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STATUS OF PHYSICAL EDUCATION, ATHLETICS, AND
INTRAMURALS IN COMMUNITY COLLEGES AND
TECHNICAL INSTITUTES IN NORTH CAROLINA

by

Clinton Rex Hardy

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Doctor of Education

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1975

Approved by


Dissertation Adviser

APPROVAL PAGE

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HARDY, CLINTON REX. Status of Physical Education, Athletics, and Intramurals in Community Colleges and Technical Institutes in North Carolina. (1975) Directed by: Dr. Gail M. Hennis. Pp. 157.

It was the purpose of this study to investigate the current status of physical education, athletics, and intramurals in the public community colleges and technical institutes in North Carolina.

In order to obtain the data for the interpretative process, a questionnaire was mailed to the 17 community colleges and 40 technical institutes in North Carolina. The questionnaire used was an adaptation of one developed by Joseph B. Oxendine of Temple University.

The data collected from the cooperating community colleges and technical institutes were coded and programmed for the computer and the data were presented on a percentage basis to show the following:

- a. Programs and requirements
- b. Course requirements
- c. Credits, grading, and evaluation
- d. Findings in athletics and intramurals
- e. Staff with credentials in physical education
- f. Specific activities offered in physical education, athletics, and intramurals

There are 57 community colleges and technical institutes in North Carolina. Of this number, 17 are classified as community colleges and 40 are classified as technical institutes. Fifteen of the 17 community colleges and 36 of the 40 technical institutes responded to the questionnaire used in this study,

for a combined return of 89 percent.

The responding institutions were fairly homogeneous regarding size. Four reported student enrollments of from 0 to 500 students and only one institution reported an enrollment of over 10,000 students. The remaining 46 institutions reported student enrollments of from 501 to 5000 students, respectively.

Twenty of the institutions reported that they had trained male physical educators, while only 9 reported that they had women physical educators as members of their staff. Thirteen community colleges and 9 technical institutes have male physical educators, and 6 community colleges and only 3 technical institutes reported that they have women physical educators on their staff. During the past five years, 7 institutions reported that their staffs have remained the same, while 11 institutions reported increases in staffs during the same period.

Thirteen community colleges and 5 technical institutes offer physical education courses. Of this number 15 institutions require physical education for graduation. All of the 18 responding institutions reported that they give grades in physical education, however. Seventeen reported that they gave letter grades and only one reported the use of a pass/fail system. Seventeen give marks which are consistent with other courses in the institutions, while only one reported that the marks given in physical education are not consistent with the marks given in other courses. Marks in physical education are included in honors for graduation in 12 community colleges and in only 3 technical institutes. Written examinations are administered in all physical education courses in 15 of the reporting institutions, while one institution reported that final examinations are administered only in

some courses. Only one institution reported that it did not administer written examinations in physical education. During the past 5 years, course requirements have increased in 6 institutions, decreased in 4, remained constant in 6, eliminated in one, and established in one institution.

Of the three areas, physical education, athletics, and intramurals, physical education offers the greater variety of activities; however, athletics and intramurals are offered more frequently than physical education among the institutions.

The North Carolina institutions depend on a variety of financial sources for their physical education, athletic, and intramural programs. The majority of the institutions depend on gate receipts and student fees, with none depending on their general budget for financial assistance in the running of their programs.

The facilities owned by the institutions vary from very adequate facilities, to no facilities at all. During the past 5 years, 6 institutions reported that their facilities have remained the same, 11 reported increases in facilities, and 4 decreases in facilities during the same period.

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TABLE OF CONTENTS

	Page
APPROVAL PAGE	ii
ACKNOWLEDGMENTS	iii
LIST OF TABLES	vii
LIST OF FIGURES	x
 CHAPTER	
I. INTRODUCTION AND HISTORY OF THE COMMUNITY COLLEGE SYSTEM IN NORTH CAROLINA	
	1
Introduction	1
History of the Community College System in North Carolina	1
II. STATEMENT OF THE PROBLEM	9
The Problem	9
Statement of the Problem	9
Significance of the Study	10
Scope of the Study	11
Assumptions Underlying the Research.	11
Definition of Terms	12
III. REVIEW OF LITERATURE	14
Four-year Colleges and Universities	14
Two-year Institutions	31
Summary	41
IV. PROCEDURES	42
Data Collection	44
Statistical Treatment	44

TABLE OF CONTENTS (Continued)

CHAPTER	Page
V. ANALYSIS AND INTERPRETATION OF THE DATA	47
General Information	49
Staff.	51
Course Offerings and Requirements	54
Credits and Evaluation	64
Activities Offered in Physical Education.	82
Athletics	88
Activities Offered in Athletics	94
Intramurals.	97
Activities Offered in Intramurals	100
Facilities	100
Summary	105
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	109
Summary	109
Findings	112
General Information	112
Staff.	112
Course Offerings and Requirements	113
Credits and Evaluation	116
Activities Offered in Physical Education.	119
Athletics	120
Activities Offered in Athletics	121
Intramurals.	122
Facilities	122
Conclusions	123
Recommendations	127
Physical Education.	127
Athletics	128
Intramurals	129
BIBLIOGRAPHY	131

TABLE OF CONTENTS (Continued)

	Page
APPENDIX	136
A. Letter Sent to Doctor Joseph B. Oxendine of Temple University	137
B. Letter Received from Doctor Joseph B. Oxendine of Temple University	139
C. Letter of Introduction Sent to the Presidents of the Community Colleges and Technical Institutes in North Carolina	141
D. Follow-up Letter Sent to the Presidents of the Community Colleges and Technical Institutes in North Carolina	143
E. Questionnaire.	145
F. Institutions that Participated in the Study	154

LIST OF TABLES

TABLE	Page
I. Responses Based on Institution Type and Size	50
II. Analysis of Respondents to Questionnaire	52
III. Trained Physical Educators Who Are Employed in That Capacity	53
IV. Physical Education Course Requirements	55
V. Students Involved in the Physical Education Requirement and Percentage Who Elect Physical Education Where No Requirement Exists.	57
VI. Analysis of Reasons Students May Be Excused from the Physical Education Requirement.	59
VII. Analysis of Proficiency Tests Offered in Lieu of Physical Education Requirement	62
VIII. Class-Time and Time Distribution of Periods	63
IX. Types of Grades Given in Physical Education	65
X. Consistency of Marks in Physical Education with Other Courses in the Institution.	67
XI. Marks in Physical Education Which Count in the Grade Point Hour Ratio	68
XII. Marks in Physical Education Included in Honors for Graduation	69
XIII. Contribution of Skill, Fitness, and Knowledge in Grading in Physical Education	71
XIV. Student Evaluation of Instructors and Course	72

LIST OF TABLES (Continued)

TABLE	Page
XV. Availability of Student Evaluation Results	74
XXVI. Final Written Examinations in Physical Education in the Institutions	75
XXVII. Physical Performance Examinations in the Institutions.	77
XXVIII. Course Requirements During the Past Five Years	78
XIX. Instructional Staff for General Physical Education During the Past Five Years	80
XX. Facilities for Physical Education During the Past Five Years.	81
XXI. Activities Offered in Physical Education in Community Colleges.	83
XXII. Activities Offered in Physical Education in Technical Institutes	86
XXIII. Analysis of Men and Women Competing in Varsity Intercollegiate Athletics.	89
XXIV. The Financing of Athletic Programs	90
XXV. Athletic Scholarships for Men and Women in North Carolina's Community College System	92
XXVI. Names and Numbers of Athletic Conferences	93
XXVII. Further Development of the Athletic Programs During the Next Five Years	95

LIST OF TABLES (Continued)

TABLE		Page
XXVIII.	Activities Offered in Athletics in Community Colleges	96
XXIX.	Activities Offered in Athletics in Technical Institutes	98
XXX.	Intramural Programs Offered for Men and Women	99
XXXI.	Activities Offered in Intramurals in Community Colleges	101
XXXII.	Activities Offered in Intramurals in Technical Institutes	103
XXXIII.	Facilities Used by the Institutions for Physical Education, Athletics, and Intramurals	104
XXXIV.	Facilities Currently Owned by the Institutions	106

LIST OF FIGURES

FIGURE	Page
1. North Carolina System of Institutions	7

CHAPTER I
INTRODUCTION AND HISTORY OF THE COMMUNITY COLLEGE
SYSTEM IN NORTH CAROLINA

Introduction

The number of community colleges and technical institutes across the nation has grown rapidly in recent years (26). Large numbers of students are committed to continuing their education beyond the offerings of these institutions. Because of this rapid growth and the increased number of students transferring to four-year institutions, an awareness of physical education requirements and policies are needed by both the four-year and two-year institutions (27).

Thus this study has been developed to assist in the co-ordination of physical education in the four-year institutions and the two-year institutions in North Carolina.

History of the Community College System in
North Carolina

The public community college was born in the image of the public school and thus has its roots in the public school system. The principles and traditions upon which the public schools were built are also the principles and traditions which guide the public community colleges. Three traditions originated early in public schools. These traditions are (1) universal opportunity for a free public education for all persons without distinction based on social class, family income, and ethical, racial, or religious backgrounds, (2) local control and support of free, nontuition educational systems, and (3) a relevant curriculum designed to meet both the needs of the individual and those of the nation. These three traditions are the foundation of the public community college (10, p. 1).

The University of California, as early as 1892, had advocated the first two years of university training as belonging to secondary education. In 1907 California was the first state to pass a law which permitted boards of education to provide the first two years of college work by offering postgraduate courses in high school (10).

The community junior college concept was clarified in a 1939 article in the Journal entitled, "The Junior College as a Community Institution" (15).

In January, 1940, the first "fundamental principle" of the Commission on Terminal Education was "The Junior College is essentially a community institution." When the Report of the President's Commission on Higher Education, Higher Education in American Democracy, described the community college fully and favorably, using that term, the full task of these institutions was recognized by all who were concerned with them. Thus the concepts of the community junior college has been fully developed, and the need for it has been established in all parts of the nation (15, p. 56).

North Carolina had established a two-year college supported locally from public funds, in Asheville, as early as 1928 (37). However, it was not until September of 1950 that North Carolina felt the real need for the community college. It was at that time that the State Superintendent of Public Instruction instructed the Director of the North Carolina Survey of Public Education, Doctor Allan S. Hurlburt, to study the need in North Carolina for state-supported community colleges and to project a plan for the development of community college services and facilities in North Carolina. The director was further instructed to recommend standards and criteria for community colleges and to propose some basic principles for legislation necessary to implement the program (39).

Charles F. Carroll, State Superintendent of Public Instruction, appointed a state-wide committee representing the legislature, state-supported senior colleges, public, private and denominational junior colleges, the State Department of Public Instruction, industry, and the public schools to work with Hurlbert on the community college study. Sub-committees were established to study such areas as philosophy, curriculum, finance, and organization. The reports from these committees were approved or modified by the committee as a whole (39).

A twenty-five mile radius of Goldsboro, North Carolina was selected by the committee for intensive study. A staff of interviewers working with the director interviewed citizens in the counties involved to determine local interest in and the need for a community college in that area. The work of Hurlbert and the committee took approximately one and one half years to complete (39).

It was not, however, until 1957, during Governor Luther H. Hodges' administration, that a real beginning was made by the State Legislature, through the passage of a Community College Act, to develop community colleges (39).

The 1957 General Assembly also provided the State Board of Education with the funds necessary for initiating a state-wide system of industrial education centers. The development of these centers were to provide training for adults and selected high school students in an effort to provide needed manpower for the state.

The industrial education center concept was officially authorized by the General Assembly in 1959. The administration of such schools was placed under the State Board of Education and local boards of education. The major objective

of these centers was to develop the skills and intellectual abilities of individuals for work in trade, industrial and technical jobs (37).

Within two years, there were 18 industrial education centers in part or full time operation. The number of students enrolled in 1959 was 23,000. In an effort to make the Industrial Education Centers more accessible to the people of North Carolina, several extension units were planned and approved by the State Board of Education on February 2, 1961. The extension concept was operated by an agreement between the board of trustees of the Industrial Education Centers and a local board of education. Prior to June 30, 1963, five extension units had been organized (37).

During the development of the Industrial Education Centers in 1961, five community colleges were also developing. These five, under local trustees and the State Board of Higher Education, were the College of the Albemarle in Elizabeth City, Wilmington College in Wilmington, Mecklenburg College in Charlotte, Charlotte College in Charlotte, and Asheville-Biltmore College in Asheville (37).

The Governor's Commission on Education Beyond the High School and the Board of Higher Education, in the fall of 1961, requested Dr. C. Horace Hamilton, Reynolds Professor of Rural Sociology at North Carolina State University, to make a study of the enrollment projections for North Carolina Colleges and Universities for the years 1962 through 1980. This study, completed in January, 1962, indicated the need for state and private institutions in North Carolina, wherever possible, to move rapidly toward an expansion of educational facilities, if the needs of the State of North Carolina were to be met (33).

Governor Terry Sanford, in 1961, appointed "The Governor's Commission on Education Beyond the High School" to study the methods of expanding educational offerings at the post high-school level. The Commission in 1962 recommended that community colleges and technical institutes be combined into one administrative organization under the State Board of Education and local board of trustees. This was suggested so that the state's two-year higher educational needs could be developed under one administration and one educational system--the comprehensive Community College System. This type of organization was suggested in order to permit students to have a wide choice of curricula, and to alter their plans without having to withdraw from one type of institution and apply for admission to an entirely different one.

The General Assembly, in July of 1963, enacted into law G. S. 115A, which provided for the establishment of a Department of Community Colleges under the State Board of Education.

Three of the five community colleges which were operating under the Community College Act were converted into four-year State Colleges and two were brought under the State Board of Education as community colleges. The two community colleges were the College of the Albemarle in Elizabeth City and Mecklenburg College in Charlotte. Mecklenburg College in Charlotte was combined with the Central Industrial Education Center in Charlotte to form Central Piedmont Community College.

In 1964, Gaston College opened and operated for one year under the 1957 Act. At the end of that year, on July 1, 1965, it came under the provisions of

G. S. 115A. Gaston Technical Institute, which was a division of the School of Engineering of North Carolina State University at Raleigh, along with Gastonia Industrial Education Center, were made a part of Gaston College.

Administrative control over the twenty Industrial Education Centers previously established by the General Assembly was delegated to the Department of Community Colleges (37).

In addition to the twenty Industrial Education Centers, the six original community colleges, and the previously mentioned five extension units, new extension units were continuing to be established after the passage of G. S. 115A.

Since 1963, under the direction of the State Board of Education, community colleges and technical institutes have continued to grow and expand. Currently there are 40 technical institutes and 17 community colleges serving the people of North Carolina. Figure 1 shows the locations of these 57 institutions.

The purpose of the North Carolina Community College System is to fill the gap in educational opportunity existing between high school and the senior college and university. In carrying out this role, the technical institutes and community colleges offer academic, cultural and occupational education and training opportunities from basic education through the two-year college level, at a convenient time and place and at a nominal cost, to anyone of eligible age who can learn and whose needs can be met by these institutions (36, p. 1).

Considering the purpose of the North Carolina Community College System and considering the rapid growth the system has experienced, the future looks bright indeed. Much of its future will depend to a great extent, however, on the people in the given areas and their needs and desires and the ability of the given institutions to provide for the people the types of programs that will benefit

NORTH CAROLINA SYSTEM OF INSTITUTIONS

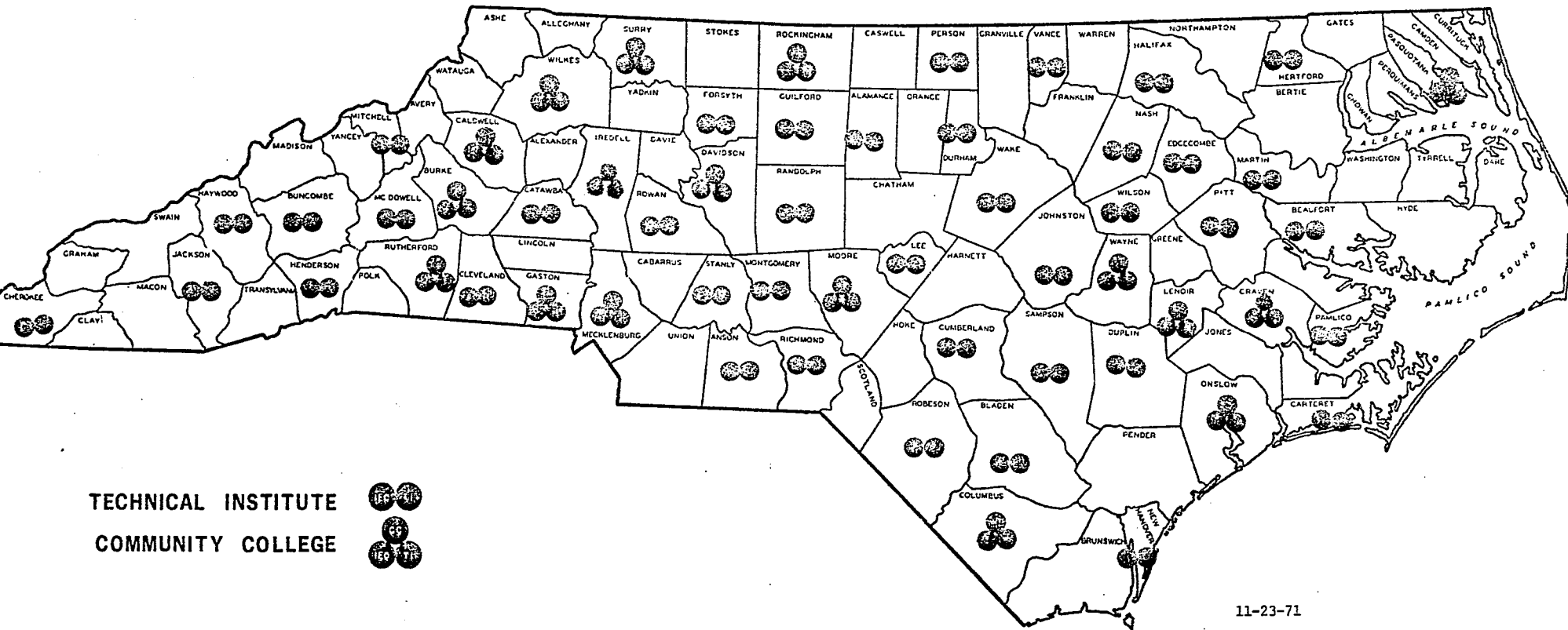


Figure 1

them and their community and insure for them a better tomorrow.

Because of this great growth, the need for a status study in physical education can be seen. If the community college system continues to feed students into the four-year institutions, it is necessary for each institution involved to know where they are today in physical education in order to keep pace with current trends and plan for the future.

