

1969

# The Current Attitudes of South Dakota State University Full-time Undergraduate Students Toward Basic Course Requirements

Jay E. Dirksen

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THE CURRENT ATTITUDES OF SOUTH DAKOTA STATE UNIVERSITY  
FULL-TIME UNDERGRADUATE STUDENTS TOWARD  
BASIC COURSE REQUIREMENTS

BY

JAY E. DIRKSEN

A thesis submitted  
in partial fulfillment of the requirements for the  
degree Master of Science, Major in  
Physical Education, South  
Dakota State University

1969

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THE CURRENT ATTITUDES OF SOUTH DAKOTA STATE UNIVERSITY  
 FULL-TIME UNDERGRADUATE STUDENTS TOWARD  
 BASIC COURSE REQUIREMENTS

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser                      / /Date

Head, Physical Education / /Date  
 Department

## ACKNOWLEDGEMENTS

The writer wishes to express his sincere appreciation to his adviser Professor Glenn E. Robinson, Dr. Paul Brynteson, Dr. W. Lee Tucker, and Mr. Donald Lockwood for their assistance in the completion of this thesis.

The writer also expresses his appreciation to those South Dakota State University students who gave of their time and effort in responding to the questionnaire.

JED

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THE CURRENT ATTITUDES OF SOUTH DAKOTA STATE UNIVERSITY  
FULL-TIME UNDERGRADUATE STUDENTS TOWARD  
BASIC COURSE REQUIREMENTS  
Abstract

Jay E. Dirksen

Under the supervision of Professor Glenn E. Robinson

The survey method utilizing the questionnaire was employed in determining current attitudes toward basic course requirements for graduation. Basic courses required for graduation, for all undergraduate degrees at South Dakota State University, are English, physical education, and speech. Four hundred eighty-six students were selected according to sex, college, and class by using the stratified random sample method. Four hundred and three, or 82.92 percent, of those students who received questionnaires returned completed questionnaires.

Results of the survey showed that 84.86 percent of the students returning questionnaires felt that there are subject areas where there should be basic course requirements for graduation with the B.A. degree, and 89.58 percent indicated a corresponding response for the B.S. degree. For the B.A. degree the three subject areas with the highest percent of positive responses were English, 84 percent; speech, 73 percent; and physical education, 55 percent. For the B.S. degree, which stresses the sciences more than does the B.A. degree, the subject areas receiving a majority of positive responses were chemistry, 79 percent; English, 77 percent; mathematics, 71 percent; biology, 68 percent; speech, 66 percent; physics, 60 percent; and physical education, 55 percent. English, speech, and physical education which are required

for the graduation received a majority of positive responses for both the B.A. and B.S. degrees.

Data were further analyzed by sex, class, college, cumulative grade point average, and degree being pursued. Results of the survey imply that the present English, physical education, and speech requirements for graduation are justified as indicated by the majority of positive responses received from the survey.

## CHAPTER I

### INTRODUCTION

The days of the "Soaring Sixties" are numbered. It will be recorded in history that this era was one of unparalleled technological advancement on the one hand and tremendous internal conflicts on the other. Among the multitude of internal conflicts which beset today's man is the unrest of college and university students. No form or facet of higher education has gone unscathed from the sharp scrutiny of today's students. In all parts of the United States, the "Establishment" in higher education has internally witnessed the challenges of its students.

During the past five years, several South Dakota colleges and universities have experienced mild student dissatisfaction with their curricula. Partly as a result of student demands, the two-year ROTC requirement has been dropped, effective on September 1, 1969, at South Dakota State University, the University of South Dakota, and the South Dakota School of Mines and Technology.<sup>1, 2</sup> The latest student protests have been directed toward the elimination of the required basic courses in physical education at several colleges in South Dakota. Regardless of whether the existing programs need revision or elimination, the fact remains that at least some of the students are dissatisfied with the

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<sup>1</sup> News item in the Sioux Falls Argus Leader, December 20, 1968.

<sup>2</sup> News item in the Sioux Falls Argus Leader, January 17, 1969.

status quo. How many students share this dissatisfaction is not known.

An administration must plan sound programs of higher education that will meet the real needs and interests of its students. To find what these needs and interests are, administrators and faculty should involve students, at least indirectly, in the planning of their curricula. By surveying current student attitudes toward their existing programs, colleges and universities can determine the trend of prevailing feelings toward those issues that will directly involve these students.

## I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine the current attitudes of South Dakota State University full-time undergraduate students toward basic course requirements for graduation.

Significance of the problem. Although the United States is considered a leader in world education, this country is experiencing a period of educational crisis. Drastic decisions must be made soon if order is to be restored to its system of higher education.<sup>3</sup>

If decisions about required courses are to be made the attitudes of faculty, administration, and students alike should be considered. To make objective decisions based on current facts, it is necessary to obtain scientific data through research. By obtaining information from

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<sup>3</sup>William Clyde DeVane, Higher Education in Twentieth-Century America (Cambridge, Massachusetts: Harvard University Press, 1965), p. 142.

all of those affected, administrators and faculty can more objectively determine curricula.

Questionnaire surveys are often used by researchers to find the current attitudes of a large number of subjects. By using a well-prepared questionnaire, the researcher can quickly and economically secure a large number of attitudes.<sup>4</sup>

The results of the information gathered will indicate the current attitudes of South Dakota State University full-time undergraduate students toward basic course requirements for graduation. The basic courses required for graduation for all students are English, physical education, and speech.

Administrators and faculty in the various departments of South Dakota State University could use the results to determine the current attitudes of students toward the courses that are offered. Hopefully, the results will be used to form the best curricula for meeting the needs and interests of the students at South Dakota State University.

## II. LIMITATIONS OF THE STUDY

1. This study was limited to data obtained from a stratified random sample of full-time undergraduate students at South Dakota State University enrolled during the 1969 spring semester.
2. This study was limited in purpose to determining student attitudes toward only basic subject areas.

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<sup>4</sup> Deobold B. Van Dalen and William J. Meyer, Understanding Educational Research (New York: McGraw-Hill Book Company, Inc., 1966), p. 301.

### III. DEFINITION OF TERMS USED

Attitude. A particular mental position about something based on emotions and reason. It involves a tendency to behave in a particular way toward something, whether an object, a person, or an idea. It is partially emotional and partially acquired, not inherent, in an individual.<sup>5</sup>

Basic courses. Courses that present fundamental or essential subject matter in a particular subject area. General introductory courses that give the student the necessary general information in a subject area and that are followed by advanced courses in the same general subject area.<sup>6</sup> The basic courses required for graduation, for all undergraduate degrees at South Dakota State University, are English, physical education, and speech.

Basic subject areas. Sections of the curriculum which are composed of a group of related courses.<sup>7</sup>

Curriculum. A systematic group of courses or sequence of subjects which is required for graduation or certification in a major field of study.<sup>8</sup>

Elective courses. Any of a number of courses from which a student

<sup>5</sup>Herbert Sorenson, Psychology in Education (fourth edition; New York: McGraw-Hill Book Company, Inc., 1964), p. 349.

<sup>6</sup>Carter V. Good (ed.), Dictionary of Education (second edition; New York: McGraw-Hill Book Company, Inc., 1959), p. 140.

<sup>7</sup>Ibid., p. 36.

<sup>8</sup>Ibid., p. 149.

is allowed to select.<sup>9</sup>

Full-time undergraduate student. Any undergraduate student enrolled at South Dakota State University who was taking 12 or more semester credits during the 1969 spring semester.<sup>10</sup>

Higher education. All education above the secondary school level. Education given in colleges, universities, graduate schools, professional schools, technical institutes, teachers colleges, normal schools, and junior colleges is considered part of higher education.<sup>11</sup>

Required courses. Those courses required of all students enrolled in an institution of higher education regardless of the curriculum being pursued.<sup>12</sup>

#### IV. HYPOTHESIS

What are the current attitudes of South Dakota State University full-time undergraduate students toward basic course requirements for graduation?

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<sup>9</sup>Ibid., p. 196.

<sup>10</sup>South Dakota State University Bulletin: Annual Catalog Number 1968-69 (Brookings, South Dakota: South Dakota State University, 1967), p. xiii.

<sup>11</sup>Sorenson, *op. cit.*, p. 267.

<sup>12</sup>Ibid., p. 123.

## CHAPTER II

### REVIEW OF THE LITERATURE

The literature reviewed and presented in this chapter has been divided into three parts. The first part deals with the history of curriculum development in American higher education. Part two presents a history of major curriculum developments at South Dakota State University. The third is a review of recent literature on the three courses presently required for graduation from South Dakota State University.

#### I. LITERATURE ON CURRICULUM DEVELOPMENT IN THE UNITED STATES

According to Carmichael, the mammoth American system of higher education is chiefly the product of the twentieth century, its roots reaching back to the founding of Harvard, the first college in America, in 1636. Nine permanent colleges were established during the Colonial period. By 1850 there were one hundred and sixteen colleges, one hundred and eighty-two by 1860, and over four hundred by 1900.<sup>1</sup> There were over 1250 accredited institutions of higher learning listed in the tenth edition of American Universities and Colleges.<sup>2</sup>

Schmidt quotes Dunster who described the first course that he

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<sup>1</sup>Oliver C. Carmichael, Universities: Commonwealth and American (New York: Harper and Brothers Publishers, 1959), pp. 44-45.

<sup>2</sup>Otis A. Singletary (ed.), American Universities and Colleges (tenth edition; Washington, D.C.: American Council on Education, 1968), p. v.



set up at Harvard as follows: "Primus annus Rhetoricam docebit, secundus et tertius Dialecticam, quartus adiungat Philosophiam."<sup>3</sup> According to Brubacher and Rudy, this interpreted means the first year we will teach rhetoric; the second and third, dialect; the fourth we will add philosophy. This was an attempt to establish the British academic program in America. In turn, this curriculum concept returned to the trivium of classical antiquity.<sup>4</sup>

In a book edited by Baskin the core of the Colonial college curriculum was described as being composed of classical languages and literatures. Such courses as Aramaic, Syriac, Hebrew, ethics, politics, physics, mathematics, botany, and divinity were also studied. The Harvard curriculum in 1723 was similar to this Colonial curriculum, except that Latin was stressed in the freshman year, botany was dropped, and metaphysics added. Colonial colleges rigidly adhered to "thirty odd courses".<sup>5</sup> This curriculum was the only one leading to a degree.<sup>6</sup>

By 1765 some modifications, Brubacher and Rudy state, were made in the various Colonial college classical curricula. More mathematics, natural science, English language, English Literature, and a modern foreign language were added. Although there were these few visible

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<sup>3</sup>George P. Schmidt, "Intellectual Cross Currents in American Colleges, 1825-1855," American Historical Review, 42:47, October, 1936.

<sup>4</sup>John S. Brubacher and Willis Rudy, Higher Education in Transition: An American History, 1636-1956 (New York: Harper and Brothers Publishers, 1958), p. 14.

<sup>5</sup>Samuel Baskin (ed.), Higher Education: Some New Developments (New York: McGraw-Hill Book Company, Inc., 1965), p. 27.

