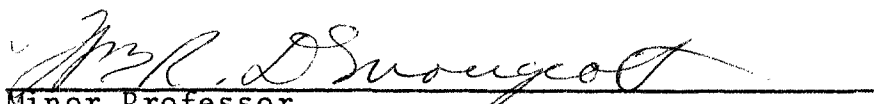



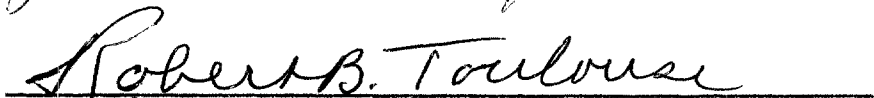
A STUDY OF THE ADMINISTRATIVE AND CURRICULUM PROCEDURES  
USED FOR THE DEVELOPMENT OF SKILLS OF MEN PHYSICAL  
EDUCATION MAJORS IN STATE SUPPORTED COLLEGES  
AND UNIVERSITIES IN THIRTEEN SELECTED  
STATES IN THE SOUTHEAST PORTION  
OF THE UNITED STATES OF  
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OF THE UNITED STATES OF  
AMERICA

THESIS

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North Texas State University in Partial  
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For the Degree of

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By

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## CHAPTER I

### INTRODUCTION

The professional preparation of physical education majors has long been a primary concern of many physical educators. One of the main areas of this preparation is the acquisition of activity skills needed for the teaching of physical education. This study deals with the administrative and curriculum procedures used in the development of activity skills of men physical education majors in state-supported colleges and universities in thirteen selected states in the southeast portion of the United States of America.

A great deal of scientific research has been done in the various areas of professional preparation, but very few studies have been related to the acquisition of activity skills. Many physical educators recognize this lack of competence among men majors in this area of preparation. The ability of the instructor to teach an activity skill efficiently must include the capacity to perform the skill with some degree of credibility.

No college or university can prepare an individual in all the activity skills. This is not to be expected. However, a program of professional preparation can expose the student to as many experiences as possible and give the individual the

tools with which to develop these skills. Too often a problem occurs while the student is attending public school. Too many physical education teachers primarily hired as coaches are not interested in having a quality education program. There are many and varied reasons why the potential major student fails to get a good background in skill development. Some of these reasons will be elaborated on in the body of this thesis.

The effectiveness of any department of physical education depends upon the quality of its faculty. The number of men physical education majors in colleges and universities today is increasing, and it is imperative that this quantity of students be provided with quality instruction.

#### Statement of the Study

This is a study of the administrative and curriculum procedures used for the development of skills in men physical education majors in the state-supported colleges and universities in thirteen selected states in the southeast portion of the United States of America.

#### Definition of Terms

The following terms and their definition were used in the study:

Skills--proficiency in physical performance in individual and group activities.

Physical activities--individual and group activities

taught to all students who take physical education.

Procedures--manner in which a process or course of action is conducted.

State-supported institutions--colleges and universities that receive support from the state in which they are located.

Thirteen selected states in the southeast portion of the United States of America--those states selected for the study comprising the southeast position of the United States which include Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Activity classes--those courses conducted by a department which are designed to help students acquire skill in and knowledge about specific physical activities.

#### Purpose of the Study

This study was undertaken for the following purposes:

1. To determine whether or not the department attempts to find or evaluate the students' level of proficiency in physical activities, and, if so, what method is used.
2. To learn methods employed by the institutions of the study to determine the skills which should be required of men physical education majors.
3. To determine provisions made in the curriculum for the major student to acquire these skills.



### Limitations of the Study

This study was limited to evaluating current practices used in the development of skills in physical activities of men physical education majors in state supported colleges and universities in thirteen selected states in the southeast portion of the United States of America.

### Sources of Data

Data were gathered by means of questionnaires submitted to chairmen of physical education departments of state-supported colleges and universities in thirteen selected states in the southeast portion of the United States of America.

## CHAPTER II

### PROCEDURES FOR THE DEVELOPMENT OF THE STUDY

The procedures for the development of the study are presented in this chapter.

#### Preliminary Procedures

Extensive reading was done in the area of professional preparation, and a survey of previous studies related to the topic was conducted.

#### Selection of Subjects

The chairmen of physical education departments in state-supported colleges and universities in thirteen selected states in the southeast portion of the United States of America were selected as respondents to the questionnaire used in the study. These men were selected because they were the most logical persons to know the facts that were sought in the study.

#### Construction of Instrument for Collection of Data

A questionnaire was selected as the instrument to collect the data because of the distance and inaccessibility of the subjects chosen to participate in the study.

The questionnaire was divided into three parts. Part I

provided for general information about the college or university and the men's department of physical education. Part II provided for skills taught in the activity program of the men's department of physical education. Part III dealt with methods the department used to evaluate the skill proficiency of men physical education majors.

To insure greater reliability and validity, instructions for responding to the questions were placed at the beginning of the questionnaire. Provision was made at the conclusion of the questionnaire for those who wanted a copy of the results of the study.

A pre-test of the questionnaire was administered to several graduate students in physical education to insure that questions were clear and that the persons responding would understand the questionnaire. A copy of the questionnaire can be found in Appendix B of the study.

#### Administering the Questionnaire

The Directory of Professional Preparation Institutions (June 1966) was acquired from the American Association for Health, Physical Education, and Recreation in Washington, D. C. This listing and Barron's Profiles of American Colleges were used to secure the names of state-supported colleges and universities in thirteen selected states in the southeast portion of the United States of America who offered a degree in physical education. From these listings 106 institutions qualified for the study.

The questionnaire, accompanied by a letter of introduction, was sent to the chairmen of the men's department of physical education in each of the 106 colleges and universities who qualified for the study. A self-addressed, stamped envelope was provided for the return of each questionnaire.

#### Collection of Data

Data were collected from eighty-three of the 106 institutions selected for the study.

#### Treatment of Data

The data collected were classified and tabulated through a data processing system to give the rank and per cent of each response. The data were analyzed and interpreted.

## CHAPTER BIBLIOGRAPHY

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## CHAPTER III

### PRESENTATION OF DATA

Questionnaires were administered to each chairman of the department of physical education in 106 state-supported colleges and universities in thirteen selected states in the southeast portion of the United States of America. Of the 106 colleges and universities to which a questionnaire was administered, eighty-three returned the questionnaire. Of the eighty-three responding, five were too late to be included in the study. Thus, a total of seventy-eight questionnaires was used to acquire the results of this study.

