

A STUDY OF TEACHER EFFECTIVENESS IN THE  
PHYSICAL EDUCATION PROGRAMS OF  
FRESNO, CALIFORNIA

by

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INTRODUCTION

One would expect the fact that there are numerous physical education teachers in ghetto or minority schools who are ineffectual. They seem to be lacking in certain essential qualities or characteristics that would enable them to get along better with their students and be more effective as physical education instructors. Some of the essential qualities are understanding of the problems existing at these schools, understanding of the background of the students themselves, and the ability to communicate with them.

Colleges and teacher training schools are turning out people who understand the theories of education, methods, and materials. However, they are not turning out people who are prepared to cope with the problems of ghetto teaching.

REVIEW OF THE LITERATURE

Despite the inadvisability of assigning beginning teachers to the most troubled schools of the inner cores or central cities, . . . many new teachers employed by large urban school districts are placed in such situations (2:7).

The problem that vexes the more experienced teachers are apparently either leaving or not getting them. Violence in minority and inner-city schools, increasing parental fervor for improved school programs and discipline of their young, and lack of student discipline are making the job of the instructor so difficult that failure is imminent whether the teacher is experienced or not (2:4).

## CHAPTER I

### INTRODUCTION

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The schools that need the more experienced teachers are apparently either losing or not getting them. Violence in minority and inner-city schools, increasing parental fervor for improvement in the school programs and education of their young, and lack of student discipline are making the task of the instructor so difficult that failure is imminent whether the teacher is experienced or not (2:4).

Elias Blake, Jr. states that "The teacher who is a skilled and fully competent professional has a good start on being in an integrated situation" (9:11). However, of prime concern is whether that teacher will be successful past the starting point. Dorothy Skeel, assuring that many teachers have unconscious racial prejudice, a lack of understanding of the background of their students, the inability to cope with the system, and overly sympathetic feelings, states that not every teacher is capable of fulfilling the role of the successful educator in a minority or inner-city school (6:13). There are definite problems indigenous to the minority school not generally experienced elsewhere, and any teacher functioning in such an area needs to undergo certain training for social readiness if he is to succeed (8:30).

Traditional training seems to produce instructors who can only expound on the techniques and materials of teaching (1:325). It appears that the failure lies primarily in conventional training institutions which do not truly prepare students for what they will actually encounter in the field.

#### Unique Aspects of Minority Students

Virgil A. Clift, in an article on disadvantaged youth, states his belief that there are characteristics differentiating these youths from the advantaged (10:13). He defines these characteristics as the "disabilities, handicaps, or disadvantages" that make acceptable educational functioning difficult or impossible (10:139).

Clift goes on to list numerous characteristics that he has found to be common among the disadvantaged youth that he has studied. These characteristics are noted to create a great deal of difficulty for the unprepared or ineffective instructor. He groups his findings under the headings of: (1) factors of personality, (2) factors of cognitive function, and (3) factors in relation to educational value (10:140). The acquisition of this self-image is the assumption of the roles of those with whom one interacts (4:142). The attitudes of others condition one's response to himself and to those persons responsible for the conditioning. If the results are negative self-esteem, or an inferiority complex, conditioning is responsible for the manner in which a person behaves and is the root of many problems faced by a teacher of minority students (4:143).

Since it is established that conditioning may be responsible for a student's behavior, it is wise to note some of the specific differences characterizing the student attending a minority school as opposed to the student attending an integrated school. The following list of weaknesses and strengths found to be in the disadvantaged and minority student was taken from a more exhaustive list compiled by Frank Reissman:

#### Weaknesses

1. Is slow at cognitive tests, but not stupid.
2. Appears to learn best through a physical approach.
3. Appears to be anti-intellectual, but appreciates knowledge as a means to an end.
4. Is traditionally superstitious.

5. Is not open to reason about beliefs.
6. Feels alienated from the general structure of society.
7. Blames others for his misfortunes.
8. Wants a better living, but not adaptation to the middle class way of life.
9. Is lacking in reading, communicative, interpretive, and auditory skills.
10. Values masculinity.

#### Strengths

1. Is not constrained by competitiveness or individuality.
2. Is generally cooperative, as an influence of the extended family.
3. Is free of self-blame.
4. Enjoys the members of his family.
5. Gains security from the extended family.
6. Enjoys games, music, sports, and cars (13:12-15).

These characteristics, if categorized by Clift, would mainly fall under groupings of cognitive function and factors in relation to educational values. Factors of personality, which could include the direct influence of the home, are generally ignored. Gertrude Noar does give more consideration to socio-economic factors and brings into play the importance of the family and the environment. She mentions the broken homes, financial impoverishment, poor housing, and the extended family as all having direct bearing on the manner in which a student acts and as being responsible for problems encountered in the school environment (5:1-2).



## Desirable Teacher Qualities and Practices

Marcus and Revlin in Conflict in Urban Education say that in order for any teacher to educate, he must play the role of a teacher. First, he must learn the various good qualities of a successful teacher and then take them on as his own in a conscious effort to be a teacher. They also give three basic guidelines to lead the teacher toward his goal. To play the role of the educator, they feel he must: (1) be an expert in his field, (2) exemplify the goals he wishes to instill in his students, and (3) establish a relationship of mutual trust and respect (3:56).

Levine and Doll proceed further and delineate, within Marcus and Revlin's general classifications, more explicit teacher behavior for effective teaching in minority and inner-city schools:

1. Recognizing, understanding, and taking into consideration the positive and negative, as well as the debilitating, conditions under which students from these areas live.
2. Experience with and knowledge of basic words, concepts, and facts pertinent to the lives of these students, and which influence instruction.
3. Interpreting student reactions at face value.
4. Recognizing the need not to frequently exhort students to succeed.
5. Keeping in mind that giving up on students breeds further discontent and depression.

6. Teaching correct usage as opposed to correcting faulty usage.
7. Giving sufficient attention to overcoming student insecurity.
8. Accepting nonteaching duties.
9. Controlling the drain on one's own physical and emotional energies (2:8-32).

There seem to be many views as to how the various good qualities for effective leadership can be obtained. Fantini and Weinstein believe that acquisition of these characteristics is possible through experience, inservice training, and group dynamics conducted by the individual school district (1:324). Specific channels for acquisition of essential qualities for successful ghetto school teachers are: (1) community speakers; (2) video tape and small group interaction; (3) excursions into the community; (4) sensitivity training; and (5) public materials, audiovisual aids, and psychologists (7:169-70, 1:324-5).

#### STATEMENT OF THE PROBLEM

This study represents an effort to gain insight into the unique problems of teaching physical education in minority schools. It attempts to identify and elaborate on certain qualities and techniques which may improve teacher effectiveness, and to determine if further study would be fruitful.

#### IMPORTANCE OF THE STUDY

##### National Focus

Due to recent national focus on racial problems, numerous attempts have been made to improve the lot of Black people. Urban riots,

political activity, and ever-expanding social programs have been the rule of the day. All three have been the means by which quality and equality of education were to be attained for the minorities. However, the fact still remains that these avenues have not succeeded. Riots are berated as a thing of the past; political activity is slow in accomplishment; and social programs are limited in outreach. Riots, politics, and programs have succeeded in making the American public aware of what is going on, but advancement spawned by these avenues of change is moving at a snail's pace in the face of impatience. The last step, doing something about the problem, is unfulfilled. Perhaps one reason for this is that studies which reach the public are not substantial enough to bring about action. It is hoped that this study will be effective along this line, for it is important that the public as well as educators know why education is failing in some minority schools.

#### Local Focus

Since the extent of the writer's experience with teaching in a minority school begins and ends with Fresno, California, it is noteworthy that all references are made within the context of this locality. This locale, being what it is, is like many other areas across the nation. It has its problems in education also. Out of seventy-five schools in the Fresno City Schools District, as many as forty-seven are declared as having a racial imbalance (16:1). Demands from the federal government to remedy the situation and bring about more integration came after the administration had already made its own attempts at a solution (17:1). Open enrollment within the district was established with the hope that

the Black and Mexican-American majorities of the West Side Community of Fresno would leave their areas and go to schools elsewhere. It was also hoped that the Anglo students from other parts of town would, in turn, leave their areas for the schools of the West Side Community. Unfortunately, this plan failed because few Anglo parents had enough knowledge and understanding of the people of the Black and Brown community to dispel their fears of their children being harmed physically. Neither were they optimistic about the quality of education their children were to receive. Nor did they desire to see their children off to so distant an educational institution, and few Black or Brown parents wanted to send their children off for this same reason. Studies revealed that only about three thousand children took advantage of this open-enrollment-voluntary busing procedure. Of those taking part, approximately 500 were from the West Side Community and 2,500 were from the Anglo areas, all branching out into various areas of Fresno, not just into the West Side Community. Of those Anglo students busing into other areas, approximately three hundred were attending the minority schools of West Fresno (17:1).

Next, the administration adopted the magnet school concept. The idea was to offer educational opportunities in West Side schools that could not be attained elsewhere. The existing program was drastically changed and enriched. It is a beneficial setup for any child, but few Anglo parents are taking advantage of it (15:2).

The fact that parents themselves are aware of inequality of education and are fearful of sending their children to the schools of highly minority-populated areas is proof enough that minority schools

pose a nonplussing situation. Citywide test score results show the disparity between the educational levels of the students of the many areas of town (14:1). The scores of Edison High students appear significantly lower in every respect. This is not a reflection of intellectual capacity, but more accurately a reflection of environment and invalid testing. It is a question of cultural deprivation and of consequential unfamiliarity with concepts covered by the tests. It is a question of being in a poor educational situation where perhaps teacher control is lax or the desire to learn is obscured.

