



This is to certify that the
thesis entitled
A STUDY OF PHYSICAL EDUCATION IN
THE PUBLIC JUNIOR AND COMMUNITY COLLEGES
OF THE CONTINENTAL UNITED STATES

presented by

William Claude Blamer

has been accepted towards fulfillment
of the requirements for

Ed. D. degree in Physical Education

Randolph W. Webster
Major professor

Date July 18, 1967

ABSTRACT

A STUDY OF PHYSICAL EDUCATION IN THE PUBLIC JUNIOR AND COMMUNITY COLLEGES OF THE CONTINENTAL UNITED STATES

by William C. Blamer

Statement of the Problem

This is a study of physical education programs in the public junior and community colleges of the continental United States for the purpose of determining the extent to which they meet certain recommended standards of professional organizations and recognized authorities. The phases of the program included in the study are: (1) the physical education service program; (2) the intramural activities program; and (3) the intercollegiate athletic program.

Methodology

1. Collection of data. In order to analyze the physical education programs in the community colleges it was necessary to obtain data relative to the existing policies and practices.

Catalogs were requested from the nation's public community colleges that were listed in the 1966 edition of the Junior College Directory. In many instances, the catalogs

offered some of the needed data, but in the majority of cases the information regarding physical education programs was limited. Therefore, to secure this information, a questionnaire was constructed and sent to the chairman of the physical education department of four hundred ninety junior colleges listed in the 1966 directory.

A total of three hundred twenty-four questionnaires were returned properly answered, from the following groups, organized according to enrollment.

Group	Questionnaires Sent	Questionnaires Returned	Per Cent Responding
Group I (1 to 499)	110	58	52.5
Group II (500 to 999)	122	76	62.3
Group III (1000 to 2999)	149	101	67.7
Group IV (3000 and over)	109	89	81.7
Total	490	324	66.1

2. Treatment of the data. The study involved five steps in treating the data. The first step was the selection of recommended standards for community college physical education programs; the second, establishment of the various

items on the questionnaire indicating the present status of physical education; the third, analyzing the present practices and policies according to the recommended standards; the fourth, formulation of recommendations; and fifth, a test of the reliability of the research instrument.

Findings

THE PHYSICAL EDUCATION SERVICE PROGRAM

1. Approximately 14.0 per cent of the community colleges do not offer a service program, while 74.1 per cent require physical education and 12.3 per cent offer physical education as an elective. Of the colleges requiring physical education about three-fifths have a two-year requirement and over one-third per cent have a one-year requirement.

2. Only one-fourth of the colleges provide adapted classes for students with physical handicaps.

3. Over one-third of the community colleges allow the students to participate in the physical education service program without having a medical examination.

4. Military service is accepted in lieu of physical education requirement at more than one-half of the colleges and athletes are excused in approximately the same percentage of institutions.

5. Approximately three-fifths of the colleges exempt women at a mean age of 24.3 years and about the same per

cent exempt men at a mean age of 24.0 years.

6. In 16.4 per cent of the colleges the physical education department chairman has no control over the size of the classes. He has sole responsibility for determining class size in about one-third of the colleges and shared authority in about two-fifths of the institutions.

7. Approximately four-fifths of the colleges teaching swimming use coeducational instruction, and three-fourths have coeducational bowling. Other traditional activities taught coeducationally are golf, tennis, archery, badminton, gymnastics, and body mechanics.

8. Only 16.4 per cent of the colleges require swimming or a proficiency in swimming.

9. Approximately one-third of the colleges do not have a college gymnasium and only three-fifths teaching swimming own swimming pools. College owned athletic fields are provided at only seven-tenths of the institutions and tennis courts at 56.3 per cent.

THE INTRAMURAL ACTIVITIES PROGRAM

1. Nearly four-fifths of the colleges provide an intramural activities program and less than one-half of these schools require a medical examination prior to participation in the intramural program.

2. The most popular team sports in the intramural programs are basketball, volleyball, touch or flag tag

William C. Blamer

football and softball with over three-fourths of the colleges including these. Of the individual and dual sports, tennis, table tennis, badminton, bowling and golf are the most popular, with over one-half of the colleges including these activities in the intramural program.

3. Co-recreational activities are included in the intramural programs at over seven-tenths of the colleges and slightly over one-half of the colleges emphasize carry-over activities.

4. Approximately two-fifths of the colleges receive all of their intramural funds from the general budget and about three-tenths receive all intramural funds from student fees. Nearly two-fifths of the institutions receive funds from both the general budget and student fees in varying amounts.

THE INTERCOLLEGIATE ATHLETIC PROGRAM

1. Approximately 85 per cent of the junior colleges compete in intercollegiate athletics. The most popular sport is basketball with 97.4 per cent of the colleges participating in this sport. Golf is next in popularity, followed by baseball, tennis, and cross country with from one-half to three-fourths of the colleges competing in these sports.

2. Only about three-fifths of the colleges negotiate written contracts prior to the staging of all home athletic events.

3. Approximately 85 per cent of the colleges have coaching staffs comprised solely of faculty members.

4. Medical examinations are required prior to each sport season at 44 per cent of the colleges and an annual examination is mandatory at 41.7 per cent. No medical examination is required for athletes at approximately one-tenth of the institutions.

5. Accident insurance is provided for the athletes at over four-fifths of the colleges.

6. Over one-fourth of the colleges compete in women's intercollegiate athletic competition. Tennis is the most popular women's sport with nearly three-fourths of the colleges participating in this activity. Basketball is next in popularity followed by volleyball, field hockey, swimming, track and field, golf, badminton, gymnastics, and softball.

7. The general budget provides all of the funds for athletics at about one-tenth of the colleges and over one-fifth receive all of their funds from student fees. The other colleges receive different amounts from various other sources including gate receipts and guarantees.

Recommendations

PHYSICAL EDUCATION SERVICE PROGRAM

1. College administrators should provide financial and administrative support to physical education personnel so

that physical education activity classes can be required of all full time students.

2. Adapted physical education classes should be provided for students unable to participate in the regular program.

3. All entering students should be given a thorough medical examination prior to participation in the physical education program, and subsequent examinations should be given as deemed necessary.

4. Blanket excuses from the physical education program should not be given for military service. Athletes should be allowed to use the varsity sport only once, if at all, to satisfy part of the physical education requirement, and should return to their physical education classes at the completion of the season.

5. Physical educators and local medical personnel should study their program and devise programs to meet the needs, interests, and physical abilities of the adult students.

6. The physical education department chairman should be given either sole or shared authority for determining class sizes.

7. Coeducational instruction planned by staff members of both sexes should be included in the physical education service program.

William C. Blamer

8. Proficiency or a course in swimming should be required at all colleges that have swimming facilities available.

9. Colleges should provide gymnasias, swimming pools, extensive playfields and other facilities to carry on the various programs of the physical education department.

INTRAMURAL ACTIVITIES

1. Colleges should provide a voluntary intramural program with a director from the physical education staff to provide for the physical, social, and recreational needs of all the students. Students should show evidence of a recent medical examination to participate in this program.

2. Colleges should offer a broad program of intramural activities for both men and women. More emphasis should be placed on individual and dual activities.

3. Intramural programs should include co-recreational activities in team sports such as volleyball, and individual and dual sports such as archery, badminton, bowling, and golf, and in social and square dancing.

4. Funds to operate the intramural budget should come from the general budget and be channeled through the budget of the physical education department.

THE INTERCOLLEGIATE ATHLETIC PROGRAM

1. After establishing an instructional program and an intramural program for the general students of both sexes,

the physical education department should provide intercollegiate athletic competition for the physically gifted male and female students. The women's program should follow the recommendations of the Division of Girls' and Womens' Sports regarding competitive athletics.

2. The athletic director of the entertaining college should have signed contracts from all participating institutions and officials, prior to staging athletic events.

3. Colleges should attempt to develop their coaching staff from the college if possible. Where this is not possible only professionally prepared personnel should be given coaching responsibilities.

4. Colleges should require athletes to have annual medical examinations, or examinations prior to each sport season.

5. Accident insurance should be provided for athletes.

6. Colleges should not depend on gate receipts for a large proportion of their athletic budget, but should find other means for financing the program.

Questions for Further Study

1. Studies of the professional preparation program in the community college should be made on a state or regional basis.

2. A study should be undertaken to refine and develop new standards applicable strictly to the community college.

William C. Blamer

3. Additional studies of the community college physical education program should be made on a regional basis.

4. A study of health education in the community colleges of the United States should be carried out.

5. Criteria should be developed by medical and physical education personnel for exempting male or female students from the required physical education program due to age.

A STUDY OF PHYSICAL EDUCATION IN
THE PUBLIC JUNIOR AND COMMUNITY COLLEGES
OF THE CONTINENTAL UNITED STATES

By

William Claude Blamer

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

Department of Health, Physical Education and Recreation

1967

646950
12-12-67

ii

© Copyright by
WILLIAM CLAUDE BLAMER

1968

ACKNOWLEDGMENTS

Sincere appreciation is extended to Dr. Randolph Webster, Professor of Health, Physical Education and Recreation, and chairman of the committee; Dr. Thelma Bishop, Professor of Health, Physical Education and Recreation; Dr. Carl Horn, Professor of Education and Dr. John Useem, Professor of Sociology; for their invaluable aid, guidance, and encouragement.

Grateful acknowledgment is expressed to the administrators, department heads, athletic directors, and faculty members who cooperated in completing the questionnaires involved in this study.

Special thanks are due Mrs. Bernice F. Blamer whose sacrifice, encouragement, and assistance helped to make this study possible, and to Claudia, William E., Robert and Richard Blamer for their cooperation and understanding during the period the project was being completed.

William C. Blamer

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF TABLES	vii
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Amplification of the Problem	
Need for the Study	
Delimitations	
Definitions	
Assumptions	
II. BACKGROUND ON COMMUNITY COLLEGES	6
Historical Development	
Functions of the Community College	
Physical Education and Athletics	
in the Community Colleges	
III. REVIEW OF THE LITERATURE	22
Four-Year Colleges and Universities	
Junior and Community Colleges	
Summary	
IV. METHODOLOGY	56
Collection of the Data	
Treatment of the Data	
V. THE PHYSICAL EDUCATION SERVICE PROGRAM . . .	65
Administration	
Program	
Evaluation	
Budget and Facilities	

Chapter	Page
VI. THE INTRAMURAL ACTIVITIES PROGRAM	125
Administration Program Budget and Facilities	
VII. THE INTERCOLLEGIATE ATHLETIC PROGRAM . . .	165
Administration Program Budget and Facilities	
VIII. COMPARISON OF SOME ASPECTS OF THE PHYSICAL EDUCATION PROGRAM	208
IX. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . .	225
BIBLIOGRAPHY	254
APPENDIX	267
A. Introductory Letter to Presidents, Deans or Directors	
B. Letter of Transmittal to Physical Education Department Chairmen	
C. Questionnaire	
D. Letter to Florida State Department of Education	
E. Letter of Transmittal to Florida Colleges	
F. Follow-Up Letter Number One	
G. Follow-Up Letter Number Two	
H. Colleges Exempting Students From the Physical Education Requirement Due to Age	
I. Activities Included In the Intramural Program	
J. Number of Colleges Having Same Entrance Requirements for Athletes as Non-Athletes	

Chapter

Page

APPENDIX (Continued)

K. Maximum Number of Contests Allowed

L. Source of Funds for Athletic Scholarships
or Grants-In-Aid

LIST OF TABLES

Table		Page
5.1	The Physical Education Requirement in Community Colleges	66
5.2	Colleges Having a Written Philosophy of Physical Education	69
5.3	Standards of Physical Education Faculty Compared to Other Faculty Personnel	71
5.4	Colleges Promoting In-Service Training In the Physical Education Department . . .	72
5.5	The Number of Colleges Providing Adapted Classes for Students With Physical Handicaps	74
5.6	Colleges Requiring a Medical Examination Prior to Participating in Physical Education	75
5.7	The Number of Colleges with Medical and Physical Education Personnel Discussing Cases Prior to Waiving Physical Education	77
5.8	Educational Experiences Accepted in Lieu of the Required Physical Education Program	80
5.9	Ages Which Students Are Exempted From the Physical Education Requirement	84
5.10	Value of the Physical Education Service Program Grades	86
5.11	Administrative Personnel Responsible for Determining Size of Service Classes	88
5.12	Program of Activities in the Service Program	91
5.13	Activities Taught Coeducationally	93

Table		Page
5.14	Colleges Including Instruction in the Purpose of Physical Education	95
5.15	The Number of Colleges Introducing and Encouraging Intramural Participation Through the Service Program	97
5.16	Colleges Using Textbooks in Their Service Classes	98
5.17	Number of Service Programs Requiring Homework	100
5.18	Colleges Requiring Swimming Proficiency or Course in Swimming.	102
5.19	Colleges Using Cooperative Planning in Selection and Use of Evaluation Techniques	104
5.20	Service Programs Using Same Grading Policy as Other Areas Within Their College	105
5.21	Type of Evaluations Used in the Service Program	106
5.22	Time of Evaluation of Students	108
5.23	Purposes of Evaluation of Students	110
5.24	Colleges Using Student Evaluation of the Service Program	112
5.25	Colleges Involving Students in Curriculum Changes or Planning of New Courses	113
5.26	Source of Income for the Service Program . .	114
5.27	Ownership of Physical Education Facilities .	116
5.28	Adequacy of Physical Education Facilities . .	122
5.29	Plans for Construction of Facilities for Colleges Not Presently Owning Facilities .	123
5.30	Year of Construction of New Facilities . . .	124

Table		Page
6.1	Number of Colleges with Intramural Programs .	126
6.2	Directors Utilizing Faculty-Student Committees, Councils or Boards	128
6.3	Intramural Programs Requiring Medical Examination Prior to Participation	129
6.4	Intramural Programs Giving Equal Consideration to Male and Female Students	131
6.5	Intramural Programs Equating the Abilities of the Participants in Organizing Competition	133
6.6	Purposes of Intramural Awards	135
6.7	Intramural Programs Adapting Rules of the Various Sports to Meet Local Needs . .	136
6.8	Provision for Care of Accidents in the Intramural Program	137
6.9	Colleges Allowing Students Under Age Twenty-one to Drive on Extramural Trips . .	139
6.10	Colleges Providing Training Programs for Student Intramural Officials	140
6.11	Intramural Programs Offering a Broad Selection of Organized and Informal Activities for Both Men and Women	144
6.12	Intramural Programs Providing Co-Recreational Activities	146
6.13	Intramural Programs Having Joint Approval of Co-Recreational Activities	147
6.14	Intramural Programs Utilizing Skills and Knowledge Gained in the Service Program	149
6.15	Intramural Programs Making Use of Geographical Location and Climatic Conditions	150

Table		Page
6.16	Intramural Programs Scheduling for Continuing Participation Rather Than Immediate Elimination	152
6.17	Intramural Programs Emphasizing Carry-Over Activities	153
6.18	Number of Colleges Where Extramurals are an Outgrowth of the Intramural Program . . .	154
6.19	Source of Intramural Program Funds	157
6.20	Number of Colleges Providing On-Campus Facilities for Intramurals	158
6.21	Number of Colleges Considering Intramurals in Over-All Scheduling Plan	160
6.22	The Number of Intramural Programs Providing Facilities for Free Play Throughout the Day	161
6.23	Evaluation of Intramural Facilities	163
7.1	Colleges Participating in Intercollegiate Athletics	167
7.2	Colleges Having a Faculty Advisory Board for Athletics	168
7.3	Colleges With the Athletic Department Philosophy Formulated in Writing	170
7.4	Colleges Having Athletic Policies and Procedures Formulated in Writing	171
7.5	Colleges Having Written Procedures for Care of Athletic Injuries	172
7.6	Athletic Directors Designated as Official Representative at Regional and Conference Athletic Meetings	174
7.7	Number of Sports Coached by the Athletic Director	176
7.8	Governing Bodies for Eligibility Rules	177

Table		Page
7.9	Colleges Requiring Written Contracts for All Home Athletic Events	179
7.10	Number of Colleges Using Coaches Who are Not Faculty Members	181
7.11	Physical Examination Requirements for Athletes	183
7.12	Provision of Accident Insurance for Athletes	184
7.13	Number of Colleges Giving Same Award for All Varsity Sports	186
7.14	Colleges Belonging to the National Junior College Athletic Association	187
7.15	Colleges Competing in Various Sports	190
7.16	Colleges Limiting Athletic Teams to Specific Number of Games	191
7.17	Colleges Competing in Women's Inter- collegiate Athletics	195
7.18	Sports Included in the Women's Inter- collegiate Program	197
7.19	The Number of Colleges Requiring Students to Pay Admission to Home Athletic Events .	199
7.20	Method of Reimbursing Coaches	200
7.21	Colleges Giving Athletic Scholarships or Grants-in-Aid	202
7.22	Source of the Intercollegiate Program Funds	204

CHAPTER I

INTRODUCTION

I. STATEMENT OF THE PROBLEM

This is a study of physical education programs (including intramurals and athletics) in the junior and community colleges of the continental United States, for the purpose of determining the extent to which they meet certain recommended standards of professional organizations and recognized authorities.

II. AMPLIFICATION OF THE PROBLEM

1. In order to derive a range of practices and policies that could be evaluated, a study of the present physical education programs in the American community or junior colleges was made. Phases of the program that were considered in this study include:

- The Physical Education Service Program
 - Administration
 - Program
 - Evaluation
 - Budget and Facilities

- The Intramural Activities Program
 - Administration
 - Program
 - Budget and Facilities

- The Intercollegiate Athletic Program
 - Administration
 - Program
 - Budget and Finances

2. The present practices and policies of the physical education program were analyzed in order to determine the extent they conformed with recommended standards.

3. Recommendations were formulated that may be used to guide the organization and administration of the physical education programs in the American junior or community colleges.

III. NEED FOR THE STUDY

The public community college movement is a phenomena of the twentieth century which has snowballed during the past few years and will no doubt continue to increase until every youth in the United States will be within commuting distance of an institution of higher learning. In 1965, for example, more than fifty new colleges were opened for operation.

Many of these colleges were organized only a short time before admitting vast numbers of students. The ensuing problems for administration and faculty resulted in both groups looking to older established colleges for direction and guidance.

Questions are repeatedly asked of junior college physical educators in the form of surveys, "post card" inquiries, and letters from newly organized colleges, asking for information regarding their philosophy, administration, program, facilities and financing. Formal and informal

discussions concerning common problems are held whenever junior college physical educators get together.

These questions and inquiries are "prima facie" evidence that junior college physical educators are looking for guidelines and direction for their programs. In addition, the growth of the junior colleges over the past decades and the projected increase of colleges in the future, point to a definite need to obtain information on the physical education programs for comparative and evaluation purposes.

IV. DELIMITATIONS

1. The study was confined to the public community or junior colleges in the continental United States as listed in the 1966 Junior College Directory.

2. The study involved solely those colleges in operation during the school year 1966-67.

3. The study was confined to the physical education service, intramural activities and intercollegiate athletic programs.

4. The aspects of the physical education service program in the study were confined to administration, program, evaluation, and budget and finance. The intramural activities program was confined to the aspects of administration, program, and budget and facilities. The intercollegiate athletic program was confined to the aspects of administration, program, budget and facilities.

V. DEFINITIONS

1. Junior College, Community College. These terms are used interchangeably for a two-year institution offering university parallel and/or terminal programs.
2. Public Junior or Community College. A publicly controlled institution supported wholly or in part by public funds.
3. Instructional Program. The program requiring enrollment in a formal class in which college credit and grades may or may not be given. It includes both the service and professional preparation programs.
4. Service Program. The part of the instructional program designed to fulfill the physical education required of undergraduates; or, if physical education is not required, those courses in physical education activities which any student may elect.
5. Intramural Activities Program. All sponsored, voluntary, extra-class physical activities either competitive or recreational, where the participants are students of a single school.
6. Extramural Activities. Athletic activities in which the participants are students of two or more schools. They differ from varsity or intercollegiate athletics in that they seek to involve less skilled students. Extramural activities usually follow the intramural season and usually

require few, if any, coached practice sessions. They do not involve leagues, championships, or season-long schedules.

7. Intercollegiate Athletic Program. The highly organized phase of the physical education program designed to meet the needs of the physically gifted student and characterized by competitive contests between two or more colleges, with teams usually coached by a professional faculty member. This program frequently involves league affiliation, a pre-season training period and a pre-arranged schedule of contests.

VI. ASSUMPTIONS

1. There is a definite need to obtain, organize, and report information on all aspects of the physical education program of the American Community College.

2. This report will furnish new colleges guidelines for developing their programs and will give the older established, and the comparatively new, rapidly growing institutions a yardstick to evaluate their current programs.

CHAPTER II

BACKGROUND OF THE COMMUNITY COLLEGE

The modern American community or junior college which had developed from the junior college movement over the past fifty to seventy years is one of the most significant contributions our country has made to the history of education. Today the community college appears to offer the solution to the problem of providing access to equal and advanced educational opportunities for those citizens who might benefit, regardless of age, socio-economic status or academic ability.

I. HISTORICAL DEVELOPMENT

European Background

Although the junior college movement is essentially an American phenomenon of the twentieth century, its roots go well back to Europe and into the eighteenth century. After the Civil War, American education was strongly influenced by the German school system to which many attributed the German success in science and technology. "Not only were the kindergarten and normal school introduced here from Germany during the nineteenth century, but the modern graduate school and technical institute were also patterned after

their German counterparts."¹

In Germany, schooling in the Gymnasium extends through the fourteenth year and the finishing point of these institutions continues to be described as the equivalent in accomplishment to roughly the second year of the American University or College.² Upon completion of this work the student is ready for specialization in the university. However, the Gymnasium cannot be compared to the American Comprehensive high school, combined with Junior College education, since in Germany throughout the educational system there are barriers to advancement. In this country, students are encouraged to complete high school and continue through the thirteenth and fourteenth years.

Early Leaders of the Junior College Movement

However, this German system did influence the early advocates of changes in higher education, such as Henry P. Tappan, President of The University of Michigan, William W. Folwell of Minnesota and Edmund J. James of Illinois, but they visualized the junior college in the traditional

¹Tyrus Hillway, The American Two-Year College (New York: Harper and Row, 1958), p. 33.

²Ralph R. Fields, The Community College Movement (New York: McGraw-Hill Book Co., Inc., 1962), p. 17.

European role of the gymnasium or lycee' as preparing students for the university.

Tappan, in his book, University Education, published in 1851, urged the American universities to become "pure universities" and reorganize similarly to the German fashion. A year later in his inaugural address "he again advised the reform of American higher education through the process of relegating the lower division courses to the high schools and admitting to the universities only students who had completed the fourteenth grade or its equivalent."³

Folwell, in 1869, in his inaugural address at the University of Minnesota, proposed that the high schools or academies assume the responsibility for the education of boys to about the age of twenty.

James, prior to becoming president at the University of Illinois in 1904, attempted to interest Pennsylvania in the same ideas.

These leaders were interested in organizing the university to enable the entering student to start specialization immediately. It was of little concern to them what happened to the freshman and sophomore years of the collegiate curriculum. It is assumed they considered it logical for the American secondary school to assume the same role as the German Gymnasium.

³Hillway, op. cit., p. 34.

The University of Chicago became the first institution to make reforms that led to the actual founding of junior colleges. President William Rainey Harper, in 1890, re-organized the upper division (junior and senior years) into what was called the "university college" and the lower division (freshman and sophomore years) into the "academic college." In 1894 the names were changed to "senior college" and "junior college." "While this was not the first instance of an administrative separation between lower and upper divisions in collegiate institutions, it seems to have been the first in which the name 'junior college' was used."⁴ Harper also encouraged high schools and academies having a strong academic program to extend their offerings into the thirteenth and fourteenth year. In addition, he proposed that weak four-year colleges drop their junior and senior years and strive for excellence with their freshmen and sophomores.

Harper's ideas constitute the chief reasons which have impelled communities to found junior colleges. These ideas were summarized in five points in his decennial presidential report in 1902. Points one, two, four and five listed below dealt directly with the modern junior college movement. Point three did not deal with this movement.

- (1) The end of the sophomore year is a convenient point for many students to terminate their college careers;

⁴Ibid., p. 3.

- (2) Some students who do not wish to undertake four years of collegiate instruction may be willing to attempt the two-year programs;
- (3)
- (4) If high schools and academies add the junior college unit and if some colleges reduce their programs from four years to two, greater economy in the financing of higher education will result; and
- (5) With opportunities for education beyond the twelfth grade made locally available, students may continue to live at home until greater maturity has been reached.⁵

President Harper also made another important contribution to the junior college movement in 1900 by securing approval for granting associates' degrees to all students who successfully completed the junior college program of studies. Since that time there has been wide recognition of this degree, with all states where there are junior colleges authorizing the degree. This places the official stamp of approval on junior college education as a definite collegiate accomplishment.

Another early leader in the junior college movement was Alexis F. Lange. He was a graduate student at The University of Michigan when there was much discussion regarding President Tappan's proposals. His ideas regarding the place and function of the junior college were undoubtedly also

⁵Ibid., p. 38.

influenced by his years of study at the Universities of Berlin and Marburg in Germany.

Lange, who as Dean of the College of Education at the University of California, advocated the junior college as an institution to round out preparation for university work and to further the completion of education for effective citizenship. During the period from 1906 to 1924 he exercised "considerable influence on the development of the junior college as a part of the public school system of California and elsewhere."⁶

The First Public Junior College

Since many of the early junior colleges started as extensions of high schools or as four-year colleges consolidating their positions for economic or other reasons, it is difficult to determine which of these institutions was the first. Field states:

While this subject would constitute an interesting historical research, it has not occupied to date the serious efforts of an historian. Leonard V. Koos mentions Lewis Institute as the first private junior college in a brief statement "Rise of the Peoples' College," in School Review, March, 1947. James M. Wood had made the same statement about Lewis in an article, "Twenty Years' Progress," in Junior College Journal, May, 1940. Joliet, Illinois is generally spoken of as the first public junior college Goshen, Indiana undertook post graduate high school work at about the same time as Joliet, but terminated

⁶Fields, op. cit., p. 19.

the effort. Theodore C. Burgess, in the U. S. Bureau of Education Bulletin No. 19, 1922, claims that Bradley Polytechnic Institute of Peoria, Illinois started the first junior college as part of the Institute in 1896. There is no doubt that the University of Chicago labeled its lower division the "junior college" in 1896. The University of California, in the same year, instituted a "junior certificate" as an admission requirement for the upper-division work. Monticello Seminary, at Godfrey, Illinois, according to F. L. Whitney, in The Junior College in America (Colorado State Teachers' College Education Series No. 5, 1928), has the earliest founding date of all the institutions in his listing.⁷

Joliet Junior College. Although many high schools provided post-graduate courses which were accepted at many universities, Joliet, Illinois is generally regarded as the first public junior college.

The official minutes of the Joliet Township High School Board of Education do not mention when the first student began a post-high school course. Many authorities cite 1902 as the year of founding, but the present Dean, Elmer W. Rowley, believes 1901 should be considered the initial year of the college. Even before this time, however, there is evidence of Joliet students receiving credit at four-year colleges for post-graduate work taken at the high school. In 1902 the Board of Education passed a motion to the effect that "graduates of the high school may take post-graduate work without any additional charge being made."⁸

⁷Ibid., p. 15.

⁸Elbert K. Fretwell, Jr., Founding Public Junior Colleges (Bureau of Publication, Teachers' College, Columbia University, 1954), p. 11.

Dr. J. Stanley Brown, Superintendent of Schools, encouraged this post-graduate work, and he in turn was inspired and encouraged by President Harper, of the University of Chicago. Brown did not give wide publicity to the program for fear of taxpayers' reaction to using high school funds for college work. During the period 1910 to 1916, the name "junior college" became more generally used in Joliet. However, the term was not recognized officially until after Doctor Brown's resignation in 1919.

Growth of the Junior Colleges

From its humble beginnings, characterized by Joliet Junior College, the junior college movement has blossomed far beyond the expectations of such early leaders as Tappan, Folwell, James, Harper and Lange. From the inconspicuous appearance of Joliet Junior College until the beginning of World War II, the number of public junior colleges increased at a steady rate. In 1915, nineteen public junior colleges were in operation, increasing by 1921 to seventy and to one hundred thirty-six in 1925. This figure was further increased to one hundred seventy-eight in 1929 and grew to two hundred nineteen in 1933. In 1938, a few years prior to our entry into World War II, the public junior colleges totalled two hundred fifty-eight.

Enrollments in these institutions were also increasing at a steady pace. The decade from 1915 to 1925 showed an

increase from 592 to 20,145. In 1929 enrollment increased to 45,021 and to 74,853 in 1933. By 1938, 140,545 students were enrolled in these institutions. But, by 1947, shortly after World War II, the number of public junior colleges grew to 328, an increase of twenty-seven per cent. The increase in enrollment of one hundred seventy per cent is even more dramatic.

The period from 1947 to 1955 was a period of slow development as far as the number of colleges was concerned, with only thirty-five new colleges developed. But, in terms of enrollment, quite a different phenomenon was occurring. Enrollment during this period increased from 378,844 to 683,129; an eighty per cent increase. Ninety new public junior colleges appeared on the American education scene during the period of 1955 to the fall of 1964. At this time the 453 colleges enrolled 921,093 students, an increase of thirty-four per cent since 1955. In 1965, there were more than fifty new colleges opening their doors to students for the first time.

With forty-three of the fifty states contributing more financial support to the community colleges, it can be expected that the upward trend will be continued, both in regards to the number of colleges and their enrollments.

II. FUNCTIONS OF THE COMMUNITY COLLEGE

Due to the relative late arrival of the junior or

community college on the American educational scene, the lay public and even educators, who are not familiar with the movement, do not have a clear understanding of the role of these institutions. There are four generally accepted functions of the junior or community college -- popularizing and democratizing higher education, university parallel, terminal and student services. The popularizing and democratizing function is interpreted as giving the advantages of a college education of a general nature to high school graduates who could not otherwise secure it because of financial or geographical reasons. It also gives similar benefits to the adults of the community.

The college parallel function is the giving of two years of work locally, equivalent to that given the freshman and sophomore years at the university. The terminal function may be explained as giving specific preparation by vocational courses for specific occupations on the semi-professional level, preparing students who finish them for an immediate place in a definite life occupation.

The student services function of junior colleges according to McDaniel include the following essential practices:

1. Informing On-coming Students.
2. Helping Students Make Appropriate Educational and Vocational Plans.
3. Helping Students Choose Best Levels in Courses.
4. Registering Students.
5. Orienting New Students.

6. Helping Students to Perform at Optimal Levels in Courses.
7. Helping Students Resolve Individual Problems of Housing, Finances, and Health.
8. Helping Students with Personal Problems.
9. Helping Students Select and Transfer to Next Destination.
10. Testing and Test Interpretation.
11. Counseling.
12. Record Keeping.
13. Conducting Institution Research on Student Characteristics.
14. Evaluating Personnel Practices and Instruments.
15. Encouraging Student Activity.⁹

The President's Commission on Higher Education helped to interpret the community college to the public when it stated in one of their reports:

Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community certainly, so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access. But in addition, the community college will serve as an active center of adult education. It will attempt to meet the post-high school needs of its community.¹⁰

It is interesting to note that after the publication of this report in 1947, where the Commission suggested the name "community college" be applied to the institutions

⁹J. W. McDaniel, "Essential Student Personnel Practices for Junior Colleges," American Association of Junior Colleges Bulletin, 1962, p. 54.

¹⁰President's Commission on Higher Education, Higher Education for American Democracy, Vol. 1, Establishing the Goals (New York: Harper and Brothers, 1947), pp. 67-68.

designed to serve chiefly local educational needs, a considerable number of "junior colleges" adopted the new title, "community college."

Jesse P. Bogue, long-time executive secretary of the American Association of Junior Colleges, summarized the functions by stating:

By examination of life situations, of identifiable problems that need solution, or national, state, and local levels, we arrive at conclusions regarding the basic functions of community colleges. They are guidance and counseling for all students and for people in the community; general education for all students regardless of vocational objectives; technical and other vocational training, and on a continuing basis, for students who will not advance to upper division collegiate studies; the further democratizing of higher education by surmounting barriers of geography and family financial difficulties; the popularization of higher education by breaking down family traditions and creating greater personal interest and motivation; adult education and university-parallel studies for those students who should continue formal education.¹¹

Another important function referred to previously, but needing further explanation, is the Community Service function. In addition to community service provided by the curriculum itself, "the true community college becomes an integral part of the social and intellectual life of its locality. Through lectures, musical programs, community surveys, informal study groups, co-operation with employers and placement agencies, donations of its facilities for civic functions, and a hundred

¹¹Jesse P. Bogue, The Community College (New York: McGraw-Hill Book Company, 1950), p. 76.

similar methods, the institution raises the cultural, social, and economic level of its town or district."¹²

To fulfill its purposes and perform its functions, the community college must be adaptable and flexible to enable it to meet the needs of the community it serves. Because of the very nature of the movement, no two community colleges can be exactly alike. "Each college is a reflection of the community served, the purposes sought, the functions undertaken, and the resources at hand."¹³

III. PHYSICAL EDUCATION AND ATHLETIC PROGRAMS IN THE COMMUNITY COLLEGES

Physical Education Program

It can be said that the growth of physical education in the community colleges parallel the growth of the community and junior college movement. However, the literature on the community junior college does not mention the history of physical education in these colleges.

The author from experience and from the results of the study can state that many of the newer colleges do not own their facilities, yet are providing physical education programs

¹²Hillway, op. cit., p. 80.

¹³Fields, op. cit., p. 95.

for their students by utilizing community resources. High school, YMCA, and other gymnasias in the community are rented or borrowed for the service, intramural, and intercollegiate athletic programs. YMCA and YWCA pools are utilized for swimming activities and cooperative use of playing fields are arranged through local recreation departments or other community agencies.

Of the colleges operating a physical education program without campus facilities, 93.7 per cent report plans for providing facilities, while 6.3 per cent will continue their programs in rented or borrowed facilities.

Intercollegiate Athletic Program

Junior colleges have participated in intercollegiate athletics since shortly after World War I. The control of athletics on the national level is by the National Junior College Athletic Association which was conceived in 1937 and whose "charter was approved on May 14, 1938."¹⁴ Member colleges were all California institutions.

The first national meet was held in track in 1939, and has been continued since then except for the war years. In 1945, an invitational basketball tournament was held which in 1947 grew to a national activity.

¹⁴Jay Tolman, The Handbook of the National Junior College Athletic Association (National Junior College Athletic Association, 1966), p. 36.

In 1947, because of the growth of the Association, the nation was divided into eight regions and in 1949 further divided into the present sixteen regions. However, additional regions will be added in the near future.

Early attempts to carry on an extensive program of national competition in golf, tennis, boxing, gymnastics and swimming were abandoned due to lack of entries and financial hardships. Provision was made, however, to conduct these events in the future when there was a request from five or more regions.

In 1957, the Association affiliated with the National High School Federation and the National Association of Intercollegiate Athletics to form the National Alliance. The main purpose of this organization is to produce playing rules for the various sports sponsored by the three member organizations.

A national baseball tournament was approved in 1959 and in 1960 invitational meets in swimming and rifle were included. The following year an invitation soccer tournament was added to the list of approved national activities. An NJCAA football game was approved in 1964 after a lapse of four years, and 1966 wrestling was changed from an invitational to a national event. Presently invitational tournaments are also recognized in golf and tennis and a National Junior College Cross Country Meet is held annually.

The NJCAA joined the United States Olympic Committee in 1963 "and was given ten votes on the committee and one representative on the Board of Directors."¹⁵

From the original thirteen members the NJCAA has grown to a present membership of three hundred ninety-nine junior colleges. With the continued growth of the junior college movement, this organization will extend a strong influence over athletics in the junior colleges and continue to regulate competition and provide services for the member institutions.

¹⁵Ibid., p. 38.

CHAPTER III

REVIEW OF RELATED LITERATURE

A review of related literature reveals considerable interest in the investigation and evaluation of physical education programs in the four-year colleges and universities. However, it appears there have been few comprehensive studies conducted in the area of junior college physical education.

I. FOUR-YEAR COLLEGES AND UNIVERSITIES

A number of studies have been completed on four-year colleges and university physical education programs on the state level, on the national level, and for certain geographical areas, which have some similarity to this study. These would include the following:

The Mumford Study.¹ A. W. Mumford in 1948, reviewed his study regarding the physical education program in the Negro colleges. He was mainly concerned with budget, health services, facilities and personnel. Results of his study indicated low standards in physical education in Negro colleges due to limited funds, inadequate facilities and lack of training of the physical education personnel.

¹Arnet W. Mumford, "The Present Status of Health and Physical Education Programs in Negro Senior Colleges," Research Quarterly, 19:190-197, December, 1948.

The Haines Study.² Haines in 1946 used the questionnaire technique to evaluate the sixteen Negro colleges in the Southern Intercollegiate Conference. His study covered the following nine major areas: (1) general teacher information, (2) required physical education, (3) instruction, (4) attendance, (5) student classification, (6) grading system, (7) activity program, (8) facilities, and (9) equipment. He concluded that appreciable progress had been made in the field of physical education among the Negro colleges, especially those included in his study.

The Kretchmer Study.³ In 1950 Kretchmer sent questionnaires to fifty-five men and sixty-three women physical educators in colleges and universities selected with consideration of their present position, their professional experience and the geographical location of the institution they were currently serving.

He found 94 per cent of the seventy-nine colleges responding to his questionnaire provided coeducational activities in some phase of the program. In 73 per cent of these

²James C. Haines, "A Survey of the Physical Education Programs for Men in the Colleges of the Southern Intercollegiate Athletic Conference" (unpublished Master's Thesis, Springfield College, Springfield, 1949).

³Robert T. Kretchmer, "A Questionnaire Study Concerning the Development of Co-Education in College Physical Education," Research Quarterly, 21:26-7, October, 1950.

schools coeducational activities were provided in the organized voluntary program where no credit is given. At 37 per cent of these schools students may elect coeducational activities for credit.

In 63 per cent of the seventy-nine colleges, co-educational clubs had been organized in various sports. In five-sixths of these schools provisions were made for special coeducational events such as Sports Nites, Folk Dance Frolics, Mixed Swims, Roller Skating Parties and Play Days.

At 65 per cent of the colleges studied, separate gymnasias exist for men and women students and over half of these had dressing and shower facilities for the opposite sex in either the men's or women's gymnasium.

The respondents in the study felt either a male or female instructor could handle coeducational classes, provided he is professionally qualified, socially well adjusted, and in sympathy with this type of program.

The most significant factors fostering the development of coeducation in physical education were found to be (1) the increased emphasis in education upon preparation for worthy use of leisure time, (2) the increased emphasis in physical education programs upon recreational activities, (3) the natural interest of college men and women in associating with one another in social activities, and (4) the increased emphasis in physical education upon social development.

The most significant factors hindering development in this same area are: (1) the limitations of present facilities, (2) the indifference of male physical educators, (3) the tradition of separating men and women for physical education, (4) the difference in athletic ability in men and women, (5) the lack of preparation of staff members to handle coeducational classes, and (6) the differences in strength and endurance of men and women.

It was the opinion of the questionnaire participants that coeducational activities are desirable in both the voluntary and prescribed phases of the program but that the voluntary, non-credit phase was the most desirable place for coeducational activities.

Kretchmer also found that coeducation is finding expression in the weekend recreational program of colleges whose student body is limited to one sex.

The Snyder Study.⁴ Snyder in 1953 reported a Fifty-sixth Annual Meeting of the College Physical Education Association, the results of a survey of junior colleges, colleges, and universities in the far west section of the United States. The study was directed specifically at those aspects of the required physical education program relating

⁴Raymond A Snyder, "Current Practices and Trends in the Required Service Program of Physical Education in Selected Colleges and Universities," College Physical Education Association Proceedings, 1953; 76-84.

relating to the waiver of physical education for veterans, facilities and equipment, and administrative organization and staff.

Of the responding colleges, 56 per cent stated they waived physical education for veterans but only two believed in this policy. Facilities and equipment were major problems at approximately one-half of the institutions. Three-fourths reported they had needed new facilities from three to fifty years, with a mean of about fifteen years. The institutions in 62 per cent of the cases have a written philosophy for the required programs. Health examinations were given prior to participation in the required program in 86 per cent of the colleges.

The study indicates that no general pattern of organization or administration exists in the required program of physical education. It appears that the broad concept of the profession is not recognized in the organizational pattern with only 10 per cent mentioning recreation in their department titles.

The Jamerson Study.⁵ At the same meeting as was mentioned in the above study, Jamerson, who studied selected schools in the East said the trend is definitely toward not

⁵Richard E. Jamerson, "What is Being Done in Required Programs?" College Physical Education Association Proceedings, 1953; 85-89.

permitting veterans to substitute for physical education. Where substitution is permitted, the policy generally in effect is to permit substitution only on the basis of equivalent experiences in military services.

In general there is no departmental policy covering written examinations. However, individual instructors usually use such examinations as part of the final evaluation of the student's work.

The pattern has changed little over the past several years in regards to granting credit for physical education. Two years is the prevailing requirement with four semester hours or six credit hours the usual amount of credit granted.

The Kirchner Study.⁶ In this study the author limited his investigation to certain specific elements. Under these elements, standards were validated by a jury of twenty-one experts in the field of physical education. Twenty-four colleges were visited and their status determined by using a checklist prepared from the acceptable standards and by interviewing directors of physical education and members of their staff. The author also reviewed the college catalogues,

⁶George A. Kirchner, "An Evaluation of the Physical Education Service Programs for Men in the Senior Colleges and Universities of North Carolina with Respect to Specific Elements" (unpublished Doctoral dissertation, Indiana University, Bloomington, 1953).

physical education departmental records, student handbooks, registrar records, and service manuals.

