

AN EVALUATION OF THE PHYSICAL EDUCATION PROGRAMS
FOR MEN IN STATE-SUPPORTED FOUR-YEAR
CO-EDUCATIONAL COLLEGES AND
UNIVERSITIES IN MISSISSIPPI

By

ALFRED ARRINGTON

Bachelor of Science
Alcorn State University
Lorman, Mississippi
1966

Master of Arts in Education
Tennessee State University
Nashville, Tennessee
1970

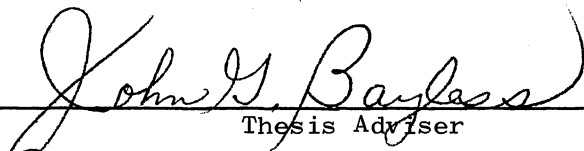
Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1975

Thesis
1975D
A776e
cop. 2

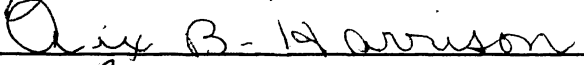
MAY 12 1976

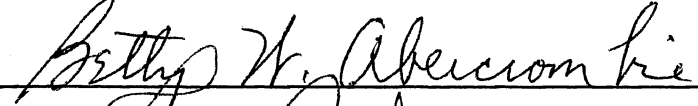
AN EVALUATION OF THE PHYSICAL EDUCATION PROGRAMS
FOR MEN IN STATE-SUPPORTED FOUR-YEAR
CO-EDUCATIONAL COLLEGES AND
UNIVERSITIES IN MISSISSIPPI


Thesis Approved:

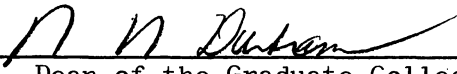


Thesis Adviser









Dean of the Graduate College

938871

ACKNOWLEDGMENTS

The author wishes to express his appreciation to Dr. Aix B. Harrison, Chairman of Graduate Committee, Dr. Thomas Karman, Dr. John Bayless, and Dr. Betty Abercrombie, for their interest, guidance, and many suggestions given me during the writing of this manuscript. A special thanks is extended to Dr. John Bayless for directing this investigation.

I am indebted to the late Dr. Albin P. Warner and to Dr. George Oberle, Chairman of the Department of Health, Physical Education, and Recreation, and to the Department of Health, Physical Education, and Recreation for providing financial assistance during my graduate program.

I wish to thank Miss Velda Davis and Mrs. Marilyn Bond for typing the final draft of this study. I also wish to thank my parents, Mr. and Mrs. Olen Arrington, Sr., for their encouragement given during all parts of my graduate program. Finally, I would like to express my appreciation to my wife, Josie, and four lovely daughters, Wandra, Shundra, Eulette, and Michelle, whose understanding, encouragement, and sacrifice were instrumental in the completion of this investigation.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Need for the Study	1
Statement of the Problem	3
Delimitations	3
Basic Assumptions	4
Definition of Terms	7
II. REVIEW OF LITERATURE	9
Introduction	9
Articles	9
Dissertations and Theses	11
Summary	22
III. METHODOLOGY	23
Introduction	23
The Instrument	23
Pilot Application	27
Collection of Data	27
Treatment of Data	29
IV. ANALYSIS OF DATA AND DISCUSSION OF RESULTS	31
Introduction	31
School "A"	32
Departmental Purpose	32
Evaluation	34
School "B"	37
Departmental Purpose	37
Evaluation	38
School "C"	42
Departmental Purpose	42
Evaluation	42
School "D"	46
Departmental Purpose	46
Evaluation	46
School "E"	50
Departmental Purpose	50
Evaluation	52

Chapter	Page
IV. (CONTINUED)	
School "F"	55
Departmental Purpose	55
Evaluation	55
School "G"	59
Departmental Purpose	59
Evaluation	59
Comparison of Mississippi Schools With Previously Evaluated Schools	65
V. SUGGESTIONS FOR FUTURE PROGRAM IMPROVEMENTS	82
General Recommendations for All Schools	83
School "A"	86
School "B"	87
School "C"	89
School "D"	90
School "E"	91
School "F"	92
School "G"	94
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	96
The Problem	97
Delimitations	98
Pilot Application	98
Collection of Data	99
Treatment of Data	99
Conclusions	100
Recommendations	101
SELECTED BIBLIOGRAPHY	102
APPENDIX A - LETTER SENT TO ADMINISTRATORS	105
APPENDIX B - LETTERS RECEIVED FROM ADMINISTRATORS	107
APPENDIX C - A COPY OF SCORE CARD SUMMARY	115

LIST OF TABLES

Table	Page
I. An Indication of Schools, Locations, Year Founded, Student Size, and Faculty Size	5
II. Score Card Summary of School "A"	35
III. Score Card Summary of School "B"	40
IV. Score Card Summary of School "C"	44
V. Score Card Summary of School "D"	48
VI. Score Card Summary of School "E"	53
VII. Score Card Summary of School "F"	57
VIII. Score Card Summary of School "G"	61

LIST OF FIGURES

Figure	Page
1. State of Mississippi and Location of State-Supported Four-Year Co-educational Universities	6
2. An Indication of School "A" Percentage of Attainment and Rating	33
3. An Indication of School "B" Percentage of Attainment and Rating	39
4. An Indication of School "C" Percentage of Attainment and Rating	43
5. An Indication of School "D" Percentage of Attainment and Rating	47
6. An Indication of School "E" Percentage of Attainment and Rating	51
7. An Indication of School "F" Percentage of Attainment and Rating	56
8. An Indication of School "G" Percentage of Attainment and Rating	60
9. An Indication of Schools Total Percentage of Attainment Scores for Schools	64
10. An Indication of Instructional Staff of Mississippi Schools Compared With Selected State Colleges and Universities	66
11. An Indication of Facilities of Mississippi Schools Compared With Selected State Colleges and Universities	68
12. An Indication of Program Organization of Mississippi Schools Compared With Selected State Colleges and Universities	70
13. An Indication of Program Activities of Mississippi Schools Compared With Selected State Colleges and Universities	72

Figure	Page
14. An Indication of Administration of Mississippi Schools Compared With Selected State Colleges and Universities	74
15. An Indication of Professional Assistance of Mississippi Schools Compared With Selected State Colleges and Universities	76
16. An Indication of Professional Education Program of Mississippi Schools Compared With Selected State Colleges and Universities	78
17. An Indication of Total Percentage of Attainment Score and Rating of State Colleges and Universities	80

CHAPTER I

INTRODUCTION

Need for the Study

Physical education is an integral part of the total field of education. It can make a real contribution to the development of children and adults of all ages if effectively planned and organized.

Scholars have indicated that, among the ancient people, the Greeks most fully realized the need for adequate programs of physical education; thus, to them must be credited the most effectively organized response to this need in ancient times. The development of the German, Swedish, and other European systems in the nineteenth century marked the beginning of modern social consciousness of the need for organized physical education. But while this need has always existed and has always received some consideration, there is a strong belief among many thoughtful students of education that physical education, if intelligently planned and directed, may be more nearly indispensable to this generation than it was to earlier generations. This urgent necessity arises largely out of two contrasting considerations: the nature of man in light of his evolution; and the rapidly changing conditions of human existence in today's world and in the foreseeable future.¹ Therefore, a re-evaluation

¹John E. Nixon and Ann E. Jewett, An Introduction to Physical Education (Philadelphia, 1969), pp. 154-55.

of the educational structure should be made to determine what is the best type of education to foster behavioral, social, physical, mental, and emotional improvement.² In the last decades, curriculum developers and reformers have been updating content, reorganizing subject matter, and introducing fresh approaches to methodology.³ So great has been the concern to restructure the curriculum and improve education in the United States that hundreds of separate research projects have been initiated, completed, and put to use at state and local levels.⁴

In light of the sums of money being appropriated by states for physical education programs in colleges and universities, the effectiveness of such programs should be evaluated. Programs prosper where staffs remain alert and are seriously re-examining programs in order to keep them in step with the whole advancing pattern of higher education.⁵

With the preceding statements in mind and a review of the literature available on evaluation of programs, there appears to have been no such research evaluating the physical education programs of Mississippi's state-supported four-year co-educational colleges and universities. Therefore, this study was undertaken to contribute to the existing knowledge concerning physical education program evaluation. Also this study will undoubtedly assist department heads at each institution in

²John I. Goodlad, The Changing School Curriculum (New York, 1966), pp. 28-36.

³Ibid., pp. 41-49.

⁴Ibid., pp. 61-63.

⁵Delbert Oberteuffer, "Evaluating the College Physical Education Program," Proceedings of the National College Physical Education Association for Men (Washington, 1964), p. 56.

facilitating the kinds of physical education programs which provide better educational experiences for the enrichment of the student served.

Statement of the Problem

The problem of this study was to evaluate the physical education programs of the co-educational four-year state-supported colleges and universities of Mississippi. The areas evaluated were as follows:

(1) instructional staff, (2) facilities, (3) program organization, (4) program activities, (5) administration, (6) professional assistance, and (7) professional education program.

The main purpose was to assess the quality of the physical education programs against the standards set forth by the Neilson-Comer-Griffin score card. As a secondary purpose, the results of Mississippi schools were compared with selected state schools previously evaluated by the use of the score card.⁶

Delimitations

This study was limited to the seven state-supported, four-year co-educational colleges and universities in the State of Mississippi offering physical education programs. Institutions were included in the study if they met each of the following criteria: Each institution provides for teacher preparation in its curriculum, including program of study, training of personnel, and directed teaching procedures, all of which have been reviewed and officially approved by the Mississippi

⁶Neil P. Neilson, James L. Comer, and Leon E. Griffin, A Score Card for Evaluating of Physical Education Programs for Colleges and Universities (Utah, 1965), p. 77.

State Board of Education. Also, each college or university has been approved by the College Accrediting Commission of the State of Mississippi and/or the Southern Association of Colleges and Schools.⁷

This study was also limited to the evaluation of specific areas of the men's physical education programs; namely, (1) instructional staff, (2) facilities, (3) administration, (4) program organization, (5) program activities, (6) teacher education program, and (7) professional assistance as indicated in the Neilson-Comer-Griffin Score Card.⁸

Table I indicates information relative to each participating institution.

Figure 1 shows a map of the State of Mississippi and the location of each participating institution.

Basic Assumptions

The following basic assumptions were applicable to this study:

- (1) The Neilson-Comer-Griffin Score Card was a valid instrument for evaluating four-year college and university physical education programs.
- (2) The score card was filled out by the persons in a position to give accurate assessments for each area of their physical education program.

⁷State of Mississippi, Division of Instruction, Department of Education, Regulations for Certification, Bulletin No. 130 (1974), p. 12.

⁸Neilson, Comer, and Griffin, p. 77.

