

A SURVEY OF PHYSICAL EDUCATION CURRICULUMS IN THE
NINETEEN PUBLIC JUNIOR COLLEGES OF KANSAS

by 6408

JAMES C. JOHNSON

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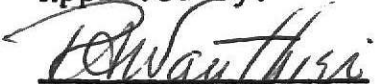
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Approved by:


Major Professor

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INTRODUCTION

Junior Colleges are becoming an integral part of the educational system in Kansas. Today, Kansas currently supports nineteen Public Junior Colleges. The American Association of Junior Colleges has estimated that within the next few years more than half of the freshmen entering college for the first time will enroll in a Junior College. Because of this fact it is important for the junior colleges to work cooperatively with the four-year colleges and universities in coordinating curriculums of study, which will enable students planning to pursue a baccalaureate or higher degree the opportunity to transfer at the end of two years in their chosen curriculum without the loss of excess credits.

For those students who have identified their goal to be a teacher of physical education, the professional program should be directed toward the development of the enlightened person, the cultural citizen and the competent teacher. If the student has made a vocational choice by the time he enters college some specialized professional education should be offered the first two years.¹

¹Raymond A. Synder, "Physical Education In The Junior College," Journal of Health, Physical Education and Recreation, Vol. 36, (April 1965), p. 38.

The student public of Junior Colleges usually fall into three categories: (1) students whose interest may range from cultural to vocational; (2) the professional student whose main interest lies in completion of two years academic work leading toward a degree from another institution; and (3) the general student whose interests are not yet directed toward a profession or vocation.²

Most Kansas Junior Colleges attempt to meet the needs of students in each of these categories. However, weaknesses do exist in many areas. Requirements are usually very similar among the Kansas Junior Colleges in regard to the general education curriculums, but curriculums in specialized fields of professional preparation should be evaluated to determine if they are meeting the needs of those students wishing to transfer at the completion of two years of Junior College work.

The physical education curriculum is one that needs to consider re-evaluation. A planned curriculum should be available to those students wishing to obtain a major in health, physical education and recreation, with the intention of obtaining a bachelors degree from a four-year institution.

The Junior College should play an important role in creating as well as implementing the design for effective

²Ibid, p. 41.

preparation of teachers of physical education. The program should include the beginnings of professional preparation for future physical education teachers.

At present the Kansas Junior Colleges offer programs in physical education that range from well organized curriculums to only a few courses and activities. Because of the variations in curriculums the student must be able to look at the colleges and evaluate them to determine which one would most effectively prepare him to start working toward an eventual career in physical education.

PURPOSE OF STUDY

The purpose of this study was to determine what is being offered in the physical education curriculums of Kansas Junior Colleges and show which of the Junior Colleges can provide the best preparatory course of study for those students wishing to continue study at a four-year college or university leading to a career in physical education.

It is hoped that the information in this report will be helpful to the student who plans to major in physical education, and begin his higher education at the Junior College level. Also this report should give the college and university departments of physical education an idea of what preparation a transfer major has received.

METHOD OF STUDY

In developing this report the survey method of research was used. A short-answer questionnaire was developed to collect information pertaining to certain areas of the physical education curriculum. The questionnaire was divided into three main parts; the service program (required program), professional preparation, and general information. A fourth part was also included which lists the programs offered at each Junior College. This included activities and professional courses as well as outlined programs of study for physical education majors. This information was obtained from student catalogs and bulletins.

The questionnaire consisted of four pages that involved yes and no questions, blanks for response, and spaces to check. It was felt this type of questionnaire would be easy to answer and take a minimum amount of time, thus resulting in more returns. A copy of this questionnaire is included in the appendix.

Questionnaires were sent to the nineteen Public Junior Colleges in the state of Kansas. The questionnaires were addressed to the chairman or head of the physical education

department, and in cases where there was not such a position it was addressed to the physical education instructors. Participants were asked to answer the questionnaire to the best of their knowledge and experience. An addressed, stamped envelop was supplied for the return.

Response regarding the questionnaire was:

Total questionnaires mailed	19
Total questionnaires returned	15
Total percent of return	78.9

The response was quite favorable and in almost all instances parties filling out the questionnaire indicated that they would like to have a summary of the results of the study.

Response as to whether they wanted to receive results of the study was:

Total number wanting results	11
Total number not wanting results	2
Total not indicating	2

Along with the questionnaire, student bulletins and information catalogs from each Junior College were used to obtain types of courses offered in the physical education curriculums. These descriptions will appear at the conclusion of this report when the programs of each Junior College are outlined.

Tables were set up for each question on the questionnaire. It must be noted that some questions allowed for more than one response; therefore, the total percentage was more than one-hundred.

RESULTS AND ANALYSIS

The results of the survey questionnaire were compiled as each survey was returned. Results of this survey will be presented in regard to total college response. Each question has been stated as it appeared on the survey questionnaire. Following each question, there is a table showing the results, followed by an interpretation and analysis of the table, which was set up for that particular question.

Questionnaire:

The Service Program (Required Program)

This is the phase of the physical education curriculum which in most cases is required of all students enrolled in the college regardless of their chosen field of preparation. These courses help fulfill part of the general education requirements necessary for graduation in most curriculum areas.

The service program usually offers activities in the following four areas; (1) team sports; (2) individual and dual sports; (3) aquatics; and (4) rhythmic.

Question One. Check the following activities that are offered in your Junior College.

Question one has been divided into four tables for differentiating between the different areas and activities of the service program.

Table Ia - Part I

Number and Percentages of Colleges Offering
Listed Team Sports Activities

Activities	Answers	Number Responding	Percent
Touch Football (Flag)	Yes	10	66.7
	No	5	33.3
Basketball	Yes	15	100.0
	No	0	0.0
Baseball	Yes	5	33.3
	No	10	66.7
Softball	Yes	10	66.7
	No	5	33.3
Soccer	Yes	8	53.3
	No	7	46.7
Volleyball	Yes	13	86.7
	No	2	13.3
Speedball ¹	Yes	3	20.0
	No	12	80.0
Whiffleball ¹ (Indoor Softball)	Yes	1	6.7
	No	14	93.3

¹ Activities which colleges offered in their programs but were not listed on the questionnaire.

As shown in Table Ia - Part I is a list of team sports offered by the colleges. Basketball was the most popular team sport and was the only activity which rated 100 percent among the responding colleges. The other most offered activities were volleyball (86.7 percent), softball (66.7 percent), touch football (66.7 percent), soccer (53.3 percent), baseball (33.3 percent), speedball (20.0 percent), and whiffleball (6.7 percent). Whiffleball and speedball were activities which schools offered in their programs but were not listed on the questionnaire.

Table Ia - Part II

Number and Percentages of Colleges Offering Listed
Individual and Dual Activities

Activities	Answers	Number Responding	Percent
Archery	Yes	14	93.3
	No	1	6.7
Badminton	Yes	15	100.0
	No	0	0.0
Bowling	Yes	13	86.7
	No	2	13.3
Handball	Yes	6	40.0
	No	9	60.0
Golf	Yes	14	93.3
	No	1	6.7

Table Ia - Part II (Continued)

Activities	Answers	Number Responding	Percent
Fencing	Yes	8	53.3
	No	7	46.7
Horseshoes	Yes	5	33.3
	No	10	66.7
Paddleball	Yes	2	13.3
	No	13	86.7
Track and Field	Yes	9	60.0
	No	6	40.0
Tennis	Yes	14	93.3
	No	1	6.7
Wrestling	Yes	6	40.0
	No	9	60.0
Gymnastics	Yes	8	53.3
	No	7	46.7
Table Tennis ¹	Yes	2	13.3
	No	13	86.7
Shuffleboard ¹	Yes	1	6.7
	No	14	93.3
Croquet ¹	Yes	1	6.7
	No	14	93.3
Deck Tennis ¹	Yes	1	6.7
	No	14	93.3
Tumbling ¹	Yes	1	6.7
	No	14	93.3
Horsemanship ¹	Yes	1	6.7
	No	14	93.3

¹Activities which colleges offered in their programs but were not listed on the questionnaire.

