

A STUDY OF PHYSICAL EDUCATION PROGRAMS OF NEGRO
ELEMENTARY SCHOOLS OF TEXAS

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ELEMENTARY SCHOOLS OF TEXAS

THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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Denton, Texas

January, 1964

TABLE OF CONTENTS

	Page
LIST OF TABLES.....	iv
Chapter	
I. INTRODUCTION TO THE STUDY	1
Statement of the Study	
Purposes of the Study	
Limitations of the Study	
Definition of Terms	
Sources of Data	
Procedures for the Development of the Study	
Survey of Previous Studies	
Organization of the Study	
II. CRITERIA FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION	12
Primary	
Intermediate	
III. PHYSICAL EDUCATION PROGRAMS IN NINETY-ONE NEGRO ELEMENTARY SCHOOLS OF TEXAS	20
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	35
APPENDIX I	40
APPENDIX II	41
BIBLIOGRAPHY	46

LIST OF TABLES

Table	Page
I. Location of Negro Elementary Schools of Texas Relative to Junior and Senior High Schools...	20
II. Teachers of Physical Education in Ninety-One Negro Elementary Schools of Texas.....	21
III. Acres of Playing Space for Ninety-One Elementary Negro Schools of Texas.....	22
IV. Permanent Facilities Provided by Ninety-One Negro Elementary Schools of Texas.....	23
V. Location of Physical Education Activities in Elementary Negro Schools of Texas.....	24
VI. Number of Meetings Per Week for Physical Edu- cation Classes in Ninety-One Negro Elementary Schools.....	25
VII. Sex of Physical Education Instructors in Ninety- One Negro Elementary Schools of Texas.....	26
VIII. Joint Participation in Activities by Boys and Girls in Negro Elementary Schools of Texas...	27
IX. Clothing for Activities of Pupils in Ninety-One Elementary Negro Schools of Texas.....	28
X. Administrative Organization of Physical Edu- cation Classes in Elementary Negro Schools of Texas.....	29
XI. Time Allotment in Minutes for Physical Education Classes in Ninety-One Elementary Negro Schools of Texas.....	30
XII. Activities in Ninety-One Negro Elementary Schools of Texas.....	31
XIII. Facilities and Equipment Used by Ninety-One Negro Elementary Schools of Texas.....	33

CHAPTER I

INTRODUCTION TO THE STUDY

Physical education is a fundamental phase of the modern program of education. Some educational philosophers regard man as a unified whole. The basic function of education, then, is to focus attention on the "whole child." In view of this fact, educators in the field of physical education are constantly studying their programs to ascertain whether or not they are adequate and whether or not the programs are making major contributions to the development of the "whole child."

In recent years, it has become an established fact that children's experiences during their formative years greatly affect their physical, social, mental, and emotional growth and well-being. Thus physical education, because of the many kinds of activities it offers to develop the "whole child," plays a major role in the elementary school program.

Just as children may learn more outside of schools than they do in them, and just as they often learn more from their peers than from their teachers in certain areas, so may they also learn through life experiences--either consciously or unconsciously--a type of physical education. If desired results are to be obtained, however, play and physical education activities must be directed. Physical education in

elementary schools, then, should be directed, purposeful activity centered around the total body, its movement, care, and use. As such, it would stress the development of skills-- physical, social, and mental. Physical education in the elementary schools aims to provide numerous opportunities for the individual and for the group. These activities should be stimulating, fun to do, and should ultimately lead to positive physical, social, mental, and emotional growth. Since physical education plays such a major role in the educational program, its contribution is built upon the objectives of developing (1) organic and physical well-being, (2) skills, (3) knowledges, and (4) appreciations.

Since physical education is universally accepted by a majority of educators, it is important that a well-rounded scientific program of physical education be organized in the elementary schools as an integral part of the school program. However, physical education programs in the elementary schools tend to vary a great deal from one school system to another. In view of this fact, there was a dire need for a survey of this type in order that an analysis of the various physical education programs in Negro elementary schools of Texas could be presented. By so doing, a statistical report could be obtained as to how closely these schools were meeting the objectives relative to developing the "whole child."

Statement of the Study

The study is an evaluation of the physical education programs of ninety-one elementary Negro schools of Texas.

Purposes of the Study

The following purposes were established for the study:

1. To obtain information concerning the administration, conduct, and scope of physical education programs in Negro elementary schools of Texas
2. To evaluate the physical education programs of selected Negro elementary schools of Texas on the basis of criteria such as Texas Education Association and documentary sources
3. To make recommendations for future development of the physical education programs in the Negro elementary schools of Texas

Limitations of the Study

The study was limited to an evaluation of the physical education programs of selected Negro elementary schools of Texas.

Definition of Terms

The following definitions of terms were used in the study:

1. Physical education is the aspect of the educational program in schools that involves participation by the

pupil in physical activities for the purpose of physical, social, emotional, and intellectual development.

- 2. Evaluation is "the consideration of evidence in the light of valid standards and in terms of the particular situation and the goals which the groups or individuals are trying to attain."¹

Sources of Data

Human sources of data and documentary sources were used in the study.

Human sources of data were physical education administrators, physical education teachers, coaches, classroom teachers who taught physical education, and respondents to the questionnaire.

Documentary sources of data were books, pamphlets, and unpublished materials.

Procedures for the Development of the Study

A survey of previous studies related to the present one was made. By comparing these surveys with the one undertaken, a comparative report was made to see how closely Negro elementary schools of Texas ranked with elementary schools of other sections of the country.

¹Carter V. Good and Winifeld R. Marcel, Dictionary of Education (New York, 1959).

Sources concerned with program content, criteria for selection of activities, facilities, equipment, and personnel necessary for adequate programs in elementary schools were read intensively. These sources were research bulletins, articles, books, and journals related to the study. These served primarily as background reading for the investigation.

Actual data were needed as to what type of physical education program schools had, number of pupils, curriculum, and facilities. To obtain this information, a questionnaire² was designed and letters of instruction sent to principals of Negro elementary schools of Texas.