The students are not exactly docile as a whole, nor are they as eager to be educated as their teachers are to educate them. Three or four unruly students may turn the entire class into a holocaust, the better disciplined either going along with the others or reacting passively as though nothing out of the ordinary were occurring. The teachers themselves usually have no desire to be exposed to the discipline problems or the disinterest. Some are excellent teachers, but the mental exhaustion accompanying their position is too defeating. They may last a few years desperately attempting to do a good job, and then they ask for a transfer.

Keeping good teachers in the minority schools of Fresno appears to be a problem, but getting good ones to go there willingly poses an even greater problem. They are enjoying rewarding experiences where they are. They fear the frustration and difficulty of ghetto teaching. They do not often volunteer to teach in the ghetto school, but they go if assigned.

## SCOPE OF THE STUDY

This study is limited to the physical education programs at Edison High and Irwin Junior High in Fresno, California. It is specifically addressed to the unique characteristics of the student body and the resultant demands on the faculty of the physical education departments of the two schools. Because the student body is predominantly Black, all references will be made accordingly.

Due to the nature of this type of investigation, the scope of this study is by no means exhaustive and the writer makes no claim to irrefutable evidence or conclusions. It appears that the best efforts to objectify studies in teacher effectiveness fall short of their goals, as attested by the current problems of tenure and faculty evaluations. However, any and all evidence which might stimulate thinking is worth pursuing.

This study is concerned primarily with the opinions of physical education teachers who have taught in the aforementioned schools and the students attending them. It represents an initial yet somewhat cursory attempt to see if further study along this line might yield conclusive evidence.

## DEFINITIONS OF TERMS USED

The following terms are defined in the context of their usage in the West Side Community of Fresno and by most Black people. Other terms herein reflect functional usage of the writer and teachers and students interviewed.

Bad

This is more current slang terminology for good, good looking, or appealing to the eye. It is not to be confused with the conceptual definition reflecting evil or unattractiveness.

Ghetto

A ghetto area of Fresno, California, is the West Side Community. It is an area of high concentration of any one race or ethnic group of people.

Hip

This slang terminology for sophistication or being in the know is one of the few colloquialisms whose usage has endured since the pre-World War II period.

Jive Talk

This term has also survived years of change and refers to the conscious use of current slang to confuse or to make one's self appear more appealing or ominous in the eyes of the listener.

Soul

A bevy of meanings can be applied to this term; however, the more common are "Blackness" or feeling.

Successful Teacher

The successful teacher is one who maintains control, is responsible for a reasonable furtherance of a student's education, and establishes rapport with his students.

## CLUES FOR METHODOLOGY

Studies concerning this particular topic have been made, but the extent of the methodology and instrumentation seems to go no further than literary research. It appears that the investigator is the first to publish material of this sort wherein the interview is employed to substantiate his hypothesis.

Since little literature was found of value in establishing that only a better than average teacher will succeed in a minority school, it is possible to state that there has heretofore been no conclusive investigation along this line. It is for this reason that the investigator considers his efforts will prove beneficial, for he has conducted a study of the available literature and has interviewed people involved in minority schools who can base their opinions on experience and get firsthand statements of fact.

## HYPOTHESIS

Specific abilities are required for a physical education teacher to succeed in a minority-populated school. The writer had hoped that a review of the literature and a survey of educators and students, both specifically pertaining to physical education in the public schools of Fresno, would substantiate the claim that certain basic qualities should be manifested by the instructor in order for him to be effective with minority students.



## METHODS USED IN THE STUDY

The problem of teacher effectiveness has long been the subject of numerous books and studies. Literature pertinent to teaching in the minority school, spawned by the civil rights movement, has proven most profitable. This material does not refer to the teaching of physical education specifically, but to instruction in the minority school in general.

The literature was carefully reviewed and only that information relating to methods of effective teaching, the reasons for these methods and student behavioral characteristics, and facts substantiating the thesis of this study were used. The information was then categorically reviewed and incorporated into the basic structure of this study.

The delimiting aspects of the literature--lack of sufficient quantity and of substantial relevancy--made interviews of teachers with experience at minority schools and students attending them essential. A total of twenty physical education instructors of Edison High and Irwin Junior High participated. They are either presently engaged in instruction at one of the aforementioned schools or previously taught there. These participants have a combined accumulation of 110 years teaching experience in the community and a total of sixty-nine years of recreation-playground experience. This equates to an average of about 5.5 years that each teacher amassed as instructor and 3.4 years as recreation-playground assistant or director in the area of Edison and Irwin. Of those interviewed, only three felt themselves to be unsuccessful. One instructor spent two years at Edison in dire

anticipation of leaving. The others desired to leave also. However, those considering themselves successful attributed their success to possessing or acquiring certain qualities.

A similar undertaking was conducted among a sampling of forty Edison High School students. On the average, these students have attended ten of their school years at predominantly Black schools, so they have no firm foundation on which to base comparisons or conclusions.

Consideration was given to several factors which influenced the cooperation of the teachers and students involved. First, a minimum of time consumed and effort expended had to be considered since the teachers had so little time to spare, and since class time (other than during physical education, so as to get uninfluenced student opinions) should not be interrupted for a long period of time. Second, the investigation had to be presented simply, yet impressively, so that teachers and students would cooperate willingly with understanding of the significance of the study. Last, the information had to be gathered in a manner which was useful to the study.

#### METHOD OF GATHERING DATA

For the purpose of this study, a questionnaire, consisting of five questions, was given to former or present physical education teachers of Edison and Irwin Schools. A set of six similar questions was included in a student questionnaire. These questions were devised to determine: (1) the effectiveness of the existing physical education programs at their school; (2) what constitutes a good physical education

teacher in a minority school; (3) the problems teachers and students contend with in a minority school; (4) the qualities, if any, differentiating minority students from those in integrated schools; and (5) the means by which one becomes a good teacher in a minority school.

The following is a list of the questions asked of the teachers involved in the study:

1. If a person is a successful physical education teacher in an all white school, will he most likely also be successful in teaching physical education in a minority school?
2. What are some of the greatest problems which face the teacher in a minority school?
3. How are minority students different from other students?
4. What qualities are needed for a person to be a successful physical education teacher in minority schools?
5. How can a person learn or obtain these qualities?

The student questions were worded somewhat differently since criticism of their teachers and the physical education program at the school they attended was not the intent of the investigator.

1. What would you like to do in physical education?
2. What activity do you like best in physical education?
3. Describe a good physical education teacher.
4. Describe a bad physical education teacher.
5. If you were going to be a new teacher in this school what would you do so the students would like you and learn something?
6. Do you think there is any difference between taking physical education at your school and any predominantly white school?

An oral explanation of the investigation was given to each respondent before any answers were sought. The teacher questionnaire was given individually to teachers who taught or were teaching at either of the two aforementioned schools. After an appropriate length of time for study, tape-recorded discussion of the questionnaire ensued. Each participant stated his name, position, background information pertinent to his qualities as an instructor, and teaching experience. The interviewer posed the questions on the questionnaire and the participants answered with little prodding, as the uninfluenced opinions of the teachers were desired.

Due to the large number of students involved in the interview procedure, the investigator handled them as a class. Time was allotted during class for the students to acquaint themselves with the questionnaire and formulate answers. After school hours were spent, to assure confidential responses, whenever it was inadvisable to record the answers to the student questionnaire during class time. Those classes involved were selected randomly, and the interviewer conducted procedures himself. The entire procedure required approximately fifteen minutes per student--ten minutes during class time for the explanation and reviewing of the questions, and five minutes for recording each student's opinion.

All teacher and student opinions were studied and tabulated by the investigator. A checklist was compiled and the answers to the questions were categorized according to similarity. Repeated opinions were tallied. Statements not necessarily applicable to the questions, but of value in proving a point, were recorded for direct quotes. The

opinions and statements were then embodied into the general framework of this study.

## CHAPTER II

### UNIQUE ASPECTS OF MINORITY STUDENTS

As a whole, the teachers were of the opinion that minority students are not as different from their white counterparts (16-36). Yet, compilation of the brief lists of differences noted by the individual instructors presents an extensive inventory of aspects unique to minority students which, for the purposes of this study, have been categorized into groupings of socio-economic conditions, parental influence, response to authority, orientation to reality, and physical and emotional characteristics. Some of the teachers expressed no opinion as to whether there were gross differences and proceeded to list some, and one teacher said the students are "just as different as religion, sex, socio-economic backgrounds" (37).

### SOCIO-ECONOMIC CONDITIONS

Rather than blame disinterest in education on intellect, the teachers noted socio-economic conditions to be the primary influence on the lives of the students of Irwin and Edison (31).

Largely, if they are different at all, it is in background and lack of opportunity from birth on. Success tends to make for success and many minority children were not exposed to successful parents through no fault of their own (30).

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specifically. General trends of time have manifested themselves in the Black "subculture" (22). This subculture is easily recognizable as being American, but there are "quirks" that differentiate it from the other subcultures. It takes living in or directly observing that subculture to understand it and its constituents (17, 22, 31). This Black subculture is seldom realistically portrayed on television, so the teacher must observe, study, or experience it if he intends to get an inkling of such things as why he finds the Black child willing to share his belongings with others and work in a group but unwilling to function as an individual independent of a group. On the other hand, the Black student in a highly Negro-populated area views a close replica of the culture of his teacher on television, but looks upon it as fantasy, or something unattainable--across the tracks (17). He expects the teacher to come to him, to accept him and to adjust to his way of life. The successful teacher has to do this, become familiar with the subculture of his students, and try to understand that it causes them to act and think as they do (31).

