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A Survey of the Boys' Physical Education Activity Programs in the Junior Colleges in the State of Washington

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A SURVEY OF THE BOYS' PHYSICAL EDUCATION ACTIVITY
PROGRAMS IN THE JUNIOR COLLEGES IN THE STATE
OF WASHINGTON

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements of the Degree
Master of Education

by
Donald W. Matheson
August 1965

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Many new community colleges are starting each year in Washington State. The physical education programs in these new schools vary greatly with each school. There is a need for a guide to assist community college program planning committees. These planning committees will need to answer such questions as: Do they include dance and aquatic activities? What is presently being offered in the community colleges of Washington? An accurate survey of the present offerings would answer these questions and provide the basis for much needed further study.

Teacher education colleges need to have an idea of what is being offered in the community college to help them prepare future teachers. If the community colleges are stressing a particular area of physical education, the four-year institutions may want to expand their own program in the same area or other areas.

There is also a need for program information to assist the physical education major when he plans his course of activity selections.

Obviously, many of our community colleges are just beginning and do not have proper facilities or money to adequately provide the type of physical activity program that is desired. Also, there are many that are using high school facilities. These are neither adequate in size or type. The community college is still an infant in Washington and adjustments and corrections are yet to be made.

An attempt was made in this study to bring to light the present physical education offerings and to see where the emphasis is being placed.

I. THE PROBLEM

Statement of the Problem

It was the purpose of this study to (1) survey the physical education programs of the community college; (2) to report the present activity program offerings including the intramural, the interscholastic and the instructional program; and (3) to report the frequency of offering the various activities.

The Limitations of the Study

Limitations of the study are as follows: (1) Many catalogs are not up-to-date and the offerings are not current; (2) many new community colleges do not have proper facilities to provide a range of activities; (3) the

literature concerning community college physical education is not available and much research is needed to bring information up to average library standards.

II. DEFINITIONS OF TERMS USED

The Physical Education Program

Throughout the report the physical education program shall be interpreted as the program composed of the instructional program, the intramural program and the interscholastic program.

The Community College

The community college shall be interpreted as the institutions following high school, which concentrates primarily on preparing its students to transfer to four-year colleges.

The Junior College

The junior college shall be synonymous with community college.

The Instructional Program

The instructional program shall be interpreted as the classroom activity program where skills are taught.

Team Activities

The team sports are basketball, field hockey, recreational games, soccer, softball, speedball, and volleyball.

Individual and Dual Activities

The individual sports are archery, badminton, bowling, boxing, campcraft, conditioning, cross country, fencing, golf, gymnastics and tumbling, hiking, ice skating, judo, mountaineering, roller skating, skiing, survival and rescue, table tennis, tennis, track, trampoline, weight training and wrestling.

Aquatic Activities

The aquatic activities are swimming and diving, skin diving, and water skiing.

Dance Activities

The dance activities are ballroom or social dance, modern dance, international dance, and folk and square dance.

The Intramural Program

The intramural program shall be interpreted as all activities in the extracurricular physical activity program offered within the school.

The Interscholastic Program

The interscholastic program shall be interpreted as all activities in the competitive sports program between schools.

CHAPTER II

REVIEW OF THE LITERATURE

There is an abundance of literature concerning the general junior college curriculum. Unfortunately the physical education program seems many times to have been omitted. There has been, however, a great deal written about the physical education, intramural and athletic programs at the higher level. Much of this material applies to the junior college programs and therefore will be included in this review.

California has been a pioneer in the junior college movement. Their department of education clearly states its attitude toward physical education in the junior college by saying: "Physical education in the junior college should offer opportunities for students to develop and improve physical skills" (3:50).

A balanced physical education program for the junior college would include the following as recommended by the California Education Department:

1. Swimming and other aquatic activities
2. Rhythmic activities for men and women
3. Individual and dual "carry-over" activities
4. Combatives and weight training for men
5. Fundamentals skills and body mechanics
6. Gymnastics, tumbling and trampoline for men and adaptations of these activities for women
7. Classes for the physically handicapped
8. Recreational games
9. Team sports (3:50).

The above is a representative list of the "usual" types of program offerings.

