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A survey to determine current policy of accrediting previous military experience or present R.O.T.C. enrollment in lieu of required undergraduate physical education classes and activities

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A SURVEY TO DETERMINE CURRENT POLICY
OF ACCREDITING PREVIOUS MILITARY
EXPERIENCE OR PRESENT R.O.T.C.
ENROLLMENT IN LIEU OF REQUIRED
UNDERGRADUATE PHYSICAL EDUCATION
CLASSES AND ACTIVITIES

A Thesis

Presented to
the Faculty of the School of Education
Boston University

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

Submitted by
Franklin Joseph Walsh

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Boston University
School of Education
Library

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CHAPTER I
THE PROBLEM AND NEED FOR INQUIRY

Physical Education administrators in colleges and universities of the United States are again confronted with an increasing military emphasis on the campus that has renewed the problems of World War II.

I. THE PROBLEM

Statement of the problem. There is evidence available to indicate a trend toward encroachment upon the desired development and scope of physical education objectives, in colleges and universities, by reason of their policy with regard to prior military service or enrollment in the Reserve Officers' Training Corps substituting for normally required physical education. It is the purpose of this study (1) to determine the present status of physical education programs and their relationship to previous military service and R.O.T.C. membership. (2) To obtain this data from colleges and universities conducting graduate courses in health, physical education and recreation, and undergraduate courses in the field, as sources to be considered particularly interested in the problem. (3) To determine the number of institutions in this category having R.O.T.C. units. (4) To compile the record of these institutions in accrediting prior service as substitution for physical education, during and since World War II.

(5) To determine what decision these colleges and universities have made in regard to the recommendations of the College Committee on Physical Education and Athletics 1*, announced to them one year ago, as opposed to outright, blanket credit in physical education for previous military service.

II. THE NEED FOR INQUIRY

Importance of the study. Physical education has endured a long and hard struggle for comparative recognition with the academic subjects in the school curriculum. All too often, when a cut-back has been necessary or a revision required in the school program, the physical education classes and activities have been the first hit and the hardest hit. These are recognized facts in the field. It has been necessary for physical educators to arise and defend themselves on many occasions. During World War II and through the post-war period, and now again with a new mobilization underway, physical education faces the influence of the military in the school curriculum. It is possible that this will place the objectives of physical education in a state of flux. What is needed now is a factual picture of the current situation, as a guide to Physical Education administrators in higher education.

1* Consisting of nine representatives, three each from the American Association of Health, Physical Education and Recreation, the College Physical Education Association, and the National Collegiate Athletic Association.

CHAPTER II
REVIEW OF THE LITERATURE

It appears that there has been no direct investigation to determine the extent of the policy of substituting military service or R.O.T.C. enrollment for physical education by colleges and universities offering undergraduate and graduate majors in the field of health, physical education and recreation. Neither has there been a study to determine what the colleges and universities plan to establish as policy for future returning veterans, by way of evaluating their service experience for possible physical education credits, or an outright, blanket credit, following the experience they have gained since World War II. There is considerable material available which is concerned indirectly only with the subject matter, but sufficiently important, it is believed, to consider in viewing the scope of the problem.

Literature on the relation of military programs and physical education. In relation to accrediting military service toward physical education, the following principles have been presented as a guidance for academic authorities, by the College Committee on Physical Education and Athletics^{2*} and distributed to them during July 1950. Section V, entitled "Relations to the Military" is quoted herewith:

^{2*} A Statement for College Administrators, December 1949, prepared by the College Committee on Physical Education and Athletics.

"1. It should be clear to all in college physical education and in colleges generally, that military science and physical education are not synonymous. They are two different programs employing different techniques, seeking different outcomes, and existing for different purposes. Leaders in both areas recognize these differences. One seeks preparation for defense through military skills and techniques, the other seeks adjustment to democratic ways through recreational skills taught to secure outcomes in total personal development. Confusion remains only in the minds of those who believe that physical fitness is the sole, or at least the principal outcome of both. Obviously, both military science and physical education (including athletics) have a place in 20th century society. They are not, however, mutually inclusive.

"2. On campuses where both programs are offered there should be developed a spirit of cordiality and cooperation without infringement, precedence, or domination of one over the other.

"3. The College Committee fully subscribes to the recommendation of many other groups to the effect that a course in military science is not a proper substitution for physical education.

