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**An Evaluation of the Physical Education Program at Prairie View
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Wister Melvin Lee

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AN EVALUATION OF THE PHYSICAL
EDUCATION PROGRAM AT PRAIRIE VIEW
UNIVERSITY, PRAIRIE VIEW, TEXAS

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1946

AN EVALUATION OF THE PHYSICAL EDUCATION PROGRAM
AT PRAIRIE VIEW UNIVERSITY
PRAIRIE VIEW, TEXAS

by

Wister Melvin Lee

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1946

A Thesis in Physical Education Submitted in Partial
Fulfillment of the Requirements for the
Degree of

Master of Science

in the

Graduate Division

of

Prairie View University
Prairie View, Texas


August, 1946

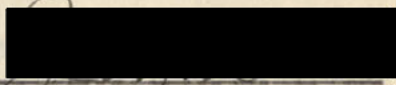
MEMORANDUM

The writer wishes to express his grateful appreciation for the assistance given him by his advisory committee consisting of Mr. J. B. Smith, Chairman, Mr. J. H. Jones and Mr. W. J. Black. Their help has been invaluable in making this study.

The writer also wishes to express his appreciation to the Registrar's Office for the prompt attention given to the various requests for information and copies of records.

Approved by:

Major Professor 

Director Graduate Study 

Date Aug. 5, 1946

ACKNOWLEDGEMENT

The writer wishes to express his grateful appreciation for the assistance given him by his advisory committee consisting of Dr. J. M. Drew, chairman, Mr. J. H. Windom and Mr. W. J. Nicks. Their help has been immeasurable in making this study.

The writer also wishes to express his appreciation to the Registrar's Office and the Treasurer's Office from whose files valuable information was found. The Reserve Officers Training Corps also gave vital information.

To those who were formerly connected with the program at Prairie View and from whom information was received by personal interviews and letters, acknowledgement is made.

BIOGRAPHY

The writer, Walter Melvin Lee, is the only child of Walter H. and Tina M. Lee. He was born in Hays, McPherson County, Kansas, August 3, 1917. At the age of one his parents moved to Corsicana, Texas where the rest of his childhood days were spent. At the age of seven he entered the elementary school of the C. W. Jackson High School, Corsicana, Texas. In 1935 he received his high school diploma from the C. W. Jackson High School.

DEDICATION

To my mother, Mrs. Tina M. Lee, my inspiration
and my best companion.

In August of 1941, he received the Bachelor of Science degree at Prairie View College. After graduation the writer returned to Prairie View College and on a Fellowship he assisted in instruction and in coaching the Prairie View College football team.

In February, 1942 the writer took a job teaching in the Goose Creek Public School System. He remained there until June, 1942. In July, 1942 he enlisted in the United States Navy and served three years and four months in both theaters of operation, the Atlantic and the Pacific. He was discharged honorably from the United States Navy November 15, 1945 and re-entered school at Prairie View University in February, 1946 where he is presently located.

BIOGRAPHY

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The writer came to Prairie View College in September, 1936. He enrolled in February, 1937. In August of 1941, he received the Bachelor of Science degree at Prairie View College. After graduation the writer returned to Prairie View College and on a fellowship he assisted in instruction and in coaching the Prairie View College football team.

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CHAPTER I

LIST OF TABLES

WIDE HISTORY OF PHYSICAL EDUCATION

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physical contacts of some kind which required physical training in some degree. To begin at the beginning in the history of physical education is to examine the modern primitive society. "Physical perfection is the only feature in primitive life that is superior or superior to that of civilized man."¹

Dancing is considered, among savages, a serious and usually a religious activity. It was used in most of the festivals and ceremonial activities.

Even as early as the fifth century (after Christ) a priest made a note of a series of medical exercises called *Sung Fu* which had been practiced in China since 200 B.C.²

Zen's method of acquiring survival food tended to develop a body of superior quality in reaching wits, endurance, skill and strength with the wits of the forest and earthly elements.

In ancient Greece the Athenian father was required to provide his son with instructions in music and gymnastics. The gymnastics were usually held outside in a public gymnasium and the chief feature was lit more than orderly contests of wrestling, running, jumping and throwing the spear.³

1. Hewitt A. Rice, A Brief History of Physical Education, (New York, A. S. Barnes and Company) 1929.

2. *Ibid.*, p. 8.

3. "Physical Education", The New International Encyclopedia, Vol. 1-15, p. 576.

CHAPTER I

INTRODUCTION

BRIEF HISTORY OF PHYSICAL EDUCATION

Almost as far back as can be remembered there have always been physical contests of some kind which required physical training in some degree. To begin at the beginning in the history of physical education is to examine the modern primitive society. "Physical perfection is the only feature in primitive life that is comparable or superior to that of civilized man."¹

Dancing is considered, among savages, a serious and usually a religious activity. It was used in most of the festivals and ceremonial activities.

Even as early as the fifth century (after Christ) a priest made a note of a series of medical exercises called Cong Fu which had been practiced in China since 2600 B.C.²

Man's method of acquiring survival food tended to develop a body of superior quality in matching wits, endurance, skill and strength with the wilds of the forest and earthly elements.