#### General Information

The subjects were asked for the enrollment of the college or university. Of the seventy-eight institutions, six (7.7 per cent) had enrollments of less than 2,000 students; twenty-one (26.9 per cent) had enrollments between 2,000 and 3,999 students; ten (12.8 per cent) had enrollments between 4,000 and 5,999 students; nine (11.5 per cent) had enrollments between 6,000 and 7,999 students; eleven (14.1 per cent) had enrollments between 8,000 and 9,999 students; nine (11.5 per cent) had enrollments between 10,000 and 12,999 students; three (3.9 per cent) had enrollments

between 13,000 and 14,999 students; four (5.1 per cent) had enrollments between 15,000 and 17,999 students; three (3.9 per cent) had enrollments above 18,000 students; and two (2.6 per cent) failed to answer the question. The enrollment of each institution can be found in Appendix C. An analysis of the responses revealed that one-fourth of these institutions range between an enrollment of 2,000 and 3,999 students.

The subjects were asked for the number of men physical education majors and minors in the department. Table I presents information concerning the results of the responses.

TABLE I  
PHYSICAL EDUCATION MAJOR AND MINOR STUDENTS  
ENROLLED IN THE INSTITUTIONS SURVEYED

Range of Major and Minor Students	Major Students		Minor Students	
	Number of Institutions	Per Cent	Number of Institutions	Per Cent
0 - 19	1	1.3	1	1.3
20 - 39	2	2.6	10	12.8
40 - 59	1	1.3	8	10.3
60 - 79	4	5.1	4	5.1
80 - 99	4	5.1	3	3.8
100 - 119	5	6.4	1	1.3
120 - 139	8	10.3	4	5.1
140 - 159	10	12.8	1	1.3
160 - up	39	50.0	2	2.6
no response	4	5.1	44	56.4

An analysis of the responses concerning the number of men physical education majors in the department indicated that

one-half of the institutions surveyed had 160 or more men majors. Over one-tenth of the respondents had between 140 and 159 men majors. A majority of all the colleges and universities had 100 or more men majors.

The number of men physical education minor students in the institutions responding is also shown in Table I. An analysis of the responses revealed that over one-tenth of the respondents had from twenty to thirty-nine men minor students. Over one-half of the institutions either failed to answer the question or had no minor program.

The subjects were asked whether or not there had been an increase, decrease, or consistency of men physical education majors in the department. Of the seventy-eight institutions, sixty-one (78.2 per cent) indicated an increase, three (3.8 per cent) indicated a decrease, twelve (15.4 per cent) indicated a consistency of the number of men majors, and two (2.6 per cent) failed to answer the question. An analysis of the responses showed that over three-fourths of the institutions surveyed had an increase in men majors.

The subjects were asked for the number of full-time staff members associated with the men's department of physical education. Table II presents this information. An analysis of these responses revealed that almost one-third of the institutions surveyed had between four and six full-time staff members. This range was indicated more often than any other.



TABLE II  
STAFF MEMBERS ASSOCIATED WITH THE MENS DEPARTMENT  
OF PHYSICAL EDUCATION AS INDICATED BY THE  
SEVENTY-EIGHT INSTITUTIONS SURVEYED

Range of Staff Members in Department	Full-Time Staff		Part-Time Staff	
	Number of Institutions	Per Cent	Number of Institutions	Per Cent
1 - 3	5	6.4	1	1.3
4 - 6	21	26.9	17	21.8
7 - 9	15	19.2	21	26.9
10 - 13	16	20.5	5	6.4
14 - 16	12	15.4	5	6.4
17 - 19	3	3.8	0	.0
20 - 22	4	5.1	0	.0
23 - 25	0	.0	0	.0
26 - up	2	2.9	0	.0
no responses	0	.0	29	37.2

The subjects were asked for the number of part-time staff members associated with the men's department of physical education. Table II also presents this information. An analysis of the responses showed that almost one-third of the institutions surveyed had between seven and nine part-time staff members. Well over one-third either failed to answer the question or had no part-time staff members.

The subjects were asked to denote the number of staff members in the department with a doctoral degree. Of the seventy-eight institutions, eleven (14.1 per cent) had one, sixteen (20.5 per cent) had two, seventeen (21.9 per cent)

had three, six (7.7 per cent) had four, three (3.8 per cent) had five, three (3.8 per cent) had six, three (3.8 per cent) had seven, three (3.8 per cent) had eight, one (1.3 per cent) had nine or more staff members with a doctoral degree, and fifteen (19.3 per cent) either failed to answer the question or had no staff members with a doctoral degree. An analysis of the responses designated that the majority of the institutions surveyed had from one to three staff members with a doctoral degree.

The subjects were asked to specify the number of staff members in the department with a masters degree. Of the seventy-eight institutions, there were no departments with only one person with a masters degree, two (2.6 per cent) had two, four (5.1 per cent) had three, six (7.7 per cent) had four, seven (8.9 per cent) had five, ten (12.8 per cent) had six, eight (10.3 per cent) had seven, eight (10.3 per cent) had eight, and thirty-three (42.3 per cent) had nine or more staff members with a masters degree. An analysis of these responses specified that almost one-half of the institutions responding had nine or more staff members with a masters degree.

The subjects were asked to designate the number of staff members with only a bachelors degree. Of the seventy-eight institutions, ten (12.8 per cent) had one, seven (9.0 per cent) had two, four (5.1 per cent) had three, one (1.3 per cent) had four, one (1.3 per cent) had five, two (2.6 per cent) had

six, none had seven, one (1.3 per cent) had eight, two (2.6 per cent) had nine or more, and fifty (64.1 per cent) either failed to answer the question or had no staff members with only a bachelors degree. An analysis denoted that the majority of the institutions surveyed who responded to the question had only one staff member with only a bachelors degree. Almost two-thirds of the institutions surveyed either had no staff members with only a bachelors degree or failed to answer the question.

The subjects were asked whether or not in selecting full-time instructors for the department it is necessary for them to be proficient in the physical performance of the skills they are to teach. Table III presents information concerning the selection of instructors based on proficiency of skill.

TABLE III

SELECTION OF INSTRUCTORS BASED ON PROFICIENCY OF  
SKILLS THEY ARE TO TEACH AS REVEALED BY THE  
SEVENTY-EIGHT INSTITUTIONS SURVEYED

Responses	Number of Institutions	Per Cent of Institutions
Always	38	48.7
Sometimes	34	43.6
Seldom	4	5.1
Never	2	2.6

An analysis revealed that almost one-half of the institutions surveyed indicated "always." With the exception of about one-tenth of the institutions surveyed, the remainder indicated "sometimes."

The subjects were asked to denote the degrees offered by the institution in association with the physical education department. Table IV presents information related to these degrees.

TABLE IV  
DEGREES OFFERED BY INSTITUTIONS SURVEYED  
IN ASSOCIATION WITH THE PHYSICAL  
EDUCATION DEPARTMENT

Degrees Offered *	Number of Institutions	Per Cent of Institutions
B. S.	66	84.6
M. Ed.	37	47.4
M. S.	30	38.5
B. A.	19	24.4
Ed. D.	11	14.1
Others	4	5.1
Ph. D.	2	2.6

\* Subjects were allowed more than one response.

An analysis revealed that the Bachelor of Science was offered twice as often as any other degree.

