought that participating in the activities was beneficial.

When given the opportunity to design an in-service experience for classroom teachers, Sue began a flowing discourse. Some general suggestions offered by Sue were that (a) teachers should participate, although she hated participating; (b) a group of selected children should be available for demonstrating the activities so that teachers would have an idea of "how kids would look doing the game;" and (c) handouts should be provided. Sue thought that the type of activity would determine the amount of detail needed in the handouts.

At the beginning of a workshop, the goal or goals of physical education should be made explicit, and the selection rationale presented clearly. All the games and activities should relate to the goal, or if several goals were chosen, then the games that met a particular goal should be noted.

Sue believed that the instructors should provide the teachers with a detailed outline of skills being taught. She was not certain how the information should be arranged, but she thought an arrangement similar to their reading skills would be functional. For example, children by a certain age should know the long and the short vowels. Specific skills being taught to children of different ages

should be identified. Games used for teaching or reinforcing these skills should be noted and taught so that the skills would build upon one another. Sue thought that a game or activity might be appropriate for teaching more than one skill, if the emphasis of the game were shifted. For introducing or reinforcing each skill, several games should be suggested including (a) competitive activities, (b) noncompetitive activities, and (c) activities that involved everyone. Activities that focused on fundamental movements and allowed children to use their imagination should be incorporated.

Other considerations that should be made are (a) classroom teachers' planning time, (b) school equipment, and (c) facilities. Sue said,

Because of the demands of the rest of the day, it's [physical education] going to be the last thing. So if it's [physical education] going to be incorporated, it's got to be something that can fit in as painlessly as possible.

According to Sue, a game might meet all the requirements for teaching skills; but if it required 25 pieces of equipment and a gymnasium, teachers would not use it. Sue said, "It's just too much trouble. A game that required two or three pieces of equipment and a minimum playing field requirement will more likely be used." Many teachers were limited to "a chunk of grass." The equipment should be portable and easy to locate. Physical education should be streamlined, yet it ought to offer challenges to those who have the time or

occasionally wanted to do more. She made the point, "You don't certainly want to just make it all too easy; nobody's going to take you seriously if it's that easy."

A workshop session on liability would be beneficial. Sue said, "I know some teachers really don't like to do much of anything, because they're afraid that they're going to be the one to get sued when ... a kid in their class falls." Sue thought knowing for what she would be liable would be helpful in planning and in teaching.

In summary, an in-service physical education experience should include the following: (a) a statement of the goals of physical education, (b) an outline of appropriate skills to be taught, (c) a detailed description of the activities applicable to the identified skills, (d) a demonstration of these skills and activities, and (e) active participation. Although an appropriate, well-planned in-service course might be designed, it would be of little value if the instructors failed to consider the realities of teaching.

Realities of teaching. Sue began her morning routine by rising at 5:45 a.m.. At 7:00 a.m., after a busy morning, Sue drove her young daughter to the babysitter. She arrived at school at 7:35 a.m., 10 minutes before the required time. At least one day a week, she had a parent-teacher conference scheduled in the morning. From 7:35 a.m. until 8:30 a.m., she talked with other teachers, ran off papers, prepared the room, recorded the morning work on the board, returned

papers, and prepared tests. Some days between 8:00 a.m. and 8:30 a.m., faculty meetings, school-based meetings, or grade-level meetings were scheduled. This was also her planning time. Although the official school day did not begin until 8:55 a.m., the students began arriving at 8:30 a.m., because of the dual bus system. Sue said this time was spent "babysitting." Some teachers planned useful activities for the students during this 25-minute period, but little formal instruction took place.

At 8:55 a.m., Sue began working with one of three reading groups. Then a restroom break was scheduled followed by the second reading group that began at 9:30 a.m. and continued until 10:00 a.m.. The students not participating in a reading group continued with the morning board work or other assignments. From 10:00 a.m. until 10:35 a.m., Sue taught spelling and English to the class. Following a five-minute break for Sue to go to the teachers lounge or to make a phone call, the third reading group assembled. At 11:15 a.m., the students left for the cafeteria. Sue said, "The kids sit down, they gulp, they push in their chairs, and we leave." Returning to the classroom at 11:45 a.m., the students prepared for 45 minutes of math instruction. Physical education followed at 12:30 p.m.. Another restroom break was scheduled as students returned from physical education. By 1:00 p.m., the students were in their seats ready for 15 minutes of

instructional television or silent reading. At 1:15, five students left to go to remedial reading. Students being out of the room prevented class instruction during these 45 minutes. Sue used this time for enrichment work, follow-up games and puzzles, chalkboard spelling games, math review, or additional instructional time for those who needed help. One day a week, students watched an educational movie. Sue also used this time to grade and file papers. Between 2:00 p.m. and 2:15 p.m., the time was spent returning their games, collecting their belongings, practicing their writing, listening to Sue read Gulliver's Travels, or reviewing material for a test. Depending on the day of the week, at 2:15 p.m. the students could be found engaged in art, social studies, science, or music. On Fridays, enrichment activities such as cooking were scheduled. At 3:00 p.m. the students began their final preparations for home. Assignment sheets were checked; books packed; chalkboards washed; the floor cleared. At 3:10 p.m., the first bell rang dismissing students who walked and those who rode in cars. Students who rode buses were dismissed at 3:15 p.m.. The teachers led them to their buses and returned to their classrooms around 3:25 p.m.. Although the school day was "officially over" at 3:30 p.m., Sue rarely left at this time. Between 3:25 p.m. and 3:55 p.m., Sue met with the guidance counselor, other teachers, or parents.

After a short drive to the babysitter's to pick up her daughter, Sue drove home, a 20-minute drive. The time from 4:30 p.m. until 8:00 p.m. was devoted to her family. By 8:00 p.m., Sue settled down to chat with her husband while grading papers, or preparing a book order, or selecting teaching materials, or designing and making a costume, or collecting material for a science project. With luck Sue was prepared for another day by 10:00 p.m..

There was no need for grade-level teachers to plan together; the reading coordinator paced all the teachers; the vice-principal coordinated math. Sue worked with another teacher in teaching social studies and science. The other teacher taught their classes social studies; Sue, the science. Teaching the same lesson twice eliminated planning for one subject.

On a daily basis, Sue prepared lessons for 10 to 11 subjects. In addition, she planned the morning board work-- a math review, a handwriting lesson, and/or a creative writing story. Once a week, she planned for art, science, power writing, and music. Once a month, Sue carried home all reading materials to prepare lessons for each reading group. One afternoon a week, Sue remained late to plan for the coming week, so that she would not have to take so much work home every night. She said, "I just stay and work until about a quarter of seven, don't eat supper, I just stay and work." Sue spent, however, an estimated average

of four to six hours each week (including weekends) doing school work at home. She was able to limit the amount of work she took home, because she spent all noninstructional time grading papers. She said, "As I eat at the teacher's table, I grade papers; as I sit at any kind of faculty meeting, I grade papers; as I sit at any kind of entertainment or social, I grade papers." During her 18 minutes of duty-free lunch, she held her sandwich with her left hand while grading papers with her right.

The students were scheduled for library, music, and physical education one day a week. Guidance was scheduled for 30 minutes 12 to 14 times throughout the school year. Sue used these duty-free periods to plan and to prepare teaching materials. This time was also used to meet with the principal, to call parents, to meet with the reading coordinator or the other specialists. Sue felt that she was an efficient person who used her time wisely. Sue said,

I'm getting paid to teach them, and if there's one more little drop I can cram in a day, I'm going to try to do it. I don't teach just to get paid. There's a lot more to it than that.

Sue served on several school committees, including the science committee and the advisory council. The advisory council required several additional hours a week, but most of the matters were handled during the school day.

Physical education was a small part of Sue's busy teaching day. The lack of continuity within the physical

education program contributed to the uncertainty of its purpose.

Purpose of physical education. The purpose of physical education as a part of the elementary school curriculum was "ill defined or undefined," according to Sue. She stated, "We are required to provide 30 minutes of time, but nobody says what we have to do with it." Sue was unsure why physical education was a part of elementary school curriculum, but she commented, "If it's included, it ought to be required."

Sue reiterated a point she had made previously. Sue said,

What is the philosophy of what that 30 minutes a day is to be? Is it to be a relaxed period where the children can socialize, or is it to be another structured teaching activity, and then they never get a break all day long? To me, that's two totally different focuses [sic]. And you can't do both.

Sue had a clear purpose for her physical education program. She said,

I'd like for the children to basically not be like I was. I would like for them to enjoy being outside, to find something that they can do well. I know they're not going to do all of it well ... but to find something that they can do outside and feel successful.... I'd like for them to be more at ease with their bodies.

Sue encouraged her students; she helped them to set small goals along the way; she shared their excitement of learning.

Sue believed physical education was of value for elementary school children. A playtime was needed, however,

for students to have fun with friends other than physical education. Playtime and physical education were different. She said, "Unfortunately, there's not time for both, we think. Who knows what's really important?" Sue thought that reading and math were the most valuable subjects. If the length of the school day limited the number of subjects taught, she would not skip physical education. She said, "I would try to cut math by 10 minutes and at least get outside for 10 short minutes." When the value of physical education was discussed in relation to art and music, she thought that the amount of time devoted to physical education weekly signified its importance. Physical education was taught five days a week, one day by the physical education specialist and four days by the classroom teacher. Music was taught only by the music specialist one day a week. Art specialists were not provided by the school system, but Sue taught art one day a week. If Sue had to select one of the three subjects (art, music, or physical education) to be included on a daily basis, she would choose physical education. Sue said, "[Students] get so much more out of being outside, just from moving around ... regardless of the sportsmanship and the skills you develop, ... which are very important."

Guidelines for teaching physical education. Sue was responsible for teaching physical education four days a week. She was unaware of any written guidelines, but she

thought that they might be found in the curriculum guide. If guidelines existed, they had never been called to her attention.

Sue's previous principal at Country Cove had dictated verbally that there would be no free play; teachers were responsible for organizing activities and participating every day. The teachers were observed on the playground but not daily. He believed so strongly that physical education should be a teaching part of the day that he had wanted the swings, the teeter totter, and the climbing apparatus removed.

The principal who has been at Country Cove for the last two years did not dictate in such firm ways. When questioned about the use of the swings, she replied that it was acceptable as long as it was a part of the teachers' curricula. Teachers were left to make decisions based on their professional judgments, but these decisions were not followed up by the principal. Sue was not sure if this privilege was always the best way to handle decisions, especially when children were observed running on the playground four days a week with no constructive learning taking place. Teachers were observed grading papers or visiting with other teachers. Sue believed many teachers thought that this action was a definite loosening of the previous principal's rules.

Planning for physical education. Sue planned organized physical education activities for her students each week. For the past two years, the physical education specialist had given teachers a monthly plan of activities that could be used to follow up the specialist's lessons. Sue tried to select activities from this list two days a week. The other two days, Sue said,

I feel like I have some good ideas that go along with what the specialist is teaching, or if I feel I have something that I want to teach them, I go ahead and do it. I have certain things that I like fourth graders to do.

Most of these games, however, were included on the specialist's plans. Sue also planned movement experiences similar to those she learned in an in-service workshop. Examples of the movement experiences were students using their bodies to make machines, or using hoops to move in and out of confined areas.

Teaching physical education. At the first school where Sue taught, she did not organize activities for her kindergarten and first grade students; it was playtime. The school had a variety of playground equipment in two different areas. Two days a week, Sue took her students to the park to play on the larger equipment; the other two days they played on the smaller equipment. Each day, two helpers carried out a box of equipment (a variety of balls, jump ropes, frisbees) from which the students could select. Sue joined three other teachers sitting on a bench to observe

casually, to visit, and to relax. Sue said, "I interpreted P.E. time as playtime." She thought this 30 minutes was for students to entertain themselves, talk with friends, cut up, and relax; this was what she had been exposed to while growing up. She never thought of it as part of the instructional day. The physical education specialist, who taught the children one day a week, made no attempt to coordinate his activities with those of the classroom teachers. She received no guidelines from her principal.

When Sue secured a teaching position at Country Cove, she learned while talking with a neighboring, experienced teacher that teachers were required to post a daily physical education chart. When Sue asked for clarification, she learned that the principal expected physical education to be a part of the teachers' instructional responsibilities. Teachers were expected to plan and to lead the posted games. Sue went immediately to a fellow teacher for teaching suggestions. He gave her a list of inside and outside games, and he instructed her how to play four or five of them. Throughout the year when she observed his children playing a game that she did not know, she inquired about it. Sue said, "He was really my resource person, because I knew I had to do something, and I didn't know where to get the information." Sue wanted to include activities other than "red rover" or "kickball." Although a physical education specialist was based at her school four days a week, Sue

said, "I don't think it occurred to me that what I was doing was related to what she was doing." Sue perceived her role as "entertaining them [her students] with some kind of game." When planning, she mused, "What kind of game can I do today to fulfill the requirement of keeping them busy on the playground?" Sue continued to plan in this way until guidance was offered by a physical education specialist who transferred to her school.

The lesson plans provided by the physical education specialist for the last two years allowed Sue to plan activities that reinforced the skills the specialist taught. Insights into how Sue taught sportsmanship and skills were revealed in her dialogue concerning the teaching of physical education.

Sue chose a child to be responsible for collecting the needed game equipment. While the students walked to the playground, they numbered for teams. At one time, Sue let the children choose the teams, but she found this to be a problem. Not only did she have various methods for team selection, but schemes for rotating playing positions, and even changing field positions to accommodate the position of the sun. She said, "It just helps make everything more fair." The teams took their positions, and Sue selected one student to assist her in scoring and judging. She said, "It gives you another pair of eyes to help watch what's going on when you're outside." After quickly reviewing the rules,

she sounded her whistle and the game began. Sue found the whistle useful; it prevented her from having to shout. With a toot of the whistle, the game stopped allowing her to give corrections and offer ways for improvement. Based on the children's excitement and interest, the game continued for 15 or 20 minutes. At this time, the students took a lap around the field or ran to the flagpole to get "their blood pumping." She did not remain outside longer than 25 minutes, because she counted her restroom break within the 30 minutes allotted for physical education. The interview continued with Sue's reflecting on her students' development in (a) sportsmanship, (b) game-playing strategies, and (c) skills.

At the beginning of the year, students teased fellow students; their sportsmanship was poor. Sue believed part of her teaching responsibility was to teach sportsmanship. Through her coaching, students began to encourage and to cheer their classmates; they praised their fellow classmates' skill improvements. The students became more willing to participate in the activities.

After working through a game several times, Sue observed that the students began to learn the intricacies of the game: how to trick the other sides and how to cover their team better. In dodgeball, the students learned that the object of the game was to learn how to hit a player with a ball as well as how to dodge. During the game or at the

end of the game, Sue talked with the students about their game play. She said the dialogue might sound like this, "Now, that we've played this game, do you see where your team might have made a mistake, or do you see why the other team won?" Sue believed this exercise not only helped the students to become critical thinkers, but also it helped them to evaluate their game play, so they could approach the game in a different way the next time.