In ancient Greece the Athenian father was required to provide his son with instructions in music and gymnastics. The gymnastics were usually held outside in a public gymnasium and the chief feature was little more than orderly contests of wrestling, running, jumping and throwing the spear.³

1. Emmett A. Rice, A Brief History of Physical Education, (New York, A. S. Barnes and Company) 1929.

2. Ibid., p. 8.

3. "Physical Education", The New International Encyclopedia, Vol. 17-18, p. 576.

In the United States, Captain Alden Partridge established his Military Academies in Norwich, (Vt.) and Middlton, (Conn.). Three German refugees, Charles Beck, Charles Follen, and Francis Lieber, were in charge of his (Partridge's) outdoor gymnasium. Dio Lewis presented military training in the new gymnastics for college in Harvard, Yale and Amherst.

PURPOSE OF STUDY

The purpose of this study: First, to analyze and evaluate the Physical Education Program at Prairie View University; second, to formulate a standard for judging this type of program; and third, to recommend a workable program for Prairie View.

It is the writer's hope that the formulation will be helpful as a guide for organizing programs and departments now rendering only limited service. The evaluation will attempt to show the favorable and unfavorable conditions, offering suggested revisions so that available facilities for the latter will better serve pupils who probably are being denied privileges to which they are entitled.

Contrary to what may be the first impression on reading the title of the study, research has been unduly handicapped by lack of a rich primary source of material. This lack, a challenge in itself, has limited the writer to meager findings, but it has been found that the program at Prairie View has been of a peculiar sort in its origin and development which follows a similar pattern of the origin and development of physical education in the United States.

The American Association for Health, Physical Education, and Recreation is the result of a merger of the American Physical Education Association and the Department of School Health and Physical Education of the National Education Association in 1939. The Department of School Health and Physical Education had its beginning as the Department of Child Study. The name of the American Association was changed to American Physical Education Association. The association publishes The Journal of Health and Physical Education and The Research Quarterly.¹

Youth, in the American Democracy today, face a world shaken and torn by the chaotic aftermath of a great world conflict. Education alone stands solid in the face of mounting odds from economic and social confusion. Personal and human shortages are to be dealt with as well as economic and social shortcomings.

Our common joys and communities furnish a source for health, physical education and recreation helping them to play a greater part in our lives. In this study the writer tries not only to show the favorable conditions that exist but attempts to relate constructive suggestions from time to time as a result of his findings.

The need of a new and revised program is evident. Ever changing conditions demand a flexible program that will cope with any situation that may arise. The sudden change of Prairie View College to a University created a bigger strain on the Physical Education Department.

This department had many problems in serving the college. Now it finds that it must raise itself to a University level.

1. The National Education Association, Addresses and Proceedings, (Indianapolis, 1943, vol. 81,) pp. 83-84.

RELATED MATERIALS

There has been little work done related to this study. Most of the work done has not come from records but from interviews and correspondence with people who have been closely connected with the program as such.

PROCEDURE

The material used in this study was found in the Prairie View University Catalogues dating as far back as 1920. Valuable information was also obtained from the files of the Registrar's Office, Treasurer's Office, Reserve Officers Training Corps Office and the office of G. L. Smith, Director of Athletics at Prairie View University. Information about the history and development of Physical Education at Prairie View had to be secured through correspondence and personal interviews which revealed very little usable material for the study but a wealth of inspiration and encouragement to the writer to make a worthy contribution along a much needed phase of University life. James H. Law, former coach at Prairie View State Normal and Industrial College, 1926-28, E. B. Evans, Principal-Elect and former Director of Athletics at Prairie View State College, and S. B. Taylor, present coach at Virginia Union University and former coach at Prairie View College, 1931-43, contributed much in personal interviews.

Data for comparisons of programs were secured from research materials in the field and the catalogues of schools whose curriculums were examined.

DEFINITION OF TERMS

Physical Education. Jesse F. Williams defines physical education as the sum of man's activities, selected as to kind and conducted as to outcome.¹ Since physical education is to be considered as a means of education through activities rather than an education of the physical abundant as the latter is, the phrase "selected as to kind and conducted as to outcome" assures considerable importance.²

Physical Training. Physical training has special reference to physical exercise as related to retaining and development of bodily power and health. Formal exercises are included in physical training.

Health Education. Health education is the process of instruction in the preservation of those qualities enabling individuals to live a full, satisfying life physically, mentally and emotionally. When one is well developed and his bodily organs function smoothly and he is free from disease he is considered healthy.

Kinesiology. A study of muscle movements and functions.

Calisthenics. A science of free bodily exercise without apparatus or with light hand apparatus.

Gymnastics. Physical exercises performed in or adapted to performance in a gymnasium.

Recreation. Recreation is an adult word referring to re-creation or maintenance of power. It also refers to the process of retaining equilibrium after the devitalizing strains of work or drudgery.

Play. Play is any type of activity which carries on its own - not one of survival, eating, sleeping, and breathing in which there is

1. J. F. Williams and C. L. Brownwell, The Administration of Health and Physical Education, (Philadelphia, Saunders, 1937), p. 40.

2. J. R. Sharman, Modern Principles of Physical Education, (New York, A. S. Barnes and Company, Inc.), p. 21.

intrinsically a sufficient interest drive to make the individual want to do it.

Individual Activities. Individual activities refer to prescriptions to meet individual needs as contrasted with group needs.

Activity. Activities are the sum total of an individual's inherited or learned reactions to situations.

Co-Recreational. Co-recreational refers to mixed groups, boys and girls.

