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FURUICHI, SUGURU

A COMPARATIVE STUDY OF THE INTERCOLLEGIATE ATHLETIC PROGRAMS BETWEEN TWO SELECTED UNIVERSITIES OF THE UNITED STATES AND JAPAN

The Ohio State University

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A COMPARATIVE STUDY OF THE INTERCOLLEGIATE ATHLETIC PROGRAMS BETWEEN TWO SELECTED UNIVERSITIES OF THE UNITED STATES AND JAPAN

DISSERTATION

Presented in Partial Fulfillment of the Requirement for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

by
Suguru Furuichi, B.Ed., M.P.E.

* * * * *
The Ohio State University
1980

Reading Committee:
Dr. Robert L. Bartels
Dr. Donald D. Harper
Dr. James M. Sweeney

Approved by

Donald D. Harper
Co-Adviser

Adviser
Division of Physical Education
DEDICATION

This dissertation is dedicated:

To my wife, Akiyo, who is an understanding supporter and has helped to complete the dissertation.

To my daughters, Yuko and Keiko, who have given up much to allow Dad to finish his education.

To the faculty members of the Physical Education and Athletic Division of the Waseda University who have given educational opportunities and strength, constant concern and unending love that he needed.

To my mother, Hono, who is a long suffering fan.
ACKNOWLEDGEMENTS

This dissertation is the product of the support and cooperation of many people. Those individuals I would especially like to thank are the two directors of athletics at the two Universities, The Ohio State University in the United States and Waseda University in Japan, who have been gracious enough to give of their time and experience in aiding me with this work.

I would also like to thank Dr. Robert Bartels, Dr. Donald Harper and Dr. James Sweeney who helped me develop the foundation for this work, guided me, and made suggestions along the way.
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FIELD OF STUDY

Major Field: Physical Education

Studies in Athletic Competition as based on physiological aspect. Professor Robert Bartels

Studies in International Sports. Professor Donald Harper

Studies in Teacher Education of Physical Education. Professor James Sweeney

Minor Field: Higher Education

Studies in Curriculum and Instruction. Professor John Belland
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CHAPTER I

INTRODUCTION

It would seem most of the countries of the world are concerned about intercollegiate athletics regardless of the differences in their political systems and economic organizations. The University of Moscow, for example, is the largest in the U.S.S.R. in terms of the number of students, faculties, and programs offered as well as academic achievement level. It has two organizations concerned with intercollegiate athletics. The organizations have two roles. One is to train athletes up to the internationally competitive level and the other is to train coaches for youth.¹ Leipzig University is East Germany, one of the most progressive countries in athletic competitions at the international level, has been training athletes on the basis of scientific data obtained with the cooperation of the government.²

To examine some other countries: The United States sent the collegiate all-star team in men's baseball to


the Montreal Olympics in 1976 and earned first place in the event. 3

Basketball and football are programs that nearly every university or college in the United States has an interest to promote. In Japan, the other country concerned regarding this study, it is found that the percentage of college students in the Olympic delegation is showing a decrease. In the Montreal Olympics in 1976, college students formed only 18.43 percent of the Japanese delegation, while 32.21 percent was recorded in the Tokyo Olympics in 1964. 4

The writer, however, is not focusing on the international competitions alone. The performances or the results of international competition never truly indicate if sports in a country are flourishing. A pyramid with a narrow base would not be stable. In order to maintain top competition in the Olympic Games, it is necessary to enlarge the base. Mass sports like Spartakiad in the communist countries or Sports Festivals and the vast scholastic programs in the United States are examples.

Intercollegiate athletics are significant in two major ways to various countries. One is the possibility of training athletes who can compete in international competitions


or other top-level events. The other is the possibility that ex-intercollegiate athletes are able to be community leaders or instructors for the youth through their sports.\(^5\)

Mentioned hereinafter is a brief history of intercollegiate sports in the two countries which the writer hopes will be helpful in understanding the background of this study.

The tradition of varsity sport teams for colleges and universities in the United States became firmly rooted in the later quarter of the nineteenth century.\(^6\)

Before that time, students organized and conducted the first programs dating back to rowing competition between Harvard and Yale in 1852, baseball between Williams and Amherst in 1859, and football between Rutgers and Princeton in 1869. At this point and for sometime thereafter, the students were in control of intercollegiate athletics in American colleges and universities. In most institutions the control of these early "sports club" type programs remained in the hands of the student.\(^7\) However, because of the need for financial assistance and for absences of the


\(^6\)Bruce L. Bennett, Maxwell L. Howell and Uriel Sinri. *Comparative Physical Education and Sport*, (Philadelphia: Lee and Febiger, 1975), P. 83

student-athletes from their classes, faculty members and alumni soon came to act the role of the administration of the sports with a coalition of the students.

In 1882, a three-man faculty committee was appointed at Harvard University to deal with the program.

A meeting of faculty members representing twenty-two eastern colleges and universities agreed on five points designed to establish institutional control in 1884.

1. Athletic and gymnastic instructors should be appointed by the faculty rather than by students.

2. College teams should play only college teams.

3. A standing committee of college faculty representatives should pass on all contest rules.

4. No student should be allowed to play on a college team for more than four years.

5. Games should be played on the campus of one of the competing teams.

Today, intercollegiate athletics in the United States is for the most part controlled by the institutions. However, control is generally shared in varying degrees by students, administrators, faculty and alumni.

On the other hand, Sports of Western origin were introduced into Japan through three main channels around 1870.

Gymnastics, and track and field were at first adopted officially by the government as part of military training.

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and school curriculum. Second, rowing, baseball, and soccer gained popularity as extra-curricular activities at universities and colleges. These sports were introduced by foreign teachers and Japanese students who returned from their study in the United States. Third, sports such as tennis, golf, basketball, volleyball, badminton, and others spread throughout the country by the YMCAs and foreign business people. Those types of sports, especially rowing and baseball developed as extra-curricular activities at many universities and junior colleges by the students. This led to intercollegiate games that were actively held after the introduction of these sports into Japan. Universities' and colleges' extra-curricular activities became intercollegiate athletics by the students' efforts and the programs of intercollegiate athletics were well organized and controlled by students ever since the modern school system was established. For the most part, philosophically, this remains true.

Since then, Oriental sports and Western sports were well blended into the intercollegiate athletic programs, which had been controlled by students on a club sports basis. The problems, however, such as the need of financial assistance and absences of the student-athletes from their classes, which had occurred earlier in American universities and colleges, also occurred in the Japanese universities and colleges.

At the beginning of the twentieth century, therefore, most of the universities and colleges appointed university faculty members and alumni as committee members of the programs and eliminated students from the committee.

This historical footprint still remains in the programs of intercollegiate athletics at most of the universities and colleges in Japan even though club basis sports moved up into varsity status. 10

Statement of Problem

Since the latter quarter of the nineteenth century, the program of intercollegiate athletics for both subject countries has been plagued by educational, personnel, and financial problems. These three issues are the principal problems of the program not only in the United States but also in Japan. The program of intercollegiate athletics has continued to have one crisis after another. This situation disturbs some of the sport-loving peopling in both countries. This situation leads the investigator to search for the causes and possible solutions to these complicated problems.

The purposes of the study are as follows:

1. The major purpose is to examine the similarities and differences in the areas of philosophy, goals,
administration, organization, and program content of the two countries of intercollegiate athletics.

2. The second purpose is to vigorously analyze the reasons behind any differences between the universities examined in their athletic programs.

The task of this study was to examine the two intercollegiate athletic programs through an interview and a questionnaire given to the appropriate professionals involved. The study utilized the program of intercollegiate athletics of The Ohio State University in the United States and the Waseda University in Tokyo, Japan.

In addition to the three areas mentioned above, the following specific areas were investigated:

1. Administration,
2. Programming,
3. Facilities and Equipment,
4. Eligibility, Financial Aid, and Recruitment,
5. Public Relations,
6. Medical Services,
7. Ticket Policies,
8. Women's Athletics,

Need for this Study

Several years ago, the NCAA started its international baseball series with Japan at the college level. Since then,
the series has been held every year either in the United States or in Japan. In addition to this annual baseball game series, programs including golf, tennis and volleyball have been developed between the two countries, the NCAA has also been sending all-star college football teams to Japan in order to participate in a post-season game every January. Intercollegiate athletics of the United States have thus expanded the number of programs and their scale at the international level year by year.

Domestically, however, it has faced a lot of problems. For example, James A. Michener states in his book *Sports in America*\(^{11}\) that the major problems of intercollegiate athletics in the United States deal with educational achievement, economics, and commercialism. The writer thinks that these problems have a relationship to recruiting, coaching staff personnel and Title IX (refer to Appendix G).

For example in the area of economics, one big problem which Northwestern University, one of the members of the Big Ten Conference, is facing is the following: The Big Ten Conference has decided, with nine agreements and one disagreement, that a host institution has to pay $100,000 as a guarantee to a visiting institution in Big Ten Football games. The only disagreement was made by Northwestern University, because of their tight financial situation and insufficient

facilities for the various athletic programs, $100,000 meant too big an amount for them to pay as a guarantee. Due to this, many conference members felt that Northwestern University should have withdrawn from the Big Ten Conference. Northwestern University is a private school with small enrollment. They are proud of their students' high academic standards more than success of football. Many similar or other problems might be found regarding intercollegiate athletics in the United States.

In Japan, most college educators consider that intercollegiate athletics are very important for the students to understand human relations, morals or human science. However, programs remain relatively unchanged regarding administration and economics. Nobody seems to have shown, up to now, a sincere interest in correcting these matters. There are several reasons why Japanese intercollegiate athletics have remained unchanged for such a long time. First, universities and colleges do not want to put an emphasis on intercollegiate athletics because they are costly. Second, there is no nationwide collegiate athletic organization like the NCAA, NAIA, or AIAW in Japan. Each sport has its own organization, such as the Japanese Collegiate Volleyball Federation and the Japanese Collegiate Swimming Federation.

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13 Sports Illustrated, op. cit., P. 33.
Each Federation has its own philosophy, regulations and competitions. Therefore, each university and college has different rules and regulations about intercollegiate athletics which lead to conflicts. The writer further mentions this situation in detail in Chapter V. Nevertheless, in Japan as well as in the United States, it is well established that intercollegiate athletics have achieved a great deal of social prominence and cultural status.\textsuperscript{14}

The purpose of this research is to review by the use of The Ohio State University and the Waseda University the entire system of intercollegiate athletics of the two countries. This is an attempt to lead to an increased understanding in the area of the intercollegiate athletics in the United States and in Japan.

Limitation of the Study

1. The data for this study were limited to the Athletic Department of The Ohio State University and Intercollegiate Athletic Office of the Physical Education Division at Waseda University.

2. The study was limited by the amount of primary and secondary sources of materials that are available concerning intercollegiate athletics in Japan.

Scope of the Study

This research is directed at obtaining the necessary information about factors which universities and colleges

\textsuperscript{14} Bruce L. Bennett, et. al. op. cit., P. 82.
need to take into consideration when planning and developing new intercollegiate athletic programs or when expanding the existing programs. Comparisons regarding programs, administrative procedures, goals and philosophies of intercollegiate athletics in the two countries will be made.

Once the intercollegiate athletic programs of the two universities are compared and their advantages and/or disadvantages are recognized, other universities and colleges will be able to refer to these outcomes in order to gain information in the design or reform of their own intercollegiate athletic programs.

Procedure

To obtain the necessary data for the study, the following three sources were used.

1. Seven staff members of the Athletic Department of The Ohio State University were interviewed.

2. Questionnaires which involved the same questions as were asked of the professionals of The Ohio State University were prepared in Japanese.

3. Current literature in intercollegiate athletics was examined to reflect upon and augment the answers of the respondents.

After the information was gathered and synthesized, it was compared and grouped into the similarities and the differences between the two universities. These differences were analyzed from the religious point of view with a focus on the Waseda University to better understand its intercollegiate athletic programs. It is a well known fact
that every aspect of Japanese life including morals and philosophies has been reflected by the influence of Buddhism to some extent. Sports, one of the goals of which is considered to be developing morals, is no exception. It has a Buddhist influence in its various aspects.
CHAPTER II
REVIEW OF RELATED LITERATURE

The literature search produced materials related to two aspects of this study. The first group of studies related directly to the standards or policies for the development of intercollegiate athletics. The second category of literature is more general and is drawn from prominent text and workbooks, parts of which can be applied to the development guidelines for intercollegiate athletic programs. The second category involves literature for a background of the concept of sport in Japan.

Standards and Policies for Intercollegiate Athletic Programs.

As mentioned in Chapter I in this study, the intercollegiate athletic programs have had some serious problems since they started. Among them, it is obvious that one of the most significant problems to be solved is that of standards and policies for the program.

In part of this chapter, literature concerning standards and policies for the programs conducted by researchers of both subject countries are reviewed.
Frederick D. Shults conducted a study called "Toward Athletic Reform" in 1979. Its purpose is to guarantee a valuable educational experience for participating student-athletes. In this study, Shults mentioned that it is time for educational institutions to clearly state their athletic philosophy and to write athletic policies which will guarantee that this philosophy will be uncompromised.

The factors considered in the study are:

1. Educational Athletics (Philosophy, goal, and policy)
2. Team Experience
3. Faculty Control
4. Athletic Committee
5. Athletic Budget
6. Admission Policy
7. Financial Aid
8. Recruiting
9. Eligibility
10. Tournament Play
11. Athlete's Bill of Rights

Some of the conclusions that Mr. Shults touched upon are:

1. The athletic program is maintained primarily for the benefit of participating students. It is the hope that athletes would achieve, along with health and physical skill, the grace of sportsmanship in the finest sense of the word.

(a) It is the policy of the department to broaden the base of intercollegiate program to include as many sports as possible. Concentrating on a few major sports would tend to produce more successful teams; however, from the educational viewpoint of extending athletic opportunities to as many students as possible, major sport emphasis can not be justified.

(b) Squads will not be cut or junior varsity teams eliminated as long as qualified coaches and adequate facilities are available.

(c) Increased emphasis will be placed on new and unique sports (rugby, lacrosse, ice hockey), and life time sports.

(d) Whenever possible contests are scheduled with other educational institutions which are equal in size, have a similar athletic philosophy and offer fair and equal competition. (Educational Athletics)

2. It is our belief that there is no single style to which all coaches and players must conform. Diverse methods and personalities contribute to a sound athletic experience as long as the overall goals are educationally sound.

   (a) Coaches are granted the right to create their own athletic experience just as other faculty members are guaranteed academic freedom in the classroom.

   (b) No unreasonable demands or special privileges which tend to dehumanize or set athletes apart from their peers will be allowed.

3. Athletics are based on faculty control of a fourfold program of physical education under the leadership of a department chairperson. Intercollegiate athletics, under the guidance of a director of athletics, represents one division. The other three divisions, in which all staff members share responsibility, are the activity program, the intramural program, and the academic major in physical education.

   (a) All head coaches are hired according to regular faculty appointment procedures and hold faculty rank within the college.

   (b) Coaches who have an academic area of specialty and teach at least one course on a regular basis
in the academic major program are eligible for faculty tenure within the Department of Physical Education.

4. Three committees concern themselves with intercollegiate athletics. One is responsible to the general faculty, and the other two are responsible to the Department of Physical Education.