Sue offered numerous suggestions for helping children observe and analyze game skills. One approach was to stop an elimination game when the remaining players were down to four or five. They discussed why these players had been successful. Based on their discussions, they attempted to predict who might be eliminated last. If time permitted, they continued the game to see if their predictions were accurate.

Sue believed her students began to internalize game strategies and to recognize how the skills were executed. Their endurance improved; racing around the field became easier. The students climbed the obstacle equipment faster and did more pull-ups. Kicking and catching skills improved; they learned to judge the trajectory of the ball; therefore, they knew when the ball was coming to them. Although Sue did not formally evaluate her students' motor and social development, she observed changes.

Sue planned organized activities for her students each day; free play was not a part of her curriculum. If the students were very good in the morning, Sue might--but rarely--take them out for 10 minutes of free play. Occasionally, Sue divided her students into small teams, gave each team a ball, and directed them to practice passing in various ways. She did not believe this to be free play, but she thought some people might.

The classroom was the only space available for physical education on rainy days. Indoor activities included isometrics, movement activities, moving to music, and quiet games (Seven Up, King or Queen, Huckle Buckle Beanstalk).

Sue believed games were easier to teach than movement activities. She said,

Movement takes a whole lot more thought and planning, anticipation, encouragement, and all those kinds of things. It's just more demanding to teach, I think. So I don't do that as often.

Sue summarized her thoughts about teaching physical education and its curriculum. To Sue, physical education was disjointed. No one required anything; no one checked on what teachers did; the students were not tested. Continuity from one year to the next did not exist; there was no logical curriculum.

Equipment and facilities. Physical education equipment in Sue's room was a combination of items provided by the school and those that she had purchased. Her list of

equipment included two 12-inch playground balls, two 8-inch playground balls, two nerf footballs, a set of small sponge balls, long and short jump ropes, and a set of paper dowels.

Sue also borrowed equipment from the physical education specialist, but this required planning ahead. She had to consider whether the specialist would be at her school that day; when to pick up the equipment; would it be available? She said, "It's a lot harder to do that [request equipment] than just to pick up a ball out of the box and select some easy game like circle soccer, which doesn't take much planning."

Sue was not sure who was responsible for repairing the physical education equipment. She had to purchase a new playground ball because a former specialist said the school did not have a pump. In the past, the principal repaired and inflated the playground balls with his personal pump. She used her school instructional money or personal money to buy equipment as needed. If money were available from other sources, Sue would purchase more equipment for her room.

The physical education specialist assigned to her school three years ago surveyed the teachers to find what equipment they wanted, but the purchased items were locked in the specialist's office. The specialist would not object to the teachers borrowing the equipment. According to Sue, the problem was knowing what equipment was available, locating it, and signing it out.

The role of the physical education specialist.

During her eight years teaching at Country Cove, Sue had taught with several physical education specialists. She said, "The first seven years that I taught, we were provided nothing, and we really had no feedback from the specialists at all."

At the time of the interview, two specialists served the children of Country Cove. One specialist taught three days a week; the other, one day a week. The latter had been assigned to County Cove school for several years (six of the years that Sue had been teaching). For the 1984-85 school year, the specialist was transferred to another school. For the 1985-86 school year, she was reassigned to Country Cove one day a week. Sue said,

It's hard for her, I'm sure, because she was there a long time and basically had no contact with the teachers. She's [the former specialist] not bad; she just was very casual and very low key and noninvolved.

The new teacher arrived and became involved in the school; she was even selected as Teacher of the Year. Sue said,

She had such a positive impact in those three days for that one year, when you consider all the professionals at our school ... and [they] are excellent people. She had such a positive impact.

The new specialist attended the school-based committee meetings, which Sue thought was beneficial. She said,

I never realized what part she could offer, because usually you're talking about a retarded child, or a speech-handicapped child, or different children like that. A lot of those problems are related to deficits

in physical skills which she will help with. So her role there, I think, is very positive.

During the specialist's break, she worked with one of Sue's students who had hand-eye coordination problems. After the specialist worked with him, Sue saw improvement in his handwriting and self-esteem. The specialist selected older students, who were also having problems with self-esteem, to serve as assistants in the kindergarten physical education classes. These students did not miss instructional time; however, they had to make up their seat work at home. The parents of the selected students met with the classroom teacher and the specialist to discuss the merits of the students' participating in this program.

The physical education specialist (teaching three days a week) provided teachers with monthly lesson plans. The suggested games and relays were found in a physical education manual; if not, a handout was included. The activities selected were coordinated with the skills that the specialist taught. To Sue, these teaching suggestions had been most helpful. According to Sue, some teachers disregarded the plans. The specialist did not check to see whether teachers were using her suggestions, nor were the teachers required to follow up the lessons.

The physical education specialist also approached the teachers each grading period to identify students in her classes who had displayed minimal effort or exceptional

effort. Sue found the specialist's observations most helpful.

Typically, the physical education specialists met with the classroom teachers when they were planning field days. If the specialists were based at Country Cove, they attended the faculty meetings, but if not the faculty members seldom saw them. She said, "They're so busy trying to cover one, two, or more schools; they have too many other obligations." Having been a reading specialist, Sue understood that specialists, especially those serving more than one school, often did not feel a part of the school.

Martha

Introduction. Martha, who has taught 25 years, is a 48-year-old female. For 18 years, she taught first, second, and third grades in another school system. In the _____ School System for seven years, Martha was employed as a fourth or fifth grade teacher. During the 1985-86 school year, she was teaching fifth grade students.

Martha is an active person. After school each day, she participates in a physical activity program. Martha plays racquetball three days a week, lifts weights six times a week, and runs five miles each day. In addition, she plays tennis and swims.

For several summers at her alma mater, Martha has instructed a calisthenics and a dance class. She also has

supervised and taught activities in the university's sports programs for boys and girls.

Early childhood experiences. Martha said, "I was classified as a tomboy at an early age." Her mother never really understood why Martha could not keep bows in her plaits or her sash tied, but her mother did not seem concerned. Participating in neighborhood activities reinforced Martha's athletic talents. She said,

I was better than the average girl or--in fact--better than the average boy in sports. In softball, I've always been able to throw the ball just as far as the guys or hit the ball.

As a child, Martha was excellent at running and proficient at climbing and jumping. She recalled never professing to be the best; she said, "It was evident that I was."

Martha grew up in a neighborhood with many children and attended a neighborhood school. Older and younger children played together. Martha said, "I remember playing softball with the sixteen, seventeen-year-old ... kids, ... even though we couldn't throw a ball or hit as well as they could." All participated in sports; the older children always guided the younger ones. Martha said, "Everybody was sort of sports minded." She recalled listening with neighborhood friends as well as with her parents to the boxing matches of Joe Louis, The Brown Bomber.

While attending college, Martha met her husband, who was majoring in physical education. At the time of the

interviews, he was the director of a recreational sports organization. At least once a week, they played racquetball or swam together.

Physical education experiences. In describing the elementary school years, Martha said, "Teachers didn't do anything except make sure we didn't fight." The students organized games during recess. Because it was a neighborhood school, the playground games often resumed after school. Girls and boys played together. Martha loved competition; she could outrun the boys as well as outshoot them in marbles. In softball and kickball, she was one of the best, and no one dared to challenge her climbing skills.

Martha participated first in an organized physical education program in the ninth grade, and this continued through the twelfth grade. She could not recall whether the class met on a daily basis; she thought not, because she remembered having to wear white shorts and a t-shirt on a certain day. The same female physical education instructor taught the girls for four years. Martha recalled that the instructor was a good social dance teacher; however, she and fellow students did not find these dances appropriate for their social gatherings.

The curriculum of calisthenics, basketball, softball, and dance was repeated each year. She enjoyed calisthenics and dance; she was "right in the middle of it;" therefore, she excelled. Martha recalled that she was not a star

basketball player because she was too short; she could never get the ball. She said, "I always felt that they should lower the basket for people my height (5'1")." When the teams were selected for softball, she was among the first chosen. She not only ran the bases quickly, but also she was the best outfielder. She fielded the ball well, and she "could always get the ball to home, if necessary."

To Martha, sports were a challenge. Regretfully, there were no athletic teams for female high school students at that time; "it wasn't fashionable."

College physical education experiences. In college, Martha chose physical education courses as her electives. She said, "I ended up with quite a few extra hours in P.E"--enough for a minor in physical education. One class was devoted to learning basketball and football rules, game strategies, and plays. According to the instructor, who was the men's basketball and track coach, the girls learned the rules so that they could be good spectators. The girls, however, were given the opportunity in class to play basketball according to the rules that governed women's basketball. No athletic teams for girls were available; they were limited to cheerleading.

According to Martha, "We didn't have a girls' anything [team] then." Martha became angry when the track coach would not let her participate with the track team. Martha said, "I could outrun our fastest track star." To prove her

point, Martha challenged the track star in a physical education class, and she won. She was a very fast runner who needed someone to guide her. Martha said, "I was a few years too early." In later years, Martha became a close friend of the coach, and they continued to engage in heated arguments about his denying her chance for "stardom."

During her conversations with the coach, Martha became aware of his philosophy toward women in sports. Although he had been coaching and the director of athletics for many years, he did not believe that girls should participate in certain activities. He thought some sports such as basketball were too strenuous for girls. Martha added, "He's had to change some attitudes, because look at what some girls are doing today."

Because there were no tennis courts at her college, she did not learn to play tennis until after graduation. Volleyball, however, was another college activity course in which she enrolled.

Martha recalled a college dance class in which they learned dances such as square dances and the polka. Performing in the May Day Program was the incentive for participating in the class. The instructor, who is still teaching, lived in the same neighborhood as Martha. She found it unusual that the instructor did not participate regularly in an exercise program.

Preservice physical education experiences. Martha was required to take one methods course dealing with how to teach games to elementary school children. A textbook was not used in the class; the teacher selected and taught games to the students. As an assignment, each student selected a game and taught it to the class members. While student teaching, Martha collected other ideas about teaching games from her supervising teacher.

If Martha were to design a preservice course, she would include more than just the methods of teaching games. According to Martha, classroom teachers should teach children not only how to be "physical" but also how to be "healthy." The theoretical portion of the class should include a brief history of physical education as well as an explanation of the role of physical education in the elementary school curriculum.

In-service physical education experiences. Martha has not participated in a physical education in-service course during her teaching career. She explained, "I just felt that I knew just as much as they did." In more recent years, Martha did not have the time to take in-service courses because she had returned to school for a master's degree in education, followed by a master's degree in reading. She has started on her doctoral degree.

At the beginning of the school year, mandatory workshops were scheduled by the central office personnel in

subjects such as science and writing. Physical education was one subject area that had never been required. An elective workshop was available, but teachers were not "pushed to take it."

If Martha were to design an in-service workshop for classroom teachers, she would limit the theoretical information and concentrate on activities that could be used by the classroom teacher. She thought that it was essential that these activities be demonstrated, not just presented on a sheet of paper which was often lost in the shuffle. The focus of the workshop should be on "movement"--movement and coordination, more arm and leg activities. When asked whether dance should be a part of the workshop program, Martha replied, "Children are very comfortable with dance; teachers are not." Therefore, she did not believe teaching dance was a wise use of time. Whether designing a pre-service class or an in-service workshop, an understanding of the realities of teaching should be one factor considered.

Realities of teaching. Martha arrived at school at 7:45 a.m. and began listing the plans on the board for the day. Until 8:30 a.m., the remaining time was spent preparing lessons and materials. As the students arrived, they surveyed the board and began work. Between 8:30 a.m. and 9:00 a.m., Martha checked the roll, supervised students as they went to the restroom, and collected papers. The first reading group, the low group, began promptly at 9:00

a.m.. While the students were assembled, Martha taught reading, spelling, and language. She also used this time to review homework assigned in subjects taught during the afternoon. Because it took these students longer to grasp information, new assignments or new concepts were explained at this time. At 9:45 a.m., the students in the low reading group left for the reading lab; the next group, the middle group, assembled for instruction in reading, spelling, and language. Again, she reviewed the afternoon work and introduced new concepts that were to be taught. Repeating the concepts helped students in the two low groups to cope with class instruction during the afternoon. Next, the students went to the restroom followed by a break for the students and the teacher. Upon returning around 11:00 a.m., the top or an advanced fifth grade group prepared for their language arts block. These students did not require detailed explanations about their spelling and language assignments. All homework was checked, and she reviewed new math concepts to keep the students on their toes.

All students were expected to work on special projects in science, social studies, or health. Martha scheduled 30 minutes of the morning for library research. She prepared handouts to guide and to focus their research.

At 11:45 a.m., Martha led her students to the cafeteria for lunch. After returning around 12:18 p.m., she used the next 12 minutes to complete her instruction with the top

group. From 12:30 p.m. until 1:00 p.m., physical education was scheduled. Returning around 1:05 p.m., Martha began with math, followed by social studies, and then health. Although formal instruction might not take place each day, assignments were made to reinforce their reading skills.

Schedules varied to accommodate one 30-minute period each week of physical education, library, and music. Guidance was scheduled for 45 minutes 10 to 12 times throughout the year. Martha's teaching schedule was altered two days a week to accommodate a volunteer who worked with the middle or top groups of students with their vocabulary lessons while Martha worked with another reading group.

To teach seven subjects, Martha prepared daily 13 lesson plans. Each reading group had a different book which required separate plans. Although Martha had to plan for three groups in the other subjects, she usually modified a basic plan to accommodate each group's learning needs. The 13 daily plans did not include plans for art, music, and physical education. A new writing curriculum was squeezed into the busy teaching schedule as well. In addition, classroom teachers were expected to decorate their classrooms to reflect the units being taught and to display students' work.

Martha found it frustrating that fourth and fifth grade teachers were expected to teach more students, more levels, and more subjects without the assistance of an aide.

Because of the number of subjects and additional pressures, art, music, and physical education had to "take a back seat to the academics."

An average of one hour each evening was spent contacting parents and grading papers. Some weekends, Martha returned to school and worked approximately two hours.

Little planning was coordinated with other fifth grade teachers. They met to discuss field trips and other matters that might concern fifth grade students. Basically, the classroom teachers functioned as self-contained teachers.

Martha expressed concern about the pressures to teach all subjects well. She thought that elementary school teachers should be given recognition for teaching seven or eight subjects. High school and middle school teachers who taught only two or three subjects were allotted more planning time than the elementary teachers.

Martha believed more pressure was associated with teaching the fifth grade than any other grade. Parental pressure became more evident because I.Q. tests were administered. In addition, at the beginning of the sixth grade, students were tested for the gifted and talented program. Students needed to be well prepared. Martha said, "We can't goof up at all. We've got to do it all. So it's a pressure. We don't see it, but it's there."

The teachers were expected to cover a magazine each grading period, and the students' reading scores were passed on to the reading coordinator. Similar guidelines were established for math and science. Martha said,

Everybody's a specialist. You've got math coordinators, science coordinators, social studies coordinators, art coordinators, ... everybody's saying, 'This is most important, and I want you to do this.' And we've got just so many hours to do it all in.

There was no pressure, however, to teach physical education.

Martha's day was very busy. She expressed it well in this statement, "You could start at 9:00 in the morning, which I do, and you could still be teaching when the bell rings at 3:10 p.m. and not get in everything." Parents and administrators were constantly demanding that the academic subjects be taught. The daily realities of teaching influenced Martha's perception of her role in teaching physical education.