The thirteen specific elements included in the evaluation were: (1) general and specific objectives, (2) academic training of instructors, (3) teacher load, (4) student enrollment, (5) time requirements, (6) program of activities, (7) program planning, (8) training student leaders, (9) techniques of teaching skill, (10) methods of handling absences, tardiness, and make-ups, (11) testing students, (12) evaluating students, (13) accrediting students.

The Husman, Johnson, Strom Study.⁷ In 1953 Husman, Johnson and Strom reported they sent questionnaires to one hundred twenty selected major colleges and universities. Responses were received from one hundred one institutions in forty-four states.

They found the majority of colleges excuse their varsity athletes from the required physical education at least during their sport season. Also, grading is most frequently based on ability to perform skills and excessive absences (usually three) effect student's grades. The college health department, the Dean of the student's college, and the student's instructor are the most frequent individuals

⁷Burris F. Husman, Warren R. Johnson, and Arthur D. Strom, "Nationwide Survey Analysis of Major Administrative Problems in Required Physical Education Program," Research Quarterly, 24: 67-71, March, 1953.

involved in validating excuses and notifying the students of excessive absences.

They also reported only 35 per cent of the respondents use tests for grouping. The most frequent method of classification of students for participation is on the basis of year or semester enrolled. They reported students are required to take prerequisites (most frequently aquatics) before they can elect activities.

Most schools furnish towels, locks, and major equipment while the student furnishes the uniform and shoes. Although the majority furnish recreational equipment, many require the students to purchase equipment such as badminton and tennis rackets. Fees ranging from one to three dollars per term are charged in approximately one-half of the schools.

The major emphasis in most programs is on carry over skills, however, there is no unanimity as to which skills carry over.

The Hunsicker Study.⁸ Hunsicker reported to the College Physical Education Association Annual Meeting in 1954 that in a questionnaire survey of college service programs he found that only 11 per cent of the colleges did not require physical education. The results of his study indicate a

⁸Paul A. Hunsicker, "A Survey of the Service Physical Education Programs in American Colleges and Universities," College Physical Education Association Proceedings, 1954; 29.

change in the pattern of requirements so that 57 per cent of the schools have a two-year requirement and 21 per cent have a one-year requirement. Hunsicker determined which activities were rated highest in the service program and investigated methods of grading and evaluation. His report did not include the number of institutions responding to his questionnaire.

The Davis Study.⁹ Davis reports that a sub-committee on Curriculum Content of the National Association of Physical Education for College Women conducted a nation-wide survey to determine the number of colleges and universities having a core requirement in physical education and the various types of courses that were included. For this study, core requirements were defined as a basic course or courses fulfilling common needs of women students and required of all women non-physical education majors in the school.

Questionnaires were sent to two hundred ninety-nine schools and replies were received from one hundred ninety-eight. The number of respondents stating they had no core requirements was 38 per cent while the number with some type of core requirement was 62 per cent. It was found that the schools with a core requirement had three general types-- area, basic orientation course, and specific activity course requirement.

⁹Dorothy Davis, "Nationwide Survey of Core Curriculum Content in Physical Education for College Women," Research Quarterly, 25; 144-149, May, 1954.

Thirty-eight schools had an area requirement and a larger per cent of these required team sports, an individual or dual sport, swimming and rhythms or some general type of dance.

Of the thirty-nine schools with a basic orientation course requirement a larger percentage of them include body mechanics, relaxation, posture, daily living activities, departmental policies and procedures, objectives of physical education, weight control, health practices, conditioning exercises and fundamental movement in their basic course.

Sixty-two of these schools required specific activity courses with a larger percentage of these requiring body mechanics, volleyball, basketball, swimming or swimming proficiency, softball, rhythmic fundamentals, folk dance, square dance, stunts and tumbling, health, badminton, and soccer.

The committee felt the study showed a marked trend in the direction of some specific basic curriculum material required of all participants in the physical education service program. These are arranged in one of the three ways mentioned above and the area or specific activity required most generally was body mechanics, team sports, individual sports, swimming, and rhythmic activities or some form of dance.

The Phillip's Study.¹⁰ Phillips, in his study of college service programs in 1953, personally visited fourteen institutions and studied an additional forty-six by means of a questionnaire. Standards were developed, established and validated by means of authoritative literature and a panel of twelve recognized authorities in the field of physical education.

His study showed that 87 per cent of the institutions of higher education had a required or elective service program. Of the colleges having a physical education requirement, 15 per cent required two semesters, 2.5 per cent required three semesters, 62.5 per cent required four semesters, 2.5 per cent required five semesters, 7.5 per cent required six semesters and 5.0 per cent required seven semesters.

Phillips also found that:

1. Physical education in the institutions surveyed showed a wide variation in programs from excellent to poor. The percentage of institutions in New York requiring physical education for graduation and giving credit for physical education courses was much lower than had been found to exist in similar institutions throughout the United States.

¹⁰Byron B. Phillips, "An Evaluation of Physical Education Service Programs in the Liberal Arts and Teacher Colleges of New York State" (unpublished Doctoral dissertation, New York University, New York City, 1954).

2. A majority of the institutions exceeded the essential standards in the areas of administration and supervision, attendance, basic programs, facilities and equipment.

3. A majority of the institutions failed to meet the essential standards in the areas of institutional requirement, course requirements and classification of students.

The Russell Study.¹¹ In his study, Russell gleaned a comprehensive list of standards from the literature and had them evaluated by authorities from the field of physical education. From this list of standards he developed a detailed questionnaire which was used to study thirty-nine senior colleges in Texas. He also visited twenty-four of these schools either before sending the questionnaire or as a follow-up procedure after the questionnaire was returned.

He concluded that highly desirable standards for required physical education were generally not being met in a larger percentage of the colleges and universities in Texas.

The Greene Study.¹² Greene in studying the service

¹¹Lloyd O. Russell, "An Evaluation of Required Physical Education for Men in Senior Colleges and Universities of Texas" (unpublished Doctoral dissertation, University of Texas, Austin, 1954).

¹²Mack M. Greene, "Role of Physical Education," Journal of Higher Education, 27:45, November, 1956.

program in the colleges and universities of the North Central Association of Colleges and Secondary Schools reported that physical education was required in 94 per cent of the institutions and that three-fourth of them assign credit towards graduation of from one to eight semester hours. (Four semesters were required by 56 per cent).

About one in ten requiring physical education "allow no college credit" for the requirement. Among these institutions there is a wide range on the physical education time requirement for graduation. The most frequent responses among them showed 144 clock hours over a two-year period fulfilled the requirement.

Approximately seven out of each ten of the colleges use the same type of grading system for required physical education as is used in other areas. However, only two-thirds of these put the same value on the required physical education grade as they do in other academic courses. The other one-third of the colleges (24 per cent of the total sample), reported directly or indicate indirectly that in the opinion of the responding administrator, required physical education is below the academic value of the remainder of their course offerings and is not important to their graduates' future. The most frequent reason given for not including physical education in the averages of honor graduates was that the "practice is traditional."

The majority of administrators in the North Central area recognize the required physical education program in their colleges as integral and constructive parts of their curriculum. This program leads the students through a process of growth, the quality and quantity of which can be measured in the same limits as in all other subject matter areas.

The Westkaemper and Shannon Study.¹³ Westkaemper and Shannon adopted a questionnaire from the one used by Greene quoted in the previous study, for their investigation of colleges and universities belonging to or associating with the Southern Association of Colleges and Secondary Schools.

They addressed their questionnaires to the registrars of two hundred forty-one institutions (with 80 per cent responding). The purposes were to determine (1) the status of required physical education in colleges and universities; (2) to discover policies concerning credit for physical education and in computing honors for graduation; (3) to discover differences in physical education requirements for men and women; and (4) to determine present practices pertaining to the exempting of students from physical education.

¹³Richard B. Westkaemper and Charles H. Shannon, "Required Physical Education in Southern Colleges," Journal of Health, Physical Education and Recreation, 28:19-20, March, 1957.

They found:

1. Sixty-one per cent give honors for required physical education. A total of twenty-six (of 194 respondents) require physical education but give no credit for the work.

2. Colleges for women require more physical education than men's colleges. Because of ROTC and prior military service exemptions for men, women in coeducational colleges are required to have more physical education than men.

3. State colleges require more physical education than private schools and give honor points for credit in more instances.

4. Most colleges in the Southern Association require from one to eight semesters of physical education. Four semesters is the requirement reported most frequently.

5. The same type of grading system is used for required physical education as for other subjects in 79 per cent of the colleges.

6. College administrators in southern colleges realize the importance of a well-balanced physical education program and feel it compares favorably with other subjects in its contributions to the objectives of higher education.

The Cordts Study.¹⁴ Cordts in 1958 studied the status of the physical education required or instructional program for men and women in the four year colleges and universities of the United States. He constructed a questionnaire based on the principles set forth in the Washington Conference Report of 1954. The questionnaire was sent to the department chairman of three hundred colleges picked by a random sample from the American Universities and Colleges of 1956. Responses were received from 168 institutions or 61.3 per cent.

He found 82 per cent of the departments had their educational philosophy and program objectives in writing and that a majority of the staff members subscribe to the philosophy.

In 85 per cent of the reporting institutions, standards established relative to staff qualifications, academic rank, retirement, teaching load, salaries, and size of classes apply equally to physical education staff members.

The physical education staff members teach an average of 15 clock hours per week, compared to the accepted teaching load of 13 hours for all other teachers in these institutions. In addition to teaching, staff members work with one or more of the following: intramurals, teacher education, inter-collegiate athletics, or campus recreational activities.

¹⁴Harold J. Cordts, "Status of the Physical Education Required or Instructional Programs for Men and Women in the Four Year Colleges and Universities of the United States," College Physical Education Association Proceedings, 1958; 42-49.

One half of the departments promote in-service education continuously, employing staff meetings, professional conferences, and study in that order of frequency.

In 67 per cent of the four year colleges and universities, physical education is required of all students. Credit for graduation is granted on the same basis as for other subjects in 58 per cent of the colleges. Grade points granted on this credit counts toward graduation at 61 per cent of these institutions, and these grade points count towards honors at 53 per cent.

Exemption from physical education is obtained for medical reasons in 65 per cent of the colleges. Other basis for exemptions include the following: veterans experience, 38 per cent; intercollegiate athletics, 31 per cent; and age, 32 per cent.

Eighty-nine per cent of the department chairmen cited that the source of financial support for the instructional physical education program was the same as for the other instructional areas of the institution.

Comprehensive and accessible records are maintained in 53 per cent of the departments to indicate student accomplishment. Information usually kept on these records include the medical examinations and classification, activities taken in college, swimming classification and the grade record.

Ninety-three per cent of the colleges require thorough medical examinations prior to participation in the physical

education program. In 40 per cent there are provisions made for follow-up.

Individual instructors execute their responsibility with respect to guidance and counseling of students by means of individual conferences in 89 per cent of the departments. Another common technique used in 51 per cent of the departments is the referral of students to experts.

In the area of programs, units were rated on a four point scale in terms of the number of activities taught in each area. Individual sports, aquatics, and team sports were rated very strong with approximately two-thirds of the department chairmen rating this way. Dual sports are identified as strong in 40 per cent of the colleges. Rhythm and dance units are most often classified as moderate, and gymnastics, tumbling, body mechanics, and adapted activity units as weak in about 45 per cent of the departments.

Common coeducational activities in over one-half of the departments at coeducational institutions are badminton, folk dance, social dance, and square dance. Forty-nine per cent of the department chairmen utilized men and women instructors concurrently to teach coeducational activities.

Adapted physical education was provided by 35 per cent of the colleges. During the 1957-58 school year an average of 33 students were enrolled in these classes at each institution which provide this program.

In the area of evaluation, pre-testing at the beginning of each term to determine the student status is conducted in 52 per cent of the departments. At the termination of the course practical tests are used in 76 per cent of the departments and written tests in 65 per cent.

Forty-four per cent of the department chairmen cite that the over-all evaluation of students in instructional physical education classes lean heavily on objective measurements, whereas, 33 per cent of the departments lean heavily on subjective measurements. Evaluation measures serve primarily for grading and secondarily for instructional purposes.

The Oxendine Study.¹⁵ Oxendine in 1961 studied 265 colleges and universities classified according to their enrollments and compared his findings with Hunsicker (1954) and Cordts and Shaw (1958).

He reported that the percentage of institutions requiring physical education was about the same as 1954 with 84 per cent having the requirement. This was higher than the 67 per cent reported in 1958. He made no attempt to correlate the size of the institution and the tendency to require physical education.

¹⁵J. C. Oxendine, "Service Programs in 1960-61," Journal of Health, Physical Education and Recreation, 32; 37-38, September, 1961.

There was some indication that an increasing number of institutions were requiring physical education for two years. In the 1954 study, Hunsicker indicated 57 per cent of the institutions studied had the requirement. In 1958, 68 per cent of the women and 53 per cent of the men were required to take physical education, as compared to the 68 per cent reported in this study.

Larger institutions were more likely to require a swimming proficiency test than the smaller institutions, with over half of the institutions with enrollments of over 5,000 having the requirement.

The 1954 report indicated 77 per cent of all institutions gave credit for physical education while Oxendine reported 76 per cent. The letter system of marking was used in 74 per cent of the reporting institutions which was larger than the 1954 study, but about the same as the 1958 study. Small institutions use a "pass" or "fail" system more frequently than do the larger institutions. Of the over 10,000 group, 90 per cent use the letter system, while this is done in only 60 per cent of the 500 to 1,000 group. Larger institutions are more likely to give credit for physical education than are the smaller ones, and they are more likely to count physical education grades in the students' grade point average. This report shows 86 per cent of institutions of over 10,000 did this whereas in schools of 500 to 1,000, only

44 per cent included physical education grades in the grade point average.

Institutions of all sizes report the proportion of co-educational classes has increased during the past five years (1955-60). Larger institutions report a more frequent use of coeducational classes, as 80 per cent of all institutions with enrollments of over 5,000 offer coeducational classes either as an elective or as a requirement.

Most small institutions appear to evaluate more extensively than do the larger ones. Tests of physical fitness, skills, and knowledges are administered in all classes of small schools more frequently than at the larger institutions. In large institutions only part of the classes are generally given tests, and the techniques of evaluation are apparently left to the discretion of the individual instructor. In 68 per cent of the institutions in the 500 - 1,000 group, final written examinations in physical education are administered during the regular examination period. More than half of the larger institutions administer final written examinations prior to the regular examination period.

An increasing number of institutions report the level of skill is a prime factor considered in the final mark. Since 1954 there has been a reduction in the use of the attendance factor in marking. Other factors included in determining grades are: knowledge, effort or attitude, and improvement in that order.

Approximately two-thirds of the institutions report that individual and dual sports have increased during the past five years (1955-60). Gymnastics, aquatics and rhythms have increased slightly during this period, while team sports have shown a significant decline, especially in the larger schools.

II. JUNIOR AND COMMUNITY COLLEGES

A search of the literature fails to reveal a single recent study of junior or community colleges physical education programs in detail for both men and women except on a limited basis. A few studies have been made on a state or regional level or used a limited sample to draw conclusions and make recommendations. These studies include:

The de Girolamo Study.¹⁶ In 1945 de Girolamo surveyed sixty eight selected junior colleges, both public and private in the United States, for the purpose of determining the extent to which they met standards of desirable practice. His study was limited to the men's program and included four areas, namely: Health Supervision, Health Services, Health Instruction and Physical Education.

¹⁶Harry J. de Girolamo, "A Survey of Present Practices and Policies of the Health and Physical Education Program in Selected Junior Colleges" (unpublished Doctoral dissertation, Columbia University, New York City, New York, 1945).

This study showed that ten per cent of the junior colleges do not require physical education and that over one half of these have their classes meet for less than three hours weekly. More than one third of the junior colleges allow their students to participate in physical education activities before they have a physical examination.

From the results of his study he recommended that junior colleges extend their physical education facilities so they could broaden their activity program to provide more instruction in the "carry-over activities."

The teaching schedules of instructors in physical education varied from ten to thirty-five hours per week. Instructors teaching under twenty-hours per week number 66.0 per cent, and those teaching under thirty hours number 32.6 per cent.

Gymnasias are provided in 94.1 per cent of the junior colleges and the type of outdoor facilities provided are as follows: softball diamonds, 93.7 per cent; tennis courts, 93.7 per cent; football fields, 90.7 per cent; baseball diamonds, 78.7 per cent; running tracks, 70.3 per cent; and soccer fields, 43.8 per cent.

The Wollett Study.¹⁷ During the 1946-47 academic year

¹⁷M. D. Wollett, "Present Status of Women's Physical Education in California Junior Colleges," Research Quarterly, 19;185-89, October, 1948.

Wollett surveyed the status of women's physical education in the California junior colleges to study certain areas of existing programs, such as academic status of physical education, teaching policies and practices, equipment and activities. Fifty-six junior colleges, both public and private, were sent questionnaires, with forty-four responding thereby furnishing information on 79 per cent of all California junior colleges.

From the results of her study she concluded:

1. Size of classes and teaching loads throughout the state are both commensurate with optimum junior college standards.

2. There has been a rapid increase in coeducational classes in junior colleges in the last decade.

3. Facilities such as showers, dressing rooms, rest rooms, and classrooms are adequately provided in the majority of junior colleges.

4. There is still a definite need for dance studios and for exercise rooms in junior college physical education departments.

5. The provisions of sun decks as standard equipment for all the junior colleges and many of the existing pools should be brought up to adequate standards in filtration and heating systems.

6. Approximately three-fourths of the junior colleges have tennis courts.

7. Almost all of the junior colleges have badminton courts and outdoor playing fields.

8. More provisions should be made for the restricted students.

The Means Report.¹⁸ Means made a thorough study in 1960, of the health, physical education and recreation programs in California junior colleges. He reported that California requires a minimum of 120 minutes in physical activities per week for all students, and if facilities permit - one hour a day is recommended. They have eliminated exemptions for returning veterans, but excuses can be granted in case of disability or after age twenty-five. Most colleges require registration in courses running two hours per week, a few require four hours, two colleges have five hours and several require three hours.

One group of colleges achieve some balance between the coeducational trend and fitness emphasis by requiring multiple enrollments in two courses each semester; one two-hour course of any type and one additional hour of more vigorous activity. Many other colleges require election of one two-hour course plus permissive right to elect another two-hour course of a different nature.

¹⁸L. E. Means, Health, Physical Education and Recreation in California Junior Colleges; A Study of Programs, Services, and Facilities (Sacramento: California State Department of Education, 1960).

Other trends are toward greater emphasis on leisure-related outdoor activities and the development of courses to utilize off-campus facilities such as golf, bowling, ice and roller skating, horseback riding and skiing.

Several of the colleges have adequate golf courses of from four to nine holes and many have either official or improvised golf greens on the periphery of the campus turf areas.

Many of the colleges have now or are planning very complete aquatic centers, usually multiple pool types and there are several outdoor pools in California. Quite a number of colleges require proficiency in swimming as a prerequisite to graduation.

Adapted activity classes, with low student-teacher ratio are found in a few colleges. Weight training and individualized corrective and remedial work is receiving much recent attention.

Intramural sports at the junior college has left much to be desired. However, recently at least eight colleges have appointed intramural directors with full responsibility in this program. Coeducational extramurals are rather frequent in California junior colleges with some of these experiences being shared with students of four year colleges.

Junior colleges are beginning to develop better techniques for screening and testing students in competency areas.

Recent projects here are developing a cumulative transfer form for physical education competencies to be used for major students to follow them to the four year college. These forms will be used to eliminate overlapping and duplication and insure broader competencies for future teachers.

In addition, Means lists the following principles and recommendations made in the final report of the State Wide Junior College Committee on Curriculum and Instruction in Physical Education.

Principle I. Junior college students need a minimum of four hours of physical education activity a week.

Principle II. An equalized work-load formula should be developed for physical education teachers in all junior colleges.

Principle III. Physical education in junior colleges should offer opportunities for students to develop and improve physical and athletic skills.

Principle IV. Junior colleges should place greater emphasis upon lower division preparation of elementary school teachers in the area of physical education.

Principle V. Students wishing to major in physical education should achieve average or better than average skill in the following areas before completing

the fourteenth grade - the degree of such skill to be determined by intramural or intercollegiate sports, or by course work:

Aquatics

Rhythms and dance

Individual and dual sports

Games and relays, including variety of social and recreational activities

Team sports

Gymnastics, stunts, tumbling, and apparatus

Combatives (Men) suitable for programs designed for secondary schools.

Principle VI. Junior colleges should offer appropriate demonstration-laboratory-lecture courses in physical education, health education and recreational leadership.

Principle VII. Each junior college should establish and define the basis for giving marks in physical education. This should be done by following the over-all policy of student appraisal and reporting.

Principle VIII. Each junior college should adopt a standardized uniform, appropriate for students in physical education activity classes, and a similar policy should apply to members of the physical education instructional staff. Swimming suits should be

standardized at each college; they should be furnished and laundered through district funds.

Principle IX. No junior college should continue the nearly obsolete practice of mixed high school-college physical education classes

Principle X. District funds should provide all instructional and athletic equipment and pay the necessary fees for the use of off-campus facilities needed to carry on a diversified program.

Principle XI. Student work experience is desirable for student professional growth and community services. This is particularly true for students preparing for recreational leadership.

Principle XII. Continually revised course outlines should be maintained for all courses in the interest of accomplishing the following objectives:

- A. Improved instruction
- B. Sound educational practices
- C. Good public relations
- D. Compliance with legal requirements.

The Allsen Study.¹⁹ The Neilson, Comer, and Allsen Score Card for the Evaluation of Physical Education Programs for Junior College Men was used by Allsen in 1965 to evaluate nine selected junior colleges in Utah, Idaho, and Wyoming. These junior colleges were included in the study: Snow, Carbon and Dixie in Utah; Ricks, Boise, Northern in Idaho and Sheridan, Cooper, and Northwestern in Wyoming.

From the results of his evaluation, Allsen concluded:

1. The professional preparation of the male physical education instructor is generally good.
2. With the exception of two junior colleges, the membership of the instructors in professional organizations and attendance at professional meetings needed improvement.
3. In general the physical education program of the selected junior colleges were conducted by experienced instructors.
4. The area of the school sites at the majority of the schools was satisfactory.
5. The indoor facilities provided at the various schools were superior to the outdoor facilities.

¹⁹Phillip E. Allsen, "An Evaluation of the Physical Education Program for Men in Selected Junior Colleges" (unpublished Doctoral dissertation, University of Utah, Salt Lake City, 1965)."

6. In general, the time allotment for physical education and the number of male students enrolled in physical education was quite unsatisfactory.

7. Record keeping related to the physical education program was good.

8. The variety of physical education activities offered in the junior college programs was too limited.

9. The intramural programs were very weak and need improvement.

He included in his recommendations:

1. The junior colleges improve their outdoor facilities by adding areas for individual and team activities.

2. Where feasible, areas for winter sports be made available to students.

3. More time be allotted to physical education.

4. The schools take steps to provide a corrective physical education program.

5. The teaching load of the physical education instructors be examined to determine if it is interfering with the efficiency of teaching.

6. The program of activities be expanded. It is especially recommended that comprehensive intramural program be put into operation at each school.

7. More attention be given to knowledge tests when grading students.

8. Studies of the physical education programs in other junior colleges in the United States be made.

9. Studies of the physical education program for women in junior colleges be conducted.

The Skimin Report.²⁰ In 1964, Skimin, Director of Athletics at Dutchess Community College, surveyed the community colleges in New York State. His study indicated there was a trend toward placing equal stress on skills in carry-over sports and on physical fitness in the community colleges in New York.

He also reported the following guiding philosophy for physical education service programs in the community colleges of the State University of New York which were adopted in 1964:

The physical education programs of the two year colleges of the State University of New York should provide an opportunity for all students to develop skills in selected carry-over activities and to develop an appreciation for the importance of physical fitness. Emphasis should be placed on the parallel development of the mind and body in obtaining skill and enjoyment.

Also adopted at this time were the following basic (minimum) requirements for service programs in physical education:

²⁰Richard Skimin, "Physical Education in the Junior Colleges," Journal of Health, Physical Education and Recreation, 36;37, April, 1965.

1. All students should be required to take physical education for two hours each week for two years.
2. Physical education classes should be scheduled in two-hour blocks.
3. Successful completion of the service program in physical education should be required for graduation.
4. A textbook should be required for physical education.
5. Exemptions from physical education should be granted for medical reasons only and not for such reason as participation in varsity teams, military service, and marriage.

III. SUMMARY

Standards applicable to community college physical education were gleaned from the literature. The studies listed above also provide background information from which the questionnaire items and many of the recommendations were made.

Kretchmer's study was beneficial in the area of co-educational instruction and activities while Snyder and Jamerson contributed to the question regarding the waiving of the physical education requirement for military service. The Davis study was helpful in formulating questionnaire items regarding area of specific activity courses that are required.

Oxendine, Greene and the study made by Westkaemper and Shannon furnished information of the evaluation of

credit given and grade point values in the physical education program.

Of the studies pertaining strictly to community colleges the Means Report was of special value as it involved the colleges in California, where the community college movement is the strongest in the nation. The twelve principles and recommendations made in the study provide additional valuable guidelines for community college physical educators. The Skimin Report provided information on the physical education program in New York, another leading state in the junior college movement.

In summary, it can be said that interest has been shown in the investigation and evaluation of physical education programs on the college and university level, with studies being made on both a national and regional basis. The literature, at present, shows a few attempts of studies of this nature concerning junior and community colleges on a state or regional basis; however, there is no evidence of recent national studies of physical education programs in these colleges.

CHAPTER IV

METHODOLOGY

A study of the present status of physical education in American junior and community college was made in order to determine the extent to which they meet certain recommended standards of various professional organizations and recognized authorities in the field of physical education.

The study also involved the formulation of recommendations, based on the analysis of the above findings, which might serve as a guide for administrators of this program in the junior colleges. The study was listed with the Office of Research of the American Council on Education and was designated as QR5296. No similar study on the national level was listed with that office.

I. COLLECTION OF DATA

In order to analyze the physical education programs in the junior colleges it was necessary to obtain data relative to the existing policies and practices.

Catalogs were requested from the nation's public community colleges. From these catalogs, the investigator attempted to secure as much information as possible on the physical education programs. In many instances, the catalogs offered some of the needed data; but in the majority of cases it was found the nature and extent of the information

regarding physical education programs was limited. To secure this information a questionnaire was constructed, which included three phases of the program; namely, the service program, the intramural activities program and the intercollegiate athletic program.

A letter was sent to the president, dean or director of each public junior or community college in the continental United States, explaining the main purpose of the study and asking him to encourage the chairman of the physical education department to make his institution a part of the study. In order to increase the validity of the study, those universities which have a junior college as a branch of their institution located upon the same campus, were omitted.

In addition to the questionnaire, a cover letter giving more complete information regarding the study was sent to the chairman of the physical education department of each college. The list of colleges participating in the study was obtained from the 1966 edition of the Junior College Directory, published by the American Association of Junior Colleges.

Questionnaires were sent to four hundred ninety community colleges in all continental States in the Union except, Delaware, Louisiana, Maine, South Carolina, South Dakota and Tennessee (These states listed no public junior colleges in the 1966 Junior College Directory).

A total of three hundred twenty-four questionnaires were returned properly answered, from the following groups, organized according to enrollment:

Group	Questionnaires Sent	Questionnaires Returned	Per Cent Responding
Group I (1 to 499)	110	58	52.5
Group II (500 to 999)	122	76	62.3
Group III (1000 to 2999)	149	101	67.7
Group IV (3000 and over)	109	89	81.7
Total	490	324	66.1

II. TREATMENT OF THE DATA

The study involved five steps in treating and analyzing the data. The first step was the selection of recommended standards for junior college physical education programs; the second, establishment of the various items on the questionnaire indicating the present status of physical education; the third, analyzing the present practices and policies according to the recommended standards; the fourth, formulation of recommendations; and fifth, a test of the reliability of the research instrument.

Recommended Standards

A review of the literature was made and certain standards thought applicable to junior college physical education programs were selected.

The main source of standards for the physical education service program was the "Report of the Conference on Physical Education for College Men and Women."¹ This report was the result of a conference sponsored by the American Association for Health, Physical Education and Recreation, The College Physical Education Association and the National Association for Physical Education of College Women. The conference was held in Washington, D.C. in October 1954 and the report was revised in 1959 to include recommendations of the Workshop on Physical Education for College Men and Women held March 29, 1958 in Kansas City, Missouri. Other sources of program standards were Williams;² Shea;³ Bucher, Konenig and Barhard;⁴

¹Physical Education for College Men and Women (American Association for Health, Physical Education and Recreation, Washington, D.C., 1965).

²Jesse Feiring Williams, The Principles of Physical Education (W. B. Saunders Company, Philadelphia, Eighth Edition, 1964).

³Edward G. Shea, "Status and Role of Physical Education as a College and University Requirement," Journal of Health, Physical Education and Recreation,

⁴Charles A. Bucher, Constance R. Konenig, and Milton Barhard, Methods and Materials for Secondary School Physical Education, Second Edition (St. Louis: The C. V. Mosby Company, 1965).

and Fitness for Leadership,⁵ published by the President's Council on Physical Fitness.

Most standards for the chapter on intramural activities were obtained from the report of the Conference on Intramural Sports for College Men and Women⁶ held in the fall of 1955 and sponsored by the American Association for Health, Physical Education and Recreation, the College Physical Education Association and the National Association for Physical Education of College Women. The conference was attended by 110 delegates representing 79 institutions from 39 states and Canada. The following cooperating organizations sent consultants: American Association of Collegiate Registrars and Admissions Officers, American Association of Junior Colleges, American Council on Education, American Medical Association, American Personnel and Guidance Association, Athletic Federation of College Women; National Association of Deans of Women, College Recreation Association; National Association of Intercollegiate Athletics; National Association of Student Personnel Administrators, National Collegiate Athletic Association; National Commission of Safety Education, NEA;

⁵Fitness for Leadership (President's Council on Physical Fitness, Washington, D.C.: U. S. Government Printing Office, 1964).

⁶Intramural Sports for College Men and Women (American Association for Health, Physical Education and Recreation, Washington, D.C., 1964).

National Intramural Association; Society of State Directors of Health, Physical Education and Recreation and U. S. Office of Education. The above report was revised in 1964. Other intramural standards were obtained from Bucher, Koenig, and Barhard,⁷ and Irwin.⁸

Recommended standards for intercollegiate athletics were compiled from the Report of the National Athletic Directors Conference⁹ held in 1959 at Louisville, Kentucky sponsored by a joint committee on Physical Education and Athletics of the American Association for Health, Physical Education, and Recreation; the College Physical Education Association; and the National Collegiate Athletic Association.

Also contributing recommended standards for intercollegiate athletics were Bucher and Dupree,¹⁰ Hein,¹¹

⁷Bucher, Koenig, and Barhard, op. cit., p. 214.

⁸Leslie W. Irwin, The Curriculum in Health and Physical Education (Dubuque, Iowa: W. C. Brown and Company, 1960), p. 185.

⁹Athletic Directors National Conference (American Association for Health, Physical Education and Recreation, Washington, D.C., 1964).

¹⁰Charles A. Bucher and Ralph K. Dupree, Athletics in Schools and Colleges (New York: The Center for Applied Research in Education, Inc., 1965).

¹¹Fred Hein, "Athletics in Education," American Academy of Physical Education, Professional Contributions, Number Seven.

Williams,¹² the North Central Association¹³ and Division of Men's Athletics of the American Association for Health, Physical Education and Recreation.¹⁴

Establishment of Questionnaire Items

The questionnaire¹⁵ was designed to secure data concerning the present status of physical education service programs, intramural activities programs and intercollegiate athletic programs in the community colleges.

The material in the questionnaire was arranged so that it could be analyzed according to the selected recommended standards. The comparisons were presented according to the size of the institution, then combined so an over-all evaluation of the various phases of physical education programs in America's community colleges could be presented.

Analysis of the Data

The data was tabulated according to the size of the institutions, which were divided according to enrollment

¹²Williams, loc. cit.

¹³"Revised Athletic Policy of the Commission of College and Universities," North Central Association Quarterly, XXVII (July, 1952), 17-20.

¹⁴Athletics in Education, A Platform Statement (Washington, D.C.: Division of Mens Athletics, American Association for Health, Physical Education and Recreation, 1963).

¹⁵See Appendix C, p. 270.

into the following groups:

Group I	1	to	499
Group II	500	to	999
Group III	1000	to	2999
Group IV	3000	and	over

Since approximately one-half of the Group IV colleges were in California, this group in some instances was subdivided into California and other states.

The data was then analyzed by comparing current practices with selected standards and the comparisons were presented for all community colleges participating in the study, then by the individual groups according to enrollment

Formulation of Recommendations

Recommendations were formulated for the various items included under: service programs, intramural activities programs, and intercollegiate athletic programs. These recommendations will give junior college physical educators, curriculum makers, and administrators direction and guidelines for development and further improvement of their physical education programs.

Test of Reliability of Research Instrument

The questionnaire was constructed so that the

Kuder-Richardson formula¹⁶ for reliability could be utilized. A reliability of .811 for the questionnaire was obtained using this formula.

¹⁶Joy P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill Book Company, Inc.), pp. 454-45.

CHAPTER V

THE PHYSICAL EDUCATION SERVICE PROGRAM

The growth of the junior or community colleges during recent years has been accompanied by numerous problems of organization, administration, and instruction. These problems have been magnified for the physical educator because of varied programs, need for expensive facilities and limited budgets for operation. In some of the colleges these problems have been solved but in many the problems of staff, facilities, instruction, programs and evaluation, continue to exist.

The purpose of this chapter is to determine the extent to which community colleges meet certain recommended standards and/or the current practices in the physical education service program. The phases of the program studied include administration, program, evaluation, and budget and facilities.

I ADMINISTRATION

Standard I

Physical education, properly conceived and implemented, has potentials for continuing beneficial results. Therefore, instruction in physical education, properly adapted, should be required of all students throughout their entire undergraduate college career.

TABLE 5.1

THE PHYSICAL EDUCATION REQUIREMENT
IN COMMUNITY COLLEGES

	All Junior Colleges		Group I		Group II		Group III		Group IV		California		Other States	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
No Program	44	13.6	16	27.6	12	15.8	13	12.9	3	3.4	0	0.0	3	6.4
Elective	40	12.3	7	12.1	14	18.4	13	12.9	6	6.7	0	0.0	6	12.8
Required	240	74.1	35	60.3	50	65.8	75	74.2	80	89.9	42	100.0	38	80.8
One Year	86	35.8	9	25.7	24	48.0	33	44.0	20	25.0	0	0.0	20	52.7
Two Years	146	60.9	25	71.4	24	48.0	38	50.7	59	73.8	42 ^b	100.0	17	44.7
Other ^a	8	3.3	1	2.9	2	4.0	4	5.3	1	1.2	0	0.0	1	2.6
Totals	324	100.0	58	100.0	76	100.0	101	100.0	89	100.0	42	100.0	47	100.0

^aOther Requirements are as follows:

	Group I	Group II	Group III	Group IV	Total
Three Semesters	0	1	0	0	1
Four Terms	1	0	1	0	2
Five Terms	0	1	3	1	5

^bCalifornia requires all full time students to be enrolled in physical education activity classes each semester of attendance.

Current Practice. The data regarding institutions offering a physical education service program and the requirements are presented in Table 5.1. Physical education is required in 240 or 74.1 per cent of the colleges, while it is elective at 40 or 12.3 per cent of the institutions, and 44 or 13.6 per cent offer no physical education service program. Of the colleges requiring physical education, 146 or 60.9 per cent have a two year requirement while 86 or 35.8 per cent require one year. California colleges require all full time students to be enrolled in physical education activity classes each semester of attendance and 3.3 per cent of the schools have a requirement other than one or two years.

Of the Group I colleges, only 60.3 per cent require physical education, in the Group II colleges this is increased to 65.8 per cent, while in Group III and IV the percentages are 74.2 and 89.9 respectively. However, on the length of the requirement Group I and IV most nearly conform with this standard with 71.4 per cent of Group I and 73.8 per cent of Group IV having a two year requirement, while Group II and III are 48.0 and 50.7 per cent respectively.

Recommendation. College students need continued development and maintenance of physical and social efficiency, opportunities for leadership experience, and to develop satisfying recreational skills. Therefore, the physical education chairman in each school not complying with this standard should interpret the program to the administration, faculty, students

and community to gain support. As a result institutions may give necessary financial and administrative support in order that physical education can be required of all full time students.

Standard II

The educational philosophy of the department should be formulated in writing.

Current Practice. As shown in Table 5.2, of the colleges offering a physical education service program, 150 or 53.6 per cent have a written philosophy for their department. The schools in Group III most nearly satisfy this standard with 62.5 per cent followed in order by Group IV (55.8 per cent), Group II (50.0 per cent) and Group I (35.7 per cent). Of the larger institutions in Group IV, only 42.9 per cent of the California colleges have a written philosophy while 68.2 per cent of the other colleges of this group have their philosophy formulated in writing.

Recommendation. Since the purpose of education is determined in a large measure by society and because society in America today is changing rapidly, the educational philosophy of the department should be formulated in writing and re-examined frequently. The philosophy should be in harmony with the over-all educational philosophy of the institution and subscribed to whole heartedly by the physical education staff.

The department chairman of each college not having a written philosophy should take steps to formulate his departmental philosophy in writing and review and revise it (if necessary) at frequent intervals.

TABLE 5.2

COLLEGES HAVING A WRITTEN PHILOSOPHY
OF PHYSICAL EDUCATION

Group	Number of Colleges	Have a Written Philosophy		Do Not Have a Written Philosophy		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	15	35.7	24	57.2	3	7.1
Group II	64	32	50.0	27	42.2	5	7.8
Group III	88	55	62.5	28	31.8	5	5.7
Group IV	86	48	55.8	32	37.2	6	7.0
California	42	18	42.9	20	47.6	4	9.5
Other States	44	30	68.2	12	27.3	2	4.5
Totals	280	150	53.6	111	39.6	19	6.8

Standard III

Standards relating to staff qualifications, academic rank, and salaries applicable to the staff of the whole institution should apply equally to staff members in physical education.

Current Practice. In most colleges the physical education faculty have the same staff qualifications, rank, and salaries as other faculty of the institution. As noted in Table 5.3, 97.8 per cent have the same staff qualifications, 98.6 per cent the same rank and 97.5 per cent the same salaries as other faculty of comparable education and experience.

In Groups II and IV all of the responding institutions have the same staff qualifications while in Group I, 92.8 per cent and in Group III, 96.6 per cent have the same staff qualifications.

All of the Group II and IV colleges participating in the study report physical educators have the same faculty rank as other faculty. Group I (95.2 per cent) and Group III (97.0 per cent) report similar rank for physical educators.

The salaries are the same for physical educators and other faculty in all Group II institutions. Group IV reports 98.8 per cent having the same salaries. Group I has 97.6 per cent of the reporting colleges paying the same salaries but Group III only 94.3 have the same salary schedule for all faculty.

Recommendation. Junior colleges not conforming to this standard should grant the physical education department personnel the same status as other departments and have the same staff qualifications, rank, and salaries of other faculty

with comparable education and experience.

Standard IV

There should be continuing in-service education to stimulate professional growth, creative thinking, and improved services to students.

TABLE 5.3

STANDARDS OF PHYSICAL EDUCATION FACULTY COMPARED TO OTHER FACULTY PERSONNEL

Group	Number of Colleges	Have Same Staff Qual- ifications As Other Faculty Personnel		Have Same Academic Rank As Other Faculty Personnel		Have Same Salaries As Other Faculty Personnel	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	39	92.8	40	95.2	41	97.6
Group II	64	64	100.0	64	100.0	64	100.0
Group III	88	85	96.6	86	97.0	83	94.3
Group IV	86	86	100.0	86	100.0	85	98.8
California	42	42	100.0	42	100.0	41	97.6
Other States	44	44	100.0	44	100.0	44	100.0
Totals	280	274	97.8	276	98.6	273	97.5

Current Practice. The number of colleges promoting in-service education can be seen in Table 5.4. Only 70.7 per cent of all the colleges promote this type of activity. The Group I schools have only 42.9 per cent stimulating their

physical education faculties in this fashion. Other colleges as they increase in size also increase in numbers and percentages of institutions promoting in-service education. Group II with 65.6 per cent, Group III with 72.7 per cent and Group IV with 86.0 per cent show increased emphasis on personal and professional growth.

TABLE 5.4

COLLEGES PROMOTING IN-SERVICE TRAINING
IN THE PHYSICAL EDUCATION DEPARTMENT

Group	Number of Colleges	Promote In-Service Training		Do Not Promote In-Service Training		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	18	42.9	18	42.9	6	14.2
Group II	64	42	65.6	18	28.1	4	6.3
Group III	88	64	72.7	20	22.7	4	4.6
Group IV	86	74	86.0	12	14.0	0	0.0
California	42	39	92.9	3	7.1	0	0.0
Other States	44	35	79.5	9	20.5	0	0.0
Totals	280	198	70.7	68	24.3	14	5.0

Recommendation. College administrators and physical education chairmen in the community colleges should encourage growth through study, travel, research, writing, and attendance at staff and professional meetings.

Standard V

It should be the responsibility of the administrators to provide an adapted program which will meet the needs of the students with physical handicaps and thereby eliminate in most cases the necessity of excusing a person from the physical education program.

Current Practice. Only 25.3 per cent of the colleges provide adapted classes for students with physical handicaps according to the responses shown on Table 5.5. There is no great difference between the groups in the percentage of schools offering adapted classes. The Group IV institutions offer adapted classes in 27.9 per cent of the colleges, Group III follows with 26.1 per cent, then Group I with 23.8 per cent and finally Group II with 21.9 per cent. It is interesting to note that of the larger colleges in California, 42.9 per cent offer adapted classes while only 13.6 per cent of the larger institutions in the other states provide this service for the physically handicapped student.