CHAPTER II

STATEMENT OF THE PROBLEM

The Problem

Statement of the problem. It was the purpose of this study to investigate the current status of physical education, athletics, and intramurals in public community colleges and technical institutes in North Carolina. In fulfilling this purpose the investigator attempted to answer the following questions:

1. What is the current status of physical education, athletics, and intramurals in community colleges and technical institutes in North Carolina?
2. What are the recent developments (last 5 years) regarding increases and decreases in the following:
 - a. Course requirements?
 - b. Faculty, in proportion to enrollment?
 - c. Facilities, in proportion to enrollment?
 - d. Proportion of coed classes?
3. Are athletic programs now in existence and do the institutions which have programs offer athletic scholarships?
4. How are the athletic programs supported financially?
5. What facilities are used by the community colleges and technical

institutes in North Carolina for physical education, athletics, and intramurals?

6. To what extent do intramural programs exist in the community colleges and technical institutes in North Carolina?
7. Do the community colleges and technical institutes in North Carolina employ trained physical educators to teach/coach in physical education, athletics, and intramurals?
8. What are the specific activities offered in the physical education, athletic, and intramural programs?

Significance of the Study

This study was innovative in that it attempted to investigate the current status of physical education in community colleges and technical institutes in North Carolina in order to discover if programs are offered which meet the requirements of the four year public institutions that the community colleges and technical institutes feed.

The rapid growth and expansion of community colleges and technical institutes has created a need for more effective co-ordination with the four year institutions. Thus this study was designed to ascertain the status of physical education to date, in community colleges and technical institutes in North Carolina, in order to assist in one phase of that co-ordination.

In addition, this study also investigated athletics and intramurals, in order to determine if a trend appears to be developing.

Scope of the Study

At the present time, there are 57 community colleges and technical institutes in North Carolina. Of this number, 17 are listed as community colleges and 40 as technical institutes.

A questionnaire was sent to the presidents of all of the community colleges and technical institutes in North Carolina. The questionnaire used was adapted from one developed by Oxendine of Temple University.

The study investigated the current status of physical education in community colleges and technical institutes in North Carolina. Included in this were recent developments, course requirements, staff, facilities, and finance.

This study also investigated athletics and intramurals to determine the role they played in the offerings of the institutions.

Assumptions Underlying the Research

The following assumptions were accepted with regard to this study:

1. The presidents of the community colleges and technical institutes in North Carolina (or the person designated by them to complete the questionnaire) hold positions which enable them to know the status of physical education, athletics, and intramurals in their institutions.
2. Of the 57 community colleges and technical institutes in North Carolina, (17 are classified as community colleges and 40 are classified as technical institutes) some do offer physical education courses.

3. There had been little change in physical education in the past five years in the community colleges and technical institutes in North Carolina.
4. Institutions in the Community College System in North Carolina do offer athletic programs to their students.
5. Most institutions are now dependent on outside agencies for facilities.
6. Most institutions do offer some type of intramural program.

Definition of Terms

The terms specifically related to this study are defined as follows:

Athletic Scholarships. The financing of the cost of attending school, either in whole or in part, for a man or woman, who in turn takes parts in a specific athletic program.

Athletic Conference. A given group of schools or institutions who compete against one another under rules specific to the schools which make up the group.

Community College. An educational institution established in a given area or community to offer technical courses or the first two years of an academic program.

Community College System. The entire system of both community colleges and technical institutes in North Carolina.

General College Student. The student whose course of study is designed to enable the student to gain admission to a four year institution upon successful completion of the course of study.

Intercollegiate Athletics. An athletic program in which one school plays the other in various athletic contests.

Intramural Program. An athletic program which provides competition for students within the confines of a given institution.

Physical Performance Examinations. Examinations based on either fitness or motor skill, which enable the student and instructor to determine the student's progress or lack of it.

Proficiency or Competency Test. A test which is administered to the student to determine if he/she may or may not be excused from a physical education requirement.

State Affiliated Institution. An institution which looks to the state for the major portion of its financial support.

Technical Institute. An educational institution which trains individuals in various technical fields. Such an institution may or may not offer courses which are transferable to four year colleges and universities.

CHAPTER III

REVIEW OF LITERATURE

In order to obtain a better understanding of physical education in four-year and two-year institutions, it was necessary to review some of the similar studies which have appeared in the literature.

Four-Year Colleges and Universities

In order to set the scene and to present some information so that the reader may be able to make some comparisons, it was necessary to review some of the more recent studies involving four-year colleges and universities.

Hunsicker (20) in 1954, reporting at the fifty-seventh annual meeting of the College Physical Education Association, stated that the requirements varied with colleges within universities. Hunsicker reported that 89 percent of the institutions had a physical education requirement, however, his report did not include the number of institutions responding to his questionnaire. Additional hours above the graduation requirements was required in 47 percent of those responding with 66 percent giving letter grades, 11 percent numerical grades, and 23 percent giving grades of either pass or fail. Only 8 percent granted credit for the requirement for a course if the student passed a proficiency test. He also found that approximately 20 percent of the students elected physical education courses after they had satisfied the requirement.

A study by Cordts and Shaw (16) attempted to determine the status of the required physical education programs for men and women in the four-year colleges and universities of the United States as of June, 1958. They found that the practices related to philosophy and objectives, administration, programs, and evaluation in different types of colleges and universities were similar. This study represented replies for 168 department chairpersons. A number of changes in departmental organization were reported, such as combining the men's and women's departments, a chairperson appointed who holds a doctorate, a director of intramurals appointed in addition to a departmental chairman, or a rotating three-year chairmanship established.

Several improvements in the programs were reported. They included an increase in number of well-trained staff members in both men's and women's departments, new facilities, annual medical examinations, required teaching loads clearly defined, improved record systems, and standardized uniforms and towel service. Program improvements were also indicated in their study. Several schools mentioned improved catalog publicity and course descriptions and seven mentioned an increase in the requirements from one to two years, to four years. Other factors mentioned were: veterans were no longer excused, age excuse was no longer allowed, and academic credit was given for the required program. According to the authors, these changes indicated an improved status for physical education in four-year institutions when compared with some of the earlier studies.

Oxendine (22) investigated the requirements and practices in physical education service programs in colleges and universities during the school year 1960-61. A questionnaire was sent to chairpersons of physical education departments in 345 institutions throughout the United States. A total of 265, or 77 percent, were returned. Oxendine compared his findings with those of Hunsicker (20) and found that the percentage of institutions requiring physical education was about the same as reported in 1954. Eighty-four percent of the institutions responding required physical education of all students before graduation. This was higher than the 67 percent reported in the 1958 Cordts and Shaw (16) study.

Oxendine also found that 67 percent of the institutions required that students take physical education for two years, while 25 percent had a one-year requirement, 3 percent a three-year requirement, and 5 percent a four-year requirement. The Hunsicker (20) study had indicated that 57 percent of the institutions required physical education for a period of two years and the Cordts and Shaw (16) study had found that 66 percent required a two-year program for women, while only 53 percent required a two-year program for men.

In the Oxendine study (22), comparisons were made among institutions of different sizes to determine if requirements and practices were influenced by size of enrollment. For this purpose, he divided the schools into five groups, according to the size of the undergraduate enrollment. There were returns from 57 institutions in the 500-1000 student group; 73 in the 1000-2500 group; 61 in the 2500-5000 group; 53 in the 5000-10,000 group; and 21 in the over 10,000 group.

Oxendine found that 76 percent of all institutions indicated that credit was given for physical education. This percentage was close to that in the Hunsicker (20) report, which reported that 77 percent of the institutions in 1954 offered credit. Large colleges and universities were more likely to award credit for physical education than were the small institutions. Eighty-six percent of the over 10,000 group in Oxendine's study reported that academic credit was given, although only 60 percent of the 500-1000 group reported this to be the case. When credit was given, small institutions tended to give more credit per clock hour than did the larger schools. Of the institutions giving credit for physical education, 52 percent gave one-half credit for each hour in class per week. It was found that the other institutions were about equally divided between one-fourth, one-third, and one full credit per clock hour.

Seventy-four percent of the institutions used letter grades in marking. This percentage was greater than the Hunsicker (20) report indicated, but was the same as in the Cordts and Shaw (16) study. Smaller institutions used pass and fail grading more frequently than did the larger institutions. Ninety percent of the over 10,000 group, compared with 60 percent of the 500-1000 group, used letter grades.

All institutions reported an increase in coeducational classes with the larger institutions reporting more frequent availability of coeducational classes. Eighty percent of the institutions in the over 5000 group offered coeducational classes either as electives or in the required program.

Most of the institutions had class periods of 60 minutes each. The average number of periods per week was slightly higher than two. This was the same number that Cordts and Shaw (16) reported in their 1958 study. There were no differences among schools of different sizes with regard to the number or the length of class periods.

Most of the smaller institutions in Oxendine's (22) study appeared to evaluate the students more extensively than was the case in the larger institutions. Physical fitness test, skills test, and knowledge tests were administered in all classes at the smaller institutions more frequently than was the case in larger ones. In the larger institutions the evaluation process was more frequently left to the discretion of the instructor.

Final written examinations were administered in 68 percent of all the institutions in the 500-1000 group. These were administered during the regular examination period. More than half of the institutions gave final examinations in physical education prior to the regular exam period.

Some trends were noted in Oxendine's study regarding activities. Approximately two-thirds of the institutions reported that individual and dual sports had increased during the five-year period prior to the 1960-61 study. Gymnastics, aquatics, and rhythms also increased during this period, with team sports evidencing a decline. He also indicated that an increasing number of four-year institutions were requiring physical education for a period of two years.

Snyder (26), in an editorial appearing in The Journal of Health, Physical Education and Recreation, felt that the two-year physical education requirement

should be fulfilled during the first two years of college. He pointed out that a great majority of the time and effort spent during the first two years of college should be devoted to the area of general education. In discussing problems of the junior colleges, Snyder also pointed out that there was little consistency in the curricular patterns of professional preparation in the colleges and universities, and the students transferring from junior colleges were transferring to diverse patterns of professional preparation. This makes it more difficult for the junior colleges to develop an effective program. Snyder sees the solution to the problem in two stages. The first is to determine what specialized professional preparation should be offered, and the second is to see that this is done during the first two years regardless of the institution of high learning.

Snyder said that if the student has made a vocational choice by the time he enters college, some specialized professional education should be offered during the first two years. He feels it is unrealistic to insist that the student delay the development of his vocational interest until his junior year in college. Snyder does feel, however, that many junior colleges and four-year colleges go too far in offering work that is too advanced in the first years of professional preparation.

Snyder sees a personal health course offered as a part of general education and required of all students. The time that is devoted to the area of specialized professional preparation could be used to orient the student to the whole field of education and his area of specialization, to provide an introduction to his professional field, and to strengthen his weakness in basic skills needed to teach

physical education activities. In this orientation program a broad base for teaching should be established. The prospective physical educator should be tested to determine his strengths and weaknesses in all aspects of professional growth, particularly in the quality of his skills in physical education activities. Throughout the orientation process, counseling and guidance should provide direction in selecting learning experiences. The student should learn about all aspects of the teaching profession and about his responsibilities as a professional person. He should learn basic physical skills so that he can qualify for methods courses in the upper division program. The student should also be assisted in improving his speech, reading, leadership, dress, and social competence.

Following the orientation experiences, Snyder feels that the student should be enrolled in an introduction course in physical education. This course should introduce the student to his professional field and to the relationship of his professional field to other areas of education. Along with this the student should learn the requirements for certification in physical education; the contributions of physical education to children, youths, and adults; the role of physical education in solving present-day problems; and the literature and the professional organization in the field of physical education. Snyder also points out that self-evaluation should assist the student in measuring his own competencies and aspirations against the demands of the profession and help him to develop an overall plan for professional preparation. Because physical education is a doing field, contact with classrooms and agencies in the community should be considered

along with skill testing and development at the lower division level.

Snyder concluded by pointing out that the only courses in the area of specialized professional education which should be offered during the first two years are 1. orientation to the profession, 2. introduction to physical education, and 3. basic activity courses to strengthen weaknesses in physical activities. Courses concerned with administration, methods, principles, and curriculum should be offered in the upper division. Basic science courses, such as anatomy, physiology, chemistry, and physics should be offered during the first two years. These courses in the lower division would prepare the student for the more advanced courses which would be presented in the upper division.

In 1969, Oxendine (23) completed a study in which he compared his findings with those of Hunsicker (20), Cordts and Shaw (16) and those of his earlier study (22). Perhaps Oxendine's most important single finding deals with the overview of requirements and practices. Of the institutions reporting, 87 percent reported a physical education requirement for all undergraduates. This figure exceeded the other studies used in the comparison. An additional 7 percent required physical education for students in certain departments or colleges while only 6 percent reported no physical education requirement for undergraduates.

The two-year physical education requirement was the most common. He found that 66 percent of the responding institutions required a two-year program. This figure exceeded those of Hunsicker (20) in 1954, Cordts and Shaw (16) in 1960, and Oxendine (22) in 1961, which were 57 percent, 61 percent,

and 60 percent respectively.

The four-page questionnaire was prepared to gather information regarding requirements, credit, evaluation practices, and recent trends in physical education programs, and was mailed to the chairperson of physical education departments at the 1,046 institutions listed in the College Blue Book (12th. edition, Volume 1, 1968) as four-year institutions accredited by the regional accrediting agency and having an undergraduate enrollment of 500 or more. Specialized institutions listed as "seminary," "conservatory," "mortuary science," were omitted. Oxendine received a 69 percent return, with 723 of the 1,046 questionnaires being completed.

The returned questionnaires were categorized into five groups according to the size of the undergraduate enrollment, four groups according to public or private affiliation, and three groups according to the sex of the student body. The data were presented in percentages based on the number of institutions responding to each particular question, because the number of institutions within each category varied and since not all of the questionnaires were completed in their entirety.

Physical handicaps and psychological problems were found to be the most frequent reasons for exemptions from physical education in those institutions which allowed exemptions. Oxendine found that 42 percent of the institutions allowed exemptions for military service or ROTC. This figure represented a reduction in this type of exemption during the preceding ten years and as Oxendine pointed out, may reflect a smaller number of student veterans as well

as a decrease in military training programs on the campus. The number of exemptions for intercollegiate sports participation had also decreased since 1958 by 44 percent. Twenty-eight percent reported exemptions for marital status, 10 percent for intramural sports, 2 percent for age, and 29 percent for other reasons. Oxendine found that the decision to exempt students from courses was most often made by the physical education department or the health services division and, in fewer cases, by the academic dean, counseling department, dean of students, or other personnel.

Seventy-four percent of the institutions reported that credit for physical education had not changed appreciably in recent years. More than half, or 55 percent, of the institutions responding required four semester hours or the equivalent in physical education for graduation. Earlier studies also indicated that this was the most common requirement. Twenty-eight percent of the schools required a two-semester hour requirement, while 7 percent required three hours, and 4 percent required five hours or more. Forty-one percent allowed one-half semester hour of credit for each clock-hour of class time per week; 32 percent allowed one-fourth or one-third hour of credit; and 17 percent allowed one full hour of credit. Oxendine also found that 18 percent of the institutions allowed students to meet course requirements and receive credit through proficiency examinations.

With respect to grading, Oxendine reported that 77 percent of the institutions continue to give letter grades for physical education and 82 percent reported that the grading system was consistent with other courses offered in the

institution. This represents figures which were slightly higher than those reported in the earlier studies. Sixty-three percent count physical education grades in the point-hour ratio, while 60 percent include physical education grades in honors for graduation. This practice was found to be similar to that of previous studies. Written final examinations were given in half of the institutions in all courses, 34 percent in some courses, and 16 percent did not give such examinations. Final examinations were given in 61 percent of the institutions and also 61 percent of those reporting, gave skill and fitness tests in all courses. In most cases final examinations were given prior to the regular examination period. In twelve percent of the institutions skill and fitness tests were not given but knowledge and proficiency or skills were used as the criteria for the final mark.

A majority of the institutions, 59 percent, reported an increase in the size of their teaching staff in relation to enrollment, while 8 percent reported a decrease. Nearly half of the reporting institutions (actually 48 percent) had increased the physical education facilities in proportion to enrollment while 39 percent indicated that facilities had remained the same.

Programs appeared to have changed little during the five years between Oxendine's studies. When Oxendine compared the increases with the decreases, he found that only activities categorized as "recreational" and "fitness" and "weight control" showed significant gains. The most obvious, he found, was a shift of emphasis in team sports, with more than half of the institutions reporting a reduction. Coeducational courses showed an increase in institutions of all

sizes. Thirty-seven percent of 334 institutions indicated that less than one-fourth of all the physical education courses were coeducational, 21 percent reported one-quarter to one-half, 18 percent reported one-half to three-quarters were coeducational, and in 22 percent, over three-quarters of the courses were coeducational. The remaining 31 percent did not offer coeducational courses.

Class absences allowed were found to be uniform for all courses offered in 64 percent of the schools, while 36 percent indicated that class absences allowed were determined by the instructor. In approximately one-third of the institutions the students were allowed to make up classes missed, while others reported that absences might result in automatic failure or a lowered grade in the course.

To assist in comparisons, Oxendine organized institutions into five groups according to the number of undergraduate students. The organization was as follows: (A) 500-1,000; (B) 1,000-2,500; (C) 2,500-5,000; (D) 5,000-10,000; and (E) over 10,000. One hundred and ninety-one questionnaires were returned from Group A, 258 from Group B, 117 from Group C, 86 from Group D, and 71 from Group E. Oxendine indicated that the fact that a higher number of completed questionnaires were received from smaller institutions than larger ones, was due to the fact that there were fewer large institutions to which the questionnaires could be sent.

Most of the smaller schools had a definite requirement for all students, while the larger institutions varied their requirements between various colleges and departments within the institutions. It was found that the percentage of

institutions requiring physical education for all students decreased steadily as enrollment increased. This ranged from 94 percent of Group A to 72 percent of Group E. It was also found that the number of schools requiring physical education in some departments or colleges increased with enrollment. This ranged from 1 percent in Group A, to 20 percent in Group E. Oxendine indicated that this might be due to the fact that larger schools have more specialized departments or programs of study which have greater autonomy over degree requirements. The two-year requirement was common at all institutions but was most prevalent at the smaller schools. In the first four groups, 65 percent to 70 percent required two years of physical education, while 25 percent to 35 percent required one year. In Group E, 53 percent required two years and 45 percent required only one year. Oxendine found that larger schools were less likely to excuse students because of physical or psychological problems, but exemptions for age or proficiency exams were allowed more frequently in the large schools than in the small institutions.

Oxendine's findings revealed, too, that large institutions count physical education as a regular academic course more readily than smaller schools. This tendency was seen in the awarding of credit, consistency of grades with other courses, including physical education grades in point-hour ratios, and the use of written final exams.

He also found that since 1963, course requirements at larger institutions had tended to remain constant, while the smaller institutions had shown an increase in requirements. Program changes and the status of staff and facilities

in proportion to enrollment were similar and consistent in both groups.