Purpose of physical education. Martha enjoyed the time she spent with her students during physical education, an important part of the school day. In her classroom, she stressed the need for a balanced diet, proper exercise, and proper rest. Being a "health nut" influenced her perception of physical education.

Martha believed that physical education was included in the elementary school curriculum to serve several purposes. Physical fitness was only one part of the total program. Because children were naturally active at this age, physical

education served as an outlet. It was also a form of relaxation for the students. Martha added, "Of course, we need some goals ... to follow."

Guidelines for teaching physical education. Martha did not find the physical education curriculum guide to be helpful. For that matter, the curriculum guides for all subjects were of limited value, because the textbooks did not follow the guides. She wondered why textbooks were purchased if curriculum guides dictated what was to be taught. Because of the lack of time, Martha had not read them since she became a part of the system.

Physical education teaching guidelines were few; no guidelines from the central office were mandated. The physical education specialist offered only teaching suggestions. Some guidelines were established by the teachers; others, by the principals.

The former principal at Country Cove had several unwritten rules that were passed from teacher to teacher. The first rule was that contact sports such as tag football, basketball, and soccer were not permitted. He was afraid that students might get hurt. Teachers, however, were expected to plan organized activities for the students. The second rule was that the swings could not be used during school hours by the students.

With the arrival of the current principal, the physical education specialist and the teachers were free to make

curricular decisions concerning physical education. Martha believed, however, that the principal preferred that the teachers plan organized activities. The swings were no longer off limits.

Planning for physical education. The demands of teaching other subjects limited the time Martha had for planning her physical education lesson. She chose to play games that the students knew. To teach a new game, 15 to 20 minutes were spent explaining and demonstrating, leaving little time for participation. Therefore, when Martha planned, she sought, "something that's quick, easy to remember, easy to organize, and when we get out there we can get right into it."

Martha planned games and activities for three of the four days of her physical education program. Students' suggestions were incorporated into her plans. She chose a different activity or game each day; the students participated as a class in modified games of volleyball and soccer. While referring to her planning book where she had jotted down the names of each daily game (her plan), she added dodgeball, soccer dodgeball, softball, relays, rope jumping, and the playground challenge course equipment. On Friday, the students were free to select the activities of their choice. Some students formed small groups and played games; others ventured to the swings.

Teaching physical education. As a young teacher just out of college, Martha had shared with another teacher her physical education ideas. A teacher, "one of the pillars of the school," with 25 to 30 years of teaching experience had replied, "Martha, we don't do that here [plan for physical education]." This time was for teachers "to catch up on the gossip;" students were left to organize their own games. Martha then transferred to a school located in a university town, and she found the community was open to educational change. Because of the high turnover rate, the faculty was composed of young teachers graduated recently from college. They brought with them new ideas that set the tone for how physical education was taught. Martha said, "It was ... emphasized a little bit more." Many teachers, including Martha, changed clothes so that they could participate with the students. Because that was during the era of mini skirts, teachers were also permitted to wear jeans which allowed them to move more freely. Swings were removed, and obstacle courses were constructed. Physical fitness received new emphasis; even President Kennedy supported the movement.

Moving to the _____ School System brought change once again. Martha found the teachers to be more formal and reserved. Her style of teaching changed to reflect the atmosphere of the school.

Typically, Martha informed her students about the planned game or activity before they left the classroom. Once outside, she divided them into teams. As soon as the students found their places, they began to play while Martha observed. She used this time to assess children's coordination and social skills. Martha noted that her students were weak in upper arm and shoulder strength. Their fundamental skills such as throwing and rope jumping were poor. Martha thought that skills such as these were not emphasized by the specialists. She believed prohibiting students from playing tag football, basketball, and soccer might have contributed to their lack of basic skills. Until two years ago, students were limited by the former principal to playing dodgeball, kickball, and relays.

Martha noted that the students were "not quite ready to play ... the real thing." She chose to play games that led "into the games." To Martha, it was important to keep all students involved in the game and moving.

Every now and then, Martha changed into her tennis shoes and played with her students. She said,

They love for me to get the ball.... They think I have the meanest arm around when I throw the ball. When I participate, they are really into the game; there's not as much arguing going on when I'm working with them.

Martha made an effort to correlate art, music, and physical education with academic subjects. She assigned stories concerning sports or games for children to read.

On rainy days the gymnasium was not usually available. Physical education took place in the classroom, and games such as Huckle Buckle Beanstalk, Buffalo Bill and Buffalo Betty, and King and Queen were played. Occasionally, Martha used this time to continue with academic instruction. She added that the students seldom let her get away with this idea.

Based on casual observations, Martha believed one factor that influenced the teaching of physical education was teachers' personal activity choices. She believed that teachers were more likely to encourage their students to be active during physical education if they participated regularly in physical activities. Martha added, "There are exceptions."

Equipment. The equipment that Martha stored in her classroom consisted of soccer balls, kickballs, jump ropes, bowling pins, softballs, and bats. She purchased much of the equipment with her supply money. Other equipment could be borrowed from the physical education specialist, but Martha was never sure if it would be available; therefore, she seldom bothered. Martha suggested that physical education equipment be stored in a central storage closet. This way teachers would feel free to go by the closet, to take what was needed, and to return it after class.

The role of the physical education specialist. When Martha began teaching 25 years ago, physical education

specialists were not members of the faculty. Martha thought that it would be helpful to have a specialist conducting a daily program of physical education, but this would not be possible in the near future. She believed that for most teachers teaching physical education was just something else they had to do.

Two physical education specialists taught at Country Cove. One specialist taught three days a week; the other specialist, one day a week. One specialist, who had been at her school for only two years, compiled monthly lesson plans. The classroom teachers could select from her suggestions to follow up her lesson plans. Martha wanted to follow up the specialist's plans, but she needed more than just a handout listing the page numbers of games and activities in the curriculum guide. She appreciated the specialist's efforts, but she had only 30 minutes of planning time each day. It would take her 15 minutes just to find the games referenced in the curriculum guide. She offered several suggestions to improve the working relationship between teachers and the physical education specialist.

Her first suggestion was that the specialist teach a game periodically to the students and require the teachers to play the game once or twice. So that the teachers could become familiar with the game, the specialist should provide basic information: a brief description of the game,

equipment needed, time limit, and rules. She did not expect the specialist to include everything. She could modify the game as needed. Another idea was for the specialist to order the necessary equipment to play all games taught that year and place it in a central storage closet. If it were not feasible to purchase all the equipment, Martha would gladly purchase some equipment with her supply money if she knew what to order.

Martha thought observing the children playing the game would be a good idea, but most teachers would not give up their planning period. She suggested that arrangements be made for someone to monitor a teacher's class, thus allowing time to learn more about the specialist's program.

To have one specialist assigned to each school would be an ideal situation. If the specialist did not have a full teaching load, Martha suggested that the specialist be free to work with the classroom teachers and their classes. This would be a perfect opportunity for the specialist to teach a new game to the students and teachers.

In order to stimulate interest in the physical education program, the specialist should meet with classroom teachers on a regular basis. According to Martha, the specialist should meet with the classroom teachers not only to inform them about the program, but also to offer and to demonstrate activities to follow up the specialist's lessons.

Betsy

The interview guide was revised based on the results of Betsy's interview sessions. With one exception, Betsy's descriptive narrative report followed a format similar to the previous participants' reports. Betsy was not asked to give a detailed description of her daily teaching routine. She related, however, other realities that she confronted while teaching.

Introduction. Betsy, a 32-year-old teacher born in North Carolina, received her teaching degree from a state university. She has taught first grade for 11 years in the _____ Public School System, eight years at Ribbon Creek, and three years at another school.

Betsy, an active person, has taught an aerobic dance class for several years. She participates in recreational sports: water skiing, snow skiing, swimming, volleyball, badminton, and softball.

Family. During Betsy's childhood her family routinely participated in recreational and organized sports. In the neighborhood, there were only two girls, and they played with the boys. Betsy had an older brother and two younger brothers. Because they were on Little League softball teams, her brothers practiced every day in the yard. Betsy said,

They would get me in base catches or whatever.... They would try to get me in base traps. That's what we

called it. Whenever they practiced, I would be out there playing with them.

In high school her brothers were on athletic teams, and she was a cheerleader running back and forth along the sidelines. Two brothers lived in the area, and they visited often. Betsy said, "When we get together, we don't usually just sit around. We'll go out and throw a softball, or we'll play hackysack."

During Betsy's early years, her mother exercised almost every evening. She would walk around the block, or play badminton with the children, or exercise while watching television. Now, her parents walk or jog each morning before work.

According to Betsy, her family deserved all the credit for influencing her attitude about being physically active. She believed that her experiences in physical education came too late to influence her attitude. In junior high school, she recalled girls who would close their eyes when a ball was thrown to them. According to Betsy, they never improved their catching skills. Betsy said,

By then you could either do it or you couldn't. And [the] ones that had a background, like I did--I knew how to do all those things from my brothers.... The ones who hadn't had those experiences, when younger, weren't ... good at it.

Because of her early childhood experiences, Betsy believed that she had progressed in her skill development.

Physical education experiences. During her early elementary school years, physical education activities were initiated by the students. Betsy said, "We called it playtime. It was fun." Her favorite playtime activity was swinging; however, she and the other kids got together and played marbles, jacks, red rover, bum bum bum, hopscotch, and jumped rope; of course, they chased each other.

Usually, the boys played together; the girls, together. Betsy said, "I was kind of a tomboy, and I would play with the boys for a while, and then I'd go back and play with the girls." Although the boys were rougher, Betsy felt comfortable playing with them, because she played with three brothers.

The teachers did not play games with the students; they were casual observers. In fourth, fifth, and sixth grades, the classroom teachers organized teams for kickball or softball. According to Betsy, "I don't recall them trying to teach us any skills." She added, "Of course, my kids probably don't think I'm teaching skills. They think it's a game that we're playing or something." Junior high school was the place that she "learned a lot about throwing, catching, and things like that."

In junior high school, physical education was a class, alternating with health every other day. The curriculum--gymnastics, volleyball, softball, and basketball--varied with the seasons with few variations from year to year. At

the beginning of each year, she remembered class members running laps around the football field, doing exercises, and practicing throwing. (She distinctly remembered practicing throwing and catching.) Each unit lasted approximately two weeks, or six class meetings. An activity unit might be taught twice a year, at the beginning and at the end. An interesting insight that Betsy shared about the limited time allotted to teaching each activity was revealed in this statement:

The girls that had been doing that [a particular skill] for a long time ... could pick up on it, but you spent such a short time on each skill or whatever, or each sport, that unless you came to the class comfortable with it, you could never really develop ... those skills, because you were moving on to the next ... thing.

Betsy's class was the only one in the gymnasium. A class of approximately 30 students enabled the teacher to work individually with them. According to Betsy, the equipment--parallel bars, uneven bars, mats, a track, and hurdles--was sufficient.

Betsy recalled getting dressed quickly and racing to place her toes squarely on the line for roll call. "If you were late ... that was a demerit ... that was just awful." The first part of class was spent exercising--sit ups, jumping jacks, and running laps. The students returned to their positions; then the teacher taught a new skill or talked about

whatever she was going to teach. You didn't get back together to talk about what you had learned.... It [class] was just over, and you went back to the locker room and showered.

Betsy "loved" physical education classes, but some students "hated them." She continued by saying, "Some people didn't like exercises. They couldn't do them.... They [the exercises] were done in such a way that the ones that couldn't do them stood out." Later during the interview, Betsy said, "I didn't even know I enjoyed it [physical education] that much, until we started talking about it." Betsy recalled, however, some negative aspects of physical education; one was the locker room. She said,

I didn't like to dress and undress without any privacy at all. Of course, that's the time when your body is going through the changes and all. It was very embarrassing for me. I was not physically developed. I was like a little girl in there with all those mature girls.

Betsy thought that junior high school girls would benefit from a discussion about the physical changes that they were experiencing and the purposes of showering and changing clothes. Junior high school years were very sensitive times for students. She said, "You were so aware of your body, and the way you move, and how your peers feel about you." This was a time when attention should not focus on the individual. She was not sure if games could be taught using stations, but teachers should work with less skilled students in a way that was not embarrassing to those students.

The physical education teachers were described by Betsy as being,

Your typical jock. They were just your typical, very athletic, very--well--masculine almost.... They were good.... They were tough, ... but you knew that they cared about you.... I really liked them. They were good; they could do everything.

The second teacher whom she had for the eighth and ninth grades was very understanding. Betsy said, "She would really work with each person, whereas the first one I had worked more with the skilled students than the unskilled ones." Reflecting on her past experiences, Betsy believed that this understanding teacher influenced her attitude and motivated her to try harder. One favorite memory that Betsy had was walking from the gym to the field. Betsy dressed quickly to help the teacher carry the equipment. Talking and laughing with the teacher on the way to the field allowed them to know each other at a more personal level. The junior high physical education teachers, who were personable, taught skills and worked with individual students.

Betsy remembered being on display during physical education classes. She said, "I loved to do the things that I could do.... The things that I couldn't do ... I'd stand at the back of the line hoping ... they wouldn't get to me." Betsy was uncomfortable for other people; for example:

The girl in your class that's real, real big, and couldn't ... do a lot of the things. When it would come her time, ... I can remember doing things to

distract other people, you know, being funny or trying to do something... It was embarrassing for her to have everybody watching her.

When the teacher introduced a new sport, she gave a mimeographed sheet of rules. The teacher taught skills as in volleyball, "how to hit and serve." How to play the game, however, was emphasized more than the skills necessary to play. Betsy felt that she learned about playing on a team. She said, "Playing on a real team, rather than a backyard team, where you could argue and get your way ... where there were rules and you had to play by them."

Betsy described herself as a "scrappy" student in physical education. She was the smallest student, and she said, "I would never give up." She recalled one experience that occurred during a gymnastics class. Girls who had taken many years of gymnastics were the ones who usually demonstrated new skills. She was chosen to demonstrate a new stunt. Although she thought that she could not do it, she gave it a try. She was successful. She said, "I just remember how great it felt. It [performing the stunt] was never as great as the first time."

Betsy played on the junior high basketball team "because they didn't have enough people on the team to play. I was a roving guard ... and I got a lot of attention." She also played on the junior high school volleyball team.

Betsy recalled only one year of physical education during high school. Once again, she was in a female class

with a female teacher, but they shared the gym with the boys. The curriculum was similar to that of the junior high school except for archery. Contests similar to the Olympics were another addition to the program. Betsy liked this because she liked competition, but she said, "I liked doing it [competing] as a team rather than as an individual."

Betsy did not recall as many favorable experiences in high school physical education. She was not as embarrassed about changing clothes in the locker room. She thought that not having many friends in her class may have contributed to her not remembering very much about her high school physical education experiences. She added, "I was probably thinking about other things then."

Betsy recalled several members of the girls' basketball team being in her class and assisting the teacher. When they worked with classmates, Betsy said, "They never made you feel bad whether you could do something or couldn't do it." Betsy had more difficulty recalling her high school experiences than her junior high school experiences.

