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## The Occupational Status Of Physical Education Graduates Of Prairie View College From 1942-1952

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*Prairie View Agricultural and Mechanical College*

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**THE OCCUPATIONAL STATUS OF PHYSICAL EDUCATION  
GRADUATES OF PRAIRIE VIEW COLLEGE FROM 1942-1952**

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THE OCCUPATIONAL STATUS OF PHYSICAL EDUCATION

GRADUATES OF PRAIRIE VIEW COLLEGE

FROM 1942 - 1952

By

Ben Arthur Young

DATE 7-16-53

A Thesis In Physical Education Submitted In  
Partial Fulfillment of the Requirement  
For the Degree of

Master of Science

In

Graduate Division

GV  
361  
468  
1953

Prairie View Agricultural and Mechanical College  
Prairie View, Texas

August 1953

The W. R. Banks Library  
Prairie View A. & M. College  
Prairie View, Texas

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DATE: 7-16-53

APPROVED BY: [Redacted Signature]

#### ACKNOWLEDGEMENT

The writer takes this opportunity to express his appreciation to Mr. H. L. McKinnis, whose inspiration, guidance and encouragement have been unfailing throughout this study.

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CHAPTER I

INSTRUCTIONS

According to the belief of many of our administrators, Physical Education is "playing", and it can be done at recess with a teacher appointed to watch over the play period. This was changed by the State Department of Excess, requiring one-fourth unit per semester for graduation from High School. Trained personnel had to be brought in with as many as twelve hours training to teach Physical Education.

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major and twenty hours for a minor in the field. Occupations are distributed from the world of work, in the twinkling of an eye; from scientific laboratories now and then are constantly called into being. The nation, due to three enlightening changes, has become a neighborhood with common interest. Unemployment, once a crime, but now the concern of all, has to be even in times of prosperity -- our most significant social problem.

1. Standard and Activities, Texas Education Agency, 1965, p. 2.

## CHAPTER I

### INTRODUCTION

According to the belief of many of our administrators, Physical Education is "playing", and it can be done at recess with a teacher appointed to watch over the play period. This was changed by the State Department of Texas, requiring one-fourth unit per semester for graduation from High School. Trained personnel had to be brought in with as many as twelve hours training to teach Physical Education.<sup>1</sup>

Prairie View A. & M. College set up its Physical Education Department requiring thirty two hours in Physical Education for a major and twenty hours for a minor in the field.

Occupations are eliminated from the world of work, in the twinkling of an eye; from scientific laboratories new vocations are constantly called into being. The nation, due to these enlightening changes, has become a neighborhood with common interest. Unemployment, once a crime, but now the concern of all, has to be even in times of prosperity - our most significant social problem.

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1. Standard and Activities, Texas Education Agency, 1946, p.9.

Yet, despite all these changes, social and economic, the responsibility remains with every individual to select an occupation and prepare for it. But due to the complexity of the task, and the lack of a background of experience from which to borrow, we become confused.<sup>2</sup>

It will be found that certain occupations call for a higher degree of specific abilities. Further analysis will also reveal, that there are many occupations calling for the same abilities. Consequently, occupations may be grouped on the basis of similar requirements.

#### DEFINITIONS OF TERMS

To give a better idea of the subject we shall define some terms that will clarify our project. One's Occupation, is that to which one's time is devoted, or in which one is regularly or habitually engaged; employment, which is often interchangeable with occupation, may also suggest what one does.

Status deals with state or condition of persons. We define the two terms "Occupation" and "Status", so that we can convey the problem more clearly to those concerned. We will bring facts about actual position or employment of our graduates.

Another term which appears frequently in the discussion of our problem is "Vocational Guidance". Vocational Guidance as defined by

2. Chapman, Paul W., Occupational Guidance, 1947, p.3.

the National Vocational Guidance Association is the process of assisting the individual to choose an occupation, prepare for it, enter upon it, and progress in it.<sup>3</sup>

Any person who has the interest in, and ability for any one of such occupations may, with the proper preparation, be reasonably certain of engaging successfully in any or all occupations in the group, so long as the abilities required are practically identical. Chapman says that in the field of Physical Education, there are similar jobs with similar requirements, namely:

- Physical Ability
1. Athletic Coach
  2. Playground Director
  3. Lifeguard
  4. Model
  5. Dancer<sup>4</sup>

In some instances, while abilities are indicated, they are not essential, and therefore may be disregarded in the selection of occupation. The all important thing to remember, however, is that one may find a large number on the basis of interest, income, and working conditions, once the matter or the required abilities has been given adequate consideration.

The field of Physical Education offers a number of social, as well as physical advantages.<sup>5</sup>

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3. Chapman, Paul W., Occupational Guidance, 1947, p. 6.

4. Ibid.

5. Today's Health, August, 1952, p. 25.

## STATEMENT OF PROBLEM

Occupation in any field are available in accordance to the need for trained personnel. In Physical Education the need is great. During World War II about 250,000 men were turned down because they were physically unfit.<sup>6</sup> During our present conflict the need for physically fit men is greater because of the rugged type of warfare (climbing, exposure, etc.). Men who are physical fit should enjoy success in finding employment if only for everyday living.