(a) The General Faculty Athletic Committee, composed of six faculty members outside the Department of Physical Education and four students representing the freshman, sophomore, junior, and senior classes, serve as liaison between the general faculty and the Department of Physical Education.

(b) The Coaches' Athletic Committee is composed of all head coaches of varsity teams. The director of athletics serves as chairperson. This committee is charged with maintaining fair and equal treatment among the various athletic teams and with protecting educational objectives in the formation and application of athletic policy.

(c) The Student Athletic Committee is composed of representatives of all varsity teams. This committee is charged with protecting the rights of athletes and with maintaining fair and equal treatment among the various athletic teams.

(Athletic Committee)

5. The intercollegiate athletic budget is determined in the same manner as budgets in other departments of the college. All income and disbursements are handled through the treasurer's office. It is a college policy that admission to all contests, except conference meets controlled by the conference, will be free. Not only does this remove a possible distinction between major and minor sports, but it removes the concept that teams exist to make money or to entertain the public.

(Athletic Budget)

6. The Admissions Office processes the applications of athletes in the same manner as non-athletes, and a student's academic qualifications are the first priority in determining admissions.

(Admission Policy)

7. There are no athletic scholarships. Financial aid to athletes is awarded solely on the basis of need as evaluated in the Parents' Confidential Statement and administered by the regular college admissions and financial offices.

(Financial Aid)
8. Recruiting of athletes is permissible under the following guidelines: Recruiting must be informative rather than exploitative in nature, i.e., information explaining the athletic program should be circulated to the general public, and once a student/athlete has expressed an interest he or she will be encouraged to visit the campus. (Recruiting)

(a) Coaches who recruit must do so on their own initiative and will not be compensated with a lightened teaching load or an expense account.

9. All regular full-time students are eligible for intercollegiate participation either on men's teams, separate but equal women's teams or coeducational teams which stipulate half males and half females on the field or court at any one time.

10. All full-time students (those carrying 12 hours or progressing normally toward graduation) are eligible for varsity competition. Transfer students are immediately eligible. There is no five year limit to complete four seasons of eligibility. Students on academic probation remain eligible as long as they are accepted as full-time students by the institution. (Athlete's Bill of Rights)

11. Athletes may earn money teaching their sport skill to others.16

Charles A. Bucher mentioned the Athletic program focusing on secondary schools in his article in 1966. He thought that the program of the secondary schools was headed toward the program of colleges or universities. Therefore, he believed that the things happening in the secondary schools could also happen in colleges and universities in the field of athletic program. In this study, he put the emphasis on "educational athletics" as a "new athletics."

At the beginning of this article, he mentioned the present

16Ibid., PP. 18-19.
situation of intercollegiate athletics as:

Educators have lost the battle for a sound sports program in many of our colleges and universities where administrators have been forced to yield to the pressures of alumni and other groups. If there is any consolation that can be derived from such a dilemma it is that the participants at least are adults. Immature youngsters in the nation's senior high schools and particularly in the junior high schools of this nation should never be subjected to such practices. Furthermore, the commercial interests who have reaped a bonanza from a gigantic sports boom, the sports writers who have found a gold mine in copy for their newspaper, radio and TV programs, and parents who have found pleasure in basking in the limelight of their children's athletic achievements, must never be permitted to determine the type of programs that exist in the schools. Educators must assume the leadership role just as they do in other aspects of the school program -- in mathematics, history, science and foreign language.

We need a NEW ATHLETICS in our schools today. We have a New math, a New science, and a New English. We also need a NEW ATHLETICS -- one we can rightfully label Educational Athletics, as contrasted with the highly competitive spectacular form involving Juggernaut athletes who are selected and trained to please the rabid customers in the stands, rather than using sports as a means of individual self-improvement.

He described that not only colleges or universities but also secondary schools must take over the reins and determine the nature and scope of the athletic program rather than permit some uninformed community-minded citizens or alumni to do it for them. Then he stated:

It is clearly evident there have been many problems ever since games became a part of the school program -- problems that require much thought on the part of professional educators and especially school administrators, the persons responsible for giving leadership within the school and interpreting to the community a sound philosophy of educational athletics. This leadership is particularly important in the years of early adolescence when boys and girls are experiencing many physical changes, when values are being formed, when skills are being learned, and when there is a transition from childhood to adolescence.\textsuperscript{18}

His conclusion on educational athletic programs for the future included such characteristics as the following:

1. Athletic programs organized on developmental pattern.

2. Athletic sports seasons and number of games played restricted in length -- some school administrators feel that 10 weeks is a sufficient length of time for any one sports season.

3. Athletic practices limited to not more than 1 and 1/2 hours per day.

4. Major sports becoming the minor sports and minor sports becoming the major sports -- the lifetime sports get special consideration.

5. Gate receipts eliminated with the cost being paid out of the general fund, the same as for English, Mathematics, History and other parts of the educational program.

6. Sports contests conducted only on school premises -- the public arena with its gamblers, foul language, and rabid spectators is a thing of the past.

7. Coaches appointed on the basis of their education qualifications, not won-loss.

\textsuperscript{18}Ibid., P. 101.
records. A knowledge of the participant physically, mentally, emotionally, and socially, is one of the most important qualifications.

8. Athletics an integral part of the total physical education program. The Director of Physical Education is assigned all the duties in regard to the athletic program.

9. All games played on weekday afternoons prior to days when school will not be in session -- night games are out. 19

Kyuzo Takenoshita quoted Huizinga described in his article "Sports in University," that things concerning college or university sport should come back to the original ideas like the Play-Element, just as Huizinga mentioned in his book, Homo Ludens, in KOSEIHODO 20 in 1968.

Mr. Takenoshita also pointed out that colleges and universities should not limit university faculty to intercollegiate athletics, because every student at the college or university has an equal right to use them.

In 1954, the Council of Physical Education and Sports in Higher Education made a decision about the functional organization of intercollegiate athletics and the administration of the competitions among universities and said:

Universities in Japan have not paid any attention to educational value of intercollegiate athletics. They had left its operation in the hands of student-athletes

19Ibid., P. 101.

and alumni. Intercollegiate athletics are one of our educational concerns. It must be properly operated as a part of educational opportunities at colleges and universities. It must comply with the educational goals of universities and colleges, observing the correct sportsmanship and amateurism. It should never be utilized as a means to accomplish any other purposes.21

They declared seven factors as the criteria of operating administration of intercollegiate athletics. They are: Administrative organization, Eligibility, Competition format, Health administration for athletes, Coaches, Admission and academic performance, and Recruiting. This declaration, however, had not appealed strongly and effectively enough, so that it disappeared several years after its appearance with few effects in this field. It was since then that each college and university has begun to operate their intercollegiate athletic programs under their own philosophy and methods without any intercommunication among them.

General Reference Works

The factors needed to operate the intercollegiate athletic programs, for instance, goals, administration, and finances, are reviewed from recent literature of the two countries examined hereinafter.

Concerning Philosophy and Goals in intercollegiate athletic programs, Edward J. Shea and Elton E. Wieman wrote

21Ibid., P. 36.
in their *Administrative Policies for Intercollegiate Athletics*, "there should be written statements of philosophy related to the role of intercollegiate athletics in the life of student individual and college or university. Professional personnel of the athletic department should have a stated philosophy toward intercollegiate athletics as a profession, as well as intercollegiate athletics' value to the student and the university."\(^2^2\) He feels that the department authorities must also make a commitment as to their philosophy regarding the role of intercollegiate athletics; and that is to get educational and athletic competence in the life of the university.

Shea and Wieman also discuss the fact that there should be a set of goals defining the task of the athletic department in providing programs for the students.

The International Union of Student Sports Council in Japan agreed in their *Evaluation of Intercollegiate Athletics*, that goals must be set. They thought goals should:

1. Be written.

2. Differentiate between long-term and short-term.

3. Be developed, established and reviewed with involvement of the staff and university.

4. Be attainable (feasible, achievable, realistic).

5. Be compatible with the aims and objectives of the purpose and philosophy as defined by the

university and the professional organizations.

Edward J. Shea and Elton E. Wieman have stated the educational values and administrative philosophy in their Administrative Policies for Intercollegiate Athletics as follows:

**Intellectual:** To provide opportunities for the application of skills and habits.

**Physical:** (1) To acquire a realization of the physiological and psychological principles of personal and social health.

(2) To gain optimum values in terms of bodily strength, muscular and cardiovascular endurance, physiological functioning, coordination.

(3) To develop the neuro-muscular skills which aid in the efficient performance of satisfying and useful activities now and in future life.

(4) To develop a general interest in wholesome physical activity. To develop, as well, favorable attitudes, interests, and appreciations in health related to physiological functioning.

**Social:** (1) To acquire a sound concept of human values.

(2) To encourage the development of habits of social action.

(3) To develop socially desirable standards of conduct which harmonize with life in a democratic society.

(4) To establish a concern for the cultivation of attitudes of social responsibility, of cooperation and coordination through group instruction that contributes to democratic processes.

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Moral: (1) To serve as a means of aiding the student to define, organize, and clarify a system of values.

(2) To serve as a laboratory experience for the application of the ethical principles.

Emotional: To provide guidance and practice in the achievement of a balanced personal and emotional adjustment and to direct behavior toward socially and morally accepted ends.

Cultural: To provide the opportunity for creative self-expression.

Vocational: To serve as a vocational laboratory for those who may become teachers of physical education, professional athletes, athletic coaches, or leaders of youth in a community.

Intercollegiate athletic administration is that act of planning, organizing, managing and directing organized intercollegiate athletics. The proper administration of organized intercollegiate athletics program is essential. It can be broken down into several phases, with two of the major phases being organizational structure and financial administration.

Robert F. Sessoms wrote in his *Intercollegiate Athletics, A Guide to Its Organization and Administration* that "organized intercollegiate athletics, as the term implies, requires an organized structure. It is only in this way that the work can be managed and the service effectively provided. Some persons or group must be given official responsibility for looking after the affairs of the university,"

24Edward J. Shea and Elton E. Wieman, op. cit., PP. 63-68.
He believes it is the purpose of overall organizational management to plan, organize, manage, direct, supervise, operate and evaluate intercollegiate athletic programs, services and facilities; to administer funds, to employ and use personnel including coaches and to integrate and give an accounting of its efforts.

The International Union of Student Sports Council in Japan believes that a department's structure should reflect its purpose, its methods of operation in relation to its relationship to the university. The Union suggested some criteria for organizational structure, and so did Samuel E. Barners in his doctoral dissertation, *Criteria for Evaluating the Administration of Intercollegiate Athletics at The Ohio State University* in 1956.

1. The source of authority and powers for the intercollegiate athletic managing authority should be clearly ruled.

2. The organizational structure should provide one authority which is responsible for legislative (policy-making) functions.

3. There should be written and definitive guidelines for the relationship between the administrative and the legislative functions.

4. There should be an administrator who is responsible to the managing authority for the operation and services based on establishing written policies and procedures approved by the managing authority and the administrator.

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5. A specific distinction should be made among policies, rules, regulations, and operational procedures. It should be indicated how each is established and administered.\textsuperscript{26}

A large part of administration concerns itself with the many problems of financing the programs. Sources of continuing financial support must be found to provide funds in adequate amounts.

Expenditures vary, of course, with the amounts available and the needs to be met. Robert F. Sessoms did a thorough analysis of the many factors which influence the expenditure for intercollegiate athletics in his \textit{Intercollegiate Athletics, A Guide to Its Organization and Administration}. Some of the most pertinent factors which they mention as influencing expenditures for intercollegiate athletics are:

1. the financial condition of the university or college;
2. the financial condition of the department if revenue-producing sports are in;
3. the peculiar needs of the university or college or the department;
4. the physical plant (athletic areas and facilities) available;
5. the amount of time which people can give to help administer and supervise the programs;
6. prevailing costs of personnel, supplies, and equipment.\textsuperscript{27}


\textsuperscript{27}Robert F. Sessoms, op. cit., PP. 92-94.
In addition, the writer thinks that the number of varsity sports within the control of the department should be included among these influencing factors.

The intercollegiate athletic program is the term applied to the total experience of student-athletes and teams resulting from university action in providing sports competition between colleges or universities, facilities, leadership (coaching), and funds, among others. According to the Athletic Institute in The Athletic Educator's Report, these experiences represent a wide range of activities, well planned, organized, and supervised. The report also states that Athletic programs with educational objectives must have as one of their primary concerns the health and safety of each participant.

Most of the researchers have thought intercollegiate athletic programs should be utilized as an educational tool. No one, however, has ever described the exact difference of the definition between the educational intercollegiate athletics and intercollegiate athletics as they seem to be practiced at present.

The most pertinent point researchers make about programming is to provide the equal opportunities to play for both men and women. The International Union of Student Sports Council in Japan and Sessoms cover the subject of

programming in some depth, suggesting that a well-planned program provided the foundation for achieving objectives and creates a unity of purpose for the entire organization.

Leadership is considered by many to be one of the most important aspects of the intercollegiate athletic program. In fact, Robert R. Buby points out in his "Crisis in the Cities - Impact on Athletics and Physical Education" in Administrative Theory and Practice in Athletics and Physical Education that "leadership is by far the most important single factor in the successful operation of a program of intercollegiate athletics. Without good leadership, no athletic department can succeed, regardless of the many assets it may possess. Therefore, every possible effort should be made to understand the nature of leadership, to determine what works, what does not, and why."29

As far as athletic director and coach, Jack Van Kirk Doland did his research for the Doctor of Education degree in the Louisiana State University and Agricultural and Mechanical College in 1977 on "The Athletic Directors in Selected Institutions of Higher Education."30 His purposes


of study were: (1) to determine the role and status-position, 
(2) to investigate personal and professional characteristics, 
duties and responsibilities, (3) to determine the opinions 
and attitudes concerning current issues in collegiate 
athletics.

A questionnaire was sent to sixty-one institutions 
with a total of fifty-six responses. The institutions sur­ 
veyed were classified in Division I-A by the NCAA reclassi­ 
fication committee on the first preliminary list presented 
in 1975.

His conclusions were as follows:

1. A majority of the athletic directors were more than 
   forty-five years of age, married and received an 
   annual salary ranging from $25,000 to $35,000.

2. More than fifty percent of the athletic directors 
   reported to the President or Chancellor of the 
   University.

3. One-half of the athletic directors had acquired 
   faculty rank.

4. The total athletic budget for approximately fifty 
   percent of the institutions ranged from $750,000 
   to $1,250,000.

5. Approximately two-thirds of the institutions sponsored 
   from eight to fifteen varsity sports and employed over 
   fifteen full-time athletic coaches.

6. More than ninety percent of the athletic directors 
   scheduled and contracted football contests, but 
   only fifty percent scheduled basketball contests 
   while ten percent scheduled contests in other sports.

7. The most important task of an athletic director was 
   supervision of the various sports programs.

8. More than eighty percent of the athletic directors 
   indicated that athletic scholarships for revenue
sports should remain at the present level. Fourteen percent of them were interested in a need formula for revenue sports while thirty-five percent wanted the need criteria applied to any sports including the women's athletic program.

9. Approximately two-thirds of the respondents indicated that legislation limiting the number of coaches hired by an institution be continued.