TABLE I
 AN INDICATION OF SCHOOLS, LOCATION, YEAR FOUNDED,
 STUDENT SIZE, AND FACULTY SIZE

School	Location	Year Founded	1973-74 Student Size	1973-74 Faculty Size
Alcorn State University	Lorman	1871	2,254	125
Delta State University	Cleveland	1924	2,281	162
Jackson State University	Jackson	1877	4,110	309
Mississippi State University	Starksville	1878	7,840	643
Mississippi Valley State University	Itta Bena	1946	2,371	123
University of Mississippi	Oxford	1844	6,212	395
University of Southern Mississippi	Hattiesburg	1910	7,262	721

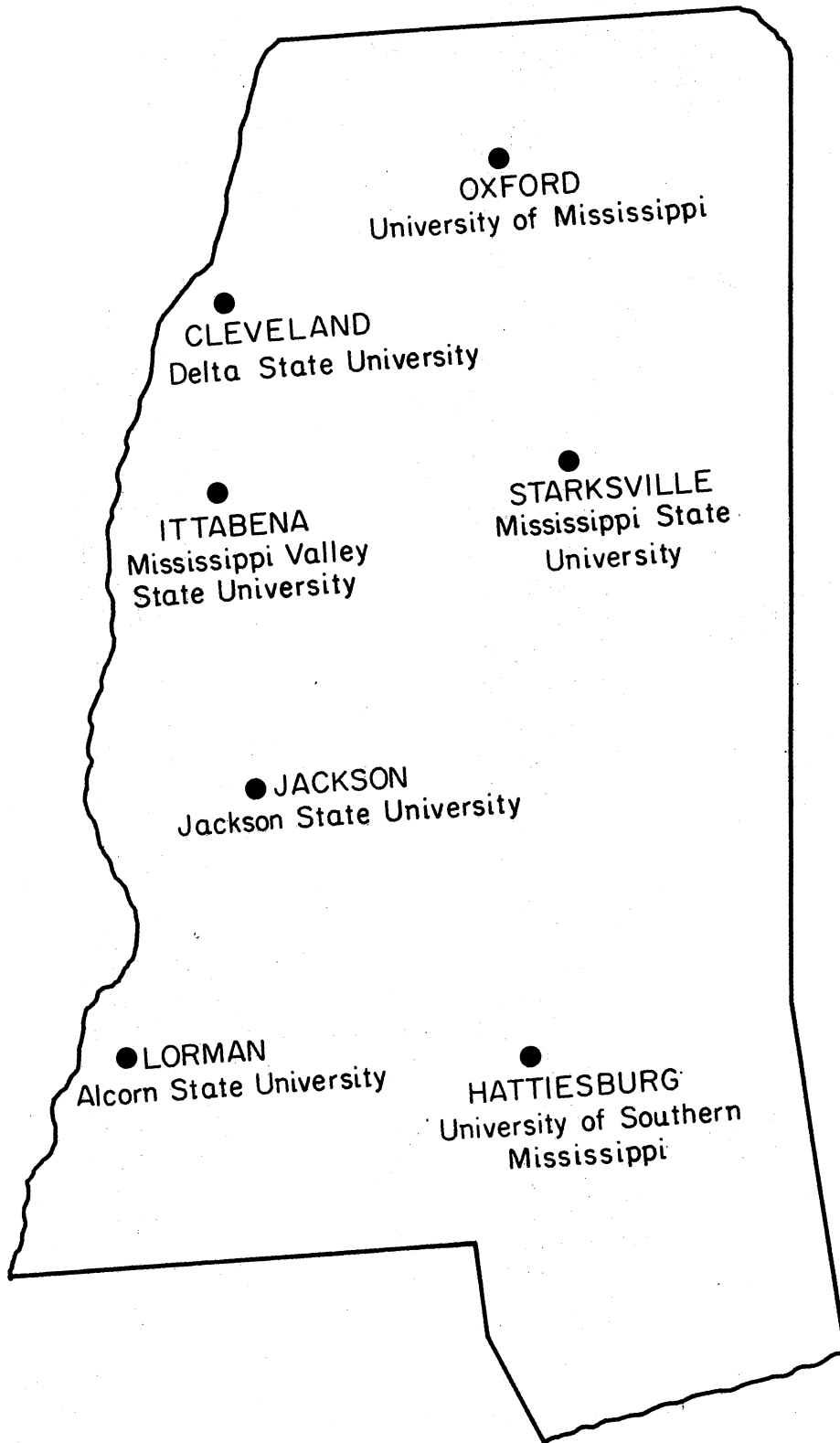


Figure 1. State of Mississippi and Location of State-Supported Four-Year Co-educational Universities

Definition of Terms

Facilities: Both indoor and outdoor areas used for accomplishing the objectives of the physical education program.

Evaluation: The objective examination of the items and areas of the physical education program by use of Neilson-Comer-Griffin Score Card.

Co-educational: Colleges and Universities offering physical education programs for males and females.

Administration: Referred to the administrative organization, general budget, budget ratio, salaries, and duties of staff in the Department of Physical Education.

Physical Education Program: The instructional, intramural, intercollegiate, and professional preparation programs which are generally the ultimate responsibility of the head of the department.

Program Activities: Physical education activities that are offered in the instructional, intramural, and intercollegiate athletic programs.

Instructional Staff: Those individuals employed as personnel in the Department of Physical Education (part- and full-time).

Four-Year Colleges and Universities: Colleges and universities that offer programs embracing freshman through senior preparation in physical education.

Program Organization: Administrative policies which support and provide the opportunity for fulfillment of program objectives (student participation, class time allotment, records kept and used, teacher load and class size).

Professional Assistance: The kinds of professional magazines, pamphlets, and books available for the physical educator at the college or university.

Teacher Education Program: Those kinds of courses which are required of all students who pursue a teacher preparation program in the area of physical education.

CHAPTER II

REVIEW OF LITERATURE

Introduction

In keeping with the purpose of this study, an exploratory approach was used to identify and investigate literature related to evaluations and studies conducted of physical education programs. The literature reviewed indicated a marked interest in the investigation and evaluation of physical education programs for men at the national, regional, state, and local levels. Most of the investigations concentrated on improvements or evaluations of the four-year college-university program. A variety of instruments have been developed, revised, refined, and made applicable to each of the physical education programs evaluated or studied.

The objective of the present chapter was to bring into focus earlier research efforts which were related to this study. The literature reviewed is presented chronologically in the form of articles, theses, and dissertations.

Articles

As early as the 1920's several conferences, authorities, and associations were making headway toward improvement and evaluation of physical education programs, along with developing policies and

standards. In 1927, the College Physical Education Association appointed a Committee on Curriculum Research, with William R. LaPorte as chairman, which later developed a basic physical education program for boys accompanied with a score card as an evaluation instrument.¹

By 1928, a state meeting was held at Santa Maria, California, for the purpose of developing a curriculum for professional preparation of physical education teachers for secondary schools. The work resulted in a five-year curriculum consisting of basic science courses in activity, techniques of teaching activities, and recommended courses in education and other fields for potential teachers.²

During 1933, there were two reports that related to professional preparation in physical education. One was a national committee report on training in physical education which considered three basic problems, namely: (1) standards for an institution to evaluate its training of general elementary teachers to teach physical education; (2) standards with which to evaluate the preparation of men as physical education teachers; and (3) standards with which to evaluate women as physical education teachers. Specific recommendations were made pertaining to the following elements in professional preparation: (1) personnel, including experience and training of faculty and the teacher-pupil ratio; (2) student selection, including character, age, scholarship, health standards, and physical education skill tests; (3) indoor

¹G. B. Fitzgerald, "The Education of Man Teacher of Physical Education for Public Schools Service in Selected Colleges and Universities," Research Quarterly, Vol. 6 (Washington, D. C., 1935), pp. 48-55.

²Neil P. Neilson, A Curriculum for Professional Preparation of Physical Education Teachers for Secondary Schools, Bulletin No. E-1 (1930), p. 109.

and outdoor facilities; (4) library; (5) health services; and (6) institutional policies and practices.³

The other report by Hughes was for the purpose of determining and evaluating the standards and policies concerning the administration of health and physical education for men in colleges and universities. There were seven aspects to the study which are listed as follows: (1) administrative plan, (2) health supervision, (3) health services, (4) health instruction, (5) required activities, (6) intramural, and (7) intercollegiate athletics. Hughes compiled a list of some eight hundred and fifty items, which was later refined by approximately ninety different persons in the professional physical education field. This refinement was later validated by a jury of experts who judged the items as essential, or highly desirable standards.⁴

Dissertations and Theses

Russell, in 1954, evaluated the required physical education program in the senior colleges of Texas. He developed one of the most comprehensive lists of standards which was formulated into a detailed questionnaire. He surveyed 39 senior colleges of Texas, of which all were personally visited before the final preparation of the questionnaire was completed. The standards were selected from a review of highly qualified jurors in the field of physical education throughout the United States.

³Committee on Teacher Training in Physical Education in the United States. Neil P. Neilson, Chairman, "Teacher Training in Physical Education in the United States," Research Quarterly, Vol. 6 (Washington, D. C., 1933), pp. 51-67.

⁴W. L. Hughes, "The Administration of Health and Physical Education for Men in Colleges and Universities," Research Quarterly, Vol. 4 (Washington, D. C., 1933), pp. 140-44.

Based on his findings, Russell concluded that highly desirable standards for required physical education as they pertained to the questionnaire were generally not being met in a large percentage of the senior colleges and universities of Texas.⁵

Gingerich, in 1958, evaluated the physical education programs for men in church-related colleges of Indiana. He attempted to formulate an objective score card, based on existing standards in the field of physical education, which could be used to evaluate the physical education program at any college. He classified the areas of his scores as follows: (1) program planning, (2) aims and objectives, (3) student personnel, (4) indoor facilities, (5) outdoor facilities, (6) equipment and supplies, (7) class organization, and (8) evaluation of instruction. He found that the physical education program for men in church-related colleges and universities in Indiana varied greatly in their program offerings.⁶

Rinker, in 1960, conducted a study of the physical education programs for women in selected United Presbyterian colleges and universities in the New England states. She devised a questionnaire which included facilities, organization, administration, and the service program. The service program revealed that (1) the majority of the schools had basic facilities which were well organized and capably administered; (2) the majority of the colleges offered satisfactory

⁵L. O. Russell, "An Evaluation of Required Physical Education Programs for Men in Senior Colleges and Universities of Texas" (unpublished Ed.D. dissertation, University of Texas, Austin, 1954).

⁶R. L. Gingerich, "An Evaluation of the Physical Education Programs for Men in the Church Related Senior Colleges and Universities of Indiana" (unpublished Ed.D. dissertation, Indiana University, 1958).

sports and dance programs, but programs of adapted physical education, camping, and recreation were inadequate.⁷

McIlroy, in 1961, conducted a study of 22 four-year college physical education programs for women in three northwest states. The status of each physical education program was determined by the use of a score card which she developed. The validity of the score card was based on acceptability of the standards by 16 qualified professional women in physical education.

The colleges were found to be weak in facilities and evaluation. However, the service program, instruction, equipment, and supplies were comparatively strong. State-supported colleges met standards better than private colleges in all areas except extramural programs. The score card was found by McIlroy to be a usable tool for determining the status of college women physical education programs.⁸

Baker, in 1962, used the Northwest Council Teacher Education Standards for Health, Physical Education and Recreation to appraise the professional programs in the state-supported institutions of Arkansas. The areas and standards evaluated were as follows: (1) general institutional standards, (2) student personnel, (3) undergraduate physical education curriculum standards, (4) facilities standards, (5) equipment standards, (6) library standards, and (7) staff standards. Some of the general conclusions of his study were: (1) the general institutional

⁷J. Rinker, "An Evaluation of Programs of Physical Education for Women in United Presbyterian Colleges and Universities" (unpublished M.S. thesis, Smith College, Mass., 1960).

