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A Survey Of The Leisure Time Activities Of The Negro Physical Education Teachers Of Houston, Texas

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A SURVEY OF THE LEISURE TIME ACTIVITIES OF
THE NEGRO PHYSICAL EDUCATION TEACHERS
OF HOUSTON, TEXAS

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A SURVEY OF THE LEISURE TIME ACTIVITIES OF THE NEGRO PHYSICAL
EDUCATION TEACHERS OF HOUSTON, TEXAS

By

Bernice Josephine Green

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

Master of Science

In The

Graduate Division

of

Prairie View Agricultural and Mechanical College
Prairie View, Texas

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ACKNOWLEDGMENTS

The writer wishes to express her deep appreciation to Mr. W. J. Vicks for his kind and generous assistance in the collection of this data.

TO THE LOVING MEMORY OF MY MOTHER AND FATHER JOSIE GREEN AND JACK GREEN WHOSE LOVE AND DEVOTION HAS BEEN MY INSPIRATION

to Mrs. Elizabeth Bradley, my dearest friend for her untiring assistance in the collection of this data.

E. J. S.

ACKNOWLEDGEMENT

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The writer wishes also to express appreciation to Mrs. Elizabeth Bradley, my dearest friend for her untiring assistance in the collection of this data.

B. J. G.

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INTRODUCTION

The old adage, "All work and no play makes Jack a dull boy!" has long since become an accepted and confirmed statement among people of the world.

Although at all periods of history there have been persons who appreciated the true value of recreation, popular opinion has frequently been lacking in sympathy toward those who employ leisure for other than strictly utilitarian purposes. This has been true of our own country as well as of others. It has not always been considered respectable for American youth to have spare time or to use it as they please. The Methodist Discipline of 1792, outlining the policy of Cokesbury College toward leisure, says:

We prohibit play in the strongest terms...The student shall rise at five o'clock...summer and winter...Their recreation shall be gardening, walking, riding, and bathing without doors, and the carpenter's joiner's and cabinet-maker's bench within doors...A person skilled in gardening shall be appointed to overlook the students..... in this recreation.....A master shall always be present at the time of bathing. Only one shall bathe at a time and no one shall remain in the water above a minute. No student shall be allowed to bathe in the river...The students shall be indulged in nothing that the world calls play. Let this rule be observed with the strictest nicety; for those who play when they are young will play when they are old.

If the elders who imposed these Spartan regulations could survey the present-day scene, they would be astonished at the extent to which play is tolerated and actually encouraged. They would find the idea generally accepted that it is normal for

people to wish^{to}/relax from their usual labors and to pursue various activities for which their ordinary occupations offer no scope. They would discover, no doubt with dismay, that the cultivation of leisure interests is not only looked upon as harmless but is considered to have definite values¹ to the individual and to society.

In 1906 a group of men and women met at Washington and established the Playground and Recreation Association of America. The aim of the organization has been to induce both municipal and rural communities to establish well-directed playgrounds and recreation centers. It was also during this period the city governments came to recognize that their obligations to young Americans included the providing of facilities for play.²

Fortunately in America the play instinct has taken a new lease on life with the establishment of community playgrounds. In these recreational centers trained directors teach children how to play games, dance, arts and crafts, etc., and how to get along together. The playground idea had its origin in the kindergarten movement begun in 1826 by Froebel. By the end of the 19th century the whole civilized world had³ awoken to the needs and rights of children to play.

1

Wrenn, C. G. Time On Their Hands. pp. 45-46.

2

Grolier Encyclopedia. Vol. VIII, p. 371

3

Rice, E. A. A Brief History Of Physical Education. p.260

STATEMENT OF PROBLEMS

In 1941 there were approximately 1,300 communities of America having public recreation programs conducted by agencies who report to the National Recreation Association. As stated by C. G. Wrenn in his book of Time On Their Hands. Never-the-less with this limited number in comparison to the people they are to serve, it has resulted in a substantial increase in the resources available to the public.

Houston, questions become:

1. How do the Physical Education Teachers spend their leisure time?
2. What acceptable activities are participated in by the majority of them?
3. What activities would they like to participate in for which no facilities are provided?

It is felt that by evaluating the leisure time activities of the Physical Education Teachers, finding their interest and needs there is a possibility of motivating or educating the children of Houston to use wisely their leisure time.

It is also felt that this evaluation will awaken the physical education teachers to the importance of the selection of their leisure time activities.

And further inform them of the inadequacy of the facilities offered Negroes in Houston.

STATEMENT OF PROBLEM

How one chooses to use his leisure is as important as how he earns a living. Since leisure time affords opportunity for both physical and mental self-improvement.