Table Ia - Part II, refers to those activities classified as individual and dual sports. Each instructor checked the activities which are offered. Badminton was the most popular individual and dual activity and was the only activity which rated 100 percent among the responding colleges. The other most offered activities in the area of individual and dual sports in order of preference were: Archery (93.3 percent), golf (93.3 percent), tennis (93.3 percent), bowling (86.7 percent), track and field (60.0 percent), fencing (53.3 percent), gymnastics (53.3 percent), handball (40.0 percent), wrestling (40.0 percent), horseshoes (33.3 percent), paddleball (13.3 percent), table tennis (13.3 percent), shuffleboard (7.0 percent), croquet (7.0 percent), deck tennis (7.0 percent), tumbling (7.0 percent) and horsemanship (7.0 percent). Table tennis, shuffleboard, croquet, deck tennis, tumbling and horsemanship were activities which colleges offered in their programs but were not listed on the questionnaire.

Table Ia - Part III
Number and Percentages of Colleges Offering
Listed Aquatic Activities

Activities	Answers	Number Responding	Percent
Swimming	Yes	6	40.0
	No	9	60.0
Diving	Yes	4	26.7
	No	11	73.3
Life Saving	Yes	4	26.7
	No	11	73.3

Table Ia - Part III, refers to those activities offered in aquatics. Aquatics is probably the weakest point in the service program. Very few colleges have the facilities to offer an aquatics program. Activities offered by colleges which could facilitate aquatics were swimming (40.0 percent), diving (26.7 percent) and life saving (26.7 percent).

Table Ia - Part IV
Number and Percentages of Colleges Offering
Listed Rhythmic Activities

Activities	Answers	Number Responding	Percent
Folk and Square Dance	Yes	2	13.3
	No	13	86.7
Modern Dance	Yes	6	40.0
	No	9	60.0

Table Ia - Part IV (Continued)

Activities	Answers	Number Responding	Percent
Social Dance	Yes	4	26.7
	No	11	73.3
Percision Dance ¹	Yes	1	6.7
	No	14	93.3
Rhythm Class ¹	Yes	1	6.7
	No	14	93.3
Movement Foundations ¹	Yes	1	6.7
	No	14	93.3

¹Activities which colleges offered in their programs but were not listed on the questionnaire.

Table Ia - Part IV, refers to those activities classified as rhythmic. Balance, coordination and movement were stressed in these activities. Activities in the rhythmic area included folk and square dance (13.3 percent), modern dance (40.0 percent), social dance (26.7 percent), percision dance (6.7 percent), rhythmic class (6.7 percent), and movement foundations (6.7 percent). Percision dance, rhythmic class and movement foundations were activities which colleges offered in their programs, but were not listed on the questionnaire.

As shown by the previous four parts of Table Ia all activities which were offered in the specific areas of the service program have been listed and computed. It is evident

that some colleges offer more of a variety than others; however most are quite uniform in their offerings. By taking those activities which a majority of the colleges indicated they offered, a general idea of the service program activities of Kansas Junior Colleges can be established. Such a program might be as follows:

<u>Team Sports</u>	<u>Individual and Dual Sports</u>	<u>Aquatics</u>	<u>Rhythmics</u>
Touch Football	Archery	None	None
Basketball	Badminton		
Softball	Bowling		
Volleyball	Golf		
	Fencing		
	Track and Field		
	Tennis		
	Gymnastics		

It must be noted that just because an activity is not listed doesn't mean that it is not offered. Many activities were not listed because not enough colleges offered them and it didn't qualify as a majority. A complete summary of activities offered at each Junior College can be seen in Table Id on page 38.

Question Two. Is successful completion of the service program in physical education required for graduation?

Table IIa
Requirement of Service Program for Graduation

Reply	Number of Responses	Percent
Yes	9	47.2
No	3	15.8
Optional	3	15.8
No Response	4	21.2

Table IIa shows that 47.2 percent of the responding colleges required successful completion of the service program to qualify for graduation. Fifteen and eight-tenths percent of the colleges did not require participation as part of the requirements for graduation. An optional choice was offered by 15.8 percent of the colleges and 21.2 percent made no response. In most cases, however, physical education majors are expected to participate.

Question Three. Are coeducational activities offered in physical education activities?

Table IIIa
Colleges Offering Coeducational Activities
In The Service Program

Reply	Number of Responses	Percent
Yes	9	47.4
No	5	26.4
Intramural Only	1	5.2
No Response	4	21.0

As indicated in Table IIIa, 47.4 percent of the colleges offer coeducational activities in the service program. Twenty-six and four-tenths percent of the colleges do not offer these types of activities and 5.2 percent offer coeducational activities in the intramural program only. Twenty-one percent of the colleges did not respond.

Colleges indicating participation in coeducational activities indicated the use of the following activities: (The number following the activity indicates the number of colleges offering that activity as coeducational); swimming - 3, bowling - 5, golf - 5, tennis - 3, badminton - 3, archery - 2, gymnastics - 2, volleyball - 4, social dance - 2, recreation sports - 1, and folk dance - 2.

Question Four. Is testing done to determine strength and weakness in all aspects of professional growth, particularly in quality of skill in activities of physical education?

Table IVa was divided into two parts in order to show the number of colleges testing strengths and weaknesses and to show what tests were used in determining these strengths and weaknesses.

Table IVa - Part I
Colleges Testing Strengths and Weaknesses
In Quality of Skill

Reply	Number of Responses	Percent
Yes	8	42.1
No	7	36.8
No Response	4	21.1

Table IVa - Part I, shows that testing was administered within the program in 42.1 percent of the colleges. Thirty-six and eight-tenths percent of the colleges did not test and 21.1 percent failed to reply. Table IVa - Part II will show what tests were used in the colleges.

Tests which were used to determine the strengths and weaknesses put forth by question four are defined as follows:³

³H. Harrison Clark, Application of Measurement to Health and Physical Education (Englewood Cliff, N.J.: Prentice-Hall, 1961), pp. 290-291.

Motor Capacity -- is designed to measure innate or inherent motor potentialities - the limits to which an individual may be developed.

Motor Ability -- is designed to measure "developed capacity" of an individual for participation in a wide range of activities.

Skill -- designed to measure achievement and progress made in various activities included in the program. Designed to determine level of ability in activities. To determine progress toward educational objectives.

Physical Fitness -- designed to the development and maintenance of a sound physique and of soundly functioning organs. Help determine an individual's capacity of physical activity.

Table IVa - Part II

Type of Tests and Percent Used by Colleges

Test	Answer	Number Responding	Percent
Motor Capacity	Yes	1	6.7
	No	14	93.3
Motor Ability	Yes	4	26.7
	No	11	73.3
Skill	Yes	8	53.3
	No	7	46.7
Physical Fitness	Yes	6	40.0
	No	9	60.0

Table IVa - Part II, indicates that skill tests (53.3 percent) and physical fitness tests (40.0 percent) were the most frequently used in determining the strengths and weaknesses of students in physical education activities.

Question Five. In which area is most emphasis placed on activities?

Table Va
Areas of Emphasis in Activities

Emphasis	Number Responding	Percent
Carry - Over	13	68.4
Team Games	5	26.3
Maintaining Physical Fitness	5	26.3
Demonstrations and Skill Performance	0	00.0
No Response	4	21.2

As shown by Table Va, carry-over activities were stressed by a majority of the colleges with 68.4 percent of them emphasizing this area. Other areas of emphasis were team games (26.3 percent), maintaining physical fitness (26.3 percent), demonstrations and skill performance (00.0 percent), and there was no response from (21.2 percent) of the colleges.

It must be noted that some colleges placed emphasis on more than one area. However, it is easily seen that a majority of colleges stressed carry-over activities within their service program. This would indicate that a majority of the colleges are determined to provide a program that will develop one's knowledge of activities which could be relied upon in later life in order to maintain a healthful and useful life.

Question Six. What factors are used in determining grades of activities courses?

Table VIa
Factors Used in Determining Grades

Factor	Number Responding	Percent
Attendance	13	68.4
Sportsmanship	10	52.6
Physical Fitness Achievement Test	5	26.3
Knowledge Test	10	52.6
Demonstration and Skill Performance	13	68.4
No Response	4	21.2

Grades and how they are determined are usually one of the concerns of students participating in service program activities. Table VIa shows what factors were used most often by the colleges. The results show that attendance (68.4 percent) and demonstrations and skill performance (68.4 percent) were used by a majority of the colleges in determining a student's grade. Other factors considered were sportsmanship (52.6 percent), physical fitness achievement tests (26.3 percent), and knowledge tests (52.6 percent). Twenty-one and two-tenths percent submitted no response.

Results seem to point out the fact that the Junior College service programs are trying to provide the student the opportunity to develop skills and perform that skill efficiently.