Selected procurement of information was obtained from the Texas Elementary School Principals Yearbook.³ A typewritten list was made and a letter of instruction and a questionnaire were sent to every sixth principal until the desired number had been selected.

Survey of Previous Studies

The survey of previous studies was limited to elementary schools in different sections of the United States of America. These studies were necessary in order to gain a composite picture of physical education in the elementary schools--their differences and similarities.

²See Appendix

³Texas Education Agency, Texas Elementary School Principals Yearbook (Austin, 1962).

Georgiady and Savage⁴ made a survey of the physical education status in elementary schools of Wisconsin. They compared the status of physical education in a city of 25,000 with the nation at large. Of a total of 175 questionnaires sent out, 93 were returned. The study represented the results of the 93 elementary schools in 43 states and the District of Columbia. According to the figures presented by the principals, the average number of classrooms in the schools was 14 and the average number of teachers on each faculty was 14. The size of the schools ranged from 4 rooms and 4 teachers to 54 rooms and 54 teachers. Intramural and interclass activities were reported more frequently than interscholastic activities. Activities involving either boys alone, or girls alone, were more common than activities involving mixed groups. Classroom teachers were responsible for the organization of the physical education program in most of the schools and in over 37 per cent of the cases were expected to organize the program. In 39 per cent of the schools, the special supervisors had this responsibility. Every school reported that both boys and girls participated in the program. The gymnasium was used for the program in approximately 24 per cent of the cases. Sixty-five per cent of the schools had a daily program; 13 per cent

⁴Alexander Georgiady and Russell Savage, "Status of Physical Education in Elementary Schools," The Research Quarterly, XI (May, 1940), 40-46.

a semi-weekly program; 12 per cent a thrice weekly program; and 6 per cent a four times weekly program with only 3 per cent having a program that was active only one day of the week. Over 21 per cent of the schools devoted more than 5 hours weekly to physical education as contrasted to less than 2 per cent that devoted only one hour weekly. Swings, outdoor basketball courts, volleyball and tennis nets, jumping pits, horizontal bars, and teeter totters were the most common types of playground equipment.

Elsa Schneider⁵ conducted two studies on physical education in the elementary schools. The first study gave information on 523 school systems on physical education in elementary schools. The highlights as given in this report are as follows:

Eighty-five per cent of the schools employ special teachers, consultants, or specialists in physical education.

More men than women are employed as special teachers, consultants, or specialists in physical education.

Three thousand seven hundred sixty-seven special teachers are assigned to do the day-by-day teaching of physical education in all or some of the grades. Of these, 2,159 are men and 1,608 are women.

Sixty-two per cent of the systems provide in-service education in physical education for classroom teachers.

⁵Rosa Schneider, Ten Questions on Physical Education in Elementary Schools (Washington, D. C., 1957).

Sixty-four per cent of the approximately 12,210 school buildings provided excellent or adequate gymnasiums or playrooms; 28 per cent provided excellent or adequate dressing rooms and shower facilities.

The second study by Schneider on urban elementary schools highlighted the following facts:

Of the 5,225 persons employed as special teachers, consultants, or specialists in physical education, 57 per cent of them are men and 43 per cent are women. Of these, 16 per cent of the men and 14 per cent of the women are members of the staff.

Seventy-two per cent of the men and 72 per cent of the women are assigned to the staff of one or more schools as special teachers to provide day-by-day instruction in physical education for children. Many have responsibilities other than those related to physical education.

Joachin⁶ made a survey of elementary physical education programs in 87 Ohio cities. His findings revealed that:

Forty-two cities, or 55.2 per cent, had organized and directed elementary physical education programs.

Twenty-seven of the cities having an organized program of physical education employed a certified physical education teacher.

⁶George E. Joachin, "A Study of Elementary School Physical Education in Eighty-Seven Ohio Cities," unpublished master's thesis, Department of Physical Education, Ohio University, Athens, Ohio, 1952.

A written course of study was used in 15 schools having an organized and directed physical education program.

More than 60 minutes per week were devoted to physical education in 35 of the schools reporting organized programs.

Free play periods were given by 66 of the schools.

Thirty-four schools did not have organized programs.

Lack of facilities and finances were reasons given for not having an organized program.

Lera B. Curtis⁷ conducted a survey of the rural schools of Michigan. She found that Michigan schools rated low in conforming to basic criteria. No school reported enough games or a large enough variety of games that would include each pupil.

H. F. Rogers⁸ found that the health and physical education programs of Santa Barbara County were inadequate when compared with the national average. Findings further indicated that percentage scores on program organization were as high in some schools having three and four teachers as in those having larger teaching staffs. The investigation made possible a statistical picture of the conditions especially in need of remedying.

⁷Lera B. Curtis, "A Critical Evaluation of the Physical Education Program of Rural Schools of Michigan," Research Quarterly, XXVII (September, 1947), p. 59.

⁸H. F. Rogers, "A Survey of Physical Education in the Elementary Schools of Santa Barbara County," unpublished master's thesis, Department of Physical Education, University of California, Los Angeles, 1944.

Catherine A. Schmidt⁹ set out to obtain specific information regarding physical education programs in all sections of the United States and compared Manitowac, Wisconsin, schools with them. She found that most cities had a daily physical education program and that recess periods and physical education periods were both utilized.

Burnett,¹⁰ in his study of Long Beach, California schools, noted several significant weaknesses in comparison with the standard criteria for elementary school programs. He found that a lack of daily participation in physical education classes and during recess periods existed. The indoor areas were seriously lacking in numerous respects. There were few dressing rooms, lockers, and showers reported in many of the schools.

John Heldman, Jr.¹¹ found that physical education programs in the state of Kentucky were exceptionally poor. Only 18 per cent had five acres of playing space. More than three fourths of the physical education teachers were women. Only

⁹Catherine A. Schmidt, "A Study of the Elementary School Physical Education Program in Manitowac, Wisconsin," Journal of Health and Physical Education, XV (March, 1944), 130.

