

A SURVEY OF CURRENT ADMINISTRATIVE POLICIES AND PRACTICES  
PERTAINING TO INTERCOLLEGIATE ATHLETIC PROGRAMS  
IN TEXAS TWO-YEAR COLLEGES

---

A Dissertation  
Presented to  
the Faculty of the College of Education  
University of Houston

---

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

---

by  
Dean R. Evans

August 1975

## ACKNOWLEDGMENT

Grateful acknowledgment is expressed by the writer to Dr. Guy D. Cutting, chairman of this dissertation committee, for the time, effort and knowledge he has contributed; to Dr. Hally B. Poindexter, Dr. Stanley G. Sanders and Dr. Franklin Stovall for their helpful criticism; and to Dr. Thomas Spencer and San Jacinto College for providing the opportunity and motivation to pursue this study to conclusion.

I am particularly indebted to my wife, Jane, and children, Karen, Steve and Dena, whose inspiration, support and understanding made this study possible.

A SURVEY OF CURRENT ADMINISTRATIVE POLICIES AND PRACTICES  
PERTAINING TO INTERCOLLEGIATE ATHLETIC PROGRAMS  
IN TEXAS TWO-YEAR COLLEGES

---

An Abstract of a Dissertation  
Presented to  
the Faculty of the College of Education  
University of Houston

---

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

---

by  
Dean R. Evans  
August 1975

## ABSTRACT

Evans, Dean R. "A Survey of Current Administrative Policies and Practices Pertaining to Intercollegiate Athletic Programs in Texas Two-Year Colleges." Doctor's dissertation, University of Houston, Houston, Texas, August 1975.

### Purpose of the Study:

The purpose of this study was to survey current administrative policies and practices pertaining to intercollegiate athletic programs in Texas two-year colleges. Specifically, the survey determined the prevalent administrative policies and practices in Texas two-year colleges with an established intercollegiate athletic program. The study determined the prevalent athletic administrative policies and practices of Texas two-year colleges with enrollments above and below 1,500 students as well as the athletic policies and practices of the public and private Texas two-year colleges.

### Procedure:

The data pertaining to the administrative policies and practices of intercollegiate athletics in Texas two-year colleges was collected by means of a written survey of all athletic directors of Texas two-year colleges. Permission to conduct the survey was obtained from the college presidents before contacting the athletic directors of each institution. After receiving completed questionnaires, data were tabulated and the results were analyzed and displayed in charts, graphs and percentage tables for interpretation. The

findings were summarized and recommendations were made for consideration of all administrators of intercollegiate athletics in Texas two-year colleges.

Conclusions:

1. Texas two-year college athletic programs utilize revenue other than gate receipts to finance their athletic programs.

2. The delegation of responsibility for athletic control in Texas two-year colleges had no consistent administrative pattern.

3. Women's athletic programs were inferior to the men's athletic programs in Texas two-year colleges in the areas of number of sports offered, variety of sports offered and financial aid to student athletes.

4. Written policies concerning intercollegiate athletics in Texas two-year colleges showed no consistent pattern with the exceptions where policies were determined by either national or conference affiliation.

5. Admissions standards for student athletes were basically the same as those standards printed and published in the institution's catalogue for non-athletes.

6. Administrative structure of Texas two-year college athletic departments were the results of individual institutional philosophy.

7. Texas two-year colleges did not provide adequate facilities or trained personnel necessary for the proper care and treatment of athletic injuries.

8. Promotion and publicity of athletic events received a very low priority in Texas two-year colleges.

9. Coaches in Texas two-year colleges were also employed as classroom instructors as well as for coaching.

10. The interest, concern and knowledge displayed by athletic directors in Texas two-year colleges toward inter-collegiate athletics should be very beneficial to these programs in future years.

Recommendations:

1. Each individual institution should review all written policies concerning intercollegiate athletics. All previous written policies should be reviewed and revised if necessary and new written policies prepared for all areas not already covered.

2. Each individual institution should examine the departmental organization on intercollegiate athletics. Departmental organization for intercollegiate athletics should be made consistent with the departmental organization of other departments of the college.

3. An in-depth investigation should be conducted into alternative methods of financing intercollegiate athletics in Texas two-year colleges.

4. In order to better realize community college philosophy of local focus, financial aid to student athletes should be limited to books, tuition and fees to discourage the recruitment of student athletes from outside the geographical location of the college.

5. Each individual institution should place limits on the number of contests played in each sport and the travel distance of each contest to reduce costs and remain consistent with institutional financial policies and educational philosophy.

6. Each institution should have on its athletic staff a person trained in the care, treatment and prevention of athletic injuries.

7. Each institution should review its policies on promotion and publicity of athletic events and that a paid staff member be given the responsibility for promoting and publicizing athletic events.

8. The NJCAA should conduct a feasibility study for the purpose of bringing all two-year colleges in Texas under the administrative umbrella of the national organization.

9. The NJCAA should be encouraged to organize member colleges into geographical conferences with uniform rules for eligibility, admissions, and recruitment.

10. Women's athletics should be offered on a comparable level with the men's programs and a position of director of women's athletics should be created in the departmental organization on each Texas two-year college.

11. Clinic, workshops and in-service training programs on athletic administration should be conducted for athletic administrators statewide.

## TABLE OF CONTENTS

LIST OF TABLES . . . . .	vi
LIST OF FIGURES . . . . .	x
Chapter	
I. INTRODUCTION . . . . .	1
Purpose of the Study . . . . .	5
Need for the Study . . . . .	5
Limitations of the Study . . . . .	8
Definition of Terms . . . . .	10
II. REVIEW OF RELATED LITERATURE . . . . .	13
History of Intercollegiate Athletics . . . . .	13
The Administration and Organization of Intercollegiate Athletics . . . . .	22
The Influence of National Associations on Intercollegiate Athletics . . . . .	28
Intercollegiate Athletics in Texas Two-Year Colleges . . . . .	33
Summary . . . . .	39
III. PROCEDURE FOR COLLECTING DATA . . . . .	41
Methods and Procedures . . . . .	41
Development of the Survey Instrument . . . . .	46
Pilot Study . . . . .	48
Summary . . . . .	49
IV. ANALYSIS OF DATA . . . . .	50
Demographic Information . . . . .	50
Administrative Structure . . . . .	54
Personnel . . . . .	60
Admission Standards . . . . .	63
Eligibility Standards . . . . .	67
Financial Aid . . . . .	73
Financing the Intercollegiate Athletic Programs . . . . .	77
Regulations for Contests and Officials . . . . .	84
Letters and Athletic Awards . . . . .	91
Athletic Injuries . . . . .	98



Chapter	
Promotion and Publicity . . . . .	101
Women's Athletics . . . . .	103
Facilities . . . . .	107
Summary . . . . .	109
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	115
Summary . . . . .	115
Findings . . . . .	116
Conclusions . . . . .	120
Recommendations . . . . .	122
APPENDIX A: Letter to College Presidents . . . . .	126
APPENDIX B: Letter to the Athletic Directors . . . . .	128
APPENDIX C: Reply Cards from Presidents and Athletic Directors . . . . .	130
APPENDIX D: Survey Instrument . . . . .	132
BIBLIOGRAPHY . . . . .	141

## LIST OF TABLES

1.	Number of Texas Two-Year Colleges by Enrollment Classification, 1974-75 . . . . .	51
2.	National and Conference Affiliation of Texas Two-Year Colleges, 1974-75 . . . . .	53
3.	Varsity Sports Participated in by Texas Two-Year Colleges, 1974-75 . . . . .	54
4.	Types of Departmental Administration of Intercollegiate Athletics in Texas Two-Year Colleges, 1974-75 . . . . .	55
5.	Types of Athletic Control in Texas Two-Year Colleges, 1974-75 . . . . .	57
6.	Time Spent with Athletic Director Duties in Texas Two-Year Colleges, 1974-75 . . . . .	57
7.	Current Practices Relating to the Administrative Structure of the Intercollegiate Athletic Program in Texas Two-Year Colleges, 1974-75 . . . . .	58
8.	Number of Written Policies Pertaining to Intercollegiate Athletics in Texas Two-Year Colleges, 1974-75 . . . . .	59
9.	Average Number of Coaches Involved in Varsity Sports in Texas Two-Year Colleges, 1974-75 . . . . .	61
10.	Highest Degree Held by Members of the Coaching Staffs in Texas Two-Year Colleges, 1974-75 . . . . .	62
11.	Current Administrative Practices Related to Personnel in Texas Two-Year Colleges, 1974-75 . . . . .	63
12.	Current Practices for the Admission of Prospective Student-Athletes in Texas Two-Year Colleges, 1974-75 . . . . .	65

13.	Final Authority to Certify Eligibility of Participants of Intercollegiate Athletics in Texas Two-Year Colleges, 1974-75 . . . . .	68
14.	Number of Semesters a Participant in Intercollegiate Athletics is Allowed to Complete his Eligibility in Texas Two- Year Colleges, 1974-75 . . . . .	69
15.	Required Number of Academic Hours To Be Completed Successfully for Eligibility Purposes in Texas Two-Year Colleges, 1974-75 . . . . .	70
16.	Required Number of Academic Hours of Enrollment in Present Semester to Satisfy Eligibility Requirements in Texas Two- Year Colleges, 1974-75 . . . . .	70
17.	Times Academic Work is Checked in Texas Two-Year Colleges, 1974-75 . . . . .	71
18.	Scholarship Benefits in Texas Two-Year Colleges, 1974-75 . . . . .	73
19.	Factors Which Institutions Considered Justifiable Cause for Withdrawing Scholar- ship Aid to Student Athletes in Texas Two-Year Colleges, 1974-75 . . . . .	74
20.	Current Practices for the Administering of Financial Aid to Student Athletes in Texas Two-Year Colleges, 1974-75 . . . . .	76
21.	Percent of Student Athletes Receiving Work- Study Aid in Texas Two-Year Colleges, 1974-75 . . . . .	76
22.	Methods of Financing the Intercollegiate Athletic Programs in Texas Two-Year Colleges, 1974-75 . . . . .	78
23.	Responsibility for Deciding How Athletic Funds Are to Be Spent in Texas Two-Year Colleges, 1974-75 . . . . .	80
24.	Frequency of Custodial Reports of Athletic Funds to the College Administration in Texas Two-Year Colleges, 1974-75 . . . . .	81
25.	Recipients of Financial Reports in Texas Two-Year Colleges, 1974-75 . . . . .	81

26.	Methods Used to Handle Gate Receipts in Texas Two-Year Colleges, 1974-75 . . . . .	82
27.	Current Practices in Financing the Inter- collegiate Athletic Program in Texas Two-Year Colleges, 1974-75 . . . . .	83
28.	Person Responsible for Arranging Athletic Contests in Texas Two-Year Colleges, 1974-75 . . . . .	84
29.	Type of Game Contract Used for Athletic Contest Agreements in Texas Two-Year Colleges, 1974-75 . . . . .	85
30.	Types of Institutions Which Competed with Texas Two-Year Colleges, 1974-75 . . . . .	87
31.	Persons Responsible for Selecting Officials in Texas Two-Year Colleges, 1974-75 . . . . .	88
32.	Average Number of Officials Hired for Contests in Texas Two-Year Colleges, 1974-75 . . . . .	89
33.	Time of Payment for Officials by Texas Two- Year Colleges, 1974-75 . . . . .	89
34.	Person Responsible for Paying Officials in Texas Two-Year Colleges, 1974-75 . . . . .	90
35.	Party Responsible for Choice of Officials in Texas Two-Year Colleges, 1974-75 . . . . .	91
36.	Basis for Granting Letters in Texas Two-Year Colleges, 1974-75 . . . . .	92
37.	Person or Groups Responsible for Determining Requirements for Earning an Athletic Award in Texas Two-Year Colleges, 1974-75 . . . . .	93
38.	Types of Awards Granted by Texas Two-Year Colleges, 1974-75 . . . . .	96
39.	Approximate Financial Expenditures on Awards Each Year in Texas Two-Year Colleges, 1974-75 . . . . .	97
40.	Number of Awards Granted Each Individual Athlete in Texas Two-Year Colleges, 1974-75 . .	97
41.	Responsibility for Care of Athletic Injuries in Texas Two-Year Colleges, 1974-75 . . . . .	99

42.	Responsibility for Assuming Expenses Incurred by Injuries to Student Athletes in Texas Two-Year Colleges, 1974-75 . . . . .	100
43.	Status of the Athletic Trainer in Texas Two-Year Colleges, 1974-75 . . . . .	100
44.	Availability of College Physician at Athletic Contests of Texas Two-Year Colleges, 1974-75 . . . . .	101
45.	Responsibility for Publicity and Promotion of Intercollegiate Athletics in Texas Two-Year Colleges, 1974-75 . . . . .	102
46.	Current Practices in Women's Athletics in Texas Two-Year Colleges, 1974-75 . . . . .	104
47.	Intercollegiate Sports Offered for Women in Texas Two-Year Colleges, 1974-75 . . . . .	105
48.	Number of Scholarships Granted for Women's Athletics in Texas Two-Year Colleges, 1974-75 . . . . .	106
49.	Administration of Women's Intercollegiate Athletics in Texas Two-Year Colleges, 1974-75 . . . . .	107
50.	Number of Athletic Facilities Owned or Controlled by Texas Two-Year Colleges, 1974-75 . . . . .	103
51.	Responsibility for Athletic Facilities in Texas Two-Year Colleges, 1974-75 . . . . .	108

## LIST OF FIGURES

1.	Texas Two-Year Colleges, 1974-75 . . . . .	42
2.	Location of All Texas Two-Year Colleges, 1974-75 . . . . .	43
3.	Location of Texas Two-Year Colleges with Intercollegiate Athletic Programs Participating in this Study . . . . .	45
4.	Average Number of Hours Per Week that Head Coaches Teach Physical Education Activity Classes in Texas Two-Year Colleges, 1974-75 . . .	60
5.	Average of Student Athletes from Outside the College District and from Outside the State of Texas in Texas Two-Year Colleges, 1974-75 . .	72
6.	Average Number of Games Played in Each Varsity Sport in Texas Two-Year Colleges, 1974-75 . . . .	86
7.	Average Number of Awards per Season in Six Major Sports in Texas Two-Year Colleges, 1974-75 . . . . .	94
8.	Percentage of Texas Two-Year Colleges with a Full or Part Time Paid Publicity Director, 1974-75 . . . . .	103

## CHAPTER I

### INTRODUCTION

The two-year college is an American innovation in higher education, yet private junior colleges have a history dating back before the Civil War. Only a handful of two-year colleges existed anywhere in the world in 1900. Yet by 1970, the United States had established almost 1100 of such colleges with over two million enrollment.<sup>1</sup> Lasell Junior College in Auburndale, Massachusetts, offered two years of standard collegiate instruction as early as 1852.<sup>2</sup>

According to Thornton, the present-day community college has evolved in four major stages. The first and longest lasted from 1850 to 1920. During this period the junior college as a separate institution offering the first two years of baccalaureate curriculums became accepted. Next came the concepts of terminal and semiprofessional education in the junior college. The changes in post high school education following World War II emphasized service to the adults of the community and finally, following 1965,

---

<sup>1</sup>James W. Thornton, Jr., The Community Junior College (New York: John Wiley and Sons, Inc., 1972), p. 45.

<sup>2</sup>Ibid., p. 50.

the beginning of a movement toward the full realization of the open-door concept of providing for all the educational needs of the community<sup>3</sup>

The first public junior college was founded in Joliet, Illinois, in 1901, as part of the high school system.<sup>4</sup> This educational innovation proved so successful, that by 1920, public community junior colleges in high school districts were found in Minnesota, Missouri, Kansas, Michigan, Illinois, Iowa, California, and Texas.<sup>5</sup>

The institution has grown in numbers and enrollment at an astonishing rate in recent years. By 1961, the Junior College Directory reported a total of 678 colleges, 405 of which were public. This total had increased to over a thousand by 1970.<sup>6</sup>

A recent government publication indicated that:

If the current rate of one each week continues, there will be at least 500 new community colleges by 1980 . . . By 1980, the total enrollment in community colleges could exceed four million students.<sup>7</sup>

---

<sup>3</sup>Ibid., p. 45.

<sup>4</sup>N. Dean Evans and Ross Neagley, Planning and Developing Innovative Community Colleges (New York: Prentice-Hall, Inc., 1970), p. 3.

<sup>5</sup>Charles R. Monroe, Profile of the Community College (Washington: Jossey-Bass Publishers, 1966), p. 12.

<sup>6</sup>Ibid., p. 13.

<sup>7</sup>A Guide for Planning Community Junior Colleges: What Is a Junior College (Washington, D.C.: U.S. Government Printing Office, 1969), p. 12.



The Carnegie Commission on Higher Education in 1970 projected a need for between 230 to 450 new public two-year colleges by 1980.<sup>8</sup> According to Vande Bogart, there has been no development in our educational system that has been more important, more cumulatively progressive, or has become more firmly established than the junior college.<sup>9</sup>

The public junior colleges came to Texas quite late, despite the fact that private junior colleges, as institutions, have enjoyed a long history here. The first public junior college was established in 1920. Between 1920 and 1928, nine additional colleges were established. By the summer of 1972, this number had grown to forty-two, with some districts operating more than one campus.<sup>10</sup>

The school year of 1974-75 opened with a total of forty-seven public districts operating fifty-four campuses, with at least eight privately supported junior colleges in the state.

As the new institutions develop and grow in size, many will initiate some type of athletic program. Many of the two-year athletic programs will pattern their

---

<sup>8</sup>Carnegie Commission on Higher Education, The Open-Door Colleges--Policies for Community Colleges (New York: McGraw-Hill Book Co., 1970), p. 47.

<sup>9</sup>Guy H. Vande Bogart, "Intercollegiate Athletics in the Junior College," Proceedings of the 24th Annual Convention NCAA (January, 1932), p. 83.

<sup>10</sup>William Marsch, State Community College Systems: Their Role and Operation in Seven States (New York: Praeger Publishers, 1971), p. 122.

administrative practices and policies upon two major sources: (1) those employed by four-year colleges, and (2) those prevalent in two-year college programs now in existence.

A review of the literature has established that there are many problems facing intercollegiate athletics. These problems are magnified by rapid growth and expansion of athletic programs at the two-year college level.

According to Duer, one of the primary problems in intercollegiate athletics has been the unwillingness of the college administration to assume leadership. Administrators acknowledge the fact that their problems have multiplied in the past few years. Regardless of the many responsibilities and pressures, the administrator actually has no real choice but to become actively involved in the determination of policies and practices within his program.<sup>11</sup>

A concern for administrators of intercollegiate athletics has been the limited amount of research on the administration of athletic programs. The fact that so little research has been done on athletic administrative practices at the college level in general, and the two-year college level in particular, complicates this concern. Hoy emphasized this fact when he stated:

---

<sup>11</sup>A. O. Duer, "Basic Issues of Intercollegiate Athletics," Journal of Health, Physical Education and Recreation 31 (May 1960):24.

Significant research by administration of competitive athletics is limited and should be promoted in order to better understand the problem and recommend solutions of problems in the administration of programs of intercollegiate athletics.<sup>12</sup>

### Purpose of the Study

The purpose of this study will <sup>was</sup> be to survey current administrative policies and practices pertaining to intercollegiate athletic programs in two-year colleges in Texas. Specifically, a survey will be undertaken to determine the prevalent administrative policies and practices in Texas two-year colleges with established intercollegiate programs.

The sub-problems inherent to this investigation are as follow:

1. To survey athletic administrative policies and practices of Texas two-year colleges with an enrollment of more than 1,500
2. To survey athletic administrative policies and practices of Texas two-year colleges with an enrollment of less than 1,500
3. To survey athletic administrative policies and practices of state supported two-year colleges in Texas
4. To survey athletic administrative policies and practices of private two-year colleges in Texas

### Need for the Study

The rapid growth in numbers and enrollment in Texas two-year colleges has led to an increase in the number of

---

<sup>12</sup>J. T. Hoy, "Current Practices in Control of Intercollegiate Athletics in Selected Conferences" (Doctor's dissertation, Department of Education, University of Indiana, 1952), p. 3.

two-year colleges that support athletic programs. The 1974-75 Texas Sports Guide listed forty-eight junior colleges that supported athletic programs in Texas at the beginning of the 1974-75 school year.<sup>13</sup> The emergence of these programs has brought on many administrative problems. The solution of these problems, though similar to those faced by four-year institutions, must reflect junior college philosophies and objectives. These philosophies and objectives in most cases require different approaches to the solution of athletic administrative problems.

In the light of the rapid expansion of two-year colleges and the corresponding increase in intercollegiate athletic programs, it would seem that a vigorous and continuous appraisal and analysis of administrative practices is of prime importance. It has become apparent that competitive athletics in the colleges are under close observation not only by the college administration, but by all individuals who are interested in college youth.

One important phase of college athletics to examine at this time is the administration of the program itself. The organization and administration of intercollegiate athletics has been a constant problem to college administrators, college faculties, and college students. A few institutions have eliminated intercollegiate athletics

---

<sup>13</sup>William Towne, ed., 1974-75 Texas Sports Guide (El Paso: Craftsman Publications), pp. 41-45.

entirely rather than continually face the administrative and philosophical problems which the program presents. Most colleges, however, are attempting to solve these problems in the belief that athletics justifies the time and effort involved.

The simple fact that colleges have intercollegiate athletic programs is not evidence of the successful execution of such programs. It is more important to guide the development and uphold the integrity of the program than it is to imitate. To do this, it is important to know what direction the program is headed. Hoy approaches the problem in this manner:

Difficulty in administering intercollegiate athletics arises when practices and methods used in intercollegiate athletic programs do not coincide with the objectives and philosophies set for for such programs. There is a need to establish, through practice, experimentation, and research, some basic principles of athletic control.<sup>14</sup>

Many athletic directors of the Texas Junior College System report that their institutions face problems involved with organization and administration of their athletic programs. This study will survey and synthesize prevailing policies and practices from which an athletic administrator may formulate recommendations to his respective institution for the improvement of the athletic programs.

Intercollegiate athletics in Texas two-year colleges show a great diversity. This is apparent when one looks at

---

<sup>14</sup>Hoy, "Current Practices in Control of Intercollegiate Athletics," p. 9.

the forty-eight colleges that are sponsoring and supporting intercollegiate athletic programs in 1974-75.<sup>15</sup> Some operate as independents without conference affiliation; most belong to one, and in some cases, two of the six different conferences in Texas. Texas is divided into two regions by the National Association of Junior College Athletics, which often cuts across conference lines. Many of the Texas junior colleges do not have any national affiliation.

Some conferences in Texas operate on a limited scale with little or no scholarship aid given and no participation in region and national championships, while many Texas junior colleges operate extensive programs with much emphasis on national competition.<sup>16</sup>

This diversity in intercollegiate athletic programs illustrates a need for this type study. This diversity has resulted in a broad scope of varying policies and practices which to date have not been surveyed, analyzed, nor recorded.

#### Limitations of the Study

This study will include an investigation into selected areas of organization and administration of intercollegiate athletics in Texas two-year colleges.

This investigation confined itself to those phases of athletics which related directly to the organization and administration in twelve selected areas. These areas are:

---

<sup>15</sup>Towne, 1974-75 Texas Sports Guide, pp. 41-45.

<sup>16</sup>Ibid.

1. Current policies and practices involving administrative structure
2. Current policies and practices involving athletic personnel
3. Current policies and practices involving admission standards
4. Current policies and practices involving player eligibility standards
5. Current policies and practices involving financial aid to student athletes
6. Current policies and practices involving financing the intercollegiate athletic program
7. Current policies and practices involving regulation for contests and officials
8. Current policies and practices involving letters and awards
9. Current policies and practices involving athletic injuries
10. Current policies and practices involving promotion and publicity
11. Current policies and practices involving women's athletics
12. Current policies and practices involving athletic facilities

### Definition of Terms

Administration. That aspect of total organization of a program which assumes responsibility for the government, regulation, coordination, and the implementation of all its functions of organization, management, instruction, and evaluation. Applied to competitive sports, administration involves direction, conduct, and management of all aspects pertaining to intercollegiate and interscholastic athletes.

Athletic Conference. Groups of colleges in the same geographic area which are logical rivals in athletics and which are somewhat similar in such matters as curriculum, entrance requirements, educational philosophy, size of student body, and financial support.

