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A STUDY IN THE FORMATION OF A PHYSICAL EDUCATION AND
ATHLETIC PROGRAM IN A FOUR-YEAR LIBERAL ARTS COLLEGE

by

DAVIS BENNETT NEELY

B. S., Southwestern State College
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B. W. L. L. L.

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CHAPTER I

INTRODUCTION

The opportunity to assist in the development of an educational program from its very beginning is a stimulating and challenging situation. It also weighs heavy with responsibility for those charged with establishing precedent and guide lines for the future. There can be no looking back to point an accusing finger at a nearsighted predecessor; there is no history to blame for mistakes. The rewards are great for those operating a successful program they had a hand in developing and seeing it work for the educational benefit of the students involved.

Those establishing a physical education program are unencumbered by established procedures and precedent. They can be encouraged by the challenges of constructing a physical education program truly worthy of the name and befitting the educational goals of the college.

Many problems will develop in the first few years of the college that will not be faced at any other time during the life of the institution. The goals of the physical education and athletic programs will have to be established in order to lay a sound foundation upon which the departments can be administered. Classes will have to be organized and established, public relations will have to be developed, equipment will have to be purchased, training rooms will have to be set up; these are only a

few of the problems which will be encountered when forming an athletic and physical education program for a new college.

Purpose.

The purpose of this report was threefold; first, to determine some of the practices and attitudes of directors of physical education in small colleges throughout the United States. The role the physical education and athletic departments play in the entire program of these colleges will be revealed. The report will give an idea as to what activities are being offered in the basic physical education program. It will give an indication of some of the practices concerning the training room of both the athletic department and the physical education department. Attitudes toward health education will be revealed by the study.

Second, the study when analyzed, will be sent to these same men who were questioned so that they can compare their program and ideas with other small colleges in the United States. The results of this study could influence a change in their program, if after an evaluation were made, it was found that their program was lacking in an area studied in this report. The findings of this study could be made available to the administrator to help validate the program being established by the physical education instructor.

The third purpose of this study concerns its use to the author. From the studies, the experiences, and the instructors, many ideas have been formulated in the author's mind. From specific topics of interest, questions were formulated which the

author feels are important in the field of physical education; and which he felt were valuable in the analysis of his own philosophy. This study should either strengthen these ideas; or should cause the author to analyze his own thinking in certain areas, depending upon the results of each question.

Method of Study.

To obtain information for this study, twenty questions were sent to seventy-four small colleges and universities in the United States and Canada. The colleges were selected from the 1964-65 edition of The Blue Book of College Athletics, and it was decided that the schools would be chosen according to size and location. It was also planned that schools of approximately 1000 students would be chosen, but this did not work because some states did not have colleges of this size listed. The reason for most of the small Michigan schools being included in this study is because the author obtained his idea from being associated with a new college in this area, and the results of the questionnaire would be of more significance to him.

The questionnaire was mailed to the directors of physical education in each college. Included with the letter was a stamped, self-addressed envelope. After 19 days, only 44 letters had been returned. In an effort to get more returns, a follow-up letter was sent; but this only brought in ten more letters. A total of 74 letters were sent, and 54 were returned; two of them were unanswered. Thus a total of 52 answered questionnaires resulted in a 70.3 per cent return. The answers to each question were recorded and the data compiled for use in this report.

CHAPTER II

FORMULATION OF QUESTIONS

The topics discussed many times in physical education classes are generally those which have no set answers. Many opinions and ideas are given about these topics, but a blanket answer is difficult to formulate. From the author's experiences, his readings, and knowledge gained from instructors, the following ideas were developed. From these ideas, the questions for this report were formulated.

Required Courses.

One of the questions which will invariably come up in a physical education class discussion, is what courses directly related to the physical education field should be required of all students. Two basic topics which are discussed many times are first aid and health education. Because of this, there were two questions asked of the physical educators as to their feelings of having a course in each of the above subjects required of all students.

First aid plays a vital role in the world of the physical educator. There are a vast amount of injuries which take place not only on the athletic field or court, but in the required basic physical education classes as well. It is essential that a person in charge of such an event or class have a basic working knowledge of how to deal and treat injuries whenever and wherever

they occur. There should be very little doubt in any physical educator's mind the value of first aid to each respective person engaged in either the coaching field or the teaching of basic physical education.

In this light, it would be interesting to determine the feelings of these same physical education men in respect to this same first aid course being required of all students within the school system. With the increasing amount of automobile accidents every year, and the vast amount of home accidents which occur annually, there is a very good possibility that every single family will be confronted with a need for some type of first aid treatment during their lifetime. Some cases will be more severe than others; but never-the-less, the need for a basic working knowledge of first aid may arise in order to save a life or prevent further injury or harm to a victim of an accident.

Recently, the CBS television network broadcast the "National Health Test" to the entire country. In this test, it was recognized that the average American citizen was in need of an understanding of matters pertaining to health and health practices. It was discovered among many other things that many people did not know the normal body temperature, that some people thought toilet seats could spread venereal disease, and that very few people knew two of the seven warning signals of possible cancer.

Men and women are living to an average age of approximately seventy in this twentieth century. This average could go up considerably if people knew how to take care of themselves or if

knowing, would do so. Many people know the dangers of many bad health practices, but yet refuse to do anything about them.

The problem many times is that one's health does not become very important to the individual until he or she has reached a later age, and many times this is entirely too late. The recognition of the value of a person's health should come in the formative years before reaching adulthood when possibly the damage has already been done.

The next point of discussion concerns the amount of basic physical education that should be required of all students. Once a required program is established, this is the next problem which must be resolved.

There is an age old battle going on among many educators as to the importance of the basic physical education program in the educational system today. Generally there are only two sides to the battle and no in-between people. Either people feel the physical education program is of value to the student or they feel it is not.

There is a modern trend which tends to eliminate many of the negative thinkers along the lines of required physical education. This trend is that there is now a recognition that a vigorous physique is not incompatible with the mental achievement of the individual.¹

Most colleges and universities recognize the importance of a required physical education program. In this program each

¹J. Harvey Littrell, Current Practices and Trends in the Elementary and Secondary Curricula. (1966 Revision).

student is given the opportunity to develop skill and understanding in a variety of sports which can serve him in his later life as an adult. Physical education has the unique opportunity of developing desirable character and social traits as well as the responsibility of the physical development of the individual.²

The Physical Education Uniform.

