

VOLUME VI

COLLEGE OF ARTS AND SCIENCES

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DEPARTMENT OF  
HEALTH, PHYSICAL EDUCATION AND RECREATION  
FOR MEN

TEXAS TECHNOLOGICAL COLLEGE  
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION  
AND RECREATION FOR MEN  
P.O. Box 4070  
LUBBOCK, TEXAS 79409

August 16, 1968

Dr. Grover E. Murray, President  
Texas Technological College  
Administration Building  
Campus

Dear Dr. Murray:

When your letter dated February 15, 1968 was received, we immediately made staff assignments so that we could complete this report before September 1, 1968.

The following staff members completed the following sections of this report:

George R. Philbrick - History

Edward D. Strickland - Graduate Degrees

Harold S. Edgar - Assistant Professors

David B. Jordan - Publications and Research

H. Edsel Buchanan,  
John W. Cobb and  
James F. McNally - Facilities

H. Edsel Buchanan  
and Willard M. Holsberry - Intramurals

John W. Cobb - Goals of the Undergraduate  
Program

Herman B. Segrest - Goals of the Service  
Program

Melvin H. Gruensfelder - Statistical Pro-  
jections

All other sections were completed by Mrs.  
Cheryl Brackeen, Secretary, and myself.

Dr. Grover E. Murray  
Page 2  
August 16, 1968

This report has been a tremendous task for our staff and for myself. I do hope that this information will be useful in the future development of our department.

I want to thank you for giving me an opportunity to develop this report for you. If there are any questions about this report, please contact me at your convenience.

Respectfully yours,

Ramon W. Kireilis, Chairman  
Department of Health,  
Physical Education and  
Recreation for Men

RWK:cb

cc: Dr. S. M. Kennedy  
Dr. Lorrin G. Kennamer

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND  
RECREATION FOR MEN  
REPORT

To

Dr. Grover E. Murray

August 16, 1968

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I.

HISTORY OF THE DEPARTMENT OF HEALTH, PHYSICAL  
EDUCATION AND RECREATION FOR MEN

Texas Technological College was created by the State Legislature on February 10, 1923. The college first opened its doors in 1925 with many buildings still unfinished. The original enrollment was 910.

The Physical Education Department was started in 1926. From this time up until 1956, the Men's and Women's Physical Education Departments used the present Intramural Building as their office and gym. Some lecture courses were taught in the Textile Building.

The first head of physical education for men was Edwin Young Freeland, who was hired as Professor of Physical Education and Head Coach. Assisting Freeland was Captain Rhodes Ingerton, who was granted the duties of Director of Physical Education and a Captain in Tech's Military Department.

In 1926, the Legislature refused to appropriate money for a gymnasium, insisting that such a structure was not needed. It did, however, allow funds for a warehouse, which was erected close to the northern edge of the campus near College Avenue. This wooden stucco monster served for a gymnasium, artists course numbers, student convocation, basketball games, all-college dances and even commencement exercises until the stadium offered more desirable fair-weather facilities for these ceremonies. Ugly, enaccessible, and ventilated like the Black Hole of Calcutta, the gymnasium was called far less attractive names than warehouse by many people especially

visiting prima donnas engaged to perform for the Artists Course.

On December 7, 1941 (Pearl Harbor) or shortly thereafter, the Physical Education Department for Men took over the Physical Fitness Program for the Army-Air Force Corps Program which was installed at Tech. At this time, there were 1,250 trainees stationed on the campus. In addition to the Air Corps, there was an engineering unit of trainees installed, and the Physical Education staff was in charge of their Physical Fitness Program. These programs continued 18-24 months.

During World War II, Texas Tech's Physical Education Program was curtailed as there were comparatively few men students regularly enrolled who were not in the armed forces. In the mid-1940's, as World War II was over, students began returning to school, and Physical Education Department was reorganized.

As this was done, George Rex Philbrick was appointed to the staff in 1947. He was the first man employed to give his full time to physical education for men. Up to 1947, the Head Coach also bore the title of Professor of Physical Training. Understandably, each of the succession of coaches found the coaching of major sports more spectacular and rewarding than the routine training that so often had to be forced upon a reluctant student, who, although he might be sorely in need of such training, strongly resisted it. Too, little, if any, budgetary provision was made for physical training for men.

In the autumn of 1950, the Department of Physical Education for Women and Physical Education for Men were combined under one head, Dr. Ramon W. Kireilis, P.E.D., from Indiana University. Assisting Dr. Kireilis was Miss Sue Rainey, who acted as associate head of the women's department.

Through the efforts of Dr. Kireilis, the subsequent change in style was made to that of health, physical education and recreation. As no money was available for swimming instruction, and as the college had no place for swimming, Dr. Kireilis and his assistants set out to raise money from Lubbock citizens. By this means, they were able to have a team during that year. In 1951, a budget for swimming was allowed for the first time. More than half of it went for rental to a A B C Branch of the Boys Club for the use of their pool.

In 1953, the name of the department was changed to that of Health, Physical Education and Recreation. Dr. Kireilis, Professor Morley Jennings, who was employed by the department in 1941, and Associate Professor George Philbrick were giving their entire time to the department at this time.

In 1956, the men's department was separated from the women's department, and Dr. Mary Dabney was appointed as head of the women's department. On that year, a new physical education building was constructed south of the old gym, closing the eighth street across to the campus. The two-story structure contained a forty-two by seventy-five swimming pool, basketball courts with markings for badminton, tennis, and volleyball and dressing room accommodations for 3,500 men. On the second floor, there are physical education classrooms and office space. The facility was constructed with funds allocated as Tech's share of the five-cent Constructional Building Amendment Fund.

An organization sponsored by the Men's Physical Education Department is Phi Epsilon Kappa, a national professional fraternity for men students in the physical education department and teachers of health, physical education and recreation, was organized. Students must be either a major or minor in the department before joining the organization. In 1963, the Texas Tech

chapter, Beta Gamma, was the only chapter of Phi Epsilon Kappa in the state. The organization was founded in 1951 under the name of Texas Sport Club with the aid of Dr. Kireilis. Once a year, Phi Epsilon Kappa opens all the facilities of the Tech gym to the children of the Lubbock Children's Home. Also sponsored by the Men's Physical Education Department are the Physical Education Intramural programs. They provide officials and coaches from among physical education majors for the program. The Dolphin Swimming Show and the Flying Matadors, who sometimes provide entertainment at basketball half times, have also been sponsored by the department in the past.

Although physical education for men has been continuously and consistently listed in every catalogue from 1926 through the present, it was not until some twenty-two years after the College opened that Texas Tech set up a well-formulated program in that field. In 1926, one hour per week of physical training was required of all freshmen and sophomores except those taking military training and athletic work. Beginning in 1950, all male students were required to take P.E. 1111, Introduction to Physical Education Activities, during the first semester of their freshmen year. After a student has completed P.E. 1111, a three-semester program of physical education activities will be recommended for him.

Going back to 1927, the first courses taught in the men's department were of a military nature, and afterward courses were offered in coaching football, basketball, and gymnastics. These courses were taught through 1929 when courses such as Football Theory and Practice, Basketball Theory and Practice, and a coaching course were added.

In 1934, the following courses were added: Technique of Sports, Methods of Coaching and a coaching school, P.E. 442x, was held on the Tech campus.

In 1935, a course was added called Practical Instruction in Athletics. There were no courses added until 1942 when the following courses were added: P.E. 3312; Safety and First Aid; P.E. 3311, Methods of Teaching Physical Education in High School; P.E. 221, Theory and Practice of Individual Sports.

In 1945, the courses added were as follows: (1) Theory and Practice of Team Sports; (2) Gymnastic Sports; (3) Team Sports - Volleyball, Softball, Basketball, Soccer, Boxing, and Wrestling; (4) P.E. 431, Football, Basketball; and (5) P.E. 432, Basketball, Track and Field.

These physical education courses were taught through 1950 when Dr. Kireilis took over as head of the Department of Health, Physical Education and Recreation for Men. Under Dr. Kireilis' guidance, the present program contains more than 40 different classes ranging from P.E. 1111, Introduction to Physical Education Activities, to P.E. 631, Master's Thesis.

From 1926 to the present, there have been occasional personnel changes created by retirement, additions to the staff, leave of absences and resignations. In 1929, Captain Ingerton became Assistant Professor of Physical Education. Additions to the staff in 1929 were Graily H. Higgenbotham, Assistant Professor of Physical Training and Coach of Football and Baseball, and Victor D. Payne, Assistant Professor of Physical Training and Coach of Baseball and Track. In 1931, the staff was as follows: Russell T. Smith, Professor of Physical Education; and W. L. Galightly, Associate Professor of Physical Education. The same instructors stayed with the Physical Education Department from 1931-1940 except in 1934, Virgil Ballard was added as Associate Professor

of Physical Education and Freshmen Football Coach. George Berl Huffman replaced Ballard in 1935, and his title was Assistant Professor of Physical Education and Freshmen Football Coach. In 1931, Peter Willis Cawthon was hired as Professor and Head of the Physical Education Department and Head Football Coach.

Cawthon, Smith, and Huffman held the same positions through 1941. In 1941, Morley Jennings was hired as Athletic Director and Head of the Physical Education Department. Walker L. Nichols, Instructor in Physical Education and Assistant Football and Track Coach; Lewis N. Spears, Instructor in Physical Education; and Gwyn C. Dowell, Assistant to Director of Athletics, also were added in 1941.

In 1942, Berl Huffman's rank was changed to Associate Professor of Physical Education, and Polk Robison became Instructor and Assistant Football and Head Basketball Coach. The only change in 1943 was Mr. Nichols' promotion to Assistant Professor of Physical Education. In 1944, Nichols resigned and Coach Robison was made Associate Professor. In 1945, the staff remained the same.

In 1946, Berl Huffman became Associate Professor, Robison gave up his duties as football coach, and Mr. Nichols was rehired as Assistant Professor of Physical Education. In 1947, Polk Robison was made Associate Professor of Physical Education and Head Basketball Coach, and George Philbrick was added as a lecturer. Mr. Philbrick, realizing an urgent need for an Intramural Sports Program for Men at Tech, voluntarily took over as Director of Intramural Sports and held this position for nine years. This was done in addition to a full teaching load and at no cost to Tech.

In 1948, G. B. Morris was added as Assistant Professor and Assistant Football Coach. In 1949, the staff was the same except for Philbrick being

promoted to Associate Professor. In 1950, Dr. Ramon W. Kireilis was hired as Professor and Head of the Physical Education Department. George W. Scott was hired as Instructor for Physical Education for Men, and Assistant in Athletics was Robert W. Goad in 1951. In 1952, the only change was Landon W. Westbrook who was added as Instructor of Physical Education and Assistant in Athletics. In 1953, Robert F. Kellogg was hired as Instructor in Health, Physical Education and Recreation and Assistant Football Coach. Scott and Goad resigned in 1953. In 1954, Dee G. Andros was added as Instructor in Health, Physical Education and Recreation and Assistant Football Coach. In 1955, Tennis Coach was added to Philbrick's title. Landon Westbrook was named Track Coach and Assistant in Athletics in 1955 also.

In 1956, H. Edsel Buchanan was hired as Instructor of Health, Physical Education and Recreation and replaced Philbrick as Director of Intramural Sports. In 1957, Delmer Brown was hired as part-time Instructor and Track Coach and Trainer. William B. Feathers was hired as Assistant Football Coach and Baseball Coach. James McNally was hired as Instructor in Health, Physical Education and Recreation.

In 1958, John W. Cobb was hired as Assistant Professor of Physical Education. Don L. Sparks was a part-time Instructor in Health, Physical Education and Recreation.

In 1959, Dr. Kireilis gave up the duties of Swimming Coach and James McNally became the new Swimming Coach. Polk Robison, part-time Instructor of Health, Physical Education and Recreation, was promoted to Assistant Director of Athletics and Head Basketball Coach. In 1960, the title Health, Physical Education ~~Education~~ and Recreation was attached to all names. In 1961, George Philbrick became Professor of Physical Education,

and Polk Robison was Director and Business Manager of Athletics. In 1962, Richard A. Berger became Assistant Professor of Health, Physical Education and Recreation.

In 1963, Mr. Buchanan became Assistant Professor; Dr. Cobb, Associate Professor; Don Sparks, Trainer and Track Coach; and Herman B. Segrest was hired as Assistant Professor. In 1964, James McNally was promoted to Assistant Professor. Willard M. Holsberry became an Instructor and Assistant Intramural Director. Kal H. Segrist was hired as an Instructor and Assistant Baseball Coach.

In 1965, Richard Berger became Associate Professor, and Don Sparks was part-time Instructor and Athletic Trainer. Dr. Herman B. Segrest was promoted to Professor in Health, Physical Education and Recreation and Danny Mason was made Instructor and Golf Coach. In 1965, Ed Strickland was made Instructor. In 1966, Harold S. Edgar was hired as Assistant Professor; Dr. David B. Jordan was hired as Assistant Professor; John W. Malaise was made Instructor; Dr. Berger became Professor; Edward D. Strickland was made Assistant Professor; and N. Gerald Coppedge was hired as Instructor and Freshmen Basketball Coach in 1967. Also, in 1967, Melvin H. Gruensfelder was hired as Assistant Professor. Kal Segrist became Head <sup>Baseball</sup>~~Basketball~~ Coach in 1967.

The present staff in the Department of Health, Physical Education and Recreation for Men consists of: Dr. Ramon W. Kireilis, Chairman; Dr. John W. Cobb, Dr. Herman B. Segrest, George R. Philbrick and Dr. Richard A. Berger, Professors; H. Edsel Buchanan, Associate Professor; Harold S. Edgar, Melvin H. Gruensfelder, Dr. David B. Jordan, James F. McNally, and Edward D. Strickland, Assistant Professors; and N. Gerald Coppedge, Willard M. Holsberry, Kal H. Segrist, and Don L. Sparks, Instructors.

### Bibliography

Andrews, Ruth Horn, The First Thirty Years, The Texas Tech Press, Lubbock, Texas, 1956.

La Ventana, Taylor Publishing Company, Volume 1926 through 1965.

Texas Technological College Catalogs, The Texas Tech Press, Texas Technological College, Lubbock Volume I through XLIII

Philbrick, George R., A Brief History of the Department of Health, Physical Education and Recreation of Texas Technological College  
Related Study Compiled in 1968.

NUMBER OF UNDERGRADUATE TO GRADUATE  
DEGREES FROM 1934-1967 \*

Year	Bachelor of Arts	Recreation	B. S. in Education	Master of Education
1967	1	0	34	12
1966	1	1	25	6
1965		1	27	9
1964		0	21	1
1963	Total 2	1	10	3
1962		0	14	4
1961		1	12	2
1960		1	11	2
1959			7	2
1958			14	2
1957		Total 5	14	2
1956			8	1
1955			14	1
1954			9	2
1953			11	
1952			15	
1951			20	Total 49
1950			22	
1949			17	
1948			6	
1947			12	
1946			0	
1945			0	
1944			0	
1943			1	
1942			4	
1941			3	
1940			4	
1939			2	
1938			2	
1937			0	
1936			0	
1935			2	
1934			1	
			Total 342	

\*The above information was obtained from records in the office of Miss Evelyn Newell. According to the records, the first degree in Men's Physical Education was awarded in 1934. The first Master of Education degree in physical education was awarded in 1954.

## I - B

FACULTY MEMBERS IN THE DEPARTMENT OF HEALTH, PHYSICAL  
EDUCATION AND RECREATION FOR MEN1926

Edwing Y. Freeland, Professor of Physical Education and Head Coach, B.A.  
Vanderbilt

1927

Edwing Y. Freeland, Professor of Physical Education and Head Coach  
Capt. Rhodes Ingerton, Director of Physical Education and Military Training

1928

Edwing Y. Freeland, Professor of Physical Education and Head Coach  
Capt. Rhodes Ingerton, Director of Physical Education and Military Training

1929

Edwing Y. Freeland, Professor of Physical Education and Head Coach  
Rhodes Ingerton, Assistant Professor of Physical Education  
Graily H. Higgenbotham, Assistant Professor of Physical Training, and Coach  
of Football and Baseball  
Victor D. Payne, Assistant Professor in Physical Training, Coach of Football  
and Basketball, B. A., Simmons University  
Lt. Hugh E. Killin, Instructor in Military Science

1930

Edwing Y. Freeland, Professor of Physical Education and Head Coach  
Rhodes Ingerton, Assistant Professor of Physical Education  
Graily H. Higgenbotham, Assistant Professor of Physical Training, and Coach  
of Football and Baseball

Victor D. Payne, Assistant Professor in Physical Training, Coach of Football and Basketball, B. A., Simmons University

Lt. Hugh E. Killin, Instructor in Military Science

1931

Peter W. Cawthon, Professor of Physical Education, Head of Department, Southwestern University

Russell T. Smith, Professor of Physical Education, A. B., Austin College

W. L. Golightly, Associate Professor of Physical Education, A. B., Austin College

John O. Morgan, Associate Professor of Physical Education, A. B., Austin College

Lt. Hugh E. Killin, Instructor in Military Science

1932

Peter W. Cawthon, Professor of Physical Education, Head of Department, Southwestern University

Russell T. Smith, Professor of Physical Education, A. B., Austin College

John O. Morgan, Associate Professor of Physical Education, A. B., Austin College

Charles A. Davis, Instructor of Military Science

1933

Peter W. Cawthon, Professor of Physical Education, Head of Department, Southwestern University

Russell T. Smith, Professor of Physical Education, A. B., Austin College

John O. Morgan, Associate Professor of Physical Education, A. B., Austin College

1934

Peter W. Cawthon, Professor of Physical Education, Head of Department, Southwestern University

Russell T. Smith, Professor of Physical Education, A. B., Austin College

Virgil Ballard, Associate Professor of Physical Education for Men, B. A., Austin College

-3-

1935

Peter W. Cawthon, Professor of Physical Education, Head of Department,  
Southwestern University

Russell T. Smith, Professor of Physical Education, A. B., Austin College

Virgil Ballard, Associate Professor of Physical Education for Men,  
B. A., Austin College

George Burl Huffman, Assistant Professor of Physical Education for Men,  
B. A., Trinity College

1936

Peter W. Cawthon, Professor of Physical Education, Head of Department,  
Southwestern University

Russell T. Smith, Professor of Physical Education, A. B., Austin College

George Burl Huffman, Assistant Professor of Physical Education for Men,  
B. A., Trinity College

1937

Peter W. Cawthon, Professor of Physical Education, Head of Department,  
Southwestern University

Russell T. Smith, Professor of Physical Education, A. B., Austin College

George Burl Huffman, Assistant Professor of Physical Education for Men,  
B. A., Trinity College

1938

Peter W. Cawthon, Professor of Physical Education, Head of Department,  
Southwestern University

Russell T. Smith, Professor of Physical Education, A. B., Austin College

George Burl Huffman, Assistant Professor of Physical Education for Men,  
B. A., Trinity College

1939

Peter W. Cawthon, Professor of Physical Education, Head of Department,  
Southwestern University

Russell T. Smith, Professor of Physical Education, A. B., Austin College

George Burl Huffman, Assistant Professor of Physical Education for Men,  
B. A., Trinity College

#### 1940

Peter W. Cawthon, Professor of Physical Education, Head of Department,  
Southwestern University

Russell T. Smith, Professor of Physical Education, A. B., Austin College

George Burl Huffman, Assistant Professor of Physical Education for Men,  
B. A., Trinity College

#### 1941

\* Peter W. Cawthon, Professor of Physical Education, Head of Department,  
Southwestern University

\*\* Russell T. Smith, Professor of Physical Education, A. B., Austin College

George Burl Huffman, Assistant Professor of Physical Education for Men,  
B. A., Trinity College

\*\*\* William M. Jennings, Professor and Head of Department of Physical Education  
for Men, Director of Athletics, B. A., Mississippi A&M College

\*\*\* John O. Morgan, Professor of Physical Education, Head Football Coach,  
B. A., Austin College

Walker L. Nichols, Instructor in Physical Education for Men, Assistant  
Football and Track Coach, B. A., Texas Tech

Lewis M. Spears, Instructor in Physical Education for Men, B. S., Texas  
Tech

Gwyn C. Dowell, Assistant to Director of Athletics

\* - Resigned March 1, 1941

\*\* - Resigned April 1, 1941

\*\*\* - Effective June 1, 1941

\*\*\*\* - Effective March 1, 1941

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1942

William M. Jennings, Professor and Head of Department of Physical Education for Men, Director of Athletics, B. A., Mississippi A&M College

John O. Morgan, Professor of Physical Education, Head Football Coach, B. A., Austin College

Walker L. Nichols, Instructor in Physical Education for Men, Assistant Football and Track Coach, B. A., Texas Tech

Lewis M. Spears, Instructor in Physical Education for Men, B. S., Texas Tech

George Burl Huffman, Associate Professor of Physical Education for Men, B. A., Trinity College

Gwyn C. Dowell, Assistant to Director of Athletics

Polk Robison, Instructor in Physical Education for Men, Assistant Football and Basketball Coach, B. A., Texas Tech

1943

William M. Jennings, Professor and Head of Department of Physical Education for Men, Director of Athletics, B. A., Mississippi A&M College

John O. Morgan, Professor of Physical Education, Head Football Coach, B. A., Austin College

Walker L. Nichols, Assistant Professor of Physical Education for Men, Assistant Football and Track Coach, B. A., Texas Tech

Polk Robison, Instructor in Physical Education for Men, Assistant Football and Basketball Coach, B. A., Texas Tech

1944

William M. Jennings, Professor and Head of Department of Physical Education for Men, Director of Athletics, B. A., Mississippi A&M College

John O. Morgan, Professor of Physical Education, Head Football Coach, B. A., Austin College

Polk Robison, Associate Professor in Physical Education for Men, Assistant Football and Basketball Coach, B. A., Texas Tech

1945

William M. Jennings, Professor and Head of Department of Physical Education for Men, Director of Athletics, B. A., Mississippi A&M College

John O. Morgan, Professor of Physical Education, Head Football Coach,  
B. A., Austin College

Polk Robison, Associate Professor in Physical Education for Men, Assistant  
Football and Basketball Coach, B. A., Texas Tech

1946

William M. Jennings, Professor and Head of Department of Physical Education  
for Men, Director of Athletics, B. A., Mississippi A&M College

John O. Morgan, Professor of Physical Education, Head Football Coach,  
B. A., Austin College

Polk Robison, Associate Professor in Physical Education for Men, Assistant  
Football Coach, B. A., Texas Tech

George Burl Huffman, Associate Professor of Physical Education for Men,  
B. A., Trinity College

Walker L. Nichols, Assistant Professor in Physical Education for Men,  
Assistant Football and Track Coach, B. A., Texas Tech

Gwyn C. Dowell, Assistant to Director of Athletics

1947

William M. Jennings, Professor and Head of Department of Physical Education  
for Men, Director of Athletics, B. A., Mississippi A&M College

Polk Robison, Associate Professor in Physical Education for Men, Assistant  
Football Coach and Coach of Basketball, B. A., Texas Tech

George Burl Huffman, Associate Professor of Physical Education for Men,  
B. A., Trinity College

Walker Nichols, Assistant Professor in Physical Education for Men,  
Assistant Football and Track Coach, B. A., Texas Tech

G. B. Morris, Assistant Professor of Physical Education for Men and Assistant  
Football Coach, B. A., Texas Tech

George R. Philbrick, Lecturer in Physical Education for Men, B. S., Texas Tech

1948

William M. Jennings, Professor and Head of Department of Physical Education  
for Men, Director of Athletics, B. A., Mississippi A&M College

Polk Robison, Associate Professor in Physical Education for Men, Assistant  
Football Coach and Coach of Basketball, B. A., Texas Tech

-7-

G. B. Morris, Assistant Professor of Physical Education for Men and Assistant Football Coach, B. A., Texas Tech

George R. Philbrick, Lecturer in Physical Education for Men, B. S., Texas Tech

#### 1949

William M. Jennings, Professor and Head of Department of Physical Education for Men, Director of Athletics, B. A., Mississippi A&M College

Polk Robison, Associate Professor in Physical Education for Men, Assistant Football Coach and Coach of Basketball, B. A., Texas Tech

G. B. Morris, Assistant Professor of Physical Education for Men and Assistant Football Coach, B. A., Texas Tech

George R. Philbrick, Associate Professor of Physical Education for Men, B. S., Texas Tech

#### 1950

Ramon W. Kireilis, Professor and Head of the Departments of Physical Education for Men and Women, B. S., M. S., University of Illinois, P.E.D., Indiana University

William M. Jennings, Professor of Physical Education and Director of Athletics, B. A., Mississippi A&M College

Polk Robison, Associate Professor of Physical Education and Basketball Coach, B. A., Texas Tech

G. B. Morris, Assistant Professor of Physical Education for Men and Assistant Football Coach, B. A., Texas Tech

George R. Philbrick, Associate Professor of Physical Education for Men, B. S., Texas Tech, M.Ed., University of Texas

#### 1951

Ramon W. Kireilis, Professor and Head of the Department of Physical Education for Men and Women, B. S., M. S., University of Illinois, P.E.D., Indiana University

William M. Jennings, Professor of Physical Education and Director of Athletics, B. A., Mississippi A&M College

Polk Robison, Associate Professor of Physical Education and Basketball Coach, B. A., Texas Tech

G. B. Morris, Assistant Professor of Physical Education for Men and Assistant Football Coach, B. A., Texas Tech

-8-

George R. Philbrick, Associate Professor of Physical Education for Men,  
B. S., Texas Tech, M.Ed., University of Texas

George W. Scott, Instructor in Physical Education for Men, Assistant in  
Athletics, M.S., Oklahoma A&M

Robert W. Goad, Assistant Professor of Physical Education for Men, End  
Coach, B. S., M.Ed., Oklahoma

### 1952

Ramon W. Kireilis, Professor and Head of the Department of Physical Education,  
B. S., M. S., University of Illinois, P.E.D., Indiana University

William M. Jennings, Professor of Physical Education for Men, B. A., Mississippi  
A&M College

Polk Robison, Associate Professor of Physical Education and Basketball Coach,  
B. A., Texas Tech

George R. Philbrick, Associate Professor of Physical Education for Men and  
Director of Intramural Sports, B. S., Texas Tech, M.Ed., University of  
Texas

George W. Scott, Instructor in Physical Education for Men, Assistant in  
Athletics, M. S., Oklahoma A&M

Robert W. Goad, Assistant Professor of Physical Education for Men, End  
Coach, B. S., M.Ed., Oklahoma

Landon N. Westbrook, Instructor in Health, Physical Education and Recreation  
and Assistant in Athletics, B. A., M.Ed., Oklahoma

### 1953

Ramon W. Kireilis, Professor and Head of Department of Health, Physical Education,  
and Recreation, B. S., M. S., University of Illinois, P.E.D., Indiana  
University

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B. A., Mississippi A&M College

Polk Robison, Associate Professor of Physical Education and Basketball Coach,  
B. A., Texas Tech

George R. Philbrick, Associate Professor of Health, Physical Education and  
Recreation and Director of Intramural Sports, B. S., Texas Tech, M.Ed.,  
University of Texas

Landon N. Westbrook, Instructor in Health, Physical Education and Recreation  
and Assistant in Athletics, B. A., M.Ed., Oklahoma

-9-

Robert F. Kellogg, Instructor in Health, Physical Education and Recreation and Assistant Football Coach, B.Ed. in P.E., Tulane

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I - C  
PUBLICATIONS BY THE FACULTY IN THE DEPARTMENT  
OF HEALTH, PHYSICAL EDUCATION, AND RECREATION  
FOR MEN DURING THE YEARS 1925-1968

The faculty of the Department of Health, Physical Education, and Recreation for Men have contributed articles to many scholarly journals. The bibliographical data for these publications is presented in the Appendix. A quantitative analysis of these publications is presented in TABLE I.

In gathering the list of publications for the faculty of this department, the graduate school publications (1,2,3,4), the individual vitae for 1967 and 1968, and the reader service in the library were employed.

From Table I, the following observations were made. A total of 108 publications were located. Of these, 39 were in research journals and 27 in professional journals. Of the remainder, 24 were mimeographed manuals published within the department and co-authored by departmental faculty, 10 were articles in lay magazine, and 7 were published manuals.

A topical analysis revealed the following findings. Most of the research articles involved muscular strength and motor ability measures and were completed by Richard Berger. The manuals for the most part were instructional manuals used in the service course program at Texas Tech. The topics of the articles in the professional and lay journals follow no consistent pattern and are quite varied in content and length.

TABLE I

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NUMBER OF PUBLICATIONS BY FACULTY OF THE DEPARTMENT OF HEALTH, PHYSICAL  
EDUCATION AND RECREATION FOR MEN BY TYPE OF PUBLICATION

NAME	RESEARCH JOURNAL	PROFESSIONAL JOURNAL	LAY MAGAZINE	BOOK OR MONOGRAPH	MANUAL OR HANDBOOK	*MIMEOGRAPHED MANUAL	TOTAL
Berger, Richard Anthony	31	6	4			1	42
Buchanan, Henry Edsel		3	2		4	6	15
Cobb, John William, Jr.			2			1	3
Jordan, David Bruce	6	4					10
Kireilis, Ramon Walter	2	12	1	1	1	13	30
Philbrick, George Rex					1	1	2
Segrest, Herman Brazill		2	1		1	1	5
Strickland, Edward Dale						1	1
TOTAL	39	27	10	1	7	24	

\* Co-authors within department

BERGER, RICHARD ANTHONY, PROFESSOR

"Determination of the Resistance Load for 1-Pm and 10-Pm," The Journal of the Association for Physical and Mental Rehabilitation, 15 (July-August, 1961): 108-110.

"Effect of Varied Weight Training Programs on Strength," Research Quarterly of the American Association for Health, Physical Education, and Recreation, 33 (1962): 69-181.

"Comparison of Static and Dynamic Strength Increases," Research Quarterly of the American Association for Health, Physical Education, and Recreation, 33 (1962): 29-333.

"Optimum Repetitions for Developing Strength," Research Quarterly of the American Association for Health, Physical Education and Recreation, 33 (1962): 34-333.

"Comparison Between Resistance Load and Strength Improvement," Research Quarterly of the American Association for Health, Physical Education, and Recreation, 34 (1962): 637

"Strength Training for Track and Field," Athletic Journal, 20 (1963): 25-27.

"Comparison Between Static Training and Various Dynamic Training Programs," Research Quarterly of the American Association for Health, Physical Education, and Recreation, 34 (1963): 131-135.

"Comparative Effects of Three Weight Training Programs," Research Quarterly of the American Association for Health, Physical Education, and Recreation, 34 (1963): 16-300.

"Comparison of Weight Lifting Ability Between Lifters," Physical Educator, 20 (May, 1963): 59-60.

"Isometric Training in the Home," Strength and Health Magazine, 7 (December, 1963): 35.

"Classification of Students on the Basis of Strength," Research Quarterly of the American Association for Health, Physical Education, and Recreation, 34 (1964): 4-515.

"Strength Testing in Physical Education," Journal of the Texas Association for Health, Physical Education and Recreation, 6 (May, 1964): 6-7

"Effects of Dynamic and Static Training on Vertical Jumping Ability," Research Quarterly of the American Association for Health, Physical Education, and Recreation, 35 (1964): 419-424.

"The Important Components of Physical Fitness," Journal of the Association for Physical and Mental Rehabilitation, 18 (1964): 119-120.

"Comparison of the Effect of Various Weight Training Loads on Strength," Research Quarterly of the American Association for Health, Physical Education, and Recreation, 36 (1965): 141-146.

"Review of Research Studies in Isotonic Training," Journal of the Texas Association for Health, Physical Education and Recreation, 33 (February, 1965): 5-7.

"The Important Components of Physical Fitness," The Remedial Gymnast, 35 (February, 1965): 1-2

"Effects of Isometric Training," Strength and Health Magazine, 8 (April, 1965): 1.

"Application of Research Findings to Weight Training," Strength and Health Magazine, 8 (April, 1965): 41-43.

"Prediction of Total Dynamic Strength From Chinning and Dipping Strength," Journal of the Association for Physical and Mental Rehabilitation, 19 (July-August, 1965): 110-111.

"Effect of Variations in Hand Grip on Recorded Back Dynamometer Strength," Research Quarterly of the American Association for Health, Physical Education and Recreation, 36 (1965): 229-233.

"Variance and Correlation Coefficients," Research Quarterly of the American Association for Health, Physical Education and Recreation, 36 (1965): 301-302 with A.B. Sweeney).

"Effect of Varied Sets of Static Training on Dynamic Strength," Research Quarterly of the American Association for Health, Physical Education and Recreation, accepted for publication.

"Relationship Between Strength and Muscular Endurance," Research Quarterly of the American Association for Health, Physical Education and Recreation, accepted for publication.

"Comparison Between Frequency of Weight Training Sessions," Research Quarterly of the American Association for Health, Physical Education and Recreation, accepted for publication.

"Norms for Chinning Endurance," Physical Educator, accepted for publication.

"Criteria for Evaluating a Required Physical Education Program in College," Physical Educator, accepted for publication.

"Application of Research Findings in Progressive Resistance Exercise to Physical Therapy," Journal of the Association for Physical and Mental Rehabilitation, accepted for publication.

"Determination of a Method to Predict 1-RM Chin and Dip From Repetitive Chins and Dips," Research Quarterly of the American Association for Health, Physical Education and Recreation, accepted for publication.

"Variations in Load Per Repetition and Number of Repetitions on Strength Improvement," Research Quarterly of the American Association for Health, Physical Education and Recreation, accepted for publication.

"Relationship Between Power and Static and Dynamic Strength," Research Quarterly of the American Association for Health, Physical Education and Recreation, accepted for publication (with J.E. Henderson).

"Relationship of Chinning Strength to Total Dynamic Strength." Research Quarterly. 37:431-2, 1966.

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"Guidelines for the Conditioning of Football Players." The Journal of the Texas Association for Health, Physical Education and Recreation. Vol. 35, No. 2, pp. 4-6.

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"Effects of Dynamic and Static Training on Vertical Jumping Ability," Research Quarterly, 34:419-424, 1964.

"Application of Research Findings in Strength to Athletic Training." Swimming Technique. January, 1966.

"Isometric Training in Sports." The Physical Educator. 33:126-8, 1965.

"Relationship of Power to Static and Dynamic Strength." Research Quarterly. 37:9-13, 1966.

"Chinning Norms for College Men." Journal of the Texas Association for Health, Physical Education and Recreation. Vol. 34, No. 3, May, 1966.

BUCHANAN, HENRY EDSSEL, ASSOCIATE PROFESSOR AND DIRECTOR OF INTRAMURALS

"Texas Tech's Flying Matadors," The Sports Digest, 1 (1960), No. 3, pp. 8; 13.

"Intramural Athletics Handbook for Men (Lubbock, Texas, 1960), 40 pp.

"Applied Use of Accident Reporting", TAHPER Journal, (October, 1961) Fall issue, 4; 32.

"Noche de Conquistadores," AAHPER Journal, (March, 1965), Vol. 35, no. 3, 63.

"Interpreting Intramurals to the Faculty," The Physical Educator, (May, 1966), Vol. 23, no. 2, 67.

Buchanan, H. Edsel and Ramon W. Kireillis, Elementary Tumbling Manual. Lubbock, Texas: Mimeo-Steno Service, 1958 (Rev. 1962).

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Buchanan, H. Edsel and Ramon W. Kireillis, Trampoline Manual. Lubbock, Texas: Mimeo-Steno Service, 1962.

Buchanan, H. Edsel and Ramon W. Kireillis, Gymnastics and Wrestling Manual. Lubbock, Texas: Mimeo-Steno Service, 1964 (Rev. 1966).

Buchanan, H. Edsel, Handbook of Intramural Program for Men, Lubbock, Texas: Texas Tech Press, Annually since 1958.

Buchanan, H. Edsel, 15th. Annual Proceedings, Lubbock, Texas: Texas Tech Press, National Intramural Association, 1964 (Secretary, NIA).

Buchanan, H. Edsel, 16th. Annual Proceedings, Lubbock, Texas: Texas Tech Press, National Intramural Association, 1965 (Secretary, NIA).

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COBB, JOHN WILLIAM, PROFESSOR

"Planned Conditioning Programs for Athletes at Texas Tech," Coach and Athlete, 7 (November, 1964): 44-45; 48 (with Herman B. Segrest).

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Attached are statistical records for the past 10 years of the Service Program, Undergraduate Major Program, and the Graduate Program. Complete statistical records from 1950 to date for the Service Program are listed on pages 44 and 45, for the Undergraduate Major Program on pages 46 and 47, and for the Graduate Program on pages 48 and 49.

I - D - 1.  
BASIC PHYSICAL EDUCATION ENROLLMENT - 1958-59 - 1967-68

Appendix A

-15-

Biennium	No. of Courses Offered*		Total Enrollment in all Courses		Class Average Per Sem.		Total Students Per Long Session	Average Students Per Long Session	Increase in No. of Students By LS	% Inc. Per Long Session	% Inc. Recomm. by Admin.	Total Stud. Per Bien.	Inc. No. of Stud. Per Biennium
	F	S	F	S	F	S							
1958-59	75	62	1,553	1,196	21	19	2,749	20	+ 93	+ 4%	15%		28%
1959-60	78	70	1,591	1,298	20	20	2,993	20	+244	+ 9%	6%	6,148	743
1960-61	80	75	1,742	1,413	22	19	3,155	21	+162	+ 5%			13%
1961-62	66	65	1,714	1,463	25.9	22.5	3,177	24.2	+ 22	+ 1%		6,658	510
1962-63	74	65	1,843	1,638	24.6	25.2	3,481	24.9	+304	+ 10%			8%
1963-64	88	80	2,043	1,856	23.2	23.2	3,899	23.2	+418	+ 12%		8,844	2,186
1964-65	102	86	2,676	2,269	26.2	26.3	4,945	26.3	+1,046	+ 21%		10,102	33%
1965-66	120	107	3,301	2,856	27.5	26.6	6,157	27.1	+1,212	+ 25%			1,258 14%
1966-67	106	92	3,395	2,661	32.0	28.9	6,056	31.0	-101	- 1%		12,213	2,111
1967-68	97	92	3,430	2,739	37.7	29.7	6,169	32.0	+110	+ 2%			20%

\*Number of courses equals number of semester hours, and number of student hours equals the number of students (Courses equal 1 semester hour).