The teaching of Physical Education, and training, is on the climb, and may be considered a relatively new field, and for this reason its possibilities will make an interesting study.

## PURPOSE

The purpose of this study is to find out the status of Prairie View A.M. College graduates in the Health and Physical Education Department, over a ten year period 1942 - 1952 inclusive, and to find out the experiences needed in prompting the program to meet the needs of boys and girls. We would like to know how many stayed in the field, or if the attraction in other fields lured them to change over.

We also are letting those who are in the field know what the future holds for them.

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6. "The Need For Physical Fitness", To-day's Health, p. 15

## REVIEW OF LITERATURE

Authorities and writers in the field of Physical Education, have made interesting studies as to the future that Physical Education provides for those in the field. There are many phases in the field that one can pursue, namely; a Physical Education teacher, Park Director, YWCA, and YMCA Directors.

Records show that there has been a sharp drop from 722 Directors to 87.<sup>7</sup> Eighty nine per cent have obtained other positions. Some of these factors may explain this drastic drop; first, the attractiveness of better paying jobs in other fields; second, age creeps upon you after forty years of age and a person loses some of his activeness, unless he is in an administrative capacity he can't do affective work. Fifteen to twenty years is about all one can put into active work.

The administrative field, is the top money making field for security, to persons interested in Physical Education work. Financial security compels those who are better suited to lean toward the remuneration of the administrative field. Miller states, there are too few jobs of administration in Physical Education to make it so very attractive.<sup>8</sup>

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7. Journal of Physical Education, July-August, 1949, p. 92.

8. Miller, K.R., "Specialization Denotes Quality", Journal of Physical Education, November-December, 1949, p. 6.

9. Miller, K.R., "The Progress of Physical Education", Journal of Physical Education, September-October, 1949, p. 4.

10. Occupational Outlook Handbook, U. S. Department of Labor, 1949, p. 11.

The Army War Pamphlets have issued challenges to Physical Education Instructors, which provides another source of income for those in the field.

K. R. Miller made a study in this field, and this is his views:

"Physical Education needs no apologists. It needs men who will demonstrate that they can carry on into retirement as good directors and instructors".<sup>9</sup>

Supply of male instructors in this field was more than adequate in 1950, but surplus was expected to be quickly reduced by defense activities. Employment was expected to expand over a period of years.

It is estimated that about 60,000 professional workers were employed in this field in late 1949.

Male Physical Education Instructors were over supplied in most areas for the 1950-51 school year, but there were indications that the competition would be quickly reduced, due to the mobilization program. The shortage of male instructors which existed in the early post-war years was relieved by an unusually large graduating class in 1948, 1949 and 1950: the number of men qualifying as high school teachers of health and physical education in 1950 was six times the number qualified in 1941. In addition, more than twice as many women completed training for such teaching positions in 1950, than nine years previously. However, in mid-1950, there were still moderately, good employment opportunities for women in the profession.<sup>10</sup>

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9. Miller, K.R., "What becomes of Physical Directors", Journal of Physical Education, September-October, 1952, p. 6.

10. Occupational Outlook Handbook, U. S. Department of Labor, 1951 p.50.

The largest number of full time paid positions, in this entire area are in the teaching or physical education. These opportunities are opening more and more in the Elementary schools, where many men and women are needed to direct the activities of children in the fourth, fifth, and sixth grades. Some cities have hundreds of persons thus employed. The largest number of positions in the Elementary school will be open to women.

The High Schools of the country will utilize more than 20,000 leaders; to this will be added some 5,000 more in the colleges and universities. Athletic association, clubs, and youth organizations will account for some 7,500 more. Thus, the total number of positions becomes significant.

The municipal and school recreation departments of the nation employ some 6,000 full time workers in various areas of specialization from kindergarten and dramatic activities to industrial recreation and camping. During the summer periods, and on a part-time basis, there are some 50,000 additional openings. With the growth of cities and with the routinization of our industries, recreation is now being thought of as one of the essential human needs.

In the related fields, or fringe areas, exist many opportunities into which one may go directly from training schools, or to which transfers can be made later on. The camping movement is growing rapidly. This includes not only the private camps, but public day

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camps and year-round school camps. Settlements, boys clubs and various youth-serving agencies are employing many trained leaders. A large number of people trained in physical education are going into physical therapy and occupational therapy, or assisting in rehabilitation in hospitals and in various phases of the Veteran Administration program. Year round playgrounds, recreation centers, and clubs are calling for trained leaders. The youth-serving agencies alone claim a membership of over 50 million. <sup>11</sup>

All of these young people need expert leadership, much of which will be on the year-round basis, and which will come from those with a physical education, health education, and recreation background. By 1936, colleges, universities, and various organizations were giving training in leadership for work on playgrounds and in recreation centers. The playground recreation movement spreads quickly. Today, over 1,600 different tax-supported agencies conduct various type of activities. The total number of leaders, part and full time, is approximately 50,000. One thousand cities are employing year round workers and this is only the beginning.