The subjects were asked to specify the person or persons responsible for determining what skills are to be taught in

the activity program of the physical education department.

Table V presents this information.

TABLE V

PERSON OR PERSONS RESPONSIBLE FOR DETERMINING WHAT  
SKILLS ARE TAUGHT IN THE ACTIVITY PROGRAM AS  
REVEALED BY THE INSTITUTIONS SURVEYED

Person or Persons Responsible	Number of Institutions	Per Cent of Institutions
Staff in General	48	61.5
Curriculum Committee	18	23.1
Department Head	7	9.0
Skills Committee	4	5.1
No Response	1	1.3

An analysis of these responses denoted that in over three-fifths of the institutions surveyed the staff in general was responsible.

The subjects were asked whether or not the department assigned the undergraduate student an advisor when he enrolled. Of the seventy-eight institutions, sixty-nine (88.5 per cent) indicated "always," three (3.8 per cent) indicated "sometimes," two (2.6 per cent) indicated "seldom," and four (5.1 per cent) indicated "never." An analysis of the responses revealed that almost nine-tenths of the institutions responding assign the new student an advisor. It was interesting to note that only four of the institutions

never assign the enrolling student an advisor.

The subjects were asked whether or not the school participated in intercollegiate athletics, and all seventy-eight respondents (100.0 per cent) specified that they did.

The subjects were then asked to note in which intercollegiate sport or sports the school competed. Table VI presents information related to intercollegiate sports participation by the institutions responding.

TABLE VI  
PARTICIPATION IN INTERCOLLEGIATE ATHLETIC PROGRAMS  
AS REVEALED BY THE INSTITUTIONS SURVEYED

Intercollegiate Sports *	Number of Institutions	Per Cent of Institutions
Basketball	77	98.7
Golf	73	93.6
Tennis	72	92.3
Baseball	71	91.0
Football	67	85.9
Track and Field	67	85.9
Cross-Country	58	74.4
Swimming	31	39.7
Wrestling	21	26.9
Others	14	17.9
Gymnastics	11	14.1
Handball	0	.0

\* Subjects were allowed more than one response.

An analysis of the responses showed that a majority of the institutions participated more in basketball, golf, tennis,

and baseball than in any of the sports listed. Other sports listed by the institutions included soccer, bowling, rifle, weight lifting, crew, la crosse, fencing, judo, sailing, indoor track, polo, and rowing.

The subjects were asked whether or not the department required all men majors to participate in intercollegiate athletics. Of the seventy-eight institutions, two (2.6 per cent) indicated they required men majors to participate, and seventy-six (97.4 per cent) indicated they did not require men majors to participate in intercollegiate athletics. An analysis pointed out that almost all of the institutions did not require such participation.

The subjects were asked to designate the approximate number of men majors who did participate in intercollegiate athletics. Of the seventy-eight institutions, six (7.7 per cent) indicated between one and ten majors participated, ten (12.8 per cent) indicated between eleven and twenty major participants, eight (10.3 per cent) indicated between twenty-one and thirty major participants, fifty-two (66.6 per cent) indicated over thirty men-major participants in intercollegiate athletics, and two (2.6 per cent) failed to answer the question. An analysis revealed that well over one-half of the institutions had thirty or more men-major participants.

The subjects were asked whether or not the department required all men majors to participate in intramural athletics. Table VII presents information related to this requirement.

TABLE VII  
 RESPONSES CONCERNING THE REQUIREMENT OF  
 INTRAMURAL ATHLETICS AS REVEALED  
 BY THE INSTITUTIONS SURVEYED

Responses	Number of Institutions	Per Cent of Institutions
Never	50	64.1
Sometimes	13	16.7
Always	9	11.5
Seldom	4	5.1
No Response	2	2.6

An analysis of the responses concerning the requirement of intramural athletics revealed that well over one-half of the institutions surveyed specified "never," and almost one-fifth indicated "sometimes." Several department heads indicated by note that intramurals should be a voluntary activity.

The subjects were asked whether or not men majors who demonstrate proficiency in activity skills were allowed to participate in intramurals for credit or grades rather than attend activity classes. Of the seventy-eight institutions, seventy-seven (98.7 per cent) indicated no, and one (1.3 per cent) failed to answer the question. An analysis revealed that no responding institutions were giving such credit.

The subjects were asked whether or not athletes in the intercollegiate program were required to participate in activity classes during the season of their sport. Of the



seventy-eight institutions, sixty-three (80.8 per cent) indicated yes, fourteen (17.9 per cent) indicated no, and one (1.3 per cent) failed to answer the question. An analysis of the responses concerning the requirement of athletes to participate in activity classes during the season of their sport denoted that four out of five institutions surveyed did require such attendance.

The subjects were asked to specify facilities the department had for instructional purposes in activity skills. Table VIII presents information concerning facilities owned or used.

TABLE VIII  
FACILITIES THE SEVENTY-EIGHT INSTITUTIONS  
OF THE SURVEY OWN OR NEED TO PROVIDE  
INSTRUCTIONS OF ACTIVITY SKILLS

Facilities *	Facilities Owned		Facilities Needed	
	Number of Institutions	Per Cent	Number of Institutions	Per Cent
Gymnasium	78	100.0	38	48.0
Swimming Pool	72	92.3	36	46.2
Tennis Courts	72	92.3	29	37.2
Track	66	84.6	32	41.0
Adequate Grounds	65	83.3	43	55.0
Handball Courts	38	48.7	49	62.8

\* Subjects were allowed more than one response.

An analysis of the responses concerning these facilities pointed out that each institution surveyed had a gymnasium,

nine-tenths had a swimming pool and tennis courts, and four out of five had a track and adequate grounds. Other facilities listed by the institutions were weight room, gymnastics room, modern dance room, golf course, recreational camp, and archery range.

The subjects were asked to designate facilities needed by the department to provide adequate instruction in activity classes. Table VIII also presents this information. An analysis of these responses revealed that over one-half the institutions surveyed indicated adequate grounds and handball courts, almost one-half indicated a gymnasium and a swimming pool, and well over one-third of the institutions indicated tennis courts and track. Other facilities needed listed by the institutions were general activity rooms for dance, weight training, and gymnastics. Several of the respondents indicated by note or letter that complete new facilities were now under construction.