## I - D - 1.

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BASIC PHYSICAL EDUCATION ENROLLMENT FROM 1950-51 SCHOOL YEAR TO DATE  
(MEN)

Appendix A

-52-

Biennium	No. of Courses Offered*		Total Enrollment in all Courses		Class Average Per Sem.		Total Students Per Long Session	Average Students Per Long Session	Increase in No. of Students By LS	% Inc. Per Long Session	% Inc. Recomm. by Admin.	Total Stud. Per Bien.	Inc. No. of Stud. Per Biennium
	F	S	F	S	F	S							
1950-51	49	38	911	525	19	14	1,436	17	—	—			
51/ 1951-52	27	37	553	440	20	12	993	16	443	-30%	—	2,223	
53/ 1952-53	41	43	697	533	17	12	1,230	15	+237	+24%			
53/ 1953-54	43	46	639	644	15	14	1,288	14	+ 58	+ 5%		2,866	643
55/ 1954-55	48	53	899	679	19	13	1,578	16	+290	+23%	6%		29%
55/ 1955-56	52	49	1,077	904	21	18	1,981	20	+403	-32%	5%	4,233	1,367
57/ 1956-57	61	54	1,193	1,059	20	20	2,252	20	+271	+14%	4%		48%
57/ 1957-58	75	66	1,406	1,250	19	19	2,656	19	+404	+18%	8%	5,405	1,172
59/ 1958-59	75	62	1,553	1,196	21	19	2,749	20	+ 93	+ 4%	15%		28%
59/ 1959-60	78	70	1,591	1,298	20	20	2,993	20	+244	+ 9%	6%	6,148	743
61/ 1960-61	80	75	1,742	1,413	22	19	3,155	21	+162	+ 5%			13%
61/ 1961-62	66	65	1,714	1,463	25.9	22.5	3,177	24.2	+ 22	+ 1%		6,658	510
63/ 1962-63	74	65	1,843	1,638	24.6	25.2	3,481	24.9	+304	+10%			8%
63/ 1963-64	88	80	2,043	1,856	23.2	23.2	3,899	23.2	+418	+12%		8,844	2,186
65/ 1964-65	102	86	2,676	2,269	26.2	26.3	4,945	26.3	+1,046	+21%		10,102	33%
65/ 1965-66	120	107	3,301	2,856	27.5	26.6	6,157	27.1	+1,212	+25%			1,258 14%

\*Number of courses equals number of semester hours, and number of student hours equals the number of students (Courses equal 1 semester hour).

## I - D - 2.

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## PROFESSIONAL PHYSICAL EDUCATION UNDERGRADUATE ENROLLMENT - 1958-59 - 1967-68

Appendix B

-53-

Biennium	No. of Courses Offered		No. of Semester Hours		Total Major Enrollment in all Courses		Class Ave. Per Sem.		Class Ave. Per Sch. Year	Sem. Hrs. Per Semester		Sem. Hrs. Per Year	No. Majors Per Sch. Yr. (Fall)	No. of Undergra Grad. Pe Sch. Yr.
	F	S	F	S	F	S	F	S						
1958-59	10	10	24	26	164	154	16	15	16	395	425	820	67(-21%)	14
1959-60	11	8	27	19	200	200	18	25	22	518	490	1,008	66(-1%)	7
1960-61	10	12	27	31	209	176	21	15	18	531	382	913	63(-5%)	12
1961-62	12	10	27	24	216	177	19	17.7	18.2	533	414	947	93(48%)+	13
1962-63	13	15	38	40	236	293	18.1	19.5	18.8	574	650	1,224	129(33.3%)+	14
1963-64	19	18	46	44	395	423	20.8	23.5	22.1	976	1,058	2,034	162(30.6%)+	11
1964-65	21	20	52	48	504	525	24.0	26.2	25.1	1,270	1,240	2,560	191(17.8%)+	21
1965-66	22	22	53	50	603	587	27.4	26.6	27.0	1,506	1,462	2,968	235(23.07%)+	28
1966-67	25	26	62	66	609	661	24.5	25.4	25.0	1,521	1,695	3,216	259	27
1967-68	33	28	83	68	592	695	18.0	24.3	21.0	1,423	1,651	3,074	210 F 259 S	35

I - D - 2.

PROFESSIONAL PHYSICAL EDUCATION UNDERGRADUATE ENROLLMENT FROM 1950-51 SCHOOL YEAR TO DATE  
(TEN)

Appendix

47	Biennium	No. of Courses Offered		No. of Semester Hours		Total Major Enrollment in all Courses		Class Ave. Per Sem.		Class Ave. Per Sch. Year	Sem. hrs. per Semester		Sem. hrs. per Year	No. Majors Per Sch. yr. (Fall)	No. Undergrad. Sch.
		F	S	F	S	F	S	F	S		F	S			
	1950-51	4	9	12	24	82	107	21	12	15	246	284	530	89	20
51/	1951-52	7	11	17	28	103	256	15	14	14	240	377	617	63(29%)	15
53	1952-53	10	10	27	26	145	128	15	13	14	374	320	694	68(8%)	13
53/	1953-54	8	9	20	21	145	130	18	14	16	348	283	631	65(-4%)	9
54	1954-55	9	10	23	24	150	172	16	17	17	370	410	780	76(17%)	14
55/	1955-56	9	11	22	27	155	167	17	17	15	317	413	730	*LS80(4%)	8
57	1956-57	7	9	18	23	137	149	19	16	18	361	378	739	*LS93(11%)	12
57/	1957-58	9	7	23	17	153	137	17	20	18	384	293	677	*LS87(5%)	14
59	1958-59	10	10	24	26	164	154	16	15	16	395	425	820	67(-21%)	7
59/	1959-60	11	8	27	19	200	200	18	25	22	518	490	1,008	66(-1%)	13
61	1960-61	10	12	27	31	209	176	21	15	18	531	382	913	63(-5%)	12
61/	1961-62	12	10	27	24	216	177	19	17.7	18.2	533	414	947	93(48%)	14
63	1962-63	13	15	38	40	236	293	18.1	19.5	18.8	574	650	1,224	129(33.3%)	10
63/	1963-64	19	18	46	44	395	423	20.8	23.5	22.1	976	1,058	2,034	162(30.6%)	10
65	1964-65	21	20	52	48	504	525	24.0	26.2	25.1	1,270	1,240	2,560	191(17.8%)	25
65/	1965-66	22	22	53	50	603	587	27.4	26.6	27.0	1,506	1,462	2,968	235(23.07%)	21

\*Long Session

## GRADUATE ENROLLMENT - 1958-59 - 1967-68

Appendix C

Year/ Summer	No. of Courses Offered		No. of Sem.Hrs.		Enroll- ment		Class Ave. Per.Sem.		Class Ave. Long Term	Student Sem.Hrs. Per Sem.		Sem. Hrs. Per		Theses		No. of Graduate Students		No. Grad- uating	
	F/1	S/2	F/1	S/2	F/1	S/2	F/1	S/2		F/1	S/2	Long Term	SS	Sem. Hrs.	No. of Students	Student Hrs.	Sem.		SS
1] 58/59 59 SS	0	0	0	0	0	0	0	0		8.5	33	18		51					2
2] 59/60 60 SS	5	1	15	3	44	9	8.8	9.0	8.9		45	9		53					2
3] 60/61 61 SS	-	2	-	6	-	17	-	8.5	8.5			18	18						2
	2	1	6	3	17	6	8.5	6	7.6		18	9		27					
4] 61/62 62 SS	1	1	3	3	7	6	7	6	6.5		21	18	39						2
	5	1	15	3	54	6	10.3	6	10		45	9		54					
5] 62/63 63 SS	2	1	6	3	5	8	2.5	8	4.3		15	24	39		F 3 S 3	1 2	3 6	5	4
	3		9		24		8.0		8.0		72			72					
6] 63/64 64 SS	2	3	6	9	16	18	8	6	6.8		15	27	42		F 3 S 3	3 2	27 6	9	3
	6		18		39		6.5		6.5		117			117					
7] 64/65 65 SS	3	2	9	6	21	22	7	11	9.0		27	18	45		F 3 S 3	6 6	18 18	10	1
	7		21		58		8.3		8.3		63			63					
8] 65/66 66 SS	3		9		24		8.0		8.0		72		72		F 3 S 3 T 3 T 3	4 4 5 6	12 12 15 18	19	9
	8	2	24	6	121	18	15.1	9.0	13.9		195	54		249					
9] 66-67 67 SS	5	5	15	15	37	37	7.4	7.4	7.4		111	111	222		F 3 S 6 1st 3 2nd 3	10 10 12 3	30 30 36 9	19	6
	6	2	18	6	87	18	14.1	9.0			255	54		309				1st 41	
10] 67/68 68 SS	6	6	18	18	39	49	6.5	8.0			117	177	294		F 6 S 6	7 12	21 36		12

GRADUATE ENROLLMENT FROM SUMMER, 1950 TO DATE  
(MEN)

Appendix C

49

	No. of Courses Offered		No. of Semester Hours		Total Graduates Enrolled in All Courses		Class Ave. Per Sem.		Class Ave. Per Sch. Year	Sem. hrs. per Semester		Sem. Hrs. per Year	No. Graduates per Sch. Yr. (Fall)	No. of Graduates Per Long Session
	F	S	F	S	F	S	F	S		F	S			
1950	0	1	0	3	0	21	0	21	21	0	63	63		
1950-51	0	2	0	6	0	4	0	2	2	0	24	24	22	
1951	0	1	0	3	0	24	0	24	24	0	72	72		
1951-52	1	0	3	0	1	0	1	0	1	3	0	3	20	
1952	2	0	6	0	9	6	9	6	7.5	27	18	45		
1952-53	0	0		0	0			0	0	0	0	0	15	
1953	1	1	3	3	9	11	9	11	10	27	33	0		
1953-54	0	1	0	3	0	5	0	5	5	0	15	15	11	
1954	1	2	3	6	7	7	7	31.5	4.6	18	21	39		3
1954-55	0	0	0	0	0	0	0	0	0	0	0	0	9	
1955														2
1955-56	0	1	1	0	0	1	0	1	1	0	3	3	14	
1956														1
1956-57	2	0	0	6	6	0	4	0	3	36	0	36	8	
1957														3
1957-58	0	1	1	0	0	3	0	3	3	0	9	9	14	
1958														2
1958-59														1
1959	1	1	3	3	11	6	11	6	8.5	33	18	51		1

The budget for the department is classified into the following areas: Teachers, Personnel, Student Assistants, M.E.T., and Total Budget. This budget is presented on the following page. A complete budget from 1950 to the present time can be found in Appendix A.

## I - E - 1.2.3.4.5.

## BUDGET

1958-59 - 1967-68

Department of Health, Physical Education and Recreation  
for Men\*

<u>Year</u>	<u>Total</u>	<u>Teachers</u>	<u>Personnel</u>	<u>Student Assistants</u>	<u>M.E.T.</u>
1958-59	\$ 63,055.00	\$ 42,550.00	\$4,755.00	\$ 8,000.00	\$ 7,750.00
1959-60	63,330.00	44,000.00	3,380.00	8,200.00	7,750.00
1960-61	63,130.00	43,700.00	3,380.00	8,200.00	7,850.00
1961-62	68,030.00	46,350.00	4,980.00	8,200.00	8,500.00
1962-63	78,880.00	56,150.00	5,280.00	8,200.00	9,250.00
1963-64	94,290.00	71,150.00	5,640.00	8,400.00	9,100.00
1964-65	104,040.00	80,900.00	5,640.00	8,400.00	9,100.00
1965-66	128,723.00	102,705.00	6,060.00	9,500.00	10,458.00
1966-67	145,446.00	119,426.00	6,520.00	9,500.00	11,000.00
1967-68	166,184.00	139,644.00	3,540.00	11,000.00	12,000.00

\*This budget summary excludes the following budgets: (1) Intramural Budget and  
(2) Upward Bound Budget.

## I - F - 1.

ADEQUATE FACILITIES AND THEIR RELATIONSHIP TO  
THE ROLE OF INTRAMURAL ACTIVITIES IN THE EDUCATION OF COLLEGE STUDENTS

The widespread concern throughout the United States for wholesome leisure time opportunities to enrich the lives of people and to conserve and stimulate the best in our youth is a matter of great national significance. What people do during their leisure time is recognized as a basic factor in the general well-being of society, not only because of what it contributes to the physical and mental health, to the morals, and to the education, and the culture of people, but also because it can help curb crime and delinquency, encourage good citizenship, enhance family, community, and national solidarity, and materially strengthen our economic life. Wholesome recreational activities complement the stability and influence of the home, the school, and the church. Leisure time properly used can be a great national life.

Education must go further than filling gaps in the knowledge of an individual and should actually introduce or reproduce the conditions of life and prepare for full and enriched living. In this regard, the college is responsible for the total well-being of its students. Its concerns must extend beyond those traditionally thought of as academic. Adequate provision for leisure and the proper use of leisure must be an integral part of the formal as well as the informal program of the college.

The informal educational aims of the college parallel those of general education. For example, in the formal basic instruction or service classes in physical education, it is fundamental that students be exposed to a variety of sports and physical activities and develop appreciations and skills related

to their physical fitness now and for later life. The informal program in intramural sports likewise parallels the physical educational program, yet is quite different in its setting and approach. It is a broad program involving organized as well as informal sports and physical activities. The unique contribution of the intramural sports program is that during one of the most physically vigorous periods of life, it provides opportunity for students voluntarily to engage in activities that contribute materially to physical and mental health. A well-balanced intramural program allows opportunity for students, faculty, and staff to release tensions brought about by the world situation, to combat sedentary habits, and to relieve the stress created by academic effort which is a significant part of campus life. Intramural activities should not be looked upon as using up valuable time that could be more profitably used for additional concentrated academic study. This assumption is based upon the fact that all the time of students, faculty, and staff is not taken up for sleep, eating, and study, and that the intramural program will help individuals find a desirable balance between recreation and work. The relaxation resulting from pleasurable, vigorous participation leaves a person in a better balanced physical and emotional state to concentrate on academic responsibilities, and to have a positive and a more vigorous attitude towards life's many problems.

It is unrealistic to expect a single pattern of organization to apply to all institutions of higher education. Programs vary at different institutions according to geographic location, enrollment, staff, facilities, and traditions. In a community that is neither a metropolis with numerous recreation facilities and activities, nor an area which is blessed by nature with a wide variety of natural facilities and areas for recreation, the administration at Texas Technological College must be willing to provide competent leader-

ship, equipment, facilities, and adequate financial support for the intramural program if it is to realize its objectives of providing a variety of activities for all students.

I commend highly the administration of Texas Technological College for providing within the Intramural Program for Men competent leadership, adequate equipment and adequate financial support for the program as it now exists. Throughout the report that this statement accompanies, I endeavor to point out to the administration of Texas Technological College the fact that current facilities are woefully inadequate. A program statement and request for additional Intramural - Physical Education facilities has been appropriately presented to the proper administrative officials. I would emphasize in this manner the importance of action designed to implement that request through the establishment of a high priority rating and the determination of a suitable financing procedure.

The students of Texas Technological College need and deserve a complete Intramural facility. The manner in which our students use our current facilities distinctly indicates that they would be willing to underwrite the construction of new and adequate facilities. Few people, students or non-students, question the value of an intercollegiate program both for the student and the institution represented. Even less would ever question the value of a similar program, specifically an Intramural program, since any good Intramural program is designed as a service for the overall majority of the students, faculty, and staff at Texas Technological College. I repeat, new facilities are needed now! Let's challenge our students to help finance new facilities for a better program for themselves. To initiate this challenge, we must move immediately toward the planning for and securing of new facilities.

## SUPERVISED RECREATION

As a direct result of increased instructional scheduling of our facilities during the prime periods of the day and our virtually complete team use of facilities after 5:00 P.M., our recreational supervisors were given an expanded work schedule to see if we could reach more students for activities that did not necessarily require the use of the main gymnasium floor areas. Our recreational supervisors were on duty from 3:00 P.M. until 11:00 P.M. daily and from 1:00 P.M. until 5:00 P.M. on Saturdays and Sundays. This provided our students with a play and check-out period for seven days per week. Essentially our supervised recreation usually occurs during those hours when our facilities could be considered available for practice or free play on an informal basis. The scheduling resulted in a significant use increase of some 900 students. From a service and public relations viewpoint, this represents a significant endorsement by our students.

## PER PARTICIPATION COST

The per participation cost for each year of Intramurals since 1960 is as follows:

1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67
\$2.22	\$1.70	\$1.60	\$1.78	\$1.45	\$1.63	\$1.54

Most of this cost is expended for team sport activities requiring paid officials. I consider the above cost to be a healthy index of a sound program. If this cost is computed on an increment basis for the average team increment, a sum of \$.30 per game per student would be the figure for this year. Since each student at Texas Technological College pays only a \$1.00 per semester Intramural fee, the increment cost of \$.30 per game per student represents a tremendous bargain. Virtually every student involved in the program receives far more return during the program year than the initial \$1.00 per semester investment.

## FACULTY-STAFF PROGRAM

For the past five years we have endeavored to provide for our Faculty and Staff some semblance of a program. The increased participation by our undergraduate men has virtually eliminated the Faculty-Staff program.

Last year our basketball competition resulted in ten faculty-staff teams representing ninety-seven members. For this year we had seven teams with eighty-two members. One year ago our bowling program resulted in twenty-four teams representing ninety-six members. For this year there were fourteen teams and seventy members. Both of these activities represent a decrease. The decrease in basketball is a direct result of the fact that this program could not even be started until late March. There simply is no gymnasium space available before that time. Bowling decreased as a direct result of increases within league bowling at the undergraduate level requiring us to discontinue the scheduling of our married couples league which involved primarily married graduate students.

## SCOPE OF PROGRAM

The data supplied within this report indicates that we have offered twenty-nine (29) sport activities for the past three years. This number does not contain any undue significant unless it is pointed out that in order to conduct twenty-nine different activities, we must schedule in excess of 9,000 face-to-face games or matches with over 7,000 of these requiring game officials and/or paid supervision.

The most significant factor for this year is the fact that although our total undergraduate male enrollment was some one hundred students less than it was in 1965-66, our overall participation percentage increased from 58.09 to 65.5. This indicates that we either advertised the program more efficiently or that the program quality was such to attract a greater percentage of our men. I would prefer to think that we were simply more effective in both areas.

## PARTICIPATION RECORDS

	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68
Total Undergraduate Enrollment (Male)	6613	6611	6481	6455	7012	7601	7935	8799	9989	9887	10,957
Total Different Intramural Participants	1218	1762	2261	2364	2403	3462	3338	4894	5416	6478	7,000
Percentage of Different Participants to Enrollment	18.4	26.7	34.6	36.6	34.3	45.5	42.1	55.6	58.09	65.5	63.9
Total Number of Activity Participations	2527	2793	3992	4706	5092	6577	6681	8707	9322	10,700	11,425
Number of Activities Offered in Program	15	17	18	19	21	25	28	29	29	29	31

# PARTICIPATION RECORDS

-67-

No. Participating	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	Participation Multiple
Supervised Recreation						*NA	**(692)	2068	2278	3124	3351	3351
1 snort	1003	1120	1429	1290	1305	2120	1755	1386	1606	1710	1944	1944
2 sports	368	381	378	437	454	612	816	599	616	657	708	1416
3 snorts	117	182	223	247	269	291	362	320	382	410	375	1125
4 sports	41	42	122	151	153	167	178	192	206	205	218	872
5 sports	10	16	52	98	98	115	84	99	115	138	153	765
6 sports	1	7	27	53	44	73	50	75	76	97	97	582
7 snorts	1	7	20	21	29	41	36	49	54	47	59	413
8 snorts	0	0	5	13	19	17	26	34	18	33	35	280
9 sports	0	0	3	7	10	16	15	23	19	23	21	189
10 snorts	0	1	1	4	11	2	6	15	18	9	15	150
11 snorts	0	0	1	1	3	5	6	16	7	10	6	66
12 sports	0	0	0	2	4	2	1	10	8	3	9	108
13 sports	0	0	0	0	4	1	1	2	8	2	2	26
14 snorts	0	0	0	0	0	0	0	3	2	3	2	28
15 snorts	0	0	0	0	0	0	2	2	2	2	0	0
16 sports	0	0	0	0	0	0	0	1	0	1	0	0
17 sports	0	0	0	0	0	0	0	0	1	1	0	0
18 sports	0	0	0	0	0	0	0	0	0	1	0	0
20 sports	0	0	0	0	0	0	0	0	0	0	1	20
21 sports	0	0	0	0	0	0	0	0	0	1	1	21
22 sports	0	0	0	0	0	0	0	0	0	0	1	22
23 sports	0	0	0	0	0	0	0	0	0	0	1	23
24 snorts	0	0	0	0	0	0	0	0	0	1	1	24

Total No. of Participants	1218	1762	2261	2364	2403	3462	3338	4894	5416	6478	7000
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Total No. of Participations

11,425

\* Not Available (activity not offered)

\*\* Not Included in Calculations

## PARTICIPATION BY SCHOOLS

	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68
Agriculture	190	205	198	197	215	451	235	391	308	360	458
Arts and Sciences	409	479	591	759	715	1225	1637	1998	2167	2821	3375
Business Administration	220	374	503	471	492	893	831	1424	1424	1620	1811
Engineering	399	702	959	932	638	890	631	1075	1076	1321	1331
Home Economics	0	0	0	0	0	0	0	0	0	0	25
Graduate	11	2	10	5	7	3	4	6	0	0	0

# PARTICIPATION BY SCHOOLS IN SPORTS

-69-

61

	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68
Supervised Recreation						0	692	2068	2278	3124	3351
Touchfootball	547	745	772	713	736	932	826	869	1079	1388	1249
Basketball	585	606	660	680	737	782	616	842	930	1040	1067
Volleyball	156	115	397	610	405	595	634	685	851	970	828
Softball	611	630	677	564	682	864	917	700	622	694	714
Tug-O-War	0	0	361	744	564	536	576	515	509	455	572
*Co-Ed Slow-Pitch Softball										297	517
Slow-Pitch Softball								501	421	457	472
*Co-Ed Volleyball											381
Soccer						299	236	262	307	395	358
Basketball Free Throws	0	166	165	179	54	62	16	368	233	339	285
Track and Field	142	143	282	294	210	236	240	196	172	208	253
Golf	45	57	62	119	162	221	200	141	201	239	220
League Bowling	0	0	0	231	282	269	304	292	200	212	195
Tennis	15	22	72	99	151	236	205	178	349	220	187
Table Tennis	0	13	35	132	143	225	129	158	214	246	146
Handball	16	14	14	39	101	151	150	110	114	169	123
Wrestling	0	0	25	34	103	130	79	109	111	98	118
Horseshoes					119	123	107	146	202	201	109
Ice Hockey								66	109	87	96
Swimming	204	91	70	165	82	101	102	108	92	87	68
Spaceball									13	75	64
Badminton	0	25	22	64	131	130	136	75	121	123	56
Scratch Bowling	176	115	316	311	229	247	249	119	45	45	43
Cross Country Run							27	26	26	55	41
Skeet									27	67	40
Paddleball							53	40	40	28	26
Boxing					14	76	17	26	24	25	22
Odd Lift Weightlifting						82	32	21	16	6	8
Olympic Weightlifting						137	54	24			
Weight Lifting	0	0	16	29	89						
Fencing	30	51	37	14	42	5	32	34			
Trampoline	0	0	9	7	15	34	16	13			
Decathlon (3/4)							19	15			

\* Of this total, 256 are women.

\*\* Of this total, 180 are women.

## I - F - 2.

RECREATIONAL SWIMMING PROGRAM

Since 1956 the physical education department supervised the recreational swimming program through the use of student assistant funds.

Attached is a statistical report indicating the number of men and women who participated in this swimming program from the spring semester of 1957-58 through the fall semester of 1963-64. We failed to keep records of this program from the spring semester of 1964 to the present because we had to cut down on the number of lifeguards we would utilize in the pool each year. This economical move caused us to terminate the record-keeping activities.

Between 1957 and 1963, approximately 35,000 people participated in our swimming program. Approximately 5,800 men and women participated in our swimming program throughout the school year and the summer sessions. There were twice as many men swimmers as there were women swimmers. The average attendance was 37 swimmers per session.

During the fall and spring semesters, recreational swim was held between 7:00 and 9:00 p.m., Monday through Friday. During summer school, recreational swim was held between 4:00 and 6:00 p.m., Monday through Friday.

It is self evident that Texas Tech students will participate in the swimming program, which is a wholesome activity during their leisure hours. We recommend that additional swimming facilities be made available, both indoors and outdoors.

RECREATION SWIMMING REPORT FROM

63

SPRING SEMESTER 1957-58 THROUGH 1963 FALL SEMESTER

1957-58	DAYS OPEN	AVERAGE ATTENDANCE	TOTAL MEN	AVERAGE MEN	TOTAL WOMEN	AVERAGE WOMEN	TOTAL ATTENDANCE
Spring Semester	62	44	2171	35	528	9	2699
Summer	44	87	1309	65	688	32	1997
1958-59							
all Semester	62	19	925	15	261	4	1186
Spring Semester	58	31	1315	23	540	9	1855
Summer	40	31	850	21	320	8	1170
1959-60							
School Year	104	27	2130	20	701	7	2831
Summer	31	23	468	15	235	8	703
1960-61							
all Semester	64	23	1213	19	281	4	1494
Spring Semester	62	19.5	1790	29.8	532	9	2322
Summer	43	66.8	1605	37.3	1371	31.9	2976
1961-62							
all Semester	69	22.2	1178	17	362	5.2	1540
Spring Semester	56	31.5	1253	22.4	503	9.1	1760
Summer 1st	27	89.2	1531	56.7	877	32.5	2408
Summer 2nd	26	82.3	1243	47.8	899	34.5	2142
1962-63							
all Semester	72	24.5	1291	17.9	478	6.6	1769
Spring Semester	67	28.6	1309	19.5	612	9.1	1921
Summer 1st	24	111.13	1466	62.8	1201	50.0	2667
Summer 2nd	22	101.86	1199	54.5	1040	47.25	2239
1963-64							
all Semester	66	25.3	1215	18.4	456	6.9	1671
Total	999	37.4	25462	25.5	11884	11.9	37350

# II - A

## ENROLLMENT BY UNDERGRADUATE AND GRADUATE ACADEMIC LEVELS

64

-72-

### Basic Physical Education Enrollment - 1967-68

Biennium	No. of Courses Offered*		Total Enrollment in all Courses		Class Average Per Sem.		Total Students Per Long Session	Average Students Per Long Session	Increase in No. of Students By LS	% Inc. Per Long Session	% Inc. Recomm. by Admin.	Total Stud. Per Bien.	Inc. No. of Stud. Per Biennium
	F	S	F	S	F	S							
1967-68	97	92	3,430	2,739	37.7	29.7	6,169	32.0	+110	+ 2%			20%

\* Number of courses equals number of semester hours, and number of student hours equals the number of students (Courses equal 1 semester hour).

### Professional Physical Education Undergraduate Enrollment - 1967-68

Biennium	No. of Courses Offered		No. of Semester Hours		Total Major Enrollment in all Courses		Class Ave. Per Sem.		Class Ave. Per Sch. Year	Sem. Hrs. Per Semester		Sem. Hrs. Per Year	No. Majors Per Sch. Yr. (Fall)	No. of Undergrad. Grad. Per Sch. Yr.
	F	S	F	S	F	S	F	S		F	S			
1967-68	33	28	83	68	592	695	18.0	24.3	21.0	1,423	1,651	3,074	210 F 259 S	35

### Graduate Enrollment - 1967-68

Year/Summer	No. of Courses Offered		No. of Sem. Hrs.		Enrollment		Class Ave. Per Sem.		Class Ave. Long Term	Student Sem. Hrs. Per Sem.		Sem. Hrs. Per Long SS		Theses No. of Stud.		No. of Graduate Students Sem. SS.		No. Graduating
	F/1	S/2	F/1	S/2	F/1	S/2	F/1	S/2		F/1	S/2	F/1	S/2	F/1	S/2	F/1	S/2	
7-68	6	6	18	18	39	49	6.5	8.0		117	177	294		F 6 S 6	7 12	21 36	S 33 56 1st	12*

\* 1967 figures

## II - B

RANKS AND NUMBERS OF FACULTY AND THEIR COMPENSATION

<u>Rank</u>	<u>Number</u>	<u>1967-68 Compensation</u>
Professor		
Ramon Walter Kireilis, Chairman	1	\$ 15,500.00
Richard Anthony Berger	2	11,344.00
John William Cobb, Jr.	3	13,000.00
George Rex Philbrick	4	12,300.00 (a)
Herman Brazill Segrest	5	13,000.00 (b)
Associate Professor		
Henry Edsel Buchanan	6	3,400.00 (c)
Assistant Professor		
Harold S. Edgar	7	10,100.00
Melvin Henry Gruensfelder	8	10,000.00
David Bruce Jordan	9	11,200.00 (d)
James Faber McNally	10	6,133.00 (e)
Edward Dale Strickland	11	7,700.00

- 
- (a) Plus \$1,500.00 (1967-68) from Intercollegiate Athletics for Tennis Coach.  
 (b) Plus \$300.00 from Intercollegiate Athletics for a special research project.  
 (c) Also Director of Intramural Sports. Teaching one-third time for 9 months.  
 (d) This salary and teaching will be adjusted to allow time for the Upward Bound Program.  
 (e) Plus \$3,067.00 (1967-68) from Intercollegiate Athletics for Swimming Coach. Teaching two-thirds time for 9 months.

## Instructor

Norman Gerald Coppedge	12	\$ 7,500.00
Willard Maurice Holsberry	13	1,900.00 (a)
Kal Hill Segrist, Jr.	14	5,667.00 (b)
Don Lewis Sparks	15	2,500.00 (c)

## Teaching Assistant

Gary Holmes Gilliland	16	2,400.00
Don Larry Mathus	17	2,400.00
Quentin Ronald Shortes	18	2,400.00
Walter Burl Huffman	19	1,200.00

- 
- (a) One-fifth time for 9 months. Also part-time in Intramural Sports for Men.  
 (b) Plus \$2,833.00 (1967-68) from Intercollegiate Athletics for Baseball Coach. Teaching two-thirds time for 9 months (1967-68).  
 (c) Also Trainer in Intercollegiate Athletics. Teaching one-third time (1967-68) for 9 months.

## II - C

TOTAL SPACE AVAILABLE TO THE DEPARTMENT

Men's Gym -	47,837 sq. ft.
Intramural Gym -	13,200 sq. ft.
Men's Gym Field -	114,000 sq. ft.
Intramural Gym Field -	136,000 sq. ft.
Reserve Field -	179,000 sq. ft.
Tennis Courts -	70,560 sq. ft.
Handball Courts -	<u>600 sq. ft.</u>
TOTAL	<u>561,197 sq. ft.</u>

## II - D

RESEARCH ACTIVITIES

Most of the research activities that occur in our department are theses that are completed by graduate students under the direction of our staff. Below are listed the theses by author, title, date each thesis was completed, committee chairman, and committee members in alphabetical order.

- Blaschke, Leon A., "Comparison of the Relationships Between Physical Fitness and Dynamic and Static Strength," August, 1965; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Coppedge, Norman Gerald, "The Effects of Strength on the Accuracy of Basketball Shooting," June, 1967; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Davis, Billy Earl, "Comparison Between Athletes and Non-Athletes on Academic Achievement," June, 1967; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Ehrler, John Leonard, "A Comparison of Recreational Track and Field Programs in Selected Cities in a Five-State Area: Arkansas, Louisiana, Oklahoma, New Mexico, and Texas," August, 1967; Chairman - Ramon W. Kireilis; Committee Member - John W. Cobb, Jr.
- Evans, Floyd Collins, "A History of Varsity Basketball at Texas Technological College 1925-1964," May, 1965; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Fairley, Jerry, "A History of Varsity Track and Field at Texas Technological College," August, 1966; Chairman - Ramon W. Kireilis; Committee Members - Richard A. Berger and John W. Cobb, Jr.
- Flanagin, Charles Leroy, "Relationship of Body Type to Physical Fitness Performance," August, 1964; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Harris, Michael Wiley, "Comparison of Three Different Methods of Weight Training on Strength and Endurance," August, 1965; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.

- Hawley, Lewis Eldon, "Determination of Dipping Strength from Dips Performed at Bodyweight," August, 1963; Chairman - Richard A. Berger, Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Henderson, Joe Mack, "The Relationship of Static and Dynamic Strength to Power," August, 1963; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Herod, Emmitt L., "Hip Extension Strength and Knee Extension Strength at Various Knee Angles," August, 1967; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Higginbotham, Robert B., "Relationship Between Static and Dynamic Strength at Selected Angles of the Knee," August, 1967; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Hoover, Donald Wayne, "A Comparison of Two Methods of Teaching for the Improvement of Pull-Up Strength," May, 1965; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Layne, Robert A., "Strength and Motor Ability as Factors in Attitude Toward Physical Education," August, 1967; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Lewis, William Forrest, "Effects of a Specific Swimming Program on Cardiovascular Fitness and Strength," May, 1966; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Segrist, Kal Hill, Jr., "Student Attitudes Toward the Required Physical Education Program for Men at Texas Technological College," August, 1965; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Souter, Archie W., "Comparison of Grade Point Averages Between Athletes and Non-Athletes in the Eighth Grade," August, 1967; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Strickland, Edward D., "Evaluation of Physical Education Programs and Facilities in Selected AAAA High Schools in West Texas," August, 1965; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Teague, James Earl, "An Evaluation of Men's Intramural Programs in Four Year State Supported Colleges and Universities of Texas and in Schools of the Southwest Conference," August, 1966; Chairman - Richard A. Berger; Committee Members - Edsel Buchanan and Ramon W. Kireilis.
- Tillinghast, Jack, "The Effects of a Trampoline Class on Cardiovascular Fitness, Leg Power, Vertical Jumping Height, and Leg Strength," August, 1966; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.
- Yarbrough, Charles Wayne, "The Effects of Isometric Training on Physical Fitness," August, 1965; Chairman - Richard A. Berger; Committee Members - Ramon W. Kireilis and John W. Cobb, Jr.

Staff members who have completed research in the department are Ramon W. Kireilis, John W. Cobb, Jr., Herman B. Segrest, Richard A. Berger, H. Edsel Buchanan, David B. Jordan, Melvin H. Gruensfelder, and Harold S. Edgar. Below is a list of the research that is completed or is being completed by our staff members.

Ramon W. Kireilis.	"Texas Tech Handball Ability Test"
	"Motor Ability Norms of Texas Tech Freshmen"
	"Bowling Norms of Texas Tech Freshmen and Sophomores"
John W. Cobb, Jr.	"Experimental Study on Physical Fitness of Athletes at Texas Technological College"
Herman B. Segrest	"A Study of Personality Changes as Correlates of Physical Ability Changes in Emotionally Disturbed Pre-Adolescent Boys"
	"Experimental Study on Physical Fitness of Athletes at Texas Technological College"
Richard A. Berger	"Reliability Correlation Coefficients as a Function of Criterion Scores, Score Distribution, and Inter- and Intra-Variances"
	"Relationship Between Physical Fitness and Selected Personality Traits"
	"Effects of a Consultant Program on Physical Fitness of the Educable Mentally Retarded Child"
	"Evaluation of Men's Intramural Sports Programs in Church Supported Junior and Senior Colleges in Texas"
	"Evaluation and Comparison of Men's Intramural Programs in Four Year, State Supported Institutions in the United States"
	"Evaluation of Junior College Intramural Programs in Texas"
	"Effect of Strength Improvement on Basketball Shooting Accuracy Among High School Girls"

"Comparison Between Leg Power and Vertical Jump as Predicators of Motor Performance"

"Validation of Berger's 1-RM Chin Test for Young Males"

"Relationship Between Lifting Speed and Load Under Pre-Tensed and Relaxed Muscular Contraction"

H. Edsel Buchanan

"Applied Use of Accident Reporting"

David B. Jordan

"Theoretical Analyses of Kinesiological Development"

"Studies in Environmental Kinesiology: Central Nervous System Involvement in Kinesiological Performance"

"Operations Under Stressful Situations Based on Individual Performance and Training"

"Bibliography Kinesiological Development"

"Longitudinal Analysis of Strength and Motor Development of Boys 7-12 Years of Age"

Melvin H. Gruensfelder

"Social Mobility of Athletes"

Harold S. Edgar

"Effects of Various Training Programs on Certain Physical Components as Conducted in a College Basketball Class"

## II - E

EXTENSION OR ADULT EDUCATIONAL ACTIVITIES

Adult educational activities have almost no existence. We have offered one or two courses during each semester on the extension basis.

## II - F

SUMMARY OF TOTAL BUDGET FOR THE DEPARTMENT BROKEN INTO  
THE VARIOUS OPERATING CATEGORIES  
1967-68

Faculty Salaries-----	\$ 139,644.00
Secretary-----	3,540.00
Student Assistants and/or Part-time Help-----	11,000.00
Maintenance, Equipment and Travel-----	12,000.00
	<u>\$ 166,184.00</u>

Project Upward Bound-----	<u>\$ 75,264.00</u>
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## Intramural Budget

Prior Year Balances-----	\$ 3,369.10
Student Service Fees-----	32,200.00
Income from Campus Concessions-----	11,000.00
	<u>\$ 46,569.10</u>

GRAND TOTAL	<u>\$ 288,017.10</u>
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### III-A-1.2.3.