Physical education authorities disagree as to the exact program content but there is some agreement in large program areas. Voltmer and Esslinger believe there should be a representation in six categories consisting of team sports, individual sports, aquatics, combative activities, rythmical activities, and gymnastics (11:121). Bucher feels that five basic areas should be covered. These are team activities, individual activities, dance, aquatics and formal activities (2:393).

Most authorities leave the type of activity up to the individual institution and simply recommend a range of activities to be covered. Hughes, French and Lehsten state " . . . no assumption is made that this list is all-inclusive or weighted in any way" (4:183).

The Educational Manual of Washington State does not say what courses are to be offered in higher institutions. No mention is made of a recommended physical education program of study for community colleges. The only comment concerning the junior college states:

All high schools of the state and community colleges shall, and all state colleges, the University of Washington and the Washington State University, shall, each of them, emphasize the work of physical education, and shall carry into effect all such courses provided by the state board of education; which shall provide for a minimum of ninety minutes in each school week (1:28.05.040).

During an interview with Howard Schaub, the Washington State Director of Health, Physical Education and Recreation, it was learned that no specific plans are forthcoming and now the procedure for new community colleges is simply to "consult" with the State Educational Department when planning a physical education program.

In years past the program offerings around the country have ranged from "military organization" to "advanced folk-dancing" and "rifle use" (12:49). At the present time, the activities will vary with the climate and geography. Some of these as reported by McCabe are archery, boating and water activities, casting and angling, shooting and hunting, school camps and outdoor education (6:9).

Florida Presbyterian College has an interesting approach to physical education programming. Only individual or dual sports are offered in the instructional program. The team sports are purposely omitted. Recreational or carry-over sports are emphasized.

During the student's two-year program he is exposed to instruction in eight of the following sports: archery, bait casting, tennis, golf, badminton, tumbling, gymnastics, sailing, swimming, diving, bowling, fencing and horseback riding (13:34).

Although there is a wide range of activities in junior colleges, these activities can usually be condensed into four broad areas:

1. Functional physical education
2. Team sports and group activities
3. Aquatic sports
4. Individual and dual sports (7:20-21).

Not to be forgotten in physical education are the intramural and interscholastic programs. Most authorities feel that these are an integral and important part of the total program. They have much to say concerning the merits of non-instructional activities. E. D. Mitchell feels that students need freedom to choose and participate in activities of their own selection when he says the following:

We should keep in mind that leisure should be a means of self expression and that the recreational hours of students should be kept free from restrictions as is compatible with the best interests of all. The intramural policy should therefore aim to keep close to the current student interest and to make innovations as a real need arises for them (8:283).

There seems to be no doubt that the intramural program should parallel the activity program so that students may use the intramural facilities to practice the skill learned in the instructional program. Team sports, individual and dual sports are all recommended (4:256). The number of activities offered will vary with the size of the school.

The average number of intramural activities in small high schools ranges from three to six. In large colleges and universities, 25 to 30 activities are frequently offered (11:264).

The type of activity offered will also vary with each institution but one overriding principle should be consistent in every school: "Something for everyone all the time" (11:264).

It appears that there is no doubt in the minds of physical educators that interscholastic sports can be of value when properly administered. There are many arguments as to which activities should be included and for how long; however, such a discussion will serve no useful purpose here. There is agreement that the interscholastic program should develop from the instructional program. "Individual identity" is important and the athletic person should not be exploited for the benefit of the spectator (4:280).

William Hughes sums up the general attitude when he states:

Athletics should occupy a prominent place in a school program of physical education . . . To be of maximum effectiveness, the athletic program should be closely co-ordinated with the instructional program and properly articulated with the other departments of the institution. The program should be designed to reach many rather than a few "stars" and it should be conducted by professionally trained educators (5:23).

What should the requirements be for a community college physical education program? Each educator will give his own list covering many activities. A re-occurring activity on many lists is conditioning, especially since the federal government is presently stressing the fitness of Americans.