The problem of improving the leisure time activities of the people of Houston, has long been of great interest. With the limited organizations and facilities offered for adults in Houston, questions become:

1. How do the Physical Education Teachers spend their leisure time?
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It is felt that by evaluating the leisure time activities of the Physical Education Teachers, finding their interest and needs there is a possibility of motivating or educating the children of Houston to use wisely their leisure time.

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SOURCES OF DATA AND METHODOLOGY

The material used in this study has been secured primarily from three distinct sources; (1) documentary data, such as books, Master's Thesis, Doctor's Dissertation, periodicals and newspapers; (2) questionnaires, and (3) Personal interviews.

In the routine of getting this data, every effort has been made to read and interpret all current material on the subject which was either similar or related. The questionnaires were taken to each subject and aid was given in having them properly interpreted and answered. At the same time in regular conversational manner, all pertinent questions were raised with subjects and discussed. This congenial and cordial manner afforded the opportunity for the interview which are recorded in the study.

PREVIOUS SIMILAR STUDIES: A great deal of research has not been done along the line of studying the leisure time activities of any group of individuals or teachers. Until time is allotted, it will be necessary to follow the statements and opinions of authorities in the field related to significance as to what one does with his leisure time.

Jackson made a study, An Analysis of Leisure Time Interest of Children, Teen-agers and Adults of the Oak addition, Pelly, Texas in which she concluded that:

The schools of Oak Addition furnish the major part of

leisure time activities for the children. The small amount of such activities received by adults was through the churches. There should be an all-out effort made to educate the children as well as the adults to find recreation with in the home rather than outside of it.⁴

Bradford, concluded in Constructive Activities For Hobbies And Leisure Time Enjoyment For Adolescents that it is the use of the leisure hour that helps the individual to develop along all lines. Never-the-less the broad views of life, knowledge, and love of the best things are gifts and fruits of leisure and hobbies they form.⁵

Williams concluded that life is a unity. Every individual is interested in some form of activity. It is the function of the community in which he lives to create environment in material, equipment and leadership that will allow for full expression of these interests.⁶

4

Jackson, Mary Chambers, An Analysis of Leisure Time Interest Of Children, Teen-Agers, And Adults Of Oak Addition

5

Bradford, Flossie E. Constructive Activities For Hobbies And Leisure Time Enjoyment For The Adolescents.

6

Williams, Percy M., The Wise Use Of Leisure

CHAPTER II
HISTORICAL BACKGROUND

Houston is fifty miles inland from the Gulf of Mexico at the head of a man-made ship channel. It sprawls across seventy-three square miles, a great, youthful, growing civic and commercial giant. The city combines major industrial developments with the culture and lush verdure of the South, and the enterprise of the West, plus a medley of pine trees, smoke stacks, huge moss-hung oaks.

Houston has become Texas largest city, with a population of 593,000¹ within its boundaries.

Houstonians have a wide selection of year-round recreational activities. Bays, bayous, rivers and the Gulf of Mexico^{are} all within fifty miles of its city limits. The city offers excellent fields for the sport^sman for less than twenty miles from down town Houston, rice fields attract large numbers of ducks, and shooting from blinds is excellent. Along the streams, and in many pools and ponds, ducks, geese and other waterfowl are numerous. Pole^{and} line fishermen sit in the shade of oaks along the streams and catch huge catfish. Deep-sea fishermen prefer the Gulf, where tarpon, kingfish and other game fish afford fine sport.

¹

Houston Post July 17, 1950

Within the city are sixty-four parks and playgrounds, covering 2,983 acres. Extensive development of these areas has made possible many types of recreation, from indoor games² to horseback riding, golf, target shooting, and swimming.

LEISURE TIME ACTIVITIES FOR NEGROES IN HOUSTON

The city of Houston with its numerous play ground and recreation centers, offers limited facilities for its 86,302³ Negroes, of which 40,482 are males and 45,820 are females. These 86,302 people must seek their amusement from only a few sources, namely the parks, government housing projects, Young Women's Christian Association, Young Men's Christian Association, theatres and libraries.

All leisure time activities supported by city tax funds are offered the year round, except swimming; which is available only during the summer months. These activities under the supervision of the Houston Park and Recreation Department are offered in six centers⁴. Namely: Emancipation Park, Finnigan Park, Kelly Courts, Cuney Homes, Julia C. Hester House, and The Colored Carnegie Branch of The Houston Public Library.

² Bureau of Research in the Social Science of University of Texas, Houston A History and Guide. p. 7.

³ Sixteenth Census of the United States, Population, 1940, p104

⁴ Currllin, Alice Bruce, Community Welfare. p. 107

Other activities are offered by the Young Women's Christian Association, Young Men's Christian Association and the Houston Negro Theatres:

Delux-----	3303 Lyons Avenue
Dowling-----	2110 Dowling Street
Lincoln-----	Lincoln Building, Prairie Ave
Lyons-----	4036 Lyons Avenue
Park-----	2813 Dowling Street
Rainbow-----	907 West Dallas Street
Roxy-----	2737 Lyons Avenue

ORGANIZATIONS FOR LEISURE TIME ACTIVITIES

The Young Women's Christian Association which was organized in 1920, under the supervision of the War Work Council and sponsored by the Young Women's Christian Association, is located at 1419 Oak Street.