⁸J. S. McIlroy, "An Evaluation of the Physical Education Programs for Women in Institutions of Higher Learning in Three Northwest States" (unpublished Ed.D. dissertation, Indiana University, 1961).

standards were adequately met by Arkansas institutions, (2) the undergraduate physical education curriculum compared favorably to the standards, (3) the student personnel program standards were strong in the overall program, but were weak in the section designated as follow-up of graduates.⁹

Kerr, in 1965, prepared a checklist which was validated by a jury of experts in the field of physical education. From the checklist, he developed a score card which reflected the jury's rating. He used the score card to evaluate the undergraduate physical education professional preparation programs of nine New England institutions. The following areas of the programs were included in the evaluation: (1) general instructional practices, (2) academic training of instructional staff, (3) teaching load, (4) required curriculum, (5) service program, (6) library facilities, and (7) facilities for the program. The summary of each area reflected a total score for each institution evaluated. A majority of the schools proved to have adequate programs of physical education.¹⁰

Horn, in 1966, conducted an evaluation of four private and four state-supported institutions in Texas. The evaluating instrument utilized in this was the Northwest Council for Teacher Education Standards for Health, Physical Education, and Recreation. Besides reporting on the status of the institutions and making recommendations to each

⁹W. B. Baker, "An Evaluation of Undergraduate Professional Preparation in Physical Education for Men in Seven State-Supported Institutions of Higher Learning in Arkansas" (unpublished Ed.D. dissertation, University of Arkansas, 1962).

¹⁰R. W. Kerr, "The Status of Undergraduate Professional Preparation in Physical Education for Men in New England Colleges and Universities" (unpublished Ph.D. dissertation, Indiana University, 1965).

with respect to professional preparation, he undertook to determine relationships between strengths and weaknesses of the institutional programs. The following variables were determined: (1) total school enrollment, (2) number of physical education majors, (3) mean faculty salary, (4) physical education budget, and (5) the number of staff members. A score of five on a zero to ten sliding scale for each standard was considered minimum in the study. Horn's study concluded that the physical education programs in the selected colleges and universities ranged from a one to nine on different standards.¹¹

Soffe, in 1966, evaluated the men's physical education programs in higher education institutions of Utah. He employed the very intensive and comprehensive Neilson-Comer-Griffin score card for his study. Some of the conclusions of his study, which were very meaningful to the participating institutions, were as follows: (1) professional preparation of staff was good; (2) fitness, personality, character, and teaching efficiency of staff were superior; (3) school site and facilities were good; (4) supplies and equipment were inadequate; (5) the undergraduate program was generally superior; and (6) instructor salaries were as a whole in keeping with the salaries of other faculty with equal rank.¹²

Also, Griffin, in 1966, selected 16 universities in the Western Athletic Conference, comprising essentially the Rocky Mountain states, to evaluate the physical education programs for men. With slight

¹¹D. D. Horn, "An Evaluation of Physical Education Teacher Education Programs in Selected Colleges of Texas" (unpublished Ed.D. dissertation, East Texas State University, 1966).

¹²H. W. Soffe, "An Evaluation of the Physical Education Programs for Men in Colleges and Universities in Utah" (unpublished Ed.D. dissertation, Brigham Young University, 1966).

modification of the Neilson-Comer score card, Griffin evaluated the following areas of the program: (1) instructional staff; (2) facilities; (3) program organization; (4) program activities; (5) administration; (6) professional assistance; and (7) professional education program. The major purpose of the study was to create an awareness and understanding of what was essential in the organization of a college physical education program for men. Griffin, on the basis of his study, highly recommended evaluation studies be made of the physical education programs for men in other colleges and universities in the United States.¹³

Livingston, in 1967, evaluated the eight state-supported institutions of higher education of Alabama with the Bookwalter-Dollenger score card. His study was fourfold: (1) to determine status of programs; (2) to analyze the findings; (3) to use the findings as a basis for making recommendations for improving the professional preparation programs for men's physical education; (4) to focus the attention on the characteristics of a good program with which each of the participating institutions could be compared.¹⁴

Jones, in 1967, conducted a study which had a twofold purpose. First, he evaluated the physical education programs for men in colleges and universities in Colorado offering a major in physical education; and second, he appraised the Neilson-Comer-Griffin Score Card used as an evaluation instrument. The study concluded two essential factors:

¹³L. E. Griffin, "An Evaluation of the Physical Education Programs for Men in Universities" (unpublished Ed.D. dissertation, University of Utah, 1966).

¹⁴W. M. Livingston, "An Evaluation and Analysis of Undergraduate Professional Preparation for Men in State Colleges and Universities of Alabama" (unpublished Ed.D. dissertation, University of Alabama, 1967).

(1) the colleges and universities evaluated ranged from superior to inadequate in all the areas of the score card used in the study; and (2) the score card conclusions and findings did serve as a means for stimulating improvement in physical education programs.¹⁵

In 1969, Newton evaluated undergraduate professional preparation programs for men in physical education in Canadian degree-granting institutions. The purposes of the study were as follows: (1) to identify reasons for the discrepancies which existed between the current standards of professional preparation for men in Canada, and (2) to make recommendations for revision of the standards.

The survey method of research involving the collection, analysis, and interpretation of data was employed. The questionnaire used reflected the physical education recommended national standards on undergraduate professional preparation was constructed and used as an evaluative instrument in the study. Newton concluded that with a few exceptions, Canadian physical education programs appeared to be of high quality when evaluated in terms of the recommended standards. He also recommended that standards which were not met by the majority of the universities be studied by administrators and revised if needed; and further, that program evaluation should be a continuing characteristic of Canadian physical education in order to keep abreast of scientific advancements and to meet the changing community, provincial, and national needs.¹⁶

¹⁵R. J. Jones, "An Evaluation of the Physical Education Programs for Men in Colleges and Universities and an Appraisal of the Score Card Employed" (unpublished Ed.D. dissertation, Colorado State College, 1967).

¹⁶D. K. Newton, "An Evaluation of Undergraduate Professional Preparation Programs in Physical Education for Men in Canadian Universities" (unpublished Ed.D. dissertation, Colorado State College, 1969).

In 1969, Miller evaluated the physical education programs for men in Texas state-supported colleges and universities offering a bachelor's and master's degree with a major in the area of physical education. He used the analytical survey method of research, that included a systematic collection and interpretation of the data. The Neilson-Comer-Griffin Score Card was the basic instrument used for scoring and analyzing each school.

The highest score attained by a school in the study was 84 percent and the lowest score was 74 percent. The average score for the seven schools was 80 percent.

Conclusions of Miller's study were as follows: (1) that the Neilson-Comer-Griffin Score Card as an instrument to analyze physical education programs will indicate the effectiveness and inadequate program areas from which each institution can make a self-evaluation; (2) size of institution and number of program offerings correspond, due to facilities, and were particularly observable between the largest and smallest of the institutions; (3) the professional preparation of male physical education instructors was good; (4) membership of physical education instructors in professional organizations were poor, (5) attendance at professional meetings by physical education instructors was poor; and (6) library resources were good.¹⁷

In 1970, Smith conducted a study of the men's physical education program in Texas Baptist colleges and made a comparison of physical education programs in Texas Baptist colleges with selected Texas state

¹⁷Carl Miller, "An Evaluation of Physical Education Programs in Selected Texas State Colleges and Universities" (unpublished Ed.D. dissertation, Texas State University, 1969).

colleges and universities. The purpose of the study was twofold. First, the study was designed to determine the current efficiency of the physical education program of Baptist colleges in Texas. Second, the study was designed to determine the relationship between the physical education programs of Texas Baptist and selected Texas state colleges and universities.

The survey method of research, involving the collection, analysis, and interpretation of facts, was used. The Neilson-Comer-Griffin Score Card was used as the basic instrument for scoring and analyzing the colleges. The data obtained in his study were compared with the data collected from seven selected Texas state colleges and universities by Carl Miller using the same instrument.

Some of the findings and conclusions of the study were as follows: (1) the instructional staff of Texas Baptist colleges are well prepared in physical education, (2) practical student experience in a wide variety of activities is somewhat restricted at Baptist colleges, (3) the physical education facilities of the Texas state institutions are superior to the facilities of the Texas Baptist colleges, and (4) the selected Texas state institutions provide a more serviceable professional education program than do the Texas Baptist colleges.¹⁸

In 1970, Bowie evaluated the men's physical education programs in selected colleges of Alberta, Canada. The purpose of the study was to apply a valid and reliable instrument for the evaluation. The

¹⁸C. R. Smith, "An Analysis of Men's Physical Education Programs in Texas Baptist Colleges and a Comparison of Physical Education Programs in Texas Baptist Colleges With Selected Texas State Colleges and Universities" (unpublished Ed.D. dissertation, North Texas State University, 1970).

evaluation instrument used with selected Alberta, Canada colleges was the Neilson-Comer-Griffin Score Card.

Some of the findings and conclusions of the study were as follows:

(1) standards under which the physical education departments were evaluated generally scored high; (2) the professional preparation and experience of physical educators engaged by the selected Alberta colleges were generally above average; (3) the membership and participation in professional organizations generally were poor and needed improvement; and (4) generally, physical education facilities (indoor and outdoor), library resources, and professional preparation programs were below average, but supplies and equipment were adequate. It was also concluded that the score card was relatively easy to administer when used by a scorer well versed in the contents of the score card and when the institutions being evaluated had prepared suggested materials for the evaluation process.¹⁹

Also in 1970, Richerson evaluated the physical education programs for men in selected institutions of higher education in Missouri. The study was limited to the six institutions of higher education comprising Missouri Intercollegiate Athletic Association and to the areas contained in the Neilson-Comer-Griffin Score Card: (1) instructional staff, (2) facilities, (3) program organization, (4) program activities, (5) administration, (6) professional assistance, and (7) professional education program.

The analytical survey method of research was employed, utilizing

¹⁹G. W. Bowie, "A Survey to Obtain Relevant Information From Selected Colleges in the Province of Alberta to Apply an Evaluation Instrument for Men's Physical Education Programs" (Unpublished Ph.D. dissertation, University of Utah, 1970).

score card, interview, and observation techniques. Scores were interpreted by percentages and applied to a rating score to determine the extent to which score card standards were achieved.

Several of Richerson's findings and conclusions were: (1) the physical education programs for men of the Missouri Intercollegiate Athletic Association ranked from "average" to "poor" in terms of program effectiveness; (2) five of the six institutions made an effort to provide a well-rounded physical education program; (3) in general, the programs were particularly lacking in fieldhouse areas, swimming facilities, exercise rooms, classrooms, supply rooms, and research laboratory facilities and equipment, and (4) outdoor facilities were generally inadequate regarding the amount of suitable space designed for play areas.²⁰

Finally, in 1971, Bennett evaluated the physical education programs for men in selected universities in North Carolina. The survey was limited to those institutions offering the graduate degree in physical education for men and to the areas contained in the Neilson-Comer-Griffin Score Card: (1) instructional staff, (2) facilities, (3) program organization, (4) program activities, (5) administration, (6) professional assistance, and (7) professional education program.

The analytical survey method of research was employed in the study utilizing the score card, interview, and observation techniques. Scores were interpreted by percentages and applied to a rating scale to determine the extent to which the score card standards were achieved.

²⁰William Wesley Richerson, "An Evaluation of Physical Education Programs for Men in Selected Institutions of Higher Education in Missouri" (unpublished Ph.D. dissertation, University of Utah, 1970).