10. Approximately eighty percent of them favored retaining the 2.0 grade point average criteria for determining academic eligibility at NCAA institutions.\(^{31}\)

Arthur J. Gallon defined the type of a coach, in his *Coaching Ideas & Ideals*,\(^ {32}\) as coaches tend to be categorized five types as authoritarian, nice-guy, easy-going, intense, and businesslike. He then mentioned "Most individuals do not fit neatly into one category but rather are combinations of the five types." Six kinds of qualifications category for a successful coach were listed by Mr. Gallon as follows: (1) educational, (2) professional, (3) physical, (4) moral, (5) personality, and (6) related.

Some of the other good works in the field of personnel in addition to the above are Charles D. Smith's *Group Problem Solving and Leadership*,\(^ {33}\) J. J. Donavan with his article "The What and Why of Job Analysis,"\(^ {34}\)  *The Leader in the*

\(^{31}\)Ibid., PP. 252-256.


\(^{33}\)Charles D. Smith, "Group Problem Solving and Leadership," *YMCA Today*, (December, 1976), P. 5.

Sports Group by Alfred M. Williams, and Elements of Position Classification in School Administration by Ronald F. Campbell, Edwin M. Bridges and John E. Corbally.

Alfred D. Williams pointed out that "Intercollegiate athletics authorities have no more important task than the selection and effective use of their leadership personnel. They must attract young men and women to intercollegiate athletics as a desirable field in college activities."

In 1977, Michael B. Haag did his research for Doctor of Education degree at Indiana University on "Athletic Expenditure, Recruitment, and Grants in NCAA Division I Conference Institutions." After gathering and analyzing the questionnaires, he concluded as:

1. Approximately $125 million per year was being spent by the fifty-two institutions (1976-1977 academic year).
2. Average expenditure per institution was $2.5 million total expenditure in each institution were being spent (this differs from the $1,250,000 figure of the Doland study on page 29).
3. Of this amount, approximately four percent was spent for recruiting and twenty-two percent for scholarships.

37Alfred M. Williams, op. cit., P. 158
Regarding the present situation in intercollegiate athletic programs in Japan, The Committee on Enforcement of Japan Amateur Sports Association did a survey with a questionnaire on "The Recent Trend of Intercollegiate Athletics" in 1978. They sent out the questionnaire to forty universities and received thirty-one responses. Included in the questionnaire are questions about coaches, budget, scholarship, limitation for activity and the number of student-athletes in each team. Some of the conclusions have appeared as follows:

1. Only twenty-five out of four-hundred-fifty-two coaches have full-time coaching status.

2. The average income for a team was 1,406,000 Japanese Yen. The items for the total income were: (1) eighteen percent from university fund, (2) nineteen point one percent from donations by alumni and friends, (3) forty-eight point three percent from team activity fee by student-athletes themselves, and (4) fourteen point six percent from other sources. (Figure 1 on page 33.) The items of the total expenditures were: (1) forty-two point eight percent for training purposes including trips, housing and meals, (2) seventeen point four percent for tournament expenses, (3) twenty-three point nine percent for facilities and equipment, and (4) fifteen point nine percent for others. (Figure 2 on page 33.)

3. As far as scholarships for student-athletes are concerned, there was none offered by the public universities and only two private universities had them.

4. The most serious problem for the teams was the lack of money. The lack of freedom in recruitment because of the present entrance examination system comes second. The lack of full-time employed coaches and the lack of facilities for practice and training follow the top two.

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39 $1,406,000 - Japanese Yen would equal U.S. $7,137.00.
Figure 1 The itemized percentages of the average income of the intercollegiate athletic programs of Japanese colleges and universities examined.

Figure 2 The itemized percentages of the average expenses of the intercollegiate athletic programs of Japanese colleges and universities examined.

5. The average number of one-team members was thirty-nine. As a result, it is clear that the most serious problems of intercollegiate athletics in Japan lie in money, coaches and facilities which are the three important elements to develop these programs. Unless these problems are solved, the intercollegiate athletics in Japan will never be properly developed.

The Brief Statement of the Conference Regarding two Universities

It is a fact that there is intercollegiate athletic competition among the universities which are controlled by the athletic conference in which the school is a member. The conference must provide systematic rules and regulations in order for the member schools to compete in a given sport on a sound and equal basis. Both universities examined are regulated by policies of the conferences in which they are members as follows:

The Ohio State University

The Ohio State University is a member of the Western Intercollegiate Conference (Big Ten), which in turn is a member of the NCAA.

The Intercollegiate Conference of Faculty Representatives grew out of a meeting of the presidents of seven universities of the Middle West. This meeting, called by President Smart of Purdue University, was held in Chicago on January 11, 1895, for the purpose of considering the regulation and control of

intercollegiate athletics. At that meeting of the presidents, rules were formulated, and an organization for the regulation and control of athletic activities, consisting of appointed faculty representatives, one from each institution, was set up. The appointed faculty representatives held their first meeting on February 8, 1896. The minutes of that meeting refer to the "Intercollegiate Conference of Faculty Representatives." It is from that reference that the organization commonly known as the "Western Conference," "Big Ten," or "Intercollegiate Conference" derives its official title.
The Conference, thus, is an association, the primary purpose of which is to insure faculty control and the regulation of intercollegiate athletics as institutional activities, and harmonious intercollegiate relationships among member institutions. At the time of its organization, the Conference was composed of seven members, as follows:

- University of Chicago
- University of Michigan
- University of Illinois
- University of Minnesota
- Northwestern University
- Purdue University
- University of Wisconsin

On December 1, 1899, Indiana University and the State University of Iowa were admitted to membership. The Ohio State University was admitted on April 6, 1912. The University of Michigan, which withdrew from the Conference on January 14, 1908, was, on June 9, 1917, invited to return, and resumed membership on November 20, 1917. The University of Chicago withdrew from the Conference as of June 30, 1946. Michigan State College (now Michigan State University) was admitted to membership May 20, 1949.

A call for stricter control of college football by President Theodore Roosevelt because of the violence in the game brought together 13 institutions in 1905, formulating the original communications base for college athletics.

This initial body called itself the Intercollegiate Athletic Association and was officially constituted March 31, 1906. In 1910, the name was changed to the National Collegiate Athletic Association.

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Seven progressive decades have molded this original 13-member body into a membership today of more than 800 colleges, universities, conferences and affiliated organizations.

Administration and rules interpretation occupied early efforts of the organization. Shortly after World War II, the NCAA adopted legislation and executive powers, changing its function into one dealing with virtually all issues concerned with intercollegiate athletics.44

The Waseda University

It is a historical fact that there is no total control body for intercollegiate athletic programs in Japan.

The Waseda University itself has not been included in any athletic conference, since, in Japan, there is no athletic conferences similar to the Western Intercollegiate Conference (Big Ten) or NCAA in the United States. However, each varsity team has to be involved in his own sport organization, for instance, the baseball team belongs to "Tokyo Big Six Conference," while the volleyball team to the "Kanto Collegiate Volleyball Federation."

From the historical point of view, the Waseda University has been a pioneer in the field of intercollegiate athletics in Japan. They have had a lot to initiate, facilitate and promote the collegiate athletic events. Their baseball team, for example, was the first Japanese baseball team who visited the United States to learn how to play baseball better. Their volleyball team was also the first Japanese volleyball team who visited the United States. They participate in the U. S. National Volleyball Championship at Omaha, Nebraska in 1953 and came back with the then new six men volleyball system.45

The Waseda University has contributed a great deal as a leader of intercollegiate athletics in Japan.


It produced many Olympic players in various sport fields. The Waseda University is still maintaining its position as a leader in this field.\textsuperscript{46}

Review of a Historical and Religious Background Regarding the Concepts of Sport in Japan.

In 1882 in Japan, the government established a new school system, which included elementary school through higher education institutes due to influences of Western countries. This system was different from the present system in various aspects. One of them was that health, physical education and sport were not included in the university or college curriculum. (Presently four credit hours of physical education are required of any students in any major for graduation in all colleges and universities.) Formally colleges or universities did not offer any physical activities at all in Japan. Physical activities of college students were only to participate in martial arts on a club sport basis, controlled by students themselves.

It was during this period that many Western sports were introduced by American professors who were in Japan to teach English and also by Japanese students who came back from their study in the United States. Therefore, at the college level, some students began to enjoy newly introduced Western sports under guidance by American professors. Others

\textsuperscript{46}Ibid., P. 23.
continued martial arts, another traditional Japanese sports.

Most of martial arts were originated in China, and developed further and flourished in Japan. Following is a brief description of martial arts in Japan:

**Aikido** is translated as "way of the spirit in harmony." Its training is strictly geared to self-defense techniques, such as throwing and locking, designed to immobilize. Mastering one's power of ki (universal force) and spiritual training are strongly emphasized in conjunction with perfect body motion and proper attitude.

**Judo** means "the gentle way." It is also geared toward self-defense by use of immobilization measures such as throwing, locking, pinning, and choking. Various katas (formal exercises) and special self-defense drills are often stressed.

**Jujitsu** is a form of self-defense that includes judo techniques in addition to striking, kicking, and blocking. The core training also embraces methods against armed assault.

**Karate** is the "art of the empty hand." This self-defense system focuses upon proper blocking, kicking, punching, striking, throwing, and thrusting techniques. Through elaborate katas, students simulate fighting efforts against one or more imaginary attackers. However, kumite (free sparring) is still considered a vital component of the overall training. Ibuki (breathing exercises, kobudo (weaponry) and tameshigaru (breaking techniques) are essential in developing one's strength and concentration.

**Kendo** is a form of Japanese swordsmanship practiced with the use of a shinai (bamboo sword). Unlike the suave art of fencing, it strongly emphasizes spiritual training in addition to various katas.

**Kobudo** is basically the classical art of weaponry. Mastery of various ancient weapons such as the bō (staff), jo (short stick), kama (sickle), sai (spear) and nunchaku is the focus of attention.

**Self-defense or goshinjutsu** is the most eclectic discipline for practical defense purposes since it draws from
all aspects of the martial arts. Because of its diversity, there is not tremendous depth per se to the formal training. 47

As was mentioned, many Western sports were brought to Japan and they gained popularity among a growing number of people. However, this did not always mean that the philosophy of the Western sport was understood and accepted by the Japanese people. It can be seen that philosophically, students who enjoyed Western sports remained unchanged in that they applied the Eastern martial arts philosophy to their new Western sports.

Martial arts conform to the Bushido 48 (the Japanese Chivalry) code of ethics and aesthetics. Collective exercises begin and end with the exchange of courtesy required by etiquette. Exercises performed alone are sometimes the accompaniment to meditation sessions. The Bushido started as a means of Japanese samurai life and later it was developed to one of the most important Japanese philosophies.

Historical facts show that Buddhism was from the very beginning the basis of Bushido. Especially it should be noted that the Bushido undertook much effort to carry the concepts forward of Zen Buddhism, which is an extension of


48 The Bushido is moral, and unwritten rules of samurai's life style at that time. Later this is extended to all Japanese people as moral of life. Females, of course, however, are not considered in the Bushido. From H. Paul Varley, Japanese Culture, (New York, N.Y.: Praeger Publisher, 1977), P. 27.
Buddhism and Taoism, when they were introduced into Japan. The Bushido concepts agree with the severe mental discipline practices by the Zen priests.

Buddhism is the teaching of Sakyamuni, an old priest who combined all creeds and religions of ancient India into one coherent doctrine that rejected every extreme view of the others. It proclaims various ways of deliverance from spiritual ignorance and suffering. It divides the individual into five groups of changing constituents: corporeality, feelings, perceptions, mental formations, and consciousness. Buddhism holds that everything happens according to universal causality, the law of deeds by which each act brings on its own inevitable result. Good deeds bring good results, and evil deeds bring evil results. Buddhism was introduced to the Japanese people in 538 A.D.49

The Zen spirits in the Bushido are, in a word, experimentalism. Its motto is to keep one's mind good as well as one's body. Zen priests, originally, applied "Zazengyo" - Zen means to discipline the spirit, and "Ekikingyo" - is one method of martial arts. Kin means muscles - to discipline the body. However in Japan, as time passed by, the Zen Buddhism emphasized the discipline of mind before that of body. This is mainly because the Japanese Zen priests who had been to China to study came back home with "Zazengyo"

49Ibid., P. 13.
skills and they did not bring "Ekikingyo" skills back to Japan.  

Zen is a Japanese word simply meaning meditation. It is the name of a school of Buddhism stemming from the confluence between the intensely pragmatic Chinese philosophy of Taoism and Indian Buddhism probably brought by the monk Bodhidarma to China in the sixth century A.D.

Zen permeated and permeates many aspects of Japanese life. Its influence and questioning about the root and source of all life is seen in the freshness of the paintings of Hokusai and Hiroshige. We can see it in the sweeping calligraphy -- a seemingly paradoxical combination of intense spontaneity and vitality as well as strict discipline. It is also found in bonsai tree-growing, in gardening and landscaping; in the haiku poems which blossomed from Basho and many others; in the tea ceremony, fencing, kendo, judo, aikido but most of all in the sheer art of living.51

The Zen philosophy which emphasized the training one's spirit and neglecting to train one's body, had a great deal of influence on martial arts which were methods to establish the Bushido. It agrees with the goal of dualism: martial arts to cultivate one's spirits and mind through the discipline of one's body, rather than to develop body itself. Its method is "to seek for pains." It is requested to darely practice various hardships. In martial arts, it is also requested to make oneself to nothing, in other words

50 Doshin So, HIDEN: Shorinji-Kenpo, (Tokyo, Japan: Kobunsha, 1968), P. 41.

to abandon the self. In addition, there are the influences of Zen Buddhism of course.

All Japanese sports carry a trailing aura of the distinctive Oriental philosophy of the cultivation of the spirit through control of the body. For example, devotees of the martial arts make a special point of holding vigorous practices on the hottest days of summer and the coldest day of winter with bare feet.52

Another thing which was deeply rooted and prevailed in the feudal Japan was Confucianism. This was also introduced from China. The Japanese feudal government especially emphasized this as means of moral standard to keep the social and home life orders. This moral blended with the Bushido spirit which strongly enhances social morals.

Confucianism is based on the teaching of Confucius, the great Chinese educator who lived from 551 B.C. to 478 B.C. Confucianism possesses two aspects: (1) the metaphysical aspect which deals with human nature and ontological principles, and (2) the ritual aspect which deals with the worship of one's ancestors. Confucianism's central emphasis was on the practice and cultivation of the cardinal virtues of filial piety, kindness, righteousness, propriety, intelligence, and faithfulness. Confucius' philosophy of human relations was based on the five cardinal principles: (1) affection between father and son, (2) righteousness between ruler and servant, (3) separate functions between husband and wife, (4) order between younger and elder, and (5) good faith between friends. Emphasis was placed on respect, obedience and loyalty as important elements of these five principles.53

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During the following two hundred years (from 1639 A.D. to 1853 A.D.) the Japanese feudal government prohibited interchange with any foreign countries, so as a result people in Japan had very little chance to know Western cultures except through one or two shipping harbors where foreign ships were permitted to land. Many new religions were originated during these years. These were all based on Buddhism or Confucianism. Thus, these two religions gradually permeated into, and controlled the entire nation's life work and philosophy.