Athletic Director. The individual assigned to supervise, manage, and administer the intercollegiate athletic program of a junior college.

Athletic Scholarship. Financial assistance awarded to the student athletes who are recruited for their athletic ability.

Award. An emblematic recognition of athletic achievement.

Community College. Frequently, public junior colleges are known as community junior colleges, usually indicating that these institutions serve the major higher education needs of a specific, geographic area, with relatively few outside students and their programs are much broader than those of the typical junior college.



Conference Code. The rules and regulations under which intercollegiate athletic conferences are governed.

Facilities. Playing areas, buildings, athletic fields, swimming pools, and other fixtures of reasonably permanent nature.

Intercollegiate Athletics. Sports in which duly authorized teams of one institution of higher education meet in contests with those of another under college control.

Junior College. The term junior college is used for any post secondary educational institution which grants two-year degrees for college-level academic and vocational work; some are public, some are private, some are church related, and some are independent.

Letter-of-Intent. A letter signed by a prospective student-athlete indicating his choice which restricts other institutions in the same conference from recruiting the student-athlete.

N.C.A.A. National Collegiate Athletic Association.

N.A.I.A. National Association of Intercollegiate Athletics.

N.J.C.A.A. National Junior College Athletic Association.

Policy. A guiding rule for action toward some goal and one that can be based on reasoned opinion, philosophy, or expedience. Policies are less permanent and tenable than are principles, since opinion is not necessarily fact.

Practices. Policies, forces, or factors which are used to control the program of intercollegiate athletics.

Principles. General and enduring statements of guiding rules for action toward the effective attainment of one's goals and are based on facts or authoritative opinion.

Private College. A junior college that is self-supporting, or one that is largely financed, controlled, or owned by private individuals or groups.

Public Junior College. Two-year institution which operates with state and local tax resources as well as tuition and fees.

Prospective-Student-Athlete. A student with an athletic background who has indicated a willingness or desire to enroll in a certain college or university, but who has not officially enrolled.

T.J.C.A.C. Texas Junior College Athletic Conference.

## CHAPTER II

### REVIEW OF THE LITERATURE

Literature related to the present study is summarized in this chapter. This review will be restricted to four areas pertaining to the administration of intercollegiate athletics. The first section presents an overview of the historical development of intercollegiate athletics and athletic control. It was not the purpose of this investigation to review the historical aspects of intercollegiate athletics in detail, but rather to review its more significant developments and contributions. The second area discusses literature pertaining to the administration and organization of intercollegiate athletic programs. The third section investigates the influence of national associations on the development of intercollegiate athletics, while the last section discusses the development of intercollegiate athletics in two-year colleges in Texas.

#### History of Intercollegiate Athletics

Intercollegiate athletics have played an important role in the development of our American system of colleges and universities. Collegiate games and athletics have been in existence almost as long as the colleges themselves. Cole reports that formal and organized athletic competition

is an established and venerable institution of Western civilization and that the association of athletics with educational institutions is characteristic of the British and the American cultures.<sup>1</sup> According to Cole, athletics have a legitimate place in American colleges and universities because interest and participation in sports is both normal and desirable.<sup>2</sup>

Intercollegiate sports began in the United States without the countenance of college authorities. The authorities felt that the sole function of a college or university was "education," and the traditional philosophy of the period, with its emphasis on scholarship and intellectual development, would not allow for anything educational in sport or play. The faculty psychology concept, with its stress on mental discipline, also failed to recognize that motor or physiological processes could have any pronounced effect on mental development.<sup>3</sup>

Athletics had assumed a minor role in our educational systems by the mid-nineteenth century. There were reports of playing intercollegiate games as early as the 1820's between schools located near each other but it was not until

---

<sup>1</sup>Frederick C. Cole, "Intercollegiate Athletics and Higher Education," in Current Issues in Higher Education, ed. G. Kerry Smith (Washington, D.C.: National Association, 1961), p. 196.

<sup>2</sup>Ibid.

<sup>3</sup>Clifford Lee Brownell and E. Patricia Hayman, Physical Education--Foundations and Principles (New York: McGraw-Hill Book Company, 1951), p. 83.

the 1850's that contests took place for which specific reports were available.<sup>4</sup> The desire to play is universal and this desire was manifested by the students in early American colleges. In their early days there were very little organization, rules, or team games such as we have today. Rice states,

Intercollegiate athletics resulted from the desire of the students of one institution to match their physical prowess and playing ability with those of another. These sports began to assume a minor place in college life in the fifties and a very important place in the eighties.<sup>5</sup>

Following the Civil War, student initiated and conducted programs flourished, and, as the programs grew, many problems developed. The amount of work necessary to conduct a program of athletics became too much for students who were expected to carry a normal academic load. A constantly changing student body prevented any stability in leadership and continuity of policy. Finally, due to both of these factors, many undesirable practices occurred.<sup>6</sup> Some of these practices included violations of recruiting ethics and eligibility standards and an overemphasis of the athletic program.

---

<sup>4</sup>Emmett A. Rice, John L. Hutchinson, and Mabel Lee, A Brief History of Physical Education (New York: A. S. Barnes and Company, 1969), p. 155.

<sup>5</sup>Ibid., p. 217.

<sup>6</sup>Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: Prentice-Hall, Inc., 1967), p. 256.

At first, the captains of the team served as coaches. As interest in intercollegiate athletics increased, it became obvious that more experienced leadership was necessary. Because of this need, the employment of an alumnus who had been an outstanding player developed. Alumni coaches eventually gave way to professional coaches. In the days before gate receipts, coaches were paid by the students, alumni, or friends of the institution. Since colleges had no facilities for athletics, it was necessary for students to obtain, prepare, and maintain the playing areas.<sup>7</sup> The common attitude of educational administrators toward competitive athletics during this period of time was one of tolerance, but not acceptance.<sup>8</sup> Under improper administration and control, the highly competitive and dramatic nature of athletics coupled with the inherent desire to win, opened the door to many defects and undesirable influences. College administration may have lost a "golden opportunity" to apply some controls on intercollegiate athletics if they could have visualized the educational values inherent in competitive sports.<sup>9</sup>

With the wide expansion in intercollegiate athletics around the turn of the century there were attempts to set up

---

<sup>7</sup>Ibid.

<sup>8</sup>H. A. Scott, Competitive Sports in Schools and Colleges (New York: Harper and Row, Publisher, 1951), p. 5.

<sup>9</sup>Edwin Shea and Elton E. Wieman, Administration Policies for Intercollegiate Athletics (Springfield: Charles C. Thomas, 1967), p. 6.

rules and regulations for the governing of the various sports, and considerable agitation for faculty control to thwart the accompanying evils. Early faculty administration resulted as much from the embarrassment caused by unethical practices as from any admission that educational values might be derived from athletics.<sup>10</sup> Minority groups of educators have opposed intercollegiate athletics competition as an educational endeavor since its conception. There are those today who do not feel that athletics can be justified in our educational systems. Even though these people may be in the minority, one can readily ascertain why faculties and administrators have been slow to initiate policies and controls over intercollegiate athletics.<sup>11</sup>

In 1912, Dudley stated that the evolution of intercollegiate athletics must involve all personnel concerned with the well being of the competitive sports program.<sup>12</sup>

Kennedy recognized the universities' responsibilities in the area of administration of college athletics. He stated that,

We must not forget that in the last three or four decades intercollegiate athletics have passed through

---

<sup>10</sup>J. F. Williams and Clifford L. Brownell, The Administration of Health and Physical Education (New York: Appleton-Century-Crofts, 1967), p. 256.

<sup>11</sup>Shea and Wieman, Administrative Policies for Intercollegiate Athletics, pp. 8-9.

<sup>12</sup>C. W. Kennedy, College Athletics (Princeton: Princeton University Press, 1929), p. 13.

two stages: an original stage in which control was very largely centered in undergraduate hands, and a subsequent stage in which alumni interest and control were dominant.<sup>13</sup>

Kennedy further acknowledged that neither undergraduates nor alumni should have complete control over athletics. These practices encouraged lack of responsibility, and permitted violation both in spirit and practice of competitive athletics.<sup>14</sup>

One of the earliest organizations to call for policies and controls over intercollegiate athletics was the College Physical Education Association. This organization not only was an early advocate of controls for collegiate athletics, but it still provides the leadership and direction for the current intercollegiate athletic programs. Through its scholarly publication, The Annual Proceedings, the College Physical Education Association has furthered the knowledge concerning policies and practices in intercollegiate athletics.<sup>15</sup>

By the 1920's, the irregular practices of intercollegiate athletics came under such severe criticism that the Carnegie Foundation for the Advancement of Teaching financed a survey of the situation in hopes that the facts could be determined and a remedy discovered. The results of this study resulted in some improvement. Hohman reports:

---

<sup>13</sup>Ibid., pp. 13-14.    <sup>14</sup>Ibid.

<sup>15</sup>Scott, Competitive Sports in Schools and Colleges, p. 55.



The report was epochal and involved a highly detailed study describing the development of modern athletics, the growth of sports, administrative control, recruiting, subsidizing, and the value of athletics. The results of this study exemplifies the fact that there was little or no control placed upon collegiate athletics, that the administration of athletic programs was inefficient, that scholastic eligibility rules were not being enforced, and that the faculties were ineffective in helping formulate or enforce athletic policy.<sup>16</sup>

Even though faculty control was ineffective, the Carnegie report deemed such control a necessary adjunct to the athletic program.<sup>17</sup> Van Dalen points out that the facts of the Carnegie report did reveal serious conditions of proselyting and professionalism, and it did foster a public awareness of the evils that existed in some intercollegiate sports programs. It also acknowledged that despite these facts, policies and practices rarely changed.<sup>18</sup>

Another early report on the control of intercollegiate athletics was made by Foster in "An Indictment of Intercollegiate Athletics," written in 1915. He stressed the abuses and evils of intercollegiate athletics in a report that was considered one of the severest indictments of competitive sports during this period. The report failed, however, to provide any constructive recommendations for

---

<sup>16</sup>Howard Rolf Hohman, "An Analysis of Administrative Policies of Intercollegiate Athletics in the Rocky Mountain States" (Doctor's dissertation, School of Health, Physical Education and Recreation, Indiana University, 1971), p. 29.

<sup>17</sup>Shea and Wieman, Administrative Policies for Intercollegiate Athletics, p. 12.

<sup>18</sup>D. B. Van Dalen, E. D. Mitchel, and B. L. Bennett, A World History of Physical Education (New York: Prentice-Hall Inc., 1953), p. 438.

reform.<sup>19</sup> Semler conducted a three year study of proposed controls in intercollegiate athletics. This research was conducted to determine to what extent athletic practices in member institutions were harmonious with academic standards. The results of this study indicated the practice of favoritism toward athletes in regard to scholarships, loans and jobs was not as serious a problem as was previously thought.<sup>20</sup>

The Carnegie Foundation published another report on intercollegiate athletics in 1939. This study was one of the most widely publicized studies ever made on intercollegiate athletics.<sup>21</sup> The Carnegie study investigated the significant facts concerning intercollegiate athletics in the United States and analyzed these facts in relation to American college and university life in comparison with intercollegiate athletics in other countries. The report presented a summary of the merits as well as the demerits of American college athletics and made recommendations for the improvement of competitive athletics in college. Many practices and policies that were recommended by the Carnegie study are in effect today.

---

<sup>19</sup>William T. Foster, "An Indictment of Intercollegiate Athletics," in Background Readings for Physical Education, eds. Ann Paterson and Edmond D. Hallberg (Chicago: Holt, Rinehart and Winston, 1965), p. 507.

<sup>20</sup>Charles A. Semler, "Collegiate Athletic Policies from the Point of View of the Secondary School," The Educational Record 33 (October, 1953):448.

<sup>21</sup>James L. Sells, "Essential Competencies of the Athletic Director," Journal of Health, Physical Education, and Recreation 32 (May-June, 1961):38.

Following World War II, intercollegiate athletics received increased emphasis which often resulted in an apparent increase in abuses and malpractices. McGee reports that following World War II, college sports became more of a commercial entertainment spectacle than ever with the same old proselyting and recruiting evils.<sup>22</sup> In 1948, in face of nationwide abuse of its standards and principles, the National Collegiate Athletic Association departed from its traditional role as a policymaking body and adopted a set of principles for the conduct of intercollegiate athletics which were "obligatory upon membership and known popularly as the 'party code'."<sup>23</sup>

The American Council of Education appointed the famous committee of eleven college presidents in 1952. This committee was charged with the responsibility of recommending remedies for the problems of college athletics programs.<sup>24</sup> The report received varying reactions. Within two months the Middle Athletic States Association and the New England States College and Secondary Schools Association announced that they could not enforce the American Council of Education code because it was impractical and beyond their function.<sup>25</sup>

---

<sup>22</sup>Newman E. McGee, Jr., "An Analysis of the Administrative Practices in Intercollegiate Athletics in Member Colleges of The Arkansas Intercollegiate Athletic Conference" (Doctor's dissertation, University of Indiana, 1972), p. 13.

<sup>23</sup>Ibid., p. 14.

<sup>24</sup>Frederich W. Cozens and Florence Seavil Stumph, Sports in American Life (Chicago: The University of Chicago Press, 1953), p. 91

<sup>25</sup>Ibid.

In 1953, Healey stated that the greatest need of athletic administration was a gradual establishment through practices, experimentation and research of a few general principles with which all men would agree.<sup>26</sup> Healey believed that undue deference to spectators had led the colleges to default to a certain extent on their professional competence, to forfeit a measure of their proper authority over their own affairs. This was tantamount to a surrender of academic freedom on the athletic field while it was being defended in the classroom.<sup>27</sup>

It is apparent that the real difficulties and abuses of competitive sports programs do not lie in the actual playing of organized sports, but in managing them. Among people actually engaged in the field there seems to be very definite, though diverse, opinions concerning organization and administrative policies, procedures, objectives, and practices in intercollegiate athletics. At the same time there is a lack of available factual information.<sup>28</sup>

The Administration and Organization of  
Intercollegiate Athletics

The scope of athletic programs at the collegiate level are continually growing broader. The requirements for

---

<sup>26</sup>William Albert Healey, "Administrative Practices in Competitive Athletics in Midwestern Colleges," The Research Quarterly 24 (October 1953):295.

<sup>27</sup>Ibid.

<sup>28</sup>A. Whitney Griswald, "Best of Two Worlds," Sports Illustrated 3 (17 October 1955):42.

the administrators role are reaching higher and higher levels. No longer is it possible for the director of intercollegiate athletics in a first class institution to be an untrained individual with highly developed motor skills as his only accomplishment. The director is being forced to take on the same degree of training and scholarship as other members of the teaching and administrative force.<sup>29</sup> DeGroat predicts that within a few years the position of director of athletics will require that an individual possess the equivalent of a Doctor of Philosophy degree. He further states that administrative heads of colleges are rapidly learning that scholarly achievement is possible in athletic administration and are seeking those with superior training when filling positions in the field.<sup>30</sup>

Bucher believes that the chief administrative officer of a college or university is responsible for the conduct of intercollegiate athletics at his institution and this responsibility could be delegated to subordinate officers. He feels that the administrative officer should be well informed about athletic policies and practices at his institution to assure that the athletic program meets the institution's educational requirements.<sup>31</sup> According to

---

<sup>29</sup>H. S. DeGroat, "A Study Pertaining to the Athletic Directorship of Intercollegiate Athletics," Research Quarterly 7 (October 1966):14-35.

<sup>30</sup>Ibid.

<sup>31</sup>Charles Bucher, "Two-Year Junior College," in Administration of School and College Health and Physical Education Programs (St. Louis: C. V. Mosby Company, 1967), p. 620.

Scott, not only must the prospective director be properly educated along academic lines, but he should also be an administrator of high caliber, an athlete, a teacher, and above all, a man.<sup>32</sup>

Because of his varied responsibilities, the director of athletics in college must possess all the qualities of a good administrator. Not infrequently the college Department of Physical Education and Athletics is the largest in the school from the standpoint of student hours taught, budget, and size of staff, thus requiring an administrative head of more than ordinary ability.<sup>33</sup> Dr. A. Blair Knapp, President of Denison University, set forth the following qualifications for a director of athletics in an administrative directive:

Specifically, the man we are looking for is a man trained and experienced in both physical education and athletics. Whether or not he should coach a sport depends entirely upon the individual, his experience and desires. We want someone qualified to participate effectively in the majors program . . . we are specifically looking for a man who can be completely committed to our policy of intercollege athletics and who will administer them effectively to increase student participation so that participation can be increasingly meaningful. While athletics are certainly subordinate to the total program, they are in no sense peripheral or of secondary interest.<sup>34</sup>

The duties of the athletic administrators vary from school to school. These duties are usually determined by

---

<sup>32</sup>Harry A. Scott, "The Function of the Director of Physical Education in Colleges," Journal of American Association for Health, Physical Education and Recreation 4 (January 1933):9-10.

<sup>33</sup>Ibid.

<sup>34</sup>A. Blair Knapp, Administrative Directive (Granville, Ohio: Denison University, 1963).

the size of the institution. Votmer reports that in many colleges, especially the smaller ones, the program of intercollegiate athletics is a part of the overall physical education program. The Director of Physical Education has ultimate responsibility for the entire athletic program. Coaching duties are carried on by various physical education staff members.<sup>35</sup> Scott lists these advantages of having competitive athletics under the director of Physical Education:

1. With one program there is likely to be more consistent adherence to educational objectives of the institution and of the department.
2. Narrow departmentalism and specialization are discouraged.
3. There may be greater sharing in form of policies governing all aspects of the unified physical education program.
4. It provides a more effective utilization of facilities.
5. It provides assurance of a more economical way of purchasing equipment.<sup>36</sup>

There are advantages of a separate athletic department headed by an athletic director directly responsible to the president. These advantages are primarily limited to the larger institutions and manifest themselves in the size of the program and the amount of money involved.<sup>37</sup>

The Educational Policies Commission Report on School Athletics indicated that athletic activities should be

---

<sup>35</sup>Votmer and Essingler, Organization and Administration of Physical Education, p. 266.

<sup>36</sup>Harry A. Scott, Competitive Sports in Schools and Colleges (New York: Harper and Row, Publishers, 1951), p. 239.

<sup>37</sup>Ibid., p. 267.

conducted as a part of the physical education program, under the direction of teachers prepared in this field; also, athletic activities should fit harmoniously into the total school program and should be governed by the same authorities who control other phases of the school program. This report further indicated that boards of education should establish policies for its financial support of intercollegiate athletic programs which are not dependent upon gate receipts.

William Hughes recommended these standards determining the place of athletics in the school physical education program:

1. The administration of health and physical education (including athletics) is the responsibility of the institution and should be under its contract.
2. Intercollegiate athletics should be recognized as possessing great educational possibilities, if properly conducted, and therefore, should be organized and administered as a part of the board program of physical education.
3. A director of physical education should hold a Bachelor of Arts degree, with a major in health and physical education, and should have done graduate work in this field; and preferably he should hold a Master of Arts degree or Doctor of Philosophy degree.
4. Athletic policy should be shaped with the idea of the welfare of the students in mind rather than financial benefits.<sup>38</sup>

Hughes believed that in many instances intercollegiate athletic programs operating as separate departments unrelated to the instructional program have led to such unhealthy results as over emphasis on winning at the expense of the constructive values of athletics. On the other hand, schools

---

<sup>38</sup>William Leonard Hughes and Jessie Feiring Williams, Sports, Their Organization and Administration (New York: A. S. Barnes and Company, 1954), p. 383.



which are admired for their instruction, as well as their varsity programs, have an athletic program which functions as a part of the institution's instructional program, with a highly qualified and experienced director in charge.<sup>39</sup>

A. O. Duer, Executive Director of the National Association of Intercollegiate Athletics, lists several areas which he believes represent a challenge to the administrator of athletics:

1. Administrators should strive for a well balanced athletic program, with a large number of participants.
2. Athletic programs should not be structured according to gate receipts.
3. Administrators should hire qualified coaches who agree with and carry out instructional philosophy.
4. Institutions should make clear, concise statements concerning the aims and objectives of its athletic program.
5. Administrators should have a periodic appraisal of policies toward recruitment and aid to athletics.
6. Administrative control of the athletic program must always be governed from within an institution.
7. Administrators should examine all areas to be consistent with the aim and objectives of the institution. Included among these areas should be scheduling schools of like size and philosophy, practice time devoted to competitive athletics, budget and finance, and exchanging game films.
8. Coaches are to be regular members of the faculty.
9. Public relations programs must coincide with institutional aims.
10. Institutions should try to coordinate the best thinking and efforts of the national organizations.<sup>40</sup>

Administration of athletics involves numerous personal and educational relationships, the success of which

---

<sup>39</sup>The Physical Education Newsletter, Vol. X, Letter 1, Croft Educational News Service, 1965.

<sup>40</sup>A. O. Duer, "Basic Issues of Intercollegiate Athletics," Journal of Health, Physical Education, and Recreation 31 (May 1960):24.

determines to a large degree the effectiveness of the programs offered. Administration is conceived as the guidance of cooperative human effort into clearly understood channels of responsible action for the purpose of achieving maximum effectiveness in program operation.<sup>41</sup>

### The Influence of National Associations on Intercollegiate Athletics

Throughout competitive athletic history, intercollegiate athletic associations have influenced the general control of athletics. Three major associations will be included in this review of the literature. They are: (1) the National Collegiate Athletic Association (NCAA), (2) the National Association of Intercollegiate Athletics (NAIA), and (3) the National Junior College Athletic Association (NJCAA). Because of the nature of this study, particular attention will be given to the NJCAA with a brief overview of the NCAA and the NAIA.

The NCAA originated in 1905 under the name of Intercollegiate Athletic Association of the United States and five years later adopted its present name. Historically, its original purpose was to serve only in an advisory capacity to its member institutions.<sup>42</sup>

---

<sup>41</sup>Richard C. Hovel and Emery W. Seymour, Administration of Health, Physical Education, and Recreation for Schools (New York: The Ronald Press Company, 1961), pp. 3-4.

<sup>42</sup>Healey, "Administrative Practices in Competitive Athletics," p. 295.

The NCAA adopted a basic set of principles which still seem relevant. These principles are concerned with:

1. The principle of amateurism.
2. The principle of institutional control and responsibility.
3. The principle of sound academic standards.
4. The principle of governing financial aid.
5. The principle of governing recruiting.
6. The principle of ethical conduct.
7. The principle governing competition in post season and non-collegiate sponsored events.
8. The principle governing out-of-season practice.<sup>43</sup>

The principles proved rather vague at first, but in 1929 an attempt was made to clarify them, although the enforcement of rule infractions remained very lax.<sup>44</sup>

Important dates and events marking the brief history of the NCAA are as follows:

1. In 1939 a "Declaration of Sound Principles and practices for Intercollegiate Athletics" was written into their constitution. There was no provision for enforcement because the NCAA wanted to be educative rather than regulatory.
2. In 1948 the "Declaration" was revised and modified and the name changed to "Sanity Code". The code provided a new role as a regulatory body.
3. In 1950 the "Sanity Code" was violated and yet the offenders were not prosecuted.
4. In 1951 the "Code" was again revised and an amendment added to put 'some teeth' into the enforcement of the "Code".
5. In 1952 the "Code" was further strengthened and expanded.
6. In 1953 the NCAA became an official accrediting body capable of enforcing its policies.
7. From the period of 1953 to 1956, the NCAA has had an effect on 449 cases in which infractions were reported.<sup>45</sup>

---

<sup>43</sup>Shea and Wieman, Administration Policies for Intercollegiate Athletics, pp. 14-15.

<sup>44</sup>Ibid.    <sup>45</sup>Ibid.