The study concluded that the item scores analyzed showed that 34 of the 47 items evaluated scored an average of 80 percent or above. Also, the majority of the institutions surveyed achieved "good" or better ratings.²¹

Summary

The ultimate purpose of the review of literature was to find what other closely related studies and activities have revealed relative to the problems of this study. With an abundance of studies evaluating physical education programs in colleges and universities, it appears that authorities and students in the educational fields are aware of the need for continuous upgrading of the field of physical education.

The literature of this study revealed that the Neilson-Comer-Griffin Score Card has been used in previous studies evaluating college and university physical education programs. Also, it was noted from the research that the score card (N.C.G.) being utilized in this study was highly recommended for future research efforts.

²¹Jesse Carl Bennett, "An Evaluation of Physical Education Programs for Men in Selected Universities of North Carolina" (unpublished Ph.D. dissertation, University of Utah, 1971).

CHAPTER III

METHODOLOGY

Introduction

The problem of this study was to evaluate the physical education programs in state-supported four-year co-educational colleges and universities in Mississippi. The following areas of each program were evaluated: (1) instructional staff, (2) facilities, (3) program organization, (4) program activities, (5) administration, (6) professional assistance, and (7) professional education program. The quality of each area was measured against the standards set forth by the Neilson-Comer-Griffin Score Card.¹

This chapter includes the following information about: (1) the instrument, (2) the pilot application, (3) collection of data, and (4) treatment of data.

The Instrument

The literature revealed that the N.C.G. Score Card had been developed and proven to be a valid, reliable, and discriminatory instrument for evaluating college physical education programs.

¹Neil P. Neilson, James L. Comer, and Leon E. Griffin, A Score Card for Evaluation of Physical Education Programs for Colleges and Universities (Utah, 1965), p. 77.

According to Vandenburg:

Physical education, embracing the activity program; the graduate and undergraduate professional major and minor sequence of study; the intramural programs; and intercollegiate athletics, are facing perhaps the most crucial period in their existence. Today the acceptance of physical education as an integral part of the curriculum scene in some colleges and universities is being questioned. If physical education is to successfully survive the critics and remain a dynamic part of higher education, administrators and the public must be assured that physical education programs in the respective institutions are sound educational ventures. To determine this, a valid and reliable instrument for program evaluation is desirable.

The Neilson-Comer-Griffin Score Card for the Evaluation of Physical Education Programs for Men in Colleges and Universities is such an instrument. The program of activity as well as the many other facets of physical education may effectively be appraised by this score card. It should be realized, however, that this is not merely an instrument for an appraisal of what exists, but also shows the proper direction for future development of programs in physical education.²

The score card was a 77 page booklet which included seven divisions, listed below:

- A. Instructional Staff
 - Professional Preparation (Kind)
 - Professional Preparation (Extent)
 - Professional Preparation (Recency)
 - Membership in Professional Organizations
 - Attendance at Professional Meetings
 - Teaching Experience (Length)
 - Personality and Character of Staff Members
 - Teaching Efficiency and Effectiveness of Instructor

- B. Facilities
 - Area of School Site
 - Placement of Buildings of School Site
 - Indoor Facilities
 - Outdoor Facilities
 - Equipment
 - Supplies (General)

²William G. Vandenburg, Chairman, Department of Health and Physical Education and Associate Dean of Instruction, California State College at Hayward (California, 1965), p. 1.

- C. Program (Organization)
 - Percentage of Students Enrolled
 - Time Allotment for Physical Education Classes
 - Health Examination of Students by Physician, Dentist,
and Nurse
 - Clinical Examination of Students by Physical Education
Instructors
 - Assignment of Students to Classes
 - Size of Activity Classes (Normal Group)
 - Size of Classes (Corrective or Restricted Group)
 - Teaching Load (Assigned Times)
 - Records Kept and Used
 - Credit
 - Grading in Activity Courses
 - Athletic Award Systems

- D. Program (Activities)
 - Instructional Program (Service Program)
 - Intramural Athletics
 - Intercollegiate Athletics

- E. Administration
 - Administrative Organization
 - General Budget
 - Source of Budget Support
 - Budget Ratio
 - Rank of Staff
 - Duties of Staff
 - Recruiting Athletes
 - Assignment of Grants-in-Aid to Athletes
 - Distribution of Grants-in-Aid to Athletes

- F. Professional Assistance
 - Professional Magazines
 - Professional Books
 - Microcards

- G. Teacher Education Programs
 - Undergraduate Program
 - Graduate Program
 - Master's Degree Program
 - Doctor's Degree Program³

This score card contains a point system, with allocations to each sub-division. The total possible points are 5,000. The attempt was made in forming the card to make each unit as objective as possible; but according to one of the authors, certain units, such as those

³Neilson, Comer, and Griffin, 77 pp.

concerned with personality and fitness of teachers, could neither be made objective nor eliminated because of their importance to professional preparation.

From a review of the literature, it was found that several instruments such as questionnaires and checklists have been developed and used to evaluate various areas of physical education programs. The literature revealed that the N.C.G. has been used to evaluate only four-year colleges' and universities' physical education programs. Examples of such studies using the score card were as follows: Griffin,⁴ Jones,⁵ Smith,⁶ Miller,⁷ Bowie,⁸ Richerson,⁹ and Bennett.¹⁰

⁴Leon E. Griffin, "An Evaluation of the Physical Education Programs for Men in Universities" (unpublished Ed.D. dissertation, University of Utah, 1966).

⁵Richard J. Jones, "An Evaluation of the Physical Education Programs for Men in Colorado Colleges and Universities, and an Appraisal of the Score Card Employed" (unpublished Ed.D. dissertation, Colorado State College, 1967).

⁶C. R. Smith, "An Analysis of Men's Physical Education Programs in Texas Baptist Colleges and a Comparison of Physical Education Programs in Texas Baptist Colleges with Selected Texas State Colleges and Universities" (unpublished Ed.D. dissertation, North Texas State University, 1970).

⁷C. Miller, "An Evaluation of Physical Education Programs in Selected Texas State Colleges and Universities" (unpublished Ed.D. dissertation, North Texas State University, 1969).

⁸G. W. Bowie, "A Survey to Obtain Relevant Information from Selected Colleges in Province of Alberta to Apply an Evaluation Instrument for Men's Physical Education Programs" (unpublished Ph.D. dissertation, University of Utah, 1970).

⁹W. W. Richerson, "An Evaluation of Physical Education Programs for Men in Selected Institutions of Higher Education in Missouri" (unpublished Ph.D. dissertation, University of Utah, 1970).

¹⁰J. C. Bennett, "An Evaluation of Physical Education Programs for Men in Selected Universities of North Carolina" (unpublished Ph.D. dissertation, University of Utah, 1971).

Pilot Application

The Department of Health, Physical Education, and Recreation, Oklahoma State University, Stillwater, agreed to engage in the pilot application.

The pilot study revealed that time would be a factor in the completion of certain divisions of the score card, particularly those divisions that required information and data to be furnished by the department head. Also, the pilot revealed that much of data necessary for the study could be collected successfully by obtaining vitas or resumes, catalogs, inventory sheets, transcripts, departmental self-studies, and other files.

Collection of Data

The Neilson-Comer-Griffin Score Card was used in the study for the purpose of gathering data. In education score cards have been used in appraising facilities, instructional and recreational programs, educational qualifications of teachers, and in connection with accreditation.¹¹ Colleges and universities are frequently evaluated in terms of such elements as size of endowment and proportion of faculty members holding the earned doctoral degree, pupil-teacher ratio, and number of volumes in the library.¹² The method of research employed in this study

¹¹Neilson, Comer, and Griffin, 77 pp.

¹²J. W. Best, Research in Education (New Jersey, 1959), p. 166.

was an analytical survey type, which utilized score card, interview, and observational techniques.¹³

Research studies to be undertaken in Mississippi state-supported colleges and universities must be granted approval by the chancellor or president of each respective institution. Each institution has been granted the authority by the State Board of Trustees to approve or disapprove a request by a researcher to include his institution in a study. Consequently, a letter was sent to the president or chancellor of each state-supported four-year co-educational college or university in Mississippi which offered a physical education program. The letter encouraged each to participate in the study and to allow the areas of his physical education program to be evaluated. All seven of the presidents or chancellors responded in a favorable manner giving permission to contact the department head and to include their institution in the study (see Appendix B for letters).

Upon receiving a letter of approval from each school, the investigator proceeded to contact each department head by phone, letter, or in person to arrange a time and date for a visit to the campus. After arriving on campus, the investigator had a meeting with the department head, explaining exactly what was needed to complete the study successfully. Each department to be evaluated presented a need for a different approach in terms of the data collection process due to size, location, department structure, and records available at the time for the investigator. At the completion of the visitations, which ranged from one to

¹³A. H. Steinhaus, "Why This Research," Research Methods in Health, Physical Education, and Recreation (AAHPER, Washington, 1959), pp. 6-7.

five days depending on the campus, materials were gathered and reviewed for the evaluation.

Treatment of Data

The problem of this study was to evaluate the physical education programs of the state-supported four-year co-educational colleges and universities in Mississippi. The main purpose was to assess the quality of the programs in relation to the criteria set forth by Neilson-Comer-Griffin Score Card. The score card included those measurable elements which one would expect to find in a well-rounded physical education program.

Each item had point values which were totaled according to the degree to which the existing elements in an actual program corresponded to the standards of the score card. The scores for each item were not added to obtain a total score for each institution, simply because each school was guaranteed anonymity of being ranked and compared with the participating schools. The raw score of each item and unit was represented in percentage of attainment and rating of each division. In order to analyze the percentage scores and rating, a classification method had to be selected and used in determining the degree to which the physical education programs corresponded to the standards of the ideal program as presented in the score card.

The rating scale selected provided a qualitative description of a limited number of aspects of each department evaluated. Best states that the classifications may be set up in five to seven categories in such terms as: (1) superior, above average, average, fair, and inferior; (2) excellent, good, average, below average, and poor; and

(3) always, frequently, occasionally, rarely, and never.¹⁴

The percentage scores representing the divisions of the score card were interpreted and rated in this study as follows: (1) 90 percent and above--excellent; (2) 80 to 89 percent--good; (3) up to 79 percent--average; (4) 60 to 69 percent--below average; and (5) 59 percent and below--poor. The percentage score for each division was attained by dividing the total number of points scored, and then multiplying by 100.

As a secondary purpose of the study, the author selected to compare the results and data of the seven previous studies evaluating colleges and universities by the use of the (N.C.G.) Score Card. There were limitations to the techniques used by different authors in determining their classification systems for the schools evaluated. However, the method used in totaling each division was the same as in this study which justifies the comparison. Graphs and tables were developed to indicate divisions scores along with analysis for each participating institution in Chapter IV.

¹⁴Best, pp. 164-65.

CHAPTER IV

ANALYSIS OF DATA AND DISCUSSION OF RESULTS

Introduction

The purpose of this study was to assess the quality of the physical education programs for men in state-supported four-year co-educational colleges and universities of Mississippi by evaluating the instructional staff, the facilities, the program organization, the program activities, the administration, the professional assistance, and the professional education program of each participating institution. A secondary purpose of the study was to compare the results and data obtained from Mississippi schools with those of selected state colleges and universities previously evaluated by the use of the (N.C.G.) score card. The quality of each program was measured against the standards set forth by the score card.