This organization has only three full time workers and little or no play space. It is housed in an old remodeled dwelling house. It's services are not only limited from the standpoint of an undermanned staff, but likewise inadequate recreational and social space.

The Young Women's Christian Association works chiefly with girls and women between the ages of twelve and thirty-five. It offers educational and recreational group programs. These include self-governing clubs of employed girls as well as school girls; the latter being known as Girl Reserves or Y-Teens. These clubs give experience in democracy, leadership, and social responsibility as well as fun and opportunity to develop and cement friendships.

Classes and interest groups in sports, physical exercises hobbies, current events, dancing, and similar subjects are offered. Special events including dances, game night, outings, lectures, and various social, recreational and educational gatherings are offered.

Located fifteen miles west of Houston on Tomball highway is a camp resort known as Camp Reposo, which is used for picnics, hikes, and parties.

These social and recreational affairs are given by interested groups, or clubs under the supervision of the Young Women's Christian Association.

During the thirty years this Branch has operated from five rented buildings-including residence and cafeteria: 806 Clay Street, 406 Saulnier Street, 506 Louisiana Avenue, 2104 Hutchins Street, and 1419 Live Oak Street. In 1945 land for a new site was bought. In 1947 a campaign for building was launched. As of today, building plans are complete, and construction is to begin this summer.

YOUNG MEN'S CHRISTIAN ASSOCIATION

The Young Men's Christian Association for Negroes in Houston is located at 1217 Bagby Street. The purpose of this organization is to promote the physical, mental and spiritual welfare of young men and boy's to emphasize reverence for God, responsibilities for the common good, respect for personality and the application of the Golden Rule in human relationships.

This organization is made up of boy's and men from the ages of eight to seventy years.

These groups meet in school rooms, neighborhood club houses, in club rooms, at the "Y" and in members homes. Each group is organized with its own leaders and other officers, and works on its own interests, problems, or needs.

Every member of every group is free to express himself as he sees fit. And members represent all religious faiths and nationalities, as well as all social economic conditions.

The "Y" cooperates with the home the schools, and other important agencies in the community. This program includes personal counselling, discussion, leadership training, recreational activities, thrift, citizenship, religious and social projects.

The recreational activities for these groups are quite limited, because of space and facilities. In the game room which is located in the Pilgrim Building they offer such activities as

pool, card games, checkers, dominoes, and handicraft. The "Y" also offers to its members an opportunity for participation in football, volley-ball, basketball, softball, and baseball. Thirty miles north of Houston on highway seventy-five at Springs, Texas is Camp Mayes, where hiking, camping, boxing, swimming, archery, and horse shoe is offered.

It is one of the group work agencies in the city rendering a service to the Negro population and receiving Community Chest support. It devotes its efforts to carry on the type of activities those for which there is a definite need.

The program is Cultural, Educational, and Recreational in nature. Adults are taking a more active part in this program than ever before, and many of the new facilities are primarily for adult use.

The following activities and facilities are available at Hester House. The enrollment and participation in club groups, classes and other activities, is not limited to persons living in Fifth Ward only. Hester House aims to serve Houston.

The auditorium will provide ample space for social dancing, folk dancing, Sunday Evening Host, indoor games, dramatics, community singing, family night, music appreciation, forums and banquets.

JULIA C. HESTER HOUSE

The Julia C. Hester House Incorporated is a community settlement house which was organized in 1934, after careful study by the council of Social Agencies, for the purpose of helping to meet the needs of Negroes in Houston. It is located at 2020 Solo Street in a densely populated area of fifth ward. It is one of the group work agencies in the city rendering a service to the Negro population and receiving Community Chest support. It devotes its efforts to carry on the type of activities those for which there is a definite need.

The program is Cultural, Educational, and Recreational in nature. Adults are taking a more active part in this program than ever before, and many of the new facilities are primarily for adult use.

The following activities and facilities are available at Hester House. The enrollment and participation in club groups, classes and other activities, is not limited to persons living in Fifth Ward only, Hester House aims to serve Houston.

The auditorium will provide ample space for social dancing, folk dancing, Sunday Evening Hour, indoor games, dramatics, community singing, family night, music appreciation, forums and banquets.

The club rooms will provide space for club meetings, arts and craft classes, the well-baby clinic, camera clubs, reading room, group discussions, cooking and canning classes and table games.

The grounds are used for softball, basketball, and space for active outdoor games for boy's girls, and adults.

The swimming pool is open every afternoon and night.