CHAPTER II

HISTORY OF THE PHYSICAL EDUCATION PROGRAM AT
PRAIRIE VIEW UNIVERSITY

Early trends of military training can still be felt at Prairie View University. Emphasis is added to these effects at Prairie View because of the provision of the Land Grant College is that it must have military training.

The president is hereby authorized to establish and maintain in civil educational institutions a Reserve Officer's Training Corps, one or more units in number, which shall consist of a senior division organized at Universities and Colleges granting degrees, including State Universities and those State institutions that are required to provide instruction in Military tactics under the act of Congress of July 2, 1862, donating lands for the establishment of colleges where the leading object shall be practical instruction in Agriculture and the Mechanic Arts, including Military tactics No such unit shall be established or maintained at any institution until an officer of the Regular Army shall have been detailed¹ as professor of Military Science and tactics.

According to the Prairie View State Normal and Industrial College catalogue one of the main objectives was physical fitness through physical training. Calisthenics or formal exercise as it is now called was perhaps the only means of exercise.

Under the direction of a trained officer the cadets and young women of the institution will be given such physical training as drilling, exercises and sports of various kinds, as will aid their physical development and contribute to healthy bodies.

The major sports as baseball, basketball, football, tennis, volleyball, croquet, etc. are

1. U. S. Army, Army Regulations, 145-10 90, Sec. XVI.

encouraged in a large measure.

During the school year hikes are taken and other out-door sports which together with the healthful conditions surrounding the college insure strong bodies and alert minds.

There were, as late as 1926, only two major sports at Prairie View, football and baseball. There were no facilities for basketball, and there was a lack of organization in track in the Southwest Conference. Basketball was in its early development and poorly organized. In 1929, Prairie View had the only track in the Southwest Conference for Negroes. It was a cinder straight-way and the rest was dirt. Intramural basketball was played out-doors.

There was one football coach and the assistance came voluntarily from other faculty members. There was only one baseball coach and a regular conference schedule was played.

In 1928, James H. Law, former coach and instructor at Prairie View College, launched a campaign to insert a physical training of girls. Even now there is no physical training program for boys except that received in Military Science.

According to the Prairie View catalogue, 1929-30 was the first year theory courses were taught in Physical Education.

FORMAL GYMNASTICS. The aims of physical exercise are to develop good poise, correct bodily defects, stimulate the system and develop co-ordination of the mental and physical powers. A normal pride in being well bred and a physical expression of consciousness of the race will go far toward the developments, not only of physical manhood and womanhood but also of mind and character.

1. Prairie View State College Catalogue, 1923-30, Bul. copy - 1925-26 Bulletin, p. 35.

2. Letter from M. S. Davis, Principal of Colored High School, Jacksonville, Texas, July 1, 1926.

3. F. J. Kelly, The Teacher, Sport Issue, (Jan. 1929), Vol. 1, No. 1.

GAMES. Numerous and varied types of games are presented, with analysis of rules and suggestions for development. "Instruction is given in coaching the highly organized games, such as baseball, basketball, soccer, hockey and tennis". The practical need of a large and varied resourcefulness in games is recognized by all schools in the state and these courses aim to give instruction in the knowledge and application of this branch of the work.

FOLK AND AESTHETIC DANCES. Folk dancing is a valuable form of recreation for children and adults, not only for its physiological bearing, but also for its aesthetic and cultural influence. To express their feelings in motor terms, to dramatize the emotions, habits and customs of a people, are old practices of practically all the human races. Aesthetic dancing is a study of the spontaneous interpretation of music through bodily movement, fundamental educational feeling and imagination through artistic action. There are rhythm and beauty and joyful feeling in every child. We must cultivate these and must give them a chance to express themselves in graceful rhythmical cooperation. ¹

According to E. B. Evans, Principal-Elect, Prairie View University, in 1926, he was appointed the first Athletic Director at Prairie View College.² There is no concrete data on the organization of the Athletic Department, but Samuel B. Taylor said that it was organized under E. B. Evans, and was not directly connected with the Physical Education Department. But even the Southwest Conference was organized in a way that the exact date and place of its origin is difficult to find. According to M. B. Davis,³ the first football game played between Negro colleges in Texas was played January 1, 1907, between Prairie View and Wiley.

Football in the Southern Athletic Conference, better styled the Texas Conference, has come forward with leaps and bounds during the seven years of the organization's existence.⁴

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1. Prairie View College Catalogue Bulletin, 1929-30, p. 36.
 2. Statement by E. B. Evans, Personal interview.
 3. Letter from M. B. Davis, Principal of Colored High School, Jacksonville, Texas, July 13, 1946.
 4. F. T. Long, The Panther, Sport Issue, (Jan. 1929), Vol. I, No. 3.

This means that the organization must have started about 1921. This does not mean that games were not played and schools did not participate in sports but the conference was not organized until about 1921. For basketball, until about 1928, there was no conference schedule, but under the organization of F. T. Long, Wiley College, A. W. Mumford, Bishop College, and C. W. Lewis, of Prairie View College, there was a tournament held at Wiley College. The three team Round Robin ended in a three way tie, which was perhaps the beginning of the organization of basketball as a conference sport.

Recent Developments

The Athletic Department projects two district programs, the Varsity or the Inter-Collegiate program and the Intramural program. The Varsity program includes football, baseball, basketball, tennis and track. The sports are under the supervision of instructors who have been outstanding in their field.