Physical conditioning is not new. It has long been valued by physical educators. Dr. Dudley Sargent, in 1908, very adequately defended physical fitness as a definite asset to physical education programs. Although his statement was made almost sixty years ago, it still seems very appropriate today. Dr. Sargent said:

. . . No nation has ever attained intellectual greatness that has not first laid the foundation in the physical training of their youth. If a requirement of physical fitness and efficiency is not introduced and maintained in our preparatory schools and colleges we shall have a continuance of the conditions that prevail today where one class of pupils carries bodily training in athletics to excess, a few exhaust their vitality through excessive mental application while the largest class does not get enough realization of half their mental and physical possibilities (9:42-43).

Material concerning the community college program is widespread and varied. The available information does not report the present conditions. Much is said as to what should be done but no mention is made of the present program offerings in physical education.

CHAPTER III

THE JUNIOR COLLEGE ACTIVITY PROGRAM

To ascertain the frequency and present emphasis of boys physical education offerings, it was decided to study the representative catalogs of the community colleges in Washington State. The community colleges in the 1964-65 year that were in operation were Big Bend, Centralia, Clark, Columbia Basin, Everett, Grays Harbor, Highline, Lower Columbia, Mt. Vernon, Olympic, Peninsula, Shoreline, Spokane, Wenatchee and Yakima.

Letters were sent to the individual communities requesting (1) a copy of their catalog; (2) a list of their intramural sports; (3) a list of their interscholastic sports. Stamped, self-addressed envelopes were included in the original letter.

An attempt was made to receive one-hundred percent returns on the relatively small number of community colleges. Follow-up letters were sent to the colleges that did not answer. All but one school eventually complied. A copy of the delinquent school catalog was obtained in the library and all but required intramural information was recorded. The returns were recorded on separate lists for each school; these were then transferred to complete charts showing the entire picture. The mean and the range of offerings were

computed. The data taken from the various charts became the basis for the analysis.

Finally a conclusion was reached as to the frequency and present emphasis of boys physical education offerings in the community colleges of Washington State.

I. INSTRUCTIONAL ACTIVITIES

The instructional program offers the widest range of activities. There are a total of thirty-nine different activities offered in the community colleges. It was decided to break these activities into four categories: individual sport activities, team activities, aquatic activities and dance activities. Individual sport activities offered the largest selection. This was probably due to the fact that the various geographical areas of the state give the colleges a chance to include activities that are not common to the average program, i.e., ice skating, mountaineering, skin diving, etc. Table I, located on page 14, lists the activities offered in the junior colleges.

The average number of activities offered was 15.5 per school. The range was from a low of ten activities at Shoreline to a high of twenty-seven at Olympic College. This is shown in Table II, located on page 16.

TABLE I

THE INSTRUCTIONAL PROGRAM

ACTIVITY	Big Bend	Centralia	Clark	Col. Basin	Everett	Grys. Harbor	Highline	Lower Col.	Mt. Vernon	Olympic	Peninsula	Shoreline	Spokane	Wenatchee	Yakima	TIMES OFFERED
Archery	x	x	x	x	x	x		x	x	x	x	x		x		12
Badminton	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	15
Basketball	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	15
Bowling	x	x		x	x	x	x	x	x	x	x		x		x	12
Boxing						x				x					x	3
Campcraft										x						1
Conditioning	x	x		x	x		x			x	x				x	8
Cross Country	x		x				x			x		x				5
Dance, Social		x		x	x	x	x	x	x	x				x		9
Modern					x				x						x	3
International					x											1
Folk & Square						x		x	x	x						4
Fencing										x						1
Field Hockey		x														1
Football	x	x	x	x	x	x		x	x	x	x		x	x	x	13
Golf	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	15
Gymnastics-tumbling	x	x		x	x		x	x	x	x		x			x	10
Hiking											x					1
Ice Skating											x				x	2

TABLE I (continued)

ACTIVITY	Big Bend	Centralia	Clark	Col. Basin	Everett	Grys. Harbor	Highline	Lower. Col.	Mt. Vernon	Olympic	Peninsula	Shoreline	Spokane	Wenatchee	Yakima	TIMES OFFERED
Judo								x								1
Mountaineering									x	x						2
Recreational Games	x															1
Roller Skating														x		1
Skiing					x				x	x	x		x	x	x	7
Soccer	x	x						x					x		x	5
Softball	x	x		x	x	x	x	x	x	x	x		x		x	11
Speedball		x	x					x							x	4
Swimming and Diving	x			x	x	x	x	x	x	x			x	x	x	11
Skin Diving										x						1
Survival and Rescue										x						1
Table Tennis		x				x				x						3
Tennis	x	x	x	x	x		x	x	x	x	x		x	x	x	13
Track	x	x			x					x	x	x		x	x	8
Trampoline								x		x						2
Volleyball	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	15
Water Skiing	x															1
Weight Training			x	x			x	x		x	x	x	x			8
Wrestling			x	x	x	x				x		x	x		x	8
Total No. Activities	17	17	11	15	18	14	12	18	16	27	15	10	13	12	19	