#### ANTICIPATED ENROLLMENT FOR 1972 and 1977

Student enrollment and projected enrollment, 1957-77, as recorded and projected by the Director of Institutional Studies, were used as the basis for determining anticipated enrollment in the three Departmental programs: (1) Undergraduate Majors, (2) Graduate, and (3) Undergraduate Service Course Enrollment. Tables I, II, and III below give a brief history and the 1972 and 1977 projected data of each program, respectively. Tables presented in an appendix to this section offer a broader historical and projected view.

In each case an attempt was made to find consistent percentage relationships within and between enrollment data. In each case relationships within, i.e., rates of increase, were not consistent enough to draw a reasonably firm conclusion. However, when comparing the enrollment data for each program to respective yearly College enrollment, consistencies were most evident from 1964 through 1967. The consistencies indicated that as the several categories of College enrollment increased so did enrollment in the related programs. Also indicated during the last four years was a rather stable percentage relationship between each program and its selected base of comparison, either College undergraduate men or College graduate men enrollment. Thus the decision was made to relate all anticipated enrollments to the appropriate College enrollment category which was much larger, more stable, and reflected those influences which would have been difficult to account for and control at the departmental level.

#### Undergraduate Majors:

A relationship of undergraduate major enrollment (Table 1, Column 2) to College undergraduate men enrollment during the four years, 1964-67, was an average of 2.3 percent. This relationship was used to determine anticipated 1972 and 1977

enrollment. Because courses in this program vary in credit hours and because majors from other programs register in these courses, the record and projected data for student semester hours is also shown (Table I, Column 4). It was given the same mathematical treatment with a resulting 17.0% relationship to the base.

TABLE I

ACTUAL AND ANTICIPATED MEN MAJORS ENROLLMENT AND STUDENT SEMESTER HOURS  
IN MAJORS COURSES, 1964-77, PROJECTED BY EACH FIFTH YEAR,  
WITH COLLEGE UNDERGRADUATE MEN AS A BASIS

Year	College Undergraduate Men Enrolled, Fall Semester	Physical Education Undergraduate Men, Fall Semester	Percent Column 2 of Column 1	Student Semester Hours	Percent Column 4 of Column 1
1964	7,967	169	2.1	1,270	16.0
1965	9,205	238	2.6	1,560	17.0
1966	9,887	218	2.2	1,723	17.4
1967	10,048	218	2.2	1,628	16.2
1972	13,376	310	2.3	2,275	17.0
1977	17,211	400	2.3	2,925	17.0

### Graduates

A relationship of physical education graduate men enrollment (Table II, Column 2) to College graduate men enrollment during the four years, 1965-67, was an average of 2.0 percent. This relationship was used to determine anticipated 1972 and 1977 enrollment. Because graduates from other programs enroll in these courses and because of the differences between Fall-Spring and Summer registrations and differences between terms within each of these periods, the recorded and projected data for each term is shown (Table II, Columns 4-11). For the total Fall-Spring registration the relationship to the base was 7.0%. The ratio of Fall to Spring course registration was about 4 to 5. The total Summer registration relationship to the base was 10.0%. The ratio of Summer I to Summer II sessions registration

was about 9 to 2.

TABLE II

ACTUAL AND ANTICIPATED GRADUATE MEN ENROLLMENT AND GRADUATE COURSE  
REGISTRATION, 1964-77, PROJECTED BY EACH FIFTH YEAR,  
WITH COLLEGE GRADUATE MEN AS A BASIS

Year	College Graduate Men Enrolled, Fall Semester	Physical Education Graduate Men, Fall Semester	Percent Col. 2 of Col. 1	Course Registration							
				Fall	Sprg.	Total	Percent Col. 6 of Col. 1	Summer		Total	Percent Col. 10 of Col. 1
								SI	SII		
1964	763	9	1.2	21	22	43	5.6	58	xxx	--	--
1965	933	19	2.0	24	xx	--	--	65	18	83	8.9
1966	1,083	24	2.2	37	37	74	6.9	87	18	105	9.7
1967	1,288	25	1.9	39	49	88	6.8	108	21	129	10.0
1972	2,276	45	2.0	70	89	159	7.0	186	42	228	10.0
1977	4,276	85	2.0	133	166	299	7.0	350	78	428	10.0

#### Undergraduate Service Courses:

The ratio of service course enrollment to College undergraduate men enrollment, 1964-67, was remarkably consistent. It is expressed as 35 percent for the purposes of projection (Table III, Columns 2 and 3).

TABLE III

ACTUAL AND ANTICIPATED UNDERGRADUATE MEN SERVICE COURSE ENROLLMENT, 1964-77,  
PROJECTED BY EACH FIFTH YEAR, WITH COLLEGE UNDERGRADUATE MEN AS A BASIS.

Year	College Undergraduate Men, Fall Semester	Service Course Enrollment, Fall Semester	Percent Column 2 of Column 1
1964	7,967	2,676	34
1965	9,205	3,301	36
1966	9,887	3,395	34
1967	10,048	3,430	34
1972	13,376	4,682	35
1977	17,211	6,024	35

### Anticipated Enrollments and Summary:

For undergraduate majors in both majors program enrollment and student credit hours the data reveal an approximate expected increase of 40% for 1972 and 80% for 1977 with 1967 data as the base.

For graduate program enrollment the expected increase over 1967 for 1972 is 80%; for 1977 the increase is 340% over 1967. Because the base in this case is small (25), any undue emphasis on the percent of increase is quite misleading. A small change in anticipated numbers would radically change percent of increase.

For undergraduate service courses the increase over 1967 for 1972 is about 33%; for 1977 it is about 71%.

For both undergraduate programs the rates of increase in enrollment and registration compares favorably to increase expected for the student body during the next ten years.

The graduate program offers a different view and is difficult to assess. Because the program has been in existence for only ten years, its growth in enrollment has been greater than the total College graduate enrollment. If this trend were continued, which is unlikely, the result would be projections greater than those indicated here. Also a problem was a source of firm prediction of College graduate enrollment during the next ten years. No campus authority was able to accurately assess the effect of the Vietnam War over a period of years. Thus, Department projections for its graduate enrollment was pegged to an expected general 12.5% annual increase in College graduate enrollment. This expectation was the upper limit of expectations given by the Registrar and others. The consensus of the faculty within our Department is that the war will have less effect on the physical education graduate program because of the age and family status of many of its graduates.

APPENDIX TO  
ANTICIPATED ENROLLMENTS:  
1972 and 1977

PHYSICAL EDUCATION UNDERGRADUATE MEN MAJORS ENROLLMENT AND MAJORS  
COURSE REGISTRATION BY NUMBER OF REGISTRATIONS AND TOTAL HOURS  
(1957-67) AND PROJECTED ENROLLMENT, COURSE REGISTRATION,  
AND HOURS (1968-77) BASED ON PAST AND PROJECTED COLLEGE  
UNDERGRADUATE MEN ENROLLMENT BY FALL SEMESTER

Year	College Undergrad. Men, Fall Semester <sup>a</sup>	Physical Education Undergrad. Men, Fall Semester <sup>b</sup>	% Col.2 of Col.1 <sup>c</sup>	Course Registration <sup>d</sup>	% Col.4 of Col.1 <sup>e</sup>	Total Hrs. Registered <sup>d</sup>	% Col.6 Of Col.1 <sup>e</sup>
1957	5,995	68	1.1	153	2.6	384	6.4
1958	6,025	55	0.9	164	2.7	425	7.1
1959	5,939	59	1.0	200	3.4	518	8.7
1960	5,857	55	0.9	209	3.6	531	9.1
1961	6,377	71	1.1	216	3.4	533	8.4
1962	6,831	100	1.5	293	4.3	650	9.5
1963	7,116	130	1.8	423	5.9	1,058	14.9
1964	7,967	169	2.1	525	6.6	1,270	16.0
1965	9,205	238	2.6	603	6.5	1,560	17.0
1966	9,887	218	2.2	655	6.6	1,723	17.4
1967	10,048	218	2.2	695	6.9	1,628	16.2
1968	10,404	240	2.3	708	6.8	1,770	17.0
1969	11,122	260	2.3	756	6.8	1,890	17.0
1970	11,842	275	2.3	805	6.8	2,010	17.0
1971	12,572	295	2.3	855	6.8	2,135	17.0
1972	13,376	310	2.3	910	6.8	2,275	17.0
1973	14,031	330	2.3	954	6.8	2,385	17.0
1974	14,994	350	2.3	1,020	6.8	2,550	17.0
1975	15,786	370	2.3	1,072	6.8	2,685	17.0
1976	16,526	385	2.3	1,124	6.8	2,810	17.0
1977	17,211	400	2.3	1,170	6.8	2,925	17.0

<sup>a</sup>1964-67 data were taken directly from the records of the Registrar. 1957-63 data were an estimate based on the records of the Registrar. 1968-77 projections were based on an average annual increase of about 5.2% and on projected enrollments as published by the Director of Institutional Studies, October 25, 1967.

<sup>b</sup>1957-63 data were estimated from the records of the Registrar. 1964-67 data were taken from the records of the Registrar. 1968-77 projections were based on 1957-67 experience in the ratio of physical education undergraduate men to College undergraduate men as reflected in column 3.

<sup>c</sup>The ratio of men undergraduate physical education majors to College undergraduate men for each fall semester was recorded as a percent. The 2.3 percent for 1968-77 was computed as an average of the four years, 1964-67, and was used to determine projected enrollment of men physical education undergraduate majors as shown in column 2.

<sup>d</sup>Course registration data and total hours registered data (columns 4 and 6) for 1961-67 were taken from the records of the Department and reflect enrollment by undergraduate physical education men majors and by undergraduate majors from other programs. The actual data selected for each year was the greatest frequency of registration as is occurred in either fall or spring semester. The pattern of the semester with the greatest frequency of course registration was not consistent from year to year.

<sup>e</sup>Each percent or ratio was determined as in column 3 (footnote c) and was used as the basis for determining the respective projections of the preceding column.

PHYSICAL EDUCATION GRADUATE MEN ENROLLMENT AND GRADUATE COURSE  
REGISTRATION (1961-1967) AND PROJECTED ENROLLMENT AND  
REGISTRATION (1968-1977) BASED ON PAST AND  
PROJECTED COLLEGE GRADUATE MEN ENROLLMENT  
BY FALL SEMESTER

Year	College Grad. Men, Fall Semester <sup>a</sup>	P.E. Grad. Men, Fall Semester <sup>b</sup>	% Col.2 of Col.1 <sup>c</sup>	Course Registration <sup>d</sup>					% Total Sum. of Col. 1 <sup>f</sup>
				Fall	Sprg.	% Fall & Sprg. of Col.1 <sup>e</sup>	SI	SiI	
1961	422	6	1.4	7	6	3.1	54	6	14.2
1962	530	7	1.2	5	8	2.5	24	x	----
1963	615	7	1.1	16	18	5.5	39	x	----
1964	763	9	1.2	21	22	5.6	58	x	----
1965	933	19	2.0	24	x	---	65	18	8.9
1966	1,083	24	2.2	37	37	6.9	87	18	9.7
1967	1,288	25	1.9	39	49	6.8	108	21	10.0
1968	1,443	29	2.0	46	55	7.0	116	26	----
1969	1,616	32	---	50	63	---	132	30	----
1970	1,814	36	---	56	70	---	148	33	----
1971	2,032	41	---	64	78	---	166	37	----
1972	2,276	45	---	70	89	---	186	42	----
1973	2,549	51	---	78	100	---	208	47	----
1974	2,855	57	---	89	110	---	234	52	----
1975	3,198	64	---	100	123	---	260	60	----
1976	3,818	77	---	120	147	---	312	70	----
1977	4,276	85	---	133	166	---	350	78	----

<sup>a</sup>1964-67 data were taken directly from records of the Registrar. 1961-63 data were an estimate based on records of the Registrar. 1968-77 projections were based on 1961-68 data and on a 12 1/2% annual increase in graduate men enrollment.

<sup>b</sup>1964-67 data were taken from records of the Registrar. 1961-63 data were an estimate based on records of the Registrar and records of the Department. 1968-77 projections were based on 1961-68 experience in the ratio of physical education graduate men to College graduate men as reflected in column 3.

<sup>c</sup>The ratio of men physical education graduates to College graduate men for each fall semester was recorded as a percent. The 2 percent for 1968-77 was computed as an average of the four years, 1964-67, and was used to determine projected enrollment of men physical education graduates as shown in column 2.

<sup>d</sup>Course registration data for 1961-67 were taken from records of the Department and reflect enrollment by graduate physical education men majors and by graduate majors from other programs. A ratio for fall semester to spring semester course registration of 4 to 5 was fairly consistent. This ratio was used to project registration data. Total hours registered may be determined by multiplying each course registration figure by 3.

<sup>e</sup>Percents were computed from the sum of fall and spring registration with College enrollment in column 1 as the base. The 7 percent shown for 1968-77 was determined from the experience reflected in the 1961-67 data of this column.

<sup>f</sup>Percents were computed from the sum of sessions I and II for each summer. The session I to session II ratio of course registration was determined to be 9 to 2. The 10 percent shown for 1968-77 was determined from the experience reflected in the 1961-67 data of this and the preceding column.

PHYSICAL EDUCATION UNDERGRADUATE SERVICE COURSE ENROLLMENT  
(1957-67) AND PROJECTED ENROLLMENT (1968-77) BASED ON  
PAST AND PROJECTED COLLEGE UNDERGRADUATE MEN  
ENROLLMENT BY FALL SEMESTER

<u>Year</u>	<u>College Undergraduate Men, Fall Semester<sup>a</sup></u>	<u>Basic Course Enroll- ment, Fall Semester<sup>b</sup></u>	<u>% Column 2 of Column 1<sup>c</sup></u>
1957	5,995	1,406	27
1958	6,025	1,553	26
1959	5,939	1,591	27
1960	5,857	1,742	30
1961	6,377	1,714	27
1962	6,831	1,643	23
1963	7,116	2,043	29
1964	7,967	2,676	34
1965	9,205	3,301	36
1966	9,887	3,395	34
1967	10,048	3,430	34
1968	10,404	3,641	35
1969	11,122	3,893	35
1970	11,842	4,145	35
1971	12,572	4,400	35
1972	13,376	4,682	35
1973	14,031	4,911	35
1974	14,991	5,248	35
1975	15,786	5,525	35
1976	16,526	5,784	35
1977	17,211	6,024	35

<sup>a</sup>1964-67 data were taken directly from the records of the Registrar. 1957-63 data were an estimate based on records of the Registrar. 1968-77 projections were based on an average annual increase of about 5.2% and on projected enrollments as published by the Director of Institutional Studies, October 25, 1967.

<sup>b</sup>1957-67 data were taken from the records of the Department. 1968-77 projections were based on 1964-67 experience in the ratio of service course registrations to College undergraduate men as reflected in column 3. Since each enrollment is for a one hour course, column 2 also represents student semester hours.

<sup>c</sup>The ratio of service course registrations to College undergraduate men enrollment for each fall semester was recorded as a percent. The 35 percent for 1968-77 was computed as an average of the four years, 1964-67, and was used to determine projected enrollment in basic physical education courses as shown in column 2.

MEN'S INTRAMURAL PROGRAM UNDERGRADUATE PARTICIPATION (1957-58 to 1967-68)  
 AND PROJECTED PARTICIPATION (1968-69 to 1977-78) BASED ON  
 PAST AND PROJECTED COLLEGE UNDERGRADUATE  
 MEN PARTICIPATION

YEAR	FALL & SPRING MALE UNDERGRADUATE ENROLLMENT(a)	MALE PARTICIPANTS(b)	PER CENT OF PARTICIPATION(c)
1957-58	6,613	1,218	18.4
1958-59	6,611	1,762	26.7
1959-60	6,481	2,261	34.6
1960-61	6,455	2,364	36.6
1961-62	7,012	2,403	34.3
1962-63	7,601	3,462	45.5
1963-64	7,935	3,338	42.1
1964-65	8,799	4,894	55.6
1965-66	9,989	5,416	58.09
1966-67	10,571	6,478	61.35
1967-68	10,957	7,000	63.9
1968-69	11,527	7,493	65.0
1969-70	12,126	7,882	65.00
1970-71	12,756	8,291	65.0
1971-72	13,419	8,723	65.0
1972-73	14,117	9,176	65.0
1973-74	14,851	9,653	65.0
1974-75	15,623	10,155	65.0
1975-76	16,435	10,683	65.0
1976-77	17,289	11,238	65.0
1977-78	18,182	11,822	65.0

- (a) 1957-58 to 1967-68 data were taken directly from the annual report of the Men's Intramural Program. 1968-69 to 1977-78 projections were based on an average annual increase of 5.2%.
- (b) 1957-58 to 1967-68 figures were taken from the record of the Men's Intramural Program. 1968-69 to 1977-78 projections were based on 65% of the male undergraduate enrollment of the projected figures in Column I.
- (c) The ratio of Intramural participants to college undergraduate men enrolled fall and spring semester was recorded as a per cent. The 65% for 1968-69 to 1977-78 was selected based on the projections for next year. This percentage was held constant throughout the 10 year projections since the Intramural Program at Texas Tech represents one of the highest rate of participation in the nation for universities over 10,000 total enrollment.

ACTUAL AND ANTICIPATED OPERATING BUDGET FOR THE  
MEN'S INTRAMURAL PROGRAM  
1957-58 to 1977-78

YEAR	BUDGET AMOUNT (a)	AMOUNT OF INCREASE (b)	PER CENT OF INCREASE (c)
1957-58	\$ 6,425.00	\$	
1958-59	6,795.00	370.00	5.75
1959-60	15,690.00	8,895.00	130.9
1960-61	20,220.00	4,530.00	28.8
1961-62	20,072.00	- 148.00	- .7
1962-63	23,429.00	3,357.00	16.7
1963-64	31,920.00	8,491.00	36.2
1964-65	31,735.00	- 185.00	- .6
1965-66	40,124.00	8,389.00	26.4
1966-67	40,304.00	180.00	.4
1967-68	46,068.00	5,764.00	14.3
1968-69	55,395.00	9,327.00	20.2
1969-70	64,325.00	8,930.00	15.0
1970-71	73,974.00	9,649.00	15.0
1971-72	85,070.00	11,096.00	15.0
1972-73	97,830.00	12,760.00	15.0
1973-74	112,505.00	14,675.00	15.0
1974-75	129,381.00	16,876.00	15.0
1975-76	148,788.00	19,407.00	15.0
1976-77	171,108.00	22,318.00	15.0
1977-78	196,772.00	25,666.00	15.0

- (a) 1957-58 to 1968-69 data were taken directly from the records of the Men's Intramural Program. 1969-70 to 1977-78 projections were based on an average annual increase of about 15 per cent.
- (b) 1957-58 to 1968-69 data were taken from the records of the Men's Intramural Program. 1969-70 to 1977-78 projections were based on 1965-66 to 1968-69 experience in the ratio of increase to the budget amount as reflected in column 3.
- (c) The ratio of increase for each school year was recorded as a per cent. The 15 per cent for the 1969-70 to 1977-78 was computed on an average of the previous four years (1965-66 to 1968-69) and was used to determine projected increases in the budget.

ACTUAL AND ANTICIPATED EXPENDITURE FOR MAINTENANCE  
AND EQUIPMENT, 1957-58 TO 1977-78,  
FOR THE MEN'S INTRAMURAL PROGRAM

YEAR	MAINTENANCE AND EQUIPMENT (a)	AMOUNT OF INCREASE (b)	PER CENT OF INCREASE (c)
1957-58	\$ 550.00	\$	
1958-59	450.00	- 100.00	- 18.18
1959-60	4,500.00	4,050.00	900.00
1960-61	7,810.00	3,310.00	73.56
1961-62	3,975.00	- 3,835.00	- 49.1
1962-63	4,500.00	525.00	13.21
1963-64	5,975.00	1,475.00	32.78
1964-65	5,752.00	- 223.00	- 3.73
1965-66	7,895.00	2,143.00	37.26
1966-67	9,195.00	1,300.00	16.47
1967-68	9,495.00	300.00	3.26
1968-69	9,495.00	- 0 -	- 0 -
1969-70	10,824.00	1,329.00	14.0
1970-71	12,339.00	1,515.00	14.0
1971-72	14,066.00	1,727.00	14.0
1972-73	16,035.00	1,969.00	14.0
1973-74	18,280.00	2,245.00	14.0
1974-75	20,839.00	2,559.00	14.0
1975-76	23,756.00	2,917.00	14.0
1976-77	27,082.00	3,326.00	14.0
1977-78	30,873.00	3,791.00	14.0

- (a) 1957-58 to 1968-69 data were taken directly from the records of the Men's Intramural Program. 1969-70 to 1977-73 projections were based on an average annual increase of about 14 per cent.
- (b) 1957-58 to 1968-69 data were taken from the records of the Men's Intramural Program. 1969-70 to 1977-78 projections were based on 1965-66 to 1968-69 experience in the ratio of increase to the maintenance and equipment budgeted amount as reflected in column 3.
- (c) The ratio of increase for each school year was recorded as a per cent. The 14 per cent for the 1969-70 to 1977-78 was computed on an average of the previous four years (1965-66 to 1968-69) and was used to determine projected increases in the Maintenance and Equipment budget.

ACTUAL AND ANTICIPATED BUDGET FOR CONTRACT PERSONNEL  
1957-58 TO 1977-78 FOR THE MEN'S  
INTRAMURAL PROGRAM

YEAR	CONTRACT PERSONNEL (a)	AMOUNT OF INCREASE (b)	PER CENT OF INCREASE (c)
1957-58	\$ 4,275.00	\$	
1958-59	4,275.00		
1959-60	7,025.00	2,750.00	64.3
1960-61	9,000.00	1,975.00	28.1
1961-62	12,696.00	3,696.00	41.0
1962-63	12,876.00	180.00	1.4
1963-64	19,030.00	6,154.00	47.7
1964-65	19,210.00	180.00	.9
1965-66	23,656.00	4,446.00	23.1
1966-67	23,836.00	180.00	.7
1967-68	29,300.00	5,464.00	22.9
1968-69	36,800.00	7,500.00	25.6
1969-70	43,424.00	6,624.00	18.0
1970-71	49,938.00	6,514.00	18.0
1971-72	54,429.00	7,491.00	18.0
1972-73	62,593.00	8,164.00	18.0
1973-74	71,982.00	9,389.00	18.0
1974-75	82,779.00	10,797.00	18.0
1975-76	95,196.00	12,417.00	18.0
1976-77	109,475.00	14,279.00	18.0
1977-78	125,896.00	16,421.00	18.0

- (a) 1957-58 to 1968-69 data were taken directly from the records of the Men's Intramural Program. 1969-70 to 1977-78 projections were based on an average annual increase of about 18 per cent.
- (b) 1957-58 to 1968-69 data were taken from the records of the Men's Intramural Program. 1969-70 to 1977-78 projections were based on 1965-66 to 1968-69 experience in the ratio of increase to the contract personnel amount as reflected in column 3.
- (c) The ratio of increase for each school year was recorded as a per cent. The 18 per cent for the 1969-70 to 1977-78 was computed on an average of the previous four years (1965-66 to 1968-69) and was used to determine projected increases in the contract personnel budget.

MEN'S INTRAMURAL PROGRAM BUDGET FOR STUDENT HELP  
(1957-58 TO 1968-69) AND PROJECTED BUDGET  
(1969-70 TO 1977-78) BASED ON PAST  
AND PROJECTED BUDGETS

YEAR	STUDENT HELP PAY (a)	AMOUNT OF INCREASE (b)	PER CENT OF INCREASE (c)
1957-58	\$ 1,600.00	\$	
1958-59	1,970.00	370.00	23.1
1959-60	3,890.00	1,920.00	97.5
1960-61	3,000.00	- 890.00	- 22.87
1961-62	2,920.00	- 80.00	- 2.66
1962-63	6,053.00	3,133.00	107.3
1963-64	6,915.00	862.00	14.2
1964-65	6,773.00	- 142.00	- 2.05
1965-66	7,273.00	500.00	7.3
1966-67	7,273.00	- 0 -	- 0 -
1967-68	7,273.00	- 0 -	- 0 -
1968-69	9,100.00	1,827.00	25.1
1969-70	9,837.00	737.00	8.1
1970-71	10,634.00	797.00	8.1
1971-72	11,495.00	861.00	8.1
1972-73	12,426.00	931.00	8.1
1973-74	13,433.00	1,007.00	8.1
1974-75	14,521.00	1,088.00	8.1
1975-76	15,697.00	1,176.00	8.1
1976-77	16,968.00	1,271.00	8.1
1977-78	18,342.00	1,374.00	8.1

- (a) 1957-58 to 1968-69 data were taken directly from the records of the Men's Intramural Program. 1969-70 to 1977-78 projections were based on an average annual increase of about 8.1 per cent.
- (b) 1957-58 to 1968-69 data were taken from the records of the Men's Intramural Program. 1969-70 to 1977-78 projections were based on 1965-66 to 1968-69 experience in the ratio of increase to the student help amount as reflected in column 3.
- (c) The ratio of increase for each school year was recorded as a per cent. The 8.1 per cent for the 1969-70 to 1977-78 was computed on an average of the previous four years (1965-66 to 1968-69) and was used to determine projected increases in the student help budget.

## III - B

STAFF NEEDS FOR PHYSICAL EDUCATION DEPARTMENT FOR NEXT TEN YEARS BASED  
ON ANTICIPATED STUDENT SEMESTER HOURS IN MAJOR, GRADUATE AND REQUIRED PROGRAMS

	<u>Major</u>	<u>Graduate</u>	<u>Required</u>	<u>Total</u>	<u>Number of Staff</u>
1968	1730	165	3641	5536	20.1
1969	1890	189	3893	5972	21.3
1970	2010	210	4145	6365	23.1
1971	2135	234	4400	6769	24.6
1972	2275	267	4682	7224	26.2
1973	2385	300	4911	7596	27.6
1974	2550	330	5248	8128	29.5
1975	2685	369	5525	8579	31.2
1976	2810	441	5784	9035	32.8
1977	2925	498	6024	9447	34.3

## III - C - 1.2.

FACILITY NEEDS

1967 - 1972 - 1977

<u>Type of Facility</u>	<u>Indoor Space</u>	<u>Outdoor Space</u>	<u>Cost</u>
Additions to Present Gym - 1967	18,700 sq. ft.		\$ 250,000. (Appendix B)
Intramural Service Building - 1972	200,850 sq. ft.	47,775 sq. ft.	6,129,555. (Appendix C)
Physical Education Major Athletic Building - 1977	99,211 sq. ft.		2,281,853. (Appendix D)
<u>Additional Facilities Needed - 1977</u>			
1 - Archery Range		90,000 sq. ft.	10,000.
1 - Golf Course (18 Hole)		4,356,000 sq. ft.	290,000.
1 - Lighted Golf Driving Range		871,200 sq. ft.	40,000.
4 - Lighted Softball Fields		250,000 sq. ft.	20,000.
Lighted and Heated Swimming Facilities			700,000.
1 - Olympic Pool		12,375 sq. ft.	
1 - Diving Pool		3,600 sq. ft.	
1 - Beginners Pool		3,600 sq. ft.	
1 - Miscellaneous Area		10,000 sq. ft.	
16 - Lighted Tennis Courts		48,480 sq. ft.	160,000.
4 - Lighted Touch Football Fields		230,400 sq. ft.	15,000.

<u>Type of Facility</u>	<u>Indoor Space</u>	<u>Outdoor Space</u>	<u>Cost</u>
1 - Auditorium (600 People)	5,500 sq. ft.		\$ 193,000.
36 - Bowling Lanes (Air-Conditioned)	37,500 sq. ft.		937,500.
Automatic Pin Setters			360,000.
Cost Per Lane (\$3,000)			108,000.
1 - Locker and Shower Room	<u>1,500 sq. ft.</u>		<u>18,000.</u>
TOTAL	<u>363,261 sq. ft.</u>	<u>5,923,430 sq.ft.</u>	
TOTAL COST	<u>\$9,051,908.</u>	<u>\$2,461,000.</u>	
		GRAND TOTAL COST	<u>\$11,512,908.</u>
		GRAND TOTAL SPACE	<u>6,286,691 sq. ft.</u>

## III - D - 1.

## OBJECTIVES OF THE PHYSICAL EDUCATION

## SERVICE PROGRAM FOR MEN

In broad terms the objectives of the Service Program are: optimum organic, neuromuscular, interpretative, and personal-social development of all students enrolled in the physical education service program. These objectives will remain the same ten years hence. However, it is expected that the methods and techniques of achieving these objectives will change as new equipment and facilities are developed.

## Five Year Objectives

1. To introduce the students to a wide variety of physical activities.
2. To provide an activity for every male student enrolled in the service program with due consideration for each individual's capacities, interests, and needs.
3. To obtain more adequate facilities, equipment, and staff for administering the program.
4. To improve the counseling and guidance in the physical education programs.
5. To increase emphasis on the development of recreational skills.
6. To provide a specific remedial activity for individuals having impairment needing special attention, and as determined through a screening test.

### Ten Year Objectives

1. To obtain qualified specialists to teach each activity offered in the service program.
2. To adopt a general policy whereby all male students are required to participate in the service program, for example, band, R.O.T.C., and Veterans should not be excused from physical education.
3. Credit and quality or grade point value for physical education granted on the same basis as any other area in the educational program.

## III - D - 2.

## OBJECTIVES OF THE UNDERGRADUATE PHYSICAL EDUCATION

## MAJOR PROGRAM

The primary goal of the undergraduate major program is to prepare beginning teachers for the public schools of the state of Texas. In addition to the teacher education program in physical education, the department must broaden its concepts to meet other responsibilities within the boundaries of the profession. With these ideas in mind the following objectives are suggested for the various time periods.

## Five Year Objectives

1. Development of a coaching certification program in the physical education department.
2. Development of a health education specialization area within the department.
3. Development of a strong recreation major program.
4. Supervision of student teachers in cooperation with the school of education.
5. Expansion of safety education offerings.
6. Introduction of research techniques to the undergraduate curriculum.

## Ten Year Objectives

1. B. S. degree in health education.
2. B. S. degree in recreation.
3. B. S. degree in safety education.
4. Development of a curriculum on the undergraduate level to prepare students specifically in research activities.
5. Development of a minor in athletic teaching.

6. Complete supervision of student teaching.

# III - D - 3.

## BASIS FOR GRADUATE DEVELOPMENT PLAN

### MASTER OF EDUCATION IN PHYSICAL EDUCATION

1. Purpose: The master of education program in physical education is primarily intended to prepare physical educators for administrative and teaching positions in elementary and secondary schools, junior colleges, and special educational institutions, and for work toward an advanced degree.
2. Objectives: The objectives of this degree program shall be
  - a. To develop knowledge of current administrative theory as it applies to physical education, health education, athletics, intramurals, and recreation programs.
  - b. To develop research competence sufficient to locate, understand, and evaluate the findings of studies according to current theory; to relate these findings to administration, supervision, program development, and teaching method; and to interpret these findings for the benefit of educators, students, or laymen.
  - c. To translate theory in teaching and administration into practice.
    - (1) To develop teaching skills, attitudes, and understandings through carefully defined experiences and internships for the purpose of preparing the master teacher and/or the teacher in physical education of the exceptional child.
    - (2) To develop administrative skills, attitudes, and understandings through carefully defined experiences and internships for the purpose of preparing the administrator in physical education and sports.
3. Course offerings:
  - a. Present course offerings:
    - PE 431 - Kinesiology
    - PE 432 - Physiology of Exercise
    - PE 434 - Principles of Physical Education
    - PE 436 - Physical Examinations and Corrective Physical Education
    - PE 437 - Measurements in Physical Education
    - PE 438 - Curriculum Development in Physical Education
    - PE 439 - Organization and Administration of Recreational Programs
    - PE 4321- Methods and Techniques of Driver Instruction
    - PE 4323- Organization and Administration of Camps
    - PE 4326- Safety Education
    - PE 4331- Teacher Training in Gymnastics
    - PE 531 - Administration of Physical Education
    - PE 532 - Supervision of Physical Education

- PE 5322- Organization and Administration of Interscholastic and Intercollegiate Athletic Programs
- PE 5324- Organization and Administration of Intramural Sports
- PE 533 - Facilities for Physical Education
- PE 534 - Administration of School Health Programs
- PE 535 - Techniques of Research in Health, Physical Education, and Recreation
- PE 536 - Problems in Health, Physical Education, and Recreation
- PE 537 - Seminar in Health, Physical Education and Recreation
- PE 630 - Master's Report

b. New course offerings:

- Internship
- Practicum
- Kinesiotherapy for Exceptional Children
- Maturational Kinesiology
- History and Philosophy of Physical Education

4. Implementation Needs

- a. A faculty specialist and several supporting assistants to develop and conduct graduate internship and practicum (as well as to supervise undergraduate practice teaching).
- b. A faculty specialist in the physical education of the exceptional child (with background permitting instruction in both master of education and doctor of philosophy programs).
- c. Sufficient office and conference and seminar space to house both staff and program.

(See Proposed Schedule on P. 7).

5. Conclusion: Essentially, this degree program provides theoretical and practical development in four areas:

- a. Master teacher in physical education.
- b. Administrator in physical education.
- c. Administrator in sports.
- d. Teacher in physical education of the exceptional child.

MASTER OF SCIENCE

1. Purpose: The master of science program in physical education is primarily intended to prepare physical educators in the scientific theory of human movement in both breadth and depth and to provide fundamental research skills as tools for continuing individual study and/or advanced degree programs.
2. Objectives: The objectives of this program shall be
  - a. To advance the level of knowledge of theory and research in areas of study in kinesiology (human movement) and related sciences.
  - b. To develop research competence sufficient to locate, understand, and evaluate the findings of related studies and to conduct independent research.
3. Course Offerings:
  - a. Present course offerings:
    - PE 535 - Techniques of Research
    - PE 536 - Problems
    - PE 537 - Seminar
    - PE 631 - Thesis
  - b. New Course Offerings:
    - PE 5304 - Physiological Kinesiology
    - PE 5305 - Psychological Kinesiology
    - PE 5306 - Mechanical Kinesiology
    - PE 5307 - Environmental Kinesiology
    - PE 5308 - Sociological Kinesiology
4. Implementation Needs
  - a. Development and acceptance of new courses
  - b. Faculty additions
  - c. Development of kinesiology research laboratory
5. Conclusions: Essentially, this degree program provides theoretical and experiential development in three areas:
  - a. Pre-doctoral student
  - b. Teacher and coach with research competence
  - c. Kinesiotherapist

DOCTOR OF EDUCATION IN PHYSICAL EDUCATION

1. Purpose: The doctor of education program in physical education is primarily intended to prepare physical educators for administrative and teaching positions in undergraduate and graduate programs and for supervision and administration in other educational systems and related sports programs.
2. Objectives: The objectives of this degree program shall be
  - a. To develop broad professional knowledge as to the nature of education, the nature of teaching, the nature of administration, and the methods of research, and to provide opportunities for understanding of and competence in the development of programs relative to teacher education and to administrative preparation.
  - b. To provide opportunity for concentration in the kinesiological bases for human performance.
3. Course offerings:
  - a. Present course offerings:
    - PE 531 - Administration of Physical Education
    - PE 532 - Supervision of Physical Education
    - PE 533 - Facilities for Physical Education
    - PE 534 - Administration of the School Health Program
    - PE 535 - Techniques of Research in Health, Physical Education, and Recreation
    - PE 536 - Problems in Health, Physical Education, and Recreation
    - PE 537 - Seminar in Health, Physical Education, and Recreation
    - PE 5322- Organization and Administration of Interscholastic and Intercollegiate Athletic Programs
    - PE 5324- Organization and Administration of Intramural Sports
  - b. New course offerings:
    - History and Philosophy of Physical Education
    - Curriculum Development in Physical Education
    - Finance in Physical Education
    - Public Relations in Physical Education
    - Administration of Special Programs
    - Sociological Kinesiology
    - Psychological Kinesiology
    - Mechanical Kinesiology
    - Physiological Kinesiology
    - Maturational Kinesiology
    - Seminar in Physical Education Teaching
    - Seminar in Physical Education & Sports Administration
    - Seminar in Kinesiology
    - Seminar in Tests and Measurements
    - PE 831 - Dissertation

#### 4. Implementation Needs

- a. Immediate approval of a minimum schedule of courses.
- b. Other needs concurrent with and not in addition to master's program.