Today the NCAA serves in an advisory, consultative and enforcement capacity. It helps formulate policy, administer intercollegiate athletic championships, and advocates enforcement by the conference or the individual institution.<sup>46</sup>

In 1940, a group of college coaches met in Kansas City, Missouri, and the result was the organization of the National Association of Intercollegiate Athletics. This organization focused on the athletic interests of the college of moderate enrollment. The NAIA divided the United States into thirty-two districts. Among its aims is to have the physical education program an integral part of the institutions' educational system.<sup>47</sup>

The NAIA had grown to 465 members by 1960. This organization stressed the value of having the college president as sole leader over the entire athletic program. It also discouraged competition with major universities because it could lead to over emphasis on the athletic program.<sup>48</sup>

A President's Advisory Council was organized in 1961 to study the policies and practices of member institutions. They discovered that the areas of procurement and financial aid were critical problems in 1961, just as they were at the turn of the century.<sup>49</sup>

The rapid growth of junior college athletics soon caused the junior colleges to recognize the need for a

---

<sup>46</sup>Ibid., p. 18.    <sup>47</sup>Ibid., pp. 16-17.    <sup>48</sup>Ibid., p. 18.

<sup>49</sup>Duer, "Basic Issues of Intercollegiate Athletics," p. 131.

national organization for the control of junior college athletics. Hillway warned of the potential danger of junior colleges following too closely the pattern of athletic control in effect in four-year institutions.<sup>50</sup>

The idea for the NJCAA was conceived in 1937 at Fresno, California. A handful of junior college representatives met to organize an association that would promote and supervise a national program of junior college sports and activities consistent with the educational objectives of junior colleges. The constitution presented at the charter meeting in Fresno was accepted, and the National Junior College Athletic Association became a functioning organization.<sup>51</sup>

The initial activity sponsored by the NJCAA was track and field. Sacramento played host to the first National Junior College Track and Field Meet in 1939, which started a series of annual meets, unbroken except for three years of World War II.<sup>52</sup>

In 1949, the NJCAA was reorganized by dividing the nation into sixteen regions. The officers of the association were the president, vice-president, secretary, treasurer, public relations director, and sixteen regional directors.

---

<sup>50</sup>John Hannah, "Improving the Administration of Intercollegiate Athletics: A Symposium," The Educational Record 31 (October, 1952):440.

<sup>51</sup>National Junior College Athletic Association 1974-1975 Handbook (Hutchinson, Kansas, 1974), p. 39.

<sup>52</sup>Ibid.

The NJCAA Bulletin was authorized and published as the official organ of the association. Among other official acts, policies for conducting regional and national events were written, the constitution was revised, and the organization was incorporated as a non-profit corporation. The first NJCAA handbook was published. This booklet gave status and stability to the organization that it had lacked in previous years.<sup>53</sup>

The NJCAA, working with the American Association of Junior Colleges Sub-Committee on Athletics, wrote and adopted the "Statements of Guiding Principle for Conducting Junior College Athletics" in 1953. In 1957, another important step was taken by the NJCAA. An affiliation with the National Federation of State High School Athletic Associations and the NAIA was formed to work together on many common interests. This affiliation has been christened the National Alliance.<sup>54</sup>

In 1963, the NJCAA became a member of the United States Olympic Committee and was granted ten votes on the committee and one representative on the forty-six member Board of Directors. Representation on the Olympic Rules Committee was obtained during this period.<sup>55</sup>

In 1968, the legislative assembly reorganized the administrative structure from the sixteen regions established in 1949 to nineteen regions. Membership by this

---

<sup>53</sup>Ibid., p. 39.    <sup>54</sup>Ibid., p. 52.    <sup>55</sup>Ibid., p. 53.

time had reached 419 colleges. By 1971-72, membership had climbed to 513 colleges. In 1973, the legislative assembly reorganized the administrative structure from nineteen regions to twenty-one regions. 1974 saw the addition of three new invitational tournaments for women. Membership had climbed to an all time high of 547 colleges.<sup>56</sup>

An important development for this organization occurred in 1974-75. The NJCAA adopted a women's athletic program with its own administration and governing body. Each of the twenty-one established regions elected Regional Directors from which a women's executive committee was chosen. This executive committee operates under the direction of the NJCAA Executive Director and will have total control of women's athletics in member institutions.

#### Intercollegiate Athletics in Texas Two-Year Colleges

It would be difficult to discuss the development of intercollegiate athletics in Texas two-year colleges without first examining the development of the colleges themselves. Junior Colleges had their beginning in Texas as private schools supported primarily by religious denominations. The junior college was introduced into Texas in the latter nineteenth century, some twenty-five or more years before the first public junior college. These early institutions were organized to accommodate students from the primary grades

---

<sup>56</sup>Ibid., p. 67.

through college. During this time it was comparatively easy for a local organization or individual to open and maintain an educational institution. Dr. Frederick Eby had these comments on the lack of standards in these early institutions:

The early institutions of Texas bore many pretentious names. The terms university, college, academy, institute, seminary, and collegiate institute were rather promiscuously employed. Some of these high titles must be understood to designate their aspirations rather than any standard which they could hope to realize. The people were generally devoid of a sense of educational standards. These institutions were practically all organized on the same plan and attempted to do the same kind of work. Few students were of real collegiate standing . . . . Rarely was any protest raised against the bombastic claims. The people in the towns proudly referred to the "college on the hill", though none of its students could pass the sixth grade of a modern school.<sup>57</sup>

The early church-related schools had their beginning, for the most part, from ministers and laymen of the churches who desired to give their young people an education under church influence and in a guided environment. Realizing the need of youth for education beyond the lower grades, these various religious denominations established their own schools. Almost in all cases, when the term "private college" was used, it referred to educational institutions of a church-related nature.

In a study made of the junior college in 1919, McDowell listed a number of reasons for the organization of the private junior colleges. These reasons, listed in the

---

<sup>57</sup>Frederick Eby, The Development of Education in Texas (New York: The Macmillan Company, 1925), p. 140.



order of their importance of the respondents in the study, are as follow:

1. To provide opportunities for higher education under church control.
2. To provide a completion school for those who cannot go further.
3. Financial difficulty of maintaining a four-year college.
4. Desire of the students to do college work close to home.
5. To meet the entrance requirements for professional schools.
6. To meet specific local needs.
7. To provide additional opportunity for teacher training.
8. Desire of parents to keep their children at home.
9. Geographical remoteness from a standard college or university.<sup>58</sup>

Competition from the well-equipped public high schools and state supported colleges forced the church-oriented schools to unite along denominational lines. The Baptists, followed by the Methodists, led the way in formulating this type of affiliated system. By 1917, a total of seven Baptist schools had been established,<sup>59</sup> along with ten Methodist colleges.<sup>60</sup>

Intercollegiate competition in these early two-year colleges followed roughly the pattern of intercollegiate competition nationwide. A 1920 yearbook of Rusk College, in Rusk, Texas, one of the Baptist related colleges, listed

---

<sup>58</sup>F. M. McDowell, The Junior College (Washington, D.C.: U.S. Government Printing Office, U.S. Bureau of Education Bulletin No. 35, 1919).

<sup>59</sup>J. M. Carroll, A History of Texas Baptists (Dallas: Baptist Standard Publishing Company, 1923), p. 824.

<sup>60</sup>Lula Lucille Mulling, "A History of the Methodist Junior Colleges in Texas" (Master's thesis, University of Texas, Austin, 1937), p. 159.

results of intercollegiate competition in football, basketball, and baseball. Competition between other junior colleges included these early institutions: Burleson College of Greenville, College of Marshall at Marshall, Allen Academy of Bryan, Texas Military College of Terrell, and Alexander College of Jacksonville.<sup>61</sup>

The same source points up the lack of standards and organization of intercollegiate sports by reporting scores with high school teams as well as a number of four-year colleges. The administrator of the athletic programs carried the title of Athletic Director, Coach, and Professor of Science and his duties included coaching all three sports along with teaching science.

When the state assumed the responsibility for providing free elementary education with compulsory attendance, the principal source of revenue for the private schools was seriously impaired. In addition, the later growth of municipal high schools along with the establishment of state higher education institutions, threatened to drive the private institutions out of business. The need for larger revenue to support their college programs resulted in fewer and fewer new institutions being established. The number of private junior colleges supporting an athletic team has declined until only five privately supported junior

---

<sup>61</sup>Rusk College Yearbook (Rusk, Texas, 1920), p. 81.

colleges participated in intercollegiate athletics at the beginning of the 1974-75 school year.<sup>62</sup>

During the initial period of development of the public junior college movement in Texas, from 1922-28, a total of sixteen junior colleges were established. These two year colleges were created as units of an independent school district, and were established without legislative authority. By an act of the Forty-first Legislature in 1929, these sixteen public junior colleges that were operating within the framework of an independent school district were recognized and validated by the passage of the Junior College Law of 1929. This same statute provided for the creation of other junior colleges as part of the public schools, or as separate entities in county-wide districts, multiple county districts, or union school districts.<sup>63</sup>

Between the years of 1929-40, six additional public junior colleges were created. In 1941, the Texas legislature provided state support to the public junior college districts. With this additional source of revenue available to the two-year colleges, the growth and development of this type of institution of higher education increased rapidly in Texas. In 1974, a total of forty-eight public junior colleges were in operation in Texas, many with multiple campuses.<sup>64</sup>

---

<sup>62</sup>Frederick Eby, "Should the Junior College Unite with the Senior High School?" The Nations Schools 3 (February 1929):35.

<sup>63</sup>Ibid.    <sup>64</sup>Ibid.

Athletic competition remained basically unchanged until 1941. In 1941, the first major attempt of organizing and standardizing junior college athletics was made. Dr. Thomas Spencer, president of Blinn College at that time, relates that during this period, thirty-four colleges joined together to form the Texas Junior College Athletic Conference. Thirty-one of these were public junior colleges and three were private colleges. The conference was arranged into four zones encompassing the entire state of Texas. Zone winners entered into a playoff with other zone winners determining the state championship. The primary purpose of the conference was to standardize athletic rules and policies.<sup>65</sup>

For various reasons, most of them related to travel and economics, the conference has gradually decreased in size and area. The first group to break away formed a conference called the "Little Southwest Conference." This conference was composed of eight of the larger public institutions and they were primarily concerned with forming a super junior college football conference patterned after the existing four-year conference of the same title. This group was soon followed by a group located geographically in the southern part of Texas who called themselves the South Texas Junior College Conference. Both groups were relatively short lived.<sup>66</sup>

---

<sup>65</sup>Interview with Dr. Thomas Spencer, President of San Jacinto College, January 2, 1975.

<sup>66</sup>Ibid.

By 1974, the junior colleges of the state had divided into seven conferences. The four major conferences were divided basically along the zone lines of the original Texas Junior College Athletic Conference. There are made up of the remaining members of the TJCAC, the Texas Eastern Conference, the North Texas Junior College Athletic Conference, and the West Texas Junior College Athletic Conference. Only eight schools now compete in football. These eight colleges make up the Texas Junior College Athletic Football Federation. All eight belong to one of the above mentioned conferences for sports other than football.

Two other conferences have been formed by colleges in a common geographical area. Colleges in these conferences compete in athletics on a minor scale and have little interest in post season playoffs on a national level. They are the Gulf Coast Conference and the Metro Athletic Conference of the Dallas-Fort Worth area.

#### Summary

The studies reviewed were concerned with policies and practices of intercollegiate athletics. In general, the studies reviewed in this chapter implied that competitive athletics and sports are a part of the total educational program, and, as such need to be guided by administrative policies and practices which will assure educational outcomes. The results of this study will give additional

support in bringing about more effective plans of administration for athletic programs not only in Texas two-year colleges, but two-year colleges throughout the nation.

## CHAPTER III

### PROCEDURE FOR COLLECTING DATA

#### Methods and Procedures

The purpose of this study was to survey and present information pertaining to the administration of intercollegiate athletics in two-year colleges in Texas. The data pertaining to the administrative policies and practices of intercollegiate athletics in Texas two-year colleges were collected by means of a written survey sent to the athletic directors of the institutions that participate in intercollegiate athletics. The population surveyed, the development of the survey instrument, and the categories of information sought will be described in this chapter.

Permission to conduct the survey was obtained through an introductory letter to the college presidents of all two-year colleges in Texas with an intercollegiate athletic program. A list of all Texas two-year colleges appears in Figure 1. The location of all Texas two-year colleges is spotted on the Texas map in Figure 2. This correspondence took place in the Fall of 1974. The purpose of the study, the need of the study, and the methods of collecting the data were explained in the letter. Permission was asked to include the athletic director of each institution in the

1. Alvin Junior College  
Alvin
2. Amarillo College  
Amarillo
3. Angelina College  
Lufkin
4. Austin Community College  
Austin
5. Bee County College  
Beeville
6. Blinn College  
Brenham
7. Brazosport College  
Brazosport
8. Central Texas College  
Killeen
9. Cisco Junior College  
Cisco
10. Clarendon College  
Clarendon
11. College of the Mainland  
Texas City
12. Concordia College  
Austin
13. Cooke County College  
Gainsville
14. Dallas County Community  
College District  
Dallas
15. Del Mar College  
Corpus Christi
16. El Paso Community  
College, El Paso
17. Frank Phillips College  
Borger
18. Galveston College  
Galveston
19. Grayson County College  
Dennison
20. Henderson County Junior  
College, Athens
21. Hill Junior College  
Hillsboro
22. Houston Community College  
System, Houston
23. Howard College  
Big Spring
24. Jacksonville College  
Jacksonville
25. Kilgore College  
Kilgore
26. Laredo Junior College  
Laredo
27. Lee College, Baytown
28. Lon Morris College  
Jacksonville
29. McLennan Community College  
Waco
30. Midland College  
Midland
31. Navarro College  
Corsicana
32. North Harris County College  
Aldine
33. Odessa College  
Odessa
34. Panola Junior College  
Carthage
35. Paris Junior College  
Paris
36. Ranger Junior College  
Ranger
37. San Antonio Junior College  
District, San Antonio
38. San Jacinto College  
Pasadena
39. Schreiner Institute  
Kerrville
40. South Plains College  
Levelland
41. South Texas Junior College  
(University of Houston)  
Houston
42. Texas Institute of  
Technology, Waco
43. Southwestern Christian  
College, Terrell
45. Tarrant County Junior  
College, Fort Worth
46. Temple Junior College  
Temple
47. Texarkana Community  
College, Texarkana
48. Texas Southmost College  
Brownwood
49. Tyler Junior College  
Tyler
50. Vernon Regional College  
Vernon
51. The Victoria College  
Victoria
52. Weatherford College  
Weatherford
53. Western Texas College  
Snyder
54. Wharton County Junior  
College, Wharton

Figure 1. Texas two-year colleges, 1974-75



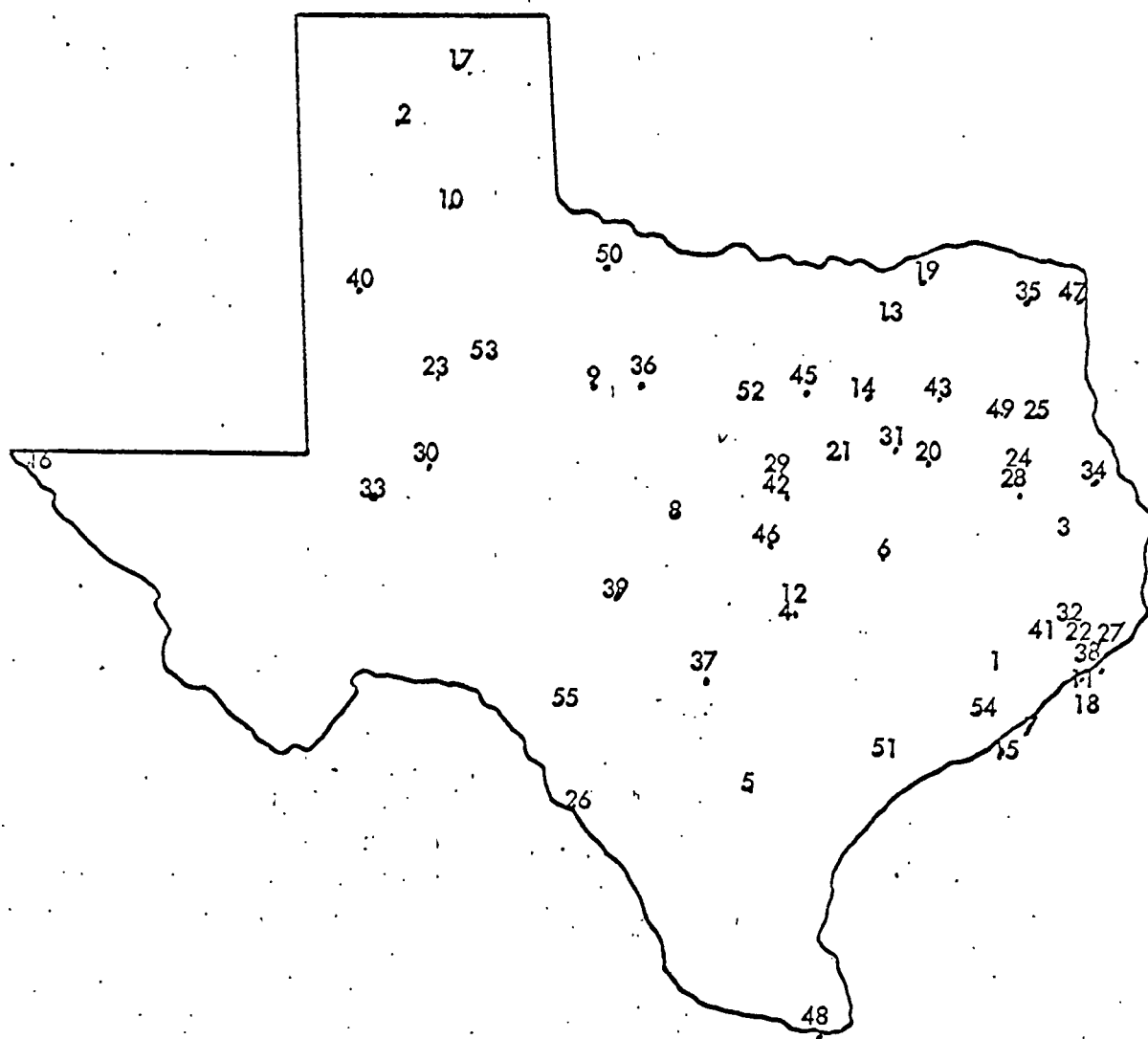


Figure 2. Location of all Texas two-year colleges, 1974-75

Note: Numbers refer to names of colleges in Figure 1.

survey to be run in the Spring of 1975. Assurance was given that all responses would remain confidential and that no information of individual nature concerning any institution would be revealed. A self-addressed postal card was enclosed for each president's reply. (See Appendix A and C.)

After the presidents indicated that they would cooperate in a study of this nature, a similar letter was mailed to the athletic directors at the same institutions requesting their cooperation. A self-addressed postal card was enclosed for the athletic director's reply. (See Appendix B and C.)

A follow up letter was mailed to those institutions who failed to reply again asking their cooperation in the survey. Over 95 percent of the athletic directors contacted expressed an interest in participating in the survey.

A survey instrument was then mailed to each athletic director who agreed to participate, along with a self-addressed, stamped envelope to facilitate the return of the completed survey.

The locations and names of all Texas two-year colleges participating in the study are shown in Figure 3.

A total of forty-six colleges agreed to participate in the study. Of this total, forty-one were members of at least one of the six junior college conferences in the state of Texas. Five operate as independents with no conference affiliation. The seven conferences are as follow:

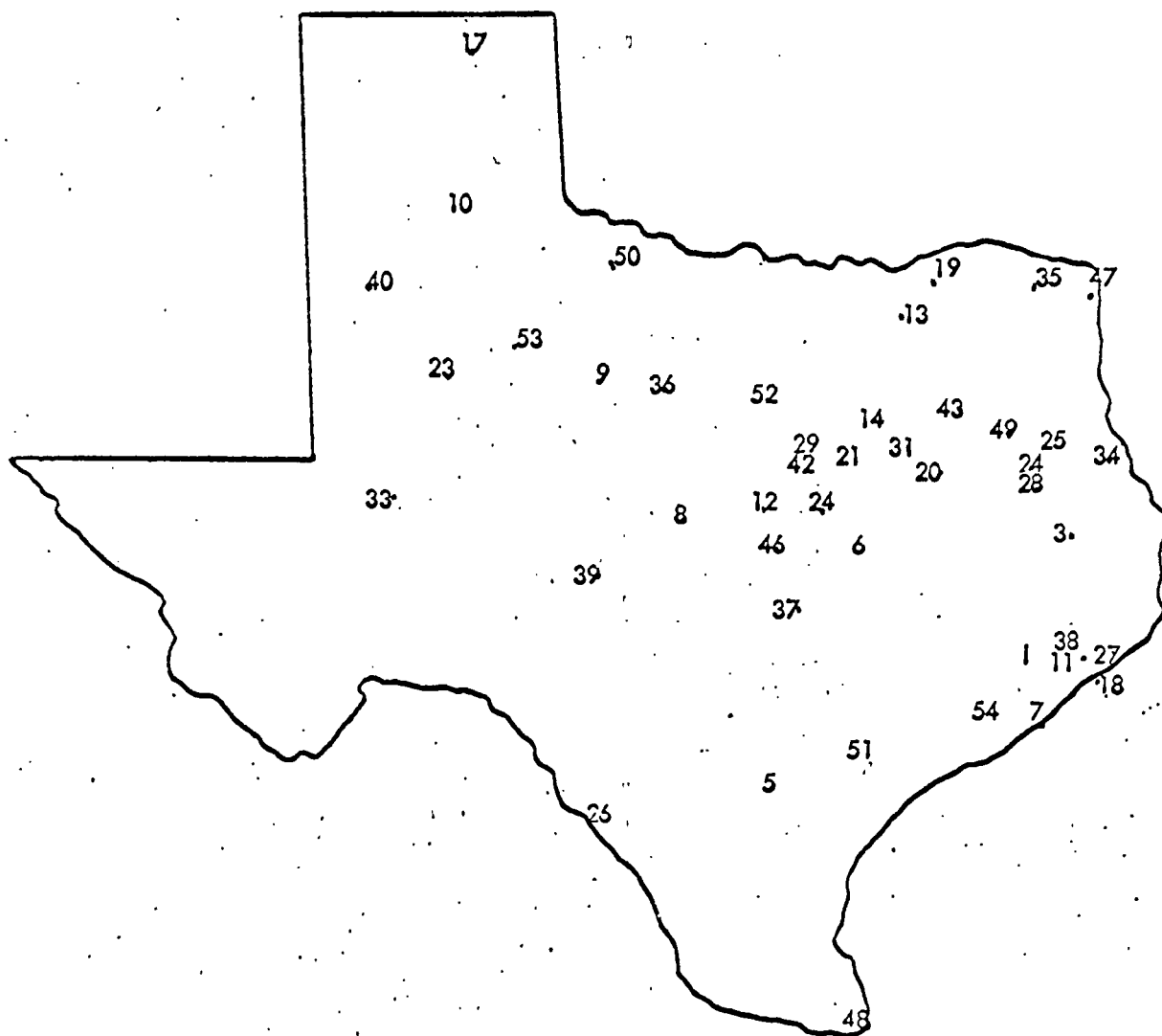


Figure 3. Location of Texas two-year colleges with intercollegiate athletic programs participating in this study

Note: Numbers refer to names of colleges in Figure 1.

- Number 1 - Texas Junior College Athletic Conference
- Number 2 - Texas Junior College Football Federation
- Number 3 - Western Texas Junior College Athletic Conference
- Number 4 - North Texas Junior College Athletic Conference
- Number 5 - Texas Eastern Conference
- Number 6 - Metropolitan Junior College Conference
- Number 7 - Gulf Coast Junior College Conference

#### Development of the Survey Instrument

The survey instrument used for the collection of the data was a modified version of earlier studies of intercollegiate athletics. Hohman's study of the Rocky Mountain States,<sup>1</sup> Kruse's study of the state of Illinois,<sup>2</sup> and McGee's Arkansas study were the principal contributors.<sup>3</sup> Hoy's questionnaire on athletic policies was another source used to develop the questionnaire used in this study. Areas were deleted and new areas added at the discretion of the author in order to better fit the parameters of this study.

---

<sup>1</sup>Howard Rolf Hohman, "An Analysis of Administrative Policies of Intercollegiate Athletics in the Rocky Mountain States" (Doctor's dissertation, School of Health, Physical Education and Recreation, Indiana University, 1971).

<sup>2</sup>William Lewis Kruse, "Administrative Policies and Practices of Intercollegiate Athletics in Illinois Two-Year Institutions" (Doctor's dissertation, Department of Physical Education, University of Indiana, 1972).