¹⁰R. T. Burnett, "An Evaluation of the Physical Education Programs in the Elementary Schools of Long Beach," unpublished master's thesis, Department of Physical Education, University of California, Berkeley, California, 1945.

¹¹John Heldman, Jr., "Physical Education in the Elementary and Junior High Schools of Kentucky in 1940," unpublished master's thesis, Department of Physical Education, Indiana University, Bloomington, Indiana, 1953.

20 per cent of the schools had adequate facilities and equipment. However, 81 per cent of the schools had some type of physical education program.

Organization of the Study

Chapter I is a discussion of the approach to the study. It is designed to acquaint the reader with the significance of the study and previous studies of a similar nature.

Chapter II presents the criteria for organizing and evaluating the physical education program as agreed upon by most educators.

Chapter III is a statistical presentation of the data as revealed from returned questionnaires.

Chapter IV includes the summaries, conclusions, and recommendations made for the improvement of the physical education programs in Negro elementary schools of Texas.

CHAPTER II

CRITERIA FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION

Most of the authorities in elementary school physical education agree upon the following percentage allotments of activities over a yearly period of time as valid criteria for the physical education program:

Primary

1. Informal Games and Relays	20% - 30%
2. Rhythmic Activities and Singing	
Games	25% - 35%
3. Mimetics and Story Plays	15% - 20%
4. Elementary Stunts and Conditioning	
Activities	20% - 30%

Intermediate

1. Rhythmic Activities	15% - 25%
2. Active Games and Relays	25% - 35%
3. Stunts and Safety Skills	15% - 20%
4. Conditioning Activities	20% - 30%

Primary

Informal games and relays.--These games and relays may included such activities as Midnight, Call Ball, Come With Me, Ball Pass, Back to Back, Moving Day, and Airplane Race;

relays such as Bean Bag Pass, Head Balance, Cage Ball Rolling Relay, Automobile Race Relay, and Hill Run Relay.

Rhythmic activities and singing games.--These rhythmic activities and singing games may include Walking, Running, Jumping, Leaping, Hopping, Skipping, Galloping, Sliding, I See You, Turn Around Me, Little Miss Muffet, Shoemaker, Old Dan Tucker, Indian War Dance, Ribbon Dance, Sandal Polka, The Hatter, Norwegian Mountain March, Swiss May Dance, and Polka; singing games such as Farmer in the Dell, Ten Little Indians, Pussy Cat, Jolly is the Miller, Yankee Doodle, Baa, Baa, Black Sheep, Soldier Boy, Looby Loo, Sally Walker, Snail, and London Bridge.

Mimetics and story plays.--These mimetics and story plays may include such mimetics as Ferryboat, Skating, Susan, Jumping Rope, Archery, Cowboys, Throwing, Lasso, Bicycling, Chopping Wood, Shot Put, Cross-Cut Sawing, Steamboat, the Baseball Catcher, Baseball Batting, Thread the Needle, and Jack-in-the-Box; and story plays such as the Wind, May Queen, At the Beach, In the Barn, Maple Sugar, Flower Play, Pilgrims, Cowboys, A Day in the Country, The Sleeping Princess, Preparing for Thanksgiving, How Animals Get Ready for Winter, Christmas Tree, Dear Old Santa, The Modes of Travel, and Coasting With Our New Christmas Sled.

Elementary stunts and conditioning activities.--These stunts and conditioning activities may include such stunts as Bear Walk, Camel Walk, Log Rail, Duck Walk, Folded Arm

Stand, Poodle Run, Gallops, Crow Hop, Frog Hop, Full Squat, Dog Gallops, Step Hop, Push Up, Cartwheel, Foot Clap, Turk Stand, Donkey, Back-to-Back, Knee Push Up, Corkscrew, Dog Collar, Galloping, Double Leg Lift, Human Rocker, Leg Lift, and Leg Lift and Cross.

Intermediate

Rhythmic activities.---These may include such activities as Walking, Running, Leaping, Hopping, Jumping, Skipping, Sliding, Galloping, Broom Dance, Indian Hunter, Minuet, Pop Goes the Weasel, May Pole Dance, John Brown, Vineyard Dance, Chain Dance, Swedish Ring Dance, Dutch Couple Dance, Indian Corn Husking Dance, Irish Long Dance, Pear Waltz, School Days, Virginia Reel, French Reel, and Little Dutch Clog.

Active games and relays.---These activities may include Last Man, Bronco Tag, Dodge Ball, Black and White, Catch the Cane, Keep-it-Up, Baste the Bean, Punt Ball, Pin in the Hole, Hindoo Tag, Partner Tag, White Cross Tag, Pass and Change, Feather Ball, Rulan Tag, and Whip Tag; the relays may include Home Base, Bean Bag, All Up Relay, Over and Under Relay, Pass the Book, Kangaroo Relay, Half and Half Relay, Pony Express Relay, Odd and Even Relay, and Sprinting Relay. Softball, End Ball, Soccer, Speedball, Grab Ball, Junior Ball, Balloon Volleyball, and Touch Football may also be included.

Stunts and safety skills.---These skills may include such activities as Elephant Walk, Mule Kick, Turk Stand, Heel Click, Tip Up, Human Bridge, Push Up, Pull Up, Hand Walk, Rubberneck, Human Fly, Indian Wrestle, Twister, Skin the Cat, Jumping Jack, Pony Stride, High Kick, Jumping Wheelbarrow, Knee Spring, Floor Dip, and Horizontal to Perpendicular.

Conditioning activities.---These activities may include Sit-Up, Hip Swinging, Running Activities, Touch the Toes, Rope Skipping, Arm Circling, Running in Place, Changing Directions, Shoulder Stretching, Shoe Shining, and Ladder Climbing.