<sup>6</sup>Brubacher and Rudy, op. cit., pp. 14-15.

changes, the fundamental pattern remained the same.<sup>7</sup>

According to Brubacher and Rudy, Provost Smith at the College of Philadelphia in 1756 initiated the first noteworthy curriculum change in the Colonial period. One third of the curriculum was devoted to the traditional Greek and Latin; one third to mathematics and science; and one third to logic, ethics, and metaphysics.<sup>8</sup>

McAllister credits Colonial colleges and the United States Military Academy, founded in 1802, with having given a form of technical education, but it was not until 1824, when Stephen Van Rensselaer founded the Rensselaer Polytechnic Institute, that a separate technical school existed. The first civil engineering degree was given in the United States at Rensselaer in 1835. The 1849 curriculum described by McAllister was designed for architects, mining engineers, and topographical engineers, as well as for civil engineers.<sup>9</sup>

Rather than change their curricula some liberal arts colleges started separate technical schools, which according to Brubacher and Rudy were not of the academic excellence of the traditional liberal arts courses. Union (1845), Harvard (1847), Yale (1847), Dartmouth (1852), Brown (1852), and the University of Pennsylvania (1855)-all started their own schools of engineering. The famous Massachusetts Institute

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<sup>7</sup>Ibid., p. 15-16.

<sup>8</sup>Ibid., pp. 18-19.

<sup>9</sup>Ethel McAllister, Amos Eaton (Philadelphia: University of Pennsylvania Press, 1941), pp. 2, 515-517.

of Technology was founded in 1865 and rapidly ascended with Rensselaer to the top in scientific instruction.<sup>10</sup>

Carmichael feels that the Morrill Act of 1862 brought a new concept of higher education to America. Subjects were added to the curriculum that had previously been unrecognized. The classical curriculum which had carried over from Colonial days was designed for the few who entered the learned professions. The new curriculum initiated by the Morrill Act was for the majority who were to become the leaders and technologists in agriculture and the mechanic arts. The land-grant colleges which were established as a result of the Morrill Act brought emancipation to higher education from the formalistic and purely classical tradition which had existed since 1636.<sup>11</sup>

In 1836 Wesleyan Female College of Macon, Georgia, began to confer higher degrees on women.<sup>12</sup> Oberlin College, in Ohio, was the first co-educational college to grant degrees to women and men in the same ceremony.<sup>13</sup>

Other nineteenth century developments in higher education, according to Brubacher and Rudy, were the founding of denominational colleges and colleges for Negroes and Indians. These added to the

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<sup>10</sup> Brubacher and Rudy, op. cit., pp. 61-62, 105-106.

<sup>11</sup> Carmichael, op. cit., pp. 49-50.

<sup>12</sup> Brubacher and Rudy, op. cit., pp. 65-66.

<sup>13</sup> Robert S. Fletcher, History of Oberlin College (Oberlin, Ohio: Oberlin College, 1943), II, p. 718.

total force behind reforms in the classical curriculum which had been traditional for two centuries.<sup>14</sup>

The reconstruction of higher education is listed in two movements by Brubacher and Rudy: a vertical movement, with the extension of the classical form of higher education to that of land-grant colleges and technical institutes, and a horizontal movement, by extending the breadth of the course of study.<sup>15</sup>

Bruce describes Thomas Jefferson as one of the early advocates of an elective system for building a curriculum. Partly through Jefferson's efforts the University of Virginia was founded in 1825.<sup>16</sup> Jefferson originally envisioned the students as having complete freedom to choose the lectures they would attend. In reality, however, the choice was only between the offerings of the eight separate schools. No electives were permitted within the chosen school. However, students who did not pursue a degree could take any course.<sup>17</sup>

Long notes that the Virginia curriculum was important because of the effect it had upon George Ticknor, a personal friend of Jefferson.<sup>18</sup> Brubacher and Rudy record that after accepting a professorship of

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<sup>14</sup> Brubacher and Rudy, op. cit., pp. 69-70.

<sup>15</sup> Ibid., p. 96.

<sup>16</sup> Philip A. Bruce, History of the University of Virginia (New York: The Macmillan Company, 1920), I, pp. 223-512.

<sup>17</sup> Brubacher and Rudy, op. cit., pp. 97-98.

<sup>18</sup> Orie W. Long, Thomas Jefferson and George Ticknor (Williamstown, Massachusetts: McClelland Press, 1933), pp. 38-39.

modern languages at Harvard, Ticknor pushed for curriculum changes. Departments were organized at Harvard in 1825. Upper division students were allowed to take a limited number of electives within their department. A modification permitted each department to decide whether to allow electives. Even though electives were mainly allowed only in Ticknor's department, the seeds of the elective system had been sown.<sup>19</sup>

Brubacher and Rudy write that various colleges tried setting up parallel curricula of classical and scientific courses at one time or another, but most were abandoned, primarily for financial reasons. The best example of reform was at Rensselaer where only nonclassical subjects were taught.<sup>20</sup>

The famous Yale Report of 1828, which Brubacher and Rudy describe, asserted in essence that a prescribed curriculum which included such subjects as "dead" languages was the only proper curriculum for a college. The college was to strive to lay a basic foundation for all the professions through a course of liberal learning. The report suggested that once a student became familiar with the basic he could pursue advanced training outside the undergraduate program. The report greatly influenced many schools planning to develop parallel curricula.<sup>21</sup>

Brubacher and Rudy believe that one of the most significant

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<sup>19</sup>Brubacher and Rudy, op. cit., pp. 98-99.

<sup>20</sup>Ibid., pp. 100-101.

<sup>21</sup>Ibid., pp. 101-102.

curriculum reforms occurred at the University of Michigan. During the tenure of President Tappan, which began in 1851, Michigan established a scientific curriculum parallel with the classical curriculum. A B.S. degree was awarded upon graduation. Tappan even went so far as to allow electives within the course of study, as well as between courses of study during the senior year.<sup>22</sup>

Hofstadter and Hardy describe the dramatic curriculum reform introduced at Harvard by President Eliot during his forty-year reign, which began in 1869. Eliot announced in his inaugural speech that a system of electives would be developed. Freshmen by 1895 were required to take only two courses in English and one in a modern foreign language. Despite much opposition the system had widespread effects.<sup>23</sup>

Hofstadter and Hardy list four main groups into which the early elective systems could be divided. First, there was an almost complete elective system. A second group was composed of colleges with about an equal number of elective and required courses. The third group consisted of colleges with a "major-minor" system. The junior student chose a major and a minor field of study. The last group was composed of colleges where students concentrated on a group of studies they selected. Smaller liberal arts and denominational colleges, however,

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<sup>22</sup>Ibid., pp. 104-105.

<sup>23</sup>Richard Hofstadter and C. DeWitt Hardy, Development and Scope of Higher Education in the United States (New York: Columbia University Press, 1952), p. 51.

kept the traditional system.<sup>24</sup>

Morison notes that when Lowell became president of Harvard in 1909 the elective system was revised. Students were required to concentrate six of their sixteen full-year courses in one major field and distribute six more over other fields. This was, in reality, a distribution and concentration system.<sup>25</sup>

Brubacher and Rudy point out that colleges like Harvard after 1910 did not give up the elective system. The unrestricted elective system was modified to a controlled elective system.<sup>26</sup>

Although Carmichael states that the elective system allowed higher education to break from the purely traditional curriculum, he cites some negative effects of the elective system. Most notable of these was the introduction of unnecessary and trivial courses, which often proved detrimental to the quality of the educational program, because of such things as lack of teachers to teach all the courses that were offered.<sup>27</sup>

By 1920, according to DeVane, the detrimental effects of the elective program were outweighed by the good. The modern university with its various departments had been born, and the student could

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<sup>24</sup>Ibid., pp. 109-110.

<sup>25</sup>Samuel Eliot Morison, Development of Harvard University Since the Inauguration of President Eliot, 1869-1929 (Cambridge, Massachusetts: Harvard University Press, 1930), pp. xlvi-xlix.

<sup>26</sup>Brubacher and Rudy, op. cit., p. 111.

<sup>27</sup>Carmichael, op. cit., pp. 51-52.

specialize in areas he enjoyed. A premium was placed on freedom in learning. Some students, it is true, did abuse this freedom. The humanistic parts of the old curriculum began to fade, and the emphasis was on the practical and immediate.<sup>28</sup>

DeVane credits Lowell's distribution and concentration system for much of the balance and order which was attained by the 1930's. Many colleges adopted the grouping of subjects and the requirement that students take some work in each group. The three largest groups were the humanities, the natural sciences, and the social sciences.<sup>29</sup>

The most notable recent synthesis of classical and scientific technical curricula is described by Brubacher and Rudy as general education, which aims to take the classical liberal educational heritage and apply it to the understanding of current living. General education was adopted by Harvard in 1945. According to Brubacher and Rudy there are many conflicting opinions about the overall value of general education.<sup>30</sup>

Other significant developments listed by Brubacher and Rudy which have contributed to contemporary curricula are the honors program, the independent study program, the foreign study program, and comprehensive examinations.<sup>31</sup>

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<sup>28</sup>William Clyde DeVane, Higher Education in Twentieth-Century America (Cambridge, Massachusetts: Harvard University Press, 1965), pp. 63-118.

<sup>29</sup>Ibid.

<sup>30</sup>Brubacher and Rudy, op. cit., pp. 254-255, 294-295.

<sup>31</sup>Ibid., pp. 258-279.



## II. LITERATURE ON CURRICULUM DEVELOPMENT

## AT SOUTH DAKOTA STATE UNIVERSITY

On February 21, 1881, Governor Ordway signed the territorial bill establishing an agricultural college for the southern half of the Dakota Territory at Brookings. Although Kerr states that the acquisition of the agricultural college for Brookings was not considered of great value, Councilman Scobey, who represented the Brookings district at the territorial legislature, introduced the bill and was successful in securing its passage. Brookings was to purchase eighty acres of land for the college within a year.<sup>32</sup>

Little action was taken to purchase the needed land until after an editorial appeared a local paper on September 8, 1881. Part of the editorial stated: "That the city should gladly and promptly accept the conditions no thoughtful citizen can doubt. The matter ought, for various reasons, to have been wholly concluded before now. It ought to be settled before another week."<sup>33</sup>

According to Kerr, a meeting was held to raise the needed money to purchase the land on September 28, 1881. The money was raised in two days, and eighty acres of land was purchased three fourths of a mile northeast of Brookings.<sup>34</sup>

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<sup>32</sup>R. F. Kerr, "Founding," A History of South Dakota State College, 1881-1931, William H. Powers, editor (Brookings, South Dakota: South Dakota State College Printing Laboratory, 1931), p. 1-2.

<sup>33</sup>Editorial in the Brookings County Press, September 8, 1881.

<sup>34</sup>Kerr, op. cit., pp. 2, 7.

In 1883 twenty thousand dollars were appropriated by the territorial legislature for construction of the first building. According to Kerr, who was an instructor, construction was completed enough by 1884 for the preparatory department to start classes on September 24. The first actual college class began on October 12, 1885.<sup>35</sup>

Kerr confides that because there were few high schools in the area, those students who came to Dakota Agricultural College had seldom been educated beyond the eighth grade. Brookings, for example, did not have above the tenth grade until 1907. The two-year preparatory department served to complete the normal high school education.<sup>36</sup>

Courses for the first preparatory department were listed in the first Catalogue. Junior subjects were arithmetic, geography, elementary grammar, United States history, word analysis, reading, writing, and military. Senior subjects were advanced arithmetic, advanced grammar, physical geography, composition, anatomy and physiology, algebra, geometry, and military.<sup>37</sup> Kerr declares that most of the courses belonged on the grade school level.<sup>38</sup>

The first Catalogue listed the following subjects for first term

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<sup>35</sup> Ibid., pp. 3-6, 10.

