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Expanding the Brand of Athletics

Emily Pomykalski

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Expanding the Brand of Athletics

By

Emily Pomykalski

A Thesis
Submitted to the Faculty of
Mississippi State University
in Partial Fulfillment of the Requirements
for the Degree of Master of Science
in Kinesiology
in the Department of Kinesiology

Mississippi State, Mississippi

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2019

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In this thesis, I examine the suggested role of intercollegiate athletics by Myles Brand (2006). His two viewpoints, the Standard View and the Integrated View, raise practical areas for reform in the relationship of athletics and academics.

The Standard View “conceives of intercollegiate athletics as an extracurricular activity. In that respect, it resembles participation in student government or protests against the university administration. It has more educational value than fraternity parties but less than the chess club” (p.10).

The Integrated View’s defining feature “is that athletic programs are made part of the educational mission of the university. Another feature of the Integrated view is its attempt to dispose of the common academic bias against physical ability” (p.17).

Although Randolph Feezell (2015) criticizes Brand’s article and finds his arguments unpersuasive, I argue that Brand is more right than he knew and that the Integrated View, while helping to justify intercollegiate athletics as currently designed, also impacts other departments on campus as well. With this in mind, I believe three important reforms should be enacted in a university based on the implications of Brand’s ideas. First and foremost, “athletics” should be understood broadly as an overarching term that encompasses intercollegiate athletics, recreational sports, games and physical activity. With that in mind, I suggest that universities provide more funding to intramurals and club sports. This money, now provided to the general

student population, will be used to eliminate participation fees and improve facilities and equipment. Second, physical activity classes should be a part of the core curriculum for all students. Finally, the organizational structure of intercollegiate athletics must change. If education is key and if the Integrated View should be accepted, then intercollegiate athletics should be scaled back, adopting something similar to the current a Division III model.

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CHAPTER I

INTRODUCTION

A degree of social freedom was prized by students across America. In a like manner, athletics spoke for freedom of the body as literary societies had done for intellect and fraternities had done for social life.

(Smith, 1988, p. 23)

Intercollegiate sport has long been associated with freedom. In the mid-nineteenth century, American college sports began to be more than mere interclass rivalries. Students bonded by testing their physical abilities against one another to fill the void left by their daily classes. The uproar that this deviation from the norm led to turmoil and rebellion against faculty and school administrations, but in the end, the students transformed athletics into an extracurricular asset. As Smith (1988) argues, “The extracurriculum, which began with literary societies and the freeing of the intellect, was by mid-nineteenth century transformed into the life-blood of student social and physical life in the leading colleges in America” (pp. 24-25). Yet, this freedom didn’t last. It wasn’t long after the first intercollegiate sporting contest between Yale and Harvard in 1852 that governing bodies tailored towards controlling student led athletics began to emerge. In the early stages of intercollegiate athletics, students led intercollegiate athletics but faculty started to regulate their actions through athletic committees. Both Harvard and Princeton developed an athletic committee in the 19th century, but the inter-institutional control failed. In response to college football’s repeated injuries and deaths, President Teddy Roosevelt demanded a change. Sixty-two higher-education institutions agreed to the changes in

college football and in 1906 the National Intercollegiate Athletic Association (NCAA) was formed. As a result, athletics was governed by a single bureaucratic organization (Smith, 1988).

There is no denying that intercollegiate athletics has steadily strayed from where it began. Commercialization, greed and “win at all cost” mentality has encouraged an “academic athletic divide”. College sports have lost their way within the structure of a university. According to the NCAA Division I Manual, the organization is committed to sound academic Standards:

Standards of the Association governing participation in intercollegiate athletics, including postseason competition, shall be designed to ensure *proper emphasis on educational objectives and the opportunity for academic success*, including graduation, of student-athletes who choose to participate at a member institution. Intercollegiate athletics programs shall be maintained as an important component of the educational program, and student-athletes shall be an integral part of the student body. Each member institution’s admission and academic standards for student-athletes shall be designed to promote academic progress and graduation and shall be consistent with the standards adopted by the institution for the student body in general.

(NCAA, 2018, p. 12) “Emphasis Added”

It is questionable whether or not Division I athletics departments have lived up to their own professed standards. Many could see this trend heading in the wrong direction in the late 17th century. As more regattas were held, teams and spectators were filling the vacancies of hotels and barstools in those towns. Winning started to be the driving force for athletes with prize money on first, second and third place. Spectators joined by partying, celebrating and betting on games. This became so disruptive that the Yale Board of Trustees had to ban regattas for a term. There was a sense of prestige, honor, and interest from the public that came from winning these competitions that ultimately drove these commercial gains and growth (Smith, 1988).

The role of intercollegiate athletics in the university has been highly controversial since its birth in the mid 19th century. Academic scandals in athletic departments, the ensuing

distraction of students from their academic studies and other similar controversies have given athletics a bad reputation in many corners of academia. Moreover, when athletic departments act like big business operations fighting for external goods such as winning and revenue, it is hard to claim or believe that intercollegiate athletics has primarily academic purpose. Sports philosopher Robert Simon (2015) calls this phenomenon the “incompatibility thesis” (p. 161). The excessive pressure to win encourages corruption such as academic fraud. Insofar as athletics encourages such corruption, it is clear that athletic programs take away from academic aims of education. Like oil and water, athletics and academics don’t mix.

Are athletics and academics inherently incompatible? Former NCAA president Myles Brand (2002-2009) did not think so. Brand was a strong advocate for the principle that athletics and academics could co-exist. He addressed an athletic reform group called “Academics First” (Brand, *Academics first*, 2001, pp. 367-371) when he was president at Indiana University in 2001 and was shocked about how different types of news gained media attention. For instance, sports news about Indiana basketball spread across the country with lightning speed, but news about a \$105 million-dollar endowment barely made it past the local news. Brand could see the trend of the athletics arms race and the mass expenses that intercollegiate athletics brought to a university. In his address to “Academics First”, he raised two possibilities for reform. The first possibility was downsizing athletics. The second was removing athletics completely from the university and professionalizing it. Ultimately, Brand argued that each of these two areas would negatively impact the game. Instead, he argued that limited but substantive reform was possible. Brand insisted that, “while we don’t want to turn off the game, we can lower the volume” (p. 371). This address sparked the “Academics First” reform, which hoped to realign the relationship between intercollegiate athletics and academics.

Five years later, Brand (2006) wrote an article called “The Role and Value of Intercollegiate Athletics in Universities” as the NCAA president. By laying out his thoughts on two views the purpose of intercollegiate athletics, he believed he could justify how and why intercollegiate athletics mattered to universities. Despite a negative reputation, Brand argued that intercollegiate athletics deserves a more respectful position in academia.

To support his argument, Brand asserted that there are two common views of athletics today; the Standard View and the Integrated View. Proponents of the “Standard View” see athletics as only an extracurricular activity. According to the holders of this view, athletics has a precarious place in the true life of the university. The bottom line is that according to the Standard View, college sport is not seen as a meaningful part of the *educational* experience. In contrast, the “Integrated View”, which Brand endorsed, views athletics as part of the universities’ missions.

Athletics was a necessary part of a well-rounded university. In this thesis, I intend to examine the larger implications of Brand’s ideas for the place of intercollegiate athletics in higher education. If Brand’s Integrated View is correct, then profound consequences for the life of the university follow. For instance, it follows from Brand’s argument that physical education classes, intramurals and club sports are as important to the life of the university as is science or fine arts or intercollegiate athletics. Brand (2006) claimed that “The advantage of mainstreaming the athletic department into the mission and structure of the university is that it reflects the balanced approach to education that includes both cognitive and physical capacity” (p. 18). Brand was more right than he knew. Athletics should have a broader reach than just the athletic department. The full implications of Brand’s insight indicate how the relationship between “athletics” and “academics” at the modern university should be reformed.

Brand's "balanced approach" finds further support in the work of philosophers such as Scott Kretchmar and Gregg Twietmeyer. The current status of physical education classes in the contemporary Kinesiology department has been far from perfect. Brand believed that the inherent goods of the intercollegiate sport would be beneficial for any student. Why then limit them to intercollegiate athletes? These same goods can be achieved through participation in physical activity classes. Access to educational benefits provided by physical activity must be broadened. While physical education classes are fading (Cardinal, Sorensen, & Cardinal, 2012), this could be the spark to bring them back. All students enrolled in the university should be required to take a physical activity class, regardless of their field of study. The values gained from athletics can be found in physical activity courses offered through the Kinesiology department. It is inherent to our nature of human beings that we move (Twietmeyer, 2010). If this is right then hard questions will also have to be asked about the current hyper-commercialized model of DI athletics, which limit these important benefits to an elite subset of students.

Statement of the Problem

Not only did Brand argue that athletics deserves a rightful spot in academia, he also supported the importance of the positive values that come from participation in athletics. "Intellectual learning" is not the only legitimate form of higher education. Brand (2006) pointed out that "there is another type of learning that occurs in athletic participation that focuses on physical-skill development and that is a legitimate and worthy part of a university education" (p. 12). If the former president of the NCAA believes that athletic participation is worthy of a part of a university education, why isn't there broader access to these educational goods? Physical education programs in universities and schools are in decline. They are disappearing without any

notice (Rado & Page, 2018). According to Brand (2006), intellectual learning benefits also occur “In mastering their game, student-athletes gain skill in critical thinking and problem solving. These cognitive skills transfer to the learning in the sciences, humanities, and other areas” (p. 12). If such claims are true, then why limit these benefits to so few students?

Consider, for instance, Mississippi State University. Mississippi State had a total athletic roster of 361 athletes in the 2017-2018 season (Mississippi State Athletics, 2017). The universities undergraduate enrollment numbers for 2017 was 21,353 students (Office of Institutional Research and Effectiveness, 2017). That means that only 1.69% of the student body are receiving these benefits that Brand stated above. If Brand’s insights are correct, do such limits make any sense?

The purpose of this thesis is to examine the full implications of Brand’s arguments for the Integrated View. This will generate a framework by which to restructure physical activity and athletics in the life of a university. After explaining and developing Brand’s arguments, I will then offer a vision of the proper place of physical activity in universities. When examining intercollegiate athletics, my focus will be on Division I athletics because of the vast commercialization problems and complications that arise there. As professor Murray Sperber (2000) reminded readers in his book *Beer and Circus* “the athletic directors and coaches who work in big-time college sports tend to forget the NCAA’s official line on amateurism, and they usually speak in sports business terms” (p. 217). Instead of viewing athletics as students to be educated, athletes are seen as commodities. Division II and III are not without their faults as well, but for this thesis I will not address their problems directly. In fact, I will essentially endorse the Division III model as the best path forward for intercollegiate sport. Brand only

uncovered the tip of the iceberg when he applied his argument to the proper place of intercollegiate athletics in the contemporary university.