A small apartment wing adjoins the building, living quarters, for the park custodian which consist of living room, one bedroom, kitchenette and bath and is so arranged that the occupant may easily control the recreation building and playground.

This building provides recreational concrete facilities of various kinds-athletic and competitive games as well as numerous community activities such as parties, dances, club meetings, etc.

The swimming pool is a reinforced concrete pool of fan shape. It is 100 feet long over all and 55 feet wide at the deep end. The depth ranges from 3 feet at the shallow end to 10 feet at the deep end. It is equipped with two standard one meter diving boards.

FINNIGAN PARK

The construction of the beautiful auditorium gymnasium type recreation building for Finnigan Park at a cost of \$90,000 was started in March 1948 and completed in December, 1948.

This building consist of a large, well lighted combination auditorium-gymnasium, 48'-80', with 20'-30' raised stage off one end. Dressing rooms with toilets on each side of stage. The auditorium is of sufficient size to accomodate a basket ball court, office for playground director, athletic equipment storage room, clock check room.

A small apartment wing adjoins the building, living quarters, for the park custodian which consist of living room, one bedroom, kitchenette and bath and is so arranged that the occupant may easily control the recreation building and playground.

This building provides recreational concrete facilities of various kinds-athletic and competitive games as well as numerous community activities such as parties, dances, club meetings, etc.

The swimming pool is a reinforced concrete pool of fan shape. It is 105 feet long over all and 85 feet wide at the deep end. The depth ranges from 3 feet at the shallow end to 10 feet at the deep end. It is equipped with two standard one meter diving boards

CARNEGIE LIBRARY

The Colored Carnegie Branch of the Houston Public Library is located at 1112 Fredrick Street, it is a branch of the Houston Public Library and is supported from city taxes.

It is a substantial one-story and basement building of buff bricks with a green roof, completed in 1913. Walls are broken only by ample windows. A flight of steps at the entrance leads to a porticio between two large Doric colums which support a triangular facade. A small foyer and hall give access to the librarian's desk which commands the entire floor. The interior is finished in a buff trim, and the ceiling and wall panels are of lightly stained pine.

To the left is the children's room; to the right, the general reading room. Straight ahead is the reference room, partitioned from the main section by a glass screen. Down a stair-¹¹way at the extreme left is a lecture hall seating 250 people.

An appropriation of \$1,500 yearly was authorized by the city Council on March 20, 1911. Construction was started the following year, and the new library was dedicated on April 11, 1913.

A branch library for Negroes, Maintained in the Recreation House at Emancipation Park, was opened October 25, 1939. Bruce Stationed, on the campus of Bruce school, was established in 1935.

9

and one three meter diving board.

Finnigan park offers such activities as ping pong, arts and crafts, croquet, dominoes, checkers, card games, basketball, softball, volleyball, dramatics, folk and square dancing.

In 1939 a new field house was erected, and also a swimming pool was built. This park offers to the Negroes the same facilities and equipment as Finnigan with the exception of two tennis courts, which can only be used by day. It offers such other activities as ping pong, arts and crafts, croquet, checkers, card games, basketball, volleyball, dramatics, softball, and folk and square dancing.

EMANCIPATION PARK

Emancipation Park located at 3018 Dowling in Third Ward was organized in 1916. For thirty-two years this was the only park that offered recreation for Negroes in Houston. Nevertheless during this time recreational activities were offered in different areas on school grounds, but not on full time basis.

In 1939 a new field house was erected, and also a swimming pool was built. This park offers to the Negroes the same facilities and equipment as Finnigan with the exception of two tennis courts, which can only be used by day. It offers such other activities as ping pong, arts and crafts, croquet, dominoes, checkers, card games, basketball, volleyball, dramatics, softball, and folk and square dancing.

KELLY COURTS AND CUNNEY HOMES

The Houston Housing Authority was organized following the enactment of the United States Housing Act and the Texas Housing Authorities Law. The National Act provided erection of housing developments for the rehousing of slum dwellers in decent, safe and sanitary housing at a rent based on their annual income and not on space requirements. For Negroes we have two such projects: Cuney Homes which was the first of it's kind located in Third Ward 3260 Truxillo Road, consist of 564 dwelling units and housing approximately 2912 people. Kelly Courts located in Fifth Ward 1119 Grove Street, with 333 dwelling units and housing approximately 1340 people.

These two units offer recreational activities for the children as well as adults. These activities are under the supervision of Houston Parks and Recreation Department. Although the facilities are limited they are offered on an annual bases. Adults are offered classes in craft, sewing, wood carving, and square dancing.