#### 5. Conclusions: Essentially, this degree program provides theoretical and practical development in 5 areas:

- a. Undergraduate and graduate major teacher
- b. Administrator of college physical education programs
- c. Sports administrator
- d. Administrator of school physical education programs
- e. Teacher or administrator with facility in professional research

### DOCTOR OF PHILOSOPHY

1. Purpose: The purpose of the doctor of philosophy program is to develop individuals with a profound understanding of one area of kinesiology who would serve as professors in the undergraduate or graduate programs in physical education in colleges and universities, as research workers, as kinesiotherapists, or as research consultants and supervisors.
2. Objectives: The objectives of this degree program shall be
  - a. To develop in depth knowledge of one of the areas of kinesiology.
  - b. To develop research competence sufficient to locate, understand, and evaluate the findings of studies related to kinesiology and to conduct and interpret independent research.
3. Course Offerings:
  - a. Present course offerings:
    - PE 535 - Techniques of Research
    - PE 536 - Problems in Health, Physical Education, and Recreation
    - PE 537 - Seminar in Health, Physical Education, and Recreation
  - b. New courses:
    - PE 5301 - Seminar in Kinesiology
    - PE 5303 - Anatomical Kinesiology
    - PE 5304 - Physiological Kinesiology
    - PE 5305 - Psychological Kinesiology
    - PE 5306 - Mechanical Kinesiology
    - PE 5307 - Environmental Kinesiology

- PE 5307 - Environmental Kinesiology
- PE 5308 - Sociological Kinesiology
  - Psychological Kinesiology II
  - Physiological Kinesiology II
  - Anthropological Kinesiology
  - Aquatic Kinesiology
  - Comparative Kinesiology
- PE 731 - Research
- PE 831 - Dissertation

#### 4. Implementation Needs

- a. Development of New Courses
- b. Development of kinesiology laboratory
- c. Student recruitment and increase in number of graduate assistantships and development of research fellowships or assistantships
- d. Development of a research professorship
- e. Development of research load for all staff

#### SCHEDULE FOR IMPLEMENTATION

##### A. Staff

- 1968-69 - Research for all staff that are teaching in the undergraduate and graduate major program.
- 1969-70 - Add one faculty specialist in internships and practicum and one graduate assistant.  
Add one faculty specialist in research.
- 1970-71 - Add one faculty specialist in physical education of the exceptional child.
- 1971-72 - Add five graduate assistantships.
- 1972-73 - Add one faculty specialist in psychological kinesiology.
- 1973-74 - Add one faculty specialist in supervision of practice teaching.
- 1974-75 - Add one faculty specialist in anatomical kinesiology.
- 1975-76 - Add one faculty specialist in physiological kinesiology.
- 1976-77 - Add one faculty specialist for supervision of Practicum and Internship.  
Add one faculty specialist in anthropological and comparative kinesiology.  
Add one faculty specialist in area(s) of greatest need.

## B. Courses and Programs

1968-69 - None

1969-70 - PE 5304 - Physiological Kinesiology  
 PE 5305 - Psychological Kinesiology  
 PE 5306 - Mechanical Kinesiology

1970-71 - Master of Science  
 Internship  
 Practicum  
 PE 5310 - History and Philosophy  
 PE 5307 - Environmental Kinesiology  
 PE 5308 - Sociological Kinesiology  
 PE 5309 - Curriculum Development in Physical Education  
 PE 5301 - Seminar in Kinesiology

1971-72 - Doctor of Education  
 Kinesiotherapy for Exceptional Children  
 Maturation Kinesiology  
 PE 5311 - Seminar in Tests and Measurements  
 PE 5312 - Administration of Special Programs  
 PE 5313 - Finance in Physical Education  
 PE 5314 - Public Relations in Physical Education  
 PE 831 - Dissertation

1972-73 - Seminar in Physical Education Teaching  
 Seminar in Physical Education and Sports Administration  
 PE 5303 - Anatomical Kinesiology

1973-74 - Physiological Kinesiology .II  
 Psychological Kinesiology II

1974-75 - Doctor of Philosophy  
 PE 731 - Research

1975-76 - Anthropological Kinesiology

1976-77 - Aquatic Kinesiology  
 Comparative Kinesiology

## C. Physical Space

1968-69 - To meet present staff needs we need four offices for faculty and two offices for graduate assistants.

1969-70 - Two faculty offices and one seminar room.

1970-71 - Develop kinesiology research laboratory  
 One faculty office.

1971-72 - Three graduate assistantship offices.

1972-73 - One seminar room.  
One faculty office.

1973-74 - One faculty office.

1974-75 - One faculty office.  
One dissection laboratory.  
One reading room.

1975-76 - One faculty office.

1976-77 - Three faculty offices.

D. Essential secretarial and secretarial office space as needed.

E. Equipment Needs

<u>Quantity</u>	<u>Item</u>	<u>Amount</u>
1	PHYSIOGRAPH "Six" Main Frame with 12-Fixed Speed Chart Drive, Timer Mechanism with Selector Switch & Twin Solenoid Time-Event Marker with Inking Assemble	\$ 1025.
3	Recording Channel/Curvilinear	1350.
1	Mobile Cabinet "Six" Standard	250.
1	Electrosphygmograph	190.
1	Adult Occluding Cuff	37.
1	Hi-Gain Preamplifier	190.
1	Surface Electrode Kit	24.
1	Transducer Stand	12.
1	Telemetry Transmitter FM-1100-E2	175.
1	Preamplifier, Cardiac	98.
1	Preamplifier, Carrier	160.
1	Quinton Treadmill - Model 24-72	6200.
1	Quinton Pushbutton Controls	300.
1	Quinton Optional Program Control	500.

<u>Quantity</u>	<u>Item</u>	<u>Amount</u>
1	Telemetry Receiver FM-1100-4	\$ 250.
1	Calculator	1000.
1	Sphygmomanometer	35.
1	Wet Spirometer	170.
	Kinesiotherapy Equipment	1319.
1	Electric Chronometer	1000.
1	16mm Movie Camera	1100.

#### SUMMARY

The projections include plans for development of programs, staff, space and equipment. These plans are summarized as follows:

##### A. 1968-72

1. Two new graduate programs will be implemented; these programs and their date of implementation are Master of Science, 1970, and Doctor of Education, 1971. In addition, twenty-one courses will be added, some of which will be a part of a proposed Ph.D. program.
2. Staff additions will include four new faculty and six new graduate assistantships and assignment of a research load to each staff member. Additional secretarial help will also be needed.
3. To meet both present and future space needs, additional requirements include eight faculty offices, five graduate assistant offices, two seminar rooms and one kinesiology research laboratory.
4. A minimal outlay of \$15,385 is needed for equipping the laboratory plus \$4,500 for laboratory space. In addition, \$5,000 would be needed for new equipment for the second year (1971-72) of operation of the laboratory (for details see p. 8 & 9 of this report).

##### B. 1973-77

1. One new graduate program, the Doctor of Philosophy, will be implemented in 1974-75 and six courses.

2. Six new staff will be added. This will require additional secretarial help.
3. Six faculty offices, one reading room, and one dissection laboratory.
4. Approximately \$5,000 each year will be needed for the laboratory equipment for a total of \$25,000.

## III - D - 4.

## SUMMARY

## FIVE AND TEN YEAR PROJECTIONS

## MEN'S INTRAMURAL PROGRAM

For 1968 - 1973 it is anticipated that the undergraduate participation figure will remain rather constant with the per cent of participation falling somewhere between 60 and 65 per cent. This percentage should also hold very well for 1973 - 1978. Since our per cent of participation is already well above average, it is doubtful that it can be increased significantly without the addition of new facilities and additional personnel.

The operating budget for the program has been reasonably adequate in the past and it is anticipated that an approximate 15 per cent increase per year during the next five years will be adequate for meeting the needs of the program. For 1973 - 1978, the 15 per cent average increase will not be adequate should new expanded facilities become available during that period. Regardless of the rate of growth and the development of facilities, it is anticipated that the administration will continue to provide a reasonably adequate operating budget.

During 1968 - 1973 the Men's Intramural Program will most definitely need one additional secretary and one additional assistant director. During the period of 1973 - 1978 there will also be a need for additional graduate student assistants. The exact number involving the graduate assistants will be related

directly to an increase in facilities since these positions are supervisory in nature and are determined by the two primary factors of facilities and teams involved in the use of the facilities.

During 1968 - 1973 there is an urgent need for the development and initiation of (1) expanded artificial illumination for a complex of outdoor play fields. The most urgent need for facilities lies in this specific area. Expanded enrollments involving greater participation require that artificial illumination be provided for outdoor play fields rather than limit team participation. At the present time the outdoor play fields are scheduled 100 per cent during daylight hours and the one illuminated field now in use is of little significant help. A complex of lighted play fields would more than double the scheduling capacity. (2) A sound financial base for an operating budget and facility debt retirement based upon a student use fee, and (3) the finalization of plans for new expanded facilities designed to accommodate all levels of participants to include undergraduate students, graduate students, faculty, and staff. The scope of the program for levels of participation and extent of facilities should not be limited by an inadequate student fee. Steps 2 and 3 during this period must go hand in hand.

For 1973 - 1978 it is anticipated that the planning and action taken during the first five years from now be implemented through the achievement of adequate financial support for the facilities and program which should be in operation during the very early years of the latter half of the ten year program.

## III - E

SCHOOL OF HEALTH, PHYSICAL EDUCATION  
AND RECREATION

The Physical Education Department should be reorganized into the School of Health, Physical Education and Recreation. The departments in the service area of the School would be the Recreation Department and Intramural Department. In the academic area, the departments would be the (1) Undergraduate Physical Education Major Program Department, (2) Graduate Program Department, (3) Undergraduate Health and Safety Department, and the (4) Undergraduate Recreation Department. These departments should be all organized by the fifth year, and the quality of these programs should be improved by the sixth year through the tenth year.

The latest figures I have as to the number of schools and colleges in health, physical education and recreation in the country reveal that in 1960 there were 15 schools and colleges of health, physical education and recreation. The number of colleges and schools in health, physical education and recreation is increasing annually.

SCHOOL OF ARTS & SCIENCES

Assistant Dean

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

Advisory Committee (Department Directors) DUTIES

- |                                   |              |                     |                            |
|-----------------------------------|--------------|---------------------|----------------------------|
| 1. Administrative correspondence  | inventor     | 5. personnel        | 6. supervision             |
| 2. Coordinate budgets & schedules | requisitions | staff               | 7. full time teaching load |
| 3. Course committee               | purchasing   | students assistants | 8. (12-15) semester hours  |
| 4. Facilities & equipment         | maintenance  | others              |                            |

SERVICE PROGRAMS

ACADEMIC PROGRAMS

PROGRAMS

DIRECTOR OF INTRAMURALS

H. EDESEL BUCHANAN

DIRECTOR OF REQUIRED PHYSICAL EDUCATION PROGRAM

DR. HERMAN B. SEGREST

DIRECTOR OF PROFESSIONAL UNDERGRADUATE PHYSICAL EDUCATION PROGRAM-PHYSICAL MAJORS

DR. JOHN W. COBB JR.

DIRECTOR OF PROFESSIONAL GRADUATE PHYSICAL EDUCATION PROGRAM

DR. RAMON W. KIREILIS

DIRECTOR PROFESSIONAL UNDERGRADUATE HEALTH & SAFETY PROGRAM

NEW DIRECTOR

DIRECTOR OF THE PROFESSIONAL UNDERGRADUATE RECREATION PROGRAM

NEW DIRECTOR

PURPOSE: Obtain 100% participation of the male student body.

STATUS: Total number of activity participations was 10,700 during the 1966-1967 school year.

DUTIES: supervision of facilities, equipment & activities personnel (IM assistants) publicity & promotion

organization-of units-both team and individual scheduling of program and facilities over-all program maintenance & expansion

awards rules & regulations participation records budget administration planning community relations and facilities use time teacher-4 sem. hrs.

inventory facility-operation & maintenance-outdoor

PURPOSE: To ascertain the student's physical efficiency and health status through standardized physical efficiency tests and medical reports, which will enable the staff to prescribe a sports program that will meet each student's physical needs.

STATUS: 6169 students were enrolled in this program during the fall & spring semesters of the 1967-1968 school year.

DUTIES: counsel and advise students budget administration elective courses

scheduling personnel--student assistants & teaching fellows explanation to freshmen concerning required program-Dean Orientation Program

adapted sports full time teaching load 12-15 semester hours facility operation & maintenance--locker room

PURPOSE: Develop Physical Education teachers and coaches

STATUS: During the 1967-1968 school year we had 260 Physical Education Majors--in 1967 35 graduated with a bachelor's degree in Physical Education.

DUTIES: counsel & advise students budget administration S. Major & Minor in Physical Education & Minor in Health & Safety curricular represent Teacher Education Council budget administration

scheduling courses

personnel full time teaching load 12-15 semester hours facility operation & maintenance--tennis & handball courts

PURPOSE: Develop Physical Education directors, supervisors, & administrators

STATUS: During the 1967-68 school year, there were 33 graduate men Physical Education Majors. In 1967 12 students received their Master of Education degrees.

DUTIES: counsel and advise students budget administration graduate council representative curriculum research admission & selection

personnel facility operation & maintenance--gymnasium & classrooms

PURPOSE: Develop Health Educators. This program will in time become a Health Education major Program and a new director will be hired in the future.

STATUS: No figures are available

Driver Education: Every summer we certify between 12 and 16 students in the Driver Education Area.

PURPOSE: Develop recreation leaders A new director of recreation will be responsible for this program.

STATUS: During the 1967-68 school year we had 1 recreation major student.

DUTIES: counsel and advise students budget administration curriculum

research community services schedule

## III - F

RESEARCH PROJECTIONS FOR THE DEPARTMENT OF  
HEALTH, PHYSICAL EDUCATION, AND RECREATION FOR  
MEN FOR THE PERIODS 1968-1972 and 1968-1977

Projecting the type and the amount of research for the department of Health, Physical Education, and Recreation for Men at Texas Technological College is a particularly difficult task. It is difficult because of the great existent difference between optimal conditions and the current conditions. Therefore, I have chosen to present two projections for either extreme; that is, for optimal research conditions and the current conditions. For optimal conditions, the following assumptions were made.

1. all full-time staff teaching loads are reduced to nine hours and research loads increased from zero to three hours.
2. a kinesiology laboratory fully equipped is developed by Fall, 1969.
3. a master of science program is initiated by Fall, 1969.
4. a doctoral program is initiated by Fall, 1969.
5. a research professor is appointed in addition to the current staff level.

Research in this department can be divided into two broad and not mutually exclusive categories; these are applied or professional and theoretical or disciplinary. Research that is professional in nature would focus on the implementation of services whereas research that is disciplinary would focus on developing knowledge about human movement or kinesiology.

Studies of the profession that would be completed in the next ten years are as follows:

1. comparative studies. Physical education programs at all educational levels in different arid and semi-arid lands would be examined on the basis of content, standards, and structure. This would include the service course programs and the professional undergraduate and graduate programs. One staff member and one graduate student per year would be utilized for these studies.

2. non-laboratory fitness studies. In-school studies of the fitness levels of the students in this vicinity and different countries and the relationship of fitness to various psychological and sociological tests that are normally employed in the public schools would be completed. In these studies fitness testing equipment would be minimal and normally available in the schools. Two faculty and two graduate students per year would be utilized for these investigations.

3. test construction. The careful development of performance and knowledge tests that can be reliably and economically administered in the school programs is a continuous research need. One faculty and one graduate student would be utilized specifically for this purpose and other contributions from other staff would be periodically forthcoming as concomitants of their research interests.

4. kinesiotherapy. Experiments that are designed to study the effects of marked changes in levels of physical fitness on children mentally retarded, disturbed, and psychotic would be conducted as the State School in Lubbock develops. Evidence is limited concerning the value of physical activity programs for children and youth with these conditions. Most evidence is of a clinical nature and does not specifically treat physical fitness as a variable. Further, experiments to study the effects of changes in physical fitness upon work output, mental health, general vigor, alertness, and personal-social relations for children, youth, and adults would be completed. These studies would require two staff and two graduate students per year.

Studies that are oriented towards the development of knowledge about human movement or kinesiology and could be completed in this department are presented below. These studies would utilize the research professor full-time plus additional staff members as indicated. The topics include basic fitness, environmental kinesiology, and maturational kinesiology.

1. basic fitness. In consideration of a report by the President's Council on Physical Fitness, basic fitness studies would be completed. These studies would attempt to identify specific fitness components including measures of muscular strength, muscular endurance, and circulatory-respiratory endurance, and other kinesiological variables. Related to these studies would be investigations which examine the effects of hypo-kinesis and hyper-kinesis on these fitness parameters. Further, studies of kinesiological fatigue and the specific effects of psychological, sociological, and physiological parameters would be completed. Finally, fitness studies with subjects of different ages and different socio-economic backgrounds need to be completed on a longitudinal basis. This would require a half-time assignment of the research professor plus the research time of two staff members and four graduate students per year.

2. environmental kinesiology. Studies of the effects of environmental stressors on kinesiological performance would be completed. One study is under way entitled "Central Nervous System Involvement in Kinesiological Performance." The environments that would be included are lowered atmospheric pressure, hypokinesis, high and low ambient temperatures, high and low body temperatures, different diets, low humidity, and high anxiety levels. The kinesiological measures would include electromyographic and electrocardiographic parameters, muscular strength, and muscular endurance. These studies would require a half-time research load plus the research loads of two staff and four graduate students.

3. maturational kinesiology. Studies of the effects of exercise and sports participation on human growth would be completed. The influence of exercise as a human growth stimulant is not clearly understood. Although immobilization of a body part retards development, the nature of the stimulating effect of exercise upon growth and the intensity and deviation of muscular activity necessary for supporting optimum growth have not been determined. Data are available from animal studies on the long range effects of exercise upon the development of animals, but little, if any experimental work has been done on humans. In view of the increasing tendency in our culture to adopt a sedentary mode of life it is important to give consideration to the role of muscular exercise as a factor which may influence the quantitative and qualitative aspects of human growth. Parameters would include adipose tissue, bone dimensions, and other anthropometric measures in addition to kinesiological parameters. These studies would be conducted for the most part in conjunction with the studies in the two categories named above. Analyses would require the research loads of two staff and three graduate students per year.

The time table for these studies is difficult to accurately predict. General estimates are presented in Table I and Table II.

Given only minimal conditions for research the following projections would be made.

Each full-time faculty member (4) who holds the doctoral degree will complete three research studies in the next five years. All of these studies would be professional in nature and would focus on service course methods and testing. The only exception to this projection would be for faculty who advise thesis. At the present time this essentially includes one faculty member.

The thesis advisor will also focus primarily on professional research because most of the graduate students have minimal scientific backgrounds. This advisor

could complete five theses per year.

Therefore the minimal number of studies that could be completed in five years is 37 and in ten years is 74. For the most part these would be non-experimental or descriptive studies.



PROJECTED DISCIPLINARY RESEARCH FOR THE DEPARTMENT OF HEALTH, PHYSICAL  
EDUCATION, AND RECREATION FOR MEN FOR THE YEARS 1968-1977

[illegible]

III - G  
BUDGET SUMMARY

	<u>1967</u>	<u>5-Year Projections 1972</u>	<u>10-Year Projections 1977</u>
Personnel (Academic)	13.3 full-time teacher equivalent  \$ 139,644. (10,490 Average)	26.2 full-time teacher equivalent  \$ 393,000. (15,000 Average)	34.2 full-time teacher equivalent  \$ 684,000. (20,000 Average)
Indoor Space	18,700 sq. ft.  \$ 250,000. (Additions to Gym)	200,850 sq. ft.  +  47,775 sq. ft.  \$6,129,555. (Intramural Service Building)	99,211 sq. ft.  \$ 2,281,853. (P.E. Major Athletic Building)
Outdoor Space			
Additional Facilities:			
Indoor			382,000 sq. ft.  \$ 1,616,500.
Outdoor			5,875,655 sq. ft.  \$ 1,235,000.
TOTAL SPACE	18,700 sq. ft.	248,625 sq. ft.	6,358,866 sq. ft.
TOTAL COST	\$ 250,000.	\$6,129,555.	\$5,133,353.
GRAND TOTAL COST (Space)	\$11,512,908.	GRAND TOTAL SPACE	6,286,691 sq. ft.

	<u>1967</u>	<u>5-Year Projections 1972</u>	<u>10-Year Projections 1977</u>
Reorganize into School		Dean - \$ 25,000.	Dean - \$ 30,000.
		4 Chairmen - 80,000.	6 Chairmen - 150,000.
		6 Secretaries - <u>30,000.</u>	8 Secretaries - <u>48,000.</u>
		<u>\$135,000.</u>	<u>\$228,000.</u>
Research Equipment		<u>\$ 25,000</u>	<u>\$ 50,000.</u>
Maintenance and Equipment	<u>\$12,000.</u>	<u>\$ 15,000.</u> 30% Increase	<u>\$ 20,280.</u> 30% Inc.
Student Assistant	<u>\$11,000.</u>	<u>\$ 14,300.</u> 30% Increase	<u>\$ 18,530.</u> 30% Inc.
Travel	<u>\$ 1,000.</u>	<u>\$ 5,000.</u>	<u>\$ 10,000.</u>
Intramural Operational Budget \$46,068.		\$97,830.	\$196,772.
Main. & Oper. 9,495.		16,035	30,873.
Personnel 29,300.		62,593.	125,896.
Student Help <u>7,273</u>		<u>13,433</u>	<u>18,342.</u>
	<u>\$92,136.</u>	<u>\$189,891.</u>	<u>\$371,883.</u>
GRAND TOTAL	<u>\$505,780.</u>	<u>\$6,906,746.</u>	<u>\$6,516,046.</u>

## BUDGET

1950-51 - 1967-68

Department of Health, Physical Education and Recreation

for Men\*

<u>Year</u>	<u>Total</u>	<u>Teachers</u>	<u>Personnel</u>	<u>Student Assistants</u>	<u>M.E.T.</u>
1950-51	\$ 33,490.00	\$ 22,100.00	\$ 1,890.00	\$ 5,000.00	\$ 4,500.00
1951-52	32,740.00	24,350.00	1,890.00	2,000.00	4,500.00
1952-53	32,940.00	25,050.00	1,890.00	2,000.00	4,000.00
1953-54	38,400.00	25,450.00	5,550.00	2,000.00	5,400.00
1954-55	38,393.67	25,450.00	5,917.00	2,166.67	4,860.00
1955-56	44,010.00	30,750.00	6,250.00	2,150.00	4,860.00
1956-57	44,455.00	30,950.00	4,510.00	3,845.00	5,150.00
1957-58	52,695.00	35,250.00	4,295.00	8,000.00	5,150.00
1958-59	63,055.00	42,550.00	4,755.00	8,000.00	7,750.00
1959-60	63,330.00	44,000.00	3,380.00	8,200.00	7,750.00
1960-61	63,130.00	43,700.00	3,380.00	8,200.00	7,850.00
1961-62	68,030.00	46,350.00	4,980.00	8,200.00	8,500.00
1962-63	78,880.00	56,150.00	5,280.00	8,200.00	9,250.00
1963-64	94,290.00	71,150.00	5,640.00	8,400.00	9,100.00
1964-65	104,040.00	80,900.00	5,640.00	8,400.00	9,100.00
1965-66	128,723.00	102,705.00	6,060.00	9,500.00	10,458.00
1966-67	145,446.00	119,426.00	6,520.00	9,500.00	11,000.00
1967-68	166,184.00	139,644.00	3,540.00	11,000.00	12,000.00

\*This budget summary excludes the following budgets: (1) Intramural Budget and  
(2) Upward Bound Budget.

HEALTH, PHYSICAL EDUCATION AND RECREATION FOR MEN

APRIL 29, 1968

TO: DR. R. W. KIREILIS

FROM: EDESEL BUCHANAN AND JAMES MCNALLY

REFERENCE: MEDIUM AND LONG RANGE FACILITY NEEDS: REQUEST OF  
PRESIDENT MURRAY DATED FEBRUARY 15, 1968

The immediate need of this department can best be met through the completion of the existing new Men's Gymnasium as originally planned. The plans and construction drawings are already available in the Office of the College Architect. The structure now in use was built with the necessary features incorporated as required for addition at a later date. Such completion could easily be accomplished in a minimum of time and at a low initial cost. Additional immediate needs can also be alleviated through the use of three temporary barracks-type structures. Three units are needed immediately for use as (1) offices for staff and classroom, (2) research laboratory for physical education, and (3) equipment storage, sale and checkout for the Intramural Program for Men. Internal modernization is also desired as soon as possible. This would include, specifically, improved lighting in dressing rooms, relocation of lockers-baskets, redesign of internal facilities so as to more efficiently function within offices and dressing areas, redesign of pool balcony-bleacher areas as a conference-lecture-auditorium area, and the tiling of all locker and pool floor areas and decks. The New Gym addition, the modernization, and the three barracks units will meet the departmental needs for an immediate five year projection.

For a five to ten year projection, this department feels that the "Program Statement and Request, Intramural - Physical Education Building", submitted in April, 1966, is adequate. This request is attached as Appendix A. If an adequate plan for financing could be developed in the near future, the department feels that this new facility should be acquired early in the ten year projection.

To complete the ten year projection, the department feels that the Physical Education - Athletic Facility (now undergoing a feasibility study) should be constructed. The planning to date for this facility is included as Appendix B.

PROGRAM STATEMENT AND REQUEST  
INTRAMURAL - PHYSICAL EDUCATION BUILDING  
TEXAS TECHNOLOGICAL COLLEGE  
LUBBOCK, TEXAS

PROGRAM STATEMENT AND REQUEST

INTRAMURAL-PHYSICAL EDUCATION BUILDING

Texas Technological College  
Lubbock, Texas

The purpose of the Intramural-Physical Education Building is two-fold: (1) to provide recreational facilities for students, faculty, and staff (Men's Intramurals and Co-Recreation); (2) to provide instructional facilities for undergraduate men. It is intended that this project will provide facilities for the following activities for both men and women: basketball, volleyball, badminton, tennis, handball, squash, archery, golf, swimming, track, table tennis, and personal defense. In addition to the above, this project will provide facilities for wrestling, weight training and lifting, and exercise equipment for men. For the women, this facility will include an exercise room containing such exercise devices as pulley weights and rowing machines.

It is planned that this project will provide both indoor and outdoor facilities. The indoor facilities will consist of a building of approximately 200,850 gross square feet. The outdoor facilities will include a swimming pool, deck and tennis courts.

While it is understood that the major function of the indoor facilities is recreation, it is also understood that the Department of Physical Education for Men will use the Building for instructional purposes up to three o'clock on the weekday afternoons.

SUGGESTED TIME RATIO BETWEEN INSTRUCTIONAL CLASSES AND INTRAMURALS IN THE INTRAMURAL-PHYSICAL EDUCATION BUILDING

Total Number of Hours Available During Week = 101      \*73.5% for Recreation      \*26.5% for Classes  
 Weekdays: 76% for Instruction and 24% for Recreation between the hours from 8:00 A.M. and 3:00 P.M.  
 100% for Recreation after 3:00 P.M.  
 Weekends: 100% for Recreation on Saturdays and Sundays

TIME OF DAY-WEEKDAYS	TOTAL HOURS DURING DAY	INSTRUCTIONAL CLASSES		RECREATION PERIODS	
		% of Hours	Hours	% of Hours	Hours
8:00 A.M. to 12:00 Noon	4	.80	3.2	.20	.8
12:00 Noon to 1:00 P.M.	1	.50	.5	.50	.5
1:00 P.M. to 3:00 P.M.	2	.80	1.6	.20	.4
3:00 P.M. to 11:00 P.M.	8	.00	.0	100.00	8.0
TOTALS		=15 hours per day (75 per week)		5.3 hours per day = .35%	
				9.7 hours per day = .65%	

TIME OF DAY	TOTAL HOURS DURING DAY	INSTRUCTIONAL CLASSES		RECREATION PERIODS	
		% of Hours	Hours	% of Hours	Hours
Saturdays					
8:00 A.M. to 12:00 Midnight	16	.00	0	100.00	16
Sundays					
2:00 P.M. to 12:00 Midnight	10	.00	0	100.00	10
		26		0 Hours per Weekend	
				26 Hours per Weekend	

The areas within the building should be scheduled so as to permit recreation in any area several times per week between the hours of 8:00 A.M. and 3:00 P.M. (e.g., several handball courts set aside at different hours of the day.).

\*This ratio should remain constant regardless of enrollment because of the premium recreational hours between 3:00 P.M. and 11:00 P.M.

## GENERAL CONSIDERATIONS

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Purpose of the Program Statement: The purpose of this Program Statement is to provide a basis for preparing preliminary drawings by the College Architect. It should be regarded as a goal for arriving at an acceptable set of preliminary drawings. This Statement sets forth the general facilities wanted with specific details to be worked out in conferences with the administration.

Site: The site selected for the project should be determined through coordinated action by the Campus Planning Committee and all administrators concerned.

Temperature Control: Because of the year-around use of the facility, all activity areas must be adequately ventilated with a forced-air ventilation system. The office area will be air conditioned. Specific rooms will be indicated.

Code and Safety Requirements: The architectural and engineering design should follow all state and national building codes.

Windows: If nature light is admitted into the activity areas, provisions should be made for sun control.

Sound Control or Isolation: Sound control or sound isolation is required for all areas of the project.

Traffic Flow: Careful consideration must be given to the traffic pattern, since all activity areas, except the exercise rooms, must be accessible to both men and women.

Wall Surfaces: Wall surfaces in the circulation areas and the activity areas must be of an "easy-to-clean" material from the floor to door height or to the ceiling.

Lighting Consideration: Adequate lighting in all areas shall be provided for maximum visibility for the activity of the area with no or minimal amount of glare.

Elevator: Adequate vertical transportation within the building shall be provided for the transportation of large equipment.

6 Receiving Dock: A receiving entrance and dock must be provided for this facility.

Dimensions of Rooms: Where specific length and width are desired, the dimensions of the room will be indicated. They should be considered minimum dimensions.

Public Address System: This facility will contain a public address system to direct the activities and to aid in closing the building. Specific rooms will be indicated.

Intercom System: This facility will contain an intercommunications system in some activity areas. If it is possible to combine this system with the public address system, it should be done; if not, they should then be two separate systems. Specific rooms will be indicated.

Drinking Fountains: In general, drinking fountains will be of the unit refrigerated type. It is desirable to recess and locate drinking fountains and expectorate receptical units in the corridors near the entrances of most activity areas. Rooms where drinking fountains are needed will be indicated.

Bell Systems: A bell system to indicate class changes should be installed and synchronized with the Campus system.

Electrical Outlets: The number and location of standard and special electrical outlets will be indicated on a set of preliminary drawings.

Building Directory: Major entrances should be provided with a glass-enclosed directory.

Clocks: Each activity area should be provided with a clock. In some of the large activity areas, more than one may be necessary. Clock faces should have protective coverings.

Programmed Areas: The Architect's attention is called to the necessity for a tabulated comparison between the program and the proposed square feet of each room. In addition, it is asked that schematic drawings indicate area codes as herein included.

Building Efficiency: This facility was programmed and the budget established on the basis that the net assignable area total 70.9% of the gross square feet. Every effort should be made to attain this efficiency.

7 Doors: Doors to all activity and storage areas must be large enough to accommodate moving large equipment.

Servicing of Lights: Because of high ceiling height involved, provisions will have to be made for servicing light fixtures.

Television: Although only two rooms will require television at the present time, provisions (conduit) should be made for TV monitoring in all the gymnasium rooms as well as the natatorium. It is requested that provisions for closed-circuit television in the natatorium for future use be included.

Restrooms: Adequate restrooms will be provided adjacent to all shower and locker rooms and natatorium, as well as additional restrooms off public areas. Also adjacent to the outdoor pool.

Panic Lights: Panic lights will be provided in all activity areas.

Placement of Telephones: The number and the location of telephones will be indicated on a set of schematic drawings.

Estimated Project Time Schedule:

Approval of Definitive Design	January 1967
Complete Construction Documents	July 1967
Complete Review and Corrections	August 1967
Receive Bids	October 1967
Award Construction Contracts	November 1967
Complete Construction	September 1969
Occupancy	September 1969

Cost Analysis:

Indoor Facilities

Net Assignable Square Feet	133,820
Gross Square Feet	200,850
Construction Budget	\$4,619,550.00
Construction Cost per Gross Sq. Ft.	23.00

Outdoor Facilities

Construction Budget	\$ 450,00.00
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Project Budget	\$6,129,550.00
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SUMMARY OF SPACE

<u>Code</u>	<u>Description of Room</u>	<u>Square Feet</u>
A-3	Men's Gymnasium	27,500
A-4	Men's Gym Storage	1,000
A-5	Co-Rec Gymnasium	17,433
A-6	Co-Rec Gym Storage	500
A-7	Physical Education Classrooms (6)	6,300
A-8	Women's Exercise Room	1,000
A-9	Men's Exercise Room	2,000
A-10	Handball Courts (24)	19,200
A-11	Squash Courts	3,552
A-12	Combat Room	3,200
A-14	Natatorium	24,150
A-15	Pool Storage Room	300
A-17	Pool Office	300
A-18	Golf Room	750
A-19	Archery Range	2,400
B-1	Director's Office	200
B-2	Clerical Reception Office	500
B-3	Assistant Director's Office (2)	300
B-4	Program Supervisor's Office (3)	360
B-5	Graduate Assistant's Office	350
B-6	Conference Room	750
B-7	Student Manager's Workroom	1,200
B-8	Office Workroom	150
B-9	Lobby-Lounge Area	1,000
B-10	Physical Education Offices	1,000
B-11	First Aid Room	200
B-12	Control Room	200
C-1	Men's Locker Room	8,700
C-2	Men's Drying Room	500
C-3	Men's Shower Room	800
C-4	Women's Locker Room	2,500

SUMMARY OF SPACE  
(Cont.)