#### Skills Taught in the Activity Program

The subjects were asked to indicate in what individual and group activities the department required their men majors to demonstrate proficiency. Table IX presents information concerning this requirement in the responding institutions. An analysis revealed that almost all of the institutions surveyed indicated tumbling, badminton, volleyball, tennis, gymnastics, basketball, swimming, golf, and soccer. Over

TABLE IX

ACTIVITY SKILLS IN WHICH MEN MAJORS ARE REQUIRED TO  
DEMONSTRATE PROFICIENCY AS INDICATED BY THE  
SEVENTY-EIGHT INSTITUTIONS SURVEYED

Activity Skills *	Per Cent	Activity Skills *	Per Cent
Tumbling	92.3	Calisthenics	66.7
Badminton	92.3	Bowling	57.7
Volleyball	91.0	Wrestling	55.1
Tennis	89.7	Recreational Games	53.8
Gymnastics	88.5	Speedball	47.4
Basketball	83.3	Handball	37.2
Swimming	83.3	Fieldhockey	21.8
Golf	82.1	Fencing	20.5
Soccer	80.8	Diving	20.5
Softball	76.9	Pyramid Building	20.5
Football	76.9	Canoeing	5.1
Apparatus	74.4	Casting	5.1
Archery	71.8	La Crosse	2.6
Track and Field	69.2	Others	3.8

\* Subjects were allowed more than one response.

two-thirds of the institutions specified softball, football, apparatus, archery, track and field, and calisthenics. Over one-half indicated bowling, wrestling, and recreational games, and more than one-third indicated speedball and handball. Over one-fifth of the institutions denoted fieldhockey, fencing, diving, and pyramid building. Very few, about one-twentieth or less, designated canoeing, casting, and la crosse.

The subjects were asked to check the number of basic skill hours required of men majors. Of the seventy-eight institutions responding, none required only one hour, one

(1.3 per cent) indicated two hours, three (3.9 per cent) indicated three hours, twenty-one (26.9 per cent) indicated four hours, three (3.9 per cent) indicated five hours, twenty (25.6 per cent) indicated six hours, ten (12.8 per cent) indicated seven hours, fifteen (19.2 per cent) indicated eight hours, nine indicated nine hours, and five (6.4 per cent) either failed to answer the question or had no requirement. An analysis of the responses concerning the number of basic skill hours required of men majors pointed out that one-fourth of the institutions surveyed required four hours. Another one-fourth of the institutions required six hours. Almost one-fifth required eight hours; over one-tenth required seven hours; and less than one-twentieth required two hours, three hours, or five hours.

The subjects were asked to designate the number of basic skill hours required on non-majors. Of the seventy-eight institutions, two (2.6 per cent) indicated one hour, fifteen (19.2 per cent) indicated two hours, seven (9.0 per cent) indicated three hours, forty-two (53.8 per cent) indicated four hours, one (1.3 per cent) indicated five hours, four (5.1 per cent) indicated six hours, and seven (9.0 per cent) either failed to answer the question or had no requirement. An analysis of the responses concerning the number of basic skill hours required of non-majors revealed that a majority of the institutions responding required four hours. Almost one-fifth of the respondents required two hours.

The subjects were asked whether or not academic credit was given for activity classes. Of the seventy-eight institutions, seventy-one (91.0 per cent) indicated yes, five (6.4 per cent) indicated no, and two (2.6 per cent) failed to answer the question. An analysis of the responses revealed that over nine-tenths of the institutions surveyed specified that they did give such credit.

The subjects were asked whether or not the departments designated beginning, intermediate, and advanced classes in the activity program. Table X presents information related to the range of activity classes for students with different levels of ability.

TABLE X

RANGE OF ACTIVITY CLASSES FOR STUDENTS WITH DIFFERENT LEVELS OF ABILITY AS INDICATED BY THE SEVENTY-EIGHT INSTITUTIONS SURVEYED

Range of Classes	Yes		No	
	Number of Institutions	Per Cent	Number of Institutions	Per Cent
Beginning Activity Classes	70	89.7	8	10.3
Intermediate Activity Classes	46	59.0	30	38.5
Advanced Activity Classes	52	66.7	25	32.1
Activity Classes for Majors	36	46.2	42	53.8

An analysis of the responses concerning the beginning, intermediate, and advanced activity classes revealed that almost nine-tenths of the institutions did have beginning activity classes, over one-half had intermediate activity classes, and two thirds of the institutions responding had advanced activity classes.

The subjects were asked whether or not the department had special or advanced activity classes limited to men majors. Table X also presents this information. An analysis of the responses revealed that just over one-half the institutions did not have such classes for men majors.

The subjects were asked whether or not the department had a rhythmic requirement for men majors. Of the seventy-eight institutions, forty-seven (60.3 per cent) indicated yes, twenty-six (33.3 per cent) indicated no, and five (6.4 per cent) failed to answer the question. As revealed, over one-half of the institutions surveyed did require some type of rhythmic activity.

The subjects were then asked to denote the type of rhythmic activities required of men majors. Table XI presents information related to these rhythmic activities. An analysis of the responses revealed that almost one-half of the institutions surveyed had square dance and folk dance. About one-tenth of the institutions had a different type rhythmic requirement. Of the different types, a majority of the institutions indicated a ballroom or social dance class.

TABLE XI

DISTRIBUTION OF RESPONSES CONCERNING RHYTHMIC  
ACTIVITIES REQUIRED OF MEN MAJORS IN  
THE INSTITUTIONS SURVEYED

Rhythmic Activities *	Number of Institutions	Per Cent of Institutions
Square Dance	37	47.4
Folk Dance	35	44.9
Students Choice	10	12.8
No Requirement	9	11.5
Creative Dance	7	9.0
Tap Dance	2	2.6

\* Subjects were allowed more than one response.

The subjects were asked whether or not the department had co-educational activity classes. Of the seventy-eight institutions, twenty (25.6 per cent) answered "always," forty-four (56.4 per cent) answered "sometimes," six (7.7 per cent) indicated "seldom," six (7.7 per cent) answered "never," and two (2.6 per cent) failed to answer the question. An analysis revealed that over one-half of the institutions had such classes only sometimes, and about one-fourth of the institutions always had co-educational activity classes.

The subjects were then asked to designate what classes were co-educational. Table XII presents information related to department participation in the different types of co-educational activity classes.

TABLE XII

DEPARTMENT PARTICIPATION IN CO-EDUCATIONAL ACTIVITY  
CLASSES AS REVEALED BY THE SEVENTY-EIGHT  
INSTITUTIONS SURVEYED

Activity Classes *	Number of Institutions	Per Cent of Institutions
Dance	62	79.5
Aquatics	56	71.8
Recreational Games	48	61.5
Badminton	48	61.5
Tennis	47	60.3
Bowling	44	56.4
Gymnastics	29	37.2
Tumbling	18	23.1
Others	9	11.5

\* Subjects were allowed more than one response.

An analysis of the responses showed that a majority of the institutions responding did participate in dance and aquatics. Well over one-half of the institutions participated in recreational games, badminton, tennis, and bowling. About one-third participated in gymnastics, and about one-fourth of the institutions surveyed indicated department participation in tumbling.

The subjects were asked whether or not the department had an adaptive or corrective program for men majors. Of the seventy-eight institutions, thirty-two (41.0 per cent) answered yes, forty-four (56.4 per cent) answered no, and two (2.6 per cent) failed to answer the question. The



responses revealed that over one-half of the institutions surveyed had no such program.