Recommendations. In order that all students can participate in a physical education program, adapted classes should be offered at every institution. The students currently excused from physical education should be analyzed to learn the reasons for their excuses and a class or classes provided in which they can participate. The college or

family physician with the physical educator should devise exercise and activity programs designed to remedy or improve physical handicaps that can be corrected. For students with handicaps that cannot be remedied or improved, adapted programs to strengthen unaffected parts and to develop cardiovascular fitness should be provided. Sports and games should

TABLE 5.5

THE NUMBER OF COLLEGES PROVIDING ADAPTED CLASSES
FOR STUDENTS WITH PHYSICAL HANDICAPS

Group	Number of Colleges	Have Adapted Classes		Do Not Have Adapted Classes		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	10	23.8	30	71.4	2	4.8
Group II	64	14	21.9	50	78.1	0	0.0
Group III	88	23	26.1	62	70.5	3	3.4
Group IV	86	24	27.9	62	72.1	0	0.0
California	42	18	42.9	24	57.1	0	0.0
Other States	44	6	13.6	38	86.4	0	0.0
Totals	280	71	25.3	204	72.9	5	1.8

be adapted so individuals in these classes can benefit socially, emotionally and mentally as well as physically from these programs.

Standard VI

All entering students should be given a thorough

medical examination prior to participation in the physical education program and subsequent examinations should be given as deemed necessary.

Current Practice. Table 5.6 shows that only 62.5 per cent of the colleges cooperating in the study require a medical examination prior to participation in the service program. Surprisingly, the larger institutions are the most negligent

TABLE 5.6

COLLEGES REQUIRING A MEDICAL EXAMINATION PRIOR
TO PARTICIPATING IN PHYSICAL EDUCATION

Group	Number of Colleges	Do Require Medical Examination		Do Not Require Medical Examination		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	27	64.3	14	33.3	1	2.4
Group II	64	41	64.1	22	34.4	1	1.5
Group III	88	64	72.7	24	27.3	0	0.0
Group IV	86	43	50.0	41	47.7	2	2.3
California	42	10	23.8	30	71.4	2	4.8
Other States	44	33	75.0	11	25.0	0	0.0
Totals	280	175	62.5	101	36.1	4	1.4

in meeting this standard with only 50 per cent requiring a medical examination. The California colleges most frequently fail to comply with this standard with only 23.8 per cent having medical examinations prior to participation, while 75

per cent of other colleges in Group IV have this requirement. Groups I and II have approximately the same percentage of colleges requiring medical examinations with 64.3 and 64.1 per cent respectively, while Group III has 72.7 per cent requiring a pre-participation medical examination.

Recommendation. Since the administration and staff have a moral as well as legal responsibility for the safety and welfare of all the students, no institution should allow participation in any phase of their physical education program without an adequate medical examination. Colleges not conforming with this standard are negligent in their responsibilities to their students and should devise Health Appraisal or Medical Examination Forms. They should be completed by the family or college physician as part of the admissions procedure of their institution.

Standard VII

Exemption from the physical education program for medical reasons should be predicated upon the careful coordinated judgment of the medical and physical education staff.

Current Practice. According to the data as shown in Table 5.7, in only slightly more than one-third of the junior colleges the medical and physical education staffs discuss individual students who are exempted from the physical

education program for medical reasons, with 39.6 per cent meeting this standard. Group IV institutions most nearly conform with 51.3 per cent using the coordinated judgment of both medical and physical education personnel. Group III is next with 40.0 per cent and followed by Group I, 31.4 per cent and Group II, 26.0 per cent.

TABLE 5.7

THE NUMBER OF COLLEGES WITH MEDICAL AND
PHYSICAL EDUCATION PERSONNEL DISCUSSING
CASES PRIOR TO WAIVING PHYSICAL EDUCATION

Group	Number of Colleges	Discuss Prior to Waiving		Do Not Discuss Prior to Waiving		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	35	11	31.4	22	62.9	2	5.7
Group II	50	13	26.0	36	72.0	1	2.0
Group III	75	30	40.0	44	58.7	1	1.3
Group IV	80	41	51.3	39	48.7	0	0.0
California	42	25	59.5	17	40.5	0	0.0
Other States	38	16	42.1	22	57.9	0	0.0
Totals	240	95	39.6	141	58.7	4	1.7

Recommendations. For the most effective physical education program there must be close cooperation between the physical education department and the college health service or family physician. The physical education program must be interpreted to medical personnel with authority to

recommended waiving or exemption from the physical education program, so only those students who are not otherwise provided for in the program will be excused from participating. College physicians and other health services personnel can be oriented to this program by attendance at physical education department staff meetings, explanations of philosophy and objectives of the department by the department chairman and by observation of the program in action. Those colleges who depend on the family physicians for health appraisals or medical examinations could work through the local medical society to orient this group to their program. Speeches, demonstrations and audio-visual techniques could be utilized at a regular meeting of the society to explain and interpret the program.

Standard VIII

As a general policy all students should participate in the physical education program.

1. Veterans should not be excused from physical education.
2. Substitution of extracurricular activities is neither justifiable nor recommended.
3. Participation in ROTC or other military units should not be used as a substitute for physical education experiences or requirements.

4. Students may be permitted to use varsity sports in season for the purpose of meeting their physical education requirement. The student should be permitted to use the same intercollegiate sport only once and should be required to return to his physical education class at the close of the season.

Current Practice. As shown in Table 5.8, 50.8 per cent of all community colleges that participated in the study accept military service in lieu of required physical education. Group IV most nearly conforms with this standard with 36.3 per cent allowing veterans to be excused from physical education. There is a noticeable difference between the California colleges and other colleges in this group with 26.2 per cent and 47.4 per cent respectively waiving the physical education requirement for veterans. Among the Group II colleges, 66.0 per cent waive physical education for veterans while 57.5 per cent of the Group I colleges and 53.3 per cent of the Group III colleges accept military experiences in lieu of required physical education.

A few colleges (3.3 per cent) accept ROTC in lieu of physical education. None of the Group III institutions accept, however, 8.0 per cent of Group II, 3.8 per cent of Group IV and 2.9 per cent of Group I do accept ROTC experience for physical education.

TABLE 5.8

EDUCATIONAL EXPERIENCES ACCEPTED IN LIEU OF THE
REQUIRED PHYSICAL EDUCATION PROGRAM

Educational Experience	All Junior Colleges (240)		Group I (35)		Group II (50)		Group III (75)		Group IV (80)		California (42)		Other States (38)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Military service	122	50.8	20	57.5	33	66.0	40	53.3	29	36.3	11	26.2	18	47.4
ROTC	8	3.3	1	2.9	4	8.0	0	0.0	3	3.8	1	2.4	2	5.3
Intramural														
partici-	7	2.9	0	0.0	3	6.0	2	2.7	2	2.5	0	0.0	2	5.3
pation														
Intercollegi-														
ate														
athletics	126	52.5	18	51.4	27	54.0	41 ^b	54.7	40	50.0	29	69.0	11 ^d	28.9
Others	8	3.3	0	0.0	1 ^a	2.0	3 ^c	4.0	4	5.0	3 ^c	7.1	1 ^d	2.6

aBand

bWomen Athletic Association, Religion, Proficiency Examinations

cCheerleaders (1) Marching Band (2)

dMarching Band

Only 7 or 2.9 per cent of the junior colleges studied, who have a physical education requirement, accept intramural participation for the requirement. The Group II colleges have 6.0 per cent giving physical education credit for intramurals, 2.7 per cent of Group III do this, and 2.5 per cent of Group IV allow this substitution. However, none of the Group I institutions accept intramural participation for the physical education requirement.

Over one-half (52.5 per cent) of the colleges studied substitute athletics for required physical education. The groups are quite consistent in accepting this educational experience in lieu of the required physical education program with 54.7 per cent of Group III and 50.0 per cent of Group IV allowing intercollegiate athletics to satisfy part of the physical education requirement. A difference can be noted however between the Group IV colleges of California where 69.0 per cent accept athletics in place of physical education as compared to 28.9 per cent of the Group IV schools in the other states.

Other educational experiences accepted for physical education include: cheerleading, marching band, religion, women's athletic association and a proficiency examination.

Recommendation. Since the aims and objectives of physical education are so different from the objectives of physical training in the military, colleges should not give

blanket excuses for military service. However, in some instances the military experiences may have been similar to those of a college physical education program, and there may be justification for accepting these experiences if satisfactory proof can be presented.

Although philosophically speaking, intramurals are an outgrowth of the instructional program and they should be considered a supplement to the basic instructional program and not accepted in lieu of instruction. The college instructional program stressing leisure time activities should introduce the student to as many new activities as possible and not give credit for skills achieved earlier in their educational experience.

Since the trend in junior college physical education programs, according to Skimin,¹ is to stress skills in leisure time activities equally with physical fitness, colleges should comply with this standard by being certain that the athletes are allowed to use the varsity sport only once to satisfy part of the physical education requirement. Athletes should return to their physical education classes at the completion of the season. It is further recommended that athletes in team sports be required to participate in an instructional class in a rhythmic or individual or dual

¹Skimin, loc. cit., p. 37.

activity during his sport season. The athlete in an individual or dual sport should participate in an instructional class in rhythmic or a team sport during the intercollegiate sport season.

Exemption of Students From Physical Education
Because of Age

Although there has been no standard established or proposed in the literature, many community colleges do exempt students from physical education at various ages. The author feels the reporting of this policy is important in meeting the purpose of this study.

Current Practice. Among the colleges studied, 57.1 per cent exempt women at a certain age and 57.8 per cent exempt men for the same reason (See Appendix H, p. 288). As can be seen on Table 5.9, the mean age of exemption of women is 24.3 years and for men 24.0 years and range is 21 to 50 years for both sexes. For Group I institutions exempting students from physical education because of age, the mean age for exempting women is 25.6 years and for men, 25.4 years. The Group II colleges exempt at ages 26.1 and 23.1 for women and men respectively, while Group III is 24.9 and 25.0, and Group IV, 23.0 and 22.9.

Recommendation. Because of the wide range in ages for exemption from required physical education due to age, the

TABLE 5.9

**AGES WHICH STUDENTS ARE EXEMPTED FROM
THE PHYSICAL EDUCATION REQUIREMENT**

Age of Exemption	All Junior Colleges		Group I		Group II		Group III		Group IV	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
21	62	57	2	1	7	7	17	14	36	35
23	3	2					2	1	1	1
24	3	3		1	1		2	2		
25	36	32	2	2	7	6	11	9	16	15
26	7	8	3	3		1	3	3	1	1
27	4	3			1	1	2	1	1	1
29	1	1							1	1
30	7	7	2	1	1	2	2	3	2	1
33	2	0					2			
35	5	2			3	1	1		1	1
40	0	1						1		
45	1	0			1					
50	1	1					1	1		
No Response	5	4			4	3	1	1	1	1
Other reason ^a	4	0	2		2					
Totals	141	121	11	8	26	21	44	36	60	57
Mean	24.3	24.0	25.6	25.4	26.1	23.1	24.9	25.0	23.0	22.9

^aMarriage

Note: All California colleges exempt students from the physical education requirement at age 21 or 25 in initial enrollment. There are three California colleges included in Group II, twelve in Group III, and forty-two in Group IV.

different emphasis on the types of physical education programs in the community colleges, and the lack of adapted programs, each institution should make a coordinated study of their program with local medical personnel. From this study courses or programs should be devised so Standard I can be observed. If this is not possible, each case should be reviewed by both medical and physical education personnel and a carefully coordinated judgment should be made for each individual.

Standard X

Credit and quality or grade point value for physical education should be granted on the same basis as in any other area of the instruction program.

Current Practice. In slightly more than three-fourths of the participating colleges, the grades received in physical education service classes have the same credit and quality or grade point value as in other areas of the college program, the percentage being 78.6. The Group IV and III institutions with 82.6 per cent and 80.7 per cent respectively more closely conform to this standard than do the smaller colleges. Among the Group IV colleges, California schools with 90.5 per cent conforming as compared to 75.0 per cent of the larger schools in other states, are the leaders in this aspect of the program. Group I reports 76.2 per cent and Group III

reports 71.9 per cent granting the same credit and quality for service program grades (Table 5.10).

Recommendation. Since physical education is recognized and accepted as a part of the student's college educational experience, the student should receive grades and credit for physical education the same as for other classes. Colleges

TABLE 5.10

VALUE OF THE PHYSICAL EDUCATION
SERVICE PROGRAM GRADES

Group	Number of Colleges	Physical Education Grades Have Same Value As Other Areas		Physical Education Grades Do Not Have Same Value As Other Areas		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	32	76.2	7	16.7	3	7.1
Group II	64	46	71.9	13	20.3	5	7.8
Group III	88	71	80.7	15	17.0	2	2.3
Group IV	86	71	82.6	11	12.8	4	4.6
California	42	38	90.5	1	2.4	3	7.1
Other States	44	33	75.0	10	22.7	1	2.3
Totals	280	220	78.6	46	16.4	14	5.0

failing to conform to this standard should attempt to receive academic recognition for their program by (1) use of textbooks and other reference materials, (2) by requiring

homework and written examinations and by (3) teaching the purpose and scientific aspects of physical education in their service programs.

Standard XI

The physical education department should control the size of physical education service classes.

Current Practice. The physical education department chairman as shown on Table 5.11 is solely responsible for determining class size in 34.3 per cent of the colleges, while he and the dean of instruction make this a cooperative decision in 28.9 per cent of the cases. The chairman and institutional policy are responsible for size of classes in 2.2 per cent of the schools, while the chairman, dean of instruction and institutional policy combined decide on class sizes in 11.1 per cent of the institutions. Therefore the chairman has sole or shared authority for determining the size of classes in 76.4 per cent of colleges participating in this study. In 16.4 per cent of the colleges, he has no control over the size of classes.

Recommendation. Those institutions where service class sizes are set by personnel outside the physical education department should vest authority as well as responsibility with the department chairman. This will enable the department to operate more efficiently and effectively and

TABLE 5.11

ADMINISTRATIVE PERSONNEL RESPONSIBLE FOR DETERMINING
SIZE OF SERVICE CLASSES

Responsible Individual and/or Individuals	All Junior Colleges (280)		Group I (42)		Group II (64)		Group III (88)		Group IV (86)		California (42)		Other States (44)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Chairman, Physical Education	96	34.3	19	45.2	20	31.3	29	33.0	28	32.5	12	28.6	16	36.4
Dean of Instruction	37	13.2	10	23.8	10	15.6	16	18.2	1	1.2	0	0.0	1	2.3
Institutional Policy	9	3.2	1	2.4	3	4.7	1	1.1	4	4.6	1	2.4	3	6.8
Chairman and Dean	81	28.9	5	11.9	18	28.1	31	35.3	27	31.4	12	28.6	15	34.1
Chairman and Policy	6	2.2	1	2.4	1	1.6	0	0.0	4	4.7	2	4.8	2	4.5
Dean and Policy	3	1.1	1	2.4	1	1.6	0	0.0	1	1.2	1	2.4	0	0.0
Chairman, Dean and Policy	31	11.1	2	4.8	5	7.8	9	10.2	15	17.4	11	26.2	4	9.1
Others	6	2.1	0	0.0	2 ^a	3.1	1 ^b	1.1	3 ^c	3.5	0	0.0	3	6.8
No Response	11	3.9	3	7.1	4	6.2	1	1.1	3	3.5	3	7.2	0	0.0
Totals	280	100.0	42	100.0	64	100.0	88	100.0	86	100.0	42	100.0	44	100.0

^aChairman of physical education and registrar^bChairman of physical education, dean and guidance department^cChairman of physical education, dean and registrar

help the department to meet its objectives. Since equipment and facilities available dictate the number of students that can be taught effectively in each class, the department chairman is the most qualified individual to determine this number, he should have either sole or shared authority to make this decision.

II. PROGRAM

The well rounded college physical education program provides educational experiences in aquatics, body mechanics, individual and dual sports, rhythmic activities, and team games.

Within the framework of the program, provision should be made for the acquisition of skills in activities:

1. Which satisfy the immediate needs of students;
2. Which prepare the student to participate in recreational programs provided by the college and community;
3. Which provide an opportunity for acceptable socializing experiences;
4. Which have a carry-over value with recreational and vocational potential;
5. Provide for the individual difference of students;
6. Which are based upon expert educational opinion as well as student interests;
7. Which utilize the opportunities afforded by geographic location, climatic conditions and community resources;
8. Which provide for safety, protection, and survival;
9. Which provide opportunities for creative expression.²

²Physical Education for College Men and Women, loc. cit., p. 7.

Program of Activities in the Service Program

The data in Table 5.12 shows a broad program of activities being offered in the nations community colleges. Volleyball is the activity that is offered most frequently with 92.7 per cent of the colleges offering instruction in this activity. This is followed by badminton, 87.1 per cent; golf and tennis, 86.1 per cent; basketball, 83.2 per cent; softball, 81.4 per cent; archery, 79.6 per cent; physical conditioning, 79.3 per cent; weight lifting, 76.1 per cent; and touch, tag, or flag football and gymnastics, 74.6 per cent. Activities not usually offered in a college physical education program but being taught in some community colleges are karate (1), power boating (3), ice hockey (2), and curling (2).

Standard XII

The program should include co-educational activities which lend themselves to efficient and meaningful instruction for both men and women.

Current Practice. All schools teaching water skiing and social dance report these activities are taught coeducationally as shown in Table 5.13. Other activities with a high percentage being taught coeducationally are square dance, 92.4 per cent; sailing, 90.9 per cent; canoeing, 87.5 per cent; horseback riding, 81.3 per cent; swimming, 79.1 per

TABLE 5.12

PROGRAM OF ACTIVITIES IN THE SERVICE PROGRAM

Activity	All Junior Colleges (280)		Group I (42)		Group II (64)		Group III (88)		Group IV (86)		California (42)		Other States (44)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Team Sports:														
Baseball	108	38.6	8	19.0	24	37.5	32	36.4	44	51.2	34	81.0	10	22.7
Basketball	233	83.2	34	81.0	53	82.8	70	79.5	76	88.4	38	90.5	38	86.4
Curling	2	0.7	1	2.4	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0
Field Hockey	104	37.1	13	31.0	20	31.3	28	31.8	43	50.0	24	57.1	19	43.2
Flickerball	4	1.4	1	2.4	1	1.6	2	2.3	0	0.0	0	0.0	0	0.0
Football	51	18.2	2	4.8	9	14.1	14	15.9	26	30.2	24	57.1	2	4.5
Tackle Football	209	74.6	34	81.0	44	68.8	65	73.9	66	76.7	38	90.5	28	63.6
Touch/Tag	2	0.7	0	0.0	0	0.0	0	0.0	2	2.3	0	0.0	2	4.5
Ice Hockey	6	2.1	1	2.4	2	3.1	1	1.1	2	2.3	0	0.0	2	4.5
La Crosse	228	81.4	37	88.1	50	78.1	70	79.5	71	82.6	37	88.1	34	77.3
Softball	178	63.6	27	64.3	36	56.3	55	62.5	60	69.8	31	73.8	29	65.9
Soccer	85	30.4	13	31.0	18	28.1	32	36.4	22	25.6	11	26.2	11	25.0
Speedball														
Track and Field	173	61.8	27	64.3	37	57.8	50	56.8	59	68.6	37	88.1	22	50.0
Volleyball	260	92.7	40	95.2	57	89.1	83	94.3	80	93.0	40	95.2	40	90.0
Individual or Dual:														
Archery	223	79.6	32	76.2	49	76.6	66	75.0	76	88.4	40	95.2	30	68.2
Badminton	224	87.1	35	83.3	54	84.4	75	85.2	80	93.0	40	95.2	40	90.0
Bowling	199	71.1	29	69.0	53	82.8	65	73.9	52	60.5	18	42.9	34	77.3

TABLE 5.12

(Continued)

Activity	All Junior Colleges (280)		Group I (42)		Group II (64)		Group III (88)		Group IV (86)		California (42)		Other States (44)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Canoeing and Casting and Angling	8	2.9	1	2.4	1	1.6	3	3.4	3	3.5	1	2.4	2	4.5
Cross Country	19	6.8	3	7.1	3	4.7	9	10.2	4	4.7	0	0.0	4	9.1
Golf	4	1.4	0	0.0	1	1.6	2	2.3	1	1.2	0	0.0	1	2.3
Handball	241	86.1	33	78.6	51	79.7	76	86.4	81	94.2	42	100.0	39	88.6
Hiking	74	26.4	7	16.7	13	20.3	25	28.4	29	33.7	16	38.1	13	29.5
Horse Shoes	13	4.6	2	4.8	5	7.8	5	5.7	1	1.2	0	0.0	1	2.3
Ice Skating	64	22.9	16	38.1	20	31.3	16	18.2	12	14.0	1	2.4	11	25.0
Paddleball	17	6.1	3	7.1	3	4.7	3	3.4	8	9.3	1	2.4	7	15.9
Riding, Horseback	33	11.8	6	14.3	2	3.1	15	17.0	10	11.6	1	2.4	9	20.5
Riflery	16	5.7	0	0.0	4	6.3	7	8.0	5	5.8	0	0.0	5	11.4
Roller Skating	17	6.1	6	14.3	2	3.1	9	10.2	0	0.0	0	0.0	0	0.0
Sailing	4	1.4	0	0.0	1	1.6	1	1.1	2	2.3	0	0.0	2	4.5
Skating, Snow	11	3.9	1	2.4	2	3.1	5	5.7	3	3.5	1	2.4	2	4.5
Skating, Water	36	12.9	2	4.8	8	12.5	13	14.8	13	15.1	1	2.4	12	27.3
Squash	5	1.8	0	0.0	1	1.6	0	0.0	4	4.7	0	0.0	4	9.1
Table Tennis	5	1.8	0	0.0	1	1.6	1	1.1	3	3.5	0	0.0	3	6.8
Tennis	121	43.2	28	66.7	33	51.6	37	42.0	23	26.7	5	11.9	18	40.9
	241	86.1	35	83.3	53	82.8	74	84.1	79	91.86	42	100.0	37	84.1

Table 5.12
(Continued)

Activity	All Junior Colleges (280)		Group I (42)		Group II (64)		Group III (88)		Group IV (86)		California (42)		Other States (44)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Combative:														
Boxing	19	6.8	0	0.0	5	7.8	4	4.5	10	11.6	9	21.4	1	2.3
Fencing	56	20.0	6	14.3	6	9.4	14	15.9	30	34.9	12		18	40.9
Judo	32	11.4	3	7.1	7	10.9	6	6.8	16	18.6	9	21.4	7	15.9
Karate	1	0.4	0	0.0	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0
Wrestling	147	52.5	15	35.7	26	46.0	48	54.5	58	67.4	36	85.7	22	50.0
Aquatics:														
Swimming--														
Beginning	163	58.2	15	35.7	32	50.0	54	61.4	62	72.1	33	78.6	29	65.9
Interme-														
diate	148	52.9	12	28.6	27	42.2	49	55.7	60	69.8	33	78.6	27	61.4
Advanced	126	45.0	10	23.8	23	35.9	39	44.3	54	62.8	30	71.4	24	54.5
Synchro-														
nized	36	12.9	0	0.0	3	4.7	10	11.4	23	26.7	5	11.9	18	40.9
Life-														
saving	147	52.5	12	28.6	21	32.8	49	55.7	65	75.6	35	83.3	30	68.2
Diving--														
Springboard	2	0.7	0	0.0	0	0.0			2	2.3	1	2.4	1	2.3
Skin and/or														
Scuba	36	12.9	2	4.8	7	10.9	9	10.2	18	20.9	15	35.7	3	6.8
Rhythm or Dance:														
Ballet	56	20.0	4	9.5	13	20.3	14	15.9	25	29.1	14	33.3	11	25.0
Folk	157	56.1	14	33.3	31	48.4	46	52.3	66	76.7	37	88.1	29	65.9
Modern	145	51.8	10	23.8	22	34.4	46	52.3	67	77.9	39	92.7	28	63.6

TABLE 5.12

(Continued)

Activity	All Junior Colleges (280)		Group I (42)		Group II (64)		Group III (88)		Group IV (86)		California (42)		Other States (44)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Social	146	52.1	10	23.8	29	45.3	40	45.5	67	77.9	38	90.5	29	
Square	144	51.4	11	26.2	31	48.4	42	47.7	60	69.8	34	81.0	26	59.1
Tap	12	4.3	2	4.8	2	3.1	1	1.1	5	5.8	2	4.8	3	6.8
Developmental:														
Weight														
Lifting	213	76.1	29	69.0	47	73.4	65	73.9	72	83.7	40	95.2	32	72.7
Physical														
Condition	222	79.3	37	88.1	53	82.8	70	79.5	69	80.2	36	85.7	33	75.0
Other:														
Boating,														
Power	3	1.1	1	2.4	1	1.6	1	1.1	0	0.0	0	0.0	0	0.0
Body														
Mechanics	168	60.0	17	40.5	36	56.3	52	59.1	63	73.3	39	92.7	24	54.5
Gymnastics	209	74.6	31	73.8	41	64.1	64	72.7	73	84.9	38	90.5	35	79.5
Rebound														
Tumbling	123	43.9	19	45.2	23	35.9	42	47.7	39	45.3	22	52.4	17	38.6

TABLE 5.13

ACTIVITIES TAUGHT COEDUCATIONALLY

Activities	All Junior Colleges				Group I			Group II			Group III			Group IV		
	Total Taught	Coed	Pct.		Total Taught	Coed	Pct.	Total Taught	Coed	Pct.	Total Taught	Coed	Pct.	Total Taught	Coed	Pct.
Archery	233	148	66.4		32	16	50.0	49	23	46.9	66	46	69.7	76	63	82.9
Badminton	244	146	59.8		35	17	48.6	54	27	50.0	75	43	57.3	80	59	73.8
Body Mechanics	168	16	9.5		17	3	17.4	36	4	11.1	52	3	5.8	63	6	9.5
Bowling	199	150	75.4		29	18	62.1	53	41	77.4	65	47	72.3	52	44	84.6
Canoeing	8	7	87.5		1	1	100.0	1	1	100.0	3	3	100.0	3	2	66.7
Dance, Modern	145	75	51.7		10	5	50.0	22	14	63.6	46	15	32.6	67	41	61.2
Dance, Social	146	146	100.0		10	10	100.0	29	29	100.0	40	40	100.0	67	67	100.0
Dance, Square	144	133	92.4		11	11	100.0	31	31	100.0	42	36	85.7	60	55	91.7
Fencing	56	37	66.1		6	3	50.0	6	6	100.0	14	8	57.1	30	20	66.7
Golf	241	165	68.5		33	16	48.5	51	33	64.7	76	49	64.5	81	67	82.7
Gymnastics	209	72	34.4		31	7	22.6	41	12	29.3	64	25	39.1	73	28	38.4
Hiking	13	8	61.5		2	2	100.0	5	4	80.0	5	1	20.0	1	1	100.0
Horseback Riding	16	13	81.3		0	0	0.0	4	4	100.0	7	4	57.1	5	5	100.0
Ice Skating	17	12	70.6		3	2	66.7	3	2	66.7	3	3	100.0	8	5	62.5
Judo	32	18	56.3		3	0	0.0	7	1	14.3	6	6	100.0	16	11	68.8
Sailing	11	10	90.9		1	1	100.0	2	2	100.0	5	4	80.0	3	3	100.0
Skiing, Snow	36	27	75.0		2	0	0.0	8	8	100.0	13	10	76.9	13	9	69.2
Skiing, Water	5	5	100.0		0	0	0.0	1	1	100.0	0	0	0.0	4	4	100.0
Swimming	163	129	79.1		15	8	53.3	32	27	84.4	54	41	75.9	62	53	85.5
Tennis	241	164	68.0		35	18	51.4	53	34	64.2	74	46	62.2	79	66	83.5
Volleyball	260	130	50.0		40	16	40.0	57	29	50.9	83	35	42.2	80	50	62.5

cent; bowling, 75.4 per cent; snow skiing, 75.0 per cent, and ice skating, 70.6 per cent. Other traditional activities taught coeducationally are golf, 68.5 per cent; tennis, 68.0 per cent; archery, 66.4 per cent; badminton, 59.8 per cent; gymnastics, 34.4 per cent; and body mechanics, 9.5 per cent.

The larger schools are more likely to provide coeducational instruction in the traditional physical education activities than the smaller colleges. For example, badminton is taught coeducationally in 48.6 per cent of the Group I colleges, in 50.0 per cent of Group II, in 57.3 per cent of Group III and in 73.8 per cent of Group IV. Coeducational instruction in golf is utilized in 48.5 per cent of Group I colleges, 64.7 per cent of Group II, 64.5 per cent of Group III and 82.7 per cent of Group IV. Similar trends are shown in the teaching of archery, bowling, swimming and tennis.

Recommendation. Since college age students' interests are more similar than at an earlier age and heterosexual social adjustment is important to them, the service program should include coeducational instruction and should be planned jointly by staff members. Instructors of either sex can be assigned to teach these coeducational courses providing they are socially well adjusted and in sympathy with this type of program.

Standard XIII

The program should be planned to include orientation of all students with regard to purposes, policies, and opportunities in physical education.

Current Practice. Table 5.14 shows that 80.7 per cent of the colleges provide instruction concerning the purpose of physical education. Group IV colleges most frequently comply

TABLE 5.14

COLLEGES INCLUDING INSTRUCTION IN THE
PURPOSE OF PHYSICAL EDUCATION

Group	Number of Colleges	Teach Purpose of Physical Education		Do Not Teach Purpose of Physical Education		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	31	73.8	11	26.2	0	0.0
Group II	64	50	78.1	14	21.9	0	0.0
Group III	88	73	82.9	13	14.8	2	2.3
Group IV	<u>86</u>	<u>72</u>	<u>83.7</u>	<u>14</u>	<u>16.3</u>	<u>0</u>	<u>000.0</u>
California	42	35	83.3	7	16.7	0	00.0
Other States	44	37	84.1	7	15.9	0	000.0
Totals	280	226	80.7	52	18.6	2	0.7

with standard with 83.7 per cent giving this type of instruction, followed by Group III, 82.9 per cent; Group II, 78.1 per cent and Group I, 73.8 per cent.

Recommendation. Institutions complying with this

standard may improve instruction and those colleges not complying could do so by planning instruction and orienting the students to the purpose of physical education by (1) orientation courses, (2) interpreting medical examinations and health appraisals to the individual students, (3) handbooks or brochures and other printed materials, (4) demonstrations and displays.

Standard XIV

The instructional physical education program, in order to attain a minimum level of effectiveness, should be properly integrated with intramural sports, intercollegiate athletics, recreation, health and with other college departments.

Current Practice. In 83.9 per cent of responding colleges the intramural program is introduced and participation is encouraged through the service program. Table 5.15 shows in Group IV, 87.2 per cent of the colleges introduce and encourage intramural participation through the service program, with Groups III, II and I following in that order with 85.2 per cent, 81.2 per cent, and 78.6 per cent respectively.

Recommendation. All colleges should correlate their instructional and intramural programs so skills and interests developed in the instructional program can be utilized in the intramural program. Thus these programs supplement and

complement each other. Those schools not complying with this standard should introduce students in the service program to, and encourage their participation in the intramural program and other community recreational programs.

TABLE 5.15

THE NUMBER OF COLLEGES INTRODUCING AND ENCOURAGING
INTRAMURAL PARTICIPATION THROUGH THE SERVICE PROGRAM

Group	Number of Colleges	Introduce Intramural Program		Do Not Introduce Intramural Program		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	33	78.6	6	14.3	3	7.1
Group II	64	52	81.2	9	14.1	3	4.7
Group III	88	75	85.2	8	9.1	5	5.7
Group IV	86	75	87.2	6	7.0	5	5.8
California	42	37	88.1	4	9.5	1	2.4
Other States	44	38	86.4	2	4.5	4	9.1
Totals	280	235	83.9	29	10.4	16	5.7

Standard XV

A textbook should be used in physical education activity classes.

Current Practice. Only about one-half (50.7 per cent) of the colleges participating in the study require textbooks for physical education service classes. Group I institutions require textbooks in 35.7 per cent of the schools;

Group II, 43.7 per cent; Group III, 55.7 per cent and Group IV, 58.1 per cent (Table 5.16).

Recommendation. Since at least two companies have recently published economical paper bound books for many of the activities offered in the junior college service program, it is now possible to require a textbook for many or most of the activity courses. By using textbooks, reading assignments can be made to cover much of the material on

TABLE 5.16
COLLEGES USING TEXTBOOKS IN
THEIR SERVICE CLASSES

Group	Number of Colleges	Use Textbooks		Do Not Use Textbooks		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	15	35.7	26	61.9	1	2.4
Group II	64	28	43.7	35	54.7	1	1.6
Group III	88	49	55.7	38	43.2	1	1.1
Group IV	86	50	58.1	35	40.7	1	1.2
Totals	280	142	50.7	134	47.9	4	1.4

history, values, purchase and care of equipment, rules and etiquette. Thus, more class time can be spent on instruction and practice of skills thereby increasing the effectiveness of instruction. Therefore, all colleges should require a textbook in many or most of their service courses.

Standard XVI

Homework should be assigned in physical education activity classes.

Current Practice. The data in Table 5.17 indicate that 16.8 per cent of all colleges require homework in most of their classes and 57.1 require homework in some of their classes. Of the reporting schools, 26.1 per cent do not require homework at any time. Homework is required in most or all of the classes in 10.5 per cent of the Group IV institutions and in some of their classes in 66.3 per cent. In Group II schools, 12.5 per cent require homework in all or most of their classes and 60.9 per cent require homework in some of their classes. Group III colleges require homework in most or all of the classes in 23.8 per cent of the schools and 48.9 per cent require homework in some classes. Homework is required in all or most of the classes in 21.4 per cent of the Group I colleges and in some of the classes in 50.0 per cent of these schools.

Recommendation. All institutions should adopt the recommendation made for Standard XV (Textbooks should be required for all physical education activity classes). This would allow more colleges to make textbook reading assignments thereby complying with this standard. Attendance and participation in community or college activities could be

TABLE 5.17

NUMBER OF SERVICE PROGRAMS REQUIRING HOMEWORK

	All Junior Colleges		Group I		Group II		Group III		Group IV	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Require Homework in most or all classes	47	16.8	9	21.4	8	12.5	21	23.8	9	10.5
Require Homework in some classes	160	57.1	21	50.0	39	60.9	43	48.9	57	66.3
Do not require Homework	73	26.1	12	28.6	17	26.6	24	27.3	20	23.2
Total	280	100.0	42	100.0	64	100.0	88	100.0	86	100.0

required in classes such as social and square dance. Participation in tennis, archery, golf, bowling, or swimming could be required outside the regular class period. Library research and short term papers could be required in all or most of the activities. These papers could cover such topics as history of the activity, values, equipment, trends, and individuals or teams who have played important roles in the development of the activity. All colleges should investigate other methods of assigning homework thereby, hopefully, improving the instruction in the service program.

Standard XVII

The college student should be proficient in swimming.

Current Practice. It may be seen by the data shown in Table 5.18 only 16.4 per cent of the community colleges require a proficiency in swimming. Group III institutions comply with this standard in 20.5 per cent of the colleges studied, Group I has 16.7 per cent complying and Group IV and II follow with 15.1 per cent and 12.5 per cent respectively. In the Group IV category 19.0 per cent of the California schools require proficiency in swimming while 11.4 per cent of the colleges in the other states have the same requirement.

Recommendation. Increased use of the nation's water resources for fishing, boating and swimming, the spread of

swimming pools, both public and private; and accessibility to these facilities make this standard recommended by the President's Council on Physical Fitness very important to the college service program. Because of the recreational, safety and physical fitness values of swimming all colleges should comply to this standard. Those colleges not complying because of lack of facilities should arrange to use community facilities, if available, so this standard could be met at their institutions.

TABLE 5.18

COLLEGES REQUIRING SWIMMING
PROFICIENCY OR COURSE IN
SWIMMING

Group	Number of Colleges	Proficiency or Require Swimming		No Swimming Requirement		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	7	16.7	32	76.2	3	7.1
Group II	64	8	12.5	56	87.5	0	0.0
Group III	88	18	20.5	77	79.5	0	0.0
Group IV	86	13	15.1	73	84.9	0	0.0
California	42	8	19.0	34	81.0	0	0.0
Other States	44	5	11.4	39	88.6	0	0.0
Total	280	46	16.4	231	82.5	3	1.1

III. EVALUATION

Evaluation of both students and the program is essential for conducting an effective service program. It serves

such purposes as stimulating faculty and student interest, determining strengths and weaknesses of individual students and class groups, measuring student achievement in skills, knowledge and attitudes, determining the effectiveness of various methods of teaching, and revealing the adequacy of the program. The evaluation of the program consists of appraising the outcomes of the program in terms of stated objectives. Informal evaluation of the program should be on a continuous basis while more formal and complete evaluations should be made periodically.

Standard XVIII

The selection and use of evaluation techniques should be cooperatively planned within the department.

Current Practice. It may be seen from the results shown in Table 5.19 that 66.4 per cent of all junior colleges participating in the study plan their evaluation procedures and techniques co-operatively. Among the larger colleges or Group IV, 79.1 per cent use cooperative planning for evaluation, followed by Group III, 72.7 per cent; Group II, 62.5 per cent; and Group I, 33.3 per cent. However, careful analysis of the table shows 5 of the Group II and 16 of Group I, did not respond to this question or there was only one member in the department. By eliminating these figures from the totals of these groups, the percentage for Group II

colleges complying with this standard would be 67.8 per cent, and Group I would be 53.8 per cent.

Recommendation. Colleges with more than one individual teaching the same activity should plan evaluation techniques co-operatively.

Standard XIX

The physical education department should conform to the policy of the school with respect for giving grades for student performance.

TABLE 5.19

COLLEGES USING COOPERATIVE PLANNING IN SELECTION AND USE OF EVALUATION TECHNIQUES

Group	Number of Colleges	Do Plan Cooperatively		Do Not Plan Cooperatively		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	14	33.3	12	28.6	16	38.1
Group II	64	40	62.5	19	29.7	5	7.8
Group III	88	64	72.7	17	19.3	7	8.0
Group IV	86	68	79.1	14	16.3	4	4.6
California	42	35	83.3	7	16.7	0	0.0
Other States	44	33	75.0	7	15.9	4	9.1
Total	280	186	66.4	62	22.2	32	11.4

Current Practice. The results of Table 5.20 show 65.4 per cent of the participating colleges use the same

policy for grading students in their service program as is used in other areas within the college. Nearly three-fourths (73.9 per cent) of the Group III colleges conform with this standard, while 71.9 per cent of Group II institutions use the same grading policy in the service program as in other areas. Group I has 64.3 per cent using the same policy and 52.3 per cent of the Group IV colleges use the same policy of grading in the service program as is used in other areas.

TABLE 5.20

SERVICE PROGRAMS USING SAME GRADING POLICY
AS OTHER AREAS WITHIN THEIR COLLEGE

Group	Number of Colleges	Use Same Policy		Do Not Use Same Policy		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	27	64.3	11	26.2	4	9.5
Group II	64	46	71.9	16	25.0	2	3.1
Group III	88	65	73.9	20	22.7	3	3.4
Group IV	86	45	52.3	38	44.2	3	3.5
Totals	280	183	65.4	85	30.3	12	4.3

Recommendation. The policy for grading students in the service program should conform with the school policy for evaluation of students. All colleges should take

necessary steps to assure grading procedures in the service program conform with school policy.

Standard XX

The evaluative process employs a variety of tools, both subjective and objective. Objective measurement should be used when feasible and pertinent and subjective evaluation should be used to augment objective measurement.

Current Practice. According to the responses shown in Table 5.21, 90.0 per cent of the colleges use objective measurement whenever possible. The various colleges when

TABLE 5.21

TYPE OF EVALUATIONS USED IN
THE SERVICE PROGRAM

Group	Number of Colleges	Use Objective Measurement When Available		Use Subjective Judg- ment When Objective Measurements Are Not Available	
		No.	Pct.	No.	Pct.
Group I	42	38	90.5	34	81.0
Group II	64	58	90.6	58	90.6
Group III	88	76	86.4	75	85.2
Group IV	86	80	93.0	74	86.0
Totals	280	252	90.0	241	86.1

grouped according to enrollment are quite consistent with

Group I reporting 90.5 per cent of the colleges using objective measurement whenever possible; Group II, 90.6 per cent; Group III, 86.4 per cent; and Group IV, 93.0 per cent.

Approximately the same ratios hold true among the colleges subjective judgments when objective measurements are not available, with 86.1 per cent of the colleges using this technique. Group I institutions have 81.0 per cent of the colleges using subjective judgment for grading purposes when objective measurements are not available; Group II, 90.6 per cent; Group III, 85.2 per cent; and Group IV, 86.0 per cent.

Recommendation. Objective measurement should be used in the service program of all colleges whenever practicable and applicable. To augment objective measurements or when they are not available subjective judgments should be used.

Standard XXI

The instructor of each course should determine the status of each individual at the beginning of the course, throughout the progress of the course and at the termination of the course.