Concerning the uniform for a basic physical education class, there are two very important aspects which must be taken into consideration. One aspect is the cleanliness of the uniform, and the other is the fit of the uniform. Both of these elements are quite important and should not be ignored by the physical education teacher.

A student should be briefed at the very beginning of the year as to the importance of a clean uniform. There are other reasons for this than just the "looking nice" aspect, although this should be pointed out to the student. There are aesthetic values to dressing in a clean uniform every class period. This teaches a person a very good lesson. But probably the most important purpose for a clean uniform is the minimizing of skin infections which might be caused by a filthy set of clothes.

The fit of the uniform is very important. A student should be dressed comfortably, and to do this he must have properly fitted clothes. Great care should be given by the instructor

²Don Seston, Irene A. Clayton, Howard C. Leibes, and Lloyd Measeramith, Physical Education Handbook, Prentice-Hall, Inc., Englewood Cliffs, N.J. Third edition, January, 1962.

in pointing out the value of well fitted clothes. Clothing should not fit too tightly. Shoes and socks should not fit too snugly in order to eliminate blisters. Two pair of socks is preferable to one, and wool or part wool socks is recommended rather than the cotton sock. Clean socks without holes should be worn to avoid blistering of the heels or balls of the feet.

This thinking then leads to the question, "should the t-shirts and trunks of the physical education student be of a uniform nature?"

The type of uniform being discussed here is the one that is sold through the bookstores or local sporting goods stores. These uniforms generally have a boxer type trunk which is a solid color. The t-shirt is generally white with the name of the school, the department, and a number written across the front.

There are a number of reasons why most educators like a uniform outfit. One reason is the neat appearance. If each individual in the entire physical education class has a different colored shirt and trunk, some long sleeve and some short, some t-shirts and some sweat shirts; then the class has a sloppy appearance to it. But if each individual wears the same shirt and trunk, the appearance of the class is greatly enhanced.

There also seems to be a psychological effect. If the students look sharp, they feel sharp, and generally perform better. Whereas if they were dressed in a sloppy manner, their conduct and performance would generally be sloppy.

Lessons in Physical Education.

Valuable lessons in getting along with people may be learned

in a physical education program. These lessons can be carried over into the student's everyday life. In actual life, not all gain first place, not all win first prize, not all receive the acclaim and renown of the hero. Sports and physical education is an ideal laboratory for education for living.

In sports a person must learn to exhibit the same qualities that are necessary for a successful and happy life in a democratic society. He must acquire attitudes and habits of loyalty, cooperation, initiative, self-control, and courtesy. He has experience in being a leader and also a follower. He learns to adapt himself to constantly changing conditions of the game, just as he must in the game of life.³

In physical education sports, an individual will learn to give credit where credit is due. He will give recognition to a well-executed performance. He learns how to take the hard knocks and the victories, and how to react properly.

If all of this is true, then should character building be a normal part of the physical education program? This is the question that was asked in this study.

The Physical Examination.

There are two very pertinent questions which many times enter into a discussion of physical education. One concerns the necessity of having an examination before each season that an athlete participates in, and the other is whether or not a student should be required to have an examination before he is issued equipment for his physical education class.

Injuries in all sports are numerous. Head injuries, broken bones, sprains, and serious bruises are among the most common.

³Ibid., p. 7.

These accidents will occur in all sports, but to the greatest extent and most frequently in football.

The question is whether or not for example, an athlete participating in football should be required to have a medical examination after football season prior to reporting for basketball if this were the two sports involved. Most athletes will have their injuries treated by the trainer or doctor, but there are some who continue to play without saying anything about being hurt. Also, there are some injuries that are not discernible which might be uncovered by a medical doctor. In some cases this could prevent an injury from becoming seriously damaging to the individual.

If a physical were given prior to each sport, it would not need to be nearly as thorough as the one given at the beginning of each school year. Probably the most important things to check would be the head, neck, spinal chord, and the heart. Any previous injury which did not seem to heal very well should also be checked. There could be a reason for the injury hanging on to the athlete.

Likewise, in the physical education class, it is important to know the physical education student's condition. This will give the instructor a clear picture of the student's capabilities and incapacities. If a student has a heart condition, the instructor should be aware of it. If a student is anemic, the instructor should have knowledge of this fact.

A definite problem could arise if this were a requirement and it was not adhered to in the proper manner. If a student were issued equipment, and he proceeded to participate and eventually became injured, the instructor could get into serious trouble. He

could definitely be caught in a libel suit. This is a chance that need not be taken.

A student should want to know his physical condition. Knowing he is in good health will eliminate the fear that something might be wrong, and thus he will compete harder and gain more from the class.

One school questioned felt this was not a good idea because they were on the quarter system, and therefore this would mean an examination before each quarter started. This would not be necessary because only new students would need to get the examination. A record would need to be kept of those who had taken the exam, and they would not need to take it again.

The Training Room.

In discussing the training room, there are four areas which should be covered. These four include: (1) the service extended to the physical education students, (2) the responsibility of the trainer's salary, (3) the responsibility of paying the bills for the supplies which are purchased, and (4) the amount of treating that is done by the trainer.

The injuries received in physical education classes are just as important, as far as treatment goes, as those received on the athletic field. All injuries, whether they be a mere scratch or a broken leg, should be attended with all precautionary measures possible to prevent further complications. A student in a physical education class should have all the benefits of a training room that the varsity athletes do.

Prompt and immediate first aid should be administered to all injuries, no matter how serious they are. Whether it be

done by the coach, the trainer, or a doctor does not matter, but preliminary treatment measures should be taken.

Generally, the most logical place to get this first aid treatment is in the training room. It is convenient because it is generally in the same building. If for instance, the student health building were across campus and a floor burn was sustained by a student, it should not be necessary to send him across campus just to have an antiseptic sprayed on his burn. Also the student who sprains his ankle in a physical education class can be saved a great amount of time and pain by getting him quickly to the training room and giving him treatment.

If the physical education students are serviced by the training room, then the amount of treatment done becomes another important question. In this study, the physical educators were asked if the service extended to just first aid treatment, or whether or not there was further treating done other than the initial first aid work.

This question was designed for the purpose of trying to ascertain just what work is being carried on by the training room in relation to the physical education students. Its purpose was to determine if these students were given first aid and then released to the health service for further treatment, or if they were given treatment and first aid by the training room. It is assumed that the treatment would come under the guidance of the medical doctor in charge.