The subjects were asked to denote the number of men majors who needed an adaptive or corrective program. Of the seventy-eight institutions, thirty-eight (48.7 per cent) indicated ten students or less, three (3.8 per cent) indicated between eleven and twenty students, two (2.6 per cent) indicated between twenty-one and thirty students, two (2.6 per cent) indicated thirty or more students, and thirty-three (42.3 per cent) either failed to answer the question or had no students who needed an adaptive or corrective program. An analysis revealed almost one-half of the institutions surveyed specified ten students or less needed such a program. With the exception of about one-tenth of the institutions the remainder either failed to answer the question or had no students who needed such a program.

#### Evaluation of Skills

The subjects were asked whether or not the department had a committee to evaluate skills. The responses pointed out that over two-thirds of the institutions surveyed had no such committee.

The subjects were asked whether or not the department attempted to evaluate the skill proficiency of beginning men majors. An analysis showed that over one-half the institutions surveyed did make such an evaluation.

TABLE XIII

METHODS USED IN EVALUATING THE SKILL PROFICIENCY OF BEGINNING  
 MEN PHYSICAL EDUCATION MAJORS AS INDICATED BY THE  
 SEVENTY-EIGHT INSTITUTIONS SURVEYED

Does the Department?	Yes		No		Failed to Answer	
	Number of Institutions	Per Cent	Number of Institutions	Per Cent	Number of Institutions	Per Cent
Have a Committee to evaluate Skills	24	30.8	53	67.9	1	1.3
Evaluate Skills of Beginning Men Majors	42	53.8	33	42.3	3	3.9
Use Evaluation to Plan Development Program for Individual Major	38	48.7	27	34.6	13	16.7
Keep a Record of Skill Development of Men Majors	43	55.1	33	42.3	2	2.6

The subjects were then asked whether or not this evaluation was used to help plan a skill development program for the individual major. The responses revealed that almost one-half of the institutions responding did use such an evaluation for individual program planning.

The subjects were asked whether or not the department kept records of skill development of men majors. An analysis revealed that over one-half of the institutions did keep such a record. Table XIII presents information related to the different methods used in evaluating the skill proficiency of beginning men majors.

The subjects were then asked what type of record was used by the department for recording skill development of men majors. Of the seventy-eight institutions, twenty-nine (37.2 per cent) designated an individual card file, seven (9.0 per cent) indicated transcript, nine (11.5 per cent) used results of skill test, seven (9.0 per cent) indicated all of these, and four (5.1 per cent) indicated none of these. It should be noted that some of the institutions indicated the use of more than one type. An analysis revealed that the individual card file was used by the institutions surveyed almost four times as often as any other type listed.

The subjects were asked to designate the method or methods used by the department to determine when a student is proficient in the basic skills. Table XIV presents

information related to the different type methods used for determining such proficiency.

TABLE XIV

METHODS USED BY THE PHYSICAL EDUCATION DEPARTMENT TO DETERMINE WHEN A STUDENT IS PROFICIENT IN THE BASIC SKILLS AS REVEALED BY THE INSTITUTIONS SURVEYED

Methods *	Number of Institutions	Per Cent of Institutions
Credit or Passing Grade	39	50.0
Skill Tests	35	44.9
Record of Students Progress	15	19.2
All of These	5	6.4

\* Subjects were allowed more than one response.

An analysis of the responses showed that one-half of the institutions surveyed used credit or passing grade. Slightly less than one-half of the institutions used skill tests, and about one-fifth used a record of the student's progress.

The subjects were asked whether or not the department administered a battery of skill tests to graduating seniors. Of the seventy-eight institutions, three (3.8 per cent) indicated yes, seventy-three (93.6 per cent) specified no, and two (2.6 per cent) failed to answer the question. The responses pointed out that over nine-tenths of the institutions surveyed did not give such a test to graduating seniors.

The subjects who indicated they gave a battery of skill tests to graduating seniors were then asked whether or not a student would be allowed to graduate if he failed the tests. Of the three institutions who designated they gave such a test, three answered yes to the question.

The subjects were asked whether or not there was a need for further study in the area of skill development of men majors. Of the seventy-eight institutions, sixty-seven (85.9 per cent) specified "always," nine (11.5 per cent) denoted "sometimes," one (1.3 per cent) stated "seldom," none indicated "never," and one (1.3 per cent) failed to answer the question. An analysis revealed that over four-fifths of the institutions responding believed there was always a need for further study in this area.

The subjects were asked to designate the area of skill development that needed the greatest improvement. Table XV presents information related to these areas of skill development. An analysis of the responses revealed that one-third of the institutions responding specified all areas; about one-fifth denoted activity classes and curriculum development; and one-tenth designated instructor's initiative. Less than one-twentieth of the institutions surveyed specified administrative policy, student initiative, or facilities as the area of skill development that needed the greatest improvement.

TABLE XV

AREAS OF SKILL DEVELOPMENT THAT NEED THE GREATEST  
IMPROVEMENT AS INDICATED BY THE SEVENTY-EIGHT  
INSTITUTIONS SURVEYED

Areas	Number of Institutions	Per Cent of Institutions
All areas	28	35.9
Activity Classes	16	20.5
Curriculum Development	15	19.2
Instructor's Initiative	8	10.3
Administrative Policy	3	3.8
Student Initiative	5	6.4
Facilities	1	1.3
No Response	2	2.6

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary of Study

A study of the administrative and curriculum procedures used in the development of skill of men physical education majors in state-supported colleges and universities in thirteen selected states in the southeast portion of the United States of America was made.

The study was developed for the following purposes:

1. To determine whether or not the department attempted to find or evaluate the student's level of proficiency in physical activities, and, if so, what method was used.
2. To learn methods employed by the institutions of the study to determine the skills which should be required of men physical education majors.
3. To determine provisions made in the curriculum for the major student in acquiring these skills.

The study was limited to evaluating current practices used in the development of skills in physical activities of men physical education majors in state-supported colleges and universities in thirteen selected states in the southeast portion of the United States of America. Data were gathered by means of questionnaires submitted to chairmen of physical

education departments of the selected institutions. The data collected were classified and tabulated through a data processing system in order to attain the rank and per cent of each response.

#### Summary of Findings

The findings of the study revealed that one-fourth of the colleges and universities range between an enrollment of 2,000 and 3,999 students. Approximately one-half of the responding institutions had 160 or more men majors. The majority of men minor students in the institutions reporting ranged from zero to nineteen students in the department of physical education. Over three-fourths of the institutions reported an increase in enrollment of men physical education majors over the previous year.

Almost one-third of the institutions surveyed had between four and six full-time staff members associated with the department, and almost one-third of the departments had between seven and nine part-time members. A majority of the institutions had from one to three staff members with a doctoral degree, one-half of the institutions had nine or more staff members with a masters degree, and almost two-thirds of the institutions had no staff member with a bachelors degree only. Approximately one-half of the institutions surveyed revealed that the selection of instructors was always based on proficiency of skills in the area they



were to teach. With the exception of about one-tenth of the institutions, the remainder indicated the selection was sometimes based on such proficiency.