Many of the problems a teacher encounters are the result of factors other than socio-economics or environment. The problem presented by attitudes is noted to be one of ethnic and peer pressure. The students often perform for the reaction they will get from their peers (17). Sometimes, tormenting the teacher is an admirable act. Being especially good to a teacher and excelling academically is often frowned upon, so many thoughtful and bright students often do just enough to get them a passing grade. It is extremely important to almost

any student that he belong and be accepted by his peers, but this is more vital for the minority student since he is so aware of unacceptance elsewhere (22). The student must be like the others. If he is not, the others may make a point of his differences, ridiculing him, making sarcastic remarks, or shutting him out.

The standards and values held by the minority students differ from those of their counterparts of nonminority groups because of cultural backgrounds (17). As far as values are concerned, it seems that the leather coat and the tape recorder are more important than education, the future, or the bare necessities (36). Their attitudes toward education, responsibility, and their own actions are lax (17). Most of them do not seem to care about school work and grades until the end of the grading period is near (19). What responsibility they have at school seems to be toward themselves, their jobs, and their families. When homework is assigned, most of the sheets on which assignments are given remain in the classroom at the end of the period. Few sheets are returned completed. The students have other concerns; they would rather be unencumbered by education in their free time; they have jobs to go to and they have obligations to fulfill at home (35).

Minority students generally display a lack of inhibition. They tend to express emotions more readily than other students (26). This expression and seeming lack of responsibility for their actions is exercised to such extremes that it appears the students have little respect for themselves (17). It is surprising to new teachers to find that the girls are worse than the boys in this respect. Despite the



tendency for male teachers to get along better with their female students, the girls are known to be the most frequent and the most difficult discipline cases. They are generally more forward than the boys, and those who are discipline problems are more boisterous when aroused, less tractable and cooperative, more indifferent to education and the consequences of their behavior, and more frequently truant than the boys. Public use of vulgarity used with complete disregard for others within hearing distance and disrespectful language used in communication with older people and those in authority is more common among girls than boys. The boys are more likely to excuse themselves for vulgar language if the teacher makes a light comment on its use (19).

#### THE FAMILY--PARENTAL INFLUENCE

Knowing what the minority family is like is knowing the student. There is no neat category into which we can place the families of the students of West Fresno schools; they are as different as the various families of any other community. All characteristics do not apply to any one of them, nor can it be said that there are no families which do not manifest at least one of these characteristics (17). Social class designations from lower-lower to lower-upper are present. However, it is most feasible to take the average and work with it. Therefore, it was the most common situation that the teachers discussed.

The students are usually from low income or welfare families, "if they have any home life at all." The parents are often divorced or separated and there are many cases when the real mother or father is

not known (26). The immediate family group often consists of unplanned children (36). It just happens, due to ignorance of family planning procedures, lack of financial aid in acquiring contraceptives, or merely a desire not to be constrained (19).

The family will often consist of grandchildren, nieces and nephews, cousins, aunts and uncles, and grandparents. The daughter who has a child out of wedlock will remain at home and the grandmother may look upon the new addition to the household as her own child. The son or daughter may marry and bring the spouse home to live until times get better, often a lifetime. Because of the poor financial situation most of these people find themselves in, the families become extended so that the members can merely survive. The families are also extended because the members are so close. However, extension is a socio-economic trait that is slowly fading away (19).

Few Black children receive allowances. The work they do at home is expected of them; it is their duty (35). If they take on the responsibility of their duty, they develop a loyalty toward it. In school, these students perform because it is their duty to do so, and not because of any loyalty to achievement. They are not motivated to achieve academically because it is not a part of their mental gestalt to do so. Neither are they motivated by academic competition (35, 36).

Parental authority in itself is usually strong (19). There are instances when the child controls the parent, but they are not common. The primary reason for weak parental authority or absence of it is the problem of the broken home. Many children are without mothers or

fathers in the home. They are deceased or are living elsewhere. The children more often get the maternal viewpoint in these situations. The offspring sometimes do not really know what a father is supposed to be, and there may be several children in the home all having different fathers (27).

Some parents exert little push toward academic success (16). Some give up completely, and upon hearing from the school, counter that it is "your problem," that they cannot do anything about it. There are those parents, however, who do an excellent job and still maintain control (20).

#### RESPONSE TO AUTHORITY

The students usually accept parental authority because they respect what their parents back up that authority with--physical chastisement, withdrawal of attention and affection, withdrawal of liberties and material goods, and assignment of household chores (19). If the student has developed a healthy attitude toward parental authority, he will be more likely to accept authority in general. However, once away from home and parents, he may not respect it as much as he should, and he may defy it. If the student's attitude is poor, he is destined to defy it (31).

Authority is feared more than it is respected. Authority can punish or deprive; instead of respecting it for what it is, some students fear it for what it can do. However, the students do tend to respect the individual who holds authority, as long as that authority is fair,

consistent, and tempered with understanding (47, 48).

Respect for authority is aligned with mistrust. Because the minority student is filled with mistrust based on fear (White people are feared because they have been known to hurt; strangers represent the unknown and may frighten or force a change upon others) it is only natural that he be afraid of something so arbitrary as authority can become. If mutual trust between teacher and student is not established, the authority borne by the instructor will be suspect (22).

#### ORIENTATION TO REALITY

Minority students are extremely idealistic in some respects and extremely reality-oriented in most others. They are idealistic in terms of their personal future (32). Many, when asked their career plans, express the feeling that they will go on to college, yet many of them have difficulty getting out of high school. Some say they want to be professional athletes, but they are not varsity material on their high school teams, and some do not participate in sports. A few intend to have their parents take care of them indefinitely, but the parents usually have a different interpretation of familial duty. Many hope to become doctors, lawyers, models, and nurses, but they usually fail to prepare themselves for their chosen career. They seem to display the belief that life is there for the asking (19).

They are exceptionally reality-oriented and seem to believe only in the present. If told or read a story, someone invariably asks if it is true, and if told that it is, they are still skeptical because they

are not accustomed to believing what they have not experienced or seen. They are interested in fiction, but they consider it to be "stupid" or "senseless" because they do not believe this could happen to them (19).

This skepticism has many implications. Minority students may not believe a new activity in physical education is fun because they have never performed it before. They perform half-heartedly at first, and if the activity does not give immediate satisfaction, they may not cooperate (36).

The minority students are extremely skeptical of other people. They are fearful of being psychologically hurt. They are fearful of the intention of others. They have been conditioned throughout life to size up others. Detection of sincerity at a mere glance or upon hearing a word or two is a talent developed early. Protection from being hurt has led to oversensitivity, and the students await any suspicious action or words that may confirm their beliefs about a person, especially if that person is an adult. Since teachers are adults, this poses an obstacle to profitable rapport (21).

#### PHYSICAL AND EMOTIONAL CHARACTERISTICS

Physical and emotional levels of maturity were suggested by two of the teachers and one of the student respondents as being important criteria setting off the students of Irwin and Edison from their counterparts elsewhere. These students generally have a higher level of physical maturity but a lower level of emotional maturity (16). They have better muscle definition, the suggested reason being the

environment--early work habits, physical activeness (39). They are more flexible in what they can do, easily performing various unrelated physical activities in sequence. They are also more limber, due to freedom from inhibition, which is traced to their seeming freedom from restraint. They are not, however, superhuman. Some are noted to be poor physical specimens in every respect. Some are poorly coordinated (35).

As with the traits characterizing minority students in opposition to the students, the educators interviewed did not state that a successful physical education teacher in a minority school need be any different from a successful physical education teacher in any other school. One, however, did verbalize his belief that a teacher in a majority school possesses the same qualities as any other educator (37). The other teachers expressed no opinion in the form of a "yes" or "no" answer, but went on to list the qualities they felt the successful physical education teacher in a ghetto school should have. The recorded qualities are those that any good teacher possesses, so implied those characteristics, but the degree to which they should be exhibited by the individual is the significant factor (17, 23, 31). A teacher "... needs to have a little bit more if he wants to teach here" (31).

The students were asked to describe a good teacher. The qualities they felt a good teacher possessed and the qualities the teachers felt made a good instructor were listed around rapport. In order to establish that rapport they must succeed in various other aspects. They must possess some or all of the following:

1. Knowledge of minority problems (17-26, 43).

## CHAPTER III

### DESIRABLE QUALITIES AND PRACTICES FOR PHYSICAL EDUCATION TEACHERS IN MINORITY SCHOOLS

As with the traits characterizing minority students in opposition to white students, the educators interviewed did not state that a successful physical education teacher in a minority school need be any different from a successful physical education teacher in any other school. One, however, did verbalize his belief that a teacher in a minority school possesses the same qualities as any other educator (37). The other teachers expressed no opinion in the form of a "yes" or "no" answer, but went on to list the qualities they felt the successful physical education teacher in a ghetto school should have. The recorded qualities are those that any good teacher possesses, so implied those interviewed, but the degree to which they should be exhibited by the individual is the significant factor (17, 23, 31). A teacher "... needs to have a little bit more if he wants to teach here" (31).

The students were asked to describe a good teacher. The qualities they felt a good teacher possessed and the qualities the teachers felt made a good instructor center around rapport. In order to establish that rapport, they must succeed in various other aspects. They must possess some or all of the following:

1. Knowledge of minority problems (17-36, 43).

2. Knowledge of the subject matter and ability to perform whatever is expected of the students (20, 24, 27, 29, 30, 33, 38, 39, 43, 48).
3. Consistency and firmness with fairness (17, 22, 26, 40, 46, 48, 49).
4. Self-confidence (18, 22, 23, 29).
5. Strength of character and personality (22, 24, 31).

