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A Survey Of The Health And Physical Education Program In Negro Colleges And Universities Of Texas

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A SURVEY OF THE HEALTH AND PHYSICAL EDUCATION
PROGRAM IN NEGRO COLLEGES AND
UNIVERSITIES OF TEXAS

TANKSLEY

1950

A SURVEY OF THE HEALTH AND PHYSICAL EDUCATION PROGRAM
IN NEGRO COLLEGES AND UNIVERSITIES OF TEXAS

By

Hassell Tanksley

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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DEDICATION

To my wife and sons. I shall forever be indebted to my wife for her steadfast faith, her unselfish devotion, and her wise judgment. To my mother for her devotion toward me while I was at work.

ACKNOWLEDGMENTS

The writer wishes to express appreciation to the administrators of Health and Physical Education in the Negro Colleges and Universities of Texas for their cooperation in this study, and to the librarians of Prairie View Agricultural and Mechanical College and Southern Methodist University. Grateful acknowledgment and sincere appreciation are extended to Coach W. J. Nicks, Head of the Department of Health and Physical Education at Prairie View Agricultural and Mechanical College, whose patience, wise counsel, and able assistance in directing this study have made it a pleasant and profitable experience.

Hassell Tanksley

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CHAPTER I
INTRODUCTION

The history of physical education provides data from which one may compare not only the methods and results but, also the importance and influence of physical education in the past with that of the present.

To begin at the beginning of the history of physical education is to examine modern primitive society. Physical perfection is the only feature in primitive life that is comparable or superior to that of civilized man.¹ This perfection among the savages was attained through daily activities, including mild labor, search for food, dancing and games.

The primitive tribes considered dancing a serious activity to evoke good will and favors of deities or demons. The leading forms of the primitive dance are the pantomime, the war dance, the initiation dance. The steps are usually taken from nature, like the walk or leap of the deer, the swaying of the palms, the writhing of the snake.

The instinct and opportunity to play have been more pronounced among primitive people than among those of civilized nations.

Civilization has practically taken away the body building labor of the primitive man.²

¹ Rice, Emmitt A., A Brief History of Physical Education, p. 3.

² Ibid., p. 7.

Physical education had no place in the lives of the masses in China and India, the oldest civilization, perhaps, in the world.¹ The children of China and India did, in all probability, play games of their own invention in the emulation of the elders, but as nations there were no sports or systems of physical education. The nearest approach to sports was kite-flying.²

The Egyptians, Assyrians, Babylonians, and Hebrews were unhamp-ered by the mystic philosophies and ancestor worship that dominated India and China and caught the spirit of progress, achievement, and national expansion. This spirit of progress was conducive to an active life on the part of the inhabitants, thus time was given either to labor or sports, and little time to meditation.

The monuments of these people are inscribed with pictures of wrestlers, swimmers, acrobats, ball players and dancers. These nations were excelled, however, by Greece and Persia in a nationwide program of games and physical education.³

In the Seventh Century before the Christian era the Persian and their kinsman, the Medes, formed the greatest nation of Indo-Europe. They were rugged, industrious, religious and progressive people. The astonishing successes in battle under Cyrc the Great were due in large measure to the education of the Persian youths.

¹Rice, Emmitt A., op. cit., p. 7.

²Stewart, Culin, "Games Of The North American Indians." Report of the Bureau of American Ethnology, 1902-1903. Washington, Government Printing Office, p. 31.

³Leonard, Fre E., History of Physical Education, p. 2.

Persian education was primarily moral and physical. The boys were taught to shoot the bow, to ride and to speak the truth. During hunts the boys were taught to endure extremes of heat and cold and to make forced marches of long duration on a limited amount of food. The Persians failed to take into consideration the values of intellectual, industrial and scientific training and general education of the masses: and as a result wealth, tyranny, vice, and corruption so weakened the army and destroyed the stamina of the nation that when Alexander invaded Persia in 334 B. C. he found nothing. The Persians failed to build or preserve a mighty empire.