Brand made good arguments throughout his article but failed to address some of the most important values that athletics bring to the human being. Athletics is a difficult word to define but within this context, athletics should be understood broadly as an overarching term that encompasses more than just intercollegiate athletics. Instead, when I use the term “athletics”, I mean sports, games and physical activity at various levels of skill and organization. When participating in well-structured athletics, participants gain valuable skills such as teamwork, discipline, hard-work and resilience. In addition to utility, physical skill development has intrinsic value that should be respected. Humans are embodied which means physical skill development is deeply satisfying. Experiencing the emotional rush of a runner’s high or a perfectly thrown spiral is beautiful. Physical activity aligns with human nature and should be experienced. In addition, physical skill has different levels of intelligence similar to the knowledge of chemistry or English. Kretchmar (2005) stated that “there are impressive displays of intelligence that take the form of dance and others that take the form of rocket science” (p. 116). This comparison shows that kinesthetic movement can be defined by lower and higher intelligence just like any other skill. I believe movement is a fundamental skill to human existence and there should be a level of kinesthetic literacy that is taught and valued. All of these skills have intrinsic value to the nature of a person and also have applications to various areas in life, making athletics an integral part of developing a holistic and well-rounded human being.

There are three primary implications that arise from Brand’s article when his ideas are fully developed. Brand’s ideas can help reshape the way that all physical activity programs are constructed in the university. Starting with the nature of a human and then moving to the nature

of a university, I will show how Brand's ideas demonstrate such reforms are necessary.

Universities should change their approach to athletics.

The first implication is with funding and resources. The understanding of the proper place of physical activity and athletics in the university needs to be broadened. By properly funding and supporting intramurals and club sports, all students will have greater access to the fundamental goods that athletics provide. Intramurals and club sports is a great place to see how well this could work. Without the commercialization and external pressures of winning, students can partake in intramurals and club sports to achieve these athletic benefits as part of a well-rounded educational experience. Intramurals are currently established at many universities, but they are not receiving the commitment that they deserve. Typically housed under university recreation, intramurals and club sports are underfunded in comparison to athletics.

At Mississippi State University, for the fiscal year of 2018-2019, the intramural budget was \$168,440 with \$147,440 focused on student wages and professional salaries. This allowed \$21,000 for commodities such as new equipment and other resources. At Mississippi State, the athletic department total budget for 2018 was \$67,060,335. The budgeted expenditure for personal services such as salaries and wages was \$23,525,817 meaning that \$43,534,518 was spent on various services. To compare some numbers from 2018, \$204,100 was spent on postage by athletics. That is nine times more than the intramurals allowance for commodities. The access of intramural sports to fields and courts are typically dictated by other reservations leaving them to be played on sub-par fields. By properly funding and supporting intramurals and club sports, all students will have greater access to fundamental goods which Brand demonstrates athletics can provide.

Second, physical activity requirements should be a part of the general education curriculum at every university. To ensure that students are receiving a well-rounded education, kinesthetic skills must not be ignored. As for kinesiology majors, they should have more advanced activity courses once they fulfill their existing general activity requirement. Embedding physical education into the general education is another way that students can experience the inherent goods of athletics. Unfortunately too often the performance and skill based aspects of physical education have been pushed aside for the textbook knowledge. To ensure that students are receiving a well-rounded education, kinesthetic skills must not be ignored. I will argue that it is a part of the nature of a university to have such requirements and it's part of the nature of a person to be physically active.

Finally, the general structure of intercollegiate athletics should be reformed. If education is key to justifying physical activity and if the Integrated View should be accepted, then intercollegiate athletics should be scaled back to better fit into the educational mission of the modern university. Essentially what I argue is that something similar to the Division III model is ideal. The academic athletic divide which generates the popularity of the Standard View among faculty can be overcome by reforming the philosophy of athletics. Looking back at the roots of the NCAA. If educational objectives and the opportunity for academic success are truly the focal point of the NCAA, then the status quo Division I model cannot stand. This hyper-competitive and hyper-commercial model has driven questionable ethical decisions by coaches, administration and athletes.

One of the most recent intercollegiate athletic scandal happened at the University of North Carolina at Chapel Hill. The university was sponsoring fake classes for twenty years by allowing students to receive credit for classes that didn't have instructors (Bauer-Wolf, 2017).

Another ethical problem that has negatively impacted Division I's reputation is an academic scandal that occurred at Michigan. A psychology professor taught 251 independent study classes from 2004-2007 with Michigan varsity athletes and the athletes earned three to four credits for meeting with the professor for as little as 15 minutes every two weeks (Rodgers, 2008). Students who were enrolled in this class learned how to manage their time and how to use a planner. Athletes were directed to that class if they had a low grade point average in hopes that the four credit class would elevate their grade point average to eligible playing status.

Despite these ethical scandals, Brand's ideas have the potential to help reform the place of athletics in universities. The implementation of these three changes will discourage negative appraisals of athletics and physical activity, encourage participation in physical activity and promote holistic well-being. In doing so, such reforms would promote and develop a proper understanding of the nature of the human person and the purpose of universities. Before examining these reforms further, previous relevant literature must be reviewed and discussed.

CHAPTER II

LITERATURE REVIEW

Myles Brand – “Academics First”

In 2001, former Indiana University president Myles Brand addressed the National Press Club in Washington D.C. In the beginning of the address (Brand, Academics first, 2001), Brand spoke about what makes the news and what does not. He reflected on the attention that the press gave to any news regarding coach Bob Knight. At press conferences about Knight an overwhelming amount of people were in the room, eager to learn news. But other press conferences about news outside of athletics garnered far little attention. For example, when Indiana University was about to receive their largest private gift in history of the school, it barely made it past local news. This left Brand to see a disconnect between athletics and academics.

Millions of dollars are being spent by athletic departments on the participation in the athletics arms race. The idea is that bigger and better stadiums and equipment will attract better recruits which will result in more winning. One example of this athletics arms race opened in 2015 at University of Kansas. A \$12 million dollar dorm specifically for the men’s basketball team features a barber shop, an outdoor patio with a fireplace, a basketball court in the basement, and a media center with leather seats. Although the Kansas’s higher-education budget got slashed \$30.7 million dollars in 2017 and has potential for another \$56.4 million dollar cut within the next two years, the dorms seemed to be a priority for the athletic department (Sauer, 2016).

Brand addressed these large expenditures and argued that this arms race often required university subsidization. The result gap between athletics and academics has been increasing. Brand provides two solutions for these problems but ultimately says that, “neither is tenable” (p. 368). His first suggestion is to downsize the athletic department and his second is separating intercollegiate athletics entirely from the university.

Either “solution”, whether downsizing the athletic department or separating from the institution, will result in a loss of the pride that intercollegiate athletics bring to a university. Not only do intercollegiate athletics bring pride, but there is also an economic impact. The communities that surround a college campus would suffer from the loss or downsizing of athletic departments. Brand states that instead of eliminating athletics, reformers should instead aim to “effectively limit its excesses so that positive features can flourish” (p. 369). Brand believes that these ancillary activities such as theater or athletics should not interfere with the university’s pursuit of the academic mission. He calls this idea, academics first. “Academics First is a fundamental commitment to taking the steps necessary to elevate the academic mission and integrity of the university to absolute first priority” (p. 369). Brand hoped that governing boards, athletic directors and faculty committees would hear this address and fight against these pressures that are building in intercollegiate athletics. One year later, Brand stepped into the role of NCAA president and vowed to improve the overall experience for student-athletes. He vowed to not only help them attain an education, but also to work on increasing postgraduate opportunities for athletes.

The backbone of this thesis is built upon Brand’s (2006) integrated view that he proposed in his article “The Role and Value of Intercollegiate Athletics in Universities”. In this article, he defended athletics against the criticisms of the academy. He also defined the purpose and reason

that performance sports and physical activities belong in a university. Randolph Feezell (2015) critically examined Brand's stance and although he did not dismiss the Integrated View, he argued that Brand's arguments were ultimately unpersuasive. Although Feezell did not believe the arguments Brand made for college sport were persuasive, he believed that Brand's article forced readers to think critically about the place of athletics in higher education, especially as coupled to the role and value of the visual and performing arts.

Myles Brand – “The Role and Value of Intercollegiate Athletics in Universities”

Given its importance to this thesis, Brand's article needs to be addressed in greater detail. Brand quickly gave his opinion on the common contemporary views that academics hold regarding intercollegiate sport. According to Brand (2006) the Standard View, which understands intercollegiate athletics as an extracurricular activity, is held by most faculty members, academic administrators and those who do not closely follow the university. The Standard View “has more educational value than fraternity parties but less than the chess club” (p. 10). According to proponents of this view, intercollegiate sport is not considered a part of the educational experience, in fact sport has negative repercussions on academics, such as distraction from classes and studying. The result of this Standard View, it produces problems for the athletic departments and Brand believes that it inhibits “positive, constructive values of intercollegiate athletics from influencing campus life and the education of undergraduates” (p. 10). Brand believes that because of the Standard View, college sports are undervalued.

In response to the Standard View, Brand supported what he called the Integrated View. The Integrated View is a more balanced view that integrates athletics into the mission of the university. With the Integrated View, all types of skills, knowledge and human endeavor are part of a sound education. To support his assertion, Brand argued that there were significant

similarities between intercollegiate athletics and music. Although Brand said it was a “seemingly small point” (p. 10), it brings up an inconsistency within the structure of performing arts. Brand compared music majors and student-athletes in regards to admissions, practice obligations, performances, and post college careers. Both are successful in their skills prior to admissions, both receive special admissions based off of their skills (Barker 2012; Brand 2006). Practice and competitions are also similar because of the dedication which both put into their skills, on and off the stage or field. These performances provide entertainment to viewers and in both cases, the viewers may have to purchase tickets. The final comparison that Brand makes comes from post college careers. Very few will be fortunate enough in either field to make a career out of their skills. As with music, most intercollegiate athletes “pursue other careers, only some of which are related to college sport” (p. 11). In Brand’s opinion, these parallels show a double standard regarding the status of athletics in a university. If music is considered a legitimate field of academic inquiry, why isn’t sport and physical activity?

Brand continues his comparison between music and intercollegiate athletics with the concept of academic credit that music student receive, but which student athletes do not receive. At many universities, general student population get a physical activity credit for taking classes such as golf or tennis, but student athletes would not receive credit for playing their sport. Brand further pointed out that physical education classes tend not to be required at many universities. This indicates the lack of importance physical education has in higher education.

Should student athletes receive credit for being in a sport? Brand states two reasons why this is not currently happening in the university: “Credit is awarded only when the activity has [academic] content and the class (or its equivalent) is taught by a qualified instructor” (p 11).

Because sport – allegedly – lacks these things, administrators believe that they cannot deserve to generate credits. His argument against these premises is based on the distinction between “knowing that” and “knowing how”. “That” knowledge is defined as factual knowledge, such as the mechanics of kicking a ball. “How” knowledge, in contrast, is skill based, as in, the ability to actually kick a ball well. Brand’s point is that both “knowing that” and “knowing how” are real forms of knowledge. Since a university, by definition, engages all areas of human knowledge, the endeavors which focus on “knowing that” deserve a place in the university. Moreover, intercollegiate athletics also provides student-athletes with lessons in critical thinking and problem solving. Brand concludes this section by stating, “This bias against the body and towards cognitive and intellectual capacity is the driving force of the disdain by many faculty members for college sports and the acceptance of the Standard View” (p.14).

Brand also examines the implications of the Standard View to the financial structure of the university. His critique in this section is that the athletic department are considered an auxiliary of the university. From this point of view, athletics “should not be entitled to a university budgetary subsidy if at all possible” (p.15). In response, Brand compares athletics with other departments in the university.