Oxendine compared the institutions according to affiliation. Although he indicated that there were wide variations in physical education practices among public and various types of private institutions, he found that the requirements and types of activities included revealed a high degree of consistency among the different types. In both the public and the private institutions, approximately 90 percent within each group required physical education for all students, and 61 percent to 70 percent of each group a two-year program. A one-year program was required by 26 percent to 34 percent of each group. At least 90 minutes of class time per week was allotted for classes at about 90 percent of the institutions in each group, with the most common requirements being from one and one-half to two hours per week. Public institutions were more likely to award credit toward graduation than were the private schools. Less than one-half of the private nonsectarian schools awarded credit while 87 percent of the public institutions did so. The most common pattern among both groups was found to be four semester-hours of physical education for graduation. Public institutions, however, tended to allow somewhat less credit per clock-hour in physical education than did the private schools. Forty-three percent of the public institutions allowed one-third to one-fourth credit per clock-hour while 45 percent of all the private school groups allowed one-half credit. Public supported schools were found to give physical education grades similar to those in other courses and they were also found to give written final examinations in all courses. The pass/fail method of grading was used at 40 percent of the private nonsectarian schools,

while letter grades were given at 87 percent of the public schools and 79 percent of the private sectarian schools. In the public schools, it was found that 79 percent counted physical education marks in the point-hour ratio, and 71 percent included them in determining graduation honors. Fifty-eight percent of the private nonsectarian and 52 percent of the other private institutions included such marks in the point-hour ratio and in graduation honors. More than half of the institutions within each private school group gave identical final examinations in all course sections, but in only 38 percent of the public institutions were identical tests given.

It was found that both types of institutions listed physical and psychological problems as the most common reason for exemption from physical activity. However, public institutions allowed exemptions for age more frequently than did private colleges and universities and also allowed exemptions more often for intercollegiate sports participation. Both groups reported that exemptions were most often made by the physical education department or the health services division.

The administration of final examinations prior to the regular examination period was found to be a common practice among all groups. Over half of the public colleges and universities gave skill and fitness tests in all courses, while the private institution groups gave 39 percent to 44 percent skill and fitness tests in all courses, and 42 percent to 46 percent in some courses. In all groups, proficiency or skill test and knowledge test results were given the greatest emphasis in determining the final mark. Less than 25 percent of each group allowed

students to meet course requirements and receive credit through proficiency examinations. Over half of the institutions within each group reported that the number of class absences allowed were uniform in all courses, but more public schools than private schools reported that the number was determined by the instructor.

Oxendine found that none of the all male institutions offered coeducational physical education courses, while 8 percent of the women's institutions offer coeducational courses in cooperation with neighboring institutions. Of the coeducational institutions, 54 percent offered coeducational courses as electives, while 23 percent offered them as required physical education courses. From 1963 to 1968 course requirements had remained constant at 73 percent of the coeducational schools, 71 percent of the women's schools, and 63 percent of the men's schools. Coeducational institutions showed the greatest growth in staff in proportion to enrollment, while the all male colleges showed the greatest increase in facilities.

In 1971-72, Oxendine (24) again investigated the general instruction programs in physical education in four-year institutions. Of the 1,143 questionnaires mailed to four-year colleges and universities, 69 percent were completed and returned.

Of the responding institutions, 95 percent offered programs in physical education for the general college student. Seventy-four percent required physical education for all students, while an additional 8 percent showed a requirement for students in certain schools or departments. It was also found that during the

years through 1972, there had been a 10 to 15 percent decrease in the number of institutions requiring physical education. It was found that the great majority of these curricular changes had occurred from 1970 through 1972.

The majority of the reporting institutions indicated that they required physical education for a period of two years. It was found, however, that there had been a slight shift toward a one-year requirement. In institutions where the requirement had been eliminated, approximately one-fourth of the students elected to take physical education. There was evidence that this number increased after the first year of not requiring the physical education program.

Oxendine found that there was a greater amount of flexibility than had been true previously in physical education in the reporting institutions. More faculty and student options regarding independent study, honors courses, competency exams, dress, the grading system, and the general class routine were permitted. There was also found to be an increased tendency for physical education courses to receive academic credit and to count in the grade point average.

Recreation or "lifetime" type activities showed a continued increase, while team sports offerings showed a continued decrease. Coeducational activities and courses showed an increase to the extent that the majority of courses in the 1971-72 study were coeducational.

Thus, some trends in the four-year colleges and universities can be seen from these recent studies. Among these were: the dropping of the physical education requirement; a decrease in team sports; an increase in individual

sports, an increase in lifetime and recreational activities, and an increase in co-educational activities. These same trends are also noted in the recent studies involving two-year colleges and universities.

Two-Year Institutions

Because of the increase in the number of two-year institutions, and the desire to coordinate the physical education programs of the two-year institutions with the four-year institutions, several studies have appeared in the literature (16, 20, 22, 23, 25, 26, 27).

Colvert (3) indicated that as early as 1939, 76 percent of the public junior colleges in the United States offered physical education courses. He found that the larger the institutions, the greater the chance of a program being offered.

During the same period of time, Miller (21) expressed a need for some uniformity in physical education programs in public junior colleges in the state of California. As a result, a status study was conducted in which questionnaires were sent to the thirty-eight two-year institutions that existed in the state at that time. He found that the general college programs were organized in three areas: (1) unrestricted activity, (2) fundamentals, and (3) advanced techniques of activities. He found also that 94 percent of the students took at least one course in the general physical education programs. His findings indicated that the professional preparation program, which was offered at 19 institutions, displayed a lack of standardization. Miller went on to indicate that athletics received major emphasis. Intramurals also played a large role in the life of the student, with 92

percent of the institutions offering some type of an intramural program.

In 1967, Blamer (30) investigated physical education in the public junior and community colleges in the United States. This study was designed to determine the extent to which the public junior and community colleges meet certain recommended standards of professional organizations and recognized authorities.

In order to analyze the physical education programs in the community colleges, Blamer collected catalogs from the community colleges listed in the 1966 edition of the Junior College Directory. In the majority of the cases, the catalogs did not give Blamer the information he needed to complete his study. Therefore, it was necessary to use a questionnaire to obtain the desired information.

Blamer sent 490 questionnaires and received 324, for a 66.1 percent return. He grouped the community colleges according to student population as follows: Group I, 1 to 499; Group II, 500 to 999; Group III, 1000 to 2999; and Group IV, 3000 and over.

Blamer found that approximately 14 percent of the community colleges did not offer a service or general college program, while 74.1 percent required physical education, and 12.3 percent offered physical education as an elective. Of the colleges requiring physical education, about three-fifths had a two-year requirement and over one-third had a one-year requirement.

Over one-fourth of the community colleges in the Blamer study allowed the students to participate in physical education activity courses without having a medical examination. He also found that approximately one-third of the colleges

did not have a gymnasium. College-owned athletic fields were provided at seven-tenths of the institutions and tennis courts at 56.3 percent.

Nearly four-fifths of the colleges provided intramural activities and less than one-half required medical examinations prior to participation in the intramural program. Approximately two-fifths of the colleges received all of their intramural funds from the general budget and about three-tenths received all intramural funds from student fees.

Approximately 85 percent of the community colleges competed in intercollegiate athletics, with basketball reported the most popular activity. Over one-fourth of the institutions competed in women's athletics, with tennis reported as the most popular activity. The general budget provided all of the funds for athletics at about one-tenth of the colleges, and over one-fifth received all of their funds from student fees. The other institutions received differing amounts from various other sources including gate receipts and guarantees.

Yarnall (28) found in a 1971 survey of two-year colleges that 81 percent required physical education courses of all students. The state-supported institutions had the highest percentage of service programs which were not required.

Over 71 percent of the two-year colleges gave academic credit for physical education. Yarnall's survey also revealed that 81 percent of all the colleges, except the state technical colleges, assigned letter grades in physical education. Of the state technical colleges, 43 percent assigned pass or fail grades, while only 5 percent to 13 percent of the rest of the colleges assigned pass or fail grades.

Yarnell investigated the community colleges, private junior colleges, branches of state universities, and state technical colleges. Of these, he found that the state technical colleges placed less emphasis on physical education when compared with the other three types of institutions. These institutions had the smallest percentage of general college programs and also had the smallest percentage giving academic credit and counting quality points in the grade point average.

It was also found that the state technical colleges had the smallest percentage of institutions with their own gymnasiums. This accounted for the fact that they showed the highest rate of institutions renting gymnasiums at 42 percent. Yarnall indicated lack of facilities as a factor in the low percentage of institutions offering programs.

Seventy-two percent to 79 percent of the colleges had their own gymnasiums and 64 percent to 69 percent had their own athletic fields on campus. Between 25 percent and 42 percent of the colleges had to rent or share a gymnasium and between 25 percent and 38 percent had to rent or share athletic fields. The branches of the state universities showed the greatest percentage of facilities.

Yarnall pointed out that the percentage of colleges with programs and the high percentage giving academic credit for courses in those programs would tend to indicate that two-year colleges regard physical education as an integral part of the college curriculum.

In 1973, Thomas, Cotten, Leavitt, and Biasiotto (27) sent questionnaires to each junior college located in the Southern District and listed in the 1971-72 National Directory of College Athletics. Of 183 junior colleges to which the questionnaires were mailed, 116 responded, yielding a 63 percent return, which was comparable to the returns received in previous studies. For the purpose of analysis, Thomas and associates divided the responses according to both affiliation and size of school. Schools were classified as either state-supported or private, and size categories of student bodies were 0-500, 501-1000, 1001-2000, and over 2000. Percentages were computed based upon the number of institutions in the category.

Thomas and associates reported that all reporting state institutions and 98 percent of the private institutions reporting offered physical education courses. These percentages are similar to those found by Yarnell (28). In 89 percent of the reporting institutions, one hour credit for course work was given and a large majority provided credit for graduation. Ninety-one percent of the private institutions and only 69 percent of the state institutions required physical education for graduation. It was interesting to note that only five percent of the state institutions and none of the private institutions reported the use of competency tests in lieu of physical education courses.

Fifty-one percent of the state institutions had a two-year requirement, while 39 percent of the private two-year colleges had a two-year requirement. In institutions not requiring physical education, 10 percent or less of the students took physical education courses as electives. Most of the reporting institutions

indicated class meeting times to be 100-120 minutes per week including dressing and showering time. Clock hour versus credit hour data indicated one-third to one-half credit hour for each clock hour at state institutions. Private colleges reported one-half to one credit hour for each clock hour.

Several types of exemptions were reported from institutions with required programs. The state-supported colleges reported medical reasons as the most prevalent exemption followed by military service, age, and varsity sport participation. The private colleges reported varsity sport participation as the most prevalent cause for exemption. Medical reasons and military service were the second and third most frequently mentioned.

In the Thomas, Cotten, Leavitt, and Biasiotto study, it was found that 45 percent categorized their courses, but only 13 percent reported requiring courses from specific categories for graduation. The private college ratio was 42 percent to 21 percent. Course offerings of recreational activities, including lifetime sports, individual sports, and dual sports, was the most prevalent category at both types of institution. It was also reported that only 3.5 percent of the colleges required courses in fundamentals of physical education or body conditioning. Coeducational courses were offered at 79 percent of the state colleges and at 39 percent of the private institutions. Schools in the 0-500 size category offered fewer coeducational courses. The investigators felt that this was due to the fact that small church-related colleges provide few coeducational activities.

With respect to staff, doctoral and educational specialist degrees were rare at both state and private colleges in all size categories. The most

commonly held degree at the junior college level, proved to be the masters; however, in institutions of 0-500, about one-third of the faculty held only the bachelor's degree.

Ninety-one percent of the institutions surveyed by Thomas and associates used letter grades, while only 3 percent of the state institutions reported use of a pass or fail system and none of the private institutions reported use of this grading method. Not only were letter grades the most popular basis for marking, but this system was consistent with the general college grading policy.

Written examinations were required in all courses in about 60 percent of the institutions that reported. Fitness and skill tests were required in all courses at about 50 percent of the reporting institutions and nearly all junior colleges reported the use of written and physical performance examinations in at least some of the service courses.

State junior colleges required student evaluation of courses and instructors with more frequency than did the private junior colleges. Student evaluation, however, was more prevalent in the 501-1000 and the 1001-2000 size institutions than in the very small or very large junior colleges. Between one-third and one-half of the institutions made results available to the instructor's department chairman, while only 8 percent of the state institutions made evaluations available to students, and in none of the private schools were the evaluations made available.

From the results of studies reviewed, it can be concluded that course requirements in junior colleges have increased from 1969 through 1973.

Thirty-nine percent of the state institutions reported an increase, while 13 percent reported decreases, and 27 percent of the private institutions reported an increase while requirements in 21 percent decreased. It was also found that during this period, only one state and one private institution reported the elimination of the physical education requirement.

In regard to staff, it was found that both the state institutions and the private institutions of all sizes reported an increase in both faculty and facilities.

Coeducational courses were reported by 71 percent of the state institutions, and 52 percent of the private schools reported an increase in such courses. The increase for this group was found to be 71 percent, while the 1001-2000 group showed an increase of 72 percent. The survey also indicated an increase in activities listed as recreational activities with physical fitness activities second. Thomas, Cotten, Leavitt and Biasiotto's study agreed with the previous studies regarding team sports. Here they found a decrease.

They concluded that physical education is required in most junior colleges in the Southern District with an increased emphasis on physical education in both the state and private junior colleges.

Hodges (19) completed a study in 1973 for a doctoral dissertation in which he investigated physical education in the public two-year colleges in the Midwestern United States. His study involved 238 public two-year colleges in eleven Midwestern States. Questionnaires were sent to the public two-year colleges appearing in the 1972 Junior College Directory. Of the 238 questionnaires sent out, 172 were returned completed, for a 72 percent return.

Hodges found that the future of the physical education program at the public two-year colleges appeared to be bright, since 42 percent of the colleges indicated their programs would at least remain stable. The technical schools had the most optimistic view about the future of their physical education programs.

Seventy-two percent of the colleges financed their physical education programs through the general college budget. The service programs received 57 percent of its funds from the physical education budget, the professional programs 19 percent, intramurals 16 percent, and athletics 13 percent.

There were four physical education faculty members at each college with physical education programs and three of these four were male. The bachelor's degree was the highest degree of at least one physical educator at 77 percent of the colleges, with 70 percent holding master degrees.

Seventy-three percent of the colleges reporting had physical education programs. Thirty-nine percent of the colleges with programs had a requirement for an average of 1.2 years. Full time students were found to be required to take the general physical education program at 16 percent of the institutions, while all students were required to take the program at 12 percent of the colleges. Hodges found that the most common reason for not requiring a student to take physical education was prior military service. Only 10 percent of the institutions allowed proficiency tests to be taken in lieu of the requirement.

Seventy-six percent of the respondents revealed that students were free to select physical education activities. Fifty-one percent of the colleges had a voluntary service program. It was also found that in the voluntary programs, 28

percent of the male and 17 percent of the female population voluntarily enrolled in programs.

Eighty-six percent of the colleges reported that the basic activity class carried one hour of credit. The same percentage, 86 percent, revealed that an activity in the general college physical education program also carried academic credit toward graduation. The activity grade was found to count in the grade point hour ratio at 84 percent of the institutions.

The most popular activities for the males proved to be bowling, tennis, basketball, and golf. The most popular activities among women were tennis, bowling, volleyball, and golf.

The average length of the activity classes was found to be one hour. Each class met two times per week. In 86 percent of the institutions, letter grades were listed as the marking system. Forty-one percent of the colleges offered independent study courses.

Intramural programs were offered at 84 percent of the reporting institutions. Seventy-two percent of the institutions had intramural directors and each of these directors also taught physical education classes.

Seventeen different intramural activities were found to be offered at the institutions investigated by Hodges. Basketball was the most popular intramural activity, followed by flag football, and volleyball. Seventy-two percent of the colleges had coeducational intramural activities, with volleyball listed as the most popular, followed by bowling and tennis. Four institutions offered intramural activities for the handicapped.

Seventy-eight percent of the colleges surveyed had intercollegiate athletic programs. Basketball was reported as being the most popular male sport, followed by baseball and football. In women's athletics, the most popular sport was found to be basketball, followed by volleyball and tennis. Forty-four percent of the institutions offered athletic scholarships. The average number of scholarships given to men were 24 per college, while only 3 of the institutions offered scholarships to women.

The athletic programs received fifty-one percent of their funds from student fees. A separate athletic budget was the source of another 25 percent of the money, with the physical education budget contributing 9 percent to the athletic programs.

Summary

From the review of literature, it appears that the big difference between the four-year institutions and the two-year institutions is the physical education requirement. While the four-year institutions are moving toward voluntary programs, the two-year institutions seem to be increasing their physical education requirement. The investigator was interested in determining whether the situation was the same, or similar, in the community college system in North Carolina.

CHAPTER IV

PROCEDURES

The rapid growth of community colleges and technical institutes in North Carolina and the increasing number of students transferring to the four-year state-supported institutions, points out the need for an awareness of the programs, the requirements, and policies for physical education. This information is needed if there is to be more effective coordination with the four-year institutions. Thus, this study has been designed to ascertain the present status of physical education, athletics, and intramurals in community colleges and technical institutes in North Carolina, in order to provide a source of information to physical educators in the four-year institutions and to those responsible for the physical education programs in the community college system in North Carolina.

After considering the widespread geographical locations of the institutions to be surveyed, it was decided that a questionnaire would be the most practical research tool to use in gathering the desired data.

After the decision was made, in regard to the research tool, it was necessary to formulate a suitable questionnaire. In the initial review of the literature, several studies were reviewed in which Oxendine (22) (23) (24) developed and used a questionnaire in order to gather the data concerning physical education programs in colleges and universities. After careful review

of Oxendine's questionnaire, it was decided that his instrument would be a suitable tool to use in the North Carolina study, providing some alterations could be made in the questions and additions made to include athletics and intramurals. Oxendine was contacted on May 7, 1974, to gain his permission for the use of his questionnaire. He responded on May 15, 1974, and granted this writer full permission. Thus a number of the questions appearing in the questionnaire are those of Oxendine. Questions not pertinent to the North Carolina study were dropped while additional questions were added specifically in the area of athletics and intramurals.

The questions used in the questionnaire could be responded to in the following ways: yes and no; multiple choice types; check; and simple completion. The questionnaire consisted of 47 questions with the questions falling under the following headings:

1. Institution Responding (general information).....	3
2. Staff.....	3
3. Course Offering and Requirements.....	10
4. Credits.....	4
5. Evaluation.....	8
6. Recent Developments.....	10
7. Athletics and Intramurals.....	<u>9</u>

TOTAL 47

Data Collection

In North Carolina there are currently 57 Community Colleges and Technical Institutes. Of this number 17 are listed as Community Colleges and 40 are listed as Technical Institutes.

On August 1, 1974, the six-page questionnaire was sent, along with a cover letter and a return stamped, self-addressed envelope, to each of the community colleges and technical institutes in North Carolina. (See Appendix for copies of these materials.) It was requested that the president of each institution complete the questionnaire or appoint a staff member to supply the information requested. The date for returning the questionnaire was August 26, 1974. By that date 36 questionnaires had been received, for a return of 64 percent.