Background of Physical Exercise

One of the earliest efforts to secure a place for physical exercise in the daily program of schools was made in Boston by Superintendent Nathan Bishop. In 1852 he reported:

In addition to the exercise allowed at the time of recess each half day all the younger children need provision for some gentle exercise as often as once in every half hour, such as riding walking, marching accompanied with such motions of the arms as would tend to give fullness to the chest.¹

The following year a rule was passed in Boston requiring every child to have some form of physical exercise or gymnastics daily. This rule was rarely enforced. In fact physical education or exercise was not practiced in Boston schools until 1860. Several other cities made efforts to organize a system of physical training in the fifties, but on account of the lack of funds and facilities, and trained teachers they were unable to make any definite progress. In 1860 the Lewis System of calisthenics was introduced in a private school in West Boston

¹

Rice, Emmett A., op. cit., p. 224.

Massachusetts.

Education as a whole has been completely reorganized in the past seventy years. The original function of the school was to give narrow intellectual education. The remainder of education went on as a natural process in the home and community. The school, therefore, was forced to assume many new functions and to incorporate into the curriculum many new subjects. Physical education through its fundamental activities has become one of the main units in our present school organization.¹

Present Trends of Physical Education

Recent legislation as well as the natural evaluation of programs of physical education is forcing all who are responsible for pupil's physical activities to turn their attention more and more to the present trends of physical education. In March 1929 the legislature of the State of Texas passed a bill which became a law September 1, 1930 stating that physical education courses approved by the State Department of Education shall be taught in the public schools of Texas. At the time of this enactment thirty other states had similar laws that were passed during the decade following World War I. In June 1932 the State Department of Education in Texas greatly increased the standard in physical education. It seems necessary then to know the recent trends that prevail among the various states in order to construct a program that will not only conform to the conservative demands of the state, but will also include the best features of the school systems administered by the more progressive educators of authority in any state.

¹

Coleman, Louise A., "The New Emphasis On Physical Education In The American School." Unpublished Masters Thesis, Southern Methodist University, Dallas, Texas.

Unless this is done the program of the present, especially as related to physical equipment may become so obsolete in such a short time that administrators and physical educators will find themselves embarrassed in this effort to meet the demands of new situations.

Importance of Physical Education

Before undertaking to present the evidence that should indicate the value and status of physical education in Texas it would be well to consider why physical education is so important.

Physical education has come to occupy an important place in the United States. It is no longer merely a subject in education, but it is a field of education itself. It is the way of education. It has the same purpose as the entire system of public school education: that of developing the individual according to his need, interest, and capacities through activities which will assure complete, physical mental, social development. It is the first outstanding educational objective which will assure complete, physical, mental, and social development. It is the first outstanding educational objective which the Commission on Reorganization of Secondary Education lists in their Seven Cardinal Principles.¹

The Commission emphasizes the importance of health and physical education when it says:

"The school should provide health instruction, inculcate health habits, organize an effective program of physical activities, regard health needs in planning work or play, and

1

Bureau of Education, published 1918, No. 35. "Cardinal Principles of Secondary Education."

cooperate with home and community in safe-guarding and promoting health interest."

Educators are beginning to realize that physical education is no longer a trailer subject in education.

Measurement and Evaluation of Physical Education

The measurement and evaluation of a program of physical education means giving some idea of its quality, amount and value or adequacy. Any definition or explanation of this problem might properly involve such major questions as the following: How can the existing program be measured and evaluated effectively? What are the present health and physical education practices in Colleges? Should present procedures, methods and techniques be justified or modified? Are the present programs standard? Do the programs show that they are undergoing revision along with other programs of the school?

The major question might be further sub-divided into the following minor questions: Do the programs make arrangements for good business management and adequate finance? Are trained teachers provided? Are facilities and equipment adequate? Are the organization and administration of the programs and activities properly executed? This study will attempt to answer such questions and thereby indicate the present status and development of health and physical education in Colleges and Universities of Texas.

The nature and importance of health and physical education in the programs of the Colleges and Universities of Texas are probably misunderstood. This misunderstanding is due perhaps not only to the fact that the public is not educated to an appreciation of what the programs contain but, also the fact that most of the subjects in the curriculum are

generally ranked above physical education. Physical education should be a required subject and should rank with any subject in any school.

Aim of Physical Education in Colleges and Universities

The aim of physical education in colleges and universities should comply with the aim of all education. There should be specific objectives and goals stated to meet the interests, needs, and abilities of boys and girls of college age. The physical condition of each student should be determined by the use of a complete battery test. The program of activities offered should be arranged to meet the needs of each student as revealed by the results of these tests.