TABLE II

AREA BREAKDOWN OF INSTRUCTIONAL PROGRAM

16

COLLEGE	I N S T R U C T I O N A L P R O G R A M				Total Offered	Quarters Required
	Team	Individual	Aquatic	Dance		
Big Bend	6	9	2	0	17	3
Centralia	7	9	0	1	17	3
Clark	4	7	0	0	11	3
Columbia Basin	4	9	1	1	15	5
Everett	4	10	1	3	18	3
Grays Harbor	4	7	1	2	14	6
Highline	1	8	1	1	11	3
Lower Columbia	6	9	1	2	18	6
Mt. Vernon	4	8	1	3	16	3
Olympic	4	19	2	2	27	6
Peninsula	4	11	0	0	15	3
Shoreline	2	8	0	0	10	3
Spokane	5	8	1	0	13	
Wenatchee	3	7	1	1	12	3
Yakima	6	11	1	1	19	3
AVERAGE	4.2	9.3	0.9	1.1	15.5	3

Although there are a total of thirty-nine different activities offered in the community colleges, the figure is deceiving. This is because each college does not offer each activity. As mentioned above, many of the activities are geographical and are offered by only one or two of the colleges.

Basketball, badminton, volleyball and golf were the popular activities being included on all fifteen programs. Tennis and flag or touch football follow closely with thirteen schools including these activities in their program. Archery was offered in twelve community programs.

Although many community colleges are new and just beginning their activity programs, all of the schools offered at least ten activities.

Individual Sport Offerings

The twenty-three individual sport offerings in the community colleges include many areas and cover a wide range of activities. The geographical advantages of the various areas in the state are used to advantage. Mt. Vernon and Olympic colleges, for example, offer mountaineering. Roller skating is offered in Wenatchee when outdoor facilities are unavailable.

The average number of individual sports offered in the community colleges is 9.3 activities per school. Olympic

College is the only deviate from the average, offering nineteen individual sports. The other fourteen schools stay in a range from seven to eleven offerings per school.

Badminton and golf are offered by all fifteen colleges. Tennis is offered by thirteen schools while archery and bowling are included in twelve of the programs. Wrestling, weight training, track and conditioning are all offered by eight colleges. Seven colleges offer no type of physical fitness course.

Olympic College lists a wide range of activities in outdoor education including such courses as campcraft, rescue and survival, skiing and mountaineering. Their outdoor education seems to take the place of their almost non-existent intramural program.

Six of the total twenty-three individual sports activities listed are offered by only one school. Included in these six are many geographical activities that can only be offered by certain areas of the state. There are ten individual activities that are offered in each of seven community colleges, thereby supplying at least a short list of common activities. The most frequently offered are the activities with great carry-over or recreational value. Again these are badminton, golf, tennis, archery and bowling.

Team Sport Activities

There were eight team sports offered in the community college instructional program. They consisted of basketball, field hockey, flag or touch football, recreational games, soccer, softball, speedball, and volleyball. All fifteen schools offered volleyball and basketball. Football was included in thirteen of the college programs. Ten schools offered softball. Field hockey, usually considered an activity for women, was offered to men students at Centralia Community College. Recreational games, a collection of individual and team sports, was included in this paper as a team sport because of the emphasis on group activity rather than individual competition. Big Bend Community College was the only school that offered recreational games as one compact course.

It was interesting to note that Centralia College with seventeen total activities offered seven team sports while Olympic College with twenty-seven total activities offered only four team sports.

The average number of team sports was 4.2 per school. The range was from one team sport offering to seven.