"4. Likewise, the College Committee fully subscribes to and strongly urges faculties to establish the principle of equivalence when accrediting military experience with reference to physical education. This problem loomed large following VJ Day and the Committee feels that some considerable injustice was done many veterans by eliminating them from recreational or therapeutic physical education so necessary to their continuing adjustment to the college or community environment. The best results were obtained on those campuses where credit was given for physical education as it was for other areas of learning; that is, on the basis of experiences in the services equivalent to the kind and quality of instruction receivable on the campus. The Committee recommends that where blanket or indiscriminate credit for physical education was given, just because the student was in military service, the practice be discontinued now and experience in physical education from any future military service be evaluated for quality the same as experience in other fields."

A report entitled Physical Education and National Preparedness 3* states "In 1943, the United States Navy physical fitness test was given to all the boys in the senior high schools of El Paso, Texas. Seventy-five percent of the boys enrolled in physical education scored above the Navy median.

3* Physical Education and National Preparedness, May 1951, Walter S. Knox, Director of Physical Education, College of Pacific.

Only two percent of the boys substituting R.O.T.C. junior program for physical education could reach the median score. On the basis of these findings, the Board of Education refused to continue the policy of substituting R.O.T.C. for physical education."

This same report quotes the announced policy of the College Physical Education Association on this matter as follows: "It is recommended that every effort be made to cooperate with R.O.T.C. units, where they exist, and with any other form of military organization (Organized Reserve, National Guard) which enrolls college-age men to the end that the distinct purposes of both physical education and the military will be served. It is recommended that military drill not be considered as a satisfactory or desirable substitute for physical education in any school or college."

Literature on the relation of the former serviceman and physical education in the college and university. An excellent review of the background leading up to the present situation regarding the policy of granting full credit, or only some credit, or no credit for time in the military service, in lieu of physical education requirements, is contained in the following quoted article. 4*

4* The Journal for Health, Physical Education and Recreation, January 1951, "College Physical Education for Peace and Defense," by Dr. Delbert Oberteuffer, Ohio State University.

"During the decade 1940-1950, which encompassed the period of preparedness, the time of war itself, and the period of postwar adjustment, there was considerable confusion and wide variations in practice within the field. There was debate as to just how physical education could help best to prepare young men for war. Should colleges forsake their well developed programs of sport for an all-out bodybuilding experience? Should intercollegiate athletics be given up as unpatriotic? When the war finally came, college directors were not certain whether the obstacle course, conditioning drill sort of exercise should replace the more educational type of activity or not. The greatest lack of cohesion was seen, however, at the close of the war. Thousands of servicemen came trooping back to the campus to meet the question 'do we continue with our physical education, or is my military service counted as physical education, and thus am I relieved of any further requirements?' At that point, one of the great errors of our time was made--an error born out of a complete misconception of what physical education is or can be. Thousands of veterans were effectively denied the values of physical education, and hundreds of injured men lost the chance to further their rehabilitation, through carefully conducted programs of individual physical education.

"The error was made in high places. The American Council on Education published a report recommending against blanket academic subject credit for military training courses. It was stated, however, that physical education credit might well be given for any military service! Registrars, deans and faculties followed blindly along and credit for physical education was given indiscriminately.

"It made no difference that the physical training in a boot camp or at an Army base was wholly foreign to what was taught on the campus. If a man had served on a carrier or a submarine, in a tank or in the infantry, it was assumed that that experience gave him his tennis, or golf, or swimming. If a man returned with a shattered shoulder to begin college studies, it was assumed that there was nothing in physical education for him. If he was blinded or was an amputee, he was given credit rather than entrusted to the mercies of a physical education department, which might well have aided the man in rebuilding his personal and social life."

CHAPTER III
THE SURVEY TECHNIQUE AND INSTITUTIONS STUDIED

It was decided, that a broad survey would be undertaken using questionnaires by mail to cover the wide geographical distribution of institutions concerned with in the study. The project was designed to define the purpose of the survey, to prepare the plans, to gather the data, to organize and interpret the data, and to report the survey as a thesis.