This chapter includes, specifically, an analysis of the score card results, departmental purpose(s), computed percentages of attainment, ratings, comparison of Mississippi schools composite results and data with that of the seven previous studies, and finally, suggestions for future physical education program improvement for each institution.

School "A"

Departmental Purpose

The primary purpose of the Department of Health, Physical Education, and Recreation was to educate future leaders in the broad fields of athletics administration and coaching, health, physical education, and recreation. In addition, the department provided opportunities for all members of the university to participate in programs or elective courses which would contribute to their education, health, and general well-being.

Figure 2 shows graphically school "A" percentage of attainment, rating, and divisional units.

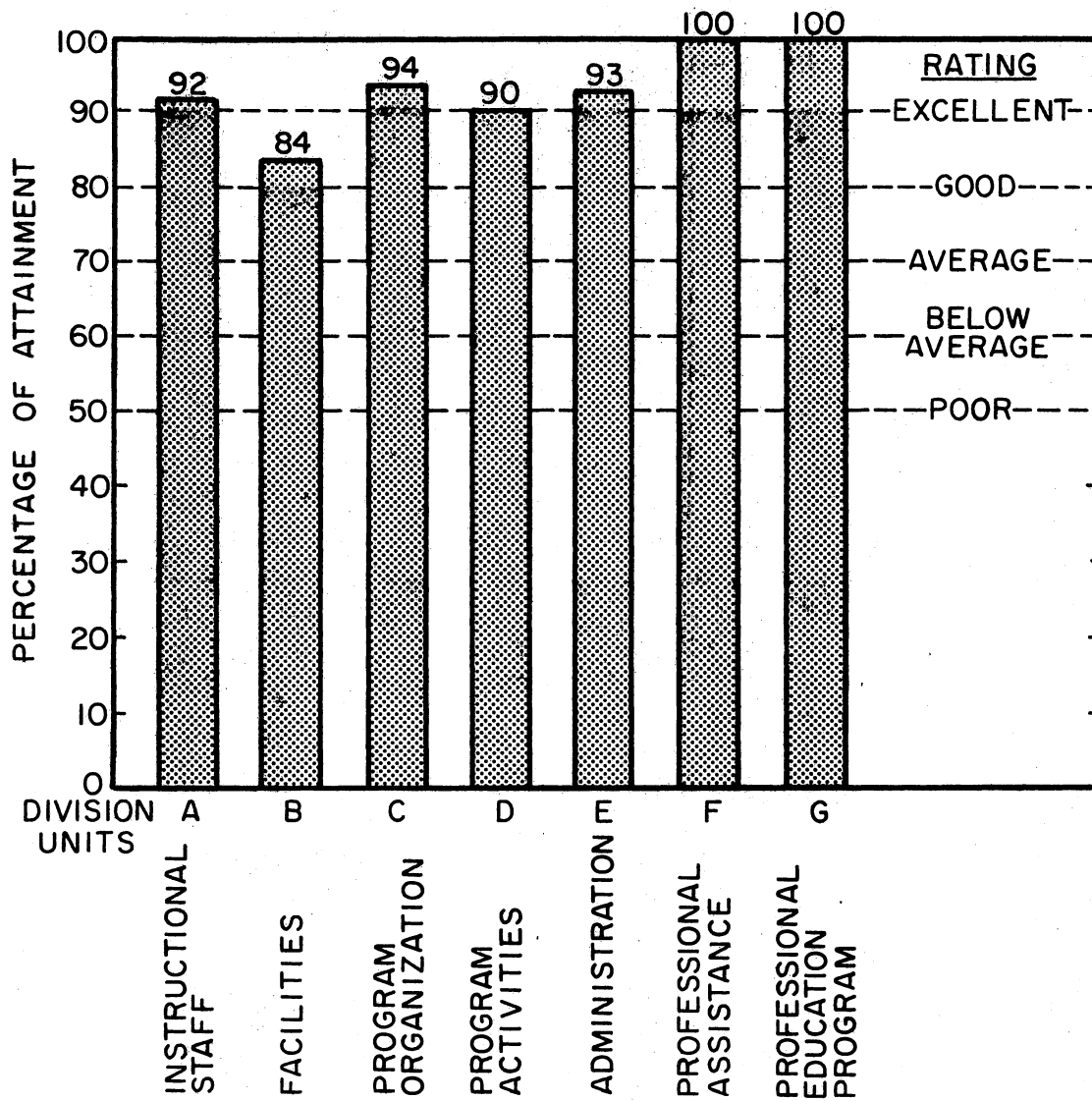


Figure 2. An Indication of School "A" Percentage of Attainment and Rating

Evaluation

The data for school "A" are found in Figure 2 and Table II. The division units, the rating, the analysis, and the percentage of attainment were given.

Six of seven divisions scored 90 percent or above at college "A" and received a rating of "excellent."

Table II shows divisional units evaluated and the total score card summary of school "A".

An analysis of Figure 2 and Table II indicated the following:

1. The rating given school "A" was "excellent."
2. Only one division scored lower than 90 percent attainment and received a rating of "good."
3. At school "A" there were no divisions which had a rating of "average," "below average," or "poor."

TABLE II
SCORE CARD SUMMARY OF SCHOOL "A"

Unit	Score Possible	Score Given	Per Cent
Professional Preparation (Kind)	175	162	
Professional Preparation (Extent)	150	150	
Professional Preparation (Recency)	75	75	
Membership in Professional Organizations	50	50	
A Attendance at Professional Meetings	50	50	
T Teaching Experience (Length)	150	150	
Personality and Character of Staff Members	125	117	
Teaching Efficiency of Instructor	150	135	
Total for A-Instructional Staff	925	859	92%
Area of School Site	150	150	
Placement of Buildings of School Site	50	50	
Indoor Facilities	150	97	
Outdoor Facilities	150	106	
B Equipment	125	125	
Supplies (General)	125	125	
Provision for Prevention and Emergency Care of Injuries	50	16	
Total for B-Facilities	800	666	84%
Percentage of Students Enrolled	125	125	
Time Allotment for Physical Education Classes	75	75	
C Health Examination of Student by Physician, Dentist, and Nurse	50	50	
Clinical Examination of Students by Physical Education Instructors	75	75	
Assignment of Students to Classes	35	25	
Size of Activity Classes (Normal Group)	75	75	
Size of Classes (Corrective or restricted group)	25	5	
Teaching Load (Assigned time)	100	100	

TABLE II (Continued)

Unit	Score Possible	Score Given	Per Cent
Records Kept and Used	50	50	
Credit	75	75	
Grading in Activity Courses	45	45	
Athletic Award Systems	70	70	
Total for C-Program Organization	800	760	94%
Instructional Period (Service Program)	350	331	
D Intramural Athletics	250	235	
Intercollegiate Athletics	200	162	
Total for D-Program (Activities)	800	728	90%
Administrative Organization	75	60	
General Budget	50	20	
Source of Budget Support	75	75	
Budget Ratio	50	50	
Rank of Staff	35	25	
E Salaries of Staff	75	40	
Duties of Staff	50	50	
Recruiting Athletes	30	30	
Assignment of Grants-in-Aid to Athletes	30	30	
Distribution of Grant-in-Aid to Athletes	30	30	
Total for E-Administration	500	410	93%
Professional Magazines	100	100	
F Professional Books	150	150	
Microcards	50	50	
Total for F-Professional Assistance	300	300	100%
Undergraduate Program	392	392	
G Master's Degree Program	208	208	
Doctor's Degree Program	200	200	
Total for G-Professional Education Program	800	800	100%

School "B"

Departmental Purpose

The Department of Health and Physical Education sought to promote in students the fundamental capacities for human leadership and professional skill. It also sought to aid the individual in his own personal growth and development.

The program had three basic aspects:

1. Service classes were designed for the development of neuromuscular skills and understandings through selected activities and hygiene courses. Also selected activities and hygiene courses were designed to develop desirable health habits, attitudes, and knowledge.
2. The intramural program which combined various phases of physical education was designed primarily to give students majoring in that field an opportunity to learn, practice, and officiate in a variety of sports.
3. The teacher-education curriculum was designed to prepare students to become health and physical education instructors on the elementary and/or secondary school levels as well as to prepare those students who desire positions as recreation or community center leaders or coaches. The curriculum was organized so that the student would have the opportunity to develop proficiency and skills in major and minor sports, together with an understanding of health, physical education, recreation, and athletics.

Figure 3 shows graphically the percentage of attainment, rating, and divisional units of school "B".

Table III shows divisional units evaluated and the total score card summary of school "B" (see pp. 40-41).

An analysis of Figure 3 and Table III indicated the following:

1. The rating given school "B" was "good."
2. Four of the seven division units scored 90 percentage attainment or above for a rating of "excellent."
3. There were three divisions that scored below a 70 percent attainment and received a rating of "below average" and "poor."

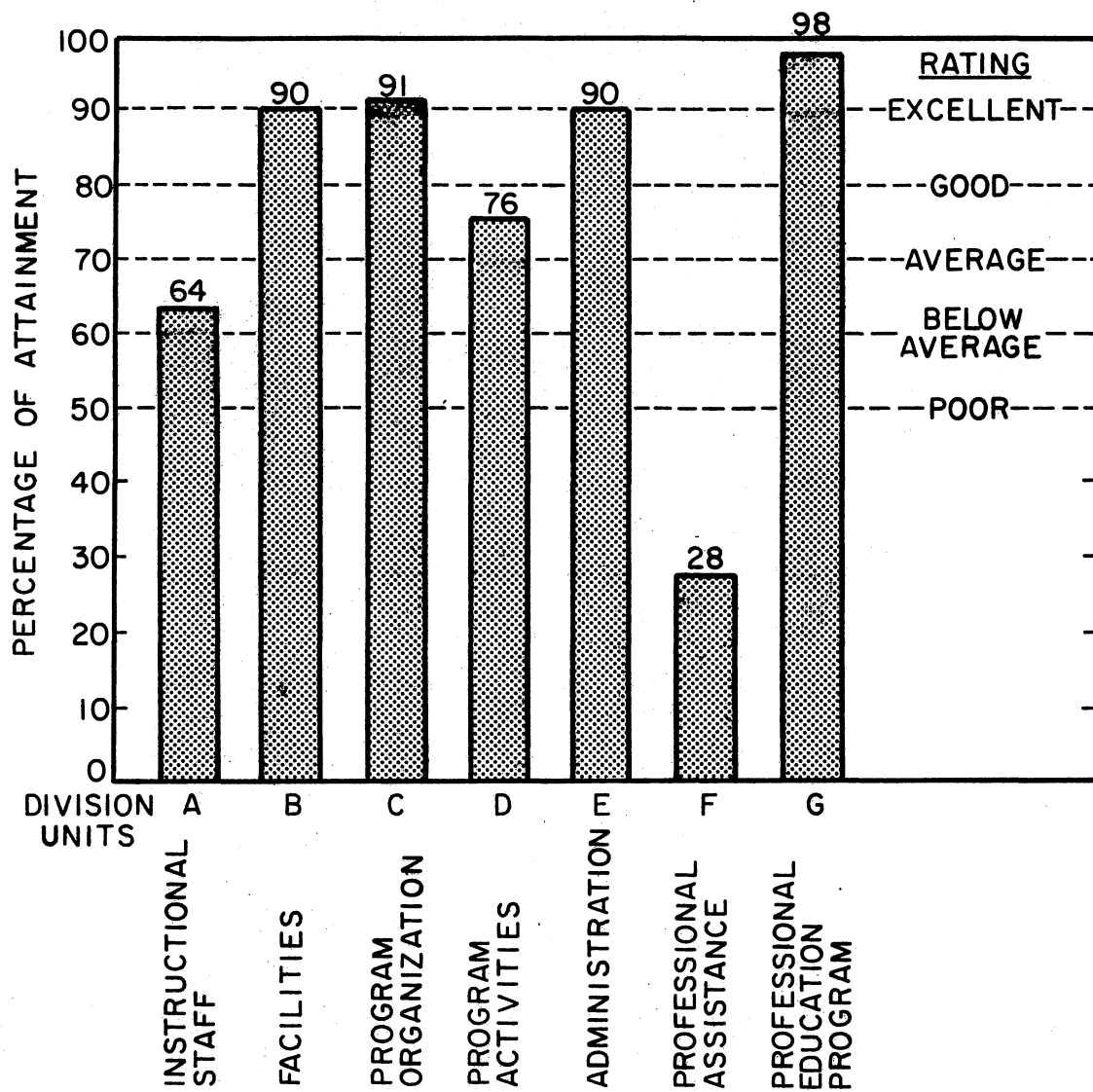


Figure 3. An Indication of School "B" Percentage of Attainment and Rating

TABLE III
SCORE CARD SUMMARY OF SCHOOL "B"