<sup>3</sup>Newman E. McGee, Jr., "An Analysis of the Administrative Practices in Intercollegiate Athletics in Member Colleges of The Arkansas Intercollegiate Athletic Conference" (Doctor's dissertation, University of Indiana, 1972).

1. Current policies and practices involving administrative structure.
2. Current policies and practices involving athletic personnel
3. Current policies and practices involving admission standards
4. Current policies and practices involving eligibility standards
5. Current policies and practices involving financial aid to student athletes.
6. Current policies and practices involving financing the intercollegiate athletic program.
7. Current policies and practices involving regulation for contests and officials
8. Current policies and practices involving letters and awards
9. Current policies and practices involving athletic injuries
10. Current policies and practices involving promotion and publicity
11. Current policies and practices involving women's athletics
12. Current policies and practices involving athletic facilities.

### Pilot Study

A pilot study was conducted which included six athletic directors in Texas two-year colleges. The purpose of the pilot study was to test the clearness and conciseness of the survey instrument. Athletic directors chosen for the pilot study represented a stratified sample of all the two-year colleges in Texas. The pilot study included colleges with large, varied athletic programs as well as smaller colleges with relatively limited programs. Four of the colleges were from the public sector while two represented the private colleges. The colleges chosen for the pilot study provided a wide range of two-year institutions thereby giving assurance that the final survey instrument would be applicable to a survey of this type.

Those participating in the pilot study were:

Leroy Dryer of Blinn College, Bobby Weddle of Jacksonville Baptist College, Noel Stout from Lon Morris College, Harold Hern from Navarro Junior College, Ron Ummel of Lee College, and Don Childs of Alvin Junior College.

Each athletic director was given the questionnaire orally and asked to respond as to the clearness and conciseness of the instrument as well as to make suggestions for improving it. The responses and suggestions were taken into consideration in developing the questionnaire used in the actual survey. A copy of the questionnaire appears in Appendix D.

### Summary

The methods used in obtaining data relative to the study of the administrative policies and practices pertaining to intercollegiate athletics in Texas two-year colleges have been presented in this chapter.

## CHAPTER IV

### ANALYSIS OF DATA

The analysis of demographic data and data for each of the twelve selected areas of athletic administration (administrative structure, personnel, admissions, eligibility, finance, financial aid, regulation of contests, awards, athletic injuries, promotion and publicity, women's athletics and control of facilities) are presented in this chapter. Data for this chapter were obtained through a survey of athletic directors of Texas two-year colleges. This survey was administered in the form of a written questionnaire submitted to each of the forty-eight two-year Texas colleges that support an athletic program and that participated in this study. Forty-six of the athletic directors completed the questionnaire. Two of the athletic directors chose not to complete the questionnaire.

#### Demographic Information

Demographic information pertinent to this survey of the athletic administration practices and policies will be presented in this section. In the school year 1974-75, there were fifty-four two year colleges in operation in Texas with approximately sixty separate campuses. Of this total, forty-eight participated in some form of an



intercollegiate athletic program. These colleges exhibit a wide range of enrollment. The data pertaining to the number of Texas two-year colleges by enrollment classification are presented in Table 1.

TABLE 1  
NUMBER OF TEXAS TWO-YEAR COLLEGES BY  
ENROLLMENT CLASSIFICATION, 1974-75

Enrollment	Total		Public		Private	
	No.	Per-cent	No.	Per-cent	No.	Per-cent
0- 249	1	2.0	0	0.0	1	0.0
249- 499	5	10.0	1	2.4	4	80.0
500- 999	5	10.9	5	12.2	0	0.0
1,000-1,499	9	19.6	9	22.0	0	0.0
1,500-1,999	9	19.6	9	22.0	0	0.0
2,000-2,999	3	6.5	3	7.3	0	0.0
3,000-3,999	5	10.9	5	12.2	0	0.0
4,000-5,999	3	6.5	3	7.3	0	0.0
6,000-7,999	5	10.9	5	12.2	0	00.0
8,000-9,999	0	0.0	0	0.0	0	0.0
10,000- over	1	2.0	1	2.4	0	0.0

A total of eighteen colleges, 39 percent of the total reporting, fell within an enrollment of between 1,000 and 1,999 students. The smallest public junior college of the forty-six participating in this study had an enrollment of less than 250 students while the largest enrolled over

10,000; 63 percent fell in the range between 1,000 and 4,000 students.

All five of the private colleges responding reported an enrollment of less than 500 students and one private institution enrolled less than 250 students. The nearest round figure mean for all colleges was 1,500 students. For the presentation of data for this study, >1,500 will refer to those institutions of over 1,500 enrollment and <1,500 will refer to the smaller institutions of less than 1,500 enrollment.

National and conference affiliations of Texas two-year colleges are presented in Table 2. Thirty-eight (82.6 percent) of the colleges participating indicated that they were members of the National Junior College Athletic Association. This number comprised 83 percent of all colleges included in this study. Of the private colleges responding, 100 percent indicated national affiliation. Among the small colleges, 85 percent belonged to the national association, while only 73 percent of the large institutions had national affiliation.

Forty-one institutions were members of one of the six athletic conferences in Texas with five having no conference affiliation. The Texas Junior College Conference had the largest membership with a total of eleven members, while the Metro Conference had only two members participating in this study. Conference membership was dispersed among the public and private colleges and the over and under

TABLE 2

NATIONAL AND CONFERENCE AFFILIATION OF  
TEXAS TWO-YEAR COLLEGES, 1974-75

Member	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
NJCAA	38	82.6	33	80.5	5	100.0	19	73.1	19	85.0
TJCAC	11	23.9	10	24.4	1	20.0	8	30.8	3	15.0
TEC	10	21.7	8	19.5	2	40.0	5	19.2	5	25.0
NTJCAC	8	17.4	7	17.1	1	20.0	3	11.5	5	25.0
WTJCAC	6	13.0	6	14.6	0	0.0	2	7.7	4	20.0
Gulf Coast	4	8.7	4	9.8	0	0.0	3	11.5	1	5.0
No Confer- ence Affiliation	5	10.9	4	9.8	1	20.0	3	11.5	2	10.0

NJCAA--National Junior College Athletic Association

TJCAC--Texas Junior College Athletic Conference

TEC --Texas Eastern Conference

NTJCAC--North Texas Junior College Athletic Conference

WTJCAC--West Texas Junior College Athletic Conference

1,500 groups indicating that these factors had little or no effect on determining conference membership.

Varsity sports participated in by Texas two-year colleges are presented in Table 3. Survey data reveal that the most frequently offered varsity sports in Texas two-year colleges were basketball (89.1 percent), tennis (80.4 percent), and golf (76.1 percent). Football was offered as a varsity activity by only eight two-year colleges. No private colleges participated in football on the intercollegiate level and only one offered baseball. Intercollegiate

TABLE 3  
 VARSITY SPORTS PARTICIPATED IN BY TEXAS  
 TWO-YEAR COLLEGES, 1974-75

Sport	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Football	8	38	8	33	0	5	5	21	3	17
Baseball	21	25	20	21	1	4	13	13	8	12
Tennis	37	9	34	7	3	2	25	1	12	8
Bowling	4	42	4	37	0	5	2	24	2	18
Gymnastics	2	44	2	39	0	5	2	24	0	20
Basketball	41	5	36	5	5	0	23	3	18	2
Track	10	36	9	32	1	4	6	20	4	16
Golf	35	11	31	10	4	1	20	4	13	7
Swimming	3	43	3	38	0	5	3	23	0	20
Volleyball	7	39	7	34	0	5	5	21	2	18

competition in track was offered by only ten schools, one of these being private. Basketball was offered by all the responding private colleges.

The intercollegiate sports that were offered with the least frequency were gymnastics (4.3 percent) and swimming (6.5 percent). Size to enrollment did not appear to be a significant factor in determining which intercollegiate sports were offered.

#### Administrative Structure

One concern for the administration of an intercollegiate competitive sports program is the formation

of an administrative structure that will prove effective and efficient. Athletic directors participating in this study were surveyed to determine the current practices of administrative structure in Texas two-year colleges during the year 1974-75.

Table 4 presents the departmental administrative control of the existing programs in Texas two-year institutions.

TABLE 4

TYPES OF DEPARTMENTAL ADMINISTRATION OF INTERCOLLEGIATE ATHLETICS IN TEXAS TWO-YEAR COLLEGES, 1974-75

Department Type	Total		Public		Private		>1,500		<1,500	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Athletic Director only	8	17.4	8	19.5	0	0.0	4	15.4	4	20.0
Ph. Ed. Director only	4	8.7	4	9.8	0	0.0	1	3.8	3	15.0
Combination Ath. Dir. and Ph. Ed. Director	32	69.9	27	65.9	5	100.0	19	73.1	13	65.0
President of the College	2	4.3	2	4.9	0	0.0	2	7.7	0	0.0
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

A majority of the respondents (69.9 percent) indicated that the combination of athletic director-physical education director is the existing departmental administrative

structure for the majority of the institutions included in this study. All the private Texas two-year colleges reported the combination of athletic director-physical education director and 73 percent of the over 1,500 category employed this type of administrative structure.

The athletic director only was reported by only 17 percent of the colleges participating in the survey, while only less than 9 percent employed the physical education director only type. Two of the larger public institutions had a unique departmental administrative structure in which the college president was in direct control of the athletic department.

Types of varsity athletic control in the Texas two-year colleges are presented in Table 5. Responses indicated that a majority (58.7 percent) of the respondents had no governing board for intercollegiate athletics at their institution. Of the colleges who indicated the existence of a governing board, the types of board were evenly divided among a faculty group and a combination faculty and student group. Four colleges had a two-man team composed of the president and the athletic director.

The time spent by athletic directors with athletic duties is presented in Table 6. Athletic director duties occupied about one-half of the working time for a large majority (65.2 percent) of the athletic directors reporting. The median time was near 50 percent with thirty of the athletic directors falling within the range of from 25 percent

TABLE 5

TYPES OF ATHLETIC CONTROL IN TEXAS  
TWO-YEAR COLLEGES, 1974-75

Type	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per-	No.	Per-	No.	Per-	No.	Per-	No.	Per-
		cent		cent		cent		cent		cent
Faculty Group	6	13.0	6	14.6	0	0.0	2	7.7	4	20.0
Joint Faculty and Student Group	7	15.2	6	14.6	1	20.0	5	25.0	2	10.0
President and Ath. Director	4	8.7	3	7.3	1	20.0	2	7.7	2	10.0
Executive Committee	2	4.3	0	0.0	2	40.0	0	0.0	2	10.0
No Govern- ing Body or Group	<u>27</u>	<u>58.7</u>	<u>26</u>	<u>63.4</u>	<u>1</u>	<u>20.0</u>	<u>17</u>	<u>65.4</u>	<u>10</u>	<u>50.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

TABLE 6

TIME SPENT WITH ATHLETIC DIRECTOR DUTIES  
IN TEXAS TWO-YEAR COLLEGES, 1974-75

Percent	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per-	No.	Per-	No.	Per-	No.	Per-	No.	Per-
		cent		cent		cent		cent		cent
100	2	4.3	1	2.4	1	20.0	0	0.0	2	10.0
75-99	6	13.0	6	14.6	0	0.0	4	15.4	2	10.0
50-74	14	30.4	14	34.1	0	0.0	7	26.9	7	35.0
25-49	16	34.8	14	34.1	2	40.0	10	38.5	5	30.0
<25	<u>8</u>	<u>17.4</u>	<u>6</u>	<u>14.6</u>	<u>2</u>	<u>40.0</u>	<u>5</u>	<u>19.2</u>	<u>3</u>	<u>15.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

to 75 percent. Only two respondents reported spending as much as 100 percent of their time with athletic director duties while eight colleges reported spending less than 25 percent. The public college athletic directors tended to spend less time proportionately than those of the private college category. Size of the enrollment seemed to make little difference in the amount of time the reporting athletic directors spent with athletic director duties.

Current practices relating to the administrative structure of the Texas two-year colleges are presented in Table 7.

TABLE 7

CURRENT PRACTICES RELATING TO THE ADMINISTRATIVE  
STRUCTURE OF THE INTERCOLLEGIATE ATHLETIC  
PROGRAM IN TEXAS TWO-YEAR COLLEGES,  
1974-75

Administrative Structure	Yes	No
Is the Department of Athletics independent of the Department of Physical Education?	31	15
Does the governing board for athletics serve other areas of administration?	12	7

Over two-thirds of the reporting colleges stated that the athletic department was independent of the physical education department. Fifteen indicated that the two departments were dependent on each other.

Table 8 examines written policies concerning intercollegiate athletics in Texas two-year colleges.



TABLE 8

NUMBER OF WRITTEN POLICIES PERTAINING TO  
INTERCOLLEGIATE ATHLETICS IN TEXAS  
TWO-YEAR COLLEGES, 1974-75

Policies	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Eligibility	40	87.0	35	85.4	5	100.0	23	88.5	17	85.0
Scholastic Standing	40	87.0	35	85.4	5	100.0	23	88.5	17	85.0
Schedule Limitations	14	30.4	13	31.7	1	20.0	9	34.6	5	25.0
Budget	36	78.3	33	80.5	3	60.0	21	80.8	15	75.0
Athletic Awards and Honors	24	52.2	21	51.2	3	60.0	14	53.8	10	50.0
Equipment Expendi- tures	29	63.0	26	63.4	3	60.0	18	69.2	11	55.0
Administra- tive Person- nel Duties	27	58.7	25	61.0	2	40.0	17	65.4	10	50.0
Financial Aid	35	76.1	30	73.2	4	80.0	18	69.2	18	90.0
Admissions Standards	36	78.3	32	78.0	4	80.0	18	68.2	18	90.0
Facilities Useage	24	52.2	23	56.1	1	20.0	14	53.8	10	50.0
Statement of Purpose for Ath- letics	22	47.8	21	51.2	1	20.0	13	50.0	9	45.0
Women's Participa- tion in Athletics	16	34.8	16	39.0	0	0.0	9	34.6	7	35.0

### Personnel

Personnel practices for Texas two-year colleges were varied. Duties and responsibilities were diverse. The coaching pay, duties, teaching load and other variables were scattered over a large range. The hours per week that head coaches taught physical education classes are presented in Figure 4.

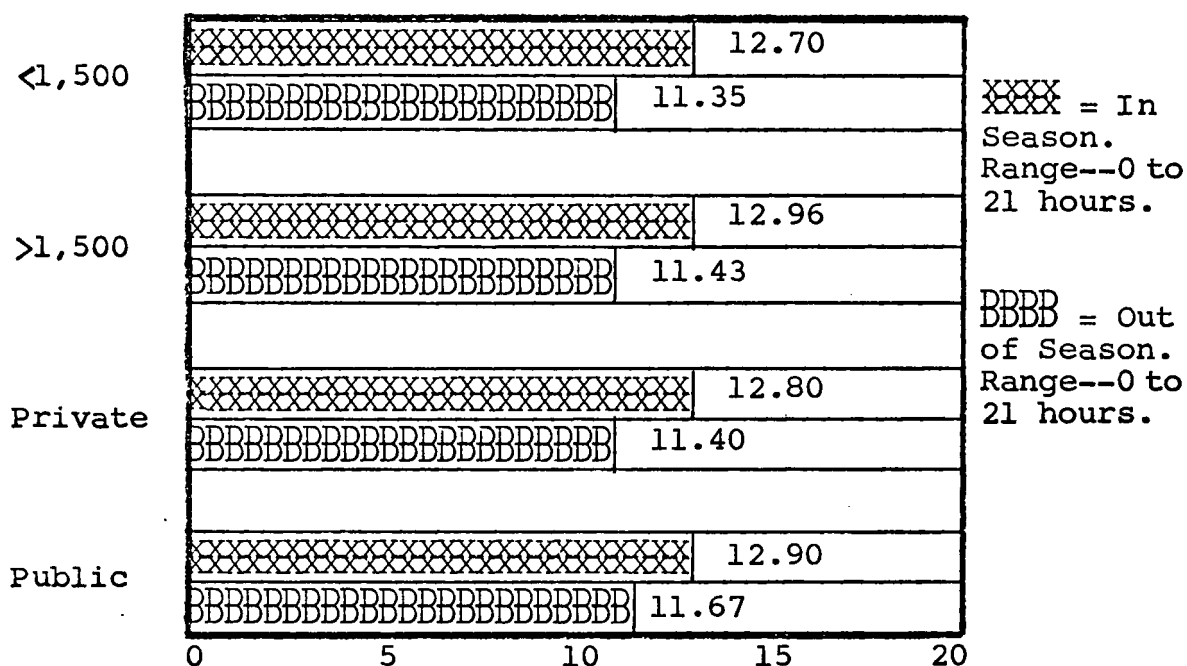


Figure 4. Average number of hours per week that head coaches teach physical education activity classes in Texas two-year colleges, 1974-75

Responses to the question of the number of hours spent teaching physical education classes while coaching a sport indicated that the mean number of hours were equal for the public sector, the over 1,500 sector, and the under 1,500 sector. Class loads ranged from no classes in some colleges to twenty-one hours of teaching load in one college.

Table 9 indicates the number of coaches involved in the various varsity sports.

TABLE 9  
AVERAGE NUMBER OF COACHES INVOLVED IN VARSITY  
SPORTS IN TEXAS TWO-YEAR COLLEGES, 1974-75

Sports	Total		Public		Private		>1,500		<1,500	
	R*	M*	R*	M*	R*	M*	R*	M*	R*	M*
Football	2-4	2.88	2-4	2.88	0	0.0	3-4	3.20	2-3	2.33
Basketball	1-2	1.35	1-2	1.29	1-3	1.8	1-2	1.32	1-3	1.39
Baseball	1-2	1.24	1-2	1.20	2	2.0	1-2	1.23	1-2	1.43
Track	1-2	1.22	1-2	1.28	1	1.0	1	1.00	1-2	1.17

\*R and M represent the range in the number of coaches and the mean number.

Table 9 reveals that of the four categories surveyed, each employed approximately the same number of coaches for each team sport. Football exhibited the most variance. The range for football was from two to four coaches with the largest number of coaches in the over 1,500 category. Basketball employed 1.35 coaches per school indicating that in a majority of the forty-six schools surveyed, only one coach was employed to coach basketball. Baseball and track had an average of 1.23 coaches per sport with only one school reporting more than one coach for these two sports. Other individual sports such as tennis, golf, swimming, and volleyball had only one coach per sport.

Data pertinent to the question of the highest degree held by coaches in the responding colleges during the year 1974-75 will be presented in Table 10.

TABLE 10

HIGHEST DEGREE HELD BY MEMBERS OF THE COACHING STAFFS IN TEXAS TWO-YEAR COLLEGES, 1974-75

Type of Degree	Full-time	Part-time	Totals
Less than a Bachelors	0	3	3
Bachelors	1	1	2
Masters	144	0	144
Ph. D.	1	0	1
Ed. D.	5	0	5

Due to state and Southern Association certification standards requiring a minimum of a master's degree for employment in Texas two-year colleges, a large majority of colleges reported that their coaches possessed this degree or better. All but one of the degrees below the master's level were held by part-time coaches. One coach had a Ph.D. degree and five had received an Ed.D. Of unique interest was the fact that one school's entire coaching staff of three possessed a doctor's degree.

Current practices relating to personnel are presented in Table 11. Most of the athletic directors responding indicated that their coaches received the same pay as other members of the regular faculty. There were 63 percent that

TABLE 11  
CURRENT ADMINISTRATIVE PRACTICES RELATED TO  
PERSONNEL IN TEXAS TWO-YEAR COLLEGES,  
1974-75

Personnel Practices	Yes	No
Are all members of the coaching staff regular full time members of the faculty?	41	5
Is the average coaching staff salary higher than other members of the faculty?	29	17
Do academic faculty members who do part-time coaching receive extra pay for this work?	29	17

reported coaching salaries higher than the other faculty members. Only 10 percent of the coaches were not full time members of the faculty. The same athletic directors that indicated that they paid extra for coaching duties also indicated that academic faculty who coached part-time were paid extra. Of the seventeen respondents that report that coaching duties do not pay extra salary, each indicated that coaches received reduced teaching loads or released time as compensation for coaching duties.

#### Admission Standards

Admission standards were usually determined by national and conference affiliation in the Texas two-year colleges. Some variations were reported, but they were often the results of colleges independent of a conference or national regulations. Also some variation existed between standards of different conferences.

Current practices of admission standards for prospective student athletes in Texas two-year colleges are presented in Table 12. Forty-three (93.4 percent) of the colleges reporting indicated that incoming athletes did not have to meet minimum requirements on admissions tests such as the College Board Scholastic Aptitude tests. Of the private colleges, 40 percent did not require that incoming athletes meet minimum standards of such tests. Texas two-year colleges do not have a uniform testing service but most colleges responding to this survey report that their institutions do require incoming students to take either the Scholastic Aptitude Test or the American College Test. While the scores were not used to determine admissions policies, they were used to determine student scholastic potentialities in various areas.

Forty-one (89.1 percent) of the reporting colleges indicated that out-of-state students were approved for admission under the same officer as for an in-state student. Respondents were in 100 percent agreement that basically the requirements as published in the college catalogue were the same for student athletes as well as non-athletes. Only two colleges indicated that student athletes were approved under a different admissions officer than the non-athlete.

Forty-one athletic directors indicated that admissions requirements for out-of-state athletes were the same as admissions requirements for in-state student athletes. All state supported or public junior colleges in Texas are

TABLE 12

CURRENT PRACTICES FOR THE ADMISSION OF PROSPECTIVE  
STUDENT-ATHLETES IN TEXAS TWO-YEAR COLLEGES,  
1974-75

Current Practices	Yes	Per- cent	No	Per- cent
Do you use a uniform testing service such as the ACT or SAT with an established minimum requirement for your student athletes?	3	6.5	43	93.5
Is an out-of-state student athlete approved for admission by the same requirement as an in-state student?	41	89.0	5	10.9
Do the admission standards as published by your school catalogue apply to student athletes as well as all other students?	46	100.0	0	0.0
Are student athletes approved by the same admissions officer as all other students?	44	95.7	2	4.3
Can a student athlete transfer and compete after he has been dropped for academic failure by a four-year college?	3	6.5	43	93.5
From a four-year college after serving a probation period?	45	97.9	1	2.1
Can a student athlete transfer from a two-year college after being dropped for academic failure?	2	4.3	44	95.7
After serving a probationary period?	17	37.0	29	63.0
Can a student athlete compete after competing in athletics at a four-year college?	32	69.6	14	30.4
A two-year college?	17	37.0	29	63.0
Is academic credit given for participation in athletics?	33	71.7	13	28.3

required by law to charge a higher tuition fee for out-of-state or non-resident students whether or not that student is a prospective student athlete. This was not true of the five responding private two-year colleges.

Many admissions policies for students transferring from other colleges varied. Only three colleges reported that they could admit a transfer student who had been dropped for academic failure from a four-year college, while 97 percent reported that the same student could be admitted after serving a probationary period. Student athletes who had competed in intercollegiate athletics at a four-year college could be accepted by all the two-year colleges, but in only 69 percent of the colleges would he be eligible for competition in the two-year colleges. Of the 31 percent who stated that they could not accept a student athlete who had participated in intercollegiate athletics at a four-year college, all were members of one conference and were restricted only by the conference eligibility rules. Only seventeen colleges reported that they could accept a student athlete who had transferred from a two-year college. Respondents to this survey indicated this to be a national eligibility rule which restricted all two-year colleges that belong to the national association from accepting any student athlete who was transferring from another two-year college. This ruling restricted all two-year colleges that competed nationally.

Thirty-three of the forty-six reporting schools granted academic credit for participation in athletics. This



academic credit took the form of an activity physical education credit and grade points received contributed to the student's overall grade point average.

Admissions standards were basically the same for all two-year colleges because of certification requirements, conference membership or national affiliation.

### Eligibility Standards

Eligibility standards in Texas two-year colleges were largely determined by conference affiliation, national association requirements, and individual institutional preferences.