It is a very wise practice to refer all types of injuries in one of two ways to the health service and the doctor who generally overlooks the training room. One way is the injured

student himself reporting to the doctor for observation if his injury suffices this, and the other way is through the records kept by the trainer in the training room. It is feasible to say that not all injured students need to be referred to the medical doctor. A floor burn, a small cut, a bruise, or a pulled muscle need not be referred to a doctor in person, but a record should be kept of the student's name and the treatment which was administered. In this way, the trainer has a complete record of his treatment for the doctor to check.

This working relationship can come about by a clear understanding between the trainer and the doctor. If the doctor knows what the trainer will do in certain situations, then he is more reluctant to let the trainer do the first aid work. And again, if he knows the trainer is capable of treating the injury upon his advice, then this feeling of confidence will exist between the health service and the training room.

There can be no doubt in a coach's mind the importance of a good trainer. He is the man who can keep your team healthy, he is the man who can get your good athlete back on his feet after an injury, and he is the man who can help prevent further complications in an athlete's injury by advising him how hard to exert himself while recovering.

In most colleges, the trainer is hired specifically by the athletic department to treat the athletes involved in intercollegiate athletics. But, in most cases, the trainer will also work in conjunction with the physical education instructors to do any first aid and treatment which might be necessary for students injured in the physical education classes. If the physical

education students are going to be treated by the trainer, then the physical education department should play a part in paying the salary of the trainer.

The biggest problem that will arise in a smaller college is that there is a lack of finances to hire a trainer. Consequently, the wrapping, the giving of rub-downs, the heat treatments, the whirlpools, and any other training work which must be done will be done by the coaches or instructors. In some small schools, a serious injury will have to be taken care of by the local medical doctor. Of course, if at all possible, the schools should try to manage the finances to hire a trainer. A student trainer can be of some benefit, but he is somewhat limited. He is basically limited to wrapping, rubbing down, and administering hot packs.

If the physical education students are not served by the training room, then the department should not be expected to help purchase supplies. But, if they are served by the training room, then it is only reasonable that the physical education department and athletic department share the supply expenses. In many small colleges, this is the practice because the money is all put into one account, and the two departments use the money as their budget dictates.

A great deal of money can be tied up in supplies for a training room if one is not cautious in his selecting and buying. Before a person buys a lot of supplies for a new training room, it is a very good idea to consult a trainer who has had a great deal of experience in this area. He will be able to tell you what kind of tape works for specific things. For instance, one

type of tape might be best for taping ankles, while another type is best for taping a sprained wrist or jammed finger. He can tell you the important things to have in your training room. This way a salesman will be less likely to sell you a lot of supplies which will never be used. Buying in bulk is good if you use a lot of the item, but just because you can buy an item in bulk doesn't mean it is wise to do so. A salesman can show you, for example, how much you can save on twelve bottles of an item, but if you only use one bottle a year, then a person is not very wise to buy this item in bulk. Something similar which is better might come out on the market, and there you would be with eleven full bottles sitting on your shelf.

As was indicated earlier, most colleges of the size studied in this report are financially unable to afford a full-time trainer. Therefore, the coaches or the instructors must do the necessary first aid and treatment if it is done. Also, many of these schools will have student trainers who will help, but again, they are limited in what they can do. If these young student trainers would have the opportunity to work under a good trainer, then they would be of more value.

In the case of a college where there is not a full-time trainer, the coach, the instructor, and the student trainer are limited in the amount of treating they can do. Of course, a coach with a good background of anatomy, kinesiology, and athletic training will be more able to diagnose and treat injuries which occur to his athletes. Where a coach or student trainer is limited in his knowledge concerning injuries, the team physician becomes a vital person in the athletic program. It will be

through his diagnosis and instructions for treatment that a team will operate at highest peak efficiency. A good working relationship between the coach and the team physician is a must. If the team physician recommends to the coach that an injured athlete is not ready to play, then the coach is doing himself a favor by following the physician's suggestion.

Activities in the College Program.

In this area of physical education, this study was concerned with what activities are being offered in our small colleges today, and how well the colleges are equipped to run these activities. Also, the question was asked whether or not they felt their program was lacking; and if so, the reason for it. Another question was asked about the presence of co-educational classes within their program, and whether or not they were in favor of it. The last question in this area of activities was concerned with the absence or presence of a swimming pool, and its utilization.

When the physical educators in this study were asked to indicate the activities offered in their program, there was a clear understanding that there would be a vast difference in the activities offered at different colleges throughout the United States. The form that the cultural pattern takes will determine the activities that will be offered. This cultural pattern will depend on such factors as: geography, historical traditions, religion, economic structure and institutions, political institutions, social institutions, and education.

But, whether it be in the East, West, North, or South,

there is one fact for certain; men and women have a great deal more leisure time than ever before. In this push-button, automated world, there is a great amount of tension produced. The use of leisure time then becomes all important. Leisure time can be used to enrich life, to dress up the ordinary drab routine of a day, and to compensate for the one-sidedness of our daily work. This leisure time can be filled with recreation of some type.

Here is where the activities learned in basic physical education can go to work. One of the main objectives of physical education is the carry-over values obtained from it. These carry-over values will include a knowledge of sports such as tennis, golf, swimming, handball, and many others. These activities help one to relax from the constant tension of attending to one's daily work. For a while, a person is able to forget the worries and complexities which are constantly haunting the individual. One can become refreshed and then be able to go back and face the complicated society.

A rich and varied program of activities should be included in the physical education classes of all colleges. With the variety of activities, the student is better able to find a carry-over activity which suits his fancy.

With a clear understanding of the importance of a variety of activities in the physical education program, the equipment for these varied activities is one of the next most important aspects to consider. To buy equipment for an adequate program in a college can run into a vast amount of money. The physical educator must exercise extreme care in his selecting and buying.

It is not advisable though, for the physical educator to buy the cheapest equipment in order to be able to have equipment for every activity. If this practice is followed, it will not take long before it is realized that this particular grade of equipment will not stand up and take the wear and tear of a good program. In just a short time, the equipment will be worthless, and the physical educator will find himself right back where he started--without any equipment.

Likewise, the other extreme cannot be followed. The best grade equipment, in most cases, will last; but there are very few large colleges, let alone the small ones studied here, that can afford to have the very best in the basic physical education program. Therefore, it is a must to be wise in selecting and buying equipment.

But again it should be emphasized that equipment must be available to conduct a good program. Inferior equipment is detrimental to the program. Playing tennis with a racket which has half of the strings gone does not give the individual the right feeling toward that activity. Tumbling without good mats discourages a healthy attitude toward gymnastics. These things are important to consider when building a program from the minute beginnings.