In 1853, the feudal government contracted a commercial treaty with several countries. Almost at once this body was replaced by the new imperial government. Then, great efforts were made by the Japanese people to absorb the modern western culture. Such schools of study as "Yomeigaku" and "Shushigaku" which stemmed from Confucianism and Buddhism were systematized and the people of Japan directed their attention to learning. This phenomenon was widely recognized by the people as reaction to the long feudal life with its isolation from foreign cultures. Many private institutions were created to study the new philosophy originated and brought to Japan by the Western cultures.

In 1882, the government put the new school system in force. This system gave attention to the new western social philosophies as well as continuing to emphasize the intellectual and the moral aspects developed from the traditional
Buddhism and Confucianism. At the college and university level, because of this social life background and philosophy, physical education and sports activities were excluded from the regular curriculum. However, many western sports were introduced at that time and played by many students on a club-basis in extra-curricular programs along with traditional martial arts, which were mentioned before.

As years passed by, Japan gradually reorganized into readiness for war, and at colleges and universities, physical education was included in the curriculum but emphasized militaristic activities to prepare the students for warfare. Militarism in Japan and the philosophy of emperor worship were brought together and carried a strong religious import.

After World War II, in 1949, still another new school system was arranged by the direction of the U.S. Government. At colleges and universities, physical education was required of all students for graduation, and intercollegiate athletic programs were considered to be important in the college life of students.

**Summary of Literature Review**

There are standards or guidelines to follow when a university wishes to organize a department or athletics or if an established department is considering extensive re-organization.
One of the very first and most basic considerations to be taken is the fact that there must be a stated philosophy as to the role which intercollegiate athletics is to have. Most observers agree that educational value in the life of student participants and the university are important.

Shea and Wieman⁵⁴ stress that these statements must be written down and must reflect the attitude of the people in a position to make decisions concerning the future of intercollegiate athletics in the university. They also believe that there should be a written set of goals defining the task of the athletic department in providing programs. The International Union of Student Sports in Japan⁵⁵ agrees and suggests that goals should be attainable, be developed, established and reviewed with the involvement of the administrative staffs and the university, differentiate between long-term and short-term goals, and be made known to all departmental personnel.

The proper administration of organized intercollegiate athletics is essential. Intercollegiate administration is broken down into two main phases: organizational structure and financial administration.


The other important things as Buby\textsuperscript{56} mentioned to operate the programs of the department are leadership by the director and the coaches of the department, and the program for women athletes even though the writer did not mention it in this chapter.

\textsuperscript{56}Robert R. Buby, \textit{op. cit.}, PP. 77-79.
CHAPTER III
METHODS AND PROCEDURE

Introduction

It is the purpose of this study to investigate the problems of the intercollegiate athletic programs of the two universities with an interview and an open questionnaire to the professional personnel of the two universities.

This chapter includes a description of the framework of a comparative study in physical education and sport with a literature search.

This chapter also includes a description of interview techniques. The questionnaire which was employed to compare and analyze the programs of the two universities is found in Appendix A.

Framework

In the study of comparative physical education and international sports, most researchers began by developing a framework for carrying out their study. The primary function of setting up a framework is to formulate a scheme in which the essential variables are identified and brought into meaningful order so that the researcher may locate problems, make precise investigations, and get relevant
data and provide an accurate, unambiguous and orderly description of the study. The most important problem in developing such a framework is the selection of relevant variables from among all possible variables. In addition to determining what variables are relevant, it is equally important to determine to what degree they are relevant, that is, how they are to be weighed in the study. Selecting and weighing relevant variables will differ from one study to another, depending upon the characteristics of the particular type of study. Therefore, various frameworks in the field of comparative physical education and international sports have been evolved for the specific purpose of developing the best scheme for examining physical education and sports.

From the literature search concerning comparative study of physical education and sports, it could be said that there are two major trends in the execution of this kind of study. One is to describe and compare factors of the present status of physical education and sport. The other is to explore the interrelationship between physical education and sports, and examine significant underlying factors such as political systems, the economic organization and socio-cultural heritages.

Vendien and Nixon developed a format to analyze the physical education and sport programs of twenty-six nations
in The World Today in Health, Physical Education and Recreation. The format included: (1) general background information, (2) general education, and (3) health, physical education and recreation. Charles Bucher included nine categories in his framework when he presented the physical education programs of seventeen countries in his book, Foundations of Physical Education. The categories were (1) general background information, (2) educational structure, (3) philosophy of education, (4) philosophy of physical education, (5) physical education in infant school, (6) physical education in secondary schools, (7) physical education in higher education, (8) physical education facilities, and (9) teacher training.

The other concept regarding the framework in the comparative study of physical education and sport has been done by Ben Miller at the University of California at Los Angeles and Sung Park at The Ohio State University. These researchers believe that the division of the world into regions is an important factor in comparative physical education and international sports. Miller divided the world into ten regions: (1) Western Europe, (2) Russia and Eastern Europe,

To understand and clarify the status of physical education and sport in the given countries, many possible factors should be examined relative to the topics prepared in the comparative study of physical education and sports. Bennett introduced a comprehensive scheme and stated that the twelve topics concerning physical education and sport must be considered in relation to the seven factors which influence any society and contribute to national differences in physical education. The twelve topics introduced by Bennett were:

1. Purpose of physical education
2. Place of physical education in society
3. Physical education and sport: Curriculum
4. Facilities and equipment

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5. Organization and administration: schools, clubs, Olympic games, national and international competition

6. Teachers and their preparation

7. Teaching and coaching method

8. Extent of participation by the people, including minority group

9. Participation by girls and women

10. Amateurism and professionalism

11. Research and study

12. Professional organizations

The seven factors were as follows:

1. Political factor

2. Economic factor

3. Religious factor

4. Geographical and climatic factor

5. Cultural and social factor

6. Educational factor

7. Scientific factor

Bennett also described in his book that:

It should be realized that comparative studies need not necessarily be concerned only with countries. That is, an investigation may be considered a comparative study although it is not concerned with two or more political entities. For instance, a study that examines the differences and similarities between two school systems in the same city is a comparative study; similarly, research comparing and contrasting certain aspects of the physical activities of people of the Orient with Western society would also be a comparative study.⁶²

⁶²Bruce L. Bennett, et. al., op. cit., P. 4.
John Lucus at the Pennsylvania State University suggested in Gymnasion that as an outline of a framework of the comparative study, one can examine the target country or specific study area by a comparison with the United States or specific study areas within the United States.

After examining the above-mentioned scheme and frameworks, the following assumptions were made for the purpose of further in-depth investigation.

1. The framework would be considered for application to one or more particular nations, rather than on a global basis.

2. One specific area would better be examined as it relates to one specific factor.

3. One or more specific universities should be selected to be examined provided that adequate and accurate information with regard to the area could be gathered.

As seen on the title and contents in this research, the writer selected the area, the factor, the nations, and the universities bases on the above literature search and assumptions.

**Interview Techniques**

In deciding the areas to be covered and the specific questions to be used in the interviews, the areas which were emphasized most emphatically and appeared quite frequently

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in the literature search were chosen. They were: Philosophy and Goals, Administration, Personnel, Finance, Programming, Schedules, Eligibility, Recruitment, Management, Facilities and Equipment, Public Relations, Women's Athletics, and Evaluation.

The specific questions used were culled from the literature search in reliance on "Recent Trends of Inter-collegiate Athletics in Japan." This work was done by the Enforcement Committee of Japan Amateur Sports Association (JASA), the top governing body of amateur sports which is supported by the Ministry of Education in Japan. A copy of questions may be found in appendix A.

Interviews were made of seven professionals of the Department of Athletics at The Ohio State University. The list of these persons was attained through suggestions and recommendations of a member of the athletic council who was the faculty representative of the Department at The Ohio State University. All interviews were taped for later review and determination of accuracy.

The professionals interviewed were:

1. Phyllis J. Bailey, Associate Director for Women's Inter-Collegiate Athletics.

2. Claude E. Fuller, Assistant Director, responsible for business.

3. Hugh D. Hindman, Director.

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64 JASA, op. cit., PP. 90-96.
4. Marvin W. Homan, Director of Publicity.
5. James L. Jones, Senior Associate Director.
7. Robert C. Ries, Assistant Director, responsible for tickets for athletic events.

Each person was contacted in person or by telephone and asked if they would be willing to contribute some of their time and expertise toward this project. All of them agreed to help in some way. Upon their consent, letters of appreciation along with copies of the interview questions were sent to them. This allowed them to study the questions and to organize their thoughts ahead of the actual interview which was made, in most cases, weeks later.

The Questionnaire

To complete the comparative study, questionnaires written in Japanese were sent to two professionals of the intercollegiate athletic section in the Division of Physical Education at the Waseda University. Questionnaires were composed of all the questions which had been employed in the interview with the seven professionals of The Ohio State University. The writer employed the questionnaire method to those at the Waseda University and interviews to those at The Ohio State University because the writer was at the time of the study located in Columbus, Ohio, and transportation would have been difficult. The writer, however, took a trip to Japan and met the director of the Division of
Physical Education and Athletics at the Waseda University at the end of November in 1977. At that time, the Waseda University's director was asked basic questions about intercollegiate athletic programs at the University and supplied the answers to the questions asked him.

The two professionals to whom the questionnaires were sent were:

1. Masayuki Kawashima, Chief staff member of intercollegiate athletic section of the Division of Physical Education.

2. Hiroshi Takiguchi, Director of the Division, who should be responsible for the entire program of intercollegiate athletics of the university.

The questionnaires were promptly filled out and sent back to the writer several weeks later.

Other designs employed to develop this project were:

1. Available sources of literature were studied to establish a new model which is to be applied to the Waseda University. The sources included local city newspapers, OSU student newspapers, coaches' meetings, letters of correspondence, and other miscellaneous sources.

2. Verbal discussion with people working for the Department to provide in-depth information and opinions.

Much attention was given to primary source knowledge in this portion of the study, as the writer was at the time of the study the head men's varsity volleyball coach at The Ohio State University and a lecturer with the Division of Physical Education of the Waseda University. In addition he was the former men's varsity volleyball coach at the
Waseda University.

After information was gathered and synthesized, it was compared and grouped into the similarities and the differences between the two universities. These differences were analyzed from the religious point of view with a focus on the Waseda University to better understand its intercollegiate athletic programs.

During the course of the entire process of the project, there was an attempt to determine whether or not the newly developed model would be appropriate to promote as a program of the Waseda University. Recommendations were then made to complement their present programs.
CHAPTER IV

RESULTS

It is becoming increasingly important that any university planning a new, or expanding an already existing, intercollegiate athletic program proceed with caution and deliberation because operating intercollegiate athletics is becoming more expensive along with all activities of the university. There are many pitfalls to avoid and practices which should be followed if a successful, growing program is to be attained.

Programs of intercollegiate athletics involve consideration of the following areas: philosophy and goals, administration, personnel, finance, programming, eligibility, recruitment, financial aid, facility and equipment, public relations, women's athletics, and evaluation.

The responses from the working professionals of both universities resulted in some interesting results. The questions posed and the answers are as follows:
Philosophy and Goals

1. What is your philosophy and goals of the role of intercollegiate athletics in the student life and the university?

Ohio State University

One of the main philosophies and goals of the program is to keep the program among the best in the nation. In addition to the above, striving to serve the university community with good athletic events is also one of the philosophical goals of the department.

Other philosophy and goals are to provide an educational opportunity to a student-athlete and to continually provide an opportunity for a student-athlete to challenge their athletic ability through athletic programs.

The philosophy and goals were answered by the director.

Waseda University

According to the director, it is the primary philosophy that the intercollegiate athletic program should be controlled by the students. The university

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65Interview was conducted to Mr. Hugh Hindman, director, on February 8, 1978 in his office at St. John Arena on campus of The Ohio State University.

Questionnaires containing all the following questions were sent to Mr. Hiroshi Takiguchi, director, and to Mr. Masayuki Kawashima, chief staff member, of the Waseda University in Tokyo, Japan on February 22, 1978.
and alumni association of ex-athletes should be co-operators to the students. The university and the alumni association are to support and aid the programs financially as well as philosophically. Basically, the university does not like to intervene in the programs.

The director mentioned that the university, however, likes to offer an athletic opportunity for students to challenge their athletic ability through various athletic events. Our primary goal is not to have our student-athletes attain highly competitive skills, but to provide an opportunity for them to test their potentials according to their expectations and ability.

2. Do you have a departmental statement of the role in intercollegiate athletics in the students' life and the university? What is it? Is this statement written down?

Ohio State University

The director's answers were as follows. The programs of the department have held very important roles since the department was established. Historically, the department once offered physical education programs besides.

The main role of the program to the university is that the department has provided great opportunity for student-athletes at the university a challenge in the field of athletic events for many years.
The director believes that the department also has contributed to the university financially.

Waseda University

It is very important for the student life, according to the director, to have not only intercollegiate athletic programs but also other various programs for the students at the university.

The university has held that these programs including intercollegiate athletic programs should be primarily operated by the student body independently. This is the university's philosophy and tradition and can be found in any program for the students of the university.

4. Do you have a written set of goals defining your task in providing services to your university? Why? Who developed these goals?

Ohio State University

The director answered in the affirmative to the first part of the question; he does have a written set of goals. The purpose of these written goals is for evaluation and the review process. He feels that if their goals are in written form, he and his department can keep a continuous evaluation and review process working. He mentioned that he developed the written set of goals with the Athletic Council.
Waseda University

The director responded that neither the division nor the office of intercollegiate athletics has any set of written goals at all. He expects each team to have their goals written down.

5. What are some problems you may have come across in establishing your philosophy and goals for your department as regard intercollegiate athletics that a big university developing a new intercollegiate athletic program should be aware of and try to avoid? How did you and do you handle these problems?

Ohio State University

The director's response indicated that they are always looking forward to try to develop something new, but always keeping in mind the entire program of the university's sponsored activities for student services. In other words, the over all effect on the programs for student services is the most critical thing when the athletic programs are being developed. He also suggested that he has to look at other Big Ten schools for the viewpoints of the balance. Another comment by the director was regarding handling the problems occuring with observing the rules and regulations of the department, the university, the conference, and the NCAA or AIAW.

Waseda University

The problems the director pointed out were as follows:
1. Lack of facilities for the programs.
2. Lack of land (site) to build athletic facilities for the programs.
3. Unsatisfactory organizational structure of the division.
4. Difficulty of recruitment.
5. The confusion of the cooperation with the alumni associations and the conferences to which each team belongs.
6. Lack of finances for the programs.

The director's attitude in solving the problems stated was that he would like to eliminate bad traditions and practices in the programs one by one slowly but steadily.

Administration

1. Does your organizational structure provide for one authority responsible for legislative (policy-making) functions? If so, what body is this? How is it formed? What are the advantages and the disadvantages of this type of structure?

Ohio State University

The senior associate director answered as follows:

Legislative Authority of the university is handled through the Athletic Council that consist of fourteen

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66 Interviews were conducted to Mr. James Jones, senior associate director, on February 14, 1978 in his office at St. John Arena on campus except question 3 that was from the director.
members, eight of whom shall be alumni of the university, and four of whom shall be students of the university. The student members shall be two undergraduate students, one graduate student, and one professional student.

Report by this council to the president, other than those made through the university senate, shall be made through the vice president for student services.

The advantage of this type of structure is that the council could gather various effective opinions and suggestions from wide range of the university community as well as alumni members.