Question Seven. How many service course activities can a student who is planning to major in physical education take a semester?

Table VIIa

Extent of Participation in Service Program

College	Number Activities	Number Hours Credit
Allen County	No Response	No Response
Barton County	Unlimited	Unlimited
Butler County	3	2
Cloud County	3	3
Coffeyville Community	2	4
Colby Community	No Response	No Response
Cowley County	4	4
Dodge City Community	Unlimited	Unlimited
Fort Scott Community	No Response	No Response
Garden City Community	6	1
Highland Community	2	1
Hutchinson Community	No Response	No Response
Independence Community	2	3
Johnson County	No Response	No Response

Table VIIa (Continued)

College	Number Activities	Number hours Credit
Kansas City Kansas Community	1	1
Labette Community	1	1
Neosho County	No Response	No Response
Pratt Community	No Response	No Response
Seward County	6	4

Table VIIa indicates the number of activities a student can take a semester and also the number of hours credit that can be received from these courses. Each college is listed. The survey shows that activities and credit hours vary from college to college. Two colleges responded that there was no limit set on the number of activities one could participate in or the number of hours credit one could receive. The lowest was one activity and one hour of credit.

Question Eight. Are athletes participating in competitive sports required to take part in activities classes?

Table VIIIa

Athletes Status in Required Service Program

Reply	Number Responding	Percent
Yes	9	47.3
No	6	31.6
No Response	4	21.1

Table VIIIa shows that 47.3 percent of the replying colleges required their athletes to participate in the service program in addition to their participation in varsity sports. Thirty-one and six-tenths percent allow athletes to count their particular sport as credit toward service program fulfillment. Twenty-one and one-tenth percent did not respond.

In most cases an athlete who substitutes a varsity sport for the service program requirement, where applicable, must practice regularly and stay out for the entirety of the season, regardless of his status as a team member or forfeit his credit.

Professional Preparation

Professional preparation involves those courses and requirements needed to develop professional attitudes and interests in a chosen field.

Question One. How many students have identified their professional goal to be a teacher of physical education?

Table Ib
Number of Students Majoring in Physical Education

College	Male Students	Female Students
Allen County	No Response	No Response
Barton County	30	4
Butler County	Undetermined	Undetermined
Cloud County	20	15
Coffeyville Community	No Response	No Response
Colby Community	No Response	No Response
Cowley County	15	5
Dodge City Community	20-25	5-10
Fort Scott Community	No Response	No Response
Garden City Community	Undetermined	Undetermined
Highland Community	40	10
Hutchinson Community	No Response	No Response
Independence Community	5	7
Johnson County	No Response	No Response
Kansas City Kansas Community	Undetermined	Undetermined
Labette Community	8	3
Neosho County	No Response	No Response
Pratt Community	No Response	No Response
Seward County	No Response	No Response

Table Ib indicates the number of male students and the number of female students from each college which have committed themselves to prepare for a degree in physical education. Of the responding colleges Highland indicated that 40 male students were registered as physical education majors and Cloud County indicated that 15 female students had registered as physical education majors. The response to this question was quite scattered, possibly because many students at this time are not yet directed toward a particular profession.

Question Two. How many physical education instructors do you have on your staff? What degrees have they obtained?

Question two is divided into two different parts to distinguish between the total number of instructors both male and female and also the number and types of degrees earned.

Table IIb - Part I

Number of Male and Female Instructors

College	Male Instructor	Female Instructor
Allen County	1	1
Barton County	2	2
Butler County	3	1
Cloud County	2	1
Coffeyville Community	3	1

Table IIb - Part I (Continued)

College	Male Instructor	Female Instructor
Colby Community	2	1
Cowley County	1	1
Dodge City Community	3	1
Fort Scott Community	1	0
Garden City Community	3	1
Highland Community	1	1
Hutchinson Community	3	2
Independence Community	2	1
Johnson County	2	0
Kansas City Kansas Community	2	1
Labette Community	1	1
Neosho County	1	0
Pratt Community	3	1
Seward County	1	1

Table IIb - Part I shows that each college based on average number of instructors has at least two male instructors and one female instructor. A few schools indicated that they had no female instructors on their staff. In this case either the male instructors took over women instruction or there was no existing women's program.

Table IIb - Part II
Degrees Obtained by Male and Female Instructors

Degree	Number Instructor	Percent
B.S.	8	14.5
M.S.	47	85.5
PhD or EED	0	00.0

Table IIb - Part II, shows that 85.5 percent of the fifty-five instructors, both male and female, had obtained a master's degree. Fourteen and five-tenths had a bachelors degree and there were no higher degrees indicated, but several instructors have taken advanced graduate study.

Question Three. Is the purpose of physical education explained to students?

Table IIIb
Explains Purpose of Physical Education

Reply	Number Responding	Percent
Yes	15	78.9
No	0	00.0
No Response	4	21.1

Table IIIb indicates that 78.9 percent of the colleges explain the purpose of physical education to its students.

This was a 100 percent response of those responding. Twenty-one and one-tenth did not respond.

Question Four. Do you have a well-planned and detailed yearly program? (course of study in physical education with specific objectives)

Table IVb
Planned Programs in Physical Education

Reply	Number Responding	Percent
Yes	14	73.6
No	1	5.3
No Response	4	21.1

Replies indicate that 73.6 percent of the colleges have a well planned program in the physical education curriculum. Five and three-tenths percent answered no and 21.1 percent did not respond as shown by Table IVb. Programs of the physical education curriculums of each college can be found on pages 41-58. Courses of study have been devised to aid the student in professional preparation which is equal to the first two years of a senior college or university.

Question Five. Does your Junior College work with the four-year colleges and universities in coordinating courses which they will accept as meeting the standards of professional preparation for majors in physical education?

Table Vb
Percent of Junior Colleges Coordinating Courses
With Four-Year Colleges

Reply	Number Responding	Percent
Yes	14	73.6
No	1	5.3
No Response	4	21.1

As pointed out by Table Vb, a majority (73.6 percent), of the colleges work in coordination with four-year colleges and universities in developing programs in the physical education curriculum which will transfer without loss of credit. Only 5.3 percent of the responding colleges were not working in coordination with four-year institutions. No response was received from 21.1 percent of the colleges.

Those students who have definitely decided on a particular four-year institution in most cases have the opportunity to arrange their courses in order to meet the requirements of that institution. Students planning to transfer are encouraged to study these requirements and develop their preparation accordingly.

Question Six. Do students preparing in physical education receive any field or laboratory experience in working with children? (Example - Supervision of playgrounds, YMCA, Community Center, etc.)

Table VIb
Percent of Colleges Offering Experience Opportunities

Reply	Number Responding	Percent
Yes	5	26.3
No	10	52.6
No Response	4	21.1

Field and laboratory experience was offered in 26.3 percent of the colleges as indicated by Table VIb. Fifty-two and six-tenths percent provide no experience and 21.1 percent did not respond.

Experiences mentioned by those offering such opportunities were: teachers aids to physical education instructors in area high schools and grade schools, assistance in coaching grade school athletics and weekend recreational programs. These experiences were arranged through cooperation from the public schools in the immediate area of the college and the city recreation commission.

Question Seven. Do transfer students (those planning to continue on to four-year schools) have more flexibility in selecting sports skills because they will have two additional years of organized activity?

Table VIIb
Flexibility in Selecting Sports Skills

Reply	Number Responding	Percent
Yes	9	47.4
No	6	31.5
No Response	4	21.1

Table VIIb points out the flexibility of those planning to transfer in the selection of sports skills. As shown in Table VIIb, 47.7 percent of the responding colleges allow students who are planning to transfer more flexibility in selecting sports skills. Thirty-one and five-tenths percent of the colleges did not let students majoring in physical education have more flexibilities than others. These students followed only the set requirements. Twenty-one and one-tenth percent did not respond.

Question Eight. Does the student preparing for continuing study after completion of Junior College accomplish the following?

Question eight has been divided into three parts. Three questions are asked concerning learning situations in a student's professional preparation. Response to these questions have been divided into three separate tables.

- A. Does he learn about all aspects of the teaching profession and his responsibilities as a professional person?