Data relating to the final authority to certify eligibility of participants in the intercollegiate athletic program are exhibited in Table 13. The athletic director was listed as the final authority in only 11 percent of the total respondents. The college registrar was reported as having the final authority in certifying athletic participants in over 60 percent of the reported cases. The authority with the next most reported cases were the college deans with 20 percent of the institutions preferring this method of certifying eligibility of participants.

Very little discrepancy was evident between all the categories surveyed. Only the less than 1,500 enrollment category varied by a significant amount. Fewer of this group reported the Registrar method of certification than any of the other categories. None of the athletic directors

TABLE 13

FINAL AUTHORITY TO CERTIFY ELIGIBILITY OF  
PARTICIPANTS OF INTERCOLLEGIATE ATHLETICS  
IN TEXAS TWO-YEAR COLLEGES, 1974-75

Authority	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Athletic Director	5	10.9	5	12.2	0	0.0	2	7.7	3	15.0
Athletic Board	2	4.3	2	4.9	0	0.0	0	0.0	2	10.0
President of College	2	4.3	1	2.4	1	20.0	0	0.0	2	10.0
College Dean	9	19.6	8	19.5	1	20.0	4	15.4	5	25.0
Registrar	<u>28</u>	<u>60.9</u>	<u>25</u>	<u>61.0</u>	<u>3</u>	<u>60.0</u>	<u>20</u>	<u>76.9</u>	<u>8</u>	<u>40.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

from the private colleges were responsible for certifying eligibility.

The number of semesters a participant is allowed to complete his eligibility is reported in Table 14. All of the reporting athletic directors indicated that all Texas junior colleges allowed each athletic participant either four or six semesters to complete his eligibility. Thirty-two of the forty-six colleges reporting indicated that six semesters were allowed in their institution for the completion of an athlete's eligibility. Thirty-one (75.6 percent) of the public two-year colleges allowed each athlete six semesters while only 60 percent of the private colleges

TABLE 14

NUMBER OF SEMESTERS A PARTICIPANT IN INTERCOLLEGIATE  
ATHLETICS IS ALLOWED TO COMPLETE HIS ELIGIBILITY  
IN TEXAS TWO-YEAR COLLEGES, 1974-75

Number of Semesters	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Two	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Four	14	30.4	10	24.4	2	40.0	8	30.8	6	30.0
Six	32	69.6	31	75.6	3	60.0	18	69.2	14	70.0
Eight	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

allowed as many as six semesters for the completion of an athlete's eligibility.

Athletic directors reporting indicated that those colleges following national rules on semesters of eligibility generally allowed six semesters. Some conferences with rules more stringent than those of the NJCAA and most of the independents allowed only four semesters to complete an athlete's eligibility.

The number of hours passed the last semester and the number of hours required for enrollment of the present semester in order to meet eligibility requirements are presented in Tables 15 and 16.

National and conference affiliation was reported as a factor in the number of semester hours required for the previous as well as for the present semester. NJCAA

TABLE 15

REQUIRED NUMBER OF ACADEMIC HOURS TO BE COMPLETED  
SUCCESSFULLY FOR ELIGIBILITY PURPOSES IN  
TEXAS TWO-YEAR COLLEGES, 1974-75

Hours	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
12	21	45.6	18	43.9	3	60.0	13	50.0	8	40.0
10	23	50.0	21	51.2	2	40.0	13	50.0	10	50.0
9	1	2.2	1	2.4	0	0.0	0	0.0	1	10.0
6	<u>1</u>	<u>2.2</u>	<u>1</u>	<u>2.4</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>10.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

TABLE 16

REQUIRED NUMBER OF ACADEMIC HOURS OF ENROLLMENT IN  
PRESENT SEMESTER TO SATISFY ELIGIBILITY  
REQUIREMENTS IN TEXAS TWO-YEAR  
COLLEGES, 1974-75

Hours	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
15	2	4.3	2	4.9	0	0.0	2	7.7	0	0.0
12	28	60.9	23	56.1	5	100.0	16	61.5	12	60.0
10	15	32.6	15	36.6	0	0.0	7	26.9	8	40.0
9	<u>1</u>	<u>2.2</u>	<u>1</u>	<u>2.4</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>3.8</u>	<u>0</u>	<u>0.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

eligibility requirements for semester hours taken the previous semester was ten. Twenty-three colleges reported that ten hours satisfies their requirements. Twenty-one colleges indicated that their college requirements are higher than NJCAA requirements. All of these colleges reported that their institution requires the completion of twelve hours with a passing grade. Others required the passing of only nine hours with a passing grade.

The reports indicated that the private colleges have higher requirements than do the public colleges. The range for semester hours of enrollment required for the present semester was from nine to fifteen hours with an average of 10.82 hours for the public colleges and 11.20 hours for the private colleges. Again data available indicated that the private colleges had more stringent requirements for the number of semester hours required for enrollment in the present semester than did the public sector. Data relevant to when academic work of student athletes is checked is presented in Table 15.

TABLE 17

TIMES ACADEMIC WORK IS CHECKED IN  
TEXAS TWO-YEAR COLLEGES, 1974-75

When Checked	Total	Public	Private	>1,500	<1,500
Monthly	11	10	1	7	4
Mid-Semester	8	6	2	5	3
End of Semester	26	24	2	14	12
Weekly	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	46	41	5	26	20

Over one-half of all categories reported that academic progress is checked only at the end of the semester. One small public junior college indicated that academic progress was checked weekly. Eleven respondents reported that academic progress was checked monthly while eight were checked at mid-semester.

Figure 5 presents data pertaining to the average number of student athletes who attended college from outside the college district or outside the state of Texas.

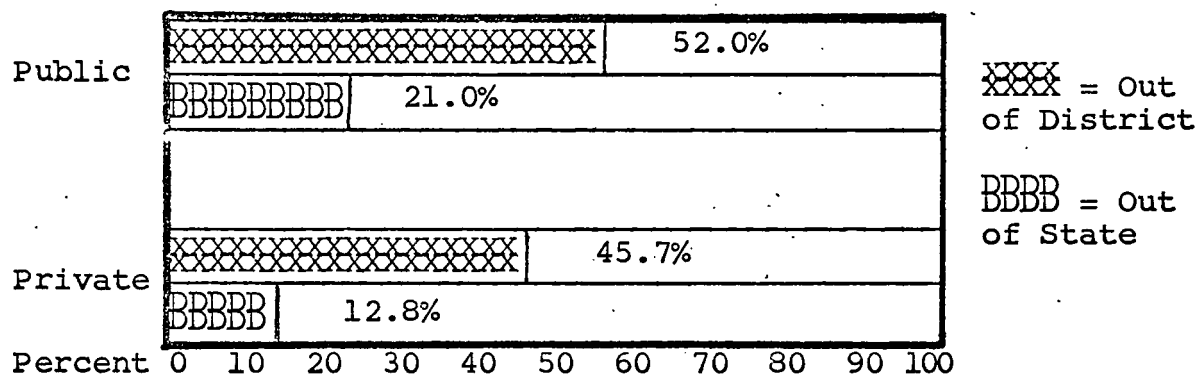


Figure 5. Average of student athletes from outside the college district and from outside the state of Texas in Texas two-year colleges, 1974-75

From the data available, indications were that over one-half of the student athletes in Texas public two-year colleges came from outside the home district of the college they attended. Over 45 percent of the student athletes from the private colleges came from outside the college district. The public junior colleges attracted over 20 percent of their student athletes from outside the state of Texas while only

12 percent of the private colleges attracted out-of-state athletes.

### Financial Aid

Data relative to types of financial aid offered to student athletes are presented in Table 18.

TABLE 18  
SCHOLARSHIP BENEFITS IN TEXAS TWO-YEAR  
COLLEGES, 1974-75

Benefits	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Room	34	73.9	31	75.6	3	60.0	16	61.5	18	90.0
Board	34	73.9	30	73.2	4	80.0	16	61.5	18	90.0
Books	37	80.4	34	82.9	3	60.0	19	73.1	18	90.0
Tuition	41	89.1	36	87.8	5	100.0	21	80.8	20	100.0
Fees	40	87.0	36	87.8	4	80.0	21	80.8	19	95.0

Data on financial aid indicated that only five colleges did not offer some financial aid to student athletes. Thirty-four colleges reported that they gave full scholarship aid (room, board, books, tuition, and fees) to at least some of the student athletes attending their school. The private colleges and the under 1,500 enrollment category indicated that their colleges offered more in the form of athletic scholarship aid than did the larger public colleges. All of the twenty colleges in the under 1,500 enrollment

category offered tuition and only two did not offer some form of full scholarships.

From the data available it can be assumed that financial aid to student athletes is a common practice in a large majority of the Texas two-year colleges.

Table 19 will present data relative to factors for which a college may feel justified in withdrawing a scholarship to a student athlete.

TABLE 19

FACTORS WHICH INSTITUTIONS CONSIDERED JUSTIFIABLE  
CAUSE FOR WITHDRAWING SCHOLARSHIP AID TO  
STUDENT ATHLETES IN TEXAS TWO-YEAR  
COLLEGES, 1974-75

Justifiable Factors	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
A lack of anticipated athletic ability	4	8.7	4	9.8	0	0.0	2	7.7	2	10.0
Academically ineligible for competi- tion	39	84.8	34	82.9	5	100.0	19	73.1	20	100.0
Injuries resulting from com- petition	2	4.3	2	4.9	0	0.0	2	7.7	0	0.0
Disciplinary reasons	42	91.3	37	90.2	5	100.0	22	84.6	20	100.0

Two factors for withdrawing scholarship aid to student athletes were predominate in the data gathered. A



large majority (84.8 percent) considered becoming academically ineligible a justifiable factor for withdrawing aid. All of the private colleges and the under 1,500 enrollment category considered this as a justifiable reason.

There was even more agreement among Texas two-year college athletic administrators in considering disciplinary reasons as a justifiable reason for withdrawing scholarship aid. Over 91 percent considered this factor reason enough to withdraw financial aid to a student athlete. Again the private colleges and the under 1,500 enrollment sector were unanimous in their agreement on this factor.

Only two of the respondents indicated that injuries resulting from competition was a justifiable reason for withdrawing scholarship aid and four indicated that a lack of anticipated athletic ability was considered a justifiable factor serious enough to consider withdrawing scholarship aid to student athletes.

Current practices in administering financial aid to student athletes are presented in Table 20. Forty-one of the colleges reporting offer scholarship aid to the student athletes. Twenty-nine reported that this aid is administered by the same committee or officer who grants aid to all students on campus. Over 95 percent of the colleges reporting indicated that their institution participates in the Federal work-study programs and thirty-five indicated that Federal work-study aid is granted to student athletes.

TABLE 20

CURRENT PRACTICES FOR THE ADMINISTERING OF FINANCIAL  
AID TO STUDENT ATHLETES IN TEXAS TWO-YEAR COLLEGES,  
1974-75

Current Practices	Yes		No	
	Per- cent		Per- cent	
Offering athletic scholarships or grant-in-aid to student athletes.	41	89.1	5	10.9
Is financial aid to athletes administered by the same officer that awards all aid?	29	63.0	17	37.0
Does the institution participate in Federal work-study programs?	44	95.7	2	4.3
Are student athletes offered work-study aid?	35	76.1	11	23.9
Are work-study grants administered by the same committee or officer that handles all work-study on campus?	36	81.8	8	18.2

Table 21 presents data on the percent of student athletes that received Federal work-study aid.

TABLE 21

PERCENT OF STUDENT ATHLETES RECEIVING WORK-STUDY AID  
IN TEXAS TWO-YEAR COLLEGES, 1974-75

Percent	Total		Public		Private		>1,500		<1,500	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
6%	12	26.1	11	26.8	1	20.0	8	30.8	4	20.0
1- 25	25	54.3	21	51.2	4	80.0	12	26.0	13	65.0
26- 50	6	13.0	6	14.6	0	0.0	3	11.5	3	15.0
51- 75	3	6.5	3	7.3	0	0.0	3	11.5	0	0.0
76-100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

Participation in federal work-studies programs by student athletes in Texas two-year colleges was relatively small. Thirty-seven colleges or over 80 percent had 25 percent or less athletes involved in work-study programs and twelve schools reported that none of their student athletes participated in the program. Six institutions reporting indicated that their program had as many as between 26 and 50 percent of their athletes participating in a Federal work-study program and all of these were included in the larger public college category.

#### Financing the Intercollegiate Athletic Program

Data pertaining to the methods of financing the intercollegiate athletic programs are presented in Table 22. Athletic directors participating in this study indicated a wide diversity in methods used to finance the intercollegiate athletic programs in their institutions. Nine different methods or combinations of methods were reported. The most common method was an annual appropriation from the general college fund. This method was reported by over 50 percent of the respondents. Only one college depended upon gate receipts alone to finance the athletic program. Most of the remaining respondents listed a combination of annual appropriations, gate receipts, activity cards and student athletic fees. Three colleges listed a combination of all the above methods plus donations. Two of these colleges were from the private sector.

TABLE 22

METHODS OF FINANCING THE INTERCOLLEGIATE ATHLETIC  
PROGRAMS IN TEXAS TWO-YEAR COLLEGES, 1974-75

Methods	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
I. Annual ap- propriation from the general fund.	23	50.0	20	48.8	3	60.0	15	57.7	8	40.0
II. Gate Receipts	1	2.2	1	2.4	0	0.0	1	3.8	0	0.0
III. Activity cards	1	2.2	1	2.4	0	0.0	1	3.8	0	0.0
IV. Student Athletic fees	2	4.3	2	4.9	0	0.0	1	3.8	1	5.0
V. Combination I-III	3	6.5	3	7.3	0	0.0	2	7.7	1	5.0
VI. II, III and IV	3	6.5	3	7.3	0	0.0	2	7.7	1	5.0
VII. I, II, III, and IV	4	8.7	4	9.8	0	0.0	1	3.8	3	15.0
VIII. III and IV	1	2.2	1	2.4	0	0.0	1	3.8	0	0.0
IX. II, II, IV plus dona- tions	3	6.5	1	2.4	2	40.0	1	3.8	2	10.0
X. I, II, and IV	5	10.9	5	12.2	0	0.0	1	3.8	4	20.0
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

Financing the athletic program is a problem that has many methods of solution. This discrepancy of methods was more noticeable in this particular administrative practice than other practices examined in this study.

Data pertaining to who decides how athletic funds are spent are examined in Table 23. Data pertaining to who decides how athletic funds are to be spent indicate that the athletic director in a large majority of the Texas junior colleges either has all responsibility for this duty or he actively participates in the decisions. Nineteen of the athletic directors indicated they had sole responsibility for dispersing athletic funds while forty were involved in the responsibility either alone or in combination with other school administrators. In two cases the president acting as the athletic director made the final decision on spending college athletic funds.

Table 24 presents the frequency that the custodian reports to the college administration concerning athletic funds. Sixteen respondents reported annually. Ten indicated that they reported monthly. No report at all was made in 15 percent of the surveyed cases. Other reporting times mentioned were the end of each sports season and the end of each semester.

Table 25 identifies the recipients of financial reports made by the custodian of the athletic funds. Thirty of the thirty-eight respondents who indicated that they made financial reports stated that they made these reports to the

TABLE 23

RESPONSIBILITY FOR DECIDING HOW ATHLETIC FUNDS ARE  
TO BE SPENT IN TEXAS TWO-YEAR COLLEGES, 1974-75

Adminis- trator	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
I. Athletic Director	19	41.3	16	39.0	3	60.0	9	34.6	10	50.0
II. Faculty Board	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
III. Coach of Sport	3	6.5	3	7.3	0	0.0	2	7.7	1	5.0
IV. Faculty- Student Board	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
V. Business Manager	1	2.2	1	2.4	0	0.0	0	0.0	1	5.0
VI. I and IV	3	6.5	3	7.3	0	0.0	2	7.7	1	5.0
VII. I and III	9	19.6	9	22.0	0	0.0	6	23.1	3	15.0
VIII. I and V	7	15.2	5	12.2	2	40.0	5	19.2	2	10.0
IX. I, II, III, and IV	2	4.3	2	4.9	0	0.0	1	3.8	1	5.0
X. President	<u>2</u>	<u>4.3</u>	<u>2</u>	<u>4.9</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>3.8</u>	<u>1</u>	<u>5.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

TABLE 24

FREQUENCY OF CUSTODIAL REPORTS OF ATHLETIC FUNDS  
TO THE COLLEGE ADMINISTRATION IN TEXAS  
TWO-YEAR COLLEGES, 1974-75

Reports	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Annually	16	34.8	13	31.7	3	60.0	8	30.8	8	40.0
End of semester	6	13.0	5	12.2	1	20.0	2	7.7	4	20.0
End of season	7	15.2	7	17.0	0	0.0	5	19.2	2	10.0
Monthly	10	21.8	10	24.4	0	0.0	7	26.9	3	15.0
No Report	<u>7</u>	<u>15.2</u>	<u>6</u>	<u>14.6</u>	<u>1</u>	<u>20.0</u>	<u>4</u>	<u>15.4</u>	<u>3</u>	<u>15.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

TABLE 25

RECIPIENTS OF FINANCIAL REPORTS IN TEXAS  
TWO-YEAR COLLEGES, 1974-75

Recipient	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
President of college	30	78.9	28	87.5	2	40.0	17	73.9	13	86.7
Faculty Board	2	5.3	2	6.3	0	0.0	2	8.7	0	0.0
President and Board	3	7.9	1	3.1	2	40.0	2	8.7	1	6.7
Dean of Students	2	5.3	1	3.1	1	20.0	2	8.7	0	0.0
All the above	<u>1</u>	<u>2.6</u>	<u>1</u>	<u>3.1</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>0.0</u>
Totals	38	100.0	32	100.0	5	100.0	23	100.0	15	100.0

president of the college. Three others reported to the president and the board, bringing to 87 percent the number of respondents reporting financial conditions to the president. Two respondents reported that financial information concerning athletics were sent to the faculty board, two reported to the Dean of Students and one indicated that financial reports were made to all administrative offices.

Methods of handling gate receipts are presented in Table 26.

TABLE 26  
METHODS USED TO HANDLE GATE RECEIPTS IN  
TEXAS TWO-YEAR COLLEGES, 1974-74

Methods	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per-	No.	Per-	No.	Per-	No.	Per-	No.	Per-
		cent		cent		cent		cent		cent
Finance that sport	1	2.2	1	2.4	0	0.0	1	3.8	0	0.0
Into General Ath. Fund	16	34.8	14	34.1	2	40.0	5	19.2	11	55.0
Into general college fund	20	43.5	18	43.9	2	40.0	13	50.0	7	35.0
Into Student Ath. Council	1	2.2	0	0.0	1	10.0	0	0.0	1	5.0
No gate receipts	<u>8</u>	<u>17.4</u>	<u>8</u>	<u>19.5</u>	<u>0</u>	<u>0.0</u>	<u>7</u>	<u>26.9</u>	<u>1</u>	<u>5.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

Thirty-six of the thirty-eight respondents who indicated that their institution collected gate receipts



reported that these gate receipts were placed in either the general athletic fund or the general college fund. Only one indicated that gate receipts were used to finance a particular sport and one respondent stated that the gate receipts were placed in the student athletic council fund.

Current practices for financing the intercollegiate athletic program are presented in Table 27.

TABLE 27  
CURRENT PRACTICES IN FINANCING THE INTERCOLLEGIATE  
ATHLETIC PROGRAM IN TEXAS TWO-YEAR COLLEGES,  
1974-75

Current Practices	Yes	Per- cent	No	Per- cent
Does the Athletic Department operate under the same budgetary controls as other departments?	43	93.5	3	6.5
Does the athletic appropriation include the expenses of the intramural program?	10	21.7	36	78.3
Does the athletic appropriation include the expenses of the Physical Education Department?	6	13.0	40	87.0
Are expenses on trips paid by check?	24	52.2	22	47.8
Are receipts required for each item of expense incurred on trips?	41	89.1	5	10.9
Does the Athletic Department have a budget independent of the budget of other departments?	38	82.6	8	17.4

Over 93 percent of the colleges responding indicated that the athletic program operates under the same budgetary

controls as all other departments. A large majority of the college's athletic appropriation did not include either the intramural or the physical education expenses. Twenty-four of the respondents indicated that expenses for trips are paid by check and forty-one (89.1 percent) reported that receipts are required for each item of expenses incurred on trips.

### Regulations for Contests and Officials

Data pertaining to the regulation of athletic contests and game officials are examined in this section. Athletic directors reported that this area required a large percentage of the time and effort they expended with athletic director duties.

Table 28 presents data related to who arranges athletic contests.

TABLE 28

#### PERSON RESPONSIBLE FOR ARRANGING ATHLETIC CONTESTS IN TEXAS TWO-YEAR COLLEGES, 1974-75

Person Responsible	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Athletic Director	10	21.7	7	17.1	3	60.0	6	23.1	4	20.0
Head Coach	22	47.8	20	48.8	2	40.0	12	46.2	10	50.0
Ath. Dir. and Head Coach	<u>14</u>	<u>30.4</u>	<u>14</u>	<u>34.1</u>	<u>0</u>	<u>0.0</u>	<u>8</u>	<u>30.8</u>	<u>6</u>	<u>30.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

Only ten of the athletic directors responding reported that it was their responsibility to arrange athletic contests. Fourteen reported that the athletic director and the head coach worked together on this responsibility. The head coach at twenty-two of the reporting institutions had responsibility for arranging all contests in their particular sport.

Data related to the types of game contracts required between colleges are presented in Table 29.

TABLE 29

TYPE OF GAME CONTRACT USED FOR ATHLETIC CONTEST  
AGREEMENTS IN TEXAS TWO-YEAR COLLEGES, 1974-75

Type of Contract	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Regulation contract	13	29.5	12	30.8	1	20.0	6	24.0	7	36.8
Letter	8	18.2	7	17.9	1	20.0	5	20.0	3	15.8
Verbal contract	17	38.7	14	35.9	3	60.0	10	60.0	7	36.8
Letter and verbal contract	<u>6</u>	<u>13.7</u>	<u>6</u>	<u>15.4</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>16.0</u>	<u>2</u>	<u>10.5</u>
Totals	44	100.0	39	100.0	5	100.0	25	100.0	19	100.0

Thirteen of the responding athletic directors indicated that their schools signed a formal written contract, eight accepted a letter, and six accepted a combination of a verbal contract and a letter as binding the

contests. Seventeen (38.7 percent) reported that only a verbal contract between schools was required to bind the contest.

Data pertaining to the number of games played each season in varsity sports are presented in Figure 6.