A follow-up letter was mailed on September 3, 1974, to the 21 institutions which had not yet replied. At the end of two weeks, an additional 15 questionnaires had been received, for a return of 89 percent. This percentage represents a higher return than the returns in similar studies reviewed (16) (19) (20) (22) (23) (28).

Statistical Treatment

The data collected for the cooperating public community colleges and technical institutes were analyzed in the following ways:

1. The data were tabulated and percentages calculated according to classification, comparing the community college and technical institute.

2. The data were tabulated, based on the size of the institutions, following a procedure used in prior studies. The institutions were divided according to size in the following ways:

- a. 0 - 500
- b. 501 - 1000
- c. 1001 - 2500
- d. 2501 - 5000
- e. 5001 - 10,000
- f. Over 10,001

3. The data were tabulated and percentages calculated, based on the total sample.

Responses were coded and programmed for the computer so that data could be presented on a percentage basis to show the following:

- a. Programs and requirements
- b. Course requirements
- c. Credits, grading, and evaluation
- d. Findings in athletics and intramurals
- e. Staff with credentials in physical education
- f. Specific activities offered in physical education, athletics, and intramurals

The responses were recorded and placed on a work sheet to assist in the punching of the computer cards. The Statistical Packet for Social Studies (SPSS) was used. The data was fed into an IBM 370, Model 165 computer. The data

were programmed to give percentages, comparing the community colleges and technical institutes, in order to gain the needed percentages of the institutions taking part in the study.

CHAPTER V
ANALYSIS AND INTERPRETATION OF THE DATA

It was the purpose of this study to investigate the current status of physical education, athletics, and intramurals in the public community colleges and technical institutes in North Carolina. In fulfilling this purpose the investigator attempted to answer the following questions:

1. What is the current status and practices of physical education, athletics, and intramurals, in community colleges and technical institutes in North Carolina?
2. What credit is given to the student and what is the means of evaluation?
3. What courses are offered and what are the requirements?
4. What are the recent developments (last 5 years) regarding increases and decreases in the following:
 - a. Course requirements
 - b. Faculty
 - c. Facilities
 - d. Co-educational classes
5. Are athletic programs now in existence, and do the institutions which have programs offer athletic scholarships?
6. How are the athletic programs now in existence supported financially?

7. What facilities are now used by the community colleges and technical institutes in North Carolina for physical education, athletics, and intramurals?
8. To what extent do intramural programs exist in the community colleges and technical institutes in North Carolina?
9. Do the community colleges and technical institutes in North Carolina employ trained physical educators to work in physical education, athletics, and intramurals?
10. What are the specific activities offered in the physical education, athletic, and intramural programs?

In order to obtain the data for the interpretative process, a questionnaire was mailed to the 17 community colleges and 40 technical institutes in North Carolina. The questionnaire used was an adaptation of one developed by Joseph B. Oxendine of Temple University.

On August 1, 1974, a six-page questionnaire was sent, along with a cover letter and a return stamped, self-addressed envelope, to the president of each of the community colleges and technical institutes in North Carolina. It was requested that the president of each institution complete the questionnaire, or request a staff member to do so. The date set for the return of the questionnaire was August 26, 1974. By that date, 36 questionnaires had been received, for a return of 64 percent.

A follow-up letter was mailed on September 3, 1974, to the 21 institutions, which had not replied. At the end of two weeks, an additional 15

questionnaires had been received, for a total return of 89 percent.

The data collected from the cooperating community colleges and technical institutes were coded and programmed for the computer and the data were presented on a percentage basis to show the following:

- a. Programs and requirements
- b. Course requirements
- c. Credits, grading, and evaluation
- d. Findings in athletics and intramurals
- e. Staff with credentials in physical education
- f. Specific activities offered in physical education, athletics, and intramurals

General Information

As indicated earlier, there are 57 community colleges and technical institutes in North Carolina. Of this number, 17 are classified as community colleges, and 40 are classified as technical institutes.

As is shown in Table I, the total responses from the technical institutes was 88.2 percent, while that from the community colleges was 90 percent. This percentage of return was higher than any of the returns reported in similar studies (16) (19) (20) (22) (23) (24) (27) (28) (30) (34).

It can be noted from the table, that 88.3 percent of the reporting institutions had between 501 and 2,500 students. Only 4, or 7.8 percent, of the institutions report enrollments under 500 students, and 2, or 4.0 percent, reported

TABLE I
RESPONSES BASED ON INSTITUTION TYPE AND SIZE

Returned Questionnaires	Community Colleges N = 17	Technical Institutes N = 40	Combined Total
	N 15	88.2%	N 51 89%
Student Enrollment			
0-500	0	0.0	4 11.1
501-1000	5	33.3	19 52.8
1001-2500	8	53.3	13 36.1
2501-5000	1	6.7	0 0.0
5001-10,000	0	0.0	0 0.0
Over 10,000	1	6.7	0 0.0

student enrollments of over 2, 500 students .

It was requested by this writer that the questionnaire be filled out by the president of the institution or a person designated by the president. Other studies reviewed had requested that the questionnaires be filled out by members of the physical education departments, namely the chairpersons, or in some cases the athletic directors (16) (22) (23) (24) (27) (28).

It is interesting to note in Table II the titles of the various individuals who completed the questionnaires. Individuals designated as administrative assistants completed 15.7 percent of the questionnaires, and physical education chairpersons completed 19.6 percent of the questionnaires. At least one-third, or 33.3 percent, of the questionnaires were completed or at least signed by the presidents of the institutions. There was little consistency in the positions held by the individuals completing the questionnaires. This may be explained by the differences in the institutions with respect to the administrative structure, staff size, as well as the interest in the questionnaire topic, on the part of the individual presidents of the institutions.

Staff

Table III shows the number of professionally educated physical educators who were employed in that capacity in the responding institutions. Of the 15 community colleges responding, 13, or 86.7 percent, reported that they had at least one physical educator, while 7, or 19.4 percent, of the 36 responding technical institutes had trained physical educators. It can be seen that 60 percent

TABLE II
ANALYSIS OF RESPONDENTS TO QUESTIONNAIRE

Position of Individual Completing Questionnaire	Community College N = 15		Technical Institute N = 36		Combined Total N = 51	
	N	%	N	%	N	%
Administrative As- sistant	3	20.0	5	13.9	8	51.7
Chairperson Physical Education Depart- ment	7	46.7	3	8.3	10	19.6
Chairperson, Life Science	1	6.7	0	0.0	1	2.0
Counselor	0	0.0	1	2.8	1	2.0
Dean of Instruction	0	0.0	4	1.1	4	7.8
Dean of Students	0	0.0	6	16.7	6	11.8
Vocational Director	1	6.7	3	8.3	4	7.8
President	3	20.0	14	38.9	17	33.3

TABLE III
 TRAINED PHYSICAL EDUCATORS WHO ARE EMPLOYED
 IN THAT CAPACITY

	Community College N = 15		Technical Institute N = 36		Combined Total N = 51	
	N	%	N	%	N	%
Have Trained Physical Educators	13	86.7	7	19.4	20	39.2
Males on Staff						
1 Male	7	54.0	5	71.0	12	60.0
2 Males	3	23.0	3	43.0	6	30.0
3 Males	3	23.0	1	14.0	4	20.0
Females on Staff						
1 Female	6	46.0	2	29.0	8	40.0
2 Females	0	0.0	1	14.0	1	5.0

of the institutions, who had trained physical educators, had at least one male. At least one female physical educator was reported on the staffs of 40 percent of the institutions who had trained physical educators, while only one institution reported two females on their staff. Six, or 30 percent, of the institutions reported at least 2 males, while 4, or 20 percent, of the institutions reported that 3 male physical educators were members of their staff. Prior studies did not question whether the institutions had trained physical educators, but the investigators were interested in the various degrees held by the physical educators (16) (27).

Course Offerings and Requirements

Thirteen, or 86.7 percent, of the 15 reporting community colleges, and 5, or 13.9 percent, of the 36 reporting technical institutes offered physical education courses.

Physical education was required for graduation in 3, or 23.1 percent, of the community colleges, and in only one, or 20 percent, of the technical institutes. Certain departments required physical education in 9, or 69.2 percent, of the community colleges, and in 2, or 40.0 percent, of the technical institutes. It can be seen in Table IV, that 83.3 percent of the institutions required physical education for graduation in all departments or in certain departments.

Physical education was required from one-half to two-thirds of a year in one technical institute, and from two-thirds of a year to a full year in 2 community colleges. Nine, or 69.2 percent, of the community colleges, and 2 technical institutes, or 40.0 percent, required physical education from one to 2 years.

TABLE IV
PHYSICAL EDUCATION COURSE REQUIREMENTS

	Community College N = 15		Technical Institute N = 36		Combined Total N = 51	
	N	%	N	%	N	%
Offer Physical Education Courses	13	86.7	5	13.9	18	50.0
Credit Hours						
1 Hour	11	84.6	4	80.0	15	83.3
3 Hours	0	0.0	1	20.0	1	5.5
1, 2, or 3 Hours	1	7.7	0	0.0	1	5.5
1, 3 Hours	1	7.7	0	0.0	1	5.5
Requirements for Graduation	*		**			
Required	3	23.1	1	20.0	4	22.2
Required in Certain Departments	9	69.2	2	40.0	11	61.1
Years Physical Education is Required	**		**			
1/2 to 2/3 Year	0	0.0	1	20.0	1	5.5
2/3 to 1 Year	2	15.4	0	0.0	2	11.1
1 to 2 Years	9	69.2	2	40.0	11	61.1

*One institution did not indicate

**Two institutions did not indicate

Eleven, or 84.6 percent, of the community colleges, and 4, or 80.0 percent, of the technical institutes, offered one hour of credit for physical education courses. One community college reported that their courses may carry one, 2, or 3 hours of credit, while another community college reported that their courses carry one or 3 hours of credit. Only one technical institute reported offering physical education courses which carry 3 hours of credit.

Yarnell (28) found that 81 percent of the 2 year institutions required physical education for all students. Thomas, Cotten, Leavitt, and Biasiotto (27) reported that 91 percent of the private institutions required physical education for graduation, while Hodges (19) found that only 39 percent of the institutions in his study required physical education. Thomas and associates (27) reported that out of the 98 percent of the private institutions which offered physical education courses, 89 percent gave academic credit for course work, while Yarnell (28) reported that 71 percent of the institutions in his study gave academic credit.

Of the 15 state-supported four-year institutions in North Carolina, only 2 do not have a physical education requirement for graduation. Only 3 of the community colleges and one technical institute, or 22.2 percent of the total, require physical education for graduation. Thus, the majority of the community colleges and technical institutes who offer transfer programs do not meet the physical education requirement in the four-year North Carolina institutions.

Table V shows the percentage of students included in the physical education requirement and the percentage of students who elected physical education where no requirement existed. Seven, or 58.3 percent, of the institutions

TABLE V

STUDENTS INVOLVED IN THE PHYSICAL EDUCATION REQUIRE-
MENT AND PERCENTAGE WHO ELECT PHYSICAL EDUCATION
WHERE NO REQUIREMENT EXISTS

Students in Required Program	Community College N = 10		Technical Institute N = 2		Combined Total N = 12	
	N	%	N	%	N	%
0%-25%	2	20.0	1	50.0	3	25.0
25%-50%	6	60.0	1	50.0	7	58.3
50%-75%	2	20.0	0	0.0	2	16.7

Students Who Elect Physical Education Where No Requirement Exists	N = 7		N = 5		N = 12	
	N	%	N	%	N	%
1%-10%	1	14.3	2	40.0	3	25.0
10%-20%	5	71.4	1	20.0	6	50.0
20%-30%	0	0.0	1	20.0	1	8.3
30%-40%	0	0.0	1	20.0	1	8.3
40%-50%	1	14.3	0	0.0	1	8.3

reported that from 25 percent to 50 percent of their students were involved in the required physical education program. Six of these institutions were community colleges. Two community colleges reported that from 50 percent to 75 percent of their students were involved in the required program.

Six, or 50.0 percent, of the institutions reported that from 10 percent to 20 percent of their students elected physical education where no requirement existed. Five of these institutions were community colleges. When looking at the total number of community colleges, it can be seen that 71.4 percent of the community colleges reported that between 10 percent and 20 percent of their students elected physical education where no requirement existed. One community college reported that between 40 percent and 50 percent of their students elected physical education where no requirement existed.

Thomas, Cotten, Leavitt, and Biasiotto (27) found that 10 percent or less of the students representing the institutions they surveyed took physical education as an elective. In the North Carolina study, this percentage was found to be slightly higher, with between 10 percent and 20 percent of the students electing physical education in about 50 percent of the institutions. Hodges (19) found that 28 percent of the students representing the institutions he surveyed were involved in the required physical education program. In North Carolina, it was found that 58.3 percent of the institutions reporting had between 25 percent and 50 percent of their students involved in the required program.

Table VI compares community colleges and technical institutes with respect to the reasons a student might be excused where a physical education

TABLE VI

ANALYSIS OF REASONS STUDENTS MAY BE EXCUSED FROM
THE PHYSICAL EDUCATION REQUIREMENT

Reasons for Ex- cusing Students from Require- ment	Community College N = 10		Technical Institute N = 3		Combined Total N = 13	
	N	%	N	%	N	%
Medical Reasons and Age	5	50.0	1	33.3	6	46.1
Prior Military and Medical Reasons	4	40.0	0	0.0	4	30.8
Prior Military, Medical Reasons, and Age	0	0.0	2	66.7	2	15.4
Prior Military, Medical Reasons, Age, and Marital Status	1	10.0	0	0.0	1	7.7
Students Excused from Physical Education Re- quirement	N = 8		N = 3		N = 11	
	N	%	N	%	N	%
.05%- 5%	5	62.5	2	66.7	7	63.6
5%-10%	2	25.0	0	0.0	2	18.2
10%-15%	1	12.5	1	33.3	2	18.2

requirement existed and the percentages of students excused from the requirement. It can be seen from the table that medical reasons and age rank as the number one reason students were excused from the physical education requirement in the North Carolina institutions. When grouping the institutions, it can be seen that medical reasons and age rank number one among the community colleges, at 50.0 percent. Number one among the technical institutes excusing students were medical reasons, age, and prior military service. Four, or 40.0 percent, of the community colleges list prior military service and medical reasons, as reasons students may be excused from the physical education requirement. The North Carolina study agreed with the findings of Thomas, Cotten, Leavitt, and Biasiotto (27), who found that medical reasons were the most prevalent reason for exemption from physical education, and with Hodges (19), who found that former military service was the most prevalent exemption from physical education.

Five, or 62.5 percent, of the community colleges reported that between .05 percent and 5.0 percent of their students were excused from the physical education requirement. Two, or 66.7 percent, of the technical institutes also excused between .05 percent and 5.0 percent of their students from the physical education requirement. Thus, the majority of the North Carolina institutions responding, 63.6 percent, excused between .05 percent to 5.0 percent of their students from the physical education requirement.

Six community colleges allowed proficiency tests as a means of obtaining course credit, while none of the responding technical institutes offered such tests.

These data are presented in Table VII. Five, or 83.3 percent, of the community colleges reported that 10 percent or less of their students attempt the test, while one community college reported that from 20 percent to 40 percent of their students attempt a proficiency test in lieu of physical education. Of those who attempt a proficiency test, one community college reported that from 10 percent to 20 percent of their students pass the test; one reported that from 60 percent to 70 percent pass the test; one reported that from 70 percent to 80 percent pass the test; and another reported that from 80 percent to 90 percent of the students who attempt the proficiency test pass it. Thomas, Cotten, Leavitt, and Biasiotto (27) found in their study that 5.0 percent of the state institutions and none of the private institutions reported the use of proficiency tests in lieu of physical education courses.

Nine of the community colleges, or 69.2 percent, reported class-time of from 100 to 120 minutes, as seen in Table VIII. Two community colleges reported that class-time in physical education ranged from 80 to 100 minutes, and two others reported 140 to 160 minutes as class-time spent in physical education. Two, or 50.0 percent, of the technical institutes reported that their class-time in physical education ranged from 160 to 180 minutes, and two others reported class-time of 80 to 100 minutes and 140 to 160 minutes, respectively. Thomas, Cotten, Leavitt, and Biasiotto (27) found that most of the reporting institutions indicated class meeting times of 100 to 120 minutes per week. Hodges (19), on the other hand, found the average length of time spent in physical education to be one hour, with each class meeting two times per week, for a total of 120 minutes

TABLE VII
ANALYSIS OF PROFICIENCY TESTS OFFERED IN LIEU OF
PHYSICAL EDUCATION COURSES

Offer Test	Community College N = 13		Technical Institute N = 5		Combined Total N = 18	
	N	%	N	%	N	%
Allow Test	6	46.2	0	0.0	6	33.3
Students Who At- tempt Test						
0% - 10%	5	83.3	0	0.0	5	83.3
20% - 40%	1	16.7	0	0.0	1	16.7
Students Who Pass Test						
10% - 20%	1	16.7	0	0.0	1	16.7
60% - 70%	1	16.7	0	0.0	1	16.7
70% - 80%	1	16.7	0	0.0	1	16.7
80% - 90%	1	16.7	0	0.0	1	16.7

TABLE VIII
CLASS-TIME AND TIME DISTRIBUTION OF PERIODS

Class-Time Spent In Physical Educa- tion	Community College N = 13		Technical Institute N = 4*		Combined Total N = 17	
	N	%	N	%	N	%
80 - 100 Minutes	2	15.4	1	25.0	3	17.6
100 - 120 Minutes	9	69.2	0	0.0	9	52.9
140 - 160 Minutes	2	15.4	1	25.0	3	17.6
160 - 180 Minutes	0	0.0	2	50.0	2	11.8
Time Distribution of Periods						
2 Periods 40 Minutes	1	7.7	0	0.0	1	5.9
2 Periods 50 Minutes	6	46.1	1	25.0	7	41.2
2 Periods 60 Minutes	4	30.8	0	0.0	4	23.5
2 Periods 75 Minutes	1	7.7	0	0.0	1	5.9
2 Periods 90 Minutes	0	0.0	1	25.0	1	5.9
3 Periods 50 Minutes	1	7.7	1	25.0	2	11.8
3 Periods 60 Minutes	0	0.0	1	25.0	1	5.9

*One institution did not indicate

per week. In the North Carolina study, it was found that 6 community colleges, or 46.1 percent, met for 2 periods per week, consisting of 50 minutes each. Four other community colleges, or 30.8 percent of those responding, met for 2 periods per week, with each class consisting of 60 minutes each. There was no common pattern among the technical institutes. The 4 technical institutes reporting had 2 periods per week of 50 minutes each, 2 periods of 90 minutes each, 3 periods of 50 minutes each, and 3 periods of 60 minutes each, respectively.