Current Practice. Among the colleges responding to the questionnaire, Table 5.22 shows 44.6 per cent complying with this standard by evaluating students at the beginning,

TABLE 5.22

TIME OF EVALUATION OF STUDENTS

	All Junior Colleges (280)		Group I (42)		Group II (64)		Group III (88)		Group IV (86)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Beginning	1	0.3	0	0.0	0	0.0	0	0.0	1	1.2
During	12	4.3	0	0.0	2	3.1	4	4.5	6	7.0
Termination	19	6.8	3	7.1	3	4.7	9	10.2	4	4.6
Beginning and During	4	1.4	1	2.4	1	1.6	0	0.0	2	2.3
Beginning and Termination	10	3.6	1	2.4	4	6.2	3	3.4	2	2.3
During and Termination	98	35.0	10	23.8	16	25.0	34	38.7	38	44.2
Beginning, During and Termination	125	44.6	25	59.5	36	56.3	34	38.7	30	34.9
No Evaluation	3	1.1	1	2.4	0	0.0	1	1.1	1	1.2
No Response	8	2.9	1	2.4	2	3.1	3	3.4	2	2.3
Totals	280	100.0	42	100.0	64	100.0	88	100.0	86	100.0

during and at the termination of the course. In 35.0 per cent of the colleges, students are evaluated during and at the end of the course. Students are evaluated at the termination in 6.8 per cent of the schools, during in 4.3 per cent, beginning and during in 1.4 per cent and beginning in 0.3 per cent. No evaluation is reported by 1.1 per cent of the colleges and 2.9 per cent failed to respond to the question. The smaller colleges tend to comply with the standard more than the larger institutions. In Group I, 59.5 per cent of the colleges report evaluation at the beginning, during, and at the termination, followed by Group II, with 56.3 per cent, Group III, 38.7 per cent and Group IV, 34.9 per cent.

Recommendation. The results show a need for the colleges to study their student evaluation procedures and encourage instructors to evaluate students at the beginning and during the course as well as at the termination.

Standard XXII

Evaluation should stimulate student interest, measure achievement in skills, knowledge, attitudes, and habits, and be used for effective guidance of the student towards goals for optimum development.

Current Practice. The data in Table 5.23 shows 59.6 per cent of the colleges use evaluation for guidance and

motivation as well as to determine grades. Grades and motivation are the purposes of evaluation in 15.4 per cent of the institutions, grades only in 13.2 per cent, and grades and guidance in 6.1 per cent of the colleges. Group IV reports 72.1 per cent of the colleges use evaluation procedures for grades, guidance and motivation. This group is followed by Group I, 61.9 per cent; Group II, 56.2 per cent and Group III, 49.0 per cent.

Recommendation. Since evaluation can stimulate student interest, and be used for guidance purposes as well as

TABLE 5.23

PURPOSES OF EVALUATION OF STUDENTS

Purposes	All Junior Colleges (280)		Group I (42)		Group II (64)		Group III (88)		Group IV (86)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Grades	37	13.2	5	11.9	9	14.1	17	19.3	6	7.0
Guidance	2	0.7	1	2.4	0	0.0	0	0.0	1	1.1
Motivation	1	0.3	0	0.0	0	0.0	1	1.1	0	0.0
Grades and Guidance	17	6.1	5	11.9	3	4.7	6	6.8	3	3.5
Grades and Motivation	43	15.4	3	7.1	11	17.2	17	19.3	12	14.0
Guidance & Motivation	3	1.1	0	0.0	2	3.1	1	1.1	0	0.0
Grades, Guidance & Motivation	167	59.6	26	61.9	36	56.2	43	49.0	62	72.1
No Response	10	3.6	2	4.8	3	4.7	3	3.4	2	2.3
Total	280	100.0	42	100.0	64	100.0	88	100.0	86	100.0

to determine grades, colleges can increase the effectiveness of their service program by complying with Standard XXI (Evaluate students at the beginning, during, and termination of the course) and making multiple use of the evaluation by using it to grade, motivate, and counsel students.

Standard XXIII

Each student participating in a course should participate in its evaluation.

Current Practice. As shown by data in Table 5.24, 55.7 per cent of the junior colleges allow the students to participate in the evaluation of the service program. The Group III colleges have 60.2 per cent using student evaluation, Group IV, 59.3 per cent; Group I, 50.0 per cent and Group II, 48.4 per cent.

Recommendation. Complete evaluation of the program requires student judgment of himself, other students, the teacher and the course content. Therefore the student should participate in evaluation of the courses in the service program. It is further recommended that for complete evaluation an investigation of the graduates be made to determine the effect of the program on physical activity, appreciations, participation, attitudes, and community leadership during their post college life.

TABLE 5.24

COLLEGES USING STUDENT EVALUATION
OF THE SERVICE PROGRAM

Group	Number of Colleges	Use Student Evaluation		Do Not Use Student Evaluation		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	21	50.0	19	45.2	2	4.8
Group II	64	31	48.4	33	51.6	0	00.0
Group III	88	53	60.2	34	38.7	1	1.1
Group IV	86	51	59.3	32	37.2	3	3.5
California	42	24	57.1	16	30.1	2	4.8
Other States	44	27	61.4	16	36.4	1	2.2
Totals	280	156	55.7	118	42.2	16	2.1

Involvement of Students in Curriculum Changes

The author felt, due to recent trends to allow students more opportunities to have a voice in the administration of colleges, it would be interesting to investigate what is happening in junior college service programs regarding this trend.

Current Practice. More than one-fourth (27.5 per cent) of the community colleges studied, do involve student in curriculum changes or planning of new courses. In Group II, 34.4 per cent of the colleges involve students in this activity, while only 19.0 per cent of Group I do this. Group

III has 28.4 per cent of the colleges using student opinions and interest in planning curriculum changes or new courses and Group IV has 25.6 per cent (Table 5.25).

TABLE 5.25

COLLEGES INVOLVING STUDENTS IN CURRICULUM
CHANGES OR PLANNING NEW COURSES

Group	Number of Colleges	Involve Students in Planning		Do Not Involve Student in Planning		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	8	19.0	33	78.6	1	2.4
Group II	64	22	34.4	42	65.6	0	00.0
Group III	88	25	28.4	61	69.3	2	2.3
Group IV	86	22	25.6	61	70.9	3	3.5
California	42	11	26.2	30	71.4	1	2.4
Other States	44	11	25.0	31	70.5	2	4.5
Totals	280	77	27.5	197	70.4	6	2.1

Recommendation. Colleges may survey their student bodies to determine interest of their students and investigate other methods of involving students in curriculum changes or planning new courses.

IV. BUDGET AND FACILITIES

Two of the current problems in junior college physical education are budget and facilities. Many colleges have postponed offering physical education programs until

campus facilities are available. Yet the majority of the new institutions without facilities use community facilities for their service, intramural, and intercollegiate programs.

Standard XXIV

The source of financial support for the physical education program should be the same as for all other instructional areas of the institution.

Current Practice. From the data shown in Table 5.26 it can be seen that 95.7 per cent of the colleges receive

TABLE 5.26
SOURCE OF INCOME FOR THE SERVICE PROGRAM

Group	Number of Colleges	Receive Finances from the General Budget		Do Not Receive Finances from the General Budget		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	41	97.6	0	0.0	1	2.4
Group II	64	60	93.8	2	3.1	2	3.1
Group III	88	85	96.6	1	1.1	2	2.3
Group IV	86	82	95.4	2	2.3	2	2.3
California	42	39	92.8	1	2.4	2	4.8
Other States	44	43	97.7	1	2.3	0	0.0
Total	280	268	95.7	5	1.8	7	2.5

funds to conduct their service program from the general budget. The category most nearly conforming to this standard

with 97.6 per cent is Group I. Group III follows with 96.6 per cent receiving funds from the general budget, then Group IV with 95.4 per cent and Group II, 93.8 per cent. Only 5 or 1.8 per cent of all the colleges report receiving financial support from other than the general budget, with 2.5 per cent not responding.

Recommendation. Since the physical education service program is part of the instructional program of the college and is a required subject at approximately three-fourths of the institutions participating in the study, the program should receive its financial support from the same source as all other instructional areas.

Standard XXV

A variety of facilities should be provided to insure the possibility of a broad program, that is, playing fields, courts, gymnasias, dance studios, swimming pools and other necessary activity areas.

Current Practice. As may be seen from the data shown in Table 5.27, many junior colleges do not conform to this standard by providing college-owned facilities for the physical education program.

A. Indoor Facilities

1. Bowling Lanes. Only 4.6 per cent of the 197 colleges teaching bowling provide their own bowling lanes. Group III has 11.1 per cent

TABLE 5.27

OWNERSHIP OF PHYSICAL EDUCATION FACILITIES

Facilities	All Junior Colleges			Group I			Group II		
	College Owned	Other	Percent College Owned	College Owned	Other	Percent College Owned	College Owned	Other	Percent College Owned
INDOOR:									
Adaptive Room	66	19	77.6	4	1	80.0	10	10	41.2
Bowling Lanes	9	188	4.6	2	27	6.9	0	53	00.0
Dance Room	124	43	74.3	5	1	83.3	19	16	54.3
Gymnasium	176	95	64.9	14	20	41.2	28	20	49.1
Laundry	84	54	60.9	5	7	41.7	13	14	48.1
Swimming Pool	51	116	30.5	1	13	7.1	3	29	9.4
Training Room	129	37	77.7	8	5	61.5	22	16	57.9
Wrestling Room	103	47	68.7	9	7	56.3	9	17	34.6
Weight Training Room	144	57	71.6	12	8	60.0	25	22	53.2
OUTDOOR:									
Archery Range (Target)	170	45	79.1	26	6	81.3	31	18	63.3
Archery Range (Field)	108	38	74.0	9	7	56.3	16	16	50.0
Baseball Diamond	131	73	64.2	12	11	62.2	15	26	36.6
Football Stadium	58	61	48.7	8	10	44.4	4	16	20.0
Golf Course	12	160	7.0	2	21	8.7	3	38	7.3
Golf Driving Range	62	109	35.8	5	17	22.8	10	20	33.0
Golf Putting Green	36	110	24.7	1	17	5.6	5	24	17.2
Outdoor Athletic Fields	176	77	70.0	28	11	71.8	30	31	49.2
Riding Stables	0	16	00.0	0	0	00.0	0	4	00.0
Rifle Range	9	11	45.0	2	4	33.3	0	2	00.0
Ski Area	4	32	11.1	0	2	00.0	0	8	00.0
Softball Diamond	160	76	67.8	18	20	47.4	29	25	53.7
Tennis Courts	139	108	56.3	15	20	42.6	17	35	32.7
Track	89	101	46.8	7	12	36.8	9	29	23.7

of their schools using college-owned lanes, and Group I has 6.9 per cent. There are no college-owned lanes among the colleges in the other groups.

2. Gymnasia. About two-thirds or 64.9 per cent of the colleges using a gymnasium in their program has this as a part of their college facilities. Group IV furnish their own facilities in 82.6 per cent of the colleges, Group III in 65.9 per cent, Group II, 49.1 per cent, and Group I, 41.2 per cent. California institutions in Group IV has 92.7 per cent of the colleges having their own gymnasium while in the other Group IV schools 70.5 per cent own their gymnasium.
3. Swimming Pools. Only 30.5 per cent of the institutions have college-owned pools. The Group IV colleges (45.5 per cent) with the California schools having 68.6 per cent and institutions in other states 19.4 per cent most nearly conform to this standard. Group III colleges have swimming pools in 31.5 per cent of the schools teaching swimming, Group II in 9.4 per cent and Group I, 7.1 per cent.
4. Weight Training Rooms. Junior colleges provide weight training rooms in 71.6 per cent of the schools sponsoring this activity. Group I colleges have weight training rooms in 60.0 per cent of the schools, Group II, 53.2 per cent; Group III, 71.9 per cent; and Group IV, 87.1 per cent. California schools of Group IV have 97.4 per cent of their colleges provided with weight training rooms while the other states of Group IV have 74.2 per cent.
5. Other Indoor Facilities. College-owned adapted rooms are provided in 77.6 per cent of the colleges, dance rooms in 74.3 per cent, and laundries in 60.9 per cent. There are college-owned facilities for training and first aid in 77.7 per cent of the colleges and wrestling rooms in 68.7 per cent.
8. Outdoor facilities
 1. Baseball Diamonds. College-owned baseball diamonds are provided at 64.2 per cent of the colleges including this activity in their

program. Group II schools have baseball diamonds in 36.6 per cent of the institutions; Group I in 52.2 per cent, Group III, 72.7 per cent, and Group IV, 75.7 per cent. The latter group when further analyzed show California institutions have 82.1 per cent with baseball diamonds compared to 68.6 per cent of the institutions in other states.

2. Football Stadiums. Nearly one-half (48.7 per cent) of the junior colleges sponsoring this activity have their own football stadiums. The Group IV colleges with 66.0 per cent having their own stadium are the best equipped for this activity. However, most of these are in California with 70.3 per cent of the colleges having their own stadium. Institutions in other states of this Group use their own stadium in 50.0 per cent of the schools studied. Group I and III follow in 44.4 per cent and 44.1 per cent respectively, and 20.0 per cent of Group II own their stadium.
3. Golf Facilities. Of the colleges requiring the use of golf facilities in their program, 7.0 per cent own a golf course, 35.8 per cent a golf driving range, and 24.7 per cent putting greens. The courses, however, consist of three to five holes or improvised courses around the perimeter of the turf area of the college.
4. Outdoor Athletic Fields. There are college-owned outdoor athletic fields at 70.0 per cent of the institutions requiring this type facility in their program. All California schools and 74.3 per cent of the other schools of Group IV own athletic fields making 88 per cent for this group. Group I with 71.8 per cent; Group III, 66.7 per cent; and Group II, 49.2 per cent follow in that order.
5. Softball Diamonds. Approximately two-thirds (67.8 per cent) of the colleges teaching softball have college-owned diamonds, the other one-third use community resources in their program. Group IV institutions are most apt to have this facility with 81.1 per cent having their own diamonds. Of this group, 97.3 per cent of the California colleges have college-owned diamonds while of Group IV schools in

the other states, 64.9 per cent have their own. In Group III, 75.5 provide softball diamonds follow by Group II, 53.7 per cent and Group I, 47.4 per cent.

6. Tennis Courts. Tennis courts are provided by 56.3 per cent of the community colleges that include tennis in their program. California colleges with 95.2 per cent having their own courts and the colleges in other states with 59.0 per cent give Group IV the best percentage of college ownership of this facility (77.8 per cent). Group III has 55.7 per cent own their tennis courts; Group I, 42.6 per cent; and Group II, 32.7 per cent.
7. Track and Field Facilities. Less than one-half (46.8 per cent) of the colleges including track and field in their program use college-owned facilities. Group IV, with 68.6 per cent of colleges owning their own track are the best provided with this type facility. The California schools of Group IV have 87.5 per cent owning tracks, while only 43.3 per cent of the other colleges of this group own their facility. Group III has 39.7 per cent of their colleges owning track facilities; Group I, 36.8 per cent; and Group II, 23.7 per cent.
8. Other Outdoor Facilities. College-owned target archery ranges are provided in 79.1 per cent of the colleges teaching archery and field archery ranges in 74.0 per cent. All of the sixteen junior colleges teaching horseback riding utilize community resources, 45 per cent provide their own rifle ranges and 11.1 per cent have college-owned ski areas.

Recommendation. The modern college physical education program emphasizes sports activities. Therefore, it is necessary to provide gymnasias, swimming pools, and extensive playfields to accommodate the student body for efficient

instruction and for carrying on the various programs of the physical education department. Specific recommendations are:

A. Indoor Facilities

1. Bowling Lanes. This facility is not usually included as part of college physical education facilities, therefore, commercial lanes may be utilized in the program. However, physical education and student activities should cooperate when planning student union buildings and include bowling lanes in this facility. The physical education service program may utilize this facility for instructional and recreational purposes.
2. Gymnasia. Gymnasium or fieldhouse facilities for the physical education programs as well as classrooms and laboratories for the other instructional areas should be provided in the earlier stages of the college growth. Where traditional gymnasia are not possible because of cost, air structures (plastic bubble supported by air pressure) may be utilized until facilities of mortar and brick can be provided. "This kind of construction could be a tremendous asset to schools which need facilities quickly and cannot afford the traditional type building."³
3. Swimming Pools. Since Standard XVII states all college students should have proficiency in swimming, institutions should provide this facility on campus. However, when finances prohibit construction of a college owned facility for swimming, local resources such as YMCA or YWCA facilities may be utilized.
4. Weight Training Room. Since this type of activity requires a small area, it would be desirable for all colleges having this type

³The Athletic Institute and American Association for Health, Physical Education and Recreation, Planning Areas and Facilities for Health, Physical Education and Recreation (Chicago: The Athletic Institute, Washington, D.C.; American Association for Health, Physical Education and Recreation, 1965), p. 113.

activity to provide a special room or a multi-purpose room for weight training.

B. Outdoor Facilities

Multi-purpose athletic fields should be provided on each campus for use in all of the physical education programs. This area should serve such activities as archery, casting and angling, field hockey, football, softball, soccer, speedball and other activities.

1. Combination track and football facilities can be utilized in colleges needing this type facility for their program.
2. Separate baseball and softball diamonds should be provided. To avoid possible conflict between the intercollegiate baseball and the intramural softball programs, these areas should not overlap.
3. Facilities for golf instruction can be devised on the campus. The outdoor athletic field usually provides space for a driving range. A putting green satisfactory for class construction could be maintained in one corner of the athletic field. An improvised course of three to nine holes could be laid out on the perimeter of the turf area of the campus or around the athletic field.
4. Tennis courts. Colleges offering tennis in their program should provide tennis courts with nonporous surface, entirely enclosed with link fencing and include practice or batter boards for instructional purpose.

Standard XXVI

Facilities should be adequate with respect to quality and quantity.

Current Practice. According to the data as shown in Table 5.28, 40.0 per cent of the department chairmen rate the

quality of their facilities as adequate and 20.7 per cent rate the quantity adequate. About one-fifth (19.0 per cent) of the Group I colleges rated their facilities adequate with respect to quality and 9.5 per cent with respect to quantity. In Group II, 29.7 per cent thought the quality of their facilities adequate while 15.6 felt that way regarding the quantity of their facilities. Group III had ratings of 43.2 per cent and 20.5 per cent for quality and quantity respectively. Of the chairmen from Group IV colleges, 54.7 per cent rate their facilities adequate quality wise and 30.2 per cent report sufficient facilities.

TABLE 5.28
ADEQUACY OF PHYSICAL EDUCATION FACILITIES

Group	Number of Colleges	Quality of Facilities Adequate		Quantity of Facilities Adequate		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	42	8	19.0	4	9.5	2	4.8
Group II	64	19	29.7	10	15.6	4	6.3
Group III	88	38	43.2	18	20.5	3	3.4
Group IV	86	47	54.7	26	30.2	4	4.7
California	42	26	61.9	17	40.5	1	2.4
Other States	44	21	47.7	0	20.5	3	6.9
Totals	280	112	40.0	58	20.7	13	4.6

Recommendation. When planning facilities, boards of control, chief administrative officers and physical educators

should provide facilities that are modern and well designed. They should be ample to meet not only the current needs of the program but also adequate to meet the needs of projected enrollments. There should be a variety of facilities to insure a broad program of activities.

Plans for Construction of New Facilities

As noted in Table 5.29, 93.7 per cent of the institutions not presently owning a gymnasium have plans for future construction and only 6.3 per cent do not plan their own facility. All of the Group I and IV colleges plan to build facilities and 89.7 per cent of Group II and 90.0 per

TABLE 5.29

PLANS FOR CONSTRUCTION OF FACILITIES FOR COLLEGES NOT PRESENTLY OWNING GYMNASIUMS

Group	Number of Colleges	Plan New Facility		Do Not Plan New Facility	
		No.	Pct.	No.	Pct.
Group I	20	20	100.0	0	00.0
Group II	29	26	89.7	3	10.3
Group III	30	27	90.0	3	10.0
Group IV	16	16	100.0	0	00.0
Totals	95	89	93.7	6	6.3

cent of Group III have future plans for gymnasiums.

Table 5.30 shows the year which construction of the

gymnasias are planned. In 1967, 12.6 per cent of the planned construction will be completed, 27.4 per cent is planned for 1968, 21.1 per cent for 1969, 17.9 per cent for 1970, 3.1 per cent in 1971, and 5.3 per cent in 1972. Construction of gymnasias are planned but no date has been set in 12.6 per cent of the colleges planning the building of a new gymnasium.

TABLE 5.30

YEAR OF CONSTRUCTION OF NEW FACILITIES

Year	All Junior Colleges (95)		Group I (20)		Group II (29)		Group III (30)		Group IV (16)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1967	12	12.6	2	100.0	4	13.8	3	10.0	3	18.8
1968	26	27.4	8	40.0	6	20.8	9	30.0	3	18.8
1969	20	21.1	5	25.0	5	17.2	7	23.3	3	18.8
1970	17	17.9	4	20.0	5	17.2	5	16.7	3	18.8
1971	3	3.1	1	5.0	2	6.9	0	0.0	0	0.0
1972	5	5.3	0	0.0	2	6.9	2	6.7	1	6.0
Un-known	12	12.6	0	0.0	5	17.2	4	13.3	3	18.8
Totals	95	100.0	20	100.0	29	100.0	30	100.0	16	100.0

CHAPTER VI

THE INTRAMURAL ACTIVITIES PROGRAM

The intramural program sponsors a broad program of activities designed to meet the needs and interests of all the students, both male and female. Provision should be made by the administration for leadership, equipment, and facilities for the students to compete in team, individual, and dual sports and to participate in recreational activities on a voluntary basis.

The purpose of this chapter is to determine the extent to which community colleges meet certain recommended standards and/or the current practices in the intramural program. The phases of the program studied include administration, program, budget and facilities.

I. ADMINISTRATION

Standard I

The complete physical education program should include a voluntary intramural program available to all students of either sex.

Current Practice. According to the data as shown in Table 6.1 over three-fourths (79.6 per cent) of the responding institutions do provide an intramural program for their students. The Group IV colleges most nearly conform to this

standard, with 88.8 per cent of the colleges having an intramural program. The California colleges and those of other states in this group are about equal in providing an intramural program. Group II, with 81.6 per cent of the colleges providing intramural activities, follow the Group IV colleges while Group III has 80.2 per cent providing intramural programs and Group I has 62.1 per cent.

TABLE 6.1

NUMBER OF COLLEGES WITH INTRAMURAL PROGRAMS

Group	Number of Colleges	Have Intramural Program		Do Not Have Intramural Program		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	58	36	62.1	22	37.9		
Group II	76	62	81.6	14	18.4		
Group III	101	81	80.2	20	19.8		
Group IV	89	79	88.8	10	11.2		
California	42	37	88.1	5	11.9		
Other States	47	42	89.4	5	10.6		
Totals	324	258	79.6	66	20.4		

Recommendation. College administrators should provide for a voluntary intramural program to supplement the physical education instructional program and to provide for the physical and recreational needs of all the students. A director should be appointed from the physical education staff to promote the program, formulate and administer policies, keep

records, purchase and maintain equipment, administer the budget, and coordinate the program with other physical education departments and college programs. The intramural director should have released time from teaching responsibilities to operate the program and if other personnel are available, he should not be assigned coaching responsibilities.

Standard II

In the development and conduct of the program of intramural activities, the director should be committed to action through a democratic process which includes both students and faculty.

Current Practice. Less than one-half (44.6 per cent) of the schools participating in the study indicate they involve students and faculty in the planning of the program through the use of committees, councils or boards. Group II colleges involve students and faculty in planning in 48.4 per cent of the institutions, followed by Group IV, 46.8 per cent; Group III, 43.2 per cent; and Group I, 36.1 per cent. Of the Group IV colleges, California uses committee, councils, and boards in 43.2 per cent of their schools while the other states use them in 50.0 per cent of the colleges. The above data are shown in Table 6.2.

Recommendation. Intramural directors should organize student and faculty committees, councils or boards to assist in the organization and administration of the program. A faculty-student board to hear protests and impartially render decisions can relieve the director from this responsibility,

TABLE 6.2

DIRECTORS UTILIZING FACULTY-STUDENT
COMMITTEES, COUNCILS, OR BOARDS

Group	Number of Colleges	Use Committees		Do Not Use Committees		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	13	36.1	20	55.6	3	8.3
Group II	62	30	48.4	31	50.0	1	1.6
Group III	81	35	43.2	44	54.3	2	2.5
Group IV	79	37	46.8	41	51.9	1	1.3
California	37	16	43.2	21	56.8	0	00.0
Other States	42	21	50.0	20	47.6	1	2.4
Totals	258	115	44.6	136	52.7	7	2.7

thereby promoting relationships with the student body. An intramural council that meets regularly can discuss mutual problems and clarify rules and regulations. Student committees for the various sports can assist the intramural director in promoting and operating activities involved in their sport.

Standard III

All entering students should be given a thorough medical examination as a prerequisite for participation in the intramural program.

Current Practice. The data in Table 6.3 indicate that less than one-half (48.1 per cent) of the colleges require students to have a medical examination prior to participating in intramural activities. Groups III and I came

TABLE 6.3

INTRAMURAL PROGRAMS REQUIRING MEDICAL
EXAMINATION PRIOR TO PARTICIPATION

Group	Number of Colleges	Require Medical Examination		Do Not Require Medical Examination		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	19	52.8	16	44.4	1	2.8
Group II	62	28	45.2	34	54.8	0	0.0
Group III	81	44	54.3	35	43.2	2	2.5
Group IV	79	33	41.8	45	57.0	1	1.2
California	37	8	21.6	28	75.7	1	2.7
Other States	42	25	59.5	17	40.5	0	0.0
Totals	258	124	48.1	130	50.4	4	1.5

nearest to meeting this standard with 54.3 per cent and 52.8 per cent respectively requiring examinations, while Group II has 45.2 per cent and Group IV has 41.8 per cent requiring

medical examinations. Only 21.6 per cent of the California colleges of Group IV require medical examinations as compared to 59.5 per cent of the colleges in other states.

Recommendation. The college administration should require a medical examination of all students as part of the admissions procedure to the institution. When this is required the intramural director can request the Health Service or office where the report of the medical examination is on file, to issue cards to the students listing the intramural activities in which the student is not allowed to participate. If medical examinations are not required, the intramural director should work toward making this a requirement for admission to the institution.

Standard IV

The administrator should give equal consideration to the problems of both men and women in regard to policy, budget, use of facilities, equipment and scheduling of intramural and other recreational activities.

Current Practice. It may be seen by the data shown in Table 6.4 that over three-fourths or 78.3 per cent of the colleges give equal consideration to men and women on matters regarding policy, budget, use of facilities, equipment and scheduling. Group IV colleges give equal consideration in

87.3 per cent of the institutions, Group II, in 80.7 per cent, Group III in 77.8 per cent and Group I in 55.6 per cent. Difference between the California colleges of Group IV and colleges in the other states can be noted in the table.

TABLE 6.4

INTRAMURAL PROGRAMS GIVING EQUAL CONSIDERATION
TO MALE AND FEMALE STUDENTS

Group	Number of Colleges	Give Equal Consideration		Do Not Give Equal Consideration		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	20	55.6	12	33.3	4	11.1
Group II	62	50	80.7	10	16.1	2	3.2
Group III	81	63	77.8	17	21.0	1	1.2
Group IV	79	69	87.3	9	11.4	1	1.3
California	37	34	91.9	3	8.1	0	00.0
Other States	42	35	83.3	6	14.3	1	2.4
Totals	258	202	78.3	48	18.6	8	3.1

Recommendation. Women participating in sports are increasing in our changing society. "The modern woman seeks to prepare herself to share with her eventual mate some of the possible recreational activities which can be mutually enjoyed down life's pathway, and which often add so much to successful marital relationships."¹ To assure women have

¹Louis E. Means, The Organization and Administration of Intramural Sports (St. Louis: The C. V. Mosby Company, 1949), p. 232.

equal opportunity to participate in the intramural program a female member of the physical education department should be appointed as assistant intramural director, with released time from teaching to organize and manage the women's program.

Standard V

In organizing units, effort should be made to equalize groups for participation.

Current Practice. One-half of the colleges responding to the questionnaire attempt to equalize the abilities of the participants. Group I attempt to equalize abilities in 69.4 per cent of the schools, Group III in 51.9 per cent, and Group II in 48.4 per cent. California colleges of Group IV attempt to equalize abilities in 48.6 per cent of the cases, while only 33.3 per cent of the schools from other states do this. These two sub-groups combine to make 40.5 per cent for Group IV. This is shown by the data in Table 6.5.

Recommendation. Colleges should try to equate the abilities of the participants in intramural programs as much as possible. This can be accomplished by handicap in individual and dual activities. In team sports when there are not natural units for organization within the institution, teams can be organized to equate the abilities and provide

more interesting competition. When there are large numbers of participants and a wide range of ability, open and novice competition can be provided.

TABLE 6.5

INTRAMURAL PROGRAMS EQUATING THE ABILITIES IN
ORGANIZING COMPETITION OF THE PARTICIPANTS

Group	Number of Colleges	Attempt to Equate Abilities		Do Not Attempt to Equate Abilities		No. Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	25	69.4	9	25.0	2	5.6
Group II	62	30	48.4	32	51.6	0	00.0
Group III	81	42	51.9	36	44.4	3	3.7
Group IV	79	32	40.5	46	58.2	1	1.2
California	37	18	48.6	19	51.4	0	00.0
Other States	42	14	33.3	27	64.3	1	2.4
Totals	258	129	50.0	123	47.7	6	2.3

Standard VI

Every institution should establish a sound educational policy relative to awards. Achievement can be recognized by some token of recognition but awards should not become a primary motive for participation.

Current Practice. In the participating colleges with intramural programs, 53.1 per cent favor giving awards for

motivation rather than as recognition of achievement. Group II most nearly satisfy this standard with an equal percentage (48.4 per cent) using motivation and achievement as the main purposes. There was no response for 3.2 per cent of these schools. Group I schools give awards for motivation in 44.4 per cent of the colleges and for achievement in 41.7 per cent. There was no response from 13.9 per cent. Group III colleges state motivation as the main purpose of awards in 58.0 per cent of the colleges and achievement in the other 42.0 per cent. Group IV institutions indicate the main purpose of awards as motivation in 55.7 per cent of the cases while only 31.6 per cent make awards mainly for achievement. Comparison between the California schools of Group IV and the other states may be noted in Table 6.6

Recommendation. The value of the intramural program is in participation, therefore, sound educational policy dictates that awards should be a symbol of recognition and achievement. Institutions not complying with this standard should revise their policy for giving intramural awards.

Standard VII

Ordinarily, contests or activities should be conducted according to the approved official rules. However, in many instances it may be necessary to make modification of rules

to meet local conditions such as limited playing space or time for intramurals.

TABLE 6.6

PURPOSES OF INTRAMURAL AWARDS

Group	Number of Colleges	Motivation as Main Purpose		Achievement as Main Purpose		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	16	44.4	15	41.7	5	13.9
Group II	62	30	48.4	30	48.4	2	3.2
Group III	81	47	58.0	34	42.0	0	00.0
Group IV	79	44	55.7	25	31.6	0	12.7
California	37	24	64.9	13	35.1	0	00.0
Other States	42	20	47.6	12	28.6	10	23.8
Totals	258	137	53.1	104	40.3	17	6.6

Current Practice. From the data shown in Table 6.7 nearly three-fourths or 73.7 per cent of the colleges adapt the rules of various sports to meet local conditions. Group II institutions are most likely to adapt the rules with 83.9 per cent doing so. Group IV with 75.9 per cent, Group I with 69.4 per cent, and Group III with 65.4 per cent adapting the rules to meet the local situation in this order.

Recommendation. Whenever facilities and time make it feasible intramural sports should be played by the official rules. However, if necessary due to limited playing space,

time allotted for intramurals, or with respect for the physical condition of the participants, these rules may be modified.

TABLE 6.7

INTRAMURAL PROGRAMS ADAPTING RULES OF THE
VARIOUS SPORTS TO MEET LOCAL NEEDS

Group	Number of Colleges	Adapt Rules		Do Not Adapt Rules		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	25	69.4	10	27.8	1	2.8
Group II	62	52	83.9	10	16.1	0	0.0
Group III	81	53	65.4	17	21.0	11	13.6
Group IV	79	60	75.9	18	22.8	1	1.3
California	37	28	75.7	9	24.3	0	0.0
Other States	42	32	76.2	9	21.4	1	2.4
Totals	258	190	73.7	55	21.3	13	5.0

Standard VIII

Each institution should assure appropriate protection of the students through its health service, or some form of insurance.

Current Practice. From the data shown in Table 6.8, it can be seen that 45.3 per cent of the community colleges do not provide adequate accident protection for the students participating in the intramural program, since they fail to

provide a health service or accident insurance. Insurance is provided by 15.1 per cent of the institutions, a health service by 19.0 per cent and both a health service and insurance by 19.4 per cent. Group I colleges have no coverage in 38.9 per cent of the schools, Group IV, 43.0 per cent, Group III, 45.7 per cent and Group II, 51.6 per cent.

Recommendation. All schools should provide the student with an opportunity to purchase accident insurance

TABLE 6.8

PROVISION FOR CARE OF ACCIDENTS IN
THE INTRAMURAL PROGRAM

	All Junior Colleges		Group I		Group II		Group III		Group IV	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Health Service	49	19.0	5	13.9	7	11.3	16	19.7	21	26.6
Insurance	39	15.1	4	11.1	13	21.0	9	11.1	13	16.5
Insurance and Health Service	50	19.4	12	33.3	10	16.1	17	21.0	11	13.9
No coverage	117	45.3	14	38.9	32	51.6	37	45.7	34	43.0
No response	3	1.2	1	2.8	0	0.0	2	2.5	0	0.0
Totals	238	100.0	36	100.0	62	100.0	81	100.0	79	100.0

through commercial companies on a student group policy, to cover major accidents. The smaller institutions not providing a health service should equip a first aid room where the intramural director can administer first aid and send the student on for proper medical assistance, if necessary. Larger institutions having more adequate training rooms may utilize this and the services of a paid trainer or student trainers for the intramural program as well as the intercollegiate program. Where health services are available, policies and procedures should be cooperatively planned by the intramural director and the director of health services to care for and follow up on injuries incurred while participating in intramural activities.

Standard IX

When transportation is necessary for extramural travel, it should be provided for by the institution. There should be proper insurance coverage. College or public owned buses should be used and drivers should be properly bonded or insured.

Current Practice. The results of Table 6.9 show that nearly one-third (32.6 per cent) of the colleges allow students under age twenty-one to drive on extramural trips. Group IV schools allow under age drivers for these trips in 26.6 per cent of the schools. California colleges of this

group allow under age drivers in 35.1 per cent of the cases while only 19.0 per cent of the colleges in other states do so. Non-adults are allowed to drive for extramurals in 32.1 per cent of the Group III colleges, in 35.5 per cent of the Group II schools, and in 41.7 per cent of the Group I institutions.

TABLE 6.9

COLLEGES ALLOWING STUDENTS UNDER AGE TWENTY-ONE
TO DRIVE ON EXTRAMURAL TRIPS

Group	Number of Colleges	Allow Students to Drive		Do Not Allow Students to Drive		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	15	41.7	19	52.8	2	5.5
Group II	62	22	35.5	33	53.2	7	11.3
Group III	81	26	32.1	44	54.3	11	13.6
Group IV	79	21	26.6	57	72.1	1	1.3
California	37	13	35.1	24	64.9	0	00.0
Other States	42	8	19.0	33	78.6	1	2.4
Totals	258	84	32.6	153	59.3	21	8.1

Recommendation. Institutions should not allow students under age twenty-one to transport other students on extramural events to other campuses. The budget should be planned so finances for extramural events can be provided and college or commercial buses with bonded or insured drivers could be obtained. If necessary to use private cars,

"they should be driven by adult drivers who understand and comply with the state liability laws governing such matters."²

Standard X

Student officials should be trained to officiate intramural sports and selection should be based on training, previous experience, results of written and practical examination, ratings, or officiating classes or clubs.

Current Practice. Training is provided for the student officials in 69.8 per cent of the colleges, as seen by the data in Table 6.10.

TABLE 6.10

COLLEGES PROVIDING TRAINING PROGRAMS FOR STUDENT INTRAMURAL OFFICIALS

Group	Number of Colleges	Provide Training Programs		Do Not Provide Training Programs		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	22	61.1	13	36.1	1	2.8
Group II	62	41	66.1	21	33.9	0	00.0
Group III	81	57	70.4	21	25.9	3	3.7
Group IV	79	60	76.0	17	21.5	2	2.5
California	37	29	78.4	7	18.9	1	2.7
Other States	42	31	73.8	10	23.8	1	2.4
Totals	258	180	69.8	72	27.5	6	2.3

²William Leonard Hughes, Esther French, and Nelson G. Lehsten, Administration of Physical Education for Schools and Colleges (New York: The Ronald Press, 1962), p. 309.

Group IV institutions are most proficient in training their student officials with 76.0 per cent having a training program. Group III is next with 70.4 per cent of their colleges providing training, followed by Group II with 66.1 per cent and Group I with 61.1 per cent.

Recommendation. The morale of intramural participants is dependent largely upon the quality of the officiating. Poor officiating results in ill-feeling and frequent protests. Training of student officials is a necessary function of the intramural director. They may be trained through clinics where rules are discussed, written examinations are given, and prospective officials watch experienced officials handle game situations. Clinics of this type may be sponsored by the physical education department in cooperation with the college community services division and the local officials' association. Officials' clubs may be organized and hold regular meetings where the varsity coach of the particular sport can interpret rules and explain play situations. Club members can gain experience by officiating varsity scrimmages. Another method of training officials is for the physical education department to provide a college credit course in sports officiating. Finally, the student official can be required to join the local officials association where rules and rule interpretation are discussed at regular meetings.

II. PROGRAM

The director and intramural council or board should select activities that contribute to the growth of the individual and include competitive sports both team and individual, non-competitive activity, as recreational swimming, and outing activities such as canoeing. Criteria for the selection of activities might include:

1. The opportunity for offering the activity in such manner as to provide fun and enjoyment for the participants.
2. The needs, interest, and abilities of the individual and the group, including the handicapped, the commuter, the married student, and special interest groups.
3. The opportunity for experience in human relationships such as cooperation, development of friendships, and acceptances of group responsibility.
4. The opportunity for development of desirable personality traits, such as perseverance, self-confidence, self-discipline, self-direction, courage and ethical conduct.
5. The contribution to the physical development desirable for optimal functioning of the individual in his environment, such as organic strength and neuromuscular skills.
6. The inherent possibilities for adjustment to tensions and emotional strains.
7. The health protection and safeguards for individual well-being and safety.
8. The opportunity for men and women to participate together in wholesome play for continuing enjoyment and understanding.
9. The increased emphasis on individual and dual activities for the development of life-long interest in leisure time activities.

10. The utilization of knowledge and skills which have accrued from the instructional program.
11. The opportunity for creative expression, such as that provided by dance forms, synchronized swimming, carnivals, and festivals.
12. The opportunity to understand and appreciate activities typical of one or both sexes in order to promote intelligent spectator enjoyment and common bonds of interest.
13. The utilization of the opportunities afforded by geographical location, climatic conditions, and community resources.
14. The increased emphasis on the various outing activities leading to understanding and appreciation necessary for optimum use and conservation of our great natural resources.
15. The potentiality for maximum development of student leadership and followership.³

Standard XI

A well rounded program should provide a wide and diversified choice of formal and informal activities for both men and women.

Current Practice. The data in Table 6.11 show that less than one-half (48.1 per cent) of the intramural programs in the junior colleges offer a broad range of activities for both men and women. Group IV institutions report broad programs in 51.9 per cent of the colleges, with the California school reporting only 37.8 per cent with broad programs

³Intramural Sports for College Men and Women, op. cit., pp. 16-17.

while 64.3 per cent of the colleges in other states do this. Group III and II report broad programs in 50.6 per cent and 46.8 per cent of the colleges respectively, while only 36.1 per cent of the Group I institutions report broad programs for both sexes.

TABLE 6.11

INTRAMURAL PROGRAMS OFFERING A BROAD SELECTION OF ORGANIZED
AND INFORMAL ACTIVITIES FOR BOTH MEN AND WOMEN

Group	Number of Colleges	Offer a Broad Program		Do Not Offer a Broad Program		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	13	36.1	21	58.3	2	5.6
Group II	62	29	46.8	32	51.6	1	1.6
Group III	81	41	50.6	38	46.9	2	2.5
Group IV	79	41	51.9	37	46.8	1	1.3
California	37	14	37.8	23	62.2	0	00.0
Other States	42	27	64.3	14	33.3	1	2.4
Totals	258	124	48.1	128	49.6	6	2.3

Recommendation. Colleges should diversify and broaden their programs by including activities for women and coeducational activities. More emphasis should be placed on individual and dual activities. More Group I colleges should include archery, badminton, bowling and golf, while Group II colleges should provide more archery and golf. Archery should be included in more of the Group III and IV

institutions. Where climatic conditions permit, ice skating and skiing could be included in the programs of all groups. See Table I, Appendix I for activities included in the intramural programs.

Standard XII

Men and women should have an opportunity to play together, to develop an understanding and appreciation for differences in interest, skills and limitations and an opportunity to develop mutual interests which will carry over into adult life.

Current Practice. Co-recreational activities are included in the intramural programs of 71.7 per cent of the colleges responding to the questionnaire, as seen by the figures in Table 6.12. California colleges with 86.5 per cent having co-recreational activities and colleges in other states with 78.6 per cent, combine to give Group IV 82.3 per cent having co-recreational activities. Group II follows with 72.6 per cent, then Group III with 66.7 per cent and Group I with 58.3 per cent.

Recommendation. Intramural programs should provide co-recreational activities in team sports such as volleyball, in individual and dual sports as archery, badminton, bowling and golf and in social-recreational activities as recreational

swimming and social and square dancing. Co-recreational sports clubs as archery, hiking and skiing can be organized to promote activities in these areas.

TABLE 6.12

INTRAMURAL PROGRAMS PROVIDING CO-RECREATIONAL ACTIVITIES

Group	Number of Colleges	Provide Co-recreational Activities		Do Not Provide Co-recreational Activities		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	21	58.3	14	38.9	1	2.8
Group II	62	45	72.6	13	21.0	4	6.4
Group III	81	54	66.7	26	32.1	1	1.2
Group IV	79	65	82.3	13	16.5	1	1.2
California	37	32	86.5	4	10.8	1	2.7
Other States	42	33	78.6	9	21.4	0	0.0
Totals	258	185	71.7	66	25.6	7	2.7

Sponsors can be provided, equipment loaned, and assistance given in planning weekend outing activities. Directors should cooperate with student activities personnel in sponsoring other co-recreational activities of a more social nature.