<sup>36</sup> R. F. Kerr, "McLouth's Aims as an Educator," A History of South Dakota State College, 1881-1931, William H. Powers, editor, pp. 31-33.

<sup>37</sup> Catalogue of the Officers and Students of Dakota Agricultural College for the Academic Year, 1885 (Brookings, Dakota Territory: Sentinel Book and Job Printing House, 1885), pp. 35-37.

<sup>38</sup> Kerr, "Dr. McLouth's Aims as an Educator," op. cit., p. 32.

freshman in the agricultural course of study: domestic animals, arithmetic, grammar and analysis, bookkeeping, composition and declamation, free-hand drawing, and military. Only slight modifications were made from the agricultural course for the agriculture and domestic economy course, the literary course, the course in civil engineering, and the course in mechanical engineering.<sup>39</sup> Kerr contends that many of the descriptions of courses and conditions at the college existed only in the catalog.<sup>40</sup>

In the second catalog the curriculum had undergone several changes. For example, geometry was substituted in the freshman term for arithmetic.<sup>41</sup> In the third catalog for the 1887-88 school year geometry was dropped and elementary algebra was restored to the curriculum as the first-term freshman mathematics course.<sup>42</sup>

In 1887 only two courses of study, agriculture (for men) and domestic economy (for women) were listed in the catalog. Both courses led to the B.S. degree.<sup>43</sup> In 1888 was established the course in

<sup>39</sup>Catalogue, 1885, pp. 13-34.

<sup>40</sup>Kerr, "Founding," op. cit., p. 13.

<sup>41</sup>Second Annual Catalogue of the Dakota Agricultural College, 1886-1887 (Brookings, Dakota Territory: Sentinel Steam Print, 1886), p. 16.

<sup>42</sup>Third Annual Catalogue of the Dakota Agricultural College, 1886-1887 (Watertown, Dakota Territory: The Journal-Democrat Print, 1887), p. 16.

<sup>43</sup>Ibid., p. 23.

mechanic arts, which also led to the B.S. degree.<sup>44</sup>

The Morrill Act of 1862 required military to be taught at all land-grant colleges. Sewrey relates that the first military drills were conducted by civilian instructors. In 1890 the first military personnel arrived.<sup>45</sup>

Sewrey also writes that English courses were taught from the beginning of the college.<sup>46</sup> The first Catalogue listed grammar and analysis, composition, and rhetoric for the first freshman term.<sup>47</sup>

In 1887 the two-year preparatory course was cut to one year.<sup>48</sup> President McLouth, according to Kerr, was aiming to restrict the work of the college to its intended purpose.<sup>49</sup> In 1897 the two-year preparatory course was restored.<sup>50</sup> In 1907 a third year and in 1910

<sup>44</sup> Fourth Annual Catalogue and Calendar of the Dakota Agricultural College for 1887-1888 (Brookings, Dakota Territory: Sentinel Steam Print, 1888), p. 24.

<sup>45</sup> Charles L. Sewrey, A History of South Dakota State College, 1884-1959 (Brookings, South Dakota: South Dakota State College Printing Laboratory, 1959), p. 53.

<sup>46</sup> Ibid., p. 51.

<sup>47</sup> Catalogue, 1885, pp. 13-30.

<sup>48</sup> Catalogue, 1886-1887, p. 34.

<sup>49</sup> Kerr, "Dr. McLouth's Aims as an Educator," op. cit., p. 26.

<sup>50</sup> G. L. Brown, "Development: The Heston Administration, 1896-1903," A History of South Dakota State College, 1881-1931, William H. Powers, editor (Brookings, South Dakota: South Dakota State College Printing Laboratory, 1931), p. 36.

a fourth year were added.<sup>51</sup>

According to Brubacher and Rudy, the gap between secondary and higher education in Western states was due to sparse population. To bridge the gap preparatory schools were started. As late as 1915 there were still 350 preparatory departments in the United States. One drawback to the system was the granting of college credit for preparatory level courses.<sup>52</sup>

President Pugsley, in his biennial report to the South Dakota Board of Regents in 1926, stated that the policy of South Dakota State College to drop all preparatory work, as stated in his last biennial report, was complete.<sup>53</sup>

Dakota Agricultural College was founded with the idea that when the Dakota Territory became a state it would expect a land endowment according to the provisions of the Morrill Act of 1862.<sup>54</sup> Therefore, the curriculum was constructed to relate to agriculture and mechanic arts, without the exclusion of scientific and military studies.<sup>55</sup>

<sup>51</sup> Gertrude Young, "Development: The Administration of Robert L. Slagle, 1906-1914," A History of South Dakota State College, 1881-1931, William H. Powers, editor (Brookings, South Dakota: South Dakota State College Printing Laboratory, 1931), p. 49.

<sup>52</sup> Brubacher and Rudy, op. cit., pp. 237-238.

<sup>53</sup> Charles W. Pugsley, Biennial Report of the South Dakota State College of Agriculture and Mechanic Arts, 1924-25 and 1925-26 (Brookings, South Dakota: State College Press, 1926), pp. 3-5.

<sup>54</sup> Third Biennial Report of the Board of Regents of the Dakota Agricultural College to the Governor and Legislature of Dakota for the Years 1887-8 (Brookings, Dakota Territory: Press Steam Print, 1888), p. 11.

<sup>55</sup> Catalogue, 1885, pp. 38-39, 41-42.

Kerr confesses that the curriculum was constructed to meet the terms of the Morrill Act, but during the first years more emphasis was on the scientific and classical studies than on the teaching of agriculture and mechanic arts.<sup>56</sup>

The first formal class of physical culture was included in the 1894-95 curriculum for women. Men continued to have their two-year military requirement.<sup>57</sup>

Sewrey writes that the Heston administration started the departmental groupings. The divisional organization started in 1923. The first mention of "majors" was in the 1903-04 catalog.<sup>58</sup>

In 1964 the South Dakota Legislature officially approved university organization for the college. South Dakota State University is composed of the Colleges of Agriculture and Biological Sciences, Arts and Science, Engineering, Home Economics, Nursing, and Pharmacy.<sup>59</sup>

The typical curriculum during the early years of the college is found in the 1897-98 catalog. Courses required for the B.S. degree (the only one offered) were six courses in mathematics, seven in English, three in physics, two in chemistry, three in practicums, one and one-

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<sup>56</sup>Kerr, "Dr. McLouth's Aims as an Educator," op. cit., p. 31.

<sup>57</sup>Tenth Annual Catalogue and Calendar of the South Dakota Agricultural College for 1893-94 (Brookings, South Dakota: Dutcher, Breed, and Storgaard, 1894), pp. 19-20.

<sup>58</sup>Sewrey, op. cit., p. 42.

<sup>59</sup>South Dakota State University Bulletin: Annual Catalog Number 1968-69 (Brookings, South Dakota: South Dakota State University, 1967), p. xxii.

half in zoology, six in a language other than English, four in history, two in economics, one and one-half in geology, and one in astronomy. In addition each student took the following electives: six courses in a "major" subject, three in a "minor" subject, and two in general electives. Not more than six elevenths of the electives could be in laboratory courses. Men were required to take two years of military and women four years of physical culture.<sup>60</sup>

The 1923-24 catalog reveals the following about the Division of Agriculture course curriculum: ". . . the freshman and sophomore years and certain subjects of the junior and senior years of the four-year course are prescribed for all."<sup>61</sup>

Included in the 1941-42 catalog was the first physical education requirement for all freshman and sophomore students.<sup>62</sup> The new requirement had been approved in 1942 by the Board of Regents.<sup>63</sup> Male students also had a two-year military requirement.<sup>64</sup>

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<sup>60</sup> The South Dakota Agricultural College Catalog, 1897-98, with Announcements for 1898-99 (Brookings, South Dakota: South Dakota Agricultural College, 1898), pp. 49, 54.

<sup>61</sup> South Dakota State College of Agricultural and Mechanic Arts Annual Catalog, 1923-24, with Announcements for 1924-25 (Brookings, South Dakota: South Dakota State College, 1924), p. 48.

<sup>62</sup> South Dakota State College of Agricultural and Mechanic Arts Bulletin: Annual Catalog Number 1941-42 (Brookings, South Dakota: South Dakota State College, 1942), p. 170.

<sup>63</sup> South Dakota Board of Regents of Education, Twenty-Seventh Biennial Report of the Regents of Education of the State of South Dakota to the Governor, 1940-42 (Pierre, South Dakota: South Dakota Board of Regents, 1942), p. 171.

<sup>64</sup> Catalog, 1941-42, p. 35.

The first B.A. degree for South Dakota State University was approved by the Board of Regents in April, 1966.<sup>65</sup>

The Sioux Falls Argus Leader announced the unanimous approval of the Board of Regents to abolish the two-year military requirement, effective September 1, 1969. There are still approximately twelve such mandatory programs in the United States.<sup>66</sup>

An account in the Collegian describes the new required English program which went into effect in the fall of 1968. The former program required two semesters of English, usually taken during the freshman year. The revised plan has one semester in the freshman year and one semester of composition in the junior year. The English proficiency test was also abolished.<sup>67</sup>

### III. RECENT LITERATURE ON COURSES REQUIRED FOR GRADUATION AT SOUTH DAKOTA STATE UNIVERSITY

The review of current literature which follows is concerned with three basic subject areas: English, physical education, and speech.

#### English

Hofstadter states that at the height of the Harvard elective

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<sup>65</sup>South Dakota Board of Regents of Education, Thirty-Ninth Biennial Report of the Regents of Education of the State of South Dakota to the Governor, 1964-66 (Pierre, South Dakota: South Dakota Board of Regents, 1966), p. 26.

<sup>66</sup>News item in the Sioux Falls Argus Leader, December 20, 1968.

<sup>67</sup>News item in the South Dakota Collegian, April 17, 1969.



system under President Eliot there were only three courses required. Two of the courses were English courses.<sup>68</sup>

Rice in an address given to the 1959 National Council of Teachers of English (NCTE) Convention called for abolition of freshman English courses as they were commonly being taught. Courses covering such areas as basic reading, writing, and speaking should be taken in the high schools, according to Rice. Courses in language and literature would be taken as electives or would be included among general study courses.<sup>69</sup>

Most English departments, according to Steinberg, feel there are three parts of the undergraduate English program for the major and non-major students: literature, composition, and language. Usually the non-major receives his language and composition in a freshman course and literature in a sophomore course. Steinberg goes on to predict that as instruction in the high school becomes better, colleges will begin to move to one semester of freshman composition.<sup>70</sup>

The trend predicted by Steinberg was suggested in 1959 by Kitzhaber at the NCTE Convention. He called for revision of the freshman English courses to one course in composition. He further

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<sup>68</sup> Hofstadter and Hardy, Development and Scope of Higher Education in the United States, p. 51.