The Intramural sports are largely conducted by students and include tennis, volleyball, basketball, baseball, football, indoor baseball and track. At the close of the Intramural season there is staged a field day at which all of the classes participate in the various field events. The classes and individuals securing the highest scores receive trophies.

Recently there has been added to the Majors in the Division of Arts and Sciences a Major in Physical Education. This means that Prairie View is offering students the same kind of training in Physical Education that they may secure at other first class colleges and universities.

Our physical equipment surpasses that of any similar institution in the southwest. There are two football fields, a baseball field, and a cinder track, two grandstands, one is used during football season and the other a modern steel stand of the latest construction, having a seating capacity of 3,500.

The four concrete tennis courts and volleyball courts are the most modern to be found at any institution in the country and tennis is rapidly becoming one of our most popular sports. The

Varsity Club House located at the West end of the Athletic Field adds to the comfort, convenience and protection of our Varsity athletes. The building is equipped with modern individual steel lockers, hot and cold running water, supply room and office.

The tennis program had a most peculiar origin and development at Prairie View University. Much like the Athletic Committee, it had little or no connection with the Physical Education Department, a condition which still exists. However, the peculiar organization has not hindered the popularity of the game.

TENNIS. In 1920, C. W. Lewis came to Prairie View as coach of all athletic sports then sponsored by the institution. He had a National reputation in tennis and was a member of the American Lawn Tennis Association.

"He was referred to as the "father of inter-collegiate tennis in Texas and during the period of his association with tennis at Prairie View he coached three persons to National Championship; while his teams won a total of twelve National and Sectional championships, thereby bringing National recognition to the institution as well as himself".²

It might be of interest to note that the first tennis court built in 1921 was not erected with funds by the State, but was built at the expense of several faculty members who were interested in the game.

The maximum development of this phase of the program must have come about 1943, when there were three clay courts and five concrete courts.

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1. Prairie View State College Catalogue, 1931, p. 40.
 2. Program in Memoriam of Charles William Lewis, College Auditorium, Wednesday, April 21, 1943, 10:00 o'clock A. M., Prairie View State College, Prairie View, Texas.

CHAPTER III

EVALUATIVE CRITERIA OF PHYSICAL EDUCATION

Teacher Training

Teacher training in health and physical education has progressed rapidly and accomplished much since its beginning in the United States, nearly eighty-four years ago.¹ Many problems have arisen but none is probably so important as that of determining what should be included in the preparation of the prospective teacher of physical education. What are some of the courses necessary in the field of fundamental sciences? What are some of the courses in general education? What courses in the technical field of health and physical education are necessary?

Answers to these questions regarding the curriculum, together with many closely related problems, are basic to the better understanding of teacher education in health and physical education. In this study the writer is placing much emphasis upon the educational preparedness of teachers of health and physical education.

The National Study Committee on Professional Education in Health and Physical Education recommends a four group classification in the arrangement of the curriculum for teacher education in physical education.² These four groups are (1) academic courses required by school, (2) foundation sciences (including academic requirements in science), (3) required courses in professional education, and (4) courses required in health and physical education.³

In attempting this study it was deemed necessary to follow three

1. T. Erwin Blesh, "Evaluative Criteria in Physical Education", The Research Quarterly, (May, 1946), Vol. XVII, No. 2, p. 114.

2. National Committee Report on Standards, "National Study of Professional Education in Health and Physical Education", The Research Quarterly, Vol. VI, (Dec. 1935), pp. 48-68.

3. Op. cit., p. 115.

definite steps. First, an analysis of the teacher certification requirements of each of the forty-eight states was made. According to T. Erwin Blesh, a complete summary of these state requirements will be published later.¹ Secondly, seventy five schools offering major programs in teacher education in physical education were selected, their catalogues from 1935-40 were closely scrutinized and the requirements of each of the above fields were analyzed. The only schools selected were those that appeared on the approved list published in 1944 by the American Association for Health, Physical Education and Recreation. The States chosen were geographically distributed covering all the States. The third and last step was to get the opinion of experts in the field of health and physical education as to recommendations of basic courses.

RECOMMENDATIONS OF CRITERIA FOR COURSE STANDARDS. The factors used as criteria may be enumerated as follows:

1. Degree - The prospective teacher of health and physical education should have a minimum of four years of preparation on college level and should receive a bachelor's degree.
2. Semester Hours - A minimum of 120 semester hours of study should be required for the bachelor degree.
3. Specific Courses - The area of the natural or basic sciences should include courses in human physiology, human anatomy, general psychology, and general chemistry, biology or zoology.

1. Op. Cit., p. 115.

4. Humanistic Courses - English composition, English literature, modern language, philosophy, plus courses in social sciences.

5. Professional education should include student teaching, educational psychology, methodology, and courses giving the individual a better understanding of the history of education.

6. The health and physical education area should cover courses in the first five factors used as criteria.

In the first criterion where requirement of degrees seems to be quite a uniform procedure, only five of the forty-eight states did not require a degree for certification to teach, but one of these five (Oklahoma) required the degree for permanent certification.¹

The second criterion, where semester hour requirements recommend a minimum of 120 semester hours of credit in order to qualify for a bachelor's degree many educators feel that a specific number of semester hours is of much concern, but the majority of institutions use the semester hour as a basis of credit, so it seems feasible to utilize that means of credit until a more suitable basis may be determined.