College physical education experiences. During her freshmen year in college, Betsy elected to take two activities courses, a general physical fitness class and trampoline. She enjoyed the physical fitness class although it was scheduled at 8:00 a.m.. Trampoline was an activity that Betsy had never tried, and she had thought it would be fun. Trampoline was a "real challenge," and it gave her a

"sense of accomplishment.... You felt like you had ... extended yourself."

The physical fitness instructor was "pleasant and made everybody feel good. She was enthusiastic." Although Betsy was not a morning person, she felt good after the class. The only thing that Betsy could recall about the trampoline instructor was that he or she was very strict about safety. Both instructors left immediately after classes; therefore, they never talked with their students. Limited interactions with the instructors, according to Betsy, might have contributed to her not remembering more about them.

Betsy liked her college physical education activity courses. She would have taken more, but she chose to take electives that would help her with teaching.

Betsy had difficulty recalling her preservice physical education methods course. Betsy recalled being on stage and talking about movement. Being on a stage left her with the impression that it was a drama class, but the topic of discussion was more related to physical education. During this class the students worked in personal space, moved different body parts, and moved at different levels. Betsy said, "That's not drama; that's P.E." This course, however, did not help her with teaching physical education.

When given the opportunity to design a preservice course, Betsy began by reflecting on how her teaching had changed. Betsy said, "When I graduated from college and

started teaching, P.E. was playtime. I didn't know it was important to teach children ... motor skills.... Now I do." Betsy thought that working with a child who was "physically adept" would be beneficial for a student majoring in elementary teacher education. Future teachers should work on skills with one or two children every day for a semester. Working on a particular skill and then incorporating that skill into a game would be helpful. She was concerned that in one semester teacher education students might not be able to see any difference if they did not have something with which to compare. A textbook that presented skills in a preferred teaching order with appropriate games would be a useful guide.

Betsy thought that prospective teachers should be aware that children need to be successful every day at something and physical education was one of the most important places. She believed that if children were not given the opportunity to be successful, they would get further behind in their "skill development."

Betsy believed that the importance of physical education must have been taught to her in her preservice course. She said, "You forget it if you don't experience something [teaching games to children]." To Betsy, working with students should be an essential part of a preservice course. Following an in-service workshop experience and after working with her students for a year, Betsy

said, "I saw the results, and so now I know why it's so important."

In-service physical education experiences. Betsy's principal at Ribbon Creek and the teachers worked together in selecting one subject area for workshop emphasis each year. Betsy said, "Of course, we agree on what he wants us to do." Betsy added, "Unless somebody was ready to retire or transfer, I think they took it." Physical education was one of the last subject areas to be chosen. Betsy was not sure why physical education was chosen for a workshop, but she vaguely recalled, "There was a push in the whole county.... I think that might have been a county-wide goal."

The physical education specialist coordinated the workshops with the assistance of the physical education supervisor. Three or four other physical education specialists participated in the workshops scheduled throughout the year. Betsy described the workshop experiences as "wonderful."

The first session involved making equipment. Betsy was surprised to learn that the equipment made was for them to use in their rooms. They made bowling pins from 32 ounce plastic soft drink bottles; hose balls, from hose; scoops, from milk cartons.

Until Betsy participated in these workshops, she taught her students organized activities but with little purpose.

A curriculum guide that was skills oriented and a green book that contained games with "silly names that you could remember" was used throughout the workshops. She said,

You can start at the beginning and practically go through the book, and by the end of the year you've done everything in the order it should be done. And after doing that for a first year you know why ... you're doing things [teaching skills and games].

She remembered that along with a detailed description of how to play the game, the game skills were listed. She found the list of game skills essential to teaching the game properly. Betsy said,

I shouldn't admit it, but before that [the workshop] I didn't know really that much about ... what skills we were supposed to teach, besides throwing and catching and jump rope.

Working with children who performed at a low developmental skill level was a topic not discussed at the in-service workshops. From the information provided, however, Betsy deduced how to work with these children so they could experience success in an up-coming game or relay.

The workshops provided background information about the importance of physical education and the development of the child. Most of the time, however, was spent playing games. Betsy thought it helped her to remember the games; therefore, she was able to use them in her classroom. "Playing the games," Betsy said, "that's why I loved that workshop."

At the beginning of the workshops, the principal at Ribbon Creek school expressed concern about children going outside and "running wild." He was aware that some teachers were not planning or organizing games for their students. He thought that game selection should be based on the purpose and that the physical education period should be organized. Thus, the purpose of the in-service course was to help teachers learn more about selecting and organizing games. The principal participated in the workshops, and at the last meeting, he announced that he would be observing to see that the games were being played. Betsy was nervous about his observing her class, although she believed in playing games and did so regularly. Because Betsy was aware that her principal was a perfectionist, she wanted her students to play the games perfectly. She said, "I wanted to be one of his good teachers.... I felt pressure after that to keep my kids in a straight line or a good circle, and I know that I put that pressure on myself." For the last two years she had not been so strict. She said, "Those expectations are too stressful."

Because of the principal's comment, Betsy felt pressured into conducting a daily, organized physical education program that was skills oriented. She commented about the changes in her students:

I could see a difference.... A difference in the way they worked together. A difference in the way they respected everybody.... Everybody by the end of the

year could do something.... There wasn't a child in there [her class] that couldn't catch a ball or couldn't kick a ball, or couldn't keep his attention on the ball.... They only learned that [to attend to the ball] because I drilled--I made them do that. Even though sometimes it wasn't fun for me and it wasn't fun for them, ... I made them do that.

This helped her to understand the importance of building upon skills. Before, she would just flip through a book, look for games, and play whatever caught her eye.

When asked if she noticed changes in the way other first grade teachers conducted their physical education classes, she replied that they looked "just like mine." Because they taught common games, they let their students occasionally play together.

Betsy participated in two other in-service experiences. One workshop focused on team games with no winners or losers. Betsy had read some of the games, but she had never played them. She said, "We would play them in those workshops, and they were so much fun. I could not wait to play them with my children." The physical education specialists teaching the workshop taught them how to adapt "old" games so there would be no winners or losers. Betsy noted that she incorporated their ideas with some of her own.

Betsy selected this in-service course because it was scheduled at a school near her home during the preschool teacher workdays and appeared interesting. She recognized

the need of learning more about games that emphasized cooperation.

The next in-service workshop was a refresher course for Betsy, and it focused on creative movement: (a) working in personal space, (b) using different levels, (c) traveling at different speeds, and (d) moving body parts. Mirror imaginary to music and meditation in different positions were included. Betsy used most of these ideas as rainy day activities.

Within the school system there was a big movement to include the arts in the basic curriculum. Two specialists, one in drama and one in "movement," were employed for this program. Betsy had worked with both specialists. They allowed the teachers to choose how they were to assist. For one week Betsy observed the movement specialist while she taught her class for 30 minutes each day. Betsy said, "I have a week's worth of activities that I know how to do, and every year ... I'll do those with my kids." The movement specialist focused on awareness of "space and levels and things like that."

All the in-service experiences in which Betsy participated were planned well. She said, "They didn't have a minute to waste ... they had so many ideas that they wanted to share with us." While participating in the workshop, discussions were few. She said,

I would rather get another idea and then talk about it later, which we did. While we had the specialist there, we would rather for them to keep on giving us more ideas.

Realities of teaching. Betsy talked about the pressures that teachers coped with on a daily basis. The first pressure that she mentioned was the decisions concerning the students; for example:

If you stop to play games, or just to listen and talk, or let the children tell about their experiences, you cannot cover all the material well. You have to make a decision--are you going to let the children do these things which you know in your heart that they should do and then just kind of skim through some material, or are you going to do the material well?

The second pressure came from the parents, who expected their children to achieve within the educational system. According to Betsy, if students did not score well on tests, other parents would not want their students in your class. Two other pressures discussed were those imposed by the principal and the supervisors.

Betsy described her perceptions of her principal's suggestions and elaborated on how they influenced her curricular decisions. She said,

My principal is a perfectionist. He wants everything taught.... We're required to teach 30 minutes of science; 30 minutes of social studies. Every day! I mean, required. We took out our snack in the afternoon. We've cut our rest down to 10 minutes.... We have social studies, or science, or whatever, right up until the last minute.

The most persistent supervisor was the reading coordinator, who monitored each teacher's progress in

language arts, reading, and spelling--"so we can keep them [students] moving." County-wide guidelines and expectations were established, and they were to be met by the end of the year.

Planning. Betsy was assisted by a reading teacher, a certified teacher, who worked from 8:30 a.m. until 12:30 p.m.. Betsy had been teaching the same reading series for eight years; therefore, she had memorized each lesson. Betsy wrote a sketch of her plans, and the reading teacher with whom she had worked eight years pulled the needed materials. This left Betsy more time to plan for other subjects. Betsy occasionally remained late after school to plan the science and social studies units so that the daily planning would require less time.

Betsy's planning time was limited to 30 minutes in the morning. While the students were at physical education, music, or library, she had 30 minutes of additional planning time three times a week. Betsy usually returned five or ten minutes early to observe what the physical education specialist or the music specialist was teaching. She said, "I like to play the games that they're playing in P.E., sing the songs that they sing in music." Two days a week her primary reading teacher took the students to lunch. Betsy stated, "I have to eat my lunch, so that's not really much time. I grade papers during that time, or cut out things, and relax." This time was refreshing for Betsy.

The time in the morning and in the afternoon was consumed with meetings. Betsy said,

I can go for days--two or three days in a row--having meetings morning and afternoon. I can decide that I'm going to plan this afternoon, and we'll have a meeting. So I'll decide I'm going to do it the next morning. Well, then we might have a grade level meeting.

During grade-level meetings, teachers would plan field trips, study new textbook series for adoption, pass on information from the reading coordinator, plan plays, and share teaching ideas. During grade-level meetings, Betsy said, "Whoever has a good idea and they want to share it, we'll get together and share it with the whole group." Of the six teachers, two or three usually tried the idea. The other three would say, "I'll think about it," but they seldom followed up the ideas. Occasionally, the three teachers who frequently shared their ideas would stay late after school to plan.

Guidelines for teaching physical education. Betsy was not sure, but she thought the physical education skills that were to be taught were listed in the curriculum guide provided by the county office. The curriculum guide was in her classroom when she arrived, but she had no guidance about how it should be utilized.

The principal provided verbal guidelines for the use of playground equipment which was to be used by the teachers one day a week at their convenience. Following the school's physical education in-service workshops, the principal

verbally announced his preference for organized physical education activities selected for a purpose.

Planning for physical education. Five of the six first grade teachers shared ideas about physical education. The sharing was informal and out of "desperation." Betsy said that the conversation occurred usually in the hall and would sound something like this, "What am I going to do today for P.E.?" Another teacher might say, "Oh, I tried this game." The teachers were always looking for a new game that worked. When asked to describe a new game that worked, Betsy replied, "A new game ... has very few rules. [It's] something that's easy to explain; [it's] something that keeps the most children active at one time."

Having a reading teacher allowed Betsy time to plan for physical education. She outlined her physical education plans on a weekly basis. On Fridays during the second half of the year, Betsy shared her physical education plans with her students and gave them the opportunity to offer suggestions. During the last month, the students made a list of their favorite activities in all subjects that they would like to do. Favorite games were most frequently requested.

If students were having behavior problems or a difficult time with a subject, Betsy would plan games that they liked. If the field were wet, the plans were changed so that appropriate games could be played on the paved area.

Some days the plans were altered by students' requests to play a favorite game.

Betsy coordinated physical education with other academic subjects such as science and math. When they were studying rocks in science, the free playtime might be used to look for rocks. Because teachers were limited to parties at Christmas, Betsy would plan "parties" around a social studies unit. Games that were representative of the country or period being studied were played. During holidays such as Halloween and Christmas, she played games that went along with the season.

An interesting observation by the researcher was that only three teachers felt comfortable sharing teaching ideas about academic subjects, but five teachers felt comfortable sharing physical education ideas. When the researcher questioned Betsy about this, she thought that sharing physical education ideas was not threatening to teachers. The attitude of "I don't want you to steal my idea" was reserved for only the academic subjects.

Teaching physical education. Eleven years ago when Betsy began teaching, she and the 11 other first grade teachers took their students outside for 30 minutes of play. The teachers were not assigned a certain time for physical education. Betsy said,

When everybody [first grade teachers] would finish up, you know, we'd kind of go out in the hall and ... we would tell each other, 'Well, I'm ready to go out now;

are you ready?' And we'd all ... take our children out at the same time.

Most teachers "talked and watched" the students at play. Betsy continued, "I was young ... energetic, and I would usually run around with mine and chase them.... That is the way I taught P.E. my first three years." The principal offered no guidelines, and that was what the teachers had always done. This school did not have a physical education specialist.

When Betsy transferred to Ribbon Creek, the first grade teachers did not go out together for physical education; teachers were assigned a particular time for physical education. Betsy organized games such as Red Rover and Farmer in the Dell as well as games the students had learned in kindergarten. The reading coordinator sent a packet of teaching ideas related to the month or the unit that they were studying. Included in this packet were a couple of games. When she saw another teacher playing a "cute" game, she would ask her how to play it, because she was always looking for something that would be "fun." During the years before her in-service physical education experiences, Betsy searched for different games. Following her in-service physical education experiences, Betsy said, "I'm more aware of the skills they need, and I try to think of games where they can use those skills more." Betsy found that her

students liked new games; she said, "Kids love any new game, as long as you don't spend too much time teaching them."

If Betsy played an elimination game, as soon as four or five students were out, she had them starting another game. Occasionally, Betsy divided the students into groups, and each group made up a game to teach to the rest of the class. If it were a good game, they added it to their list of regular games.

Betsy had an interesting experience teaching a soccer game to her students. She had read how to play sideline soccer in the green book or from a handout provided by the physical education specialist. She said, "I read the directions. I had never played it or seen it played." She described her experience:

They've got lots of these soccer games out now--sideline soccer, circle soccer.... The kids love them because they have the word 'soccer' in them. The first year I learned these games myself--started teaching them. The kids hated it ... and I could never figure out why.

Betsy was not to be outdone; she went back and read the directions once again. She decided to break the game into parts, and she did not mention the name, sideline soccer. Instead, she made up names for each part of the game such as Liney Lou. Liney Lou dealt with the rules about playing within the lines, and this became the focus of the lesson. The next day she taught the students another part, how to kick the ball. Another day was spent teaching them how to

rotate. She had her students rotating while walking backward, hopping, and skipping. After covering the various aspects of the game, she announced they were going to play sideline soccer. She explained it to them in this way, "We're going to do this part like Liney Lou." She referred back to each part of the game by referring quickly to the made-up games. Within a few minutes, they were playing line soccer and loving it. Betsy referred to other games that she modified for her first grade students.

Betsy was frank in saying, "Some days ... I let my kids have free play the whole time." This occurred usually when the students were in highly structured situations all day. On these days she was concerned that her principal would see her students just running and playing. She said, "I didn't want to feel guilty." She was concerned because the students had so little free time during the day. Their morning break was eliminated because they needed more time for teaching social studies and science. Betsy allowed her students to have the last five or ten minutes of physical education as free time.