<sup>69</sup> Warren G. Rice, "A Proposal for the Abolition of Freshman English, as It Is Now Taught from the College Curriculum," College English, 21:361, 365-66, April, 1960.

<sup>70</sup> Erwin R. Steinberg, "The Undergraduate Curriculum in English," 1963 Current Issues in Higher Education: Critical Decisions in Higher Education (Washington, D.C.: Association for Higher Education, 1963), pp. 209, 212.

called for high schools to better prepare their students for college, thus making it unnecessary for colleges to teach high school courses.<sup>71</sup>

In a study of eleven major universities, Hoblitzelle noted several trends in the freshman English programs. Because incoming students were better prepared, there was a trend toward fewer remedial programs. There was an average of one year of required English, about one third of which was composition and two thirds literature.<sup>72</sup>

In 1968 Wilcox reported findings of a survey jointly conducted by NCTE and the Office of Education. The survey was conducted to determine the status of English at colleges where there were four-year English programs. A random sample of three hundred colleges was selected from a total population of 1320. Returns were received from 95 percent of the colleges. Out of the total sample returned, 72.4 percent reported that English was the largest or tied for the largest department on campus. On 75.9 percent of these campuses English was one of the three most popular departments. Of all the students who were taking English, 55.8 percent were not English majors.<sup>73</sup>

Results were also reported by Wilcox for freshman English courses. Ten percent of the colleges had recently reduced their requirements for freshmen. All students were required to take at

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<sup>71</sup>Albert R. Kitzhaber, "Death--or Transfiguration?" College English, 21:368-369, April, 1960.

<sup>72</sup>Harrison Hoblitzelle, "A Study of Freshman English: An Informal Survey," College English, 28:596-597, May, 1967.

<sup>73</sup>Thomas W. Wilcox, "The Study of Undergraduate English Programs: Some Preliminary Findings," College English, 29:442-446, March, 1968.

least one term of English in 93 percent of those school reporting, and 78 percent required at least two terms. One third offered remedial courses. Composition was most often offered, in 48 percent of the regular English courses.<sup>74</sup>

In 1957 Texas Technological College surveyed all land-grant and eight technological colleges to find out the status of their English programs. Over 90 percent of the schools returned questionnaires. Questions were asked concerning the English programs for both agricultural and engineering schools. Of these schools only freshman English was required by 41 percent of agricultural schools and 32 percent of engineering schools. One course above freshman English was required for 31 percent of "aggies" and 22 percent of engineers. Two courses above freshman English were required for 18 percent of "aggies" and 22 percent of engineers. More English was required for engineers than for "aggies". One fourth of the schools reporting gave some emphasis to oral communications. Requirements varied from zero to eighteen semester hours of courses in English and speech.<sup>75</sup>

The Texas Tech survey results also yielded data concerning the number of English courses dealing with technical writing. Technical writing was not required at 54 percent of the agricultural schools and

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<sup>74</sup>Ibid., p. 444.

<sup>75</sup>Grace Pleasant Wellborn, "Is the Technical Student Short-Changed in College?" College English, 21:393, April, 1960.

36 percent of the engineering schools. All other schools required at least some of their students to take some technical writing. Required technical writing was reported for 28 percent of the agricultural schools and 53 percent of the engineering schools.<sup>76</sup>

Bradley University in 1965 changed its requirements in the College of Liberal Arts and Science from a one-year freshman English requirement to one semester in the freshman year and one semester of composition in the junior year. According to Gillis this was done to offset the composition degeneration which some English critics say exists in the former program.<sup>77</sup>

At Michigan College of Mining and Technology, one of the objectives of the freshman year English program is the development of skill in writing.<sup>78</sup>

Central Washington State has an English program which has been in operation for all students since 1958. Three quarters of English are required for all students, one in each of the first three years of college. The freshman quarter emphasizes grammar and composition. Rhetoric is emphasized during the sophomore quarter. The writing of a term paper is the main concern during the junior quarter.<sup>79</sup>

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<sup>76</sup>Ibid., pp. 393-94.

<sup>77</sup>William Gillis, "Junior Composition at Bradley University," College English, 27:253, December, 1965.

<sup>78</sup>B. I. Fryxell, "Freshman English for the Technological Student," College English, 25:48, October, 1963.

<sup>79</sup>Keith Reinhart, "The English Composition Sequence: Vertical Style," College English, 27:316-317, January, 1966.

Revisions which change the two semester English requirement, usually taken in the freshmen year, to a semester of freshman English and one semester of composition in the junior year, have recently taken place in the required English program at South Dakota State University.<sup>80</sup>

### Physical Education

Physical education at South Dakota State University has undergone many changes since 1885. Military training required for two years was at that time used as a substitute for physical education for men. A physical education course called physical culture became a requirement for all women. This requirement was later modified. A rule requiring all students to exercise regularly was adopted in 1900.<sup>81</sup>

Physical education was first listed in the catalog as a requirement for all students for graduation in the 1941-42 catalog.<sup>82</sup>

In 1930 Smith reported that 65 percent of 650 University of Minnesota men would not have taken physical education had it not been required. However, 91 percent said that they enjoyed the required program they had taken.<sup>83</sup>

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<sup>80</sup>News item in the South Dakota Collegian, April 17, 1969.

<sup>81</sup>Sewrey, op. cit., p. 53.

<sup>82</sup>Catalog, 1941-42, p. 170.

<sup>83</sup>W. R. Smith, "A Questionnaire Study in Regards to the Attitude of Men Students Toward the Required Physical Education Program," Research Quarterly, 4:246-248, March, 1933.

It was reported in a study by Bullock and Alden in 1932 that of 192 women surveyed only 9.6 percent disliked physical education because it was required. The program, as it was taught, was enjoyed by 93.2 percent of the women. Of the total group, 77 percent said they would take additional physical education as an elective.<sup>84</sup>

Graybeal conducted a study of attitudes toward physical education at the University of Minnesota. Two groups of women were used. One group took part in the required program, while the second group took part in undirected physical activity. Those who took the required course developed a more favorable attitude toward physical education than did those in undirected activities.<sup>85</sup>

Strong favorable attitudes toward a required program were expressed by 20.7 percent of 687 students in a study reported by Hunter. Only 10.2 percent had strongly unfavorable attitudes toward required physical education, while the remaining 69.1 percent had no strong feelings in either direction.<sup>86</sup>

Wiedemann and Howe confirmed that Wellesley College women who were surveyed had favorable attitudes toward required physical

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<sup>84</sup>Marguerite Bullock and Florence D. Alden, "Some of the Factors Determining the Attitude of Freshmen Women at the University of Oregon Toward Physical Education," Research Quarterly, 4:60-70, December, 1933.

<sup>85</sup>Elizabeth Graybeal, "Measurement of Attitudes in Physical Education for Women," Research Quarterly, 7:60-63, December, 1936.

<sup>86</sup>Sammie Hunter, "Attitudes of Women Students Toward College Physical Education" (unpublished Doctor of Education dissertation, University of Florida, Gainesville, Florida, 1956).

education.<sup>87</sup>

Moore obtained similar results at the University of California toward physical activity as a means of recreation.<sup>88</sup>

Broer, Fox, and Way in 1955 at the University of Washington found that a high percent of 1149 freshman and sophomore women in the physical education classes had favorable attitudes toward physical education as determined by the Wear Attitude Inventory.<sup>89</sup>

Miller in a study at South Dakota State University in 1966 found favorable attitudes toward the required physical education program, as indicated by the Wear Attitude Inventory.<sup>90</sup> Campbell also found comparable conditions when he used the Wear Attitude Inventory to survey student attitudes toward the required physical education program at the University of Texas.<sup>91</sup>

<sup>87</sup>Inge von Lewinski Wiedemann and Eugene C. Howe, "Undergraduate Attitudes and Interests with Regard to Physical Education Activities at Wellesley College," Research Quarterly, 8:15-32, March, 1937.

<sup>88</sup>Beverly Young Moore, "The Attitude of College Women Toward Physical Activity as a Means of Recreation," Research Quarterly, 12:720-725, December, 1941.

<sup>89</sup>Marion R. Broer, Katharine S. Fox, and Eunice Way, "Attitudes of University of Washington Women Toward Physical Education Activity," Research Quarterly, 26:379-384, December, 1955.

<sup>90</sup>Jerry P. Miller, "Attitude Toward Physical Education of Students Enrolled in the Basic Instruction Program in Physical Education at South Dakota State University" (unpublished Master's thesis, South Dakota State University, Brookings, South Dakota, 1966).

<sup>91</sup>Donald E. Campbell, "Student Attitudes Toward Physical Education," Research Quarterly, 39:456-462, October, 1968.

Schwartz at Chadron State College found that 72.2 percent of the men he surveyed indicated a favorable to highly favorable attitude toward physical education.<sup>92</sup>

In 1959 Sluiter conducted a study among 518 men at South Dakota State College. The men indicated a 79 percent favorable response toward required physical education.<sup>93</sup>

In 1960 Foss conducted a duplicate study of the one done in 1959 by Sluiter. She found that 77.7 percent of the women expressed favorable attitudes toward the required physical education program that they had taken at South Dakota State College.<sup>94</sup>

In 1963 Thurness conducted a study using the same questionnaire that Sluiter used in 1959. The men surveyed by Thurness indicated an 81 percent favorable response to required physical education. This increase of two percent from 1959 was not significant at the five percent level of confidence. The 1963 results indicated that 55 percent of the men would take physical education on an elective basis, 19 percent would not, and 26 percent were not sure, as compared to

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<sup>92</sup>James F. Schwartz, "The Attitudes of Male Students Toward the Required Physical Education Program at Chadron State College" (unpublished Master's thesis, Chadron State College, Chadron, Nebraska, 1966).

<sup>93</sup>Floyd V. Sluiter, "The Attitudes of Men Toward the Required Physical Education Program at South Dakota State College" (unpublished Master's thesis, South Dakota State College, Brookings, South Dakota, 1959).

<sup>94</sup>Peggy Meister Foss, "The Attitudes of South Dakota State College Women Students Toward Physical Education" (unpublished Master's thesis, South Dakota State College, Brookings, South Dakota, 1960).



49 percent, 25 percent, and 26 percent respectively in the 1959 study. The increases were not significant at the five percent level of confidence.<sup>95</sup>

At the University of Illinois, Litster used a questionnaire to gather information about student attitudes toward the required physical education program. Of the men who answered the questionnaire, 92.3 percent thought that there was a need for regular physical activity, and 61.8 percent favored the physical education requirement for graduation.<sup>96</sup>

In 1965 Streid repeated Litster's 1956 study at the University of Illinois. Using the same questionnaire that Litster had used, Streid surveyed 4213 men. The need for required physical activity was expressed by 95.6 percent of the men. The increase of 3.3 percent was significant at the one percent level of confidence. A decrease of 2.6 percent from 1956 was shown by the 59.2 percent who favored the required physical education program in the 1965 study. The decrease was not significant at the one percent level of confidence.<sup>97</sup>

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<sup>95</sup>Robert L. Thurness, "A Comparison of Attitudes of Male Students Toward Required Physical Education at South Dakota State College: 1963 and 1959" (unpublished Master's thesis, South Dakota State College, Brookings, South Dakota, 1963).