The council has the following standing committees which have continuous existence:

1. Eligibility
2. Field and Plant (Facilities)
3. Finance
4. Ticket
5. Golf Course

Waseda University

Legislation Authority of the university is called the Physical Education and Athletic Council, according to the director. This body shall consist of the professors of the Division of Physical Education, at present 32 professors. (This number will vary periodically.) In addition there are eight Deans of Colleges, 39
coordinators of varsity teams who have to be a professor of the university, and three professionals, the director, the associate director and the assistant director of the division.

He answered the advantages and the disadvantages of the structure as mentioned below.

The advantages are:
1. Exact information concerning the programs will be channeled to each college through each dean.
2. The programs could be supported by the entire university because of the deans and professor coordinators.

The disadvantages are:
1. There are too many members of the council for discussion.
2. All members are not a professional of inter-collegiate athletic programs.
3. The members of the Council have to discuss both programs of physical education and of inter-collegiate athletics.
4. There is no student representative from any student body.
5. There is no alumni representative from any alumni associations.
2. Does your legislative (policy-making body hold regular meetings with actions of the board and reports of the administrator officially recorded?

Ohio State University

The senior associate director said that regular monthly meetings are held during the Autumn, Winter, and Spring Quarters of the academic year unless otherwise agreed. He also mentioned that official reports by the council shall be made to the president through the vice president for student services, which shall be recorded.

Waseda University

The following responses were made by the director. Regular monthly meetings are being held during the academic year except August, September, and December, during which the university is in vacation. Official reports by the Council shall be made directly to the president of the university and it will be recorded by the president's office.

3. Would you show your organizational structure being provided? What are the advantages and the disadvantages of this type of structure?

Ohio State University

The organizational structure is shown in Figure 3 on page 66.

One thing the director suggested is that he also had a responsibility for intramural programs of the
Figure 3
The Organizational Structure of the Department of Intercollegiate Athletics at The Ohio State University
university because of the constitution of the Athletic Council. He considers this very interesting because the Intramural Department has their own director. In addition, the purposes of these two Departments are completely different. He did not mention, however, whether this is an advantage or disadvantage for the athletic programs of the university.

Waseda University

The organization structure is shown in Figure 4 on page 68.

The following disadvantages were pointed out by the director:
1. The confusion of merging physical education programs and intercollegiate athletic programs philosophically and practically.
2. The difficulty of keeping good communication among the administrators, staff members, and coaches, because coaches are not university employees.
3. No official chances for the head coaches of women's teams to talk with the directors.
4. Three staff members of the section of intercollegiate athletics are employed by the university, not by the division. This means that these staff members can not work for the section consistently, because the university has a right to
Figure 4
The Organizational Structure of the Division of Physical Education and Athletics at the Waseda University
change the staff's posts, which happens frequently.

4. Does your department have an administrative manual? What information does it include? Why?

Ohio State University

According to the senior associate director, the department has an administrative manual containing information on departmental rules, job descriptions, personnel policies and practices, coaches, evaluation sheets, program evaluation sheets, rules and regulations on safety procedures, accident reports, program planning, financial report sheets, game contract sheets, and other forms. He stressed the need for having administrative manuals when it was mentioned that they are a carry-over tool. They provide consistency in one's program.

Waseda University

They do not have any administrative manual regarding the programs of intercollegiate athletics, according to the director.

5. Does your department have established policies with other bodies in cooperative use and maintenance of facilities and program operation? Why?

Ohio State University

The senior associate director said they do have established policies with other bodies on cooperative
use and maintenance of facilities and program operation. The director's office handles the using of facilities in cooperation with the director of intramurals and the coordinator of Physical Education Division. The main reasons are that it assures consistency in the program, especially with periodic changes of personnel, as well as the most efficient use of facilities possible.

Waseda University

The director responded that they did not have any written established policies, however, they had the traditional agreements with the section of required Physical Education, and the Division of major physical education in the College of Education.

6. What is your policy on the type of services for which fees and charges may be made and the basis for establishing the amount of such?

Ohio State University

The senior associate director answered that the Ticket Committee of the Athletic Council would have the responsibility to review all ticket policies and recommend any changes or modifications needed to insure fair and equitable ticket distribution. Matters pertaining to tickets including pricing, availability and distribution shall be within the purview of the Ticket Committee.
It is a basic policy that the department always charges admission fees to watch athletic games such as football, men's basketball, and ice hockey.

**Waseda University**

There is no policy at all. Fees and charges for athletic events are controlled by each team and the conferences, so neither the university nor the department have anything to do in this regard, according to the director.

7. What type of record (financial, personnel, program, property inventories, won-loss record, accident report, academic record, athletic performance results, team and individual award record, etc.) do you keep? Why?

**Ohio State University**

The senior associate director responded they were keeping records of the type mentioned in the question for the purpose of continuity of programming and of future references as an informational guide, and that all types of records should be kept if one is hopeful of developing a sound program.

**Waseda University**

The director answered that records were kept in the areas of finance, scheduling, personnel, academic progress, athletic performance results of individuals and teams, individual and team awards, and others. The reasons for keeping records are the same as The Ohio State University.
1. Do you have a written job analysis for each type of position on your staff? What do these analyses contain? Why?

Ohio State University

There is a written job analysis for some types of positions. These analyses contain duties and responsibilities, required knowledge, abilities, and acceptable experience. It is felt that there must be something in writing so that each individual may know and be reminded from time to time what is expected of him, according to the senior associate director.

Waseda University

The director answered that there was no written job analysis for staff members, or their positions.

2. Do you maintain a manual of personnel policies, practices and procedures? What does this manual contain?

Ohio State University

The senior associate director said they did not have a separate manual of personnel policies, practices, and procedures other than those job analyses mentioned in question 1.

Waseda University

The director answered there were no manuals of personnel policies, practices and procedures.

Interview was conducted to Mr. James Jones, senior associate director, on February 14, 1978 in his office at St. John Arena on campus.
3. Do you have a criteria and procedure to hire the head coach for a team? If so, what criteria and procedure do you have?

Ohio State University

The senior associate director answered that the director handles the hiring of the head coaches attended to how they work or have worked and their won-loss record. As far as the major sports are concerned, the vice-president for student services of the university acts as a main member of any search committee as well. Normal procedure is to announce the job opening and to have interviews with the candidates. The director has to get an approval from the Athletic Council. The department wants a head coach to have at least a master's degree in physical education or related areas.

Waseda University

No definite hiring procedures were given. It depends on the alumni association of each team very much. Each varsity team has its own alumni association which is composed of ex-athletes of the sport.

It is traditionally accepted that each varsity team's alumni association is to provide a head coach and assistant coaches to the teams. Coaches are not affiliated with the university or the division. Coaches are unpaid and are on a voluntary basis.
the job of the alumni association of each team. The only thing they have to do when officially appointing a head coach is to get the approval from the Physical Education and Athletic Council.

6. Do you make a contract with your staffs including coaches? What kind of things does it include?

**Ohio State University**

It is agreed that, at the beginning of every academic year, the department (the director) makes a contract with staff members including head coaches in accordance with university procedure. Terms of employment and salary are included in the contracts, according to the senior associate director.

**Waseda University**

The director answered that they did not need to make a contract with staff members including coaches, because staff members were hired by the university, not by the division. It is the personnel office of the university that provides staff members of this division. The university or the division has never hired a coach for any varsity teams throughout the history of intercollegiate athletic programs of the university.
1. What is your annual budget? How are your budgetary needs arrived at? Are there priorities when making out budget?

Ohio State University

It was indicated from the interview with the business manager, that Ohio State's athletic fund as of 1977-78 was 6.8 million dollars which support 18 men's and 12 women's varsity sports.

The general method of arriving at budgetary needs requires a lot of foresight and pre-planning according to the business manager of the department. Estimates are made of expenditures in reference to the previous year and income of the coming year by breaking down the unit cost of each program element. He thinks that all programs for athletic events have to be equal so that certain priorities do not exist when making out a budgetary plan. Traditionally, however, it is the general trend that revenue-producing sports and the teams that have a long team history are likely to be considered first when making out something related to finances.

Waseda University

The financial aid to the programs from the university is limited, because the university has to have all

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68 Interview was conducted to Mr. Claude Fuller, business manager, on February 14, 1978 in his office at St. John Arena on campus.
programs for the students funded equally.

According to the chief staff member of the section, their total expenditure of the programs in 1977 was 171,482,943 Yen (U.S. $870,979.41). §

2. What are some other means of finances for your program besides your budget and charges?

Ohio State University

The business manager said that radio and TV contracts of football and basketball teams, football post game, game guarantee and donations are considered to extend the athletic fund. Income from car parking for home games and summer camps are also helpful for finances.

Waseda University

It is university policy that the university and the section of intercollegiate athletics of the physical education division are not to control programs, but to support them. This is the policy in finances, too. However, the director stated that he had expected more financial support from the university.

3. Do you have a long-range financial plan for capital improvements and expansion of the program?

§All Dollar-Yen conversions are based on 1979 rate of exchange (refer to Appendix E).
Ohio State University

Long-range financial plans for the next several years are made along with the game schedule planning. The business manager agreed that intercollegiate athletic programs should have one, because annual budgets are expanding year by year in parallel with the increase in cost of living.

Waseda University

The director answered that no long range financial plan was maintained.

4. What are the main items of income for your annual budget? What percentage does each item occupy in the total income?

Ohio State University

According to the business manager, the main items of income in 1977-78 academic year are football revenues, men's basketball revenue, the University Development Fund, and facility rentals.

Football revenues generated $5.4 million while men's basketball revenue amounted to $541,000 in the 1977-78 academic year. Therefore, it is a fact that these two revenue-producing sports plus men's ice hockey occupy a very important role in making out the annual budget of the department. Further details were not available.
Waseda University

The chief staff member of the section showed the total incomes of the program in 1977-78. 15,280,000 Yen ($77,563.45) came from the university for the programs and it was divided and given to each team except the baseball team. The author determined that this amount was only 8.9 percent of the total income of the programs in the year.

The Conference put in the total of 19,848,590 Yen ($100,754.26) as gate fees which was about 11.6 percent of the total income of the programs.

On the other hand, student-athletes themselves paid 80,551,807 Yen ($408,841.66) to their own teams as a member fee to participate on the teams. The author calculated that it was approximately 46.9 percent of the total income of the program. The rest of the income, about 32.6 percent, came from the Alumni Association and friends as donations.

5. What are the main items of expenditure for your yearly balance sheet? What percentage does each item occupy in the total expenditure?

Ohio State University

Salary of personnel (administrators, coaches, trainers, staffs, etc.), budget for each varsity team including equipment, team travel and grant-in-aid, and maintenance of facilities, are considered as the
main items of expenditure, according to the business manager. The information regarding the second aspect of the question was not available.

Waseda University

The chief staff member of the section answered equipment, trip, room and meals for both games and practices are the main items of expenditure. There was no answer for the second part of the question either.

Programming

1. How many sports programs do you have as a varsity team in your department?

Ohio State University

The senior associate director said that there are eighteen men's sports and twelve women's sports.

Men's programs are: baseball, basketball, cross country, fencing, football, golf, gymnastics, ice hockey, indoor track, lacrosse, pistol, rifle, soccer, swimming and diving, tennis, outdoor track, volleyball, and wrestling.

Women's programs are: basketball, competitive swimming and diving, cross country, field hockey, golf, gymnastics, softball, synchronized swimming, tennis, track and field, and volleyball.

Interviews were conducted to Mr. James Jones, senior associate director, on February 14, 1978 in his office at St. John Arena on campus.
Waseda University

The chief staff member responded that the Division comprises 38 different branches of sports, and one cheer leading team, for any one of which the student may sign up. The branches of varsity sports are as follows: aikido, American football, archery, association football, automobile driving, aviation, badminton, baseball, basketball, bicycle-riding, boxing, fencing, gymnastics, golf, handball, hockey, horse-riding, judo, karate, kendo, mountaineering, rowing, rugby, shooting, skating, skiing, softball tennis, spongeball baseball, sumo wrestling, swimming, table tennis, tennis, track and field, volleyball, wandervogel, weight lifting, yachting, wrestling.

The University has club teams, but the division of physical education and athletics did not finance or administer any club team.

2. When (what year) were these teams involved in your program as a varsity team?

Ohio State University

Regarding the men's programs, the oldest sport that became a varsity team is football in 1890, and basketball in 1898. The most recent sport becoming a varsity sport was volleyball in 1968.
Waseda University

Baseball, tennis and rowing are the oldest sports. These three teams became varsity teams in 1902. The most recent team to have become a varsity team is aikido in 1958. However, four martial arts (judo, kendo, karate, and Japanese archery) had been played before the university had any athletic organization. After World War II, these martial arts were prohibited to be played by any Japanese people because of the U. S. Government's regulations. However, it was around 1950 that this edict was cancelled. The four martial arts, therefore, came back to the organization in 1951 and 1952.

3. What criteria or factors do you use in deciding to include a sport team as a varsity team in your program?

Ohio State University

The senior associate director said that there are several main criteria or factors in the decision to include a sport team in the intercollegiate athletic program. The following criteria or factors are all to be considered:

1. Finances
2. The ability of the team to develop a competitive schedule
3. Interest gained in the sport by the student body
4. The availability of a coaching staff
Waseda University

The director thinks that the following should be considered:
1. The needs of the students of the university
2. The needs of the Japanese society
3. The availability of a coaching staff
4. Facilities

4. What are some problems you may have come across in your program planning?

Ohio State University

According to the senior associate director, the two biggest problems are financial considerations for operating the thirty men's and women's varsity teams, and grants for women's student-athletes.

Waseda University

The director answered that recruitment and financial considerations are the two biggest problems to keep the high quality of programs.

In addition it was pointed out that it is very difficult for high school juniors including athletes to successfully pass the entrance examination of the university.
Facilities and Equipment

1. Does your department have a systematic planning program for all facilities? What factors is this program based upon?

Ohio State University

The senior associate director responded that it was generally accepted that some sort of systematic planning of programs should be undertaken in regards to areas and facilities. Factors involved include present and future needs, capacity for future development (things such as land area available and finances). Cooperation with the physical education and intramural departments along with the university's total planning for facilities is important.

Waseda University

The chief staff member of the section said that though Waseda University has facilities that excel compared to most other colleges and universities in Japan both qualitatively and quantitatively, they are not yet satisfactory, and they need to consider this seriously, as a long-range plan is necessary for improving this matter.

2. Who owns or charges the facilities you use for your program either practice or game? Do you need more facilities? What kind? Why?

71Interviews were conducted to Mr. James Jones, senior associate director, on February 15, 1978 in his office at St. John Arean on campus.
Ohio State University

The senior associate director mentioned the following answers. As a basic philosophy, they do not like sectionalism for using facilities.

In order for the varsity teams to use the university's athletic facilities, the director's office cooperates with the director's office of intramural department.

After the building of new facilities called Larkins Hall in 1977, the availability was much improved. However, it is a fact that they still need additional facilities for the program. The priority determined by the director's office to use St. John Arena, the main gymnasium for intercollegiate athletics for practice is as follows:

Autumn Quarter: first priority is women's volleyball
second priority is men's basketball
third priority is women's basketball

Winter Quarter: first priority is men's basketball
second priority is women's basketball
third priority is men's volleyball

It was mentioned that winter quarter is the most difficult for which to arrange facilities. They think they need more facilities for the program, especially for the women's program.
Waseda University

According to the chief staff member of the section, most facilities for athletics belong to the Division of Physical Education, not to the section of intercollegiate athletics.