I. THE SURVEY TECHNIQUE

Planning the questionnaire. It was decided that the questionnaire form would be addressed to the director of physical education at each institution, rather than to the registrars. In the heading of the questionnaire form, the following PURPOSE was stated: A Survey to Determine Current Policy of Accrediting Previous Military Experience or Present R.O.T.C. Enrollment in Lieu of Required Undergraduate Physical Education Classes and Activities. The form contained five questions, with Questions 3 and 4 requiring two and three answers, respectively. Space for comments followed Questions 3, 4 and 5. All answers on the form were requested to be YES or NO. This was done to facilitate final compilation. Space was allowed at the bottom of the form for the initials of each director of physical education filling out the questionnaire. The questionnaires were mailed early in May 1951.

II. THE INSTITUTIONS STUDIED

Source of data. It was decided that the study should be limited to colleges and universities most concerned with health, physical education and recreation from the standpoint of offering teacher training courses in the field on the undergraduate and graduate level. In addition, only colleges and universities offering these courses to male students, or male and female, would be included. Government educational statistics, published by the Office of Education 5*, list exactly 100 colleges and universities within the above category. This figure of 100 is derived from 1,688 total institutions of higher education in the United States, as indicated by the abovementioned statistical report. The important point to be established is that these 100 selected colleges and universities can be considered a competent source of administrative policy data in the field of health, physical education and recreation. And as such, the returns obtained from questionnaires addressed to their directors of physical education, will reflect valid findings of current policy for evaluation. In order to correlate the practices of granting credit in physical education for prior military service and current R.O.T.C. enrollment certain things were found to be necessary.

5* Institutions Offering Professional Education in Health, Physical Education and Recreation, January 1949, Federal Security Agency, Office of Education.

There must be a sufficient percentage of the 100 questionnaires returned and completed by the directors of physical education. Of those returned, a sufficient percentage must be from institutions that have had former servicemen as students and at the same time have had an R.O.T.C. unit on the campus. These conditions were met as revealed in the next chapter on findings.

The following lists of institutions are arranged by states:

QUESTIONNAIRES WERE SENT TO THESE 100
COLLEGES AND UNIVERSITIES OFFERING UNDERGRADUATE AND
GRADUATE STUDY IN THE FIELD OF HEALTH, PHYSICAL EDUCATION
AND RECREATION

ALABAMA

Alabama Polytechnic Institute

University of Alabama

ARIZONA

Arizona State College, Flagstaff

Arizona State College, Tempe

University of Arizona

ARKANSAS

University of Arkansas

CALIFORNIA

College of Pacific

Occidental College

Stanford University

University of California, Berkeley

University of California, Los Angeles

University of Redlands

University of Southern California

COLORADO

Colorado Agricultural and Mechanical College

Colorado State College of Education

University of Colorado

FLORIDA

Florida State University

University of Florida

University of Miami

GEORGIA

Emory University

University of Georgia

HAWAII	University of Hawaii
IDAHO	University of Idaho
ILLINOIS	George Williams College
	Northwestern University
	Southern Illinois Normal University
	University of Illinois
INDIANA	Ball State Teachers College
	Butler University
	Indiana University
	Purdue University
IOWA	Drake University
	State University of Iowa
KANSAS	Kansas State College of Agriculture and Science
	University of Kansas
KENTUCKY	Eastern Kentucky State Teachers College
	Morehead State Teachers College
	University of Kentucky
	Western Kentucky State Teachers College
LOUISIANA	Louisiana State University
MARYLAND	University of Maryland
MASSACHUSETTS	Boston University
	Springfield College
	University of Massachusetts
MICHIGAN	Michigan State College
	University of Michigan
	Wayne University

MINNESOTA Western Michigan College of Education
 University of Minnesota
 MISSISSIPPI Mississippi Southern College
 University of Mississippi
 MISSOURI University of Missouri
 NEBRASKA University of Nebraska
 NEW JERSEY Rutgers University
 NEW MEXICO New Mexico Highlands University
 NEW YORK Colgate University
 Ithaca College
 New York University
 State Teachers College, Brockport, N.Y.
 State Teachers College, Cortland, N.Y.
 Syracuse University
 Teachers College, Columbia University
 University of Buffalo
 NORTH CAROLINA University of North Carolina
 NORTH DAKOTA University of North Dakota
 OHIO Kent State University
 Oberlin College
 Ohio State University
 Ohio University
 University of Cincinnati
 Western Reserve University