<sup>96</sup>John R. Litster, "Attitudes of University of Illinois Students Toward Physical Education" (unpublished Master's thesis, University of Illinois, Urbana, Illinois, 1957).

<sup>97</sup>Richard B. Streid, "A Comparison of Men's Attitudes Toward Physical Education in 1956 and 1965" (unpublished Master's thesis, University of Illinois, Urbana, Illinois, 1966).

Calud found approximately 60 percent of the 357 women at the University of the East in the Philippines who returned questionnaires favored required physical education. Approximately 90 percent agreed that they needed regular physical activity.<sup>98</sup>

A questionnaire was sent to 349 South Dakota State College faculty members in 1959 for the purpose of determining faculty attitudes toward the physical education and athletic programs. Of the 291 questionnaires that were returned, 38.8 percent indicated that the physical activity needs of the students were adequately met. The faculty responded 61.2 percent affirmatively that there was enough educational value in physical education to justify the time consumed. Forty-eight percent believed students could get enough physical activity without physical education.<sup>99</sup>

One of the arguments for continuing the two-year required physical program at the University of Wyoming was the results of a study of the colleges in the Central District Association for Health, Physical Education, and Recreation. Of those schools surveyed two required four years of physical education, thirteen required two years,

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<sup>98</sup> Mahella Yanson Calud, "Attitudes of Women Students Toward Physical Education at the University of the East, Manila, Philippines" (unpublished Master's thesis, University of Illinois, Urbana, Illinois, 1964).

<sup>99</sup> Duane C. Quail, "Attitudes and Opinions of South Dakota State College Faculty Toward Physical Education and Athletics" (unpublished Master's thesis, South Dakota State College, Brookings, South Dakota, 1959).

two required one year, and one required four quarters.<sup>100</sup>

Cordts, under the guidance of Shaw in 1958, conducted a study to determine the status of the required physical education program for men and women in the four-year colleges and universities of the United States. A questionnaire was sent to a random sample of 300 colleges. Of the 184 who returned questionnaires, only 8.6 percent did not have physical education programs in operation. Of the 162 colleges having physical education departments, 67 percent had required programs for all undergraduates. The greatest number of both the men's and women's programs were for two years.<sup>101</sup>

In a study of college physical education requirements and practices during the 1960-61 school year, Oxendine found that of the 265 colleges of the original sample of 345 which were sent questionnaires, 84 percent required physical education of all students. There was no correlation between size of the university and tendency to require physical education. Of those schools reporting requirements, 84 percent have a two-year requirement.<sup>102</sup>

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<sup>100</sup> Department of Health, Physical Education, and Recreation, University of Wyoming, "Notes Used in Defense of Two-Year Required Physical Education Program" (Laramie, Wyoming: University of Wyoming). (Mimeographed.)

<sup>101</sup> Harold J. Cordts and John H. Shaw, "Status of the Physical Education Required or Instructional Programs in Four-Year Colleges and Universities," Research Quarterly, 31:409-419, October, 1960.

<sup>102</sup> Joseph B. Oxendine, "The Service Program in 1960-61," Journal of Health, Physical Education, and Recreation, 32:37-38, September, 1961.

The recently completed study done in 1968 by Oxendine surveyed a sample of 1046 four-year accredited colleges and universities listed in the 1968 College Blue Book. Questionnaires were returned from 69 percent of the schools. Required physical education for all students was found in 87 percent of the schools. Only 6 percent of the schools had no requirements. Two-year requirements were reported by 66 percent of the schools. Use of ROTC and athletic participation as exemptions from the required programs is declining.<sup>103</sup>

Speech

East and Starkey write that there are many forms of the first speech course offered in the colleges. Some of the labels placed on the first speech course are fundamentals of speech, public speaking, introduction to speech, introduction to rhetoric, and rhetoric and public speaking. Emphasis is on speech theory in some courses, while in others it is on the delivery of the speech.<sup>104</sup>

The results of a survey conducted as a 1954 project of the Committee on Problems in Undergraduate Study of the Speech Association of America to "What is the first course in speech?" was reported by Hargis. Four hundred questionnaires were sent and 229 returned from

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<sup>103</sup>Joseph B. Oxendine, The 1968 Status of Required Physical Education Programs in Four-Year Colleges and Universities in the United States (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1969), pp. 2, 4.

<sup>104</sup>James R. East and Eleanor Starkey, "The First Speech Course: Rhetoric and Public Address," Speech Teacher, 5:69, January, 1966.

all types of colleges in the United States. The typical first class was one semester long at 58 percent of the colleges, and one quarter at 15 percent more colleges. The title given to the first course at 51 percent of the colleges was Fundamentals of Speech or Public Speaking. The first speech course at 94.2 percent of the colleges was planned for all students. Speech was required for graduation in 42 percent of the colleges surveyed.<sup>105</sup>

At Pennsylvania State, writes Oliver, speech has been taught since the college was founded. In 1859 the first students were required to take elocution. Later the requirement was dropped. A similar situation occurred at Harvard, where a speech course was required from the founding in 1636 until 1873 when it became an elective. In 1958 Penn State returned to the required speech course.<sup>106</sup>

Dedmon and Frandsen conducted a survey in 1962 for the Speech Association of America (SAA) to determine facts about the first speech course. Questionnaires were returned from 426 of the 925 department heads listed in the 1962 SAA Directory. The sample represented all types of colleges. A first course in speech was required by 51.23 percent of all the colleges returning questionnaires. The first speech course was identified specifically as a practical public speaking course by 51.44 percent of those schools with the speech requirement.

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<sup>105</sup> Donald E. Hargis, "The First Course in Speech," Speech Teacher, 5:26-28, January, 1956.

<sup>106</sup> Robert T. Oliver, "One Hundred Years of Teaching Speech: An Interpretation," Speech Teacher, 11:247, September, 1962.

By area, 58.45 percent of colleges in the Western states require a first course in speech for graduation, 58.93 percent in Central states, 20.88 percent in Eastern states, and 19.51 percent in Southern states.<sup>107</sup>

A survey questionnaire was mailed, according to London, to 670 fully accredited liberal arts, teacher preparatory, and combined liberal arts and teacher preparatory institutions that granted bachelor's degrees and were listed in the 1960 SAA Directory. In 97.58 percent of the 495 colleges returning questionnaires a fundamentals of speech or first course in speech was taught. The speech department offered these courses at 42.54 percent of the colleges, and the English department, at 18.00 percent more colleges. One semester first courses in speech were offered at 67.76 percent of the colleges. The first course in speech was required for all bachelor's degree candidates in 34.02 percent of the colleges. The first course could be taken as an elective in 15.57 percent of the colleges, while 31.76 percent required the first course for only some degree candidates.<sup>108</sup>

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<sup>107</sup>Donald N. Dedmon and Kenneth D. Frandsen, "The 'Required' First Course in Speech: A Survey," Speech Teacher, 13:32-34, January, 1964.

<sup>108</sup>Norman T. London, "Professional Attitudes Toward a First Course in Speech and Its Requirements in American Colleges," Speech Teacher, 13:25-27, January, 1964.

## CHAPTER III

### PROCEDURE

The purpose of this study was to determine the current attitudes of South Dakota State University full-time undergraduate students toward basic course requirements for graduation.

#### I. SOURCE OF DATA

A stratified random sample of approximately ten percent of South Dakota State University full-time undergraduate students enrolled during the 1969 spring semester was selected by the Data Processing Department at South Dakota State University. Students who met the criteria for inclusion in the study were stratified by class, college, and sex. The number of students desired in each stratum was selected randomly from the total students available in each stratum. According to Van Dalen and Meyers, the stratified random sample yields a more representative sample than does the simple random sample.<sup>1</sup>

Of the 486 students selected, 403, or 82.92 percent, returned completed questionnaires. Borg indicates that when less than twenty percent of all respondents fail to respond to the questionnaire there should be no critical change in the results.<sup>2</sup>

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<sup>1</sup>Deobold B. Van Dalen and William J. Meyers, Understanding Educational Research: An Introduction (New York: McGraw-Hill Book Company, Inc., 1966), p. 299.

<sup>2</sup>Walter R. Borg, Educational Research: An Introduction (New York: David McKay Company, Inc., 1967), pp. 218-219.

The number of students who were sent questionnaires and the number who completed questionnaires, according to college, class, and sex, are listed in Table I on page 39. The College of Pharmacy has a five-year undergraduate program; therefore, five fifth-year pharmacy students were included in the study.

The percent of students who returned completed questionnaires, according to college, class, and sex, are listed in Table II on page 40. Certain areas are not represented in this table, either because there were no students in the area or because there was an insignificant number of students in the area.

## II. COLLECTED DATA

The survey method utilizing the mailed questionnaire technique was employed to gather data. According to Borg, the questionnaire technique is valuable in determining a current situation.<sup>3</sup>

Van Dalen and Meyers state that for some studies questionnaires are the only practical method to employ in obtaining current information about current conditions, attitudes, opinions, and practices.<sup>4</sup>

The initial draft of the questionnaire was formulated and presented to six members on the staff of the Department of Health, Physical Education, and Recreation at South Dakota State University for additions, deletions, and corrections. Suggestions were then

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<sup>3</sup>Ibid., pp. 204-205.

<sup>4</sup>Van Dalen and Meyers, op. cit., p. 301.



TABLE I

NUMBER OF STUDENTS WHO WERE SENT QUESTIONNAIRES  
AND WHO RETURNED QUESTIONNAIRES BY  
COLLEGE, CLASS, AND SEX

COLLEGE	Freshman		Sophomore		Junior		Senior		5th Year Senior	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Agriculture	45 (42)	2 (1)	30 (23)	3 (3)	23 (18)	0 (0)	12 (9)	0 (0)	0 (0)	0 (0)
Arts and Science	24 (24)	27 (21)	20 (12)	24 (21)	23 (22)	16 (12)	12 (11)	10 (7)	0 (0)	0 (0)
Engineering	26 (22)	0 (0)	18 (14)	0 (0)	15 (8)	1 (1)	12 (11)	0 (0)	0 (0)	0 (0)
General Registration	17 (14)	9 (8)	3 (3)	3 (2)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Home Economics	0 (0)	15 (11)	0 (0)	15 (15)	1 (1)	7 (4)	0 (0)	5 (5)	0 (0)	0 (0)
Nursing	1 (1)	13 (10)	0 (0)	11 (7)	0 (0)	7 (4)	0 (0)	3 (3)	0 (0)	0 (0)
Pharmacy	6 (6)	3 (3)	6 (6)	3 (3)	4 (4)	1 (1)	3 (3)	2 (2)	4 (4)	1 (1)

NOTE: The number of students who returned questionnaires is indicated in the parentheses.