Credits and Evaluation

Table IX shows a comparison of community colleges and technical institutes with respect to the types of grades given in physical education. Thirteen of the community colleges gave letter grades, as did 4, or 80.0 percent, of the technical institutes. None of the community colleges used pass/fail as the system for grading, and only one, or 20.0 percent, of the technical institutes reported using this system. The results of the North Carolina study, regarding grading, were comparable to those of Yarnell (28). Yarnall found in his 1971 survey, that 81 percent of all the colleges, excluding technical institutes, assigned letter grades in physical education. Of the state technical colleges, Yarnall reported that 43 percent assigned pass-fail grades, while 5 percent to 13 percent of the private colleges assigned pass/fail marks. Thomas, Cotten, Leavitt, and Biasiotto (27) found that 91 percent of the institutions they surveyed used letter grades, and only 3 percent of the state institutions reported using a

TABLE IX
 TYPES OF GRADES GIVEN IN PHYSICAL EDUCATION

Types of Grades	Community College N = 13		Technical Institute N = 5		Combined Total N = 18	
	N	%	N	%	N	%
Letter	13	100	5	80.0	17	94.4
Pass/Fail	0	0.0	1	20.0	1	5.6

pass/fail system, and none of the private institutions used this system of grading.

Thirteen community colleges and 4 technical institutes indicated that the marks given in physical education were consistent with those given in other courses in the institutions. When comparing Table IX and Table X, it can be seen that all of the reporting community colleges are consistent in grading in physical education, while only 4 of the 5 reporting technical institutes reported consistency in grading, when compared with the grading with other courses in the institutions.

Table XI shows a comparison of community colleges and technical institutes regarding marks in physical education which count in the grade point hour ratio in the institutions. It can be seen that 13 community colleges counted their physical education grades in the grade point hour ratio, while 4 of the technical institutes did so. When looking at the combined total, it can be seen that 17, or 85.0 percent, of the reporting institutions, count physical education marks in the grade point hour ratio. This finding was in agreement with the survey completed by Hodges (19). Hodges found that the physical education grade counted in the grade point hour ratio in 84 percent of the institutions he surveyed.

Marks in physical education are included in determining honors for graduation in 12 of the community colleges and in 3 of the technical institutes. Percentages are fairly high since only 13 of the community colleges and 5 of the technical institutes offer physical education courses. This can be seen in Table XII.

TABLE X
 CONSISTENCY OF MARKS IN PHYSICAL EDUCATION WITH
 OTHER COURSES IN THE INSTITUTION

	Community College N = 13		Technical Institute N = 5		Combined Total N = 18	
	N	%	N	%	N	%
Marks Are Consistent With Other Courses	13	100.0	4	80.0	17	94.4
Marks Are Not Consistent With Other Courses	0	0.0	1	20.0	1	5.6

TABLE XI

MARKS IN PHYSICAL EDUCATION WHICH COUNT IN THE
GRADE POINT HOUR RATIO

	Community College N = 13		Technical Institute N = 7		Combined Total N = 20	
	N	%	N	%	N	%
Count in Grade Point Hour Ratio	13	100.0	4	57.1	17	85.0
Do Not Count in Grade Point Hour Ratio	0	0.0	3	42.9	3	15.0

TABLE XII
 MARKS IN PHYSICAL EDUCATION INCLUDED IN HONORS FOR
 GRADUATION

	Community College N = 12		Technical Institute N = 6		Combined Total N = 18	
	N	%	N	%	N	%
Marks Included in Honors for Gradua- tion	12	100.0	3	50.0	15	83.3
Marks Not Included in Honors for Graduation	0	0.0	3	50.0	3	16.7

The final grade in physical education may be determined in a number of ways. Of the 13 community colleges responding, 9, or 69.2 percent, and 3, or 60.0 percent, of the 5 technical institutes reported skill, fitness, and knowledge as figuring in the final grade in physical education. Table XIII shows the contribution of skill, fitness, and knowledge in grading physical education in the community colleges and technical institutes in North Carolina. According to the responding institutions, only one technical institute included fitness in grading in physical education. This institution reported that fitness made up 30 percent of the final grade. Fitness made up 10 percent of the final grade in 3, or 60.0 percent, of the final grades in physical education. Skill was included for 30 percent of the grade in 3, or 33.3 percent, of the community colleges and in 3, or 25 percent, of the technical institutes. Eight community colleges reported that knowledge made up 20 percent, 25 percent, 30 percent, and 50 percent of the final physical education grade, while 4 technical institutes reported knowledge as making up 25 percent, 30 percent, 40 percent, and 75 percent of the final grade in physical education.

In 11 community colleges, or 84.6 percent of those responding, student evaluation of the instructor and the course was determined by department policy, as seen in Table XIV. Two other community colleges, or 15.4 percent, left student evaluation of the instructor and course up to the individual instructor. In the technical institutes, 3, or 80.0 percent, left student evaluation of the instructor and course up to the department, and 2 technical institutes, or 40.0 percent, allowed the instructor the option.

TABLE XIII
CONTRIBUTION OF SKILL, FITNESS, AND KNOWLEDGE IN
GRADING IN PHYSICAL EDUCATION

Skill	Community College N = 9		Technical Institute N = 3		Combined Total N = 12	
	N	%	N	%	N	%
20%	1	11.1	0	0.0	1	8.3
25%	1	11.1	1	33.3	2	16.7
30%	3	33.3	0	0.0	3	25.0
40%	1	11.1	1	33.3	2	16.7
50%	2	22.2	0	0.0	2	16.7
70%	1	11.1	0	0.0	1	8.3
75%	0	0.0	1	33.3	1	8.3

Fitness	N = 5		N = 1		N = 6	
5%	1	20.0	0	0.0	1	16.7
10%	3	60.0	0	0.0	3	50.0
20%	1	20.0	0	0.0	1	16.7
30%	0	0.0	1	100.0	1	16.7

Knowledge	N = 9		N = 4		N = 13	
10%	0	0.0	0	0.0	0	0.0
20%	2	22.2	0	0.0	2	15.4
25%	2	22.2	1	25.0	3	23.1
30%	2	22.2	1	25.0	3	23.1
40%	1	11.1	1	25.0	2	15.4
50%	2	22.2	0	0.0	2	15.4
75%	0	0.0	1	25.0	1	7.7

TABLE XIV
STUDENT EVALUATION OF INSTRUCTORS AND COURSE

	Community College N = 13		Technical Institute N = 5		Combined Total N = 18	
	N	%	N	%	N	%
Department Policy	11	84.6	3	60.0	14	77.8
Option of Instructor	2	15.4	2	40.0	4	22.2

The results of the student evaluation of the instructor and course were made available to the individual instructor in 2, or 15.4 percent, of the community colleges, as seen in Table XV. Five community colleges, or 38.5 percent, offered the results to the individual instructor and the department chairperson. Two, or 15.4 percent, made the results available to the instructor, the department chairperson, the student body, and others upon request. One community college, or 7.7 percent, made the results of student evaluation available to the instructor and to others upon request, while 3 community colleges, or 23.1 percent, made the results available to the department chairperson, the instructor, and others. The technical institutes made the student evaluations available to the instructor and the department chairperson in 3, or 75 percent, of the institutions, while one technical institute, or 25.0 percent, made the results available to the individual instructor, the department chairperson, and others upon request.

Final written examinations in physical education are administered in 11 community colleges, or 84.6 percent, and in 4 technical institutes, or 80.0 percent, of all the institutions offering courses, as seen in Table XVI. One community college, or 7.7 percent, reported that final written examinations were administered in some courses. One community college, or 7.7 percent, and one technical institution, or 20.0 percent, indicated that final examinations were not administered in their institutions. It can be seen, when looking at the combined total, that 83.3 percent of the responding institutions administered final, written examinations in all physical education courses. Thomas, Cotten, Leavitt, and Biasiotto (27) found in their survey, that examinations were required in all

TABLE XV
 AVAILABILITY OF STUDENT EVALUATION RESULTS

Made Available to	Community College N = 13		Technical Institute N = 4*		Combined Total N = 17	
	N	%	N	%	N	%
Individual In- structor	2	15.4	0	0.0	2	11.8
Instructor, De- partment Chair- person	5	38.5	3	75.0	8	47.0
Instructor, De- partment Chair- person, Student Body, and Others	2	15.4	0	0.0	2	11.8
Instructor, Others	1	7.7	0	0.0	1	5.9
Instructor, De- partment Chair- person, and Others	3	23.1	1	25.0	4	23.5

*One of 5 did not respond to question

TABLE XVI
 FINAL WRITTEN EXAMINATIONS IN PHYSICAL EDUCATION IN
 THE INSTITUTIONS

	Community College N = 13		Technical Institute N = 5		Combined Total N = 18	
	N	%	N	%	N	%
Administered in All Courses	11	84.6	4	80.0	15	83.3
Administered in Some Courses	1	7.7	0	0.0	1	5.6
Not Administered	1	7.7	1	20.0	2	11.1

courses in about 60 percent of the institutions that reported. Thus, Thomas and associates found a somewhat lower percentage of institutions that required written examinations than was found in the North Carolina study.

Of the 13 community colleges reporting, 9, or 69.2 percent, reported that physical performance examinations were administered in all courses, in some courses, or not at all. Physical performance examinations were administered in 7 community colleges, or 77.8 percent, and in 4 technical institutes, or 80.0 percent, as seen in Table XVII. Only one, or 11.1 percent, of the community colleges reported that physical performance examinations were administered in some courses. A combined total of 78.6 percent of the responding institutions administered physical performance examinations. This percentage was higher than the percentage found by Thomas, Cotten, Leavitt, and Biasiotto (27). They found that physical performance examinations were required in all courses at about 50.0 percent of the responding institutions.

Course requirements during the past 5 years have increased in 3, or 23.1 percent, of the community colleges, and in 3, or 60.0 percent, of the technical institutes, as seen in Table XVIII. Four, or 30.8 percent, of the community colleges reported a decrease in course requirements during the past 5 years, while none of the technical institutes reported a decrease during the same period. Only one technical institute reported the elimination of course requirements during the past 5 years. During the same period, one community college had established a requirement, while 5, or 38.5 percent, of the community colleges, and one, or 20.0 percent, of the technical institutes had requirements

TABLE XVII

PHYSICAL PERFORMANCE EXAMINATIONS IN THE INSTITUTIONS

	Community College N = 13		Technical Institute N = 5		Combined Total N = 18	
	N	%	N	%	N	%
Administered in All Courses	7	77.8	4	80.0	11	78.6
Administered in Some Courses	1	11.1	0	0.0	1	7.1
Not Administered	1	11.1	1	20.0	2	14.3

TABLE XVIII
COURSE REQUIREMENTS DURING THE PAST FIVE YEARS

	Community College N = 13		Technical Institute N = 5		Combined Total N = 18	
	N	%	N	%	N	%
Increased	3	23.1	3	60.0	6	33.3
Decreased	4	30.8	0	0.0	4	22.2
Constant	5	38.5	1	20.0	6	33.3
Eliminated	0	0.0	1	20.0	1	5.6
Established	1	7.7	0	0.0	1	5.6

that had not changed. Thomas, Cotten, Leavitt, and Biasiotto (27) found that course requirements in two-year institutions had increased from 1969 through 1973. Thirty-nine percent of the state institutions reported an increase, while 13 percent reported decreases. Twenty-seven percent of the private institutions reported an increase in requirements, while another 21 percent showed a decrease. Their data also showed that during this period one private institution reported the elimination of the physical education requirement. Hodges (19) indicated that he found the future of physical education bright at the public 2 year colleges, since 42 percent of the institutions indicated an expected growth in the near future, while another 32 percent indicated that their programs would at least remain stable.

In 5 community colleges and 2 technical institutes, the instructional staff during the past five years has remained the same. During the same period of time, 8 community colleges, and 3 technical institutes reported an increase in the instructional staff for physical education, as seen in Table XVIX.

During the past 5 years, 4 community colleges, or 28.6 percent, and 2 technical institutes, or 28.6 percent, of those responding reported no change in regard to facilities. Six community colleges, or 42.8 percent, and 5 technical institutes, or 71.4 percent, reported an increase in facilities during the same period. Four community colleges, or 28.6 percent, reported a decrease, while none of the technical institutes reported a decrease in facilities during the past 5 years.

TABLE XIX
 INSTRUCTIONAL STAFF FOR GENERAL PHYSICAL EDUCATION
 DURING THE PAST FIVE YEARS

	Community College N = 13		Technical Institute N = 5		Combined Total N = 18	
	N	%	N	%	N	%
Remained the Same	5	38.5	2	40.0	7	38.9
Increased	8	61.5	3	60.0	11	61.1

TABLE XX
 FACILITIES FOR PHYSICAL EDUCATION DURING THE PAST
 FIVE YEARS

	Community College N = 14		Technical Institute N = 7		Combined Total N = 21	
	N	%	N	%	N	%
Remained the Same	4	28.6	2	28.6	6	28.6
Increased	6	42.8	5	71.4	11	52.4
Decreased	4	28.6	0	0.0	4	19.0

Activities Offered In Physical Education

Community colleges in North Carolina offered greater variety of activities in physical education than did the technical institutes. This comparison can be made by examining Table XXI and Table XXII. Modern dance and riflery were the only activities offered by the technical institutes which were not also offered by at least one community college. These findings concur with Yarnall's (28). Yarnell investigated programs in community colleges, private junior colleges, branches of state universities, and state technical institutes. Of these, he found that the state technical institutes placed less emphasis on physical education when compared with the other three types of institutions.

Many of the North Carolina community colleges offered physical education activities on a co-educational basis, while the majority of activities offered by the technical institutes were also offered on a co-educational basis.

All of the reporting community colleges offered archery and tennis, while 92.3 percent offered golf and 76.1 percent offered gymnastics. Under team sports, all of the community colleges offered softball in physical education, while 76.1 percent offered basketball, and 76.1 percent offered football. Volleyball also was a popular activity in the community colleges, with 84.6 percent of the reporting institutions offering the activity. Archery and tennis were the most frequently offered activities of the technical institutes, with 80.0 percent of the reporting institutions offering these activities.

TABLE XXI

ACTIVITIES OFFERED IN PHYSICAL EDUCATION IN
COMMUNITY COLLEGES

N = 13

Activity	Male		Female		Coed		Male Female		Male Coed		Female Coed		Male Female Coed	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Individual Sports</u>														
Archery					8	61.5	3	23.1					2	15.4
Badminton					6	46.1	2	15.4					1	7.7
Bait and Fly Casting					4	30.6	1	7.7						
Body Mechanics	3	25.1					2	15.4					1	7.7
Bowling			1	7.7	7	53.8	1	7.7					2	15.4
Camping	1	7.7			1	7.7								
Fencing					3	23.1								
Golf	1	7.7	1	7.7	6	46.1	1	7.7					3	23.1
Gymnastics			1	7.7	5	38.5	4	30.8						
Handball	1	7.7					1	7.7						
Horseback Riding			1	7.7	2	15.4								
Physical Conditioning			1	7.7	2	15.4	7	53.8					1	7.7
Recreational Sports			1	7.7	3	23.1	1	7.7					1	7.7
Self-Defense					4	30.8							1	7.7

TABLE XXI (Continued)

Activity	Male		Female		Coed		Male Female		Male Coed		Female Coed		Male Female Coed	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Snow Skiing					3	23.1							1	7.7
Tennis					7	53.8	3	23.1					3	23.1
Track	2	15.4	2	15.4			1	7.7						
Weight Training	4	30.8			1	7.7	1	7.7						
Wrestling	6	46.1												
<u>Team Sports</u>														
Baseball	2	15.4											1	7.7
Basketball	2	15.4	1	7.7	2	15.4	6	46.1					1	7.7
Field Hockey			1	7.7	1	7.7								
Football	8	61.5	1	7.7	1	7.7								
Lacrosse	1	7.7												
Soccer	5	38.5			3	23.1	1	7.7						
Softball	3	23.1			3	23.1	6	46.1					1	7.7
Volleyball	1	7.7			6	46.1	2	15.4					2	15.4
<u>Rhythms-Dance</u>														
Dance					5	38.5							1	7.7
Ballet			1	7.7	1	7.7								
Folk Dancing					6	46.1								

TABLE XXI (Continued)

Activity	Male		Female		Coed		Male Female		Male Coed		Female Coed		Male Female Coed	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Aquatic Activities</u>														
Diving					1	7.7							1	7.7
Life Saving					3	23.1								
Swimming					6	46.1							2	15.4

TABLE XXII

ACTIVITIES OFFERED IN PHYSICAL EDUCATION IN
TECHNICAL INSTITUTES

N = 5

Activity	Male		Female		Coed		Male Female		Male Coed		Female Coed		Male Female Coed	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Individual Sports</u>														
Archery	1	20.0			3	60.0								
Badminton	1	20.0			2	40.0								
Body Mechanics			2	40.0										
Bowling					3	60.0								
Camping	1	20.0			1	20.0								
Golf					2	40.0								
Gymnastics					3	60.0								
Horseback Riding					2	40.0								
Physical														
Conditioning					1	20.0	1	20.0						
Recreational														
Sports					3	60.0								
Riflery													1	20.0
Self-Defense					1	20.0							1	20.0
Snow Skiing					1	20.0								
Tennis					4	80.0								
Weight Training					1	20.0								

TABLE XXII (Continued)

Activity	Male		Female		Coed		Male Female		Male Coed		Female Coed		Male Female Coed	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Team Sports</u>														
Basketball					2	40.0	1	20.0						
Lacrosse					1	20.0								
Soccer					1	20.0								
Softball												1	20.0	
Volleyball					2	40.0						1	20.0	
<u>Rhythms - Dance</u>														
Dance					1	20.0								
Folk Dancing					1	20.0								
Modern Dance					1	20.0								
<u>Aquatic Activities</u>														
Life Saving					2	40.0								
Swimming					2	40.0								

Athletics

As seen in Table XXIII, 12 community colleges and 12 technical institutes competed in intercollegiate athletics for men. Only 5, or 33.3 percent, of the community colleges, and 2, or 5.6 percent, of the technical institutes offered athletic competition for women.

The financing of athletics was handled through gate receipts in 2 community colleges, or 14.3 percent, and in 8 technical institutes, or 36.4 percent, as seen in Table XXIV. Student fees were responsible for the financing of the programs in 7, or 50.0 percent, of the community colleges, and in 10, or 45.4 percent, of the technical institutes. Three community colleges, or 21.4 percent, and 2 technical institutes, or 9.1 percent, reported that the financing of athletics was handled through a combination of gate receipts and student fees. Private individuals and student fees financed the athletic programs in 2 technical institutes, while 2 community colleges reported that their programs were financed through gate receipts, student fees, and contributions from private individuals. It can be noted when comparing Table XXIII and Table XXIV, that the institutions offering programs and the program being financed are not in agreement. This writer can only assume that either the question was not understood, or the financing of activities was for various physical education activities or for intramural programs.