There seems to be a trend toward less segregation of sexes in activities.⁴ It has been found that certain social values can be gained when a mixed group plays in a friendly, leisurely

⁴Littrell, "Current Practices and Trends in the Elementary and Secondary Curricula," pg. 9.

manner. There are sports which lend themselves to this practice more so than others. Such sports as table tennis, tennis, shuffleboard, and badminton are suited for this because doubles matches can be played. Such activities with very little or no competition are popular co-recreational sports. These would include such sports as swimming, biking, hiking, horse riding, and dancing. The congenial atmosphere of these sports can sometimes help the timid individual in his or her everyday relationship with the opposite sex.⁵

Until recently, swimming had advanced rapidly in the Middle West and Eastern areas. This was mainly due to the heavier populated areas with more money with which to construct expensive facilities such as swimming pools, but swimming has now become popular in almost all areas where there is water available.

This very same problem of finances is the basic reason why not all colleges in this study have swimming pools. Even with the great cost of such a facility, there seems to be a trend which shows that more and more colleges are constructing pools. There were notes on a number of the returned questionnaires which stated that those particular institutions were planning to build pools in the near future.

⁵Seaton, Clayton, Leabee, and Messersmith, "Physical Education Handbook," pg. 22.

CHAPTER III

RESULTS AND ANALYSIS OF THE STUDY

The following tables and comments show the results of the study. Each question has been taken separately, and the possible answers are stated along with the number choosing that answer. The per cent selecting that answer is also given. Following each table is an explanation of that particular table.

Question 1.

In a four year liberal arts college, do you think a comprehensive course in first aid should be required of all students?

TABLE I
NUMBERS AND PER CENTS DESIRING A
REQUIRED FIRST AID COURSE

Answer	Number	Per Cent
Yes	32	61.5
No	19	36.5
No Answer	1	2.0

When asked if all students should be required to take first aid, the majority of the physical educators in this study said that they should. Sixty-one and five-tenths said it should be required, and 36.5 per cent said that it was not necessary

for all students to take a comprehensive course in first aid. There was a further suggestion by one educator who said that it could be included in the Health Education course.

Question 2.

Do you think a complete and comprehensive course in health education should be required of all students?

TABLE II
NUMBERS AND PER CENTS DESIRING A
REQUIRED HEALTH EDUCATION COURSE

Answer	Number	Per Cent
Yes	36	69.2
No	14	26.9
No Answer	2	3.9

The study showed that 69.2 per cent felt a comprehensive course in health education should be required of all students. Only 26.9 per cent said that such a course should not be required of every student. The other 3.9 per cent failed to answer the question.

Question 3.

Which of the following would you like to see for graduation requirements in physical education? (a) 2 hours, (b) 4 hours, (c) 6 hours, (d) 8 hours, (e) none required.

TABLE III

NUMBERS AND PER CENTS SHOWING DESIRED GRADUATION
REQUIREMENTS IN PHYSICAL EDUCATION

Answer	Number	Per Cent
2 hours	3	5.8
4 hours	25	48.0
6 hours	9	17.4
8 hours	9	17.4
None Required	2	3.8
No Answer	2	3.8
Suggested Answer	2	3.8

This study showed a variation of opinions, and therefore a concrete statement as to the overwhelming sentiment cannot be made; although one answer was somewhat more popular than the rest. Forty-eight per cent said that 4 semester hours of physical education should be required of all students. Seventeen and four-tenths per cent felt that 6 hours should be required in physical education, and 17.4 per cent said 8 hours should be the requirement. Of the rest answering, 5.8 per cent said 2 hours, 3.8 per cent said none should be required, and 3.8 per cent did not answer the question. One educator felt physical education should be required all four years, and another said it should be mandatory for two years. There is the possibility that four hours of physical education is what most of the institutions require at the present time; therefore, this could be the reason the largest number of physical educators chose this answer.

Question 4.

In your required physical education classes, what part (or parts) of the equipment is furnished by the department? Supporter, socks, shoes, trunks, shirt, towel, soap.

TABLE IV
PER CENT OF SCHOOLS WHO FURNISH ITEMS
OF THE PHYSICAL EDUCATION UNIFORM

Items	Number	Per Cent
Supporter	7	13.5
Socks	7	13.5
Shoes	3	5.8
Trunks	7	13.5
Shirt	7	13.5
Towel	33	63.5
Soap	39	75.0
Nothing furnished	12	23.1

The complete uniform of the physical education student is not overly expensive. Most colleges do provide part of the uniform. In this study, it was the purpose to find out just how much or what parts were provided by the department. Thirteen and five-tenths per cent of the schools studied provided a supporter, 13.5 per cent provided socks, 5.8 per cent provided shoes, 13.5 per cent provided trunks, 13.5 per cent provided the shirt, 63.5 per cent provided a towel, and 75 per cent provided

soap to bathe with. If two items were provided, it was generally the towel and soap. Forty-six and two-tenths per cent of the studied schools provided this combination. Only two schools provided all of the equipment, and three schools provided all but the shoes. Twenty-three and one-tenth per cent of the schools did not provide any part of the items mentioned. One college provided everything but the shoes for a \$21.00 rental fee per year, and another college charged \$5.00 per semester for the same provision.

Question 5.

Should the physical education students wear t-shirts and trunks which are uniform?

TABLE V
NUMBERS AND PER CENTS SHOWING THE DESIRABILITY
OF STANDARDIZED UNIFORMS

Answer	Number	Per Cent
Yes	49	94.2
No	1	2.0
No Answer	2	3.8

In this study, 94.2 per cent of the physical educators felt the t-shirts and trunks should be uniform. A mere 2 per cent said that they should not be, and 3.8 per cent did not answer the question. Therefore, the overwhelming opinion in this study is that it is best to have the physical education uniform standard in nature.

Question 6.

Should character building be a normal part of a physical education program? Do you believe this is prevalent in most colleges today?