He feels they need more facilities, especially gymnasium space for martial arts, swimming pools, and tennis courts. He also mentioned training rooms for physical conditioning might be necessary.

3. How are your facility and equipment needs arrived at?

Ohio State University

An annual inventory determines needs of an immediate nature in most all cases. The program is basically dictated by facility and equipment according to the senior associate director.

Waseda University

It is necessary that the opinions of the division of physical education and athletics and the university should come to an agreement, the chief staff member of the section replied.

4. Do you have a person who is working for your facilities and equipment in your department?

Ohio State University

The answer of the senior associate director was yes. There is a facility supervisor and an equipment
manager in the Department.

Waseda University

The answer of the chief staff member of the section was no. The university personnel office, however, provides a facility supervisor to some facilities.

5. What are some problems you may have come across pertaining to facilities and equipment?

Ohio State University

The largest problem encountered with regard to facilities and equipment is the lack of money, according to the senior associate director. He agreed that there was no way to develop facilities or areas without enough funds to do so. The solution to this problem is the one most difficult: to develop as many good programs as possible with what is now available. They also try to utilize equipment until it is completely used out.

Waseda University

The chief staff member of the section responded that the lack of land for building facilities, and the lack of finances for facilities and equipment have been the biggest problems.
Eligibility, Financial Aid, and Recruitment

1. Would you mention how many student-athletes did compete on varsity teams in 1977-78 school year?

Ohio State University

In all varsity sports, there are 528 men and 322 women participating in 1977-78 year, according to the academic counselor. He said women make up nearly 38 percent of the participants in the athletic program.

Waseda University

The following answer was made by the chief staff member of the section. 1,492 men student-athletes and 133 women student-athletes were competing in intercollegiate athletics in 1977-78 year. Women make up approximately 8 percent of the participants in the programs.

2. What academic and the other criteria or rules do you have to be eligible for student-athletes to compete on a varsity team?

Ohio State University

According to the academic counselor, a student-athlete who desires to be eligible to compete on any varsity team has to be checked in accordance with rules of the athletic council of the university, NCAA regulations and the rules of the Big Ten Conference by the

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72 Interviews were conducted to Mr. James Jones, senior associate director, and to Mr. Larry Romanoff, academic counselor, on February 15, 1978 in their own office at St. John Arena on campus.
associate director's office and the academic counselor's office in the department. This check occurs every quarter except summer.

As far as academic criteria for eligibility of a student-athlete is concerned, the rules of the athletic council of the university reads as follows:

(1) Freshman year

Initial eligibility requires graduation from high school with an accumulative grade average of 2.0 or better, on a 4.0 basis as verified in writing to the Admissions Office by the principal of the student-athlete's high school of graduation. Retention of eligibility requires registration and payment of fees for no less than 12 hours of academic work during the first three quarters of freshman status. In addition at the end of the first and second quarters the student-athlete must have completed 12 and 24 hours of academic work, respectively, while maintaining a grade point average of no less than 1.7.

(2) Second School Year of Residence

Eligibility requirements are:
Registration -- a minimum of 12 hours per quarter;
Grade point -- 1.7 or better;
Work completed -- at least 45 hours prior to the quarter of competition in the second year; and certification of progress toward meeting the requirements of the student's baccalaureate degree objective within a maximum of five years.

(3) Third School Year of Residence

Eligibility requirements are:
Registration -- a minimum of 12 hours per quarter;
Grade point -- 2.0 or better;
Work completed -- at least 90 hours prior to the quarter of competition in the third year; and certification of progress toward meeting the requirements of the student's baccalaureate degree objective within a maximum of five years.
(4) Fourth School Year of Residence

Eligibility requirements are:
Registration -- a minimum of 12 hours per quarter; except in quarter of graduation when only work required for graduation need be taken;
Grade point -- 2.0 or better;
Work completed -- at least 135 hours prior to the quarter of competition in the fourth year; and certification of progress toward meeting the requirements of the student's baccalaureate degree objective within a maximum of five years.

(5) Fifth School Year of Residence

Eligibility requirements are:
Registration -- a minimum of 12 hours per quarter; except in quarter of graduation when only work required for graduation need be taken;
Grade point -- 2.0 or better;
Work completed -- at least 180 hours prior to the quarter of competition in the fifth year; and certification of progress toward meeting the requirements of the student's baccalaureate degree objective within a maximum of five years.73

Waseda University

The answer by the chief staff member of the section is as follows. "All students are eligible for intercollegiate athletic programs. We do not have any academic or other criteria or rules at all for a student-athlete."

3. What are some problems you may have come across in operating eligibility in your department?

73. The Ohio State University, Handbook of the University Legislation, By-Laws and Rules of the Athletic Council of The Ohio State University, PP. 7-8.
Ohio State University

The academic counselor said he still has some student-athletes who are short of the total credit hours and lack satisfactory grade point average to be eligible. The absence from classes due to a game or a tournament in season is a serious problem for the student-athletes.

One of the biggest problems to the academic council is the fact that there are some students who drop some courses after the quarter has started to make their total credit hours less than 12. It is also very difficult for the office to make every student-athlete know the main rules of eligibility.

Waseda University

The main problem is that some participants in the program do not complete the requirements needed for graduation, was the opinion of the chief staff member.

4. How many financial aids (grants) have you offered to the student-athletes of the program in your department? Why?

Ohio State University

The senior associate director responded that they offer financial aid to the student-athletes as much as they can. He mentioned, however, a couple of teams have not been offered any grants at all. He thinks he would like to offer financial aids to all varsity teams, if there were enough money. He also mentioned that in
the past three years, financial aid offered to women student-athletes has been greatly increased.

As to the men's program, there are NCAA limitation rules for the number of financial grants offered on each varsity team. According to the 1978-79 NCAA Manual, following are the maximum awards which may be in effect at any one time:

<table>
<thead>
<tr>
<th>Sport</th>
<th>Maximum Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total aids for all sports not counting football and basketball</td>
<td>80</td>
</tr>
<tr>
<td>Baseball</td>
<td>13</td>
</tr>
<tr>
<td>Cross country/track</td>
<td>14</td>
</tr>
<tr>
<td>Golf</td>
<td>5</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>5</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>20</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>14</td>
</tr>
<tr>
<td>Skiing</td>
<td>7</td>
</tr>
<tr>
<td>Soccer</td>
<td>11</td>
</tr>
<tr>
<td>Swimming</td>
<td>11</td>
</tr>
<tr>
<td>Volleyball</td>
<td>5</td>
</tr>
<tr>
<td>Tennis</td>
<td>5</td>
</tr>
<tr>
<td>Wrestling</td>
<td>11</td>
</tr>
<tr>
<td>Water Polo</td>
<td>5</td>
</tr>
<tr>
<td>Swimming</td>
<td>11</td>
</tr>
</tbody>
</table>

Football (Division I) -- There shall be an annual limit of 30 on the number of initial financial aid awards which may be made to student-athletes, and there shall be an annual limit of 95 on the total number of initial awards.

Basketball (Division I) -- There shall be an annual limit of 15 on the total number of financial aid awards which may be in effect in the same year.

The associate director also thinks that financial aid for student-athletes is needed to provide educational
opportunity to the student-athletes at the universities.

Waseda University

No financial aid at all for the athlete is available. The university and the division have never offered financial aid to athletes for their athletic abilities and performances, according to the chief staff member of the section.

5. What regulation or limitation do you have concerning recruitment of prospective student-athletes?

Ohio State University

The Ohio State University must observe the regulations and the rules regarding recruitment as listed by the NCAA and The Big Ten Conference.

Waseda University

No regulations or limitations at all. All freshman applicants have to pass the entrance examination given by the university, the chief staff member of the section reports.

Public Relations

1. What is your philosophy or goals of the role of public relations in intercollegiate athletic program in the department?

74Interview was conducted to Mr. Marvin Homan, director of publicity, on February 15, 1978 in his office at St. John Arena on campus.
Ohio State University

The director of Public Relations answered this question as follows. For any athletic program to be a sound program, it must be supported not only by the students and the faculty members of the university but also by the general public. Therefore, the role of the public relations office is very important to give a positive impression of the program. There are four staff members in the office of Public Relations.

He also thinks that public relations is important as a means of communication between on-campus and off-campus groups. Their goals are to consistently inform the university community and the general public of the athletic programs and to develop and promote the athletic programs through good public relations.

Waseda University

The division has no public relations office at all, according to the director.

2. What things do you do to promote and develop the athletic program to both on-campus and off-campus?

Ohio State University

The director of public relations mentioned the following as promotional aids. Programs of each sport, team brochures, game schedules of each team, news releases, display of trophies and awards, yearly team pictures, and others. Radio and TV, as well as student
and local newspapers are used for this purpose also. Furthermore, the NCAA championship or the AIAW championship and the Big Ten championship offer possibilities for public relations.

Waseda University

The director stated that the Waseda University had supported a campus newspaper financially for a long time, and most public relations are carried out through this medium.

3. What are some problems you may have come across in establishing your philosophy and goals of public relations for your department?

Ohio State University

According to the director of public relations, they have conducted a good job for many years. However, if they have problems, it would be the things about the number of the staff members of the office and budgetary limitation. The director continued to say that only four fulltime staff members have to handle all 30 varsity teams. They have to make a trip with the team to keep statistics for the team, for example. He thinks that they need a couple of more fulltime staffs in the office if possible. He said also that budgetary limitations for public relations has been a critical problem for the past few years. The cost of printing the materials mentioned in question 2, for instance,
is getting higher and higher every year. This eventually means that they have to shrink the range of their work.

Waseda University

The financial condition would be a big problem if they were to concentrate on public relations. The number of staff members of the section would also be another concern according to the director.

Medical Services

1. What medical services for a student-athlete do you have? How effective is it on the student-athlete? What things would you change, if you need change in the system?

Ohio State University

The senior associate director answered as follows. They have three head trainers, two men and one woman, and one assistant trainer who are on fulltime status. The trainers are working with the doctors in both the Student Health Center and the University Hospital for student-athletes. They also have many student aides as student trainers working for each team under the supervision of head trainers. The Student Health Center is always open for student-athletes. They have been provided with a doctor and a trainer on every Tuesday morning in the Medical Clinic. They treat the injuries

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75 Interview was conducted to Mr. James Jones, senior associate director, on February 15, 1978 in his office at St. John Arena on campus.
and illness of student-athletes without charge.

They have appointed team physicians and team dentists for particular sports.

They believe that these systems mentioned above work extremely well for student-athletes when injuries or illnesses occurred. They do not think they should change the system, because this system is working extremely well.

They conduct preseason physical examinations for all student-athletes before permitting them to play. They also have several training rooms with modern equipment.

Waseda University

The director responded student-athletes have the university's student insurance and student-athletes' own insurance. However, there are several cases in which this insurance does not cover an injury or illness. So, they think it is time to provide a new insurance system for the athletes. They are negotiating to set up the new system of insurance for specific athletes with some insurance companies.

2. What are some problems you may have come across in establishing a medical services system for the program?

Ohio State University

The senior associate director answered as follows. It is their basic philosophy that the health and safety
of its athletes is an important consideration of the Department, and the university takes pride in the medical services provided its athletes.

The Department has a kind of health and accident insurance plan which covers all injuries in games and practices, including during the travel to and from the place of games. Therefore, they believe there is no serious problem regarding health care to student-athletes right now.

Waseda University

Injuries and illnesses during practices or games cause serious problems, thinks the director. Unfortunately, the university has no hospital, but just the Health Center. So, they would certainly like to have strong cooperation with the Health Center to take care of athletes' injuries and illnesses.

Ticket Policy

1. What ticket selling policies for athletic events do you have?

Ohio State University

According to the director of the Ticket Office, there are guidelines for ticket purchases which were approved by the Athletic Council. The guidelines

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Interview was conducted to Mr. Robert Ries, ticket director, on February 15, 1978 in his office at St. John Arena on campus.
divided ticket-purchasers into six priority groupings with students falling into the first group. The second priority group is faculty and staff. After these first two groups, ticket distribution moves to non-university affiliates. The third priority group is made up of block ticket purchasers and major benefactors, the fourth -- of interest to recent Ohio State graduates-- consists of active members of the Alumni Association. Then, the next group is the visiting team's fans and finally, in the last place on the priority list comes the general public.

**Waseda University**

The director answered that they do not have any policy about tickets.

2. What are some problems you may have come across in establishing your policies for ticket of athletic events?

**Ohio State University**

The following problems are the main ones, according to the ticket director.

1. To decide the admissions fees to football, men's basketball, and ice-hockey.
2. The number of tickets to provide to members on the teams of football and men's basketball.
3. Allocation of the student seats for football and men's basketball games.
4. Charging admission fees for all non-revenue sports
including women's events.

Waseda University

The director answered that they neither sell nor control tickets for any athletic events. He thinks it is a good system for the conferences to control and sell the tickets.

Women's Athletic Program

1. What are your philosophy and goals concerning the role of women's intercollegiate athletics in the university?

Ohio State University

The associate director for women's program thinks that women have to have an equal opportunity to play in the athletic program. She, as an associate director for the women's program, has tried to keep the Ohio State women's athletic program one of the best in the nation. She also said that one of their philosophies is to continually strive for providing the programs that will challenge every woman athlete to become better than she thinks she can. Another philosophy she mentioned is that the student-athlete exchanges new ideas and experiences and shares educational experiences because they now travel and meet athletes from various parts of the country.

77Interview was conducted to Ms. Phillis Bailey, associate director for women's program on February 15, 1978 in her office at St. John Arena on campus.
Waseda University

The director replied that they have several women's varsity teams, but they have not paid much attention to the women's program. The reasons pointed out are:

1. the lack of budget
2. the lack of facilities
3. the lack of coaches
4. the small enrollment in the women's athletic programs

He does not think it is easy to separate the women's program from the men's program and promote it right now for many reasons, mainly the four mentioned.

Ohio State University

The associate director for women's program mentioned, although the university has made great strides in women's athletics during the past three years, that she is not totally satisfied with the program.

She has big problems in scheduling facilities for the team's use with the increasing demand for indoor facilities from all teams. She thinks, however, that Title IX (refer to Appendix G) might bring great benefits to the women's program in the area of
programming, facilities, finances, financial aids, and scheduling.

Waseda University

The director mentioned the answer to this question was involved in their answer to the previous question.

Others

Other information the writer could obtain concerning the programs of intercollegiate athletics of the two universities from interviews and questionnaires are as follows:

1. Management

Team management, travel arrangements for the contests, appointment of hotel for teams, and other details have been conducted by the office of an associate director at The Ohio State University. On the other hand, at the Waseda University, these things mentioned above are conducted by the managers in each team who are students.

2. Game Schedule

The director has the responsibility for the schedules of athletic contests, and all arrangements for the conduct of the contest at The Ohio State University.

At the Waseda University, each team and the conference which each teams belongs arrange the game schedules in cooperation with other member schools.

3. Seasonal Period for the team

The season for each sport ends with the NCAA or AIAW
championship in that sport at The Ohio State University.