Within the last few decades a large number of people training in the area of physical education and athletics have made it a profession. Players have been drafted into baseball and football leagues. Many players have turned professional in tennis, swimming and boxing. Professional athletics have acquired professional status. Gangsterism and rowdiness is being discouraged. It is being recognized

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11. Occupational Pamphlets, National Occupational Conference.

that a man who makes good, must keep on training, guard his health, have good recreational habits, and be a clean player.

In the fringe area around the basic professions of physical education, health education and recreation, there exists, conservatively speaking 150,000 full-time positions and probably 75,000 part-time positions. Opportunities for promotion and transfer are almost unlimited. <sup>12</sup>

The general organization open to all workers in the field is the American Association of Health, Physical Education, and Recreation, a department of the National Education Association.

According to the United States Census Reports the number of teachers of athletics and dancing for the last three census report, are as follows:

TEACHERS OF DANCING, ATHLETICS

Year	Male	Female	Total
1930	2,768	1,163	3,931
1940	5,677	4,034	8,811
1950	12,288	6,311	18,599

These statistics show an increase of nearly 15,000 over a twenty year period. At present there are 20,000 full time and part time teachers in the public schools and about 5,000 in colleges.

In 1939 yearbook of the National Recreation Association (June issue of the periodical, Recreation) reports a total of

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12. Nash, J. B., "Opportunities in Physical Education", Vocational Guidance Manuals, 1950, pp. 6-7, 11, 49.

23,975 recreational leaders paid from regular funds were employed by 823 cities during 1938. Approximately fifty-seven per cent were men, and forty-three per cent were women.<sup>13</sup>

Of these 3,345 were employed full time and year-round. In addition, a total of 16,428 emergency leaders were made available to local recreational authorities in 567 cities, providing that they were paid from regular funds. Approximately sixty-three per cent of the emergency leaders were men.

It is difficult to estimate the number of teachers of physical education in the various industrial, social, and religious organizations. However, it is known that large number of positions are provided by the Y.M.C.A., Y.W.C.A., Knights of Columbus, Boys Club, Boy Scouts, Girl Scouts, Campfire Girls, and numerous other organizations.

The Federal Recreational Bureau further employs thousands of trained WPA recreational leaders in more than 15,000 community centers. If all the worker in physical education, health schools, athletics, recreation, scouting and camping were to be included, the total number of workers would likely reach 100,000.

What is the present demand for workers in Physical Education? Professor E. D. Mitchell, editor of the Journal of Health and Physical Education, answered this question as follows:

"The demand for workers in physical education seems to be reaching its peak level for full time workers, but there is an increasing number of calls for graduates who can teach physical education, give

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13. Recreation, June 1939, p. 56.

health instructions, coach athletic teams, or handle recreational programs in combination with the teaching of scientific or academic classes. As a result, many teacher-training schools have already introduced the minor in health and physical education.

There is a movement under way at the present time to introduce a minor in recreation. The need for improved recreational leadership is particularly evident in rural communities".<sup>14</sup>

There is also a very great demand for teachers who have the master's degree, and even the doctorate degree. Shade, states that the rapid growth of graduate courses in physical education have increased since 1930, and now opportunities for graduate study are available at practically all universities.<sup>15</sup>

#### METHOD OF STUDY

The writer's method of contacting the graduates was the post-card type of questionnaire, on which they were to provide the information requested. My coverage was limited to about ninety graduates in Physical Education from Prairie View since 1942 through May of 1952. Of the ninety contacted, approximately fifty-seven per cent responded with just the information asked for, and eight per cent added remarks stating how glad that such a survey was being conducted and would like to know the results.

This method was used, because only a few specific facts were needed, and it minimized the time demanded of busy graduate students.

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14. Mitchell, E. D., "What is the Present Demand for Workers in Physical Education", Journal of Physical Education, June-July, 1950. p. 9.

15. Shade, C., Physical Education Success Vocation Information Series No. 43, 2nd Rev. ed., Morgan Dillon and Co., 1940, pp. 19-20.

One writer stated that the reason some surveys are not successful is that the person doing the research makes their questionnaires a bore, and most of the times not clearly stated. This method has been considered highly successful by many who have desired information.

A survey of this type was not too personal and an open reply would have embarrassed no one. The satisfaction derived from using this method will be utilized in the "Findings and Discussion" which follows.

Another source of information was the Newspaper and relationship with former graduates. We were able to find out valuable information from the principals of some of the students who we were unable to contact.

It is my belief that we have been able to cover satisfactorily what the majority of our graduates are doing whether in the field or not. The 1952 graduates were the hardest of all to contact because of their recent graduation, and were not known to the writer.

In 1950 and 1951, the largest number of graduates were found, Twenty-five and Thirty-two respectively, were able to be contacted for the survey.

#### SCOPE OF STUDY

This study covers the Graduates over a ten year period from 1942-1952. Dealing with both Graduate and Undergraduate students from Prairie View, we tried to cover all phases of the field that were open for employment to persons qualifying in physical education.