TABLE I
FACILITIES FOR FULL TIME LEISURE ACTIVITIES

Name	Location	Facilities
Parks		
Emancipation	3018 Dowling	Field House Tennis Courts Recreation Room Swimming Pool Bath House
Finnigan	4900 Providence	Combination Auditorium Gymnasium Dressing Room Playground space for out-door activities
Religious Organizations		Club Room Pianos Camp Reposo
Young Women's Christian Association 1419 Live Oak Street		Use of all community facilities
Young Men's Christian Association 1217 Bagby		Game Room Camp Mayes Use of all community facilities
Settlement Houses		Recreation Room Playground space for out-door activities
Cuney Homes 3260 Truxillo Rd.		
Kelly Courts 1119 Grove Street		Recreation Room Playground space for out-door activities
Julia C. Hester House 2020 Solo Street		Club Room Game Room Combination gymnasium Auditorium Swimming Pool Special interest facilities Ground for softball, basketball and outdoor games basketball
Library		Children's Room Reading Room Lecture Hall, seating 250 people 9,681 books Branch Libraries Bruce School Finnigan Park
Carnegie 1112 Fredrick Street		

CHAPTER III

ANALYSIS AND INTERPRETATION OF PROBLEM

Group Study This study was made of twenty-five Negro Physical Education Teachers of Houston, Texas. Of which fourteen are male, and sixteen are female. Chronologically these people are between the ages of twenty-three and forty-five. This group includes men and women teaching on all levels except the elementary school. Due to the fact there are no special physical education teachers in the elementary school level, this study will include junior high schools, secondary schools, and college.

TABLE II

SCHOOLS INCLUDED IN THIS STUDY

College	Secondary	Junior High
Texas State University	Booker T. Washington	Burrus
	Jack Yates	Harper
	Phyllis Wheatley	

Since Phyllis Wheatley at this time is a Junior Senior High we have some teachers working in high school but teaching on junior high level.

The working hours of this group range from five and one half hours per day to ten hours per day. As shown in Table III.

TABLE III

WORKING HOURS PER DAY

	5½	6	7	8	9	9½	10	
Male	-	1	1		3	1	3	
Female	1	2	9		2	-	2	
Total	1	3	10		5	1	5	24

In this study we find that the leisure hours of the groups studied range from zero per week to forty-eight hours per week. As shown in Table IV.

TABLE IV

LEISURE HOURS PER WEEK

No of Hours Per Week	0	5	7	8	10	12	14	15	18	19	20	21	24	26	28	30	48
Male	-	1	-	-	1	1	1	1	-	-	-	1	1	-	1	-	9
Female	1	1	1	3	-	-	2	-	1	1	1	2	1	1	1	-	16
Total	1	2	1	3	1	1	3	1	1	1	1	3	2	1	2	-	25

Of the two groups we find the females have a total of 252 hours per week. While the males have a total of 177 hours per week. When combined we find that the physical education teachers of Houston, spend 429 hours per week in leisure time activities.

Professional Training Among these twenty-five teachers studied thirteen holding Bachelor Science Degrees, seven of them are majors in Physical Education. Three majors in Social Science. Two in Education, and one in Industrial Education.

There are eleven holding Master Degrees, seven of which have majors in Physical Education. The remaining four have majors in Education and minors in Physical Education.

With one Ph.D. whose major is Health and minor Education. As shown in Table V.

TABLE V
PROFESSIONAL TRAINING

No of Teachers	B. S.	M. A.	Ph.D.
25	13	11	1
Per Cent	52	44	4

Leisure Time Activities Engaged In: Of the twenty-five people contacted in this study fifteen females and nine males engaged in all types of activities physical, social, cultural, and recreational. While the other female engaged in physical, cultural, and recreational alone.

Thirteen females and five males budget their time and plan a program in advance for the activities which they wish to participate. Of the remaining seven, three females and four males do not.

TABLE VI

ACTIVITIES PARTICIPATED IN ACCORDING TO MAJORS AND NON MAJORS

<u>Activities</u>	<u>Majors</u>	<u>Non Majors</u>	<u>Percent</u>
Archery	7	2	36
Softball	17	4	84
Baseball	15	3	72
Badminton	13	5	72
Volleyball	17	6	92
Bicycling	9	1	40
Calisthenics	18	6	96
Tennis	14	0	56
Croquet	7	4	44
Fishing	13	4	68
Swimming	15	2	68
Football	4	1	20
Dancing			
Tap	6	2	32
Social	17	6	92
Folk	12	5	68
Ping Pong	15	4	76
Soccer	8	5	52
Roller Skating	6	5	44
Horseshoes	12	4	64
Hunting	8	2	40
Drawing and Painting	2	1	12
Dramatics	2	3	20
Music Listening	19	5	98
Movies	18	6	98
Card Games	17	4	84
Receptions, teas, parties	14	5	76
Athletic Contest	12	2	56
Church, Sunday School	16	6	88
Club Meetings	11	6	68
Committee Meetings	14	5	76
Radio	16	6	88

Of the twenty-five people in this study nineteen (19) of them have majors in physical education and six (6) do not. A percentage of seventy six (76). In the preceding table we note the participation in all activities is greater among the majors than non majors. With the exception of dramatics we have three (3) non majors as compared to two majors.