If the Integrated View is correct, then a more balanced view which integrates athletics into the mission of the university is necessary. Taking the whole person seriously is a good starting point for the Integrated View because it demands that “the mental and the physical should be both be part of a sound education” (p.17).

In endorsing the Integrated View, Brand (2006) argues for change. He believes that the Integrated View should be “Based on a different perspective of the role of physical-skill education than that of the Standard View” (p. 17). Brand argued for a balance between mind and

body. There should be no antagonism, just harmony. With “mutual respect” being the driving force, Brand believes it is possible to achieve this balance. The missing factors in Brand’s article are full examinations of the nature of the person and the nature of a university. Without understanding these two important questions, the proper relationship between “athletics” and “academics” cannot be fully understood.

Scott Kretchmar – “Practical Philosophy of Sport and Physical Activity”

To understand the complications of Brand’s “mutual respect” idea, we must first learn about the philosophic concepts about what it means to be a human. While examining Brand’s article, it appears that Brand endorses dualism. Dualism is the concept that mind and body are separate entities. Sport philosopher Scott Kretchmar (2005) lays out three approaches on the relationship of human beings and physical activity. By understanding three theories of the human person; dualism, scientific materialism and holism, readers learn what it means to be human and how physical activity fits into a proper conception of human nature. Beginning with dualism, Kretchmar outlines the foundations of this mind-body relationship. Kretchmar stated that “Dualists are impressed by the radically different characteristics of thought and matter”. Thought holds no shape, size or weight whereas matter holds these characteristics. Matter, which would be considered physical, is defined by characteristics such as shape, color, weight and molecular structure (Kretchmar, 2005). What we are left with is a mechanical body connected somehow with an immaterial mind. In contrast, thought is none of those characteristics and is an immaterial entity. The mind and body are separate and in most cases, the mind is superior than the body. Given the assumptions of dualism, it is clear that when teaching humans about sport and physical activity, we must think about bodies. Although Brand endorses dualism by arguing

for a harmony between body and mind, I believe that in practice dualism always discredits our body as compared to our mind.

A popular alternative to dualism is materialism. Materialism, according to Kretchmar (2005), is “grounded in the belief that everything can be explained by principles of math and physics” (p. 64). This approach understands that everything in the world is matter and can therefore be explained by science. In very basic terms, the only things in the world are atoms and void. From a materialistic perspective; sports primary value is as a tool for health promotion. An alternative way of describing this perspective comes from scholars Gregg Twietmeyer and Tyler Johnson (2018), “[materialism] suggest that there is only one reality – the physical or material reality – such as heart rates, muscle fiber types, % body fat, and other quantifiable anatomical and physiological variables” (p. 6). Our thoughts, ideas and feelings are not considered real because they are not composed of matter. For example, the “runner’s high” that many people experience when running would not be considered a conscious feeling but rather would be explained by materialists as mere chemical reactions in the brain. Anything that cannot be reduced down to quantifiable and physiological variables is inconsequential because it does not exist. These two approaches have their strengths and weaknesses but ultimately they fall short of truly understanding the nature of a person.

Kretchmar writes his final section on holism where he attempts to redefine the concept of intelligence in a way that is quite friendly to many of Brand’s points. Holism does not see mind and body as separate entities. Instead, there are integrated aspects of the whole person. With a holistic vision, we are able to shift our thinking from parts of a person to qualities of human action. This shift flows from the claim that the subject of one’s knowledge is irrelevant, what matters is the quality of ones skills. As Kretchmar states, “The focus will become *how well* we

move, not *what part* of us is involved in the movement” (p. 110). Understanding that there is a continuum between high and low intelligence shows that there are academic benefits to the development of these physical skills. The figure below shows the horizontal interpretation of intelligence that Kretchmar illustrates in his book.

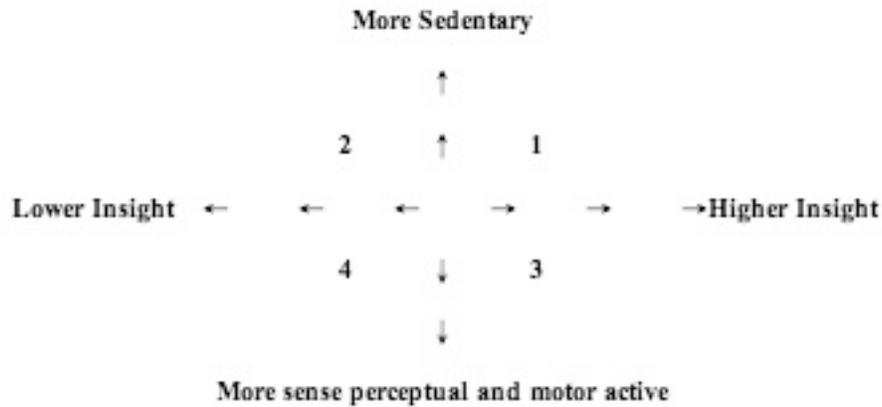


Figure 1. Horizontal Schemata of Intelligence
(Kretchmar, 2005 p. 114)

By using this figure to depict all types of human knowledge, we see that the physical skills necessary for human movement must be taken seriously and accounted for. A well-rounded, liberal-arts education cannot occur absent such skills. Motor active skill counts as high intelligence and impacts the whole person just as sedentary skills or insights do. This figure also contests dualism because it does not prioritize thinking (mind) over doing (body) or theory over practice. One is not inherently more or less intelligent than the other.

Randolph Feezel – “Branding the Role and Value of Intercollegiate Athletics”

Randolph Feezell (2015) wrote a direct response to Brand’s article a decade later. He critiqued Brand’s views and related them back to the current state of intercollegiate athletics. Feezell gave a brief summary of Brand’s original article and then addressed three main problems

for Brand's argument. His first argument was the mission problem, which examines the fit of athletics within the specific mission statements of colleges and universities. Many university mission statements view art and aesthetic creativity as an integral part of their university but fail to address college sports. His second argument was the problem of context. Feezell believes that Brand ignores the fact that athletic departments spend large amounts of money on a very small amount of people at the Division I level. Questions are raised about why the university values skill development for athletic competition over skill development for musicians when it comes to money. Feezell states that there is questionable distributive justice within universities and follows it by saying "At best, if we recognize the importance of athletic physical skill development for the educational mission of a college or university, that would require a commitment to providing widespread opportunities for all students, for example, physical activity courses, intramurals and club sports" (p. 194). The potential to develop physical skill for all students is possible through these avenues, but currently undervalued and overshadowed.

Feezell's third argument is the problem of unlimited similarities and Brand's comparison between the performing arts and athletics. He raised some interesting criticisms such as anything can resemble anything in an unlimited number of ways, but the most important question regarding athletics and art goes largely unaddressed. How do we define art? According to philosopher Doug Anderson (2002), "Human movements of various kinds are both art and *techne*. They are skills and abilities that allow us to be something: golfer, sculptor, walker, skier, etc." (p. 92). If this is to be true, then should athletics itself count as a type of art? According to Paul Kuntz (1974), "Sport is a truly human form of art. For it is not just the product of man's abilities which is on display; it is man" (p. 497). Whether she is a soccer player, a dancer or a musician, all such performance involves embodied skill. All these endeavors are offered at

Mississippi State University, yet athletic performance is never considered for degree program status. Brand breaks down performing arts into music, dance, theater and even studio arts. The themes Brand identified such as the acceptance of students with lower grades, valuing accomplishments prior to admittance, allow such accomplishments to influence admissions decisions, the need for tryouts/auditions, and the intensity of skill necessary to perform all seem to be logical comparisons between athletics and the fine arts. Where then does the double standard proceed from?

Feezell (2015) continued to argue against the analogy between music majors and student athletes. He believed that these similarities of practice, admissions, performances, etc., are infinite and therefore, irrelevant. Feezell references Nelson Goodman, who defends the idea that “Similarity cannot be equated with, or measured in terms of, possession of common characteristics” (Goodman, 1972, p. 443). Feezell (2015) stated his stance:

Brand’s argument is unhelpful in fixing the educational value of intercollegiate athletics. It would be unsurprising that Brand is able to find some similarities between playing music and playing sports, since anything can resemble anything else in an unlimited number of ways (p. 196).

Although Brand drew similarities, Feezell argued it was questionable how important those similarities were to his claims regarding the educational value of athletics. Feezell states that “It doesn’t help one to evaluate the comparative educational value of participation in sport and playing music versus learning how to cook, to fix air conditioners or cars, to drive 18 wheelers, or to weld” (p. 196).

In this quote, all of the latter skills are utilitarian, whereas participation in sport and playing music, at least when they rise to the level of play, are simply ends in themselves. Feezell, like many others, is too focused on the utility of skill. The focus is on extrinsic value rather than

intrinsic. In Feezell's next section of his rebuttal, he criticizes the possible obtained skills that athletes can gain from participation such as problem-solving skills and critical thinking. Oddly enough, Feezell decides to compare playing football to a garbage collector. The similarities that can be strung together make sense but are undermined by Feezell's prior accusations of infinite similarities. Even though athletics can be compared to collecting garbage or opera singers, shouldn't it still be respected? After all, on Feezell's own logic athletic skill could also be compared to brain surgeons, novelists and rocket scientists. The generality that is comparing athletics to any educational skill seem too vague for Feezell. In regards to "That" and "How" knowledge, Feezell doesn't think that these skills are significant or unique in regards to the standing of athletics in academia.

Roger Scruton – "The End of the University"

What are universities for? Roger Scruton (2015) asks this question in his article *The End of the University*. He begins by stating "Universities exist to provide students with the knowledge, skills and culture that will prepare them for life, while enhancing the intellectual capital upon which we all depend" (p. 25). He then expresses the two purposes that come from that statement which are the growth of the individual and our shared need for knowledge. These are seemingly important aspects of a university, but have universities held true to these commitments throughout the years? Scruton doesn't believe so. He analyzed Cardinal Newman's *The Idea of a University* published in 1852 and stated that today's university differs in almost every aspect. Cardinal Newman stated that "a university exists to mold the characters of those who attend it" (p. 26). Newman stands for the importance of intrinsic values to a proper understanding of the university. However, Scruton can see such commitments fading from modern universities.

And that is why the university is so important in an age of commerce and industry, when the utilitarian temptation besieges us on ever side, and when we are in danger of making every purpose a material one – in other words, as Newman saw it, in danger of allowing the means to swallow the ends (p. 26).

Scruton believes that an ideal university should be dedicated to the growth of knowledge and a place for open-minded research but fears we have strayed too far from this. We have expanded our curriculums to offer more services but have we expanded them too far? Have we expanded them for utilitarian reasons or for sake of the knowledge and skills being just plain good? With Cardinal Newman's ideas of a university, we should focus more on the intrinsic values that can be gained at universities, that is on goods that are ends in themselves.