The content of physical education programs for college women should include the diagnostic and appraisal procedures necessary to determine the needs of each student. In college there should be a separate program for women and men. For women, opportunities should be provided for each individual to participate in activities suited to her interest and needs. Classes in individual gymnastics, in recreational sports such as archery and quoits, sports that require mild activity: in major sports such as basketball and hockey which require vigorous activity, strenuous recreational sports, such as tennis and handball, swimming and water sports are necessary. The program should provide for outing activities, such as horseback riding, camping and skating.

For a health and physical education college program for men an unpublished study by R. J. Kutler of Kenyon College, of the physical education program for men in a group of colleges have been recognized as having a good program of physical education by arriving at the following conclusions.¹

¹Sharman, Jackson R., Introduction to Physical Education, p. 158.

1. That medical examinations are given in most cases.
2. Sectioning is done to a certain extent through the results of medical examinations.
3. Special classes are provided for men who are physically unfit to take part in regular physical education program.
4. Physical education requirement is universal, running from one to three years.
5. In most cases guidance through regular coaches is afforded in most sports.
6. Corrective work is given to men who show particular bodily defects.
7. Most schools not only encourage but insist on a free selection of sports for detailed study.
8. In most cases credit is given toward graduation.
9. The final grade in most cases is based on achievement, attendance and spirit.
10. In most cases sectioning is done according to achievement, attendance and previous experience.

Purpose

The purpose of this study as has already been indicated is two-fold: First, to evaluate or measure objectively the elements of the health and physical education programs of the Negro Colleges and Universities of the State of Texas. This will also show what has been done in the field of health and physical education as a result of this new conception of education. Second, to present materials portraying all the numerous elements of these programs.

To day there has arisen an entirely new situation which involves the contributions the Colleges and Universities can make toward helping the individual to live usefully and happily in institutions where it is necessary that the program of study and learning experiences be adjusted

to meet the needs of the individual as in health and physical education.

Scope

The nature and purpose of this study -- A Survey of the Health and Physical Education Program in the Negro Colleges and Universities of Texas.

The author will attempt to find the existing conditions in order to determine the findings and compare only the health and physical education program.

Delimitation

The writer has limited this study to eleven Negro Colleges and Universities in the State of Texas and to the Undergraduate division of the Colleges.

No attempt will be made to exhaust all the literature in the chosen field. However, a sufficient amount of the printed production will be analyzed in order to further an understanding of the entire chain of events connected with the development of modern science or standards of physical education.

Method of Procedure

The questionnaire method of research was used, since it is found to be one of the most widely and accepted methods.

Other sources for securing information were used such as textbooks written by leaders and authorities in the field of Health and Physical Education.

CHAPTER II

SURVEY OF RELATED LITERATURE

The writer did not find similar studies on the college level. These comparative studies were on the secondary level. The questionnaire method of research was found to be one of the most widely and accepted methods.

In order to determine the trend or status of the Health and Physical Education Program in the Negro Colleges and Universities of Texas it is only necessary to compare the qualification of teachers, curriculum, activities and facilities.

An Evaluation of Physical Education Programs in Texas High Schools

Foster,¹ in his study of the evaluation of physical education in Texas, found that a standard program of health and physical education was badly in need. This study also shows that physical education was not being given equal recognition with other subjects in the curriculum. There was also poor administration in the field of physical education.

A Survey of Physical Education in the Senior High Schools of Harrison County, West Virginia

Stanley Jeranko,² in his study of physical education in West Virginia found that only fifty per cent of the teachers were certified.

¹Foster, J. D., "An Evaluation of Physical Education in Texas High Schools," pp. 47-51.

²Jeranko, Stanley, "A Survey of Physical Education in the Senior High Schools of Harrison County, West Virginia," p. 42.

Most of the schools had a corrective program. This study also revealed that 91.67 per cent of the schools had a required physical education program. Ninety-one and sixty-seven hundredth per cent gave credit toward graduation.

A Survey of Physical Education for Boys in the Secondary Schools of Logan County, West Virginia

This study of physical education for boys in the secondary schools of Logan County in West Virginia was confined strictly to boys' activities. Baylous,¹ found that the health and physical education facilities were extremely poor. None of these schools in this study conducted a corrective program for the handicapped and only two schools required physical education. This study also revealed that most schools limited their physical education programs to basketball, volleyball, softball, and touch football.