Blamer (30) found in his study that the general budget provided all of the funds for athletics at about one-tenth of the colleges, and over one-fifth received all of their funds from student fees. The other institutions received differing

TABLE XXIII
ANALYSIS OF MEN AND WOMEN COMPETING IN VARSITY
INTERCOLLEGIATE ATHLETICS

	Community College N = 15		Technical Institute N = 36		Combined Total N = 51	
	N	%	N	%	N	%
<u>Men</u>						
Compete	12	80.0	12	33.3	24	47.1
<u>Women</u>						
Compete	5	33.3	2	5.6	7	13.7

TABLE XXIV
THE FINANCING OF ATHLETIC PROGRAMS

	Community College N = 14		Technical Institute N = 22		Combined Total N = 36	
	N	%	N	%	N	%
Gate Receipts	2	14.3	8	36.4	10	27.8
Student Fees	7	50.0	10	45.4	17	47.2
Gate Receipts, Student Fees	3	21.4	2	9.1	5	13.9
Student Fees, Private Individuals	0	0.0	2	9.1	2	5.6
Gate Receipts, Student Fees, Private Individuals	2	14.3	0	0.0	2	5.6

amounts from various sources, including gate receipts and guarantees. Hodges (19) found that 13 percent of the athletic budget was received from the general college budget. Blamer's (30) findings and the findings of Hodges (19) were in agreement. There was no mention of athletics being financed out of the general budget in the North Carolina study. Therefore, this writer must conclude that the North Carolina institutions are dependent upon sources other than the general budget to finance their athletic programs.

Athletic scholarships for men were offered by 3 community colleges. None of the reporting technical institutes offered athletic scholarships for men. Athletic scholarships for women were non-existent in any of the reporting community colleges and technical institutes, as seen in Table XXV.

The community colleges and technical institutes in North Carolina reported a total of 8 different conferences to which the institutions in the state belong. As seen in Table XXVI, 4, or 23.5 percent, of the institutions reported membership in the Eastern Carolina Community College Conference, and 4 others were members of the Western Tarheel Athletic Conference. Three, or 17.6 percent, of the institutions reported membership in the North Carolina Community College Athletic Conference, and 3 others reported membership in the Piedmont Association of Community Colleges and Technical Institutes. Three other institutions reported membership in the Carolina Tarheel Conference, the Tarheel Athletic Conference, or the Western Carolina Junior College Athletic Association. Three community colleges and 4 technical institutes did not report affiliation with any athletic conference. This writer can only assume that these institutions

TABLE XXV

ATHLETIC SCHOLARSHIPS FOR MEN AND WOMEN IN NORTH
CAROLINA'S COMMUNITY COLLEGE SYSTEM

	Community College N = 12		Technical Institute N = 12		Combined Total N = 24	
	N	%	N	%	N	%
Offer Scholarships for Men	3	25.0	0	0.0	3	12.5
Offer Scholarships for Women	0	0.0	0	0.0	0	0.0
Offer No Scholarships	9	75.0	12	100.0	21	87.5

TABLE XXVI
 NAMES AND NUMBERS OF ATHLETIC CONFERENCES

	Community College N = 12		Technical Institute N = 12		Combined Total N = 24	
	N	%	N	%	N	%
Carolina Tarheel	1	8.2	0	0.0	1	4.7
Eastern Carolina Community College Conference	0	0.0	4	33.3	4	16.7
North Carolina Community College Athletic Association	3	25.0	0	0.0	3	12.5
Piedmont Associa- tion of Community Colleges and Tech- nical Institutes	1	8.3	2	16.7	3	12.5
Tarheel Athletic Conference	1	8.3	0	0.0	1	4.7
Western Carolina Junior College Athletic Association	1	8.3	0	0.0	1	4.7
Western Tarheel Athletic Conference	2	16.7	2	16.7	4	16.7

operate as independents.

Table XXVII shows a comparison between community colleges and technical institutes regarding the further development of their athletic programs during the next five years. Ten, or 66.7 percent, of the community colleges, and 13, or 36.1 percent, of the technical institutes anticipate further developments in their athletic programs during the next five years. Five, or 33.3 percent, of the community colleges, and 5, or 13.9 percent, of the technical institutes reported that they do not anticipate any further development in their athletic programs during the next five years.

Activities Offered In Athletics

The community colleges and technical institutes in North Carolina had very little variety in athletic activities. The most popular individual activity offered by the community colleges was found to be golf, with 66.7 percent offering the activity. Tennis was reported as being included in the athletic program at 33.3 percent of the responding community colleges. In team sports, basketball was reported as being included at 66.7 percent of the community colleges, with baseball being offered by 25.0 percent of the community colleges.

Basketball was the most frequently included activity at the technical institutes, with 75.0 percent offering the activity. Golf was offered by 41.7 percent, and tennis by 25.0 percent of the technical institutes. The analysis of activities offered in athletics by the community colleges and technical institutes may be seen in Table XXVIII and Table XXIX.

TABLE XXVII
 FURTHER DEVELOPMENT OF THE ATHLETIC PROGRAMS
 DURING THE NEXT FIVE YEARS

	Community College N = 15		Technical Institute N = 36		Combined Total N = 51	
	N	%	N	%	N	%
Anticipate Further Development	10	66.7	13	36.1	23	45.1
Do Not Anticipate Further Develop- ment	5	33.3	5	13.9	10	19.6

TABLE XXVIII

ACTIVITIES OFFERED IN ATHLETICS IN COMMUNITY COLLEGES

N = 12

Activity	Male		Female		Coed		Male Female		Male Coed		Female Coed		Male Female Coed	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Individual Sports</u>														
Golf	8	66.7			2	16.7								
Squash													1	8.3
Tennis	4	33.3			1	8.3	2	16.7						
<u>Team Sports</u>														
Baseball	3	25.0												
Basketball	8	66.7					1	8.3						
Football	2	16.7												
Softball													1	8.3

Blamer (30) found basketball and tennis the most popular activities in his study, while Hodges (19) found basketball, baseball, and football the most popular activities for men, and basketball, volleyball, and tennis, the most popular activities for women. Hodges found that intercollegiate athletic programs were offered in 78 percent of the institutions surveyed, a much higher percentage than that found in the North Carolina study.

Two community colleges had a tennis team for women, and one had a basketball team for women. One community college offered squash for women and another offered softball for women. Baseball was reported as an athletic activity for women at one technical institute, while another offered softball. Tennis for women was reported as being included in their athletic program by only one of the responding technical institutes. It can be seen by examining the tables (XXVIII and XXIX) that more activities are offered for men than are offered for women in athletics in the North Carolina institutions.

Intramurals

Intramurals for men was offered in 12 community colleges and in 13 technical institutes. Eleven, or 73.3 percent, of the community colleges, and 11, or 30.6 percent, of the technical institutes offered intramurals for women students as seen in Table XXX. Co-educational intramurals were offered in 80.0 percent of the responding community colleges and in only 27.8 percent of the technical institutes.

Blamer (30) found that nearly four-fifths of the institutions responding to his questionnaire provided intramural activities. Hodges (19) found a

TABLE XXIX

ACTIVITIES OFFERED IN ATHLETICS IN TECHNICAL INSTITUTES

N = 12

Activity	Male		Female		Coed		Male Female		Male Coed		Female Coed		Male Female Coed	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Individual Sports</u>														
Golf	3	25.0			2	16.7					1	8.3		
Tennis					2	16.7								
<u>Team Sports</u>														
Baseball							1	8.3						
Basketball	8	66.7			1	8.3								
Football					1	8.3								
Softball	1	8.3					1	8.3						

TABLE XXX

INTRAMURAL PROGRAMS OFFERED FOR MEN AND WOMEN

	Community College N = 15		Technical Institute N = 36		Combined Total N = 51	
	N	%	N	%	N	%
Offer Intramurals for Men	12	80.0	13	36.1	25	49.0
Offer Intramurals for Women	11	73.3	11	30.6	22	43.1
Offer Co-Educa- tional Intramurals	12	80.0	10	27.8	22	43.1

comparable number (84 percent) of institutions offering intramural programs in the study he conducted. The findings of the North Carolina study were comparable to those of Blamer and Hodges.

Activities Offered In Intramurals

The community colleges offered a much more extensive intramural program than did the technical institutes. This is evident when comparing Table XXXI and Table XXXII. The individual intramural activities most frequently offered by the community colleges were golf, tennis, archery, badminton, and bowling. Bowling is offered most frequently by the technical institutes. The most frequently included team sport in intramurals among the community colleges was found to be basketball, followed by football, softball, and volleyball. Basketball was also the most frequently included team activity among the technical institutes, followed by volleyball and softball.

Facilities

Only one community college and one technical institute reported that they used their own facilities exclusively for their physical education, athletic, and intramural programs. Three, or 16.7 percent, of the technical institutes were dependent on the city or county recreational departments for facilities. Six technical institutes, or 33.3 percent, depended on the local school systems for the facilities needed to run their programs. The remaining institutions depended on several outside agencies for their facilities, as seen in Table XXXIII.

TABLE XXXI

ACTIVITIES OFFERED IN INTRAMURALS IN
COMMUNITY COLLEGES

N = 12

Activity	Male		Female		Coed		Male Female		Male Coed		Female Coed		Male Female Coed	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Individual Sports</u>														
Archery					3	25.0	4	33.3					2	16.7
Badminton					3	25.0	2	16.7					3	25.0
Bait and Fly														
Casting					1	8.3								
Bowling			1	8.3	6	50.0	1	8.3						
Camping													1	8.3
Fencing					1	8.3								
Golf	2	16.7	1	8.3	4	33.3	2	16.7					2	16.7
Gymnastics			1	8.3										
Recreational														
Sports			1	8.3	1	8.3							1	8.3
Tennis	1	8.3			3	25.0	3	25.0					3	25.0
Track	2	16.7			2	16.7	1	8.3						
Weight Training	1	8.3												
Wrestling	2	16.7												

TABLE XXXI (Continued)

Activity	Male		Female		Coed		Male Female		Male Coed		Female Coed		Male Female Coed	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Team Sports</u>														
Baseball					1	8.3								
Basketball	1	8.3	1	8.3	1	8.3	8	66.7						
Football	5	42.0	1	8.3	1	8.3	2	16.7						
Soccer	1	8.3												
Softball	2	16.7			3	25.0	2	16.7					2	16.7
Volleyball	1	8.3			3	25.0	2	16.7	1	8.3			2	16.7
<u>Aquatic Activities</u>														
Swimming					2	16.7							1	8.3

TABLE XXXII

ACTIVITIES OFFERED IN INTRAMURALS IN
TECHNICAL INSTITUTES

N = 12

Activity	Male		Female		Coed		Male Female		Male Coed		Female Coed		Male Female Coed	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Individual Sports</u>														
Archery					3	23.1								
Badminton					2	15.2								
Bowling					2	15.2	1	7.7					1	7.7
Golf	1	7.7											1	7.7
Snow Skiing					1	7.7								
Tennis					2	15.2								
Track					1	7.7								
<u>Team Sports</u>														
Basketball	2	23.1			2	15.2	2	15.2					2	15.2
Football													1	7.7
Softball	1	7.7			1	7.7	1	7.7					1	7.7
Volleyball	1	7.7			2	15.2							4	30.8
<u>Aquatic Activities</u>														
Swimming					1	7.7								

TABLE XXXIII

FACILITIES USED BY THE INSTITUTIONS FOR PHYSICAL
EDUCATION, ATHLETICS, AND INTRAMURALS

	Community College		Technical Institute		Combined Total	
	N	%	N	%	N	%
	N = 14		N = 18		N = 32	
Use own facilities	1	7.1	1	5.5	2	6.2
City or county recreation	0	0.0	3	16.7	3	9.4
Local school system	0	0.0	6	33.3	6	18.7
Business	0	0.0	1	5.5	1	3.1
Use own facilities, City or county re- creation, YMCA and YWCA	1	7.1	1	5.5	2	6.2
Use own facilities, City or county re- creation, Business	3	21.4	1	5.5	4	12.5
Local school system, Business	0	0.0	2	11.1	2	6.2
Use own facilities, City or county re- creation, YMCA and YWCA, Local school system, Business	1	7.1	0	0.0	1	3.1
Use own facilities, City or county re- creation, Local school system	1	7.1	0	0.0	1	3.1
Use own facilities, City or county re- creation, YMCA and YWCA, Business	1	7.1	0	0.0	1	3.1
Use own facilities, City or county re- creation	1	7.1	0	0.0	1	3.1
City or county recreation, Local school system, Business	2	14.3	0	0.0	2	6.2
City or county recreation, Business	0	0.0	1	5.5	1	3.1
Use own facilities, City or county re- creation, Local school system, Business	1	7.1	0	0.0	1	3.1
City or county recreation, Local school system	0	0.0	2	11.1	2	6.2
Use own facilities, Business	2	14.3	0	0.0	0	0.0

Table XXXIV shows the facilities currently owned by the North Carolina institutions which participated in this study. It can be seen from the table that 6 community colleges and only 2 technical institutes owned gymnasiums. Six community colleges and 4 technical institutes owned tennis courts. The remaining facilities consisted of athletic fields, gymnastic rooms, weight rooms, and a variety of other facilities. Yarnall (28) indicated that lack of facilities was a factor in the low percentage of institutions offering programs in his study. He found that from 72 percent to 79 percent of the colleges had their own gymnasiums, and 64 percent to 69 percent had their own athletic fields. Yarnall found that the state technical institutes have the smallest percentage of facilities. The North Carolina study revealed that institutions in the state vary from having very adequate facilities to no facilities at all.

Summary

There are 57 community colleges and technical institutes in North Carolina. Of this number, 17 are classified as community colleges and 40 are classified as technical institutes. Fifteen of the 17 community colleges and 36 of the 40 technical institutes responded to the questionnaire used in collecting data in this study, for a combined return of 89 percent. Thus, it is felt that this study provides a good over-view of physical education, athletics, and intramurals in the North Carolina institutions.

The responding institutions were fairly homogeneous with respect to size. Four reported student enrollments of from 0 to 500 students and only one

TABLE XXXIV

FACILITIES CURRENTLY OWNED BY THE INSTITUTIONS

Facilities Which Institutions Currently Have	Community College		Technical Institute		Combined Total	
	N	%	N	%	N	%
	N = 15		N = 36		N = 51	
No Response	0	0.0	11	30.6	11	21.6
Outdoor basketball, Tennis courts	0	0.0	1	2.8	1	2.0
Gym, athletic field	2	13.3	1	2.8	3	5.9
Gym, athletic field, tennis courts, Gymnastics room, handball court	1	6.7	0	0.0	1	2.0
Athletic field, outdoor basketball courts	0	0.0	1	2.8	1	2.0
Athletic field	1	6.7	0	0.0	1	2.0
Gym, athletic field, tennis courts	2	13.3	0	0.0	2	3.9
Athletic field, softball diamond, tennis courts, gymnastics room	1	6.7	0	0.0	1	2.0
Softball diamond, tennis courts	0	0.0	1	2.8	1	2.0
Athletic field, softball diamond, large room	1	6.7	0	0.0	1	2.0
Athletic field, tennis courts, gymnastics room, weight room	1	6.7	0	0.0	1	2.0
Gym	0	0.0	1	2.8	1	2.0
Athletic field, softball diamond, tennis courts	0	0.0	1	2.8	1	2.0
Tennis courts, Quarter mile track, baseball diamond, intramural field, soccer field, putting green	1	6.7	0	0.0	1	2.0
Gym, athletic field, softball diamond	1	6.7	0	0.0	1	2.0
Athletic field, field house	1	6.7	0	0.0	1	2.0
Tennis courts, outdoor basketball, golf area, archery range, lake	0	0.0	1	2.8	1	2.0
Athletic field, outdoor basketball	0	0.0	1	2.8	1	2.0
Room space	1	6.7	0	0.0	1	2.0
Planning stages	1	6.7	0	0.0	1	2.0
Tennis courts	0	0.0	1	2.8	1	2.0
Not Applicable	1	6.7	15	41.7	16	31.4

institute reported an enrollment of over 10,000 students. The remaining 16 institutions reported student enrollments of from 501 to 5000 students.

Twenty of the institutions reported that they had trained male physical educators, while only 9 reported that women physical educators as members of their staff. Thirteen community colleges and 9 technical institutes have male physical educators and 6 community colleges and only 3 technical institutes reported that they have women physical educators on their staff. During the past 5 years, 7 institutions reported that their staffs have remained the same, while 11 institutions reported increases in staffs during the same period.

Thirteen community colleges and 5 technical institutes offered physical education courses to their students. Of this number, 15 institutions require physical education courses for graduation. All of the 18 institutions offering courses indicated that grades were given in physical education courses. Seventeen reported that letter grades were given and only one indicated the use of a pass/fail system. Seventeen gave marks which were consistent with other courses in the institutions, while only one reported that the marks given in physical education were not consistent with those given in other courses. Marks in physical education were included in honors for graduation in 12 community colleges but in only 3 technical institutes. Written examinations were administered in all physical education courses in 15 of the reporting institutions. One institution reported that final examinations were administered in some courses only. One institution reported that it did not administer written examinations in physical education. During the past 5 years, course

requirements have increased in 6 institutions, decreased in 4, remained constant in 6, eliminated in one, and established in one institution.

Of the three areas, physical education, athletics, and intramurals, physical education offered the greater variety of activities. However, it is interesting to note that there were fewer institutions offering physical education courses than there were offering athletic and intramural programs.

The North Carolina institutions are dependent on a variety of financial sources for their athletic and intramural programs. Most of the institutions were dependent on gate receipts and student fees. In no instance did the general budget provide financial assistance in the running of their programs.

The facilities owned by the institutions vary from very adequate facilities to no facilities at all. During the past 5 years, 6 institutions reported that their facilities have remained the same, 11 reported increases in facilities, and 4 reported decreases in facilities. It is, perhaps, in this area, along with the addition of physical education staff members, that the further development of physical education, athletics, and intramurals depend. If physical education, athletics, and intramurals do, indeed, offer an educational experience for students, surely the need on the community and technical institute level must also be realized.

CHAPTER VI
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

It was the purpose of this study to investigate the current status of physical education, athletics, and intramurals in public community colleges and technical institutes in North Carolina.

At present, there are 57 community colleges and technical institutes in the state. Of this number, 17 are listed as community colleges and 40 as technical institutes.

A questionnaire was sent to the presidents of all of the community colleges and technical institutes in North Carolina. The questionnaire used was adapted from one developed by Oxendine of Temple University, which was used in a series of studies conducted from 1961 to 1973.

The questions used in the questionnaire could be responded to in the following ways: yes and no; multiple choice; check; and simple completion. The questionnaire consisted of 47 questions, with the questions falling under the following headings:

1. Institution Responding (general information) 3
2. Staff 3
3. Course Offerings and Requirements 10
4. Credits 4

5. Evaluation	8
6. Recent Developments	10
7. Athletics and Intramurals	<u>9</u>
TOTAL	47

On August 1, 1975, the six-page questionnaire was sent, along with a cover letter and a return stamped, self-addressed envelope, to each of the community colleges and technical institutes in North Carolina. (See Appendix for copies of these materials.) It was requested that the president of each institution complete the questionnaire or appoint a staff member to supply the information requested. The date for returning the questionnaire was August 26, 1974. By that date, 36 responses had been received for a return of 64 percent.