Gurney, Lopiano and Zimbalist – “Unwinding Madness: What Went Wrong with College Sports”

In *Unwinding Madness: What Went Wrong with College Sports – and How to Fix It*, college sports reformers Gerald Gurney, Donna Lopiano and Andrew Zimbalist (2017) critically examine the commercialization of intercollegiate athletics and the role that the National Collegiate Athletic Association (NCAA) plays in governing college sports. Their book shows readers some of the pitfalls that college sport has taken. Each of these criticism relate directly to Brand's article. The first part of their book begins with the evolution of the NCAA and commercialism. Gurney, Lopiano and Zimbalist trace this commercialism all the way back to the first intercollegiate contest in 1852. Both Harvard and Yale realized the commercial effects that the contest could boost the economy in the area that the contest is held. A railroad business took off with the idea and advertised “lavish luxury” and “unlimited alcohol” to attract consumers. Throughout the book, the authors give in-depth insight on the financial breakdown of the different colleges participating in the NCAA which lead to the alarming realities of debt in Division I athletics.

The next section of the book examines the development that the NCAA has undertaken in the past couple of decades. Smaller schools began to lose their voice in association-wide decisions and the major schools held more power. The authors described it as moving from a whole, where everyone had a vote in the general assembly, to an uneven distribution of power by the most “commercially successful” athletic programs. Because Brand was the president of the NCAA for only 3 years, his work and his reforms seemed unfinished. Regardless, his reform seemed too small compared to the corruption that is occurring in the NCAA now.

At the end of this book, the authors suggest areas of reform and push readers to realize and understand that benefits that intercollegiate sport can have on a university. Their two reforms are as follows: A market-driven approach to college sports that allows athletes to operate in the open labor market or hold the athletic departments more accountable for university endeavors such as academics, health and safety concerns. This second possible reform path would also cut back on commercialization and provide a portion of the revenues back to the athletes. Neither of these reforms solve Brand’s arguments in his article about the Standard View and the Integrated View, rather succumb to the pressure and ignore the true benefits of participation in athletics on all students.

Shulman and Bowen – The Game of Life

Shulman and Bowen (2001) researched the value of intercollegiate athletics on campuses in today’s campus. Their research is based on undergraduate students and student athletes between 1951 through the 1990s. Throughout this book the authors compare the data they have gathered of these Ivy League schools, selective Division IA colleges, and Division III liberal arts colleges to many areas of intercollegiate athletics including experiences at these colleges, admissions, gender roles, alumni and then summarizing the “athletic/academic divide” that can

be concluded from those areas. Although this is not directly related to the schools that I am examining in my thesis, the same problems are occurring. After examining multiple areas within the selected schools such as admissions, gender in sport and development in athletic programs, and post-graduate studies, the authors gave some changes and proposed directions.

In terms of fixing the “athletic divide” between athletics and general students the authors propose that “The true educational value of participation in athletics might be more realized more fully if larger numbers of “ordinary students” could play on teams, and athletes might then be less isolated from their classmates” (Shulman & G., 2001, p. 295). By offering more club sports and intramurals, universities can allow students to have this type of participation and decrease the athletic divide. Given the great pressures to win in high profile sports such as basketball and football, there are problems which arise because of the high pressure to win. Reform is necessary. For instance, shortening seasons would reduce academic stress and conflict. Along with shortened seasons, reducing economic pressures would also allow students to be fully amateur. The authors address the problem that the Division IA schools might face with these proposed directions. However, Division III liberal arts colleges should be able to accommodate to these changes, even if Division IA schools have larger external influences which makes substantive reform unlikely.

Clark Kerr – “The Uses of a University”

Clark Kerr (1966), an American professor and at the time president of the University of California, began his book *The Uses of the University* with the background on the growth of universities and ultimately argues that modern universities are better described as “multiversities”. Since Cardinal Newman provided the proper foundations of the idea of a university and here been in retreat. Kerr argues that rightly understood universities should be

places which respect “the high protecting power of all knowledge and science, of fact and principle, inquiry and discovery, of experience and speculation. As a result, the university maps out the territory of the intellect, and sees that...there is neither encroachment nor surrender on any side.” Kerr further insisted that “He favored “liberal knowledge” and said that “useful knowledge” was a “deal of trash””. Being build around knowledge, universities started as place of gathering for master students but became more generalized in the 1930s to accommodate more intellects. There was growth in the number of buildings, budget, and faculty and students that changed the face of universities. Kerr identified a multiversity as an “inconsistent institution”. With fuzzy edges, it is a blend of different communities such as graduate, undergraduate, humanists, scientists, professional schools which have no common purpose. They are merely bureaucratic associations. Kerr believes that in the multiversity the students, faculty and government agencies sole duty is to protect and enhance the prestige of the name of the multiversity. Universities first duty, in contrast, is the pursuit of truth.

For the university president, the job can be very difficult. As Kerr described it, is he a mediator or a giant in a multiversity?

The university president in the United States is expected to be a friend of the students, a colleague of the faculty, a good fellow with the alumni, a sound administrator with the trustees, a good speaker with the public, an astute bargainer with the foundations and the federal agencies, a politician with the state legislature, a friend of industry labor and agriculture, a persuasive diplomat with donors, a champion of educational generally, a supporter of the professions (particularly law and medicine), a spokesperson to the press, a scholar in his own right, a public servant to the state and national levels, a devotee of opera and football equally, a decent human being, a good husband and father, an active member of the church. (p. 22)

Though this definition was given back in 1963, imagine the complexities that have grown over the past 50+ years. Kerr supports the mediator aspect of a president, saying that the president is a mediator of peace and progress. “Peace between the internal environment of the academic

community and the external society that surrounds and sometimes almost engulfs it” (p. 28). Kerr explains progress as an obligation to the knowledge explosion and the population explosion that multiversities are seeing.

Student life at a multiversity different greatly from a “university” or a “modern university” in ways of infinite variety. Students associate more with subgroups than the community as a whole and faculty member’s focus is more on research than teaching. The interests have shifted to a more open minded concept. It is clear to see that universities have shifted. Kerr writes his final chapter on the future of the city of intellect and his opinion on where multiversities will develop and grow. He believes that the roots of these American universities are still rooted in the past and eventually will surpass their ancestors and develop into a new model.

Kerr offers three areas of growth that universities can adapt in the society. First, the explosion of growth that admissions has seen will cause a shift in structural and academic plans. Year-round activities, more facilities and more faculty members to accommodate this change will need to be added into the plans. Second, a shift in academic emphases. The fast-growing desire for knowledge will call for more a diverse range of options for the new students. With that growth comes more faculty and more space on campus to accommodate to those changes. Kerr says that the harmony between all entities will never be completely balanced, but rather a shifting of judgements that match the current environment. The final area of change would be with the involvement in the life of society. Universities have mastered the circle of “university life” which starts with undergraduates and then transitions to graduate students, doctoral students, alumni and then back to their children as undergraduates.

Intercollegiate athletics is a topic that continues to be researched heavily with quantitative and qualitative data. Brand's philosophical view on the relationship between intercollegiate athletics and academics provide a framework for the development of athletic participation in universities. Feezell's (2015) criticisms to Brand's arguments raise practical solutions for universities such as "reorganizing the institutional structures of colleges and universities so they properly reflect the educational value of athletics" (p. 205). From this conclusion, philosophical questions arise about the educational value of athletics and their proper place in a modern university. Before those questions can be addressed, we must understand those who attend the universities.

CHAPTER III

NATURE OF A PERSON

In the pursuit of understanding the proper relationship between universities, students and athletic departments, we must first understand the nature of a person. Philosopher Scott Kretchmar wrote the book *Practical Philosophy of Sport and Physical Activity* in 2005 and goes into great detail about dualism, materialism and holism. These theoretical models shape how we see humans today. According to dualism, thought is immaterial and can/will therefore outlast the material body, making it superior and a fundamental aspect of personhood. Because of this idea, thought is considered superior to tasks performed by the body such as dancing, painting or throwing. Materialism suggests that there is only one reality in the world, matter. The intangible aspects of the world such as ideas, thoughts, meaning and values are not considered real because they are not quantifiable or material realities. In contrast to dualism or materialism, I believe holism is the most practical description of the nature of a person. Holism is the vision of people as an organic whole. Kretchmar put it best when he argued “we need to shift our thinking from parts of people to kinds of behavior” (p. 110). In this theoretical model, humanity is tied to physicality. For holists, thinking needs to be shifted from talking about the parts of a person (e.g. mind) to qualities of behavior (e.g. skilled writing, swimming or dancing). Yet, before I fully defend holism, we must first understand why dualism and materialism fail. Then I will close the chapter by drawing a brief link between a holistic conception of the person and Brand’s account of “the role and value of intercollegiate athletics in universities”.

Dualism

Dualism is the concept that the mind and body are separate entities. In the seventeenth-century, French philosopher Rene Descartes articulated modern mind-body dualism. Dualism is one of the most influential perspectives on the human person in Western civilization (Twietmeyer & Johnson, A kinesiology conundrum: Physical activity requirements in kinesiology degree programs, 2018). Dualism's influence on universities has encouraged curriculums to try and teach the mind and body independently. Kretchmar argues that there are five different types of dualism that have important implications to human life in relation to physical activity. They are substance dualism, value dualism, behavior dualism, language dualism. Each variety is based upon a set of interconnected ideas that evolve from one idea, that mind and body are independent parts of the person. This belief causes theoretical and practical problems for athletics, kinesiology and recreation.

Substance dualist believe that physical matter and thought are independent from one another. Kretchmar says dualists see the body as a physical object that must obey the laws of physics. The actions of the body are explained by mechanical movements and motion. Substance dualists also acknowledge the subjective side of life, that is, thinking and ideas. They believe that there is an interaction between the mind and body. A person is composed of a mind that effects the body and a body that effects the mind.

From this foundation, value dualists argue that the mind is superior to the body. The ancient-Greek philosopher (1951) places the mind above the body because our minds are eternal. Plato also believed that our body and the physical senses can lead us astray. Substance and value dualism are each problematic for athletics because dualist divide their attention between parts of the human. Perhaps their bodies only deserve 30% of the training and their mind requires 70%?

Given the assumptions of dualism, shouldn't theoretical understanding always trump brute skill? Dualism also means athletics is about the body. It is a second-class part of any school or university. As you can see, the problem is the division of attention. Can there be a perfect balance? I do not believe so. Moreover, if the mind is superior, then dualists will always err on the side of prioritizing the mind.

Behavior dualists believe that the mind is the operator or captain of the body. All actions performed by the body are preceded by thinking. This type of dualism can be understood as the mind being the pilot of our material bodies.

Language dualism focuses on symbolism. These dualists value verbal symbolism – because its associated with the mind – over other forms of human communication such as dance or art. Those who can understand symbols or languages are intellectually superior to those who cannot, thus placing a value on intellectual abilities and the mind. In criticizing language dualism, Kretchmar (2005) mentions that symbols are not only words or numbers, they could be found in painting, music and sport. Unfortunately, given dualistic commitments, those types of symbolic endeavors have a lesser academic status. Language dualism is problematic for athletics because it derogates movement as a way of human expression. The beauty of a home run or a perfectly executed grand jete goes beyond language. Movement is a powerful symbolic system that is personal and passionate, all without words. Non-verbal communication can be intelligent communication.

Finally, knowledge dualism is a type of dualism which holds that there are two types of knowing that occur, “knowing that” and “knowing how”. “Knowing that” is conceptual theoretical knowledge. For example, why are some coaching techniques better than others or why does the body increase blood flow when working out? “Knowing how” is the second and

(according to dualism) inferior form of knowing which is defined as knowing how to do an action such as kicking a soccer ball or throwing a football. Knowing how is about “practical” knowledge rather than “academic” knowledge.