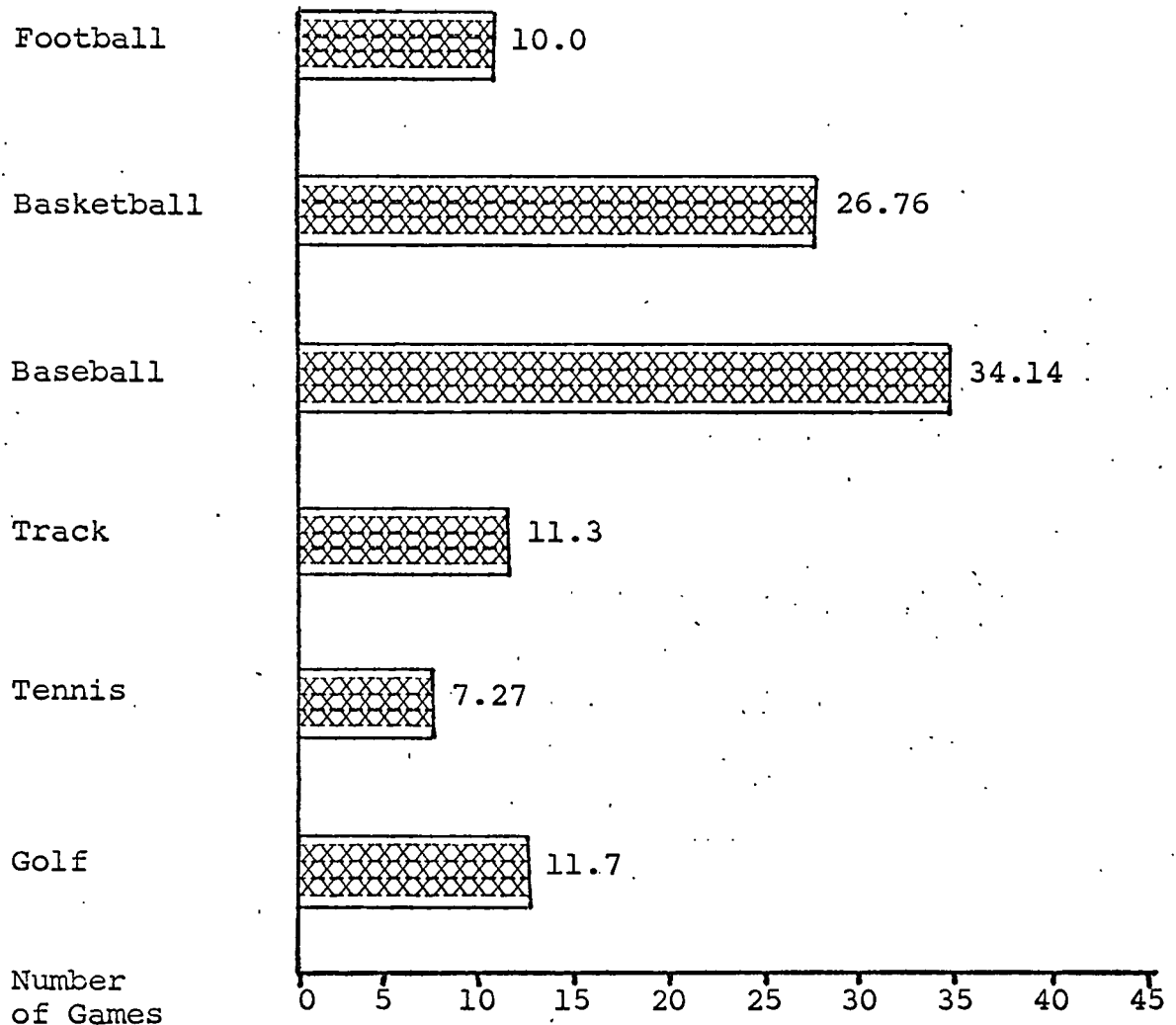


Figure 6. Average number of games played in each varsity sport in Texas two-year colleges, 1974-75

The number of athletic directors who responded to this survey indicated that baseball was the sport involved

in the most intercollegiate games. One college reports that they play over one hundred baseball games each year. Athletic directors of schools that play baseball all indicated that baseball games were played as double headers so that more games can be played for the same travel expenses. Basketball was the sport involved in the next highest number of contests with an average of 26.76 contests per season. Individual sports such as track, tennis and golf were surveyed according to number of meets rather than individual games. Golf averaged 11.7 matches per season and track teams participated in an average of 11.3 meets per season. Football was constant for all eight colleges participating at ten games per season.

The type of institutions with which Texas two-year colleges compete intercollegiately are presented in Table 30.

TABLE 30

TYPES OF INSTITUTIONS WHICH COMPETED WITH TEXAS  
TWO-YEAR COLLEGES, 1974-75

Types of Institutions	Yes	No
Junior Colleges	46	0
Independent teams	4	42
College junior varsity teams	31	15
College freshmen teams	23	23

Only four of the forty-six colleges responding reported competition with independent teams. All of the

colleges competed with other two-year colleges, thirty-one competed against four-year college junior varsity teams, and twenty-three listed college freshmen teams among their intercollegiate competition.

Data relative to who selects officials are presented in Table 31.

TABLE 31

PERSONS RESPONSIBLE FOR SELECTING OFFICIALS IN  
TEXAS TWO-YEAR COLLEGES, 1974-75.

Persons Responsible	<u>Totals</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Head coach in each sport	23	50.0	21	51.2	2	40.0	13	50.0	10	50.0
Athletic director	6	13.0	4	9.8	2	40.0	4	15.4	2	10.0
Head coach and athletic director	<u>17</u>	<u>36.9</u>	<u>16</u>	<u>39.0</u>	<u>1</u>	<u>20.0</u>	<u>9</u>	<u>34.6</u>	<u>8</u>	<u>40.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

The head coach in each sport was the person named most frequently as being the person responsible for the selection of officials in Texas two-year colleges. The head coach was named responsible by twenty-three (50.0 percent) of the forty-six responding athletic directors. The head coach had either sole responsibility or shared that responsibility with the athletic director in forty of the

forty-six cases. The athletic director selected officials in only six of the reporting cases.

The number of officials hired per contest in each sport is presented in Table 32.

TABLE 32

AVERAGE NUMBER OF OFFICIALS HIRED FOR CONTEST  
IN TEXAS TWO-YEAR COLLEGES, 1974-75

Number of Officials	Football	Basketball	Baseball
One	0	0	0
Two	0	42	19
Three	0	0	2
Four	1	0	0
Five	7	0	0

Data relative to time of payment for officials are presented in Table 33.

TABLE 33

TIME OF PAYMENT FOR OFFICIALS BY TEXAS  
TWO-YEAR COLLEGES, 1974-75

When Paid	Total		Public		Private		>1,500		<1,500	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Before game	9	20.9	7	18.4	2	40.0	5	20.8	4	21.1
Between halves	2	4.6	2	5.3	0	0.0	2	8.3	0	0.0
After game	6	13.9	5	13.2	1	20.0	3	12.5	3	15.8
By mail	26	60.5	24	63.2	2	40.0	14	58.3	12	63.2
Totals	43	100.0	38	100.0	5	100.0	24	100.0	19	100.0

Twenty-six of the reporting athletic directors indicated that officials were paid by mail. Six were paid immediately after the game, nine before the game and two reported that officials were paid at half-time.

Data pertaining to who pays the officials are presented in Table 34.

TABLE 34  
PERSON RESPONSIBLE FOR PAYING OFFICIALS IN  
TEXAS TWO-YEAR COLLEGES, 1974-75

Person Responsible	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Coach of sport	8	18.6	6	15.7	2	40.0	5	20.8	3	15.8
Athletic Director	17	39.5	17	44.7	0	0.0	12	50.0	5	26.3
Business Manager	<u>18</u>	<u>41.8</u>	<u>15</u>	<u>39.5</u>	<u>3</u>	<u>60.0</u>	<u>7</u>	<u>29.2</u>	<u>11</u>	<u>57.9</u>
Totals	43	100.0	38	100.0	5	100.0	24	100.0	19	100.0

Eighteen (41.8 percent) of the respondents indicated that the Business Manager was responsible for payment of officials while seventeen (39.5 percent) listed the athletic director as directly responsible for the payment. Eight (18.6 percent) indicated that the head coach in each sport was responsible.

Table 35 presents data relative to the choosing of officials.



TABLE 35

PARTY RESPONSIBLE FOR CHOICE OF OFFICIALS IN  
TEXAS TWO-YEAR COLLEGES, 1974-75

Party Responsible	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Home team	10	21.7	8	19.5	2	40.0	7	26.9	3	15.0
Conference	10	21.7	10	24.4	0	0.0	3	11.5	7	35.0
Agreement between teams	<u>26</u>	<u>56.5</u>	<u>23</u>	<u>56.1</u>	<u>3</u>	<u>60.0</u>	<u>16</u>	<u>61.5</u>	<u>10</u>	<u>50.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

Over one-half of the respondents indicated that their institutions obtained officials after an agreement among the competing teams. Ten stated that the home team was solely responsible for the choice of officials while ten indicated that officials were assigned by the conference. These ratios were basically the same for all four categories surveyed.

#### Letters and Athletic Awards

Data concerning the criteria for granting awards, the person responsible for granting the awards, the number of awards granted a single athlete, the types of awards and the amount spent on awards will be presented in this section.

Table 36 presents the basis for granting awards. The coach in twenty-eight of the cases had the sole responsibility for granting of letters and awards. In thirteen of the cases,

TABLE 36

BASIS FOR GRANTING LETTERS IN TEXAS  
TWO-YEAR COLLEGES, 1974-75

Basis of Award	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Meeting require- ments of college officials	4	8.9	4	10.0	0	0.0	3	11.5	1	5.3
Recommendation of coach	28	62.2	23	57.5	5	100.0	16	61.6	11	57.9
Both of above	<u>13</u>	<u>28.9</u>	<u>13</u>	<u>32.5</u>	<u>0</u>	<u>0.0</u>	<u>7</u>	<u>26.9</u>	<u>7</u>	<u>36.9</u>
Totals	45	100.0	40	100.0	5	100.0	26	100.0	19	100.0

the coach recommends the granting of awards when the athlete met requirements set up by college officials. One reporting college indicated that his institution did not award letters or awards to student athletes.

Person or persons responsible for determining requirements for earning an award is presented in Table 37. The respondents again indicated that the head coach in each sport was primarily responsible for determining requirements for granting awards in Texas two-year colleges. The athletic director was responsible for determining these requirements in only eight of the reported cases and he combined with the head coach to set up these requirements in seven other cases.

TABLE 37

PERSON OR GROUPS RESPONSIBLE FOR DETERMINING  
REQUIREMENTS FOR EARNING AN ATHLETIC  
AWARD IN TEXAS TWO-YEAR COLLEGES,  
1974-75

Person or Group	Total	Public	Private
Faculty committee	0	0	0
Athletic Board	0	0	0
Athletic Director	8	6	2
Head Coach	28	27	1
Faculty committee and the Athletic Director	1	1	0
Athletic Director and the Head Coach	7	6	1
Faculty committee and the Head Coach	<u>1</u>	<u>0</u>	<u>1</u>
Totals	45	40	5

The approximate number of awards given per season in football, basketball, baseball, track, tennis, and golf are presented in Figure 7. Football, for the eight schools who participate in this sport, awarded the greatest number of awards according to the data reported in the survey. Six of the football colleges awarded approximately thirty-five letters each season. One football college indicated they awarded one letter per career in football. Consequently, the number of awards was cut by approximately 50 percent. The average number of awards for football in Texas two-year colleges was 31.9.

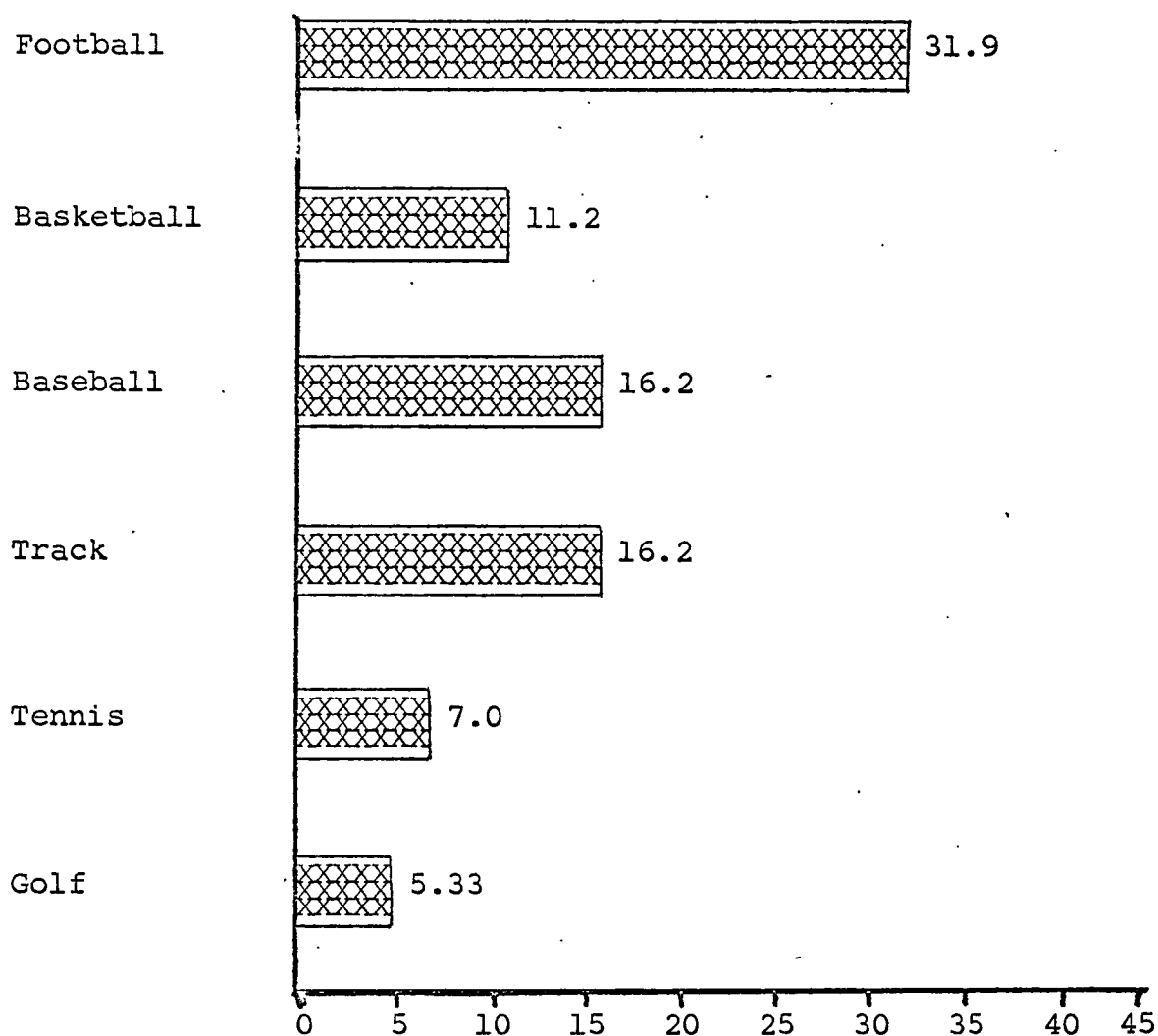


Figure 7. Average number of awards per season in six major sports in Texas two-year colleges, 1974-75

Data indicated that basketball, the most popular sport in junior colleges in number of colleges participating, awarded an average of over eleven letters per season with a range of between six awards in two of the reporting institutions to eighteen letters in one of the colleges reporting.

An average of 16.2 letters was awarded in baseball, with a range of from six to twenty awards. Tennis awarded

a mean of seven letters while the mean for golf awards was 5.33. Only one responding institution indicated that awards were not given for any varsity sport in Texas two-year colleges. Agreement on this administrative practice was uniform throughout the four categories surveyed. This same uniformity was not evident in response to the question of what types of awards were granted to student athletes. Data pertinent to this question are presented in Table 38.

Twenty-eight of the respondents indicated that their institutions awarded jackets or a combination of jackets and some other type of award such as plaques, blankets and letters. Two reported that rings were granted as awards and six colleges offered watches to student athletes who lettered at their institutions.

The approximate amount spent for awards by each institution each year is presented in Table 39. Athletic directors from responding institutions indicated that the amount of money spent for awards each year is distributed evenly over a continuum of under \$250 to over \$1,000. Twenty-eight of the participating institutions spent sums that fell within the range of between \$250 and \$1,000. All of the private colleges reported spending less than \$500 per year for awards.

Data pertaining to the number of awards granted an athlete while he is participating at that institution is presented in Table 40.

TABLE 38

TYPES OF AWARDS GRANTED BY TEXAS TWO-YEAR  
COLLEGES, 1974-75

Types of Awards	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
I. Jackets and sweaters	14	31.1	14	35.0	0	0.0	6	23.1	8	42.1
II. Blankets	1	2.2	0	0.0	1	20.0	0	0.0	1	5.3
III. Letters	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
IV. Plaques	10	22.2	8	20.0	2	40.0	5	19.2	5	26.3
V. I and II	2	4.4	0	0.0	2	40.0	0	0.0	2	10.5
VI. III AND IV	2	4.4	2	5.0	0	0.0	0	0.0	2	10.5
VII. I and IV	6	13.3	6	15.0	0	0.0	4	15.4	2	10.5
VIII. Rings	2	4.4	2	5.0	0	0.0	2	7.6	0	0.0
IX. Watches	6	13.3	6	15.0	0	0.0	4	15.4	2	10.5
X. I, II, and IV	<u>2</u>	<u>4.4</u>	<u>2</u>	<u>5.0</u>	<u>0</u>	<u>0.0</u>	<u>2</u>	<u>7.6</u>	<u>0</u>	<u>0.0</u>
Totals	45	100.0	40	100.0	5	100.0	26	100.0	19	100.0

TABLE 39

APPROXIMATE FINANCIAL EXPENDITURES ON AWARDS  
EACH YEAR IN TEXAS TWO-YEAR COLLEGES,  
1974-75

Approximate Amount	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Under \$250	8	17.4	6	14.6	2	40.0	4	15.4	4	20.0
\$250 to \$499	14	30.4	11	26.8	3	60.0	8	30.8	6	30.0
\$500 to \$999	14	30.4	14	34.1	0	0.0	8	30.8	6	30.0
Over \$1,000	<u>10</u>	<u>21.7</u>	<u>10</u>	<u>21.7</u>	<u>0</u>	<u>0.0</u>	<u>6</u>	<u>23.1</u>	<u>4</u>	<u>20.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

TABLE 40

NUMBER OF AWARDS GRANTED EACH INDIVIDUAL  
ATHLETE IN TEXAS TWO-YEAR COLLEGES,  
1974-75

Number	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
One letter awarded for each sport	20	43.5	19	46.3	1	20.5	15	57.7	5	25.0
One award per year	22	47.8	18	43.9	4	80.0	9	34.6	13	65.0
One letter per col- lege career	3	6.5	3	7.3	0	0.0	2	7.7	1	5.0
No letters or awards	<u>1</u>	<u>2.2</u>	<u>1</u>	<u>2.4</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>5.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

Data concerning the number of awards granted each individual athlete reveal that forty-two of the institutions participating in this study offered either one award per sport or one award per year. Three of the respondents reported that their institutions awarded only one letter per athlete for an entire career at that institution regardless of the number of sports or seasons of participation.

The diversity evident in all the data concerning the granting of awards was due to an absence of policy from conference and national levels. The NJCAA policy does not cover granting of awards. The athletic directors participating in this study reported that none of the athletic conferences have any policy regarding the number or amount of awards granted by each individual institution. This fact accounts in part for the wide diversity in the current practices of granting awards in Texas two-year colleges.

#### Athletic Injuries

Data concerning athletic injuries and care of injured athletes will be examined in this section. Table 41 presents data pertaining to who cares for athletic injuries in Texas two-year colleges.

Of the total forty-six colleges participating in this study, 65 percent reported that a private physician cares for injured athletes at their institutions. One of the reporting colleges had athletic trainer on staff to care for injured athletes. Two reported that a student



TABLE 41

RESPONSIBILITY FOR CARE OF ATHLETIC INJURIES IN  
TEXAS TWO-YEAR COLLEGES, 1974-75

Person Responsible	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
College physician	3	6.5	2	4.9	1	20.0	2	7.7	1	5.0
Private physician	30	65.2	28	68.3	2	40.0	15	57.7	15	75.0
Combination of private and college physician	11	23.9	9	22.0	2	40.0	7	26.9	4	20.0
Athletic trainer	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
College physician and train- er	<u>2</u>	<u>4.3</u>	<u>2</u>	<u>4.9</u>	<u>0</u>	<u>0.0</u>	<u>2</u>	<u>7.7</u>	<u>0</u>	<u>0.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

trainer, in conjunction with a private physician, took care of injuries.

Data pertaining to the expenses incurred by injuries is covered in Table 42. Table 43 presents data on the status of the athletic trainer in Texas two-year colleges.

Only one athletic director reported that his institution had a full-time trainer. Of all Texas two-year colleges responding, 91 percent reported that they either had no athletic trainer or depended upon a college student

TABLE 42

RESPONSIBILITY FOR ASSUMING EXPENSES INCURRED  
BY INJURIES TO STUDENT ATHLETES IN  
TEXAS TWO-YEAR COLLEGES, 1974-75

Person or Group	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Assumed by college	26	56.5	23	56.1	3	60.0	15	57.7	11	55.0
Assumed by athlete	1	2.2	1	2.4	0	0.0	1	3.8	0	0.0
Athlete and college combined	15	32.6	13	31.7	2	40.0	6	23.1	9	45.0
Insurance by col- lege	<u>4</u>	<u>8.7</u>	<u>4</u>	<u>9.8</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>15.4</u>	<u>0</u>	<u>0.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

TABLE 43

STATUS OF THE ATHLETIC TRAINER IN TEXAS  
TWO-YEAR COLLEGES, 1974-75

Status of Trainer	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Full time Staff	1	2.2	1	2.4	0	0.0	1	3.8	0	0.0
Part time Staff	2	4.3	2	4.9	0	0.0	2	7.7	0	0.0
Student trainer	31	67.4	26	63.4	5	100.0	17	65.4	14	70.0
No trainer	11	23.9	11	26.8	0	0.0	5	19.2	6	30.0
College instructor	<u>1</u>	<u>2.2</u>	<u>1</u>	<u>2.4</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>3.8</u>	<u>0</u>	<u>0.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

for the care of their athletic injuries. Table 44 examines the availability of a physician at athletic contests.

TABLE 44

AVAILABILITY OF COLLEGE PHYSICIAN AT ATHLETIC  
CONTESTS OF TEXAS TWO-YEAR COLLEGES, 1974-75

Physician Available	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
All the time	6	13.0	5	12.2	1	20.0	3	11.5	3	15.0
Some of the time	18	39.1	16	39.0	2	40.0	11	42.3	7	35.0
None of the time	<u>22</u>	<u>47.8</u>	<u>20</u>	<u>48.8</u>	<u>2</u>	<u>40.0</u>	<u>12</u>	<u>46.2</u>	<u>10</u>	<u>50.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

Only six respondents reported that a physician was present at all athletic contests in Texas two-year colleges in 1974-75. Twenty-two (47.8 percent) colleges had no physician available at athletic contests at their institutions.

Promotion and Publicity

Data pertinent to promotion and publicity of athletics in Texas two-year colleges will be presented in Table 45 and Figure 8. Data in Table 45 points out the lack of uniformity in the promotion and publicizing on the intercollegiate sports program in Texas two-year colleges. Only nine respondents indicated that their institutions had a staff school

TABLE 45

RESPONSIBILITY FOR PUBLICITY AND PROMOTION OF  
INTERCOLLEGIATE ATHLETICS IN TEXAS  
TWO-YEAR COLLEGES, 1974-75

Person Responsible	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
I. Athletic Director	8	17.4	5	12.2	3	60.0	3	11.5	5	25.0
II. Head coach in each sport	7	15.2	7	17.1	0	0.0	5	19.2	2	10.0
III. School Publicity Director	9	19.6	8	19.5	1	20.0	3	11.5	6	30.0
IV. I, II, and III	7	15.2	7	17.0	0	0.0	6	23.1	1	5.0
V. II and III	5	10.9	5	12.2	0	0.0	3	11.5	2	10.0
VI. I and II	6	13.0	5	12.2	1	20.0	4	15.4	2	10.0
VII. I and III	3	6.5	3	7.3	0	0.0	1	3.8	2	10.0
VIII. Student assistant	<u>1</u>	<u>2.2</u>	<u>1</u>	<u>2.4</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>3.8</u>	<u>0</u>	<u>0.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

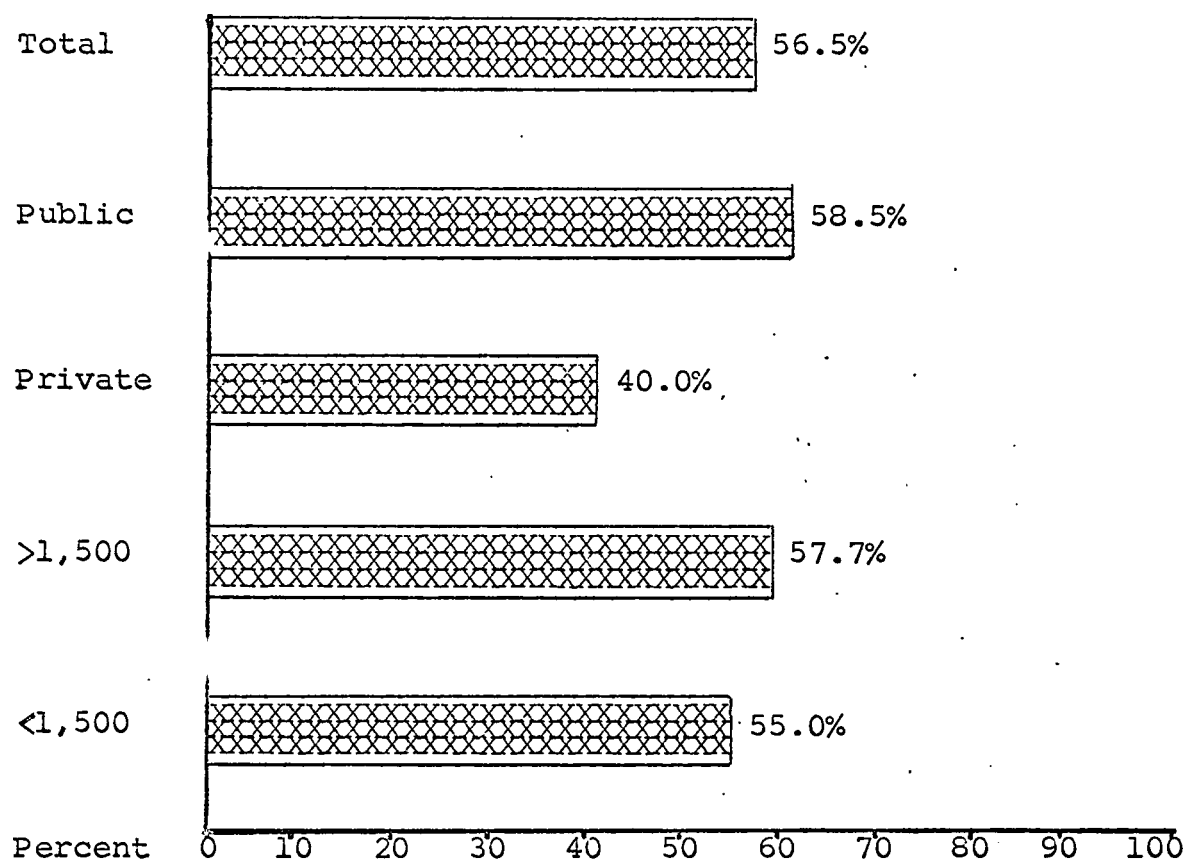


Figure 8. Percentage of Texas two-year colleges with a full or part time paid publicity director, 1974-75

publicity director. All other colleges depended on the head coaches, the athletic director or a combination of these to promote and publicize their intercollegiate programs.