TABLE VII

ACTIVITIES PARTICIPATED IN ACCORDING TO SEX

Activities	Male	Percent	Female	Percent
	0	0	8	32
Archery	8	23	13	52
Softball	7	28	11	44
Badminton	3	12	15	60
Volleyball	8	32	15	60
Bicycling	1	4	9	36
Calisthenic s	9	36	16	60
Tennis	5	20	9	36
Croquet	3	12	8	32
Fishing	8	32	9	36
Swimming	7	28	10	40
Football	5	20	0	0
Dancing				
Tap	0	0	8	32
Social	9	36	14	56
Folk	1	4	16	64
Ping Pong	7	28	12	48
Soccer	2	8	11	44
Roller Skating	0	0	11	44
Horseshoes	8	32	8	32
Hunting	7	28	3	12
Movies	9	36	15	60
Card Games	7	28	14	56
Receptions, teas, parties	7	28	12	48
Athletic Contest	7	28	7	28
Church, Sunday School	8	32	14	56
Club Meetings	7	28	11	44
Committee Meetings	8	32	11	44
Radio	8	32	14	56
Drawing and Painting	0	0	3	12
Dramatics	0	0	5	20
Music Listening	9	36	15	60

Of the twenty-five people in this study sixteen (16) are females and nine (9) are males. A ratio of sixty four (64) to thirty six (36). We note in Table VII the participation in all activities except football and hunting its greater among females than males. And horseshoes and athletic contest being equal.

Socio-Economic Status Of Group Studied: The Socio-Economic status of any group is dependent largely on their name of making a living. Which will also determine the amount of leisure time one has as well as the type of activities he will participate in. In this study all subjects are professional workers. However, many of them are coaches as well as physical education. Which means that the coaches working hours would be greater than the teachers. In Table VIII is shown the socio-economic status of each individual.

TABLE VIII

SOCIO-ECONOMIC STATUS OF 25 PHYSICAL EDUCATION TEACHERS						
		M.P	F	D	FD	
25	25.9	25.5	1	6	6	
24	24.9	24.5	2	5	10	
23	23.9	23.5	3	4	12	
22	22.9	22.5	3	3	9	
21	21.9	21.5	3	2	6	
20	20.9	20.5	2	1	2	48
19	19.9	19.5	2	0		
18	18.9	18.5	2	-1	-2	
17	17.9	17.5	1	-2	-2	
16	16.9	16.5	3	-3	-9	
15	15.9	15.5	2	-4	-8	
14	14.9	14.5	0	-5	0	
13	13.9	13.5	1	-6	-6	-27
			n 25			

z Fd-21
Int -1
N 25
AM 19.5

Mean Score 20.22

In preceding table we find the largest score is 25. The lowest score is 13. The mean score is 20. 34.

Fourteen females and five males budget their finances to cover a well rounded program of activities. While four males and two females do not.

TABLE IX

CULTURAL ACTIVITIES ENGAGED IN

Cultural Activities	No Participating	Per Centage
Church	22	88
Sunday School	18	72
Club Meetings	17	68
Committee Meetings	19	76
Radio	22	88
Drawing, Painting	3	12
Dramatics	5	20
Music Listening	24	96

TABLE X

SOCIAL ACTIVITIES ENGAGED IN

Social Activities	No Participating	Percent
Movie	24	96
Card Games	21	84
Receptions, parties and teas	20	80
Athletic Contest	18	72
Dancing	22	88

TABLE XI

PHYSICAL ACTIVITIES ENGAGED IN

Physical Activities	No		Per	
	Participating		Cent	
	In	Out	In	Out
	School	School	School	School
Archery	7	2	28	8
Baseball	6	5	24	20
Badminton	16	8	64	32
Bicycling	1	10	4	40
Calisthenics	22	9	88	36
Croquet	6	8	24	32
Dancing				
Tap	9	3	36	12
Folk	15	6	60	24
Social	10	20	40	80
Fishing	-	16	-	64
Football	4	1	16	4
Horseshoes	15	5	60	20
Hunting	-	10	-	40
Ping Pong	18	12	72	48
Roller Skating	-	5	-	20
Soccer	17	3	68	12
Softball	20	4	80	16
Swimming	2	17	8	68
Tennis	6	13	24	52
Volleyball	23	8	92	32

Leisure Time Activities Preferred: The leisure time activities preferred by the physical education teachers of Houston, are music listening and movies, as shown by 96 per cent of the group. Volleyball is second with 92 per cent of the group participating, however, this participation is in the school. Out of the school only 32 per cent take part in this activity. Church, calisthenics and Social dancing is third with 88 per cent respectively. Table XII will show each activity and the per cent of the group participating.