OKLAHOMA

Oklahoma Agricultural and Mechanical College

University of Oklahoma

OREGON

Oregon State College

University of Oregon

PENNSYLVANIA

Pennsylvania State College

Temple University

University of Pennsylvania

University of Pittsburgh

TENNESSEE

George Peabody College for Teachers

University of Tennessee

TEXAS

Baylor University

East Texas State Teachers College

Hardin-Simmons University

North Texas State Teachers College

Prairie View University

Southern Methodist University

Southern Texas State Teachers College

Stephen F. Austin State Teachers College

Texas College of Arts and Industries

University of Texas

UTAH

Brigham Young University

University of Utah

Utah State Agricultural College
VIRGINIA
College of William and Mary
WASHINGTON
State College of Washington

University of Washington
WEST VIRGINIA
West Virginia University
WISCONSIN
University of Wisconsin
WYOMING
University of Wyoming

CHAPTER IV
FINDINGS OF THE SURVEY

With the return of the questionnaires, the results are reviewed in this chapter, to show a tabulation of each of the five major questions, together with a breakdown of any subdivisions within the five questions. It should be noted, that in addition to compiling YES and NO results, provision is made to total NUMBER NOT ANSWERING each particular question, or OTHER COMMENTS as an answer to each question. These results, included under OTHER COMMENTS OR REASONS for each question, are listed separately as being the only means of tabulating them for study. Each question is stated here exactly as in the survey.

Data collected. Out of 100 questionnaires mailed to 100 directors of physical education, the total returned is 92 or 92% response. Of the 92 institutions furnishing replies, 89 indicated that they have had former servicemen as students since World War II, and 75 indicated that they now have an R.O.T.C. unit on the campus, and have had one within the period studied. There are 80 institutions reporting that they require freshmen to attend physical education classes. In addition, 62 require sophomore attendance, 8 require junior and 5 require senior classes.

A Hygiene course is allowed to substitute for physical education at 5 institutions.

Of the 75 colleges and universities with R.O.T.C. units, 18 allow a substitution of R.O.T.C. for physical education classes, while 53 do not, and 4 offer special explanations.

There are 67 institutions reporting that they have in the past allowed credit for former military service against physical education requirements. Only 30 of these report any evaluation of the experiences in the service in granting this credit.

A total summation is offered in the following question forms:

QUESTION I

Does your institution require freshmen, other than Physical Education majors, to attend Physical Education classes or activities?

Results Based Upon 92 Return

Number answering YES 80

Number offering other reasons as stated below

Number answering NO 9

1*

Number not answering this question 2

Additional answers to QUESTION I.

Number requiring sophomore attendance at Physical Education classes or activities

62

Number requiring junior attendance at Physical Education classes or activities 8

Number requiring senior attendance at Physical Education classes or activities 5

*1. One institution states it requires one semester of orientation and then mastery of three sports for freshmen.

QUESTION II

Does your institution allow a Hygiene course substitution for Physical Education classes in certain cases?

Results Based Upon 92 Return

Number answering YES 5

Number answering NO 85

Number not answering
this question 2

Number offering
other reasons 0

QUESTION III

Does your institution have an R.O.T.C. unit?

Results Based Upon 92 Return

Number answering YES 75

Number answering NO 15

Number not answering
this question 2

Additional answers to QUESTION 3. Applicable only to those institutions having an R.O.T.C. unit.

Number allowing substitution of R.O.T.C. enrollment
for required Physical Education classes

18

Number not allowing substitution of R.O.T.C.
enrollment for required Physical Education
classes

53

Additional comments as stated below 4*

- 1.* One institution stated it will have an R.O.T.C. unit in the fall of 1951. In regard to the matter of allowing enrollment in R.O.T.C. to substitute for required Physical Education classes, the director of physical education stated "Not if I can help it!" This institution requires two years of physical education for all students.
- 2.* One institution states the matter of allowing enrollment in R.O.T.C. to substitute for required Physical Education classes "has not been decided upon since our R.O.T.C. unit will not be activated until fall." This institution now requires freshmen and sophomores to take physical education.

- 3.* One institution states that it will have a new R.O.T.C. unit in the fall of 1951 and that there is "no decision yet" as to whether enrollment in R.O.T.C. will substitute for required physical education classes. The director of physical education at this institution states, "Personally, I vote NO." At this institution, freshmen must take physical education.
- 4.* One institution says that men enrolled in its R.O.T.C. unit must take physical education with it for the first year. In the sophomore and junior years, physical education is optional.