Table VIIIb - Part I

Number and Percent of Colleges Presenting Aspects of Responsibilities of the Teaching Profession

Reply	Number Responding	Percent
Yes	10	52.6
No	5	26.3
No Response	4	21.1

Table VIIIb - Part I indicates that 52.6 percent of the colleges teach students about the aspects of the teaching profession and their responsibilities as a professional. Twenty-six and three-tenths percent of the responding colleges indicated that they failed to accomplish this and 21.1 percent did not respond.

- B. Does he learn basic physical skill so that he can qualify for methods courses in the upper division program?

Table VIIIb - Part II

Learning of Basic Skill in Order to Qualify for Upper Division Method Courses

Reply	Number Responding	Percent
Yes	14	73.7
No	1	5.2
No Response	4	21.1

Table VIIb - Part II shows that 73.7 percent of the colleges provided sufficient involvement in the learning of basic skills to help qualify a student for methods courses in upper division programs. Only one college, 5.2 percent, indicated that such learning did not exist. Twenty-one and one-tenth percent did not respond.

- C. Is the student assisted in improving his speech, reading, leadership, dress and social competence?

Table VIIb - Part III
Learning of Educational and Social Competences

Reply	Number Responding	Percent
Yes	15	78.9
No	0	00.0
No Response	4	21.1

Table VIIb - Part III shows that 78.9 percent which represents all of the responding colleges help develop and improve basic learning skills and social competence. Several colleges indicated this was available only to those students who showed a definite need. There was no response from 21.1 percent of the colleges.

General Information

Question One. Which of the following groups would you say your college-student public falls into?

A) The terminal student whose interest may range from cultural to vocational.

B) The preprofessional student whose interest lies in completion of two years of academic work leading toward a degree from another institution.

C) The general student whose interests are not yet directed toward a profession or vocation.

Table Ic will indicate which of the following groups best fit each college's student public. It should be noted that some of the colleges marked more than one group.

Table Ic
Groups of College Student Publics

College	Student-Public
Allen County	No Response
Barton County	B
Butler County	B, C
Cloud County	B
Coffeyville Community	B

Table Ic (Continued)

College	Student-Public
Colby Community	No Response
Cowley County	C
Dodge City Community	B, C
Fort Scott Community	No Response
Garden City Community	B
Highland Community	C
Hutchinson Community	B
Independence Community	C
Johnson County	C
Kansas City Kansas Community	C
Labette Community	A, B
Neosho County	No Response
Pratt County	B
Seward County	C

Table Ic indicates that most of the Junior Colleges tend to lean toward the preprofessional student who is interested in continuing toward the bachelors degree. However, almost as many point out that their students have not yet directed their attentions toward a specific profession or vocation. Some indicated serving both types of students mentioned above. Only

one of the responding colleges indicated that they serve the terminal student whose interest may range from cultural to vocational. Basically the Junior College tries to meet the needs of students in each of these groups, but tend to favor group B and group C more than the other.

Service Program Activities by Junior Colleges

This part of the report will indicate which activities are offered by each Junior College. These activities are divided into four areas, (1) team sports; (2) individual and dual sports; (3) aquatics; and (4) rhythmic. Activities were taken from school catalogs for those colleges which failed to respond to the questionnaire and in two cases there were no activities indicated in the catalog.

Table Id indicates all activities offered by the nineteen public Junior Colleges in Kansas in coordination with their service program.

Table Id
Service Program Activities in Kansas Junior Colleges

JUNIOR COLLEGES	TEAM SPORTS								INDIVIDUAL AND DUAL SPORTS																				
	Touch Football	Basketball	Baseball	Softball	Soccer	Volleyball	Speedball	Whiffleball	Archery	Badminton	Bowling	Handball	Golf	Fencing	Horseshoes	Paddleball	Track & Field	Tennis	Wrestling	Gymnastics	Table Tennis	Shuffleboard	Croquet	Deck Tennis	Tumbling	Horsemanship	Skiing	Boxing	Judo
Allen County	x	x		x	x	x	x		x	x	x	x	x					x			x	x			x				
Barton County	x	x		x		x			x	x	x	x	x		x		x	x		x	x								
Butler County	x	x		x		x	x		x	x	x		x	x			x			x							x		
Cloud County	x	x		x		x		x	x	x	x		x	x			x			x									
Coffeyville Comm.		x							x	x	x		x	x			x												
Colby Comm. ¹						x			x		x							x										x	x
Cowley County	x	x	x	x		x				x			x				x	x											
Dodge City Comm.	x	x		x	x	x			x	x	x	x	x					x	x		x								
Fort Scott Comm.																													
Garden City Comm.	x	x		x	x	x			x	x	x		x	x				x											
Highland Comm.		x		x	x	x			x	x	x	x					x	x											
Hutchinson Comm.	x	x							x	x	x		x																
Independence Comm.	x	x	x		x				x	x	x	x	x					x	x		x								
Johnson County	x	x	x	x	x	x			x	x	x	x	x	x			x	x		x						x			
Kansas City Comm.	x	x		x	x	x			x	x	x		x	x			x	x		x									
Labette Comm.		x	x			x			x				x	x															
Neosho County ¹																													
Pratt Comm.	x	x			x	x			x	x	x		x	x				x											
Seward County		x	x	x	x	x			x	x	x	x	x				x	x											

¹No activities were listed for these Junior Colleges.

Table Id (Continued)
Service Program Activities in Kansas Junior Colleges

JUNIOR COLLEGES	AQUATICS				RHYTHMICS						TOTALS				
	Swimming	Diving	Life Saving		Folk and Square Dance	Modern Dance	Social Dance	Precision Dance	Rhythmic Class	Movement Foundation	Team Sports	Individual and Dual	Aquatics	Rhythmics	Total Number Activities
Allen County											6	7	0	0	13
Barton County	x		x				x				4	14	2	1	21
Butler County					x	x	x				5	9	0	3	17
Cloud County	x	x									5	8	2	0	15
Coffeyville Comm.							x				1	8	0	1	10
Colby Comm.							x				1	6	0	1	8
Cowley County											5	5	0	0	10
Dodge City Comm.					x	x		x	x		5	8	3	0	16
Fort Scott Comm.											-	-	-	-	--
Garden City Comm.	x				x	x					5	8	2	1	16
Highland Comm.						x	x				4	6	0	2	12
Hutchinson Comm.							x				2	6	0	1	9
Independence Comm.	x	x	x								5	8	3	0	16
Johnson County	x	x	x				x				6	10	3	1	20
Kansas City Comm.	x	x	x								5	9	3	0	17
Labette Comm.											3	5	0	0	8
Neosho County											-	-	-	-	--
Pratt Comm.											5	9	0	0	14
Seward County											5	11	0	0	16

As can be seen by Table Id there is a wide variety of activities offered by the various colleges. The number of activities offered by any one college ranged from twenty-one to eight. This is an average of about twelve activities per college. Barton County offers a program of twenty-one activities which is the highest number offered by any one college. Barton County was followed closely by Johnson County. Colby Community and Labette Community rated the lowest by only offering eight activities.

Aquatics and rhythmic were indicated as being the weakest areas of the service programs. Facilities were indicated as being the main reason for not including these activities.

Course and Programs of Study

In this phase of the report curriculums offered by each Junior College will be presented. Only forty-seven and four-tenths percent of the colleges had an outlined program of study for physical education majors. Those colleges not having an outlined program specifically for physical education majors have their students follow a general education curriculum, thus filling in electives with physical education courses.

The outlined programs of study and professional education courses offered by each Junior College are as follows:

I. Allen County

Physical Education Majors Program of Study:

Freshman

First Semester

English I.....3 hrs.
 General Psychology.....3 hrs.
 Introduction to P.E.2 hrs.
 Fundamentals of Math.....3 hrs.
 Social Science.....5 hrs.
 Physical Education.....1 hr.
 17 hrs.

Second Semester

English II.....3 hrs.
 Personal Hygiene and
 Community Health.....3 hrs.
 First Aid.....2 hrs.
 Physical Science.....5 hrs.
 Speech.....3 hrs.
 Physical Education....1 hr.
 17 hrs.

Sophomore

First Semester

Literature.....2 hrs.
 Art Appreciation.....2 hrs.
 Adolescent or Child
 Psychology.....3 hrs.
 Biology.....5 hrs.
 Physical Education.....1 hr.
 Elective.....3 hrs.
 16 hrs.

Second Semester

Literature.....2 hrs.
 Music Appreciation....2 hrs.
 Anatomy and Physiology.5 hrs.
 Philosophy or Ethics..2 hrs.
 Elective.....5 hrs.
 Physical Education....1 hr.
 17 hrs.