A Survey of the Program of Health and Physical Education for Girls in the Senior High Schools of District 4 of Texas, Texas State Teachers

Smith,² in her study of the conditions of health and Physical education in District 4 of the Texas State Teachers Association confined her attention strictly to girls' activities. This study reveals that only twenty-two per cent of the schools had health and physical education programs that were approved by the State Department of Education. More than half of these schools did not require health and physical education for graduation.

Baylous, A. D., "A Survey of Physical Education for Boys in the Secondary Schools of Logan County, West Virginia", p. 12.

Smith, Lola E., "A Survey of the Programs of Health and Physical Education for Girls in District 4 of Texas State Teachers Association," p. 16.

CHAPTER III

ANALYSIS OF DATA

In order to compare the health and physical education program in the Negro Colleges and Universities of Texas a questionnaire was prepared and sent to eleven Colleges and Universities. Only nine of these Colleges complied with the questionnaire. The questionnaire covered the following general topics:

1. Number of students enrolled
2. Qualification of teachers in physical education
3. Enrollment of major and minor students in physical education
4. Courses for degrees in physical education
5. Type of intra-mural program
6. Facilities
7. Program of activities

The Colleges and Universities investigated in this study varied in enrollment from 476 to 2,274, with a grand total of 8,643. Six and six tenths per cent of this enrollment were majors, while 1.2 per cent of this enrollment were minors.

This study also revealed that only one University had a separate department of Health and Physical Education, and the only one that offered a major in Health Education, namely, Texas State University.

The teacher who devotes all of his time to health and physical education should have majored in this field. Good teaching demands

adequate preparation.¹

This study reveals that the smaller colleges were understaffed with one masters or two bachelors and one masters degree, yet offering majors and minors in the field.

TABLE I

DISTRIBUTION OF COLLEGE ENROLLMENT FOR 1948-1949

Colleges	Student Enrollment
Jarvis College	476
Samuel Huston	495
Paul Quinn College	578
Tillotson College	634
Bishop College	785
Wiley College	793
Texas College	829
Prairie View A. & M. College	1,770
Texas State University	2,274
Butler College	No reply
Mary Allen College	No reply

Of the nine Colleges and Universities replying to the questionnaire only two Colleges reported employing as many as six persons with masters degrees in Physical Education and one part-time teacher, making a total of seven teachers in the department. These are Prairie View

¹Williams, J. F. and Brownell, C. L., Administration of Health and Physical Education, p. 230.

A. & M. College and Texas State University. The Health Department, a separate one, having six masters in Physical Education and one Ph.D., is found at Texas State University.

TABLE II

QUALIFICATION OF TEACHERS IN HEALTH AND PHYSICAL EDUCATION

Colleges	Degrees				Total No.
	B. S.	M.S	Ph.D.	Part-Time	
Texas State University	0	6	1	0	7
Prairie View A. & M. College	0	6	0	1	7
Tillotson College	2	3	0	0	5
Bishop College	1	2	0	0	3
Texas College	1	2	0	0	3
Wiley College	1	2	0	0	3
Samuel Huston College	2	1	0	0	3
Jarvis College	0	1	0	0	1
Paul Quinn College	0	1	0	0	1
Butler College			No reply		
Mary Allen College			No reply		

The Colleges and Universities investigated in this study had an enrollment of majors and minors in physical education ranging from 24 to 233, thus making a grand total of 670 majors and minors in health and physical education. The total enrollment of majors and minors in physical education were found to be very low for four year accredited colleges.

TABLE III

ENROLLMENT OF MAJOR AND MINOR STUDENTS IN PHYSICAL EDUCATION

Colleges	Majors	Minors	Total
Tillotson College	24	11	35
Samuel Huston College	25	15	40
Wiley College	26	0	26
Texas College	30	12	42
Bishop College	50	20	70
Paul Quinn College	65	30	95
Texas State University	126	0	126
Prairie View A. & M. College	223	10	233
Javis College	0	3	3
Butler College		No reply	
Mary Allen College		No reply	

In recent years considerable emphasis has been placed upon the course of study in physical education.