In the humanistic courses English literature and speech fundamentals are required by the majority of the schools as well as being recommended by most of the experts. English composition and courses in social sciences are also practically unanimous recommendations on the part of both groups. The recent report of the Harvard Committee states that "tradition points to a separation of learning into the three areas

1. Op. cit., p. 117.

of natural science, social studies, and the humanistics."¹

In the area of foundation sciences it has been found that natural and basic sciences are fundamental to adequate preparation of future teachers in the field of health and physical education. Human physiology, human anatomy, general psychology, and general chemistry are the most frequently offered in schools, however, the experts went twenty-three out of thirty in recommending general biology and fourteen of those, a course in general zoology. The latter two are not, however, required by many schools.

As is true in other areas these courses must have both general and specialized education as objectives. They must, in general, give the individual a better understanding of the physical environment, but they must also be specialized to the extent that they give the individual a knowledge of the fundamental principles basic to the teaching of health and physical education.

Professional education must be designed not only to afford the individual better methods of presenting materials to others and an opportunity to practice in the field, but they must help him grasp a better understanding of the role of education in society. It might be noted that student (practice) teaching and educational psychology are recommended unanimously by the thirty experts.

From these criterion certain conclusions and recommendations may be drawn:

¹ L. Report of the Harvard Committee, General Education in a Free Society, (Cambridge, Massachusetts: Harvard University Press, 1945), p. 58.

1. Every teacher in health and physical education should have at least four years of study and preparation on the college level, a recipient of a bachelor's degree with a major in physical education.

2. During the four years of study every prospective teacher in health and physical education should have 120 to 130 semester hours.

3. It seems advisable, as a part of the foundation sciences, to include courses in human physiology, human anatomy, and general psychology. Other important courses in this area are general chemistry, general biology, and general zoology.

4. In the academic area English composition and the social sciences are recommended. Others also important in this field are English literature, speech fundamentals, modern languages, mathematics, the humanistics, music appreciation, art appreciation and dramatics.

5. Professional education will unanimously include actual practice teaching and a course in educational psychology.

Comparative Measurement

In Table I are the courses selected by the thirty experts previously mentioned. The schools used in this comparison were not chosen for any particular reason other than to show how Prairie View measures up with other schools. In this selection of schools it might be interesting to note that New York University is one of the foremost institutions in the field of physical education. They offer a doctor's degree. Although it is not shown on the table there are courses offered by schools which may be related to other courses shown in the table. These were not checked.

Table I. Comparison of Schools With Courses Recommended
by Thirty Experts in Physical Education

Courses	Wiley College	Univ. of Texas	Univ. of California	N. Y. U.	Hampton	Virginia State	Wilberforce	Prairie View
Principles of Physical Education		v	v		v	v	v	v
Introduction to Physical Education			v			v		
Tests and Measurements		v	v	v				
Normal Growth and Development								
Health Education	v	v		v			v	
Kinesiology			v		v			
Physiology of Exercise				v			v	
Training and First Aid			v		v	v	v	v
Methods of Physical Education		v		v		v		v
Recreational Leadership								

Table I. - con'd.

Courses	Wiley College	Univ. of Texas	Univ. of California	N. Y. U.	Hampton State	Virginia State	Wilber-force	Prairie View
Theory of Coaching			v			v	v	v
Physical Education Activities			v					
Skills and Techniques				v				
Safety Education		v		v				
Major Sports						v		
Gymnastics and Calisthenics	v	v	v		v			
Games of Lower Organization								
Administration of Physical Education		v	v		v	v	v	v
Administration of Intramurals		v	v					
History of Physical Education			v	v		v	v	v

The Physical Education Program of each school shown was closely scrutinized, and each course they offered was checked against the list of courses suggested. In this way the table shows just which school comes nearer to what is to be expected in undergraduate courses in schools offering degrees in physical education.

Prairie View is far behind in many respects, but measures up to most of the Negro schools; in fact it surpasses most Negro schools.

physical education curriculum.

In making recommendations for a suggestive program at Prairie View University, the writer does not overlook the limited facilities that are afforded the school for such an important program.

In the physical plant there should be apparatus and equipment for all seasonal sports and activities. This will include a gymnasium for athletics and physical education activities only. The present gymnasium would suffice, but it is used as an auditorium-gymnasium, hence, the time and space are limited. The present club house is far too small to serve a useful purpose in an enlarged program. With a gymnasium constructed just south of the present gymnasium and a swimming pool in between the two, the men could use one and the women the other. The swimming pool should have the ability to heat all classes, including the faculty and employees, would have a chance to swim. Co-recreational swimming should be taught on special occasions. Special classes should be taught for beginners, intermediates and advanced swimmers.

Apparatus such as large mats for tumbling, wrestling, hand ball

¹ "Physical Education", *The Encyclopedia of Educational Research*, (New York: McMillan Company, 1941), p. 595.

CHAPTER IV

SUGGESTIONS AND RECOMMENDATIONS FOR A PHYSICAL EDUCATION
PROGRAM AT PRAIRIE VIEW UNIVERSITYPhysical Plant

The nature of the pupil, his interests and his needs on one hand and adult activities in all their social, political, and economic ramifications, on the other hand, are factors which should determine the physical education curriculum.¹

In making recommendations for a suggestive program at Prairie View University, the writer does not overlook the limited facilities that are afforded the school for such an important program.