<u>Code</u>	<u>Description of Room</u>	<u>Square Feet</u>
C-6	Women's Shower Room	450
C-7	Faculty Men's Locker Room	1,450
C-8	Faculty Men's Shower Room	125
C-9	Faculty Women's Locker Room	600
C-10	Faculty Women's Shower Room	100
C-11	Men's Locker Office	150
C-12	Women's Locker Office	150
C-13	Equipment Room	1,500
C-14	Receiving and Storage	1,000

TOTAL NET ASSIGNABLE (Indoor)	133,820
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Non-assignable area (mechanical,  
restrooms, entrances, circulation  
exterior walls and interior  
partitions)

67,030

TOTAL GROSS AREA

200,850

OUTDOOR FACILITIES

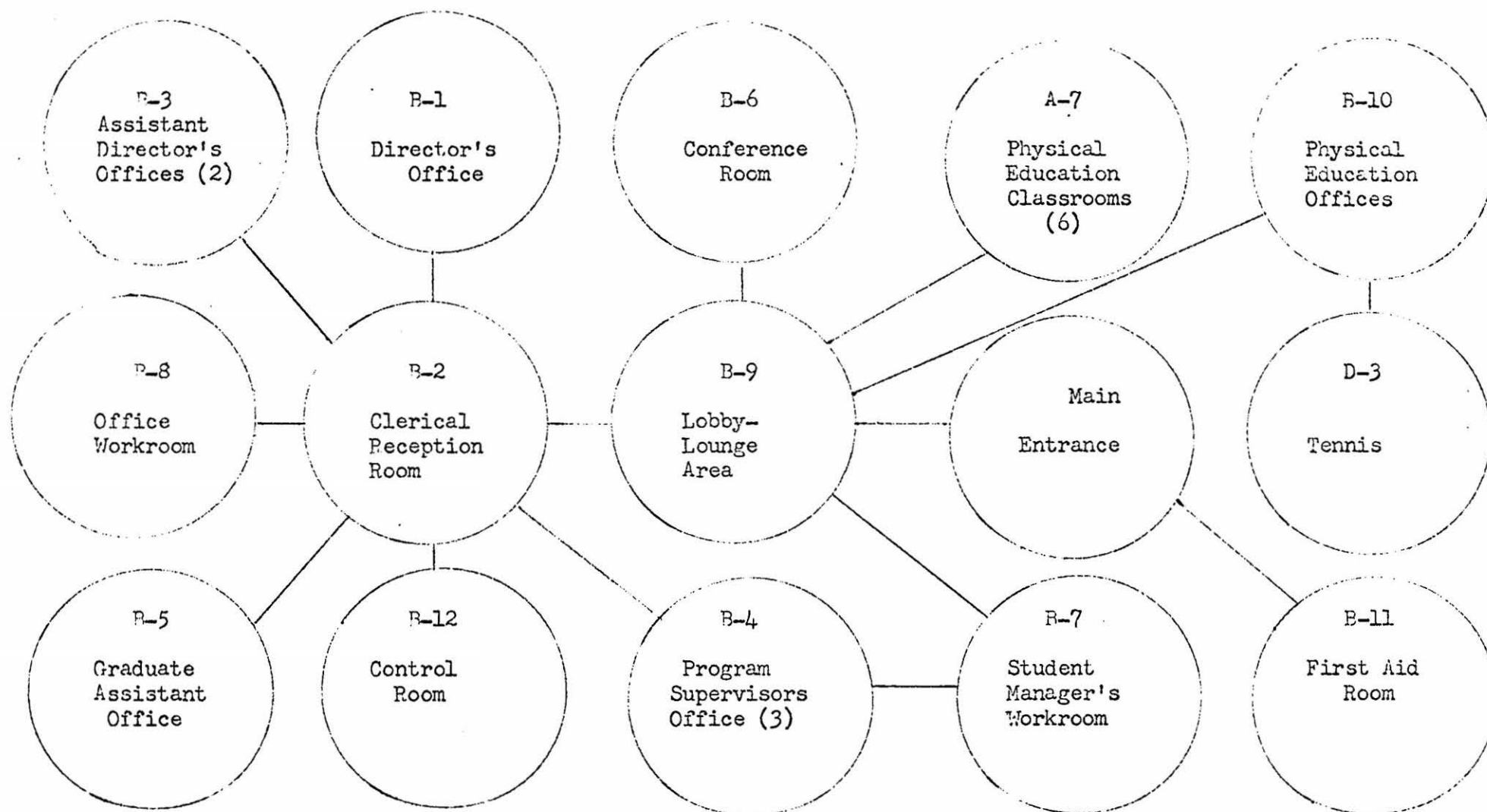
D-1	Outdoor Pool & Outdoor Deck	8,775 16,000
D-2	Pool House (Net)	1,000
D-3	Tennis	<u>22,000</u>

TOTAL OUTDOOR FACILITIES

47,775

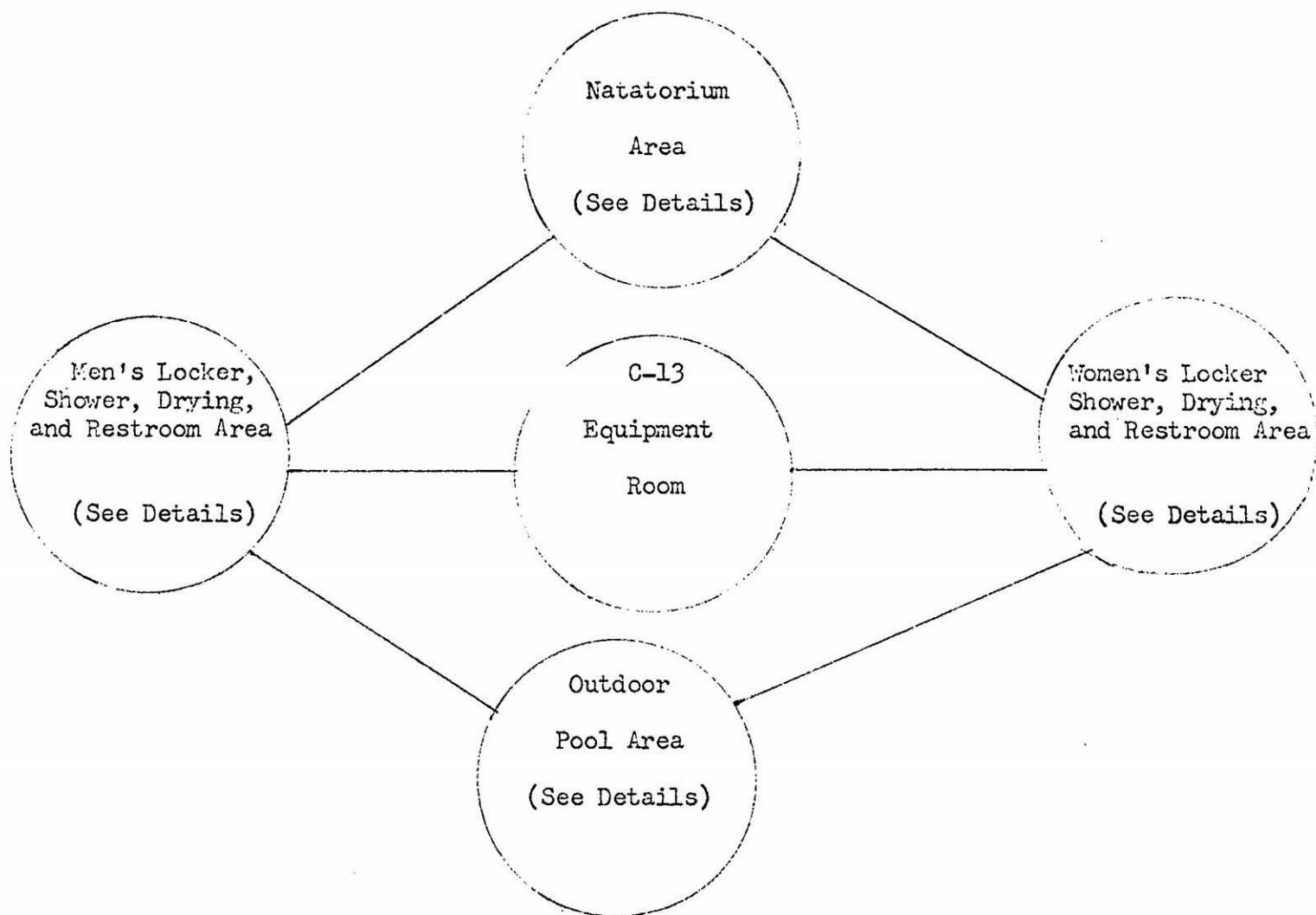
## Functional Relationship Chart

## Office Area

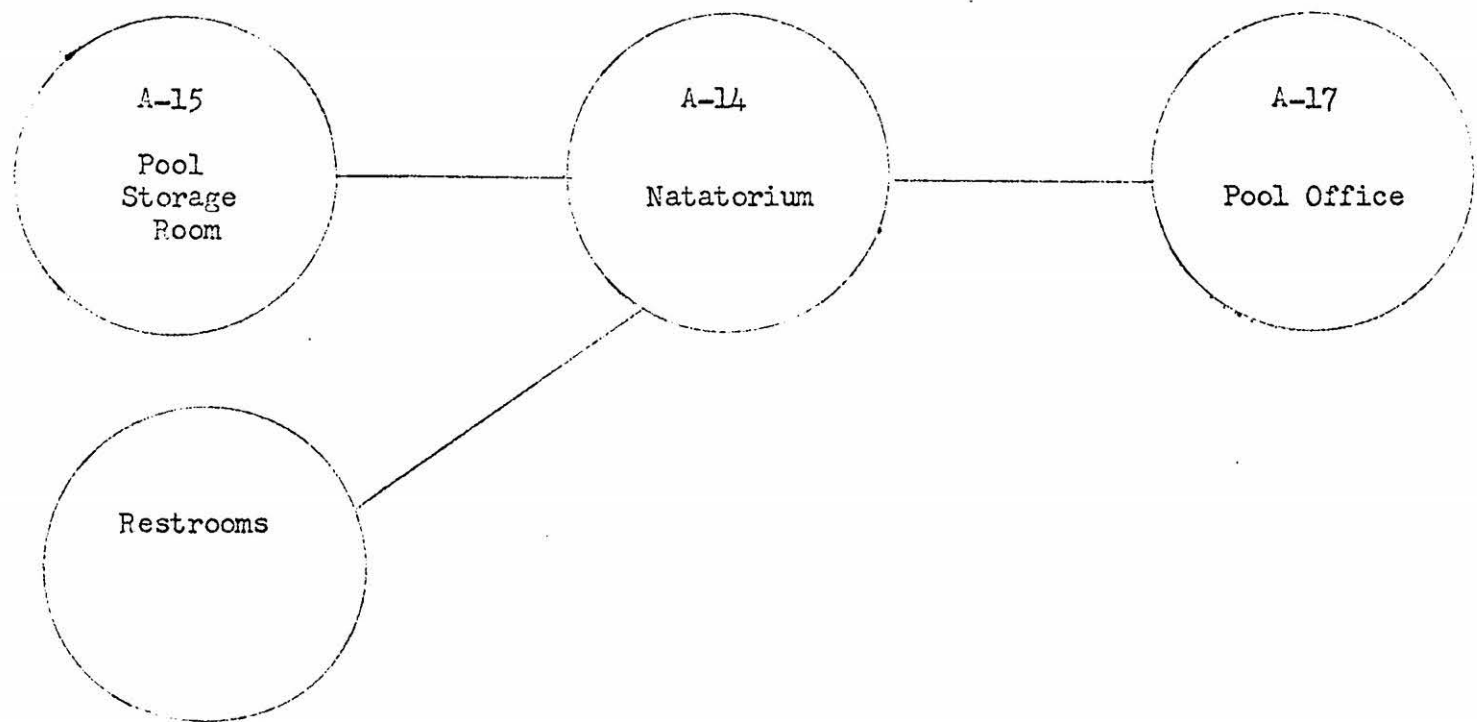


## Functional Relationship Chart

## "Wet" Traffic Area

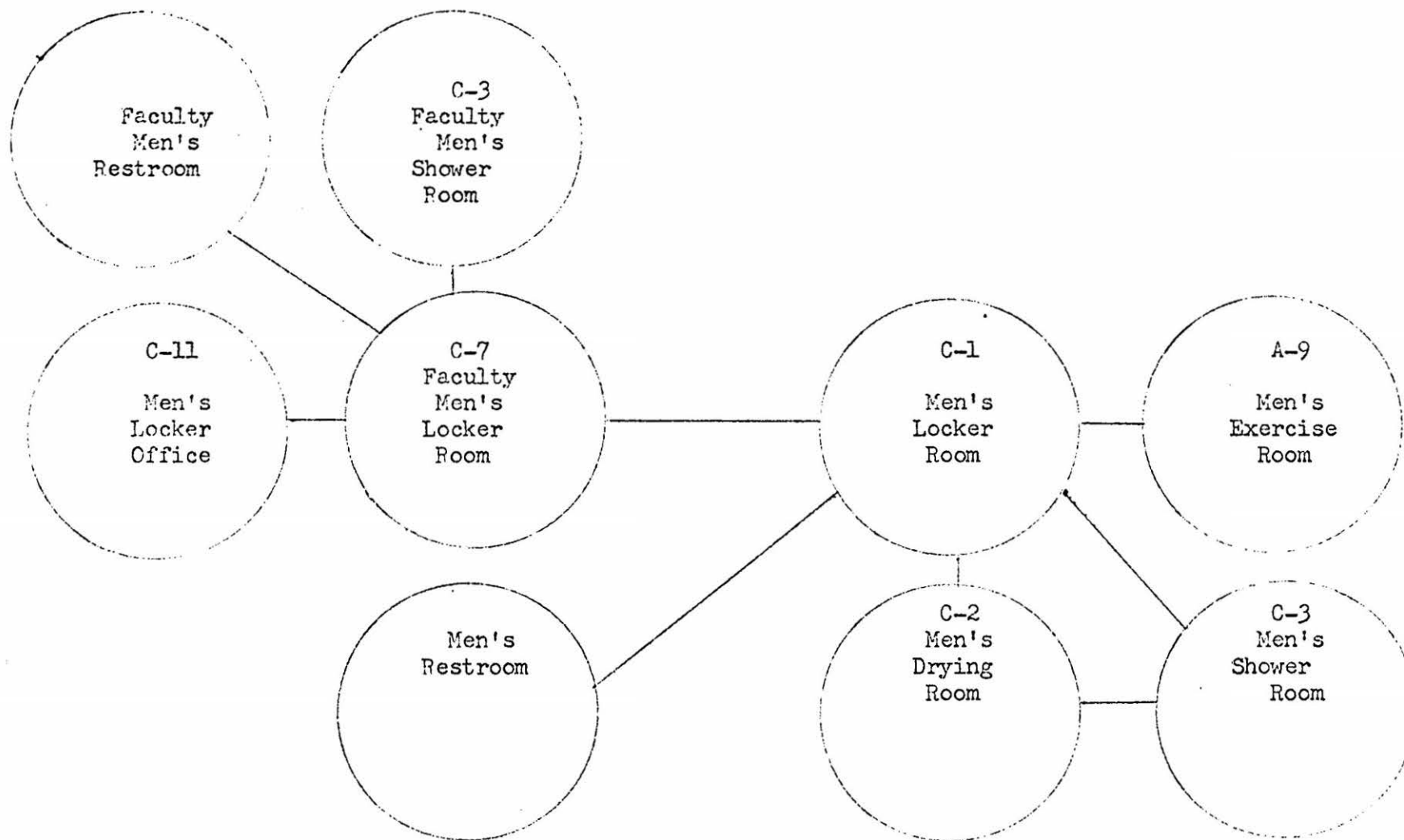


Functional Relationship Chart  
Natatorium Area



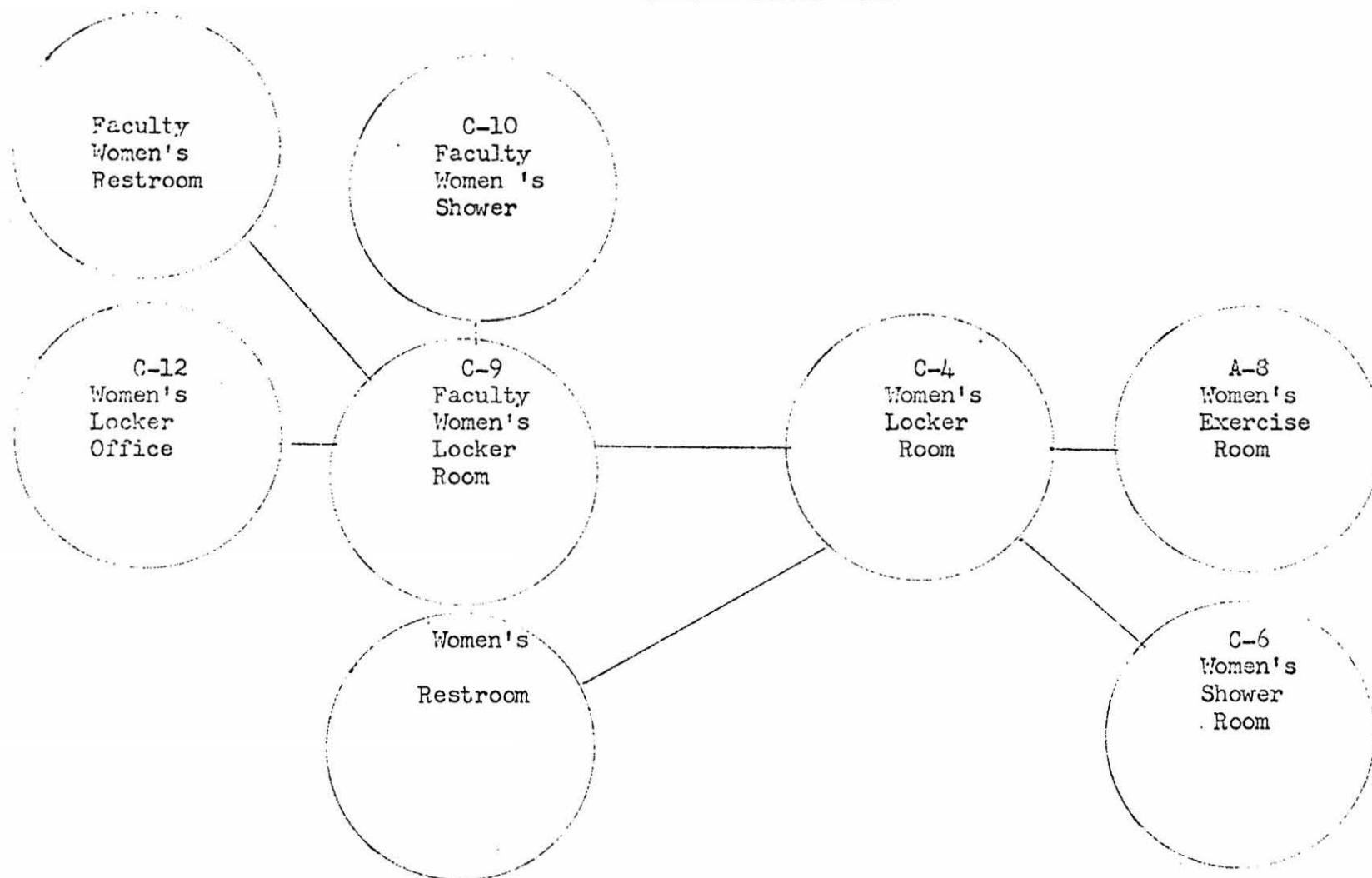
## Functional Relationship Chart

## Men's Locker Area



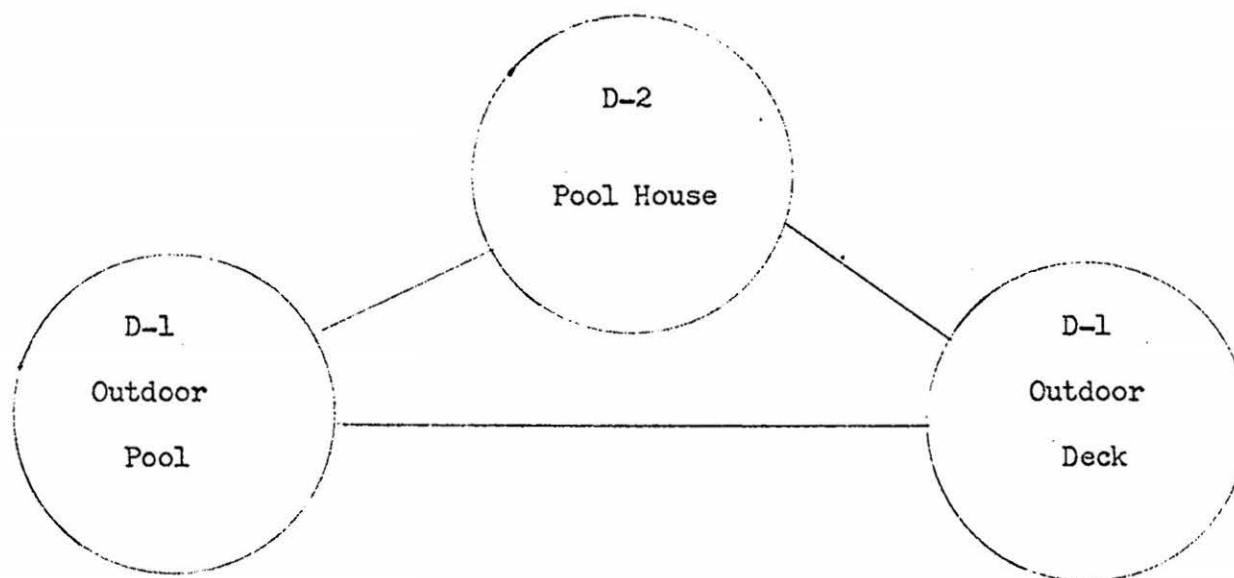
## Functional Relationship Chart

## Women's Locker Area



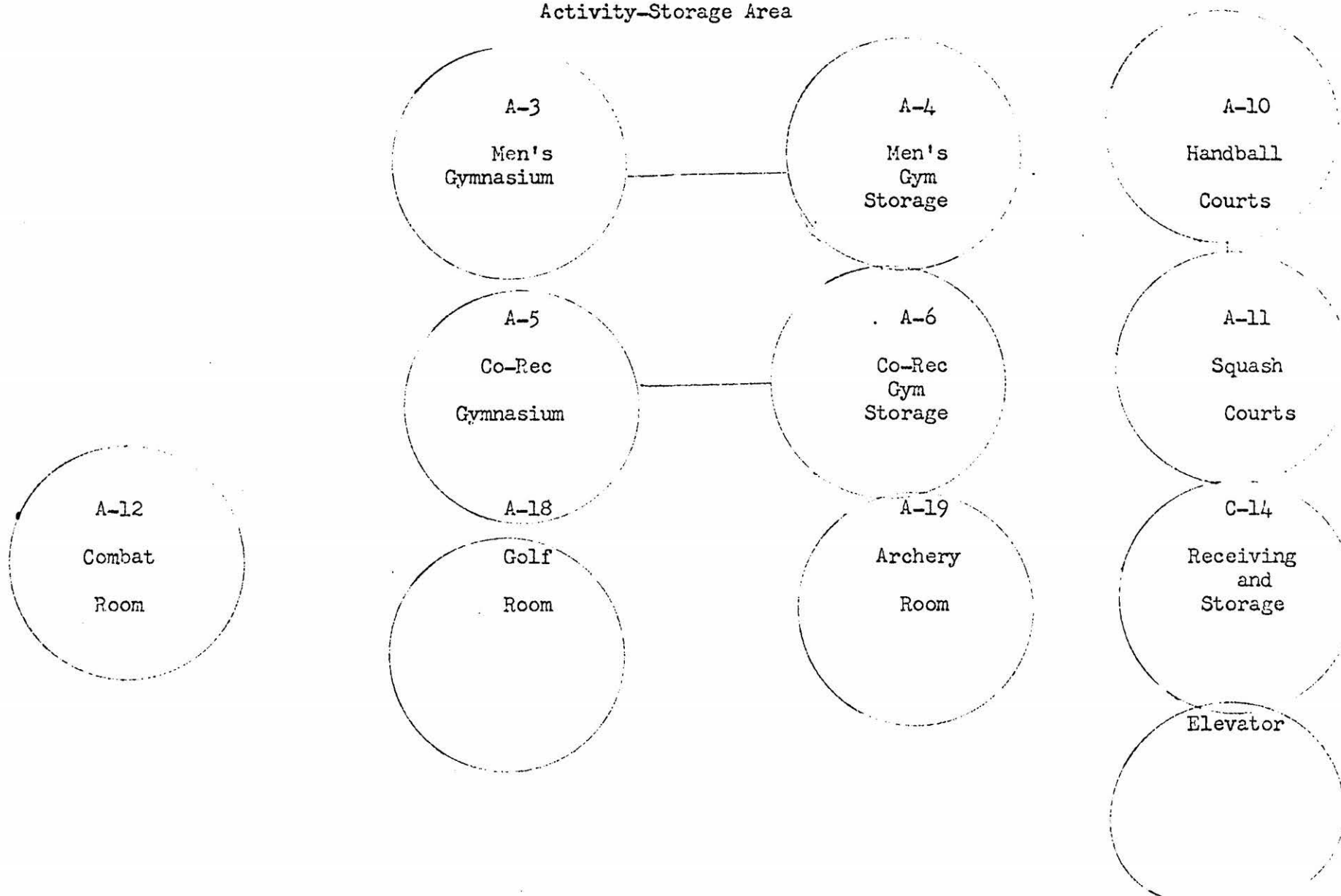
## Functional Relationship Chart

## Outdoor Swimming Area



## Functional Relationship Chart

## Activity-Storage Area



## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
A-3	Men's Gymnasium	27,500 (250x110)	<p>8 Power retractable, steel rectangular basketball backboards with heavy-duty rims and nylon nets for courts</p> <p>4 Fixed steel rectangular basketball backboards with heavy-duty rims and nylon nets</p> <p>1 Public address control system in recessed cabinet with lock, with two jacks and two mikes</p> <p>Speakers for public address system</p> <p>3 Stations for two-way intercom system with control room</p> <p>4 Eight-minute scoreboard timers with separate as well as simultaneous controls recessed in cabinet that can be locked</p> <p>Protective padding material attached to wall, behind basketball backboards 6' high, 14' long</p> <p>Anchors for cable to hang nylon nets to divide gyms into four (4) sections</p>	<p>3 Ball Boy adjustable standards for tennis</p> <p>12 Chairs, stacking type</p> <p>6 Folding tables (24" x 6' x 8")</p> <p>1 Movable chalkboard (4' x 6')</p> <p>12 Folding benches, 8' long</p> <p>3 Cables and divider net</p>

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
A-3	Men's Gym (cont.)		<p>3 Anchor and ratchet sets for cable to hold volleyball nets</p> <p>Floor court markings: 4 basketball, 4 tennis, 6 volleyball, 16 badminton</p> <p>Two end walls are to be covered with trowel finish cement plaster up to a minimum of 8' in height for tennis hitting area</p> <p>Protected light fixtures</p> <p>Electrical Outlets</p>	
A-4	Men's Gym Storage	1,000	<p>Electrical outlets</p> <p>1 Built-in storage cabinet that can be locked</p>	Storage of athletic equipment that will be used in the Men's Gymnasium
A-5	Co-Rec Gymnasium		8 Steel rectangular basketball backboards - 2 on each side with heavy-duty rims and nylon nets	1 Ball Boy Adjustable standard for tennis
	Gym Floor	14,300 (130x110)		
	Falcons Track	3,133 6' wide	2 Eight-minute scoreboard timer with controls in recessed cabinet that can be locked	4 Folding benches, 8' long

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
A-5	Co-Rec Gym (cont.)		<p>1 Record player and public address control system set into recessed cabinet with provision for storage of 50 records, locking doors, one jack and mike</p> <p>Public address speakers</p> <p>Two-way intercom system with control room</p> <p>Protective padding material attached to wall, behind basketball backboards, 6' high, 14' long</p> <p>Floor court markings: 2 Basketball, 8 Badminton; 3 Volleyball; 1 Tennis</p> <p>1 Anchor and ratchet set for cable to hold volleyball nets</p> <p>Protected light fixtures</p> <p>Balcony track 6' wide, curved and banked corners, safety railing, 2 entrances at opposite corners, and tartan or similar floor</p> <p>Electrical outlets</p>	<p>3 Volleyball officials' stands</p> <p>1 Cable and divider net</p>

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
A-6	Co-Rec Gym Storage	500	Electrical outlets  1 Built-in storage cabinet that can be locked	Storage of athletic equipment that will be used in the Men's Gymnasium
A-7	Physical Education Classrooms (6)	5 each 1,000	Each classroom to have:  Electrical outlets Audio-visual projection screen Audio-visual darkening provisions 1 Chalkboard - wall length Air conditioning Public address speaker "Rough in" for closed circuit instructional television and network television	Each classroom to have: 40 chairs, student, folding with arms (60 for large classroom) 1 desk, teacher's 1 chair 1 lecturn, desk top type 1 wastebasket
A-8	Women's Exercise Room	1,000	3 sets of stall bars  "Rough in" for closed circuit instructional television	2 Movable black-boards  4 Exercise benches (21" x 10 3/4" x 14 1/2" high)

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
A-8	Women's Exercise Room (cont.)		Two-way intercom system with control room  3 Sets of wall-pulley weights  Electrical outlets  1 Steam room (6' x 8')	1 Rek-O-Cut Phonograph on movable cart  5 Resilite mats (5' x 8')  1 Non-motorized treadmill (30" x 60")  1 Exercycle  1 Isometric gym set (4' x 4')  1 Rowing machine  3 Vertical mirrors (4' x 6')
A-9	Men's Exercise Room	2,000	Tartan or similar floor  7 Sets of wall-pulley weights  1 Steam room (6' x 8')  1 Wrist Exerciser  1 Resistance wheel  Electrical outlets  Public address speakers	3 Resilite mats (2' x 6')  1 Squat rack  6 Barbell Racks  1 Isometric press bar  5 Barbell storage boxes (24" x 72")  3 Rowing machines

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
A-9	Men's Exercise Room (cont.)			1 Stationary bicycle  5 Sets of barbells  1 Universal Gym
A-10	Handball Courts (24) (20' x 20' x 40')	each 800 Total 19,200	All hardware and light flush with wall or ceiling surfaces  1 with provisions for 250 spectators  Wood walls  Markings (paint or inlays)  System to indicate court in use or available  Adequate ventilation system  Provisions to hang net across court, flush with wall in 10 courts	
A-11	Squash Courts (6) (18'6" x 32')	Each 592 Total 3,552	All hardware and light flush with wall or ceiling surfaces  Provisions for 25 spectators  Markings (paint or inlays)  Metal telltale on front walls	

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
A-11	Squash Courts (6) (cont.)		Adequate ventilation system  System to indicate court in use or available	
A-12	Combat Room	3,200	Floor surface to be covered with resilite mats except 50 sq. ft. in front of door (5' x 10')  3 Walls to be covered with protective padding material up to a height of 6'  Provisions for attaching: Speed bag Punching bag - heavy Karate striking boards Kicking bag  Public address speakers  Electrical outlets	Brush-type mat at entrance for wiping shoes  1 Chalkboard (4' x 6')  Speed bag  Punching bag- heavy  Kicking bag
A-14	Natatorium	24,150	Pool 165' (50 meters) x 75"  Deck: 15' on two sides and one end, 10' on one end  Spectator seating: Fixed seating for 700  Tile benches to seat 100 persons, to be recessed	8 25-yd. long plastic lane markers  3 canoes  6 Life hooks  36 Kick boards

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
A-14	Natatorium (cont.)		6 Duro-Flex diving boards for 4 one-meter diving board fulcrums and 2 three-meter diving towers and fulcrum  3 to 5 lifeguard towers with two-way communication with pool office  Public address speakers  Special lighting for programs & events  Recessed ladders  Lane markings  Depth markings  Wall brackets for ring buoys  Wall brackets for life hooks  Entrance from shower & locker areas to be near shallow end  Wall-hung telephone  Chalkboard (8'L x 4'H)  Tackboard (8'L x 4'H)	Life buoys with lines  8 Starting blocks

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
A-14	Natatorium (cont.)		Recessed drinking fountains Electrical outlets (waterproof) Water faucets for hosing down deck Non-slip deck Deck drains Recessed storage rack for 36 kick boards Underwater lights at deep end Recessed anchor hooks for deep-shallow division Public address control system near office with several jacks around deep end Separate entrances for spectators "Rough in" for closed circuit instructional television and network television Pool filter system Water heating system Chlorine system	

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
A-15	Pool Storage Room	300	Built-in storage cabinet that can be locked Electrical outlets	Storage or pool cleaning, service, and maintenance equipment
A-17	Pool office	300	Telephone conduit Public address outlet to control participants in pool by using the building P.A. system Window facing pool Electrical outlets	3 Desks & chairs 3 Filing cabinets
A-18	Golf Room	750	1 Sand trap (permanent) 3 Holders with funnels for 50 balls 1 Ball incline return Floor suitable for driving Anchors for hanging nylon nets Public address speakers Putting green (permanent) Electrical outlets	3 Nylon mesh golf driving nets

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
A-19	Archery Range	2,400 (30x80)	Recessed light fixtures Water faucet, trough and drain behind net for spraying targets Hardware to hang nylon backdrop net Built-in storage cabinet (8'x24"x72") for equipment Bulletin board (4'x8') on back wall near entrance Public address speakers Electrical outlets	4 Target stands 8 48" targets of straw 1 Backdrop net of nylon mesh from floor to ceiling behind targets 4 Arrow stands at shooting line 1 Wastebasket 1 Hose for spraying targets 1 Table (3'x8') and chair
P-1	Director's Office	200	Telephone Conduit Electrical outlets 1 Bulletin board (24" x 36") 1 Wall safe Conduit for office intercom system	1 Desk (60"x30") and chair 3 Filing cabinets 2 Sliding-door storage cabinets (14" x 38") 4 Side chairs

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
R-1	Director's Office (cont.)	500	Air conditioning	1 Book case (10" x 36")
				1 Wastebasket
R-2	Clerical Reception Office		Telephone conduit	1 Dictaphone
			Electrical outlets	3 Secretarial desks with typewriters and chairs
			Conduit for office intercom	
			Bulletin board 30 lin. ft.	6 Chairs
			Trophy display case, glass enclosed 8'L x 4'H x 18" deep adjustable shelving	1 Table (30"x60")
				1 Bookcase (12"x48")
			Counter (30"W x 10'L) standing height with storage cabinets below	5 Wastebaskets
			Storage cabinet with door, floor to ceiling 24" deep, adjustable shelves 15' long	2 Cigarette receptacles
			One coat rack or closet for 12 people	
			Air conditioning	
R-3	Assistant Director's Offices (2)	300	Each office to have:	Each office to have:

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
P-3	Assistant Director's Offices (2) (cont.)		Telephone conduit Electrical outlets Conduit for officer intercom Tackboard (4' x 4') Air conditioning	1 desk and chair 2 Side chairs 1 Filing cabinet 1 Wastebasket 1 Typewriter and Stand
P-4	Program Supervisors' Offices (3)	each 120 Total 360	Each office to have: Telephone conduit Electrical outlets Conduit for office intercom Tackboard (4' x 4') Air conditioning	Each office to have: 1 Desk and chair 2 Side chairs 1 Filing cabinet 1 Wastebasket 1 Table (30"x60")
P-5	Graduate Assistant's Office	350	Telephone conduit  Conduit for office intercom  Coat rack or closet for 10 people  Tackboard (4' x 4')  Air conditioning  Electrical outlets	2 Desks and Chairs  6 Straight chairs  2 Filing cabinets  2 Typewriter stands  2 Wastebaskets
B-6	Conference Room	750	1 Chalkboard (3' x 4')  Electrical outlets	2 Tables (120"x42")  20 chairs, folding with arms

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## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
P-6	Conference Room (cont.)	1200	Coat rack or closet for 40 people	20 chairs, stacking
			Air conditioning	2 Wastebaskets
P-7	Student Manager's Workroom		Telephone conduit	1 Draftsman table and chairs
			Tackboard (30' x 4')	4 Worktables (76" x 36")
			Electrical outlets	24 straight chairs
			Coat rack or closet for 25 people	3 6-Drawer double compartment files, with 1 letter drawer (all steel equip. H5463)
			Conduit for office intercom	1 Storage cabinet (24" x 36" x 78")
			3 Movable partial-height partitions for dividing room into 4 equal parts	1 Table (24"x36")
			Air conditioning	1 Worktable ( 36"x96")
P-8	Office Workroom	150	Base cabinet with formica top, sink, outlet strip above counter, 24" deep, 15" long, with wall-hung cabi- nets above, 12" deep, adjustable shelves	1 Addressograph
			Electrical outlets	1 Multilith and exposure unit

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
P-8	Office Workroom (cont.)		Air conditioning	1 Ditto machine
P-9	Lobby-Lounge Area	1,000	<p>This is to be waiting space near the main entrance. It is to be part of the circulation areas.</p> <p>Tackboard (4' x 30')</p> <p>1 Glass-enclosed plaque display case (3'H x 12'L)</p> <p>Public address speakers</p> <p>2 In-turnstiles</p> <p>2 Out-turnstiles</p> <p>Conduit for two public telephones</p> <p>Multiplex display units (wall mounted)</p> <p>Drinking fountains</p>	Soft furniture to seat 30 people
P-10	Physical Education Offices (6)	1,000	<p>Each office to have:</p> <p>Electrical outlets</p> <p>Telephone conduit</p> <p>Conduit for office intercom</p> <p>Tackboard (4' x 4')</p> <p>Air conditioning</p>	<p>Each office to have:</p> <p>1 Desk and chair</p> <p>2 Side chairs</p> <p>1 Filing cabinet</p> <p>1 Wastebasket</p>

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
P-11	First Aid Room	200	Telephone conduit Base Cabinet with sink and wall-hung cabinet (6' long) formica counter top Conduit for office intercom Electrical outlets 1 Tub-sink on floor. Air conditioning	1 Rub-down table 1 Desk and Chair 1 Gooseneck
P-12	Control Room	200	Controls for public address system Controls for intercom system Tape music player Controls for T.V. Air conditioning Electrical outlets	1 Chair 1 Table (30" x 60")
C-1	* Men's Locker Room	8,700	Cove base for lockers Benches in aisles between lockers Floor drains	5000 Box lockers (12" x 114" x 12") 1450 Half-length lockers ( 12"W x 14"D x 36"H)

\*Locker areas are planned with the understanding that student recreation lockers will be assigned on a temporary basis after 3 P.M. and that all half-length dressing lockers in the building will be "Live" lockers.

DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
C-1	Men's Locker Room (cont.)		Non-slip floor Drinking fountains Public address speakers Mirrors to be located at the end of certain locker rows Electrical outlets	10 Waste containers
C-2	Men's Drying Room	500	50 Towel hooks Non-slip floors Floor drains	
C-3	Men's Shower Room	800	50 Shower heads, gang shower type, with soap dispensers Floor drains Non-slip floors	
C-4	* Women's locker room	2,500	Cove base for lockers Benches in aisles between lockers Floor drains	1250 box lockers (12" x 14" x 12") 250 Half-length lockers (12" x 14"D x 36"H)

\* Locker areas are planned with the understanding that student recreation lockers will be assigned on a temporary basis after 3 P.M. and that all half-length dressing lockers in the building will be "live" lockers.

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
C-4	Women's Locker Room (cont.)		Non-slip floors Drinking fountains 10 Hair dryers Public address speakers 4 Mirrors (3' x 20") placed strategically in locker room with 5 lavatories under each mirror Electrical outlets	6 Waste containers
C-6	Women's Shower Room	450	20 Individual shower booths (3' x 3') with heads and drying booths (3' x 3') Non-slip floor Floor drains	
C-7	Faculty Men's Locker Room	1,450	Cove base for lockers Benches in aisles between lockers Floor drains Public address speakers	220 Full-length lockers (12"W x 14"D x 72"H) 24 Half-length lockers (12"W x 14"D x 36" H)

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
C-7	Faculty Men's Locker Room (cont.)		Non-slip floors 1 Mirror (3' x 6') Electrical outlets	
C-8	Faculty Men's Shower	125	8 Shower heads, gang shower type, with soap dispensers Floor drains Non-slip floors	
C-9	Faculty Women's Locker Room	600	Cove base for lockers Benches in aisles between lockers Floor drains Non-slip floors 1 Mirror (3' x 6') with 9" shelf and two lavatories underneath Public address system 4 Hair dryers Electrical outlets	80 Full-length lockers (12"W x 14" D x 72"H) 12 Half-length lockers (12"W x 14"D x 36"H)

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
C-10	Faculty Women's Shower Room	100	4 Individual shower booths (3' x 3') with heads and drying booths (3' x 3')  Floor drains  Non-slip	
C-11	Men's Locker Office	150	Electrical outlets	2 Desks and chairs  1 Filing cabinet
C-12	Women's Locker Office	150	Electrical outlets	2 Desks and chairs  1 Filing cabinet
C-13	Equipment Room	1,500	200 Feet of storage shelving for towels, and equipment with shelving arranged to divide this room; part for men and part for women  2 Issue windows; one for men and one for women ( 8'W x 3'H)  2 Revolving nail bins for ball and small object-storage  Electrical outlets  2 Sinks (one for men and one for women)	

Area Code	Description of Space	DESCRIPTION OF SPECIFIC REQUIREMENTS			Movable Furniture or Equipment
		Area Sq. Ft.	Special or Fixed Equipment or Utilities		
C-13	Equipment Room (cont.)		Telephone conduit  Storage area common to both areas  1 Repair work bench with vise, drill press, racquet stringer, tools, etc.		
C-14	Receiving and Storage	1,000	100 Feet of adjustable storage shelving; 3' deep, 2' between shelves; 10' high  Storage cabinet (3'W x 30'L x 10'H)  Electrical outlets		1 Table  1 Chair
D-1	Outdoor Pool and Deck		L-Shaped Pool		5 Umbrella tables
	Pool	8,775			25 Metal chairs
	Deck	16,000			40 Chaise lounges
			165' (50 meters)  Deck minimum of 15' on any side		Successive buoys on rope for a pool divider  6 Life hooks  6 Life buoys with rope

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
D-1	Outdoor Pool & Deck (cont.)		<p>5 Permanent guard chairs</p> <p>Public address controls and outdoor speakers. Control center in building and in outdoor pool office.</p> <p>6 Lifetime aluminum diving boards</p> <p>4 One-meter board fulcrums</p> <p>2 Three-meter towers and fulcrums</p> <p>Deck drains</p> <p>Water faucets for cleaning deck</p> <p>Under water lights</p> <p>Recessed ladders</p> <p>Lane markings</p> <p>Depth markings</p> <p>Pool filter system</p> <p>Water heating system</p> <p>Chlorine system</p>	

Area Code	Description of Space	DESCRIPTION OF SPECIFIC REQUIREMENTS		
		Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
D-1	Outdoor Pool & Deck (cont.)		Pool and deck are to be enclosed with wall or solid fence, for wind protection and security  Brackets for life hooks  Brackets for life buoys  Lighting for night swimming  Deck area adjacent to concession to be fenced off	
D-2	Pool House	Total 1,000		
	Office	200	Electrical outlets  Telephone conduit  Tackboard (4' x 4')  Window facing pool	1 Desk and chair  1 Filing cabinet
	Concessions	200	Electrical outlets  Water services	Vending machines for: 1. milk 2. fresh fruit 3. candy 4. soft drinks 5. hot drinks 6. sandwiches

## DESCRIPTION OF SPECIFIC REQUIREMENTS

Area Code	Description of Space	Area Sq. Ft.	Special or Fixed Equipment or Utilities	Movable Furniture or Equipment
D-2	Pool House (cont.)			
	Storage	600	1 Storage cabinet that can be locked Electrical outlets	Storage of deck furniture and pool cleaning equipment
D-3	Tennis	22,000	4 Tennis Courts Lighting for night use Drinking fountains Fencing to surround courts	12 Benches 10' long

## TEXAS TECH PHYSICAL EDUCATION - ATHLETIC FACILITY

Total Square Feet—99,211

Designed for physical education majors, service students, varsity athletes, and Intramural participants. No seating is provided for spectators.