Personnel Qualifications

The person qualified to direct a program in physical education should possess high standards of character and personality. Since the very nature of his duties requires him to be a leader, he should display enthusiasm for his work and exhibit those qualities of total fitness. Teachers in the field of physical education should be certified. The certification requirements are:

1. Twenty-four hours of specialized training for a major in the field of physical education
2. Broad training areas centered around theory and practical courses
3. Ten to twelve hours in the biological sciences.

The teacher who has a provisional certificate with an endorsement in elementary education should be required to take a minimum of three semester hours in physical education. This certificate should be valid for grades one, two, and three.

There should be a man teacher for the boys and a woman teacher for the girls in the fourth, fifth, and sixth grades. The teachers of physical education in the elementary schools should have a philosophy of physical education, and should understand the psychological, philosophical, sociological, and even political basis of general education.¹²

Indoor Teaching Station

The main teaching station of physical education should be the gymnasium. The gymnasium may serve as two or more stations if it is large enough and if it has movable partitions. In addition to the gymnasium, smaller units for special purposes may be necessary. These units should be a minimum of 35 by 50 feet in size and should be equipped for the specific needs served.

The gymnasium and facilities should be located on the wing of the academic classrooms to eliminate disturbances. With this arrangement, corridors, gates, and a separate

¹²Texas Education Agency, Texas Curriculum Studies, A Report of the Commission on Health and Physical Education, Austin, Texas Education Agency, 1959, p. 12.

entrance may be installed to separate this area from other parts of the school building.

The recommended floors for the gymnasium are maple, birch, or beech. These floor boards should be $1\frac{1}{4}$ inches in width and $\frac{3}{4}$ inches thick. The floors should be sanded and free from obstructions.

The walls should be durable and smooth. Walls up to a height of 10 to 12 feet from the floor help to prevent injuries.

State or local building codes usually govern ceiling construction in various geographical areas. Acoustical ceilings are essential for reducing noise.

The lighting of the classroom and gymnasium is very important. The windows of the gymnasiums should be 10 to 14 feet high above the floor on the long sides of the gymnasium. The windows should be equally distributed on the other two sides. This arrangement helps to prevent glare problems. Tinting the glass on the windows also helps to eliminate glare. Skylights should not be used unless they are absolutely necessary. Artificial lighting should provide 20 to 30 foot candles of light at floor level without irregular shadows.

A satisfactory temperature for the gymnasium is 65 degrees to 70 degrees Fahrenheit provided the humidity is from 40 to 60 per cent. The heating units should be located in the balcony or along the walls at a height of 10

to 12 feet. Large fans should be used to eliminate odors and to circulate air.¹³

Outdoor Areas and Facilities

There should be five acres of playing space for enrollments up to one hundred pupils and a minimum of one acre for each additional two hundred pupils. Every outdoor area should include a hard-surfaced area, preferably macadam or some similar substances, with proper drainage for use during muddy seasons and for specialized types of activities. The size of the hard-surfaced area should be at least 120 feet by 120 feet. The surfaced area should be marked off for multiple uses, such as

1. Tennis
2. Paddle Tennis
3. Volleyball
4. Basketball
5. Shuffleboard
6. One or more large circles for games of low organization.

All lines should be painted on the surface with white traffic paint. The surface under the playground equipment should be very soft and free from objects that will cause bruises to the child.

¹³Jesse Feiring Williams and others, The Administration of Health Education and Physical Education (Philadelphia, 1956), pp. 241-248.

The time allotment for the elementary grades should range from 30 to 60 minutes daily. This is not to take the place of noon hour activities or recess periods.¹⁴

¹⁴Texas Education Agency, Texas Curriculum Studies, A Report of the Commission on Health and Physical Education, Austin, Texas Education Agency, 1959, pp. 20-21.

CHAPTER III

PHYSICAL EDUCATION PROGRAMS IN NINETY-ONE NEGRO ELEMENTARY SCHOOLS OF TEXAS

Physical education is becoming more and more important in the lives of today's boys and girls. Are the Negro schools of Texas designed and equipped to meet the needs of today's children? In order to determine this, one hundred twenty-five questionnaires were mailed to elementary Negro school principals in Texas. Of the number mailed, ninety-one were returned, representing seventy-three per cent of those distributed. These elementary schools were located in towns and cities varying in population from 200 to 63,500. According to the survey, the average classroom accommodated 30 pupils and the average number of teachers in each school was 16.

In some schools, the elementary school department is adjacent to the junior high and/or senior high school department. Table I shows this information.

TABLE I

LOCATION OF NEGRO ELEMENTARY SCHOOLS OF TEXAS RELATIVE TO JUNIOR AND SENIOR HIGH SCHOOLS

Category	Number
Separated from junior and/or senior high schools...	59
Adjacent to junior and/or senior high schools.....	32
Total.....	91

Of the ninety-one schools surveyed, 59, or 65 per cent, were separated from the junior and/or senior high schools while 32, or 35 per cent, were adjacent to the junior and/or senior high schools.

Table II reveals that the classroom teacher (one who is engaged in classroom work other than physical education) taught physical education classes in most of the schools.

TABLE II
TEACHERS OF PHYSICAL EDUCATION IN NINETY-ONE
NEGRO ELEMENTARY SCHOOLS OF TEXAS

Individuals	Frequency	Per Cent
Classroom teacher	44	48
Physical education teacher	25	27
Principal	15	16
Coach	9	9
Total	91	100

Of the ninety-one schools surveyed, physical education was taught by the classroom teacher in 48 per cent of the schools; the physical education teacher in 27 per cent of the schools; the principal in 16 per cent of the schools; and the coach taught in 9 per cent of the schools.

Adequate playground space should be provided for elementary school children. Table III shows the number of acres provided in the schools surveyed.