Unit	Score Possible	Score Given	Per Cent
Professional Preparation (Kind)	175	128	
Professional Preparation (Extent)	150	109	
Professional Preparation (Recency)	75	45	
Membership in Professional Organizations	50	20	
A Attendance at Professional Meetings	50	40	
Teaching Experience (Length)	150	100	
Personality and Character of Staff Members	125	125	
Teaching Efficiency of Instructor	150	118	
Total for A-Instructional Staff	925	685	64%
Area of School Site	150	150	
Placement of Buildings on School Site	50	50	
Indoor Facilities	150	150	
Outdoor Facilities	150	150	
B Equipment	125	80	
Supplies (General)	125	70	
Provision for Prevention and Emergency Care of Injuries	50	24	
Total for B-Facilities	800	724	90%
Percentage of Students Enrolled	125	125	
Time Allotment for Physical Education Classes	75	60	
C Health Examination of Student by Physician, Dentist, and Nurse	50	50	
Clinical Examination of Students by Physical Education Instructors	75	75	
Assignment of Students to Classes	35	35	
Size of Activity Classes (Normal Group)	75	75	
Size of Classes (Corrective or restricted group)	25	5	
Teaching Load (Assigned time)	100	100	

TABLE III (Continued)

	Unit	Score Possible	Score Given	Per Cent
	Records Kept and Used	50	41	
	Credit	75	75	
	Grading in Activity Courses	45	45	
	Athletic Award Systems	70	70	
	Total for C-Program Organization	800	741	91%
	Instructional Period (Service Program)	350	235	
D	Intramural Athletics	250	180	
	Intercollegiate Athletics	200	197	
	Total for D-Program (Activities)	800	612	76%
	Administrative Organization	75	60	
	General Budget	50	35	
	Source of Budget Support	75	75	
	Budget Ratio	50	50	
	Rank of Staff	35	25	
E	Salaries of Staff	75	75	
	Duties of Staff	50	50	
	Recruiting Athletes	30	30	
	Assignment of Grants-in-Aid to Athletes	30	30	
	Distribution of Grant-in-Aid to Athletes	30	30	
	Total for E-Administration	500	455	90%
	Professional Magazines	100	46	
F	Professional Books	150	54	
	Microcards	50	0	
	Total for F-Professional Assistance	300	100	
	Undergraduate Program	392	372	
G	Master's Degree Program	208	Not Evaluated	
	Doctor's Degree Program	200	Not Evaluated	
	Total for G-Professional Education Program	392	372	98%

School "C"

Departmental Purpose

The Department of Health, Physical Education, and Recreation was concerned with all facets of the field. The three purposes of the department were as follows:

1. To make provision for professional background information, experiences, and attitudes which enabled students to qualify for careers in the field.
2. To make provisions for learning experiences that enabled men and women to function effectively as individuals in a contemporary society.
3. To make provisions for opportunities that complement educational experiences in disciplines other than health, physical education, recreation, and athletics.

Figure 4 shows graphically the percentage of attainment, rating, and divisional units for school "C".

Evaluation

The data for school "C" are found in Figure 4 and Table IV. The division units, the rating, the analysis, and the percentage of attainment are given.

Four of seven divisions scored 90 percent or above at college "C" and received a rating of "excellent" (see pp. 44-45).

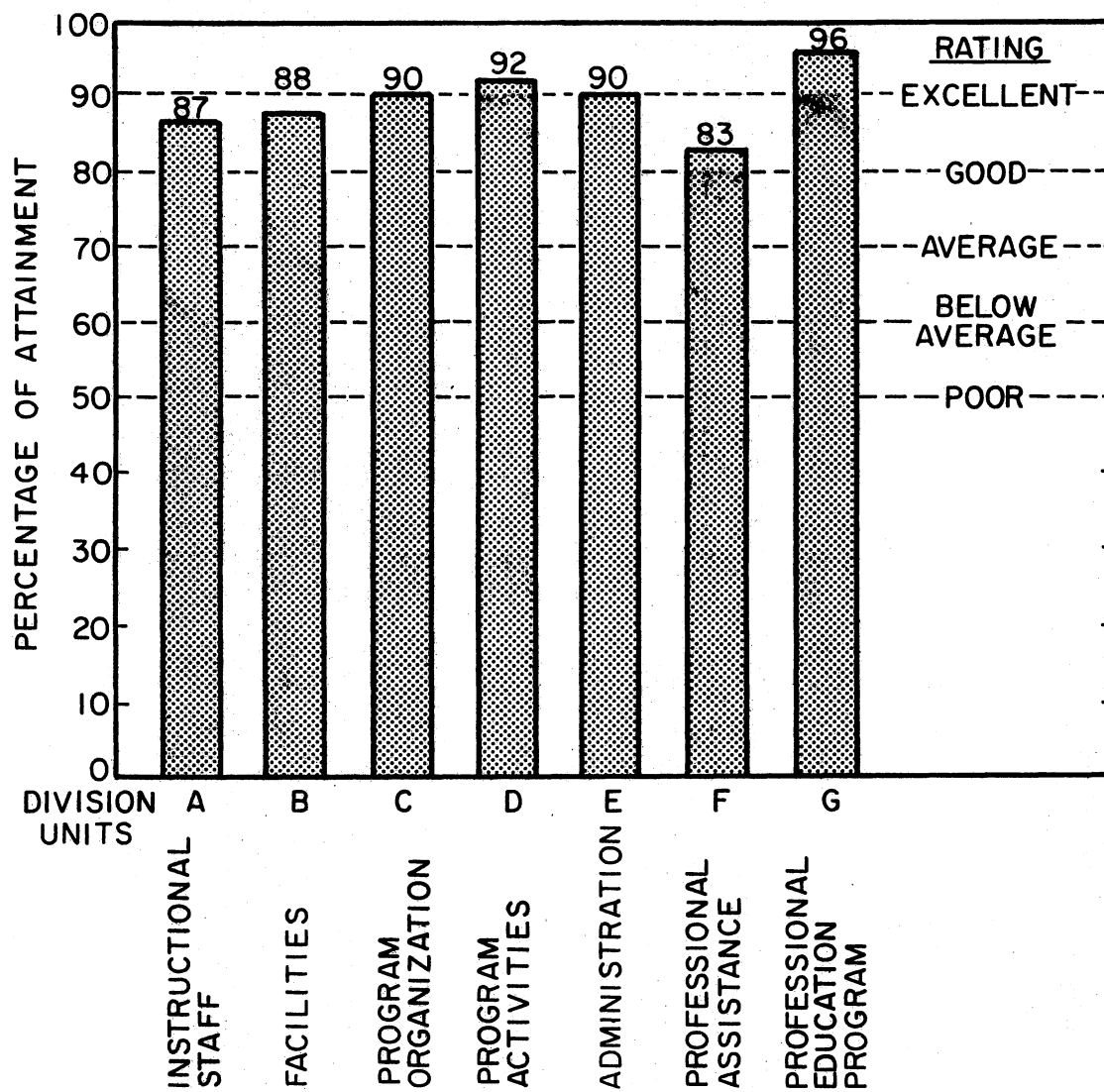


Figure 4. An Indication of School "C" Percentage of Attainment and Rating

TABLE IV
SCORE CARD SUMMARY OF SCHOOL "C"

Unit	Score Possible	Score Given	Per Cent
Professional Preparation (Kind)	175	146	
Professional Preparation (Extent)	150	150	
Professional Preparation (Recency)	75	75	
Membership in Professional Organizations	50	50	
A Attendance at Professional Meetings	50	50	
Teaching Experience (Length)	150	95	
Personality and Character of Staff Members	125	114	
Teaching Efficiency of Instructor	150	128	
Total for A-Instructional Staff	925	818	87%
Area of School Site	150	110	
Placement of Buildings on School Site	50	50	
Indoor Facilities	150	150	
Outdoor Facilities	150	150	
B Equipment	125	125	
Supplies (General)	125	100	
Provision for Prevention and Emergency Care of Injuries	50	24	
Total for B-Facilities	800	715	88%
Percentage of Students Enrolled	125	85	
Time Allotment for Physical Education Classes	75	60	
C Health Examination of Student by Physician, Dentist, and Nurse	50	50	
Clinical Examination of Students by Physical Education Instructors	75	75	
Assignment of Students to Classes	35	35	
Size of Activity Classes (Normal Group)	75	75	
Size of Classes (Corrective or restricted group)	25	5	
Teaching Load (Assigned time)	100	100	

TABLE IV (Continued)

	Unit	Score Possible	Score Given	Per Cent
	Records Kept and Used	50	41	
	Credit	75	75	
	Grading in Activity Courses	45	45	
	Athletic Award Systems	70	64	
	Total for C-Program Organization	800	722	90%
	Instructional Period (Service Program)	350	319	
D	Intramural Athletics	250	235	
	Intercollegiate Athletics	200	190	
	Total for D-Program (Activities)	800	744	92%
	Administrative Organization	75	60	
	General Budget	50	35	
	Source of Budget Support	75	75	
	Budget Ratio	50	50	
	Rank of Staff	35	25	
E	Salaries of Staff	75	40	
	Duties of Staff	50	50	
	Recruiting Athletes	30	30	
	Assignment of Grants-in-Aid to Athletes	30	30	
	Distribution of Grant-in-Aid to Athletes	30	30	
	Total for E-Administration	500	445	90%
	Professional Magazines	100	100	
F	Professional Books	150	150	
	Microcards	50	0	
	Total for F-Professional Assistance	300	250	83%
	Undergraduate Program	392	386	
G	Master's Degree Program	208	208	
	Doctor's Degree Program	200	Not Evaluated	
	Total for G-Professional Education Program	600	594	96%

An analysis of Figure 4 and Table IV indicated the following:

1. The rating given school "C" was "excellent."
2. Four of the seven divisional units scored 90 percent attainment or above and received a rating of "excellent."
3. Three divisions scored lower than 90 percent and had a rating of "good."