LOWER LEVEL		UPPER LEVEL	
13 handball courts	13,708	2 classrooms	8,970
20 offices	4,644	2 projection rooms	460
dressing rooms	7,065	conference room	1,380
showers	1,305	storage room	2,154
suana-steam room	1,540	research lab	2,475
rehabilitation room	2,156	combatives room	5,520
first aid room	792	ladies restroom	430
weight room	3,080	mechanical, electric,	
storage room	3,710	equipment room	2,162
athletic training	2,376	track dressing room	2,990
main gym	28,800	varsity checkout room	240
		baseball dressing room	2,990
		showers	264

**DEPARTMENT OF  
HEALTH, PHYSICAL EDUCATION AND RECREATION  
FOR WOMEN**

DEPARTMENT OF HEALTH, PHYSICAL  
EDUCATION AND RECREATION FOR WOMEN

5 - 10 YEAR PROJECTION

September 1, 1968

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## I. HISTORY AND DEVELOPMENT

### HISTORY OF THE DEPARTMENT

The Department of Physical Education at Texas Technological College was started in the fall of 1925. Instruction in exercises for women students was held on the third floor of the administration Building under the leadership of Miss Johnnye Gilkerson, who was Instructor of Physical Education for women. Though no physical education classes for men were held until 1947 (when Mr. George Philbrick joined the staff), the Department was headed by Mr. Edwing Young Freeland (from 1925 - 32), who was Professor of Physical Education and Head Coach.

In 1927 a "temporary" gymnasium was built. It was used by both men and women for about 30 years, and by the women for 33 years.

In 1932 Mr. Peter Willis Cawthon became Professor of Physical Education and Head of the Department. Miss Johnnye Gilkerson served as Assistant Professor of Physical Education.

In the summer of 1934 the Department of Physical Education was divided into two departments. Miss Johnnye Gilkerson became Associate Professor and Head of the Department of Physical Education for Women and Mr. Cawthon became Professor and Head of the Department of Physical Education for Men. In 1944 the title of the women's department was changed to the Department of Physical and Health Education for Women. It remained so until 1953.

In the fall of 1950 the two departments were again combined under the headship of Dr. Ramon Kireilis. In 1952 Dr. Mary Dabney assumed the position of Associate Head of the Department. In 1953 the Department became the Department of Health and Physical Education and Recreation for Men and Women.

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In 1956 this Department was again separated into two departments with Dr. Kireilis as head of the men's department and Dr. Dabney as head of the women's department.

From 1927 until 1960 the women held classes in the "temporary" gymnasium. In 1960 the women moved into a new gymnasium.

The following women have served as the head of the women's program since the inception of the Department. Though, technically speaking, a man was head of the Department when the departments were combined, a woman always had charge of the women's program.

1925-1932 Department of Physical Education  
(Combined Departments)

Mr. Edward Young Freeland, Head 1925-32  
Mr. Peter Willis Cawthon, Head 1932-34

1925-1928 Miss Johnnye Gilkerson, Instructor of Physical Education for Women

1928-1929 Miss Zella Riegel, Acting Head for Women during a leave of absence for Miss Gilkerson

1929-1934 Miss Johnnye Gilkerson, Assistant Professor of Physical Education

1934-1950 Separate Departments

Department of Physical Education for Women

1934-1944 Mrs. Johnnye Gilkerson Langford, Associate Professor and Head

1944 Change of Title Department of Physical and Health Education for Women

1944-1945 Mrs. Johnnye Gilkerson Langford, Professor and Head

1945-1948 Miss Sue Rainey, Instructor of Physical Education and Acting Head (1945-1947) Assistant Professor and Acting Head (1947-1948)

1948-1950 Mrs. Johnnye Gilkerson Langford, Professor and Head

1950 Combined Departments

Dr. Ramon Kireilis, Head

1950-1951 Miss Sue Rainey, Associate Professor and Acting Head

1951-1952 Mrs. Margaret Richards, Assistant Professor and Acting Head  
 1952-1953 Dr. Mary B. Dabney, Professor and Associate Head  
 1953 Change of Title Department of Health and Physical Education and  
 Recreation for Men and Women  
 1953-1957 Dr. Mary B. Dabney, Professor and Associate Head  
 1956 Separate Departments  
 Department of Health, Physical Education and Recreation for Women  
 1957-1967 Dr. Mary B. Dabney, Professor and Head  
 1967 Dr. Margaret E. Wilson, Professor and Chairman

INSTRUCTIONAL STAFF  
 WITH RANK OF ASSISTANT PROFESSOR OR ABOVE  
 SINCE INCEPTION OF THE DEPARTMENT

1928 - 1934

Assistant Professor  
 Johnnye Gilkerson, Head  
 Zella Riegel

1934 - 1941

Associate Professor  
 Johnnye Gilkerson Langford (1934), Head

Assistant Professor  
 Zella Riegel Huffman (1939)

1941 - 1943

Associate Professor  
 Johnnye G. Langford, Head

Assistant Professor  
 Margaret B. Manicapelli

1943 - 1944

Professor  
 Johnnye G. Langford, Head

Assistant Professor  
 Margaret B. Manicapelli

1944 - 1945

Professor

Johnnye G. Langford, Head

Assistant Professor

Velma F. Harrison

Mattie J. Sorenson

1945 - 1948

Assistant Professor, Acting Head

Sue A. Rainey

1948 - 1949

Professor

Johnnye G. Langford, Head

Assistant Professor

Sue A. Rainey

Margaret M. Richards

1949 - 1950

Professor

Johnnye G. Langford, Head

Associate Professor

Sue A. Rainey

Assistant Professor

Margaret M. Richards

1950 - 1951

Associate Professor

Sue A. Rainey, Acting Head

Assistant Professor

Margaret M. Richards

1951 - 1952

Associate Professor

Sue A. Rainey

Assistant Professor

Mrs. Margaret Richards, Acting Head

1952 - 1954

Professor

Mary B. Dabney, Associate Head

Associate Professor

Sue A. Rainey

## 1954 - 1957

## Professor

Mary B. Dabney, Associate Head

## Associate Professor

Sue A. Rainey

## Assistant Professor

Dorothy B. Hoyle

Department of Health, Physical Education and  
Recreation for Women

## 1957 - 1961

## Professor

Mary B. Dabney, Head

## Associate Professor

Sue A. Rainey

## Assistant Professor

Dorothy B. Hoyle

## 1961 - 1962

## Professor

Mary B. Dabney, Head

## Associate Professor

Dorothy B. Hoyle  
Sue A. Rainey

## 1962 - 1963

## Professor

Mary B. Dabney, Head

## Associate Professor

Dorothy B. Hoyle  
Sue A. Rainey

## Assistant Professor

Peggy J. Williams

## 1963 - 1964

## Professor

Mary B. Dabney, Head

## Associate Professor

Dorothy B. Hoyle  
Sue A. Rainey  
Jeannette L. Scahill

## Assistant Professor

Mrs. Mary Ann Cobb  
Peggy J. Williams

## 1964 - 1965

## Professor

Mary B. Dabney, Head

## Associate Professor

Dorothy B. Hoyle  
Sue A. Rainey

## Assistant Professor

Mrs. Mary Ann Cobb  
Colleen M. O'Connor  
Margot M. Purdy  
Peggy J. Williams

## 1965 - 1966

## Professor

Mary B. Dabney, Head  
Sue A. Rainey  
Margaret E. Wilson

## Associate Professor

Dorothy B. Hoyle

## Assistant Professor

Mrs. Suzanne Aker  
Mrs. Mary Ann Cobb  
Colleen M. O'Connor  
Margot M. Purdy  
Mrs. Anne H. Simmons  
Peggy J. Williams

## 1966 - 1967

## Professor

Mary B. Dabney, Head  
Dorothy B. Hoyle  
Sue A. Rainey  
Margaret E. Wilson

## Associate Professor

Mrs. Mary S. Owens

## Assistant Professor

Mrs. Suzanne Aker  
Mrs. Mary Ann Cobb  
R. Jeannine McHaney  
Colleen M. O'Connor\*  
Patricia A. Reid  
Mrs. Anne H. Simmons  
Mrs. Betty A. Tevis  
Peggy J. Williams

1967 - 1968

**Professor**

Margaret E. Wilson, Chairman  
Mary B. Dabney  
Doris A. Horton  
Dorothy B. Hoyle  
Sue A. Rainey

**Associate Professor**

Mrs. Mary S. Owens  
Peggy J. Williams

**Assistant Professor**

Mrs. Suzanne Aker  
Mrs. Betty Tevis Bailey  
Mrs. Mary Ann Cobb  
R. Jeannine McHaney  
Mrs. Ann C. Miller  
Colleen M. O'Connor \*  
Patricia A. Reid

\* On Leave of Absence

ENROLLMENT FOR PAST 10 YEARS  
TAKEN FROM COLLEGE OFFICIAL RECORDS

1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967
Student Semester Hours										
1605	1634	1814	1818	2343	2725	3341	3147	4608	4977	5284
Head Count										
1266	1335	1534	1556	1956	2096	2256	2365	3052	3263	3553

## NUMBER OF DEGREES AWARDED

The first statement of a B.S. in Education for Physical Education majors was in the 1936-37 catalog.

## Number of Undergraduate Degrees

1936 - 12	1952 - 7
1937 - 0	1953 - 8
1938 - 1	1954 - 5
1939 - 8	1955 - 1
1940 - 23	1956 - 4
1941 - 5	1957 - 3
1942 - 5	1958 - 3
1943 - 6	1959 - 5
1944 - 3	1960 - 4
1945 - 2	1961 - 2
1946 - 4	1962 - 3
1947 - 2	1963 - 4
1948 - 4	1964 - 7
1949 - 4	1965 - 9
1950 - 8	1966 - 15
1951 - 8	Total 175

## Number of Graduate Degrees (Master's)

The first mention of a Master of Education degree with a major in Physical Education was in October, 1953. Up until this time only a minor was given.

## Women Obtaining This Degree

1964 - 2
1966 - 3
1967 - 3
Total 8

## BUDGET SINCE DEPARTMENTS WERE SEPARATED IN SEPTEMBER 1956

	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967
I. Salaries												
1. Faculty	18,300	25,150	34,740	34,300	35,800	42,540	50,300	62,900	71,650	101,530	114,025	138,506
2. Teaching Assts.	—	—	—	—	—	—	2,000	2,000	2,000	2,000	6,000	7,200
3. Staff	5,220	6,844	7,800	8,250	7,770	7,580	7,730	11,145	11,400	8,700	11,340	16,545
4. Student Assts.	680	756	1,075	1,250	1,250	1,400	200	300	300	500	500	1,000
TOTAL	24,200	32,750	43,615	43,800	44,820	51,520	60,230	76,345	85,350	112,730	131,865	163,251
II. M. E. T.	2,470	2,134	2,778	2,868	2,815	3,975	4,225	4,700	4,700	5,490	6,110	6,800
GRAND TOTAL	26,670	34,884	46,393	46,668	47,635	55,495	64,455	81,045	90,050	118,220	137,975	170,051

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## ANNE HARRIS SIMMONS

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## MARGARET E. WILSON

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Wilson, Margaret E., and Duke, Susan K. "Equipment Care Check List," Softball Guide, January 1964 - January 1966, (Division for Girls and Women's Sports, American Association for Health, Physical Education, and Recreation, Washington, D. C.), 1964, pp. 39-41.

Wilson, Margaret and Moyer, Lon Jean. "Weave Offense and Defense Against The Weave," Proceedings, Fourth National Institute on Girls Sports, (American Association for Health, Physical Education, and Recreation, Washington, D. C.), 1968, pp. 51-52.

## II. CURRENT STATUS

### ENROLLMENT

#### SUMMER 1967:

Undergraduate . . . . . 884

Graduate . . . . . 18

#### FALL 1967:

Undergraduate . . . . . 3,549

Graduate . . . . . 16

#### SPRING 1968:

Undergraduate . . . . . 3,137

Graduate . . . . . 17

	SUMMER 1967	FALL 1967	SPRING 1968
100 Courses . . . . .	.773	2,882	2,467
200 Courses . . . . .	.111	447	352
300 Courses . . . . .	0	120	165
400 Courses . . . . .	0	100	153
Master's Courses . . . . .	18	16	17
TOTAL . . . . .	<u>902</u>	<u>3,565</u>	<u>3,154</u>

## FACULTY SALARIES

## Professors:

## Compensation:

1	\$14,500.00	
2	14,000.00	
3	14,000.00	\$13,000.00 Average
4	11,000.00	
5	11,500.00	

## Associate Professors:

## Compensation:

1	\$10,800.00	
2	9,400.00	\$10,100.00 Average

## Assistant Professors:

## Compensation:

1	\$ 9,000.00	
2	8,275.00	
3	* 4,571.00	
4	7,920.00	\$ 7,667.66 Average
5	8,240.00	
6	8,000.00	

\* Half-time; also half-time as Director of Intramurals, \$ 3,300.00

## Instructors:

## Compensation:

1	\$ 7,300.00	
2	* 3,300.00	\$ 5,300.00 Average

\* Half-time

## Teaching Assistants:

1	\$ 2,400.00
2	2,400.00
3	2,400.00

**TOTAL SPACE AVAILABLE****Women's Gymnasium:**

- 1 Classroom
- 9 Offices
- 1 Faculty Dressing Room
- 1 Professional Room
- 1 Dance Studio
- 1 Gymnasium
- 1 Student Locker Room
- 2 Equipment Rooms
- 1 Basement Room

**X 94:**

- 7 Offices
- 1 Classroom

**Outdoor Areas:**

- 4 Tennis Courts
- 1 Field (fall); 2 fields (spring)

**Community Facilities:**

- Lubbock Bowl
- Iceland Rink
- Treasure Island Golf Course

**Campus Facilities:**

- Men's pool for 5 Swimming classes

## RESEARCH ACTIVITIES

Seven Master's theses are presently in progress in the department. Three funded research projects will be completed this summer by faculty in the department. These are: "The Effects of Lateral Dominance on the Teaching of Archery and Golf," Mrs. Mary Owens; "Labyrinthine Dance Forms," Mrs. Suzanne Aker; and Dr. Doris Horton, "Effect of Resistance, Plane and Magnitude of Movement on the Acquisition of an Arm Positioning Task." In addition, Dr. Dorothy Hoyle is doing a pilot study on "Weight Control."

Research has been somewhat limited due to lack of research equipment but Federal funding has been applied for which will supplement the departmental budget if granted. Physiological and kinesiological research will continue to be confined to minor problems until a physiograph, telemetric devices, a tread mill, timers, a stop action projector, and slow motion camera can be secured.

## EXTENSION OR ADULT EDUCATION

Only one course, P.E. 230, Methods of Teaching Health in the Elementary and Secondary Schools, is offered by extension. Dr. Dorothy Hoyle is authorized to teach the course by correspondence.

The department offers no adult education courses per se. However, P.E. 223, First Aid, is offered as a night class in order that members of the community may enroll in the course.

Workshops in various sports activities, officiating techniques, elementary physical education, dance, and movement education are offered each year as a service to college, secondary, and elementary personnel in this area.

Faculty members are on call for lecture-demonstrations in area schools and for community organizations.

## 1967-68 BUDGET SUMMARY

Salaries of Teaching Staff . . . . .	\$149,006.00
Salaries of Classified Personnel . . . . .	16,545.00
Student Assistants . . . . .	1,000.00
Maintenance, Equipment, and Travel . . . . .	6,800.00
TOTAL	<u>\$173,351.00</u>

## Breakdown of MET:

Travel . . . . .	\$ 600.00
New Equipment . . . . .	900.00
Office Furniture. . . . .	1,630.89
Repair of Equipment . . . . .	75.00
Stores and Postage. . . . .	1,550.00
Telephone . . . . .	1,402.54
Telephone Calls . . . . .	86.39
* Miscellaneous . . . . .	555.18

- \* Includes such items as payment for Media Workshop participants, page in Fine Arts brochure, and other items which do not fit into the above classifications.

### III. PROJECTIONS

#### INTRODUCTION

The goals and objectives for the Department of Health, Physical Education and Recreation for Women were formulated to present the best program possible to meet the needs of the students at Texas Tech.

Since a continual growth in students is indicated in the next 10 years at Tech, these goals reflect the concern of the department with the increase in personnel space, equipment and research.

The fulfillment of the future goals and objectives for the Department of Health, Physical Education and Recreation for Women at Texas Tech as presented in this report will depend upon (1) the approval of new degree programs, (2) the expansion of present facilities, (3) the increase in budget for maintenance, equipment and travel.

As these needs are met we will not only have the predicted enrollment but should be able to attract students for new undergraduate and graduate major programs both from Texas and from all parts of the U. S. and the world.

#### OBJECTIVES OF HEALTH AND PHYSICAL EDUCATION PROGRAMS

1. The over-all purpose of the professional programs in major health and physical education is to produce qualified beginning teachers who are well fitted to serve as cultured citizens in a democratic society and who are capable of performing efficiently their educational tasks in the fields of health and physical education.
2. Specifically, the content courses and other experiences are designed to help the student
  - a. To develop a philosophy of health and physical education that is educationally sound.
  - b. To acquire the necessary basic skills, attitudes and knowledges in physical education activities, including body mechanics, sports, dance, and aquatics.

- c. To develop an understanding of the human body and the scientific principles of movement and the ability to use these principles in teaching physical education activities.
- d. To develop competency in applying the knowledges, principles and skills in elementary and secondary physical education programs through the use of educationally sound methods and techniques.
- e. To acquire a scientific knowledge of health and the ability to apply this knowledge in a sound school health education program.

#### OBJECTIVES OF RECREATION PROGRAM

- 1. The over-all purpose of the program in professional preparation of recreation leaders is to help students acquire the knowledges, skills and attitudes necessary for successful leadership in recreation programs.
- 2. Specifically the content courses and other experiences are designed to help the student
  - a. To develop a philosophy of recreation and the ability to interpret this philosophy to others.
  - b. To acquire the personal qualities that are essential for success as recreation leaders.
  - c. To develop the competencies necessary for recreation leaders in the areas of sports, dance and aquatics.
  - d. To acquire competency in planning, organizing and conducting recreation programs and services.

#### OBJECTIVES OF THE SERVICE PROGRAM

The main purpose of the service program is to provide each student with opportunities to acquire the knowledge, skills, habits, and attitudes pertaining to health and physical activity which will contribute to more satisfying and effective living, not only during college days, but also during post-college life. Instruction is provided in a wide variety of activities including sports, dance, and aquatics.

The Department of Health, Physical Education, and Recreation for Women hopes to continue to achieve the present goals and objectives and to continue to meet the needs of college women as they pertain to our unique area of human movement.

## OBJECTIVES OF INTRAMURAL AND EXTRAMURAL PROGRAMS

The major objective of the women's intramural program at Texas Tech is to meet the needs of the college woman in her leisure time by providing wholesome and satisfying experiences in physical activities and skills previously learned either in physical education classes or similar sources.

As the college enrollment grows the intramural program will expand in relation to college enrollment figures. The intramural program will continue to attempt to meet the needs of the college woman through continual expansion of the types of activities (both team and individual) offered. As our program expands, office space, gymnasium space, field space and personnel must also expand. Since the intramural program is within and under the physical education program and our facilities are the same, the expansion in gymnasiums and fields is indicated in the report under space for physical education activities. The number of student assistants presently used is three. In the future intramural will require at least six student assistants and ideally one part-time graduate student to meet the needs of intramural activities.

In 1966-67 Texas organized itself into extramural districts for extramural competition. This competition is directed by DGWS through the Texas Recreation Federation for College Women. All colleges in Texas are divided into districts and most compete at the district level and if qualified, at the state level. The number of colleges participating has expanded greatly and will continue to expand on this intercollegiate level. Our objectives here should be to meet the needs of the highly skilled player whose needs are not met in physical education classes or in regular intramurals. The highly skilled player should be able to participate with highly skilled players in colleges within Texas through tournaments, meets, or games.

In order for Texas Tech to take its rightful place in intercollegiate competition we must field athletes from our intramural programs and physical education classes. The budget demands due to travel about the state will be greatly increased to finance this additional outlet.

## FUTURE OBJECTIVES OF THE TOTAL PROGRAM

1. Evaluate all programs continuously.
2. Provide sufficient staff members for predicted enrollments.
3. Attain building facilities that will provide needed teaching stations.
4. Include field work in the curriculums for health and recreation major students.
5. Investigate and introduce new emphasis areas in the field of physical education.
6. Allow time for research by interested staff members.
7. Strengthen undergraduate and graduate programs offered presently.
8. Obtain research laboratory space and equipment necessary to carry out scientific tasks.
9. Continually promote higher standards of teaching.
10. Investigate the needs of this area of the state in the areas of health, physical education, and recreation and train personnel to fulfill these needs.
11. Introduce a health education major.
12. Introduce a physical therapy major.
13. Introduce a Master of Science degree.
14. Introduce a Doctor of Philosophy degree.

# OBJECTIVES AND GOALS FOR FUTURE RESEARCH IN DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

- I. Equipment and Facility Goals
  - A. To establish a research laboratory equipped with photographic, electromyographic and timing devices.
- II. Personnel Goals
  - A. To actively involve all personnel in the ranks of Associate Professor and Professor in research.
  - B. To offer financial assistance to graduate students in the form of Research Assistantships.
- III. Possible Areas of Concentration for Research Activities
  - A. Mechanical and Muscular Analysis of Movement Skills
  - B. Perceptual Factors in Motor Performance
  - C. Learning and Retention of Motor Skills
  - D. Motor Development of Children, Normal and Atypical
  - E. Dance History and Philosophy

## FUTURE GOALS AND OBJECTIVES IN DANCE

- I. Equipment and Facility Goals
  - A. To build a dance area in the new addition to the gymnasium which would provide two teaching floors and a performing area.
  - B. To acquire basic costumes which can be used in concerts and other performances.
- II, Program Goals
  - A. To establish a lab school at the earliest possible date to train pre-college age students and give college students experience in teaching with supervision.
  - B. To establish a performing dance group at the earliest possible date which would tour colleges and local schools. The group would be available for concerts and lecture/demonstrations.

## FUTURE GOALS AND OBJECTIVES IN HEALTH, PHYSICAL EDUCATION, AND RECREATION FOR EXTENSION CLASSES

### I. Program Goals

- A. To increase course offerings in correspondence from one (230) to six courses. New courses might be 131, 133, 3313 (fine arts), 437, 438, 4326.
- B. To offer in-service training and/or workshops in Lubbock and outlying cities.
- C. To start a center in other cities for students doing research, field work, and practice teaching.
- D. To start a program using the T.V. facilities, through video tape programs, daily or weekly.

## ADULT EDUCATION ACTIVITIES

### I. Program Goals

- A. To provide a program for adults during leisure time hours. These activities or courses would be included:

First Aid

Folk, Square, and Social Dance

Volleyball

Badminton

Archery

Golf

Swimming

Recreational Games

Fencing

Tennis

Body Conditioning

Courses on T.V., through video tape programs, daily or weekly

## FUTURE PERSONNEL NEEDS

The predicted enrollment of women students at Texas Tech serves as a basis for an estimation of the personnel needs of the Department of Health, Physical Education and Recreation. The Registrar's Office furnished the figures that were used in the following report. The personnel recommendations in this report will enable the department to progress in the desired directions according to the plans for the future of Texas Tech as they are presently set up by the university.

Enrollment of Women Students - Fall 1967

Fr.	2912
Soph.	1581
Juniors	1348
Seniors	899
	<hr/>
Total	6740
Grad.	570
	<hr/>
	7310

Enrollment of Women Students - Spring 1968

Fr.	2651
Soph.	1526
Juniors	1304
Seniors	772
	<hr/>
Total	6253
Grad.	606
	<hr/>
	6859

The Service and Major programs at the present time serve approximately 6,000 students per year-3,000 per semester.

The Department of Physical Education has 300 Majors, Minors and Specialists (Approximate number)

- 1,000 - Major students in class/semester (1-4 classes per major)
- 2,000 - Service students in class/semester

300 students were unable to take physical education as a service course in the Fall of 1967 and approximately the same number were unable to enroll in the service program in the Spring 1968. This back log of students is caused by a lack of teaching staff and a lack of teaching stations.

Projected Percentage Increase of  
Women Students

67/66	7.5
68/67	4.8
69/68	6.4
70/69	7.4
71/70	6.7
72/71	6.0
73/72	5.6
74/73	5.5
75/74	5.0
76/75	4.5
77/76	4.0

Year

Increase of  
Women Students

68/67	350
69/68	489
70/69	601
71/70	584
72/71	561
73/72	553
74/73	573
75/74	550
76/75	521
77/76	483

Additional  
Teachers \*

1.50 (actually received .40)

2.45

3.00

2.92

2.81

12.68

2.77

2.87

2.75

2.60

2.41

13.40

26.08

The back log of 600 women  
students for 67-68 has not  
been taken care of.

\* Teacher Student Ratio:  
1 FTE/200 Students

## NON-INSTRUCTIONAL STAFF

	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78
Equipment Attendant (outside & field marking)			1								
Shower Room & Equip- ment Room Supervisor		1				1					
Office Staff Typists				1	1				1		
Receptionist & Arts Manager						1					
Secretary	1					1					1
Audio-Visual Attendant									1		
Accompanist & Music Recorder			1								
Pool Attendant		Whenever the pool arrives!									
Intramural Grad. Assistants		1		1			1			1	
Research Assistants		1	1	1		1		1		1	

## FACULTY COMPENSATIONS

The Department of Health, Physical Education, and Recreation for Women wishes to support the recommendations proposed by Texas Association of College Teachers. It is the feeling of the department that these recommendations are appropriate and representative of the compensations needed for the teaching profession. They are as follows:

1. Optional Retirement Program
2. Removal of \$8,400 ceiling on Teachers Retirement
3. Faculty Development Leaves (accomplished)
4. Group Insurance Contracts
5. Variable Annuity Contracts

The department also recommends the following items for consideration:

1. Sick Leave benefit
2. Allowance for travel to perform daily teaching assignments
3. Allocated funds for special departmental projects such as: workshops, seminars, and clinics.
4. A reciprocal teacher retirement fund
5. Travel allowance to professional meetings
6. Reduced load for research
7. Special funds for Master classes and artists in residence

## SPACE NEEDS

The following section outlines the immediate and long range needs for additional teaching facilities. Requests are minimal in view of the following:

1. large number of classes taught off campus because inadequate number of teaching stations now.
2. class enrollments now past efficiency for learning or teaching.
3. future growth in enrollment.
4. backlog of students who have not fulfilled requirements in physical education.
5. necessity to provide facilities for wider range of degrees and degree plans, already approved and pending.

An addition to the present Women's Gym is needed as soon as it is possible to secure funding. Our present buildings (Women's Gym and X94) are being used to capacity.

In accordance with instructions from Dr. Murray, all faculty members of the Department of Health, Physical Education and Recreation, including teaching assistants, were put on committees to work on plans for an addition to the Women's Gym and outside facilities.

The following portion of this report is the result of the work of these committees, condensed by omitting details.

#### GYMNASIUMS AND LOCKER ROOMS

2 large gymnasiums 120' X 180' X 35' with bleachers and motor powered fold-up basketball goals, one gymnasium to have a mechanically powered fold-up partition.

Conversion of present gymnasium to one suitable for gymnastics and fencing.

2 large dressing rooms 120' X 100', one adjacent to new gymnasium and one adjacent to new swimming pool.

1 small dressing room for men 50' X 30' to be located between dance and gymnasium areas.

#### BASEMENT

2 large basement rooms located under new structure 120' X 188' X 25' with composition floor and room dividers.

#### AUDIO-VISUAL ROOM

1 A-V room 40' X 80' with permanent screen and seating.

1 Dark room 8' X 12' with storage cabinets for film, film strips and tapes.

#### EQUIPMENT ROOMS

2 large equipment rooms 60' X 30' located near the new gymnasiums.

### SWIMMING POOL

- 1 heated pool 50 meters X 25 yards with 20' deck space around pool and sliding glass doors for indoor and outdoor effect.
- 1 bleacher to seat 250 spectators.
- 1 storage room for aquatic equipment.
- 1 office for 4 teachers, glass front which overlooks pool.

### DANCE AREA

- 1 large dance studio with mirrored walls and wooden, suspended floor.
- 1 medium dance studio, similar to above, for service classes.
- 1 performance area with movable stage, lighting fixtures and curtain.
- 1 costume storage room with drawer and hanging space.
- 1 make-up room/dressing room adjacent to performance area.
- 1 storage room for records, tapes, and percussion instruments.

### RESEARCH AREA

- 1 large laboratory sufficient to be divided into 3 separate smaller areas.
- 2 offices for research personnel.
- 1 large equipment storage room.
- 1 large classroom for graduate students.

### FACULTY LOUNGE AND DRESSING ROOM

Enlargement of present inadequate faculty dressing room to include present WG 106 classroom and small storage area. Lockers, showers, toilets and dressing space would take up one end with a small kitchen and lounge facilities using the remaining space.

### CONFERENCE ROOM

- 1 large multi-purpose room 85' X 30' to be used for clinics, meeting room, Homecoming Coffee, and undergraduate study room.

### CLASSROOMS

- 1 Health instruction classroom capable of seating 100-150 students for lecture/demonstration purposes, with flexible seating, storage space for charts, mannequins, skeletons, and other equipment.
- 3 classrooms, each capable of seating 60 students.

### OUTSIDE FACILITIES

- 1 boat lodge at Buffalo Lakes with accommodations for dressing, storage, and classes.
- 1 boat dock at Buffalo Lakes to house 20 canoes and one row boat.
- 1 outdoor field area, enclosed by high cyclone fence to include 6 hockey fields and/or 6 softball fields, 2 golf putting greens, 1 archery/golf range, 1 440-yard oval track, jump pit and shot put circle.
- 12 additional tennis courts equipped with lights with 8 off-court practice boards with hard surface area.
- Movable bleachers for outdoor use.
- 1 Equipment building for storing outdoor equipment.
- 1 9 hole golf course (for use in teaching and for recreational use of entire college)
- 1 cement block building to be used as indoor archery range, rifle range, golf range and for recreation purposes (classes and performance)

### PROJECTED 10 YEAR BUDGET

Based on the increased enrollment predictions, our budget reflects additions in teaching personnel, non-teaching personnel, equipment and research materials to meet these needs.

At present teaching stations are inadequate so this budget reflects equipment and personnel which will be necessary to carry on the service, professional and graduate programs in a new facility. No attempt has been made to estimate the amount of money necessary for the expanded building and outdoor facilities themselves.

ITEM	PROJECTED BUDGET 1968-1978									
	68-69	69-70	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78
Faculty	161,756	177,932	234,225	276,348	342,483	395,431	453,674	537,541	609,995	689,695
New Staff		17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000
Graduate Staff		18,000		18,000			18,000			20,000
Sub-Total	161,756	212,932	251,225	311,348	359,483	412,431	488,674	554,541	626,995	726,695
Classified Personnel	14,520	23,436	34,861	46,029	52,388	74,966	81,864	89,233	102,615	114,802
New	7,800	9,765	8,976	3,864	19,008	3,000	3,120	8,486	6,720	5,133
Sub-Total	22,320	33,201	43,837	49,893	71,396	77,966	84,984	97,729	109,335	119,935
Student Assistants	1,500	1,700	1,800	2,000	2,100	2,200	2,300	2,400	2,500	2,700
M. E. T.	6,800	100% 13,600	20% 16,320	20% 19,584	20% 23,501	20% 28,201	10% 31,021	10% 34,123	10% 37,535	10% 41,289
Sub-Total	8,300	15,300	18,120	21,584	25,601	30,401	33,321	36,523	40,035	43,989
Total	192,376	261,433	313,182	382,825	456,480	520,798	606,979	688,793	776,365	890,619

#### ITEM ANALYSIS

1. Faculty - Starting with the present budget of \$149,006 - an increase of 10% was added to each year for salary increases.
2. New Staff - Based on enrollment predictions from the office of the Registrar two new staff will be added each year.
3. Additional graduate staff will be added as additional degree programs are granted.
4. Classified personnel - a 5% increase in salary is added each year for present personnel.
5. New Classified personnel are necessary as shown by the table on page 27.
6. Student Assistants - Assistant typists, graders, equipment assistants with life guards, etc. are a definite need to relieve teachers for other duties - these assistants are based upon stated staff.
7. The present MET of \$6,800 does not begin to meet the needs of a department serving approximately 6,000 students. The existing space is already inadequate and equipment needs repair and new items are needed for instructional purposes. Travel allowance is inadequate for 15 staff members to attend professional meetings. Therefore, this budget was doubled for the year 1969-70 and increased 20% through 73-74 and 10% thereafter to attempt to put into the type of program with the available space and personnel and projected into this report.

#### IV. SUMMARY

##### PROGRAM

Curriculum evaluation is taking place yearly and existing programs are producing professional students who are known throughout the state as being well-prepared and dedicated to high standards.

We are presently working toward the following new programs under the Bachelor of Science in Physical Education degree: health education, physical therapy, and a revision and strengthening of recreation.

On the graduate level, working with the Department of Health, Physical Education and Recreation for Men, plans are underway to submit a program leading to the Master of Science degree to the Academic Programs Committee. Assuming acceptance of this program the Doctor of Philosophy program will be presented at a later date.

The service program is serving its dual function of fitness and recreation. It is under critical evaluation each year to provide the best possible program for the non-professional woman student.

##### PERSONNEL

Due to near maximum use of facilities increase in teaching personnel must be limited to primarily new faculty who can teach upper level undergraduate and graduate courses.

If the Texas Education Agency approves certification of health our most immediate need will be a person with a doctorate in health.

As the revised recreation major program goes into effect a person with a doctorate or working toward a doctorate in recreation will be necessary to teach upper-level courses and to supervise field work and the intern program.

The new dance program will start in September 1968. As this program progresses additional dance instructors will be needed.

With the expansion of building facilities aquatics and other sports personnel will be needed at the teaching assistant, instructor, and assistant professor levels.

Non-teaching personnel are needed at the present time and the need will increase as the program and facilities expand.

The Women's Gym is in use from 7:30 a.m. until 9:30 p.m. each school day and many times on the week-end. With a 40-hour work week it is impossible for the present equipment supervisor to be available at all times the equipment room and locker room are in use. Another equipment supervisor was requested for 1968-69.

A graduate student with special interest in recreation is desperately needed to assist with the intramural/extramural program and to keep the gymnasium open on the weekend for a student recreation program.

If the research program of this department is to reach the magnitude and scope which is the aim of the graduate faculty the services of a research assistant are needed beginning with 1968-69 and with an additional research assistant added for the next two years. Since released time is not given for research activities this would seem to be a reasonable solution to a problem faced by every faculty member trying to do research and teaching a full load at the same time.

#### FACILITIES

The gymnasium and dance studio in the Women's Gym are being used to absolute capacity Monday through Friday, 7:30 a.m. until 9:30 p.m. Outdoor and classroom facilities are at near maximum use. In order to continue to serve the college in both the service and professional capacities expanded facilities must be provided in the very near future.

The five classes per semester in aquatics which are held in the men's pool are always filled with students being turned away.

The four tennis courts provided for women students are in constant use. One teacher could effectively teach twice as many tennis students if courts were available.

Our fields are used for classes and intramurals each hour of the day. Our students working in track and field are presently working on the men's track when it is available.

The facility problem is one of the most pressing problems facing the department.

#### DEPARTMENTAL OPERATION

Another problem which is affecting staff morale more than any other single factor is the lack of sufficient MET funds. The faculty, as a whole, is satisfied with the salaries which are being paid and with tenure and promotion policies. The faculty can keep a sense of humor on rainy days when five activity classes meet in the hall and on the stairs. The condition and amount of the equipment used in classes has gone past the point of humor. In archery, badminton and gymnastics classes safety of the students has become involved. The 1968-69 year will start with a lack of funds due to a deficit which will result from the 1967-68 budget. The department will have real trouble replacing broken and/or expendable equipment and will have little hope of adding new items to the inventory.

The affect on the faculty will become even more apparent if, as is feared, several members who are making tremendous contributions to the graduate program leave the faculty of the department and the college for other institutions which can offer them equipment and the chance for professional advancement through travel benefits and released time for research. To date these members of our faculty have been more than

realistic in their requests for funds. They have even paid for equipment out of their own pockets (nearly everyone on the staff has done this), but they must have cause to hope that the situation will improve in the immediate future if we are to retain their services.