Standard XIII

In co-recreational activities, the selection of activities and the standards of play shall have the joint approval

of the department of physical education for men and women.

Current Practice. It may be seen by the data shown in Table 6.13 that 62.8 per cent of the colleges participating in the study have approval of both the men and women for activities that are offered coeducationally. Group IV institutions are most likely to have joint approval for co-recreational activities with 74.7 per cent of the colleges doing so. Group III Colleges have joint approval in 60.5 per cent

TABLE 6.13

INTRAMURAL PROGRAMS HAVING JOINT APPROVAL
OF CO-RECREATIONAL ACTIVITIES

Group	Number of Colleges	Have Joint Approval		Do Not Have Joint Approval		Only One Member		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	14	38.9	13	36.1	9	25.0	0	00.0
Group II	62	40	64.5	14	22.6	5	8.1	3	4.8
Group III	81	49	60.5	17	21.0	13	16.0	2	2.5
Group IV	79	59	74.7	16	20.2	0	00.0	4	5.1
California	37	28	75.7	8	21.6	0	00.0	1	2.7
Other States	42	31	73.8	8	19.1	0	00.0	3	7.1
Totals	258	162	62.8	60	23.2	27	10.5	9	3.5

of the schools but 16.0 per cent have only one male member of the department making joint approval impossible. Group II has 64.5 per cent conforming and 8.1 per cent with only one member while Group I colleges conform in 38.9 per cent

of the cases, but 25.0 per cent of the colleges have only one member in the department.

Recommendation. All colleges should have joint approval of both the men and women's physical education departments for co-recreational activities offered. Those institutions with one member in the department should seek recommendations for co-recreational activities from their guidance department and from the staff of larger institutions in their vicinity.

Standard XIV

The intramural program should utilize the knowledges and skills developed in the instructional program.

Current Practice. As shown by the data in Table 6.14 most of the colleges do provide activities in the intramural program that parallel the instructional program, with 88.8 per cent doing so. Group IV has 96.2 per cent of the institutions utilizing the skills and knowledges of the instructional program in intramurals, Group II has 87.1 per cent, Group III has 85.2 per cent and Group I has 83.3 per cent.

Recommendation. Institutions failing to conform to this standard should consider their intramural program an outgrowth and a supplement to the basic program. Therefore, the intramural program provides an outlet for skills and knowledges developed not only in service programs of the

college but in the physical education program of the junior and senior high school.

TABLE 6.14

INTRAMURAL PROGRAMS UTILIZING SKILLS AND
KNOWLEDGE GAINED IN THE SERVICE PROGRAM

Group	Number of Colleges	Do Utilize Service Pro- gram Skills		Do Not Utilize Service Pro- gram Skills		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	30	83.3	6	16.7	0	00.0
Group II	62	54	87.1	5	8.1	3	4.8
Group III	81	69	85.2	11	13.6	1	1.2
Group IV	79	76	96.2	3	3.8	0	00.0
California	37	37	100.0	0	00.0	0	00.0
Other States	42	39	92.9	3	7.1	0	00.0
Totals	258	229	88.8	25	9.7	4	1.5

Standard XV

Activities should make use of geographical location and climatic conditions to broaden their activities.

Current Practice. It may be seen from the results shown in Table 6.15 that 55.8 per cent of the colleges broaden their intramural program by making use of geographical location and climatic conditions. Group II colleges make use of geographical location and climatic conditions

in 59.7 per cent of the colleges, Group IV in 57.0 per cent, Group I in 55.6 per cent and Group III in 51.9 per cent. California colleges in Group IV take advantage of geographical and climatic conditioning in 54.1 per cent of the institutions while the other colleges of this group have 59.5 per cent doing this.

TABLE 6.15

INTRAMURAL PROGRAMS MAKING USE OF GEOGRAPHICAL
LOCATION AND CLIMATIC CONDITIONS

Group	Number of Colleges	Utilize Lo- cation and Climatic Conditions		Do Not Utilize Lo- cation and Climatic Conditions		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	20	55.6	16	44.4	0	00.0
Group II	62	37	59.7	21	33.9	4	6.4
Group III	81	42	51.9	32	39.5	7	8.6
Group IV	79	45	57.0	31	39.2	3	3.8
California	37	20	54.1	17	45.9	0	00.0
Other States	42	25	59.5	14	33.3	3	7.2
Totals	258	144	55.8	100	38.8	14	5.4

Recommendation. Colleges should broaden their intramural activities by using their geographical location and their climatic conditions. Northern colleges can emphasize winter outdoor sports such as ice skating and skiing. Curling is often offered as an intramural activity in two of the responding colleges. Institutions located near streams and

lakes may offer canoeing, boating, sailing, water skiing and skin and scuba diving. Colleges near the seaboard may include surfing in addition to the water activities mentioned previously. In the southern areas outdoor activities can be more extensive with many different type of activities.

Standard XVI

Leagues and tournaments should be conducted in order to permit maximum participation for students.

Current Practice. Intramural directors in 91.9 per cent of the colleges schedule activities for continuous participation rather than using early elimination, as seen by the figures in Table 6.16. Group II has 96.8 per cent of the colleges provide continuing participation, Group III, 91.4 per cent, Group IV, 89.9 per cent and Group I, 89.0 per cent. A breakdown of Group IV shows colleges from other states provide continuing participation in 92.8 per cent of the cases while California schools have 86.5 per cent.

Recommendation. When time and facilities allow round robin league schedules should be used. Ladder or pyramid tournaments should be utilized in preference to single or double elimination tournaments when time is not a factor. When necessary to use elimination type scheduling, double elimination or a consolation bracket may be used.

Standard XVII

The program should emphasize individual and dual activities for the purpose of developing life long interests in leisure time activities.

TABLE 6.16

INTRAMURAL PROGRAMS SCHEDULING FOR CONTINUING PARTICIPATION RATHER THAN IMMEDIATE ELIMINATION

Group	Number of Colleges	Provide for Continuing Participation		Do Not Provide for Continuing Participation		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	32	89.0	2	5.5	2	5.5
Group II	62	60	96.8	2	3.2	0	0.0
Group III	81	74	91.4	4	4.9	3	3.7
Group IV	79	71	89.9	6	7.6	2	2.5
California	37	32	86.5	4	10.8	1	2.7
Other States	42	39	92.8	2	4.8	1	2.4
Totals	258	237	91.9	14	5.4	7	2.7

Current Practice. According to the data as shown in Table 6.17, 54.3 per cent of the colleges emphasize carry-over activities in the intramural program. Carry-over activities are emphasized in 75.0 per cent of the Group I colleges, in 62.9 per cent of the Group II colleges, in 59.5 per cent of Group IV and 33.3 per cent of Group III. California colleges of Group IV emphasize carry-over

activities in 45.9 per cent of the colleges, while the schools in other states of this group have 71.4 per cent.

TABLE 6.17

INTRAMURAL PROGRAMS EMPHASIZING CARRY-OVER ACTIVITIES

Group	Number of Colleges	Emphasize Carry-over Activities		Do Not Emphasize Carry-over Activities		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	27	75.0	9	25.0	0	00.0
Group II	62	39	62.9	23	37.1	0	00.0
Group III	81	27	33.3	53	65.5	1	1.2
Group IV	79	47	59.5	32	40.5	0	00.0
California	37	17	45.9	20	54.1	0	00.0
Other States	42	30	71.4	12	28.6	0	00.0
Totals	258	140	54.3	117	45.3	1	0.4

Recommendation. More colleges should emphasize carry-over or leisure time activities as well as team sports in their intramural programs. For further recommendations see Standard XI, Recommendation on page 143.

Standard XVIII

Extramural competitive events should be an outgrowth of the intramural program.

Current Practice. Extramurals are an outgrowth of the intramural program in less than one-half of 49.2 per cent of

the schools. This is shown by the data in Table 6.18. Group I, with 58.4 per cent of the colleges having extramurals as an outgrowth of the intramural program, most nearly meet this standard, while Group IV with 55.7 per cent is next. Group II and Group III following with 45.2 per cent and 42.0 per cent respectively, having extramurals as an outgrowth of the intramural program. The California institutions of Group IV have 43.2 per cent using extramurals as an outgrowth of the intramural program, while the other states have 66.7 per cent.

TABLE 6.18

NUMBER OF COLLEGES WHERE EXTRAMURALS ARE
AN OUTGROWTH OF THE INTRAMURAL PROGRAM

Group	Number of Colleges	Extramurals Are an Outgrowth		Extramurals Are Not An Outgrowth		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	21	58.4	12	33.3	3	8.3
Group II	62	28	45.2	26	41.9	8	12.9
Group III	81	34	42.0	39	8.1	8	9.9
Group IV	79	44	55.7	32	40.5	3	3.8
California	37	16	43.2	20	54.1	1	2.7
Other States	42	28	66.7	12	28.6	2	4.7
Totals	258	127	49.2	109	42.3	22	8.5

Recommendation. Extramurals should be an outgrowth of the intramural program and supplement, not compete with intramurals for participants. Extramurals can do this by

(1) the intramural winner of one college playing the intramural winner of another college, (2) a group of intramural participants selected to meet a similar group from another college, (3) a group from a special interest club selected to meet a similar group from another college, (4) play days in which representatives participate on mixed teams, (5) sports day in which each group participates as a unit, (6) telegraphic meets and meets conducted by mail.

III. BUDGET AND FACILITIES

Facilities and budget are limiting factors in the operation of a well rounded intramural program. Various methods of financing the program are mentioned in the literature other than the general budget and student fees. Bucher mentions "other methods of financing which are utilized but which are questioned in some quarters are using money taken from athletic gate receipts, charging spectators to see the games, requiring an entry fee, and special fund raising projects like athletic nights, carnivals, and presentation of talented athletic and other type groups."³ The intramural program is a valuable phase of the physical education program and the director and other personnel should direct their energies to operating the program and not in fund raising projects.

³Bucher, op. cit., p. 428.

Facilities in the community college are often shared with programs other than the service and intercollegiate programs, such as community services and student activities. Multiple use of facilities are to be encouraged but should not be taken from time scheduled for the intramural program. High standards of maintenance of facilities are necessary and provisions for improvement and expansion of the program should be made when planning facilities.

Standard XIX

Financial support for intramurals should come from the regular college budget.

Current Practice. The data in Table 6.19 indicate 39.5 per cent of the colleges receive all of their intramural funds from the general budget and 31.0 per cent receive it all from student funds. There was no response for 10.1 per cent. One college receives 90.0 per cent of its intramural budget, another receives 10.0 per cent from personal funds of the students and one receives 10.0 per cent of its budget from gate receipts. The remaining 29.4 per cent of the institutions receive funds from both the general budget and student fees, in varying amounts.

Recommendation. Since this program contributes to the objectives of physical education for all of the students, finances to operate the program should come from the general

TABLE 6.19

SOURCE OF INTRAMURAL PROGRAM FUNDS

Group (Percent)	General Budget		Student Fees		Other		No Response	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Group I (36)							5	13.9
One Hundred	21	58.3	6	16.7				
81 to 99	2	5.6						
61 to 80	1	2.8						
41 to 60	1	2.8	1	2.8				
21 to 40			1	2.8				
1 to 20			2	5.6				
Group II (62)							3	4.8
One Hundred	30	48.4	18	29.0				
81 to 89	3	4.8			1 ^a	1.6		
61 to 80	2	3.2	3	4.8				
41 to 60	2	3.2	2	3.2				
21 to 40	3	4.8	2	3.2				
1 to 20			3	4.8	1 ^b	1.6		
Group III (81)							10	12.3
One Hundred	34	42.0	22	27.2				
81 to 99	2	2.5	1	1.2				
61 to 80	6	7.4						
41 to 60	6	7.4	6	7.4				
21 to 40			6	7.4				
1 to 20	1	1.2	2	2.5				
Group IV (79)							8	10.1
One Hundred	17	21.5	34	43.0	6			
81 to 99	4	5.1	2	2.5				
61 to 80	2	2.5	4	5.1				
41 to 60	7	9.0	7	9.0				
21 to 40	4	5.1	2	2.5				
1 to 20	1	1.3	4	5.1	1 ^c	1.3		
All Junior Colleges (258)							26	10.1
One Hundred	102	39.5	80	31.0				
81 to 99	11	4.3	3	1.2	1	0.4		
61 to 80	11	4.3	7	2.7				
41 to 60	16	6.2	16	6.2				
21 to 40	7	2.7	11	4.3				
1 to 20	2	0.8	11	4.3	2	0.8		

^aSpecial Fund^bPersonal^cGate Receipts

budget and be channeled through the budget of the physical education department.

Standard XX

A variety of facilities should be provided to insure the possibility of a broad program.

Current Practice. From the data shown in Table 6.20 it can be seen that more than one-fourth of the colleges

TABLE 6.20

NUMBER OF COLLEGES PROVIDING ON-CAMPUS
FACILITIES FOR INTRAMURALS

Group	Number of Colleges	Provide On-Campus Facilities		Do Not Provide On- Campus Facilities		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	24	66.7	12	33.3	0	00.0
Group II	62	40	64.5	21	33.9	1	1.6
Group III	81	58	71.6	20	24.7	3	3.7
Group IV	79	65	82.3	12	15.2	2	2.5
California	37	36	97.3	1	2.7	0	00.0
Other States	42	29	69.0	11	26.2	2	4.8
Totals	258	187	72.5	65	25.2	6	2.3

fail to meet the barest minimum of this standard by not providing facilities for the intramural program on campus.

There are campus facilities provided in 72.5 per cent of the

campuses. Group IV with 82.3 per cent having campus facilities, most nearly comply to this standard. Of this group, the California schools have on-campus facilities in 97.3 per cent of the colleges, while at the institutions of the other states of the group, only 69.0 per cent provide this facility. Group III with 71.6 per cent having on-campus facilities is next, followed by Group I, with 66.7 per cent and Group II with 64.5 per cent having intramural facilities on the campus.

Recommendation. Intramural directors and physical education department chairmen should keep the college administration informed regarding the needs of the intramural program, plans for future growth, and the contribution intramurals makes to the educational objectives of the institutions. An extensive program of public relations should be instituted to interpret the broad concept of the program to students, faculty, administration, and community, thereby gaining broad support for campaigns to provide on-campus facilities for the intramural program. Participation records may also serve to demonstrate the need for campus facilities.

Standard XXI

The intramural program should be considered in the overall plan for the scheduling of the use of facilities.

Current Practice. The results of Table 6.21 show that 78.3 per cent of the institutions consider the intramural program in the over-all plan for scheduling facilities. Group IV colleges give consideration to intramurals when scheduling in 82.3 per cent of the colleges and Group III does this in 79.0 per cent of the colleges. Group I and

TABLE 6.21

NUMBER OF COLLEGES CONSIDERING INTRAMURALS
IN OVER-ALL SCHEDULING PLAN

Group	Number of Colleges	Consider Intramurals		Do Not Consider Intramurals		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	28	77.8	6	16.7	2	5.5
Group II	62	45	72.6	15	24.2	2	3.2
Group III	81	64	79.0	15	18.5	2	2.5
Group IV	79	65	82.3	14	17.7	0	00.0
California	37	30	81.1	7	18.9	0	00.0
Other States	42	35	83.3	7	16.7	0	00.0
Totals	258	202	78.3	50	19.4	6	2.3

II provide for intramurals while scheduling facilities in 77.8 per cent and 72.6 per cent of the colleges respectively. The difference between the California schools of Group IV and the colleges of other states can be noted in the Table.

Recommendation. The programs of the physical education department, community services, student activities, and other

programs using the intramural facilities should be considered in the scheduling of the facility in order that conflicts may be avoided and balanced student programs can be assured.

Standard XXII

Some facilities should be available for free play throughout the day.

Current Practice. Free play periods during the day are provided in 67.1 per cent of the colleges as seen by the results shown in Table 6.22. Group IV with California colleges

TABLE 6.22

THE NUMBER OF INTRAMURAL PROGRAMS PROVIDING FACILITIES FOR FREE PLAY THROUGHOUT THE DAY

Group	Number of Colleges	Provide Free Play Facilities Throughout the Day		Do Not Provide Free Play Facilities Throughout the Day		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	20	55.6	14	38.9	2	5.5
Group II	62	39	62.9	22	35.5	1	1.6
Group III	81	53	65.4	26	32.1	2	2.5
Group IV	79	61	77.2	18	22.8	0	00.0
California	37	34	91.9	3	8.1	0	00.0
Other States	42	27	64.3	15	35.7	0	00.0
Totals	258	173	67.1	80	31.0	5	1.9

having free play throughout the day in 91.9 per cent of the colleges and schools from other states with 64.3 per cent,

most nearly comply with this standard. The total for Group IV is 77.2 per cent. Group III, with 65.4 per cent and Group II, with 62.9 per cent follow and Group I has 55.6 per cent of the colleges providing facilities for free play during the day.

Recommendation. Where present schedules prohibit free play during the day, utmost effort should be made to get maximum use of existing facilities. Facilities may be re-designed and marked to accommodate a variety of activities, unused space such as a storage room could be adapted for activities and outdoor areas developed at little expense.

Standard XXIII

Facilities should be adequate with respect to quality and quantity.

Current Practice. Only 39.1 per cent of the respondents rated their facilities adequate with respect to quality and 21.7 per cent with respect to quantity for their intramural program (Table 6.23). Group IV chairmen were the group most satisfied with existing facilities with 55.7 per cent rating the quality of the facility adequate and 31.6 per cent rating the quantity adequate. The Group IV colleges in California are the best situated for facilities with 70.3 per cent rating the quality adequate and 40.6 rating the quantity adequate. The colleges of Group IV in the other

states rate the quality of their facilities adequate at 42.9 per cent of the schools and the quantity adequate at 23.8 per cent. Group III rate the quality of their facilities adequate at 38.3 per cent of the colleges and the quantity

TABLE 6.23

EVALUATION OF INTRAMURAL FACILITIES

Group	Number of Colleges	Quality of Facilities Adequate		No Response		Quality of Facilities Adequate		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Group I	36	8	22.2	2	5.6	5	13.9	2	5.6
Group II	62	18	29.0	0	00.0	7	11.3	0	00.0
Group III	81	31	38.3	3	3.7	19	23.5	1	1.2
Group IV	79	44	55.7	1	1.3	25	31.6	1	1.3
California	37	26	70.3	0	00.0	15	40.6	0	00.0
Other States	42	18	42.9	1	2.4	10	23.8	1	2.4
Totals	258	101	39.1	6	2.3	56	21.7	4	1.6

adequate at 23.5 per cent. Group II has adequate facilities with respect to quality at 29.0 per cent of the schools and with respect to quantity at 11.3 per cent. Group I rate the quality of the facilities adequate at only 22.2 per cent of the schools and the quantity adequate at 13.9 per cent.

Recommendation. The success of an intramural activities program is dependent upon the provision of adequate

facilities to meet the needs and interests of the students. When planning new facilities, the needs of the intramural program should be studied as well as the needs of other college programs. Provision should be made for projected enrollments, the addition of new activities in existing programs, and needs of programs not presently being offered.

CHAPTER VII

THE INTERCOLLEGIATE PROGRAM

Intercollegiate athletics are an integral part of the total physical education program organized and operated not only to meet the needs of the more physically gifted student, but also to contribute to the morale of the student body. The intercollegiate program represents the apex of the traditional pyramid with the service program acting as the broad base and the intramural program as the middle portion of this pyramid.

"When athletics are properly administered, they furnish some of the brightest, sharpest tools of education. Because of their interest appeal, they generate fierce loyalties and strong emotions that can cut deeply into the lives of youth. Intelligently directed they can improve health, provide wholesome recreation, develop ethical character, and elevate the morale of the student body."¹

The athletic programs in the junior colleges vary a great deal depending on the size, location, community, and philosophy of the institution. Junior college athletics have grown as the number of colleges have increased. The control of the program is vested primarily in the institution,

¹Fred V. Hein, D. Farnsworth, and T. Rice, Living, Third Edition (Chicago: Scott, Foresman Company, 1959), p. 143.

but also in local, state or regional conferences and the National Junior College Athletic Association.

The NJCAA is divided into sixteen regions with a Regional Director representing and voting for the regional members at the annual meeting. National tournaments or meets are sponsored in baseball, basketball, cross country, football, track and field and wrestling. National invitational tournaments or meets are held in golf, rifle, soccer, swimming and tennis.

I. ADMINISTRATION

Standard I

Participation should be provided in college for students with superior athletic ability to fully develop and utilize this talent through organized competition with students of similar ability from other colleges.

Current Practice. The data in Table 7.1 show that 84.3 per cent of the colleges participating in the study compete in intercollegiate athletic programs. Group IV has the greatest percentage (89.9 per cent) of colleges in intercollegiate competition, Group III has 89.1 per cent, Group II has 77.6 per cent and Group I has 75.9 per cent. All California colleges in Group IV have intercollegiate teams, while only 80.9 per cent of the other colleges in the group compete on the intercollegiate level.

Recommendation. Junior college physical education departments should first establish an instructional physical education program for all the students; second, a broad voluntary intramural program for both men and women; and third provide an intercollegiate program for the select group of physically gifted students needing an outlet for their talents.

TABLE 7.1

COLLEGES PARTICIPATING IN INTERCOLLEGIATE ATHLETICS

Group	Number of Colleges	Participate in Inter-collegiate Athletics		Do Not Participate in Inter-collegiate Athletics		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	58	44	75.9	14	24.1	0	0.0
Group II	76	59	77.6	17	22.4	0	0.0
Group III	101	90	89.1	11	10.9	0	0.0
Group IV	89	80	89.9	9	10.1	0	0.0
California	42	42	100.0	0	00.0	0	0.0
Other States	47	38	80.9	9	19.1	0	0.0
Totals	324	273	84.3	51	15.7	0	0.0

Standard II

There should be an advisory control board for athletics, the composition of which should be predominantly faculty personnel.

Current Practice. It may be seen by the data shown in Table 7.2 that 57.5 per cent of the responding colleges with athletic teams comply with this standard. Group II has 67.8 per cent of their colleges with advisory boards, Group III has 58.9 per cent, Group IV has 52.2 per cent and Group I has 50.0 per cent. Difference between the two sub-groups of Group IV may be noted in the table.

TABLE 7.2

COLLEGES HAVING A FACULTY ADVISORY BOARD FOR ATHLETICS

Group	Number of Colleges	Have Faculty Board		Do Not Have Faculty Board		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	22	50.0	19	43.2	3	6.8
Group II	59	40	67.8	19	32.2	0	0.0
Group III	90	53	58.9	35	38.9	2	2.2
Group IV	80	42	52.2	36	45.0	2	2.5
California	42	21	50.0	20	47.6	1	2.4
Other States	38	21	55.3	16	42.1	1	2.6
Totals	273	157	57.5	109	39.9	7	2.6

Recommendation. College administrators and athletic directors in institutions not complying with this standard should establish an advisory board to recommend policies on eligibility, finance, awards, public and campus relations, number of contests, scholarship awards, distribution of

passes and increases in the program; and to operate as a liaison with the faculty.

Standard III

Institutions of higher learning should have a printed account of the purpose and scope of their athletic program.

Current Practice. Only 51.6 per cent of the responding colleges have the philosophy of their program formulated in writing. Colleges in Group II with 61.0 per cent having their philosophy in writing most nearly comply with this standard. Group IV has 56.3 per cent with their philosophy in writing followed by Group III with 51.1 per cent, while only 31.8 per cent of the Group I institutions have a written philosophy. The sub-groups of Group IV show colleges in states other than California have 60.5 per cent with written philosophies, while the California colleges have 52.4 per cent. The above data are shown in Table 7.3

Recommendation. In colleges not complying with this standard advisory boards (where applicable), athletic directors and coaches through a democratic process should formulate in writing an athletic philosophy for their institutions that can be subscribed to wholeheartedly by the administration, coaches, and other faculty.

Standard IV

An operational booklet covering all phases of the athletic program should be made available to athletic department personnel, administration, and other interested parties.

TABLE 7.3

COLLEGES WITH THE ATHLETIC DEPARTMENT
PHILOSOPHY FORMULATED IN WRITING

Group	Number of Colleges	Have Philosophy in Writing		Do Not Have Philosophy in Writing		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	14	31.8	28	63.6	2	4.6
Group II	59	36	61.0	21	35.6	2	3.4
Group III	90	46	51.1	42	46.7	2	2.2
Group IV	80	45	56.3	35	43.7	0	00.0
California	42	22	52.4	20	47.6	0	00.0
Other States	38	23	60.5	15	39.5	0	00.0
Totals	273	141	51.6	126	46.2	6	2.2

Current Practice. As shown by the data in Table 7.4 nearly two-thirds (65.6 per cent) of the colleges have written policies and procedures. With 70.0 per cent of the institutions having written policies and procedures, Group IV most nearly conforms to Standard IV. Group II, 67.8 per cent and Group I, 52.3 per cent follow in that order. The

table also shows the breakdown of data for the two sub-groups.

Recommendation. The athletic director with the assistance of the coaches and other athletic personnel should develop an athletic handbook to cover the policies and procedures of all phases of the program. The handbook may vary

TABLE 7.4

COLLEGES HAVING ATHLETIC POLICIES AND
PROCEDURES FORMULATED IN WRITING

Group	Number of Colleges	Have Written Policies and Procedures		Do Not Have Written Policies and Procedures		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	23	52.3	18	40.9	3	6.8
Group II	59	40	67.8	19	32.2	0	00.0
Group III	90	60	66.7	27	30.0	3	3.3
Group IV	80	56	70.0	23	28.7	1	1.3
California	42	30	71.4	11	26.2	1	2.4
Other States	38	26	68.4	12	31.6	0	00.0
Totals	273	179	65.6	87	31.9	7	2.5

from college to college but would include many of the following: department philosophy, policies and procedures on accidents, awards, budget, conduct, dress, eligibility, equipment, inventory, field markings, meals, medical examinations, publicity, records, scheduling, transportation, use of facilities and staff meetings.

Standard V

Each college should have a written policy for implementation of an injury care program.

Current Practice. Less than one-half (45.8 per cent) of the institutions have a written procedure for care of athletic injuries. California colleges of Group IV have 76.2 per cent and the colleges in other states of this group have 71.1 per cent with written procedures, giving the combined percentage of 73.8 per cent for this group. Groups I, II and III with 22.7 per cent, 32.2 per cent, and 41.1 per cent respectively have written procedure to be followed for an injury care program (Table 7.5).

TABLE 7.5

COLLEGES HAVING WRITTEN PROCEDURES FOR
CARE OF ATHLETIC INJURIES

Group	Number of Colleges	Have Written Procedures		Do Not Have Written Procedures		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	10	22.7	33	75.0	1	2.3
Group II	59	19	32.2	40	67.8	0	0.0
Group III	90	37	41.1	49	54.5	4	4.4
Group IV	80	59	73.8	20	25.0	1	1.2
California	42	32	76.2	9	21.4	1	2.4
Other States	38	27	71.1	11	28.9	0	0.0
Totals	273	125	45.8	142	52.0	6	2.2

Recommendation. Athletic directors should have the trainers develop procedures in writing for an injury care program, beginning with the first aid treatment rendered by the coach or trainer, through the reconditioning of the injured part. In those colleges not having a trainer the athletic director and coaches should formulate this procedure. In either case the procedures should be approved by the team and/or college physician.

Standard VI

The director of athletics should be designated as the official representative of the institution when representation is needed at conference, regional or national inter-collegiate athletic meetings.

Current Practice. As shown by the data in Table 7.6 83.5 per cent of the colleges do designate the athletic directors as the official college representative at conference and regional meetings. The Group IV colleges have 88.8 per cent of athletic directors as the official representative at athletic meetings. In 92.8 per cent of the California colleges of Group IV this is true, while in 84.2 per cent of the colleges in other states the athletic director is the official representative. The athletic director is the official representative in 84.5 per cent of the Group III colleges, in 83.1 per cent of the Group II colleges and in 72.7 per cent of the Group I institutions.

Recommendation. Junior colleges should appoint as athletic directors only those individuals who in the opinion of the administration can not only direct the athletic program but officially represent the institution at athletic meetings. The chief administrator of all junior colleges should delegate authority commensurate with responsibility by appointing the athletic director as official college representative at conference, region and other athletic meetings.

TABLE 7.6

ATHLETIC DIRECTORS DESIGNATED AS OFFICIAL REPRESENTATIVE
AT REGIONAL AND CONFERENCE ATHLETIC MEETINGS

Group	Number of Colleges	Athletic Director is Official Representative		Athletic Director is Not Official Representative		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	32	72.7	8	18.2	4	9.1
Group II	59	49	83.1	8	13.5	2	3.4
Group III	90	76	84.5	13	14.4	1	1.1
Group IV	80	71	88.8	8	10.0	1	1.2
California	42	39	92.8	2	4.8	1	2.4
Other States	38	32	84.2	6	15.8	0	0.0
Totals	273	228	83.5	37	13.6	8	2.9

Standard VII

The athletic director should not be a coach in the intercollegiate program.

Current Practice. It may be seen from the results shown in Table 7.7 that the athletic director also coaches one or more sports in 68.9 per cent of the colleges. In Group I and II he does not coach in 22.7 per cent and 13.5 per cent of the colleges respectively while he does not coach in 34.5 per cent of the Group III colleges and in 45.0 per cent of the Group IV institutions. Of the latter group the athletic director does not coach in 54.8 per cent of the California colleges and in 31.6 per cent of the colleges in other states. The athletic director coaches one sport in 31.9 per cent of the colleges, two in 25.6 per cent, three in 5.5 per cent and four in 2.2 per cent.

Recommendation. Because of the few staff members in the physical education department in the Group I and II institutions it is necessary for the athletic director to do some coaching. In the larger institutions where sufficient staff is available the athletic director should not be required to have coaching responsibilities.

Standard VIII

All colleges should honor and respect the eligibility rules and regulations of their respective conference, regional and national associations.

Current Practice. According to the data as shown in Table 7.8, 26.4 per cent of the institutions abide by local

TABLE 7.7

NUMBER OF SPORTS COACHED BY
THE ATHLETIC DIRECTOR

Number of Sports	All Junior Colleges (273)		Group I (44)		Group II (59)		Group III (90)		Group IV (80)		California (42)		Other States (38)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
None	85	31.1	10	22.7	8	13.5	31	34.5	36	45.0	23	54.8	12	31.6
One	87	31.9	11	25.0	20	33.9	30	33.3	26	32.5	11	26.2	16	42.1
Two	70	25.6	10	22.7	23	39.0	24	26.7	13	16.3	6	14.3	7	18.4
Three	15	5.5	7	15.9	2	3.4	4	4.4	2	2.5	0	0.0	2	5.3
Four	6	2.2	4	9.1	2	3.4	0	0.0	0	0.0	0	0.0	0	0.0
No Response	10	3.7	2	4.6	4	6.8	1	1.1	3	3.7	2	4.7	1	2.6
Total	273	100.0	44	100.0	59	100.0	90	100.0	80	100.0	42	100.0	38	100.0

TABLE 7.8

GOVERNING BODIES FOR ELIGIBILITY RULES

Governing Body	All Junior Colleges (273)		Group I (44)		Group II (59)		Group III (90)		Group IV (88)		California (42)		Other States (38)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Local	12	4.4	3	6.8	6	10.2	3	3.3	0	0.0	0	0.0	0	0.0
Conference	41	15.0	7	15.9	5	8.5	12	13.3	17	21.2	16	38.1	1	2.6
National	27	9.9	4	9.1	10	16.9	12	13.3	1	1.3	0	0.0	1	2.6
Local and Conference	26	9.5	1	2.3	4	6.8	3	3.3	18	22.5	18	42.9	0	0.0
Local and National	21	7.7	3	6.8	4	6.8	10	11.1	4	5.0	0	0.0	4	10.5
Conference and National	62	22.7	9	20.5	11	18.6	23	25.6	19	23.7	4	9.5	15	39.5
Local, Conf. and National	72	26.4	10	22.7	19	32.2	22	24.5	21	26.3	4	9.5	17	44.8
No Response	12	4.4	7	15.9	0	0.0	5	5.6	0	0.0	0	0.0	0	0.6
Total	273	100.0	44	100.0	59	100.0	90	100.0	80	100.0	42	100.0	38	100.0

conference and NJCAA eligibility rules, 22.7 per cent are governed by the conference and NJCAA rules of eligibility and 15.0 per cent by their conference rules only. In 9.9 per cent of the colleges eligibility is governed by the NJCAA rules only, 9.5 per cent by local and conference eligibility, 7.7 per cent by local and NJCAA rules, and 4.4 per cent by local rules only. Further study of the Table shows that in 48.0 per cent of the colleges eligibility is controlled by local policies only or local policies and other eligibility rules. In 73.6 per cent of the colleges, eligibility is governed by conference rules only or conference rules plus other rules. And in 66.7 per cent of the schools eligibility is regulated by the rules of the NJCAA only or NJCAA rules plus others.

Recommendation. Most respondents conform to this standard, however, those institutions following local rules only, should adapt the eligibility rules of the National Junior College Athletic Association as minimum standards.

Standard IX

The staging of all athletic events should be preceded by written contracts, signed by the constituted authority representing the participating institutions.

Current Practice. According to the responses shown in Table 7.9, only 61.2 per cent of the junior colleges

negotiate written contracts prior to staging of all home athletic events. Group I institutions are the most efficient in meeting this standard with 77.3 per cent of the schools requiring written contracts followed by Group III with 66.7 per cent and Group II with 59.3 per cent requiring contracts. Group IV is the most negligent with contracts as only 47.5 per cent require them. This is caused by only 23.8 per cent of the California colleges requiring signed contracts, while 73.7 per cent of the

TABLE 7.9

COLLEGES REQUIRING WRITTEN CONTRACTS
FOR ALL HOME ATHLETIC EVENTS

Group	Number of Colleges	Require Contracts		Do Not Require Contracts		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	34	77.3	8	18.2	2	4.5
Group II	59	35	59.3	22	37.3	2	3.4
Group III	90	60	66.7	29	32.2	1	1.1
Group IV	80	38	47.5	41	51.3	1	1.2
California	42	10	23.8	31	73.8	1	2.4
Other States	38	28	73.7	10	26.3	0	0.0
Totals	273	167	61.2	100	36.6	6	2.2

schools in other states of this group do require written contracts prior to staging athletic events.

Recommendation. The athletic director of the home college should have signed, written contracts from all participating institutions and officials prior to staging of athletic events. To avoid conflicts and misunderstanding, the contract should include the participating colleges, the place (and the address), the time, day and date of the event and the definite financial stipulations. It should also allow for a forfeiture fee and the names of the officials may be included. The recommendation applies to such sports as cross country, golf, tennis and track as well as baseball, basketball, and football.

Standard X

The coaching staff should be composed of regular members of the faculty.

Current Practice. This standard is met by 84.2 per cent of the colleges participating in the study. The larger colleges are most apt to meet this standard with 92.5 per cent of the colleges of Group IV using only faculty personnel as coaches (differences between the sub-groups of Group IV may be noted in the Table). Group II has 81.4 per cent; Group III, 81.1 per cent, and Group I, 79.5 per cent of the colleges using regular faculty members as coaches. The above data are shown in Table 7.10.

Recommendation. Athletic directors should attempt to develop their coaching staff from the college faculty whenever possible. In smaller institutions where this is not possible, only professionally prepared personnel should be given coaching responsibilities. Individuals with this background may often be obtained from the local school system.

TABLE 7.10

NUMBER OF COLLEGES USING COACHES WHO
ARE NOT FACULTY MEMBERS

Group	Number of Colleges	Use Only Faculty Coaches		Use Coaches Other Than Faculty		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	35	79.5	8	18.2	1	2.3
Group II	59	48	81.4	11	18.6	0	0.0
Group III	90	73	81.1	14	15.6	3	3.3
Group IV	80	74	92.5	6	7.5	0	0.0
California	42	39	92.9	3	7.1	0	0.0
Other States	38	35	92.1	3	7.9	0	0.0
Totals	273	230	84.2	39	14.3	4	1.5

Standard XI

The regular admissions officer and/or committee should act upon all applications for admission, regardless of whether or not the applicant is an athlete.

Current Practice. All respondents affirmed that admissions qualifications were the same for athletes as for

non-athletes. However, one Group I college and four from Group III failed to respond to this question. It may or may not be assumed these institutions do not have the same admission standards for athletes as for non-athletes (See Appendix J, Table I).

Standard XII

An annual medical education examination should be required of all participants, a medical examination on a seasonal basis would be preferable.

Current Practice. The data in Table 7.11 indicates that 7.3 per cent of the colleges participating in intercollegiate athletics do not require a medical examination and 4.0 per cent require it only on entry into college. Examination prior to each sport season is required in 44.0 per cent of the colleges and an annual examination is mandatory in 41.7 per cent. One institution allows participation in intercollegiate athletics by parental permission in lieu of a medical examination. This standard is met or exceeded by 95.0 per cent of the Group IV colleges, 83.0 per cent of the Group II colleges, 82.2 per cent of Group III schools and 79.6 per cent of Group I institutions.

Recommendation. Institutions not complying with this standard are negligent in their responsibilities in caring for the students' health and welfare. These colleges

TABLE 7.11

PHYSICAL EXAMINATION REQUIREMENTS FOR ATHLETES

Group	Number of Colleges	No Examination Required		An Entry To College		Annually		Prior Each Sport Season		Other		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	5	11.3	3	6.8	19	43.2	16	36.4	0	0.0	1	2.3
Group II	59	5	8.5	4	6.8	30	50.8	19	32.2	0	0.0	1	1.7
Group III	90	8	8.9	3	3.3	37	41.1	37	41.1	0	0.0	5	5.6
Group IV	80	2	2.5	1	1.2	28	35.0	48	60.0	1	1.2	0	0.0
California	42	0	0.0	0	0.0	14	33.3	28	66.7	0	0.0	0	0.0
Other States	38	2	5.3	1	2.6	14	36.9	20	52.6	1 ^a	2.6	0	0.0
Totals	273	20	7.3	11	4.0	114	41.7	120	44.0	1	0.4	7	2.6

^aParental Permission

should ask assistance from the local medical society so students participating in the intercollegiate athletic program can be given annual medical examinations and if possible, prior to each sport season.

Standard XIII

Each college should provide necessary athletic insurance to protect all participating students.

Current Practice. From the data shown in Table 7.12 it may be seen that 83.2 per cent of the colleges do protect their students by providing athletic insurance. Insurance is furnished the athletes in 91.3 per cent of the Group IV schools, 87.8 per cent of the Group III colleges, 72.9 per cent of the Group II institutions and 72.7 per cent of Group

TABLE 7.12
PROVISION OF ACCIDENT INSURANCE FOR ATHLETES

Group	Number of Colleges	Provide Insurance		Do Not Provide Insurance		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	32	72.7	11	25.0	1	2.3
Group II	59	43	72.9	15	25.4	1	1.7
Group III	90	79	87.8	11	12.2	0	0.0
Group IV	80	73	91.3	7	8.7	0	0.0
California	42	40	95.2	2	4.8	0	0.0
Other States	38	33	86.8	5	13.2	0	0.0
Totals	273	227	83.2	44	16.1	2	0.7

I colleges. The California colleges of Group IV insure their athletes in 95.2 per cent of the cases compared to 86.8 per cent of the colleges in other states.

Recommendation. Although colleges are not legally responsible for injuries occurring in athletics (assuming there is no negligence), due to the vigorous nature of the activity and inherent dangers, colleges have a moral responsibility to the participants. Both local insurance agencies and national firms underwrite athletic accident policies. Those institutions not meeting this standard should obtain bids locally, or request information from the National Junior College Athletic Association and provide for this coverage in their budgets.

Standard XIV

There should be no discrimination between awards for different varsity sports.

Current Practice. Junior colleges give the same award for all sports in 87.2 per cent of the institutions. This is shown by the data in Table 7.13. Group IV has 92.5 per cent of the colleges giving the same award, 87.8 per cent of the Group III schools do this, while 86.4 per cent of Group I and 79.7 per cent of Group II colleges present the same award for all sports. Differences between the sub-groups of Group IV may be noted in the Table.

I colleges. The 1950-51
 colleges in 1950-51
 cost of the colleges
 responsible for the
 there is no doubt
 actively and
 ability to
 and national
 These institutions
 this locally, or
 College Athletic Association
 their budgets.

Standard XIV

There should be no
 different variable
 Current Practice
 for all sports in 1950-51
 is shown by the data in Table X.11. Group IV has 92.5 per
 cent of the colleges giving the same award, 57.8 per cent of
 the Group III schools do not, while 88.4 per cent of Group
 I and 79.7 per cent of Group II colleges present the same
 award for all sports. Differences between the sub-groups of
 Group IV may be noted in the Table.

Recommendation. Participation in any athletic competition, no matter what sport, has educational value. Therefore distinction between varsity letter awards in terms of major and minor sports is educationally unsound. Colleges not meeting this standard should make no distinction between major and minor sports including the giving of awards.

TABLE 7.13

NUMBER OF COLLEGES GIVING SAME AWARDS
FOR ALL VARSITY SPORTS

Group	Number of Colleges	Give Same Awards		Give Different Awards		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	38	86.4	4	9.1	2	4.5
Group II	59	47	79.7	9	15.2	3	5.1
Group III	90	79	87.8	6	6.7	5	5.5
Group IV	80	74	92.5	6	7.5	0	0.0
California	42	41	97.6	1	2.4	0	0.0
Other States	38	33	86.8	5	13.2	0	0.0
Totals	273	238	87.2	25	9.2	10	3.6

Membership in the National

Junior College Athletic Association

Although there is no standard as to membership in a national athletic organization the author felt investigation of this would be an interesting addition to the study.