TOTAL HOURS: 67

Professional Physical Education Courses:

Introduction to Physical Education.....	2 hrs.
Personal Hygiene and Community Health.....	3 hrs.
First Aid and Safety.....	2 hrs.
Fundamentals of Football.....	2 hrs.
Fundamentals of Basketball.....	2 hrs.
Human Anatomy and Physiology.....	<u>.5 hrs.</u>
	16 hrs.

II. Barton County

Physical Education Majors Program of Study:

Freshman

<u>First Semester</u>	<u>Second Semester</u>
English I.....	English II.....
3 hrs.	3 hrs.
Social Science.....	Social Science.....
3 hrs.	3 hrs.
General Psychology.....	Personal and Community
3 hrs.	Health.....
Introduction to P.E.	3 hrs.
3 hrs.	Theory of Coaching
Elective.....	Minor Sports.....
2 or 3 hrs.	3 hrs.
Activity-Physical	First Aid.....
Education.....	2 hrs.
<u>1 hr.</u>	Elective.....
15 or 16 hrs.	2 or 3 hrs.
	Activity-Physical
	Education.....
	<u>1 hr.</u>
	17 or 18 hrs.

Sophomore

<u>First Semester</u>	<u>Second Semester</u>
Speech.....3 hrs.	Mathematics.....3 hrs.
Humanities.....3 hrs.	Recreational Leader- ship.....2 hrs.
Theory of Coaching Major Sports.....3 hrs.	Humanities.....3 hrs.
Biology.....5 hrs.	Swimming.....1 hr.
Elective.....2 or 3 hrs.	Elective-Physical 2 or Education.....3 hrs.
Activity-Physical Education..... <u>1 hr.</u> 16 or 17 hrs.	Elective.....5 or 6 hrs.
	Activity-Physical Ed.. <u>1 hr.</u> 17 or 19 hrs.

TOTAL HOURS: 65 or 70

Professional Physical Education Courses:

Theory of Track and Field.....	No Credit
Theory of Football.....	No Credit
Theory of Basketball.....	No Credit
First Aid.....	2 hrs.
Personal and Community Health.....	3 hrs.
Rules and Officiating.....	No Credit
Recreational Leadership.....	2 hrs.
Theory of Minor Sports.....	3 hrs.
Theory of Major Sports.....	3 hrs.
Introduction to P.E.	3 hrs.
Anatomy and Physiology (Life Science)....	<u>5 hrs.</u>
	21 hrs.

III. Butler County

Physical Education Majors Program of Study:

Freshman

First Semester

English Composition I....3 hrs.

Introduction to P.E.3 hrs.

American History I.....3 hrs.

Speech I.....2 hrs.

Physical Education
Activity.....1 hr.

Modern Math.....3 hrs.

Physical Education.....1 hr.
16 hrs.Second Semester

English Composition II.3 hrs.

Rules and Officiating..2 hrs.

American History II....3 hrs.

Physical Education
Activity.....1 hr.

Music Appreciation.....3 hrs.

Elective.....3 hrs.

Physical Education.....1 hr.
16 hrs.

Sophomore

First Semester

Literature I.....3 hrs.

Personal and Public
Health.....3 hrs.

First Aid.....2 hrs.

Physical Education
Activity.....1 hr.

General Biology.....4 hrs.

General Psychology.....3 hrs.
16 hrs.Second Semester

Literature II.....3 hrs.

Child Psychology.....3 hrs.

Physical Education
Activity.....1 hr.

Art Appreciation.....3 hrs.

General Physical
Science......5 hrs.
15 hrs.

TOTAL HOURS: 63

Professional Physical Education Courses:

First Aid.....	2 hrs.
Personal and Community Health.....	3 hrs.
Introduction to Physical Education.....	3 hrs.
Rules and Officiating.....	2 hrs.
Anatomy and Physiology (Biological Science)....	<u>5 hrs.</u>
	15 hrs.

IV. Cloud County

Physical Education Majors Program of Study: None

Physical Education Professional Courses:

Introduction to Physical Education.....	3 hrs.
First Aid and Safety.....	3 hrs.
Rules and Officiating.....	2 hrs.
Personal and Community Health.....	3 hrs.
Anatomy and Physiology (Natural Science).....	<u>5 hrs.</u>
	16 hrs.

V. Coffeyville Community

Physical Education Majors Program of Study: None

Physical Education Professional Courses:

First Aid.....	2 hrs.
Personal Hygiene and Community Health.....	3 hrs.
Introduction to Physical Education.....	3 hrs.
Theory of Play.....	2 hrs.
Rules and Officiating Sports.....	2 hrs.

Professional Courses (Continued)

Recreational Activities.....	3 hrs.
Problems of Intramural Sports.....	3 hrs.
Anatomy and Physiology (Biology).....	<u>4 hrs.</u>
	22 hrs.

VI. Colby Community

Physical Education Majors Program of Study:

Freshman

First Semester

Introduction to P.E.	2 hrs.
English Composition I....	3 hrs.
General Psychology.....	3 hrs.
Speech I.....	3 hrs.
Physical Education.....	1 hr.
Social Science Elective..	<u>3 hrs.</u>
	15 hrs.

Second Semester

Personal Health and Hygiene.....	3 hrs.
English Composition II.	3 hrs.
Principle of Biology...	5 hrs.
American Government....	3 hrs.
Physical Education.....	1 hr.
Elective.....	<u>2 hrs.</u>
	17 hrs.

Sophomore

First Semester

Zoology.....	5 hrs.
Introduction to Literature.....	3 hrs.
Man's Physical World.....	5 hrs.
Social Science Elective..	3 hrs.
Physical Education.....	<u>1 hr.</u>
	17 hrs.
TOTAL HOURS: 68	

Second Semester

Human Anatomy and Physiology.....	5 hrs.
Introduction to Art or Music.....	3 hrs.
First Aid.....	2 hrs.
Physical Education Electives.....	4 hrs.
Mathematics Electives..	<u>5 hrs.</u>
	19 hrs.

Physical Education Professional Courses:

Theory of of Coaching Basketball.....	2 hrs.
Theory of Coaching Track and Field.....	2 hrs.
Personal Health and Hygiene.....	3 hrs.
First Aid.....	2 hrs.
Recreational Leadership.....	2 hrs.
Elementary Physical Education.....	2 hrs.
Introduction to P.E.	2 hrs.
Techniques of Officiating.....	1 hr.
Human Anatomy and Physiology (Science).....	<u>.5 hrs.</u>
	21 hrs.

VII. Cowley County

Physical Education Majors Program of Study: None

Physical Education Professional Courses:

History and Principles of Physical Education.....	3 hrs.
Personal Health and Community Hygiene.....	3 hrs.
Fundamentals of Athletics.....	2 hrs.
First Aid.....	2 hrs.
Elements of Human Physiology (Biological Science)..<	<u>.5 hrs.</u>
	15 hrs.

VIII. Dodge City Community

Physical Education Majors Program of Study:

Freshman

First Semester

English I.....3 hrs.
 Introduction to
 Literature I.....2 hrs.
 Introduction to P.E.3 hrs.
 General Biology.....3 hrs.
 Speech I.....2 hrs.
 Gymnastics and Tumbling..1 hr.
 First Aid.....2 hrs.
 16 hrs.

Second Semester

English II.....3 hrs.
 Introduction to
 Literature II.....2 hrs.
 Personal and Community
 Health.....3 hrs.
 General Zoology.....5 hrs.
 Advanced Gymnastics...1 hr.
 14 hrs.

Sophomore

First Semester

American History I.....3 hrs.
 Theory of Football.....2 hrs.
 Rules and Officiating....2 hrs.
 Mathematic Elective.....3 hrs.
 Principles of Sociology..3 hrs.
 General Physical
 Development.....1 hr.
 Physical Education
 Elective.....1 hr.
 15 hrs.

Second Semester

Physical Science.....5 hrs.
 Theory of Basketball..2 hrs.
 Theory of Track.....2 hrs.
 American History II...3 hrs.
 Human Physiology.....3 hrs.
 Physical Education
 Elective.....1 hr.
 16 hrs.