The Bachelor of Science Degree was offered twice as often as any other degree by the institutions surveyed, and the Doctor of Philosophy Degree was offered less often than any other degree.

The findings revealed that over three-fifths of the institutions surveyed indicated that the staff in general determined what skills were to be taught in the activity program.

Approximately nine-tenths of the institutions surveyed assigned the new men physical education majors an advisor, while only about one-twentieth of the institutions never assigned the new major an advisor.

All seventy-eight institutions reporting participated in intercollegiate athletics. Those sports in which the institutions participated most often were basketball, golf, tennis, and baseball. The sports in which there was the least participation were swimming, wrestling, and gymnastics. The subjects were asked to indicate other sports in which the institutions had participated, and bowling, riflery, weight lifting, crew, la crosse, fencing, judo, sailing, indoor track, polo, and rowing were listed. Although all reporting institutions had intercollegiate sports, two-thirds of the institutions surveyed indicated that no

requirement for participation in intercollegiate athletics was made for men majors. However, the remaining one-third indicated there was some requirement of participation. Well over one-half of the institutions indicated that thirty or more men majors did participate in intercollegiate athletics, while less than one-tenth of the institutions had only between one and ten major students as participants.

While approximately one-half the institutions surveyed never required intramural athletics of men majors, almost one-fifth indicated a requirement sometimes, and over one-tenth indicated a requirement always. Several subjects indicated by note that intramurals should be a voluntary activity. Men majors who demonstrated proficiency in activity skills were not allowed credit for participation in intramurals rather than attendance in activity classes in any of the institutions surveyed.

The findings revealed that four-fifths of the departments required athletes to participate in activity classes during the season of their sport, while the remaining one-fifth did not require such attendance.

All the institutions surveyed had a gymnasium, and nine-tenths of the institutions had a swimming pool and tennis courts. Over one-half of the institutions indicated a need for more adequate grounds and handball courts. Other facilities needed by the departments were general activity rooms for dance, weight training, and gymnastics.

Approximately one-fourth of the departments required four hours of activity skills for men majors, while another one-fourth required six hours. Less than one-twentieth required two hours, three hours, or five hours. Over one-half of the institutions required four hours of activity classes for non-major students. Over nine-tenths of the institutions surveyed gave academic credit for activity classes. Tumbling, badminton, volleyball, tennis, and gymnastics were the most frequently indicated activity skills in which men majors were required to demonstrate proficiency. Only one-fifth of the institutions required proficiency in fieldhockey, fencing, and diving; and one twentieth or less of the institutions required proficiency in canoeing, casting, and la crosse.

Almost nine-tenths of the institutions surveyed had beginning activity classes in the activity program, over one-half had intermediate activity classes, and two-thirds had advanced activity classes in the curriculum. Over one-half the institutions surveyed indicated they did not have activity classes limited only to men physical education majors.

Over one-half the department chairmen responding indicated a rhythmic requirement was made of men majors. The types of requirements which received the bulk of responses were square dance and folk dance. Just over one-tenth of the department chairmen indicated they had no requirement

in rhythms, while another one-tenth indicated the student had a choice of rhythmic activities. Other types of rhythmic activities offered by the institutions surveyed were social dance and ballroom dance.

While approximately one-half the subjects indicated they had co-educational activity classes sometimes, about one-fourth indicated that they had always had co-educational activity classes. Over one-half the institutions indicated co-educational participation in recreational games, badminton, tennis, and bowling; but dance and aquatics were indicated as being the co-educational classes in which most students participated.

The findings revealed that over one-half the institutions surveyed did not have an adaptive or corrective program for men majors. Of those departments that indicated having such a program, one-half had ten students or less needing an adaptive or corrective class.

Over two-thirds of the institutions reporting did not have a committee to evaluate skills; however, over one-half of the subjects indicated that an evaluation of new men majors was made and was used to help plan a skill development program for the individual major student.

The findings revealed that over one-half the departments surveyed indicated that a record of skill development of men majors was kept. In the departments that indicated they kept such a record, the individual card file was used almost

four times as often as any other type listed. It was also revealed that one-half the departments used credit or passing grades as the method for determining when a student is proficient in the basic skills, while less than one-half indicated the use of skill tests for determining proficiency.

Over nine-tenths of the subjects indicated that there was no battery of skill tests given to graduating seniors. Those departments that indicated giving such a test allowed the student to graduate regardless of whether or not the student passed the test.

The findings revealed that over four-fifths of the department chairmen indicated there was always a need for further study in the area of skill development of men majors. One-third of the chairmen indicated that improvement was needed in all areas of skill development.

#### Conclusions of the Study

Based on the results of the study, the following conclusions seem appropriate:

Each department should have a skills committee and/or a curriculum committee to determine what skills should be taught in the activity program.

Men majors should be encouraged to participate in intramural or intercollegiate sports to further develop skill and to better equip them for future instruction of activity skills.

All departments should require athletes who are men majors not only to attend but also to participate in activity classes during the season of their sport.

An introduction of a wider variety of activity skills to men physical education majors seems appropriate with particular emphasis on those activity skills not common to the geographical location of the institution.

Physical education departments should require more skill classes of men majors and limit more classes to only major students. Co-educational classes should receive more consideration in the curriculum.

Facilities and equipment never seem to be adequate to meet all the demanding needs of physical education students. All facilities and equipment should be employed and improved with more emphasis on individual activity skills.

All men majors should be introduced to a corrective program to gain a broader concept of all the aspects of physical education.

An evaluation of the skill proficiency of beginning men majors should be made, and this evaluation should be used to help plan a program of development for each individual major.

Departments should keep a record of the development of men majors to use in determining when the individual is proficient in the activity skills. A battery of skill tests should be given to all graduating physical education majors

to make sure the majors developed some proficiency in the activity skills.

Particular emphasis should be placed on the quality of activity classes so that all students receive as good an experience in physical education as possible.

#### Recommendations for Future Studies

The following recommendations are made for future studies:

1. That similar studies be made of other sections of the United States.
2. That a similar study be made concerning physical education requirements of all students enrolled in the same selected institutions of this survey.
3. That a similar study be made of the total professional preparation curriculum for men physical education majors.

APPENDIX A

1704 Breckenridge  
Texarkana, Texas, 75501  
November 5, 1968

Chairman of the Department  
Men's Department of Physical Education

Dear Sir:

Physical activity skill development in men physical education majors is of extreme concern in many colleges and universities. It is my desire to contribute toward the improvement of competencies of men physical education majors.

I am interested in the preparation of men physical education majors in the state supported colleges and universities in thirteen selected states in the southeast portion of the United States of America; and, am limiting my study to these schools.

Your assistance in this study will be greatly appreciated, as it is also to be used in conjunction with a similar study in progress by the Men's Department at North Texas State University.

A self-addressed, stamped envelope is enclosed for your convenience in returning the questionnaire.