On rainy days a large carpeted area was available for three or four teachers to use. Because classrooms were located around this area, only quiet games could be played.

The role of the physical education specialist. Betsy had worked with three physical education specialists. Each specialist worked differently with the teachers. The first

specialist was a personable male. He had grown up in the area and knew personally several of the teachers. Betsy said,

He was in our rooms all the time.... Everybody loved him. He'd come down just to tell jokes and get the balls out ... and if they were flat he'd say, 'Oh, this ball's flat. How are you playing with this?' He would go put air in it and bring it back for us.

He was informal; he was effective. He was never in his office; he was talking to people or helping them do something. While he was helping Betsy, he would just happen to say, "Now, we're playing this real good game this week. You might want to learn it, because you'll like it." Sometimes when you brought your students to class he would say, "Now this is a wild game.... I want you to play this." After Betsy had played the game, he would say, "Now, you can go on ... I just wanted to show you this [game]." Betsy thought that he made these suggestions more frequently to teachers who were not comfortable teaching games.

The second specialist was "just as great," but he did not visit the teachers' rooms as often. He wrote out games and put them in the teachers' boxes. Later during the week, he would come by to see if you had any questions about the games. Betsy said, "If I had played it, I loved it." If Betsy had not played the game, she felt guilty because he had gone to all that trouble, and she had not even read it. He would announce periodically equipment checks, and the

teachers would bring the balls and the jump ropes for repair.

The current physical education specialist did not provide handouts, and he stayed in his office. Betsy felt that he was good with the students, but he was not very willing to help the teachers. She cited two examples. When she requested new jump ropes, he sent her a long coil of rope for her to cut. After trying to cut one, Betsy gave up. She said, "You know where ... my jump ropes are right now? In my closet, still rolled up in that coil." Another incident occurred when she asked to have a playground ball pumped up. He showed her where the pump was located. Betsy would not mind doing these things if he were really busy. She said, "He just sits in there and reads, or he'll prop his feet up, or he'll play with the computers, or just sit in there." Betsy thought that she might have been spoiled by the other two specialists. She was a teacher who tried to teach physical education, but he was not willing to help her with the equipment. Betsy thought that by repairing the teachers' equipment, he would be contributing more to the physical education program for the students. One thing that she liked about this specialist was that he handled his own discipline problems as they occurred. If students misbehaved, he had them to sit in a penalty box for several minutes. Betsy liked this idea so much that she adopted it for her physical education lessons.

Betsy said, "I think the P.E. specialists have helped elementary teachers a lot." Guidelines for the specialist should include suggestions for working with the classroom teachers. She thought that they should share a game once a month and serve as a resource person for the teachers. The specialist should inform teachers how they might assist them in coordinating physical education with other subjects. Betsy suggested, "I think the more any specialist, not just P.E., but all specialists, are in the halls and in the classrooms, the more they'll know what's going on." This would provide classroom teachers with the opportunity to share their concerns about students with the specialist. The specialist also would become more aware of the classroom curriculum.

Summary. The five participants willingly shared their stories about their past physical education experiences and how they perceived their physical education teaching roles. Their accounts of past events and current happenings were descriptive, and they captured the essence of their emotions. The researcher hopes that she has presented their stories in a way that allows the reader to glean personal insights into the physical education perceptions of these five classroom teachers.

CHAPTER V
SUMMARY, DISCUSSION, IMPLICATIONS, AND
PERSONAL REFLECTIONS

Summary

The purpose of this study was to gain insights into how five classroom teachers' perceptions of physical education were formed and how these perceptions influenced their teaching of physical education. The inquirer sought to learn more about individual classroom teachers, their past physical education experiences, and their roles in teaching physical education.

The research method of semi-structured, open-ended interviews was chosen because it allowed important insights into the lives of classroom teachers to emerge. The two primary sources of data were the interviews and a brief questionnaire. A purposeful sampling technique was used to select two schools from a list of public elementary schools within a single city/county school system. From each school two classroom teachers, who met the criteria, were engaged in a series of interviews. A fifth participant, who was the pilot participant, taught at a different school. She was chosen originally because she met the criteria, and she was available during the summer. After careful review, a decision was made to include her data in the study.

All interviews were tape-recorded and later transcribed. The interview data were analyzed using the constant comparative method (Glaser & Strauss, 1967; Lincoln & Guba, 1985). Following is the discussion of the insights gained from the interview data of the five participants as they related to the questions posed in the statement of the problem.

Discussion

How were classroom teachers' perceptions of physical education influenced by their physical education experiences?

The descriptive reports of the five classroom teachers' interview data indicated that their earlier physical education experiences were critical factors influencing how they perceived physical education. This supports findings by Phillips (1967), Nokken (1971), and Akers (1985).

As the five participants talked about their past experiences, they appeared to gain new levels of understanding of how their experiences influenced their attitudes toward physical education. From the interview data four themes emerged: (a) physical education as a school subject, (b) curricular practices (c) emphasis on skill, and (d) the association of successful experiences with confidence.

Physical education as a school subject. The five participants did not perceive their classroom teachers'

physical education programs as being physical education. They referred to this time as recess, playtime, and free play. The participants recognized physical education as a subject when it was taught by a specialist or by a teacher who was educated in the field. For June and Sue, a specialist was responsible for the physical education program one or two days a week during their elementary school years. For Dee and Betsy, physical education teachers assumed full responsibilities for the physical education programs at the seventh grade level. Martha did not have an organized program of physical education by a physical educator until she reached the ninth grade. According to the participants, the classroom teachers' programs and the physical education specialists' and the physical education teachers' programs were different. The classroom teachers' lessons lacked structure and content. The physical education specialists and the physical education teachers were perceived as being organized and having information to teach; for example, skills, rules, and playing strategies.

Curricular practices. Four participants described similar junior and senior high school physical education programs. Although they recalled other activities being taught, the ones most frequently recalled were softball, basketball, volleyball, track and field, dance, and gymnastics. The teaching patterns of their physical

education teachers were similar. The skills for the activity were introduced by demonstration or lecture and then practiced. Later the rules were discussed, and game play followed. The unit culminated with a written test on the rules and playing strategies. Usually, the activity unit consisted of six to nine class meetings. Three of the participants indicated that this amount of time was not adequate for mastering the game or activity skills. The lessons appeared never to progress beyond an introductory exposure to the sport, game, or activity. Four participants indicated that to assure success it was necessary to have some previous experience practicing the skills, experience playing the game, or some knowledge about the game rules or strategies before entering the class. The need for previous experiences influenced the selection of activities in college for June. Because of June's limited experiences in golf and tennis, she avoided enrolling in these courses. Two other participants, Dee and Sue, avoided taking any physical education courses beyond those required for their degree program.

Emphasis on skill. Because of the nature of some games and teaching practices, the focus of attention was often placed on individual students. For example, other students watched as Dee repeatedly struck out, or as a student in Sue's class slammed into the vault and slumped to the floor, or as Betsy performed perfectly a gymnastic stunt. Students

were placed in public performance situations that accentuated their skill levels. For skilled students these situations were perceived as being challenging, and the students appeared to become more confident. For the less skilled students, these situations were perceived as being "uncomfortable" and "embarrassing;" the students appeared to become more self-conscious about their abilities to move.

The structure of the physical education program and how the class was taught appeared to divide the class members into two distinct groups. Placement into either group was based upon skill level. Those students who were skilled were perceived as "the haves," and those students who were less skilled were labeled as the "have nots." The participants (June, Martha, and Betsy) who perceived themselves as being skilled talked about being successful game players. Being successful appeared to contribute to their liking physical education. The participants, Dee and Sue, who did not think of themselves as being skillful movers, tried to avoid participating in physical education activities. Not being able to contribute to the game and not feeling comfortable performing and moving led to their disliking physical education. The structure of the program and how physical education was taught appeared to reinforce how they perceived their ability to move. Planned, organized instructional classes did not appear to change the perceptions of Dee and Sue; in fact, instructional classes

only seemed to reinforce their perceptions of inadequacy and to highlight their less skilled movements.

Association of success with confidence. Another similar theme that emerged was the association between successful movement experiences and confidence. Successful movement experiences outside of the school setting appeared to contribute to the success of June, Martha, and Betsy in physical education. All the teachers encountered successful experiences that enabled them to feel confident in teaching a particular skill or an activity. These successful experiences did not necessarily occur in physical education classes, as shown in the following examples:

1. Because of her play with neighborhood friends, June was skilled in catching and throwing. These are skills that she had tried to teach her fourth grade students.

2. Dee and her sisters spent many hours rope jumping, and she became a skillful rope jumper. This was the only skill that she felt comfortable demonstrating and teaching to her second grade students.

3. After participating in a dance workshop, Sue found moving to be exhilarating and thought provoking. This experience gave her the confidence to incorporate the dance ideas into her physical education program.

4. Participating in neighborhood activities reinforced Martha's athletic talents. Being a highly skillful mover gave Martha the confidence to participate with the students.

5. Practicing every day with her brothers, Betsy became a skillful mover. Betsy's understanding of movement gave her the confidence to modify games for her first grade students.

Influence of perceptions on their current physical education programs. The participants indicated that their physical education experiences influenced the decisions that they made when planning and teaching their lessons. Some of the participants recalled waiting in line for their turn to bat, or waiting in the field for a ball to come to them. Because they disliked waiting in lines, the participants wanted all their students actively involved whenever they played a game. They also believed that if all students were actively involved in game play, there would be less attention focused on any single child. In addition, having all students involved in the game allowed the teachers to control the students. Students, therefore, were easier to supervise.

The participants believed that successful experiences were necessary for the students to learn and to maintain an interest. They selected and modified games in order to increase students' opportunities for success. As Sue said, "[I want] to find something that they can do outside [in physical education] and feel successful.... I'd like for them to be more at ease with their bodies."

The participants discussed a need for a variety of activities. This need for a variety of activities was guided by three factors. First, lacking the knowledge of how to teach specific game skills, the participants usually taught a whole game to their students. Second, the participants seemed to be more comfortable adapting the games according to the students' social and cognitive abilities than to their motor abilities. The teachers felt that having a variety of games to choose from increased their chances of selecting appropriate games or activities. Third, students enjoyed learning new games.

The participants talked about the need for a variety of activities for their physical education programs. The data suggested that they were really talking about having a choice of more appropriate games or activities. These classroom teachers realized that their teaching environments remained relatively stable from year to year, but the students varied from year to year. To help them select the most appropriate curriculum for their students they needed more choices.

How did professional courses and experiences, preservice and in-service, influence classroom teachers' perceptions of elementary school physical education?

The participants' educational experiences were characterized by two themes. Preservice physical education

experiences were found to be irrelevant, but their in-service experiences were perceived as being relevant.

Preservice physical education experiences. Four of the participants were required to take one preservice course about elementary school physical education; Dee was the only exception. Of the four participants, only Sue appeared to see relevance in the knowledge or the information she received about teaching physical education. The other three found the information to be irrelevant to an elementary school setting or too limited to be of any assistance. Although a course about teaching elementary school physical education was not offered, Dee was required to take four activity courses. Dee found it disturbing that her college physical education instructors appeared unaware of the classroom teachers' needs. The participants stated that their preservice experiences had little, if any influence, on how they conducted their physical education programs during their early teaching years. Like the teachers surveyed by Baker, Annis, and Bontz in 1954, the participants did not learn how to analyze skills.

When asked to suggest ideas about how to make preservice courses more meaningful, each participant began a discourse without hesitation. An understanding of the teaching-learning process appeared to influence their recommendations for improving physical education educational experiences, preservice and in-service. The suggestions

were grounded in reality and indicated a need for concrete experiences. A summary of their suggestions for preservice experiences is enumerated below.

1. Prospective classroom teachers should be given opportunities to observe students engaged in a physical education lesson. (June, Dee)

2. The course instructor should teach a lesson or lessons to elementary school students. A detailed discussion of the lesson should follow the demonstration. (Dee, Sue)

3. Prospective classroom teachers should be given the opportunity to teach movement skills, games, and activities to students. (June, Dee, Sue, Betsy)

4. If the prospective teachers are unable to teach all the skills, games, or activities to students, they should practice teaching the skills, games, or activities to fellow classmates. Talking about the games was not considered an acceptable plan. (June, Sue)

5. Prospective classroom teachers should be given the opportunity to think about how they would or should handle specific teaching situations. (June, Sue)

6. Information pertinent to teaching should include (a) how to give directions and (b) how to adapt a game for children of different grades or age levels. (Dee, Sue)

7. The instructors should provide prospective classroom teachers with information about children's motor

development, performance expectations for each grade level, and preferred teaching order. (Sue, Betsy)

8. Prospective teachers should be taught how to select appropriate skills, games, or activities to be included in an elementary school physical education program. (June, Dee)

9. Prospective classroom teachers should be taught how to select appropriate equipment. (Dee)

10. A useful project would be to have the future teachers compile a file of games according to age or grade level. (June, Sue)

11. A resource identifying or suggesting a variety of games according to (a) skill, (b) age or ability, and (c) nature of the activity (e.g., practice, competitive, noncompetitive, fun) should be provided. (Sue, Betsy)

12. Prospective classroom teachers should be taught how to modify or adapt a game-like experience so that their students could experience success. (Betsy)

13. Prospective classroom teachers should be introduced to concepts related to health as well as learning how to teach physical activities. (Martha)

14. The theoretical portion of the class should include a brief history and purpose of physical education in an elementary school curriculum. (Martha)

15. Prospective classroom teachers should be instructed about how to work with a physical education specialist. (Sue)

In-service physical educational experiences. Four of the teachers had participated in at least one physical education in-service experience; Martha was the only exception. Unlike the teachers in Haynes' (1973) survey, the participants in this study found the workshops and in-service experiences beneficial. Other words used to describe their experiences were "wonderful," "an exciting course," and "fun." All but two in-service experiences were organized and taught by local elementary school physical education specialists. The instructors conducting the workshops were perceived as being knowledgeable and well organized; the information was presented clearly. A theme of relevance emerged from the data. The information presented during the workshops was relevant to their teaching situations, and the format of the workshops was practical for the teachers' busy schedules. In-service educational experiences appeared to be critical to the participants' continued professional growth and understanding of physical education.

Three types of in-service experiences were described by the participants. The first type, described most frequently, could be characterized as a workshop designed to provide teaching ideas and suggestions that could be

implemented the next day. Betsy described a variation of this type of workshop in which a movement specialist allowed her to choose how she could assist her movement program. Betsy chose to observe the movement specialist teaching her students for one week (five days). The second type of in-service experience was an in-depth series of workshops over a period of time. Betsy was the only one who had participated in such an in-service experience. The workshops were guided by a stated purpose and the information presented supported that goal. The third type of in-service experience was a refresher course. Although a classroom teacher might be familiar with the purpose and the activities presented in the workshop, the workshop was perceived as a way to excite and to stimulate her thinking.

The following suggestions about how to design in-service experiences were compiled from the participants' descriptions of successful workshops and recommendations. Once again, the participant's name(s) will follow each recommendation for ease of referral. The numbers do not represent an hierarchical order.