TABLE VIa

PER CENTS SHOWING FEELING TOWARD CHARACTER
BUILDING AS NORMAL PART OF THE PROGRAM

Answer	Number	Per Cent
Yes	51	98.1
No	1	1.9

TABLE VIb

PER CENT FEELING CHARACTER BUILDING IS, OR
IS NOT, PREVALENT IN COLLEGES TODAY

Answer	Number	Per Cent
Yes	18	34.6
No	22	42.3
No Answer	12	23.1

Ninety-eight and one-tenth per cent of the physical educators in the study said that character building should be a normal part of the physical education program. Only a mere 1.9 per cent said that it should not be. When asked if they felt

this practice was prevalent in most colleges and universities today, 34.6 per cent said they felt that it was. A very surprising 42.3 per cent said that they did not think it was prevalent in our colleges today. Twenty-three and one-tenth per cent gave no answer to the question saying that they had no comment.

Question 7.

Should a two or three sport man be required to have a physical examination prior to each respective season?

TABLE VII
NUMBERS AND PER CENTS CONCERNING A REQUIRED PHYSICAL
EXAMINATION PRIOR TO EACH COMPETITIVE SEASON

Answer	Number	Per Cent
Yes	27	51.9
No	24	46.2
No Answer	1	1.9

In answering this question, 51.9 per cent of the physical educators felt that an athlete should have a physical prior to each season. Forty-six and two-tenths per cent felt that it was necessary to have only the one physical examination at the beginning of the year. The other 1.9 per cent did not answer the question.

Question 8.

Should all physical education students be required to have a physical examination before equipment is issued for participation? Is this requirement at your institution?

TABLE VIIIa

PER CENT SHOWING THE FEELINGS TOWARD THE REQUIREMENT
OF A PHYSICAL EXAMINATION BEFORE PARTICIPATION
IN PHYSICAL EDUCATION

Answer	Number	Per Cent
Yes	45	86.5
No	7	13.5

TABLE VIIIb

PER CENTS SHOWING NUMBER OF INSTITUTIONS WITH REQUIREMENT
OF A PHYSICAL EXAMINATION PRIOR TO PARTICIPATION

Answer	Number	Per Cent
Yes	34	65.4
No	13	25.0
No Answer	5	9.6

The large majority of physical educators, 86.5 per cent, feel that students should have a physical examination before receiving equipment. Only 13.5 per cent felt it was not necessary. When asked if this was a requirement at their institution, 65.4 per cent said it was; 25 per cent said that it was not a

requirement. The remaining 9.6 per cent did not answer the question.

Question 9.

Does your training room service both the athletes and physical education students?

TABLE IX

PER CENT SHOWING THE AVAILABILITY OF TRAINING ROOM
SERVICE TO BOTH ATHLETES AND P.E. STUDENTS

Answer	Number	Per Cent
Yes	43	82.7
No	9	17.3

This question helped in determining what practice is most frequently used in small colleges. It was found that 82.7 per cent of those questioned had the training room servicing both the athletes and the physical education students. The remaining 17.3 per cent did not have this practice. It is assumed that these 17.3 per cent were using the student health services to administer the first aid treatment. If this were not the case, then it is again assumed that the instructor administered the first aid treatment out of his own office.

Question 10.

If the physical education students are served by your training room, to what extent does the service extend? (a) first

aid, (b) Treatment.

TABLE X
NUMBERS AND PER CENTS SHOWING AMOUNT OF SERVICE
EXTENDED PHYSICAL EDUCATION STUDENTS
BY THE TRAINING ROOM

Answer	Number	Per Cent
First Aid	24	55.8
Treatment	4	9.3
Both	15	34.9

The institutions studied in this report revealed that 55.8 per cent of the training rooms administered just first aid to the physical education students. Nine and three-tenths per cent indicated they just gave treatment, and 34.9 per cent said they did both the first aid work and the treatment. As was indicated in the previous question, nine of the training rooms do not serve the physical education students. Two schools specifically indicated that their treating was done only on the physician's prescribed directions. This is a well accepted policy by most physical educators, even though it was not indicated by the study.

Question 11.

Is your trainer (or trainers) salaried by: (1) the athletic department, (b) the physical education department, or (c) by both?

TABLE XI
NUMBERS AND PER CENTS SHOWING THE MEANS
BY WHICH THE TRAINER IS SALARIED

Answer	Number	Per Cent
Athletic Department	13	25.0
Physical Education Department	12	23.1
By Both	13	25.0
No Trainer	8	15.4
No Answer	6	11.5

When asked how their trainers were salaried, 25 per cent of those questioned said by the athletic department, and 23.1 per cent said by the physical education department. Twenty-five per cent reported they were salaried by a combination of the two. Fifteen and four-tenths per cent were without a trainer, and 11.5 per cent did not answer the question.

Question 12.

Are your supplies paid for by: (1) the athletic department, (b) the physical education department, or (c) by both?

TABLE XII
NUMBERS AND PER CENTS SHOWING THE MEANS
BY WHICH SUPPLIES ARE PURCHASED

Answer	Number	Per Cent
Athletic Department	14	26.9
Physical Education Department	10	19.2

TABLE XII (Continued)

By Both	25	48.0
No Answer	3	5.9

In this study, it was found that in 26.9 per cent of the institutions, the supplies were paid for by the athletic department alone. In 19.2 per cent of the colleges, the physical education department paid for them. As indicated in the table, the largest number of the colleges reported the two departments shared the expenses for supplies, 25 of the 52 or 48.0 per cent. Just 5.9 per cent questioned failed to answer this item. One institution indicated that their supplies were paid for by state funds.

Question 13.

How much treating do you do? (a) First aid and treatment, (b) treatment, (c) treatment under supervision of team physician?

TABLE XIII

NUMBERS AND PER CENTS SHOWING THE EXTENT
OF TREATING DONE BY THE TRAINING ROOM

Answer	Number	Per Cent
First Aid and Treatment	29	55.8
Treatment	1	1.95
Treatment Under Supervision of Team Physician	11	21.05

TABLE XIII (Continued)

First Aid and Treatment Under Supervision of Team Physician	9	17.3
No Answer	2	3.9

Most colleges in this study do some first aid work. Fifty-five and eight-tenths per cent of those studied indicated they do first aid work and treating when an athlete is injured. One college indicated that just treatment alone was carried on by their training room. Twenty-one and five-tenths per cent of the colleges studied added a further answer. They added that they did first aid and then treatment under the supervision of the team physician. Nine, or 17.3 per cent, indicated this practice. Only one physical educator failed to answer the question.

Question 14.