School "D"

Departmental Purpose

The Department of Health, Physical Education, and Recreation offered professional courses to both undergraduate and graduate students who were preparing to become health and physical education teachers, recreation leaders, or athletic coaches. Also, the department provided activities and experiences for all students throughout the university.

Figure 5 shows graphically the percentage of attainment, rating, and divisional units for school "D".

Evaluation

The data for school "D" are found in Table V. The division units, the rating, the analysis, and the percentage of attainment were given.

Five of seven divisions scored 90 percent or above at college "D" and received a rating of "excellent."

Table V shows divisional units evaluated and the total score card summary of school "D" (see pp. 48-49).

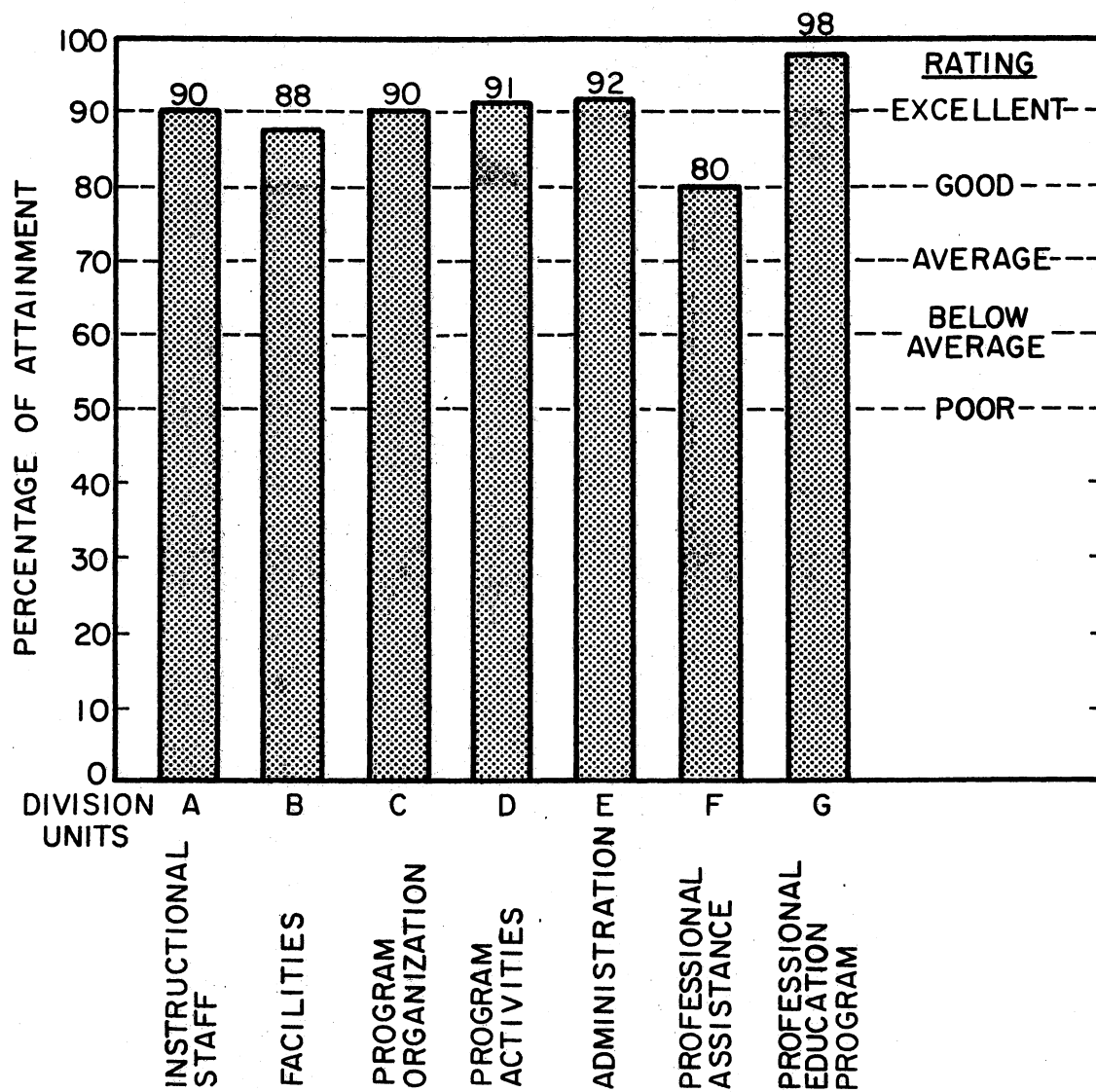


Figure 5. An Indication of School "D" Percentage of Attainment and Rating

TABLE V
SCORE CARD SUMMARY OF SCHOOL "D"

Unit	Score Possible	Score Given	Per Cent
Professional Preparation (Kind)	175	163	
Professional Preparation (Extent)	150	150	
Professional Preparation (Recency)	75	75	
Membership in Professional Organizations	50	50	
A Attendance at Professional Meetings	50	50	
Teaching Experience (Length)	150	150	
Personality and Character of Staff Members	125	103	
Teaching Efficiency of Instructor	150	150	
Total for A-Instructional Staff	925	891	90%
Area of School Site	150	150	
Placement of Buildings on School Site	50	50	
Indoor Facilities	150	84	
Outdoor Facilities	150	150	
B Equipment	125	125	
Supplies (General)	125	125	
Provision for Prevention and Emergency Care of Injuries	50	32	
Total for B-Facilities	800	716	88%
Percentage of Students Enrolled	125	85	
Time Allotment for Physical Education Classes	75	60	
C Health Examination of Student by Physican, Dentist, and Nurse	50	50	
Clinical Examination of Students by Physical Education Instructors	75	75	
Assignment of Students to Classes	35	35	
Size of Activity Classes (Normal Group)	75	75	
Size of Classes (Corrective or restricted group)	25	5	
Teaching Load (Assigned time)	100	69	

TABLE V (Continued)

	Unit	Score Possible	Score Given	Per Cent
	Records Kept and Used	50	50	
	Credit	75	75	
	Grading in Activity Courses	45	45	
	Athletic Award Systems	70	70	
	Total for C-Program Organization	800	714	90%
	Instructional Period (Service Program)	350	301	
D	Intramural Athletics	250	235	
	Intercollegiate Athletics	200	187	
	Total for D-Program (Activities)	800	723	91%
	Administrative Organization	75	60	
	General Budget	50	35	
	Source of Budget Support	75	75	
	Budget Ratio	50	50	
	Rank of Staff	35	25	
E	Salaries of Staff	75	40	
	Duties of Staff	50	50	
	Recruiting Athletes	30	30	
	Assignment of Grants-in-Aid to Athletes	30	30	
	Distribution of Grant-in-Aid to Athletes	30	30	
	Total for E-Administration	500	425	92%
	Professional Magazines	100	100	
F	Professional Books	150	92	
	Microcards	50	50	
	Total for F-Professional Assistance	300	242	80%
	Undergraduate Program	392	386	
G	Master's Degree Program	208	208	
	Doctor's Degree Program	200	200	
	Total for G-Professional Education Program	800	794	98%

An analysis of Figure 5 and Table V indicated the following:

1. The rating given school "D" was "excellent."
2. Only two divisions scored lower than 90 percent attainment and had a rating of "good."
3. There was no division scored at school "D" that rated an "average," "below average," or "poor."

School "E"

Departmental Purpose

The Department of Health and Physical Education offered instruction and practical experiences in five areas. They were as follows:

1. The required core or required program.
2. The intramural sports.
3. The interscholastic athletic program.
4. The co-recreational program.
5. The adaptive (corrective) program.

The ultimate purpose of the department was to contribute to the physical, mental, social, and emotional development of students within the state and the nation, primarily through the medium of selected and guided activities.

Figure 6 shows graphically the percentage of attainment, rating, and divisional units for school "E".

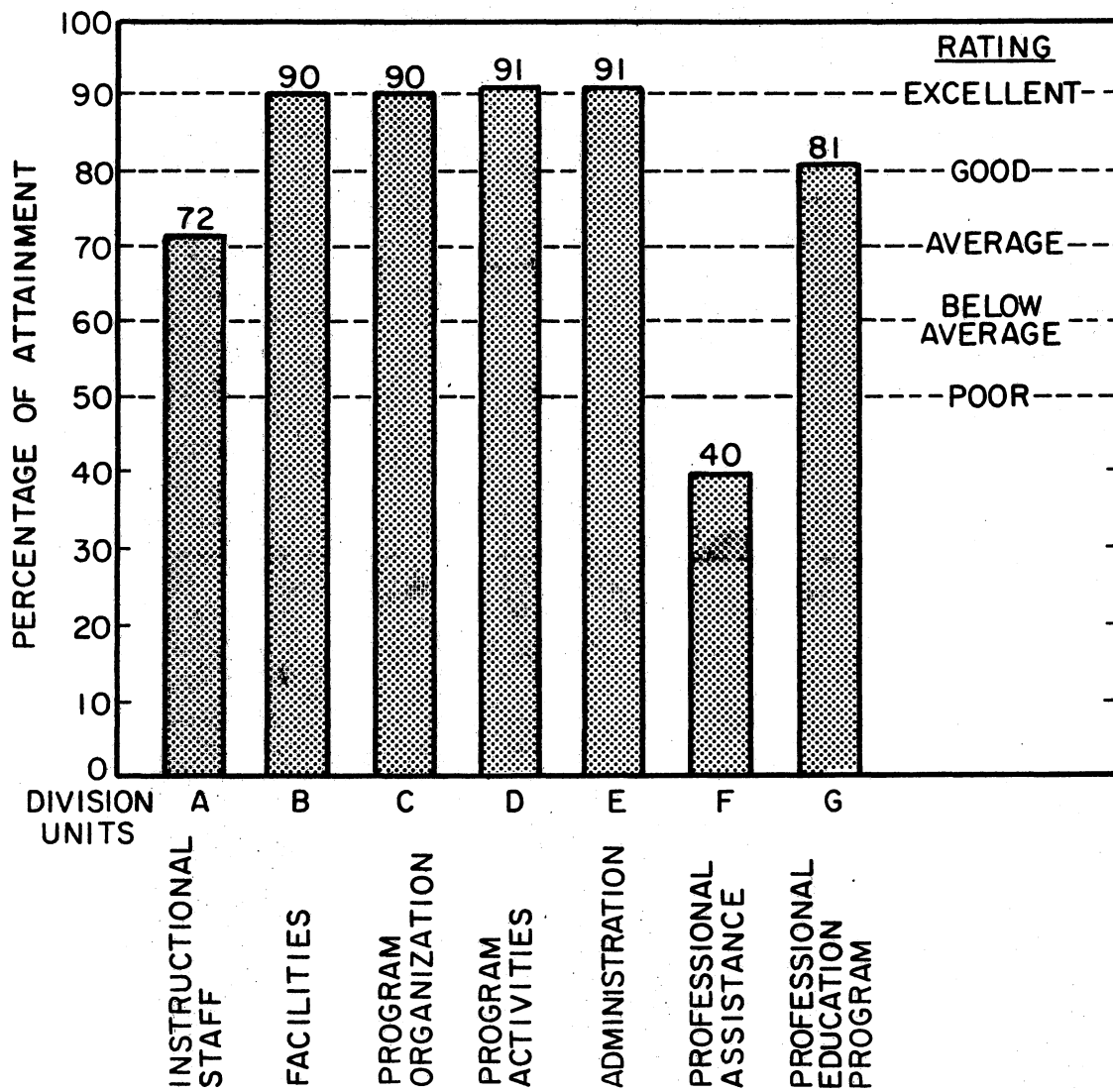


Figure 6. An Indication of School "E" Percentage of Attainment and Rating

Evaluation

The data for school "E" are found in Figure 6 and Table VI. The division unit, the rating, the analysis, and the percentage of attainment are given.