In the physical plant there should be apparatus and equipment for all seasonal sports and activities. This will include a gymnasium for athletics and physical education activities only. The present gymnasium would suffice, but it is used as an auditorium-gymnasium, hence, the time and space are limited. The present club house is far too small to serve a useful purpose in an enlarged program. With a gymnasium constructed just south of the present gymnasium and a swimming pool in between the two, the men could use one for dressing and the women the other. The swimming pool should have time allotted so that all classes, including the faculty and employees, would have a chance to swim. Co-recreational swimming should be taught on special occasions. Special classes should be taught for beginners, intermediate and advanced swimmers.

Apparatus such as large mats for tumbling, wrestling, hand and

¹ "Physical Education", The Encyclopedia of Educational Research, (New York: McMillan Company, 1941), p. 806.

parallel bars, spring boards, and trapeze are needed. Medicine balls, bats, nets, rackets, rings and a hand ball, and a court should be added to the present equipment.

With the school expanding as fast as it is, some adjustments must be made. The athletic field is poorly situated. West of the gymnasium would be a much better location. There is ample space and the track around the field could be properly laid off by expert surveyers. As it stands now, one end of the track is lower than the other. The track should be a cinder path all the way around with a 200 yard straight away. All the athletic equipment and facilities should be close together, hence tennis courts should be moved along with the athletic field.

Organization of physical education and athletics at Prairie View has been and still is, organized into two separate departments. They should, for more reasons than one, be closely tied together. The tennis program has been a phase of activity that has, due to its origin and development, been separate from the other activities in sports. All these should come in as a unit under one head. Instructional physical education should come under the direction of the Department of Education. They are closely related and should not be separated.

Even though the tennis program has achieved heights of great fame, it should come under the organization of the health and physical education program.

Prairie View has unlimited possibilities in the field of physical education with a trained staff, modern devices and adequate equipment.

Instructional Requirements

According to the recommended criterion set up for course standards, the requirement for the prospective teacher is the first factor to be considered. In Prairie View, there are two full time instructors with degrees in physical education. In measuring against this criterion, we find that the instruction measures up to all the standards required in that they have a degree in physical education. We find that the physical education department is understaffed, hence the effectiveness is weakened. With a total of nearly 1500 students enrolled in school, and with all sophomores and freshmen supposed to take physical education, the job is too much for two instructors. At least two men and two women with advanced degrees should be added to the department of physical education.

In the third criterion the area of natural or basic science has much to be thankful for. The Natural Science Department at Prairie View is considered one of the best. It is perhaps the best staffed and best equipped department among Negro schools. Despite the wealth and possibilities in this department, Columbia University declares a six hour deficiency in the undergraduate course of study.¹ The writer suggests that majors in the field of physical education should take more natural sciences. Physiology is offered generally and not from a physical education angle, which should cover anatomy and physiology. Other courses in natural sciences should be offered from the physical education angle.

¹ W. J. Nicks, "Personal interview", July 16, 1946.

The Humanistic area covering English composition, English literature and Philosophy courses are handled through the Department of English. This department is well equipped with a laboratory for reading and a staff of instructors that is recognized as one of the best of its kind. Prairie View measures up to this criterion along with other institutions of higher learning.

In professional education, which includes student teaching, methodology and educational psychology, the school is up to par. Every student who receives a degree from Prairie View must complete nine weeks of practice teaching before a degree is awarded. The student teacher program at Prairie View has been well organized, and it is carried on very effectively.

The health and physical education program should measure up to any school in the field of physical education, but has fallen short in that it has been understaffed and as a result, the field has been limited to only the few required courses in physical education. In measuring up the program with this criterion, it has been clearly shown that with added instructors and added courses the program has unlimited possibilities.

At Prairie View, thirty two semester hours of work in Physical Education Theory are required for a major and twenty two hours for a minor in addition to the practice courses required.¹

Major

Principles of Physical Education 3

1. Prairie View State College Catalogue, 1944-45, Bulletin copy, p. 44.

Methods of Health Education, Physical Education . . .	6
Coaching Teams, Sports	6
Organization and Administration	3
Human Anatomy and Physiology	8
Hygiene	3
Elective	3

Minor

Principles of Physical Education	3
Methods and Materials of Health and Physical Educa- tion	6
Coaching Teams, Sports	6
Elective	6

Majors and minors in the field at the present time indicates that the interest in the physical education field is growing rapidly. From the files of the Registrar's office, it was found that twenty seven (27) freshmen plan to major in physical education. There were seventeen (17) sophomores, seven (7) Juniors and three (3) seniors. This not only means that more pupils are becoming interested in this field, but that provisions must be made for an expanding program.

Physical education as an art requires trained leadership, not just a person who throws out bats and balls. Boys and girls do not inherit interest in certain games and dislike for others. Their interests are based upon new experiences, new in the sense of creating new or improved skills, which make them a counterpart of and responsible for the pleasures in the game. Recreation or wholesome play is a preventive of juvenile delinquency only so long as the boys or girls have more fun playing inno-

cent and wholesome games than they experience in breaking laws.