Current Practice. The results of Table 7.14 show that two-thirds of the participating colleges belong to the National Junior College Athletic Association. Group III has the highest percentage of membership (75.6 per cent) followed in order by Group II (72.9 per cent), Group I (61.4 per cent) and Group IV (55.0 per cent). In Group IV the colleges in states other than California have 94.8 per cent membership in the NJCAA, while only 19.0 per cent of the California colleges are members.

TABLE 7.14

COLLEGES BELONGING TO THE
NATIONAL JUNIOR COLLEGE ATHLETIC ASSOCIATION

Group	Number of Colleges	Belong to NJCAA		Do Not Belong to NJCAA		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	27	61.4	13	29.5	4	9.1
Group II	59	43	72.9	16	27.1	0	0.0
Group III	90	68	75.6	21	23.3	1	1.1
Group IV	80	44	55.0	35	43.8	1	1.2
California	42	8	19.0	34	81.0	0	0.0
Other States	38	36	94.8	1	2.6	1	2.6
Totals	273	182	66.7	85	31.1	6	2.2

Recommendation. The purpose of the National Junior College Association is to "promote and foster junior college athletics on intersectional and national levels through its

organization and in cooperation with other junior college organizations to the end that the results of athletics will be consistent with the total education program of the American junior colleges."²

This organization promotes junior college athletics by sponsoring national championship meets or tournaments in several sports, selects All-American teams, and publishes national eligibility rules. The organization is also a member of the National Alliance which publishes the official rules for numerous sports. In addition, it has membership on the United States Olympic Committee and the Track and Field, Gymnastics, and Basketball Federations. Through these organizations the National Association has considerable influence on not only junior college athletics but the total athletic program of the United States.

Because of the services provided and the influence of the NJCAA, all eligible colleges should become members to enable this organization to be a true representative of junior college athletics.

II. THE PROGRAM

Intercollegiate athletic programs should include as many team, dual, and individual sports as finances will allow.

²Jay Tolman, Official Handbook of the National Junior College Athletic Association, 1966, p. 2.

Current Practice. It may be seen by the data shown in Table 7.15 that the junior colleges compete in twenty-two different sports for men. The most popular sport is basketball with 97.4 per cent of the colleges participating in this sport. Golf is next in popularity with 77.3 per cent participating followed by baseball (71.4 per cent), tennis (66.3 per cent), cross country (50.2 per cent). Other popular intercollegiate sports on the junior college level are wrestling with 43.2 per cent of the colleges active in this sport, and football (36.3 per cent), swimming (21.6 per cent), and soccer (13.9 per cent).

Recommendation. Finance is the limiting factor in providing athletic programs at many schools. Therefore, colleges attempting to increase their program might include individual and dual sports such as golf and tennis and team sports such as cross country and soccer. These sports require little financial outlay for equipment and can operate on a much smaller budget than basketball and baseball, the most popular team sports.

Standard XVI

A limit should be placed on the number of athletic contests which teams may engage in.

Current Practice. The data in Table 7.16 show that slightly more than one-half (53.8 per cent) of the colleges

TABLE 7.15
COLLEGES COMPETING IN VARIOUS SPORTS

Sport	Rank	All Junior Colleges (273)		Group I (44)		Group II (59)		Group III (90)		Group IV (80)		California (42)		Other States (16)	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Archery	19	1	0.4	0	00.0	0	00.0	0	00.0	1	1.3	0	00.0	1	2.6
Baseball	3	195	71.4	19	43.2	38	64.4	66	73.3	72	90.0	41	97.6	31	88.6
Basketball	1	266	97.4	43	97.7	58	98.3	85	94.4	80	100.0	42	100.0	38	100.0
Bowling	15	10	3.7	2	4.5	0	00.0	4	4.4	4	5.0	0	00.0	4	10.5
Cross Country	6	137	50.2	8	18.2	13	22.0	51	56.7	65	81.3	40	95.2	25	65.8
Fencing	18	2	0.7	1	2.3	1	0.6	0	00.0	0	00.0	0	00.0	0	00.0
Football	8	99	36.3	5	11.4	16	27.1	30	33.3	48	60.0	41	97.6	7	18.4
Hockey	19	1	0.4	0	00.0	0	00.0	1	1.1	0	00.0	0	00.0	0	00.0
Golf	2	211	77.3	22	50.0	36	61.0	76	84.4	77	96.3	42	100.0	35	92.1
Gymnastics	11	27	9.9	0	00.0	1	0.6	1	1.1	25	31.3	20	47.6	5	13.2
Judo	19	1	0.4	0	00.0	0	00.0	0	00.0	1	1.3	0	00.0	1	2.6
La Crosse	16	5	1.8	0	00.0	0	00.0	1	1.1	4	5.0	0	00.0	4	10.5
Rifle	16	5	1.8	1	2.3	0	00.0	4	4.4	0	00.0	0	00.0	0	00.0
Skating	14	12	4.4	3	6.8	2	3.4	6	6.7	1	1.3	0	00.0	1	2.6
Soccer	10	38	13.9	5	11.4	2	3.4	12	13.3	19	23.6	4	9.1	15	39.5
Swimming	9	59	21.6	2	4.5	3	5.1	15	16.7	39	48.8	29	69.0	10	26.3
Tennis	4	181	66.3	15	34.1	31	52.5	63	70.0	72	90.0	42	100.0	30	78.9
Track & Field	5	169	61.9	13	29.5	30	50.8	60	66.7	66	82.5	42	100.0	24	64.9
Water Polo	13	14	5.1	0	00.0	0	00.0	0	00.0	14	17.5	14	33.3	0	00.0
Wrestling	9	118	43.2	6	13.6	19	32.2	36	40.0	57	71.3	35	83.3	22	57.9
Volleyball	12	18	6.6	5	11.4	2	3.4	4	4.4	7	8.6	4	9.1	3	7.9
Softball	19	1	0.4	0	00.0	0	00.0	1	1.1	0	00.0	0	00.0	0	00.0

have a policy limiting the number of contests for the various sports. More Group IV colleges have limits (62.5 per cent) than do the other groups. The California institutions of this group with 92.8 per cent reporting limits on number of contests more nearly meet this standard than do the other Group IV colleges with only 28.9 per cent with limits. Both Group I and Group III have 54.5 per cent of the colleges limiting the number of contests, while 40.7 per cent of Group II do this.

TABLE 7.16

COLLEGES LIMITING ATHLETIC TEAMS
TO SPECIFIC NUMBER OF GAMES

Group	Number of Colleges	Limit Contests		Do Not Limit Contests		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	24	54.5	16	36.4	4	9.1
Group II	59	24	40.7	34	57.6	1	1.7
Group III	90	49	54.5	40	44.4	1	1.1
Group IV	80	50	62.5	29	36.3	1	1.2
California	42	39	92.8	2	4.8	1	2.4
Other States	38	11	28.9	27	71.1	0	0.0
Totals	273	147	53.8	119	43.6	7	2.6

Tables I through X, Appendix K show the contest limits placed on the various sports:

Baseball (Table I) has a range of eight to thirty-five games with a mean of 23.7.

Basketball (Table II) ranges from ten to thirty games, not including tournaments with a mean of 23.9.

The limit on Cross Country meets (Table III) range from six to sixteen and have a mean of 10.2 meets per year.

The number of games per season in Football (Table IV) has a range from six to eleven, not including post season games and the mean is 9.2 games annually.

Colleges limiting the number of Golf (Table V) matches range from six to twenty-eight. The mean number of matches allowed is 13.1.

The range for Soccer (Table VI) is eight to fifteen games per season and a mean of 10.7 games.

The mean for the colleges placing a limit on the number of Swimming meets (Table VII) is 13.6 while the colleges vary from eight to twenty-two.

Tennis (Table VIII) has a range of four to twenty-eight matches per season with a mean of 13.5.

The range for limits on Track meets (Table IX) is five to twenty-seven. The mean number of Track meets allowed annually is 11.7.

The institutions limiting the number of Wrestling meets (Table X) per season have a range of three to twenty-four meets. The mean is 14.4.

Recommendation. Institutions should establish policies limiting the number of contests per season for the sports in

not including the number of matches played by the players.
 The number of matches played by the players is given in Table X.
 from six to eight matches per season for the players.
 The number of matches played by the players is given in Table X.
 has a range of 1 to 8 matches per season for the players.
 Games and the number of matches played by the players is given in Table X.
 College players are given a range of 1 to 8 matches per season.
 range from 1 to 8 matches per season for the players.
 allowed is 11.5.
 The range of matches per season for the players is given in Table X.
 Games per season for the players is given in Table X.
 The number of matches per season for the players is given in Table X.
 number of matches per season for the players is given in Table X.
 very few from eight to ten matches per season.
 Table X shows the number of matches per season for the players.
 eight matches per season for the players.
 The range of matches per season for the players is given in Table X.
 five to twenty matches per season for the players.
 annually is 11.5.
 The number of matches per season for the players is given in Table X.
 (Table X) per season for the players is given in Table X.
 needed. The mean is 11.5.
 Recommendation. Institutions should establish policies
 limiting the number of matches per season for the players in

their program. There is a great range in the limiting of contests by the responding institutions. The climatic condition, geographical location, and amount of budget for athletics vary so much that recommending the specific number of contests for any sport is difficult. Athletic directors, when placing limits on the number of contests, should involve the coaches and advisory board in the democratic process of decision-making. The factors to be considered include budget, climatic conditions, and geographical location, absence from classes and a balance of contests among the various sports.

Women's Intercollegiate Athletics

Intercollegiate athletics for women have been a subject for much controversy in recent years. Many male and female educators question the value of such activity. "Women's participation in sports has been restricted by many factors--mainly the role our culture decreed for women."³ However, due to our changing society and scientific evidence, "which completely refutes the claims that athletic competition has an adverse effect upon the reproductive organs

³Phebe M. Scott, "Reflections on Women in Sports," Proceedings, Third National Institute on Girls Sports (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1966), p. 10.

of women,"⁴ attitudes towards women's participation in competitive sports are becoming more liberal.

Much impetus for competition for women has been given by the Olympic Development Committee, the National Institute on Girls' Sports, and the Division for Girls' and Women's Sports of the American Association for Health, Physical Education and Recreation. Tom Hamilton, former chairman of the Olympic Development Committee, addressing the First National Institute on Girls' Sports said:

I was seeking to find some ways for the United States to promote proper development of women's athletics I was told the only way this could be achieved was to get the idea initiated and sponsored by women who had stature in the physical education field and were progressive and forward looking. Sara Staff Jernigan, Thelma Bishop, Janet Bachna and Ann Patterson were nominated. All of us have been amazed at their energy and ability, and with the cooperation of the AAHPER, Rachel Bryant, Catherine Allen, the DGWS with Katherine Ley, Marguerite Clifton, and their many members and planning committee.⁵

The community college can provide leadership and facilities in the movement for intercollegiate competition for women. According to the data as shown in Table 7.17, many junior colleges, especially the larger institutions,

⁴Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (3rd ed.) (New York: Appleton-Century Crofts, Inc., 1958), p. 264.

⁵Tom Hamilton, "Goals at Different Levels of Skill," Proceedings, First National Institute on Girls Sports (Washington, D.C.: American Association for Health, Physical Education and Recreation, 1965).

are providing outlets for physically gifted women students. Over one-half (51.3 per cent) of Group IV institutions compete in women's athletics on the intercollegiate level. California has 59.5 per cent of their Group IV schools competing while 42.1 per cent of the other schools of this Group

TABLE 7.17

COLLEGES COMPETING IN WOMEN'S INTERCOLLEGIATE ATHLETICS

Group	Number of Colleges	Do Compete In Womens Athletics		Do Not Compete In Womens Athletics		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	4	9.1	40	90.9	0	0.0
Group II	59	12	20.3	47	79.7	0	0.0
Group III	90	19	21.1	71	78.9	0	0.0
Group IV	80	41	51.3	37	46.2	2	2.5
California	42	25	59.5	17	40.5	0	0.0
Other States	38	16	42.1	20	52.6	2	5.3
Totals	273	76	27.9	195	71.4	2	0.7

have women's athletics. Group III has 21.1 per cent of the colleges participating and Group II has 20.3 per cent, while only 9.1 per cent of the Group I colleges have intercollegiate athletics for women.

Recommendation. Those colleges currently providing intercollegiate competition for women should follow the "Recommendations for Competitive Sports for Various Age

Levels" of the Division on Girls' and Women's Sports.⁶ Other colleges, after a broad intramural program has been established to care for the needs of the average student, should study the possibility of offering this type activity for the physically gifted female student.

Sports Included in the Women's Intercollegiate Program

The DGWS recommends that activities for girls and women be planned to meet their needs, not for the personal glorification of coaches and/or sponsoring organizations and the amount and kind of competition should be determined by the women's physical education department.

Current Practice. It may be seen from the results shown in Table 7.18 that the most popular women's activity in junior college intercollegiate sports is tennis with 72.4 per cent of the colleges that compete offering this activity. Basketball with 68.4 per cent of the colleges participating is nearly as popular. Volleyball (52.6 per cent) and field hockey (32.9 per cent) are other common sports. Other activities in the women's program include swimming (18.4 per cent), track and field (14.5 per cent) golf and badminton (11.8 per cent), gymnastics and softball (10.5 per cent). Intercollegiate activities with less than 10 per cent of the colleges sponsoring teams are: speedball, bowling, archery, fencing, soccer, skiing and speedball.

⁶Division for Girls' and Women's Sports, "Statement of Policies for Competition in Girls and Womens Sports," Journal of Health, Physical Education and Recreation, XXXIV (September, 1963), 32.

TABLE 7.18

SPORTS INCLUDED IN THE WOMEN'S
INTERCOLLEGIATE PROGRAM

Sport	Rank	All Junior Colleges (76)		Group I (4)		Group II (12)		Group III (19)		Group IV (41)		California (25)		Other States (16)	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Basketball	2	52	68.4	3	75.0	5	41.6	11	57.9	33	80.5	20	80.0	13	81.3
Field Hockey	4	25	32.9	1	25.0	1	8.3	5	26.3	18	43.9	13	52.0	5	31.3
Golf	7	9	11.8	0	0.0	1	8.3	3	15.8	5	12.2	1	4.0	4	25.0
Gymnastics	9	8	10.5	0	0.0	1	8.3	1	5.3	6	14.6	5	20.0	1	6.3
Skating	15	1	1.3	0	0.0	1	8.3	0	0.0	0	0.0	0	0.0	0	0.0
Speedball	11	6	7.9	0	0.0	0	0.0	2	10.5	4	9.6	3	12.0	1	6.3
Swimming	5	14	18.4	0	0.0	1	8.3	1	5.3	12	29.3	10	40.0	2	12.5
Tennis	1	55	72.4	0	0.0	8	66.7	11	57.9	36	87.8	22	88.0	14	87.5
Track & Field	6	11	14.5	0	0.0	3	25.0	1	5.3	7	17.1	6	24.0	1	6.3
Volleyball	3	40	52.6	1	25.0	3	25.0	10	52.6	26	63.4	17	68.0	9	56.3
Softball	9	8	10.5	0	0.0	0	0.0	2	10.5	6	14.6	6	24.0	0	0.0
Badminton	7	9	11.8	0	0.0	0	0.0	1	5.3	8	19.5	5	20.0	3	18.8
Archery	13	3	3.9	0	0.0	0	0.0	1	5.3	2	4.9	0	0.0	2	12.5
Bowling	12	5	6.6	0	0.0	1	8.3	0	0.0	4	9.8	0	0.0	4	24.0
Soccer	15	1	1.3	0	0.0	0	0.0	0	0.0	1	2.4	1	4.0	0	0.0
Fencing	14	2	2.6	1	25.0	1	8.3	0	0.0	0	0.0	0	0.0	0	0.0

Recommendation. Colleges should provide as broad an intercollegiate program for women as leadership, facilities and budget will allow. The activities should be selected and coached by the personnel from the women's physical education staff.

III. BUDGET AND FINANCES

Standard XVI

There shall be no admission for students at home contests.

Current Practice. Only 12.1 per cent of the responding colleges require students to pay admission to home athletic events, as seen by the figures in Table 7.19. In Group IV, 7.5 per cent of colleges require student admission fees, with 14.3 per cent of the California schools charging students an admission fee. All of the other colleges of the group admit students on identification. Group III has 8.9 per cent of the schools charging admission to students followed by Group II, 15.3 per cent, and Group I, 22.7 per cent.

Recommendation. Athletics provide benefits for the spectators as well as the participants, contribute to the morale of the student body, and should be regarded as integral parts of the total educational program. Therefore,

colleges should attempt to secure other methods of financing their athletic programs and not require students to pay for admission to home athletic contests.

TABLE 7.19

THE NUMBER OF COLLEGES REQUIRING STUDENTS TO PAY
ADMISSION TO HOME ATHLETIC EVENTS

Group	Number of Colleges	Require Students To Pay		Do Not Require Students To Pay		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	10	22.7	31	70.5	3	6.8
Group II	59	9	15.3	50	84.7	0	0.0
Group III	90	8	8.9	82	91.1	0	0.0
Group IV	80	6	7.5	73	91.3	1	1.2
California	42	6	14.3	35	83.3	1	2.4
Other States	38	0	0.0	38	100.0	0	0.0
Totals	273	33	12.1	236	86.4	4	1.5

Method of Reimbursing Coaches

The problem of pay for coaches has received considerable attention, however, there is no general agreement on how this should be done. The most common methods are extra pay as a supplement to the regular salary and "released time," or being relieved of duties during the school day.

Current Practice. Table 7.20 shows no trend to either of the methods mentioned above with 37.4 per cent receiving

TABLE 7.20
METHOD OF REIMBURSING COACHES

Group	Number of Colleges	Extra Pay		Released Time		Both		No Pay		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	19	43.2	6	13.6	1	2.3	8	18.2	10	22.7
Group II	59	28	47.4	19	32.2	6	10.2	3	5.1	3	5.1
Group III	90	30	33.3	32	35.6	17	18.8	5	5.6	6	6.7
Group IV	80	25	31.3	28	35.0	25	31.3	1	1.2	1	1.2
California	42	4	9.5	15	35.7	23	54.8	0	0.0	0	0.0
Other States	38	21	55.3	13	34.2	2	5.3	1	2.6	1	2.6
Totals	273	102	37.4	85	31.1	49	18.0	17	6.2	20	7.3

extra pay and 31.1 per cent released time. Both extra pay and released time is used in 18.0 per cent of the colleges and 6.2 per cent do not pay coaches. Please refer to the Table for the breakdown by groups and sub-groups.

Recommendation. Since there is no general agreement on how coaches should be paid for their services each college should study the local situation and devise a method or methods for reimbursing coaches that is in agreement with the philosophy, policies and practices of the institutions and is acceptable to the coaching staff.

Colleges Awarding Athletic Scholarships on Grants-In-Aid

This is a highly controversial issue among the junior colleges, therefore, the issue is studied in light of current practice.

Current practice. As shown by the data in Table 7.21, 40.7 per cent of the colleges give aid for athletic ability while 58.6 per cent do not give aid specifically for athletics. Group II colleges have the highest percentage giving aid with 54.2 per cent. Group III and I follow with 45.6 per cent and 43.2 per cent respectively, while only 23.7 per cent of the Group IV colleges award athletic scholarships or grants-in-aid. Of the latter group, 9.5 per cent of the California schools give athletes financial aid but this is done in 39.5 per cent of the other colleges of Group IV.

Recommendation. If financial assistance is given to athletes, (1) they should go through the same procedures as other students, (2) the ratio of athletes receiving aid to the total number of athletes in the college should be about the same as the ratio of other students receiving aid is to the total enrollment, and (3) colleges should "not give financial assistance to student athletes in excess of costs for tuition, room, board, books, fees and a maximum of \$15 per month for incidental expenses and laundry."⁷

TABLE 7.21

COLLEGES GIVING ATHLETIC SCHOLARSHIPS OR GRANTS-IN-AID

Group	Number of Colleges	Give Aid to Athletes		Do Not Give Aid To Athletes		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	19	43.2	23	52.3	2	4.5
Group II	59	32	54.2	27	45.8	0	0.0
Group III	90	41	45.6	49	54.4	0	0.0
Group IV	80	19	23.7	61	76.3	0	0.0
California	42	4	9.5	38	90.5	0	0.0
Other States	37	15	39.5	23	60.5	0	0.0
Totals	273	111	40.7	160	58.6	2	0.7

⁷ National Junior College Athletic Association, Official Minutes of the Twenty-Sixth Annual Meeting Legislative Assembly of the National Junior College Athletic Association, Hutchinson, Kansas, March 13 - 18, 1967, Addendum No. 8.

Appendix L, Table I shows the source of funds for athletic scholarships. The general budget is the largest source of athletic scholarship funds with 21.7 per cent of the colleges who give financial aid to athletes receiving their funds only from this source. Contributions is the next largest source of funds with 16.3 per cent of the colleges receiving their finances through this activity, this is followed by student fees with 7.2 per cent. Gate receipts account for the total financial aid to athletes in 2.7 per cent of the institutions. The other 52.1 per cent of the colleges receive funds for aid to athletes from a combination of these four sources or guarantees and a combination of these sources.

The general budget only, or combined with one or more of the other avenues of income is the source of funds for athletic scholarships or grants-in-aid in 47.7 per cent of the colleges. The combination of students' fees accounts for 39.6 per cent of the colleges; contributions, 37.8 per cent; and gate receipts, 36.0 per cent.

Standard XVII

Intercollegiate athletics should be financed as all other institutional sponsored activities. The financing should not be based upon or related to gate receipts.

Current Practice. It may be seen from the results shown in Table 7.22 that 10.6 per cent of the colleges

TABLE 7.22
SOURCE OF THE INTERCOLLEGIATE PROGRAM FUNDS

Group (Percent)	General Budget		Student Fees		Gate Receipts		Guarantees		Other		No Response	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Group I (44)											12	27.3
One Hundred	9	20.5	2	4.5								
81 to 99	2	4.5	3	6.8								
61 to 80	4	9.1	4	9.1								
41 to 60	3	6.8	3	6.8	1	2.3						
21 to 40	2	4.5	3	6.8	2	4.5						
1 to 20	2	4.5	6	13.6	11	25.0	5	11.4				
Group II (59)											15	25.4
One Hundred	8	13.6	10	16.9								
81 to 99	1	1.7	4	6.8								
61 to 80	2	3.4	3	5.1	3	5.1						
41 to 60	4	6.8	6	10.2	5	8.5						
21 to 40	3	5.1	5	8.5	7	11.9						
1 to 20	6	10.2	5	8.5	9	15.3	2	3.4	1 ^c	1.7		
Group III (90)											23	25.6
One Hundred	8	8.9	21	23.3								
81 to 99	3	3.3	7	7.8								
61 to 80	4	4.4	5	5.6								
41 to 60	6	6.7	6	6.7	1	1.1			1 ^c	1.1		
21 to 40	6	6.7	4	4.4	6	6.7						
1 to 20	1	1.1	7	7.8	15	16.7	3	3.3	1 ^b	1.1		

TABLE 7.22

(Continued)

Group (Percent)	General Budget		Student Fees		Gate Receipts		Guarantees		Other		No Response	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Group IV (80)											15	18.8
One Hundred	4	5.0	26	32.5								
81 to 99	3	3.8	5	6.3								
61 to 80	3	3.8	7	8.8					1 ^a	1.3		
41 to 60	12	15.0	9	11.3								
21 to 40	4	5.0	7	8.8	5				1 ^a	1.3		
1 to 20	5	6.3	4	5.0	10	12.5	4	5.0				
All Junior Colleges (273)												
One Hundred	29	10.6	59	21.6								
81 to 99	9	3.3	19	7.0								
61 to 80	13	4.8	19	7.0	3	1.1			1	0.4		
41 to 60	25	9.2	24	8.8	7	2.6			1	0.4		
21 to 40	15	5.5	19	7.0	20	7.3			1	0.4		
1 to 20	14	5.1	22	8.1	45	16.5	14	5.1	2	0.7		

^aAssociated Students^bprograms^cBookstore

responding to the questionnaire receive all of the funds for intercollegiate athletics from the general budget and 21.6 per cent receive all of their funds from student fees. There are 3.3 per cent receiving from 81 to 99 per cent of their funds from the general budget and 7.0 per cent receiving the same amount from student fees. From 61 to 80 per cent of athletic funds are received from the general budget in 4.8 per cent of the colleges, from student fees in 7.0 per cent and gate receipts in 1.1 per cent. The general budget contributes from 41 to 60 per cent of the budget in 9.2 per cent of the colleges while like amounts come from student fees in 8.8 per cent, and from gate receipts in 2.6 per cent. From 21 to 40 per cent of athletic funds are received from the general budget in 5.5 per cent of the colleges, from student fees in 7.0 per cent and gate receipts from 7.3 per cent. From 1 to 20 per cent of the athletic budget is from the general budget in 5.1 per cent of the colleges, from student fees in 8.1 per cent, from gate receipts 16.5 per cent, and from guarantees 5.1 per cent. Two colleges receive funds from Associated Students, one from selling programs and two from bookstore funds.

Generally speaking, most of the funds for athletics come from either the general budget or student fees. Only 11.0 per cent of the junior colleges depend on gate receipts for over 20 per cent of their budget.

Recommendation. Most junior colleges have stabilized their athletic budgets by receiving most of their funds from either the general budget or student fees. However, the few schools depending on gate receipts for over 20 per cent of their budgets should attempt to find other means for financing their athletic program.

CHAPTER VIII

COMPARISON OF SOME ASPECTS OF THE PHYSICAL EDUCATION PROGRAMS

On the basis of the "yes" and "no" responses in the areas of the service program, the intramural activities program, and the intercollegiate athletic program, an attempt was made to determine if any significant differences existed between the practices of all of the community colleges and those of the Group I, II, III, and IV. Seventeen hypotheses from the service program were tested, twelve from the intramural activities program and twelve from the intercollegiate athletic program.

The chi square test¹ was employed to test for significant differences as the data were presented in terms of frequency of occurrence of the "yes" and "no" responses. When working with one degree of freedom the Yates Formula² was utilized to adjust the value of the statistics. For those hypotheses which were rejected at better than the .05 level of confidence, sub-hypotheses were formulated to more clearly define any differences.

¹G. Milton Smith, A Simplified Guide to Statistics for Psychology and Education (New York: Rinehart and Company, 1957), p. 87.

²Linton C. Freeman, Elementary Applied Statistics for Students in Behavioral Science (New York: John Wiley and Sons, Inc.), p. 220.

The following null hypotheses and sub-hypotheses relative to the service program were tested for significance at the .05 level.

1. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not a physical education service program is offered (Table 5.1, page 66).

Chi Square = 15.47 Reject the null hypothesis.

SUB-HYPOTHESIS 1A. There is no significant difference between all of the community colleges and Group I in regard to whether or not a physical education service program is offered (Table 5.1, page 66).

Chi Square = 8.39 Reject the null sub-hypothesis.

SUB-HYPOTHESIS 1B. There is no significant difference between all of the community colleges and Group II in regard to whether or not a physical education service program is offered (Table 5.1, page 66).

Chi Square = .4668 Accept the null sub-hypothesis.

SUB-HYPOTHESIS 1C. There is no significant difference between all of the community colleges and Group III in regard to whether or not a physical education service program is offered (Table 5.1, page 66).

Chi Square = .0002 Accept the null sub-hypothesis.

SUB-HYPOTHESIS 1D. There is no significant difference between all of the community colleges and Group IV in regard to whether or not a physical education service program is offered (Table 5.1, page 66).

Chi Square = 6.24 Reject the null sub-hypothesis.

2. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the physical education department has a philosophy formulated in writing (Table 5.2, page 69).

Chi Square = 4.04 Accept the null hypothesis.

3. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the physical education faculty have same staff qualifications as other faculty personnel (Table 5.3, page 71).

Chi Square = .19 Accept the null hypothesis.

4. There is no significant difference between all of the community colleges and Group I, II, III and IV with regard to whether or not the physical education faculty have the same rank as other faculty personnel with comparable training and experience (Table 5.3, page 71).

Chi Square = .09 Accept the null hypothesis.

5. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the physical education department faculty receives the same salaries as other faculty personnel with comparable training and experience (Table 5.3, page 71).

Chi Square = .15 Accept the null hypothesis.

6. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not adapted classes for students with physical handicaps are offered (Table 5.5, page 74).

Chi Square = .59 Accept the null hypothesis.

7. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not all entering students are given a medical examination prior to participating in the physical education service program (Table 5.6, page 75).

Chi Square = 3.68 Accept the null hypothesis.

8. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not medical and physical education personnel discuss individual cases prior to waiving physical education (Table 5.7, page 77).

Chi Square = 5.56 Accept the null hypothesis.

9. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the physical education requirement is waived for veterans (Table 5.8, page 80).

Chi Square = 7.09 Accept the null hypothesis.

10. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not varsity athletes are excused from physical education (Table 5.8, page 80).

Chi Square = .20 Accept the null hypothesis.

11. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not grades received in the physical education service program have the same grade point value as grades received in other areas (Table 5.10, page 86).

Chi Square = .60 Accept the null hypothesis.

12. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not textbooks are used in the service program classes (Table 5.16, page 98).

Chi Square = 3.87 Accept the null hypothesis.

13. There is no significant difference between all of the community colleges and Groups I, II, III and IV with

regard to whether or not homework is required in the service program (Table 5.17, page 100).

Chi Square = .15 Accept the null hypothesis.

14. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not swimming or a proficiency in swimming is required for graduation (Table 5.18, page 102).

Chi Square = 1.54 Accept the null hypothesis.

15. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the physical education service program uses the same grading system as other departments within the college (Table 5.20, page 105).

Chi Square = 3.65 Accept the null hypothesis.

16. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the quality of the physical education facilities are adequate (Table 5.28, page 122).

Chi Square = 11.15 Reject the null hypothesis.

SUB-HYPOTHESIS 2A. There is no significant difference between all of the community colleges and Group I with regard to whether or not the quality of the physical education facilities are adequate (Table 5.28, page 122).

Chi Square = 5.99 Reject the null sub-hypothesis.

SUB-HYPOTHESIS 2B. There is no significant difference between all of the community colleges and Group II with regard to whether or not the quality of the physical education facilities are adequate (Table 5.28, page 122).

Chi Square = 1.93 Accept the null sub-hypothesis.

SUB-HYPOTHESIS 2C. There is no significant difference between all of the community colleges and Group III with regard to whether or not the quality of physical education facilities are adequate (Table 5.28, page 122).

Chi Square = .43 Accept the null sub-hypothesis.

SUB-HYPOTHESIS 2D. There is no significant difference between all of the community colleges and Group IV with regard to whether or not the quality of physical education facilities are adequate (Table 5.28, page 122).

Chi Square = 6.39 Reject the null sub-hypothesis.

17. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the quantity of the physical education facilities are adequate (Table 5.28, page 122).

Chi Square = 7.08 Accept the null hypothesis.

The following null hypothesis and sub-hypothesis relative to the intramural activities program were tested for significance at the .05 level:

18. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not an intramural activities program is offered (Table 6.1, page 126).

Chi Square = 3.93 Accept the null hypothesis.

19. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the intramural director utilizes faculty-student committees, council or boards (Table 6.2, page 128).

Chi Square = .93 Accept the null hypothesis.

20. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the intramural program requires a medical examination prior to participation (Table 6.3, page 129).

Chi Square = 1.61 Accept the null hypothesis.

21. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the intramural program attempts to

equate the ability of the participants in organizing competition (Table 6.5, page 133).

Chi Square = 4.23 Accept the null hypothesis.

22. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not training programs are provided for intramural officials (Table 6.10, page 140).

Chi Square = .95 Accept the null hypothesis.

23. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the intramural program offers a broad selection of organized and informal activities for both men and women (Table 6.11, page 144).

Chi Square = 1.44 Accept the null hypothesis.

24. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the intramural program provides co-recreational activities (Table 6.12, page 146).

Chi Square = 2.49 Accept the null hypothesis.

25. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the intramural program utilizes skills and knowledge gained in the service program (Table 6.14, page 149).

Chi Square = .77 Accept the null hypothesis.

26. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the intramural program makes use of geographical location and climatic conditions (Table 6.15, page 150).

Chi Square = .42 Accept the null hypothesis.

27. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the intramural program emphasizes carry-over activities (Table 6.17, page 153).

Chi Square = 10.71 Reject the null hypothesis.

SUB-HYPOTHESIS 3A. There is no significant difference between all of the community colleges and Group I with regard to whether or not carry-over activities are emphasized (Table 6.17, page 153).

Chi Square = 6.41 Reject the null sub-hypothesis.

SUB-HYPOTHESIS 3B. There is no significant difference between all of the community colleges and Group II with regard to whether or not carry-over activities are emphasized (Table 6.17, page 153).

Chi Square = 1.88 Accept the null sub-hypothesis.

SUB-HYPOTHESIS 3C. There is no significant difference between all of the community colleges and Group III with regard to whether or not carry-over activities are emphasized (Table 6.12, page 146).

Chi Square = 9.98 Reject the null sub-hypothesis.

SUB-HYPOTHESIS 3D. There is no significant difference between all of the community colleges and Group IV with regard to whether or not carry-over activities are emphasized (Table 6.12, page 146).

Chi Square = .90 Accept the null sub-hypothesis.

28. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not colleges have on-campus facilities for the intramural program (Table 6.20, page 158).

Chi Square = 1.74 Accept the null hypothesis.

29. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not colleges provide facilities for free play throughout the day (Table 6.22, page 161).

Chi Square = 2.10 Accept the null hypothesis.

The following null hypotheses and sub-hypotheses relative to the intercollegiate athletic program were tested for significance at the .05 level.

30. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not colleges compete in intercollegiate athletics (Table 7.1, page 167).

Chi Square = 1.49 Accept the null hypothesis.

31. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not colleges have a faculty advisor board for athletics (Table 7.2, page 168).

Chi Square = 1.91 Accept the null hypothesis.

32. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not colleges have the philosophy of their athletic department in writing (Table 7.3, page 170).

Chi Square = 4.66 Accept the null hypothesis.

33. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not colleges have written procedures for care of athletic injuries (Table 7.5, page 172).

Chi Square = 21.66 Reject the null hypothesis.

SUB-HYPOTHESIS 4A. There is no significant difference between all of the junior colleges and Group I with regard to whether or not the colleges have

written procedures for care of athletic injuries
(Table 7.5, page 172).

Chi Square = 7.67 Reject the null sub-hypothesis.

SUB-HYPOTHESIS 4B. There is no significant difference between all of the junior colleges and Group II with regard to whether or not the colleges have written procedures for care of athletic injuries (Table 7.5, page 172).

Chi Square = 3.11 Accept the null sub-hypothesis.

SUB-HYPOTHESIS 4C. There is no significant difference between all of the junior colleges and Group III with regard to whether or not the colleges have written procedures for care of athletic injuries (Table 7.5, page 172).

Chi Square = .42 Accept the null sub-hypothesis.

SUB-HYPOTHESIS 4D. There is no significant difference between all of the junior colleges and Group IV with regard to whether or not the colleges have written procedures for care of athletic injuries (Table 7.5, page 172).

Chi Square = 20.53 Reject the null sub-hypothesis.

34. There is no significant difference between all of the community colleges and Groups I, II, III and IV with

regard to whether or not colleges designate the athletic director as official representative at regional and conference meetings (Table 7.6, page 174).

Chi Square = .87 Accept the null hypothesis.

35. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the colleges require written contracts for all home athletic events (Table 7.9, page 179).

Chi Square = 4.77 Accept the null hypothesis.

36. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the colleges use coaches who are non-faculty members (Table 7.10, page 181).

Chi Square = .93 Accept the null hypothesis.

37. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the colleges provide accident insurance for athletes (Table 7.12, page 184).

Chi Square = 2.22 Accept the null hypothesis.

38. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the colleges belong to the National Junior College Athletic Association (Table 7.14, page 187).

Chi Square = 3.25 Accept the null hypothesis.

39. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the college provides intercollegiate competition for women (Table 7.7, page 195).

Chi Square = 23.85 Reject the null hypothesis.

SUB-HYPOTHESIS 5A. There is no significant difference between all of the junior colleges and Group I with regard to whether or not the colleges provide intercollegiate competition for women (Table 7.17, page 195).

Chi Square = 3.78 Accept the null sub-hypothesis.

SUB-HYPOTHESIS 5B. There is no significant difference between all of the junior colleges and Group II with regard to whether or not the colleges provide intercollegiate competition for women (Table 7.17, page 195).

Chi Square = 1.04 Accept the null sub-hypothesis.

SUB-HYPOTHESIS 5C. There is no significant difference between all of the junior colleges and Group III with regard to whether or not the colleges provide intercollegiate competition for women (Table 7.17, page 195).

Chi Square = 1.26 Accept the null sub-hypothesis.

SUB-HYPOTHESIS 5D. There is no significant difference between all of the junior colleges and Group IV with regard to whether or not the colleges provide intercollegiate competition for women (Table 7.17, page 195).

Chi Square = 16.37 Reject the null sub-hypothesis.

40. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the colleges require students to pay admission to home athletic events (Table 7.19, page 199).

Chi Square = 6.85 Accept the null hypothesis.

41. There is no significant difference between all of the community colleges and Groups I, II, III and IV with regard to whether or not the colleges give athletic scholarships or grants-in-aid (Table 7.21, page 202).

Chi Square = 8.88 Reject the null hypothesis.

SUB-HYPOTHESIS 6A. There is no significant difference between all of the junior colleges and Group I with regard to whether or not the colleges give athletic scholarships or grants-in-aid (Table 7.21, page 202).

Chi Square = .23 Accept the null sub-hypothesis.

SUB-HYPOTHESIS 6B. There is no significant difference between all of the junior colleges and Group

II with regard to whether or not the colleges give athletic scholarships or grants-in-aid (Table 7.21, page 202).

Chi Square = 4.25 Reject the null sub-hypothesis.

SUB-HYPOTHESIS 6C. There is no significant difference between all of the junior colleges and Group III with regard to whether or not the colleges give athletic scholarships or grants-in-aid (Table 7.21, page 202).

Chi Square = 1.62 Accept the null sub-hypothesis.

SUB-HYPOTHESIS 6D. There is no significant difference between all of the junior colleges and Group IV with regard to whether or not the colleges give athletic scholarships or grants-in-aid (Table 7.21, page 202).

Chi Square = 9.04 Reject the null sub-hypothesis.

CHAPTER IX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study has been to show the extent to which current practices of the physical education programs (including intramural activities and intercollegiate athletics) in the junior and community colleges of the continental United States meet certain recommended standards of various professional organizations and recognized authorities. This has been done with the idea of formulating recommendations that may be used as a guide to the organization and administration of these programs in the community colleges. Factors included in the study included administration, program, evaluation, budget and facilities.

The investigator attempted to secure as much information as possible from the catalogs of the institutions studied. In most cases the information on the physical education program was limited, therefore, a questionnaire was constructed to secure this information.

Questionnaires were sent to four hundred ninety community colleges in all continental states in the Union except Delaware, Louisiana, Maine, South Carolina, South Dakota and Tennessee (the 1966 Junior College Directory lists no public community colleges in these states). A total of

three hundred twenty-four questionnaires or 66.1 per cent of the questionnaires were returned.

Chapter V, VI, and VII contain the detailed findings of this study. The statistical analysis is found in Chapter VIII.

II. CONCLUSIONS

The following conclusions regarding the physical education service program were drawn from the data:

1. Physical education is required in nearly three-fourths (74.1 per cent) of the community colleges studied. Among the colleges with a physical education requirement, 60.9 per cent have two-year and 35.8 per cent have a one-year requirement. Physical education is elective in 12.3 per cent of the colleges and 13.6 per cent do not offer a physical education service program.
2. The philosophy of the physical education departments is formulated in writing in only slightly more than one-half (53.6 per cent) of the community colleges.
3. In most colleges the physical education faculty have the same staff qualifications, rank, and salaries as other faculty of the institution. The staff qualifications are the same in 97.8 per cent of the colleges, 98.6 per cent have the same rank, and 97.5 per cent the same salaries.
4. In-service training for the physical education faculty is promoted in 70.7 per cent of the colleges.

5. Only slightly more than one-fourth (25.3 per cent) of the colleges provide adapted classes for students with physical handicaps.

6. Medical examinations prior to participation in the physical education service program is required in just 62.5 per cent of the colleges.

7. Medical and physical education staffs discuss individual students who are exempted from the physical education program for medical reasons in slightly more than one-third (39.6 per cent) of the colleges.

8. Military service is accepted in lieu of physical education in 50.8 per cent of the institutions studied, 52.5 per cent substituted intercollegiate athletics for required physical education, and only 2.9 per cent accept intramural participation.

9. Women are exempted from physical education at 62.3 per cent of the colleges at a mean age of 24.3 years, while 55.5 per cent of the colleges exempt men at a mean age of 24.0 years.

10. In slightly more than three-fourths (78.6 per cent) of the participating colleges, the grades received in physical education service classes have the same credit and quality or grade point value as in other areas of the college program.

11. The physical education department chairman has sole or shared authority for determining the size of classes

in over three-fourths (76.4 per cent) of the institutions studied. In 16.4 per cent of the colleges he has no control over the size of classes.

12. All schools teaching water skiing and social dance teach these activities coeducationally. Other activities with a high percentage being taught coeducationally are square dance, 92.4 per cent; sailing, 90.9 per cent; canoeing, 87.5 per cent; horseback riding, 81.3 per cent; swimming, 79.1 per cent; bowling, 75.4 per cent; snow skiing, 75.0 per cent; and ice skating, 70.6 per cent. Other traditional activities taught coeducationally are golf, 68.5 per cent; tennis, 68.0 per cent; archery, 66.4 per cent; badminton, 59.8 per cent; gymnastics, 34.4 per cent and body mechanics, 9.5 per cent.

13. Instruction in the purpose of physical education is included in the service program of 80.7 per cent of the colleges studied.