TOTAL HOURS: 61

Physical Education Professional Courses:

Personal and Community Health.....	3 hrs.
First Aid.....	2 hrs.
First Aid Instructor.....	1 hr.
Introduction to Physical Education.....	3 hrs.
Physical Education for the Elementary School.....	3 hrs.
Theory of Football.....	2 hrs.
Theory of Basketball.....	2 hrs.
Theory of Track.....	2 hrs.
Rules and Officiating.....	2 hrs.
Human Physiology (Zoology).....	<u>3 hrs.</u>
	23 hrs.

IX. Fort Scott Community

Physical Education Majors Program of Study: None

Physical Education Professional Courses:

Introduction to Physical Education.....	2 hrs.
Personal and Community Health.....	3 hrs.
Problems in Intramural Sports.....	2 hrs.
Play Theory.....	2 hrs.
Physiology and Anatomy (Biological Science).....	<u>3 hrs.</u>
	12 hrs.

X. Garden City Community

Physical Education Majors Program of Study:

Freshman

First Semester

English I.....3 hrs.
 General Biology.....5 hrs.
 History and Principles
 Of P.E.3 hrs.
 General Psychology.....3 hrs.
 Elective.....2 hrs.
 Physical Education.....1 hr.
 17 hrs.

Second Semester

English II.....3 hrs.
 General Physical
 Science.....5 hrs.
 Health Education.....3 hrs.
 College Algebra or
 Math.....3 hrs.
 First Aid.....2 hrs.
 Physical Education.....1 hr.
 17 hrs.

Sophomore

First Semester

Speech I.....3 hrs.
 Music History and
 Appreciation.....3 hrs.
 Fundamentals of Football.2 hrs.
 Social Science Electives.4 hrs.
 Introduction to
 Education.....3 hrs.
 15 hrs.

Second Semester

American Literature....3 hrs.
 Anatomy and Physiology.5 hrs.
 Fundamentals of
 Basketball.....2 hrs.
 Fundamentals of Track..2 hrs.
 Social Science
 Elective.....5 hrs.
 17 hrs.

TOTAL HOURS: 66

Physical Education Professional Courses:

Fundamentals of Basketball.....2 hrs.
 Fundamentals of Football.....2 hrs.
 Fundamentals of Track.....2 hrs.

Professional Courses (Continued)

Fundamentals of Weight Lifting.....	1 hr.
Fundamentals of Minor Sports.....	2 hrs.
Officiating.....	2 hrs.
History and Principles of Physical Education.	3 hrs.
First Aid.....	2 hrs.
Health Education.....	3 hrs.
Introduction to Community Recreation.....	3 hrs.
Anatomy and Physiology.....	<u>.5 hrs.</u>
	27 hrs.

XI. Highland Community

Physical Education Majors Program of Study: None

Physical Education Professional Courses:

Personal and Community Health.....	3 hrs.
Playground Activities.....	2 hrs.
Supervision of Sports I.....	2 hrs.
Supervision of Sports II.....	2 hrs.
History and Principles of Physical Education.	3 hrs.
First Aid and Safety.....	3 hrs.
Human Anatomy and Physiology (Biological Science).....	<u>.6 hrs.</u>
	21 hrs.

XII. Hutchinson Community

Physical Education Majors Program of Study: None

Physical Education Professional Courses:

Fundamentals of Football.....	2 hrs.
Fundamentals of Basketball.....	2 hrs.
Introduction to Physical Education.....	3 hrs.
Fundamentals of Track and Field.....	2 hrs.
Personal and Community Health.....	3 hrs.
First Aid and Safety.....	2 hrs.
Rules and Mechanics of Officiating.....	2 hrs.
Human Anatomy and Physiology (Life Science).....	<u>5 hrs.</u>
	21 hrs.

XIII. Independence Community

Physical Education Majors Program of Study: None

Physical Education Professional Courses:

Personal and Community Health.....	3 hrs.
First Aid and Safety.....	2 hrs.
Rules and Officiating.....	2 hrs.
Introduction to Physical Education.....	2 hrs.
Physiology (Biological Science).....	<u>4 hrs.</u>
	13 hrs.

XIV. Johnson County

Physical Education Majors Program of Study: None

Physical Education Professional Courses:

Rules and Officiating.....	2 hrs.
Personal Health and Community Hygiene.....	3 hrs.

Professional Courses (Continued)

Introduction to Physical Education.....	3 hrs.
Fundamentals of Athletics.....	2 hrs.
First Aid.....	2 hrs.
Human Anatomy and Physiology (Natural Science)...	<u>5 hrs.</u>
	17 hrs.

XV. Kansas City Kansas Community

Physical Education Majors Program of Study: None

Physical Education Professional Courses:

Personal School and Community Health.....	3 hrs.
Physical Education for the Elementary Teacher....	2 hrs.
Introduction to Physical Education.....	2 hrs.
Problems in Intramural and Intrасchool Sports....	2 hrs.
First Aid.....	2 hrs.
Sports Officiating.....	2 hrs.
Techniques of Basketball.....	2 hrs.
Techniques of Track.....	2 hrs.
Human Anatomy (Biological Science).....	<u>3 hrs.</u>
	20 hrs.

XVI. Labette Community

Physical Education Majors Program of Study:

Freshman

First Semester

English Composition 100..3 hrs.

Zoology.....5 hrs.

Psychology.....3 hrs.

Speech.....3 hrs.

Mathematics.....	3 hrs.
	<u>17 hrs.</u>

Second Semester

English Composition 101.3 hrs.

American Government....3 hrs.

Electives.....	5 hrs.
	<u>11 hrs.</u>

Sophomore

First Semester

Elective in Literature...3 hrs.

Developmental Psychology.3 hrs.

Rules and Officiating....2 hrs.

Electives.....2 hrs.

Physiology.....5 hrs.
15 hrs.

Second Semester

Elective in Literature.3 hrs.

Health.....3 hrs.

First Aid.....2 hrs.

Chemistry.....5 hrs.

Electives.....	3 hrs.
	<u>16 hrs.</u>

TOTAL HOURS: 59

Physical Education Professional Courses:

Rules and Officiating.....2 hrs.

First Aid.....2 hrs.

Personal and Community Health.....3 hrs.

Anatomy and Physiology (Biological Science).....5 hrs.
12 hrs.

XVII. Neosho County

Physical Education Majors Program of Study: None

Physical Education Professional Courses:

Play Activities.....	2 hrs.
College Basketball.....	1 hr.
Track and Field Athletics.....	1 hr.
Coaching Major Sports.....	2 hrs.
Personal and Community Hygiene.....	3 hrs.
First Aid.....	2 hrs.
Cross Country.....	1 hr.
History and Principle of Physical Education..	3 hrs.
Human Physiology and Anatomy (Biological Science).....	<u>5 hrs.</u> 20 hrs.

XVIII. Pratt Community

Physical Education Majors Program of Study:

Freshman

First Semester

English I.....	3 hrs.
Social Science Elective..	3 hrs.
Physical Education.....	1 hr.
Biology.....	5 hrs.
Orientation.....	1 hr.
Introduction to P.E.	<u>3 hrs.</u> 16 hrs.

Second Semester

First Aid.....	2 hrs.
English II.....	3 hrs.
Social Science Elective..	3 hrs.
Elective.....	3 hrs.
Physical Education.....	1 hr.
Anatomy and Physiology..	<u>5 hrs.</u> 17 hrs.

Sophomore

First Semester

Speech.....3 hrs.
 Humanities Elective.....3 hrs.
 Rules and Officiating....2 hrs.
 American Government.....3 hrs.
 Physical Education.....1 hr.
 Sociology.....5 hrs.
 17 hrs.

Second Semester

Psychology.....3 hrs.
 Humanities Elective...2 hrs.
 Math Elective.....3 hrs.
 State and Local
 Government.....2 hrs.
 Physical Education....1 hr.
 Personal and Community
 Health.....3 hrs.
 Elective.....3 hrs.
 17 hrs.

TOTAL HOURS: 67

Physical Education Professional Courses:

First Aid.....2 hrs.
 Fundamentals of Sports I.....2 hrs.
 Rules and Officiating.....2 hrs.
 Theory of Football.....2 hrs.
 Theory of Basketball.....2 hrs.
 Introduction to Physical Education.....3 hrs.
 History and Philosophy of Physical Education 3 hrs.
 Personal and Community Health.....3 hrs.
 Anatomy and Physiology(Biological Science)..5 hrs.
 24 hrs.

XIX. Seward County

Physical Education Majors Program of Study:

Freshman

First Semester

English Composition I....3 hrs.
 Introduction to
 Literature I.....2 hrs.
 Introduction to P.E.3 hrs.
 General Biology with Lab.4 hrs.
 First Aid.....2 hrs.
 Speech I.....2 hrs.
 16 hrs.