#### Women's Athletics

A much neglected area of intercollegiate athletics in Texas two-year colleges according to survey data has been in the area of women's athletics. Data pertinent to this area of intercollegiate athletics in the forty-six colleges participating in this study will be covered in this section.

Current administrative practices of women's athletics will be presented in Table 46.

TABLE 46  
CURRENT PRACTICES IN WOMEN'S ATHLETICS IN TEXAS  
TWO-YEAR COLLEGES, 1974-75

Current Practices	Yes	No
Is competitive intercollegiate athletics offered to women?	37	9
Are athletic scholarships granted to prospective women athletes?	25	21
Are awards granted to women athletes on the same basis as for men?	28	4

Data in Table 46, concerning intercollegiate athletics for women, could prove very misleading for the casual observer. Thirty-seven (80 percent) of the participating colleges reported intercollegiate athletics for women. Twenty-five (54.3 percent) reported granting scholarships to women athletes. Twenty-eight granted awards to women on the same basis as for men athletes.

Data pertaining to which sports are offered for intercollegiate competition for women are presented in Table 47. Table 47 indicates that the leading women's sports in responding institutions were tennis (58.7 percent), basketball (30.4 percent) and volleyball (30.4 percent). These same sports offered to men were as follows: tennis (80.4 percent), basketball (89.1 percent), and volleyball

TABLE 47

INTERCOLLEGIATE SPORTS OFFERED FOR WOMEN IN  
TEXAS TWO-YEAR COLLEGES, 1974-75

Sport	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Basketball	14	30.4	14	34.1	0	0.0	6	23.1	8	40.0
Tennis	27	58.7	25	60.1	2	40.0	19	73.1	8	40.0
Volleyball	14	30.4	12	29.3	2	40.0	8	30.8	6	30.0
Track	4	8.7	4	9.8	0	0.0	2	7.7	2	10.0
Golf	3	6.5	3	7.3	0	0.0	2	7.7	1	5.0
Swimming	2	4.3	2	4.8	0	0.0	2	7.7	0	0.0

(15.2 percent). Golf as an intercollegiate contest was offered to women at three institutions as compared to thirty-five institutions offering golf as a varsity sport for men. (See Table 3, page 54.)

The number of scholarships and grant-in-aids awarded women for the participation in intercollegiate athletics in Texas two-year colleges is presented in Table 48. Data in Table 48 reveal that full scholarships are offered to women in a limited number of Texas two-year colleges. Tennis is the sport for which the most full scholarships for women are granted. The total of eight colleges offering full scholarships to women for tennis compares to the thirty-four colleges that offer full tennis scholarships to men (Table 18, page 73). Partial scholarships increase the total of schools

TABLE 48

NUMBER OF SCHOLARSHIPS GRANTED FOR WOMEN'S  
ATHLETICS IN TEXAS TWO-YEAR COLLEGES,  
1974-75

Sport	Number Offering Full Scholarships	Number Offering Partial Scholarships	Number Offering No Scholarships
Basketball	3	5	38
Volleyball	1	5	40
Tennis	8	9	29
Track	1	2	43
Swimming	0	2	44
Golf	0	3	43
Drill Team	0	6	40

granting women's scholarships, but the total falls far short of the total colleges offering scholarships for men.

Data relevant to the administration of women's intercollegiate athletic programs are presented in Table 49. The administration of the women's intercollegiate athletic programs were basically controlled by men. Only one respondent listed a women's athletic director for women's sports and over 88 percent indicated that the women's program falls under the administrative control of the men's athletic director.



TABLE 49

ADMINISTRATION OF WOMEN'S INTERCOLLEGIATE ATHLETICS  
IN TEXAS TWO-YEAR COLLEGES, 1974-75

Type of Adminis- tration	<u>Total</u>		<u>Public</u>		<u>Private</u>		<u>&gt;1,500</u>		<u>&lt;1,500</u>	
	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent	No.	Per- cent
Men's Athletic Director	30	88.2	28	90.3	2	100.0	18	90.0	12	85.7
Women's Athletic Director	1	2.9	1	3.2	0	0.0	1	5.0	0	0.0
Head coach of each sport	2	5.9	2	6.5	0	0.0	1	5.0	1	7.1
Director of Phy. Education	<u>1</u>	<u>2.9</u>	<u>1</u>	<u>3.2</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>7.1</u>
Totals	34	100.0	31	100.0	2	100.0	20	100.0	14	100.0

Facilities

This section of Chapter Four will present data pertaining to the administrative practices for the administration and control of athletic facilities in Texas two-year colleges.

Data pertaining to athletic facilities will be presented in Tables 50 and 51. All but one of the reporting colleges owned or controlled at least one gymnasium, while all but eight owned or controlled at least one tennis court. The athletic director in over 80 percent of the reported cases had the responsibility for athletic facilities in Texas two-year colleges.

TABLE 50

NUMBER OF ATHLETIC FACILITIES OWNED OR CONTROLLED  
BY TEXAS TWO-YEAR COLLEGES, 1974-75

Facility	Number of Facilities									
	0	1	2	3	4	5	6	7	8	9
Football stadium	37	9	0	0	0	0	0	0	0	0
Gymnasiums	1	36	9	0	0	0	0	0	0	0
Tracks	32	13	1	0	0	0	0	0	0	0
Baseball fields	21	23	2	0	0	0	0	0	0	0
Swimming pools	29	16	1	0	0	0	0	0	0	0
Tennis courts	8	4	6	2	11	2	8	1	3	1

TABLE 51

RESPONSIBILITY FOR ATHLETIC FACILITIES IN  
TEXAS TWO-YEAR COLLEGES, 1974-75

Person Responsible	Total		Public		Private		>1,500		<1,500	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Athletic Director	37	80.4	32	78.0	5	100.0	19	73.1	18	90.0
Head coach of each sport	3	6.5	3	7.3	0	0.0	3	11.5	0	0.0
Combination of the above	<u>6</u>	<u>13.0</u>	<u>6</u>	<u>14.6</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>15.4</u>	<u>2</u>	<u>10.0</u>
Totals	46	100.0	41	100.0	5	100.0	26	100.0	20	100.0

### Summary

The administrative structure of intercollegiate athletics in two-year colleges in Texas was left to the discretion of individual institutional philosophy. Research of the literature failed to reveal any guidelines relative to the administrative structure of intercollegiate athletics for the Texas junior colleges. According to the survey data received, the most common practice was to have one person act as both athletic director and chairman of the department of Health and Physical Education. In many cases the title of the administrator and his actual duties were different. Four respondents had the title of Physical Education Director yet assumed the responsibilities of intercollegiate athletics.

The two schools that indicated the college president was the immediate administrator of the intercollegiate athletic program were both large public institutions with a limited intercollegiate athletic schedule. It can be assumed that as the program grows, an administrator will be named to assume those responsibilities.

Very few colleges had such an extensive program that a person was required to serve athletics full time to the exclusion of all other college functions. From the data available, most of the people reporting for this survey spent from 25 percent to 75 percent of their time on duties relating to those of an athletic director.

Survey data revealed that few intercollegiate athletic programs in Texas two-year colleges currently depended upon

any type of athletic governing body or group. The ones who had existing athletic governing bodies indicated that they exercised very little control over athletics and the chain of command usually flowed to the athletic director directly from the president or through the academic dean.

Personnel policies in Texas two-year colleges indicate that most of the coaching personnel are employed as instructors of physical education and coaching duties are considered extra duties for extra pay or are considered as part of instructional duties. Coaching personnel were predominately full time faculty members with only a small percentage having educational standards above the required master's degree.

Admission standards for student athletes in Texas two-year colleges were basically the same as those for all other students. Differences in admission policies were usually related to the eligibility requirements for transferring athletes. These requirements were usually determined by either conference or national affiliation and were not policies of the individual schools. Only a few colleges required an established cut-off score on a uniform testing device such as the ACT or SAT.

Questions of eligibility were predominately determined by conference or national affiliation. Eligibility requirements varied in Texas two-year colleges, but this variation was usually caused by more stringent requirements at the conference levels. Data revealed that most of

the two-year colleges in Texas recruit outside the college district and many recruit student athletes from outside the state.

Financial aid for student athletes has been a controversial field for athletic administrators since the beginning of intercollegiate athletics. This study was not concerned with possible violations of financial aid policies, but only with what the current policies were. Data reveal that a large majority of the colleges surveyed offered some form of aid to their athletes. Thirty-four offered full scholarships to at least some of their student athletes and forty-one granted at least tuition costs. Some of the grants took the form of Federal work-study. Thirty-five of the forty-one schools that offered scholarships stated that some of this aid came in the form of work-study. About 25 percent of the athletes in these colleges were in the Federal work-study program.

Only one college participating in the study depended upon gate receipts alone to finance their intercollegiate sports program. Most of the junior colleges surveyed depended upon several methods of financing the program. Usually this included some form of an appropriation from the general college fund. Some used this method in combination with student athletic fees, activity cards, gate receipts and, in some cases, donations from the public. The athletic director in a majority of the reported cases had the responsibility of dispensing the athletic funds which were usually

from a separate section of the overall school budget. Athletic budget reports were in most cases sent periodically to the president of the college or someone designated by the president. Gate receipts, when collected, were almost always deposited into the college fund either general or athletic.

Data received from the surveys revealed that athletic directors' responsibilities are numerous in this particular area. Arrangement for contests were shared between the head coach and the athletic director in most Texas junior colleges. Twenty-four of the responding athletic directors indicated that they were involved in arranging contests between institutions. Respondents also indicated that agreements between teams for the purpose of binding contests usually take the form of a letter or regulation contract which involves the athletic director. Data revealed that baseball is the sport involved in the most intercollegiate contests, followed closely by basketball.

The selection and payment of officials is another problem which occupies the time of the athletic administrator. The head coach was named by a majority of respondents as being the person responsible for selecting officials. Officials are usually paid by mail and payment is most often made by the business manager.

Most of the colleges surveyed revealed that their institutions granted some type of athletic awards. Very little administrative control was in evidence in the matter

of determining the eligibility for awards. In only four cases were requirements set up by college officials other than the head coach. The head coach determined the requirements in twenty-eight cases and shared this responsibility in eight others.

Types of awards were very diversified, pointing up the lack of administrative policy and controls and the absence of policy from conference and national levels. This diversity was also evident in the amount of money spent on awards each year.

Data pertaining to athletic injuries pointed up the absence of trained staff personnel to care for athletic injuries. Only one college had a full time staff trainer. Forty-two of the forty-six respondents indicated that their institutions depended on either a student trainer or no trainer at all for the care of athletic injuries. The responses indicated that the colleges assumed most of the costs incurred by athletic injuries.

Promoting and publicizing athletic events received very little attention in Texas two-year colleges. Responsibility for this administrative practice varied greatly according to the survey data. In almost 50 percent of the cases reported, this responsibility was shared between two or more individuals and in twenty-one cases the athletic director and the head coach assumed this duty. In almost 50 percent of the cases, the Texas junior colleges did not employ either a full or a part time publicity director.

Women's athletics seemed the most neglected of all the surveyed areas. This area is under a state of change. Federal guidelines were reported by most of the respondents as a motivation for change in the status of intercollegiate athletics for women. Only in the sport of tennis was equality of opportunity approached in respect to women's athletics. Most of the respondents expected this situation to change rapidly under the influence of Federally applied guidelines.



## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this study was to survey current administrative policies and practices pertaining to intercollegiate athletic programs in two-year colleges in Texas. Specifically, this study attempted to determine the prevalent administrative policies and practices in Texas two-year colleges with established intercollegiate athletic programs.

The instrument used for the collection of data relative to the current practices and policies for intercollegiate athletics was a written questionnaire. The instrument was mailed to all athletic directors of Texas two-year colleges to determine the current status of athletic policies and practices of these institutions. The survey instrument included the following areas of intercollegiate athletics: (1) Administrative Structure, (2) Personnel, (3) Admission Standards, (4) Eligibility, (5) Finance, (6) Financial Aid, (7) Regulation of Contests, (8) Awards, (9) Athletic Injuries, (10) Promotion and Publicity, (11) Women's Athletics, and (12) Athletic Facilities.

The study was limited to Texas two-year colleges with an established intercollegiate athletic program. Specifically, the study surveyed the public and private two-year colleges as well as the over 1,500 enrollment and the under 1,500 enrollment categories.

The data from the questionnaire were transferred onto data processing cards and machine tabulated. The statistical process used was a frequency analysis. The analysis was performed on the data from the total number of Texas two-year colleges with an established intercollegiate athletic program, the public and private two-year colleges with an intercollegiate athletic program, and those Texas two-year colleges with over and under 1,500 enrollment. Data were then transformed into frequency tables and graphs.

#### Findings

1. Institutional size was not a significant factor in determining the number of intercollegiate sports offered, selection of intercollegiate sports, number of contests in each sport, or the type of athletic departmental structure in each of the institutions participating in this study.
2. Institutional size was not a significant factor in determining conference or national affiliation.
3. Of the two-year colleges participating in this study, 58 percent had no athletic governing body of any type.
4. In 70 percent of the two-year institutions, the person with departmental control and responsibility of the

intercollegiate athletic program served a dual role as Director of Physical Education.

5. Only 30 percent of the Texas two-year colleges had written policies concerning schedule limitations and practice sessions.

6. Written policies concerning women's participation in intercollegiate athletics were reported in only 35 percent of the Texas two-year colleges participating in this study.

7. Of the full time coaches in Texas two-year colleges, 95 percent possessed an educational equivalent of a Master's degree or higher.

8. Members of the coaching staffs in Texas two-year colleges were regular full time members of the college faculty in 89 percent of the institutions participating in this study.

9. The average coaching staff salary of 63 percent of the colleges participating in this study was higher than the average salary of the other members of the faculty.

10. Admissions standards were basically the same for both student athlete and non-student athlete in all the reported cases in this study.

11. Of the reporting Texas two-year colleges, 89 percent indicated that admissions requirements were the same for both in-state athletes and out-of-state athletes.

12. Forty-one of the responding forty-six colleges offered some financial aid to student athletes.

13. Of the institutions reporting, 74 percent utilized some Federal work-study funds to provide financial aid to the student athletes at their respective institutions.

14. Gate receipts alone financed only one athletic program of the forty-six institutions surveyed.

15. One-half of the institutions financed their athletic program with an annual appropriation from the general college fund.

16. A program of ten sports was offered by the Texas two-year colleges, utilizing 151 coaches. The sport offered most often was basketball.

17. Of the institutions' athletic departments, 93 percent operated under the same budgetary controls as other departments within the college.

18. The head coach in each sport arranged schedules for athletic contests in twenty-two of the forty-six reporting institutions and shared in this responsibility with the athletic director in fourteen other cases.

19. Baseball and basketball were reported as the sports playing the greatest average number of contests each season in Texas two-year colleges.

20. Less than one-half (36.9 percent) of the reporting institutions had any requirements for earning an athletic award other than the recommendation of the head coach in each sport.

21. Size of institutional enrollment was not a factor in the amount of money spent each year on athletic awards.

22. Of the reporting colleges, 89 percent utilized a private physician to care for athletic injuries and only thirteen reported the presence of a physician at all athletic events.

23. Only one institution had a full time staff athletic trainer while 91 percent of the institutions reported only a student trainer or no trainer at all.

24. Of the responding colleges, 80 percent offered intercollegiate athletics for women, but only 54 percent granted financial aid for the women athletes in their institutions.

25. Tennis was the sport offered most often for women while the team sports offered most often were basketball and volleyball.

26. Tennis (58.7 percent), basketball (30.4 percent), and volleyball (30.4 percent) were the sports offered most often for women. These same sports were offered for men as follows: tennis (80.4 percent), basketball (89.1 percent), and volleyball (15.2 percent).

27. Only one college reported a women's athletic director for women's sports and 88 percent of the reporting Texas two-year colleges indicated that the women's intercollegiate athletic program falls under the administrative control of the director of men's intercollegiate athletics.

28. At least one gymnasium was either owned or controlled by 98 percent of the Texas two-year colleges participating in this study.

29. The athletic director was the person responsible for control of the athletic facilities in 80 percent of the institutions participating in this study.

30. One-half of the Texas two-year colleges with an intercollegiate athletic program did not employ a full or part time publicity director.

31. The registrar was reported most often as the person who was ultimately responsible for certifying eligibility of contestants in the intercollegiate programs.

32. Private institutions were more diversified in methods used to finance the intercollegiate athletic programs.

33. Only eight Texas two-year colleges sponsored intercollegiate football.

34. Many student-athletes attended Texas two-year colleges from outside the geographical district of the college.

35. There was much diversity and inconsistency in the practice of athletic awards in Texas two-year colleges.

### Conclusions

As a result of the findings of this study, the following conclusions were reached in regard to the athletic administrative practices and policies of Texas two-year colleges with an established athletic program.

1. Texas two-year college athletic programs utilize revenue other than gate receipts to finance their athletic programs.

2. The delegation of responsibility for athletic control in Texas two-year colleges had no consistent administrative pattern.

3. Women's athletic programs were inferior to the men's athletic programs in Texas two-year colleges in the areas of number of sports offered, variety of sports offered and financial aid to student athletes.

4. Written policies concerning intercollegiate athletics in Texas two-year colleges showed no consistent patterns with the exception where policies were determined by either national or conference affiliation.

5. Admission standards for student athletes were basically the same as those standards for non-athletes and these standards were published in the individual institutions' catalogues.

6. Administrative structure of Texas two-year college athletic departments were the results of individual institutional philosophy.

7. Texas two-year colleges did not provide adequate training facilities or trained personnel necessary for the proper care and treatment of athletic injuries.

8. Promotion and publicity of athletic events received a very low priority in Texas two-year colleges.

9. Coaches in Texas two-year colleges are also employed as classroom instructors as well as coaches.

10. The interest, concern and knowledge displayed by athletic directors in Texas two-year colleges toward

intercollegiate athletics should be very beneficial to these programs in future years.

### Recommendations

The results of this study point up the need for further study and research into the administration of athletics. The purpose of this study was to survey and compile the prevalent policies and practices of the administration of intercollegiate athletics of the Texas two-year colleges. Based on this writer's experience in this field, the concern and opinions of many of the athletic directors participating in this study, and the findings of the study, the following recommendations are suggested for the administrators of intercollegiate athletics in the Texas two-year colleges.

1. It is the recommendation of this study that each individual institution review all written policies concerning intercollegiate athletics. All previous written policies should be reviewed to determine if any revision is in order. Athletic directors in each individual institution should take the initiative to see that athletic policies at his institution are placed in writing.

2. It is the recommendation of this study that each individual institution examine the departmental organization of intercollegiate athletics. It is further recommended that the intercollegiate athletic departmental organization be made consistent with the departmental organizational structure of other departments within the college.



3. It is the recommendation of this study that an in-depth investigation should be conducted into alternative methods of financing intercollegiate athletics in Texas two-year colleges. Since this study shows that intercollegiate athletics in Texas two-year colleges are not totally self-supporting, athletic administrators should be able to justify the use of other funds as being consistent with their institutions' overall educational philosophy.

4. In order to better realize community college philosophy of local focus, it is the recommendation of this study that financial aid to student athletes be limited to books, tuition and fees to discourage the recruitment of student athletes from outside the geographical location of the college.

5. It is the recommendation of this study that an in-depth investigation be conducted by each individual institution into possible abuse of the use of Federal work-study funds to subsidize student athletes in the two-year colleges in Texas.

6. It is the recommendation of this study that each individual institution place limits on the number of contests played in each sport and the travel distance of each contest to reduce cost and remain consistent with institutional financial policies and educational philosophy.

7. It is the recommendation of this study that each institution review its policies on the care and treatment of athletic injuries. It is further recommended that each

institution have on its athletic staff a person trained in the care, treatment and prevention of athletic injuries.

8. It is the recommendation of this study that each institution absorb the costs resulting from an athletic injury to student athletes.

9. It is the recommendation of this study that each institution require the presence of a doctor or a qualified trainer at all contests involving team sports.

10. It is the recommendation of this study that each institution review its policies on promotion and publicity of athletic events. It is further recommended that a paid staff member be given the responsibility and that it not be assigned to a student or the coach of each sport.

11. It is the recommendation of this study that athletic awards to student athletes be abolished in the two-year colleges.

12. It is a recommendation of this study that the NJCAA conduct a feasibility study for the purpose of bringing all two-year college intercollegiate athletics under the administrative umbrella of the national organization. Many of the inconsistencies in athletic policies and practices of the Texas two-year colleges resulted from some of the colleges being outside NJCAA jurisdiction.

13. It is the recommendation of this study that the NJCAA be encouraged to organize member colleges into geographical conferences with uniform rules for eligibility, admissions and recruitment.

14. It is the recommendation of this study that women's athletics be offered on a comparable level with the men's programs in the Texas two-year colleges.

15. It is the recommendation of this study that the position of director of women's athletics be created in the athletic departmental organization of each Texas two-year college.

16. It is the recommendation of this study that the results of the study be used for further research into the intercollegiate athletic programs in other areas of the United States.

17. It is the recommendation of this study that the results of the study be used to help formulate basic administrative policies and practices for athletic administrative personnel who see educational direction for intercollegiate athletics.

18. It is the recommendation of this study that workshops, clinics and in-service training programs on athletic administration be conducted for athletic administrators state wide.

19. It is the recommendation of this study that different procedures for collecting data be developed to better judge the educational worth of intercollegiate athletics in the two-year colleges.

APPENDIX A

LETTER TO COLLEGE PRESIDENTS

## Letter to Presidents Soliciting Their Cooperation

October 29, 1974

Dear Mr. President:

As a doctoral student at the University of Houston, I have undertaken a research project on athletic administrative policies and practices currently in operation in the two-year colleges of the state of Texas.

The two-year college has become a well established institution of higher learning. I feel that such a project will help to determine the best practices and policies in the selected areas of athletic administration for public and private two-year colleges in the state of Texas. It is hoped that this project may serve as a guide for institutions in arriving at better administrative practices in intercollegiate athletics.

Naturally, I am interested in securing the cooperation of all Texas two-year colleges and therefore requesting your permission to include your institution in this study.