A follow-up letter was mailed on September 3, 1974, to the 21 institutions which had not yet replied. At the end of two weeks, an additional 15 questionnaires had been received for a total return of 89 percent.

The data collected from the cooperating public community colleges and technical institutes were analyzed in the following ways:

1. The data were tabulated and percentages calculated according to classification, comparing the community college and technical institute.
2. The data were tabulated, based on the size of the institutions, following a procedure used in prior studies. The institutions were divided according to size in the following ways:

- a. 0 - 500
- b. 501 - 1000
- c. 1001 - 2500
- d. 2501 - 5000
- e. 5001 - 10,000
- f. Over 10,001

Even though the data were tabulated based on the size of the institutions, this was not included in the study, due to the fact that only one institution reported an enrollment of 0 to 500 students, and one reported an enrollment of over 10,001 students. The remaining institutions had enrollments which fell between these two extremes.

3. The data were tabulated and percentages calculated based on the total sample.

Responses were coded and programmed for the computer so that data could be presented on a percentage basis to show the following:

- a. Programs and requirements
- b. Course requirements
- c. Credits, grading, and evaluation
- d. Findings in athletics and intramurals
- e. Staff with credentials in physical education
- f. Specific activities offered in physical education, athletics, and intramurals

The responses were recorded and placed on a work sheet to assist in the punching of the computer cards. The Statistical Packet for Social Studies (SPSS) was used. The data was fed into an IBM 370, Model 165 computer. The data were programmed to give percentages, comparing the community colleges and technical institutes, in order to gain the needed percentages of the institutions taking part in the study.

Findings

General Information. Of the reporting institutions, 88.3 percent had between 501 and 2,500 students. Only 4, or 7.8 percent, of the institutions reported enrollments under 500 students, and 2, or 4.0 percent, reported student enrollments of over 2,500 students.

There was little consistency in the positions held by the individuals completing the questionnaires. Individuals designated as administrative assistants completed 15.7 percent of the questionnaires, and physical education chairpersons completed 19.6 percent. At least one-third, or 33.3 percent, of the questionnaires were completed or at least signed by the presidents of the institutions.

Staff. Of the 15 community colleges responding, 13, or 86.7 percent, reported that they had at least one physical educator, while 7, or 19.4 percent, of the 36 responding technical institutes had trained physical educators. Sixty percent of the institutions, who have trained physical educators, have at least one

male. At least one female physical educator was reported on the staffs of 40 percent of the institutions who had trained physical educators, while only one institution reported two females on their staff. Six, or 30 percent, of the institutions reported at least 2 males, while 4, or 20 percent, of the institutions reported that 3 male physical educators were members of their staff.

Course Offerings and Requirements. Thirteen, or 86.7 percent, of the 15 reporting community colleges, and 5, or 13.9 percent, of the 36 reporting technical institutes offered physical education courses. Physical education was required for graduation in 3, or 23.1 percent, of the community colleges, and in only one, or 20 percent, of the technical institutes. In addition, certain departments required physical education in 9, or 69.2 percent, of the community colleges, and in 2, or 40.0 percent, of the technical institutes. Thus, physical education was required either in all departments or in certain departments in 83.3 percent of the institutions for graduation.

The physical education requirement was for one-half to two-thirds of a year in one technical institute, and from two-thirds of a year to a full year in 2 community colleges. Nine, or 69.2 percent, of the community colleges, and 2 technical institutes, or 40.0 percent, required physical education from one to 2 years.

One hour of credit was given for physical education courses in 11, or 84.6 percent, of the community colleges, and 4, or 80.0 percent, of the technical institutes. One community college reported that their courses carried one, 2, or 3 hours of credit, while another community college reported that their courses

carried one or 3 hours of credit. Only 1 technical institute reported offering physical education courses which carried 3 hours of credit.

Seven, or 58.3 percent, of the institutions reported that from 25 percent to 50 percent of their students were involved in the required physical education program. Six of these institutions were community colleges. Two community colleges reported that from 50 percent to 75 percent of their students were involved in the required program. Where no requirement existed, six, or 50.0 percent, of the institutions reported that from 10 percent to 20 percent of their students elected physical education. Five of these institutions represented community colleges. Regarding the total number of community colleges, it was found that 71.4 percent reported that between 10 percent and 20 percent of their students elected physical education where no requirements existed. One community college reported that between 40 percent and 50 percent of their students elected physical education where no requirement existed. It was found that 58.3 percent of the institutions reporting had between 25 percent and 50 percent of their student involved in the required program.

Medical reasons and age ranked as the number one reason for excusing students from the physical education requirement in the North Carolina institutions. Among the community colleges, 50.0 percent indicated that a combination of medical reasons and age ranked as the main reasons students were excused from the physical education requirement. Number one among the technical institutes excusing students included medical reasons, age, and prior military service. Four, or 40.0 percent, of the community colleges listed prior military

service and medical reasons as reasons students could be excused from the physical education requirement. Of the North Carolina institutions responding, 63.6 percent excused between .05 percent to 5.0 percent of their students from the physical education requirement. Five, or 62.5 percent, of the community colleges reported that between .05 percent and 5.0 percent of their students were excused from the physical education requirement. Two, or 66.7 percent, of the technical institutes also excused between .05 percent and 5.0 percent of their students from the physical education requirement.

Proficiency tests were allowed in six community colleges as a means of obtaining course credit, while none of the responding technical institutes offered such tests. Five, or 83.3 percent, of the community colleges reported that 10 percent or less of their students attempted the test, while one community college reported that from 20 percent to 40 percent of their students attempted a proficiency test in lieu of physical education. Of those who attempted a proficiency test, one community college reported that from 10 percent to 20 percent of their students passed the test, one reported that from 60 percent to 70 percent passed the test, one reported that from 70 percent to 80 percent passed the test, and another reported that from 80 percent to 90 percent of the students who attempted the proficiency test, passed it.

Class-time of from 100 to 120 minutes per week was reported by 9, or 69.2 percent of the community colleges. Two community colleges reported that class-time in physical education ranged from 80 to 100 minutes, and two others reported 140 to 160 minutes as class-time in physical education. Two, or 50.0

percent, of the technical institutes reported that their class-time in physical education ranged from 160 to 180 minutes, and two others reported class-time of 80 to 100 minutes and 140 to 160 minutes, respectively. In six, or 46.1 percent, of the reporting community colleges, classes met for 2 periods per week, consisting of 50 minutes each. The classes in four other community colleges, or 30.8 percent of those responding, met for 2 periods per week, with each class consisting of 60 minutes each. There was no common pattern among the technical institutes. The 4 technical institutes reporting had 2 class periods per week of 50 minutes each, 2 periods of 90 minutes each, 3 periods of 50 minutes each, and 3 periods of 60 minutes each, respectively.

Credits and Evaluation. Thirteen of the community colleges gave letter grades, as did 4, or 80.0 percent, of the technical institutes. None of the community colleges used pass/fail as the system for grading, and only one, or 20.0 percent, of the technical institutions reported using this system. Thirteen community colleges and 4 technical institutes indicated that marks given in physical education were consistent with those given in other courses in the institutions. All of the reporting community colleges were consistent in grading in physical education, while only 4 of the 5 reporting technical institutes reported consistency in grading when compared with the grading in other courses in the institutions. Thirteen community colleges counted their physical education grades in the grade point hour ratio, while 4 of the technical institutes did so. Of all the reporting institutions, 85.0 percent counted physical education marks in the grade point hour

ratio. Marks in physical education are included in determining honors for graduation in 12 of the community colleges and in 3 of the technical institutes. Percentages were fairly high since only 13 of the community colleges and 5 of the technical institutes offered physical education courses. Of the 13 community colleges responding, 9, or 69.2 percent, and 3, or 60.0 percent, of the 5 technical institutes reported skill, fitness, and knowledge as figuring in the final grade in physical education. Only one technical institute included fitness in grading in physical education. This institution reported that fitness made up 30 percent of the final grade. Fitness made up 10 percent of the final grade in 3, or 60.0 percent, of the final grades in physical education. Skill was included for 30 percent of the grade in 3, or 33.3 percent, of the community colleges, and in 3, or 25 percent, of the technical institutes. Eight community colleges reported that knowledge made up 20 percent, 25 percent, 30 percent, and 50 percent of the final physical education grade, while 4 technical institutes reported knowledge as making up 25 percent, 30 percent, 40 percent, and 75 percent of the final grade in physical education.

The decision regarding student evaluation of the instructor and of the course is determined by departmental policy in 11, or 84.6 percent, of the community colleges. In two other community colleges, or 14.5 percent, student evaluation of the instructor and the course is left to the discretion of the individual instructor. In the technical institutes, 3, or 60.0 percent, left student evaluation of the instructor and course up to the department, and 2 technical institutes, or 40.0 percent, allowed the instructor the option. The results of the student

evaluation of the instructor and course were made available to the instructor in 2, or 15.4 percent, of the community colleges. Five community colleges, or 38.5 percent, offered the results to the individual instructor and the department chairperson. Two, or 15.4 percent, made the results available to the instructor, the department chairperson, the student body, and others upon request. One community college, or 7.7 percent, made the results of student evaluation available to the instructor and to others upon request, while 3 community colleges, or 23.1 percent, made the results available to the department chairperson, the instructor, and others. The technical institutes made the student evaluation available to the instructor and the department chairperson in 3, or 75 percent, of the institutions, while one technical institute, or 25.0 percent, made the results available to the individual instructor, the department chairperson, and others upon request.

Final written examinations in physical education are administered in 11 community colleges, or 84.6 percent, and in 4 technical institutes, or 80.0 percent, of all the institutions offering courses. One community college, or 7.7 percent, reported that final written examinations were administered in some courses. One community college, or 7.7 percent, and one technical institute, or 20.0 percent, indicated that final examinations were not administered in their institutions. A combined total of 83.3 percent of the responding institutions administered final, written examinations in all physical education courses. Of the 13 community colleges reporting, 9, or 69.2 percent, reported that physical performance examinations were administered in all courses, in some courses, or not at all. Physical performance examinations were administered in 7 community

colleges, or 77.8 percent, and in 4 technical institutes, or 80.0 percent. Only one, or 11.1 percent, of the community colleges reported that physical performance examinations were administered in some courses. A combined total of 78.6 percent of the responding institutions administered physical performance examinations.

Course examinations during the past 5 years have increased in 3, or 23.1 percent, of the community colleges, and in 3, or 60.0 percent, of the technical institutes. Four, or 30.0 percent, of the community colleges reported a decrease in course requirements during the past 5 years, while none of the technical institutes reported a decrease during the same period. Only one technical institute reported the elimination of course requirements during the past 5 years. During the same period, one community college established a requirement, while 5, or 38.5 percent, of the community colleges, and one, or 20.0 percent, of the technical institutes have remained constant regarding course requirements.

Activities Offered in Physical Education. Community colleges in North Carolina offered a greater variety of activities in physical education courses than did the technical institutes. Modern dance and riflery were the only activities offered by the technical institutes which were not also offered by at least one community college. All of the reporting community colleges offered archery and tennis, while 92.3 percent offered golf and 76.1 percent offered gymnastics. Under team sports, all of the community colleges offered softball in physical

education, while 76.1 percent offered basketball, and 76.1 percent offered football. Volleyball also was a popular activity in the community colleges, with 84.6 percent of the reporting institutions offering the activity. Archery and tennis were the most frequently offered activities of the technical institutes, with 80.0 percent of the reporting institutions offering them.

Athletics. Twelve community colleges, and 12 technical institutes competed in intercollegiate athletics for men. Only 5, or 33.3 percent, of the community colleges, and 2, or 5.6 percent, of the technical institutes, offered athletic competition for women.

The financing of athletics was handled through gate receipts in 2 community colleges, or 14.3 percent, and in 8 technical institutes, or 36.4 percent. Student fees were responsible for the financing of the programs in 7, or 50.0 percent, of the community colleges, and in 10, or 45.4 percent, of the technical institutes. Three community colleges, or 21.4 percent, and 2 technical institutes, or 9.1 percent, reported that the financing of athletics was handled through a combination of gate receipts and student fees. Contributions from private individuals and student fees financed the athletic programs in 2 technical institutes, while 2 community colleges reported that their programs were financed through gate receipts, student fees, and private individuals.

Athletic scholarships for men were offered in 3 community colleges, while none of the reporting technical institutes offered athletic scholarships for men. Athletic scholarships for women were nonexistent in any of the North

Carolina institutions participating in this study.

The North Carolina institutions were members in 8 different athletic conferences. Four, or 23.5 percent, of the institutions reported membership in the Eastern Carolina Community College Conference, while 4 others were members of the Western Tarheel Athletic Conference. Three, or 17.6 percent, of the institutions reported membership in the North Carolina Community College Athletic Conference, and 3 others reported membership in the Piedmont Association of Community Colleges and Technical Institutes. Three other institutions reported memberships in the Carolina Tarheel Conference, the Tarheel Athletic Conference, and the Western Carolina Junior College Athletic Association.

Further developments in athletics during the next five years were anticipated in 10, or 66.7 percent, of the community colleges, and 13, or 36.1 percent, of the technical institutes. Five, or 33.3 percent, of the community colleges, and 5, or 13.9 percent, of the technical institutes reported that they did not anticipate any further development in their athletic programs during the next five years.

Activities Offered in Athletics. The most popular individual activity was found to be golf, with 66.7 percent of them offering the activity. Tennis was reported as being offered by 33.3 percent of the responding community colleges. In team sports, basketball was offered by 25.0 percent of the community colleges. Basketball was the most frequently included activity in the athletic programs offered at the technical institutes. Seventy-five percent of the technical institutes

offered basketball. Golf was offered in 41.7 percent, and tennis is offered in 25.0 percent of the technical institutes. Two community colleges offered tennis for women and one had basketball for women. One community college included squash for women and another, softball for women. Baseball for women was reported as an offering by one technical institute and softball, at another. Tennis was an activity in one athletic program for women at one technical institute.

Intramurals. Intramural activities for men were offered in 12 community colleges and in 13 technical institutes. Eleven, or 73.3 percent, of the community colleges, and 11, or 30.6 percent of the technical institutes had an intramural program for women. Co-educational intramural activities were offered in 80.0 percent of the responding community colleges but in only 27.8 percent of the technical institutes. The individual intramural activities most frequently offered by the community colleges were golf, tennis, archery, badminton, and bowling, while bowling was offered most frequently among the technical institutes. The most frequently included team sport in intramurals among community colleges was found to be basketball, followed by football, softball, and volleyball. Basketball was also the most frequently included team activity among the technical institutes, followed by volleyball and softball.

Facilities. One community college and one technical institute used their own facilities exclusively for their physical education, athletic, and intramural programs. Three, or 16.7 percent, of the technical institutes depended on the city or county recreation programs exclusively, and six technical institutes,

or 33.3 percent, depended on the local school systems for the facilities needed to run their programs. Six community colleges and only 2 technical institutes owned gymnasiums. Six community colleges and 4 technical institutes had their own tennis courts. The remaining facilities consisted of athletic fields, gymnastic rooms, weight rooms, and a variety of other facilities. During the past 5 years, 4 community colleges, or 28.6 percent, and 2 technical institutes, or 28.6 percent of those responding, reported there had been no change in their facilities. Six community colleges, or 42.8 percent, and 5 technical institutes, or 71.4 percent, reported an increase in facilities during the same period. Four community colleges, or 28.6 percent, reported a decrease, while none of the technical institutes reported a decrease in facilities during the past five years.

Conclusions

On the basis of the findings of this study, the following conclusions were drawn:

1. The majority of the state-supported community colleges and technical institutes do not offer physical education programs which meet the requirements of the four-year, state-supported institutions, in North Carolina. (Of the 15 state-supported, four-year institutions, only 2 do not require physical education for graduation, according to the registrars of the institutions.)

Of the three areas, physical education, athletics, and intramurals, physical education offers the greater variety of activities;

however, athletics and intramurals are offered more frequently than physical education among the institutions.

2. During the past 5 years, course requirements have increased in 6 institutions, decreased in 4, remained constant in 6, been eliminated in one, and been established in one institution. Seven institutions reported that their staffs have remained the same, during the past five years, while 1 reported increases in staff during the same period. During the past 5 years, 6 institutions reported that their facilities have remained the same, 11 reported increases in facilities, and 4 reported a decrease in facilities. The majority of the activities offered in physical education, athletic, and intramural programs in both the community colleges and technical institutes have been offered on a co-educational basis during the past 5 years.
3. Athletic programs are in existence in 24 of the community colleges and technical institutes in North Carolina. Only 7 of this number include athletic programs for women. Athletic scholarships for men were offered by 3 community colleges. None of the reporting technical institutes offered athletic scholarships for men. Athletic scholarships for women were nonexistent in any of the reporting community colleges and technical institutes.
4. The North Carolina institutions depend on a variety of financial sources for their physical education, athletic, and intramural programs. The majority of the institutions depend on gate receipts

and student fees. None depend on their general budget for financial assistance in the running of their programs.

5. The facilities owned by the institutions vary from very adequate facilities, to no facilities at all. During the past 5 years, 6 institutions reported that their facilities have remained the same, 11 reported increases in facilities, and 4 decreases in facilities during the same period.
6. Intramurals for men were offered in 12 community colleges and in 13 technical institutes, while 11 community colleges and 11 technical institutes offered intramurals for women.
7. Twenty of the North Carolina institutions reported that they had trained male physical educators, while 9 reported that they had women physical educators as members of their staff. Thirteen community colleges and 9 technical institutes have male physical educators and 6 community colleges and only 3 technical institutes reported that they have women physical educators on their staff. During the past 5 years, 7 institutions reported that their staffs have remained the same, while 11 institutions reported increases in staffs during the same period.
8. All of the reporting community colleges offered archery and tennis in physical education, while 92.3 percent offered golf and 76.1 percent offered gymnastics. Under team sports, all of the community colleges offered softball in physical education, while 76.1 percent

offered basketball, and 76.1 percent offered football. Archery and tennis were the most frequently offered physical education activities in the technical institutes, with 80.0 percent of the reporting institutions offering these activities.

The most popular individual activity in athletics offered by the community colleges was found to be golf, with 66.7 percent offering the activity, tennis was reported as being included in the athletic program at 33.3 percent of the responding community colleges. In team sports, basketball was reported as being included at 66.7 percent of the community colleges, with baseball being offered by 25.0 percent of the community colleges. Basketball was the most frequently included activity at the technical institutes, with 75.0 percent offering the activity. Golf was offered by 41.7 percent, and tennis by 25.0 percent of the technical institutes.