TABLE III

ACRES OF PLAYING SPACE FOR NINETY-ONE ELEMENTARY
NEGRO SCHOOLS OF TEXAS

Number of Acres	Number of Schools
Less than 1 acre	6
1 to 3 acres	49
4 to 6 acres.....	17
7 to 9 acres	12
10 to 12 acres	12
13 to 15 acres	<u>4</u>
Total	91

From a study of the figures received, 49 or 54 per cent, of the schools had from 1 to 3 acres of playing space. Seventeen of the schools, or 19 per cent, had between 4 and 6 acres of playing space. Twelve, or 13 per cent, of the schools had between 7 and 9 acres of playing space. Twelve, or 13 per cent, of the schools had from 10 to 12 acres of playing space. Four schools, or 4 per cent, had between 13 and 15 acres of playing space. Six, or 6 per cent, of the schools had less than 1 acre of playing space.

Proper facilities and equipment should be provided in the elementary schools if the physical education program is to be adequate. Some of the permanent facilities of the ninety-one Negro elementary schools of Texas, according to the questionnaires, are shown in Table IV.

TABLE IV
 PERMANENT FACILITIES PROVIDED BY NINETY-ONE
 NEGRO ELEMENTARY SCHOOLS OF TEXAS

Facilities	Yes	Per Cent	No	Per Cent
Separate play areas for boys and girls	25	27	66	73
Gymnasium	34	37	57	63
Lockers	29	32	62	68
Showers	23	25	68	75
Drinking fountain	57	63	34	37

Of the schools responding to this section of the questionnaire, 25, or 27 per cent, have separate playing areas for boys and girls. Lockers are provided in 29, or 32 per cent of the schools. Twenty-three, or 25 per cent, of the schools provide showers for the pupils. Fifty-seven, or 63 per cent, have fountains located near the area where physical education activities are held.

Forty-nine, or 54 per cent, of the schools surveyed require physical education as part of the education program. Seventeen, or 19 per cent, do not require physical education as part of the educational program. Twenty-five, or 27 per cent of the schools, made no response to this section of the questionnaire.

Sixty-five of the schools surveyed revealed that the

health education program and physical education program were combined. In 20 of the schools they were not. Six schools had no response to this question.

Schools reported that physical education activities are held in gymnasiums, on playgrounds, in cafeterias, in classrooms, and in the utility rooms. Table V shows this distribution.

TABLE V
LOCATION OF PHYSICAL EDUCATION ACTIVITIES IN
ELEMENTARY NEGRO SCHOOLS OF TEXAS

Place Where Activities Were Held	Number	Per Cent
Gymnasiums	34	37
Playgrounds	42	46
Cafeterias	8	9
Classrooms	6	7
Utility Rooms	1	1
Total	91	100

It is evident from Table V that more physical education activities are held on playgrounds than in gymnasiums. Forty-six per cent of the schools reported activities as being held in the gymnasiums. Nine per cent of the schools reported that physical education classes are held in cafeterias and seven per cent of the schools reported physical education

activities are held in the classrooms. One school reported that the physical education activities are held in the utility room. This room is located in the elementary school building and also serves as a storeroom.

Time allotment for physical education classes differed considerably. These periods are indicated in Table VI.

TABLE VI

NUMBER OF MEETINGS PER WEEK FOR PHYSICAL EDUCATION
CLASSES IN NINETY-ONE NEGRO ELEMENTARY
SCHOOLS OF TEXAS

Class Meetings	Number	Per Cent
Once weekly	12	13
Twice weekly	9	10
Three times weekly	16	18
Four times weekly	3	3
Five times weekly	46	51
No Response	5	5
Total	91	100

Findings relative to this phase of the program as shown in Table VI indicated that twelve, or 13 per cent, of the schools met once per week; 9, or 10 per cent, met twice a week; 16, or 18 per cent, met three times per week; 3, or 3 per cent, met four times weekly; and 46, or 51 per cent, met five times per week. Five of the schools did not

submit a reply to this question. Over half of the schools met five times weekly.

The sex of the physical education teacher was also considered. Table VII shows the sex of the instructors in the schools surveyed.

TABLE VII

SEX OF INSTRUCTORS OF PHYSICAL EDUCATION IN NINETY-ONE
NEGRO ELEMENTARY SCHOOLS OF TEXAS

Boys' Instructors	No.	Per Cent	Girls' Instructors	No.	Per Cent
Male	47	52	Female	51	56
Female	29	32	Male	33	36
No response	15	16	No response	7	8
Total	91	100	Total	91	100

It is evident in Table VII that 52 per cent of the teachers of physical education for boys were male and 29 per cent were female while 56 per cent of the teachers of physical education for girls were female and 36 per cent were male. This reveals that there were 4 per cent more female instructors for girls than male instructors for boys. As indicated in Table VII, 16 per cent did not respond as contrasted to 8 per cent of girls' instructors. A few schools, however, indicated that both male and female instructors were used when they served in the same school.

It was noted that the majority of the ninety-one Negro

elementary schools of Texas provided joint activities for boys and girls. These findings are shown in Table VIII.

TABLE VIII
JOINT PARTICIPATION IN ACTIVITIES BY BOYS AND GIRLS IN
NEGRO ELEMENTARY SCHOOLS OF TEXAS

Category	Number	Per Cent
Joint Activities	59	65
Separate Activities	29	32
No Response	3	3
Total	91	100

Of the ninety-one schools surveyed, 59, or 65 per cent, of the schools provided joint activities for boys and girls. Twenty-nine, or 32 per cent, separated the students in their play activities. Three, or 3 per cent, of the schools did not respond to this question. Of the schools providing activities where boys and girls participated together, 5 schools indicated that in some games, toward the end of the year, they were separated about once a week. The games were not named. Of the schools providing separate activities for boys and girls, 4 schools indicated that the pupils were divided in the first grade.

If pupils are to achieve the maximum benefits from a program of physical education, they must be comfortable.

The following table indicates whether or not pupils were required to wear gymnasium clothing in their physical education activities.