1. The goal or purpose of the in-service experience should be stated. The games and activities should relate to the stated goal. (Sue, Betsy)

2. Information presented should include the following:

- (a) appropriate fundamental and game skills. (Sue, Betsy)

- (b) age or grade performance expectations. (Sue)
 - (c) a description of games and activities for teaching the identified skills. (Sue, Betsy)
 - (d) games labeled with "silly little name" for easy recall. (Betsy)
3. A variety of activities should be presented. (June, Sue)
4. The criteria for selecting activities to be presented in the workshop should be based upon the following:
- (a) a minimal amount of instruction time. (June)
 - (b) limited amounts and ease of access to equipment. (June, Sue)
 - (c) a minimal amount of preparation time. (June, Sue)
5. Workshops should be geared to specific grade levels, for example, kindergarten to grade three. (Dee)
6. The focus of the workshop should be on games and activities that are suited for specific teaching facilities (outdoor areas, classrooms). (June, Dee, Sue)
7. Participating in the activities is important for the following reasons:
- (a) participation provides the participant the opportunity to evaluate the game based upon her students' needs. (Will this game work for my students? How will I need to modify the game to

make it work? Do I have the appropriate facilities and equipment to play this game?) (June, Dee, Sue, Betsy)

(b) participation makes the games easier to remember.

(June, Dee, Sue, Martha, Betsy)

(c) participation in the games increases the teacher's understanding of the game and gives her the confidence to teach it. (June, Dee, Sue, Betsy)

8. A group of selected students should be used to demonstrate the activities so that the teachers will be able to anticipate the students' movement responses. (Sue)

9. A handout with detailed information should be provided for "refreshing" one's memory and stimulating recall. (June, Sue, Betsy)

10. The entire faculty, including the principal, should participate in the workshop. (Sue)

11. The principal's interest in initiating and following-up the workshop is important in changing how the teachers conduct their physical education lessons. (Betsy)

Martha recommended a fourth type of in-service experience for the classroom teacher. She suggested that the physical education specialist work with the classroom teacher and her students to teach them a new game. If this were not feasible, Martha suggested that arrangements be made for someone to monitor the students while the teacher observed the physical education specialist's program.

Sue perceived preservice educational experiences as the beginning of the learning process. Sue said, "I started learning it there" indicating an awareness for the need for continued learning. In-service educational experiences appeared to be one avenue for continued learning. Donnelly (1959) also found that it was not necessary to convince classroom teachers that they needed help. She believed professional efforts should be directed toward a harmonious working relationship with the classroom teachers. Again, this appeared to be true in 1985.

How did classroom teachers perceive their roles in teaching physical education?

The role of the classroom teacher in teaching physical education was found to be nebulous. This was a recurring theme found among the participants' data. Betsy was the only participant whose physical education teaching role was later clarified.

All five participants indicated that they were aware of their responsibilities to provide students with a daily 30-minute period of physical activity. Verbal guidelines for conducting the physical education program were sometimes suggested by a principal, but these guidelines varied from principal to principal. To the participants, the principals' recommendations were prompted most frequently by (a) a complaint, (b) an injury, or (c) a casual observation of the playground activities. The participants thought that

written guidelines might exist, but they had never read them, nor could they recall them. The participants stated that written guidelines would most likely be found in the physical education curriculum guide that was stacked on a shelf along with the curriculum guides for the other subjects. The participants were not unlike those surveyed by Amiot (1966) who showed that a majority of classroom teachers wanted curriculum guides, but those who had curriculum guides seldom used them. Why the classroom teachers chose not to refer to the curriculum guides is interesting. Perhaps, as suggested by Dee, they thought that the information in the guides was irrelevant to their teaching needs.

The participants expressed uncertainty as to the school system's purpose for physical education which only added to their confusion about their roles in teaching physical education. Since no purpose was defined, the participants relied upon their past experiences to clarify their purposes of physical education. Yet, after reviewing their past physical education experiences, the researcher could find no central purpose that had guided their physical education programs.

How were classroom teachers' perceptions of teaching physical education influenced by significant others?

Five groups of significant others were identified in varying degrees of significance. The people who appeared to

exert the most influence were (a) physical education specialists, (b) colleagues, (c) principals, and (d) students. The least significant group was the parents of students. Dee was the only teacher who identified a single person as being most significant. Because her husband had majored in physical education, she consulted with him about her program.

Parents. Three teachers mentioned parents who had expressed an interest in physical education with the amount of interest varying according to the issue. Only one parent expressed an interest in the content of the program. June was able to communicate with a child, who was believed to be autistic, while working with him on his catching and throwing skills. The parent was so pleased that she wanted to learn more about what June was doing in physical education. The two other teachers, Sue and Martha, mentioned that parents had expressed concern about how teams were chosen and that their children were not having 30 minutes of physical activity. Sue had let students select the teams, and one child was always chosen last. The parents notified her that they did not think this was a good practice. Sue stated that she had never given it much thought but after analyzing the situation realized that there were better ways. Martha noted that she became so involved with teaching the academic subjects that she sometimes skipped physical education. She was aware that

the parents did not like this practice. These examples should be kept in proper perspective. Over their years of teaching, the teachers noted that parents seldom expressed an interest in their physical education programs. The parents might express an interest in the physical education program if a situation created problems for their children. For the most part, the participants indicated that the parents, if they showed any interest at all, were more concerned about the academic subjects.

Physical education specialists. According to Betsy, having a physical education specialist on the faculty increased classroom teachers' awareness of physical education. The interview data indicated that the more involved the specialist became in the school's physical education program the greater was the impact. Physical education specialists who were involved in the total school physical education program were recognized as being "exceptional" teachers. Only three specialists were mentioned as providing the classroom teachers with teaching suggestions. Dee, Sue, and Betsy found the suggestions to be useful resource materials. A former physical education specialist at Betsy's school was the only one to follow up to see if the teachers needed assistance or if they were using his ideas.

The classroom teachers considered that the specialists were very busy. A specialist's having more than one school

appeared to be the criterion for justifying this statement. Only one teacher, Betsy, had a physical education specialist assigned full time to her school. She perceived the current specialist as having time to become more involved in the school-wide physical education program. The specialist, however, was believed to be uninterested in assuming a more active role.

Several participants stated that no guidelines existed for the working relationship between the specialist and the classroom teachers, but they thought guidelines would be beneficial. The teachers who had worked with more than one physical education specialist indicated that the responsibilities assumed by the specialists varied from school to school and from specialist to specialist.

The classroom teachers recognized that time limitations prevented them from developing a closer working relationship with the physical education specialists. Earlier studies by Donnelly (1959), Amiot (1966), Nokken (1971), and Akers (1985) indicated that classroom teachers have been receptive to assistance from physical education specialists over the years. In this study, the five participants also expressed an interest in establishing better communications and a closer working relationship with the physical education specialists. They offered the following suggestions for the physical education specialist:

1. The physical education specialist should arrange workshops for the classroom teachers in their particular schools. (June)
2. The physical education specialist should suggest games and activities as a follow-up to their lessons. (June, Dee, Betsy)
3. The physical education specialist should teach a new game or introduce new activities to teachers and to students. (June, Martha, Betsy)
4. The physical education specialist should provide the classroom teachers with a copy of his/her lesson plans. (Dee)
5. The physical education specialist should communicate with the classroom teachers about their students' participation. (Dee, Sue)
6. The physical education specialist should express an interest in serving as a resource teacher for the classroom teachers. (Dee, Betsy)
7. The physical education specialist should suggest equipment needed for the follow-up lessons. (Martha)
8. The physical education specialist should establish a central storage closet for equipment needed by the classroom teachers to follow up the lessons. (Martha)
9. The physical education specialist should arrange physical education equipment repair workshops. (Betsy)

10. The physical education specialist should become involved in the school and learn more about the school curriculum. (Betsy)

11. The physical education specialist should be assigned to only one school. (Dee, Sue, Martha, Betsy)

The following suggestions were directed toward the classroom teacher:

1. The classroom teacher should return early to observe the specialist teaching, especially a new game or activity. (June, Dee, Betsy)

2. The classroom teacher should arrange released time in order to observe the physical education specialist's programs. (Martha)

Colleagues. The five participants stated that when they first began teaching, their fellow teachers were the greatest influence in defining how they taught physical education. Most of the participants modeled their programs after their fellow colleagues' physical education programs. In one situation, Martha was confronted by another teacher who suggested that she scrap her "new" ideas and follow the current practice. It was interesting to parallel the descriptions of the participants' physical education programs during their early teaching years with their personal experiences. It appeared that classroom teachers perpetuate a similar physical education program through modeling from one generation of teachers to another. This

finding supports Lortie's (1975, p. 24) idea that "teachers are deeply rooted in traditional patterns of thought and practice." Only Betsy deviated from the norm when she began her teaching career. Although she never organized or initiated the games that her students played, Betsy usually joined in their games of chase.

As two of the participants gained more teaching experience, the nature of the influence of their fellow teachers changed. The participants began to view their fellow teachers as a resource for new games and "games that worked."

Principals. Martha noted that her teaching style reflected the atmosphere of the school. From the data, the atmosphere of the school appeared to be determined either directly or indirectly by the principal. Two teachers stated that they had worked previously where the principal observed what was happening on the playground. Betsy's present principal observed the classroom teachers' physical education programs. These principals had issued verbal guidelines about what they expected to see taking place on the playground. Knowing that the principal might stop to observe what was being played or that he was turning a watchful eye as he walked by the playground was enough to motivate these teachers to plan and to organize an activity or game each day. The principal proved to be the pivotal

force in influencing how Dee, Sue, and Betsy taught their physical education programs.

Students. On a day-to-day basis, the classroom teachers' knowledge about their students seemed to be a determining influence in the actual selection of content (games and activities). The classroom teachers noted that their teaching environment such as facilities and equipment might remain stable from year to year, but the students did not. A second perspective focused on the students' needs for success, and the students' desires to have fun.

The cognitive ability of the students to understand directions, rules, even playing strategies and the ability to demonstrate socially acceptable behaviors for the game or activity were two factors that helped the teachers select appropriate games and activities. Simple games and familiar games were often used because explanations could be kept to a minimum to allow more playing time. Several teachers mentioned that the students loved learning new games as long as it did not take too long to explain the rules. Complex games with many rules required the teachers to introduce the rules over a period of time or to adapt the game to meet the needs of the students.

How the students interacted socially influenced the game or the activity selection. Some teachers eliminated "free play" because the students were not able to select and to organize their game or activity choices. The classroom

teachers were left with the responsibility to plan organized games and activities to maintain control and to avoid chaos. Also, the competitive nature of some games and activities was viewed as an appropriate opportunity to improve sportsmanship and social skills of their students.

The motor skills of students were observed, and the participants most frequently used this information to organize a game or activity. The five participants placed students on specific teams as needed to avoid having less skilled children chosen last. Betsy was the only participant who appeared comfortable working with children to develop their movement skills.

Betsy and Sue believed that for students to enjoy moving they had to experience success. Success for students was an important factor contributing to students' having fun. Because physical education was the students' only "break" during the day, the participants believed that this period of time should be enjoyable. Two teachers, Dee and Betsy, allowed students to suggest games to be included in their plans.

What teaching realities influenced the classroom teachers' perceptions of physical education and their teaching of physical education?

It should be noted that the participants' perceptions of physical education evolved over time and were influenced by the interrelationship of numerous factors. The purpose

of this question was to elicit the teachers' thoughts about factors other than their personal experiences and the influence of significant others that might have contributed to their perceptions and their teaching of physical education. In the interview data the participants elaborated on the teaching realities that appeared to influence their perceptions of physical education. Teaching realities that directly or indirectly influenced their teaching of physical education were discussed.

The classroom teachers were pressured by the coordinators and the county supervisors to teach reading and math. Each teacher's description illustrated their concern. The teachers anticipated continued demands to follow a strictly prescribed curriculum in subjects such as science, social studies, and creative writing. Although the teachers never stated that they felt as if their teaching was being evaluated, the researcher was left with the impression that their teaching ability was being evaluated by the progress of students. Because of the strain to meet the demands of teaching, the teachers appeared weary.

In contrast, no attempt was made to define the physical education teaching roles of the classroom teachers or to clarify the purpose or goals of physical education. Because the purpose and the teaching role of physical education were so nebulous, the classroom teachers placed it "low on the totem pole;" it took a "back seat" to other subjects. The

classroom teachers received little if any encouragement or guidance from the physical education specialists and the principals. With little support or guidance, the inquirer was not surprised that physical education was placed at a low priority position.

The lack of pressure associated with teaching physical education cannot be viewed in isolation. Looking closely at other factors that impinged on their teaching of physical education provided insights for the researcher into their teaching of physical education.

The classroom teachers' physical education programs were reviewed in relation to the daily demands of being elementary classroom teachers. The number of subjects taught by the participants ranged from eight to twelve not including art, music, and physical education. The actual number of lesson plans for different ability groups (in reading and in spelling students were assigned different textbooks) ranged from 11 to 17. Preparing lessons and teaching students left little time for breaks during the teaching day. Betsy, a first grade teacher, lamented that the students' morning break had been eliminated so they could teach more subjects each day. Martha said, "You could start at 9:00 in the morning ... and you could still be teaching when the bell rings at 3:10 p.m. and not get in everything."

Because no time was allotted for "recess," "free play," or "playtime," the teachers were faced with a dilemma. The teachers realized that recess and physical education were different, but a time was needed for children to release bottled-up energy and to have fun with their classmates. Sue said, "Unfortunately, there's not time for both...." Most teachers resolved the dilemma by allowing students three to ten minutes of "free time" at the beginning or end of their physical education classes. They did not think this was the best solution, but they did not know of any alternative.

While talking with the teachers, the researcher found that their actual planning time was quite different from how it might appear on paper. Teachers had 30 minutes before school and 30 minutes after school for planning time. This time was spent duplicating materials, attending faculty meetings, or meeting with parents or other teachers. The teachers had two or three 30-minute planning periods each week while the students were at music, physical education, or library; every two weeks some teachers had an additional planning period while the students were with the guidance counselor. By the time the teachers took the students to and from the specialist, their actual planning time was shaved to 15 to 20 minutes. With limited time to plan at school, the teachers were forced to take work home on a regular basis.

The amount of time spent grading papers and planning by the participants after school hours ranged from six to 12 hours each week. Because of family obligations, one teacher did not begin her school work until 10:00 p.m. each night--a situation similar to that of one of the teachers in Spencer's (1984) study. Two teachers chose to work after school for an extended time to prepare several lessons in advance or to grade papers to avoid taking work home every night.

For the participants, the school day began early-- 7:30 to 7:45 a.m. and continued after their 4:00 p.m. departure. One teacher expressed her concern for the lack of credit that elementary school teachers received for their efforts to make the most of a difficult situation. Martha and June found it perplexing that high school teachers prepared only two or three different lesson plans each day, yet they had one duty-free class period (55 minutes) during the teaching day for planning. The school day for the elementary school classroom teachers was busy and long--a fact documented by Jackson (1968), Lortie (1976), and Lieberman and Miller (1978, 1984a, 1984b). The five participants' rich descriptions captured the demands of their teaching schedules. As anticipated, the complexity of the workplace appeared to be a factor influencing the teachers' elementary school physical education programs.