QUESTION IV

With the influx of veterans following cessation of hostilities in 1945, did your institution allow any academic credit for service?

Results Based Upon 92 Return

Number answering YES 83

Number answering NO 6

Number not answering
this question 3

Additional answers to QUESTION 4.

Number permitting this credit to substitute for
Physical Education classes required ordinarily

67

Number undertaking an evaluation of the experiences
in the service akin to physical education training
in the granting of this credit

30

Additional comments 0

QUESTION V

The College Committee on Physical Education and Athletics now strongly urges faculties "to establish the principle of equivalence when accrediting military experience with reference to physical education." It recommends that "where blanket or indiscriminate credit for physical education was given, just because the student was in military service, the practice be discontinued now and experience in physical education, from any future military service, be evaluated for quality, the same as experience in other fields."

Is it the intention of your institution to follow this recommendation?

Results Based Upon 92 Return

Number answering YES 55

Number answering NO 17

Number not answering
this question 3

Number offering other
answers as stated
below 17*

- 1.* One institution answered this question by stating "Policy not determined at present."
2. One institution states it will maintain a "Tendency to follow mainland pattern."
3. One institution states as an answer "We have not considered this problem."
4. One institution answers "We are trying to get the University to adopt a policy of giving credit only for comparable training and experience as shown by proficiency exams."
5. One institution answers "It has not been decided."
6. One institution states "no action has been taken."

7. One institution answers "Has not been decided fully. We will probably follow recommendations of the national accrediting committee."
8. One institution answers the following stated by the director of physical education, "I am afraid that our Registrar will not follow this recommendation, although I am trying to convince him that he should."
9. One institution answers, "We would like to have no substitution allowed."
10. One institution returned this answer from the director of physical education, "It is hoped that we can influence the University to adopt the recommendation."
11. One institution's director of physical education answered, "Such a policy will be recommended to the institution."
12. One institution states, "No decision yet. General faculty has jurisdiction."
13. One institution's director of physical education answers, "I hope so."
14. One institution's director of physical education stated, "Hope so. This sounds sensible. Blanket credit in Physical Education cannot be given any more logically than in Mathematics, English, Sociology, etc."
15. One institution's director of physical education stated, "Not sure. Hope so, but doubtful at present time."
16. One institution, in answer to the question, indicated that all male students must take two years of R.O.T.C. and that Physical Education classes are required, not for veterans, but for those who are disqualified to take R.O.T.C. for physical reasons.
17. One institution's director of physical education stated, "I have always considered this a problem for registrars, and I have not tried to influence them."

CHAPTER V

SUMMARY AND CONCLUSIONS

An analysis of the findings is presented in the form of a discussion of the problem in relation to the indications of present policy. Specific conclusions are then stated.

I. THE SUMMARY

Discussion. Mention should be made of the excellent response. A 92% return of questionnaires filled-out by the directors of physical education at the 100 colleges and universities involved. There appears to be considerable interest in the subject matter of this study. The 92% return and the many requests for a copy of the finals, are taken to be evidence of such. An example of the requests from various directors of physical education states, "I am wondering if you would care to furnish me with a copy of your findings. Inasmuch, as we are establishing a military unit on the campus, I am very anxious that we have the proper slant as far as general practice and opinion is concerned throughout the country. Your information will be most helpful to me."

Summary. The present status of physical education programs and their relationship to previous military service and R.O.T.C. membership finds these programs suffering more from credits granted returning veterans than from R.O.T.C. substitution.

Of the 83 institutions reporting that they allow veterans academic credit for prior service, 67 or 80.7% have in the past permitted this credit to substitute for required physical education.

Of the 75 institutions reporting that they have an R.O.T.C. unit, only 18 or 24% permit this enrollment in R.O.T.C. to substitute for required physical education. This unwillingness, by a considerable majority, to allow R.O.T.C. enrollment to encroach upon physical education requirements, may be due to the fact that these colleges and universities have had a longer experience with the R.O.T.C. than with former servicemen. It appears, that long established policies regarding the relationship of R.O.T.C. and physical education were not disrupted by World War II.