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## CHAPTER II

### ANALYSIS OF DATA

To analyze the data that we have found through reading of books, pamphlets, and journals, plus our experiences, we get a better picture of our problem. We are trying to get facts that will encourage those who are in the field to remain; and those seeking to enter, first hand information as to the possibilities.

The data we have received shows a trend of stiff competition from other fields. More lucrative attractions in other fields, such as better pay, fewer hours, and more security in later years, has left the top position in Physical Education open. One is not able to carry out an effective physical education program in the active field after he reaches the age of forty-five. What then will a person do? Of course, there is the administrative field, but there too, are few jobs in Physical Education to make this very attractive.

A further analysis shows male instructors are leaving the field for war, and defense, this inturn provides better opportunities for women. The other bright prospects of Physical Education, is the opening of jobs for instructors in the elementary schools, where men and women are needed to direct the activities of children in fourth, fifth, and sixth grades.

Municipal recreation will employ a vast majority of the graduates this year. Industries are providing men who supervise recreation of labor groups, so as to help the laborer to rid himself of idleness,

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and provides an organized means of recreation for the laborer and his family.

Therapy which is used in the more advanced phases of the program lends an aid to the problem, as do year round play-grounds, recreation centers and clubs, who are calling for trained leadership.

The health departments, National, State and Local, provide work for instructors qualified in certain fields such as lifeguards, trainers, therapists, and first aid. A large number of emergency leaders are made available to local recreation authorities, providing their leadership is paid through regular funds. Religious organizations, YMCA, YWCA, and Girl Scouts also furnish employment.

The demand for workers who can teach Physical Education and coach Athletics teams or handle recreation programs in combination with academic classes, are the one's given preference in the chosen jobs. Standard textbooks are not provided for regular class work; the instructor must be original in most classes, teaching physiology, first aid, rules of games of new sports, comprise the average instructor's repertoire.

Physical Education teachers are considered in most cases as two in one teacher, according to our survey in all, but a few cases. They teach academic courses along with their physical training classes and coaching of athletic teams. Of course Physical Education has its carry over value to other courses in the curriculum. The Physical Education teacher who doubles as the coach of girls and boys Athletic

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teams of ten do so without the additional remuneration that the job calls for. In the class AAA schools (our highest classification) there are eighteen schools located in fourteen of our largest cities, where fourteen of our graduates are working, eight males and six females, making good salaries, and increases for the coaching of athletic teams. It was found that adequate Physical Education plants were available for suitable training, in our highest class of schools, for purposeful training. They were limited to the teaching of Physical Education to their sex.

One of our graduates taught a highly needed course in swimming which was the only school, having such in their curriculum, and practice available on the school campus. In all cases of the AAA schools more than one instructor was available in Physical Education.

In our AA class schools the greater number of our graduates are working; in the following places:

Amarillo	1	Abilene	1
Midland	1	Kilgore	1
Gladewater	1	Temple	1
Hillsboro	1	Calvert	2
Hearne	1	Bryan	3
Marlin	1	Navasota	1
Bay City	2	Wharton	1
Victoria	2	Nacogdoches	1
Kaufman	1	Palestine	1
Crockett	1	Cuero	1
Huntsville	2	Orange	1
Baytown	1	Conroe	1
Lubbock	1		

This is our largest teaching distribution.

One of our graduates returned to Prairie View to teach in the Physical Education Department. Another was hired as a director of

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## Girls State Home in Crockett.

Seven of our graduates that were accounted for, were teaching classes without any physical education attached, in similar class schools where the curriculum did not provide for special classes in Physical Education, and their trend was toward another field of concentration and teaching.

The professional football ranks employed one of our graduates, at a salary per game for the number of games played.

YMCA work lured another of our graduates. He was formerly employed as a teacher but later because of precedents in the system of hiring he made the change.

Another of graduates was employed in Federal Housing in a city having a population of 300,000.

Advanced study in the field of therapy took another. Although it was impossible to learn their whereabouts the Armed Forces made use of seven of the graduates. Up to 1952 it was reported that none of the seven was ranked below Lieutenant.

Three of our graduates were employed in the Postal Service, in two of our largest cities in Texas, Dallas (2) Houston (1).

The class AAA schools are the High Schools with three hundred or more students. There are city parks in all of the larger cities mentioned, and YMCA and YWCA programs organized in all but one, making for adequate employment for those in Physical Education.

A total of sixty-six per cent of our graduates were accounted for as being employed in one field or the other.