The twenty teachers and forty students interviewed generally gave similar opinions and mentioned many of the same traits they felt a physical education teacher of minority students should possess. These characteristics are listed in descending order, the ones receiving the most attention and commentary coming first. One student and all the teachers except one discussed knowledge of minority problems, perhaps indicating that this is the most important characteristic a teacher should possess. The second in importance is knowledge of the subject matter and ability to perform. It was mentioned by six of the teachers and four students. Next is consistency tempered with firmness and fairness, discussed by three teachers and four students. Self-confidence received little commentary other than a brief mention by four teachers. Strength of character and personality was the subject of three teachers' discussion, while three aspects, empathy, the ability to innovate, and patience received a great deal of attention, though each was mentioned by only two teachers. Ability to counsel special needs and the desire to be in a minority school both drew the most commentary of all characteristics, but they were each discussed by one teacher.



It is significant to note that most of the student opinions can be summarized into three categories. Those qualities they listed most frequently are: (1) knowledge of the subject matter and ability to perform, (2) firmness with fairness, and (3) knowledge of minority problems. A few of the students expressed feelings of being too restrained by their teachers and the physical education program. They wished to see less firmness and more freedom of choice on the part of the student (42, 43, 44, 45, 49). One student thought a good teacher was one who was not afraid of him (39).

#### REASONS FOR BEING THERE

Most teachers are reluctant to teach in a ghetto school, so the newcomers to the profession or district are saddled with the most difficult of all teaching tasks (19). Of the twelve new members to the 1971-1972 teaching staff at Irwin, one has returned from a maternity leave of two years, before which she taught at a middle class White Anglo-Saxon Protestant (WASP) oriented high school. Five are experienced newcomers to the district, two having taught in elementary schools in the area. The remaining teachers are totally new to the profession, the environment, and to the type of teaching roles they are required to perform (33).

Of the four new teachers at Edison during the same period, one had no prior teaching experience, two taught at predominantly middle-class schools for two and four years respectively, and one taught in an elementary school outside of the area (28).

These statistics make it appear that there is a low turnover rate at Edison, but they do not take into account the number of requests

for transfers that were denied because there was no other place for the teachers to go. Nor do the statistics take into account the number of teachers who requested assignment here.

Although the older and wiser teachers may be better assigned in the minority schools, the general pattern is that new teachers are placed there, unaware of what is before them. They are fresh, energetic, enthusiastic novices ready to educate the young, but they are engulfed by problems and do little teaching(19). Even the more experienced teachers have problems they cannot cope with and some quit, so what must the inexperienced teacher go through? It is a joke among the students of Edison High School, and undoubtedly of other minority schools, that few teachers can take the pressure. They laugh about "the last one we sent back across town" and say, "We got another one." There is even more joy when the teacher leaves before the term is up, as is not uncommon. One summer school teacher lasted two weeks. Some substitute or part-time teachers have left in the middle of a period with no word to the office (20).

It is not always the fault of the teacher that he does not succeed in the minority situation. He is simply not prepared to teach here and may be better placed where circumstances are different. The statement that success at a WASP oriented school does not assure success in a minority school can be reversed--failure in the minority school does not assure failure elsewhere (31, 37).

Failure or lack of suitability occurs with Black teachers as well as with white. Many are just as new to the problems and social mores of

the ghetto as the white teacher. Many cannot surmount the obstacles and either ask to be reassigned or are recommended for reassignment by their principals (20).

Even when possessing the essential qualities listed by the teachers interviewed, some Black teachers have failed and their problems are unique. Some had a difficult time getting where they are and they expect their Black students to suffer just as much, so they are strict. Their goals are unattainable or extremely difficult to reach, and their expectations for the students are too demanding. On the other hand, some do not want their students to suffer as they did and are too lenient. Some grew up in totally different environments, WASP or otherwise, and they fail for the same reasons an Anglo teacher would (19).

The average physical education teacher in a ghetto school is not strong enough to cope with the problems he faces (31). If new to the area, he is unaware of the restrictions he must place on the students in order to curtail discipline problems. Socially, mentally, and educationally, he must make adjustments. He usually does not understand the students' background, their problems, and their communicative modes. He usually does not desire to be in the ghetto school and cannot adjust his frame of mind. Lack of peace of mind defeats him and is easily noticeable to any untrained observer. His maladjustment causes the students to be troubled and cause more unnecessary trouble (19).

The state required texts and other materials must be adjusted in order to fit the needs of the students. In physical education,

innovation and implementation touch on other aspects. Interest must be gained in ways other than bringing in Black history or culture. Adjustment to the students' needs deals mostly in using inadequate space and facilities to the fullest possible extent. It deals with modifications of an activity to get students to participate. It deals with maintaining order in a situation where disorder is common (20).

It takes a certain type of personality for one to be suited to ghetto teaching, especially in physical education (22, 31). Strength of character is essential since the problems of teaching in general compound with those encountered in a minority school to make teaching more difficult (22, 24, 31). Besides this strength of character, the teacher must have a sense of humor. There are times when no matter how strict, strait-laced, or serious a teacher wants to be, he cannot help laughing. The students of Edison seem to possess a natural talent for comedy. When incidents are not so compellingly humorous, though, it is good to be lighthearted enough to see humor in life and some of the actions and comments of the students in order to keep from getting too tense (20).

#### SKILL AND ABILITY

A teacher must know his subject. Any school will have students who delight in "tripping" the teacher, but they seldom cause enough problems to disrupt the class. In a ghetto school, though, the situation becomes worse. Lack of knowledge is a weakness to be preyed upon (17, 22, 24, 25, 29, 31, 36, 41, 42, 43, 48).

Just what the teacher does know will be detected early, during the period of adjustment. If the teacher proves to be lacking in knowledge or ability in his subject matter, the atmosphere may become one of ridicule (23). The caution among physical education teachers, that a certain routine should not be attempted if the instructor cannot perform it, is an important warning for minority school teachers. The laughter, jokes, and humiliation would undermine the teacher's control if he made an obvious error in a physical demonstration. This one failure would make the students believe there will be more to look for. They expect the teacher to be nearly perfect, and if he is lacking in his own area, respect will be lost (20). The students find errors in others humorous, although they see little humor in their own errors. They may not strive for knowledge for themselves, but they respect it in adults (17). For the physical education teacher, this knowledge consists of capability in performance, and if he cannot perform well, the students will see no reason for the activity (40).

#### DISCIPLINE

Some students argue that there is too little authority and rigidity among the teachers of Irwin and Edison (47, 48). Others argue that there is too much (42, 45). The teacher must establish himself as the authority and be in control at all times. This control must be established immediately. It is better to be too strong than too easy, and to start off strong and ease up than to begin too easily and attempt to tighten up. Control should last throughout the year, and the mood should be set from the beginning, but the atmosphere may become more

relaxed as time goes by as the students conform to the type of behavioral standards established by the instructor (33). The teacher must be able to "turn off" an unruly class in moments and learn techniques of maintaining control. He can return papers when the students are busy on another assignment if he is a classroom teacher (19). In physical education, he can move quickly from activity to activity or explanation to activity without time in between which would allow the students a chance to misbehave. If there are explanations to be made, they should be as short as possible (36).

In establishing control, consistency is probably one of the most important characteristics a teacher can have (17, 22, 26). In physical education classes, consistency is more difficult to achieve since order is not as circumscribed as in the classroom (35). At any rate, the instructor who firmly establishes rules and modes of action before an incident occurs will be more consistent than he who waits for it to arise. He will have a more conditioned reaction and be more likely to show fairness to all. Without consistency the teacher will be labeled as showing favoritism, the students will be confused as to what is acceptable and unacceptable, and chaos will follow (30).

Consistency should exist in the entire school so that the students will not be confused by different rules from class to class. Each person handles his classroom differently, but rules should be agreed upon by all. The regimentation-looseness combination of physical education classes is forgotten if a student enters a class where there are few restrictions. If a student does not have to function by certain

limitations in one class, he will expect to be able to act the same way in the next. If forced to act within limitations during the following class, he may become rebellious because the adjustment is too sudden for him to make (19, 20).

Discipline was the one problem mentioned by almost all of the teachers interviewed, and many students showed disgust for a teacher's failure to control (17-36, 47, 48). They noted an open defiance that has only recently been creeping into the schools of other areas of Fresno. This student defiance signifies disrespect for themselves, for each other, for authority, and for school. There seems to be little reverence for someone because he is older; he merely represents someone who can get the student in trouble (32). The name-calling and vulgarity in respect to each other have become banalities for most (17). The students in general have had little in the line of training in common courtesy and acceptable manners at home (27).

The home can wield a significant control on the students. It is thought that because few parents attend school functions, those parents do not care about their children and their education. This is not true. There is a very strong bond of love between parents and offspring, and the parents do see and impart the values of education, especially since education has been lauded as the way toward self-improvement (17). Too many teachers fail to contact the parents in an effort to settle issues between them and their students. They assume that the parents do not care, but they often need only let the parents know of any misbehavior and immediately steps are taken to discipline children (19).

## INCORPORATING THE LANGUAGE

The subculture does not just disappear when the child leaves home and enters school. His way of thinking, talking, and way of acting are dependent upon his family and social situation (17). For instance, profanity in the home among parents and children is not uncommon. The child enters school, performs as he does at home, and is punished because he says the wrong thing. The teacher should not make an issue of it once he overcomes his shock. He should simply explain that this type of language is not appropriate in class and is best not used. The teacher may punish the student who uses profanity, but he must make light of it if he wishes the profanity to cease. Often, in the case of high school students, no punishment should be given because by this time profanity is a natural extension of their character. It is second nature and seldom noticeable to those who use it inadvertently unless it is pointed out. Calling attention to this problem by asking the student what he accomplished by the use of profanity may make him think and see the futility of it all (20).