Funds for teaching equipment, capital outlay, and travel must be increased if our faculty and program is to grow and continue to make contributions to the science of movement and the fine arts program through dance. We recognize our responsibility to every young woman who attends Texas Tech and to those young women who choose our department for their undergraduate and graduate work. Every member of our staff is dedicated to high standards of teaching and counseling and gives willingly of time for the many extracurricular activities promoted by the department. Each member of the staff makes a contribution to the college community and to the Lubbock community through participation in organizations, on committees, and in cooperative ventures with other college departments. It is our fervent hope that funds will be made available which will allow us to give of our talents to our full capacity.

## APPENDIX

## DEPARTMENTAL COMMITTEES

### I. HISTORY AND DEVELOPMENT

Dr. Mary B. Dabney, Chairman

Dr. Dorothy B. Hoyle

Miss Sue A. Rainey

### II. CURRENT STATUS

Dr. Margaret E. Wilson

### III. PROJECTIONS

Mrs. Mary S. Owens, Chairman

Mrs. Mary Ann Cobb

Dr. Doris A. Horton

Miss Peggy A. Williams

The entire staff for various portions  
of the report

### IV. SUMMARY

Dr. Margaret E. Wilson

DEPARTMENT OF HISTORY

TEXAS TECHNOLOGICAL COLLEGE

Lubbock, Texas

Department of History

August 23, 1968

Dr. Grover E. Murray, President  
Texas Technological College  
Campus

Dear Dr. Murray:

Transmitted herewith is the report of the department's status and projections for the future as requested in your memorandum of February 15, 1968.

I trust that this report includes the information desired.

Sincerely yours,

D. M. Vigness, Chairman  
Department of History

DMV:hj

TEXAS TECHNOLOGICAL COLLEGE

Lubbock, Texas

THE DEPARTMENT OF HISTORY:

A Report on its Past and Present Status

With Projections for Future Development

This report was assembled with the cooperation of the permanent faculty of the department working in committees as follow:

No. 1: The past of the department

Dr. Seymour V. Connor  
Dr. James W. Harper  
Dr. William C. Holden  
Dr. William R. Johnson  
Dr. James V. Reese  
Dr. Ernest Wallace (chairman)

No. 2: The current status of the department

Dr. Lowell L. Blaisdell (chairman)  
Dr. Lawrence L. Graves  
Dr. Allan J. Kuethe  
Dr. Benjamin H. Newcomb  
Dr. George S. Robbert  
Dr. Paul J. Woods

No. 3: The future of the department

Dr. Jacquelin Collins (chairman)  
Dr. Timothy P. Donovan  
Dr. Thomas G. Manning  
Dr. Otto M. Nelson  
Dr. V. Mitchell Smith  
Dr. Idris R. Traylor

The permanent faculty heard and commented on reports of the three committees.

The editorial committee was composed of the chairman of the department, Dr. David M. Vigness, and the chairmen of the above committees.

## Section I:

### A Short History of the History Department

When Texas Technological College opened in 1925 the Department of History was one of the original seventeen instructional departments in the School of Liberal Arts. Under the leadership of John Cowper Granbery, who had one of the liveliest minds on the campus, the department quickly established a reputation for academic superiority at Texas Technological College. Courses were offered in all the major areas of history, with a reading knowledge of Spanish being required for the Texas and Latin American courses and Latin being required for the Medieval and Renaissance courses.

Pursuing the goal of excellence and high scholastic standards, the department made a reading knowledge of a foreign language a requirement for the Bachelor of Arts degree in history in 1926, but the following year dropped the language prerequisite for the advanced courses, stating instead that a reading knowledge was desirable for certain courses. In 1928 the first Master's degree at Texas Tech was awarded in history, and in 1929 the department took the lead in establishing a museum society. That year it also added courses in sociology, philosophy, and anthropology. Much assistance was given the developing scholarly

pretensions of the young department by Texas Tech's first librarian, a historian of established reputation who published regularly in her field of Latin American history. To encourage research and writing, Granbery founded a unique faculty club, called Questers, where cross-disciplinary papers were read monthly by a select number of faculty members.

Granbery became involved in off-campus political activity which the Board of Directors and administration deemed unseemly. After a thorough investigation and two hearings, the Board did not renew Granbery's contract at the end of the 1931-32 academic year. At the same time, because of the depression, the contracts of H. Bailey Carroll and Oscar Kinchen, who were on leave, were also not renewed.

Gus Lee Ford became department head in 1932, and in that year the department dropped its sociology and philosophy courses and was restyled the Department of History and Anthropology. Little change occurred until 1936, the year of the Texas Centennial celebration, when Gus Ford took a leave of absence to assist with the exhibition in the Hall of State and William Curry Holden spearheaded a major drive (including a march on the capitol) to secure Centennial funds for the establishment of a museum on the campus.

Ford did not return to the campus, and Holden became head of the department, a position which he held until 1954.

However, the press of additional duties as dean and director of the Museum caused him to delegate the headship from 1940 to 1942 to a special committee chaired by Seth Shepard McKay. Under Holden's prodding and inspiration, the department became the most active academically on the campus and one of the most productive history departments in the entire Southwest. Scores of articles and books resulted from faculty and student research during this period, bringing the College a broadening reputation for scholarship.

When Texas Tech first began offering doctoral work in 1950-1951, the Department of History was one of the three departments\* involved in the program. Cognizant of insufficiencies in library resources and deficiencies in staff, the department limited major work on the doctorate to the field of general American history but participated until 1955 in an interdisciplinary degree (with English and Government) in American Civilization. To support its graduate program the department employed Carl Coke Rister as a Distinguished Professor in 1951 and established, with the assistance of the Library and the Museum, the Southwest Collection.

Holden turned the headship over to William M. Pearce in 1954 (acting head in 1953) who expanded the staff to keep step with the rising tide of enrollment. The department sheared off its sociology courses in 1959 to a new

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\*English, Chemistry, and History. Geology was originally named but soon voluntarily withdrew.

Department of Sociology, and in 1964 transferred its anthropology courses to that department. When Pearce vacated the headship for higher echelon administration, David M. Vigness was chosen as department head in 1961 (acting in 1960). During the ensuing years, the department was characterized by excellence in classroom teaching and an expanded young faculty with a wide variety of specialties. In 1963 the doctoral program was broadened to include a diversity of major fields.

The Department of History has consistently supported many auxiliary programs on the campus. From the very beginning it participated in Latin American Area studies which in 1954 became a formal degree program. Members of the department were the prime movers in the creation of the Museum and the establishment and growth of the Southwest Collection. Beginning in 1962 the department cooperated in the establishment of a joint Park Administration-History degree and since that time has trained nearly a dozen historically oriented park administrators in a program that promises to develop into a significant new concept in environmental studies. Through the years there has also been heavy participation by the department in teacher training and education. Recently, some members of the history faculty have become involved in the work of the International Center for Arid and Semi-Arid Land Studies.

The Department of History, in addition to offering

service courses and a minor field for other academic departments on the campus, has awarded five types of degrees. They are: Bachelor of Arts, Bachelor of Science-Teaching, Master of Arts, Master of Arts-Teaching, and the Doctor of Philosophy. The records show that in the spring of 1927 it awarded the Bachelor of Arts, for the first time, to three students; in the spring of 1928 its first Master of Arts degree to one student; in the summer of 1939 its first Bachelor of Science-Teaching to eight students; in the summer of 1944 its first Master of Arts-Teaching to one student; and in the spring of 1953 its first Ph.D. degree to one student. During its first five years, the department awarded a total of only forty-five degrees, including two Masters'. In the spring and summer of 1967, it awarded a total of 102, including four Masters' and three Doctors'. Altogether the department has awarded a total of 1159 degrees, including 667 Bachelor of Arts, 336 Bachelor of Science-Teaching, 121 Master of Arts, 17 Master of Arts-Teaching, and ~~20~~ Doctor of Philosophy.

[For a table showing the number and kind of degrees awarded each spring and summer, 1927-1967, inclusive, see Appendix A.]

Considering the rapid growth of the department, the faculty has been unusually stable. There have been only thirty-eight regular full-time faculty members, and of these only thirteen have left to accept employment else-

where. Of the remainder, five have retired and one died while in service. Six persons served for more than thirty years each, and six others have been on the faculty for a decade or longer.

[For a listing of the faculty with the highest degree held, see Appendix B.]

History faculty members, keenly conscious that good teaching and research are closely related, have from the first been very active in research despite considerable involvement in College administrative affairs. Since 1928, they have published approximately sixty books, some of which have received meritorious recognition both nationally and internationally, more than two hundred scholarly articles, hundreds of short encyclopaedic type sketches, and numerous book reviews for more than thirty historical journals. A majority of the publications, especially prior to 1950, were concerned with the American Southwest, but a wide variety of historical areas are represented.

[For a bibliography of the members of the Department of History, see Appendix C.]

The student enrollment in the department for the ten-year period from September 1958 through August 1967, all semesters and summer sessions, totaled 74,473, of whom 1,727 were graduate students. After a four-year decline between September 1957 and August 1961, enrollment figures each

year have jumped dramatically. The total enrollment for 1966-1967 was 11,923 or 2.12 times that for 1957-1958. The fall 1967 enrollment was 2.8 times that for the fall 1958, and that for the First Summer Session of 1967 was 2.66 times that for the comparable session in 1958. During the same time, graduate enrollment increased from 80 to 298 students, or ~~373~~ percent. In the fall 1967 it was 11.7 times that for the fall 1957-1958.

[For a statistical tabulation of enrollments, undergraduates and graduates, by semesters and summer sessions for the ten-year period September 1957 through August 1967, see Appendix D.]

The number of majors, although quite small in comparison to the total enrollment, has been increasing at a steady and fairly rapid pace during the past ten years, jumping from 61 in 1957-1958 to 394 in 1966-1967, or 643 percent.

[For the annual enrollment of majors in the Department of History, see Appendix E.]

The department's budget has shown a steady increase over the past ten years. The total budget (adjusted to a nine-month schedule) stood at \$121,602.25 in 1957-1958, when the department included sociology and anthropology. This figure was \$286,245.00 in 1966-1967, an increase of 135.4 percent. Teaching salaries (including professorial ranks, instructors, and teaching assistants) have increased by 139.3 percent, from \$114,146.25 to \$273,305.00. ME & T

increased 214 percent, from \$2,100.00 to \$6,600.00; and the money spent by the department on travel increased by 318 percent, from \$550.00 to \$2,300.00. The cost to the State of Texas for each semester hour taught by the department has remained fairly stable, standing at \$16.18 in 1958-1959 and at \$19.85 in 1966-1967.

[For a statistical tabulation of the budget for the Department of History, 1957-1958--1966-1967, see Appendix F.]

## Section II

### The Present Standing of the History Department

One of three committees appointed to examine the status of the History Department at Texas Technological College, past, present, and future, is the Committee to ascertain and examine the functions and activities of the department in the academic year of 1967-1968. The Committee's work broke down into five categories: the size and major divisions of the departmental budget, as well as data on the number and rank of teaching positions; important aspects of undergraduate teaching; the graduate program; current research activities of departmental members; and miscellany, such as extension division offerings and classroom and office space allotments.

In summation, the Committee finds that the Department of History is one of the key divisions of Arts and Sciences today. It has a well-trained staff, offers a wide variety of courses, attracts a sizeable and growing number of undergraduate majors while also appealing to students in related fields, contributes importantly to graduate study, and has a staff whose research interests and activities are strong and growing. Undergraduates are provided with a sound foundation. Graduates are generally professionally competent.

1. Matters pertaining to the departmental budget, the rank and number of faculty, and their compensation:

In 1967-1968, the department operated on a budget of \$349,300.00. This was divided as follows: By far the greatest amount, \$335,100.00 was spent on salaries of teaching personnel. Departmental miscellany (ME & T), the second largest expenditure, came to \$6,900.00, only a fraction of the first. Of this sum, \$2,300.00 went for travel, while the remaining \$4,600.00 was spent for postage, stores, capital investments (typewriters, furniture, and instructional aids), telephone, expenses for visiting speakers, maintenance contracts on office machines, and miscellany. The remaining \$7,300.00 was spent as follows: The departmental secretary received a salary of \$,900.00 and the student assistants earned \$3,400.00.

The department employed ten professors, four associate professors, eight and one-half assistant professors, three instructors, and 24 teaching assistants first semester, 25 the second. At the professorial level, compensation varied from a high of \$23,000.00 to a low of \$10,400.00 (certain exceptional circumstances are noted in an appendix). The average salary for full professors, based upon nine months contracts, is \$14,105.00. At the associate professor level, the high salary was \$12,200.00 and the low, \$10,000.00, with an average of \$10,900.00. For assistant professors, the high was \$10,000.00, and the low, exclusive of an

exception, \$8,700.00, with an average of \$9,212.00. In the case of instructors, the high salary paid was \$7,600.00, with a low of \$7,000.00, and an average of \$7,400.00.

[For a more detailed study of departmental ranks and salaries, consult Appendix G.]

## 2. The undergraduate program:

The department carries on a very active program for the training of undergraduates, both with regard to instruction for its own majors and as a service area for students needing primary-level history or advanced undergraduate courses. Using the first semester of 1967-1968 as a yardstick, the department offered twenty-five courses in which undergraduates were enrolled. It taught a total of 5,024 students. Its student-teacher ratio was 32.16 students to each instructor, a high ratio. When this figure is taken into consideration with the faculty's graduate and research duties, as well as miscellaneous functions, it is clear that the department is understaffed.

The largest enrollment was in the basic American history, 231 and 232, required by law of all students. 2,516 students were enrolled in 231, and 928 in 232, for a total of 3,544. The next largest enrollment was in the Development of Civilization, 131 and 132, which had 340 students enrolled in the former, and 111 in the latter, for a total of 451. Next in line were the History of Military Affairs, with 220 students, the History of Texas, with 118, and History of

England to 1714, with 96 students. The remaining eighteen advanced undergraduate courses contained a total of 595 students.

311 students chose to major in history. These divided as to class as follows: freshmen, 103; sophomores, 60; juniors, 78; and seniors, 70. This total shows a steady, progressive increase over previous years.

Available information indicates the importance of the department's work in a service capacity. In the first semester, 352 of the 441 students enrolled in History 131 and 132 were non-majors, well over 75% of the enrollment. In the advanced undergraduate courses, of 1,029 enrolled, 754 were non-history majors, a little less than 75% of the total enrollment.

History is an important department for students who plan to teach this subject or the broad social science field as either their primary or secondary teaching preference. In 1967-1968, 64 students studying to become secondary school teachers chose history as their major subject. This showed a steady increase over immediate past years. 167 student-teacher applicants chose history as either their first or second teaching field. 17 other students had the broad social science field as their major, and plan to teach history as one of their subjects.

[For a breakdown of departmental undergraduate courses, sections, and enrollment, consult Appendix H.]

### 3. The graduate program:

For many years, the department has maintained, and steadily enlarged, a graduate program. This includes training for both the M.A. and the Ph.D. degrees. The latter is divided into American history, Latin American, and, in very recent years, Modern European and African.

There are 57 students now studying for the Master's degree in history. 35 of these are currently enrolled. 12 others are summer school students or otherwise are at work on a History Department M.A. The doctoral program is larger. There are at present 60 students enrolled. They are at various stages of the work required for the Ph.D.

The current graduate enrollment works out in the following fashion: There were 87 students in the fall of 1967. 35 of these were full-time enrollees. 52 were part-time graduate students.

By the close of the academic year, 1967-1968, 20 persons have obtained the Ph.D. in history from Texas Technological College.

[For a listing of the names and addresses of the Ph.D. recipients, consult Appendix I.]

### 4. Research activities of the department personnel:

As of 1967-1968, the departmental members have been almost unanimously productive. 19 out of 20 Ph.D.'s are involved in research activities at varying stages. Five

books were published or accepted, two by one faculty member. Articles published or accepted totaled 22. Nine faculty members published articles or books, and six others furnished book reviews for scholarly journals. Seven faculty members presented nine papers or comments at professional meetings. 32 speeches were delivered to various organizations by 11 faculty members.

Research projects under way, but not completed, totaled 40. Only seven of these were funded a meager total of \$9,400.00. One project was funded \$1,500.00 from an outside source; the other six received \$7,900.00 from state-appropriated funds.

Topics of research vary widely. Three books, six scholarly papers, 18 articles, and 15 uncompleted research projects deal with Southwestern topics. One article and six research projects are substantially concerned with arid lands and problems of aridity.

5. Miscellany: Extension Division work, and classroom and office space.

Among its services, the department offers courses for the College Division of Extension. The information which follows pertains to the academic year of 1966-1967, the most recent period available. The department's extension work is divided into college and secondary school levels. At the college level, five correspondence courses are offered. These are: 131, Development of Civilization; 132, Development of Civilization; 231, History of the United States to 1877; 232, History of the United States since 1877; and 330, History

of Texas. During 1966-1967, 18 completed 131, Development of Civilization; two completed 132, Development of Civilization; 68 completed 231, History of the United States to 1877; 20 completed 232, History of the United States since 1877; and 20 completed 330, History of Texas. Thus, 128 completed college level extension courses. At the high school level the courses offered are American History, Texas History, and World History. 156 completed the first, 88 got through the second, and 63 made it in the third, for a total of 307. In addition to correspondence instruction, the History Department provides an extension course at Reese Air Force Base. Last year four sections of History 231 were presented there, with a total enrollment of 74 students. Combining the correspondence-extension and the extension-at-Reese Air Force Base services, the total was 509. 23 departmental members and teaching assistants performed this service. The Division of Extension itself provided one instructor. Remuneration came to \$25,987.50. Of this total, \$1,200.00 came from the classroom work, the remainder from the correspondence activity. \$3,990.70 of the total amount was earned by the aforementioned special instructor.

During 1967-1968 the department utilized 10,549 square feet of classroom space in seven regular buildings plus several annexes. This represented a slight increase over the 10,000 used in 1966-1967. Preceding 1966-1967 there was a corresponding slightly smaller classroom space utilization each year. As for office space, the department was allotted

49 offices amounting to 5,890 square feet of office space.

[The Office of Space Co-ordination uses an elaborate system of computation of classroom and office space worked out on a campus-wide basis. A more detailed breakdown of the History Department's classroom utilization, as well as a brief explanation of the Office of Space Co-ordination's system of calculation may be found in Appendix J.]

### Section III

#### The Plans and Goals of the History Department

It is most difficult for historians, whose training equips them only to examine the past with perception, to look into the future with any degree of confidence. Nevertheless, some extrapolation of the present situation is essential if the History Department is to experience any meaningful growth and development. An attempt must be made to chart some future course which will realistically maintain the department within the scholarly mainstream. It will not be an easy path nor can the necessity for hard choice be avoided.

While this report is the product of an internal committee within the department, its prospectus would be valueless unless it took into consideration certain external factors which are of paramount significance. The most important of these is the amount of support, both financial and psychological, which the College is willing to extend. At the present time this issue has not been fully decided; indeed, there are certain disturbing signs on the horizon. Should there be a continuing heavy emphasis upon the technological at the expense of the arts, the humanities, and the social sciences then, all that is projected here will have little relevance. The very name of the institution is a definite deterrent to quality development especially of

the graduate program. Money, and money in sufficient quantity will have to be spent not only on competitive salaries but also upon physical resources, increased scholarships and fellowships needed to attract first-rank graduate students, and research grants comparable to those being bestowed upon the sciences and the vocational-trade areas. A second external factor concerns the competition with which the department will be confronted in the very near future. New doctoral programs have been or will be introduced shortly at the University of Houston, North Texas State, Texas Christian, and the University of Arkansas. It would be foolish to insist that these programs pose no real threat to our own. Obviously, the two factors are interrelated: the ability to compete not only with the established programs at Texas, Oklahoma, and New Mexico but also with the aforementioned tyros is directly related to the amount of encouragement and support the department receives from the College administration. Ascertaining whether this will be forthcoming should be a first order of business. Vague promises will not do; definite pledges must be obtained. If this problem is not resolved satisfactorily, then the department should resign itself to comfortable mediocrity in graduate studies and maintain excellence at the undergraduate level.

In the next five and ten years, it seems certain that the College will become larger. The official prediction is that the student enrollment will grow from 18,646 in the

fall semester 1967-1968 to 24,736 in 1972 and 31,437 in 1977. In the past the growth of the History Department has matched that of the College and will continue to do so in the foreseeable future. Appendix K gives a detailed analysis of the growth of the department in the past and projection of its growth in the future. Its main conclusions may be summarized as follows: At present the department teaches 1067 full-time equivalents in history; in 1972 and 1977 it will be teaching 1374 and 1744 full-time equivalents respectively. At present the department employs 33.15 full-time faculty equivalents; in 1972 and 1977 it will require 49 and 70. The current nine-month budget of the department is \$334,500.00; in 1972 and 1977 it will be \$681,100.00 and \$1,323,100.00.

Finally our plans for the future must include the need to improve the present undergraduate and graduate programs of the department. Here we must consider not only the increased competition of other schools, but also the higher standards of instruction everywhere and the problems that come simply with our rapid growth. The need to maintain our position in the face of heightened competition is impressed upon us by the undertaking of the American Historical Association to review all departments offering the Ph.D. degree.

#### Department Structure

In recent months the structure of the department administration and its mode of decision making have undergone

considerable change; the department head has been redesignated department chairman; decisions of tenure and of promotion have become matters on which all tenured faculty vote; and a formal library committee has been inaugurated. In the coming years this evolution toward a more formalized committee structure and decision-making process will continue. The department intends to establish in the immediate future a formal committee system function in areas such as executive, graduate, honors, curriculum, and faculty hiring.

#### Undergraduate Instruction

The department intends to strengthen its undergraduate program in several ways. First, new courses will be added in the following fields (present course offerings are given in parenthesis):

1. East Asian History (Far East, one semester), where a two-semester sequence and advanced courses such as Modern China and Modern Japan might be offered.
2. Ancient History (Classical Civilization, one semester), which can be expanded to include courses in the Ancient Near East, Ancient Greece, and Rome.
3. The Middle East in Modern Times (The Near East in Modern Times, one semester), which could be expanded into two semesters.
4. European Economic History (nothing).
5. American Negro History (nothing).

6. American Urban History (nothing).

7. Civil War and Reconstruction (nothing).

Second, we intend to expand and strengthen the honors program of the department and thereby to improve the quality of education and the intellectual tone of the College. To the existing honors sections of History 231 and 232 (History of the United States) we will add honors sections of History 131 and 132 (Development of Civilizations). Honors sections will be limited to 20 students each and will be taught by experienced members of the department. An instructor who teaches an honors section will do so in lieu of a senior or graduate level course. This expanded program will be given adequate publicity and honors students will be accorded proper recognition.

Third, we will reduce class sizes in order to bring the History Department's student-teacher ratio in line with that in the School of Arts and Sciences and the College as a whole and with good history departments in other universities. Again see Appendix A for pertinent information. History 231 and 232 (History of the United States), which is required of all students of the College, will not be taught in very large classes (over 100) without mandatory discussion sections of 25 students or less. Without such discussion sections, the teacher-student relationship, which is the essential ingredient of good education, is severely impaired. Survey courses at the 100 to 300 level

will vary from 30 to 100 students and will exceed the latter figure only with the addition of required discussion sections. Courses at the 400 level will be limited to 30 students. The student-faculty ratio, which is at present 32.19 to 1, will by 1972 be reduced to 28 to 1 and by 1977 to 25 to 1. This is our minimum objective. The department will expand its program of supervision to insure a high standard of instruction by graduate students who conduct discussion sections and survey classes.

Finally, history majors will have specific advisers. This will aid the student by giving him consistent advice, and it should improve faculty-student relationships and also divide the advising of students equitably among all members of the department.

#### Graduate Instruction

Of fundamental importance to the graduate program is the problem of general departmental direction. The question to be answered is this: should the department attempt to become a truly first-class Ph.D. department, striving for excellence in a number of fields, or should it lower its sights and concentrate on the areas (e.g. Texas and South-western history) in which it already excels. Several years ago the history faculty, recognizing that an outstanding history department must be broadly based, rejected the idea of limited excellence and determined to expand its

areas of graduate concentration. The department reaffirms that decision and resolve today. Full implementation depends, of course, on proper allocation of resources and additional staffing.

Assuming the support of the College, the History Department will direct its efforts in the next five and ten years to the following improvements in the graduate program: First, a formal graduate committee will be constituted to oversee the operation of the program and to review constantly its goals and its success in attaining them. The graduate committee, assisted by the graduate faculty, should be able to determine the qualifications of faculty to teach graduate courses. The minimum requirement for teaching graduate courses and directing master's theses normally should be the Ph.D. degree. Substantial evidence of research activity should be required for directing doctoral dissertations. The graduate committee will also appoint graduate counselors and supervise their activities. The actual directing and counseling of students should be assumed more fully by those professors with whom the student does his work. The graduate committee will also be responsible for a formal periodic review of the progress of all graduate students, for the awarding of graduate assistantships and fellowships, and for the overseeing of classes and discussion sections conducted by graduate students.

Second, the course offerings of the department must be broadened and the staff must be improved and enlarged

in order that Ph.D. dissertations may be written in more than the present limited areas. Additional emphasis will be placed first in American, Latin American, and Modern European history and then in other fields as they become staffed and library holdings become adequate in order that they also become fields in which Ph.D. dissertations are ordinarily written. In line with this, the department graduate committee will review the graduate field offerings and make recommendations to the graduate faculty as they are appropriate.

Third, in order to improve the quality of the graduate program, certain courses will be required of all graduate students. All graduate students must take History 534 (Historiography). All Ph.D. candidates will be required to take History 535 (Historians and Historical Literature). Further, all master's candidates will be required to take at least one seminar (History 634, etc.), all doctoral candidates at least three. We shall urge the language departments to initiate programs to prepare graduate students for their language examinations. The department will continue to require two languages of our Ph.D. candidates.

Finally, the department will put more emphasis on publicizing its program and on recruiting good graduate students. Admittedly, the basis of a graduate program's reputation is its faculty's teaching, research, and publishing and the quality of the Ph.D.'s it turns out. The creation of one or more special professorships to attract outstanding

men to our department on a short term or permanent basis would add to its stature and reputation. The department will consider raising the minimum standards of admission to the graduate program and will increase its efforts to recruit more of its graduate students from areas other than West Texas. If the department is to attain any kind of national prominence, it must make a conscious effort to alter the prevailing provincial characteristics of the graduate student population. This will be accomplished in part by sending annually a brochure to history departments throughout the country outlining our program and listing the areas in which we offer the master's or doctor's degree. Several graduate fellowships, available to master's candidates as well as doctoral, would be very helpful in attracting good students. This will also be furthered by encouraging faculty and graduate students to attend and participate in national and regional professional meetings and by providing money to defray expenses. Finally, the department will inaugurate an annual newsletter to be sent to all our Ph.D. candidates and graduates announcing new hirings and publicizing new research and publications of faculty, students, and graduates. A vigorous graduate dean, visiting and speaking on college campuses across the state and country, would also help attract students to our program.

### Research

The department is pledged to do research and to create an atmosphere favorable to it. Fifteen professors have book-length projects under way. Some have manuscripts near the completion stage, others are expanding their dissertations, and several have recently begun new books. Five of these professors received state-supported research grants during the academic year 1967-1968, and five more have applied for such grants during the academic year 1968-1969. It is reasonable to assume that during the next five or ten years many of these projects will appear in print. The department sees a number of ways to encourage research: sabbatical leaves, approval of members' efforts to secure grants on and off campus, and lighter teaching loads for professors at crucial stages of their work (reduction of teaching load by three hours every fourth semester would be a good initial objective here). Money is needed for research assistants, for typing and xeroxing, and, above all, for travel expenses. Members of the department need to go to the east and west coasts, to Latin America, and to Europe for their materials.

If a university press is established at Tech, the department will provide manuscripts worthy of serious consideration for publication, both from its own members and from graduate students it has trained.

### Library

For the next five years the library needs of the department for teaching and research can be stated at \$100,000.00 per year. This is a firm and responsible figure. The department spent \$70,000.00 during the academic year 1967-1968 and will maintain expenditure at this level in the immediate future (the library budget allowing). It has in hand orders in the amount of \$110,000.00 for other books in print and for microfilm, as the library finds the money to buy them. In the second five-year period, annual expenditures by the department could surpass \$100,000.00, if prices of books and their quantity continue to rise.

Excellence in new graduate fields, such as Modern Europe, would require an additional expenditure of perhaps as much as a half million or even a million dollars over the next five or ten years.

### Secretarial Help

The addition of new faculty and the expected rise in the number of students who will major in history, combined with the increasing volume of paper work, will necessitate the hiring of an additional secretary and also of a manuscript typist. The departmental office staff will thereby be brought to four: two secretaries, a manuscript typist, and a part-time assistant for the library committee.

### Space

At present there are 33.15 full-time faculty equivalents

in the department, and a faculty headcount of 49. Current assigned office space comes to 5,890 square feet and total instructional space is, 10,549. By 1972 and 1977 the full-time faculty equivalents will be 49 and 70 respectively, an increase of about 50% and of slightly over 100% over the current figure. Office space requirements can be expected to increase proportionately. The department is in critical need of seminar and conference rooms.

#### Audio-Visual Aids

Recognizing that audio-visual aids are an invaluable adjunct to teaching and that they are being increasingly employed in all educational institutions, the department intends to expand its holdings of such aids. Each classroom should be equipped with two complete sets of maps, one for United States history, the other for Western Civilization. Additional maps for specialized courses will also be needed. Funds will also be needed to rent documentary films and to purchase color slides, phonograph records and tapes, and Spectra-Transparencies of maps and charts. The department needs a second 16 mm projector and several additional projection screens. A projection room in the Social Science Building would be an important facility for the department. The History department urges the creation of a College Visual Aids Center where professional assistance can be obtained in the making of overhead projector slides, transparencies, and other teaching aids.

### A History Journal

The history faculty believes that the prestige and dignity of the department would be enhanced if the College were to undertake the sponsorship of a national or regional history journal edited by members of the department.

### Extension and Continuing Education

The History Department will continue its present association with Extension and Continuing Education and will cooperate in the future plans and efforts of the College in this direction.

### Concluding Statement

The history faculty, considering the present status of the department in light of standards for doctoral departments established by the American Historical Association, and also comparing the department with those in other major universities, concludes that it has the foundation necessary for professional growth. Thus, rather than isolating specific long-range and short-term goals, the faculty feels that its efforts should be directed toward a steady development in faculty size and strength and in the breadth and quality of the undergraduate and graduate programs.

The department also stands ready to cooperate with or help initiate broad, regional programs such as the existing Latin American Areas Studies Program.

# Appendix A

## Degrees Conferred in History, 1927-1967

	<u>Bachelor of Arts</u>	<u>Bachelor of Science Teaching</u>	<u>Master of Arts</u>	<u>Master of Arts Teaching</u>	<u>Ph.D.</u>
Spring, 1927	3	0	0	0	0
Summer, 1927	2	0	0	0	0
Spring, 1928	7	0	1	0	0
Summer, 1928	6	0	0	0	0
Spring, 1929	7	0	1	0	0
Summer, 1929	8	0	0	0	0
Spring, 1930	8	0	0	0	0
Summer, 1930	2	0	0	0	0
Spring, 1931	12	0	2	0	0
Summer, 1931	9	0	2	0	0
Spring, 1932	11	0	0	0	0
Summer, 1932	12	0	4	0	0
Spring, 1933	12	0	1	0	0
Summer, 1933	5	0	2	0	0
Spring, 1934	11	0	0	0	0
Summer, 1934	15	0	1	0	0
Spring, 1935	13	0	1	0	0
Summer, 1935	14	0	4	0	0
Spring, 1936	11	0	1	0	0
Summer, 1936	13	0	3	0	0
Spring, 1937	7	0	1	0	0
Summer, 1937	10	0	7	0	0
Spring, 1938	8	0	1	0	0
Summer, 1938	12	0	5	0	0
Spring, 1939	15	0	3	0	0
Summer, 1939	4	8	0	0	0
Spring, 1940	5	4	2	0	0
Summer, 1940	6	6	4	0	0
Spring, 1941	8	5	5	0	0
Summer, 1941	1	5	4	0	0
Spring, 1942	4	4	1	0	0
Summer, 1942	6	5	5	0	0
Spring, 1943	3	1	2	0	0
Summer, 1943	5	2	2	0	0
Spring, 1944	4	4	0	0	0
Summer, 1944	0	0	1	1	0
Spring, 1945	2	0	0	0	0
Summer, 1945	3	3	5	3	0
Spring, 1946	7	1	0	0	0
Summer, 1946	1	3	0	0	0
Spring, 1947	10	3	0	0	0
Summer, 1947	2	4	1	0	0

Degrees P. 2	<u>Bachelor of Arts</u>	<u>Bachelor of Science Teaching</u>	<u>Master of Arts</u>	<u>Master of Arts Teaching</u>	<u>Ph.D.</u>
Spring, 1948	13	4	0	0	0
Summer, 1948	2	3	3	0	0
Spring, 1949	6	7	2	0	0
Summer, 1949	3	6	1	0	0
Spring, 1950	5	6	1	0	0
Summer, 1950	1	8	4	0	0
Spring, 1951	4	6	1	0	0
Summer, 1951	1	5	0	0	0
Spring, 1952	5	4	0	0	0
Summer, 1952	0	2	0	0	0
Spring, 1953	7	5	0	0	1
Summer, 1953	2	1	0	0	0
Spring, 1954	4	0	0	0	0
Summer, 1954	1	0	0	0	1
Spring, 1955	4	9	0	0	0
Summer, 1955	0	4	0	4	0
Spring, 1956	11	6	0	1	0
Summer, 1956	6	7	0	0	0
Spring, 1957	7	10	0	0	0
Summer, 1957	6	8	0	1	0
Spring, 1958	5	10	1	0	1
Summer, 1958	2	6	2	1	0
Spring, 1959	6	5	2	1	0
Summer, 1959	2	7	3	1	2
Spring, 1960	5	2	1	0	0
Summer, 1960	5	10	3	2	2
Spring, 1961	13	10	0	0	1
Summer, 1961	2	10	3	2	0
Spring, 1962	17	7	1	0	0
Summer, 1962	7	7	1	0	1
Spring, 1963	10	14	3	0	0
Summer, 1963	5	2	0	0	1
Spring, 1964	17	18	0	0	0
Summer, 1964	13	7	1	0	1
Spring, 1965	33	16	1	0	1
Summer, 1965	23	10	4	0	0
Spring, 1966	29	11	2	0	1
Summer, 1966	16	10	3	0	1
Spring, 1967	53	19	2	0	1
Summer, 1967	17	6	4	0	3

Appendix B

Faculty of the Department of History, 1925-1967

(With highest degree held while at Texas Tech)

- Blaisdell, Lowell Lawrence. Ph.D., Wisconsin, 1949.  
Asst. Prof., 1957-1959; Assoc. Prof., 1959-1963; Prof.,  
1963- ; on leave, fall 1966.
- Boone, Lalla Rookh. M.A., California, 1922.  
Assoc. Prof., 1925-1930; on leave, 1927-1928, 1928-1929,  
1929-1930.
- Brunson, Billy R. Ph.D., Texas Tech, 1960.  
Visiting Asst. Prof., 1963-1964.
- Carroll, Horace Bailey. M.A., Texas Tech, 1928.  
Instr., 1928-1929; Assoc. Prof., 1929-1932; on leave, 1930-  
1931, 1931-1932.
- Collins, Jacquelin. Ph.D., Illinois, 1964.  
Asst. Prof., 1962-1966; Assoc. Prof., 1966-
- Connor, Seymour Vaughan. Ph.D., Texas (Austin), 1952.  
Assoc. Prof., 1955-1956; Prof. (and Director of the Southwest  
Collection), 1956-1963; Prof. (and Editor of Official Publi-  
cations), 1965-
- De La Rue, Harry. M.A., Chicago, 1919.  
Asst. Prof., 1956-1965 (mandatory part-time, 1962-1965).
- Dillon, Merton Lynn. Ph.D., Michigan, 1951.  
Asst. Prof., 1956-1959; Assoc. Prof., 1959-1963; Prof., 1963-  
1965.
- Donovan, Timothy Paul. Ph.D., Oklahoma, 1960.  
Asst. Prof., 1960-1963; Assoc. Prof., 1963-
- Dupree, Anderson Hunter. Ph.D., Harvard, 1951.  
Asst. Prof., 1950-1953.
- Eaves, Charles Dudley. Ph.D., Texas (Austin), 1943.  
Prof., 1925-1959; Prof. Emeritus, 1959- ; on leave,  
1929-1930, fall 1939, 1946-1947.