Sunday school	78
Athletic contest	72
Ping pong	72
Swimming	68
Club meetings	58
Games	54
Reading	40
Cycling	40
Badminton	32
Trick dancing	32
Croquet	24
Baseball	24
Dramatics	20
Roller skating	20
Wrestling	20
Tap dancing	18
Drawing and painting	12
Soccer	12
Archery	8
Football	4

TABLE XII

PER CENT OF PARTICIPATION IN ACTIVITIES OFFERED

Activities	Per Cent
Music listening	96
Movies	96
Volleyball	92
Church	88
Calisthenics	88
Social dancing	88
Radio	88
Card games	84
Softball	80
Fishing	80
Receptions, parties, and tea's	80
Committee meetings	76
Sunday School	72
Athletic contest	72
Ping pong	72
Swimming	68
Club meetings	68
Tennis	52
Hunting	40
Bicycling	40
Badminton	32
Folk dancing	32
Croquet	24
Baseball	24
Dramatics	20
Roller skating	20
Horse shoes	20
Tap Dancing	12
Drawing and painting	12
Soccer	12
Archery	8
Football	4

TABLE XIII

PREFERRED ACTIVITIES-NOT AVAILABLE

Recreational Act.	No.	Percent
Golf	19	76
Bowling	16	64
Horseback riding	16	64
Ice skating	5	20
Hockey	3	12
Fencing	3	12
Roller skating	2	8
Pool	2	8
Sailing and Boating	1	4
<hr/>		
Cultural Act.	No.	Percent
Health clinic meetings	1	4
Workshops	1	4
<hr/>		
Social Act.	No.	Percent
Modern dancing	1	4

year and he or she no longer has such interest in the entire activities. As men seek a quiet or sedentary type of recreation.

The third factor is organization. During the interview with the subjects the writer noted that fifty six (56) per cent of the group would participate in such activities as tennis, ping pong, folk dancing, and bicycling if they could find other interested persons in their group to participate.

CHAPTER IV

SUMMARY AND CONCLUSION

Summary: This study has attempted to present some significant facts pertaining to the leisure time activities of the Negro Physical Education Teachers of Houston. And to point out the factors influencing these activities.

The main factor is that most of the physical education teachers are not practicing the fourth cardinal principle of education, which is worthy use of leisure time. The first principle that a decent civilization must promise; is leisure that is worth the living must come out of a work life that is equally worth living. If we are to teach our children to use wisely their leisure, we must set the pace for them.

The second factor influencing these activities is the age level of the group. After an individual reaches the thirty year mark he or she no longer has much interest in the active activities, he then seeks a quiet or sedentary type of relaxation.

The third factor is organization. During the interview with the subjects the writer noted that fifty six (56) per cent of the group would participate in such activities as tennis, ping pong, folk dancing, and bicycling if they could find other interested persons in their group to participate.

The fourth factor is lack of facilities. The facilities offered Negroes in Houston are inadequate for two reasons:

1. There are not enough facilities to accomodate the population.
2. The type of facilities offered do not meet the interest and needs of the group.

In collecting this data the writer found that the teachers participation in physical activities is greater in school than it is out of school. Which is due to the inadequacy of facilities in the community.

Conclusion: In view of the facts revealed in this study the writer concludes that the physical education teachers are not using their leisure time wisely. That the facilities offered should be more varied. That the teachers should organize a city recreation board and with the aid of those organizations already doing constructive work along these lines, help to strengthen and improve the facilities in the city. (There by offering facilities and equipment to meet the needs and interests of all the Negroes of Houston.)

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SURVEY OF LEISURE TIME ACTIVITIES OF NEGRO PHYSICAL EDUCATION

TEACHERS OF HOUSTON, TEXAS

Questionnaire

1. Name _____ Male _____ Female _____
2. Address _____
3. Name of school in which you work _____
4. Professional training
 Undergraduate Major _____ Minor _____
 Graduate Major _____ Minor _____
 Degrees held _____
5. How many hours do you work each day? _____
6. Approximately how many hours of leisure time do you have each week? _____
7. Do you budget your time (plan a program in advance) for the activities in which you wish to participate? _____
 a. Physical activities _____
 b. Social activities _____
 c. Cultural activities _____
 d. Recreational activities _____
8. Do you budget your finances to cover a well rounded program for physical, social, and cultural activities? _____

I Physical Activities

A. If you participate in any of the following activities, please check (✓) in the column showing whether it is in school or out of school.