Another facet of the communicative modes of the subculture is the slang used by the people living within the subculture. "Hip" slang is becoming more and more widespread, reaching all levels of our existence and not just adolescents, so this no longer poses such a grave problem for the teacher. He must know most of the current terms used and keep up with the new ones. Understanding of these terms is very important since the minority students of Irwin and Edison use them without knowing they are slang. To them, it is merely the way they talk.



When they originate their abundance of colorful turns of phrases, they do so naturally and unconsciously and continue usage if it sounds "bad" to them (19).

Understanding the language helps to establish rapport, but using it when its use is unnatural for the teacher is not acceptable. The students feel a little closer to the teacher who understands their colloquialisms as opposed to the teacher who does not. If one does not know the slang, however, he should not incorporate its usage. Students will "jive talk" the teacher, knowing he does not understand, to make him the butt of ridicule. If the teacher uses slang and sounds strange and uncomfortable, he may lose the respect of his students. The teacher should use conventional language or ask the student what he means. Honesty and the admission of ignorance is better than losing one's self-respect (22).

#### SURVIVING CULTURAL SHOCK

The teachers seem to agree that it is important for instructors to know the community in which they are teaching and be aware of the background of their students. The "something" the average Fresnoans know about the West Side Community is not enough because the "something" is usually composed of generalities. They know that there is a high incidence of crime, that it is an area of low economic levels, that the residents are hostile toward them, that there is very little growth or progress as compared to the rest of Fresno. What they should know is the people, how they really act, why, and who they really are (17, 48).

The people of the West Side Community are not so different, nor are they all alike. They are like other people in other minority communities with their own way of living. Each person is individual in his way of acting and thinking just as the reader is an individual. Circumstances and social mores dictate the way we all act and think and because we are not all born within the confines of the same criteria, what is unknown to us is frightening when imposed upon us. This fear or loss of comfort and understanding may be termed cultural shock (31).

Some teachers interviewed admitted to an initial cultural shock upon getting involved in the schools here (18, 31, 35). Life was found to go on the same, but values were completely different. What they grew up to respect held no place here. What they found to be important was insignificant here. The teachers, through their daily experiences, became less and less shocked by the openness of the students, by their language, by their lack of respect for what is revered elsewhere, by their relaxed behavior, by their problems, and by their deeply human qualities. The teachers learned that this was all a way of life for their students, that it was so deeprooted that it could not be changed. Like newlyweds, they sought to improve their charges, but soon learned that they had to accept these differences for what they were. These teachers also realized that their own way of life presents a cultural shock to their minority students when imposed upon them. If the teacher attempts to shape the students to fit the mold from which he emerges, the students will either rebel or suffer traumas because they neither want nor understand the change. Since the teacher is the outsider,

perhaps the best procedure is to exist in the true environment of the student, prompting slight changes only when conducive to learning and to control (17).

Cultural shock often results in fear. All teachers have some fear of their students on the first day, but for some in a minority school this fear goes beyond the first encounter. It exists before the encounter is made and continues because the teacher expects to have trouble. He is shocked by the stories he has heard. He has not had enough interaction with Black people and mistakes appearances for reality. He does not attempt to know his students before forming an opinion (19).

Students will try a teacher at whatever school they attend, but at Edison where problems become progressively compounded, the intention is often to gain control and function as one pleases. Teacher fear and lack of understanding make it all easier. In order to survive, the teacher must take on the appearance of confidence and maintain an aura of self-confidence (21, 24, 25, 29). Perhaps fear is the worst characteristic a teacher can reveal to a student (47).

#### Showing Sincerity and Sensitivity

"You have to look at the students as people, not as minority members, or as Black or Chicano," said one teacher. She felt a teacher has to understand them and their way of thinking. The teacher's way of thinking must slowly disappear as he crosses the tracks, because success comes from treating the students on their own terms, on the basis of what they understand. One must be aware of their thoughts and feelings and

be sensitive, but not oversensitive to the point of pity (17).

The teacher should be sensitive to the student's own sensitivity, his suspiciousness, his differences, and his problems. Although the students are often lacking in empathy, insensitive to the needs, desires, and feelings of others, and unaware of the motives of others around them, they are sensitive in terms of themselves. This is their protective device to keep from getting hurt. They are sensitive to people's actions and reactions toward them. They are very sensitive and often hostile to the intentions of people in authority. They watch and listen. If the physical education teacher reveals discomfort, he may lose some control; the students may take it to mean fear and weakness. This nonverbal communication is more revealing to the students than verbal communication. They sense discomfort, dislike, and prejudice, sometimes even if they do not exist (19).

Edison and Irwin students are very suspicious. They look for ulterior motives behind words and actions of people in authority until trust has been established (22). One of the participants in the interview noted that this hostility is becoming worse as a result of the social upheavals we are having. She stated that her means of gaining trust was through honest and consistent verbal and nonverbal communication, and that once acceptance and subsequent rapport were established, the closeness she enjoyed with her students was very rewarding (31).

Another aid to the establishment of rapport is being alert to pupil differences and accepting the students as they are (17-36). Each child must be treated differently. There are those with whom one can joke, those with whom one can talk, those at whom one merely smiles,

those to whom one says hello, and those who desire no interaction with authority. There are those who are extremely bright but pose discipline problems due to any of a dozen reasons. There are those who are bright and well-behaved and those who are below average in ability to do the work, but still well-behaved. Each student is a distinct personality with a myriad of individual problems, and it is best to observe and feel them out in order to determine the best way to handle them (17).

Students everywhere are individuals and have personal problems, but they do not seem to come to the attention of the teachers as often as at a minority school, since the minority students are so open and frank. Many of their kinds of problems have never been confronted by the teacher before because his childhood was probably less complicated (18). What does he do? How does he counsel one of these alien problems? Does he refer it to the counselor?

If the student thinks enough of the teacher to tell him, the teacher must try to do the counseling himself. There are times when the teacher is legally bound to refer certain problems to someone else, but there is always the chance of future alienation because it was he and not that someone else who was singled out. Sometimes the teacher will be told with the intention that he will place the burden on the counselor's shoulders so that the student will be saved the discomfort (19).

At any rate, the teacher should use common sense, quietly draw the student out, and listen without opinion or commentary. When the student finishes, the teacher may ask him questions and let him answer them, allowing him to reason on his own as much as possible, only pointing out possibilities and consequences when their comprehension seems beyond the grasp of the student. However, it is the sensitive and

understanding teacher that the student will seek out for counseling (19).

### STRUCTURING THE LEARNING EXPERIENCE

Student disinterest is difficult to cope with. In physical education, the success of an activity depends upon whether the individuals participate as a group. The attention span of the students is short, and they are more interested in playing than listening to rules and observing demonstrations. They do not want to take the time to learn basic techniques. They merely want to play, and if the activity is not fun, they do not want to do it (36).

Many physical education instructors in minority schools would probably like to introduce drills, techniques, or methods, but do not because they foresee difficulty in trying to get the students to learn them. They do not want to cope with the lack of interest and short attention span and often plan activities the students already know how to perform. New activities, methods, and techniques can be taught, however. The instructor can make allowances by adopting and adapting methods and materials to the needs of the learners involved. Explanations and demonstrations can be simplified and shortened. Those who catch on more quickly could be matched with the slower ones (36).

Physical education at these two schools studied must be taught by an authoritarian method. The teacher must be in complete control of the class. In order to get the student to his physical education class at Edison, with interest enough to withstand instructions and rules, electives should be offered, allowing the student to select the activities he would like to participate in with the understanding that

there is more to it than play. This is to gain initial interest, but once in the class, the teacher must instruct and drill on the specific aspects of the activity he wishes to impart until listening and observing become routine with the students. Most of them prefer being told what to do since this is a characteristic of home life--to be told what to do without being given the reason why. Blind obedience is what is needed until the desired behavior is attained and the teacher has accomplished his goals. When the students act as though the procedure were second nature, then they are set free, both physically and mentally. They perform the activity correctly and begin to think on their own (20, 36).

The general conclusion of the interviews is that a successful physical education program in a school will also function successfully in a home setting (20-22). However, observations and interviews with parents revealed that certain attitudes and qualities (23, 24) are necessary for a child's adjustment (26). One teacher stated that if a child is not adjusted to the school, the teacher could not help, but would refer the child to the other hand, some teachers expressed their belief that a successful physical education program in all schools would not be successful at Edison or Irving, at least not within the present time (27). It takes a certain amount of time and effort on the part of the students, their differences, their problems, and a desire to be in a school (30, 31). In addition, the teacher faces various problems and other overwhelming difficulties

## CHAPTER IV

### FINDINGS AND COMMENTS

Interviews of students and former and present teachers of physical education at Edison and Irwin Schools of Fresno produced information, both pro and con, regarding the investigator's premise that it requires specific abilities for a physical education instructor to be successful in a ghetto school situation. Such an assignment is complicated by unique aspects differentiating ghetto students from others, including physical, financial, and material problems of the school plant, and personal shortcomings of the teachers themselves.

The general consensus of those teachers interviewed is that a successful physical education teacher in an all white school will also function successfully in a minority school situation (16-37). However, reservations and stipulations followed most answers. It was decided that success depended upon the instructor's possessing certain attitudes and qualities (16, 27, 30) and a proper period of adjustment (26). One teacher stated that if successful in an all white school, the teacher would not fail, but would probably excel (37). On the other hand, some teachers expressed their belief that successful physical education teachers in all white schools would not be successful at Edison or Irwin, at least not within the first year (31). It takes a certain awareness and understanding of the students, their differences, their problems, and a desire to be at such a school (30, 31). In addition, the teacher faces external pressures and often overwhelming difficulties



that are present in other schools, but which are intensified in the minority school. Some of the problems they face are:

1. Discipline (16-37).
2. Cultural differences (17, 21, 22, 24, 26, 30).
3. Rapport (16, 22, 23, 29, 30, 31)
4. Inadequate facilities and materials (20, 25, 29, 34).
5. Parental guidance (16, 17, 20, 31).
6. Student disinterest (31, 32).
7. Inability to purchase gym clothes (24, 27).
8. Teacher fear of students and lack of self-confidence (23, 24).
9. Other inadequate teachers (36).
10. Communication (22).
11. Acceptance (22).
12. Lack of training for such teaching (26).
13. Attendance (27).