14. In 83.9 per cent of the responding colleges, the intramural program is introduced and participation is encouraged through the service program.

15. Only about one-half (50.7 per cent) of the colleges participating in the study require textbooks for physical education service classes, while 16.8 per cent require homework in all or most of their classes and 57.1 per cent require homework in some of their classes. Homework is not required in 26.1 per cent of the colleges.

16. Only 16.4 per cent of the respondents require a swimming class or a proficiency in swimming.

17. Cooperative planning of evaluation procedures and techniques is used in nearly two-thirds (66.4 per cent) of the colleges studied.

18. The respondents report 65.4 per cent use the same policy for grading students in service program as is used in other areas within the college.

19. Objective measurement is used in evaluation whenever possible in 90.0 per cent of the colleges studied, and subjective judgments are used when objective measurements are not available in 86.1 per cent.

20. Students are evaluated at the beginning, during and at the termination of courses in 44.6 per cent of the participating colleges, 35.0 per cent are evaluated during and at the termination, and 6.8 per cent at the termination only. Other time periods for evaluation are during, 4.3 per cent, beginning and termination, 3.6 per cent, beginning and during, 1.4 per cent; and 1.1 per cent have no evaluation.

21. Evaluation is used for guidance and motivation as well as to determine grades in 59.6 per cent of the colleges studied, for grades and motivation in 15.4 per cent, grades only in 13.2 per cent, and grades and guidance in 6.1 per cent.

22. Students are allowed to participate in the evaluation of the service program in 55.7 per cent of the participating colleges. More than one-fourth (27.5 per cent) involve

students in curriculum changes or planning new courses.

23. Most (95.7 per cent) of the community colleges in the study receive funds to conduct their service program from the same source as other areas of instruction.

24. Bowling lanes are owned by 4.6 per cent of the colleges teaching bowling, about two-thirds (64.9 per cent) of the colleges own their gymnasias and 30.5 per cent have their own swimming pool. Weight training rooms are provided in 71.6 per cent of the schools providing this activity, adapted rooms are provided in 77.6 per cent, dance rooms in 74.3 per cent, and laundries in 60.9 per cent. There are college-owned facilities for training and first aid in 77.7 per cent of the colleges and wrestling rooms in 68.7 per cent.

25. Baseball diamonds are owned by 64.2 per cent of the colleges including this activity in their program, and nearly one-half (48.7 per cent) own their football stadium. The responding colleges report 7.0 per cent own golf courses, 35.8 per cent own a golf driving range, and 24.7 per cent own a putting green. Outdoor athletic fields are provided at 70.0 per cent of the institutions, softball diamonds at approximately two-thirds (67.8 per cent), tennis courts at 56.3 per cent, and track and field facilities at less than one-half (46.8 per cent) of the colleges. College-owned archery ranges are provided at 79.1 per cent of the colleges teaching archery, 45.0 per cent have rifle ranges, and 11.1

per cent have college-owned ski areas. All sixteen colleges teaching horseback riding utilize community resources.

26. Department chairmen at 40.0 per cent of the colleges included in the study rate the quality of their facilities adequate, while only 20.7 per cent rate the quantity adequate.

27. The percentage of returns of the questionnaire from the chairmen was greater in the larger schools than in the smaller institutions.

28. Only two significant differences¹ are found between the practices in the physical education service programs at the various institutions when classified according to size. Therefore, it seems reasonable to conclude the practices related to administration, program, evaluation, budget and facilities at the different size institutions are usually similar. The first practice concerns whether or not a physical education service program is offered. A smaller proportion of Group I and a larger proportion of Group IV colleges offer a service program than is done in all of the community colleges. The second practice concerns whether or not the physical education department chairman rates the quality of the facilities adequate. A smaller proportion of the colleges in Group I and a larger proportion of Group IV

¹Chi Square values were significant at the .05 level.

rate the quality of their facilities adequate than is done in all of the community colleges.

The following conclusions regarding the intramural activities program were drawn from the data:

1. Over three-fourths (79.6 per cent) of the responding institutions provide an intramural activities program for their students.
2. Less than one-half (44.6 per cent) of the schools participating in the study involve students and faculty in the program through the use of committees, councils or boards.
3. Only 48.1 per cent of the colleges in the study require a medical examination prior to participation in the intramural program.
4. Over three-fourths (78.3 per cent) of the colleges give equal consideration to men and women on matters regarding policy, budget, equipment and scheduling.
5. One-half of the colleges responding to the questionnaire attempt to equalize the abilities of the participants in the intramural program.
6. In the participating colleges 53.1 per cent favor giving awards for motivation while 40.3 per cent use awards as a recognition for achievement. There was no response from 6.6 per cent of the schools.

7. Nearly three-fourths (73.7 per cent) of the colleges adapt the rules of various sports to meet local conditions, while 21.3 per cent report they do not change the rules. There were 5.0 per cent who did not respond to this item on the questionnaire.

8. Nearly one-half (45.3 per cent) of the colleges do not provide a health service or accident insurance for participants in the intramural program.

9. About one-third (32.6 per cent) of the institutions in the study allow students under age twenty-one to drive automobiles on extramural trips.

10. Training is provided for student intramural officials in 69.8 per cent of the participating colleges.

11. Less than one-half (48.1 per cent) of the intramural programs offer a broad range of activities for both men and women.

12. Co-recreational activities are included in the intramural programs of 71.7 per cent of the colleges responding to the questionnaire.

13. Approval of both men and women for activities which are offered coeducationally are required in 62.8 per cent of the colleges. However, 10.5 per cent of the respondents have only one member in the department and 3.5 per cent did not respond to this item.

14. Most of the colleges (88.8 per cent) provide activities in the intramural program that parallel the instructional program.

15. Over one-half (55.8 per cent) of the colleges broaden their intramural programs by making use of geographical location and climatic conditions.

16. Intramural directors in 91.9 per cent of the colleges schedule activities for continuous participation rather than using early elimination.

17. Over one-half (54.3 per cent) of the colleges emphasize carry-over activities in their intramural programs.

18. Extramurals are an outgrowth of the intramural program in less than one-half (49.2 per cent) of the schools.

19. All of the funds for intramurals are received from the general budget in 39.5 per cent of the schools and 31.0 per cent receive all of their funds from student fees. There was no response to this item from 10.1 per cent of the institutions, while the remaining 19.4 per cent received funds from various sources.

20. More than one-fourth (25.2 per cent) of the colleges do not provide facilities for intramurals on the campus.

21. Approximately three-fourths (78.3 per cent) of the institutions consider the intramural program in the overall scheduling of facilities.

22. Free play periods during the day are provided in 67.1 per cent of the colleges.

23. Only 39.1 per cent of the respondents rate the quality of their facilities adequate and 21.7 per cent rate the quantity adequate for an intramural program.

Only one significant difference² is found between the practices of the intramural programs at the various institutions when classified according to size. Therefore, it seems reasonable to conclude the practices related to administration, program, budget, and facilities at the different size institutions are similar. This practice concerns whether or not carry-over activities are emphasized in the intramural program. A larger proportion of the colleges in Group I and a smaller proportion of Group III colleges emphasize carry-over activities than is done in all of the community colleges.

The following conclusions regarding the intercollegiate athletic program were drawn from the data:

1. An intercollegiate athletic program is operated by 84.3 per cent of the participating institutions.
2. An advisory control board for athletics is used at 57.5 per cent of the colleges with athletic programs.
3. The philosophy of their athletic program is in writing at slightly more than one-half (51.6 per cent) of the colleges.
4. Nearly two-thirds (65.6 per cent) have written policies and procedures for their athletic program and less than one-half (48.5 per cent) have written procedures for care of athletic injuries.

²Chi Square values were significant at the .05 level.

5. The athletic director is the official college representative at conference and regional meetings at 83.5 per cent of the institutions.

6. The athletic director coaches one or more sports at over two-thirds (68.9 per cent) of the participating colleges. He coaches one sport in 31.9 per cent of the schools, two in 25.6 per cent, three in 5.5 per cent and four in 2.2 per cent. He has no coaching responsibilities in 31.1 per cent of the institutions.

7. In 48.0 per cent of the colleges eligibility is controlled by local policies only or local policies and other eligibility rules. In 73.6 per cent eligibility is controlled by conference rules only, or conference rules plus other eligibility rules. In 66.7 per cent it is controlled by rules of the NJCAA only or NJCAA rules plus other eligibility rules.

8. Only 61.2 per cent of the junior colleges negotiate written contracts prior to staging all home athletic events.

9. The coaching staff is composed of regular members of the faculty in 84.2 per cent of the colleges.

10. Of the participating colleges 7.3 per cent do not require a medical examination prior to participating in athletics and 4.0 per cent require one only on entry into college. Examination prior to each sport season is required

at 44.0 per cent of the colleges and an annual examination is mandatory at 41.7 per cent.

11. Insurance for participants in the athletic program is provided at 83.2 per cent of the institutions.

12. Junior colleges give the same award for all sports in 87.2 per cent of the institutions.

13. Two-thirds of the colleges participating in the study are members of the National Junior College Athletic Association.

14. Junior colleges compete in twenty-two different sports for men. The most popular is basketball with 97.4 per cent participating in this sport. Golf is next in popularity with 77.3 per cent participating followed by baseball (71.4 per cent), tennis (66.3 per cent), and cross country (50.2 per cent). Other popular intercollegiate sports are wrestling with 43.2 per cent of the colleges active in this sport, and football (36.3 per cent), swimming (21.6 per cent), and soccer (13.9 per cent).

15. Slightly more than one-half (53.8 per cent) of the colleges limit the number of contests for the various sports. The mean of the number of contests allowed by schools limiting the schedule are: baseball, 23.7; basketball, 23.9; cross country, 10.2; football, 9.2; golf, 13.1; soccer, 10.7; swimming, 13.5; track, 11.7; and wrestling, 14.4 per cent.

16. Approximately one-fourth (27.9 per cent) of the colleges studied provide intercollegiate athletic competition

for women. The most popular activity is tennis with 72.4 per cent of the colleges offering this activity. Other activities included are basketball, 68.4 per cent; volleyball, 52.6 per cent; field hockey, 32.9 per cent; swimming, 18.4 per cent; track, 14.5 per cent; golf and badminton, both 11.8 per cent; and gymnastics and softball, both 10.5 per cent.

17. Only 12.1 per cent of the participating colleges require students to pay admission to home athletic events.

18. Coaches are given released time from teaching responsibilities in 31.1 per cent of the schools studied and extra pay for coaching in 37.4 per cent. Both extra pay and released time is used in 18.0 per cent of the colleges, and 6.2 per cent do not pay the coaches.

19. Financial aid to athletes is given in 40.7 per cent of the colleges studied. The general budget is the largest single source of athletic scholarship funds with 21.7 per cent of the colleges receiving all funds from this source. Contributions is the next largest source with 16.3 per cent of the colleges receiving funds in this manner. Student fees (7.2 per cent) and gate receipts (2.7 per cent) are the other single sources of funds. The other 52.1 per cent of the colleges receive athletic aid funds from a combination of these four sources, or guarantees and/or combination of these sources.

20. The general budget provides all funds for the athletic program in 10.6 per cent of colleges and student fees

provides all funds in 21.6 per cent of the institutions. There was no response to the questionnaire from 23.8 per cent of the colleges and the remaining 44.0 per cent received funds from a combination of the general budget, student fees, gate receipts, guarantees and other sources.

21. Only three significant differences³ are found between the practices of the intercollegiate athletic programs at the various colleges when classified according to size. Therefore, it seems reasonable to conclude the practices related to administration, program, and finances at the various size institutions are usually similar. The first practice concerns whether or not the college has written procedures for care of athletic injuries. A smaller proportion of colleges in Group I and a larger proportion of Group IV colleges have written procedures for care of athletic injuries than do all of the junior colleges. The second practice concerns whether or not the colleges have intercollegiate athletic competition for women. A larger proportion of Group IV colleges compete in women's athletics than do all of the junior colleges. The third practice concerns whether or not the colleges give athletic scholarships or grants-in-aid. A larger proportion of Group II colleges and a smaller proportion of Group IV colleges give financial aid to athletes than do all of the junior colleges.

³Chi Square values were significant at the .05 level.

III. RECOMMENDATIONS

As a result of this study the following recommendations are made relative to the physical education service program in American community and junior colleges.

1. Physical education department chairmen and staff in colleges not requiring physical education should interpret physical education to the administration, faculty, students and community to gain administrative and financial support so physical education can be made a requirement for graduation.

2. Physical education departments should formulate their philosophy in writing and review and revise it (if necessary) at frequent intervals.

3. College officials and physical education department chairmen should encourage professional growth of their staff through study, travel, research, writing, and attendance at staff and professional meetings.

4. Adapted physical education classes should be offered at all community colleges so students currently being excused from physical education for medical reasons can benefit from a physical education program.

5. Colleges should require a thorough medical examination by the family or college physician as part of the admission procedures of their institution. Students should not be allowed to participate in the physical education service program unless he has had a recent thorough examination.

6. The physical education program must be interpreted to medical personnel with authority to recommend waiving or exemption from the physical education program, so only those students who are not otherwise provided for in the program will be excused from participating. College physicians and other health service personnel can be oriented to this program by attendance at physical education department staff meetings, explanations of philosophy and objectives of the department by the department chairman and by observation of the program in action. Those colleges who depend on the family physician for health appraisals or medical examination may work through the local medical society to orient this group to their program. Speeches, demonstrations, and audio-visual techniques may be utilized at a regular meeting of the society to explain and interpret the program.

7. Colleges should not give blanket excuses for military service; however, in some instances the military experiences may have been similar to those of a college physical education program, and there may be justification for accepting these experiences.

8. Varsity athletes should be allowed to use the varsity sport only once, if at all, to satisfy part of the physical education requirement and athletes should return to their physical education classes at the completion of the season. It is further recommended that athletes in team sports be required to participate in an instructional class

in a rhythmic or individual or dual activity during his sport season. The athlete in an individual or dual activity sport should participate in an instructional class in rhythmic or a team sport during the intercollegiate season.

9. Because of the wide range in ages for exemption from requiring physical education due to age, the different emphasis on the types of physical education programs, and lack of adapted programs, each institution should make a coordinated study of their program with local medical personnel. From this study, courses or programs could be devised so an activity program for all students could be provided. If this is not possible, each adult student should be reviewed by both medical and physical education personnel and a carefully coordinated judgment should be made for each individual before exempting the student because of age.

10. Colleges not giving the same grades and credit for physical education as for other classes should attempt to receive academic recognition for their program by (a) use of textbooks and other reference materials, (b) by requiring homework and written examinations, and (c) by teaching the purpose and scientific aspects of physical education in their service program.

11. Since equipment and available facilities dictate the number of students that can be taught effectively in each class, the department chairman should be given either sole or shared authority for determining this number.

12. The physical education service program should include coeducational instructors and should be planned jointly by staff members. Instructors of either sex can be assigned to teach these coeducational courses provided they are socially well adjusted and in sympathy with this type of program.

13. Institutions should include instruction in the purposes of physical education in the service program (a) by orientation courses, (b) by interpreting medical examinations and health appraisals to the individual students, (c) by handbooks or brochures and other printed material, (d) by demonstrations, and (e) by displays.

14. Colleges should correlate their instructional and intramural programs so skills and interests developed in the instructional program can be utilized in the intramural program. Service program students should be introduced and encouraged to participate in the intramural program and community recreational programs.

15. Colleges should require a textbook for many or most of the service courses. Reading assignments can be made to cover much of the material on history, values, purchase and care of equipment, rules and etiquette thus allowing more class time to be spent on instruction and practice of skills.

16. Instruction in the service program can be improved by requiring outside reading assignments, library research

and short term papers covering such topics as history of the activity, values, equipment, trends, and important individuals, teams and events in the activity. Attendance and participation in community or college activities could be required in classes such as social and square dance. Participation in tennis, archery, golf, bowling or swimming could be required outside the regular class period.

17. Because of the recreational, safety and physical fitness values of swimming, colleges should require a class or proficiency in this activity if possible. Those colleges without swimming pools should arrange to use community facilities where available.

18. Colleges with more than one individual teaching the same activity should plan evaluation techniques cooperatively.

19. Grading procedures in the services program should conform to the school policy for evaluation of students.

20. Objective measurement should be used in the service program whenever practicable and applicable. To augment objective measurements or when they are not available, subjective judgment should be used.

21. Colleges should study their student evaluation procedures and encourage instructors to evaluate students at the beginning and during the course as well as at the termination.

22. Evaluation should be used to motivate and guide students as well as for grading purposes.

23. Current students should have an opportunity to evaluate the classes in physical education service programs. A study of the graduates should also be made to determine the effect of the program on physical activity, appreciations, participation, attitudes, and community leadership.

24. Colleges should provide gymnasiums, swimming pools, extensive playfields and other facilities to accommodate the student body for efficient instruction and for carrying on the various programs of the physical education department. Specific recommendations can be found in Chapter V, pages 65 to 124.

25. When planning facilities, boards of control, chief administrative officers and physical educators should provide facilities that are modern and well designed. They should be ample to meet not only the current needs of the program but also adequate to meet the needs of projected enrollments. There should be a variety of facilities to insure a broad program of activities.

The following recommendations are made relative to the intramural activities program in American community and junior colleges:

1. College administrators should provide for a voluntary intramural program to supplement the physical education

instructional program and to provide for the physical and recreational needs of all the students. a director should be appointed from the physical education staff to promote the program, formulate and administer policies, keep records, purchase and maintain equipment, administer the budget, and coordinate the program with other physical education department and college programs. The intramural director should have released time from teaching responsibilities to operate the program; and if other personnel are available, he should not be assigned coaching responsibilities.

2. Intramural directors should organize student and faculty committees, councils, or boards, to assist in the organization and administration of the program.

3. If medical examinations are required of all incoming students, the intramural director should request the Health Service or office where the report of the medical examination is on file, to issue cards to students listing activities in which the student is not allowed to participate. If medical examinations are not required, the director should work towards making this a requirement for admission into the institution.

4. To assure women have an equal opportunity to participate in the intramural program, a female member of the physical education department should be given released time from teaching to organize and operate a voluntary program for women.

5. Colleges should try to equate the abilities of the participants in the intramural program as much as possible. Competition should be organized to permit continued participation rather than early elimination.

6. Intramural awards should be given as a symbol of recognition and achievement and not as a motivational device.

7. Colleges should provide students with an opportunity to purchase group accident insurance through commercial companies to cover major accidents. A health service or first aid room should be provided to administer first aid in the case of minor injuries.

8. Commercial buses or bonded or insured adult drivers should be provided when transporting students to other campuses for extramural activities.

9. Training of officials for the intramural program is a necessary function of the intramural director. Clinics can be provided where rules are discussed, written examinations given, and prospective officials handle game situations. Officials' clubs may be organized and meetings held where the varsity coach of a particular sport can interpret rules and explain play situations. Club members can gain experiences by officiating varsity scrimmages. And the student officials can be required to join the local officials' association where rules and rule interpretations are discussed at regular meetings.

10. Colleges should diversify and broaden their programs by including activities for women and coeducational activities, and by placing more emphasis on carry-over activities.

11. Intramural programs should provide activities in team sports, individual and dual activities and in social-recreational activities. Co-recreational sport clubs can be organized, sponsors provided, equipment loaned, and assistance given in planning activities.

12. Colleges should have joint approval of both men and women's departments for co-recreational activities which are offered. Those institutions with one member in the department should seek recommendations from their guidance personnel and from the staff of larger institutions in their vicinity.

13. The intramural program should be considered an outgrowth and supplement to the instructional program. It should provide outlets for skills and knowledges developed not only in the service program of the college but in the physical education program of the junior and senior high school as well.

14. Colleges should broaden their intramural activities by using their geographical location and climatic conditions. Northern colleges can emphasize winter outdoor sports such as ice skating and skiing. Institutions located

near streams and lakes may offer canoeing, boating, sailing, water skiing, and skin and scuba diving. Colleges near the seaboard may include surfing in addition to the water activities mentioned previously. In southern areas, outdoor activities can be more extensive with many different types of activities.

15. Extramurals should be an outgrowth of the intramural program and supplement, not compete with, intramurals for participants.

16. Since the intramural program contributes to the objectives of physical education, funds to operate the program should come from the general budget and be channeled through the budget of the physical education department.

17. The program of the physical education department, community services, student activities and other programs using the intramural facilities should be considered in the scheduling of the facility in order that conflicts may be avoided and balanced student programs can be assured.

18. When planning new facilities, the needs of the intramural program should be studied as well as the needs of other college programs. Provision should be made for projected enrollments, the addition of new activities in existing programs, and the needs of programs not presently being offered.

The following recommendations are made relative to the intercollegiate athletic program in American junior colleges.

1. Junior college physical education departments should first establish an instructional physical education program for all the students; second, a broad voluntary intramural program for both men and women; and third, provide an intercollegiate program for the select group of physically gifted students needing an outlet for their talents.

2. College administrators and athletic directors should establish an advisory board to recommend policies in eligibility, finance, awards, public and campus relations, number of contests, scholarship awards, distribution of passes, and increases in the program; and to operate as a liaison with the faculty.

3. Athletic directors, coaches, and advisory boards (where applicable) should formulate in writing an athletic philosophy that can be subscribed to wholeheartedly by the administration, coaches and faculty.

4. Colleges should develop an athletic handbook to cover the policies and procedures of all phases of the program. It would include most of the following: department philosophy, policies and procedures on accidents, awards, budget, conduct, dues, eligibility, equipment, inventory, field markings, meals, medical examinations, publicity, records, scheduling, transporting, use of facilities, and staff meetings.

5. The athletic director should be the official college representative at conference, regional, or other athletic meetings.

6. In the larger junior colleges the athletic director should not have coaching responsibilities.

7. Colleges governed by local eligibility rules only should adapt the eligibility rules of the National Junior College Athletic Association.

8. Colleges should have signed written contracts from all participating institutions and officials prior to staging athletic events. The recommendations apply to such sports as cross country, golf, tennis, and track as well as baseball, basketball and football.

9. Athletic directors should attempt to develop their coaching staff from college faculty whenever possible. In smaller institutions where this is not possible, only professionally prepared personnel should be given coaching responsibilities.

10. Colleges should require medical examinations for athletes prior to each sport season if possible. The minimum requirement should be an annual medical examination.

11. Colleges should provide accident insurance for all athletes in the program.

12. Colleges should not make a distinction in the awards given for the various sports.

13. All eligible colleges should become members of the National Junior College Athletic Association.

14. Athletic directors, coaches and the advisory board (where applicable) should place a limit on the number of contests permitted in a sport season. The factors to be considered include budget, climatic conditions, geographical location, absence from classes, and a balance of contests among the various sports.

15. Colleges, after a broad intramural program has been established to care for the needs of the average female student, should study the possibility of providing intercollegiate competition for the physically gifted female students.

16. Colleges should provide as broad an intercollegiate program for women as leadership, facilities, and budget will allow. The activities should be selected and coached by personnel from the women's physical education staff.

17. Colleges should study the local situation and devise a method or methods for reimbursing coaches that are in agreement with the philosophy, policies and practices of the institutions and is acceptable to the coaching staff.

18. If financial assistance is given to athletes, (a) they should go through the same procedures as other students, (b) the ratio of athletes receiving aid to the total number of athletes in the college should be about the same ratio as other students receiving aid is to the total

enrollment, and (c) colleges should not give financial assistance to student athletes in excess of costs for tuition, room, board, books, fees, and a maximum of \$15 per month for incidental expenses and laundry.

19. Colleges depending on gate receipts for over 20 per cent of their athletic budget should attempt to find other more dependable means for financing their athletic program.

As a result of this study the following general recommendations are made.

1. Studies of the professional preparation program in the community colleges should be made on a state or regional basis.

2. A study should be undertaken to refine and develop new standards applicable strictly to the community college physical education program.

3. Additional studies of the community college physical education programs should be made on a regional basis.

4. A study of health education in the community colleges of the United States should be carried out.

5. Criteria should be developed by medical and physical education personnel for exempting male or female students from the required physical education program due to age.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- The Athletic Institute and American Association for Health, Physical Education and Recreation, Planning Areas and Facilities for Health, Physical Education and Recreation. Chicago: The Athletic Institute; Washington, D.C.: Association for Health, Physical Education and Recreation, 1965.
- Bogue, Jesse Darwin. The Community College. New York: McGraw-Hill Book Company, Inc., 1950.
- Bucher, Charles A. Administration of School Health and Physical Education Programs (Third Edition). St. Louis: C. V. Mosby Company, 1963.
- _____, and Ralph K. Duper. Athletics in Schools and Colleges. New York: The Center for Applied Research in Education, Inc., 1965.
- _____, Constance R. Koenig and Milton Barnhard. Methods and Materials for Secondary School Physical Education (Second Edition). St. Louis: C. V. Mosby Company, 1965.
- Chachis, Chris G. Handbook of Physical Education and Athletics for the Two-Year College. New York: Orange County Community College, Middletown, 1966.
- Cowell, Charles C. and Helen W. Hazelton. Curriculum Designs in Physical Education. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1955.
- Eskow, Seymour. Guide to the Two-Year Colleges. Great Neck, New York: Barron's Educational Series, Inc., 1960.
- Fields, Ralph F. The Community College Movement. New York: McGraw-Hill Book Company, Inc., 1962.
- Freeman, Linton C. Elementary Applied Statistics for Students in Behavioral Science. New York: John Wiley and Sons, Inc., 1965.
- Fretwell, Elbert K., Jr. Founding Public Junior Colleges. New York: Bureau of Publications, Teachers College of Columbus University, 1954.

- Gleazer, Edmund J., Jr. American Junior Colleges. Washington, D.C.: American Council on Education, 1963.
- Guilford, Joy P. Fundamental Statistics in Psychology and Education. New York: McGraw-Hill Book Company, Inc., 1956.
- Hein, Fred V. and Dana L. Farnsworth. Living (Third Edition). Chicago: Scott, Foresman and Company, 1959.
- Hillway, Tryus. The American Two-Year College. New York: Harper and Row, 1958.
- Howard, Glenn W. and Edward Masonbrink. Administration of Physical Education. Evanston: Harper and Row, 1963.
- Hughes, William L, Esther French and Nelson G. Lehoten. The Administration of Physical Education for Schools and Colleges (Second Edition). New York: The Ronald Press Company, 1962.
- Irwin, Leslie W. The Curriculum in Health and Physical Education. Dubuque, Iowa: William C. Brown Company, 1960.
- Larson, Leonard A., Morley R. Fields and Milton A. Gabrielson. Problems in Health, Physical Education and Recreation. Englewood Cliffs: Prentice Hall, Inc., 1953.
- Means, Louis E. Health, Physical Education and Recreation in California Junior Colleges: A Study of Programs, Services and Facilities. Sacramento, California: State Department of Education, 1960.
- _____. Intramurals: Their Organization and Administration. Englewood Cliffs, New York: Prentice Hall, Inc., 1963.
- Medsker, Leland L. The Junior College Progress and Prospect. New York: McGraw-Hill Book Company, Inc., 1960.
- Nash, Jay B., Francis J. Moench and Jeannette Sourborn. Physical Education: Organization and Administration. New York: The Ronald Press Company, 1951.
- Nixon, Eugene W. and Frederick W. Cozens. Revised by John E. Nixon and Florence Stumpf Frederickson. An Introduction to Physical Education (Fifth Edition). Philadelphia: W. B. Saunders Company, 1959.
- Nixon, John E. and Ann E. Jewett. Physical Education Curricula. New York: The Ronald Press Company, 1964.

Oberteuffer, Delbert and Celeste Ulrich. Physical Education. Evanston: Harper and Row, 1962.

Scott, M. Gladys. Research Methods in Health, Physical Education and Recreation. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1959.

_____ and Esther French. Measurement and Evaluation in Physical Education. Dubuque, Iowa: William C. Brown Company, 1959.

Shepard, Natalie Marie. Foundations and Principles of Physical Education. New York: The Ronald Press Company, 1960.

Smith, G. Milton. A Simplified Guide to Statistics for Psychology and Education. New York: Rinehart and Company, 1957.

Vernier, Elmer. Current Administrative Problems: Athletics, Health Education, Physical Education and Recreation. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1960.

Voltmer, Edward F. and Arthur A. Esslinger. The Organization and Administration of Physical Education (Third Edition). New York: Appleton Century-Crofts, Inc., 1958.

Williams, Jesse Feiring. The Principles of Physical Education (Eighth Edition). Philadelphia: William B. Saunders Company, 1964.

B. BOOKS: PARTS OF SERIES

President's Commission on Higher Education. Higher Education for American Democracy, Vol. 1, Establishing the Goals. New York: Harper and Brothers, 1947.

C. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS

Athletic Administration in Colleges and Universities. Report of the Second National Athletic Directors Conference, Louisville, Kentucky, March, 1962. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1963.

- Barnes, Samuel E. "Criteria for Evaluating College Programs in Athletics," Sixtieth Annual Proceedings, College Physical Education Association, pp. 184-193. Washington, D. C.: American Association for Health, Physical Education and Recreation, 1957.
- Bartholomew, Warren M. Questionnaires in Recreation, Their Preparation and Use. New York: National Recreation Association, 1963.
- Bennett, Bruce L. "Evaluation of a Basic Instruction Program and Patterns of Activities Selected by Students in a Required Program," Sixty-Second Annual Proceedings, College Physical Education Association, pp. 49-57. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1959.
- College Physical Education Association. Fit for College. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1959.
- Cordts, Harold J. "Status of the Physical Education Required or Instructional Programs for Men and Women in the Four-Year Colleges and Universities of the United States," Sixty-Second Annual Proceedings, College Physical Education Association, pp. 42-49. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1959.
- Daniels, Arthur S. "Physical Education and Long Range Needs," Sixtieth Annual Proceedings, College Physical Education Association, pp. 306-307. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1957.
- Division of Mens Athletics. Athletics in Education. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1963.
- Hamilton, Tom. "Goals at Different Levels of Skill," Proceedings, First National Institute in Girls Sports, pp. 33-36. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1965.
- Hein, Fred V. "Athletics in Education," American Academy of Physical Education Professional Contributions Number Seven, pp. 17-28. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1961.

Hunsicker, Paul A. "A Survey of the Service Physical Education Programs in American Colleges and Universities," Fifty-seventh Annual Proceedings, College Physical Education Association. pp. 29-31. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1954.

Intramural Sports for College Men and Women. A Report of the Conference in Intramural Sports for College Men and Women in 1955. Washington, D.C.: American Association for Health, Physical Education and Recreation, Revised 1964.

Jamerson, Richard E. "What is Being Done in the Required Program?" Fifty-Sixth Annual Proceedings, College Physical Education Association. pp. 85-89. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1953.

McBride, Frank A. "Developing a University Program of Basic Instruction," Sixty-Fifth Annual Proceedings, College Physical Education Association. pp. 40-44. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1962.

McCloy, C. H. "Should College Physical Education Programs be Primarily for the Present or For the Future," Sixtieth Annual Proceedings, College Physical Education Association. pp. 300-302. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1957.

Physical Education for College Men and Women. Report of the Conference on Physical Education for College Men and Women. Washington, D.C.: October, 1954, revised in 1959 to include recommendations of the Workshop in Physical Education for College Men and Women, Kansas City, Missouri: March, 1958. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1959.

President's Council on Physical Fitness. Fitness for Leadership, Suggestions for Colleges and Universities. Washington Government Printing Office, 1964.

Raines, Max R. Appraisal and Development of Junior College Student Personnel Programs. Proceedings of a Research Development Conference, University of Chicago, April, 1964.

Report of the National Athletic Directors Conference. A report of the Working Conference sponsored by American Association for Health, Physical Education and Recreation, College Physical Education Association, and the National Collegiate Athletic Association, Louisville, Kentucky, March, 1959. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1960.

Rhoda, William P. "Student Attitudes Towards the University Service Course Program for Men," Sixty-First Annual Proceedings, College Physical Education Association. pp. 129-131. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1958.

Scott, Phebe M., "Reflections on Women in Sports," Proceedings, Third National Institute on Girls Sports. p. 10. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1966.

Segrest, Herman B., "Problems in Evaluating Required Physical Education Programs," Fifty-Seventh Annual Proceedings, College Physical Education Association. pp. 32-33. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1954.

_____. "Student Attitudes Towards Certain Aspects of the Required Physical Education Program at the Agricultural and Mechanical College of Texas," Sixty-Second Annual Proceedings, College Physical Education Association. pp. 151-154. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1959.

Snyder, Raymond A. "Current Practices and Trends in the Required Service Program of Physical Education in Selected Colleges and Universities," Fifty-Sixth Annual Proceedings, College Physical Education Association. pp. 76-84. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1953.

Tolman, Joy. Official Handbook of the National Junior College Athletic Association. Executive Committee of the National Junior College Athletic Association, 1966.

D. PERIODICALS

Abernathy, Ruth. "Substitution in the Curriculum for Physical Education," National Association of Secondary School Principals Bulletin. 44:77-80, May, 1960.

- American Council on Education Commission on Accreditation of Service Experience. "Credit for Military Service," Journal of Health, Physical Education and Recreation, 28:20, November, 1957.
- American Medical Association, Committee on Exercise and Physical Fitness. "Need for Varied Activities in Physical Education Programs," Journal of Health, Physical Education and Recreation, 36:6, June, 1965.
- Alley, Louis E. and Jean E. Contz. "Some Characteristics of a Good Physical Education Program," American School Board Journal, 130:26-7, June, 1955.
- Bishop, Thelma. "Values in Sports," Journal of Health, Physical Education and Recreation, 33:45, September, 1962.
- Bookwalter, Karl W. "Research Says, 'Yes'," Journal of Health, Physical Education and Recreation, 33:22, December, 1959.
- Broer, Marion R. and Dolly A. J. Hollard. "Physical Education Interests and Needs of University of Washington Women in Service Classes," Research Quarterly, 25:387-97, December, 1954.
- Bryant, Rachel E. "Standards in Athletics for Girls," National Association of Secondary School Principals Bulletin, 41:158-9, April, 1957.
- Bucher, Charles A. "Fit for College," Journal of Health, Physical Education and Recreation, 30:12, May, 1959.
- Cassidy, Rosalind. "Critical Issues in Physical Education and Athletics," Journal of Health, Physical Education and Recreation, 35:16-17, June, 1964.
- College Physical Education Association. "Military Training and Physical Education," School and Society, 68:165, September, 1948.
- Commission on Colleges and Universities. "Revised Athletic Policy of the Commission on Colleges and Universities," North Central Association Quarterly, 27:17-20, July, 1952.
- Davis, Dorothy. "Nation-wide Survey of Core Curriculum Content in Physical Education for College Women," Research Quarterly, 25:144-49, May, 1954.

- Day, Robert F. "Trends in Intercollegiate Athletics," Journal of Health, Physical Education and Recreation, 36:21-24, January, 1965.
- Division of Girls and Womens Sports, American Association of Health Physical Education and Recreation. "Statement of Policies for Competition in Girls' and Women's Sports," Journal of Health, Physical Education and Recreation, 34:31-35, September, 1963.
- Division of Mens Athletics, American Association for Health, Physical Education and Recreation. "Athletics in Education: A Platform Statement," Journal of Health, Physical Education and Recreation, 33:24-7; September, 1962.
- Duer, A. O. "Basic Issues of Intercollegiate Athletics," Journal of Health, Physical Education and Recreation, 31:22-4, January, 1960.
- Duncan, Ray O. "Fundamental Issues in Our Profession," Journal of Health, Physical Education and Recreation, 35:19-22, May, 1964.
- Fagan, C. B. "Professional Sports May Provide Wrong Standards for School," School Activities, 37:2, December, 1965.
- Foit, Hollis F. "Purposeful College Program," Journal of Health, Physical Education and Recreation, 27:27-8, December, 1956.
- Fornia, Dorothy L. "Coed Physical Education in Institutions of Higher Learning," Research Quarterly, 30:423-9, December, 1959.
- Fox, Margaret G. "Activities They Wish They'd Had in College," Journal of Health, Physical Education and Recreation, 28:14-15, January, 1957.
- Frleigh, Warren P. and William F. Gustafson. "Can We Defend Required Programs?" Journal of Health, Physical Education, and Recreation, 35:32, February, 1964.
- Galligan, Glen E. "Physical Education for Freshmen," Journal of Health, Physical Education and Recreation, 32, March, 1953.
- Glass, George M. "Physical Education--the Total Approach," American Association for Health, Physical Education and Recreation Journal, 21:288, May, 1950.

Greene, Mack M. "Physical Education as A College Graduation Requirement," Journal of Health, Physical Education and Recreation, Vol. 9, 26:25.6, December, 1955.

_____. "Role of Physical Education," Journal of Higher Education, 27:453, November, 1956.

Harlacher, Ervin L. "Physical Education Facilities for a Junior College," Journal of Health, Physical Education and Recreation, 34:22-3, February, 1963.

Hobson, Howard. "What are Desirable Standards for Administering Athletics and Other Inter-School Activities," National Association of Secondary School Principals Bulletin, 41:154-62, April, 1957.

Johnson, Perry B. "An Academic Approach to College Health and Physical Education," Journal of Health, Physical Education and Recreation, 37:3:23, March, 1966.

Johnson, Warren R., Arthur D. Strom and Burris F. Husman, et.al. "Nation-wide Survey Analysis of Major Administrative Problems in Required College Physical Education Programs," Research Quarterly, 24:67-71, March, 1953.

Jones, Dorothy L. "New Scheduling for Service Classes," Journal of Health, Physical Education and Recreation, 36:59, March, 1965.

Knapp, Clyde. "Should Varsity Athletes Take Physical Education," Journal of Health, Physical Education and Recreation, 29:16, March, 1958.

Kretchmer, Robert T. "A Questionnaire Study Concerning the Development of Co-Education in College Physical Education," Research Quarterly, 21:216-7, October, 1950.

Livingston, Robert C. "Coed Amateur and Comprehensive," Journal of Health, Physical Education and Recreation, 34:25-6, April, 1963.

McDaniel, J. W. "Essential Student Personnel Practices for Junior Colleges," American Association of Junior Colleges Bulletin, p. 54, 1962.

Massey, M. Dorothy. "Academic Credit and College Physical Education," Journal of Health, Physical Education and Recreation, 32:35-7, December, 1961.

- Montbello, Robert A. "Should Physical Education Be Required During the Undergraduate Program," Journal of Health, Physical Education and Recreation, 30:35-6, December, 1959.
- Mosley, John W. "There are Still Some Sensible College Physical Education Programs," Phi Delta Kappan, 42:278, April, 1961.
- Mumford, Arnett W. "The Present Status of Health and Physical Education Programs in Negro Senior Colleges," Research Quarterly, 19:190-97, October, 1948.
- Oxendin, John E. "Service Programs in 1960-61," Journal of Health, Physical Education and Recreation, 32:37-8, September, 1961.
- Phillips, Byron M. "Evaluation of Men's Physical Education Service Program in Higher Education in New York State," Research Quarterly, 26:185-96, May, 1955.
- Plant, Marcus L. "Place of Intercollegiate Athletics in Higher Education," Journal of Higher Education, 32:1-8, January, 1961.
- Reed, William R. "Big Time Athletics Commitment to Education," Journal of Health, Physical Education and Recreation, 34:29-30, September, 1963.
- Pollock, Marion B. "Significance of Health Education for Junior College Students," Journal of School Health, 34:333-8, September, 1964.
- Sauter, Waldo. "Improve Your Physical Education Activity Classes," Michigan Education Journal, 36:172, December, 1958.
- Shaw, John H. "Highlights of the Washington Conference on the Physical Education Program for College Men and Women," Journal of Health, Physical Education and Recreation, 25:7, December, 1954.
- Shea, Edward J. "Status and Role of Physical Education as a College and University Requirement," Journal of Health, Physical Education and Recreation, 29:31, December, 1958.
- "Should Varsity Athletes Be Excused From Physical Education?" Journal of Health, Physical Education and Recreation, 32:6, March, 1961.

- Singer, Robert N. "Question of Choice in the College Physical Education Program," Journal of Health, Physical Education and Recreation, 36:59, March, 1965.
- Stimpson, Henry C. (Former Secretary of War). "Military Drill Should Not Take Place of Physical Education," Athletic Journal, 24:7, September, 1943.
- Webster, Randolph. "A Survey of Physical Education Requirements for Graduation," Journal of Health, Physical Education and Recreation, 16:174, 214-218, April, 1945.
- Wessel, Janet A. "New Approach in the College Required Physical Education Program," Journal of Health, Physical Education and Recreation, 31:17-19, November, 1960.
- Westkaemper, Richard B. and Charles H. Shannon. "Required Physical Education in Southern Colleges," Journal of Health, Physical Education and Recreation, 28:3:19-20, March, 1957.
- Wilgoose, Carol E. "Redirected College Physical Education," Journal of Health, Physical Education and Recreation, 34:38-9, November, 1963.
- Williams Jesse E. "The Crucial Issue in American College Athletics," Journal of Higher Education, 20:12, January, 1949.
- Wireman, Billy O. "New Concept of the Service Program," Journal of Health, Physical Education and Recreation, 35:33-4, April, 1964.
- Vendien, Lynn. "Are You Teaching Leisure Time Skills?" Journal of Health, Physical Education and Recreation, 31:40-1, November, 1960.
- Wollett, M. D. "Present Status of Women's Physical Education in California Junior Colleges," Research Quarterly, 19:185-9, October, 1948.

E. UNPUBLISHED MATERIALS

- Allsen, Phillip E. "An Evaluation of the Physical Education Program for Men in Selected Junior Colleges." Unpublished Doctoral dissertation, University of Utah, Education Department, 1965.

Haines, James E. "A Survey of the Physical Education Program for Men in the Colleges of the Southern Intercollegiate Athletic Conference." Unpublished Master's thesis, Springfield College, Springfield, 1949.