TABLE IX

CLOTHING FOR ACTIVITIES OF PUPILS IN NINETY-
ONE ELEMENTARY NEGRO SCHOOLS OF TEXAS

Category	Number
Gymnasium clothing required.....	31
Gymnasium clothing not required	45
No response	<u>15</u>
Total.....	91

Table IX reveals that of the 91 schools surveyed, 31, or 34 per cent, of the schools required pupils to wear gymnasium clothing while 45, or 50 per cent, of the schools did not require pupils to wear gymnasium clothing; fifteen of the schools did not reply to this particular question.

The information obtained from the questionnaires seems to indicate that there is no set pattern relative to the administrative organization of physical education classes. In some schools it is a regular recess period. In some schools physical education classes are conducted during the lunch hour. After school periods is the time allotted for physical education classes in some schools. Still other schools reserve the morning pre-school period as the time for physical education activities. Table X shows the

administrative organization of physical education classes in ninety-one Negro elementary schools of Texas.

TABLE X

ADMINISTRATIVE ORGANIZATION FOR PHYSICAL EDUCATION
CLASSES IN ELEMENTARY NEGRO SCHOOLS OF TEXAS

Class Periods	Number	Per Cent
Regular physical education class	48	53
Regular recess period	20	22
Lunch hour	10	11
After school	7	8
Morning pre-school	4	4
Other	2	2
Total	91	100

Forty-eight, or 53 per cent, of the schools had regular physical education classes. Twenty, or 22 per cent, of the schools conducted physical education classes during the regular recess period. Ten, or 11 per cent, of the schools conducted physical education classes after school. Four, or 4 per cent, of the schools held physical education classes before school. Only 2, or 2 per cent, of the schools conducted physical education classes at other times. However, they did not indicate when they were held. All schools responded to this question.

Ample time should be allotted to conduct physical education classes. Table XI shows the time allotted in minutes for physical education classes in the elementary schools surveyed.

TABLE XI

TIME ALLOTMENT IN MINUTES FOR PHYSICAL EDUCATION CLASSES
IN NINETY-ONE ELEMENTARY NEGRO SCHOOLS OF TEXAS

Minutes allotted per period	Number	Per Cent
56-60 minutes	20	22
51-55 minutes	10	11
46-50 minutes	3	3
41-45 minutes	5	5
36-40 minutes	8	9
31-35 minutes	5	5
26-30 minutes	31	34
21-25 minutes	4	5
15-20 minutes	1	1
No response	4	5
Total	91	100

It was noted that 20 schools, or 22 per cent of the schools, allotted 56-60 minutes per class period. Ten, or 11 per cent, of the schools allowed from 51-55 minutes per class period. Three schools allotted from 46-50 minutes per

class session. Five schools allowed from 41-45 minutes per class period; 8 from 36-40 minutes; 5 from 31-35 minutes per session; 31 from 26-30 minutes; 4 from 21-25 minutes; 1 from 15-20 minutes; and 4 schools did not submit an answer to this question. It is evident that the majority of the schools allowed from 26-30 minutes for physical education classes. The second highest group allowed from 56-60 minutes for physical education classes as reported by 20 schools.

Table XII shows the activities in the ninety-one Negro elementary schools of Texas.

TABLE XII
ACTIVITIES IN NINETY-ONE NEGRO ELEMENTARY
SCHOOLS OF TEXAS

Activity	Number	Per Cent
Primary Grades		
Story Games		
A Boy in the Country	28	30.7
Autumn	29	31.8
Cowboys	87	95.6
Firemen	55	60.4
March Winds	39	42.9
Others: Cat and Rat	1	1
Hound and		
Rabbit	1	1
Rhythmical Activities		
Basic Rhythms	66	72.5
Folk Dances	69	75.8
Square Dances	45	49.4
Activity Games		
Hunting Lambs	31	34.7
Cats and Mice	88	96.6
Squirrels in the Tree	75	82.4
Old Mother Witch	51	56.4
Catching and Throwing Games		
Toss Ball	87	95.6

TABLE XI--Continued

Activity	Number	Per Cent
Call Ball	87	95.6
Teacher Ball	65	71.4
Circle Pass Ball	42	46.2
Self-Testing Activities		
Forward Roll	64	70.3
Backward Roll	68	79.1
Jumping in Height and Distance	84	92.3
Half Sit-Up	55	60.4
Duck Walk	42	74.6
Jumping and Hopping Games		
Rope Jumping	86	94.5
Jump the Shot	19	20.7
Hopscotch	81	89.1
Relay Races		
Aisle Pass	21	23.7
Automobile Race	27	29.6
Athletic Games		
Kickball	51	56.4
Dodgeball	33	36.2
Handball	65	71.4
Intermediate Grades		
Rhythmical Activities		
Polka	38	41.8
Clap Dance	55	60.4
Folk Dance	41	45.5
Square Dance	53	58.2
Sport Type Games		
Bat Ball	71	78.2
End Ball	28	30.7
Junior Ball	19	20.8
Stunts		
Stooping Stretch	75	82.4
Chinning	67	73.6
Sit-Up	79	86.7
Double Forward Roll	55	60.4
Frog Hop	83	91.2
Relays		
Arch Ball	12	13.1
Soccer Ball	38	41.8
Stunt Walking	58	62.7
Running Activities	88	96.6
Climbing Activities	81	89.1
Broad Jump	85	93.4
Hopping Relays	76	83.5
High Jump	44	48.3

In order to fully evaluate any physical education program, one must know what facilities and equipment the school has and how well they are utilized. Table XIII shows the equipment in ninety-one Negro elementary schools of Texas.