Discipline appears to be the greatest problem these teachers face. It was listed by all the physical education teachers interviewed and the two principals with whom this study was discussed. Cultural differences and rapport are next in order of importance, each having been fully discussed by six teachers. Four teachers covered parental guidance and mentioned the inadequacy of the facilities and materials as posing problems. Of less importance are the students' inability to purchase their own gym clothing, teacher fear of students, and other inadequate teachers. These problems were briefly noted by two teachers each. Subsequent problems were all mentioned by one teacher.

The students were asked if they knew of any differences that seemed to exist between physical education at their school and predominantly white schools. One student conceded ignorance of what white schools were like (42), while others knew of no differences (43, 48); yet still others answered with a definite "yes," but expressed those differences in terms of facilities, their physical conditioning, and grades (40, 45). None thought in terms of teachers and how they influence differences.

#### COMMENTS ON TEACHER SELECTION

Minority populated schools are generally poorly staffed. Reasons for this are the assignment of new teachers instead of more experienced ones, of teachers of inferior quality, of teachers who have no desire to be assigned there, and the lack of or poor training procedures of teachers in general and teachers in ghetto schools in particular.

Staffing the minority school is a little more problematic in the area of physical education. The role of the teacher as physical education teacher seems to be a little more difficult than that as classroom instructor. Whether successful or not, the physical education teacher must face certain problems beyond those of the classroom teacher. Due to the freer atmosphere in which the students are allowed to release excess energies and the new emotional entanglements between students and teacher, the physical education instructor must be more of a social worker. In the sense of "showing how," the physical education teacher must be more of an instructor, since the nature of physical

education is misconstrued to mean fun and freedom, excluding social and physical well-being, health habits, and the basic skills and rules of sports.

The writer contends that it requires specific abilities for a physical education teacher to succeed in a minority school. He must be exceptionally strong, well skilled, and in possession of certain strengthening characteristics of personality that allow him to withstand the myriad of problems of education, individual school plants, and student differences.

The results of the study indicate that most teachers are reluctant to teach in a ghetto school. They have heard that minority students are unteachable, that they have no desire to learn, that all the teacher's time is spent in disciplining, and that they run the risk of undergoing bodily harm. If the teacher is experienced, he is more reluctant to leave a position he deems more secure and easier. If the teacher is a neophyte, his fears are compounded because he already has apprehensions about beginning his teaching career.

Since it is difficult to find experienced teachers who desire assignment to the ghetto school, the neophyte and the newcomer to the district are saddled with the task. The school district has no obligation to them, so there are probably no guilt feelings when such an assignment is made. The neophyte has much to learn. Besides knowing the machinations of the system, he must learn the daily routine and go "up the down staircase" before he is able to cope with the unique problems of the minority school. The additional problems he encounters

as unique to the minority school are discouraging. There is a loss to quality education if this discouragement is so overwhelming that it extinguishes enthusiasm beyond the point of rekindling.

It is the experienced teacher who should be placed in a minority school. Though he may have many of the same inadequacies that a new teacher possesses, the assignment of the experienced person to such a position is desirable. Perhaps his experience does not equal what one may acquire in a minority school, but it is more than what the neophyte has accumulated. The experienced teacher knows the daily routine and is able to devote most of his attention to his students and to the task of teaching. He has gone through the frustrations of learning the ropes, whereas the new teacher has not. The new teacher will make occasional errors once the routine has been established, but if frustration is the password by which he functions, his errors will increase in number and his actions will become more erratic. He will not establish habit.

The writer realizes that there are great numbers of teachers who want to teach in a minority school and do an excellent job. There probably are many inferior teachers who ask to be placed there, too. Often, the poor teacher will stay on for selfish reasons. There are some who recognize their inadequacies. They stay on. They fear venturing off to schools where their secrets will be revealed and where they will be forced to disengage themselves from their comfortable rut, or where they will be shown up for what they are. Perhaps no one from the ghetto school lodges a formal complaint, so the administration, often aware of the inadequate teachers, must leave them where they are until an alternative is available.

There are also those teachers who ask to be assigned to the ghetto school, but who need to make adjustments in an opposite direction to the majority of teachers. These are the teachers the students need least. They often do more harm than those who are bitter at being assigned to the ghetto school. Some of the teachers of Edison High School refer to these do-gooders as carrying "the Great White Hope," "the missionary," "the Salvation Army," "the Great White Father" image. They have a small amount of information on the background of the students and feel sorry for them for being different, for being born into an unwelcoming world, instead of feeling pity for our society for allowing such inequities to occur. It is their desire to pull these people out of the rubble, disengage them from drugs, alcohol, and crime, straighten them out, and send them off to college. The shock comes when they learn the students do not want their help. The students do not like to be made to feel guilty or uneasy because of their environment. They need strength, rather than the weakening factor of sympathy, to help them succeed in school. These do-gooders fail to realize that some people refuse to be helped, that everyone is not college material, and that they cannot consciously bring about the change they are seeking and save all the children.

#### COMMENTS ON THE UNIQUE ASPECTS OF MINORITY STUDENTS

Many idealists say all children are alike and that there are no characteristics, other than in physical appearance, distinguishing Black students from white students. Others say there are many gross

differences, most dependent on intellectual capacity. Realists submit that, basically, kids are kids, but that each is as different as sand pebbles and that those in certain ethnic groups bear resemblances that are not prevalent in other groups. Minority students, whether Black, Chicano, or other, assume certain unique aspects that most middle- and upper-class white students do not exhibit. These aspects stem from socio-economic conditions, familial influence, and physical and emotional characteristics.

### Socio-economic Conditions

Socio-economic conditions influence everyone's life, but they seem to distinguish the minority student in terms of attitude. He is noted to have a negative way of thinking, toward himself and toward life. This negative self-image is the result of years of growth. It is primarily caused by his lack of access to wealth and material goods. He wants to be able to get what everyone else has. It seems to him that his parents have to work harder than the white man in order to get less. Although the student is accustomed to this inequity, he does not understand it. He seldom questions it. Without any conscious effort on his part, he feels inferior, seeing others with what he desires.

He is also made to feel inferior due to the stigma of his surroundings. He knows that homes, streets, parks, and schools are generally better maintained in other parts of town. He looks at his community, and, although there are several very nice areas in it, he compares and sees only the squalor. What he has and sees around him

does not equal what others possess elsewhere. What he has seems inferior, so he must be inferior. Of course, there are those students who feel and think nothing, and those who feel superior.

The negative attitude is carried over to life. Some students can see no improvement in their future and, consequently, take the attitude that they can do little to change it. They seek to leave things as they are. They see no reason for attending school and performing academically if there is not going to be a good job waiting for them when they finish school. They cannot see the benefits of studying or working toward an education, so they do not do it. They can see no reason for knowing rules and background information for their physical education classes, so they only want to play.

Their attitude toward people is even less attractive. Many cannot grasp the biblical rule: "Do unto others as you would have others do unto you." They feel they deserve respectful treatment and become upset or enraged when they do not get it. However, they do not always exercise that respectful treatment for others. It seems that they have been treated unfairly enough to make them treat others in the same way. Their home training is often such that they exercise little along the line of the social graces.

Unfortunately, disrespect for one's self, others, and authority seems to be static. Change seems to come only as the students mature and is not likely to be passed on to others. The students seem to try to boost themselves by destroying others. Perhaps this is their way of attaining superiority. In order to combat this, the educator might

influence change by treating his students with as much respect as he can muster. He can try to instill pride in their way of thinking and acting and make them feel so important that criticism of others is unnecessary. He can try to make them look into themselves and begin the criticism there.

### Familial Influence

The family is the most important outside influence on a person's outlook and actions. It molds a child until he is able to venture away and allow the outside to complete the process.

There is no neat category into which one can place the many families of the West Fresno area; they are as different as the various families of any other community. There are families on welfare. There are families that are fairly autonomous. There are families that monetarily fit into the lower-upper class designation. There are families that stay together, and there are broken homes. There are some which experience relatively few problems and those which experience a great many. There are large families and even small families.

When the families are large, life becomes group oriented. The children become accustomed to playing and working together and find it difficult to function independently. They share what they have because it is often hard to come by. This cohesiveness of offspring and relatives helps account for the extraordinary ability of most minority members to overcome crises. They have each other to lean on and to depend on.



Life for many minority students is governed by a set of rules. The child knows exactly what he should not do. He knows all too well what is wrong. He expects some punishment, whether verbal or physical chastisement, when he errs, and condemns himself for having been caught. Little praise is given for doing what is correct, so he is not sure what is correct and falters in speaking out or doing something on his own, perhaps for fear of being punished for making the wrong decision.

Punishment usually treats the misbehavior rather than the cause. The parent does not have time or does not know that he should seek the reason for a child's misbehavior. Consequently, the child does not know why what he did was wrong.

Although the parents may not seem to have time for their children, there is a great deal of love and respect for the mother and father when the child is small. He is very dependent upon their approval and cherishes the love they give him. When the child ages and becomes more independent, he may not display such respect for his parents. He sees their errors and shortcomings and perhaps blames them because he is unable to possess whatever he pleases. In some cases, the parents have little control over the child. In most cases, though, it seems that the parents exert a great deal of authority and get deserved respect from their children. This is carried over into the school situation as well, for as long as the child is near enough so that the parents can get to him, that proximity will color the child's behavior to a certain extent, as long as the child knows the parents may be summoned.