Sincerely,

Hubert Dungan

Enclosures (2)



APPENDIX B

QUESTIONNAIRE CONCERNING A STUDY OF SKILL  
DEVELOPMENT OF MEN PHYSICAL  
EDUCATION MAJORS

DIRECTIONS:

Please indicate preference by checking ( ) or writing  
in the correct response.

PART I

General Information

1. What is the current enrollment of the college or university? \_\_\_\_\_
2. How many men physical education majors and minors are enrolled in the department?  
\_\_\_\_\_ Majors  
\_\_\_\_\_ Minors
3. Has the number of men majors increased or decreased in the past two years?  
\_\_\_\_\_ Increased  
\_\_\_\_\_ Decreased  
\_\_\_\_\_ Remained Constant
4. How many staff members are associated with the Men's Department of Physical Education?  
\_\_\_\_\_ Full-time  
\_\_\_\_\_ Part-time
5. How many staff members hold the following degrees?  
\_\_\_\_\_ Ph.D. \_\_\_\_\_ Ed.D.  
\_\_\_\_\_ M.S. \_\_\_\_\_ M.Ed.  
\_\_\_\_\_ B.A. \_\_\_\_\_ B.S.  
\_\_\_\_\_ Others \_\_\_\_\_
6. In selecting full-time instructors for the department, is it necessary for them to be proficient in the physical performance of the skills they are to teach?  
\_\_\_\_\_ Always \_\_\_\_\_ Seldom  
\_\_\_\_\_ Sometimes \_\_\_\_\_ Never



16. Are athletes required to participate in activity classes during the season of their sport?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
17. What facilities does the department have now to instruct students in activity skills?  
 \_\_\_\_\_ Gymnasium  
 \_\_\_\_\_ Handball courts  
 \_\_\_\_\_ Swimming pool (outdoor \_\_\_ indoor \_\_\_)  
 \_\_\_\_\_ Track (outdoor \_\_\_ indoor \_\_\_)  
 \_\_\_\_\_ Tennis courts (Number \_\_\_)  
 \_\_\_\_\_ Adequate grounds for outdoor classes  
 \_\_\_\_\_ Others \_\_\_\_\_
18. What facilities are needed to provide instruction of activity skills?  
 \_\_\_\_\_ Gymnasium  
 \_\_\_\_\_ Handball courts  
 \_\_\_\_\_ Swimming pool (outdoor \_\_\_ indoor \_\_\_)  
 \_\_\_\_\_ Track (outdoor \_\_\_ indoor \_\_\_)  
 \_\_\_\_\_ Tennis courts (Number \_\_\_)  
 \_\_\_\_\_ Adequate grounds for outdoor classes  
 \_\_\_\_\_ Others \_\_\_\_\_

## PART II

## Skills Taught in Activity Program

1. In what individual and group activities does the department require its men majors to demonstrate proficiency?
- |                    |                          |                       |
|--------------------|--------------------------|-----------------------|
| _____ Apparatus    | _____ Fieldhockey        | _____ Speedball       |
| _____ Archery      | _____ Football           | _____ Swimming        |
| _____ Badminton    | _____ Golf               | _____ Tennis          |
| _____ Basketball   | _____ Gymnastics         | _____ Track and Field |
| _____ Bowling      | _____ Handball           | _____ Tumbling        |
| _____ Calisthenics | _____ La Crosse          | _____ Volleyball      |
| _____ Canoeing     | _____ Pyramid Building   | _____ Wrestling       |
| _____ Casting      | _____ Recreational Games | _____ Others _____    |
| _____ Diving       | _____ Soccer             | _____                 |
| _____ Fencing      | _____ Softball           | _____                 |
2. How many semesters or hours of basic skills are required of men majors?  
 \_\_\_\_\_ Semesters \_\_\_\_\_ Hours
3. How many semesters or hours of basic skills are required of non-majors?  
 \_\_\_\_\_ Semesters \_\_\_\_\_ Hours

4. Is academic credit given for the required activity classes?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
5. Does the department have beginning classes in the activity program?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
6. Does the department have intermediate classes in the activity program?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
7. Does the department have advanced classes in the activity program?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
8. Does the department require special or advanced activity classes limited to men majors?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
9. Does the department have a rhythmic requirement for men majors?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
10. What type of rhythmic activities are required of men majors?  
 \_\_\_\_\_ Creative Dance \_\_\_\_\_ No Requirement  
 \_\_\_\_\_ Folk Dance \_\_\_\_\_ Students Choice  
 \_\_\_\_\_ Square Dance \_\_\_\_\_ Others \_\_\_\_\_  
 \_\_\_\_\_ Tap Dance
11. Does the department have co-educational activity classes?  
 \_\_\_\_\_ Always \_\_\_\_\_ Seldom  
 \_\_\_\_\_ Sometimes \_\_\_\_\_ Never
12. In what co-educational classes do the departments participate?  
 \_\_\_\_\_ Dance \_\_\_\_\_ Tennis  
 \_\_\_\_\_ Aquatics \_\_\_\_\_ Tumbling  
 \_\_\_\_\_ Gymnastics \_\_\_\_\_ Recreational Games  
 \_\_\_\_\_ Bowling \_\_\_\_\_ Others \_\_\_\_\_  
 \_\_\_\_\_ Badminton
13. Does the department have an adaptive or corrective program for men majors?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
14. How many men majors need an adaptive or corrective program?  
 \_\_\_\_\_ 1-10 \_\_\_\_\_ 21-30  
 \_\_\_\_\_ 11-20 \_\_\_\_\_ over 30

## PART III

## Evaluation of Skills

1. Does the department have a committee to evaluate skills?  
 Yes  No
2. Does the department attempt to evaluate the skill proficiency of beginning men majors?  
 Yes  No
3. Are these evaluations used to help plan a skill development program for the individual major?  
 Yes  No
4. Does the department keep records of skill development of men majors?  
 Yes  No
5. What type of record is used by the department?  
 Individual Card File  
 Transcript  
 Results of Skill Test  
 All of These  
 None of These  
 Others \_\_\_\_\_
6. What method is used by the department to determine when the student is proficient in the basic skills?  
 Skill Tests (Advanced Standing)  
 Credit or Passing Grade  
 Record of Students Progress  
 All of These  
 No Method  
 Others \_\_\_\_\_
7. Does the department administer a battery of skill tests to graduating seniors?  
 Yes  No
8. If the student fails this test, is he allowed to graduate?  
 Yes  No
9. If the student fails the test, is he allowed or required to repeat the tests until he passes it?  
 Yes  No