It is the writer's opinion that since physical education is a scientific field dealing with the structure and function of the body, courses in science should be the basis of the field and should be included in order to pursue a degree in physical education.

A study of Table IV will attempt to compare the courses of study offered in the Negro Colleges and Universities of Texas to obtain a degree in Physical Education.

TABLE IV

COURSES FOR DEGREE IN PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES FOR NEGROES IN TEXAS

Courses	Prairie View Coll.	Wiley Coll.	Texas Coll.	Bishop Coll.	Tillotson Coll.	Samuel Huston Coll.	Javis Coll.	Paul Quinn State Coll.	Texas State Univ.	Butler* Coll.	Mary* Coll.
Admr. of Physical Education		x									
Anatomy of Physiology	x			x		x	x	x			x
Chemistry											
Coaching							x				x
Coaching of Major Athletics									x		
Coaching of Major Sports											x
Coaching and Officiating											
Coaching and Officiating Major Sports											
Community Recreation											
Corrective Physical Education											
First Aid											

TABLE IV (cont'd)

Courses	Prairie View Coll.	Wiley Coll.	Texas Coll.	Bishop Coll.	Tillotson College	Samuel Huston Coll.	Javis Coll.	Paul Quinn Univ.	Texas State Univ.	Butler* Mary* Coll. Allen
First Aid and Safety Education			X							
Folk, Aesthetic and Clog Dancing					X	X				
Gymnastics	X									
Health Education					X	X	X			
History of Physical Education							X			
Hist. and Orientation of P. E.					X					
Hist. and Principles of P. E.	X		X			X			X	
Human Physiology										X
Hygiene	X									
Intramural Athletics	X									
Intramural Sports					X					
Introduction to Physical Ed.	X	X	X	X		X			X	X
Kinesiology								X		
Kinesiology and Corrective P. E.										X

TABLE IV (cont'd)

Courses	Prairie View	Wiley Coll.	Texas Coll.	Bishop Coll.	Tillotson College	Samuel Huston Coll.	Javis Coll.	Paul Quinn Univ.	Texas State Univ.	Butler* Mary* Allen
Materials and Methods in Health Education			X						X	
Methods in Health Education								X		
Methods in Physical Education		X		X			X			
Methods of Teaching Physical Education	X		X							
Observation and Practice Teaching of P.E.			X							X
Organization and Administration of P. E.	X		X	X	X					
Personal Health								X		
Personal Health and Community Hygiene			X							
Personal and Community Hygiene								X		
Personal Hygiene				X			X		X	
Physiology of Exercise										X
Practice Teaching	X									
Prevention and Care of Injuries										X

TABLE IV (cont'd)

Colleges	Prairie View	Wiley Coll.	Texas Coll.	Bishop Coll.	Tillotson College	Samuel Huston	Javis Coll.	Paul Quinn	Texas State Univ.	Butler* Coll.	May* Allen
Principles of Health Education	x	x						x			
Recreational Leadership					x						
School and Community Health			x								
Test and Measurements	x	x				x					
Test and Measurements in Physical Education			x	x	x				x		
Theory Methods and Practices of Physical Education						x					
Theory of Coaching		x									
Zoology	x										

* Did not reply

It is the writer's belief that if physical education is taught on a scientific basis it will contribute more to the ultimate goals of general education than any other subject in the curriculum.

Of the nine Colleges and Universities replying to the questionnaire all of them attempted to carry on some kind of intra-mural program.

As a general rule, this intra-mural participation of today is too sporadic and unregulated to secure the best results in developing health. The intra-mural program should have a definite place in the curriculum of all schools. The intra-mural program should be highly organized, flexible and interesting in order to attract the attention of all eligible students.¹ Students who participate in the intra-mural program usually do so on a voluntary basis.

A well organized program will contribute much to the recreation of students. The program will contribute broad social contacts: group spirit, better health, body prowess and the development of better material for varsity athletic teams are all out-growths of a well rounded program.

Table V reveals that all of the schools in this investigation have intra-mural programs. These programs were classified as to Class, Clubs, Dormitory, Independent and Fraternities.