Because of the limited time available to plan and to talk with colleagues, the participants devoted little time to planning physical education. Like the teachers in Baker, Annis, and Bontz's (1954) study, the participants' plans were not written or were just brief notes. Facilities and equipment also limited their programs. At the time of the interviews, only one teacher, Betsy, had an indoor space available where games and movement activities could be conducted quietly. Not having an indoor facility severely limited what classroom teachers could do on inclement days. The other four teachers played quiet games or planned movement activities that involved little movement in their classrooms. Not having a paved area precluded some games and activities from being included in their programs. For the most part, the outdoor facilities were perceived as being adequate for the physical education programs that they conducted.

Previous studies by Georgiady and Savage (1940) and Haynes (1973) found the equipment of the classroom teachers to be limited. In this study the equipment problem proved to be greater than the lack of equipment. With inadequate space to store more equipment, limited knowledge of what equipment to order and how to repair equipment, the equipment issue took on a broader meaning.

The types of equipment readily available to the classroom teachers in this study were similar across

schools. The following equipment was mentioned: (a) one football, (b) two playground balls (Sue had four), (c) softballs, (d) bats, and (e) long and short jump ropes. Different equipment reported by individual teachers was as follows: (a) sponge balls, (b) paper dowels, (c) nerf footballs, (d) bowling pins, and (e) soccer balls. For two teachers, June and Dee, the equipment was distributed each year by the physical education specialist. June always had to ask for a second playground ball; one ball was not enough to play her "cache of games." Dee reported that although she was given a softball and bat each year, she did not feel comfortable allowing her second graders to use them.

The teachers indicated that they purchased some of their equipment with their instructional supply money, but they did not receive nor did they ask for help in selecting the equipment. Sue added that she used personal money to buy some of her equipment. Storage for additional equipment prohibited Martha from purchasing more equipment.

Who was responsible for repairing the classroom teachers' equipment was unclear. Often the teachers purchased new balls to replace balls that only needed air. Two former physical education specialists repaired Betsy's equipment, but the current specialist just told her where the pump was located. Betsy also asked for individual jump ropes, and she was given a spool of rope to cut. After several attempts to cut the rope, she gave up and put the

spool of rope in her closet. Betsy was frustrated because she tried to teach physical education, but her specialist was not willing to even help her with the equipment. Betsy believed that by helping classroom teachers with their equipment needs, the physical education specialist could improve the physical education program for the students.

Although the classroom teachers did not plan far enough in advance to request physical education equipment, they did not think the physical education specialists cared if they used the equipment. Four of the teachers described the equipment as being "locked up," and that the physical education specialist did not appear to encourage them to check out the equipment. The teachers had no idea what equipment was available, where it was located within the locked equipment room, or how to make an equipment request. The separation of the equipment appeared to accentuate a difference between the programs of the physical education specialists and those of the classroom teachers.

Implications

The researcher had the impression that this was the participants' first opportunity to reflect upon their past physical education experiences and their teaching of physical education. A note from one teacher described our time together as "an opportunity to break away from my daily routine." It was a time "to look back on situations that I had given very little thought [to] ..." especially, in the

ways that these experiences affected her as a teacher. The teachers appeared to be pleased that someone was interested in their stories, their teaching situations, their needs, and their desires.

The interview process allowed the participants to stop and to escape from their everyday teaching worlds. While talking about their past physical education experiences, they seemed to gain a new level of understanding about these experiences. They began to ask questions and to raise issues. Many questions and issues were raised but the inquirer has chosen to discuss the implications with regard to (a) preservice educational experiences, (b) in-service educational experiences, (c) curricular designs, and (d) the purpose of physical education.

Preservice educational experiences. Judging from the preservice educational experiences of these teachers, physical education teacher educators face a tremendous challenge to design a one-semester course that will eventually lead to changes in the ways that classroom teachers conduct their physical education programs. Based upon the research data, it appears that teacher educators have a responsibility to learn more about classroom teachers' daily teaching demands. An appropriate course that realistically prepares future teachers for the challenge of teaching physical education may only be achieved through the sincere, collaborative efforts of the

physical education teacher educators and the classroom teachers. The summary of the suggestions offered by the participants in this study is just a beginning.

Preservice educational experiences should be an opportunity for more than knowledge to be disseminated. A course should provide time for future teachers to anticipate and to think about how they would deal with pressures from within the school. Future teachers must confront their personal beliefs about physical education and its role in the total school curriculum. Future teachers need to be aware of their teaching roles and to anticipate the conflicting explicit and implicit rules of the school about teaching physical education. Future teachers should be aware that a preservice course is just a beginning; they need to know how to go about acquiring more assistance and gaining access to more equipment, better facilities, and knowledge about teaching physical education.

The review of literature indicates that resource materials were written for classroom teachers. These resources are of little value to teachers if they do not have access to the materials. The college instructors should acquaint future teachers with the available resource materials and suggest ways to gain access to these resources.

In-service educational experiences. From the data, it appears that the classroom teachers found different types of

in-service workshops to be beneficial. In-service educational experiences, however, should be designed to meet the perceived needs of classroom teachers' teaching situations: (a) school facilities, (b) equipment, (c) knowledge, (d) experiences, and (e) students' needs. As noted by Zigarmi, Betz, and Jensen (1977), the in-service experiences found to be most useful are those based upon the needs of teachers.

The in-service experiences could provide one opportunity for classroom teachers and physical education specialists to share information about their programs; this would be beneficial to both. Ideally, the in-service experience should be more of a dialectic exchange between the two groups.

Curricular Designs. The descriptions of the classroom teachers' personal junior high and senior high school experiences should motivate all physical educators to examine the curricular designs of physical education. Being teachers and being aware of the teaching-learning process, the participants' interpretations of their past experiences were, indeed, a process of reflection. As they recalled their past experiences, they viewed them in relation to current knowledge and experiences. They realized that six to nine class meetings were not adequate time to learn a sport. They recognized that their physical education experiences were not based upon principles of progression,

and their teachers did not allow for individual differences, physical or experiential. The participants, the skillful and the less skillful movers, recognized these omissions as a limitation to learning and a questionable practice. Physical education educators need to pause and to examine closely what they are doing in the gymnasium.

The curricular issue points to an even greater concern that was voiced by the participants. What is the purpose of physical education?

Purpose of physical education. The participants did not have an understanding of the purpose of physical education in an elementary school curriculum. From the classroom teachers' discussions, it appears that the lack of a clear purpose has confused them. Is the purpose of physical education (a) to develop physical fitness, (b) to teach skills (fundamental motor or sports), (c) to expose students to sports, or (d) to develop social skills (sportsmanship)--to name a few? When the physical education teaching roles of classroom teachers are viewed in relation to the demands of teaching as well as to their knowledge and to their experiences in physical education, it is clear the professional physical educators must find better ways of helping classroom teachers clarify the purpose of physical education.

A useful solution might be to establish a dialogue among classroom teachers and professional physical

educators. During this discussion, the various approaches to physical education could be explored which might lead to a better understanding of the various purposes that are possible for physical education. Having an increased awareness of the various approaches to physical education could help classroom teachers with the assistance of professional physical educators design curricula appropriate to accomplishing the designated purposes. With this knowledge, classroom teachers and physical educators might reach a consensus as to the most appropriate purposes and curriculum for the students. Certain factors, however, must be considered: (a) the needs of the students, (b) the needs of the teachers, and (c) the available equipment and facilities. Although the needs of the students and the needs of the teachers have not been emphasized, the researcher is aware that these factors are numerous and cannot be taken casually. An open atmosphere where classroom teachers and physical educators are free to voice their concerns will increase the potential for improving the quality of the elementary school physical education programs for the students.

Personal Reflections

When I enrolled in college and declared physical education as my major, I actually knew very little about physical education. During my senior year of high school, I

took my first physical education class taught by a physical educator.

My love for movement came from personal movement experiences. I learned to run silently in the woods while dodging low hanging branches, avoiding leaves that rustled, or roots that poked from the ground. I would race across fields, only to stop and to dance with the daisies or the black-eyed-susans. I shared quiet moments with jack-in-the-pulpits, and I waltzed among pink lady-slippers. I soared through the air doing acrobatics on grapevines that tumbled down through the trees. I learned to swim in a river while pulling my body through the resisting current. When my arms became too weary, I would roll on my back to become a part of the river, bobbing to its rhythm. To spy on the world below or to catch the last glimmering rays of the sunset, I would scurry up my favorite climbing tree. On cool summer evenings, the neighborhood children would gather, and our silhouettes could be seen dodging to and fro with flickering lanterns of lightning bugs. I entered a program of physical education with a limited understanding of the societal structure of physical education, but my love for movement was sincere. I loved the feeling of my body in motion and air moving against my skin. I loved to lose track of time and space, to become one with the movement.

While in college, I realized that movement and physical education were different. My college physical education

courses focused on the "how to" or the technical knowledge associated with teaching. The mystical feelings of movement were never discussed.

My personal experiences can best be described as mystical and spiritual. As a teacher, my personal journey has been to find a way to blend the two experiences, the mystical and the technical. I believe both are important for understanding movement.

While studying, I realized that it was difficult to find the perfect blend of technical knowledge and the mystical aspects of movement or a blending of shared cultural knowledge (technical) and one's personal movement knowledge. My quest led me to ask others about their physical education experiences. I believe that man is an historical being, and man's personal knowledge should be integrated with other learned knowledge. I found the integration of the two to be lacking in most physical education experiences. Because the participants in this study did not have the opportunity to integrate their past experiences with what they were learning, their understanding of physical education appeared to be inhibited.

From my participants' stories, I became aware that personal experiences might have been similar, but the meanings attached to such events and behaviors were different. For this reason, it was critical for me to

listen to the participants' personal experiences to understand their meanings of these experiences. For example, some participants found being on display while performing tasks in physical education classes increased their confidence while others found it embarrassing. Those who perceived themselves as being less skilled found that these experiences undermined their personal dignity and alienated them from movement and from movement experiences. I believe that such information is critical to helping others transform their consciousness, so that they can see physical education and themselves differently.

A "dialogical 'problem-solving' educational" (p. 215) approach as suggested by Simmons (1984) would be beneficial in raising our critical awareness of our personal experiences and those of societal structural influences. We can examine the shower issue that was mentioned by some of the participants in this study. If the students and the physical education teachers had engaged in a dialogical exchange of feelings, rule explanations, health issues, and so forth about taking showers, the problem might have been resolved. As suggested by the participants, the real issue was not taking showers but a desire to know how to cope with their bodily changes. Instead of protesting silently and remaining powerless, the students may have learned greater lessons. First, they may have learned ways to cope with their bodily changes. Second, they may have gained the

power to make choices about taking showers. Third, students, hopefully, would have learned that with power comes the obligation to make responsible choices.

One of the values of this study has been to gain insights into the profession of physical education within a larger context. Schools were created to serve society, and they usually reflect the attitudes of our society and culture. It is beyond the scope of this summary to include an historical perspective of physical education within this context. I have chosen to discuss issues brought to light by the participants' interview data.

In this study, the physical education programs of the classroom teachers in the elementary schools did not appear to follow the traditional factory or business model, based on economic theory. The principle of quality control for the production of a product such as student achievement could not be found. How physical education was taught by classroom teachers did not meet the guidelines of efficiency and effectiveness. Physical education programs, however, appeared to be designed for the efficient and the effective functioning of the school. The employment of physical education specialists seemed to have been an economical way of providing released time for classroom teachers. The interview data suggested that the purpose of the classroom teachers' physical education programs was to provide a 30-minute period of controlled recreational activity for the

students. This indicated that society perceived this period as a break from the daily routine rather than another instructional period.

The idea of control was another interesting issue. As suggested by Lieberman and Miller (1978), control is important because society perceives learning taking place in an atmosphere in which teachers are in control (quiet classrooms). The problem is not with the issue of control, but the problem arises when control becomes the focus. In the classroom teachers' physical education programs, content was organized and arranged so that control could be maintained while educational goals were brushed aside. No one from the state department, county office, or even at the individual schools assumed responsibility for coordinating the efforts of the classroom teachers who taught physical education. The lack of written guidelines, a recommended curriculum, and formal evaluation suggested that society places little value on physical education.

What does this mean for the classroom teachers' physical education programs? Classroom teachers' freedom to teach most subject areas appears to be diminishing, but for them to make decisions about what and how they teach physical education the potential is endless. In their struggle to maintain power, the participants indicated that they would resist someone dictating how they should teach physical education. I believe such control would lead to

their continued alienation from teaching. The teachers, however, conceded that they lacked knowledge, experience, assistance, and motivation to teach physical education. I believe that the classroom teachers in this study would be receptive to a physical education program that integrates the person with movement and one that maintains and acknowledges the needs of the teachers and the students. Such a physical education program would have to be developed through the combined efforts of classroom teachers and physical educators.

I wish to end these particular personal reflections with more questions for further reflection. I began with a question that remains: What value does society place on physical education? Now, I wish to add another related question. Which social and cultural values do physical educators and classroom teachers choose to promote and to affirm in their teaching of physical education? I believe that these questions are important because physical education is in continuing dialectical relationships with society, with culture, and with our individual lives. The values of the profession, of society, and of culture are inherently interwoven in the gymnasia and on the playgrounds. For physical education to remain a viable influence within the schools, society, and culture, we must pause and examine the intimate relationships between the schools and our highest hopes and our deepest dreams.

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APPENDIX A
ORIENTATION LETTER

156 Cedar Lake Trail
City, N.C. 27000
October 22, 1985

Dear Ms. _____:

Thank you for your willingness to participate in this study. The purpose of my research is to identify elementary school classroom teachers' perceptions of physical education. More specifically, I hope to gain insights into (a) factors influencing your perceptions of physical education and (b) factors influencing your teaching of physical education.

You will be asked to do the following:

1. Turn in a voluntary consent form before being interviewed.
2. Complete a brief personal-information questionnaire.
3. Participate in two or three tape-recorded interviews, each one not to exceed 90 minutes.

You will have the option of being interviewed during the school day or after school. I will arrange for you to receive one half-day of professional leave on the interview days. A substitute will be provided to assume your responsibilities while being interviewed. We may discuss other available options. The day, the time, and the place for the interviews will be selected to best accommodate your schedule.

Individual anonymity will be guaranteed. To ensure that your rights are protected, the following steps will be taken:

1. You may decide to have your data deleted from this study at any time prior to the submission of the study to the graduate school.
2. You will be given my analysis of your interviews, and you will have the opportunity to discuss my interpretation.
3. At your request, you will be permitted to read the final draft of the study to approve those parts that have been used from your interviews before it is submitted.

4. All identifying parts of your interviews will be changed so that confidentiality will be maintained. Names of students, parents, schools, teachers, administrators, and friends will be erased from the tapes before being transcribed.

My phone number is 765-2791, if you should need to contact me. I appreciate your assisting me in this research study.

Sincerely,

Jane I. Brumbaugh

APPENDIX B
CRITERIA FOR PARTICIPATION
WILLINGNESS-TO-PARTICIPATE FORM

 CRITERIA FOR PARTICIPATION

To be eligible to participate in this study the classroom teacher must:

1. Be a regular staff member teaching one class between kindergarten and grade five.
2. Be responsible for teaching physical education on the days that the physical education specialist does not teach his/her students.
3. Have taught in the same school for two consecutive years.
4. Have taught a minimum of 5 years.