## PART IV

## Conclusion

1. Is there a need for further study in the area of skill development of men majors?

\_\_\_\_\_ Always \_\_\_\_\_ Seldom  
 \_\_\_\_\_ Sometimes \_\_\_\_\_ Never

2. What area of skill development needs the greatest improvement?

\_\_\_\_\_ Curriculum Development  
 \_\_\_\_\_ Administrative Policy  
 \_\_\_\_\_ Activity Classes  
 \_\_\_\_\_ Students Initiative  
 \_\_\_\_\_ Instructors Initiative  
 \_\_\_\_\_ Facilities  
 \_\_\_\_\_ All of These  
 \_\_\_\_\_ Needs No Improvement  
 \_\_\_\_\_ Others \_\_\_\_\_

If you desire a copy of the results of this study, complete the following:

Name \_\_\_\_\_

Address \_\_\_\_\_

APPENDIX C

COLLEGES AND UNIVERSITIES RESPONDING TO THE QUESTIONNAIRE  
USED IN THIS STUDY WITH THEIR ENROLLMENT, NUMBER OF  
MEN MAJORS, AND NUMBER OF MEN MINORS

College of University	Enrollment	Majors	Minors
<u>Alabama</u>			
Alabama College Montevallo, Alabama	2,100	44	0
Alabama State College Montgomery, Alabama	2,100	108	10
Auburn University Auburn, Alabama	14,049	140	5
Florence State College Florence, Alabama	3,054	100	0
Livingston State College Livingston, Alabama	1,625	0	0
Troy State College Troy, Alabama	3,000	150	75
<u>Arkansas</u>			
Arkansas A. & M. College College Heights, Arkansas	2,000	200	0
Arkansas Polytechnic College Russellville, Arkansas	2,560	115	0
Arkansas State College State College, Arkansas	7,000	250	0
Arkansas State Teachers College Conway, Arkansas	4,500	136	41

APPENDIX C --Continued

College or University	Enrollment	Majors	Minors
Henderson State Teachers College Arkadelphia, Arkansas	3,350	245	0
Southern State College Magnolia, Arkansas	2,400	154	5
University of Arkansas Fayetteville, Arkansas	11,000	225	0
<u>Florida</u>			
Florida A. & M. University Tallahassee, Florida	3,694	140	0
University of Florida Gainesville, Florida	20,386	280	0
<u>Georgia</u>			
Albany State College Albany, Georgia	1,500	142	10
Fort Valley State College Fort Valley, Georgia	2,100	136	0
Georgia Southern College Statesboro, Georgia	4,600	120	0
North Georgia College Dahlonega, Georgia	1,200	27	0
Savannah State College Savannah, Georgia	2,100	125	0
University of Georgia Athens, Georgia	17,500	150	0
Valdosta State College Valdosta, Georgia	2,800	0	0



APPENDIX C --Continued

College or University	Enrollment	Majors	Minors
<u>Kentucky</u>			
Eastern Kentucky State College Richmond, Kentucky	9,000	431	0
Morehead State College Morehead, Kentucky	6,300	500	100
Murray State College Murray, Kentucky	7,850	250	150
University of Louisville Louisville, Kentucky	9,500	126	0
Western Kentucky State College Bowling Green, Kentucky	10,679	530	100
<u>Louisiana</u>			
Frances T. Nicholls State College Thibodaux, Louisiana	4,500	175	25
Grambling College Grambling, Louisiana	3,800	80	25
Louisiana Polytechnic Institute Ruston, Louisiana	7,300	130	0
McNeese College Lake Charles, Louisiana	5,000	360	10
Northeast Louisiana State College, Monroe, Louisiana	7,620	260	10
Southern Louisiana College Hammond, Louisiana	5,462	177	25
Southern Louisiana Baton Rouge, Louisiana	8,020	142	8
University of Southwestern Louisiana, Lafayette, Louisiana	10,500	110	0

APPENDIX C --Continued

College or University	Enrollment	Majors	Minors
<u>Mississippi</u>			
Delta State College Cleveland, Mississippi	2,700	183	18
Mississippi State University State College, Mississippi	9,000	242	0
University of Mississippi University, Mississippi	6,800	150	0
University of Southern Mississippi Hattiesburg, Mississippi	9,700	550	300
<u>North Carolina</u>			
Appalachian State Teachers College Boone, North Carolina	5,600	325	0
Agricultural and Technological College of North Carolina Greensboro, North Carolina	3,844	170	0
East Carolina College Greenville, North Carolina	10,000	250	0
Pembroke State College Pembroke, North Carolina	1,650	150	40
University of North Carolina Chapel Hill, North Carolina	15,500	75	0
University of North Carolina Greensboro, North Carolina	5,000	3	1
Western Carolina College Cullowhee, North Carolina	4,313	83	0
<u>South Carolina</u>			
Citadel, The Charleston, South Carolina	2,000	60	0

APPENDIX C --Continued

College or University	Enrollment	Majors	Minors
South Carolina State College Orangeburg, South Carolina	1,601	92	3
University of South Carolina Columbia, South Carolina	15,000	100	0
<u>Tennessee</u>			
Austin Peay State College Clarksville, Tennessee	3,200	175	50
East Tennessee State University Johnson City, Tennessee	9,200	300	0
Memphis State University Memphis, Tennessee	16,638	250	0
Tennessee Polytechnic Institute Cookeville, Tennessee	5,178	175	30
University of Tennessee Martin, Tennessee	3,750	183	0
<u>Texas</u>			
East Texas State University Commerce, Texas	9,200	450	0
Lamar State College of Technology, Beaumont, Texas	10,420	165	0
Midwestern University Wichita Falls, Texas	3,800	30	30
North Texas State University Denton, Texas	14,800	319	0
Pan American College Edinburg, Texas	4,100	0	0
Sam Houston State Teachers College, Huntsville, Texas	7,600	242	250

APPENDIX C --Continued

College or University	Enrollment	Majors	Minors
Southwest Texas State College San Marcos, Texas	8,000	450	110
Stephen F. Austin State College Nacogdoches, Texas	8,700	300	100
Sul Ross State College Alpine, Texas	2,400	140	60
Tarleton State College Stephensville, Texas	2,500	0	0
Texas A. & M. University College Station, Texas	12,500	160	25
Texas Technological University Lubbock, Texas	18,306	210	75
University of Houston Houston, Texas	23,900	250	50
University of Texas at El Paso El Paso, Texas	10,250	205	86
West Texas State University Canyon, Texas	7,000	285	0
Texas College of Arts and Industries, Kingsville, Texas	6,500	130	0
<u>Virginia</u>			
Old Dominion College Norfolk, Virginia	10,100	340	0
Richmond Professional Institute Richmond, Virginia	10,000	135	0
University of Virginia Charlottesville, Virginia	9,500	4	0
Virginia Polytechnic Institute Blacksburg, Virginia	10,275	90	10

APPENDIX C --Continued

College or University	Enrollment	Majors	Minors
Virginia State College Petersburg, Virginia	2,300	79	0
<u>West Virginia</u>			
Concord College Athens, West Virginia	1,850	160	0
Glenville State College Glenville, West Virginia	1,600	245	20
Marshall University Huntington, West Virginia	9,000	195	0

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