The significance of trained leadership rests in our capacity to evaluate individual differences in skills and potential abilities of their pupils. These teachers qualify through their knowledge of why and how they teach what they teach in the different grades and the different individuals in every group.¹

It has been found that the greatest aid to future teachers of physical education is, first, to teach well the biological sciences that contribute most to an understanding of the psychological and biological needs of pupils. Next comes the materials and methods that most effectively contribute to these human needs. We are advised to use teachers who place knowledge of the needs of pupils first and subject matter second.

Physical education is justified in times of peace, and physical education of the very best type is truly an educational program and therefore it is the responsibility of school administrators.

Cabot believes without neglecting the value of physical education as an aid in maintaining organic health, physical education, as an art may make a major contribution to the needs for improved mental health. He says:

Let us, therefore give play, recreation and the the other popular arts their proper place beside the "five Arts" from dying of isolation. This is a real danger today. Chilled by our formal respect, discouraged by our practical neglect, mortified by our sentimental petting, the musician, sculptor and painter are dangerously out of the current of vigorous

1. John M. Harman, "The Responsibility of the Public Schools for Physical Education", The Journal of Health and Physical Education, Washington, D. C., (American Association for Health and Physical Education, September, 1945), Vol. XVI, p. 420.

American life. Or to put it from the other side, American life is dangerously neglectful of some forms of art as well as most forms of scholarship. The drama, baseball, and dancing are the only popular arts of America today. Let us realize that they are nevertheless genuine arts, and plant them close beside music, literature, painting and sculpture; such a realization will help to keep vulgarity out of popular art, and to save the five arts from degeneration into fastidiousness or dying of super-refinement.¹

The writer suggests the following courses after checking the choices of the thirty experts. There are some courses that were not mentioned and some that are perhaps so closely related that they could be used as one through correlation. Omitted were such courses vital and required by almost every institution offering a degree in physical education, as swimming, anatomy, physiology, modern dancing, personal hygiene, and playground recreation.

To be physically educated includes more than just a proficiency in a variety of skills. The medium is physical activity, but the whole person is involved. Hence, it will include also, interests and attitudes, appreciation, understandings and knowledges.²

SUGGESTED COURSES

Theory Courses in Physical Education

1. History of Physical Education
2. Principles and Organization in Physical Education

1. Richard C. Cabot, Journal of Health and Physical Education, "The Responsibility of the Public School of Education", by John M. Harman, (Washington, D. C., American Association of Health and Physical Education, September, 1945), Vol. XVI, p. 420.

2. Jesse F. Williams, Principles of Physical Education, (Philadelphia, W. B. Saunders Company, 1942), p. 241.

3. First Aid
4. Modern Dancing (tap-clog and folk included)
5. Swimming - beginners, intermediate and advanced
6. Anatomy and Physiology
7. Kinesiology
8. Physiology of exercise
9. Methods in teaching Health and Physical Education
10. Test and Measurement in Physical Education
11. Health Education
12. Gymnastics, Boxing, Wrestling and Tumbling
13. Coaching of Individual and Team Sports
14. Conditioning and Treatment of Athletes
15. Community Recreation
16. Playground and Recreation
17. Intramural and Extramural Athletics
18. Techniques and Tactics in Major Sports
19. Personal Hygiene
20. Physio Therapy

Practice

1. Freshmen and Sophomore practice for boys and girls are recommended.
2. Games and team sports.
3. Seasonal activities - fall, winter, spring and summer.

Seasonal Sports

Fall

Spring Sports

BoysGirls

Football

Softball

Volley Ball

Tennis

Wrestling

Volley ball

Boxing

Darts

Modern Dancing

Table Tennis

Darts

Archery

Archery

Horse shoes

Horse Shoes

Hand ball

Hand ball

Badminton

Trapeze

Parallel Bars

Badminton

Winter Sports

Wrestling

Basketball

Basketball

Shuffle Board

Tumbling

Volley ball

Folk dancing

Darts

Shuffle Board

Modern and folk dancing

Darts

Table Tennis

Handball

Parallel Bars

Spring Sports

Boys

Track
Tennis
Softball
Baseball
Golf
Modern Dancing

Girls

Track
Tennis
Softball
Golf
Darts
Modern Dancing

Summer Sports

Swimming
Tennis
Baseball
Softball
Table Tennis

Swimming
Tennis
Golf
Softball
Table Tennis

Intramural

Most of the physical education programs today are divided into three phases: required, intercollegiate, and intra-mural. These three phases are closely connected. Intramural athletics work best when working in conjunction with the varsity program. The varsity program deals with the intense training of a few and brings them to a peak of perfection; the intramural system spreads out more thinly to take in a wider circle. Consequently, the secret of intra-mural success lies in organization methods. Another difference lies in the fact that the varsity must have uniform rules between schools, whereas the intramural

programs may differ widely at different schools according to local traditions, facilities, and needs.¹

The advantages of skilled instruction and of play with better equipment and facilities are becoming available to the intramural candidate. Previously, the mere opportunity to exercise on a playing field or indoor court was considered sufficient and there the department's responsibility ended. Today, however, the intramural players enjoy much better facilities, much better equipment and far more instruction.

The intramural program has grown so rapidly that its administration and organization require the appointment of a full-time man to conduct the program. A number of schools approve the idea of the students controlling their athletic sports. This sounds democratic, but with an institution of any size, many problems and difficulties arise and student judgment is only good to a certain point. The work, if centralized in the hands of a few students, may become too much for a few to handle and this might conflict with their school work.² They may not take an interest in promoting activities either. Rarely does a student possess the mature judgment which is often required in settling controversial issues.