No seasonal periods exist for the teams at the Waseda University. Practices and games are held throughout the year.

4. Award System

These award systems mentioned below are recognized for student-athletes at The Ohio State University according to rules of the Athletic Council of the University.

1. Varsity Player Awards - First Year Award, Second Year Award, Third Year Award, and Fourth Year Award for men and women
2. Junior Varsity and Freshmen Player Award - men
3. Service Awards - men and women
4. Special Awards - Champion Wards, and Scholar-Athlete Award for men and women
5. Junior Varsity Award - women
6. Other Awards - men and women for a co-educational Intercollegiate activities

A team, athlete individual, or coach shall be given an award, when a team or athlete individual places the first place in the Conference Meet, the All Japan Collegiate Championship, or the All Japan Championship at the Waseda University.

Special awards shall also be received by a team, or athlete individual for participation in the Olympic games, or the Asian games.
5. Other

The team will provide travel expenses, most of the equipment for either practices or games, and game uniforms to players on the team at The Ohio State University.

While, at the Waseda University, travel expenses, most of the equipment for either practices or games shall be provided by student-athletes themselves, but game uniforms shall be provided by each team.
CHAPTER V
DISCUSSION

In this chapter, a sport-by-sport comparison is to be conducted, then, the similarities of the intercollegiate athletic programs of the two universities are to be examined and clarified. After that, the differences between the programs of the two universities examined are to be compared and analyzed from the following points of view which are considered very important factors related to the programs.

These factors are as follows:
1. the differences in academic and educational considerations
2. the differences in organizational considerations
3. the differences in administrative considerations
4. the differences in socio-philosophical considerations

A Sport-by-Sport Comparison

The 1977-1978 baseball teams and men's volleyball teams of the two universities were compared on a basis of the information gathered from interviews and the questionnaires. Contests in those two sports have been played between the NCAA members schools and Japanese schools as mentioned in Chapter I in this study. In addition to this fact, both baseball and volleyball teams of the Waseda University are
the first among many Japanese teams who visited the United States to learn how to improve baseball or volleyball, the baseball team in 1905, and volleyball team in 1953. It is well known that both baseball and volleyball were sports which originated in the United States.

The comparison of the two sports of the two universities are shown in Table 1 and 2; baseball in Table 1 on page 106, and volleyball in Table 2 on page 107.

**Similarities**

It seemed that there were few similarities between the programs of the two universities examined. To select a few, student involvement in the intercollegiate athletic programs can be seen at both universities as an influence in a philosophical aspect.

At The Ohio State University, though programs are controlled for the most part by faculty members (it is agreed by Faculty Rule 3335-3-21 that an athletic director has a faculty status), four students represent the student body as members of the Athletic Council. This fact shows that vestiges of the concept of student involvement which originated with intercollegiate athletics is still being preserved to the present.

On the other hand, at the Waseda University there is no single student member in the Physical Education and Athletic Council, which is the legislative authority. In
Table 1
The Comparison of the 1977-78 baseball teams of the two universities

<table>
<thead>
<tr>
<th></th>
<th>The Ohio State University</th>
<th>The Waseda University</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of team members</td>
<td>28</td>
<td>93</td>
</tr>
<tr>
<td>Head coach</td>
<td>1 paid full-time</td>
<td>1 volunteer, not paid by the university</td>
</tr>
<tr>
<td>Assistant coach</td>
<td>1 paid full-time</td>
<td>2 volunteers, not paid by the university</td>
</tr>
<tr>
<td></td>
<td>2 graduate students</td>
<td></td>
</tr>
<tr>
<td>Yearly budget</td>
<td>$25,000.00 from the department (Half of this to scholarships)</td>
<td>$78,656.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$55,306.60 from the conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$20,134.17 from the payment by team members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$3,216.08 from Alumni Association of baseball team</td>
</tr>
<tr>
<td>Financial aids</td>
<td>10 full scholarships</td>
<td>none</td>
</tr>
<tr>
<td>Equipment</td>
<td>provided by the team except gloves</td>
<td>provided by the team members themselves except game uniforms</td>
</tr>
<tr>
<td>Game season</td>
<td>Spring quarter (March - June)</td>
<td>Spring (April - June)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Autumn (September - November)</td>
</tr>
<tr>
<td>Preseason Schedule</td>
<td>trip to the South for a week</td>
<td>a summer camp for a month</td>
</tr>
<tr>
<td>The conference</td>
<td>The Big Ten</td>
<td>The Tokyo Big Six</td>
</tr>
<tr>
<td>The year of becoming varsity team</td>
<td>1891</td>
<td>1902</td>
</tr>
<tr>
<td>Problems</td>
<td>weather academic performance relationship with professional baseball league</td>
<td>academic performance recruitment finances</td>
</tr>
</tbody>
</table>
Table 2
The Comparison of the 1977-78 volleyball teams of the two universities

<table>
<thead>
<tr>
<th></th>
<th>The Ohio State University</th>
<th>The Waseda University</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of team members</td>
<td>13</td>
<td>48</td>
</tr>
<tr>
<td>Head coach</td>
<td>Fifty-percent of full-time (Graduate student)</td>
<td>1 volunteer, not paid by the university</td>
</tr>
<tr>
<td>Assistant coach</td>
<td>Graduate student</td>
<td>volunteers, not paid by the university</td>
</tr>
<tr>
<td>Yearly budget</td>
<td>$9,835.26</td>
<td>$18,649.23</td>
</tr>
<tr>
<td></td>
<td>from the department</td>
<td>$1,979.69 from the university</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$1,639.59 from the Alumni Association of Volleyball team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$10,580.20 from the team members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$4,449.75 from donations</td>
</tr>
<tr>
<td>Financial aid</td>
<td>2 full scholarships</td>
<td>none</td>
</tr>
<tr>
<td>Equipment</td>
<td>all provided by the department</td>
<td>all provided by the team members themselves except game uniforms</td>
</tr>
<tr>
<td>Game season</td>
<td>Spring quarter (March - June)</td>
<td>Spring (April - May) Summer (July) Autumn (September - October)</td>
</tr>
<tr>
<td>Preseason schedule</td>
<td>Practices, scrimmages, and exhibition games on campus</td>
<td>Spring camps for 3 weeks Summer camps for 3 weeks</td>
</tr>
<tr>
<td>The conference</td>
<td>Midwest Intercollegiate Volleyball Association (7 teams)</td>
<td>Kanto Collegiate Volleyball Federation (First Division - 6 teams)</td>
</tr>
<tr>
<td>The year of becoming varsity teams</td>
<td>1968</td>
<td>1934</td>
</tr>
<tr>
<td>Problems</td>
<td>Coaching staff Recruitment Conference Finances</td>
<td>Recruitment Finances</td>
</tr>
</tbody>
</table>
the practical operation of the program, however, student rights and independence are strongly emphasized for operating the programs with the cooperation of ex-athlete alumni of the team.

Students play an important role in operating the programs philosophically and financially, which the university also agrees with. And because of this reason, students' independence is recognized and respected. One can see here the philosophy of a club team basis, which was the primitive form of the intercollegiate athletic team.

There is a similarity drawn from the gathered information in philosophy and goals of the athletic programs. One of the philosophies equally pointed out by both directors was to provide student-athletes with an opportunity to challenge their athletic ability in high level competition. This philosophy was agreed upon by many researchers in this area in that the program should not focus on the administration side but on student-athletes.

Another goal which the programs have in common is to keep and offer the best programs in their respective nations. It is very hard to define what the "best programs" mean. What it means may differ to each college or university according to various factors surrounding it, its status in the nation, the size of the college or university, people's expectations and so forth. However, it is the fact that both universities have possibilities to offer the best programs in its nation, as both are in a similar situation
as one of the largest institutions in their countries respectively.

A similar negative factor in the intercollegiate athletic programs of both universities examined was the lack of adequate operating money for the programs. Both directors emphasized this fact as an obstruction toward developing the best possible programs. Though the term lack of money was the same, what each director meant by its use was clearly different.

1. The department at The Ohio State University needs money to better promote the programs which have been already established systematically.

2. The division at the Waseda University needs money to reform the developing programs and to establish them systematically.

Administrative or team operational factors in the intercollegiate athletic programs of the two universities were excluded from similarities pointed out so far. This is because many differences have been recognized in the practical program operation, though basic ideas of philosophies and goals are the same.

Differences

The differences between the programs of the two universities examined can be easily found because there are many obvious differences. Eligibility rules and coaches' status were most noticeable. These differences were analyzed based on the four factors regarding the intercollegiate athletic
programs mentioned in the beginning of this chapter.

1. The differences in academic and educational considerations

The two directors pointed out that the athletic programs should have educational factors. This should be an expected outcome, as far as programs are carried out within the university where one of the primary goals is education. Researchers in the area of intercollegiate athletic programs have also stated the programs should have educational factors. In other words, the experience is expected to involve educational effect in the athletic programs. This educational factor in the athletic programs is no doubt important to the administrators of the athletic programs because they are program officers. They have to avoid or solve various problems which arise from student-athletes participating in the programs. One of the biggest problems is the academic performance of student-athletes to both universities. At The Ohio State University, the criteria to check academic performance of the student-athletes has been established and ruled by the Athletic Council.

It was already mentioned that, at the Waseda University, there were no rules about the eligibility of student-athletes to participate. Several reasons below could be considered as to why they had no rules, no regulations and no criteria for eligibility in this respect.

1. The historical philosophy of intercollegiate athletics: students should have a right to
independently control the programs of inter-collegiate athletics.

2. Academic regulation of students: there is no rules or regulations of the criteria of academic performances to be applied to any students not only to student-athletes but also to non-athletes.

3. Admission and graduation: entrance competition to a university is very keen, though graduation is considerably easy once one was admitted to enter a university.

As for coaches' status at the university, The Ohio State University has hired full-time head coaches for most varsity teams with an exception of part-time volleyball coach. However, since 1980 every sport has a full-time head coach. Assistant coaches are also hired by the university in particular sports teams such as football, basketball, and baseball. On the other hand, the Waseda University had never hired paid head coaches, or assistant coaches. The alumni association of the team had provided a head coach as well as an assistant coach on a volunteer work basis. This meant that coaches at the Waseda University had to have a job off-campus.

As a result of The Ohio State system, the coaches at that institution had an established status on campus. Coaches were recognized as educators too, because most of the coaches function as an adjunct instructor for the division of physical education and teach a few classes. The coaches at the Waseda University, on the contrary, were actually off-campus people. They were volunteers for the teams without any payment from the university or the division.
2. The differences in organizational consideration

First of all, the organizations of intercollegiate athletic programs between The Ohio State University and the Waseda University are different. The athletic department of The Ohio State University was of organizational independence, firmly established for a considerably long time. Director and three associate directors were professional administrators of the department.

At the Waseda University, there was no organizational body like the Athletic Director of The Ohio State University. The Division of Physical Education of Waseda University has two functions, that of physical education and intercollegiate athletics. The director of the Division at the Waseda University, therefore, has responsibility for administering two different programs: physical education and intercollegiate athletics. This could be contrasted to the single responsibility of the Director of the Athletic Department of The Ohio State University, though he has to relate to the Department of Intramural Sports and Recreation.

The Legislative authority, the Athletic Council of The Ohio State University, involves both students and alumni as its members in the policy making process, while that of the Waseda University, the Physical Education and Athletic Council, has no student or alumni members and supervises both physical education and intercollegiate athletic programs. Its main function is giving approval to decisions made
within each program body. This is considered to be the reflection by whether the organization of athletic programs is of independent function or not.

In the process of schedule making of the team, the director of the Ohio Athletic Department has a right to make decisions, while the director of the Physical Education and Athletic Division of the Waseda University does not. At the Waseda University, it is the conference which is responsible for making schedules which both the university and the team have to observe. According to the director of the Physical Education and Athletic Division of the Waseda University, games are to be held on Saturday or Sunday with very few exceptions.

3. The differences in administrative considerations

At The Ohio State University, as mentioned before, administrators are only concerned with intercollegiate athletic programs and two or more staff members are appointed in each section such as publicity, tickets, and business. At the Waseda University, there are only three staff members excluding administrators and it is these three who take care of the intercollegiate athletic programs. It is mainly because most of the team management including scheduling and other important jobs are in control of student managers and some Alumni Association members that the intercollegiate athletic programs of 38 teams can be controlled by only
three staff members of the division.

At The Ohio State University, on the other hand, since it is obvious that programs are supported by only 3 revenue producing sports, it is financially difficult to increase the number of teams. This means that The Ohio State University is offering fewer intercollegiate athletic programs than the Waseda University, though the former is on a larger scale and has more staff members. The author conceives the philosophy of business life here. As far as programming of intercollegiate athletics is concerned, the priority principle prevails at The Ohio State University, while the philosophy of equality prevails at the Waseda University.

4. The differences in socio-philosophical considerations

The first concern in this socio-philosophical aspect is financial aid.

The Waseda University has never offered financial aids to student-athletes for their athletic performances, while The Ohio State University offers much aid. The director of The Ohio State University has stated that financial aid is very useful and significant in giving student-athletes education opportunities. It has been made clear in the historical analysis of the programs that this difference can be attributed to the socio-philosophical backgrounds of the two countries.
There is a big difference in providing equipment, too. At the Waseda University, team members have to provide necessary equipment and goods by themselves, while at The Ohio State University, most are provided free. Financially, all team members at the Waseda University pay for a considerable percentage of the whole budget by themselves as team membership fees just to participate in practices and games. The university is only to assist their activities, and the team are in most part financially dependent upon team members and alumni.

As for recruitment and women's programs, The Ohio State University is well developed. According to the associate director for women's programs, women's programs have greatly increased in the past three years. Women's sports at the Waseda University are not well developed, partly because a generally accepted assumption that "sports are for men" still prevails and partly because programs can exist with support by strong alumni royalties. It is a fact that women alumni are far less than men alumni, and the opportunity is not as good for women to get jobs at present.

The seasonal period system at The Ohio State University enables student-athletes to participate in plural sports, while the season for every team lasts throughout the year at the Waseda University since the academic year starts in April and ends in March in Japan. Therefore a player can participate in only one kind of sport and has to join
practices throughout the year.

5. **Summary of the differences**

In the intercollegiate athletic program of The Ohio State University and the Waseda University, many differences have been pointed out, though there have been some similarities as well. The biggest difference is that the programs at The Ohio State University are systematic, mostly controlled by faculty members in an independent department and financed mostly by admission income. Eitzen and Sage stated in *Sociology of American Sports*, that intercollegiate athletic programs, especially those of big schools, changed in pace with social changes and were greatly influenced by various social phenomena. According to this definition mentioned above, it should be true that the intercollegiate athletic programs of The Ohio State University are influenced by American society, while that of the Waseda University by Japanese society. That is true can be seen by the information contained in Chapter II. In this chapter, an attempt was made to analyze why these differences came into existence in the respective programs.

In conclusion, the comparisons of the differences reached are as follows:

1. **Student-athletes could get financial aid for their athletic performances.** Most equipment is provided free from

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\(^{78}\)Eitzen and Sage, op. cit., P. 73.
the team (The Ohio State University). On the other hand, student-athletes are responsible by themselves for financial matters of the team in Japan. They provide necessary equipment by themselves to join in the team activities (the Waseda University).