Out of the nine Colleges and Universities replying to the questionnaire four of the Colleges conducted their intra-mural program by Fraternities and Clubs. Four conducted the program by Class and Clubs. One conducted its program independently. Fraternities, Clubs and independent methods serve the purpose of the program best due to the fact they

¹ Mitchell, Elmer D., Intra-Mural Sports, p. 21.

get the masses of student participation. However, all of these plans of organization depend largely on the location, size of the College and the interest of the students.

TABLE V

DISTRIBUTION OF COLLEGES AS TO INTRAMURAL PROGRAMS, TYPE INCLUDED

Colleges	Location	Program	Kind
Wiley College	Marshall, Texas	Yes	Fraternities and Clubs
Bishop College	Marshall, Texas	Yes	Class and Clubs
Jarvis College	Hawkins, Texas	Yes	Class and Clubs
Paul Quinn College	Waco, Texas	Yes	Class and Clubs
Prairie View A & M College	Prairie View, Texas	Yes	Independent
Samuel Huston College	Austin, Texas	Yes	Fraternities and Clubs
Tillotson College	Austin, Texas	Yes	Fraternities and Clubs
Mary Allen College	Crocket, Texas	No reply	
Texas State University	Houston, Texas	Yes	Class and Clubs
Texas College	Tyler, Texas	Yes	Fraternities and Clubs
Butler College	Tyler, Texas	No reply	

Table VI shows the Colleges and Universities having gymnasiums and permanent equipment listed in the questionnaire. Of the Colleges replying to the questionnaire, five of them had gymnasiums. Only one of the Colleges used the gymnasium for auditorium purposes. This investigation also

reveals that none of the Colleges had a separate gymnasium for girls and boys.

Permanent equipment listed in the questionnaire such as Piano, Chinning Bars, Balance Bars, Rings, Spring Boards, Victrola, Sclaes, Mats, Parallel Bars, was badly in need in most of the Colleges. Only one school had all of the equipment listed in the questionnaire: Texas State University.

Three of these colleges have no gymnasium and no permanent equipment. In order to have a well rounded Health and Physical Education program, it is the writer's belief that a gymnasium with adequate facilities and bonifide teachers are needed. The gymnasium and equipment should conform to the program desired. The best constructed apparatus, usually proves most satisfactory. All schools need appropriate indoor play areas. These areas take the form of gymnasiums or playrooms.

TABLE VI
GYMNASIUM AND PERMANENT EQUIPMENT

College	Gymnasium	
	Yes	No
Prairie View A. & M. College	x	
Wiley College	x	
Texas College	x	
Tillotson College		x
Sammel Huston College	x	
Jarvis College		x
Paul Quinn College		x
Texas State University	x	
Butler College	No reply	

A study of table VII will show the number of activities and the kind offered in each school.

The Colleges and Universities investigated in this study indicate that all of them participated in most of the activities listed in the questionnaire. None of the schools participated in golf. Only one participated in camping: namely, Tillotson College. Only one offered swimming: namely, Texas State University. Only three of the schools participated in handball: namely, Wiley, Samuel Huston, and Texas State University.

Of the nine Colleges and Universities replying to the questionnaire, schools participating in most of the activities were: Texas State University, 22; Samuel Huston College, 20; Wiley College, 20; Bishop College, 20; Tillotson College, 19; and Texas College, 19.

TABLE VII

PROGRAM OF ACTIVITIES IN NEGRO COLLEGES AND UNIVERSITION OF TEXAS *

Activity	Wiley Coll.	Bishop Coll.	Jarvis Coll.	Paul Quinn	Prairie View	Samuel Huston	Tillotson	Texas Coll.	Texas State Univ.
Softball	x	x	x	x	x	x	x	x	x
Volleyball	x	x	x	x	x	x	x	x	x
Tennis	x	x	x	x	x	x	x	x	x
Badminton	x	x	x	x	x	x	x	x	x
Handball	x					x			x
Archery	x	x			x	x	x	x	x
Squarsh Racket		x					x		x
Touch Football	x	x	x	x	x	x	x	x	x
Foul Shooting	x	x	x	x	x	x	x	x	x
Wrestling	x	x				x		x	x
Boxing	x	x				x		x	x
Camping							x		
Football	x	x	x	x	x	x	x	x	x
Track	x	x	x		x	x	x	x	x
Basketball	x	x	x	x	x	x	x	x	x
Golf									
Swimming									x
Baseball	x	x				x	x	x	x
Stunts	x	x		x	x	x	x	x	x
Tumpbling	x	x		x	x	x	x	x	x
Speedball	x	x	x	x	x	x	x	x	x
Soccer	x	x	x	x	x	x	x	x	x
Relay Races	x	x	x	x	x	x	x	x	x
Calisthenics	x	x	x	x	x	x	x	x	x