The "big four" in team sport activities for the instructional programs was basketball, volleyball, football and softball. Soccer was offered by only five schools and speedball, which is often associated with junior and senior high schools, was offered by four community colleges.

Dance Activities

The various areas of dance have been grouped into four basic types (1) ballroom or social, (2) modern, (3) international, and (4) folk or square.

Dance activities of some type or another are offered by ten of the fifteen schools. Five of these ten schools offer only one type of dance. Everett and Mt. Vernon are the only schools that include three types of dance. The average number of dance activities offered is one per school. This figure, however, is misleading because five schools do not offer any type of dance.

Ballroom or social dance is by far the most popular, being included in nine of the ten schools. Four community colleges include folk and square dancing courses, while only three colleges give instruction in modern dance. International dance is offered by only Everett.

Aquatic Activities

Aquatic activities are offered by eleven of the fifteen schools. Each of these offer swimming and some type of diving. Skin diving is offered by Olympic and water skiing is included in the Big Bend program. Water safety is many times mentioned as part of the total swimming program.

II. INTRAMURAL ACTIVITIES

Fourteen schools reported having some type of intramural program. Basketball is by far the most popular activity with thirteen schools competing. Softball, tennis and volleyball follow in second place with eight schools offering these activities. Football of some type, either flag or touch, is offered by seven schools. Badminton and table tennis are included in five school programs. The range of activities varies from school to school with many sports being offered by only one or two colleges.

It is interesting to note that the team sports are the ones most consistently offered by a majority of the schools. The individual sports, except for tennis, are not widely represented. Many individual sports activities are offered by only one or two colleges. Aquatic activities are offered by only Everett while Dance is not mentioned as an intramural activity.

Peninsula Community College has the broadest base for their intramural program, providing eleven different activities for their students.

The average number of activities offered by the fourteen schools is six. The range runs from a high of eleven at Peninsula, to a low of one intramural activity at Grays Harbor.

Many of the schools commented that they were "just getting started" and their intramural program was as yet not complete. It was felt that most of the students in community colleges were living at home and therefore not spending as much free time at school. This fact cut deeply into all school intramural programs. Table III, located on page 23, lists the intramural activities offered at these community colleges.

III. INTERSCHOLASTIC ACTIVITIES

All fifteen community colleges offer competition in interscholastic activities. Fifty-three percent or eight schools offer between seven and eight activities. The number of offerings range from four activities to a high of eight per school. The average number of sports offered for interscholastic competition is six per school. This is illustrated by Table IV, located on page 26.

Basketball and track are the most popular activities being offered by all fifteen schools. Baseball and golf are a close second with thirteen schools competing. Tennis follows in third place with eleven schools offering competition. It is interesting to note that wrestling is included in nine schools while football is not as popular as one might assume, with only seven schools competing. Cross country, a new and expanding sport, is offered by five schools. Interscholastic competition in swimming and gymnastics is included in only two schools.

TABLE III

INTRAMURAL ACTIVITIES

ACTIVITY	Big Bend	Centralia	Clark	Col. Basin	Everett	Crys. Harbor	Highline	Lower Col.	Mt. Vernon	Olympic	Peninsula	Shoreline	Wenatchee	Yakima	TIMES OFFERED
Archery													x		1
Badminton	x				x		x						x	x	5
Basketball	x	x	x	x	x	x	x	x	x	x	x	x	x	x	14
Bowling		x	x										x	x	4
Chess		x													1
Cross Country												x			1
Diving					x										1
Football, Flag or Touch	x		x		x		x	x	x					x	7
Field Hockey		x													1
Golf											x	x	x		3
Gymnastics		x			x										2
Handball					x										1
Horseshoes	x		x											x	3
Skiing											x				1
Softball	x	x	x		x			x	x			x		x	8
Soccer									x						1
Swimming					x										1

TABLE III (continued)

ACTIVITY	Big Bend	Centralia	Clark	Col. Basin	Everett	Gry's Harbor	Highline	Lower Col.	Mt. Vernon	Olympic	Peninsula	Shoreline	Wenatchee	Yakima	TIMES OFFERED
Table Tennis	x	x		x						x			x		5
Tennis			x		x		x	x			x	x	x	x	8
Track											x	x			2
Volleyball	x		x	x	x				x	x			x	x	8
Weight Training			x		x					x					3
Wrestling												x		x	2
Total No. Activities	7	7	8	3	11	1	4	4	5	4	5	7	8	9	

NOTE: Spokane Not Reported

Interscholastic activities vary greatly from school to school. Competition is given by Grays Harbor in rifle shooting, by Mt. Vernon in soccer and by Wenatchee in skiing.