It is assumed, that the 53 or 70.6% (of 75 institutions having an R.O.T.C. unit) not allowing substitution of R.O.T.C. for physical education, does reflect an accurate sampling of the policy of the remaining colleges and universities with R.O.T.C. units not included in this study. The 80 institutions requiring freshman physical education, the 62 requiring sophomore attendance, the 8 requiring junior and 5 requiring senior physical education, out of 92 colleges and universities offering courses in the field, is an indication of excellent support for the required program objectives.

In addition, 85 institutions out of 92, report that they do not allow substitution of Hygiene courses for required physical education. These figures indicate that the majority of the institutions training teachers in the field of health, physical education and recreation insist upon high physical standards within their own student body and due regard for physical education objectives.

Out of the 67 institutions previously permitting prior service to substitute for physical education, 37 granted the credit outright, while 30 or 44.7% undertook an evaluation of the service experience in granting the credit. This 44.7% studied the record of the student while in uniform, in terms of adjusting the training obtained to the credit of physical education courses, classes and activities, on an equitable basis.

The recommendation of the College Committee on Physical Education and Athletics to refuse blanket credit to former servicemen for physical education and, instead, to adopt a policy of evaluating the individual service record for equivalent credit, it was found, is supported and approved by 55 institutions. This is 60% of the colleges and universities furnishing answers to the survey. Further analysis of the statements of the 17 institutions listed as supplying answers to Question V, other than YES or NO, indicates that at least 6 more may approve in the near future. This will mean a total of 66% of them approving.

II. CONCLUSIONS

1. It appears that physical education programs in the colleges and universities are in no great danger of encroachment by military influence on the campus. In fact, the majority of institutions are taking steps to counteract such a possibility.

2. The physical education program and the R.O.T.C. program are not in open competition with each other on the campus. Only a small minority of institutions allow the R.O.T.C. to substitute for physical education. The majority of the colleges and universities have maintained the prestige of the required physical education program.

3. Men now in the service, planning to attend a college or university at the completion of their enlistment, will find that a majority of the institutions will not grant a blanket credit for that service, toward any required physical education, but will evaluate the training in the service for possible credit.

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APPENDIX I

EXTRACT OF THE QUESTIONNAIRE USED

TO: Director of Physical Education, ()

PURPOSE: A Questionnaire Study to Determine College and University Policy of Accrediting Previous Military Experience or Current R.O.T.C. Enrollment in Lieu of Required Attendance at Physical Education Classes.

SCOPE: The following questions refer to regular school terms, not the summer terms.

QUESTION 1. Does your institution require freshmen, other than Physical Education majors, to attend Physical Education classes or activities?

YES or NO _____ Sophomores? _____ Juniors? _____

QUESTION 2. Does your institution allow a Hygiene course substitution for Physical Education classes in certain cases?

YES or NO _____

QUESTION 3. Does your institution have an R.O.T.C. unit?

YES or NO _____

Can enrollment in R.O.T.C. substitute for required Physical Education classes?

YES or NO _____

Comments _____

QUESTION 4. With the influx of veterans following cessation of hostilities in 1945, did your institution allow any academic credit for service?

YES or NO _____

Was this credit permitted to substitute for Physical Education classes, that would be required ordinarily?

YES or NO _____

Was there any evaluation of the experiences in the service akin to physical education training in the granting of this credit?

YES or NO _____

Comments _____

APPENDIX I CONTINUED

QUESTION 5. The College Committee on Physical Education and Athletics now strongly urges faculties "to establish the principle of equivalence when accrediting military experience with reference to physical education." It recommends that "where blanket or indiscriminate credit for physical education was given, just because the student was in military service, the practice be discontinued now and experience in physical education, from any future military service, be evaluated for quality, the same as experience in other fields."

Is it the intention of your institution to follow this recommendation?

YES or NO _____

Comments _____

INITIALS:

APPENDIX II

EXTRACT OF LETTER OF TRANSMITTAL

May 1951

Director of Physical Education
College or University

Dear Sir:

In connection with a graduate research study at the School of Education at Boston University, which I am undertaking, the enclosed questionnaire is submitted to you for your kind attention.

A self-addressed and stamped envelope is contained with the questionnaire for its return.

This questionnaire is being sent to colleges and universities throughout the country. It is hoped that the study will result in a contribution to the field of physical education in a tense world.

Sincerely yours,

xxx