TABLE XIII
EQUIPMENT USED BY NINETY-ONE NEGRO
ELEMENTARY SCHOOLS OF TEXAS

Equipment	Number	Per Cent
Archery Ranges	7	7.6
Targets	10	10.9
Bows	13	14.2
Arrows	13	14.2
Badminton Courts	31	34.6
Nets	30	33.3
Rackets	30	33.3
Softball Diamonds	59	64.8
Bats	65	71.4
Softballs	72	79.1
Basketball Courts	75	82.4
Basketballs	80	87.8
Goals	72	79.1
Football Fields	79	86.8
Football Fields	59	64.8
Horseshoe Pits	40	43.9
Horseshoes	47	51.6
Marble Areas	69	75.6
Checkers	57	62.6
Ping Pong Tables	46	50.5
Ping Pong Balls	50	54.7
Ping Pong Paddles	47	51.6
Soccer Balls	53	58.2
Skating Areas	19	20.8
Volleyball Courts	40	43.9
Volleyballs	52	57.2
Trampolines	39	41.2
Tumbling Mats	43	47.2
Tennis Nets	48	52.7
Tennis Balls	53	58.2
Tennis Rackets	42	46.1
Merry-Go-Rounds	63	69.2
Swings	42	46.1
Chinning Bars	39	42.8

TABLE XIII--Continued

Equipment	Number	Per Cent
Slides	69	75.6
Horizontal Ladders	19	20.8
Jungle Bars	11	11.9
Others: Jumping Ropes	32	35.2
Dominees	13	14.2
Record Players	5	5.5
See Saws	20	20.8

From a study of the figures received, over 50 per cent of the schools included softball, basketball, volleyball, tennis, and football in their physical education equipment supply. Archery, badminton, and skating were listed by the least number of schools. Table XIII reveals the information relative to the other equipment.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this study of Negro elementary schools' physical education programs, questionnaires were submitted to 125 schools. Of the 125 questionnaires distributed, 91 schools submitted some type of response. Schools responding were located in towns and cities ranging in population from 200 to 63,500. According to the survey, the average classroom accommodated 30 pupils and the average number of teachers was 16.

Summary of the Findings

1. Physical education was taught by the classroom teacher in 44, or 48 per cent, of the schools.
2. Fifty-nine, or 65 per cent, of the schools were separated from the junior and/or senior high schools.
3. Forty-nine, or 54 per cent, of the schools had from 1 to 3 acres of playing space and 17, or 19 per cent, of the schools had between 4 and 6 acres of playing space
4. Twenty-five, or 27 per cent, of the schools had separate playing areas for boys and girls.
5. Lockers were provided in 29, or 32 per cent of the schools.

6. Thirty-four, or 37 per cent, of the schools had gymnasiums.
7. Twenty-three, or 25 per cent, of the schools had fountains located near the area where physical education activities were held.
8. Fifty-seven, or 63 per cent, of the schools provided lockers for the pupils.
9. Forty-two, or 46 per cent, of the schools reported that physical education activities were held on the playground and 34, or 37 per cent, reported that the physical education activities were held in the gymnasium.
10. Forty-nine, or 54 per cent, of the schools required physical education as part of the education program.
11. Sixty-five, or 71 per cent, of the schools reported that the health education program and physical education program were combined.
12. Forty-six, or 51 per cent, of the schools reported that physical education classes were held five times weekly and 16, or 18 per cent, reported that physical education classes were held three times weekly.
13. Forty-seven, or 52 per cent, of the physical education teachers for boys were male.
14. Fifty-one, or 56 per cent, of the physical education teachers for girls were female.

15. Fifty-nine, or 65 per cent, of the schools provided joint activities for boys and girls.
16. Thirty-one, or 34 per cent, of the schools required pupils to wear gymnasium clothing.
17. Forty-eight, or 53 per cent, of the schools had a regularly-scheduled physical education class period.
18. Thirty-one, or 34 per cent, of the schools allotted from 26 to 30 minutes per day for physical education class periods.
19. Over 50 per cent of the schools included softball, basketball, volleyball, tennis, and football in their physical education equipment supply.

Conclusions

The following conclusions are made from a study of the findings:

1. There is a need for more teachers in the area of physical education in elementary schools.
2. Many school administrators do not provide a well-planned physical education program for every child.
3. Adequate playground areas are not provided in many schools.
4. Physical education activities are not organized according to the sex and abilities of the children at various grade levels in many schools.

5. A number of schools made provisions for the physical education classes to meet only one time a week.
6. A gymnasium should be provided for elementary school children.
7. Showers and lockers were not provided in many schools.
8. Physical education was not included in the curriculum in some schools.
9. Both male and female instructors taught physical education for boys in many schools.
10. Both male and female instructors taught physical education for girls in many schools.

Recommendations

In order to insure the physical development of the Negro elementary school children, it is hereby recommended that:

1. games and skills be based on the developmental needs of the children.
2. physical education be required of all pupils.
3. pupils be required to wear appropriate uniform clothing for physical education activities.
4. the gymnasium and playroom floors have permanent markings designating the courts or playing areas of activities offered in the program.

5. the school provide specially trained persons to directly teach or to supervise the program of physical education.
6. every elementary school child receive a daily period of 30 minutes duration for instruction in physical education.
7. male instructors be provided for boys and female instructors be provided for girls in the fourth, fifth, and sixth grades.
8. there be five acres of playing space for enrollments up to one hundred pupils and a minimum of one acre for each additional two hundred pupils.
9. there be separate dressing facilities for boys and girls adjacent to the gymnasium floor.
10. the physical education teacher be certified.

APPENDIX I

LETTER OF INSTRUCTION

P. O. Box 505
Hawkins, Texas
March 8, 1963

Dear

I am seeking your help in a study of the status of physical education in the Negro elementary schools of Texas.

Would you be kind enough to fill out the enclosed questionnaire and return it to me as soon as possible. I am enclosing a self-addressed, stamped envelope for your convenience.

All information is strictly confidential. No names or schools will be used in the compilation of the data.

Your cooperation in returning the form to me as soon as possible is appreciated.

Thank you.

Yours truly

S/

Charles M. Holmes, Sr.

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APPENDIX II

COPY OF QUESTIONNAIRE

A STUDY OF PHYSICAL EDUCATION PROGRAMS OF NEGRO
ELEMENTARY SCHOOLS OF TEXAS

PART I

GENERAL

NAME OF SCHOOL _____ GRADES INCLUDED _____ LOCATION _____
COUNTY _____ TOTAL ENROLLMENT _____ BOYS _____ GIRLS _____

DIRECTIONS: Please fill in the space or check items as indicated.
Then mail completed questionnaire to:

Charles M. Holmes, Sr.
P. O. Box 505
Hawkins, Texas

A stamped, self-addressed envelope is enclosed for your
convenience.