Check the activities which are offered in your physical education classes. (Those listed were:)

- | | | |
|-----------------|-------------------------|--------------------|
| 1. archery | 11. gymnastics | 22. speedball |
| 2. bowling | 12. tumbling | 23. swimming |
| 3. angling | 13. trampolining | 24. table tennis |
| 4. badminton | 14. handball | 25. tennis |
| 5. basketball | 15. horsemanship | 26. touch football |
| 6. boxing | 16. lacrosse | 27. track & field |
| 7. canoeing | 17. shuffleboard | 28. volleyball |
| 8. fencing | 18. skiing | 29. weightlifting |
| 9. field hockey | 19. skin & skuba diving | 30. wrestling |
| 10. golf | 20. soccer | 31. squash |
| | 21. softball | 32. rugby |

TABLE XIV
NUMBERS AND PER CENTS SHOWING THE ACTIVITIES
OFFERED IN COLLEGES STUDIED

Activity	Number of Schools Offering Activity	Per Cent
Archery	41	78.8
Bowling	35	67.3
Angling	5	9.6
Badminton	48	92.7
Basketball	45	86.5
Boxing	6	11.5
Dancing	37	71.2
Fencing	12	23.1
Field Hockey	28	53.8
Golf	47	90.4
Gymnastics	37	71.2
Tumbling	40	76.9
Trampolining	35	67.3
Handball	23	44.2
Horsemanship	3	5.8
Lacrosse	3	5.8
Shuffleboard	12	23.1
Skiing (water)	1	1.95
Skiing (snow)	13	25.0
Skin & Skuba Diving	3	5.8
Soccer	37	71.2
Softball	48	92.7
Speedball	21	40.4

TABLE XIV (Continued)

Swimming	35	67.3
Table Tennis	22	42.3
Tennis	49	94.2
Touch Football	43	82.7
Track and Field	28	53.8
Volleyball	51	98.1
Weightlifting	39	75.0
Wrestling	25	48.1
Squash	4	7.7
Rugby	1	1.95

Other activities added by some schools were: ice skating, cross country, ice hockey, skating, riflmg, judo, and paddleball.

Question 15.

Do you have equipment for the activities mentioned above?
(a) all, (b) most, (c) some, (d) very little.

TABLE XV

NUMBERS AND PER CENTS SHOWING THE AVAILABILITY OF
EQUIPMENT FOR THE ACTIVITIES OFFERED

Answer	Number	Per Cent
All	32	61.5
Most	18	34.6
Some	2	3.9

Thirty-two schools, or 61.5 per cent, reported that they had all of the equipment needed for the activities that were offered. Thirty-four and six-tenths per cent indicated that most of the equipment was available, and 3.9 per cent had just some of the equipment for their program. No schools reported that they had very little of the equipment for their activities program.

Question 16.

Do you feel your program is lacking in opportunities for varied activities? If so, is it because of the lack of: (a) money for equipment, (b) time, (c) space, (d) administrative support.

TABLE XVIa
NUMBERS AND PER CENTS SHOWING THE ADEQUATENESS
OF OPPORTUNITIES FOR VARIED ACTIVITIES

Answer	Number	Per Cent
Yes	31	59.6
No	21	40.4

In conjunction with questions 14 and 15, the physical educators were asked whether or not their program was lacking in the number of activities offered; and if so, the reason for it. There were 31 schools which, according to the directors of physical education programs, were lacking in opportunities for varied activities in their physical education classes. There

were 21 schools, or 40.4 per cent, which indicated that their program was not lacking in this area.

TABLE XVIIb
NUMBERS AND PER CENTS SHOWING THE REASONS
FOR A LACK OF VARIED ACTIVITIES

Answer	Number	Per Cent
Money For Equipment	9	29.0
Time	10	32.3
Space	25	80.6
Administrative Support	3	6.5
No Answer	3	6.5

The reasons for a program being inadequate are many and varied. There are possibly other reasons for this problem than just the ones listed in this study. The majority of the reasons, though, will be included somewhere under these headings: money, time, space, and administrative support.

Thirty-one schools indicated their program was lacking. Nine, or 29.0 per cent, said it was because of the lack of money for equipment; 10, or 32.3 per cent, said it was because of the lack of time; 25, or 80.6 per cent, said they did not have ample space; and only 3, or 6.5 per cent, indicated it was because of the absence of administrative support. There were also three who did not answer the question after indicating their program was lacking. The reason the above per cents do not add up to 100 per cent is because some of the physical educators indicated

that their problem was due to a combination of the reasons offered. Some had money and space problems, while others had time and space problems. One institution indicated it was due to a shortage of staff members, but here again it gets back to either a lack of money or administrative support.

Question 17.

Do co-educational physical education classes exist in your program? Do you approve of this setup?

TABLE XVIIa

NUMBERS AND PER CENTS CONCERNING THE PRESENCE
OR ABSENCE OF CO-EDUCATIONAL
PHYSICAL EDUCATION CLASSES

Answer	Number	Per Cent
Yes	35	67.3
No	17	32.7

TABLE XVIIb

NUMBERS AND PER CENTS SHOWING APPROVAL OR
DISAPPROVAL OF CO-EDUCATIONAL CLASSES

Answer	Number	Per Cent
Yes	44	84.6
No	6	11.5
No Answer	2	3.9

The results of this question indicate that 67.3 per cent of the institutions have co-educational classes in their program, whereas 32.7 per cent do not. An overwhelming 84.6 per cent, or 44 out of 52 schools, of the physical educators indicated they approved of this setup, and 11.5 per cent did not approve of this setup. Just two physical educators failed to answer the question.

Question 18.

Do you have a swimming pool? If so, how many hours a day is it used for classes; for the swimming team; open to all students?

TABLE XVIII
NUMBERS AND PER CENTS SHOWING THE PRESENCE
OR ABSENCE OF A SWIMMING POOL

Answer	Number	Per Cent
Yes	23	44.2
No	29	55.8

In this study, 23 institutions, or 44.2 per cent, had swimming pools. There were 29 schools, or 55.8 per cent, that indicated that they did not have such a facility. Of the 29 schools who indicated they were without a pool, seven reported that they either used the YMCA pool or the local high school facility. There could be others who do this also, but they did not mention it on the questionnaire.