The total interscholastic offerings from all fifteen schools gives a more complete picture. Individual sports are offered fifty-nine times while team activities are only offered thirty-six times. Aquatics are accounted for but twice, even though facilities are apparently available in eleven of the schools.

Before any conclusions can be drawn concerning the importance of such figures, many other things should be considered such as (1) the expense of team sports as compared to individual sports; (2) the time and area involved; and (3) the relative importance of interscholastic competition. These are questions that can only be answered by community colleges individually.

TABLE IV
 INTERSCHOLASTIC SPORT OFFERINGS

ACTIVITY	Big Bend	Centralia	Clark	Col. Basin	Everett	Grays Harbor	Highline	Lower. Col.	Mt. Vernon	Olympic	Peninsula	Shoreline	Spokane	Wenatchee	Yakima	TIMES OFFERED
Baseball	x	x	x	x	x	x		x	x	x		x	x	x	x	13
Basketball	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	15
Cross Country	x		x	x			x						x			5
Football				x	x	x				x		x		x	x	7
Golf	x	x	x	x	x	x	x	x	x	x	x		x		x	13
Gymnastics		x			x											2
Rifle Shooting						x										1
Skiing															x	1
Soccer									x							1
Swimming			x			x										2
Tennis		x	x	x	x	x	x	x	x	x			x		x	11
Track	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	15
Wrestling	x		x	x	x			x	x	x			x		x	9
Total No. Activities	6	6	8	8	8	8	5	6	7	7	3	4	7	4	8	

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

The physical education programs in the community colleges of Washington State vary in both size and type. Each college, of course, has its strengths and weaknesses but a few leaders are evident. Olympic has the widest range in the instructional program by offering a total of twenty-seven activities as compared to an average of fifteen for the other schools. Eleven intramural activities makes Everett the definite leader in that category. The average intramural program offered six activities. The interscholastic offerings do not vary appreciably from school to school. Six activities is the average with only Clark college varying widely by offering but three activities.

Individual and dual activities are definitely stressed more than team sports. The instructional program averages 9.3 individual activities as compared to only 4.2 team sports. Interscholastic competition has almost a two to one ratio in favor of individual activities (3.8 to 2.1). Intramural activities, although outnumbering individual sports by 2.8 to 2.4, do offer more team sports than other areas.

Basketball is undoubtedly the most widely offered activity being offered by all fifteen schools in interscholastic competition and by fourteen schools in the intramural and instructional programs. No other activity comes close to matching the acceptance of basketball in all three areas. Track, golf and baseball rate high in the interscholastic program. Volleyball, softball, and tennis are leaders in the intramural program. The instructional program consistently emphasizes badminton, golf and volleyball. Many activities are peculiar to a certain school and are not widely offered in any area.

Dance and aquatic activities are not consistently offered except in the instructional program. Eleven schools include some type of swimming and dance is offered by twelve.

Physical education is required in all of the fourteen colleges that reported. The average number of required quarters is three, however, there are schools that do require a full six quarters for graduation.

II. CONCLUSIONS

There is a definite imbalance in the activity offerings of the community colleges. One school has a wide range while another may only offer four or five activities.

The interscholastic program is the only area where some equality exists. Intramural programs vary greatly as do the instructional programs. Dance and aquatic activities are, in many instances, left to the four-year colleges. Individual and dual activities are offered in greater percentage than team sports. This imbalance may, however, be advantageous to the student since it correctly stresses carry-over activities.

Although the community college is relatively new in Washington and many new colleges are developing each year, there needs to be at least a minimum program offered by each school. This could be outlined in broad terms by either the State Department of Education or inter-institutional committees of the colleges themselves. There should be communication between the four-year colleges and the community colleges to better coordinate their programs. Only by increased research and cooperation between schools can the physical activity programs provide an equal opportunity for students throughout the state.

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