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BREAKDOWN OF PRAIRIE VIEW COLLEGE PHYSICAL EDUCATION GRADUATES

BY YEAR FINISHED AND JOB HELD

Year	Teaching Only	Teaching & Coaching	YMCA	YWCA	Adv. Study	Summer Playgr'd	Housing	Post Office	Pro Ball
1942	2	1							
1943		5							
1944		2							
1945									
1946	2	4							
1947		3				2			
1948	4	2				1			
1949	5	4				4			
1950	6	4				1	1	1	
1951		1	1	1	1				1
1952		4				1			

Jobs were made available to our graduates in the following fields:

Teaching .....	51
Summer Recreation (Addition to Teaching) .....	9
Coaching (Additional to Teaching).....	
YMCA .....	1
YWCA .....	
Postal Service .....	3
USO .....	
City Park .....	
Professional Football .....	1
Summer Camps .....	
Athletic Trainers .....	

Of course our graduates were not employed in the fields mentioned above. But Prairie View graduates were available for employment in these areas. Experienced teachers (not graduated from Prairie View) were filling these jobs, but the demands are becoming greater, and will provide opportunities for Prairie View graduates.

16. Miller, G. W., "The Initiative Devoles Quality", *Journal of Physical Education*, November-December, 1949, p. 20

17. Smith, Walter, *Physical Education Success Formula*, International Series, No. 47, 2nd Ed., ed., Morgan and Dillon Co., p. 7

18. "Opportunities in Physical Education," *International Physical Education*, 1949, p. 31.

## CHAPTER III

### COMPARISON WITH RELATED STUDIES

This survey compares favorably with the other studies of its kind. In other surveys of the status of graduates in physical education, there has been more extensive coverage, consequently there have been findings of great importance and interest.

K. R. Miller made a survey of some eighty prospective graduates, and found the majority interested in going into the field of Administration where only a few jobs were available. About one out of every thirty-three landed administrative jobs in Physical Education, the majority had to take up training jobs.<sup>16</sup>

Cluster C. Smith made the survey of those remaining in the field and found out that employment was brighter now than at any other time in history; but because of better salaries offered in other fields, many are changing.<sup>17</sup>

A survey of colleges, recreation units, and health institutions, by J. B. Nash reveals that opportunities for promotion and transfer are almost unlimited for graduates in Physical Education.<sup>18</sup>

Recreation magazine made a survey of the percentage of physical education trainers in recreation and employment in various cities.

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16. Miller, K. R., "Specialization Denotes Quality", Journal of Physical Education, November-December, 1949, p.26

17. Smith, Cluster, Physical Education Success Vocation Information Series, No. 43, 2nd Rev. ed., Morgan and Dillon Co., p.7

18. Nash, J. B., "Opportunities in Physical Education," Vocational Guidance Manuals, 1950, p.34.

Approximately fifty-nine per cent of the men in the 823 cities were in recreational work, and forty-three women.

Professor E. D. Mitchell surveyed the rural areas, stated that colleges should provide courses in recreation, because the need for improved recreational leaders is evident. His survey also revealed the need for directed recreation for the rural youth. The need is greatest in rural communities.<sup>19</sup>

To compare the surveys made by the authors mentioned above; we find more men employed in the field because of the double purposeness of jobs, i.e., coaching athletic teams, teaching academic class, and other jobs that require more physical manipulations.

Of the sixty or more who have been placed in jobs, eighty per cent were male and twenty per cent females. Men mostly taught Physical Education and coached boys teams and women taught health. Our graduates are located in nearly all of the principal cities throughout Texas.

A survey of this type, can and did provide, in most instances favorable knowledge of possibilities in this profession.

In our survey it was found that employment in the field was gradually meeting the competition of the other fields by (1) adding

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19. "What is the Present Demand for Workers in Physical Education", Mitchell, E. D., Journal of Health and Physical Education, July-August, 1950, p. 10.

favorable working hours and physical plants for work, (2) raising salaries, (3) providing many divisions to the field.

Others who made surveys found good conditions in some instances, and that there is a great demand for trained leaders. Physical Education, as new it is, is making a strong bid as one of the popular occupations of the modern era.

Two of our largest Negro Colleges noted that eighty-five per cent to ninety per cent of their graduates were teaching and coaching. The physical education graduates of Southern University were found to be doing the following:

- a. Coaching and teaching health and physical education in colleges.
- b. Coaching and teaching health and physical education in high schools.
- c. Teaching biological sciences and health and physical education in high schools.
- d. Teaching social sciences and health and physical education in high schools.
- e. Teaching English and physical education in high schools.
- f. Teaching mathematics and physical education in high schools.
- g. Teaching in elementary schools and handling physical education on this level.
- h. In charge of boys' work in Y.M.C.A.
- i. Y.M.C.A. Physical Directors.
- j. U. S. Army as a career.

In view of the fact that eighty per cent of Prairie View graduates are teaching, the writer feels that employment in Physical Education

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is meeting the competition of other fields, that Prairie View has trained well its goods for occupations. The writer also recommends that the Physical Education Department of Prairie View A.M. College, broaden its curriculum to cover more phases of the field in Physical Education, to meet new demands. Courses in Elementary Physical Education should be required for all in the field, and prospective Elementary School Teacher. The writer also found that the rival schools did not have a program in Physical Education. The writer thinks that an organized program in Physical Education for rural schools should be encouraged. The writer recommends that working hours and salaries of Physical Education Teachers in high school should compare with other professional positions requiring similar special training.