The plan of centralizing the work in the hands of one man does away with many of the difficulties of the previous plans. If he is responsible for the success of the program, he is apt to become enthusiastic about it. The intramural director must integrate the work

¹ Elmer D. Mitchell, Intramural Sports, (New York, A. S. Barnes and Company), p. 70.

² Ibid., p. 25.

of his department with that of the entire school.

There will be need for an intramural manager who is usually a student at the head of corps of student assistants. Many trainers and manager will be needed to carry the program on. Unit managers are the representatives of the various teams that enter the intramural league and tournaments.

It has become a practice of some schools to use their outstanding players or participants in an activity as student instructors. It is advisable to have a student committee to figure in on determining eligibility, protests and forfeits in intramural sports. The general policies of the department should be:

1. To serve the recreational needs of the students through a planned program of athletics and other forms of physical recreation.
2. To sponsor as many different worthwhile and beneficial sports as possible, thereby reaching the largest number of individuals.
3. To sponsor as many leagues and tournaments as are needed to take care of all the individuals desiring organized forms of competition.
4. To conduct all activities in such a manner that the best results in the way of enjoyment, health, social contacts and sportsmanship will be gained by the participation.
5. To emphasize those activities that have carry-over values; i.e., the games which if learned while at school will be used advantageously in later life.
6. To create and maintain at all times the best of good will and sociability among all students and faculty members participating in the intramural program.
7. To conduct each and every event on the program as efficiently as it is possible to do under the circumstances.

8. To give individual instruction whenever possible without any special charge.
9. To encourage participation for the sake of the activity rather than for the award.¹

As many activities as possible should be offered. The program should be made attractive and should cover seasonal activities. Occasional festivals and exhibitions are given to attract a large number of participants.

The scoring plan for groups and individual sports is a part of the attraction offered. Ordinary points used in a track meet for scoring, 5-3-2-1 - 5 points for first, 3 points for second, 2 points for third and 1 point for fourth.

The awards are an important factor in intramural work. There are some people who argue that awards are unnecessary - that students should participate for mere love of the sport. This idea is erroneous when one stops to consider that achievement is recognized in all other lines of ability.² Awards enhance participation and competition. Awards and reward differ in that awards should be a symbol of achievement, not an inducement.

¹ Ibid., p. 52-53.

² E. D. Mitchell, Intramural Sports, (New York: A. S. Barnes Company, 1945), p. 266.

CHAPTER V

SUMMARY AND CONCLUSIONS

In this study, the writer has attempted to analyze and evaluate the Physical Education program at Prairie View University, and also recommend a new or revised program.

It is needless to say that the program is needed, but it must not go on being forever overlooked. Since physical education is a vital part of the curriculum, and since every phase of the curriculum is designed for the production of the "good citizen", it is recommended that ample provision be made for the development and improvement of health, but that the paramount aim of physical education be social and moral development through the teaching of motor activities.

The writer also attempted to formulate a standard for judging and measuring our program with others of similar construction. We can also judge our graduates by measuring them along with the criteria set up. This formulation can also be used as a guide for organizations of standardized programs.

In measuring the program at Prairie View University against the criteria, it was found that the present program fell far below what is expected, and that only limited services are being rendered.

The organization of the program was found to be divided into independent divisions. It is almost impossible for any program to function effectively with the concentration of its administrative powers divided. Of course, in the history of our department, it was found that the courses for these divisions have been due to the pe-

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cular origins and development.

Various patchwork devices have been tried in an effort to overcome the weaknesses in this department. These makeshift arrangements have developed to the extent that they are inconceivably hard to get rid of.

In emphasizing the recommendations that show the need for revision, the writer suggests a direct control by one man with associate directors in the three phases of physical education - intercollegiate, required and intramural.

There should be sufficient resources to employ professional supervisors capable of helping teachers and improving the quality of instruction. The present set up has not proven wholly satisfactory. A well trained staff is vitally necessary. A minimum requirement for instructors should be a bachelor's degree.

Facilities and equipment are found to be far under the prescribed amount. Modern and up-to-date equipment should be used. The writer was unable to get any financial statements concerning expenditures for equipment and facilities. But there should be no shortage as the state should provide some equipment, and the funds raised at football games each year should suffice this need.

It was also found that even though ~~our~~ program was not well enough staffed, the comparison in Chapter III shows that Prairie View does rate equally as high as some other leading schools.

The natural sciences required to receive a bachelor's degree in physical education was found not to be enough. Columbia University labels this a deficiency. For this reason, the writer suggests more natural sciences.

The suggested location of the present athletic field comes largely because the school is rapidly expanding and the space is needed otherwise.

To this program, with all its disadvantages, suggestions and potentialities, we set our course ahead. We recognize the soundness of constructive planning. We appeal as a challenge to our administrators to realize the present needs.

The following recommendations are submitted:

1. There should be another gymnasium for physical education only.
2. There should be a swimming pool located between the two gymnasiums.
3. There should be required physical education practice for boys and girls of sophomore and freshman level.
4. The location of the present athletic field should be moved to the west side of present gymnasium.
5. There should be an active intra-mural program headed by a physical education major.
6. Increased personnel of the physical education staff is needed.
7. More equipment and modern devices are needed.
8. A better organized physical education program is desired.

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