The individual intramural activities most frequently offered by the community colleges were golf, tennis, archery, badminton, and bowling. Bowling was offered most frequently by the technical institutes. The most frequently included team sport in intramurals among the community colleges was found to be basketball, followed by football, softball, and volleyball. Basketball was also the most frequently included team activity among the technical institutes, followed by volleyball and softball.

Recommendations

As a result of the findings of this study the investigator recommends the following with respect to the physical education, athletic, and intramural programs in community colleges and technical institutes in North Carolina.

Physical Education

1. An individual should be hired at the state level to assist in the formulation and coordination of the physical education programs in the community colleges and technical institutes in North Carolina.
2. Qualified physical education staff members should be hired or added according to the size and needs of the institutions.
3. The chairperson of the physical education departments and staff members should interpret physical education to the administration, faculty, students, and community, in order to upgrade physical education in the North Carolina institutions and bring about a physical education requirement for graduation in degree transfer programs in institutions in which there are no requirements.
4. A physical education philosophy should be formulated in all community colleges and technical institutes in North Carolina.
5. Institutions not giving the same credits and grades in physical education as those given in other courses in the institutions should strive for academic recognition in physical education.

6. Facilities should be developed as soon as possible in order to have a sound physical education program. Facilities of outside agencies should be utilized until such time as an institution can construct the needed facilities.
7. When planning facilities, boards of control, administration, staff, students, and physical educators, should have input into the planning phase.

Athletics

1. Athletic programs in community colleges and technical institutes in North Carolina should be an outgrowth of the physical education and intramural programs.
2. Much work is needed in the establishment and realignment of conferences.
3. Athletic advisory boards should be established in all community colleges and technical institutes.
4. An athletic philosophy should be established in all institutions.
5. Each institution should have an athletic director who is a regular member of the faculty.
6. Policies should be established regarding financial assistance for athletes, and these funds should be handled the same as funds made available to nonathletes.

Intramurals

1. All institutions should offer intramural programs for the students. These programs should be broad and strive to include as many students as possible.
2. Each institution should have an intramural director who is a member of the faculty.
3. Women should be given an equal opportunity to take part in intramural programs.
4. Intramurals should provide and emphasize activities with carry-over value.
5. Intramural programs should be considered a part of the physical education programs.
6. Funds to operate the intramural programs should come from the general budget and should be handled in the same manner as the funds used in physical education.
7. Intramural facilities should be considered when planning facilities.

In view of the limitations and findings associated with this study, it is recommended that further research be conducted along the following lines:

1. A study is needed which would investigate programs in physical education in other states and which would be applicable to community colleges and technical institutes in North Carolina.
2. An in-depth study of facilities in community colleges and technical institutes in North Carolina should be made.

3. Studies involving professional preparation in the community colleges and technical institutes, who offer college transfer programs should be made.
4. Studies involving health education and recreation are needed in the North Carolina institutions.
5. A study involving administrative attitudes toward physical education, athletics, and intramurals is needed.
6. A regional study involving the North Carolina institutions is needed in order to share and compare programs now in existence.

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APPENDIX

APPENDIX A

LETTER SENT TO
DOCTOR JOSEPH B. OXENDINE
OF TEMPLE UNIVERSITY

May 7, 1974

Doctor Joseph B. Oxendine
Department of Health, Physical Education
and Recreation
Temple University
Philadelphia, Pennsylvania 19122

Dear Doctor Oxendine:

I am a graduate student at the University of North Carolina at Greensboro, and have just completed the course work toward the Doctor's Degree in Physical Education. I am now beginning my dissertation work.

I am interested in investigating the status of physical education in Community Colleges and Technical Institutes in North Carolina. In my review of the literature I have read several studies by you, and several by others, who have used your questionnaire, or a modification of your questionnaire. From my reading I feel, as does my Chairman, that your questionnaire would be an ideal tool for my purposes, and I would appreciate it very much if you would allow me to use this tool in my study.

If you have no objections, will you please send me your approval and a copy of the questionnaire or information as to where I may receive a copy.

At the same time, any additional information you could share with me, will be greatly appreciated.

I will be happy to send to you the results of my study upon completion.

Thank you very much for your consideration.

Sincerely yours,

Clinton Rex Hardy

APPENDIX B

LETTER RECEIVED FROM
DOCTOR JOSEPH B. OXENDINE
OF TEMPLE UNIVERSITY

May 15, 1975

Mr. Clinton Rex Hardy
2210 Wisteria Drive
Wilmington, North Carolina 28401

Dear Mr. Hardy:

I have your letter of May 7 in which you request a copy of the questionnaire which I used in my "Required Physical Education" study of a couple of years ago. I am enclosing a copy of that questionnaire for your use along with a copy of the report which was published by the AAHPER. In addition this is to grant permission for your use of this questionnaire in your study designed to determine the status of physical education in community colleges and technical institutions in the State of North Carolina. I think your proposed area of study is a worthy one and does deserve the kind of attention that you are planning to devote to it.

I would encourage you to also get acquainted with the study done by Jerry Thomas at Georgia Southern University. I believe this study was published in JOHPER a year or so ago.

Best wishes with your study and your dissertation work.

Sincerely,

Joseph B. Oxendine
Chairman

HBO/dm

APPENDIX C

LETTER OF INTRODUCTION SENT TO
THE PRESIDENTS OF THE COMMUNITY COLLEGES
AND TECHNICAL INSTITUTES IN NORTH CAROLINA

August 1, 1974

Mr. James Petty
Cleveland County Technical Institute
137 South Post Road
Shelby, North Carolina 28150

Dear Mr. Petty:

The status of physical education, athletics, and intramurals is of obvious importance to all educators. Consequently, descriptions of existing requirements and practices prove helpful to persons involved in the education profession.

The rapid growth and popularity of Community Colleges and Technical Institutes in North Carolina and the increasing number of students transferring to four-year institutions points out the need for an awareness of the requirements and policies regarding physical education, athletics, and intramurals.

This rapid growth and expansion of Community Colleges and Technical Institutes has created a need for more effective co-ordination with the four-year institutions. Thus this questionnaire is geared to ascertain the status of physical education, athletics, and intramurals to date, in Community College and Technical Institutes in North Carolina, in order to assist in one phase of that co-ordination.

Please join with me in this investigation by completing the enclosed questionnaire. If for some reason you are unable to complete the questionnaire, please appoint a member of your staff to assist in this vital study.

Thank you for your cooperation.

Sincerely,

Clinton Rex Hardy
2210 Wisteria Drive
Wilmington, N. C. 28401

APPENDIX D

FOLLOW-UP LETTER SENT TO
THE PRESIDENTS OF THE COMMUNITY COLLEGES
AND TECHNICAL INSTITUTES IN NORTH CAROLINA

August 31, 1974

Mr. Clyde A. Erwin, Jr.
Wayne Community College
P. O. Drawer 1878
Goldsboro, North Carolina 27530

Dear Mr. Erwin:

A few weeks ago I mailed to you a questionnaire regarding the status of physical education, athletics, and intramurals at your institution.

I am happy to report that I have already received a 57 percent response from the Community Colleges and Technical Institutes in North Carolina.

This study is being done for the purpose of a doctoral dissertation at UNC-Greensboro in the area of physical education, but at the same time I hope it will be of value to the Community College System in North Carolina.

Please join with the 57 percent of your sister institutions and assist me in this endeavor.

I have enclosed another questionnaire and a stamped, self-addressed envelope. You, as president, may answer the questionnaire or you may assign the task to a member of your staff.

I will be happy to share with you the results of this study upon request.

Thank you very much for your cooperation.

Sincerely yours,

Clinton Rex Hardy
2210 Wisteria Drive
Wilmington, North Carolina 2 401

APPENDIX E
QUESTIONNAIRE

SURVEY OF PHYSICAL EDUCATION, ATHLETICS, AND
INTRAMURALS IN COMMUNITY COLLEGES AND
TECHNICAL INSTITUTES IN NORTH CAROLINA

DIRECTIONS: Please complete the following questionnaire by placing a check mark (or number where appropriate) in the space provided. Some items may require more than one response while others should be left blank if not applicable. (TO BE FILLED OUT BY THE PRESIDENT OR A PERSON DESIGNATED BY THE PRESIDENT)

I. INSTITUTION RESPONDING

A. Identity of the institution:

Name of Institution _____
Address _____
Person and position of person completing questionnaire _____

B. The number of students enrolled is:

1. 0 - 500 _____
2. 501-1000 _____
3. 1001-2500 _____
4. 2501-5000 _____
5. 5001-10,000 _____
6. Over 10,000 _____

II. STAFF

- A. Does your institution have a trained physical educator who works in that capacity? Yes _____ No _____
- B. Does your institution have a trained physical educator who coaches and/or works with intramurals? Yes _____ No _____
- C. How many physical educators make up your staff?
Male (full-time) _____
Female (full-time) _____

III. COURSE OFFERINGS AND REQUIREMENTS

- A. Courses in physical education for the general college student
 1. Courses are offered _____
 2. Courses are not offered _____
 3. Where offered courses carry: 0 _____, 1/2 _____, 1 _____, 2 _____, 3 _____, 4 _____, hours credit. semester hours _____ or quarter hours _____

- B. For graduation, physical education is:
1. required of all students _____
 2. not required of any student _____
 3. required of those in certain departments _____
Please estimate the percentage of students included in the requirement _____.
- C. Where no general physical education requirement exists:
1. The requirement was dropped _____ years ago.
 2. There has never been such a requirement _____.
- D. Where no requirement exists, indicate the approximate percentage of students who elect to take at least one course _____.
- E. Where required, students may be excused on the basis of (check all that apply):
1. Varsity sports participation _____
 2. Prior military service _____
 3. ROTC training _____
 4. Medical reasons _____
 5. Psychological problems _____
 6. Marital status _____
 7. Age _____
 8. Other (Specify) _____
- The percentage of students excused from the physical education requirement is approximately _____%.
- F. Where required, students are allowed to take proficiency or competency tests in lieu of taking a course. Yes _____ No _____ If yes, approximately what percentage of students attempt these tests? _____%.
What percentage of those who take the tests pass them? _____%.
- G. Where required, students must take physical education for a total of _____ school years before graduation (Use fractions where appropriate).
- H. Class time in physical education per week typically amounts to _____ minutes (including time of dressing and showering). This time is distributed into _____ periods of _____ minutes each.
- I. Please indicate the activities offered under the proper area:

ACTIVITY	PHYSICAL EDUCATION			ATHLETICS			INTRAMURALS		
	Male	Female	Coed	Male	Female	Coed	Male	Female	Coed
Volley ball									
Water polo									
Water skiing									
Weight training									
Wrestling									

J. Does the program provide for independent study courses in physical education? Yes _____ No _____

IV. CREDITS

- A. Credits toward graduation are given for general physical education courses Yes _____ No _____
- B. Where required, students must complete _____ semester hours credit (or _____ quarter) hours credit before graduation.
- C. For each clock hour in physical education (per week) _____ semester (or _____ quarter) hours credit is given.
- D. When proficiency tests are passed in lieu of taking the course, students (check all that apply):
 - 1. Receive credits toward graduation _____
 - 2. Receive grades on their transcripts _____
 - 3. Are simply relieved of that particular requirement _____

V. EVALUATION

- A. Marks in physical education are:
 - 1. Letter _____
 - 2. Numerical _____
 - 3. Pass/Fail _____
 - 4. Credit/no credit _____

This system is consistent with most other courses in this institution.
Yes _____ No _____
- B. Marks in physical education:
 - 1. Count in grade point hour ratios. Yes _____ No _____
 - 2. Are included in honors for graduation. Yes _____ No _____

- C. Final written examinations in physical education are:
1. Administered in all courses _____
 2. Not administered _____
 3. Administered in some courses _____ (Approximate percentage _____%)
- D. Physical performance examinations (fitness or skill) are:
1. Administered in all courses _____
 2. Not administered _____
 3. Administered in some courses _____ (Approximate percentage _____%)
- E. For most courses, what percentage does each of the following contribute to the final mark in the course?
1. Proficiency or skill in the activity _____%
 2. Physical fitness _____%
 3. Knowledge _____%
 4. Personal qualities _____%
 5. Other (specify) _____%
 6. Impossible to generalize for all instructors _____
- F. Provisions for student evaluation of the course and the instructor are:
1. General departmental policy _____
 2. Up to the option of the instructor _____
 3. Non-existent _____
- G. Where used, results of student evaluations are routinely made available to:
1. The individual instructor _____
 2. The department chairman _____
 3. The student body _____
 4. Others _____

VI. RECENT DEVELOPMENTS

- A. During the past five years, course requirements in physical education have been:
1. Increased _____
 2. Decreased _____
 3. Constant _____
 4. Eliminated _____
 5. Established _____

- B. Where the physical education requirements has been eliminated: The overall course registrations in physical education have been reduced to approximately _____% of the previous required registrations.
- C. In proportion to the institutional enrollment, the instructional staff for general physical education during the past five years has:
1. Remained the same _____
 2. Increased _____
 3. Decreased _____
- D. In proportion to the enrollment, facilities for physical education during the past five years have:
1. Remained the same _____
 2. Increased _____
 3. Decreased _____
- E. The following types of activities have increased during the past five years:
1. Team sports _____
 2. Recreational activities _____
 3. Individual sports and activities _____
 4. Gymnastics _____
 5. Rhythms and dance _____
 6. Aquatics _____
 7. Fitness and/or weight control _____
 8. Adapted or corrective activities _____
 9. Other _____
- Some specific courses which have been added include _____
-
- F. The following types of activities have decreased during the past five years:
1. Team sports _____
 2. Recreational activities _____
 3. Individual sports and activities _____
 4. Gymnastics _____
 5. Rhythms and dance _____
 6. Aquatics _____
 7. Fitness and/or weight control _____
 8. Adapted or corrective activities _____
 9. Other _____
- Some specific courses which have been dropped include _____
-

- G. During the past five years the proportion of coeducational classes has:
1. Remained about the same _____
 2. Increased _____
 3. Decreased _____
- H. Please list any other significant developments in your general physical education program during the past five years. (Use the reverse side of this page if necessary).

VII. ATHLETICS AND INTRAMURALS

- A. Does your institution compete in varsity, interscholastic athletics?
 (Male) Yes _____ No _____
 (Female) Yes _____ No _____
- B. If you have an athletic program, how is it financed?
1. Gate receipts _____
 2. Federal _____
 3. Industries _____
 4. Student fees _____
 5. Private individuals _____
 6. Other _____ (Specify) _____
- C. Does your institution offer athletic scholarships?
 (Male) Yes _____ No _____ If yes, in what athletics _____
 (Female) Yes _____ No _____ If yes, in what athletics _____
- D. If you now have an athletic program, is your institution in an athletic conference governed by rules and regulations?
 (Male) Yes _____ No _____ If yes, give conference name _____
 (Female) Yes _____ No _____ If yes, give conference name _____
- E. Are you anticipating the development, or further development of an athletic program during the next five years? Yes _____ No _____
- F. Does your institution offer an intramural program?
 (Male) Yes _____ No _____ (Female) Yes _____ No _____
 (Coed) Yes _____ No _____
 If yes, please list the activities offered.

MALE	FEMALE	COED
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- G. If you now have a program in operation, either athletic or intramural, who do you depend on for facilities?
1. Use our own facilities _____
 2. City or County recreation _____
 3. YMCA or YWCA _____
 4. Local school system _____
 5. Business (Bowling lanes, Golf courses, etc.) _____
 6. Other _____ (Specify) _____

H. Please list the facilities which your institution currently has. (Such as gym, pool, track, athletic field, softball diamond, etc.)

PLEASE RETURN THE COMPLETED QUESTIONNAIRE BY AUGUST 26, 1974 TO:
 (Stamped, self-addressed envelope enclosed)

Clinton Rex Hardy
 2210 Wisteria Drive
 Wilmington, North Carolina 28401

APPENDIX F

INSTITUTIONS THAT PARTICIPATED IN THE STUDY

INSTITUTIONS PARTICIPATING IN THE STUDY

<u>INSTITUTION</u>	<u>LOCATION</u>
Anson Technical Institute	Ansonville, North Carolina
Asheville-Buncombe Technical Institute	Asheville, North Carolina
Beaufort County Technical Institute	Washington, North Carolina
Blue Ridge Technical Institute	Hendersonville, North Carolina
Caldwell Community College and Technical Institute	Lenoir, North Carolina
Cape Fear Technical Institute	Wilmington, North Carolina
Carteret Technical Institute	Morehead City, North Carolina
Catawba Valley Technical Institute	Hickory, North Carolina
Central Piedmont Community College	Charlotte, North Carolina
Coastal Carolina Community College	Jacksonville, North Carolina
Craven Community College	New Bern, North Carolina
Davidson County Community College	Lexington, North Carolina
Durham Technical Institute	Durham, North Carolina
Edgecombe Technical Institute	Tarboro, North Carolina
Forsyth Technical Institute	Winston-Salem, North Carolina
Gaston College	Dallas, North Carolina
Guilford Technical Institute	Jamestown, North Carolina
Halifax County Technical Institute	Weldon, North Carolina
Haywood Technical Institute	Clyde, North Carolina
Isothermal Community College	Spindale, North Carolina

INSTITUTIONLOCATION

James Sprunt Institute	Kenansville, North Carolina
Johnston Technical Institute	Smithfield, North Carolina
Lenoir Community College	Kinston, North Carolina
Martin Technical Institute	Williamston, North Carolina
Mayland Technical Institute	Spruce Pine, North Carolina
McDowell Technical Institute	Marion, North Carolina
Mitchell Community College	Statesville, North Carolina
Montgomery Technical Institute	Troy, North Carolina
Nash Technical Institute	Rocky Mount, North Carolina
Pamlico Technical Institute	Alliance, North Carolina
Piedmont Technical Institute	Roxboro, North Carolina
Pitt Technical Institute	Greenville, North Carolina
Randolph Technical Institute	Asheboro, North Carolina
Richmond Technical Institute	Hamlet, North Carolina
Roanoke-Chowan Technical Institute	Ahoskie, North Carolina
Robeson Technical Institute	St. Pauls, North Carolina
Rockingham Community College	Wentworth, North Carolina
Rowan Technical Institute	Salisbury, North Carolina
Sampson Technical Institute	Clinton, North Carolina
Sandhills Community College	Southern Pines, North Carolina
Southeastern Community College	Whiteville, North Carolina
Southwestern Technical Institute	Sylva, North Carolina

INSTITUTIONLOCATION

Stanley Technical Institute	Albemarle, North Carolina
Surry Community College	Dobson, North Carolina
Technical Institute of Alamance	Burlington, North Carolina
Tri-County Technical Institute	Murphy, North Carolina
Vance-Granville Technical Institute	Henderson, North Carolina
Wayne Community College	Goldsboro, North Carolina
Western Piedmont Community College	Morganton, North Carolina
Wilson County Technical Institute	Wilson, North Carolina
W. W. Holding Technical Institute	Raleigh, North Carolina