In kinesiology, dualism means human beings are “a mechanical body connected somehow to an immaterial mind” (p. 49). This view uses scientific or objective measurements of the body. For example, when running you can gather quantifiable data on lung capacity, oxygen uptake and speed. This information would allow dualistic kinesiologists to understand how to run in its most true and accurate form. For dualistic kinesiologists, this form of knowledge is the most important form that humans can aspire to. The primary focus for dualistic kinesiologists is to “embrace methods of scientific inquiry as the primary source of knowledge” (Twietmeyer & Johnson, 2018 p. 4). Given this commitment, students should understand the science of movement, such as biomechanics and exercise physiology. Being able to perform such movements is simply not an academic goal from a dualistic perspective.

Yet, theory and practice in kinesiology should not be seen as antagonists. Although dualists believe that mind and body are separate, a person should not be reduced to specific parts. Rather the person should be seen as an organic whole. If the focus is on the whole person rather than just their parts, physical activity will not be seen as second class. With this type of focus, humans can see deeper meaning in their activity classes, physical education, intramurals and club sports. Kretchmar explains that physical education teachers should go for the meaning rather than just try and rely on extrinsic justifications such as health. Teaching someone to move well is more meaningful than teaching someone how to shoot a basketball or kick a soccer ball for the purpose of stress relief or increased calorie burn.

In his article, Brand (2005) uses the Integrated View to dispose of the common academic bias against physical skill development. This view would enhance the role of intercollegiate athletics in universities and endorse a harmony between the mind and body. This view, as expressed by Brand, is not fully dualistic but not quite holistic. This middle ground where one attempts to balance mind and body as equally important is called “enlightened dualism”. Brand believes the Integrated View will allow athletics to take a more central role in universities. His Integrated View is defending intercollegiate athletics against the biases of the academy but the implications of his argument impact for more than just the elite performers found in intercollegiate athletes. Brand acknowledges that only a small minority of students on a campus are athletes. Nevertheless, because of the need for a “harmony between mind and body in education” (p. 17) he argued that “athletics and student athletes should find a central role in university life” (p. 17). Because of his prior comparisons between intercollegiate athletics and music, Brand argues that if music is appreciated and enjoyed by all, intercollegiate athletics should be as well. Both should be a valuable part of the curriculum and university life. Athletics in Brand’s mind meant intercollegiate athletics but the implications of his argument are much broader than that. If all of athletics and physical activity can be a valuable part of an educational experience, then there should be more of it and far greater access to it.

In relation to the nature of a university, most of the knowledge that is gained by students is done sitting in a chair or engaging only the mind. As a result, embodied skills atrophy in universities due to their current dualistic structure. Although a very popular theory on the nature of a person, dualism fails and should be replaced by a more encompassing view such as holism. But before I get to holism, there is one more modern alternative to dualism called materialism which needs to be examined in detail. The idea of materialism eliminates the distinction between

mind and body and concludes that humans are composed of only matter. This philosophy also has major implications in regards to athletics, physical education and humanity.

Materialism

In contrast to dualism, materialism suggests that all things are composed of material matter or can be reduced to a single basic substance. If a substance cannot be reduced to atoms in motion, it is not considered real. Thus, ideas, thoughts, meaning and value are not real. For example, many seasoned runners experience a phenomenon called a runner's high. This feeling is incomprehensible to materialists unless it is defined by physical and chemical reactions in the runner's head. Materialists explain information by breaking it down into smaller components such as atoms or molecules. Anything which cannot be accounted for in material terms is considered non-existent.

Because materialism is based on quantifiable data, our thoughts and ideas are non-existent. Materialism is bad for athletics and kinesiology because it doesn't take thoughts, emotions and ideas seriously. Clients, athletes, students, fans etc. are all reduced to their underlying physical, chemical and molecular components. Yet human beings are made to experience emotion, thoughts and ideas. In relation to physical activity and universities, materialism would have us "swallow a pill" rather than cultivate physical activity via intangibles such as history, emotions, tradition, community etc. (Kretchmar, 2005).

Science is a large component in materialism because scientific research is based around material reality. Materialists see physical activity as a way to quantify our physiological variables and improve our lives because it will allow us to live longer and healthier lives. This type of thinking is using physical activity as a mere means to an end. In this context, it means that physical activity is done only to produce a desired result, "health". Therefore, this view

cannot find intrinsic value in play and sport. Since ideas, value and belief are not tangible according to materialism, deep meaning cannot be achieved through physical activity.

Yet, there is inherent good to play and sport that can come from non-quantifiable variables. If we love what we are doing, it never has to be a chore. Passion for physical activity can be achieved but it takes time to develop. Developing the whole person should be the focus. Viewing the nature of an embodied person in holistic terms is the most effective approach to developing students who love physical activity.

Holism

Holists do not see the mind and body as independent entities. Instead, they are integrated aspects of the whole person. Kretchmar (2005) examined the early ideas of holism such as, “a sound mind in a sound body”, “a unity of mind, body and spirit”, and “education through the physical and education of the physical” (p. 105). Ultimately, he concluded that each of these approaches all encouraged a vertical interpretation of intelligence which is fundamentally dualistic in nature. The vertical image (below) shows a human being composed of two parts, a mind and body. The implications related to the broader overall theme of this paper is that dualists assume that the mind is superior to the body. Although Brand (2006) argued for “harmony between mind and body” (p.17) he still saw the human person as separate parts. Kretchmar calls this enlightened dualism. This type of dualism acknowledges the mind and body as separate but believes that attention can and should be given to each equally. In contrast to enlightened dualism, Kretchmar outlines a holistic vision of intelligence which eliminates the line in this vertical interpretation model, thus legitimizing embodied skill as a real form of intelligence.

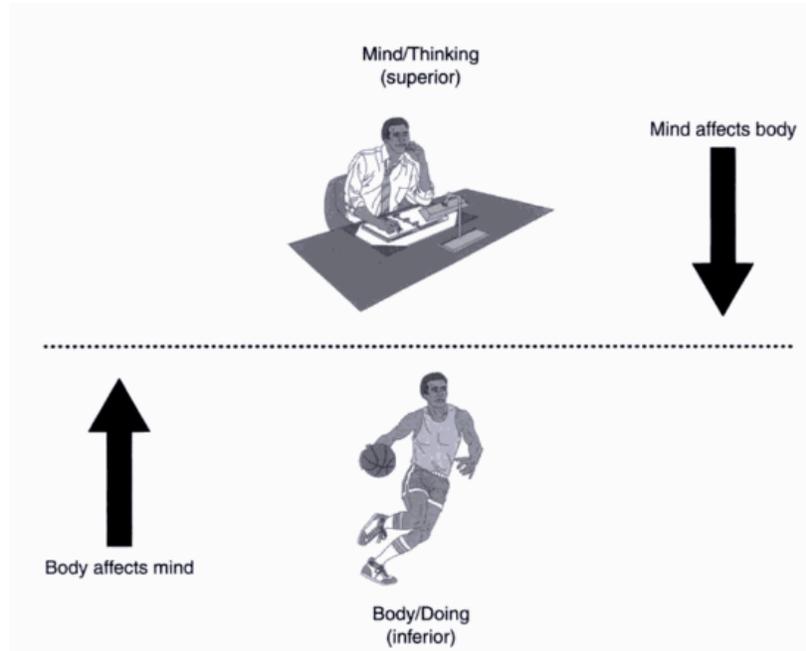


Figure 2. Vertical interpretation model

(Kretchmar, 2005, p. 108)

The key move that Kretchmar (2005) endorses in his new model is the focus on the quality of one's behavior rather than on parts. There are five principles that Kretchmar believes will help readers understand holism and its potential effectiveness. The first principle is to show that physical influences are always shaping all that we are and do. "Chemistry and embodied localization affect our every idea and behavior" (p. 109). Everything that we think and do is related to our physicality. The second principle believes that consciousness is always affecting us. We are influenced by our ideas, personality and aspirations which can even affect our chemical composition and physiology. For example, when we are happy or participating in physical activity, our body releases endorphins which reduces our bodies perception of pain and making us happier. We are tethered, Kretchmar argues, "to our consciousness" (p. 109).

The third principle is that there is a connection between our consciousness and our embodiment. Neither can be reduced to the other and neither can be an independent character. Kretchmar explains this by saying “The footprints of chemicals can be found in ideas; for instance, whether we are more optimistic or pessimistic by nature may be caused in part by our chemistry” (p. 109). The fourth principle depicts different levels of behavioral intelligence. “Some actions are highly adaptable and complex while others are largely inflexible and simple” (p. 110). Skill and insight are what make something intelligent. Finally, the fifth principle depicts different types of activity. Some actions are motor-active, such as kicking a ball, and some actions are motor-passive, such analyzing how a ball is kicked. Kretchmar distinguishes the two with the labels “motor behavior” versus “reflective behavior”. By focusing on all five of these principles, Kretchmar eliminated the concept of parts of the body from the definition of intelligence and shifts thinking about intelligence to types of behaviors. By focusing on the quality of human actions, the part of the body one uses becomes irrelevant to understanding intelligent human behavior.

This new model of intelligence eliminates the focus on parts of the person and relies instead on the quality of the skill or movement. This holistic approach helps one better understand Brand’s attempt to defend intercollegiate athletics. From a fully holistic point of view, it is obvious that Brand’s argument impacts more than just intercollegiate athletics. By understanding that behavior has different levels of intelligence, it allows all types of skilled human behavior to be important.

There are two types of intelligence that Kretchmar focuses on. The first is impressive or high intelligence which is characterized by behavior that is unpredictable, creative, inventive, unconstrained and has personal meaning. The behavior could experience one or two of those

characteristics or could experience them all. An example of this type of intelligence can be seen as a professor writing a complex arithmetic equation on the board and solving it. Another example of this impressive intelligence may be a volleyball player diving into the sand to dig the ball up. One behavior is motor-oriented, and one is reflective, but both require advanced skill, insight and training to get to that level of intelligence.

The opposite of high intelligence is called unimpressive or low intelligence. This type of intelligence is characterized by behavior which lacks advanced skill, insight and training. An example of this type of intelligence is a child doing a basic math problem on the white board or a child taking ballet class for the first time. This type of behavior is constrained, predictable and less creative. With these two levels of intelligence in mind, Kretchmar creates the horizontal model of intelligence which eliminates the need for concepts such as “mind and body” and “physical and mental” when trying to define intelligent behavior.

Figure 1 illustrates the horizontal schematic of intelligence. This new model does not discriminate between parts of the person and does not divide the mind and body into separate entities. The vertical axis depicts all human behavior. The top is more reflective/sedentary behavior and the bottom is motor active behavior. The horizontal axis portrays higher and lower intelligence. This acknowledges that behavior can be done well or poorly in any type of human activity. Kretchmar (2005) described it this way

“As with sedentary activity physical behavior can be done well or poorly – that is, with high levels of intelligence, insight, creativity, and artistry (symbolized by area 3) or with minimal insight, in a rote, predictable fashion with little or no interpretation (area 4)” (p. 114).