* Mary Allen College and Butler College did not reply

CHAPTER IV

SUMMARY, CONCLUSION AND RECOMMENDATIONS

A tabulation of the data obtained through a questionnaire sent to eleven Negro Colleges and Universities of Texas showed that the following facts were revealed: (1) Nine Colleges and Universities responded to the questionnaire with a total enrollment of 8,543. Of this enrollment 6.6 were majors in physical education and 1.2 were minors. (2) The smaller Colleges were understaffed, having one teacher in the entire department of Health and Physical Education. (3) All of the Colleges offered a major and a minor in Physical Education. (4) Texas State University and Prairie View Agricultural and Mechanical College and Tillotson had the largest number of qualified teachers in the Department of Physical Education. (5) The total enrollment of majors and minors seems to be very low for four year accredited colleges. (6) Courses of study were similar in all of the schools with one offering more courses in science than any other. This school was Prairie View Agricultural and Mechanical College. (7) Hours varied for majors in Physical Education as follows: Prairie View, 20 semester hours for a Bachelor of Science in Physical Education. Wiley College, 60 quarter hours for a Bachelor of Science in Physical Education. Texas College 45 hours for a Bachelor of Science. Tillotson College, 30 semester hours for a Bachelor of Science. Samuel Huston, 30 semester hours for a Bachelor of Science, Paul Quinn College, requires 30 semester hours for a Bachelor of Science in Physical Education. Texas State University, 20 semester hours for a Bachelor of Science degree.

Bishop College, 60 quarter hours for a Bachelor of Science degree in Physical Education.

Of the nine Colleges and Universities replying to the questionnaire all of them carried on some kind of intramural program. These programs were conducted on the basis of: Fraternities, Clubs, Class, Dormitory and Independent. Four schools conducted their programs by class and clubs and one conducted the program independently. Four conducted the program by class and clubs.

A study of Table VI showed that three of these Colleges could not carry on a well rounded health and physical education program due to the lack of equipment, facilities and teachers in the department.

Most of the Colleges had a large selection of activities with Texas State University participating in 98 per cent of the activities listed, including swimming. Swimming is taught at Texas State University by the use of the City's swimming pools in Houston, Texas.

Table VII reveals that only one school offered swimming, one offered camping and none offered golf.

If boys and girls have been given the proper instruction in physical education in high school, they will be best fitted or prepared to continue in several activities in which they have some skill, or carry-over that will help them to enjoy before entering college. Boys and girls would become more concerned with their leisure time and activities. The preparation for leisure time should be in harmony with the purpose of colleges and universities.

Today there has arisen an entirely new situation which involves the contribution the colleges and universities can make toward helping the

individual to live usefully and happily in the institution where it is necessary that the program of study and learning experiences be adjusted to meet the needs of the individual in health and physical education.

It is believed that the results of this study warrant the following recommendations:

1. All Colleges and Universities should have a gymnasium and swimming pool.
2. Standard equipment as named in the questionnaire should be purchased.
3. Golf, Swimming, Camping and handball should be taught.
4. Sufficient number of teachers should be employed to carry on a well rounded program of health and physical education.
5. Colleges and Universities should not use the gymnasium for auditorium purposes.
6. A separate gymnasium for boys and girls should be provided whenever necessary.
7. A man teacher for men and a woman teacher for women should be included in the program.

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APPENDIX

Prairie view J&M College
Prairie View, Texas
August 12, 1948

Director
Department of Physical Education

Dear Director:

I am making a survey of the Health and Physical Education Program of the colleges and universities in the State of Texas.

The study is being done in partial fulfillment of the requirements for the master degree in Physical Education at Prairie View J & M College.

I am sending the questionnaire in hope that it will be filled out by the departmental head or some designated person who is familiar with your work. You will find that it is very easy to fill out, the majority of the questions requiring "yes or no" answers or check marks. I think that you will find that it will require only a few minutes of your time to fill it out.