## Physical and Emotional Characteristics

Mexican-American children tend to mature physically and emotionally earlier than other children, and reach their maximum growth in their early teens. Black children tend to mature physically sometime later than the Mexican-Americans, yet earlier than most whites, and continue that growth for several years. Their muscle definition is firmly established and generally remains so throughout the teens and early twenties. They are extremely versatile and agile, able to perform difficult moves and a variety of physical activities. Since it is obvious that Blacks, in proportion to whites, monopolize college and professional athletics, it seems unnecessary to make further comments. Emotionally, though, more can be said.

Generally speaking, Black children who grow up in a ghetto type situation are emotionally immature. They often have no control over their emotions and display shocking behavior. Some are often very easily angered over trivialities, but then they are overly sensitive to whites and people in authority. Although they do not cry much, they are easily hurt and react with defiance, or abuse. Some girls may be in the eighth grade and ask for a doll for Christmas.

Immaturity is generally evident when students do not accept simple responsibility or demonstrate much self-control. They do not feel responsible for their actions because they do not really fear reprisal; they expect it, but still become angry when it is applied. This emotional immaturity is most likely a result of an unstable environment. A broken home, constant family bickering, or continual financial woes can easily influence the manner in which a person performs.

## COMMENTS ON TEACHER QUALITIES AND TECHNIQUES

In order to succeed, the physical education teacher in a ghetto school must possess some desirable characteristics. He must be skilled in teaching and knowledgeable in his subject. He must be aware of and understand the background and problems of his students. He must be sensitive to the needs of others, and he must be a consistent, yet fair, disciplinarian.

Skill and Ability

It is essential that the instructor present an aura of professionalism whenever he is in the role of teacher. Many of the students of Edison feel inferior and believe that they are the stepchildren of the Fresno City Schools District because no real progress has been made toward improving the school plant. They are accustomed to inferior materials and facilities, but they would probably not tolerate an inferior teacher. Unprofessional behavior--acting on the same level as the students, for example--would not be respected. Although the students may seem to approve of it and like the teacher more, they berate his behavior behind his back. Some are openly disgusted and show their disgust by causing discipline problems.

Many teachers attempt to take on the language of the students. Popular slang is sometimes difficult to distinguish from standard English (the Edison and Irwin students are unaware that they are using substandard English), so most adults seem comfortable while using colloquialisms. More important than being able to talk like the students is the ability to understand them and communicate with them.

Important along this line are vocal qualities. This mark of professionalism can mean the difference between mutual communication and talking to the wind. A teacher should have a loud, strong, and clear voice. He needs the loudness to overcome the noise that is everyday normality for the students. He needs the strength to enable him to continue speaking in a loud voice for a long period of time. He needs the clarity so that the students will understand him. Without the loudness, strength, and clarity, the teacher will find it more difficult to assert himself. The students will not be able to distinguish his voice from the din of their own. The students may see little reason for obeying someone who does not make himself heard.

The aura of professionalism is also enhanced by one's appearance. The writer can recall being more engrossed in the unkempt attire and queer mannerisms of a teacher than his lectures. High school and junior high school students have less control than a college student and most likely would have discussed and laughed about that instructor's appearance. Class work would have been secondary to the performance of the teacher. Though he may have known his subject backward, and though he may have been skilled and able, that teacher would have imparted little real knowledge, for the interest of the students would have lain with his appearance.

Although appearance and vocal qualities are the primary influence enabling a teacher to impart knowledge, that knowledge itself is extremely important. Some students may not desire to exert themselves to learn, but they expect the teacher to attempt to impart knowledge.

If the teacher is unskilled, unknowledgeable, and unable to create some interest in his class, the students may see his lack of professionalism as another attempt to make Black people inferior, and fail to contract any respect for him as an educator.

### Discipline

Discipline is the problem at Edison High and Irwin Junior High. It takes from five to fifteen minutes for many teachers to get the class settled once the tardy bell has rung. There is often complete disregard of the last bell for beginning class. Tardiness is a major problem unless the teacher commences the school year with some punishment, usually detention, to which it is often even more difficult to get the students to come. There seems to be a disregard for any rules or constraints on some students' behavior until the teacher is forced to take what might be drastic steps for the average student in other schools, but which is normal to the average student here. It is common for fights to break out in class. Foul language is almost as often used as slang by some students. Some refuse to submit to the authority of the teacher. It is not unusual to find the teacher and a student on the verge of a physical confrontation.

This is not all that the teachers of Edison and Irwin face at any time or other, but it certainly is representative of the worst that they confront. They must surely be strong disciplinarians to cope with all this, and it is probable that most do not succeed or the problem of discipline would not be so deplorable.

The teacher must realize that it is not his function to befriend the students. That comes naturally after he has established himself as a firm but fair and consistent authority. The teacher must first be strong and sensitive. The writer has found that during the first several weeks of school, the teacher must be authoritarian, practically dictatorial, in order for him to grasp the much needed control that will allow him to carry on class procedure with few interruptions. Rules and consequential punishment for infringement must be established immediately to let the students know the point beyond which they cannot venture. These rules must be enforced to the letter and every infringement brought to the student's attention or properly punished. No student is to be allowed to break the rules without reprisal. The rest of the students would rebel. They would defy the teacher and his regulations and try to get away with breaking the rules. They might refuse to cooperate, but once they have been told the rules and consequences of breaking them and see that the rules are enforced, routine behavior will be established and they will make conscious and subconscious efforts to act in an acceptable manner.

Enforcing rules is more difficult at Edison than at Irwin, it appears. It seems that as the children get older, they become less disciplined and more difficult to control. At Irwin, they are not yet so bored with school. Most seem to prefer school to staying at home because they do not like being under their mother's supervision. The system for curtailing misbehavior at Irwin centers around a merit system. If the students receive good citizenship grades, they may attend a

movie shown after each grading period and be allowed to go on an excursion each semester. For immediate control, detention is sometimes assigned, but the students do not always keep their appointments. They often must be threatened with suspension, or are suspended, before they spend their time studying.

At Edison, detention is sometimes assigned, but the students are less inclined to cooperate. Citizenship grades are meaningless. Once a student has an unsatisfactory grade for behavior, which is commonly established within the first week or so of school, there is no more punishment because the student knows that there is nothing worse than a citizenship grade of "U." His behavior will usually show no improvement. There is little motivation or incentive for good behavior. If a student is well disciplined, he receives no reward for behaving.

#### Teacher Understanding and Sensitivity

The first milestone in the classroom is establishing control. Once this task is accomplished, the teacher can do some instructing. Learning and understanding the students, however, is a task that requires the teacher's time every moment that he is on the job. Each student is different and should be treated differently when personal confrontations are made. Generally speaking, the students of Edison and Irwin must be treated differently from their counterparts in predominantly white schools.

All students have personal and physical problems, but those problems are worsened by societal difficulties. These students bear problems of broken homes, financial difficulty, and emotional

disturbances. In addition, they bear the stigma of being "inferior." They are segregated in their community and school, and segregation connotes inferiority. Edison students have attended school in their dilapidated structures while new schools have been erected and existing ones rebuilt. Although they have not done much to improve the situation, they have been under the supervision of some teachers who could not control them, and some who did not care if they learned.

Many Blacks argue that members of their race were snatched from their homeland and stripped of their culture. The writer contends that attempts were made to keep the slaves cultureless so as to maintain control over them, but these attempts largely failed to completely stamp out what was uniquely African. As a result, the slaves who could remember the homeland clung to the few vestiges of their former lives that they could recall. As the years passed, these vestiges were forgotten, but in their place have arisen other cultural characteristics born of conditions under which generation after generation of Blacks lived. Today, these characteristics combine to form the Black subculture, not an inferior culture, but one that is basically Americanized with additions and alterations here and there.

This subculture is complicated to those who are unfamiliar with it. If someone cannot understand the culture, he cannot be expected to understand the people, and vice versa. The writer feels that most people who have little knowledge and understanding of the Black subculture fall into two categories: (1) those who are most willing to learn, and (2) those who are most prejudiced. Some of the teachers who fit into the first category may be the missionary type who have come to



bring the savages to civilization. They are overly sensitive to the needs of their students and do not assert themselves as the authority. They are nice teachers, but they allow the students to very amiably run over them. Other teachers in this category do not hold this condescending view or subconsciously see their Black students in an inferior light. They are not missionaries. They merely try to do their job, realizing that they have some learning to do to be good teachers. They are most often sensibly sensitive to the needs of the students, but maintain some control.

Those teachers who fit the second category are insensitive to the students' needs and problems and may be excellent disciplinarians elsewhere. Here, they consciously see their students as being inferior and relay the message to all those around them. They are distant, causing some discomfort among the students. They are aloof, appearing superior to the students. They make negative and derogatory remarks about the students when angered. They are impatient and see only ignorance when the students do not perform academically within their standards. As a result, the students themselves become defiant. They do as they please, purposely misbehave, and attempt little academically.

By the end of the year, little is accomplished except a furtherance of the idea that Black students are inferior and undisciplined and that white people are prejudiced and make poor teachers in predominantly Black schools.