TABLE II  
 PERCENT OF STUDENTS WHO RETURNED  
 QUESTIONNAIRES BY COLLEGE,  
 CLASS, AND SEX

COLLEGE	Freshman		Sophomore		Junior		Senior		5th Year Senior	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Agriculture (83.48)	93.33	50.00	76.67	100.00	78.26	None	75.00	None	None	None
Arts and Science (83.33)	100.00	77.77	60.00	87.50	95.65	75.00	91.67	70.00	None	None
Engineering (77.78)	84.62	77.78	53.33	None	91.67	100.00	None	None	None	None
General Registration (84.38)	82.35	88.89	100.00	66.67	None	None	None	None	None	None
Home Economics (83.72)	None	73.33	None	100.00	100.00	57.14	None	100.00	None	None
Nursing (71.43)	100.00	76.92	None	63.64	None	57.14	None	100.00	None	None
Pharmacy (100.00)	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

NOTE: Where None appears in the table, there were either too few students to sample or there were no students in that area.

incorporated for establishing the questionnaire format from the Agricultural Station Statistician and the director of the Data Processing Department.

The questionnaire was administered to sixteen undergraduate students at South Dakota State University to test it for clarity and ease of understanding. Results of the pilot survey and suggestions received from the students were incorporated into the final draft of the questionnaire. The final draft of the questionnaire was submitted again to the panel of six instructors for minor corrections.

The final draft of the questionnaire (Appendix A) was purposely designed to conceal the main purpose of the study from the students. Students were not informed that the purpose of the study was to obtain student attitudes toward basic course requirements for graduation. Therefore, the questions concerned with elective subject areas were included on the questionnaire for the purpose of concealment only.

A letter of transmittal (Appendix B) was prepared. No statement of sponsorship appeared on the questionnaire, in order not to induce or reduce student bias toward physical education. Likewise, neither the questionnaire nor the letter of transmittal indicated the connection between the writer and the Department of Health, Physical Education, and Recreation. Returns were made in self-addressed envelopes to the South Dakota State University Graduate School Office in the Administration Building. The purpose of the study was not stated in the letter of transmittal. The letter of transmittal was sent with the questionnaire on May 14, 1969, to the 486 students.

No follow-up letter was sent, because the 1969 spring semester tests were given May 23-28. However, in an effort to secure a greater return, personal contacts and telephone calls were made to students not returning questionnaires by May 21, 1969.

## CHAPTER IV

### ANALYSIS AND DISCUSSION OF DATA

The purpose of the study was to determine the current attitudes of South Dakota State University full-time undergraduate students toward basic course requirements for graduation. Chapter IV presents the analysis and discussion of the data collected by use of a questionnaire.

#### I. ORGANIZATION OF DATA FOR ANALYSIS

The data received from 403, or 82.92 percent, of the 486 students who were sent questionnaires are reported in table form. The percent of responses to each of the twenty subject areas on the questionnaire for the B.A. and B.S. degrees are recorded for the total reporting students, with a breakdown of students by sex, class, college, cumulative grade point average, and degree being pursued. The results of each table are discussed in Section II of this chapter.

Except for the data pertaining to the total respondents, data on only the three currently required courses for graduation, English, physical education, and speech, were analyzed. Data collected on elective courses were not analyzed because their only function was to conceal the purpose of the study.

#### II. ANALYSIS OF DATA

Data received were put on data processing cards and processed at the Data Processing Department at South Dakota State University.

Data obtained from the total reporting students. Students

were instructed to record their opinions toward subject areas in which basic courses should be required for graduation from South Dakota State University for both the B.A. and B.S. degrees. Of the students who responded to the questionnaire, 84.86 percent felt that there are subject areas where there should be basic course requirements for graduation with the B.A. degree, and 89.58 percent indicated a corresponding response for the B.S. degree.

Table III, page 51, represents the percent of South Dakota State University students who felt there are subject areas, among the twenty listed on the questionnaire, in which basic courses should be required for graduation with the B.A. and B.S. degrees.

For the B.A. degree the three highest percents were recorded for English (84 percent), speech (73 percent), and physical education (55 percent). The areas with the highest percent of positive responses are the areas where basic courses are now required for all students who graduate with the B.A. or B.S. degrees.

Foreign language, which is required for graduation for the B.A. degree, was favored as a required subject area by only 44 percent of the students responding to questions concerning the B.A. degree.

For the B.S. degree, which stresses the sciences more than does the B.A. degree, the subject areas receiving a majority of positive responses were chemistry (79 percent), English (77 percent), mathematics (71 percent), biology (68 percent), speech (66 percent), physics (60 percent), and physical education (55 percent). All of the areas receiving a majority of favorable response for requirement for

the B.S. degree except English, speech, and physical education are technically oriented courses.

A comparison of responses concerning the B.A. and B.S. degrees revealed that only English, speech, mathematics, and physical education were chosen by a majority of students for both degrees.

Data by sex. Table IV, page 52, represents the percent of students by sex who felt there are subject areas in which basic courses should be required for graduation with the B.A. and B.S. degrees.

English, physical education, and speech received a majority of positive responses from both sexes for both degrees. The percent of females who indicated that basic courses should be required for these three courses was higher than the percent of males favoring the corresponding course for both degrees.

For the B.A. degree English received a positive response of 88 percent from the females; speech, 74 percent; and physical education, 61 percent. Males recorded an affirmative response of 81 percent for English, 72 percent for speech, and 52 percent for physical education.

English received an 82 percent approval from females as a required subject area for the B.S. degree; speech, 70 percent; and physical education, 59 percent. A positive response of 74 percent for required English for the B.S. degree was indicated by males, 63 percent for speech, and 52 percent for physical education.

Data by class. Tables V and VI, on pages 53 and 54 respectively, represent the percent of students by class who felt there are subject areas in which basic courses should be required for graduation with the B.A. and B.S. degrees.

Positive responses were recorded for an English requirement by 80 percent of the freshman for the B.A., 83 percent of the sophomores, 88 percent of the juniors, 86 percent of the seniors, and 100 percent of the fifth-year seniors. It should be noted the only five students, all from the College of Pharmacy, which has a five-year program, are included in the fifth-year senior class. For the B.S. degree English received lower positive responses than it received for the B.A. degree from all classes except the fifth-year seniors, who remained at 100 percent, and the seniors, who increased to 88 percent. The freshmen recorded a positive response of 72 percent; sophomores, 78 percent; and juniors, 77 percent.

Speech received favor as a required subject area for the B.A. degree from 72 percent of the freshmen, 71 percent of the sophomores, 73 percent of the juniors, 80 percent of the seniors, and 100 percent of the fifth-year seniors. As a subject area requirement for the B.S. degree, speech received an affirmative response from 63 percent of the freshmen, 64 percent of the sophomores, 65 percent of the juniors, 76 percent of the seniors, and 100 percent of the fifth-year seniors. Except for fifth-year seniors, the percent of responses in favor of a speech requirement were lower for the B.S. degree than for the B.A. degree.

Physical education received a majority of positive responses for the B.A. degree from all classes, except the 43 percent response from the senior class. Freshmen indicated a 55 percent positive response for the requirement of physical education for the B.A. degree; sophomores, 61 percent; juniors, 55 percent; and fifth-year seniors, 80 percent.



For the B.S. degree 54 percent of the freshmen responded favorably, 60 percent of the sophomores, 48 percent of the juniors, 53 percent of the seniors, and 80 percent of the fifth-year seniors. Sophomores felt more strongly than other classes (fifth-year seniors excluded) that there should be a physical education requirement.

Data by college. Tables VII and VIII, pages 55 and 56 respectively, represent the percent of students by college who felt there are subject areas in which basic courses should be required for graduation with the B.A. and B.S. degrees.

A desire for an English requirement was expressed by a majority of all colleges for both degrees. Home Economics students recorded the highest percent of positive responses for the B.A. and B.S. degrees, 94 percent and 92 percent respectively. General Registration students recorded the lowest percent of affirmative responses for both degrees, 66 percent for the B.A. and 59 percent for the B.S. degree. Other colleges indicating positive responses to required English for the B.A. and B.S. degrees respectively were Agriculture, 80 and 78 percent; Arts and Science, 85 and 76 percent; Engineering, 88 and 75 percent; Nursing, 84 and 80 percent; and Pharmacy, 82 and 79 percent.

Speech was also selected by a majority of all the colleges as a subject area which should be required for both degrees. Home Economics students again gave the highest positive responses for the B.A. (83 percent) and B.S. (78 percent) degrees. Other affirmative responses for the B.A. and B.S. degrees respectively were Agriculture, 76 and 69 percent; Arts and Science, 68 and 61 percent; Engineering, 73 and 63 percent; General Registration, 70 and 59 percent; Nursing,

76 and 72 percent; and Pharmacy, 76 and 70 percent.

Home Economics students also indicated the highest percent of positive responses to a physical education requirement with 78 percent for both the B.A. and B.S. degrees. Other positive responses to the physical education requirement for the B.A. and B.S. degrees respectively were Agriculture, 57 and 57 percent; Arts and Science, 54 and 49 percent; Engineering, 45 and 50 percent; General Registration, 48 and 44 percent; Nursing, 60 and 56 percent; and Pharmacy, 52 and 58 percent.

Data by cumulative grade point average (g.p.a.). Tables IX and X, pages 57 and 58 respectively, represent the percent of students by cumulative grade point average who felt there are subject areas in which basic courses should be required for graduation with the B.A. and B.S. degrees. There are no results for grade point averages given for 0.00 to 0.49 and 0.50 to 0.99 because of a lack of students in these categories.

The greatest percent of students who felt basic English courses should be required for the B.A. degree were those in the 3.00 to 3.49 and 3.50 to 4.00 g.p.a. groups. The group giving the lowest response to required English for the B.A. degree was the 1.00 to 1.49 g.p.a. group with 74 percent. For the B.S. degree English received the highest percent of positive response from students in the 2.00 to 2.49 g.p.a. group. The group giving the lowest response to required English for the B.S. degree was again the 1.00 to 1.49 g.p.a. group, with 63 percent.

The highest percent of positive responses was recorded for speech for both the B.A. and B.S. degrees by the 3.50 to 4.00 g.p.a. group. For the B.A. degree the lowest affirmative response to required

speech was 69 percent from the 1.50 to 1.99 g.p.a. group. The lowest positive response for the B.S. degree was 58 percent from the 1.00 to 1.49 g.p.a. group.

The 1.00 to 1.49 g.p.a. group indicated the highest positive response toward required physical education for both the B.A. (68 percent) and B.S. (63 percent) degrees. The lowest positive response for the B.A. degree was the 50 percent response by the 2.50 to 2.99 and 3.50 to 4.00 g.p.a. groups. The lowest positive response for the B.S. degree was the 3.50 to 4.00 g.p.a. group with 43 percent.

Data by degree being pursued. Tables XI and XII, pages 59 and 60 respectively, represent the percent of students by degree being pursued who felt there are subject areas in which basic courses should be required for graduation with the B.A. and B.S. degree.

English drew positive responses as a required subject area for the B.A. degree from 89 percent of those students pursuing the B.A. degree, from 85 percent of those pursuing the B.S. degree, and from 64 percent of those who were undecided concerning the degree to be pursued. For the B.S. degree English received positive responses from 69 percent of those students pursuing the B.A. degree, 82 percent from those pursuing the B.S. degree, and 55 percent from those who were undecided.

Speech received favorable responses as a requirement for the B.A. degree from 63 percent of those pursuing the B.A. degree, 78 percent of those pursuing the B.S. degree, and 55 percent of those who were undecided. For the B.S. degree the responses were 51 percent for those pursuing the B.A. degree, 71 percent for those pursuing the B.S. degree,

and 48 percent from those who were undecided.