Second Semester

English Composition II.3 hrs.
 Introduction to
 Literature II.....2 hrs.
 Personal and
 Community Health.....3 hrs.
 General Zoology.....5 hrs.
 General Psychology....3 hrs.
 16 hrs.

Sophomore

First Semester

American History I.....3 hrs.
 Theory of Football.....2 hrs.
 Rules and Officiating....2 hrs.
 Mathematics Elective.....3 hrs.
 Principles of Sociology..3 hrs.
 Physical Education.....1 hr.
 14 hrs.

Second Semester

Physical Science.....5 hrs.
 Theory of Basketball...2 hrs.
 Theory of Track.....2 hrs.
 American History II....3 hrs.
 Human Physiology.....3 hrs.
 Physical Education....1 hr.
 16 hrs.

TOTAL HOURS: 62

Physical Education Professional Courses:

First Aid.....2 hrs.
 Personal and Community Health.....3 hrs.
 Introduction to Physical Education.....3 hrs.
 Elementary School Education.....2 hrs.

Professional Courses (Continued)

Theory of Football.....	2 hrs.
Theory of Basketball.....	2 hrs.
Theory of Track.....	2 hrs.
Rules and Officiating.....	2 hrs.
Human Physiology (Biological Science).....	<u>3 hrs.</u>
	21 hrs.

Table IIId and IIIId will give a complete summary of the physical education majors programs of study and the physical education professional courses.

Table Ie

Number of Junior Colleges Offering
Listed Professional Courses

Course	Number
Introduction to Physical Education	14
Personal and Community Health	18
First Aid	18
Theory or Fundamentals of Football	7
Theory or Fundamentals of Basketball	10
Theory or Fundamentals of Track	8
Rules and Officiating	14
Theory of Minor Sports	2
Theory of Major Sports	2

Table 1e (Continued)

Course	Number
Recreational Leadership	2
Theory of Play	4
Recreational Activities	1
Problems of Intramural Sports	2
Elementary Physical Education	4
History and Principles of Physical Education	4
Fundamentals of Athletics	3
First Aid Instructor	1
Fundamentals of Weight Lifting	1
Health Education	1
Introduction to Community Recreation	1
Supervision of Sport	1
Cross Country	1
Anatomy and Physiology	19

Table 1e indicates that the professional courses most offered by the Kansas Junior Colleges were: Introduction to Physical Education (14), Personal and Community Health (18), First Aid (18), Rules and Officiating (14), and Anatomy and Physiology (19). It was found that Human Anatomy and Physiology was offered as a physical education professional course only at Allen County. The other colleges, however, made

it available to physical education students through other departments such as the Life Science Department, Biological Science Department and Natural Science Department. It might be noted that six colleges had Anatomy and Physiology listed in their required programs for physical education majors. Many of the Junior Colleges also offer or require Zoology and Biology in their planned curriculums.

Theory courses pertaining to different major sports were also offered quite often, with basketball heading the list followed by track and football.

Table IIe will indicate those colleges offering a planned course of study for physical education majors, the number of hours included in the planned program and the number of professional physical education course hours available.

Table IIe

Summary of Planned Programs of Study, Number of
Total Program Hours and Number of Professional
Course Hours Offered

College	Planned Program	Program Hours	Professional Hours
Allen County	Yes	67	16
Barton County	Yes	65	21
Butler County	Yes	63	15
Cloud County	No	--	16
Coffeyville Community	No	--	22
Colby Community	Yes	68	21
Cowley County	No	--	15
Dodge City Community	Yes	61	23
Fort Scott Community	No	--	12
Garden City Community	Yes	66	27
Highland Community	No	--	21
Hutchinson Community	No	--	21
Independence Community	No	--	13
Johnson County	No	--	17
Kansas City Community	No	--	20
Labette Community	Yes	59	12
Neosho County	No	--	20
Pratt Community	Yes	67	24
Seward County	Yes	62	21

Table IIe shows that nine of the nineteen, (47.4 percent), Junior Colleges do have a planned program of study for physical education majors. For those who had a planned program of study the number of program hours varied. The total hours ranged from 59 to 68 with an average of 64.1 hours per program. The number of physical education professional course hours offered ranged from a low of 12 hours to a high of 27 hours. It should be noted that in most cases the Junior Colleges offering the higher number of professional course hours were the ones who also had a planned program of study.

As mentioned previously those colleges not having a planned program of study offer a general education curriculum in which physical education majors can select physical education courses as electives.

SUMMARY AND CONCLUSION

It is hoped that the information in this report will be helpful to those students planning to attend Junior College and major in physical education. It should also give the college and university departments of physical education an idea of the offerings of the Kansas Junior Colleges and of the extent of preparation a transfer student in physical education has received.

The survey method of research was used in compiling this report. Questionnaires were sent out to the nineteen Public Junior Colleges of Kansas and 78.9 percent of the questionnaires were returned. The survey dealt with three areas of the physical education curriculum; the service Program (required program); professional preparation; and general information. A fourth area was also included in the report but not as part of the questionnaire. Student catalogs and bulletins were used to determine what professional courses were offered in the physical education curriculum and how many of the colleges had a specifically planned program of study for physical education majors.

Of the fifteen questionnaires returned all fifteen colleges indicated that they had a service program. Out of the four colleges that failed to respond the author found through the use of student catalogs that two did offer a service program and two did not mention such a program in their catalogs.

The survey indicates that a wide variety of activities were offered in the areas of team sports, individual and dual sports, aquatics and rhythmic. A majority of the Junior Colleges offered at least four team sports and six individual and dual sports. Only six colleges out of the nineteen offered aquatics and six colleges offered some form of rhythmic. It should be noted that these activities, however, are an average and that most of the colleges offered more activities than mentioned. The activities offered by the majority of the colleges were: touch-football, basketball, softball, volleyball, archery, badminton, bowling, golf, fencing, track and field, tennis and gymnastics.

It was revealed by the survey that 47.2 percent of the colleges required completion of the service program to meet graduation requirements. Fifteen and eight-tenths percent gave students a choice of whether or not they wanted to take part in the program. Coeducational activities were offered by 47.4 percent with one college limiting coeducational

activities to intramurals only. Testing of students to determine strengths and weaknesses in the quality of skill activity was done by 42 percent of the colleges. The most often used methods of testing were skill tests, 53.3 percent, and physical fitness tests, 40 percent. A majority indicated that the main emphasis of the service program was placed on the carry-over value of activities. Other areas of emphasis mentioned were team sports and physical fitness.

It was concluded that four main factors were considered when determining students' grades in the service program activities. These factors were attendance, demonstrations and skills, sportsmanship and knowledge tests. Participation varied as to the number of activities a physical education major could take. It ranged from an unlimited number of activities per semester to only two. The survey also indicated that 47.3 percent of the colleges required athletes participating in varsity sports to also take part in the service program. Some of the colleges, however, allow the substitution of varsity sports for the service program.

The questionnaire showed that more male students than female students had indicated physical education as their major field. Responses as to the number of male and female students majoring in physical education ranged as high as

forty male to fifteen females. A number of the colleges mentioned the number was undetermined. The size of the physical education staff varied from three instructors to only one instructor. All colleges together listed a total of thirty-seven male instructors and eighteen female instructors. Eighty-five and five-tenths percent of these instructors had obtained a masters degree and the remaining 14.5 percent had at least a bachelors degree.

All responding colleges indicated that the purpose of physical education was definitely explained and taught to the students. Planned curriculums in the field of physical education were indicated by 73.6 percent of the colleges; however, it should be noted that only nine colleges actually showed an outlined program of study for physical education majors.

Coordination of Junior College courses with four-year colleges was indicated by 73.6 percent. It should be mentioned that these were usually state affiliated four-year colleges. Five colleges offered experience opportunities to their students in the field of physical education. Student experience was mainly in the form of teachers aids or grade school coaching. Flexibility in selecting activities was permitted by 47.4 percent of the colleges in regard to

their physical education majors. Others had to follow set regulations.

A majority offered training involving aspects of the teaching profession and the learning of basic skills so as to qualify for methods courses in the upper division program. Assistance in speech, reading, leadership, dress and social competence are also pursued if the need is so indicated. The study also showed that the colleges serve two main types of student publics: the terminal student, whose interest may range from cultural to vocational, and the preprofessional student who intends to continue toward a bachelors degree.