- Ford, Gus Lee. M.A., Southern Methodist, 1921.  
Prof., 1925-1936; Head, 1932-1936; on leave, spring 1936.
- Granbery, John Cowper. Ph.D., Chicago, 1909.  
Prof. and Head, 1925-1932.
- Graves, Lawrence Lester. Ph.D., Wisconsin, 1954.  
Asst. Prof., 1955-1957; Assoc. Prof., 1957-1961; Prof., 1961-  
Prof. (and Assoc. Dean of the Graduate School), 1966-
- Hahner, June Edith. Ph.D., Cornell, 1966.  
Asst. Prof., 1966-1968.
- Harper, James William. M.A., Marshall, 1964.  
Asst. Prof., 1967-
- Holden, William Curry. Ph.D., Texas (Austin), 1928.  
Prof., 1929-1968; Prof. (and Director of Archeological Research)  
1933-1938; \_\_\_\_\_ (and Curator/Director of West Texas Museum),  
1936-1964; \_\_\_\_\_ (and Head of Department), 1936-1940, 1942-1954;  
\_\_\_\_\_ (and Dean and Director of Anthropological, Historical,  
and Social Science Research), 1938-1945; \_\_\_\_\_ (and Dean of  
Graduate Studies), 1945-1949; on leave, 1953-1954.
- Hull, George Roswell. M.A., Texas Tech, 1963.  
Asst. Prof., 1965- ; formerly Prof. of Aerospace Studies, 1960-  
1965.
- Johnson, William Rudolph. Ph.D., Oklahoma, 1963.  
Asst. Prof., 1964- .
- Jones, George Hilton. Ph.D., Oxford.  
Asst. Prof., 1958-1962; on leave, 1960-1961, 1961-1962.
- Kinchen, Oscar A. Ph.D., Iowa, 1934.  
Asst. Prof., 1929-1930; Assoc. Prof., 1930-1932; on leave,  
1931-1932; Assoc. Prof., 1936-1939; Prof., 1939-1965; Prof.  
Emeritus, 1965- .
- Kuethe, Allan James. Ph.D., Florida, 1967.  
Asst. Prof., 1967- .
- McKay, Seth Shepard. Ph.D., Pennsylvania, 1924.  
Prof. 1928-1965; Prof. Emeritus, 1965- ; Chairman, "Committee  
in Charge," 1940-1942; on leave, 1948-1949.
- Manning, Thomas Green. Ph.D., Yale, 1941.  
Assoc. Prof., 1956-1961; Prof., 1961- ; on leave, 1960-1961.
- Nelson, Otto Millard. Ph.D., Ohio State, 1968.  
Asst. Prof., 1965-

Newcomb, Benjamin Havelock. Ph.D., Pennsylvania, 1964.  
Asst. Prof., 1964- .

Pearce, William Martin. Ph.D., Texas (Austin), 1952.  
Instr., 1938-1942; armed forces, 1942-1945; Instr., 1946-1949;  
Asst. Prof., 1949-1952; on leave, 1950-1951; Assoc. Prof.,  
1952-1955; Acting Head, 1953-1954; Head, 1954-1959; Prof. (and  
Assoc. Dean of the Graduate School), 1959-1960; \_\_\_\_\_ (and  
Academic Vice President), 1960-1966; \_\_\_\_\_ (and Executive Vice  
President), 1966-1968.

Ralph, Phillip Lee. Ph.D., Yale.  
Asst. Prof., 1935-1936.

Reese, James Verdo. Ph.D., Texas (Austin), 1964.  
Instr., 1962-1964; Asst. Prof., 1964-1967; Assoc. Prof., 1967-

Rister, Carl Coke. Ph.D., George Washington.  
Distinguished Prof., 1951-1955.

Robbert, George Stiegler. Ph.D., Indiana, 1964.  
Asst. Prof., 1962-1967; Assoc. Prof., 1967-

Smith, Van Mitchell. Ph.D., Texas (Austin), 1949.  
Assoc. Prof., 1959-1967; Prof., 1967-1968.

Traylor, Idris Rhea. Ph.D., Duke, 1965.  
Instr., 1960-1961; Asst. Prof., 1965-

Vernon, Ida Stevenson. Ph.D., Texas (Austin).  
Lecturer, 1947-1948; Asst. Prof., 1948-1952; on leave, 1950-1951,  
1951-1952.

Vigness, David Martell. Ph.D., Texas (Austin), 1951.  
Asst. Prof., 1955-1957; Assoc. Prof., 1957-1961; on leave, fall  
1957; Acting Head, 1960-1961; Prof. and Head, 1961- .

Wallace, Ernest. Ph.D., Texas (Austin), 1942.  
Instr., 1936-1941; on leave, spring 1939, spring 1940;  
Asst. Prof., 1941-1944; Assoc. Prof., 1944-1947; Prof., 1947-  
1967; \_\_\_\_\_ (and Asst. Dean of Arts and Sciences), 1945-1952;  
on leave, 1952-1953; Horn Prof., 1967-

Ware, Ronald Dean. Ph.D., Wisconsin.  
Asst. Prof., 1960-1961.

Wiley, Bell I. Ph.D., Yale.  
Assoc. Prof., 1934-1935.

Woods, Paul Joseph. Ph.D., Illinois, 1941.  
Assoc. Prof., 1960-1967; Prof., 1967-

## Appendix C

### Publications of History Faculty

BLAISDELL, LOWELL L.

#### Books

The Desert Revolution, Baja California. Madison: University of Wisconsin Press, 1962.

#### Articles

"Cluseret and the Fremont Campaign of 1864," Mid-America, XLIV (1964), 252-268.

"The Consul in a Crisis in Lower California, 1911," Mid-America, XXXVII (1954), 131-139.

"A French Civil War Adventurer: Fact and Fancy," Civil War History, XII (1966), 246-257.

"Harry Chandler and Mexican Border Intrigue, 1914-1917," Pacific Historical Review, XXV (1966), 385-395.

"Henry Lane Wilson and the Overthrow of Madero," Southwestern Social Science Quarterly, XLIII (1962), 126-136.

"Madero bajo el reflector," Historia Mexicana, VI (1956), 270-276.

"Rhys Pryce, the Reluctant Filibuster," Southwestern Social Science Quarterly, XXXVIII (1957), 148-162.

"Was It Revolution of Filibustering? The Mystery of the Flores Magon Revolt in Baja California," Pacific Historical Review, XXIII (1954), 154-163.

#### Book Reviews in:

Pacific Historical Review

Hispanic American Historical Review

Mid-America

Southwestern Social Science Quarterly

COLLINS, JACQUELIN

Book Reviews in:

The Historian

CONNOR, SEYMOUR V.

Books and Edited Works

A Short History of Texas. New York: Thomas Y. Crowell, to be issued in 1969.

"The Campaign and Battle of San Jacinto," chapter in Battles of Texas. Waco: Texian Press, 1967.

College Catalogs and Bulletins. Editor. Lubbock: Texas Technological College, 1965- .

Adventure in Glory: The Saga of Texas, 1836-1849. Austin: Steck-Vaughn, 1965.

The Saga of Texas. Editor. 6 vols. Austin: Steck-Vaughn, 1965.

Seeding the Nation: The Exploration and Settlement of Our Country to 1763. Written in 1963. Washington, D.C.: National Park Service, publication pending.

A Biggers Chronicle. Lubbock: Texas Technological College, 1961.

The Peters Colony of Texas. Austin: Texas State Historical Association, 1959.

Builders of the Southwest. Editor and co-author. Lubbock: Southwest Collection, 1959.

The West Is for Us: The Reminiscences of Mary A. Blankenship. Editor. Lubbock: West Texas Museum Association, 1958.

Preliminary Guide to the Archives of Texas. Austin: Texas State Library, 1956.

Texas Treasury Papers. Editor. 3 vols. Austin: Texas State Library, 1955.

Panhandle-Plains Historical Review. Editor vols. XXVI (1953), XXVII (1954), XXVIII (1955), XXIX (1956), XXX (1957).

### Articles

- "The Mendoza-Lopez Expedition, 1683-1684," to be published in The Museum Journal.
- "A System of Manuscript Appraisal," Antiquarian Bookman, November 14, 1966, 1922-1926; reprinted, History News, May, 1967, 103-108, and issued as Technical Leaflet No. 41 by the American Association for State and Local History.
- "Reminiscences of the Southwest," Texas Quarterly, VII (1964), 41-53.
- "Early Land Speculation in West Texas," The Southwestern Social Science Quarterly, XLII (1962), 354-362.
- "Legal Materials As Sources of History," The American Archivist, XXIII (1960), 157-167.
- "The First Settlers," "The Founding of Lubbock," "The New Century," three chapters in A History of Lubbock. Edited by L. L. Graves. The Museum Journal, III (1959), 45-126.
- "Archival Work in Historical Museums," Clearing House for Western Museums, New Series 13-14 (June-July, 1959), 138-144.
- "The Problem of Literary Property in Archival Depositories," The American Archivist, XXI (1958), 143-152; reprinted, Wisconsin Law Review.
- "In Memoriam: Louis Wiltz Kemp, 1881-1956," Southwestern Historical Quarterly, LXI (1957), 163-165.
- "A Preliminary Guide to the Texas Archives," Southwestern Historical Quarterly, LIX (1956), 255-334; reissued in book form.
- "So That the Thread May Not Be Broken!" Parent-Teacher, 1954.
- "Now is the Time to Strengthen Our Historical Links with the Past," The Texas Outlook, XXXVIII (1954).
- "Land Speculation in Texas," Southwest Review, 1954, 138-143.
- "Kentucky Colonization in Texas," The Register of the Kentucky Historical Society, Vol. 51 (January, 1953), 5-33; Vol. 51 (April, 1953), 123-135; Vol. 51 (July, 1953), 236-247; Vol. 51 (October, 1953), 315-327; Vol. 52 (January, 1954), 33-43; Vol. 52 (April, 1954), 134-160; Vol. 52 (July, 1954), 233-250; Vol. 52 (October, 1954), 310-331.
- "Early Ranching Operations in the Panhandle: A Report on the Agricultural Schedules of the 1880 Census," Panhandle-Plains Historical Review, XXVII (1954), 47-69.

- "Texas," The World Book Encyclopedia, Vol. XVI (1954), 7988-8005.
- "The Local Library and Local History," Texas Libraries (1953), 1-3.
- "The Depository at the Panhandle-Plains Historical Museum," Texas Library Journal, XXIX (1953), 80-83.
- "Twenty-Five Years of the Review," Panhandle-Plains Historical Review, XXVI (1953), 77-78.
- "A Statistical Review of the Settlement of the Peters Colony, 1841-1848," Southwestern Historical Quarterly, LVII (1953), 38-64.
- "Report on the Library and Archives," Panhandle-Plains Historical Review, XXV (1952), 83-90.
- "The Evolution of County Government in the Republic of Texas," Southwestern Historical Quarterly, LV (1951), 163-200.
- "Sir Samuel Argall," Virginia Magazine of History and Biography, LIX (1951), 162-175.
- "Log Cabins in Texas," Southwestern Historical Quarterly, LIII (1949), 1-12.
- "The Role of Douglas in Henry IV, Part One," Studies in English, XXVII (1948), 215-221.
- "The University of Texas Polyphase Freezer," The Journal of Architecture, Engineering and Industry, V (1942), 19-21.

#### Miscellaneous

- "Introduction," Eugene C. Barker, The Life of Stephen F. Austin. Forthcoming edition.
- Twelve articles, including Joseph William Schmitz, Don Hampton Biggers, and Lubbock, Texas, Handbook of Texas. 2 vols. Austin: Texas State Historical Association. Forthcoming supplement.
- Style Manual. Multilith. Lubbock: Texas Technological College, 1967.
- A System of Manuscript Appraisal. Technical Leaflet No. 41. American Association for State and Local History, 1967.
- Preliminary Study, Builders of the Southwest. Lubbock: Southwest Collection, 1957.
- "Out of the Past," Junior Historian, May, 1954; reprinted November, 1967.

West Texas County Histories. Multilth. Austin: Texas State Library, 1954.

A Guide to the XIT Papers in the Panhandle-Plains Historical Museum. Mimeograph. Canyon: Panhandle-Plains Historical Museum, 1953.

Three hundred and seventy-five articles, Handbook of Texas. 2 vols. Austin: Texas State Historical Association, 1953.

History of the 139th Airborne Engineers. Mulheim, Germany: Alfred Selb, 1945.

DILLON, MERTON L.

#### Books

Elijah Lovejoy. Urbana: University of Illinois Press, 1961.

Benjamin Lundy. Urbana: University of Illinois Press, 1966.

#### Articles

"Abolitionism Comes to Illinois," Journal of the Illinois State Historical Society, LI (1958).

"Benjamin Lundy in Texas," The Southwestern Historical Quarterly, LXIII (1959), 46-62.

"Captain Jason W. James, Frontier Anti-Democrat," New Mexico Historical Review, XXXI (1956), 89-101.

"The Failure of the American Abolitionists," The Journal of Southern History, XXV (1959), 159-177.

"John Mason Peck: A Study of Historical Rationalization," Journal of the Illinois State Historical Society, L (1957), 385-390.

"Religion in Lubbock," chapter in A History of Lubbock. Edited by L. L. Graves. The Museum Journal, IV (1960).

"Sources of Early Antislavery Thought in Illinois," Journal of the Illinois State Historical Society, L (1957), 36-50.

Three biographical sketches, Notable American Women, 1607-1950. Edited by E. T. James. Cambridge, Massachusetts: Radcliffe College.

Editor, "A Visit to the Ohio State Prison in 1837," Ohio Historical Quarterly, LXIX (1960), 69-72.

Book Reviews in:Journal of American HistoryJournal of Southern HistoryJournal of the Illinois State Historical SocietySouthwestern Historical QuarterlyAmerican Historical Review

DONOVAN, TIMOTHY P.

BooksHenry Adams and Brooks Adams: The Education of Two American Historians. Norman: University of Oklahoma Press, 1961.Articles"Problems of the Instructor in the Junior College," Junior College Journal, 1952.Book Reviews in:Journal of American HistoryCivil War History

EAVES, CHARLES D.

BooksPost City, Texas. Co-author: C. A. Hutchinson. Austin: The Texas State Historical Association, 1952.Syllabus for the History of Civilization. New York: D. C. Heath and Co., 1948.The Virginia Tobacco Industry, (1780-1860). Lubbock: The Texas Tech Press, 1945.Articles"Charles William Post, The Rainmaker," The Southwestern Historical Quarterly, XLIII (1940), 425-437."Colonization Activities of Charles William Post," The Southwestern Historical Quarterly, XLIII (1939), 72-85.

"Some Experiments of C. W. Post in West Texas," West Texas Historical Association Year Book, XV (1939), 22-48.

Book Reviews In:

Southwestern Historical Quarterly

West Texas Historical Association Year Book

FORD, GUS

Books

Texas Cattle Brands. Dallas: Clyde Cockrell Co., 1936.

GRAVES, LAWRENCE L.

Articles and Edited Works

Twelve biographical studies, Builders of the Southwest. Edited by S. V. Connor. Lubbock, Texas: The Southwest Collection, 1959.

A History of Lubbock. Editor and co-author. Lubbock, Texas: The Museum Journal, III (1959), 268.

"Two Noteworthy Wisconsin Women: Mrs. Ben Hooper and Ada James," Wisconsin Magazine of History, XLI (1958), 174-179.

"Lubbock, An Epitome of Urbanization," West Texas Historical Association Year Book, XXXVI (1960), 3-17.

Five articles, Handbook of Texas. 2 vols. Austin: Texas State Historical Association. Forthcoming supplement.

Book Reviews in:

The Historian

Journal of American History

HAHNER, JUNE E.

Articles

"The Paulistas' Rise to Power: A Civilian Group Ends Military Rule," The Hispanic American Historical Review, XLVII (1967).

Book Reviews In:

The Historian

HOLDEN, WILLIAM C.

Books

Alkali Trails. Dallas: The Southwest Press, 1930.

Biography of a Yaqui Indian. Co-author: Jane Kelley. Norman: University of Oklahoma Press, publication pending.

Espuela Land and Cattle Company. Austin: University of Texas Press, publication pending.

Hill of the Rooster. Historical novel. New York: Henry Holt and Co., 1956.

Rollie Burns. Dallas: The Southwest Press, 1932.

The Spur Ranch of Texas. Boston: The Christopher Publishing House, 1933.

Water and Mankind. Norman: University of Oklahoma, publication pending.

Articles

"Blue Mountain Rock Shelter," Texas Archaeological and Paleontological Society Bulletin, X (1938), 208-221.

"The Buffalo of the Plains Area," West Texas Historical Association Year Book, II (1926), 8-17.

"The Canadian Valley Expedition of March, 1930," Texas Archaeological and Paleontological Society Bulletin, II (1930), 21-32.

"The Cattlemen Get Together," Southwest Review, XVIII (1932), 28-34.

"Controversies of the Spur Ranch With Its Neighbors," Panhandle-Plains Historical Review, V (1932), 23-43.

"Coronado's Route across the Staked Plains," West Texas Historical Association Year Book, XX (1944), 3-20.

"The Drouth of '86," The Sheep and Goat Raiser, December 1, 1936.

"Excavation of Saddleback Ruin," Texas Archaeological and Paleontological Society Bulletin, VI (1934), 7-18.

- "Excavations at Tecolote during the Summer of 1931," Texas Archaeological and Paleontological Society Bulletin, IV (1932), 25-28.
- "Experimental Agriculture on the Spur Ranch, 1885-1907," Southwestern Social Science Quarterly, XIII (1930), 16-23.
- "Frontier Defense," Panhandle-Plains Historical Review, II (1929), 43-64.
- "Frontier Defense, 1846-1860," West Texas Historical Association Year Book, VI (1930), 35-64.
- "Frontier Defense in Texas during the Civil War," West Texas Historical Association Year Book, IV (1928), 16-31.
- "Frontier Journalism in West Texas," Southwestern Historical Quarterly, XXXII (1929), 206-221.
- "Immigration and Settlement in West Texas," West Texas Historical Association Year Book, V (1929), 66-86.
- "The Land," and "Indians, Spaniards, and Anglos," chapters in A History of Lubbock. Edited by L. L. Graves. Lubbock, Texas: The West Texas Museum Association, 1959.
- "Law and lawlessness on the Texas Frontier, 1875-1890," Southwestern Historical Quarterly, XLIII (1940), 188-205.
- "Possibilities of Literature in Local History," West Texas Historical Association Year Book, I (1925), 25-29.
- "The Problems of Hands on the Spur Ranch," Southwestern Historical Quarterly, XXXV (1932), 194-207.
- "The Problem of Maintaining the Solid Range on the Spur Ranch," Southwestern Historical Review, XXXIV (1930), 1-19.
- "The Problem of Stealing on the Spur Ranch," West Texas Historical Association Year Book, VIII (1932), 25-42.
- "Recent Archaeological Discoveries in the Texas Panhandle," Southwestern Social Science Quarterly, XIII (1932), 287-293.
- "Robert Cupert Parrach, Buffalo Hunter and Fence Cutter," West Texas Historical Association Year Book, XXI (1945), 29-49.
- "Some Recent Explorations and Excavations in Northwest Texas," Texas Archaeological and Paleontological Society Bulletin, I (1929), 23-35.
- "A Spur Ranch Diary, 1887," West Texas Historical Association Year Book, VII (1931), 68-94.
- "Studies of the Yaqui Indians of Sonora, Mexico," Bulletin of Texas Technological College, Scientific Series, No. 2 (1936), 7-71.

"Texas Tech Archaeological Expedition, Summer, 1930," Texas Archaeological and Paleontological Society Bulletin, III (1931), 43-52.

"The Texas Technological College Yaqui Expedition," Texas Archaeological and Paleontological Society Bulletin, VI (1934), 7-18.

"West Texas Drouths," Southwestern Historical Quarterly, XXXII (1928), 103-123.

#### Book Reviews In:

West Texas Historical Association Year Book

Southwestern Historical Quarterly

Texas Archaeological Society Bulletin

Panhandle-Plains Historical Review

Amarillo Globe News

JOHNSON, WILLIAM R.

#### Books

A Short History of the Sugar Industry in Texas. Houston: Texas Gulf Coast Historical Association, 1961.

#### Articles

"Prelude to the Missouri Compromise: A New York Congressman's Effort to Exclude Slavery from Arkansas Territory," The New York Historical Society Quarterly, XLVII (1964), 31-50.

"National Farm Organizations and the Reshaping of Agricultural Policy in 1932," Agricultural History, XXXVII (1963), 35-42.

#### Book Reviews In:

Nebraska History

Journal of American History

Civil War History

KINCHEN, OSCAR A.

#### Books

Daredevils of the Confederate Army: The Story of the St. Albans Raiders. Boston: The Christopher Publishing Company, 1959.

Lord Russell's Canadian Policy. Lubbock: Texas Tech Press, 1945.

The Rise and Fall of the Patriot Hunters. New York: Bookman Associates, 1956.

#### Articles

"The Abortive Territory of Cimarron," Chronicles of Oklahoma, XXIII (1945), 218-233.

"Boom or Bust in Southwest Kansas," West Texas Historical Association Year Book, XXIV (1948), 27-39.

"Lord John Russell and Canadian Self-Government," Iowa University Studies in Social Science, X (1934), 104-125.

"Oklahoma's First College," Chronicles of Oklahoma, XIV (1936), 312-324.

"Pioneers of No Man's Land," West Texas Historical Association Year Book, XVIII (1942), 24-33.

"The Squatters of No Man's Land," Chronicles of Oklahoma, XXVI (1949), 285-400.

"The Stephen-Russell Reform in Official Tenure," Canadian Historical Review, XXVI (1945), 382-392.

#### Book Reviews In:

West Texas Historical Year Book

KUETHE, ALLAN J.

#### Articles

"Un interesante caso de tolerancia religiosa en la epoca colonia," Boletin de historia y antiguedades, LIII (1966), 153-159.

MANNING, THOMAS G.

#### Books

Government in Science: The U.S. Geological Survey, 1867-1894. Lexington, Kentucky: University of Kentucky Press, 1967.

Government and the American Economy: 1870 to the Present. Co-author: David H. Potter. New York: reissued in 1960 as a series of separate booklets, including the following:

The Standard Oil Company: The Rise of a National Monopoly. Co-authors: E. D. Cronon and H. R. Lamar.

The Chicago Strike of 1894: Industrial Labor in the Nineteenth Century.

The Office of Price Administration: A World War II Agency of Control.

Book Reviews In:

Journal of American History

American Historical Review

American Journal of Science

California Historical Society Quarterly

William and Mary Quarterly

MCKAY, SETH S.

Books

Debates in the Texas Constitutional Convention of 1875. Austin: University of Texas Press, 1930.

Making the Texas Constitution of 1876. Philadelphia: Privately printed, 1924.

Seven Decades of the Texas Constitution of 1876. Lubbock: The Texas Tech Press, 1945.

Texas and the Fair Deal, 1945-1952. San Antonio: The Naylor Company, 1954.

Texas after Spindletop. Co-author: Odie B. Faulk. Steck-Vaughn Co., 1965.

Texas Politics, 1906-1944. Lubbock: The Texas Tech Press, 1952.

W. Lee O'Daniel and Texas Politics. Lubbock: The Texas Tech Press, 1945.

Articles

"Economic Conditions in Texas in the 1870's," West Texas Historical Association Year Book, XV (1939), 84-127.

"O'Daniel, Roosevelt, and the Texas Republican Counties," Southwestern Social Science Quarterly, XXVI (1945), 1-22.

- "The Rainey-Jester Campaign for the Governorship," West Texas Historical Association Year Book, XXX (1954), 30-40.
- "Social Conditions in Texas in the 1870's," West Texas Historical Association Year Book, XIV (1938), 32-51.
- "Some Attitudes of West Texas Delegates to the State Constitutional Convention of 1875," West Texas Historical Association Year Book, V (1929), 100-106.
- "The State Democratic Convention of 1878," West Texas Historical Association Year Book, XII (1936), 3-10.
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Appendix D

Student Enrollments in History  
September 1957 through August 1967

<u>Year Ending</u> <u>August</u>	<u>Level</u>	<u>Fall</u>	<u>Spring</u>	<u>1st S.S.</u>	<u>2nd S.S.</u>
1958	Lower	1842	1489	250	187
	Upper	515	512	148	153
	Graduate	10	52	12	6
	Total	<u>2367</u>	<u>2033</u>	<u>410</u>	<u>346</u>
1959	Lower	1941	1662	248	189
	Upper	169	436	152	125
	Graduate	13	24	8	19
	Total	<u>2123</u>	<u>2122</u>	<u>408</u>	<u>333</u>
1960	Lower	1746	1701	353	253
	Upper	231	161	65	87
	Graduate	23	18	41	3
	Total	<u>2000</u>	<u>1880</u>	<u>459</u>	<u>343</u>
1961	Lower	1521	1773	332	238
	Upper	351	215	57	86
	Graduate	28	12	58	29
	Total	<u>1900</u>	<u>2000</u>	<u>447</u>	<u>353</u>
1962	Lower	1916	1584	394	308
	Upper	740	600	131	96
	Graduate	21	21	37	29
	Total	<u>2677</u>	<u>2205</u>	<u>562</u>	<u>433</u>
1963	Lower	2918	2024	464	308
	Upper	745	473	123	98
	Graduate	43	26	77	49
	Total	<u>3706</u>	<u>2523</u>	<u>664</u>	<u>455</u>
1964	Lower	3294	3192	490	395
	Upper	813	662	175	140
	Graduate	74	46	39	31
	Total	<u>4181</u>	<u>3900</u>	<u>704</u>	<u>566</u>
1965	Lower	3490	2790	578	449
	Upper	992	676	178	110
	Graduate	98	67	85	24
	Total	<u>4580</u>	<u>3533</u>	<u>841</u>	<u>583</u>
1966	Lower	3727	2932	736	361
	Upper	977	755	200	187
	Graduate	99	112	74	41
	Total	<u>4803</u>	<u>3799</u>	<u>1010</u>	<u>589</u>

Appendix D

2

<u>Year Ending</u> <u>August</u>	<u>Level</u>	<u>Fall</u>	<u>Spring</u>	<u>1st S.S.</u>	<u>2nd S.S.</u>
1967	Lower	4191	3952	789	441
	Upper	1027	776	232	217
	Graduate	117	95	58	28
	Total	5335	4823	1079	686

Appendix E  
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Enrollment of Majors in History  
for the Years 1957-58 through 1966-67

<u>Year</u>	<u>Number of Students</u>
1957-58	61
1958-59	63
1959-60	81
1960-61	102
1961-62	152
1962-63	216
1963-64	283
1964-65	331
1965-66	382
1966-67	394

Appendix F

Statistical Tabulation of Budget for the History Department,  
1957-58--1966-67

<u>Year</u>	<u>Total Budget</u>	<u>Teaching Salaries</u>	<u>M.E.&amp;T.</u>	<u>Travel</u>	<u>Semester Credit Hours Taught</u>	<u>Cost per Hour Taught</u>
*1957 -58	\$121,602.25	\$114,146.25	\$2,100.00	\$ 550.00		
..1958 -59	146,242.50	140,742.50	2,450.00	650.00	9,036	\$16.18
**1959 -60	109,968.50	103,347.50	3,681.00	750.00	6,756	16.40
1960 -61	114,568.50	108,428.50	3,100.00	900.00	6,420	17.84
1961 -62	121,313.50	112,223.50	4,400.00	1,200.00	6,273	19.33
1962 -63	156,466.00	147,087.00	4,350.00	1,400.00	8,634	18.12
1963 -64	176,953.50	167,553.00	4,600.00	1,600.00	9,801	18.06
***1964 -65	208,163.75	198,443.75	4,600.00	1,600.00	10,464	18.94
1965 -66	238,186.00	225,876.00	6,450.00	2,300.00	11,688	20.38
1966 -67	286,245.77	273,305.00	6,600.00	2,300.00	14,412	19.85

\*1957-59, Department of History, Sociology, and Anthropology

\*\*1959-64, Department of History and Anthropology

\*\*\*1964- , Department of History

Appendix G

Faculty Ranks and Compensation, 1967-1968

<u>Full professors</u>	<u>Associate professors</u>	<u>Assistant professors</u>
\$ 17,000	\$10,600	\$10,000 <sup>e</sup>
14,500	12,200	9,000
13,186 <sup>a</sup>	10,000	9,200
14,500	10,800	8,700
10,400		9,000
7,000 <sup>b</sup>	\$43,600	9,800
13,000		9,200
17,250 <sup>c</sup>		9,400
13,000		4,000 <sup>f</sup>
<u>d</u>		<u>\$78,300</u>
<u>\$112,836</u>		

Instructors

\$ 7,000  
7,600  
7,600

\$22,000

Teaching assistants

18 at \$2,600 = \$46,800  
6 at 2,400 = 14,400

\$61,200

<u>Rank</u>	<u>No.</u>	<u>Full-time Teaching Equivalent</u>	<u>Total Salaries</u>	<u>Average Salaries</u>
Full professors	10	9.25	\$127,000	\$14,105
Associate professors	4	4	43,600	10,900
Assistant professors	9	8.4	78,300	9,240
Instructors	3	3	22,000	7,400
Teaching assistants	24	9.5	61,200	
	<u>47</u>	<u>33.15</u>	<u>\$331,500</u>	

- 
- (a) Adjusted from 10 1/2 months' contract  
 (b) Portion of Executive Vice President W. M. Pearce's salary  
 (c) Adjusted from annual contract  
 (d) Salary on budget of the Graduate School  
 (e) Also Deputy Director of ICASALS  
 (f) Part-time

Appendix H

Undergraduate Courses and Enrollments, Fall 1967

Hist. 131	Development of Civilizations	340
Hist. 132	Development of Civilizations	111
Hist. 231	History of the United States to 1877	2,616
Hist. 232	History of the United States since 1877	928
Hist. 330	History of Texas	118
Hist. 332	History of England	96
Hist. 3317	History of Military Affairs	220
Hist. 431	English Colonial America after 1763	31
Hist. 432	Constitutional History of the United States to 1865	38
Hist. 434	Early National Period in the United States	36
Hist. 436	Social and Cultural History of the United States to 1865	35
Hist. 4321	South America before Independence	12
Hist. 4323	Spanish North America	38
Hist. 4325	History of Brazil	20
Hist. 4334	Economic History of the United States to 1865	39
Hist. 4336	United States, 1900 to 1932	36
Hist. 4338	Diplomatic History of the United States to 1900	34
Hist. 4341	Modern Germany	37
Hist. 4344	Tudor England	37
Hist. 4355	Africa to 1500	26
Hist. 4359	Czarist Russia	35
Hist. 4362	Medieval Civilization	34
Hist. 4363	The Renaissance	36
Hist. 4366	Europe, 1815-1870	35
Hist. 4368	Europe Between World War I and II	36
		<u>5,024</u>

Appendix I

Individuals Awarded Ph.D. Degrees  
From the Department Through 1968

Bevington Reed, Executive Director Commission on Higher Education Austin, Texas	Joe Gordon, Head Department of Social Sciences Southwestern College Chula Vista, California
William J. Hughes Mankato State College Mankato, Minnesota	Richard T. Marcum, Head Social Sceinces Department University of Corpus Christi Corpus Christi, Texas
Zane Mason Hardin-Simmons University Abilene, Texas	Charles Kenner Arkansas State College Jonesboro, Arkansas
Stephen Eckstein Eastern New Mexico University Portales, New Mexico	Donald W. Whisenhunt Murray State College Murray, Kentucky
Edward McMillan, Dean Louisiana College Pineville, Louisiana	Alvy L. King Texas Christian University Fort Worth, Texas
John C. McGraw, Dean Division of the Social Sciences Hardin-Simmons University Abilene, Texas	Lawrence L. Rice University of Southwestern Louisiana Lafayette, Louisiana
Bill Brunson Southwest State College San Marcos, Texas	Porter A. Stratton Pan American College Edinburg, Texas
Odie B. Faulk Oklahoma State University Stillwater, Oklahoma	Adrian N. Anderson Lamar State College of Technology Beaumont, Texas
Billy M. Jones, Head Department of History Angelo State College San Angelo, TEXas	Bob C. Holcomb Angelo State College San Angelo, Texas
Richard R. Moore Del Mar College Corpus Christi, Texas	H. Dempsey Watkins Angelo State College San Angelo, Texas

Appendix J

Classroom Space Utilization

	<u>Square Footage</u>
Administration	571
Agriculture	201
Agricultural Engineering	260
Civil and Mechanical Engineering	858
Science	371
Municipal Auditorium	1,000
"X" buildings	880
Social Science	<u>6,398</u>
Total Instructional Space	<u>10,549</u>

In the data above, "square footage" was obtained by (1) taking the total hours per week that a room is in instructional use; (2) then finding the number of hours it is used for history; and (3) from these figures determining the percentage of use hours consumed by history; (4) finally, multiplying that percentage times the total square footage in the given room.

Here is an example. If a room were 1000 square feet in size, used ten hours per week, and four of those hours were for history, "square footage" would be found by multiplying 1000 square feet by 40%, and would come to 400.

For office space, "square footage" is calculated on a slightly different basis. All offices are presumed to consist of 110 square feet. There are, by the Office of Space Co-ordination's computation, 49 offices used by the History Department. Therefore, history has 5390 square feet of office "square footage." Storage space is estimated at 500 square feet. This brings total "square footage" for office and storage to 5890.

## Appendix K

### Departmental Statistics and Projections

Line A consists of the official headcount of students enrolled during the fall semesters 1960 to 1967 and the projected enrollments in 1972 and 1977 as estimated by Miss Evelyn Clewell.

Line B consists of the number of full-time student equivalents enrolled in history courses during fall semesters as shown on Mr. Wells's official reports of the twelfth day of classes. The method of arriving at figures for 1972 and 1977 is shown below under line A:B.

Line A:B is a calculation of the ratio of student headcounts in the College to the number of full-time equivalents taught in history. Figures for 1972 and 1977 are estimations of what these should be based on what they have been in the past. Using these figures, we can calculate the full-time equivalents that will be taught in history in 1972 and 1977 as is seen in Line B above.

Line C consists of full-time faculty equivalents in history as shown on Mr. Wells's official reports of the twelfth day of classes of the fall semester. For the method of obtaining figures for 1972 and 1977 see Line B:C below.

Line B:C consists of student-teacher ratios, again taken from Mr. Wells's reports of the twelfth day of classes of the fall semester. Figures for 1972 and 1977 are what

we feel the history department should aim at in the years to come. At present the ratio of the entire College is 20.60, and for the School of Arts and Sciences 22.73; the ratio for the History Department is 33.19, except for sociology and anthropology, and business law and finance, the poorest ratio in the College. That the History Department better its student-teacher ratio is absolutely essential if it is to maintain its excellence in teaching and improve or even maintain its research capability. The improvement proposed here seems realistic and attainable, but it is only a minimum. Using these estimations, we can now calculate the number of full-time teaching equivalents that will be needed in 1972 and 1977 as is seen in Line C above.

Line D consists of full-time faculty equivalents in the department, including sociology (1958) and anthropology (1958-1963), when they were a part of the department. These must be included in the budget calculations, as there is no convenient way of dividing the budget among the disciplines. Figures for the years 1972 and 1977 are taken from Line C above.

Lines E, F, G consist of the department budget for faculty salaries, the department budget for other items (specifically for secretary, student assistants, and M.E.&T.), and the total departmental budget respectively, each on a 9-month basis. Where some professors' salaries listed in the 9-month budget were actually for more than nine months, budget

figures were adjusted to obtain a true 9-month budget. The total budget in Line E for 1972 and 1977 is calculated under Lines H, I, J below.

Lines E:D, F:D, G:D consist of the ratios between budgetd and full-time faculty equivalents. Note that the faculty salary ratio (E:D) has increased through the years, but that "other" has fallen off. For calculation of figures for 1972 and 1977 see Lines H, I, J below.

Lines H, I, J show the percent by which the budget increased, or will increase, over the previous five years. For the five years up to 1967 faculty salaries (Line H) increased by 24.5%, other budget items (Line I) decreased by 13.5%, and the total budget (Line J) increased by 22.2%. We feel that faculty salaries must increase by at least 35% in each of the coming 5-year periods. Other budget items, having actually decreased in the past, need a big increase now; therefore we project a 100% increase in the next five years and another 50% increase over that figure in the following five years. From these, the percent increase of the total budget was calculated in Line J. Taking these percentages and returnin g to Lines E:D, F:D, G:D, we can calculate the average budget cost per full-time faculty equivalent in 1972 and 1977. Finally, having these ratios, we can calculate the total budget for 1972 and 1977 in Line G.

		1958	1959	1960	1961	1962
A	Student Enrollment (Fall Semester)			9,178	10,212	11,183
B	Full-time Student Equivalents			400.00	380.60	536.00
A:B				22.9:1	26.8:1	20.9:1
C	Full-time Faculty Equivalents			14.80	12.46	17.46
B:C (1)	Student-Faculty Ratio			27.03	30.55	30.70
D	Full-time Faculty Equivalents	22.20	15.35	15.80	13.96	18.96
E	Dept. Budget: Teaching Salaries (9-months)	\$140,800	103,400	108,400	112,200	147,100
F	Dept. Budget: Other (9-months)	\$ 5,400	6,600	6,200	9,100	9,400
G	Dept. Budget: Total (9-months)	\$146,200	110,000	114,600	121,300	156,500
E:D (1)		\$ 6,342	6,736	6,860	8,037	7,759
F:D (1)		\$ 243	430	393	652	495
G:D (1)		\$ 6,585	7,166	7,253	8,689	8,254
H	% Increase In 5 Years Teaching Salaries					
I	% Increase In 5 Years Other					
J	% Increase In 5 Years Total Budget					

	1963	1964	1965	1966	1967	1972	1977
A	12,036	13,827	16,305	17,768	18,646	24,736	31,437
B	618.20	697.60	779.20	960.80	1,067	1,374	1,744
A:B	195:1	20.0:1	20.9:1	18.5:1	17.5:1	18.0:1	18.0:1
C	18.56	23.10	25.10	28.80	33.15	49	70
B:C (1)	31.09	30.20	31.04	30.30	32.19	28.00	25.00
D	21.06	23.10	25.10	28.85	33.15	49	70
E	\$167,600	198,500	225,900	273,300	320,300		
F	\$ 9,400	9,600	12,300	12,900	14,200		
G	\$177,000	208,000	238,200	286,200	334,500	681,100	1,323,100
E:D (1)	7,958	8,593	9,000	9,473	9,662	13,044	17,609
F:D (1)	446	411	490	447	428	856	1,294
G:D (1)	\$ 8,404	9,004	9,490	9,920	10,090	13,900	18,903
H					24.5%	35%	35%
I					-13.5%	100%	50%
J					22.2%	37.8%	36.0%