(2) Program Management and control are done by faculties (The Ohio State University). Alumni play an important role in program management by their strong royalty to the university (the Waseda University).

(3) The university and the department expect financial revenue out of the programs (The Ohio State University). The university and the division do not expect financial revenue out of programs at all (the Waseda University).

(4) The director of the department is responsible for game scheduling (The Ohio State University). The university and the division leave all rights and responsibilities to the conference to which each team belong (the Waseda University).

(5) The department is responsible for home game operations (The Ohio State University). The division needs not be concerned with games at all (the Waseda University).

(6) Both head coach and assistant coaches of some teams like football, basketball, and baseball, are full-time employees of the university (The Ohio State University). Coaches are all on volunteer basis (the Waseda University).
(7) Academic performances of student-athletes are to be checked (The Ohio State University). They are not checked at all (the Waseda University).

(8) Seasonal period system is used in scheduling (The Ohio State University). There is no seasonal period for the sports and team activities and practices last throughout the year (the Waseda University).

(9) Student participation is philosophically encouraged and written, however, in the actual program management, students are not playing an important role (The Ohio State University). No description about student participation is given, however, in practical team management, many student independent activities could be observed (the Waseda University).

(10) The intercollegiate athletic program is financially dependent on some revenue producing sports (The Ohio State University). It is dependent on Alumni Association (the Waseda University).
CHAPTER VI
SUMMARY

Summary

Both directors of The Ohio State University and the Waseda University feel that the intercollegiate athletics are primarily the responsibility of the university as one part of the total programs for student activities. They feel that the intercollegiate athletic program is one of the university's events which are most clearly allied to the interests and needs of most of the students. There are many differences, however, in their opinions and thoughts concerning the field of intercollegiate athletic programs. For instance, in a philosophical point of view, the director of the department of athletics at The Ohio State University has pointed out that one of the main purposes of the intercollegiate athletic programs is the idea of student service and should be sponsored by the university. The director of the division of physical education and athletics at the Waseda University, on the other hand, considers the program as educational for student-athletes through physical activities under the university's supervision in principle.
It was an additional purpose of this study to compare the two programs based on analyzing the religious concept as a summary of differences, useful information for a University if it desires to set up an intercollegiate athletic program or to develop an already existing one. The factors which are generally accepted in the athletic field as being consistent to the intercollegiate athletic programs are: philosophy and goals, administration, personnel, finance, programming, financial aid (grants), eligibility and recruitment, management, facilities and equipment, public relations, women's athletics and evaluation. These areas were examined in this study as well.

This study was limited to two universities which are considered to be representative of large universities from the two nations of the United States and Japan.

To obtain the necessary information, in order to compare the two programs of the universities examined, nine professionals including two directors of the two exemplary athletic programs were interviewed or sent questionnaires.

The information which was obtained through these interviews or questionnaires, along with a search of current literature, indicates certain similarities as well as differences between the programs of the two universities. In addition, the directions to follow and possible problems, and pitfalls to avoid in planning intercollegiate athletic programs were examined. In the interest of accuracy and
permanence all interviews were taped.

The information was gathered from the two subject universities with subsequent analysis regarding the religious aspect. It is the writer's conclusion that the religious or philosophic differences found account for the major differences between the two programs, both in their philosophical basis, administration, and operation.

It must be recognized, however, that financial, geographical, and historical factors also play a part in the differences encountered.

Conclusions

1. It has been recognized that there are some similarities between intercollegiate athletic programs of the two universities examined in this study. These similarities can, in part, be found in the area of philosophy and goals, and financial conditions.

2. It has been recognized that there are many differences between the intercollegiate athletic programs of the two universities examined in this study as well. These differences can be found in various fields, such as purpose, philosophy, organization, personnel, women's program, finance, and others.

3. It has been shown that intercollegiate athletic programs at the Waseda University in Tokyo, Japan have been influenced by a religious and historical background
of Zen Buddhism, Confucianism, and Militarism which may account for many of the apparent differences.

Recommendations for Further Research

1. It is recommended that more research be carried out with a larger sampling. This research could take the form of a questionnaire type of research involving intercollegiate athletic programs of small colleges and religious supported universities across the country or among the countries in the world.

2. It is recommended that some research be done with a wider coverage in relation to the other factors. For example, more factors should be treated to compare and analyze the intercollegiate athletic programs of two countries.

3. It is recommended that research be performed in greater depth. More specific topics should be covered, such as the types of women's programs for intercollegiate athletics.
APPENDIX A

Interview Questions and Questionnaire
INTERVIEW QUESTIONS AND QUESTIONNAIRE

Philosophy and Goal

1. What is your philosophy of the role of intercollegiate athletics in the student's life and the university?

2. Do you have a departmental statement of philosophy of the role in intercollegiate athletics in the student's life and the university? What is it? Is this statement written down?

3. What do you feel the role of the Athletic Department is, as regards intercollegiate athletics in the university?

4. Do you have a written set of goals defining your task in providing services to your university? Why? If so, what are these goals? Who developed these goals?

5. What are some problems you may have come across in establishing your philosophy and goals for your Department as regards intercollegiate athletics that big university developing a new intercollegiate athletic program should be aware of and try to avoid? How do you and did you handle these problems?

Administration

1. Does your organizational structure provide for one authority responsible for legislative (policy-making) functions? If so, what body is this? How is it formed? What are the advantages of this type of structure? What are the disadvantages of this type of structure?

2. Does your legislative (policy-making) body hold regular meetings with actions of the board and reports of the administrator officially recorded?

3. Would you show me your organizational structure, and the advantages and the disadvantages of the structure?

4. Does your department have an administrative manual? What information does it include? Why?
5. Does your department have established policies with other bodies in cooperative use and maintenance of facilities and program operation? Why?

6. What is your policy on the type of services for which fees and charges may be made and the basis for establishing the amount of each?

7. What type of record (financial, personnel, the program, property inventories, won-loss record of teams, academic records of student-athletes, athletic performance record of student-athletes, team and individual award record, accident report, etc.) do you keep? Why?

8. Do you have a systematic, periodic evaluation of personnel, especially coaches? If so, how is this evaluation accomplished?

9. Do you make a contract with your staff members including coaches? What kind of things does it include?

**Personnel**

1. Do you have a written job analysis for each type of position on your staff? What do these analyses contain? Why?

2. Do you maintain a manual of personnel policies, practices and procedures? What does this manual contain?

3. Do you have a criteria and procedure to hire the head coach for a team? If so, what criteria and procedure do you have?

4. Do you have a monthly staff meeting?

5. Do you have a systematic, periodic evaluation of personnel especially coaches? If so, how is this evaluation accomplished?

6. Do you make a contract with your staffs including coaches? What kind of things does it include?

**Finances**

1. What is your annual budget? How are your budgetary needs arrived at? Are there priorities when making out budget? What are these policies?
2. What are some other means of finances for your program besides your budget and fees and charges?

3. Do you have a long-range financial plan for capital improvements and expansion of the program? What is it?

4. What are the main items of income for your annual budget? What percentage does each item occupy in the total income?

5. What are the main items of expenditure (salary of coaches and administrators, budget for each varsity team, facility and equipment, etc.) for your yearly balance sheet? What percentage does each item in the total expenditure?

Programming

1. How many sport programs do you have as varsity team in your department?

2. When (what year) were these teams involved in your program as a varsity team?

3. What criteria or factors do you use in deciding to include a sport team as a varsity team in your program?

4. What are some problems you may have come across in your program planning?

Facilities and Equipment

1. Does your department have a systematic planning program for all facilities? What factors is this program based upon?

2. Who owns or charges the facilities you use for your program either practice or game? Do you need more facilities? What kind? Why?

3. How are your facility and equipment needs arrived at?

4. Do you have a person who is working for your facilities and equipment in your department? How many?

5. What are some problems you may have come across pertaining to facilities and equipment that a big university
developing a new intercollegiate athletic program should be aware of or try to avoid? How do you and did you handle these problems?

Eligibility, Financial Aid, and Recruitment

1. Would you show us how many student-athletes did compete on each varsity team (in 1977-1978)?

2. What academic and the other criteria or rules do you have to be eligible for student-athletes to compete?

3. What are some problems you may have come across in operating the eligibility in your department?

4. How many scholarships for student-athletes have you offered to each team?

5. What regulation or limitation do you have about recruitment of prospective athletes?

Public Relations

1. What is your philosophy or goals of the role of public relations in the intercollegiate athletic program in the department and the university?

2. What things do you do to promote and develop the program to both on-campus and off-campus?

3. What are some problems you may have come across in establishing your philosophy and goals of public relations in your department?

Medical Services

1. What medical services for a student-athlete do you have? How effective is it on the student-athlete? What things would you have to change if you need to change the system?

2. What are some problems you may have come across in establishing a medical service system for the student-athletes?
Ticket Policy

1. What ticket selling policies for athletic events do you have?

2. What are some problems you may have come across in establishing your policies for your department as regards intercollegiate athletics that a big university developing a new program should be aware of and try to avoid? How do you and did you handle these problems?

Women's Athletics

1. What is your philosophy and goals of the role of women's intercollegiate athletics in the university?

2. What are some problems you may have come across in establishing and performing your philosophy and goals for your position as regards women's intercollegiate athletics that a big university developing a new women's program should be aware of and try to avoid? How do you and did you handle these problems?
APPENDIX B

General Background of The Ohio State University
and the Waseda University
<table>
<thead>
<tr>
<th>The Ohio State University</th>
<th>The Waseda University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbus, Ohio</td>
<td>Location</td>
</tr>
<tr>
<td>1870</td>
<td>Tokyo, Japan</td>
</tr>
<tr>
<td>Enrollment</td>
<td>44,845 (In April, '77)</td>
</tr>
<tr>
<td>Full-time faculty and Instructional Staff</td>
<td>1,929</td>
</tr>
<tr>
<td>Physical Plant</td>
<td>$1,326,416 m² (328 acres)</td>
</tr>
<tr>
<td>Tuition</td>
<td>($1,725.89) 340,000/year</td>
</tr>
<tr>
<td>Full-time Resident</td>
<td>Operating Budget $364 mil.</td>
</tr>
<tr>
<td>U.S. $305/quarter</td>
<td>Research Budget $25 million</td>
</tr>
<tr>
<td>U.S. $675</td>
<td>Finances</td>
</tr>
<tr>
<td>Full-time Non-Resident</td>
<td>7.262,938,000 ($138 million)</td>
</tr>
<tr>
<td>(OSU: Autumn Qtr., '77)</td>
<td>(Expenditures in '77-'78 academic year)</td>
</tr>
<tr>
<td>(WU: In April, '77)</td>
<td>252,023 Other</td>
</tr>
<tr>
<td>14 colleges</td>
<td>Approx. 280,000 (Total Living Alumni)</td>
</tr>
<tr>
<td>7 schools</td>
<td>8 colleges plus Graduate School</td>
</tr>
<tr>
<td>2 divisions</td>
<td></td>
</tr>
<tr>
<td>(Total degrees granted)</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

Chronology of Japan
CHRONOLOGY

MYTHOLOGICAL PERIOD

PREHISTORIC PERIOD

ANCIENT PERIOD

Asuka epoch

The century that elapsed between the introduction of Buddhism (mid-sixth century) and the Taika reforms (mid-seventh century) was marked by the reign of the empress Suiko and by the attraction of Chinese culture.

Nara epoch (710-784)

Publication of the Okuiki (records of ancient matters, 712) and the Nihon shoki (chronicles of Japan, 720). The first is written in Chinese characters (the Japanese syllabaries not yet having been devised), and the second is composed in the Chinese style.

Heiah epoch (794-1191)

Kyoto is the Heian-Kyo, or city of peace. Kukai (774-835) returns from China, bringing the "true word" (Shingon).

Kamakura epoch (1192-1333)

In 1192, Yoritomo establishes the shogunal government at Kamakura. With the introduction of Zen Buddhism, Sung influences predominate.

Muromachi epoch (1336-1573)

In 1542, under the last Ashikagas the Portuguese reach Japan.

Azuchi-Momyama epoch (1573-1614)

This period is dominated by Nobunaga and Hideyoshi, samurai.
MODERN PERIOD (1603-1867)

Accession of the Tokugawa to the shogunate. The government is set up at Edo (Tokyo) in 1603. The shogun governs with an authority never enjoyed by the emperor. Forty shoguns hold office between 1702 (Yoritomo) and 1867 (Keiki). Japan lives in total isolation.

CONTEMPORARY PERIOD

Meiji era (1868-1912)

1850-1890: Constitutional monarchy

Taisho era (1912-1926)

1890-1920: Emergence of modern Japan

Showa era (1926- )

1920-1945: Nationalism and defeat
1945-1954: Occupation and reconstruction
1954-1970: Economic expansion
1970- : Diplomatic expansion
APPENDIX D

The present school system in Japan
SCHOOL SYSTEMS IN JAPAN

Age

22
University

20
Junior College

Vocational School

18
Senior High School
Vocational School

15
Junior High School

12
Elementary School

Compulsory

6
APPENDIX E

Conversion of U.S. Dollars and Japanese Yen
To convert U.S. Dollars to Japanese Yen,
U.S. $1.00 equals 197 Japanese Yen.

The above information was obtained from the international department of the Huntington National Bank in Columbus, Ohio, and was the value of the currency on January 1, 1979.
APPENDIX F

Cover Letters
早稲田大学体育館
主催：テニス

早稲田大学体育局
専務 高野 友之

支社、春の訪れ間近となりました。故の
御清康にとおして深く感謝申し上げます。

この度、手紙申し上げますのは、博士論文に
使用する予定で、同封の質問紙を迄遠り
致しにく思いまして。質問紙は2通同封致しました
ので、適切に裁量して願い致しにく存じます。
尚、実用的な通常の手紙にて比を図ること
願い申し上げます。

誠に恐縮に存じますが、上記に因む取扱い
下さいます様の願い申し上げます。

各部の御理解を仰ぎ祈り申し上げます。
まずはお願い致します。

入試期に近づきましい時と思いま、どうで
御自愛下さいます。敬具
早稲田大学体育館
辻川島正之碑

早稲田大学体育局
専任講師 古市 英

拜啓 初冬の候貴殿に於かれてまして益々御清栄の段の慶申し上げます。
さて、小生 Ohio State University にて博士論文の作成に臨むでありますと、論文のテーマは大学運動部の日米比較を果数を背景にして考察することに
してあります。 ところ、下記の諸点を論文に含めようと考えています。

つきまして、御多忙のところはなれば恐縮に存じますか、私苑に知らと願えれば幸いです。
専、下記の諸点は早稲田大学体育局の General Information として加えられることになります。
どうぞ宜しくお願い申し上げます。 敬具

記
1. 体育局規則抜粋
2. 過去5年間の部員数（部別、男女別）1974年～1978年
3. 総合予算及び部別予算1974年～1978年
4. 部長手当及び監督手当
5. 各部の創部年
6. 運動部組織図
APPENDIX G

Title IX
Title IX of the 1972 Education Amendments Act, which prohibits discrimination on the basis of sex in all federally funded education programs.

It means that all institutions receiving federal money must provide equal opportunity for women athletes in the intercollegiate athletic programs.
LIST OF BIBLIOGRAPHY
BIBLIOGRAPHY

Books


**Articles and Periodicals**


Records, Reports, and Yearbooks


Dissertations