Research in college catalogs indicated that nine colleges had a planned program of study for physical education majors. It was also found that those schools having a planned program of study also offered the highest number of professional courses. The average number of professional hours offered was 16.5 hours. For those who had a planned program of study the number of program hours varied from 59 to 68 hours with an average of 64.1 hours.

In conclusion, it should be mentioned that most of the responding Junior Colleges seemed quite interested in improving their curriculums and also in improving their relations with the four-year colleges and universities.

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APPENDIX

November 21, 1970

Dear Sir:

I am presently enrolled as a graduate student in Physical Education at Kansas State University, Manhattan, Kansas. The purpose of this correspondence is to solicit your cooperation by assisting in obtaining information for the writing of my Masters Report. The report will involve a survey study of the physical education curriculums in Junior Colleges in Kansas.

Enclosed, you will find a survey questionnaire dealing with certain areas of the Physical Education curriculum. Please answer the questions in the best of your knowledge and experience. Your cooperation and response will be greatly appreciated. Please find enclosed a self-addressed, stamped envelope for your use in returning the survey. Thank you.

Sincerely yours,

James C. Johnson

Enc:

PS: If you would like to receive a copy of the results of this report please indicate.

_____Yes _____No

SURVEY QUESTIONNAIRE

Name and position of person answering survey:

Name of Junior College: _____

Enrollment of College: _____ Men _____ Women

Please read all questions carefully and answer as they relate to your Junior College.

PART I: THE SERVICE PROGRAM (Required Program)

1. Check the following activities that are offered in your Junior College.

<u>TEAM SPORTS</u>	<u>YES</u>	<u>NO</u>
Touch Football or (Flag)	_____	_____
Basketball	_____	_____
Baseball	_____	_____
Softball	_____	_____
Soccer	_____	_____
Volleyball	_____	_____

Others: (List any other team sports you might offer which was not mentioned above.)

<u>INDIVIDUAL AND DUAL SPORTS</u>	<u>YES</u>	<u>NO</u>
Archery	_____	_____
Badminton	_____	_____
Bowling	_____	_____
Handball	_____	_____
Golf	_____	_____
Fencing	_____	_____
Horseshoes	_____	_____
Paddleball	_____	_____
Track and Field	_____	_____
Tennis	_____	_____
Wrestling	_____	_____
Gymnastics	_____	_____

Others: (List any other individual or dual sports you might offer which were not mentioned above.)

AQUATICS

YES

NO

Swimming

Diving

Life Saving

Others: (List any other aquatic activities you might offer which were not mentioned above.)

RHYTHMICS

YES

NO

Folk and Square Dance

Modern Dance

Social Dance

Others: (List any other rhythmic activities you might offer which are not mentioned above.)

2. Is successful completion of the service program in physical education required for graduation?

_____ YES

_____ NO

_____ OPTIONAL

3. Are coeducational activities offered in physical education activities?

_____ YES

_____ NO

If answer was YES to the above question, please list activities:

4. Is testing done to determine strength and weaknesses in all aspects of professional growth, particularly in quality of skill in activities of physical education?

_____ YES

_____ NO

If answer is YES to the above question, please check or list testing methods used:

- ☐ Motor Capacity
☐ Motor Ability
☐ Skill
☐ Physical Fitness

Others: (Please list any other testing methods or test used.)

5. In which areas is most emphasis placed on activities?

- ☐ Carry-over ☐ Maintaining Physical Fitness
☐ Team Games ☐ Demonstrations and Skill Performance

6. What factors are used in determining grades for the activities courses?

- ☐ Attendance
☐ Sportsmanship
☐ Physical Fitness Achievement Tests
☐ Knowledge Test
☐ Demonstrations and Skill Performance

Other: (List any other types of factors you might use if not mentioned above.)

7. How many service course activities can a student who is planning to major in physical education take a semester?

No. of activities

No. of hours credit

8. Are athletes participating in competitive sports required to take part in the activities classes?

YES NO

PART II: PROFESSIONAL PREPARATION

1. How many students have identified their professional goal to be a teacher of physical education?

_____MEN _____WOMEN

2. How many physical education instructors to you have on your staff?

_____MEN _____WOMEN

How many have obtained the following degrees? _____BS

_____MS

_____PHD or
EED

3. Is the purpose of physical education explained to students?

_____YES _____NO

4. Do you have a well-planned and detailed yearly program (course of study in physical education with specific objectives)?

_____YES _____NO

5. Does your Junior College work with the four year colleges and universities in coordinating courses which they will accept as meeting the standards of professional preparation for majors in physical education?

_____YES _____NO

6. Do students preparing in physical education receive any field or laboratory experience in working with children? (Example - Supervision of playgrounds, YMCA, Community Center etc.)

_____YES _____NO

7. Do transfer students (those planning to continue on to the four year school) have more flexibility in selecting sports skills because they will have two additional years of organized activity?

_____YES _____NO

8. Does the student preparing for continuing study after completion of Junior College accomplish the following?

A.) Does he learn about all aspects of the teaching profession and about his responsibilities as a professional person?

_____YES _____NO

B.) Does he learn basic physical activity skills so that he can qualify for method courses in the upper division program?

_____YES _____NO

C.) Is the student assisted in improving his speech, reading, leadership, dress and social competence?

_____YES _____NO

PART III: GENERAL INFORMATION

1. Which of the following groups would you say your college-student public falls into;

_____A. The terminal student who's interest may range from cultural to vocational.

_____B. The preprofessional student who's interest lies in the completion of two years of academic work leading toward a degree from another institution.

_____C. The general student who's interests are not yet directed toward a profession or vocation.

PART IV: COMMENTS

Any comments which you would like to make regarding the survey or ideas and suggestions would be appreciated. Thank you.

A SURVEY OF PHYSICAL EDUCATION CURRICULUMS IN THE
NINETEEN PUBLIC JUNIOR COLLEGES OF KANSAS

by

JAMES C. JOHNSON

B. S., Fort Hays Kansas State College, 1965

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTERS OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1971

The purpose of this study was to determine what is being offered in the physical education curriculums of Kansas Junior Colleges and to show which of the junior colleges can provide the best preparatory course of study for those students wishing to continue study at a four-year institution leading to a career in physical education.

Information was obtained through the survey method of research. A short-answer questionnaire was used to collect information pertaining to certain areas of the physical education curriculum. The areas mentioned were the service program (required program), professional preparation and general information. Physical education activities, professional courses and programs of study were also listed. Questionnaires were sent to the nineteen Public Junior Colleges of Kansas and were addressed to the department chairman or physical education instructor if there was not a chairman. Fifteen of the nineteen (78.9 percent) of the questionnaires were returned. Eleven of the colleges indicated an interest in hearing the results of the study.

A wide variety of activities were offered in the areas of team sports, individual and dual sports, aquatics and rhythmic. The majority of the colleges offered at least four team sports and six individual and dual sports. Only six colleges offered

aquatics and six offered some form of rhythmic. These figures represent an average, with most of the colleges offering more than the above-mentioned activities.

Forty-seven percent of the colleges required completion of the service program to meet graduation requirements. Coeducational activities were offered by 47.4 percent of the colleges. Forty-two percent tested students on quality of skill activity by using results of skill tests and physical fitness tests. It was found that the main emphasis of the service program was placed on carryover activities. Four main factors were used when determining students grades. Those factors were attendance, demonstrations and skills, sportsmanship and knowledge tests.

Results showed that more male students than female students had indicated physical education as their major field. Many were undetermined as to a major field. The physical education staffs ranged from only one instructor to three instructors. Eighty-five and five-tenths percent of the instructors had obtained a masters degree.

All responding colleges indicated that the purpose of physical education was definitely explained and taught to the students. Coordination of junior college courses with four-year colleges was indicated by 73.6 percent and such

coordination was usually associated with state affiliated four-year colleges. Five colleges offered experience opportunities to their students in the field of physical education. This experience was mainly in the form of teachers' aids or grade school coaching.

Forty-seven and four-tenths percent showed flexibility in allowing physical education majors to select a broader range of activities. A majority of the junior colleges offered training involving the aspects of the teaching profession and assistance in speech, reading, leadership, dress and social competence. Two types of students were represented by the colleges. These were the terminal student and the pre-professional student. Further research indicated that only nine colleges actually had a planned program of study for physical education majors.