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## CHAPTER IV

### SUMMARY AND CONCLUSION

After making the survey and getting general information about the field of Physical Education, we see that there is a future in the field if we prepare ourselves in a needed area and live in the right locality. True, a great number of persons had to be educated to the values of said field, thereby opening up employment in many instances. The government itself had to experience two World Wars to find out that Universal Physical Training was necessary.

Of course there are many jobs open to qualified Physical Education instructors other than teaching in public schools. Because of the double work and poor compensation that goes with Physical Education in public schools many have sought other fields; yet a great number have remained for the love of training and dealing with youth. There are also a few good jobs with high salaries in the field.

In some cases, the pay scale runs high, depending upon the locality. By talking with the director of the Hillsboro (Texas) Chamber of Commerce, it was found that the city recreation director may receive as high as \$7,200 per year. In localities of 10,000 the pay may range from \$2,500 up. The other good paying jobs are park directors and "Y" directors.

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In most cases, cities have to employ recreation labor on a seasonal basis. The busiest seasons are the spring and summer months. Recesses in the program necessitate that it not be carried on the year round. Because of the large number of youths that must be cared for, we definitely feel the need for qualified trainers and Physical Education instructors. In addition to the jobs listed, specialized athletic trainers may find employment opportunities. Professional football, baseball and college athletic teams employ men with this training. Pugilists also employ this type trainer. Professional dancing grows out of this program; a good entertainer or skillful dancer receives good compensation.

One of our recent graduates had this to say about his work in the YMCA, "I prefer it (YMCA work) to teaching because hours, pay and advancement opportunities are better."

We can sum up our discussion by saying the following:

1. Qualify for more than one specialty in the field of Physical Education.
2. Do not leave the field for other employment until all of its possibilities have been fully explored.
3. Contact agencies where the program is aligned with Physical Education.
4. Explore your field to the fullest. There are a great number of possibilities.
5. Remember that the youth of today must be served; employ all of your faculties toward this end. Devise sound programs and principles to be followed, inform those not knowing the values to be derived and work for the development of the present day youth.

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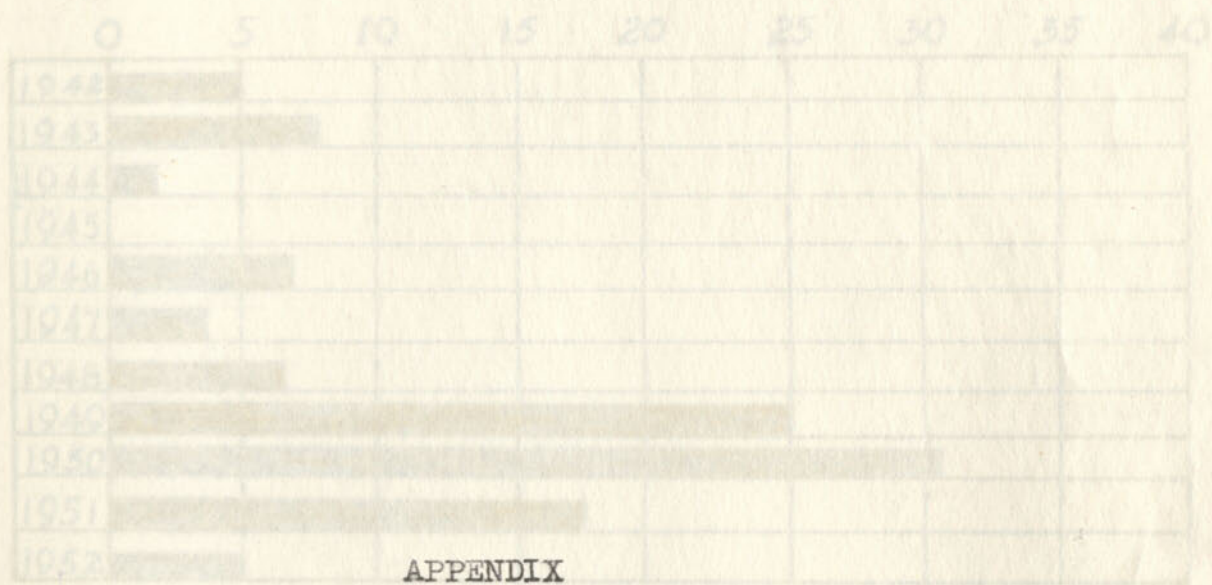
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APPENDIX