Your athletic administrator will be the person I would like to work with. Data collection will be through a questionnaire and a personal visit where time and distance permits.

Let me assure you that all information will be treated confidentially. Your school's name will not appear on any portion of the dissertation, and no information will be associated with any Texas two-year institution. No other person or institution will be allowed access to any of the information without your written consent.

Would you please complete the self-addressed cooperation card and return it to me at your earliest convenience.

Thank you.

Sincerely yours,

Dean Evans  
Athletic Director  
San Jacinto College

DRE/fi

Enc.

APPENDIX B

LETTER TO ATHLETIC DIRECTORS

## Letter to Athletic Directors Soliciting Their Cooperation

November 7, 1974

Dear :

Enclosed you will find a questionnaire on the practices and policies for the administration of athletics. This questionnaire will serve as an instrument for conducting a study on the administration of athletics in the two-year colleges in Texas as part of my graduate studies at the University of Houston.

Would you please take time out of your busy schedule to answer the questionnaire and make any suggestions or comments that you feel appropriate on a question or questions. After completion of the study, all data and findings will be available to you on request.

Thank you for taking the time to help on this project.

Sincerely.

Dean Evans  
Athletic Director  
San Jacinto College

DRE/fl

Encl.

APPENDIX C  
REPLY CARDS FROM PRESIDENTS AND  
ATHLETIC DIRECTORS



## Self-Addressed Cooperation Card to Presidents

Dear Mr. Evans:

Permission is granted to use \_\_\_\_\_  
(Name of School)

in your doctoral study.

Signed: \_\_\_\_\_  
President

## Self-Addressed Permission Card to Athletic Directors

Dear Mr. Evans:

You have my permission to mail survey questionnaire  
to my office.

Signed: \_\_\_\_\_  
(Athletic Director)

\_\_\_\_\_  
(Name of School)

APPENDIX D  
SURVEY INSTRUMENT

# A QUESTIONNAIRE FOR THE SURVEY OF CURRENT ADMINISTRATIVE POLICIES AND PRACTICES PERTAINING TO INTERCOLLEGIATE ATHLETIC PROGRAMS IN TEXAS TWO YEAR COLLEGES

Directions for answering instrument.

Please express on the following check list the current practices and policies of your college as they relate to the administration of intercollegiate athletics.

Yes and no questions should be answered by circling the appropriate answer to the right of the questions. Some questions require a check or checks in the appropriate blanks, and a few answers call for short answers such as fractions or percentages.

## I. General Information.

Name of school \_\_\_\_\_

Location \_\_\_\_\_

1. Present Enrollment \_\_\_\_\_

2. Institutional control:    A. State \_\_\_\_\_                      B. Private \_\_\_\_\_

In what varsity sports does your school participate?

3. Football \_\_\_\_\_

7. Basketball \_\_\_\_\_

11. Volleyball \_\_\_\_\_

4. Baseball \_\_\_\_\_

8. Track \_\_\_\_\_

12. Gymnastics \_\_\_\_\_

5. Tennis \_\_\_\_\_

9. Golf \_\_\_\_\_

6. Bowling \_\_\_\_\_

10. Swimming \_\_\_\_\_

To which conference does your school belong?

13. TJCAC \_\_\_\_\_

16. TEC \_\_\_\_\_

19. Metro \_\_\_\_\_

14. WTJCAC \_\_\_\_\_

17. TJCFF \_\_\_\_\_

20. No Conf. \_\_\_\_\_

15. NTJCAC \_\_\_\_\_

18. GCC \_\_\_\_\_

21. Is your institution a member of the National Junior College Athletic Association (NJCAA)?    Yes    No

## II. Administrative Structure.

22. What type of departmental administration do you have at your college?

A. Athletic Director \_\_\_\_\_,    B. Physical Education Administrator \_\_\_\_\_,

C. Combination Athletic Director/Physical Education Director \_\_\_\_\_,

23. Approximately what percentage of your time is spent working with athletic director's responsibilities?

A. 100% \_\_\_\_\_,    B. 75% \_\_\_\_\_,    C. 50% \_\_\_\_\_,    D. 25% \_\_\_\_\_

E. Less \_\_\_\_\_.

24. Is the department of athletics independent of the department of physical education?      Yes      No
25. What type of governing body, if any, is organized to establish policies for your athletic program?  
 A. Faculty Group \_\_\_\_\_, B. Joint Faculty and Student Group \_\_\_\_\_,  
 C. No Governing Board \_\_\_\_\_.
26. Does the governing committee or board in control of athletics serve any areas of administration other than athletics?      Yes      No      N/A
27. How is the committee or board in control of athletics selected?  
 A. Elected \_\_\_\_\_, B. Appointed \_\_\_\_\_, C. N/A \_\_\_\_\_.

Does your institution have written policies governing the following? (Check as many as necessary).

28. Eligibility \_\_\_\_\_, 29. Scholastic standing and requirements \_\_\_\_\_,  
 30. Schedule limitations and practice sessions \_\_\_\_\_, 31. Budget \_\_\_\_\_,  
 32. Athletic awards and honors \_\_\_\_\_, 33. Equipment expenditures \_\_\_\_\_,  
 34. Duties of administrator and personnel \_\_\_\_\_, 35. Athletic recruitment \_\_\_\_\_,  
 36. Financial aid \_\_\_\_\_, 37. Admission standards \_\_\_\_\_, 38. Facilities usage \_\_\_\_\_,  
 39. Statement of purpose of athletics \_\_\_\_\_, 40. Women's participation in athletics \_\_\_\_\_.
41. To whom is the director of athletics directly responsible?  
 A. President of the college \_\_\_\_\_, B. Committee or Board in control of athletics \_\_\_\_\_,  
 C. Dean of the college \_\_\_\_\_, D. Vice President of the college \_\_\_\_\_, E. Physical Education Director \_\_\_\_\_.

### III. Personnel.

42. The head coaching assignment constitutes what percent of a full teaching load in the following sports? (fraction or percentage)  
 A. Football \_\_\_\_\_, B. Basketball \_\_\_\_\_, C. Baseball \_\_\_\_\_, D. Track \_\_\_\_\_,  
 E. Tennis \_\_\_\_\_, F. Golf \_\_\_\_\_.

Indicate the number of coaches involved in the sports:

43. Football \_\_\_\_\_, 44. Basketball \_\_\_\_\_, 45. Baseball \_\_\_\_\_, 46. Track \_\_\_\_\_,  
 47. Tennis \_\_\_\_\_, 48. Golf \_\_\_\_\_.

49. Are the members of your coaching staff regular full-time members of your faculty?  
 yes      no
50. How does the average coaching staff salary compare with the average of other members of the faculty?  
 A. More \_\_\_\_\_, B. Less \_\_\_\_\_, C. Same \_\_\_\_\_.
51. Do academic faculty members who do part-time coaching receive extra pay for this work?      yes      no.

135

What is the highest degree held by members of the coaching staff? (Indicate the number of each).

52. Master's \_\_\_\_\_, 53. Phd. \_\_\_\_\_, 54. Ed.D. \_\_\_\_\_.

#### IV. Admission Standards.

55. Do you use any uniform testing service, such as SAT or ACT, with an established minimum requirement for your student athletes receiving aid?      yes      no
56. Is an out-of-state student-athlete approved for admission by the same requirements as an in-state student at your institution?      yes      no
57. Do the admission standards, as published in your school catalog apply to student-athletes the same as all other students making application to your institution?      yes      no
58. Are the student-athletes approved by the same admissions officer?      yes      no
59. Is academic credit given for participation in athletics?      yes      no

Can a student-athlete transfer and compete at your institution after competing in athletics at one of the following institutions provided he meets all other eligibility requirements?

60. A four-year college      yes      no
61. Another junior college      yes      no
62. After serving a probationary period      yes      no

#### V. Eligibility Standards.

63. Who has the final authority to certify the eligibility of participants in the inter-collegiate program at your institution?  
A. Athletic Director \_\_\_\_\_, B. Athletic Board \_\_\_\_\_, C. President of the College \_\_\_\_\_, D. College Dean \_\_\_\_\_, E. Registrar \_\_\_\_\_.
64. A participant is allowed how many semesters to complete his eligibility at your school?  
A. Four \_\_\_\_\_, B. Five \_\_\_\_\_, C. Six \_\_\_\_\_, D. Seven \_\_\_\_\_  
E. Eight \_\_\_\_\_.
65. How many hours must a student complete at the end of one semester to be eligible to compete the next semester? \_\_\_\_\_
66. How many grade points? \_\_\_\_\_
67. How many credit hours of college work must a student be taking in order to represent the college? \_\_\_\_\_
68. How often is academic work of the student checked in order to determine his eligibility?  
A. Monthly \_\_\_\_\_, B. Mid-Semester \_\_\_\_\_, C. End of Semester \_\_\_\_\_.

69. What percentage of your athletes attended high school outside the college district in which your institution is located? \_\_\_\_\_
70. Outside the state? \_\_\_\_\_

## VI. Financial Aid.

71. Does your institution offer athletic scholarships or grant-in-aids to athletes?  
yes      no
72. Is all financial aid to student-athletes administered by the same committee or officer that awards scholarships on campus?      yes      no
73. Does your institution participate in Federal work-study programs?      yes      no
74. Are student-athletes offered work-study aid?      yes      no
75. Are work-study grants for student-athletes administered by the same committee or officer that awards all scholarships on campus?      yes      no
76. Approximately what percentage of your student-athletes participate in Federal work-study programs?  
A. 0% \_\_\_\_\_,      B. 25% \_\_\_\_\_,      C. 50% \_\_\_\_\_,      D. 75% \_\_\_\_\_,  
E. 100% \_\_\_\_\_.

What are the benefits of your scholarships? (check all applicable)

77. Room \_\_\_\_\_,      78. Board \_\_\_\_\_,      79. Books \_\_\_\_\_,      80. Tuition \_\_\_\_\_,  
81. Fees \_\_\_\_\_.

82. What factors do your institution consider justifiable in withdrawing a scholarship or grant-in-aid from a student-athlete?  
A. A lack of anticipated athletic ability \_\_\_\_\_,      B. Academically ineligible for athletic competition \_\_\_\_\_,  
C. An injury resulting from competition \_\_\_\_\_,  
D. Disciplinary reasons \_\_\_\_\_.

## VII. Financing the Intercollegiate Athletic Program.

83. Is the department of athletics required to operate under the same budgetary controls as other departments within the college?      yes      no
84. Indicate the method or methods of financing your athletic programs:  
A. Annual appropriation from general fund \_\_\_\_\_,      B. Gate receipts \_\_\_\_\_,  
C. Activity tickets \_\_\_\_\_,      D. Student athletic fees \_\_\_\_\_.
85. Does the athletic appropriation include the expenses of the intramural program?  
yes      no
86. The physical education program?      yes      no
87. If the activity plan is used for financing athletics, what percent is allocated for athletics?      yes      no

88. Who decides how athletic funds are spent?  
 A. Athletic Director \_\_\_\_\_, B. Faculty Athletic Board \_\_\_\_\_, C. Coaches of each sport \_\_\_\_\_, D. Faculty-Student Board \_\_\_\_\_, E. College Business Manager \_\_\_\_\_.
89. When does the custodian of the athletic fund make reports to the administration?  
 A. Annually \_\_\_\_\_, B. End of semester \_\_\_\_\_, C. End of each sports season \_\_\_\_\_, D. No report made \_\_\_\_\_.
90. Financial reports are made to:  
 A. President \_\_\_\_\_, B. Athletic Board \_\_\_\_\_, C. Student Council \_\_\_\_\_, D. Business Manager \_\_\_\_\_.
91. Are receipts required for each item of expense incurred on trips?    yes    no
92. Does the athletic department have a budget independent of the budgets of other departments?    yes    no
93. How are the gate receipts from each sport handled?  
 A. To finance that sport \_\_\_\_\_, B. Placed in general athletic fund \_\_\_\_\_, C. Placed in general college fund \_\_\_\_\_.

#### VIII. Regulations for Contests and Officials.

94. Who arranges the athletic contests?  
 A. Athletic Director \_\_\_\_\_, B. Head Coach \_\_\_\_\_.
95. What type of contract is used for binding the contest agreement?  
 A. Regulation contract \_\_\_\_\_, B. Letter \_\_\_\_\_, C. Verbal agreement \_\_\_\_\_.

How many contests are normally played per season in each of the following sports?

96. Football \_\_\_\_\_, 97. Basketball \_\_\_\_\_, 98. Baseball \_\_\_\_\_, 99. Track \_\_\_\_\_,  
 100. Tennis \_\_\_\_\_, 101. Golf \_\_\_\_\_.

Check the types of institutions with which you compete:

102. Junior Colleges \_\_\_\_\_, 103. Independent Teams \_\_\_\_\_, 104. College Junior Varsity Teams \_\_\_\_\_, 105. College Freshman Teams \_\_\_\_\_.

106. Who selects officials for contests?  
 A. Head Coach \_\_\_\_\_, B. Athletic Director \_\_\_\_\_, C. Coach and Athletic Director \_\_\_\_\_.
107. How are officials paid?  
 A. Flat Fee \_\_\_\_\_, B. Fee plus expenses \_\_\_\_\_.
108. Is the choice of officials:  
 A. Left to the home team \_\_\_\_\_, B. Assigned by conference \_\_\_\_\_, C. Agreement of competing teams \_\_\_\_\_.
109. When are officials paid?  
 A. Before the game \_\_\_\_\_, B. Between halves \_\_\_\_\_, C. Immediately after the game \_\_\_\_\_, D. By mail \_\_\_\_\_.

110. By whom are the officials paid?

- A. Coach of sport \_\_\_\_\_, B. Athletic Director \_\_\_\_\_.

#### IX. Letters and Awards.

111. What is the basis for granting letters?

- A. Meeting the requirements or regulations set up by the college officials \_\_\_\_\_,  
B. Recommendation of coach \_\_\_\_\_, C. Both of the above \_\_\_\_\_.

112. Who determines the requirements for earning an award?

- A. Faculty committee \_\_\_\_\_, B. Athletic Board \_\_\_\_\_, C. Athletic Director \_\_\_\_\_, D. Head Coach \_\_\_\_\_.

113. How many awards are given to a single athlete?

- A. A letter awarded for every sport if requirements are met \_\_\_\_\_, B. One letter awarded per year \_\_\_\_\_, C. One letter awarded for college career \_\_\_\_\_, D. No letter awarded \_\_\_\_\_.

#### X. Athletic Injuries.

114. Who cares for athletic injuries?

- A. College Physician \_\_\_\_\_, B. Private Physician \_\_\_\_\_, C. Combination of college physician and private physician \_\_\_\_\_, D. Athletic Trainer \_\_\_\_\_.

115. Who assumes the expense incurred by an injury?

- A. Assumed by the college \_\_\_\_\_, B. Assumed by athlete \_\_\_\_\_, C. Assumed by athlete and college combined \_\_\_\_\_.

116. What is the status of the athletic trainer?

- A. Full-time staff trainer \_\_\_\_\_, B. Part-time staff trainer \_\_\_\_\_, C. Student \_\_\_\_\_.

117. Does the college have a physician at contests?

- A. All the time \_\_\_\_\_, B. Some of the time \_\_\_\_\_, C. None of the time \_\_\_\_\_.

#### XI. Promotion and Publicity.

118. Who is responsible for publicity and promotion of intercollegiate athletics?

- A. Director of Athletics \_\_\_\_\_, B. Coaches of each sport \_\_\_\_\_, C. School publicity director \_\_\_\_\_.

119. Are printed brochures prepared for any of the following sports?

- A. Football \_\_\_\_\_, B. Basketball \_\_\_\_\_, C. Baseball \_\_\_\_\_.

120. Does your college have a full or part-time paid publicity director to aid with athletic publicity? Yes No



## XII. Women's Athletics

121. Does your institution sponsor women's competitive athletics? Yes No

If the answer to question 121 is yes, what sports do you participate in?

122. Basketball \_\_\_\_\_ 125. Track \_\_\_\_\_ 128. Volleyball \_\_\_\_\_  
 123. Tennis \_\_\_\_\_ 126. Golf \_\_\_\_\_ 129. Softball \_\_\_\_\_  
 124. Volleyball \_\_\_\_\_ 127. Swimming \_\_\_\_\_

If your institution offers athletic scholarships or grants-in-aid, please complete the following check list:

Sport	Number of Full Scholarships	Number of Partial Scholarships	No Scholarships
130. Basketball	_____	_____	_____
131. Volleyball	_____	_____	_____
132. Tennis	_____	_____	_____
133. Track	_____	_____	_____
134. Swimming	_____	_____	_____
135. Golf	_____	_____	_____
136. Drill Team	_____	_____	_____
137. Softball	_____	_____	_____

138. If womens sports are offered, how are they administered?

A. Under control of Athletic Director \_\_\_\_\_, B. Under control of Director  
 of Womens Athletics \_\_\_\_\_, C. Under control of head coach \_\_\_\_\_.

139. If womens sports are offered, are awards given on the same basis as men's athletics?  
 Yes No

## XIII. Facilities.

Place a check in appropriate blank with regard to facilities owned or controlled by your institution?

FACILITY	NUMBER	USED FOR:			
		Athletic Events	Phys. Ed.	Intra- Murals	Outside Groups
140. Football Stadium	_____	147. _____	_____	_____	_____
141. Gymnasium	_____	148. _____	_____	_____	_____
142. Track	_____	149. _____	_____	_____	_____
143. Baseball Field	_____	150. _____	_____	_____	_____
144. Swimming Pool	_____	151. _____	_____	_____	_____
145. Tennis Courts	_____	152. _____	_____	_____	_____
146. Football Practice Field	_____	153. _____	_____	_____	_____

154. Who has responsibility for athletic facilities at your institution?

A. Athletic Director \_\_\_\_\_, B. Coach of each Sport \_\_\_\_\_.

155. As an Athletic Administrator in a Texas two-year college, what do you consider to be some of the more pressing problems facing intercollegiate athletics in Texas two-year colleges?

156. What are your suggestions or solutions to the above problems?

## BIBLIOGRAPHY

## BIBLIOGRAPHY

### Books

- Brownell, Clifford Lee, and Hayman, Patricia E. Physical Education--Foundations and Principles. New York: McGraw-Hill Book Company, 1969.
- Bucher, Charles. "Two-Year Junior College." In Administration of School and College Health and Physical Education Programs. St. Louis: C. V. Mosby Company, 1967.
- Carnegie Commission on Higher Education. The Open-Door Colleges--Policies for Community Colleges. New York: McGraw-Hill Book Company, 1970.
- Carroll, J. M. A History of Texas Baptists. Dallas: Baptist Standard Publishing Company, 1923.
- Cole, Frederick C. "Intercollegiate Athletics and Higher Education." In Current Issues in Higher Education. Edited by G. Kerry Smith. Washington, D.C.: National Association, 1961.
- Cozen, Frederick W., and Stumph, Florence Seavil. Sports in American Life. Chicago: The University of Chicago Press, 1953.
- Eby, Frederick. The Development of Education in Texas. New York: The MacMillan Company, 1925.
- Evans, N. Dean, and Neagley, Ross. Planning and Developing Innovative Community Colleges. New York: Prentice-Hall, Inc., 1970.
- Foster, William T. "An Indictment of Intercollegiate Athletics." In Background Readings for Physical Education. Chicago: Holt, Rinehart and Winston, 1965.
- Hovel, Richard C., and Seymour, Emery W. Administration of Health, Physical Education and Recreation for Schools. New York: The Ronald Press Company, 1961.
- Hughes, William Leonard, and Williams, Jessie Feiring. Sports, Their Organization and Administration. New York: A. S. Barnes and Company, 1954.

- Kenneedy, C. W. College Athletics. Princeton: Princeton University Press, 1925.
- McDowell, F. M. The Junior College. U.S. Bureau of Education Bulletin, No. 35, Washington, D.C.: U.S. Government Printing Office, 1919.
- Marsch, William. State Community College Systems: Their Role in Seven States. New York: Praeger Publishers, 1971.
- Monroe, Charles. Profile of the Community College. Washington: Jossey-Bass Publishers, 1966.
- National Junior College Athletic Association. History of the National Junior College Athletic Association. Hutchinson, Kansas: The Association, 1974.
- National Junior College Athletic Association 1974-75 Handbook. Hutchinson, Kansas: The Association, 1974.
- Resick, Matthew C.; Seidel, Beverly L.; and Mason, James G. Modern Practices in Physical Education and Athletics. London: Addison-Wesley Publishing Company, 1970.
- Rice, Emmett A.; Hutchinson, John L.; and Lee, Mabel. A Brief History of Physical Education. New York: A. S. Barnes and Co., 1969.
- Rusk College Yearbook. Rusk, Texas, 1920.
- Scott, H. A. Competitive Sports in Schools and Colleges. New York: Harper and Row, Publisher, 1951.
- Shea, Edwin, and Wieman, Elton E. Administration Policies for Intercollegiate Athletics. Springfield: Charles C. Thomas, 1967.
- Thornton, James W., Jr. The Community Junior College. New York: John Wiley and Sons, Inc., 1972.
- Towne, William (ed). 1974-75 Texas Sports Guide. El Paso: Craftsman Publications, 1974.
- U.S. Government Printing Office. A Guide for Planning Community Junior Colleges. Washington, 1969.
- Van Dalen, D. B.; Mitchel, E. D.; and Bennett, B. L. A World History of Physical Education. New York: Prentice-Hall, Inc., 1953.
- Van de Logart, Guy H. "Intercollegiate Athletics in the Junior College." In Proceedings of the 24th Annual Convention NCAA, January, 1932.

Votmer, Edward F.; and Esslinger, Arthur. The Organization and Administration of Physical Education. New York: Appleton-Century-Crofts, 1967.

Williams, J. F., and Brownell, Clifford L. The Administration of Health and Physical Education. New York: Appleton-Century-Crofts, 1967.

#### Periodicals

DeGroat, H. S. "A Study Pertaining to the Athletic Directorship of Intercollegiate Athletics." Research Quarterly 7 (October 1966):14-35.

Duer, A. O. "Basic Issues of Intercollegiate Athletics." Journal of Health, Physical Education and Recreation 31 (May 1960):24.

Eby, Frederick. "Should the Junior College Unite with the Senior High School?" The Nation's Schools 3 (February 1929):33-38.

Griswald, A. Whitney. "Best of Two Worlds." Sports Illustrated 3 (17 October 1955):42.

Hannah, John. "Improving the Administration of Intercollegiate Athletics: A Symposium." The Educational Record 31 (October 1952):439-444.

Healey, William Albert. "Administrative Practices in Competitive Athletics in Midwestern Colleges." The Research Quarterly 24 (October 1953):295-303.

Scott, Harry A. "The Function of the Director of Physical Education in Colleges." Journal of American Association for Health, Physical Education and Recreation 4 (January 1933):8-10, 81.

Sells, James L. "Essential Competencies of the Athletic Director." Journal of Health, Physical Education and Recreation 32 (May 1961):38-39, 67.

Semler, Charles A. "Collegiate Athletic Policies from the Point of View of the Secondary School." The Educational Record 33 (October 1973):448-450.

#### Unpublished

Hohman, Howard Rolf. "Analysis of Administrative Policies of Intercollegiate Athletics in the Rocky Mountain States." Doctor's dissertation, School of Health, Physical Education, and Recreation, Indiana University, 1971.

- Hoy, J. T. "Current Practices in Control of Intercollegiate Athletics in Selected Conferences." Doctor's thesis, Department of Education, University of Indiana, 1952.
- Knapp, A. Blair. Administrative Directive. Granville, Ohio: Denison University, 1963. Mimeographed.
- Kruse, William Lewis. "Administrative Policies and Practices of Intercollegiate Athletics in Illinois Two-Year Institutions." Doctor's dissertation, Department of Physical Education, University of Indiana, 1972.
- McGee, Newman E., Jr. "An Analysis of the Administrative Policies in Intercollegiate Athletics in Member Colleges of the Arkansas Intercollegiate Athletic Conference." Doctor's dissertation, University of Indiana, 1972.
- Mulling, Lula Lucille. "A History of the Methodist Junior Colleges in Texas." Master's thesis, University of Texas, Austin, 1937.
- Spencer, Dr. Thomas, President of San Jacinto College. Personal Interview, January 2, 1975.