 WILLINGNESS TO PARTICIPATE

Name _____

School _____

School Address _____

School Phone _____

Home Phone _____

The best time and place to contact me is _____

Please check one.

_____ I am willing to participate in the study about classroom teachers' perceptions of physical education.

_____ I would like more information about the study.

I meet the criteria for participation in this study.

 Signature

APPENDIX C
CONSENT FORM

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
School of Health, Physical Education, Recreation and Dance

Informed Consent Form*

I understand that the purpose of this study is to gain insights into classroom teachers' perceptions of physical education and factors influencing their teaching of physical education.

I confirm that my participation is entirely voluntary.

No coercion of any kind has been used to obtain my cooperation.

I understand that I may withdraw my consent and terminate my participation at any time during the study.

I have been informed of the procedures that will be used in the study and understand what will be required of me as a subject.

I understand that all of my responses, written and oral, will remain completely anonymous.

I understand that a summary of the results of the study will be made available for me to read at the completion of the study if I so request.

I understand that the audio tapes and the transcripts will be retained by the researcher for further analysis.

I wish to give my voluntary cooperation as a participant.

Signature

Address

Date

*Adopted from L.F. Locke and W.W. Spirduso. Proposals that work. New York: Teachers College, Columbia University, 1976, p. 237.

APPENDIX D
PERSONAL-INFORMATION QUESTIONNAIRE

 Personal-Information Questionnaire

Name _____
 (Code Name)

Date of Birth: _____
 month day year

Sex: _____

Height: _____ Weight: _____

Work Experience:

Please list all full-time teaching positions held since the completion of your undergraduate degree. Begin with your current position.

<u>School Name</u>	<u>City/State</u>	<u>Years</u>	<u>Grade(s) Taught</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Educational Experiences in Physical Education:

How many method courses pertaining to teaching physical education did you have in your undergraduate teacher preparation program? _____

Briefly, describe the content of the course(s).

In how many in-service courses relating to physical education have you participated? _____

Briefly describe the content of the in-service course, list where the in-service took place, and the approximate numbers of hours involved in class time.

Course Description	Site of In-service	No. of Contact Hrs.
--------------------	--------------------	---------------------

e.g., How to teach games	school	3
-----	-----	-----
-----	-----	-----
-----	-----	-----

Personal Physical Education Experiences:

At what grade levels did you participate in physical education classes?

Elementary _____	Grades _____
Junior High _____	Grades _____
Senior High _____	Grades _____

Did you participate on any athletic teams? _____

If so, please list those teams.

List physical education activity courses that you took during your undergraduate college years.

List physical activities that you participate in at this time.

APPENDIX E
INTERVIEW GUIDE

INTERVIEW GUIDE

The purpose of this guide was to provide a framework for developing questions, sequencing questions, and selecting appropriate probes. During the interview, the interviewer had the responsibility of determining if the information was relevant and adequate. The purpose of the probe was "to help the respondent provide more relevant information without restricting, distorting, or suggesting answers" (Gorden, 1980, p. 369). Gorden suggested various types of probes to encourage the participant to share more information. By being aware of the different types of probes, the researcher was able to select the most effective probe based on the context of the conversation. Although numerous probes are listed under each question, only those appropriate to the participant's conversation were used. Three broad probes that were frequently utilized but not stated after each broad question are listed with a brief explanation and examples.

1. "Silence"--a pause by participant; the interviewer waits while the participant collects his/her thoughts (Gorden, 1980, p. 374).
2. "Encouragement"--a verbal remark made by the interviewer, "I see" or a nod of the head (Gorden, 1980, p. 372).

3. "Immediate elaboration"--verbal remarks made by the interviewer such as "... and then? Tell me more about that. Is there anything you would like to add?" (Gorden, 1980, p. 372).

The interviewer used the information from the questionnaire to help establish a comfortable atmosphere. It was the intent of the interviewer to use this information to introduce questions concerning the participants' personal experiences in physical education classes.

Personal Experiences

Public School Experiences:

I see from your questionnaire that your first experience in a physical education program was during _____ school.

1. Describe your elementary school recess or play time.
 - Who was responsible for organizing/teaching this program?
 - Share with me some of your thoughts about these activities.
 - What was different about these activities and physical education?

2. Describe your (elementary, junior high, and senior high) school physical education program.
 - Approximately how long were the class periods?
 - How many times did your physical education class meet?

- Describe the facilities.
- Describe the equipment used.
- Tell me about the students in your class(es).
 - * Males? Females? Co-ed?
 - * Were there some students who appeared to enjoy some activities more than others? Which activities?
 - * Based on your perceptions, why were some activities more enjoyable than others?
- Did you have the same teacher for more than one year?
 - * How did each teacher differ?
 - * Describe each.
- How was the time spent in your class?
 - * What went on in class?
 - * Was there a routine?
- What was the purpose of the program?
 - * Was the purpose achieved? How or why not?
- Did the activities vary from year to year?
 - * Was there a sequence? What was it and why do you think this sequence was followed?
- What activities/movement experiences stand out in your mind?
 - * What is it about these experiences that makes them so easy to remember?

- How do you feel about these experiences?
 - * Do you remember why you have these feelings?
- 3. Describe yourself as a physical education student.
 - Do you remember any particular feelings about your physical education classes?
 - What do you remember about moving or movement in physical education classes?
 - What do you remember doing? Feeling?
 - Why do you see yourself in this way?
 - * Did you feel this way during all the activities? Tell me how they varied.
- 4. Tell me what you would have liked your physical education program to be.

College Experiences:

1. Describe the activity courses you took in college.
 - Why did you select these courses?
 - What did you perceive the purpose of (course) to be?
 - Did you think you achieved your personal goals?
 - Tell me how or why your goals were achieved or not achieved.
 - Are there any particular incidents that you recall?
 - Tell me about the instructors.
 - How were the instructors different from those in high school?

- How were the courses different from your physical education program in high school?
 - Describe the students in your (course) class.
 - How would you describe yourself as a student in each course?
2. Overall, how did you feel about your college activity courses?
- * Why do you think you feel this way?

Educational Experiences

Preservice Courses:

1. You have indicated that you took (number) physical education method course(s). Do you recall if this course was a requirement for your program of study?
- If elective: What motivated you to take this course?
 - If required: Why do you think this course was included in your program of study?
2. Describe the course.
- What was the primary focus of the course?
 - What was the purpose of the course?
 - What information was covered in the course?
 - * How was the class structured?
 - How did you feel about these courses? Why?
3. In what ways did the courses aid your understanding of physical education?
- Your role? Your responsibilities?

- Physical education as a part of the elementary school curriculum?
 - How was the course information related to a real teaching situation?
4. Having taught physical education within a schooling environment, how should a preservice physical education course be structured?
- What do you think is critical to know before being asked to teach physical education to elementary school children? Why are these ideas important?

In-service Courses:

1. I see that you have participated in ____ courses. Why did you choose to participate in these courses?
- Were these courses recommended by someone (e.g., principal, supervisor)? If so, whom?
 - * Why was the course recommended?
2. Describe the courses.
- What did you hope to gain from taking ____ course? Did you gain something? If so, how?
 - To you, what was the purpose of the course.
 - What factors influenced your perceptions?
 - How was the course structured?
 - If no courses: Why have you chosen not to take any in-service courses in physical education?

3. How would you characterize the instructors of the courses?

- How did they differ?

4. How did you perceive yourself? As a learner?
As a collaborator?

- Describe your feelings/thoughts about this class?

5. If you were given the opportunity to design an in-service course that would help you to teach your students physical education, what "essentials" would need to be included?

Perceptions of Self

1. Describe yourself as a teacher of physical education.

- How do you feel when teaching physical education?
- What activities do you feel comfortable teaching? Why?
- Describe how you feel about the time you and your class share during the physical education period.
- How has the way you teach physical education changed over the years?
- How has your perceived value of physical education changed? Describe the change.

2. Is there anything satisfying or rewarding about teaching physical education? Is so, what and why? If not, why?

3. How do you perceive yourself as a teacher of physical education in relation to other teachers in your school?

Teaching Realities

1. Describe a typical teaching day.
 - How many preparations do you have?
 - * Is physical education one of them?
 - How do you value physical education in relation to other subjects you teach during the day?
 - Tell me about your planning period(s).
 - How much time do you spend at home (evening and weekends) preparing your lessons?
 - Do you share any teaching responsibilities with other teachers? Do you plan activities together?
2. Describe some of the pressures associated with teaching.
 - Administrators - principal, supervisors?
 - Parents?
3. How has the way you teach physical education changed over the years?
4. Describe your physical education program. You may wish to describe a lesson.
 - What were you trying to accomplish? What was your purpose?
 - Why was _____ important to you?
 - What is most important for you to accomplish?
Why?
4. Describe how your students interact during your physical education period.

5. Do you expect to see a change in your children's movement abilities?
 - What type of (student) changes?
 - How do you know if change is taking place?
6. When you are planning a lesson what factors influence the decisions that you make?
 - What are some of your decisions?
 - What choices must you make?
7. Describe your school's physical education facilities.
 - How do the facilities influence your teaching decisions?
 - How could new facilities or improved use of facilities change your program?
 - Do you perceive these changes to be realistic? Why or why not?
8. Describe the equipment available for your use.
 - Where is this equipment stored?
 - Who is responsible for maintaining and for repairing your equipment?
 - Who purchased the equipment that you use?
 - Do you know what funds were used to purchase this equipment? (County supervisor's funds, school funds - principal, PTA, etc.)
 - If you could purchase equipment for your program, what would you find most helpful?

9. What are your responsibilities regarding the teaching of physical education?

- Share with me the physical education teaching guidelines.
 - * Written guidelines?
 - * Unwritten guidelines?
 - * Who provides these?
 - * Do some of the written and unwritten guidelines differ? If so, how?
 - * Why do you think this difference exists?

10. How do the expectations of people within your teaching situation influence the decisions you make about teaching physical education?

- What are their expectations?
 - * How do you know these are their expectations?
- How are these expectations transmitted?
- Who are these people? (Categories - principal, fellow teachers, students, parents, etc.)

Working with the Physical Education Specialist

1. What role does your physical education specialist assume in your school?

- What are his/her responsibilities?

2. Describe the relationship you have with your physical education specialist.

- Do you meet to discuss follow-up lessons, your students' progress, or future curricular decisions?
3. Would you like to work more closely with the specialist in planning and implementing your program of physical education?
- If yes - How might the specialist help you with your physical education program?
 - * Teaching suggestions?
 - * Equipment procurement?
 - * Equipment maintenance?
 - What are some of the barriers that might prevent you from working with the specialist?
 - * Do you have any thoughts about how these might be overcome in the future?
 - * What should be the initial step?
 - If no - Why are you not interested in working with the specialist?
4. How could you help the specialist with his/her program?

APPENDIX F
SCHEDULING CONFIRMATION LETTERS

156 Cedar Lake Trail
City, N.C. 27000
October 29, 1985

Mrs. Principal
Country Cove Elementary School
Country Cove, North Carolina 27000

Dear Mrs. Principal:

I appreciate your allowing me to present my research project to your faculty. Two teachers expressed an interest in participating in my study, Mrs. Sue Classroom Teacher and Mrs. Martha Classroom Teacher.

I contacted both teachers, and their interviews are scheduled as indicated below. Mrs. Martha Classroom Teacher chose to be interviewed after school, and Mrs. Sue Classroom Teacher chose to be interviewed during the school day.

Martha Classroom Teacher

Wednesday, November 6 - 3:30 (approximate time)
Wednesday, November 13 - 3:30
Wednesday, November 20 - 3:30

Sue Classroom Teacher

Monday, November 4 - 11:45 (approximate time)
Thursday, November 14 - 11:45

Dr. _____ contacted the personnel office and they suggested that I write a personal check to the substitute for his/her services for one half-day. I will bring the substitute's check by the school each interview day. If you have questions or concerns, Dr. _____ suggested that you give him a call.

Mr. _____ was most helpful when we met on Monday, October 28. He indicated that the resource room would be available for my interviews with Mrs. Martha after school. Mrs. Sue will be interviewed at the Country Cove Public Library.

I sincerely appreciate your cooperation. If you have any questions, please give me a call. My number is 765-2791.

Sincerely,

Jane I. Brumbaugh

156 Cedar Lake Trail
City, N.C. 27000
October 28, 1985

Mrs. Classroom Teacher
Forest Hills Elementary School
Forest Hills, North Carolina 27000

Dear Classroom Teacher:

This letter is to confirm our telephone conversation on Monday evening. According to my calendar, we have scheduled three one-hour interviews for the following afternoons:

Wednesday, November 7
Wednesday, November 12
Wednesday, November 19

The interviews will be conducted in the reading resource room. I will be in the resource room at 1:45 p.m. please join me as soon as you are available.

If you have any concerns or questions do not hesitate to give me a call. My number is 919-765-2791. I appreciate your willingness to participate in my study, and I am looking forward to our interviews.

Sincerely,

Jane I. Brumbaugh

156 Cedar Lake Trail
City, N.C. 27000
October 28, 1985

Mrs. Classroom Teacher
Country Cove Elementary School
Country Cove, North Carolina 27000

Dear Classroom Teacher:

This letter is to confirm our telephone conversation on Monday evening. According to my calendar, we have scheduled two interviews for the following days:

Monday, November 4
Thursday, November 14

The interviews will be conducted in the auditorium of the Country Cove Branch Public Library. Park your car in the parking lot in back of the library. As you enter from the rear, the auditorium will be located to your left. I will be expecting you to arrive around 11:40 a.m. or as soon as your schedule permits. The interviews should last approximately one and one-half hours.

A one half-day substitute will be provided to assume your teaching responsibilities at 11:30 a.m.. I will pay the substitute with a personal check as recommended by the personnel office.

Please indicate on your professional leave request that you are participating in an in-service physical education curriculum workshop. This has been approved by Dr. _____, the Physical Education Supervisor.

If you have any concerns or questions do not hesitate to give me a call. My number is 919-765-2791. I appreciate your willingness to participate in my study, and I am looking forward to our interviews.

Sincerely,

Jane I. Brumbaugh

APPENDIX G

LETTER REQUESTING REVIEW OF DESCRIPTIVE SUMMARIES

401 Riverview Drive
City, N.C. 28000
February 6, 1986

Mrs. Classroom Teacher
Street Address
City, North Carolina 27000

Dear Classroom Teacher:

I am enclosing a summary of our interviews. If there are statements you would like to clarify or if you wish to add additional information, please make your notes on the copy. Feel free to add, delete, or change words. I want this narrative to represent your thoughts and feelings.

Upon the completion of my analysis based on the five participants' interview data, you will have the opportunity to read the entire text. I do not anticipate completing this part of the analysis until late March.

If possible, please return by mail this copy with your notations by February 26 in the enclosed stamped, self-addressed envelope. If points need to be discussed, please call collect to arrange a meeting. I may be reached at this number, 919-372-5593.

Thank you for your time and your cooperation.

Sincerely,

Jane I. Brumbaugh