For the B.A. degree physical education received affirmation as a requirement from 51 percent of those students pursuing the B.A. degree, from 58 percent of those pursuing the B.S. degree, and from 45 percent from those who were undecided. For the B.S. degree physical education received positive responses as a requirement from 42 percent pursuing the B.A. degree, from 59 percent pursuing the B.S. degree, and from 43 percent who were undecided.

TABLE III

PERCENT OF STUDENTS WHO FELT THERE ARE SUBJECT AREAS  
IN WHICH BASIC COURSES SHOULD BE REQUIRED FOR  
GRADUATION WITH THE B.A. AND B.S. DEGREES

SUBJECT AREAS	Percent Required For B.A.	Percent Required For B.S.
Anthropology	9	8
Biology	33	68
Chemistry	33	79
Economics	48	44
English	84	77
Fine Arts	42	9
Foreign Language	44	9
Geography	15	10
Government	53	42
Health	17	23
History	40	20
Mathematics	50	71
Military	16	14
Philosophy	30	14
Physical Education	55	55
Physics	19	60
Psychology	51	36
Religion	18	9
Sociology	50	33
Speech	73	66
Others	2	2

TABLE IV

PERCENT OF STUDENTS BY SEX WHO FELT THERE ARE SUBJECT AREAS  
IN WHICH BASIC COURSES SHOULD BE REQUIRED FOR  
GRADUATION WITH THE B.A. AND B.S. DEGREES

SUBJECT AREAS	Percent required for B.A.		Percent required for B.S.	
	Male	Female	Male	Female
Anthropology	8	11	7	9
Biology	35	28	69	68
Chemistry	37	26	77	82
Economics	55	34	49	34
English	81	88	74	82
Fine Arts	36	54	6	14
Foreign Language	43	48	6	14
Geography	15	14	9	12
Government	57	46	43	41
Health	18	15	21	26
History	35	51	17	24
Mathematics	53	44	74	66
Military	20	8	17	8
Philosophy	28	33	14	16
Physical Education	52	61	52	59
Physics	22	13	61	57
Psychology	41	67	23	59
Religion	17	21	9	8
Sociology	47	54	29	39
Speech	72	74	63	70

TABLE V

PERCENT OF STUDENTS BY CLASS WHO FELT THERE ARE SUBJECT AREAS  
IN WHICH BASIC COURSES SHOULD BE REQUIRED  
FOR GRADUATION WITH THE B.A. DEGREE

SUBJECT AREAS	Percent required for B.A. degree				
	Fr.	Soph.	Jr.	Sr.	5th-yr. Sr.
Anthropology	8	8	8	14	20
Biology	32	27	45	25	80
Chemistry	34	29	35	35	40
Economics	51	36	59	41	100
English	80	83	88	86	100
Fine Arts	42	39	41	53	40
Foreign Language	44	39	48	51	60
Geography	14	12	19	14	40
Government	52	49	56	59	80
Health	15	19	23	10	20
History	37	41	45	41	40
Mathematics	52	48	52	47	40
Military	16	17	16	16	0
Philosophy	30	27	27	39	40
Physical Education	55	61	55	43	80
Physics	15	19	25	22	0
Psychology	46	50	53	63	40
Religion	21	14	13	25	20
Sociology	50	46	51	55	40
Speech	72	71	73	80	100

TABLE VI

PERCENT OF STUDENTS BY CLASS WHO FELT THERE ARE SUBJECT AREAS  
IN WHICH BASIC COURSES SHOULD BE REQUIRED  
FOR GRADUATION WITH THE B.S. DEGREE

SUBJECT AREAS	Percent required for B.S. degree				
	Fr.	Soph.	Jr.	Sr.	5th-yr. Sr.
Anthropology	8	6	9	10	0
Biology	69	64	75	67	80
Chemistry	82	70	81	86	80
Economics	39	37	52	57	100
English	72	78	77	88	100
Fine Arts	7	9	8	18	0
Foreign Language	10	8	7	8	0
Geography	7	12	12	10	20
Government	37	44	47	49	60
Health	20	28	21	20	60
History	17	22	24	18	0
Mathematics	73	61	69	86	80
Military	15	14	11	20	0
Philosophy	14	17	11	18	0
Physical Education	54	60	48	53	80
Physics	54	50	73	76	80
Psychology	31	38	36	47	40
Religion	11	8	8	6	0
Sociology	34	30	29	37	40
Speech	63	64	65	76	100



TABLE VII

PERCENT OF STUDENTS BY COLLEGE WHO FELT THERE ARE SUBJECT AREAS  
IN WHICH BASIC COURSES SHOULD BE REQUIRED  
FOR GRADUATION WITH THE B.A. DEGREE

SUBJECT AREAS	Percent required for B.A. degree						
	Agr.	A&S	Eng.	GR	HE	Nur.	Phar.
Anthropology	8	5	7	15	11	28	9
Biology	45	26	30	26	19	28	52
Chemistry	42	18	46	19	44	36	39
Economics	65	35	64	22	44	44	48
English	80	85	88	66	94	84	82
Fine Arts	35	45	36	44	53	52	42
Foreign Language	35	57	36	30	44	48	45
Geography	13	15	14	22	17	12	15
Government	65	48	52	33	50	64	48
Health	18	10	20	26	19	24	24
History	33	48	34	33	56	48	27
Mathematics	60	47	54	44	39	36	55
Military	17	13	23	22	11	12	15
Philosophy	24	28	30	26	31	48	39
Physical Education	57	54	45	48	78	60	52
Physics	27	14	25	11	17	24	9
Psychology	41	58	38	48	69	76	36
Religion	18	16	18	22	25	20	15
Sociology	55	45	38	41	72	68	39
Speech	76	68	73	70	83	76	76

TABLE VIII

PERCENT OF STUDENTS BY COLLEGE WHO FELT THERE ARE SUBJECT AREAS  
IN WHICH BASIC COURSES SHOULD BE REQUIRED  
FOR GRADUATION WITH THE B.S. DEGREE

SUBJECT AREAS	Percent required for B.S. degree						
	Agr.	A&S	Eng.	GR	HE	Nur.	Phar.
Anthropology	8	7	5	11	3	20	9
Biology	83	72	41	63	61	52	85
Chemistry	83	72	77	70	83	92	91
Economics	61	36	45	26	39	24	55
English	78	76	75	59	92	80	79
Fine Arts	3	9	7	14	22	8	9
Foreign Language	2	12	5	11	19	8	9
Geography	7	12	7	14	17	4	6
Government	60	40	23	33	47	48	30
Health	17	16	25	22	22	40	52
History	18	20	18	22	36	20	6
Mathematics	76	72	80	63	58	44	76
Military	17	12	23	14	11	8	9
Philosophy	15	15	14	19	14	16	9
Physical Education	57	49	50	44	78	56	58
Physics	59	58	68	37	58	48	79
Psychology	20	44	20	26	67	76	24
Religion	9	8	9	11	8	12	9
Sociology	40	30	18	14	58	52	21
Speech	69	61	63	59	78	72	70

TABLE IX

PERCENT OF STUDENTS BY CUMULATIVE GPA WHO FELT THERE ARE SUBJECT  
AREAS IN WHICH BASIC COURSES SHOULD BE REQUIRED FOR  
GRADUATION WITH THE B.A. DEGREE

SUBJECT AREAS	Percent required for B.A. degree					
	1.00- 1.49	1.50- 1.99	2.00- 2.49	2.50- 2.99	3.00- 3.49	3.50- 4.00
Anthropology	11	7	9	7	12	14
Biology	26	35	38	30	32	23
Chemistry	37	32	35	37	26	23
Economics	47	44	55	40	47	55
English	74	82	85	82	86	86
Fine Arts	32	39	39	43	58	41
Foreign Language	26	44	48	43	44	45
Geography	0	14	21	10	17	5
Government	53	44	58	48	61	45
Health	21	24	21	10	16	5
History	37	36	44	38	51	27
Mathematics	53	53	56	43	47	45
Military	26	21	19	11	5	14
Philosophy	21	29	34	26	35	23
Physical Education	68	60	52	50	63	50
Physics	21	25	22	16	8	18
Psychology	32	54	52	45	63	45
Religion	21	17	22	15	17	14
Sociology	53	53	48	44	56	55
Speech	74	69	75	72	72	77

TABLE X

PERCENT OF STUDENTS BY CUMULATIVE GPA WHO FELT THERE ARE SUBJECT  
AREAS IN WHICH BASIC COURSES SHOULD BE REQUIRED FOR  
GRADUATION WITH THE B.S. DEGREE

SUBJECT AREAS	Percent required for B.S. degree					
	1.00- 1.49	1.50- 1.99	2.00- 2.49	2.50- 2.99	3.00- 3.49	3.50- 4.00
Anthropology	11	11	10	5	7	0
Biology	68	78	71	61	67	62
Chemistry	74	78	78	78	82	81
Economics	37	40	47	41	42	57
English	63	71	83	76	77	76
Fine Arts	0	6	11	10	5	14
Foreign Language	5	11	8	7	11	10
Geography	5	17	12	6	7	5
Government	32	35	50	42	44	24
Health	21	31	29	15	23	0
History	11	21	24	18	16	10
Mathematics	58	58	78	68	75	81
Military	21	17	18	10	9	5
Philosophy	16	15	16	10	21	5
Physical Education	63	60	53	50	61	43
Physics	47	49	67	53	67	71
Psychology	16	36	41	32	44	24
Religion	16	8	14	5	4	10
Sociology	42	32	36	30	28	29
Speech	58	61	69	67	61	71

TABLE XI

PERCENT OF STUDENTS BY DEGREE PURSUED WHO FELT THERE ARE SUBJECT  
AREAS IN WHICH BASIC COURSES SHOULD BE REQUIRED FOR  
GRADUATION WITH THE B.A. DEGREE

SUBJECT AREAS	Percent required for B.A. degree		
	Pursuing B.A.	Pursuing B.S.	Undecided
Anthropology	9	10	0
Biology	23	35	32
Chemistry	18	36	34
Economics	25	56	27
English	89	85	64
Fine Arts	45	45	18
Foreign Language	51	45	30
Geography	12	16	7
Government	40	58	36
Health	8	20	9
History	55	41	14
Mathematics	43	53	45
Military	11	16	20
Philosophy	32	32	14
Physical Education	51	58	45
Physics	14	19	23
Psychology	58	51	36
Religion	12	20	16
Sociology	42	53	36
Speech	63	78	55

TABLE XII

PERCENT OF STUDENTS BY DEGREE PURSUED WHO FELT THERE ARE SUBJECT  
AREAS IN WHICH BASIC COURSES SHOULD BE REQUIRED FOR  
GRADUATION WITH THE B.S. DEGREE

SUBJECT AREAS	Percent required for B.S. degree		
	Pursuing B.A.	Pursuing B.S.	Undecided
Anthropology	12	7	5
Biology	71	69	59
Chemistry	75	81	68
Economics	31	49	27
English	69	82	55
Fine Arts	11	10	0
Foreign Language	11	8	9
Geography	14	9	9
Government	31	46	36
Health	12	27	7
History	31	19	5
Mathematics	75	72	57
Military	8	15	14
Philosophy	12	16	7
Physical Education	42	59	43
Physics	58	63	34
Psychology	34	38	25
Religion	8	9	9
Sociology	23	36	23
Speech	51	71	48

### III. DISCUSSION OF DATA

On the basis of the data obtained from the questionnaire and recorded in Tables III through XII, the following implications are made for the three subject areas in which basic courses are currently required for graduation at South Dakota State University.