This new model puts intercollegiate athletics, kinesiology, chemistry, math, art, and other disciplines on the same level. Our physicality is tethered to our behavior in everything we do in

any of the four quadrants. This is an important step in properly understanding the nature of a human person, because the model shows that all behavior can be seen as high or low intelligence. In relation to Brand, this would make his argument between music and intercollegiate athletics straight forward. If universities believed in a holistic concept, music and intercollegiate athletics are deemed as important as reading and writing or chemistry and math. They are each fundamental aspects of education because they are each forms of intelligent human behavior. Universities should value such skills and develop them in their students. This would eliminate the standard view on athletics. Brand was more right than he knew. The nature of a person should be holistic and with such a philosophy guiding universities all students would cultivate the skills necessary to be highly intelligent at physical activity.

Brand's language is that of an enlightened dualist. His belief is that with the Integrated View, the mental and the physical should be in harmony in education, allowing athletics to take a more central role in a university. Yet if Brand's ideas are seen from a holistic point of view, it becomes clear that athletics should be an important role in the university for everyone, not just the 2% of the student body who can use their elite skills to generate revenue and publicity for the university. In the next chapter, I will examine what the nature of the university should look like with a holistic philosophy and curriculum.

CHAPTER IV

NATURE OF A UNIVERSITY

With the nature of a person outlined and both dualism and materialism critiqued, it is clear that holism and Kretchmar's horizontal schematic of intelligence most accurately describes the proper view of a human person. Since human beings have a holistic nature, we should demand a holistic education and curriculum. This type of curriculum would involve in-depth the development of every person's intellectual, emotional, social, physical¹, artistic, creative and spiritual potentials. Although many of these areas of development are being overlooked, I focus on the lack of physical skill development in curriculums. This chapter will examine the modern characteristics of a university and its common purposes for those students who attend them. Then I will critique these characteristics and argue that a more holistic philosophy and curriculum better reflect the true nature and purpose of a university. Currently, most universities do not acknowledge the holistic nature of humans, especially in regards the physical aspect of development. By teaching a holistic curriculum, there needs to be more requirements for physical skill development than what is currently offered at the modern university.

What is a University?

Universities were founded to be institutions for higher-education. This term "higher-education" is defined by Merriam-Webster (n.d.) as education beyond the secondary level,

¹ "Physical" should not be read in dualistic terms, but is meant to emphasize the embodied nature of human beings and the inherent value of kinesthetic skill.

especially at a college or university. If higher-education is beyond what is learned at the secondary level, then why do we ignore the need for physical education classes in higher-education? Universities should be about expanding knowledge, not narrowing our skills. According to philosopher Roger Scruton (2015), “Universities exist to provide students with the knowledge, skills, and culture that will prepare them for life, while enhancing the intellectual capital upon which we all depend” (p. 25). Scruton’s view on universities, in this quote, seems to emphasize mere utility.² Students who engage in higher-education would be provided a tool that allows them to get a better job and make more money than if they just received a high school diploma. This utilitarian view on universities is very prevalent today in our society. Author and journalist Jeffrey Selinger (2018) stated in an article in the *Washington Post* that “College is increasingly seen by high school students as a means to an end: getting a job” (p. 1). Cited in this article was a Harrison Poll which showed that two-thirds of 14- to 23- year-old students wanted a degree to have financial security. Most high-schoolers see college as a way to elevate themselves in society by procuring monetary gains rather than knowledge for its own sake. The goal of these high-schoolers is to receive credentials after four years, rather than spending four years expanding their knowledge on various curriculums. William Bennett and David Wilentz, authors of the book, “Is College Worth it?” (2013) stated that, “Many of these students do not appreciate its original purpose – learning for its own sake” (p. 129). Despite this common mentality, universities have not always been seen as mere means to ends such as money, jobs, and prestige.

Traditionally, there was a more liberal arts view of universities. Liberal arts is a broad field of study which focuses on the skills necessary for “free men”. In contrast to the “servile

² In general it seems clear that Scruton’s (2015) sympathies lie with a traditional liberal arts understanding of the university.

arts” which focuses on usefulness, the liberal arts focus on what is intrinsically important, what is beautiful and what is good. These classes teach knowledge that is good in itself rather than useful. The word university was derived from the Latin word “*universitas*” which means the “whole”. Universities used to focus on developing humans as whole people as part of a larger “cosmos”. Universities from this point of view are good in themselves and at their best can foster intrinsic value through the cultivation of knowledge and skills in the liberal arts. In early universities “the aim was to produce a person who was virtuous and ethical, knowledgeable in many fields and highly articulate” (Haidar, 2014, para 7). Cardinal John Henry Newman wrote a book in 1852 on *The Idea of a University*. He argued that a university,

By its very name professes to teach universal knowledge: Theology is surely a branch of knowledge: how then is it possible for it to profess all branches of knowledge, and yet to exclude from the subjects of its teaching one which, to say the least, is as important and as large as any of them? I do not see that either premise of this argument is open to exception. As to the range of University teaching, certainly the very name of University is inconsistent with restrictions of any kind. (pp. 19-20)

If universities should not restrict forms of universal knowledge, the importance of kinesiology and athletics to universities should also be taken seriously. Unfortunately, the modern utilitarian view of a university has made universities more interested in “means to ends” rather than “ends in themselves”. For example, the modern American university has seen a decrease in the amount of physical education classes required and offered. In 2012, Bradley Cardinal, Spencer Sorensen, and Marita Cardinal conducted a study on the current status of physical education requirements at 4-year colleges and universities. They cited a study by McCristal and Miller (1939) which showed that 97% of America’s private and public colleges required some form of physical education in the 1920s but that by 2010, that number had dropped to 39.55% (2012). More than half of American colleges and universities eliminated this

requirement. University leaders' desire a well-rounded education – including such things as physical education – has been swamped by the demand for more useful courses in things such as science and technology. There has been a large increase in science, technology, engineering, and mathematics (STEM) classes over the past decade whereas humanities degrees have severely decreased (Schmidt, 2018). The humanities are defined by Clayton State University as:

The specific disciplines of the humanities explore the heart of the human experience by encouraging reflection on its nature and value and by encompassing time-tested methods of inquiry - dialogue, historical and logical analysis, critical interpretation and scholarly investigation. The humanities are ways of thinking about what is human about our diverse histories, values, ideas, words and dreams. They help to shape individuality and community, and thus pose fundamental questions about the past, present and future. The humanities inspire us to ask who we are and what our lives should mean. They ask us to place ourselves in the worldwide context of humankind and to understand commonalities and differences.

(Clayton State University, 2019, para 2)

Yet, if embodiment is fundamentally human then skill development in physical activity is an essential part of the humanities. They help us understand “who we are”. With STEM degrees taking priority, universities are straying further and further away from their original “*universitas*” view. Many degree requirements have very few liberal arts courses in their curriculum. For example, to obtain a Bachelor of Science – Computer Science at Mississippi State University you must complete 128 hours of course work including no physical activity. There are three hours of fine arts³ and six hours of humanities electives are required out of that 128 hours of course work (Mississippi State University Bachelor of Science - Computer Science, 2016). Under their current curriculums, most universities should no longer be considered “*universitas*” for they are not concerned about the whole. In the next section, I will argue that contemporary

³ It is worth noting that the fine arts courses don't require engaging in any actual artistic activity, but are almost universally theoretical in nature (e.g. “Art appreciation”)

universities have shifted to dualistic characteristics, furthering the complications of building a truly holistic curriculum.

Contemporary Universities are Dualistic

Universities are dualistic in their model. They are designed for exercising the mind and not the body. Both practically and theoretically, universities have too often focused on “the mind” as the true nature of a person. Throughout a typical day for a student in which they go to 2-3 classes, they will sit for 3-4 hours a day. Although this is less than in middle school and high school, students don’t get to work on physical skills. Even kinesiology students at Mississippi State weren’t required to take a physical activity class until the fall of 2018 (Mississippi State University Department of Kinesiology, 2018). In the book *Game On*, author Tom Farrey (2008) gives an example of the decrease in physical education classes. “Nationwide, 14 percent of schools reduced physical education time to make more room for math and reading instruction” (p. 74). Kinesthetic skill sits at the bottom of the totem pole in universities. For kinesiology departments or physical educators to avoid being cut out of the curriculum, they go for utility. This utilitarian mindset in regards to kinesthetic skill becomes a “means to ends” approach to fitness and health. Our bodies are mere hosts that allow us to exercise what matters most, our minds. We walk to class and get our minds in the right place to expand useful knowledge and then walk back to a place of work where our minds allow us to make money. Our bodies in this paradigm are means to the end of health. Since our bodies are temporary, we aim for health and productivity. Students participate in a walking and jogging class because they will become healthier and extend their life by engaging in exercise. This is another means to an end and a dualistic concept that has taken over many universities. According to the dualist, there is nothing

fundamentally human about the physical activity, nor is it intrinsically meaningful, it is simply useful.

For example, the University of Michigan discontinued their physical education program in the fall of 2015, by evolving it into a “health and fitness” major. In the news statement given in 2014 by the University of Michigan’s School of Kinesiology, they claimed that there has been a decrease in schools offering physical education. Their claim was backed by a report published in 2012 by the United States Government Accountability Office which stated some reasons for the decreasing amount of physical education in schools. The report claimed that budget cuts and inadequate facilities were the primary causes. Clearly, physical education was not valued at these schools. The University of Michigan Department of Kinesiology still provides other programs such as athletic training, applied exercise science, movement science, and sport management but no major that prepares students to become excellent physical educators. At the University of Michigan it is clear that physical education was a lower priority than other degrees in the school of kinesiology. The University of Michigan *chose* utility over physical education. The move from physical education into health and fitness only exemplifies the dualistic nature of a university and their focus on usefulness. Kinesiology departments should provide students with courses that go for the meaning and develop intrinsic value from their skills. Sport philosopher Scott Kretchmar (2004) explains this “go for the meaning” phrase as the need “develop a curriculum that has a chance to bring students and clients into a movement subculture” (p. 129). We need to promote more than health. We also need to create – via skill development – lovers of running, jumping, kicking, throwing, dance, etc. By creating an environment for students to go for the meaning, students understand that kinesthetic skill can be an end in itself.

Holism in a University

Holism, the true nature of the human person, fits best with a liberal arts mentality.

Knowledge has intrinsic value that too often gets pushed aside for utility. An intrinsic good is a good that we pursue for its own sake. Such goods are pursued just because they are good.

Knowledge gained in universities should be the same and when students desire knowledge for the sake of knowledge. Our embodied nature means physical skills rightly understood can be intrinsic goods. For example, instead of teaching volleyball class as a form of health and fitness (weight loss, increased heart rate), students can enjoy the inherent goods of the game such as a well set ball or a diving dig for their own sake. When this happens students will connect emotionally with the activity and desire to play volleyball simply for the sake of volleyball. They will learn to love the game. Physical activity can become an end in itself if taught correctly.

Universities should focus on philosophic truth and developing the whole person.

Philosopher Alasdair MacIntyre (2009) defined the knowledge of truth as necessarily concerning “‘all that exists’ and the complex relationships between the myriad of particular facts that comprise the universe” (p. 145). Each subject matter in the university is a part of understanding a larger whole. In terms of the nature of a person, we should be viewed as a whole as well and taught these truths through each subject matter. MacIntyre (2009) defined what he believes a university should teach students:

The aim of a university education is not to fit students for this or that particular profession or career, to equip them with theory that will later on find useful applications to this or that form of practice. It is to transform their minds, so that the student becomes a different kind of individual, one able to engage in fruitfully in conversation and debate, one who has a capacity for exercising judgement, for bringing insights and arguments from a variety of disciplines to bear on particular complex issues (p. 147).