	Where Participated		Would Participate but for the following reasons		
	In School	Out of School	No Facilities	Lack of Time	Other Reasons
1. Archery					
2. Softball					
3. Baseball					
4. Badminton					
5. Volleyball					
6. Bicycling					
7. Calisthenics					
3. Tennis					
3. Croquet					
0. Fishing					
1. Swimming					
2. Football					
3. Dancing					
a. Tap					
b. Social					
c. Folk					
4. Ping Pong					
5. Soccerball					

- 16. Roller-Skating
- 17. Horseshoes
- 18. Hunting

19. List any others that are not listed in which you participate.

- 1. _____
- 2. _____
- 3. _____

20. List any others that are not listed in which you would like to participate if you had the time and facilities.

- 1. _____
- 2. _____
- 3. _____

II Social Activities

If you participate in any of the following social activities, please check (✓).

- 1. Movies
- 2. Card games
- 3. Receptions, teas, parties
- 4. Athletic contest
- 5. Dancing

6. List any others in which you are taking part, but are not listed.

- 1. _____
- 2. _____

7. List any others that are not listed in which you would like to participate if you had the time and facilities.

- 1. _____
- 2. _____
- 3. _____

III Cultural Activities

I If you participate in any of the following activities, please check (✓).

- 1. Church, Sunday School
- 2. Club Meetings
- 3. Committee Meetings
- 4. Radio
- 5. Drawing, Painting
- 6. Dramatics
- 7. Music, Listening

8. List any others which you participate in that are not listed.

- 1. _____
- 2. _____
- 3. _____

9. List any others that are not listed in which you would like to participate if you had the time and facilities.

- 1. _____
- 2. _____
- 3. _____

There are certain facilities for recreation which your community does not have. List in the order of preference those you prefer.

- 1. _____
- 2. _____
- 3. _____

SIMS SCORE CARD FOR SOCIO-ECONOMIC STATUS
Form C

Score.....

1. Name.....
2. Age.....Years and.....Months
3. Grade..... Date.....
4. Have you spent two years in any grade?.....If so, what grades?.....
5. Have you skipped any grades?.....If so, what grades?.....
6. Home address: City..... State.....
7. How many years have you lived in this town?.....
8. Have you attended schools in any other towns?.....If so, name them.....
9. Name of your School.....

Don't answer any of the questions below until you are told what to do.
If you have brothers or sisters in this school, write their names and grades on these lines:

Name..... Grade.....

Name..... Grade.....

In the Following Questions Underline the Correct Answer:

Are you a Boy? a Girl? (Underline correct answer)

Are you living at home with your parents?.....Yes No

Are you living in the home of someone else, such as a relative, adopted parent, guardian, etc.?.....Yes No

Are you living in an institution, such as an orphan asylum or a home for children?.....Yes No

Underline the Right Answer

1. Have you a telephone in your home?.....Yes No
2. Is your home heated by a furnace in the basement?.....Yes No
3. Do you have a bathroom that is used by your family alone?.....Yes No
4. Do you have a bank account in your own name?.....Yes No
5. Did your father go to college?.....Yes No
6. Did your mother go to college?.....Yes No
7. Did your father go to high school?.....Yes No
8. Did your mother go to high school?.....Yes No
9. Does your mother (or the lady of the home in which you live) regularly attend any lecture courses of which you know?.....Yes No
10. Do you have your own room in which to study?.....Yes No
11. Do you take private lessons in music?.....Yes No
12. Do you take private lessons in dancing?.....Yes No
13. Does your mother belong to any clubs or organizations of which you know?.....Yes No
If you know of any, write the name of one of them on this line (.....)
14. Do you belong to any organizations or clubs where you have to pay dues?.....Yes No
If you do, write the names of the organizations that you belong to on these lines (.....
.....
.....)
15. Does your family attend concerts?
Never Occasionally Frequently
16. Where do you regularly spend your summers?
At Home Away from Home
17. How often do you have dental work done? (Underline only one)
Never When Needed Once a Year Oftener

18. How many servants, such as a cook, a housekeeper, a chauffeur, or a maid, do you have in your home?

None One Part Time One or More All the Time

19. Does your family own an auto which is not a truck?

None One Two or More

If your family does own an auto, write the make of the auto on this line (.....)

20. How many magazines are regularly taken in your home?

None One Two Three or More

If any are taken, write the names of three of them—or as many as are taken—on these lines (.....
.....)

21. About how many books are in your home? (Be very careful with this one. A row of books three feet long would not have more than twenty-five books in it.)

None 1 to 25 26 to 125 126 to 500 More

22. How many rooms does your family occupy?

2 3 4 5 6 7 8 9 10 11 12 More

How many persons occupy these rooms?

2 3 4 5 6 7 8 9 10 11 12 More

23. Write your father's occupation on this line (.....)

Does he own Part All None of his business? (Underline)

Does he have any title, such as president, manager, foreman, boss, etc.?..... **Yes** **No**

If he does have such a title, write it on this line (.....)

How many persons work for him? (Underline the right number)

None 1 to 5 5 to 10 More than 10

Total Credits..... + No. Answered..... = Score.....