TABLE XVIIIb

RANGE OF HOURS THE SWIMMING POOL IS USED
FOR VARIOUS PARTS OF THE PROGRAM,
AND AVERAGE NUMBER OF HOURS
FOR VARIOUS USES

Uses Of Pool	Range Of Hours Used	Over-all Average
Classes	1-8	4 Hours
Swimming Team (figures for schools with team)	1-3	2 Hours
Open To All	1-8	3 Hours

The second part of the question concerns the use of the pool. The three areas with which this study is concerned, are the number of hours a day it is used for classes, the number of hours a day it is used for the swimming team, and the number of hours the pool is open to all students. The study revealed that the number of hours for classes ranged from 1 to 8 per day, 1 to 3 for the swimming team, and 1 to 8 hours in which the pool was open to all students. Only 9 out of 22 schools which have swimming pools have swimming teams. The pools were found to be used an average of 4 hours a day for classes, 2 hours for the swimming team, and 3 hours a day by all students.

The last two questions in this study were concerned with selecting the school colors, and the choosing of the nicknames of the school's teams of a new college. The author felt that these two questions did not fit in with the rest of the study, thus they were not recorded and analyzed in this report.

CHAPTER IV

SUMMARY

The results of a questionnaire, returned by 52 directors of physical education in small colleges, were analyzed and recorded to determine some of the practices and attitudes of men in charge of physical education programs. The institutions were selected on a random basis according to size and state. Each physical educator was asked questions pertaining to required courses in physical education, the physical education uniform, lessons learned in physical education, the physical examination, the training room, and the activities in their physical education program.

A majority of physical educators felt that all students should be required to take a complete and comprehensive course in first aid. Only 37 per cent did not feel it was necessary. Likewise, a majority felt that a complete and comprehensive course in health education should be required of all students.

Ninety-six per cent of the physical educators felt that physical education should be required by all students. The majority felt four hours should be required in order for a student to meet his physical education requirements for graduation.

In a little more than one-half of the small colleges, the soap and towel is furnished. The uniform is not completely furnished in the majority of cases. Most physical educators do feel though that the t-shirts and trunks should be uniform.

Character building should definitely be a normal part of the physical education program, but there is doubt in some physical educators' minds whether or not this is a practice in our colleges and universities today.

No real conclusions can be drawn on whether or not an athlete should be required to take a physical before going out for each sport, but it is strongly felt that all physical education students should have a physical examination before being issued equipment. This is a requirement in the majority of the colleges.

In most colleges, the training room services both the physical education student and the athlete. In many of these same institutions, the physical education student will receive first aid and treatment. The trainers are salaried by three different means. About one-third of the trainers are salaried by the physical education department, one-third are salaried by the athletic department, and one-third by both of the departments. Many of the small colleges do not have trainers. Generally, the supplies used by the trainer are paid for by both of the departments. The amount of treating done by the small colleges varies considerably.

The activities offered in basic physical education most frequently are: archery, bowling, badminton, basketball, dancing, field hockey, golf, gymnastics, tumbling, trampolining, handball, softball, swimming, tennis, touch football, volleyball, and weightlifting. All or most of the equipment for these activities is available in the institutions studied. Many feel their

programs are lacking, and the biggest reason for this is the amount of space available. Sixty-seven per cent of the colleges have co-educational activities, and almost 85 per cent of the physical educators are in favor of this type of activity.

Just 43 per cent of the colleges in this study have swimming pools. On the average for those having pools, four hours a day is provided for classes, and three hours the pool is open to all students. Most colleges do not have swimming teams.

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A P P E N D I X

A STUDY IN THE FORMATION OF A PHYSICAL
EDUCATION AND ATHLETIC PROGRAM IN A
FOUR-YEAR LIBERAL ARTS COLLEGE

1. In a four year liberal arts college, do you think a comprehensive course in first aid should be required of all students?
YES NO
2. Do you think a complete and comprehensive course in health education should be required of all students?
YES NO
3. Which of the following would you like to see for graduation requirements in Physical Education?
(a) 2 hours, (b) 4 hours, (c) 6 hours, (d) 8 hours, (e) none required.
4. In your required physical education classes, what part (or parts) of the equipment is furnished by the department?
Supporter _____ Shirt _____
Socks _____ Towel _____
Shoes _____ Soap _____
Trunks _____
5. Should the physical education students wear t-shirts and trunks which are uniform?
YES NO
6. Should character building be a normal part of a physical education program?
YES NO
Do you believe this is prevalent in most colleges today?
YES NO
7. Should a two or three sport man be required to have a physical examination prior to each season?
YES NO
8. Should all physical education students be required to have a physical examination before equipment is issued for participation?
YES NO
Is this a requirement at your institution?
YES NO
9. Does your training room service both the athletes and physical education students?
YES NO

10. If the physical education students are served by your training room, to what extent does the service extend?
(a) First Aid, (b) Treatment.
11. Is your trainer (or trainers) salaried by: (a) the athletic department, (b) the physical education department, or (c) by both?
12. Are your supplies paid for by: (a) the athletic department, (b) the physical education department, or (c) by both?
13. How much treating do you do?
(a) First Aid and Treatment, (b) Treatment, (c) Treatment under supervision of the team physician.
14. Check the activities which are offered in your physical education classes. (Please note if there are others which are not listed.)
- | | |
|---|--|
| <input type="checkbox"/> 1. archery | <input type="checkbox"/> 17. shuffleboard |
| <input type="checkbox"/> 2. bowling | <input type="checkbox"/> 18. skiing |
| <input type="checkbox"/> 3. angling | a. water |
| <input type="checkbox"/> 4. badminton | b. snow |
| <input type="checkbox"/> 5. basketball | <input type="checkbox"/> 19. skin and skuba |
| <input type="checkbox"/> 6. boxing | diving |
| <input type="checkbox"/> 7. dancing | <input type="checkbox"/> 20. soccer |
| a. folk dance | <input type="checkbox"/> 21. softball |
| b. square dance | <input type="checkbox"/> 22. speedball |
| c. modern dance | <input type="checkbox"/> 23. swimming |
| <input type="checkbox"/> 8. fencing | <input type="checkbox"/> 24. table tennis |
| <input type="checkbox"/> 9. field hockey | <input type="checkbox"/> 25. tennis |
| <input type="checkbox"/> 10. golf | <input type="checkbox"/> 26. touch football |
| <input type="checkbox"/> 11. gymnastics | <input type="checkbox"/> 27. track and field |
| <input type="checkbox"/> 12. tumbling | <input type="checkbox"/> 28. volleyball |
| <input type="checkbox"/> 13. trampolining | <input type="checkbox"/> 29. weightlifting |
| <input type="checkbox"/> 14. handball | <input type="checkbox"/> 30. wrestling |
| <input type="checkbox"/> 15. horsemanship | <input type="checkbox"/> 31. squash |
| <input type="checkbox"/> 16. lacrosse | <input type="checkbox"/> 32. rugby |
15. Do you have equipment for the activities mentioned above?
(a) All, (b) Most, (c) some, (d) very little.
16. Do you feel your program is lacking in opportunities for varied activities?
YES NO
If so, is it because of the lack of: (a) money for equipment, (b) time, (c) space, (d) administrative support?
17. Do co-educational physical education classes exist in your program?
YES NO
Do you approve of this setup?
YES NO

18. Do you have a swimming pool?

YES NO

If so, how many hours a day is it used for classes? ___ hours,
for swimming team? ___ hours, open to all students? ___ hours.