If your institution does not offer much of this type of service, please fill out those parts of the questionnaire which you can, in order that a true picture of the existing program will be given.

A self-addressed, stamped envelope is enclosed for your convenience in returning the questionnaire. I would greatly appreciate receiving your reply at an early date. A summary of the findings will be sent to those who request it.

May I take this opportunity to thank you in advance for your cooperation.

Very truly yours,

Hassel Tanksley
Investigator

PRAIRIE VIEW A. AND M. COLLEGE
Prairie view, Texas

A SURVEY OF HEALTH AND PHYSICAL EDUCATION PROGRAM
IN COLLEGES AND UNIVERSITIES OF TEXAS

Hassel Tanksley, Investigator

Mr. W.J. Nicks, Adviser

Directions: Please fill out the following questionnaire and return it as soon as possible to Mr. Hassel Tanksley Health and Physical Education teacher, Dunbar High School Ferris, Texas. A self addressed, stamped envelope is included for your convenience.

Would you like a summary of these findings? _____

1. Name of person filling out questionnaire _____ Date _____
Position _____
2. Name of Institution _____ Address _____
3. Type of institution _____
(State Univ., State Teachers College, Private Liberal Arts, etc)
4. Do you offer a B.S. degree in Physical Education? _____
5. Do you offer a M.S. degree in Physical Education? _____
6. Do you offer a degree in Health Education? _____
7. How many hours are needed for a degree in Physical Education? _____
8. Is Health Education required before graduation? _____
9. Is Physical Education required before graduation? _____
10. List the required courses for a degree in Physical Education _____
11. How many teachers are there in the Health and Physical Education department? _____
12. How many teachers have a graduate major in physical Education _____
13. Is the Physical Education department a seperate department? _____
14. Is the Health department a seperate department? _____
15. What is the present enrolment of Major students? _____
16. What is the present enrolment of minor students? _____
17. Check the highest degree earned by the head of the Physical Education department, A.B., _____ M.S., _____ Ph.D. _____
18. How many teachers have a graduate major in Health Education? _____

INSTRUCTIONAL:

19. Do you have a gymnasium? _____
20. Give the size of the gymnasium floor _____
21. Give the size of the Bleacher space _____
22. Do you have a special exercise room? _____ game room _____
23. Do you have a swimming pool? _____
24. Give number of showers _____ dressing booths _____
25. How many lockers? _____ Lavatories _____
26. What system of lockers do you have? _____

ADMINISTRATION:

27. Do you have an office? _____ Location _____
28. Are there showers and lockers for the instructors? _____
29. Do you have a storage room? _____ Give size _____

PERMANENT EQUIPMENT

Please check equipment

- | | |
|---------------------|---------------------|
| Piano _____ | Victrola _____ |
| Chinning Bars _____ | Scales _____ |
| Balance Beam _____ | Mats _____ |
| Spring Board _____ | Parallel bars _____ |
| Rings _____ | |

Please check The Activities Offered In Your Program.

- | | |
|------------------------|--------------------------|
| 30. Calisthenics _____ | 42. Soccer _____ |
| 31. Stunts _____ | 43. Speedball _____ |
| 32. Tumbling _____ | 44. Volley ball _____ |
| 33. Relay races _____ | 45. Tennis _____ |
| 34. Softball _____ | 46. Badminton _____ |
| 35. Baseball _____ | 47. Hand ball _____ |
| 36. Football _____ | 48. Archery _____ |
| 37. Track _____ | 49. Squash Racket _____ |
| 38. Basketball _____ | 50. Touch football _____ |
| 39. Golf _____ | 51. Foul shooting _____ |
| 40. Swimming _____ | 52. Wrestling _____ |
| 41. Camping _____ | 53. Boxing _____ |

DANCING:

- Tap dancing _____
- Folk dancing _____
- Esthic dancing _____
- Social dancing _____

54. Do you have an Intramural Program? _____
55. Is the Intramural program a part of the Physical Education program? _____
56. Do you have an Intramural director? _____
57. Check the following activities carried on in the Intramural Program. Baseball _____ track _____ Softball _____ Basketball _____ Golf _____
Swimming _____ Football _____ etc. _____
58. Plan of organization. Class _____ Club _____ Dormitory _____
Independent _____ Fraternities _____ etc. _____