MacIntyre dismisses utility right away in this quote and places development of a human person at the forefront. Holism in the university would transform the student as MacIntyre

explains in this quote. Although MacIntyre doesn't specifically address kinesthetic skill, his idea of developing the whole person clearly implies it. Truth, not utility is the focus. As such, each of the subject matters would be used to teach students truth and take the embodied nature of a human person seriously, making physical skills important to teach, understand and participate in.

Holism best allows for pursuing physical activity for its own sake. Physical activity isn't about the end-product, rather it is about the process and the experience. Students can experience internal goods⁴ in basketball such as swishing a three-pointer or in hockey by hitting a high speed slapshot. With a holistic curriculum, universities can truly educate the entire person. Significant changes would need to be made to achieve a holistic curriculum. Unfortunately although the argument in Brand's article supported such changes, the implications he drew were too narrow and limited.

Brand vs. the University

Though Brand's (2006) rhetoric supports a holistic liberal arts mentality, the full implications of a true liberal arts mentality goes far beyond his limited defense of intercollegiate athletics. In Brand's article, he advocates for the Integrated View which integrates intercollegiate athletics into the mission of the university. In this section of his article, he is advocating for intercollegiate athletics to play the same role as music and art. However, he is missing the deeper meaning of how athletics as a broad term can develop the whole student and is therefore necessary in some form for the entire student body. The university should provide intellectual and kinesthetic skills to all students because a university is meant to educate the whole person.

⁴ Internal goods those goods which are "only achievable in the context of practice in which they are created and cultivated" (p. 13). For a full treatment of internal goods see MacIntyre (1984).

With a holistic foundation, universities can educate students on the importance of kinesthetic skill, intellectual skill and social skill.

Brand's ideas have the potential to be holistic in their educational mission but he limits his defense to just the athletic department. Brand explained a foundation for change that only uncovered the tip of the iceberg of potential of higher-education reform. In the beginning of Brand's article, he argued that,

Intercollegiate athletics has the potential to contribute far more to the academic enterprise than it does currently. The contributions of intercollegiate athletics have failed to be realized because of the misconceptions of college sports and preconceptions in the academy. Removal of these impediments provides an opportunity for sports on campus to better support the academic mission of universities and colleges (p. 9).

The Department of Kinesiology and the University Recreation Department do not have any such impediments, Brand argues, but still provides physical activity through sports and games. Brand argues that "Intercollegiate athletics, at its best, demonstrates positive values" (p. 17). These values such as excellence, perseverance, resilience, hard work, sportsmanship, etc. can be developed in other activities other than elite and highly competitive intercollegiate athletics. Playing intramural volleyball, playing on the ultimate frisbee club, or participating in a walking and jogging class can demonstrate positive values as well. Yet, Brand only advocates for the 2% of elite athletes!

In Randolph Feezell's (2015) final section on his critique of Brand's 2006 article, he states that "Another way to address the academic-athletics divide is to accept Brand's view of integration, reject the Standard View, and reorganize the institutional structure of college and universities so they properly reflect the educational value of athletics" (p. 205). Feezell suggests majoring in football or weight training. Feezell clearly sees what Brand cannot. He believes that kinesthetic skill should be taken seriously in curriculums, beyond kinesthetic skill attained by

student athletes. Feezell also suggests that major reforms such as separating education and intercollegiate athletics, while paying athletes and allowing them the option to take classes if they want, rather than requiring them. Building on Brand's article, Feezell advocates for change and challenges readers to think more in-depth about the current status of athletics in a university.

With this in mind, universities should offer more holistic skill development for their students. There are programs and facilities that are already in place that need more time, attention and dedication to reach the other 98% of students who are not elite athletes. Through intramurals, club sports and the kinesiology department, students can engage in physical activity and find deep intrinsic value which will outlast any extrinsic motivation.

CHAPTER V

IMPLICATIONS

Brand's article raised important questions about what the nature of a person and what the nature of a university should be. His attempt to eliminate the Standard View and replace it with his Integrated View was the first step in understanding the right place for physical activity and athletics in a university. In this final chapter I will expand Brand's Integrated View and place athletics into the broader context at a university. I will use sport philosopher Scott Kretchmar's (2005) idea of "movement playgrounds" as it relates to the university recreation and the kinesiology department. "Movement playgrounds" is the name of a place where physical skill development has occurred to the point that any given individual finds the place (and the execution of said skills in that place) intrinsically satisfying. Kretchmar explains that these playgrounds may be intimidating at first, thus being a place where guidance and instruction are necessary. With the proper guidance and instruction, "it [the playground] begins to morph into a special, personal playground for this individual" (p. 155). There is a large amount of potential in university recreation and the kinesiology department to create playgrounds for all students. At the conclusion of this chapter, I will explain that the commercialized athletic department in its current form is not be justifiable if a true balance between academics and athletics is Brand's aim.

Intramurals and Club Sports

With the idea of a nature of a person and a nature of university in mind, holistic approaches in universities must be taken. Brand (2006) stated that “Intercollegiate athletics, at its best, demonstrates positive values” (p. 17) and that “In general, it would be good if the positive values exhibited by student-athletes were learned and adopted by the general student body” (p. 18). If Brand is right about the inherent goods that physical activity and athletic participation exhibit such as excellence, perseverance, and hard work, then how is it justified that only a small portion of the student population has these opportunities? All students should have the opportunity to cultivate advanced kinesthetic skill. We cannot limit these goods to just a few students. Universities have an appropriate foundation to generate these opportunities, but currently lack, due to mistaken philosophic commitments, the desire to do so. University Recreation departments offer club sports and intramurals that have the potential to reach the other 98% of students at a university but the funding, access to these opportunities (facilities, etc.), and staffing level are all lacking. More funding from the university budget to these type of departments would allow students to participate in intramurals each semester on a free basis. Funding would also generate more game time offerings, and better/safer university fields and complexes.

State appropriations should supplement expanded access as well. Currently, some universities such as Texas Tech University receive \$4.7 million dollars in student fees and only \$500,000 from the state (Laing, 2010, para. 6). Why is there such a lack in money from the state? When it comes to budget cuts, university recreation, along with other departments on campus such as kinesiology, are the first to be cut back (Laing, 2010). Club sports are another area which could offer students competition or instruction based on their interests. By offering lower costs to

students for club sports as well as more variety to their clubs, more students would have an opportunity to get involved and develop skills.

The National Intramural and Recreation Association (NIRSA), founded in 1950, is an organization dedicated to serving students at over 850 universities across the United States. Member institutions do their best to offer an abundant amount of opportunities for students to get involved in university recreation.

NIRSA is a leader in higher education and the advocate for the advancement of recreation, sport, and wellness by providing educational and developmental opportunities, generating and sharing knowledge, and promoting networking and growth for our members
(NIRSA, n.d.)

Whether it is through participating in one of their regional or national intramural tournaments or becoming a referee or working in a NIRSA member recreation center, university recreation has a way for every student to get involved in physical activity.

Playing is a part of our nature as humans (Huizinga, 1955). Children, for example, play all the time (Kretchmar, 2005). They do not play to lose weight or to be healthier, they play because they *want* to play. Physical activity can be driven by utilitarian concerns, but if one looks deep enough, you can find intrinsic value. Human beings naturally desire movement and freedom, all of which can be achieved through play. We play because it is fun, because it is contagious and because it is a part who we are.

There are extrinsic benefits that students can receive from participating in club sports and intramurals. Socially, being on a team can enhance the student's sense of belonging to the team and to the university, increasing their retention rates at the university (Ward, 2015). Also, being physically active can reduce the likelihood of diseases, reduce stress and improve mental capacity (Ratey, 2008). In his article, Ward (2015) states that the freshman fifteen is an idea that

could be avoided if students were able to participate more in intramurals. According to Holm-Denoma, Joiner Jr., Vohs & Heatherton (2008) freshman are more likely to put on weight more quickly than any subsequent years of adulthood for both males and females.

Brand (2006) believes that values such as excellence, perseverance, resilience, hard work and respect for others are demonstrated through intercollegiate athletics. These values can also be demonstrated through club sports and intramurals. Brand believes that student could benefit from these values:

Most undergraduate students, especially freshman, have difficulty with failure, but student-athletes, who are accustomed to competition and the failures that accompany it, become good at overcoming adversity. If they lose a big game on Saturday afternoon, they are on the field next Monday working doubly hard. Many students would do well to embrace this value of resilience and coping with failure early in their college careers. (p. 18)

All students should have the opportunity to gain these values. Both intercollegiate athletics and club sports and intramurals are team or individual based sports and most schools provide the same sports. By creating and/or requiring more participation at these recreational outlets, students would become more holistic in their lifestyle.

Some barriers that have prevented student participation in intramurals and club sports are identified by Ward (2015). These barriers include not knowing deadlines for sign-ups for sports, not living on-campus so not have access to information easily, and finally that information is generally only provided in one language. By alleviating these barriers with strategies such as investing more money into advertisement on dates and printing in dual-languages participation numbers will increase. A study conducted by Reynolds (2016) showed that commitment and satisfaction have a high impact on students' intention to return to the intramural and/or club sport, meaning there is a strong level importance on the quality of the experience that the student has. How much greater would such benefits increase with an increased philosophical and

financial commitment from the university to proper staffing facilities and so forth? With higher quality equipment and facilities, students will have a better experience and thus receive the benefits over a longer period of time. Most important, the university itself, would be seriously committing itself to a holistic education for all students.

If student retention, improved student mental and emotional well-being, and physical skill development are important to universities, then they should invest more money into these departments. If universities really understand liberal arts, and the importance of the good, the true and the beautiful, then play matters as well. This can be done. It is a matter of utilizing what we already have, understanding the importance that each department plays for the students, and expanding the opportunities because university leaders see and understand the need to do so.

The Kinesiology Department

In addition to increasing funding and accessibility to intramurals and club sports, a proper understanding of Brand's argument – in light of holism and a liberal arts understanding of the university – means that physical activity classes should be a part of the core curriculum. The kinesiology department can contribute much more to the university than it currently is by providing students with a way to cultivate skills and thereby become physically active. By requiring an activity course for all students, students will be able to partake in a more holistic curriculum. Students will engage their embodiment through different sports and activities, learning both the “know that” and “know how” of games, play, sport, exercise and dance. As Brand (2006) points out, “physical skill development” is an important form of “know-how” learning. As a result, it is a “legitimate and worthy part of a university education” (p. 12).

With this being said, the kinesiology department will need more classes and more teachers to teach the influx of new students. Under the current status of most departments, it is

not possible to offer such requirements with their present resources. Yet, if university officials deem holistic practice for all students in their university important, they will provide the funding to the department to supplement the increase in activity courses being offered.

In addition to general students taking physical activity courses, those who study under the kinesiology department should be required to take one extra physical activity courses each year. It is especially important for students in the field to experience physical skill development because they are the future of the field. Many students who get a degree in kinesiology go into fields such as physical therapy, athletic training, physical education or recreation type programs (Sanchez, n.d.). Physical activity will continually be a part of the student's life beyond college, whether it is in the job field or in our own backyard. How can they appreciate, defend, or understand the importance of their discipline, or the experience of their athletes, clients, or students if they haven't seriously engaged in physical activity themselves?