- *19. If you were associated with a brand new college and the school had not chosen school colors, how would you prefer they be decided upon?
(a) faculty alone pick them, (b) the first class of the college pick them, (c) the administration pick them, (d) the administration, the faculty pick them, (e) by the administration, the faculty, and the students pick them.
- *20. If you were associated with a brand new college and the nickname of the teams had not been chosen, how would you prefer it be decided upon?
(a) by the faculty, (b) by the first class, (c) by the administration, (d) by the administration and the faculty, (e) by the administration, the faculty, and the students pick the nickname together.

*These questions were not included in the analysis.

ROSTER OF INSTITUTIONS

Aosdie University	Wolfville, N. S., Canada
Adrian College	Adrian, Michigan
Alaska, University of	College, Alaska
Albany State College	Albany, Georgia
Albion College	Albion, Michigan
Albright College	Reading, Pennsylvania
Alfred University	Alfred, N. Y.
Allen University	Columbia, S. C.
Alma College	Alma, Michigan
American International College	Springfield, Mass.
Anderson College	Anderson, Indiana
Aquinas College	Grand Rapids, Michigan
Arkansas A&M College	College Heights, Arkansas
Augustana College	Rock Island, Illinois
Augustana College	Sioux Falls, South Dakota
Austin College	Sherman, Texas
Baker University	Baldwin, Kansas
Bates College	Lewiston, Maine
Beres College	Beres, Kentucky
Berry College	Mount Berry, Georgia
Biola College	La Mirada, California
Birmingham-Southern College	Birmingham, Alabama
Calvin College	Grand Rapids, Michigan
Carroll College	Helena, Montana
Central Methodist College	Payette, Missouri
Chadron State College	Chadron, Nebraska
Church College of Hawaii	Laie, Hawaii
Clark University	Worcester, Mass.
Coe College	Cedar Rapids, Iowa
College of Southern Utah	Cedar City, Utah
Colorado College	Colorado Springs, Colorado
Eastern Oregon College	La Grande, Oregon
Ferris State	Big Rapids, Michigan
Grand Canyon College	Phoenix, Arizona
Grand Valley State College	Allendale, Michigan
Hartford, University of	West Hartford, Connecticut
Hilldale College	Hilldale, Michigan
Hope College	Holland, Michigan
Kalamazoo College	Kalamazoo, Michigan
Keene State College	Keene, New Hampshire
Langston University	Langston, Oklahoma
Lewis and Clark College	Portland, Oregon
Michigan Lutheran College	Detroit, Michigan
Michigan Technological University	Houghton, Michigan
Michigan Technological University	Sault Ste. Marie, Michigan
Middlebury College	Middlebury, Vermont
Millsaps College	Jackson, Mississippi

New Mexico Highlands University	Las Vegas, New Mexico
Northwood Institute	Midland, Michigan
Oakland University	Rochester, Michigan
Olivet College	Olivet, Michigan
Spring Arbor College	Spring Arbor, Michigan
Western New Mexico University	Silver City, New Mexico
Whitman College	Walla Walla, Washington

A STUDY IN THE FORMATION OF A PHYSICAL EDUCATION AND
ATHLETIC PROGRAM IN A FOUR-YEAR LIBERAL ARTS COLLEGE

by

DAVIS BENNETT NEELY

B. S., Southwestern State College
Weatherford, Oklahoma, 1965

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1966

The opportunity to assist in the development of an educational program from its beginning is a stimulating and challenging situation. It also weighs heavy with responsibility for those charged with establishing precedent and guide lines for the future. There can be no looking back to point an accusing finger at a nearsighted predecessor; there is no history to blame for mistakes. The rewards are great for those operating a successful program they had a hand in developing and seeing it work for the educational benefit of the students involved.

Many problems will be faced in the first few years of the college that will not be faced at any other time during the life of the institution. Classes will have to be organized and established, equipment will have to be purchased, training rooms will have to be set up, and various procedures will have to be formulated.

The purpose of this report was threefold; first, to determine some of the practices and attitudes of directors of physical education programs in small colleges throughout the United States; second, the results of the evaluation can be used by the physical educator's to compare their programs with others in the country; and third, the author can use the results to evaluate his own philosophy.

A majority of the physical educators felt that all students should be required to take a complete and comprehensive course in both health education and first aid. The basic physical education class should be required of all students, 96 per cent of

the physical educators reported. Generally, the towel and soap is provided in these basic classes. Character building should definitely be a normal part of the basic class, even though many of the directors felt it was not being carried out in most institutions. Physical examinations should be required before equipment is issued for participation, and 51.9 per cent said that they should be required prior to participation in each sport.

In most small colleges, the training room services both the physical education student and the varsity athlete. In many of these same institutions, the physical education student will receive first aid and further treatment if necessary. The ways in which trainers are salaried are by the physical education department alone, the athletic department alone, and by both of them together. Many of the small colleges do not have trainers. Generally, the supplies used by the trainer are paid for by both of the departments in a mutual effort. The amount of treating done by the small college varies considerably.

The activities offered in basic physical education most frequently are: archery, bowling, badminton, basketball, dancing, field hockey, golf, gymnastics, tumbling, trampolining, handball, softball, swimming, tennis, touch football, volleyball, and weightlifting. All or most of the equipment for these activities are available in the institutions studied. Many felt their programs are lacking, and the biggest reason for this is the amount of space available. Sixty-seven per cent of the

colleges have co-educational activities, and 84 per cent of the physical educators are in favor of this type of activity.

Just 43 per cent of the colleges in this study have swimming pools. On the average for those having pools, four hours a day are provided for classes, and three hours the pool is open to all students. Most small colleges do not have swimming teams.

Of course there are many other areas which are not covered in this report, but the areas which are studied here seemed quite important and thus they were selected over the others. From this study a better insight can be gained in terms of establishing a physical education and athletic program in a new institution.