Gingerich, Roman L. "An Evaluation of the Physical Education Service Program for Men in the Church Related Senior Colleges and Universities of Indiana." Unpublished Doctoral dissertation, Indiana University, Bloomington, 1958.

deGirolamo, Harry J. "A Survey of Present Practices and Policies of the Health and Physical Education Program in Selected Junior Colleges." Unpublished Doctoral dissertation, Columbia University, New York City, New York, 1945.

Kirchner, George E. "An Evaluation of the Physical Education Service Program for Men in the Senior Colleges and Universities of North Carolina with Respect to Specific Elements." Unpublished Doctoral dissertation, Indiana University, Bloomington, 1953.

McGown, Luther A. "An Analysis of Selected Practices in the Required Physical Education Programs for Men in the State Teachers Colleges for the North Central Association." Unpublished Doctoral dissertation, State College of Washington, Pullman, 1956.

Official Minutes of the Twenty-Sixth Annual Meeting of the Legislative Assembly of the National Junior College Athletic Association. Addendum, No. 8. Hutchinson, Kansas: March 13-18, 1967. (Mineographed.)

Phillips, Byron M. "An Evaluation of Physical Education Service Programs in the Liberal Arts and Teachers Colleges of New York State." Unpublished Doctoral dissertation, New York University, New York City, 1954.

Russell, Lloyd O. "An Evaluation of Required Physical Education for Men in Senior Colleges and Universities of Texas." Unpublished Doctoral dissertation, University of Texas, Austin, 1954.

APPENDIX

APPENDIX A

INTRODUCTORY LETTER TO CHIEF ADMINISTRATIVE OFFICER
OF THE COLLEGES

Dear Sir:

In the near future I will be mailing to the chairman of your Physical Education Department a questionnaire asking for information of your physical education program including intramural and intercollegiate athletics.

Information regarding philosophy, curriculum, personnel, and facilities is repeatedly sought from junior college physical educators, through surveys, "post card" questionnaires and letters. Discussions concerning common problems are held whenever junior college physical educators gather. These inquiries and discussions are evidence that physical educators of both established and newly organized colleges are looking for guidelines and direction for their programs.

The purpose of this study is to compare the present physical education programs of community and junior colleges with recommended standards of professional organizations and authorities. This will give junior college administrators, physical educators and curriculum makers a comparative view of present programs and direction for further improvement.

I am asking your Physical Education Department Chairman to cooperate in this endeavor by completing and returning the questionnaire. Would you aid in the study by encouraging your chairman to make your institution a part of the study?

Very Sincerely,

William C. Blamer, Chairman
Physical Education Division
Flint Community Junior College
Flint, Michigan

WCB

APPENDIX B

LETTER OF TRANSMITTAL TO
DEPARTMENT CHAIRMEN

Dear Colleague:

Enclosed are two copies of a questionnaire regarding the physical education program (including intramurals and athletics) at your institution. As part of the requirement of a Doctoral program at Michigan State University, I am making a study which includes all public junior colleges in the United States. I hope you will give some of your valuable time to complete the questionnaire so that your college will be part of the study.

The purpose of this study is to compare the present physical education programs of community and junior colleges with recommended standards of professional organizations and authorities. This will give junior college administrators, curriculum makers and physical educators a comparative view of the present programs and direction for further development.

Although the questionnaire appears to be lengthy, it was devised to enable you to mark the answers quickly and easily and can be completed in a minimum of time. Your co-operation will be very much appreciated and will make a worth-while contribution to the physical education programs in the nation's community colleges.

Very sincerely,

William C. Blamer, Chairman
Physical Education Division
Flint Community Junior College
Flint, Michigan

WCB/Enclosure

APPENDIX C

A STUDY OF PHYSICAL EDUCATION
IN THE PUBLIC JUNIOR AND COMMUNITY COLLEGES OF THE
CONTINENTAL UNITED STATES

PART I GENERAL INFORMATION

1. Name of College _____
2. Address _____
3. Name of Person Replying _____
4. Official Position _____
5. College enrollment October 1966.
Male _____
Female _____
6. Number of full time instructors in the Physical
Education Department.
Male _____
Female _____
7. What is the normal teaching load (contact hours)
in the Physical Education Department? _____
8. Would you like a report of the results of the
survey?
Yes _____
No _____

PLEASE RETURN COMPLETED QUESTIONNAIRE TO:

William C. Blamer
2929 Begole Street
Flint, Michigan 48504

KEEP OTHER COPY FOR YOUR FILES.

GROUP _____ NUMBER _____

PART II PHYSICAL EDUCATION

YES NO PLEASE CHECK APPROPRIATE COLUMN

_____ 1. Is a physical education service program offered
_____ at your institution?

IF YES, CONTINUE QUESTIONNAIRE, IF NO, TURN TO
PART III, PAGE

_____ 2. Is the physical education service program
_____ required?

If required, is the requirement?

_____ 3. One year

_____ 4. Two years

_____ 5. Other (please give requirement) _____

Are standards for the physical education department
the same as for other faculty members in regard to:

_____ 6. Staff qualifications

_____ 7. Academic rank

_____ 8. Salaries

_____ 9. Is the educational philosophy of the physical
_____ education department formulated in writing?

IF YES, PLEASE INCLUDE A COPY WHEN RETURNING
QUESTIONNAIRE

_____ 10. Do the finances for the physical education
_____ instructional program come from the general
budget? If no, what is the source? _____

_____ 11. Are all entering students required to have a
_____ medical examination prior to participation in
the physical education program?

_____ 12. Is exemption from the physical education program
_____ for medical reasons predicated on the co-
ordinated judgment of the medical and physical
education staff?

Do the following govern class size in the physical
education department?

YES NO

- | | | |
|-------|-------|-----------------------------------|
| _____ | _____ | 13. Physical Education Department |
| _____ | _____ | 14. Dean of Instruction |
| _____ | _____ | 15. Institutional Policy |
| _____ | _____ | 16. Others (please list) |

Are the following educational experiences accepted
in lieu of the required physical education program?

- | | | |
|-------|-------|---|
| _____ | _____ | 17. Military service |
| _____ | _____ | 18. R.O.T.C. |
| _____ | _____ | 19. Intramural participation |
| _____ | _____ | 20. Intercollegiate athletics |
| _____ | _____ | 21. Others (please list) _____ |
| _____ | _____ | 22. Are women excused from the required physical
education program at a certain age? |
| _____ | _____ | 23. If so, at what age? _____ |
| _____ | _____ | 24. Are men excused from the required physical
education program at a certain age? |
| _____ | _____ | 25. If so, at what age? _____ |
| _____ | _____ | 26. Is credit and quality or grade point value granted
on the same basis as in any other area of the
instructional program? |
| _____ | _____ | 27. Does the service program provide instruction in
activities for students with physical handicaps? |

Does the service program offer activities in: (Please
check YES or NO for each activity)?

- | | | |
|-------|-------|-------------------------|
| _____ | _____ | 28. Archery |
| _____ | _____ | 29. Badminton |
| _____ | _____ | 30. Baseball |
| _____ | _____ | 31. Basketball |
| _____ | _____ | 32. Boating, Power |
| _____ | _____ | 33. Body Mechanics |
| _____ | _____ | 34. Bowling |
| _____ | _____ | 35. Boxing |
| _____ | _____ | 36. Canoeing |
| _____ | _____ | 37. Casting and Angling |
| _____ | _____ | 38. Dance, Ballet |
| _____ | _____ | 39. Dance, Folk |
| _____ | _____ | 40. Dance, Modern |
| _____ | _____ | 41. Dance, Social |
| _____ | _____ | 42. Dance, Square |
| _____ | _____ | 43. Dance, Tap |

YES NO

- | YES | NO | |
|-------|-------|---------------------------------|
| _____ | _____ | 44. Diving, Skin and/or Scuba |
| _____ | _____ | 45. Fencing |
| _____ | _____ | 46. Field Hockey |
| _____ | _____ | 47. Football, Tackle |
| _____ | _____ | 48. Football, Touch or Flag Tag |
| _____ | _____ | 49. Golf |
| _____ | _____ | 50. Gymnastics |
| _____ | _____ | 51. Handball |
| _____ | _____ | 52. Hiking |
| _____ | _____ | 53. Hockey, Ice |
| _____ | _____ | 54. Horseshoes |
| _____ | _____ | 55. Ice Skating |
| _____ | _____ | 56. Judo |
| _____ | _____ | 57. LaCrosse |
| _____ | _____ | 58. Life Saving |
| _____ | _____ | 59. Paddleball |
| _____ | _____ | 60. Rebound Tumbling |
| _____ | _____ | 61. Riding, Horseback |
| _____ | _____ | 62. Riflery |
| _____ | _____ | 63. Sailing |
| _____ | _____ | 64. Skiing, Snow |
| _____ | _____ | 65. Skiing, Water |
| _____ | _____ | 66. Softball |
| _____ | _____ | 67. Soccer |
| _____ | _____ | 68. Speedball |
| _____ | _____ | 69. Squash |
| _____ | _____ | 70. Swimming, Beginning |
| _____ | _____ | 71. Swimming, Intermediate |
| _____ | _____ | 72. Swimming, Advanced |
| _____ | _____ | 73. Swimming, Synchronized |
| _____ | _____ | 74. Table Tennis |
| _____ | _____ | 75. Tennis |
| _____ | _____ | 76. Track and Field |
| _____ | _____ | 77. Volleyball |
| _____ | _____ | 78. Weight Lifting |
| _____ | _____ | 79. Wrestling |
| _____ | _____ | 80. Physical Conditioning |
| _____ | _____ | 81. Others (please list) _____ |

Does the physical education service program have co-educational instruction in the following activities:
(please check YES or NO for each activity)?

- | | | |
|-------|-------|--------------------|
| _____ | _____ | 82. Archery |
| _____ | _____ | 83. Badminton |
| _____ | _____ | 84. Body Mechanics |
| _____ | _____ | 85. Bowling |
| _____ | _____ | 86. Canoeing |

YES NO

- | | | | |
|-------|-------|------|----------------------------|
| _____ | _____ | 87. | Dance, Folk |
| _____ | _____ | 88. | Dance, Modern |
| _____ | _____ | 89. | Dance, Social |
| _____ | _____ | 90. | Dance, Square |
| _____ | _____ | 91. | Fencing |
| _____ | _____ | 92. | Golf |
| _____ | _____ | 93. | Gymnastics |
| _____ | _____ | 94. | Hiking |
| _____ | _____ | 95. | Horseback Riding |
| _____ | _____ | 96. | Ice Skating |
| _____ | _____ | 97. | Judo |
| _____ | _____ | 98. | Sailing |
| _____ | _____ | 99. | Skiing, Snow |
| _____ | _____ | 100. | Skiing, Water |
| _____ | _____ | 101. | Swimming |
| _____ | _____ | 102. | Tennis |
| _____ | _____ | 103. | Volleyball |
| _____ | _____ | 104. | Others (please list) _____ |
-
- | | | | |
|-------|-------|------|--|
| _____ | _____ | 105. | Does the physical education service program introduce the students to, and encourage participation in, the intramural program? |
| _____ | _____ | 106. | Do the department members plan cooperatively in the selection and use of evaluation techniques to determine student's grade? |
| _____ | _____ | 107. | Is objective measurement used for purpose of student evaluation, whenever possible? |
| _____ | _____ | 108. | Is subjective judgment used for purpose of student appraisal when objective measures are not available? |
| _____ | _____ | 109. | Is the physical education department governed by the policy of the college with respect to determine grades? |
| _____ | _____ | 110. | Are students required to use text books for physical education service courses? |
| _____ | _____ | 111. | Is homework assigned in all or most of your physical education service courses? |
| _____ | _____ | 112. | Is homework assigned in some of your physical education service courses? |
| _____ | _____ | 113. | Is homework assigned in none of your physical education service courses? |

YES NO

- ____ 114. Are adapted physical education classes provided for those students unable to participate in regular physical education classes?
 ____ 115. Is a swimming class or a proficiency in swimming required of all students?
 ____ 116. Is participation in certain specific activities required? If yes, please list ____
 ____ 117. Does the college physician and/or nurse discuss individual cases with the physical education department before recommending waiving of the physical education requirement?
 ____ 118. Does the physical education department encourage and promote in-service education for the faculty of the department?

Are students evaluated at the following times of the semester or term?

- ____ 119. Beginning
 ____ 120. During
 ____ 121. Termination
 ____ 122. No Evaluation

Teacher evaluation of the student is used for:

- ____ 123. Grades
 ____ 124. Guidance
 ____ 125. Motivation
 ____ 126. No purpose
 ____ 127. Others (please list) ____
 ____ 128. Are students given the opportunity to evaluate the service program?
 ____ 129. Are students involved in the planning of new courses or curriculum changes?
 ____ 130. Is instruction in the purpose of physical education included in your program?

Please indicate the ownership of the facilities used in your physical education program. If both college-owned and community and/or other school facilities are used, please indicate by marking

YES NO

both columns. If a facility listed here is not used in your program, please leave both columns blank.

	<u>Facility</u>	<u>College- Owned</u>	<u>Owned by another school and/or community school</u>
131.	Gymnasium	_____	_____
132.	Dance Room	_____	_____
133.	Adaptive Room	_____	_____
134.	Wrestling Room	_____	_____
135.	Weight Training Room	_____	_____
136.	Training Room	_____	_____
137.	Laundry	_____	_____
138.	Swimming Pool	_____	_____
139.	Bowling Lanes	_____	_____
140.	Archery Range (Target)	_____	_____
141.	Archery Range (Field)	_____	_____
142.	Baseball Diamond	_____	_____
143.	Football Stadium	_____	_____
144.	Golf Driving Range	_____	_____
145.	Golf Putting Green	_____	_____
146.	Golf Course	_____	_____
147.	Outdoor Athletic Fields	_____	_____
148.	Riding Stables	_____	_____
149.	Rifle Range	_____	_____
150.	Ski Area	_____	_____
151.	Softball Diamonds	_____	_____
152.	Tennis Courts	_____	_____
153.	Track	_____	_____
154.	Others Used (please list)	_____	_____
_____	155.	Are your college owned physical education facilities adequate with respect to quality?	
_____	156.	Are your college owned physical education facilities adequate with respect to quantity?	
_____	157.	If you do not have your own facilities, are there plans for construction of a physical education building.	
	158.	If you do not have your own facilities, but there are plans to construct a physical education building, when will the building be ready for use? 1968 ____, 1969 ____, 1970 ____, 1971 ____, 1972 ____, Unknown ____.	

PART III INTRAMURAL ACTIVITIES

YES NO PLEASE CHECK APPROPRIATE COLUMN

____ 1. Do you provide an intramural activities program
at your college?

IF YES, CONTINUE QUESTIONNAIRE, IF NO, PLEASE TURN
TO PART IV, PAGE

Do you include the following activities in the
intramural program at your college?

_____	2. Archery
_____	3. Badminton
_____	4. Baseball
_____	5. Basketball
_____	6. Bowling
_____	7. Canoeing
_____	8. Cross Country
_____	9. Fencing
_____	10. Field Hockey
_____	11. Football, Tackle
_____	12. Football, Touch or Tag
_____	13. Golf
_____	14. Gymnastics
_____	15. Handball
_____	16. Horseshoes
_____	17. Ice Skating
_____	18. Judo
_____	19. LaCrosse
_____	20. Paddleball
_____	21. Rebound Tumbling
_____	22. Riding
_____	23. Roller Skating
_____	24. Sailing
_____	25. Shuffleboard
_____	26. Skiing, Snow
_____	27. Skiing, Water
_____	28. Soccer
_____	29. Softball
_____	30. Speedball
_____	31. Squash
_____	32. Swimming
_____	33. Table Tennis
_____	34. Tennis
_____	35. Track and Field
_____	36. Volleyball
_____	37. Water Polo
_____	38. Weight Lifting

YES NO

- _____ 39. Wrestling
 _____ 40. Others (please list) _____
- _____ 41. Does the intramural director use student and faculty committees when developing and conducting the program?
- _____ 42. Do you have your own facilities for the intramural program?
- _____ 43. When transportation is necessary for extramural trips, are students under age twenty-one allowed to drive private vehicles?
- _____ 44. Are all entering students required a medical examination prior to participation in the intramural program?
- _____ 45. Is the intramural program considered in the over all plan for scheduling the use of the facilities?
- _____ 46. Are awards given mainly as a motivation device?
- _____ 47. Are leagues, tournaments, meets and other activities organized so that all students have an opportunity to participate in any activity they may choose?
- _____ 48. Are all intramural sports played strictly by the rules published by the national organization of the particular sport?
- _____ 49. Do methods of organizing competition attempt to equate the abilities of the participation?
- _____ 50. Does the program emphasize individual and dual activities for the purpose of developing life-long interest in leisure time activities?
- _____ 51. Does the intramural program utilize the knowledges and skills gained in the physical education service program?
- _____ 52. Are extramural events an outgrowth of the intramural program?
- _____ 53. In co-recreational activities, are the activities selected with joint approval of both the men and women staff members?

YES NO

- _____ 54. Are provisions made for a student-faculty intramural council or board, or for intramural committees?
- _____ 55. Does the intramural program provide a broad range of activities both organized and informal, for both men and women?
- _____ 56. Are the families of the entire faculty and of the students allowed to participate in the intramural activities?
- _____ 57. Are there facilities for intramurals located on campus?
- Does the institution provide free protection for the individual participant through:
- _____ 58. Health service
- _____ 59. Insurance coverage
- _____ 60. Infirmary
- _____ 61. None
- _____ 62. Other (please list) _____
- _____ 63. Are some facilities available for free play throughout the day?
- _____ 64. Does the program provide for co-recreational activities?
- _____ 65. Do you adapt the rules of the various sports to meet the local needs?
- _____ 66. Are awards used mainly as a symbol of achievement?
- _____ 67. When extramural activities require the use of private vehicles are faculty or adults only allowed to drive?
- _____ 68. Does the administration give equal consideration to both male and female students in regard to policy, budget, equipment, and use of facilities?
- _____ 69. Are student officials, in the intramural program, given training to work in this capacity?

YES NO

- ___ 70. Are activities organized to attempt to give competitors a chance to play a number of times, rather than eliminate them immediately?
- ___ 71. Does the program make use of geographical location, climatic conditions and community resources (For example: water skiing or snow skiing)?
- ___ 72. Are your college owned intramural facilities adequate with respect to quality?
- ___ 73. Are your college owned intramural facilities adequate with respect to quantity?

What percent of the total intramural budget comes from:

74. General budget _____
75. Student fees _____
76. Gate receipts _____
77. Others (please list) _____

PART IV INTERCOLLEGIATE ATHLETICS

- ___ 1. Does your college compete in men's athletics on the intercollegiate level?

IF YES, PLEASE CONTINUE QUESTIONNAIRE, IF NO, PLEASE TURN TO QUESTION 66, PAGE

Does the intercollegiate program provide competition in: (please check YES or NO for each sport)?

- | | | | |
|-----|-----|-----|-----------------|
| ___ | ___ | 2. | Baseball |
| ___ | ___ | 3. | Basketball |
| ___ | ___ | 4. | Cross Country |
| ___ | ___ | 5. | Football |
| ___ | ___ | 6. | Golf |
| ___ | ___ | 7. | Gymnastics |
| ___ | ___ | 8. | LaCrosse |
| ___ | ___ | 9. | Skiing |
| ___ | ___ | 10. | Soccer |
| ___ | ___ | 11. | Swimming |
| ___ | ___ | 12. | Tennis |
| ___ | ___ | 13. | Track and Field |

YES NO

- _____ 14. Wrestling
 _____ 15. Volleyball
 _____ 16. Others (please list) _____
 _____ 17. Is your institution a member of the National Junior College Athletic Association?
 _____ 18. Is the philosophy of the athletic department formulated in writing?
 _____ 19. Does your college have a faculty advisory board or committee for athletics?
 _____ 20. Are the athletic policies and procedures of your college formulated in writing?
 _____ 21. Do signed contracts precede all athletic events sponsored by your institution?
 _____ 22. Are the athletic teams limited to a specific number of contests in which they can compete during the season.

If answer to 22 is YES, please indicate number of contests allowed.

23. Baseball _____
 24. Basketball _____
 25. Cross Country _____
 26. Football _____
 27. Golf _____
 28. Gymnastics _____
 29. LaCrosse _____
 30. Skiing _____
 31. Soccer _____
 32. Swimming _____
 33. Tennis _____
 34. Track and Field _____
 35. Wrestling _____
 36. Volleyball _____
 37. Others (please list) _____
 _____ 38. Is the athletic director the official representative of the institution at regional and conference athletic meetings?
 _____ 39. Are students required to pay admission to home athletic contests?

YES NO

- _____ 40. Do athletes receive physical education credit
for competing on an intercollegiate team?
- _____ 41. Are all coaches regular members of the faculty
of your institution?
- _____ 42. Are prospective athletes required to meet the
same admission standards as the regular
students?
- _____ 43. Do you have written procedures for trainers or
coaches to follow in case of athletic injuries?
- _____ 44. Do you provide athletic accident insurance for
your athletes?
- _____ 45. Is the same award given to lettermen in all
varsity sports?

Physical examinations are required of all athletes:

- _____ 46. Annually
- _____ 47. Before each season of competition
- _____ 48. No medical examination required
- _____ 49. Other (please list) _____

Do the following rules of eligibility govern eligi-
bility at your institution?

- _____ 50. Local (own college rules of eligibility)
- _____ 51. Conference
- _____ 52. National Junior College Athletic Association
- _____ 53. Other (please list) _____
- _____ 54. Are athletic scholarships or grants-in-aid given
at your college?

If yes, do the funds come from:

- _____ 55. General budget
- _____ 56. Student fees
- _____ 57. Gate receipts
- _____ 58. Contributions
- _____ 59. Guarantees
- _____ 60. Other (please list) _____

Coaches are reimbursed for the coaching duties by:

YES NO

- _____ 61. Released teaching time
 _____ 62. Extra pay
 _____ 63. Other (please list) _____
 _____ 64. Does the director of athletics coach any
 intercollegiate sports? If yes, please list
 sport or sports: _____,
 _____,

 _____ 65. Do you have written contracts from participating
 institutions prior to all home intercollegiate
 contests?
 _____ 66. Does your college compete in women's athletics
 on the intercollegiate level?

Are these sports included in your women's inter-
collegiate program?

- _____ 67. Basketball
 _____ 68. Field Hockey
 _____ 69. Golf
 _____ 70. Gymnastics
 _____ 71. Skiing
 _____ 72. Speedball
 _____ 73. Swimming
 _____ 74. Tennis
 _____ 75. Track and Field
 _____ 76. Volleyball
 _____ 77. Others (please list) _____

What percent (to the nearest percent) of the total
athletic budget comes from:

78. General budget _____
 79. Student fees _____
 80. Gate receipts _____
 81. Guarantees _____
 82. Others (please list) _____

Your time and interest in the replies requested by this ques-
tionnaire is deeply appreciated. A copy of the results will
be sent to you if you so requested on page one. Thank you for
your indulgence and cooperation.

William C. Blamer

APPENDIX D

LETTER TO FLORIDA STATE DEPARTMENT
OF EDUCATION

Dr. James L. Wattenbarger
Division of Community Junior Colleges
State Department of Education
Tallahassee, Florida 32304

Dear Dr. Wattenbarger:

Recently I sent to the community or junior colleges in Florida a questionnaire regarding a study I am doing on "Physical Education in the Public Junior and Community Colleges in the Continental United States." Dr. Neel, Manatee Junior College, informed me it was necessary to obtain approval of your committee before responding to the questionnaire. Therefore, I request your approval of this study which I am doing as partial fulfillment of the requirements for a Doctor of Education degree at Michigan State University.

Enclosed are copies of letters I sent to the President and Physical Education Department Chairman of each college. Also enclosed is a copy of the proposal for the study which was approved by my doctoral committee, four copies of the questionnaire for study by your committee, and a copy of a letter received with a returned questionnaire as evidence of the interest in the study and utility of the questionnaire.

Because of the fine community college program in your state, I am very anxious to include the Florida institutions in the study.

I would be happy to furnish additional information should it be requested. It should be noted that this study is not connected with my position at Flint Community Junior College.

Very sincerely,

William C. Blamer, Chairman
Physical Education Division
Flint Community Junior College
Flint, Michigan

WCB/Enclosures

APPENDIX E

LETTER OF TRANSMITTAL TO
FLORIDA COLLEGES

Chairman
Physical Education Department
Florida

Dear Colleague:

A few weeks ago I mailed you a questionnaire regarding the physical education program at your school. One of the college presidents kindly notified me that it would be necessary to obtain approval of Dr. Wattenbarger for the Florida colleges to participate in the study.

I have since received this approval, as you may note in the enclosed zexoxed letter, and therefore am asking again for your cooperation in this study. Enclosed are two copies of the questionnaire in case you have misplaced the others.

Should the questionnaire already be completed and mailed, please consider this letter one of sincere thanks.

Yours truly,

William C. Blamer, Chairman
Physical Education Division
Flint Community Junior College
Flint, Michigan

WCB/Enclosures

APPENDIX F

FOLLOW-UP LETTER NUMBER ONE

Chairman
Physical Education Department

Dear Colleague:

A short time ago I mailed a questionnaire regarding the physical education program at your institution. Should the questionnaire already be completed and mailed, please consider this note of sincere thanks.

Should the questionnaire have found its way to the bottom of your file, please consider this letter a reminder that to make the study complete we need the response from you. We have received excellent returns from the questionnaire but we are anxious to have your college included.

In case you misplaced the original questionnaire I would be most happy to send you another if you would notify me by post card.

Very sincerely,

William C. Blamer, Chairman
Physical Education Division
Flint Community Junior College
Flint, Michigan

WCB

APPENDIX G

FOLLOW-UP LETTER NUMBER TWO

Chairman
Physical Education Department

Dear Colleague:

I am in the process of writing my Doctoral dissertation at Michigan State University on the physical education program in the public junior colleges of the United States. I mailed 490 questionnaires and received 320 responses, however, I have not heard from any of the junior colleges in . Since this is a national study, I do want to include colleges from each state, therefore, I would sincerely appreciate your taking your valuable time to complete one of the enclosed questionnaires while retaining the other for your files.

I would be sincerely grateful for your cooperation in including your institution and your state in this study.

Very Sincerely,

William C. Blamer, Chairman
Physical Education Division
Flint Community Junior College
Flint, Michigan

WCB

APPENDIX H

TABLE I

COLLEGES EXEMPTING STUDENTS FROM THE
PHYSICAL EDUCATION REQUIREMENT DUE TO AGE

Group	Number of Colleges	Women		Men	
		No.	Pct.	No.	Pct.
Group I	35	9	25.7	8	22.9
Group II	50	24	48.0	21	42.0
Group II	75	44	58.7	36	48.0
Group IV	80	60	75.0	57	71.3
California	42	42	100.0	42	100.0
Other States	38	18	47.4	15	39.5
Totals	240	137	57.1	122	50.8

APPENDIX I

TABLE I

ACTIVITIES INCLUDED IN THE INTRAMURAL PROGRAMS

Activity	All Junior Colleges (258)		Group I (36)		Group II (62)		Group III (81)		Group IV (79)		California (37)		Other States (42)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Team Sports:														
Baseball	26	10.1	1	2.8	9	14.5	9	11.1	7	8.9	4	10.8	3	7.1
Basketball	248	96.1	35	97.2	58	93.5	76	93.8	77	97.5	36	97.3	41	97.6
Field Hockey	17	6.6	0	0.0	3	4.8	7	8.6	7	8.9	1	2.7	6	14.3
Football, Tackle	3	1.2	0	0.0	3	4.8	0	0.0	0	0.0	0	0.0	0	0.0
Football														
Touch	208	80.6	27	77.1	49	79.0	63	77.8	69	87.3	33	89.2	36	85.7
La Crosse	3	1.2	0	0.0	1	1.6	1	1.2	1	1.3	0	0.0	1	2.4
Soccer	44	17.1	7	20.0	8	12.9	12	14.8	17	21.5	8	21.6	7	16.7
Softball	198	76.7	25	71.4	50	80.6	66	81.5	57	72.2	26	70.3	31	73.8
Speedball	16	6.2	2	6.3	3	4.8	4	4.9	7	8.9	2	5.4	5	11.9
Track and Field	79	30.6	11	31.4	14	22.6	22	27.2	32	40.5	20	54.1	12	28.6
Volleyball	211	81.8	27	77.1	55	88.7	62	76.5	67	84.8	32	86.5	35	83.3
Swimming	77	29.8	6	17.1	13	21.0	20	24.7	38	48.1	18	48.6	20	47.6
Water Polo	9	3.5	0	0.0	0	0.0	2	2.5	7	8.9	4	10.8	3	7.1
Curling	2	0.8	1	2.8	1	1.6	0	0.0	0	0.0	0	0.0	0	0.0
Flickerball	2	0.8	0	0.0	1	1.2	1	1.2	0	0.0	0	0.0	0	0.0
Individual or Dual:														
Archery	98	38.0	6	17.1	18	29.0	34	42.0	40	50.6	18	48.6	22	52.4
Badminton	154	59.7	9	25.7	34	54.8	45	55.6	66	83.5	35	94.6	31	73.8
Bowling	151	58.2	16	45.7	42	67.7	45	55.6	48	60.8	16	43.2	32	76.2
Fencing	18	7.0	1	2.8	5	8.1	2	2.5	10	12.7	3	8.1	7	16.7

TABLE I
(Continued)

Activity	All Junior Colleges (258)		Group I (36)		Group II (62)		Group III (81)		Group IV (79)		California (37)		Other States (42)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Golf	151	58.2	10	28.6	28	45.2	65	80.2	48	60.8	20	54.1	28	66.7
Handball	55	21.3	4	11.4	12	19.4	13	16.0	26	32.9	16	43.2	10	23.8
Horseshoes	53	20.5	11	31.4	11	17.7	17	21.0	14	17.7	1	2.7	13	31.0
Ice Skating	8	3.1	0	0.0	1	1.6	2	2.5	5	6.3	1	2.7	4	9.5
Paddleball	23	8.9	4	11.4	5	8.1	7	8.6	7	8.9	1	2.7	6	14.3
Riding	4	1.6	0	0.0	1	1.6	0	0.0	3	3.8	1	2.7	2	4.8
Roller Skating	3	1.2	0	0.0	1	1.6	0	0.0	2	2.5	1	2.7	1	2.4
Sailing	5	1.9	0	0.0	1	1.6	2	2.5	2	2.5	1	2.7	1	2.4
Shuffleboard	15	5.8	5	14.3	4	6.5	2	2.5	4	5.1	0	0.0	4	9.5
Skiing, Snow	26	10.1	2	6.3	7	11.3	8	9.9	9	11.4	2	5.4	7	16.7
Squash	3	1.2	0	0.0	2	3.2	0	0.0	1	1.3	1	2.7	0	0.0
Table Tennis	166	64.3	24	68.6	38	61.3	48	59.3	56	70.9	22	59.5	34	81.0
Tennis	181	70.2	19	54.3	44	71.0	57	70.4	61	77.2	27	73.0	34	81.0
Others:														
Cross Country	35	13.6	0	0.0	7	11.3	12	14.8	16	20.3	6	16.2	10	23.8
Gymnastics	25	9.7	2	6.3	3	4.8	4	4.9	16	20.3	8	21.6	8	19.0
Judo	14	5.4	1	2.8	4	6.5	1	1.2	8	10.1	4	10.8	4	9.5
Rebound														
Tumbling	15	5.8	2	6.3	2	3.2	4	4.9	7	8.9	3	8.1	4	9.5
Weight Lifting	47	18.2	4	11.4	10	16.1	12	14.8	21	26.6	11	29.7	10	23.8
Wrestling	58	22.5	5	14.3	10	16.1	13	16.0	30	38.0	15	40.5	15	35.7

APPENDIX J

TABLE I

NUMBER OF COLLEGES HAVING SAME ENTRANCE
REQUIREMENTS FOR ATHLETES AS NON-ATHLETES

Group	Number of Colleges	Have Same Entrance Requirements		Have Different Entrance Requirements		No Response	
		No.	Pct.	No.	Pct.	No.	Pct.
Group I	44	43	97.7	0	0.0	1	2.3
Group II	59	59	100.0	0	0.0	0	0.0
Group III	90	86	95.6	0	0.0	4	4.4
Group IV	80	80	100.0	0	0.0	0	0.0
California	42	42	100.0	0	0.0	0	0.0
Other States	38	38	100.0	0	0.0	0	0.0
Totals	273	268	98.2	0	0.0	5	1.8

APPENDIX K

TABLE I

MAXIMUM NUMBER OF BASEBALL GAMES ALLOWED

No. of Games	All Junior Colleges	Group I	Group II	Group III	Group IV	Calif- ornia	Other States
	No.	No.	No.	No.	No.	No.	No.
35	1		1				
30	10		1	5	4		4
28	38		1	6	31	31	
27	1				1	1	
26	7			4	3	3	
25	1			1			
24	3	2			1		1
22	3	1			2		2
20	8	1	2	4	1		1
18	6		4	1	1		1
16	4			4			
15	1		1				
14	2		1	1			
13	1			1			
12	7	1	2	3			
10	1			1			
8	1	1					
No Response	33	11	10	8	4	4	
Total	128	17	23	39	49	39	10
Mean	23.7	18.3	19.8	22.4	26.9	27.8	24.3

APPENDIX K

TABLE II

MAXIMUM NUMBER OF BASKETBALL GAMES ALLOWED

No. of Games	All Junior Colleges	Group I	Group II	Group III	Group IV	Calif- ornia	Other States
	No.	No.	No.	No.	No.	No.	No.
30	3			1	2	2	
28	27		1	5	21	21	
27	1				1	1	
26	20	3	2	6	9	9	
25	21	3	3	9	6	1	5
24	15	6	3	5	1		1
22	12	1	4	5	2		2
21	1				1		1
20	26	8	6	10	2		2
18	2		1	1			
17	1		1				
16	1	1					
15	1			1			
14	2	1	1	1			
10	1			1			
No Response	13	1	2	5	5	4	1
Total	147	24	24	49	50	38	12
Mean	23.9	22.1	22.0	23.3	26.4	27.5	23.1

APPENDIX K

TABLE III

MAXIMUM NUMBER OF CROSS COUNTRY MEETS ALLOWED

No. of Meets	All Junior Colleges	Group I	Group II	Group III	Group IV	Calif- ornia	Other States
	No.	No.	No.	No.	No.	No.	No.
No Maximum	11			2	9	9	
16	1		1				
15	2			2			
14	5				5	5	
12	6			5	1		1
10	22	2	2	7	11	6	5
9	1				1	1	
8	12			11	1	1	
7	2			1	1		1
6	2	2					
No Response	27	3	4	3	17	15	2
Total	91	7	7	31	46	37	9
Mean	10.2	8.0	12.0	9.8	10.8	11.4	9.9

APPENDIX K

TABLE IV

MAXIMUM NUMBER OF FOOTBALL GAMES ALLOWED

No. of Games	All Junior Colleges	Group I	Group II	Group III	Group IV	Calif- ornia	Other States
	No.	No.	No.	No.	No.	No.	No.
11	1		1				
10	18	2	1	11	4	2	2
9	51	1	5	9	36	34	2
8	3		1	1	1	1	
6	1			1			
No Response	4			2	2	2	
Total	78	3	8	24	43	39	4
Mean	9.2	9.7	9.3	9.3	9.1	9.0	9.5

APPENDIX K

TABLE V

MAXIMUM NUMBER OF GOLF MATCHES ALLOWED

No. of Matches	All Junior Colleges	Group I	Group II	Group III	Group IV	Calif- ornia	Other States
	No.	No.	No.	No.	No.	No.	No.
No Maximum	13			2	11	11	
28	2			1	1	1	
25	1				1	1	
24	1				1	1	
22	1			1			
20	9				9	8	1
18	1				1	1	
16	3		1	1	1	1	
15	4		1	2	1	1	
14	7	2	1	1	3	1	2
12	6		1	5			
11	1			1			4
10	12		1	6	5	1	
9	1			1			
8	8		1	5	2		2
7	1		1		1		1
6	1		1				
5	5	4	1				
No Response	40	11	10	6	13	12	1
Total	117	17	18	32	50	39	11
Mean	13.1	8.0	10.8	12.1	16.2	19.4	11.1

APPENDIX K

TABLE VI

MAXIMUM NUMBER OF SOCCER GAMES ALLOWED

No. of Games	All Junior Colleges	Group I	Group II	Group III	Group IV	Calif- ornia	Other States
	No.	No.	No.	No.	No.	No.	No.
No Maximum	1				1	1	
15	1				1	1	
14	1			1			
12	5			3	2		2
10	3			2	1		1
9	2	2					
8	3	2	1				
No Response	3				3	2	1
Total	19	4	1	6	8	4	4
Mean	10.7	8.5	8.0	11.7	12.2	15.0	11.3

APPENDIX K

TABLE VII

MAXIMUM NUMBER OF SWIMMING MEETS ALLOWED

No. of Meets	All Junior Colleges	Group I	Group II	Group III	Group IV	Calif- ornia	Other States
	No.	No.	No.	No.	No.	No.	No.
No Maximum	9				9	9	
22	1			1			
18	5	1			4	4	
16	1				1	1	
15	2			1	1		1
14	1		1				
13	3				3	3	
12	4			3	1	1	
10	3			2	1		1
8	3	1		1	1		1
No Response	30	1	4	7	18	11	7
Total	62	3	5	15	39	29	10
Mean	13.6	13.0	14.0	12.6	14.3	15.4	11.0

APPENDIX K

TABLE VIII

MAXIMUM NUMBER OF TENNIS MATCHES ALLOWED

No. of Matches	All Junior Colleges	Group I	Group II	Group III	Group IV	Calif- ornia	Other States
	No.	No.	No.	No.	No.	No.	No.
No Maximum	14			3	11	11	
28	1				1	1	
24	1				1	1	
22	4				4	4	
20	3			1	2	2	
18	5			1	4	4	
16	2			1	1	1	
15	2			2			
14	3		1		2		2
12	8	1		7			4
10	11	1		5	5	1	
9	1			1			
8	3				3		3
7	1	1					
6	1			1			
5	2						
4	1	1					
No Response	24	3	4	5	12	11	1
Total	87	9	5	27	46	36	10
Mean	13.5	7.2	14.0	12.3	16.1	19.9	10.2

APPENDIX K

TABLE IX

MAXIMUM NUMBER OF TRACK MEETS ALLOWED

No. of Meets	All Junior Colleges	Group I	Group II	Group III	Group IV	Calif- ornia	Other States
	No.	No.	No.	No.	No.	No.	No.
No Maximum	13			2	11	11	
27	1	1					
20	1			1			
18	4				4	4	
16	2		1		1	1	
15	3			3			
14	1				1	1	
13	3				3	3	
12	7		1	4	2	2	
10	18	2		9	7	2	5
9	1	1					
8	9		3	4	2		2
5	1		1				
No Response	34	5	7	5	17	15	2
Total	98	9	13	28	48	39	9
Mean	11.7	14.0	9.5	11.1	12.6	14.2	9.4

APPENDIX K

TABLE X

MAXIMUM NUMBER OF WRESTLING MATCHES ALLOWED

No. of Matches	All Junior Colleges	Group I	Group II	Group III	Group IV	Calif- ornia	Other States
	No.	No.	No.	No.	No.	No.	No.
No Maximum	10			2	8	8	
24	1				1	1	
22	1			1			
20	1				1	1	
18	11			3	8	8	
16	1				1		1
15	4		1	2	1		1
14	3			2	1		1
13	2			1	1	1	
12	8			4	4	1	3
10	4	1	1	2			
8	2		1		1		1
3	1	1					
No Response	28	3	7	5	13	12	1
Total	77	5	10	22	40	32	8
Mean	14.4	6.5	11.0	14.3	15.8	17.8	12.9

APPENDIX L

TABLE I
SOURCE OF FUNDS FOR ATHLETIC
SCHOLARSHIPS OR GRANTS-IN-AID

	All Junior Colleges (111)		Group I (19)		Group II (32)		Group III (41)		Group IV (19)	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
GB	24	21.7	1	5.3	7	21.9	13	31.7	3	15.8
SF	8	7.2	1	5.3	1	3.1	6	14.7	0	0.0
GR	3	2.7	1	5.3	1	3.1	0	0.0	1	5.3
CONT	18	16.3	5	26.3	5	15.7	6	14.7	2	10.5
GB-SF	2	1.8	0	0.0	1	3.1	1	2.4	0	0.0
GB-GR	6	5.4	2	10.5	4	12.5	0	0.0	0	0.0
GB-CONT	3	2.7	1	5.3	1	3.1	1	2.4	0	0.0
SF-GR	4	3.6	1	5.3	0	0.0	3	7.4	0	0.0
SF-CONT	5	4.4	1	5.3	1	3.1	1	2.4	2	10.5
GR-CONT	4	3.6	0	0.0	2	6.3	0	0.0	2	10.5
SF-GR-CONT	6	5.4	2	10.5	1	3.1	1	2.4	2	10.5
GB-SF-CONT	3	2.7	1	5.3	1	3.1	1	2.4	0	0.0
GB-SF-GR-G	6	5.4	1	5.3	3	9.4	2	4.9	0	0.0
GB-SF-GR	8	7.2	0	0.0	1	3.1	3	7.4	4	21.1
SF-GR-CONT-G	2	1.8	1	5.3	0	0.0	1	2.4	0	0.0
GB-GR-CONT-G	1	0.9	1	5.3	0	0.0	0	0.0	0	0.0
Others	4	3.6	0	0.0	2	6.3	1	2.4	1	5.3
No Response	4	3.6	0	0.0	1	3.1	1	2.4	2	10.5
Totals	111	100.0	19	100.3	32	100.0	41	100.0	19	100.0

Key: GB - General Budget
 SF - Student Fees
 GR - Gate Receipts
 CONT - Contributions
 G - Guarantees

MICHIGAN STATE UNIV. LIBRARIES



31293103517920