Graduate students in the kinesiology department should be required to take physical activity courses as well (Twietmeyer, 2012). In the Master's curriculum at Mississippi State University, for instance, there are no classes that require students to engage their embodiment through physical activity. This is unfortunately typical. Becoming a master of a discipline dedicated to physical activity should require both kinesthetic and intellectual skill but universities do not require master's students to move. Professor Brad Cardinal believes that "We see more and more evidence about the benefit of physical activity, not just to our bodies but to our minds, yet educational institutions are not embracing their own research" (Yeager, 2013).

Although Cardinal's quote has dualistic terms, it identifies the lack of engagement by kinesiology faculty with the studies and research their fellow kinesiologists produce. For example, if we understand that physical activity is a fundamental aspect of being a human person

and physical activity produces both internal and external goods, then why are we not changing anything about our lack of teaching physical activity in a field that is purportedly dedicated to *physical activity*? Universities (and kinesiology programs) are failing their students on this count, especially those who want to become a master in the field.

Required physical activity classes for all students would be a step in the right direction for a holistic curriculum. The next step is to change how students are graded in these classes. In math class, students cannot simply show up and expect to pass the class. The same expectation should be held for students in physical education class. Grading for skill should be a requirement for professors in these courses. Professor Tim Baghurst at Oklahoma State University wrote an article on *Assessment of Effort and Participation in Physical Education* and concluded that “Although effort and participation have long been established measure for determining outcomes in physical education, their use has a detrimental impact on the profession” (p. 511). Although Baghurst believes that including effort and participation in assessment should be necessary, he believes it should be a separate measurement in addition to skill proficiency outcomes.

One possibility would be breaking down grading into 80% skill proficiency at the end of the semester and 20% effort and participation. That way the students can be graded to their own current physical skill levels and the further development of specific skill in the course. The skills the professor would like to teach should be directly related to the course content and listed as a grading aspect in the syllabus, allowing students (and sometimes parents) to see what they will be graded on. At the end of the course, professors should assign accurate grades to their students based primarily on the skill/proficiency of their performance of the activity which is the subject of the course. If you can't add that's a problem in math class. If you can't pirouette, that's a problem in dance class. Therefore, activity classes must be graded on performance.

Universities that require physical activity courses in their curriculums should do so to develop the holistic nature of the person and follow the true nature of the university as well. Under the limited reforms Brand (2006) offers as a defense of the Integrated View, students who do get to experience intercollegiate athletics and physical activity on a weekly basis, specifically student-athletes, are distant from (in both theory and practice) the educational mission of the university. A true conception of the place of physical activity in the life of the university, would not only reform general education requirements, it would reform intercollegiate athletics as well.

Integrated View vs. Division I Athletics

Division I athletics (in its current state) and a holistic university are not compatible. Brand advocated for the idea that intercollegiate athletics should be made part of the educational mission of the university. However, Division I – which is focused on winning and the commercialized benefits such as winning brings - detracts from these educational goods. One area that intercollegiate athletics has detracted students from educational goods is missed classes. One way this manifests itself, besides increased season lengths, is increased travel time created by ever increasing conference sizes. The Big Ten was once a mid-western conference. Yet, between 2010-2014, the Big Ten added the University of Nebraska, the University of Maryland and Rutgers University (in New Jersey) (Dienhart, 2014). What used to be a geographically manageable conference, expanded for commercial reasons, to the north-east coast causing conference competitions to be further and further away from each other. Bleacher Report Journalist Zach Travis (2011) explains that the Midwest has a large media market and that the move to the East could be more profitable for them.

While the Big Ten now controls most everything between Nebraska and central Pennsylvania, there are a number of potential areas of growth that would help the conference expand geographically into more profitable areas. Expansion eastward would

tap into the very populous (but not very football crazed) I-95 corridor of cities that run from Washington D.C. north to New York. (para. 9)

The expansion, driven completely by commercial reasons, causes students to miss even more class due to travel time which results in missed lectures and missed social interactions with classmates. In the book *Fair Play: The Ethics of Sports* by Robert Simon, Cesar Torres and Peter Hager (2015) they emphasize importance of these time constraints on athletes,

Not only does the time devoted to practice leave athletes little time for nonathletic aspects of university life; it also affects academic achievement and, as we discussed earlier, may well encourage academic fraud (p. 165).

This increase in missed classes is addressed by the intercollegiate athletic department by student athletes with academic tutors and academic advisors that can help get the students back on track. This program known as “Student-Athlete Academic Support” is very common in universities. The problem with these programs is that they only fix one section of the problem and ignores the core problem, which is that too many student-athletes are falling behind in their studies because of their athletics obligations. In short, they treat the symptom rather than the disease.

These pressures on athletes as well as the pressures on the departments to keep them eligible mean that academic fraud is not uncommon. A recent example at the University of Missouri at Columbia is typical. The NCAA banned Missouri from postseason competition in football, baseball and softball in 2019 and fined them one percent of the annual budgets from those sports because a former tutor completed online courses for 12 student-athletes (Lederman, 2019). Athletic tutors sometimes have to make ethically dubious decisions due to pressures from athletic department administrators.

According to the NCAA report's findings, the tutor was told by an athletics department official in 2015 that a male basketball player "needed to pass" an applied statistics course

over the summer to graduate. The tutor told the NCAA that she interpreted this interaction to mean that she should do whatever was needed to ensure the athlete's success, and that she "resorted to completing work" on his behalf. (Lederman, 2019, para 6)

This type of pressure from the athletic department is out of line. The pressures to win and the subsequent lengths academic tutors take to keep students eligible at the Division I level can negatively affect student's academic careers. Simon, Torres and Hager (2015) emphasize that "The pressure to win can become so intense that coaches and athletes as well as university administrators (often under pressure from influential alumni boosters) made decisions that reflect athletic rather than educational priorities" (p. 168).

Some student-athletes don't even want to be at school. In 2014, Cardale Jones, a quarterback at Ohio State, posted a message on Twitter... "Why should we have to go to class if we came here to play FOOTBALL, we ain't come to play SCHOOL, classes are POINTLESS" (Cordale10, 2012). Although not all student-athletes have this mindset, the fact that some do raises important questions about the relationship between academics, athletic departments, and student-athletes. Of course, not all athletic departments are run at the Division I level. Alternative divisions, such as Division II and Division III are available for student's to chase their dreams and play sports in college but also focus on an education.

At the Division III level, students are seriously encouraged to put academic work before athletics. Student-athletes who attend a Division III college experience a well-rounded college experience. Division III football coaches tell recruits that "they will have the chance to get quality educations while receiving the experience of being a college athlete" (Selby, 2018, para. 6). "A survey by the NCAA Division III Presidents Council (2008) finds that 95 percent of Division III institutions agree that student athletes should be recruited with, and perform at, the same academic standards as the general student body" (p. 11).

Table 6.1. Average GPA Two Years After Entering a Liberal Arts College, by Selectivity Level

<i>Student Group</i>	<i>Highly Selective</i>	<i>Moderately Selective</i>	<i>Less Selective</i>
Male nonathlete	3.21	2.97	2.74
Male recruited	3.02	2.82	2.65
Male nonrecruited	3.15	2.89	2.75
Female nonathlete	3.34	3.21	3.02
Female recruited	3.24	3.18	3.03
Female nonrecruited	3.30	3.20	3.00

Figure 3. Athletes vs non-athlete GPA's

But are these students held to these standards at the Division III level? According to Emerson, Brooks and McKenzie (2009), the average GPA between athletics and non-athletes in Division III were slightly lower for student-athletes.

Although recruited athletes have a lower GPA, the data does not show a large disparity. These GPA's show that student athletes at the Division III level competing on the "academic playing field" with their peers as well as competing on the athletic field. Perhaps, more importantly, the time and travel demand, though significant, are far less than those of Division I athletes. Simon, Torres and Hager (2015) express their opinions on the Division III model this way:

Many would argue that the only reputable intercollegiate athletics programs are those resembling the Division III or Ivy League levels, where no athletic scholarships are given, athletes are expected to be students, and competition is normally regional rather than national. Perhaps this level of intercollegiate competition is the only kind of compatible with respect for the athletes as a person, with respect for the educational value of athletic competition, and with respect for the integrity of the university" (p. 168).

By respecting the students as students *and* athletes, the educational aspect of universities can be preserved. Students can continue pursuing their athletic skills and continue to expand their knowledge in the classroom. At the Division III level, athletes experience significantly lower pressure which has practical results. For instance, Division III cannot have money (scholarships) held over their heads by coaches or administrators if they don't perform as expected.

Similarly, at the Division III level, there are no million-dollar TV contracts or huge gate receipts at football games. As a result, coaches do not make millions of dollars each year. In contrast, at Division I, the Head Football Coach for the University of Alabama, Nick Saban got paid \$8.3 million dollars in the 2018-2019 season (Berkowitz, Alabama football coach Nick Saban set to make \$8.3 million this season under new contract, 2018). There is a high amount of pressure put on Nick Saban to win and keep his high salary, whereas at the Division III level, average salaries barely make it above \$40,000 a year. According to the Bureau of Labor Statistics, the average salary of Division III college coaches is \$43,490 (Skyler, 2018). In addition to lower salaries at the Division III level, some coaches are professors as well.

Although this price varies with experience, from college to college, and from sport to sport, compared to what Nick Saban is receiving, this is a pittance. With a lower salary for the Division III coaches, many of them feel less pressure to win from athletic administrators and therefore are less likely to succumb to temptations such as cheating, fraud, and so forth. As a result, they are more likely to focus on the students being student-athletes rather than just athletes. Although the desire to win and compete at an elite level is consistent across all divisions, at Division III, the pressures are reduced, which encourages the holistic development of the student. Athletes attend Division III institutions because they have intrinsic love for the

sport and want to expand their knowledge in the classroom. Such a model is far likelier to succeed at meeting Brand's vision of integrating athletics into the life of the university.

Brand (2006) wanted to change the view on intercollegiate athletics which held sway among professors in universities. His article raised important areas of reform for not only athletics in a university, but for properly understanding the students who attend them and the curriculums they offer. The true nature of a human person requires that universities cultivate physical skill development. Understanding the holistic model of a human person which takes the embodied aspect of a human seriously, recognizes that the physical reality is important and that human bodies should be exercised properly, especially at universities, which are dedicated to the "whole". Universities should focus on developing the entire person. Universities need to place more importance on university recreation and the kinesiology department as vital aspect of a liberal arts education. These two areas on campus can reach all students at a university, allowing physical skill development through athletic participation.

In their current state, Division I athletics cannot achieve Brand's (2006) Integrated View. Commercialization, heightened pressure to win, academic fraud and missed class time do not align with the educational mission of universities. The Division III model more closely aligns with the education mission of universities, allowing student athletes to attend classes on a regular basis throughout their season, attain a degree within four years and be both academically and athletically successful throughout their college careers. Brand (2006) advocated for a better reputation and place in universities for intercollegiate athletics, but the other 98% of student require attention as well. With the proper view of the nature of a person and the nature of a university in mind, realistic and attainable changes can be made to enhance our physical skills and help us find intrinsic love for physical activity again.

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