APPENDIX

Chart No. 1 THE TOTAL NUMBER OF GRADUATES OVER THE YEAR PERIOD

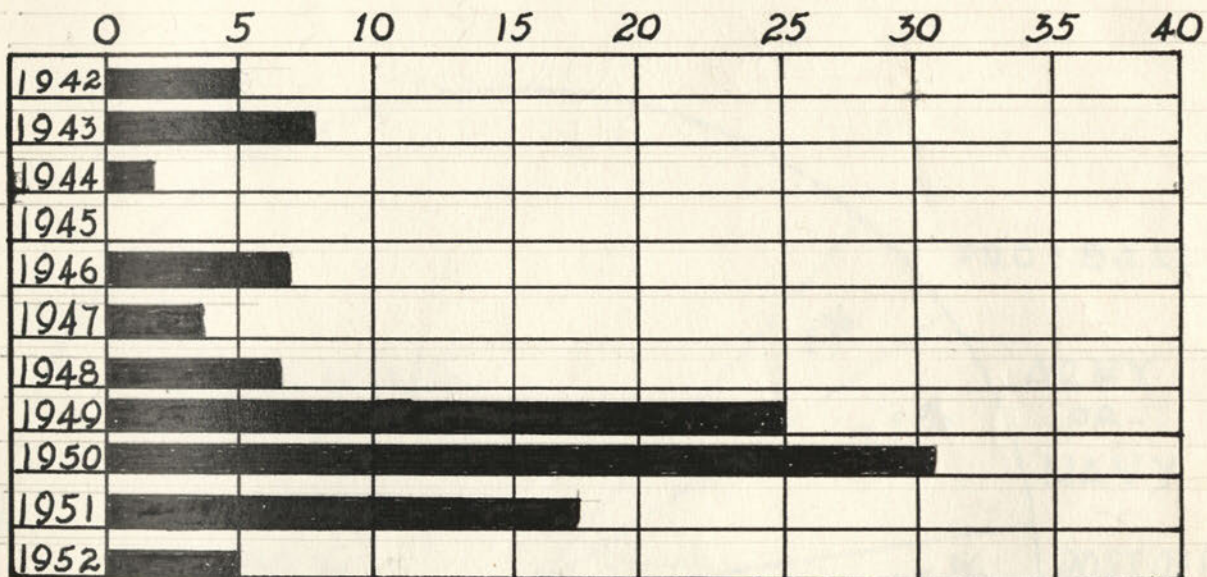


Chart No. 1 THE TOTAL NUMBER OF GRADUATES  
OVER TEN YEAR PERIOD

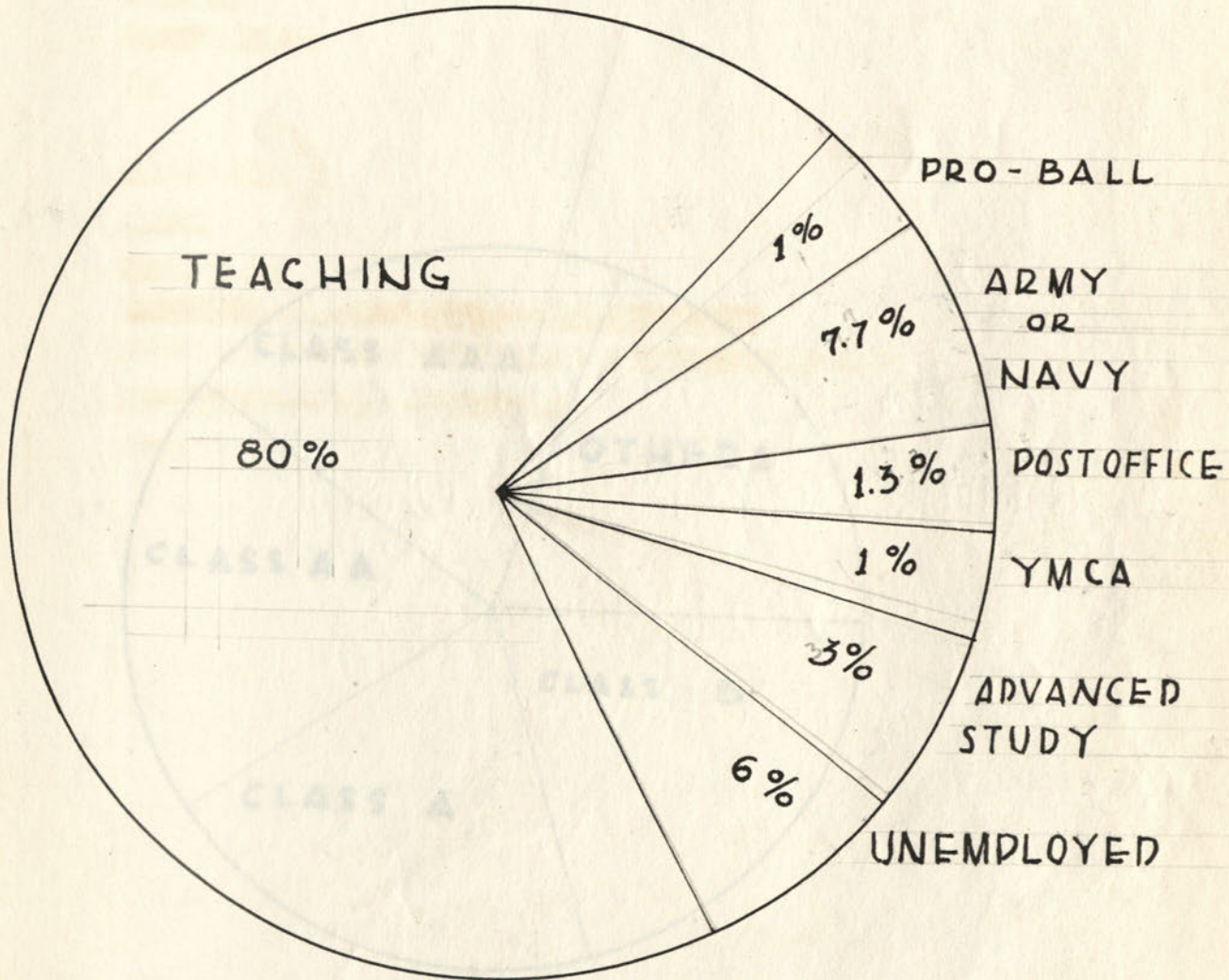


Chart No. 2 PERCENT DISTRIBUTION OF GRADUATES

LETTER OF TRANSMITTAL

20 Army Avenue  
Hillsdale, New Jersey  
March 17, 1953

Dear Schoolists,

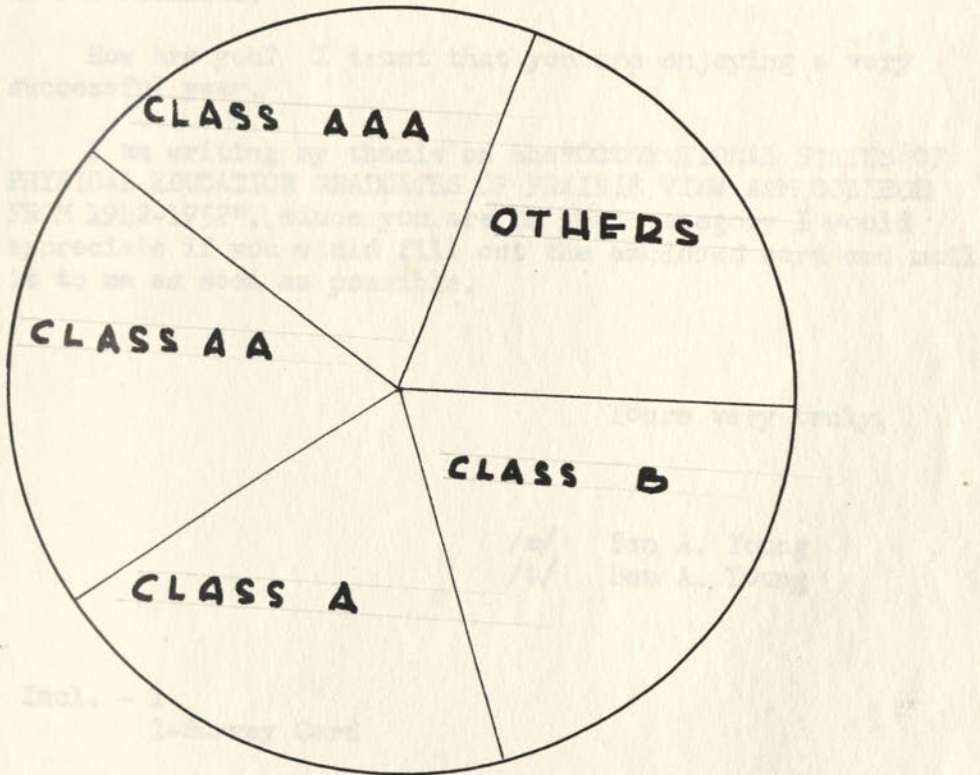


Chart No. 3 DIVISION OF SCHOOL WHERE GRADUATES WERE EMPLOYED

LETTER OF TRANSMITTAL

LETTER OF TRANSMITTAL

218 Abney Avenue  
Hillsboro, Texas  
March 12, 1953

Dear Schoolmate,

How are you? I trust that you are enjoying a very successful year.

I am writing my thesis on the "OCCUPATIONAL STATUS OF PHYSICAL EDUCATION GRADUATES OF PRAIRIE VIEW A&M COLLEGE FROM 1942-1952", since you are in that category I would appreciate if you would fill out the enclosed card and mail it to me as soon as possible.

Yours very truly,

/s/ Ben A. Young  
/t/ Ben A. Young

Incl. - 1  
1-Survey Card

LETTER OF TRANSMITTAL



Name \_\_\_\_\_ Yr. Finished \_\_\_\_\_  
Name of School \_\_\_\_\_ Class of School \_\_\_\_\_  
Subjects you Teach \_\_\_\_\_ Degree Held \_\_\_\_\_  
Job Held if not Teaching \_\_\_\_\_  
Do you work at Park \_\_\_\_\_; YMCA \_\_\_\_\_; YWCA \_\_\_\_\_  
Summer Playground \_\_\_\_\_; USO \_\_\_\_\_; Other form  
of Recreation \_\_\_\_\_  
Do you coach any team sport? \_\_\_\_\_  
Remarks \_\_\_\_\_

Questionnaire Sheet