Implications for English. The data revealed that the majority of students surveyed felt that basic courses in English should be required for graduation from South Dakota State University with the B.A. degree (84 percent) and the B.S. degree (77 percent).

The data indicated that the females surveyed had a higher percent of positive response for an English requirement than did the males for both degrees; however, both indicated a majority of positive responses for the requirement.

On the basis of the data collected and analyzed the investigator is of the opinion that the current English requirements for all graduates from South Dakota State University are justified as indicated by the sizeable majority of positive responses toward courses in English.

Implications for physical education. The data revealed that the majority of students felt that basic courses in physical education should be required for graduation from South Dakota State University with the B.A. degree (55 percent) and the B.S. degree (55 percent).

The data indicated that the females surveyed had a higher percent of positive response for a physical education requirement than did the males for both degrees; however, both indicated a majority of positive

responses for the requirement.

On the basis of the data collected and analyzed, the investigator is of the opinion that the current physical education requirements for all graduates from South Dakota State University are justified by the majority of positive responses toward required courses in physical education.

Implications for speech. The data revealed that the majority of students felt that basic courses in speech should be required for graduation from South Dakota State University with the B.A. degree (73 percent) and the B.S. degree (66 percent).

The data indicate that the females surveyed recorded a higher positive response for a speech requirement than did the males for both degrees; however, both indicated a majority of positive responses for the requirement.

On the basis of the data collected and analyzed, the investigator is of the opinion that the current speech requirements for all graduates from South Dakota State University are justified as indicated by the majority of positive responses toward required courses in speech.



## CHAPTER V

### SUMMARY, IMPLICATIONS, AND RECOMMENDATION

#### I. THE PROBLEM

The purpose of this study was to determine the current attitudes of South Dakota State University full-time undergraduate students toward basic course requirements for graduation.

#### II. SOURCE OF DATA

Students who participated in this survey study were South Dakota State University full-time undergraduate students enrolled during the 1969 spring semester. Approximately ten percent of the full-time students were selected as participants for the survey by the stratified random sample method. Students were stratified according to college, class, and sex.

A questionnaire designed to conceal the purpose of the study from the students while at the same time gathering the needed data was mailed to 486 students. Data received from the 403 students who returned completed questionnaires were put on data processing cards and processed at the Data Processing Department at South Dakota State University. Results were placed in tabular form, revealing the ratio of positive responses to the number of respondents as expressed by a percent. Each table was analyzed and discussed in Chapter IV.

### III. SUMMARY OF FINDINGS

The analysis of data indicated the following findings:

1. Eighty-four percent of the South Dakota State University full-time undergraduate students surveyed felt that English is a subject area in which basic courses should be required for graduation with the B.A. degree. This percent of positive responses was the highest of all subject areas for either degree.
2. Seventy-seven percent of the students surveyed felt that basic English courses should be required for graduation with the B.S. degree.
3. Fifty-five percent of the students felt that basic physical education courses should be required for graduation for both the B.A. and B.S. degrees.
4. Seventy-three percent of the students felt that basic speech courses should be required for graduation with the B.A. degree.
5. Sixty-six percent of the students felt that basic speech courses should be required for graduation with the B.S. degree.
6. A greater percent of females than of males believed that basic courses in English, speech, and physical education should be required with the B.A. and B.S. degrees.
7. When compared with all classes except the fifth-year seniors, who were excluded in this analysis, juniors had the strongest feelings (88 percent) that English should be required for graduation with the B.A. degree.
8. Seniors, when compared with all classes except fifth-year students, expressed the strongest desire (88 percent) for an English

requirement for graduation with the B.S. degree.

9. Sophomores, when compared to all classes except the fifth-year seniors, expressed the strongest desires for a physical education requirement for graduation with the B.A. degree (61 percent) and the B.S. degree (60 percent).

10. Seniors, when compared to all classes except the fifth-year seniors, expressed the strongest desires for a speech requirement for graduation for both the B.A. degree (80 percent) and the B.S. degree (76 percent).

11. A majority of students in all colleges felt there should be an English requirement for graduation with the B.A. degree. The highest percent of positive response was the 94 percent by students in the College of Home Economics.

12. A majority of students in all colleges felt there should be an English requirement for graduation with the B.S. degree. The highest percent of positive response was the 92 percent response by students in the College of Home Economics.

13. A majority of students in all the colleges, except Engineering and General Registration, felt that there should be a basic physical education requirement for graduation with the B.A. degree. Students in the College of Home Economics recorded the greatest percent of positive responses (78 percent).

14. A majority of students in all the colleges, except Arts and Science and General Registration, felt that there should be a basic physical education requirement for graduation with the B.S. degree. Students in the College of Home Economics recorded the

greatest percent of positive responses (78 percent).

15. A majority of students in all colleges felt that there should be a basic speech requirement for graduation with the B.A. degree. Students in the College of Home Economics recorded the greatest percent of positive responses (83 percent).

16. A majority of students in all colleges felt that there should be a basic speech requirement for graduation with the B.S. degree. Students in the College of Home Economics recorded the greatest percent of positive responses (78 percent).

17. A majority of students in all cumulative grade point average categories felt that English should be required for graduation with the B.A. degree. Students with grade point averages of from 3.00 to 3.49 and 3.50 to 4.00 recorded the highest positive response (86 percent).

18. A majority of all students in all cumulative grade point average categories felt that English should be required for graduation with the B.S. degree. Students with grade point averages of from 2.00 to 2.49 recorded the highest positive response (83 percent).

19. A majority of students in all cumulative grade point average categories felt that basic physical education courses should be required for graduation with the B.A. degree. The highest positive response was 68 percent by the 1.00 to 1.49 category.

20. A majority of students in all cumulative grade point average categories, except the 3.50 to 4.00 category, felt that basic physical education courses should be required for graduation with the B.S. degree. The highest positive response was 63 percent by the 1.00 to

1.49 category.

21. A majority of students in all cumulative grade point average categories felt that there should be a speech requirement for graduation with the B.A. degree. The highest positive response was 77 percent by the 3.50 to 4.00 category.

22. A majority of students in all cumulative grade point average categories felt that there should be a speech requirement for graduation with the B.S. degree. The highest positive response was 71 percent by the 3.50 to 4.00 category.

23. A majority of students who are pursuing the B.A. degree or the B.S. degree and those who are undecided felt that basic English courses should be required for graduation with the B.A. degree. Those students pursuing the B.A. degree recorded the highest positive response (89 percent).

24. A majority of students who are pursuing the B.A. degree or the B.S. degree and those who are undecided felt that basic English courses should be required for graduation with the B.S. degree. Those students pursuing the B.S. degree recorded the highest positive response (82 percent).

25. A majority of students pursuing the B.A. degree (51 percent) and the B.S. degree (58 percent) felt that basic physical education courses should be required for graduation with the B.A. degree.

26. A majority of students pursuing the B.S. degree (59 percent) felt that basic physical education courses should be required for graduation with the B.S. degree.

27. A majority of students pursuing the B.A. degree and the

B.S. degree and those undecided concerning the degree to be pursued felt that there should be a basic speech course requirement for graduation with the B.A. degree. The highest positive response was 78 percent from those students pursuing the B.S. degree.

28. A majority of students pursuing the B.A. degree (51 percent) and the B.S. degree (71 percent) felt that there should be a basic speech course requirement for graduation with the B.S. degree.

29. The majority of students, 84.86 percent, felt there are subject areas in which there should be basic course requirements for graduation with the B.A. degree.

30. The majority of students, 89.58 percent, felt there are subject areas in which there should be basic course requirements for graduation with the B.S. degree.

#### IV. IMPLICATIONS

On the basis of the data collected and analyzed, the following implications are reasonably apparent:

1. The current English requirements for all graduates from South Dakota State University are justified as indicated by the sizeable majority of positive responses toward courses in English for both the B.A. and B.S. degrees.

2. The current physical education requirements for all graduates from South Dakota State University are justified as indicated by the majority of positive responses toward required courses in physical education for both the B.A. and B.S. degrees.

3. The current speech requirements for all graduates from South

Dakota State University are justified as indicated by the majority of positive responses toward required courses in speech for both the B.A. and B.S. degrees.

4. The current attitudes of South Dakota State University full-time undergraduate students are favorable toward the present basic course requirements for graduation.

#### V. RECOMMENDATION FOR FURTHER STUDY

The current attitudes of South Dakota State University faculty and administrators toward basic course requirements for graduation should be investigated.

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APPENDIXES



## APPENDIX A

## QUESTIONNAIRE

Sex:

1. Female  
 2. Male

Class:

1. Freshman  
 2. Sophomore  
 3. Junior  
 4. Senior  
 5. 5th Year Senior (Pharmacy)

Cumulative Grade Point Average:

1. 0.00 to 0.49  
 2. 0.50 to 0.99  
 3. 1.00 to 1.49  
 4. 1.50 to 1.99  
 5. 2.00 to 2.49  
 6. 2.50 to 2.99  
 7. 3.00 to 3.49  
 8. 3.50 to 4.00

College:

1. Agriculture  
 2. Arts and Science  
 3. Engineering  
 4. General Registration  
 5. Home Economics  
 6. Nursing  
 7. Pharmacy

Degree Working Toward:

1. B.A.  
 2. B.S.  
 3. Undecided

QUESTIONNAIRE (continued)

Do you feel there are subject areas in which basic courses should be required for graduation from SDSU with a B.A. degree?

- 1. Yes
- 2. No

Do you feel there are subject areas in which basic courses should be required for graduation from SDSU with a B.S. degree?

- 1. Yes
- 2. No

Check the appropriate columns in those subject areas in which you feel there should be required basic courses for graduation from SDSU for both the B.A. and B.S. degrees. Also check the appropriate columns for those subject areas in which you would like to take elective courses towards graduation from SDSU for both the B.A. and B.S. degrees.

	Required B.A.	Elective B.A.	Required B.S.	Elective B.S.
1. Anthropology	_____	_____	_____	_____
2. Biology	_____	_____	_____	_____
3. Chemistry	_____	_____	_____	_____
4. Economics	_____	_____	_____	_____
5. English	_____	_____	_____	_____
6. Fine Arts	_____	_____	_____	_____
7. Foreign Language	_____	_____	_____	_____
8. Geography	_____	_____	_____	_____
9. Government	_____	_____	_____	_____
10. Health	_____	_____	_____	_____
11. History	_____	_____	_____	_____
12. Mathematics	_____	_____	_____	_____
13. Military Science	_____	_____	_____	_____
14. Philosophy	_____	_____	_____	_____
15. Physical Education	_____	_____	_____	_____
16. Physics	_____	_____	_____	_____
17. Psychology	_____	_____	_____	_____
18. Religion	_____	_____	_____	_____
19. Sociology	_____	_____	_____	_____
20. Speech	_____	_____	_____	_____
21. Others (list)	_____	_____	_____	_____