1. Population of community _____
2. Number of elementary schools in community _____
3. Number of pupils enrolled in your school _____
4. Number of staff members _____
5. Who teaches physical education _____
 - a. Classroom teacher _____
 - b. Physical education teacher _____
 - c. Principal _____
 - d. Coach _____

PART II

PHYSICAL PLANT

1. Is the elementary school located apart from the high school and
from the junior high school? Yes _____ No _____
2. How many acres of playing space does the elementary school have?

APPENDIX II--Continued

3. Are there separate playing areas for boys and girls? Yes ___ No ___
4. How many pupils does the average classroom accommodate? _____
5. Does your school have a gymnasium? Yes _____ No _____
6. What type of floor is in the classroom?
 - a. Hardwood _____
 - b. Asphalt _____
 - c. Tile _____
 - d. Linoleum _____
 - e. Other _____
7. Where are physical education activities held? _____
8. Are lockers provided for students? Yes _____ No _____
9. Are showers provided for students? Yes _____ No _____
10. Is there a fountain located near area where physical education activities are held? Yes _____ No _____

PART III

PHYSICAL EDUCATION PROGRAM

1. Is physical education required of all students? Yes _____ No _____
2. How often does class meet in physical education? Check one.
 - a. One time weekly _____
 - b. Two times weekly _____
 - c. Three times weekly _____
 - d. Four times weekly _____
 - e. Five times weekly _____
3. What is the average size of class? _____
4. Are the boys' classes conducted by male instructors? Yes ___ No ___
5. Are the girls' classes conducted by female instructors? Yes _____
No _____
6. At what grade level are pupils separated? _____
7. Is the health education program combined with the physical education program? Yes _____ No _____
8. Are pupils separated by sex in their play activities? Yes _____
No _____
9. Are pupils required to wear gymnasium clothes? Yes _____ No _____
10. Are there any activities where girls and boys participate together?
Yes _____ No _____
11. How are physical education classes conducted? Check one.
 - a. Regular physical education class _____
 - b. Regular recess period _____
 - c. Lunch hour _____
 - d. After school _____
 - e. Morning pre-school _____
 - f. Other _____
12. What is the length of period, in minutes, for above? _____
13. Please check the activities included in the elementary school curriculum:

APPENDIX II--Continued

PRIMARY GRADES (1-3)

STORY GAMES

_____ A Boy in the Country
 _____ Autumn
 _____ Firemen
 _____ March Winds
 _____ Others

RHYTHMICAL ACTIVITIES

_____ Basic Rhythms
 _____ Folk Dances
 _____ Square Dances
 _____ Other

ACTIVITY GAMES

_____ Hunting Lambs
 _____ Cats and Mice
 _____ Squirrels in the Trees
 _____ Old Mother Witch
 _____ Other

CATCHING AND THROWING GAMES

_____ Toss Ball
 _____ Call Ball
 _____ Circle Pass Ball
 _____ Teacher Ball
 _____ Other

SELF-TESTING ACTIVITIES

_____ Forward Roll
 _____ Backward Roll
 _____ Jumping in Height and Distance
 _____ Half Sit-Up
 _____ Duck Walk
 _____ Other

JUMPING AND HOPPING GAMES

_____ Jump the Shot
 _____ Rope Jumping
 _____ Hopscotch
 _____ Other

RELAY RACES

_____ Aisle Pass
 _____ Automobile Race
 _____ Other

APPENDIX II---Continued

ATHLETIC GAMES
 _____ Kickball
 _____ Dodgeball
 _____ Handball
 _____ Other

INTERMEDIATE GRADES (4-6)

RHYTHMICAL ACTIVITIES
 _____ Polka
 _____ Clap Dance
 _____ Polk Dance
 _____ Square Dance
 _____ Other

SPORT TYPE GAMES
 _____ Bat Ball
 _____ End Ball
 _____ Junior Ball
 _____ Other

STUNTS
 _____ Stooping Stretch
 _____ Chinning
 _____ Sit-Up
 _____ Double Forward Roll
 _____ Frog Hop
 _____ Other

RELAYS
 _____ Arch Ball
 _____ Soccer
 _____ Stunt Walking
 _____ Running Activities
 _____ Climbing Activities
 _____ Broad Jump
 _____ Hopping Relays
 _____ High Jump
 _____ Other

PART IV

FACILITIES AND EQUIPMENT

Please indicate the number of facilities and number of pieces of equipment listed below which you have in your school.

A. _____ Archery Ranges

APPENDIX II--Continued

- _____ Targets
- _____ Arrows
- _____ Bows
- B. _____ Badminton Courts
- _____ Nets
- _____ Rackets
- C. _____ Softball Diamonds
- _____ Bats
- _____ Softballs
- D. _____ Basketball Courts
- _____ Basketballs
- _____ Goals
- E. _____ Football Fields
- _____ Footballs
- F. _____ Horseshoe Pits
- _____ Horseshoes
- G. _____ Marble Areas
- _____ Checker Sets
- H. _____ Ping Pong Tables
- _____ Ping Pong Balls
- _____ Ping Pong Paddles
- I. _____ Soccer Balls
- J. _____ Volleyball Courts
- _____ Volleyballs
- K. _____ Skating Areas
- _____ Trampolines
- _____ Tumbling Mats
- L. _____ Tennis Nets
- _____ Tennis Balls
- _____ Tennis Rackets
- M. _____ Merry-Go-Rounds
- _____ Swings
- _____ Chinning Bars
- _____ Slides
- _____ Horizontal Ladders
- _____ Others (Please list below)

 NAME OF PERSON FILLING OUT QUESTIONNAIRE

 POSITION

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