By knowing the background of his students, a teacher can solve many otherwise unresolvable problems. Every day, Billy avoids activity

in physical education and tries to sleep. An insensitive teacher would scold him and perhaps punish him physically or keep him after school to teach him that little boys his age should not stay up so late watching television or running the streets. The sensitive teacher may merely awaken Billy, and find out exactly why he shuns activity and attempts to sleep in physical education class. The sensitive teacher knows that Billy's home life is not very relaxing. Billy may come from a large family and have to share his bed with brothers and sisters. Billy may even sleep on the living room sofa or on a pallet on the floor. Billy may have to work after school and get up early so he can do his household chores. Billy may live in a neighborhood where noise is more common than quiet during the early morning hours. Billy's family may argue a lot late at night. Billy may have some physical or emotional problems.

When Billy is awake, he will probably be more cooperative with the sensitive teacher because he understands. Billy may misbehave, but will most likely not consciously cause serious problems when he is under the supervision of a sensitive teacher.

### Structuring the Learning Experience

Many people insist that the teacher in a minority school is never unsuccessful, that the students are uncontrollable and unteachable, and the situation unbearable. This is not true. With immediate assertion of one's authority, the students of Edison and Irwin are controllable. With the right attitudes and techniques on the part of the physical education instructor, they can be taught. The writer has observed that the students will not learn when they do not want to, and

they often do not want to because there is little or no motivation to do so. If the subject is made interesting and is relevant, learning will occur, although it is not always noticeable. Minority students can be highly teachable and, with proper instruction, rapidly attain near perfection of certain skills, techniques, and verbal material. They enjoy the challenge of attempting something that is different and looks "bad" once perfected. Slight changes can be made to put some "soul" into many of the skill drills. In physical education, it is sometimes best to eliminate the explanations and give a good demonstration, preferably done by one of the students who has already mastered the exercise, for the adage among physical education teachers that "if you cannot demonstrate a certain routine, don't try it" holds true. The student who has gained mastery will put his own "soul" into the demonstration, and, often, the observers will attempt to show their versatility and outdo him, intimating that the students of Edison and Irwin are highly competitive in physical skills.

When "soul" cannot be put into physical education, the subject matter must boost the students' egos in other ways. They generally pride themselves on being in better physical condition and being more versatile than white students. Activities that are considered too sophisticated for most high school or junior high students are a challenge to them and enhance their feeling of physical superiority over their white counterparts. Also, presentation of activities should never be given in a slipshod manner because this lessens the importance of that activity, and some of the students have already felt that their

education is unimportant to their teachers, their parents, and the school district. The learning experience must be structured to enhance sophistication and significance.

#### RECOMMENDATIONS FOR FURTHER STUDY

The education of a whole group of people is at stake. If the school is an instrument of the community, designed to achieve certain goals for society as a whole, then society itself will be the loser when those goals are not attained by minority students. Some of them become burdens on the society that allowed them to fail in the long process of "socialization."

Society is generally aware of the burdens placed on it, but it is too often oblivious of the reasons for their existence. The reasons why traditional modes of educating are not suitable in the minority school are widely known. The unknown, though, is the influence of the quality of teachers. A study on the effectiveness of teachers is extremely important. With poorly qualified teachers, perfect educational methods would be mediocre. With qualified teachers, these methods can come as near perfection as humanly possible.

Further study is necessary since this is merely a cursory investigation of the problem of teacher effectiveness in two minority schools of Fresno. Deeper and more extensive investigation would be desirable. Surveys and samples of physical education teachers in minority schools in other geographical areas might reveal new information or substantiate some of the tentative observations in this study. Other methods for getting at the elusive problems of teacher

effectiveness need to be developed and applied to the minority school situation. Objective evidence is needed.

Teacher training institutions must become more aware of the unique demands and awards that are inherent in ghetto schools, and the professional educators must make efforts to select and prepare competent young people who are equal to the challenge.

Excellence should be rewarded, not only when exhibited by the students, but by the teachers as well. Reward is seldom a deterrent to improvement. It is human nature to strive to better one's self when something is to be gained in the process. Praise, recognition, and a stipend may be applied to assure continuing success when self-satisfaction and ego are no longer motivating; for if a teacher is allowed to remain mediocre or to regress from excellence to mediocrity, our public school system is a complete failure. It has failed the students, ghetto or otherwise, and now it has been revealed that it is failing the teachers. Many are forgotten and left to fade out in mediocrity and failure just as society allows certain ethnic groups and impoverished people to die in poverty and failure. The school system is allowing many starry-eyed teachers fresh from colleges and training schools to be squandered and spoiled for education in situations that are much too difficult and unsuitable for their certain qualifications and abilities. The system is forcing otherwise contented educators into areas alien to their social experience and undesirable to their wishes. It is allowing excellent educators to remain too long in a situation that does not reap many immediate rewards, and it is watching them sink into indifference.

It is allowing poorly trained, mediocre, and inept teachers to wallow in the quagmire of their own inadequacies, with little motivation for improvement, much less excellence. The system must be improved. We, as citizens, educators, and human beings can no longer stand by and watch as our fellow educators go downhill, and as our young people thrive in the throes of ignorance and poverty of experience and cultural opportunity. We must strive for change. We must assure effectiveness and excellence of teachers, and demand that the strongest, most understanding of minority problems, and most tolerating and accepting of others staff our ghetto, inner-city, or minority schools.

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#### INTERVIEWS

##### A. TEACHERS

16. Bolt, Donald. Functionary in the Curriculum Services Center of the Fresno City Schools District. Former physical education teacher, Edison High School, Fresno, California.
17. Brenner, Blanche. Teacher of physical education, Irwin Junior High School, Fresno, California.
18. Calabrese, Jean. Teacher of physical education, Edison High School, Fresno, California.
19. Carr, Fredella. Teacher of English, Irwin Junior High School, Fresno, California.
20. Craig, Columbus. Teacher of physical education, Edison High School, Fresno, California.
21. Dergarabedian, Ara. Teacher of physical education, Fresno High School, formerly at Edison High School, Fresno, California.
22. Fitzpatrick, Julie. Former physical education teacher, Irwin Junior High School and Edison High School, Fresno, California.
23. Fitzpatrick, Maurice. Teacher of physical education and health education, Reedley College, Reedley, California, formerly at Edison High School, Fresno, California.



24. Fletcher, Frank. Teacher of physical education, Hoover High School, formerly at Edison High School, Fresno, California.
25. Froese, Harold. Teacher of science, Hoover High School, formerly at Edison High School, Fresno, California.
26. Fugman, Jim. Teacher of physical education, Bullard High School, formerly at Edison High School, Fresno, California.
27. Futrell, Louis. Teacher of physical education, Roosevelt High School, formerly at Edison High School, Fresno, California.
28. Gillen, William. Principal, Edison High School, Fresno, California.
29. Griffenhagen, Shirley. Chairman of Girls Physical Education Department, Edison High School, Fresno, California.
30. Hill, Elam. Teacher of physical education, Tioga Junior High School, formerly at Edison High School, Fresno, California.
31. Hinkle, Pat. Teacher of physical education, Irwin Junior High School, Fresno, California.
32. Hollis, Rex. Teacher of physical education, Irwin Junior High School, Fresno, California.
33. Kachadoorian, Harry. Principal, Irwin Junior High School, Fresno, California.
34. Masini, Leonard. Chairman of Boys Physical Education Department, Edison High School, Fresno, California.
35. Poston, Billy. Teacher of physical education, Fresno State University, formerly at Edison High School, Fresno, California.
36. Russell, Nelson. Teacher of physical education, Irwin Junior High School, Fresno, California.
37. Toomasian, John. Teacher of history, Fresno City College, formerly at Edison High School, Fresno, California.

#### B. STUDENTS OF EDISON HIGH SCHOOL

38. Brewer, Erwin.
39. Dixon, Larry.
40. Graves, Donald.
41. Hall, Bernard.

42. Henry, Jarvis.
43. Jackson, Theresa.
44. Johnson, Lynn.
45. McDonald, Benjamin.
46. Pittman, Doloice.
47. Roberts, Lucius.
48. Smith, Brenda.
49. Taylor, Susie.



## APPENDIX A

It appears that the general feeling of the students interviewed for this study on teacher effectiveness is satisfaction with the existing physical education program at their school. They were asked what they would like to do in physical education, and most of them expressed the desire to participate in activities already offered. Some, however, would like to see the introduction of gymnastics, rules and regulations as a prerequisite to the activities, and a coeducational program. The activities most often listed as favorites were volleyball, basketball, and "all of them."

The students did not express such satisfaction with the teachers they have had at Edison High School. When asked to describe a good physical education teacher, many named a former Edison instructor who is now at another school in the district. The students' major complaints about their physical education teachers generally lay in having a "together schedule" (one that is well structured) and control over the students. Other criticism dealt with freedom. Some students would like to have more say in what their program is to be. Others would like to do as they wish, having free play all the time, or on certain days. Still others felt that there is too much criticizing and lecturing done by the teachers. They do not seem to want to be told when they are wrong and how to correct themselves.

APPENDIX B

TEACHER QUESTIONNAIRE

1. If a person is a successful physical education teacher in an all white school, will he most likely also be successful in teaching physical education in a minority school?
2. What are some of the greatest problems which face the teacher in a minority school?
3. Do you think that a person who is successful in teaching physical education in a white school will also be successful in teaching physical education in a minority school?
3. How are minority students different from other students?
4. If so, who is responsible for these differences?
4. What qualities are needed for a person to be a successful physical education teacher in minority schools?
5. What is your experience in teaching physical education each year?
5. How can a person learn or obtain these qualities?

APPENDIX C

STUDENT QUESTIONNAIRE

1. What do you consider to be a good physical education program?
  
2. What do you consider to be a good physical education teacher?
  
3. Do you think there is any difference between taking physical education at your school and any predominantly white school?
  
4. If so, what are the differences?
  
5. What qualities make a good student?
  
6. What is your opinion of the student teachers you have each year?