Three of seven divisions scored 90 percent or above at college "E" and received a rating of "excellent."

Table VI shows divisional units evaluated and the total score card summary of school "E" (pp. 53-54).

An analysis of Figure 6 and Table VI indicated the following:

1. The rating given school "E" was "good."
2. Only four of seven divisions scored 90 percent or above for a rating of "excellent."
3. There was one divisions that scored a rating of "average," one "good," and one "poor."

TABLE VI
SCORE CARD SUMMARY OF SCHOOL "E"

Unit	Score Possible	Score Given	Per Cent
Professional Preparation (Kind)	175	136	
Professional Preparation (Extent)	150	110	
Professional Preparation (Recency)	75	75	
Membership in Professional Organizations	50	50	
A Attendance at Professional Meetings	50	30	
Teaching Experience (Length)	150	129	
Personality and Character of Staff Members	125	125	
Teaching Efficiency of Instructor	150	150	
Total for A-Instructional Staff	925	750	72%
Area of School Site	150	150	
Placement of Buildings on School Site	50	0	
Indoor Facilities	150	150	
Outdoor Facilities	150	150	
B Equipment	125	125	
Supplies (General)	125	125	
Provision for Prevention and Emergency Care of Injuries	50	30	
Total for B-Facilities	800	720	90%
Percentage of Students Enrolled	125	85	
Time Allotment for Physical Education Classes	75	75	
C Health Examination of Student by Physician, Dentist, and Nurse	50	50	
Clinical Examination of Students by Physical Education Instructors	75	75	
Assignment of Students to Classes	35	35	
Size of Activity Classes (Normal Group)	75	75	
Size of Classes (Corrective or restricted group)	25	0	
Teaching Load (Assigned time)	100	42	

TABLE VI (Continued)

	Unit	Score Possible	Score Given	Per Cent
	Records Kept and Used	50	50	
	Credit	75	75	
	Grading in Activity Courses	45	45	
	Athletic Award Systems	70	70	
	Total for C-Program Organization	800	712	90%
	Instructional Period (Service Program)	350	350	
D	Intramural Athletics	250	185	
	Intercollegiate Athletics	200	200	
	Total for D-Program (Activities)	800	735	91%
	Administrative Organization	75	60	
	General Budget	50	35	
	Source of Budget Support	75	75	
	Budget Ratio	50	50	
	Rank of Staff	35	25	
E	Salaries of Staff	75	40	
	Duties of Staff	50	50	
	Recruiting Athletes	30	30	
	Assignment of Grants-in-Aid to Athletes	30	30	
	Distribution of Grant-in-Aid to Athletes	30	30	
	Total for E-Administration	500	425	91%
	Professional Magazines	100	50	
F	Professional Books	150	75	
	Microcards	50	0	
	Total for F-Professional Assistance	300	125	40%
	Undergraduate Program	392	320	
G	Master's Degree Program	208	Not Evaluated	
	Doctor's Degree Program	200	Not Evaluated	
	Total for G-Professional Education Program	392	320	81%

School "F"

Departmental Purpose

The Department of Health, Physical Education, and Recreation had a twofold purpose:

1. To develop a campus-wide program of health, safety, physical education, and recreation experiences to help all students achieve and maintain a high level of mental, physical, and social competence;
2. To train teachers, coaches, and recreation leaders capable of advancing high standards in their profession.

Figure 7 shows graphically the percentage of attainment, rating, and divisional units for school "F".

Evaluation

The data for school "F" were found in Figure 7 and Table VII. The division unit, the rating, the analysis, and the percentage of attainment are given.

Four of seven divisions scored 90 percent or above at college "F" and received a rating of "excellent."

Table VII shows divisional units evaluated and the total score card summary of school "F" (see pp. 57-58).

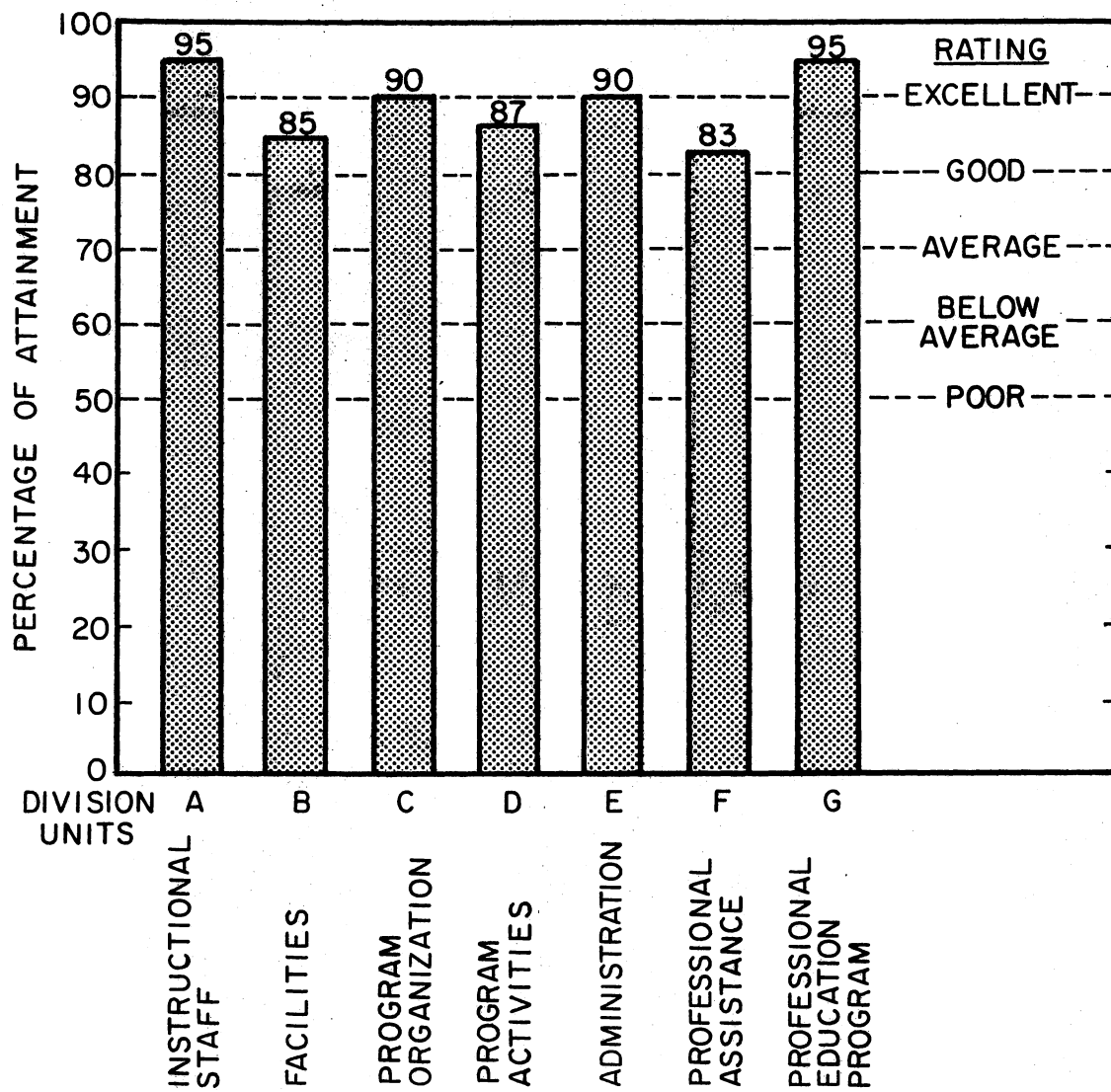


Figure 7. An Indication of School "F" Percentage of Attainment and Rating

TABLE VII
SCORE CARD SUMMARY OF SCHOOL "F"

Unit	Score Possible	Score Given	Per Cent
Professional Preparation (Kind)	175	158	
Professional Preparation (Extent)	150	150	
Professional Preparation (Recency)	75	75	
Membership in Professional Organizations	50	50	
A Attendance at Professional Meetings	50	50	
Teaching Experience (Length)	150	148	
Personality and Character of Staff Members	125	114	
Teaching Efficiency of Instructor	150	139	
Total for A-Instructional Staff	925	897	95%
Area of School Site	150	150	
Placement of Buildings on School Site	50	50	
Indoor Facilities	150	106	
Outdoor Facilities	150	150	
B Equipment	125	125	
Supplies (General)	125	100	
Provision for Prevention and Emergency Care of Injuries	50	8	
Total for B-Facilities	800	699	85%
Percentage of Students Enrolled	125	85	
Time Allotment for Physical Education Classes	75	75	
C Health Examination of Student by Physician, Dentist, and Nurse	50	50	
Clinical Examination of Students by Physical Education Instructors	75	75	
Assignment of Students to Classes	35	35	
Size of Activity Classes (Normal Group)	75	75	
Size of Classes (Corrective or restricted group)	25	5	
Teaching Load (Assigned time)	100	68	

TABLE VII (Continued)

	Unit	Score Possible	Score Given	Per Cent
	Records Kept and Used	50	50	
	Credit	75	75	
	Grading in Activity Courses	45	45	
	Athletic Award Systems	70	70	
	Total for C-Program Organization	800	717	90%
	Instructional Period (Service Program)	350	313	
D	Intramural Athletics	250	223	
	Intercollegiate Athletics	200	180	
	Total for D-Program (Activities)	800	716	87%
	Administrative Organization	75	60	
	General Budget	50	50	
	Source of Budget Support	75	75	
	Budget Ratio	50	50	
	Rank of Staff	35	25	
E	Salaries of Staff	75	40	
	Duties of Staff	50	50	
	Recruiting Athletes	30	30	
	Assignment of Grants-in-Aid to Athletes	30	30	
	Distribution of Grant-in-Aid to Athletes	30	30	
	Total for E-Administration	500	445	90%
	Professional Magazines	100	100	
F	Professional Books	150	150	
	Microcards	50	0	
	Total for F-Professional Assistance	300	250	83%
	Undergraduate Program	392	378	
G	Master's Degree Program	208	208	
	Doctor's Degree Program	200	Not Evaluated	
	Total for G-Professional Education Program	600	586	95%

An analysis of Figure 7 and Table VII indicated the following:

1. The rating given school "F" was "excellent."
2. Only three divisions scored lower than 90 percent attainment and had a rating of "good."
3. There were no divisions scored at school "F" that rated an "average," "below average," or "poor."

School "G"

Departmental Purpose

The Department of Health, Physical Education, and Recreation was responsible for organizing the curriculum and providing instruction for the education of physical education teachers, athletic coaches, and recreation directors. It was also responsible for organizing and conducting the physical education program for other students throughout the campus.

Figure 8 shows both graphically the percentage of attainment, rating, and divisional units for school "G".

Evaluation

The data pertaining to school "G" are found in Figure 8 and Table VIII. The division unit, the rating, the analysis, and the percentage of attainment were given.

Four of seven divisions scored 90 percent or above at college "G" and received a rating of "excellent."

Table VIII shows divisional units evaluated and the total score card summary of school "G" (see pp. 61-62).

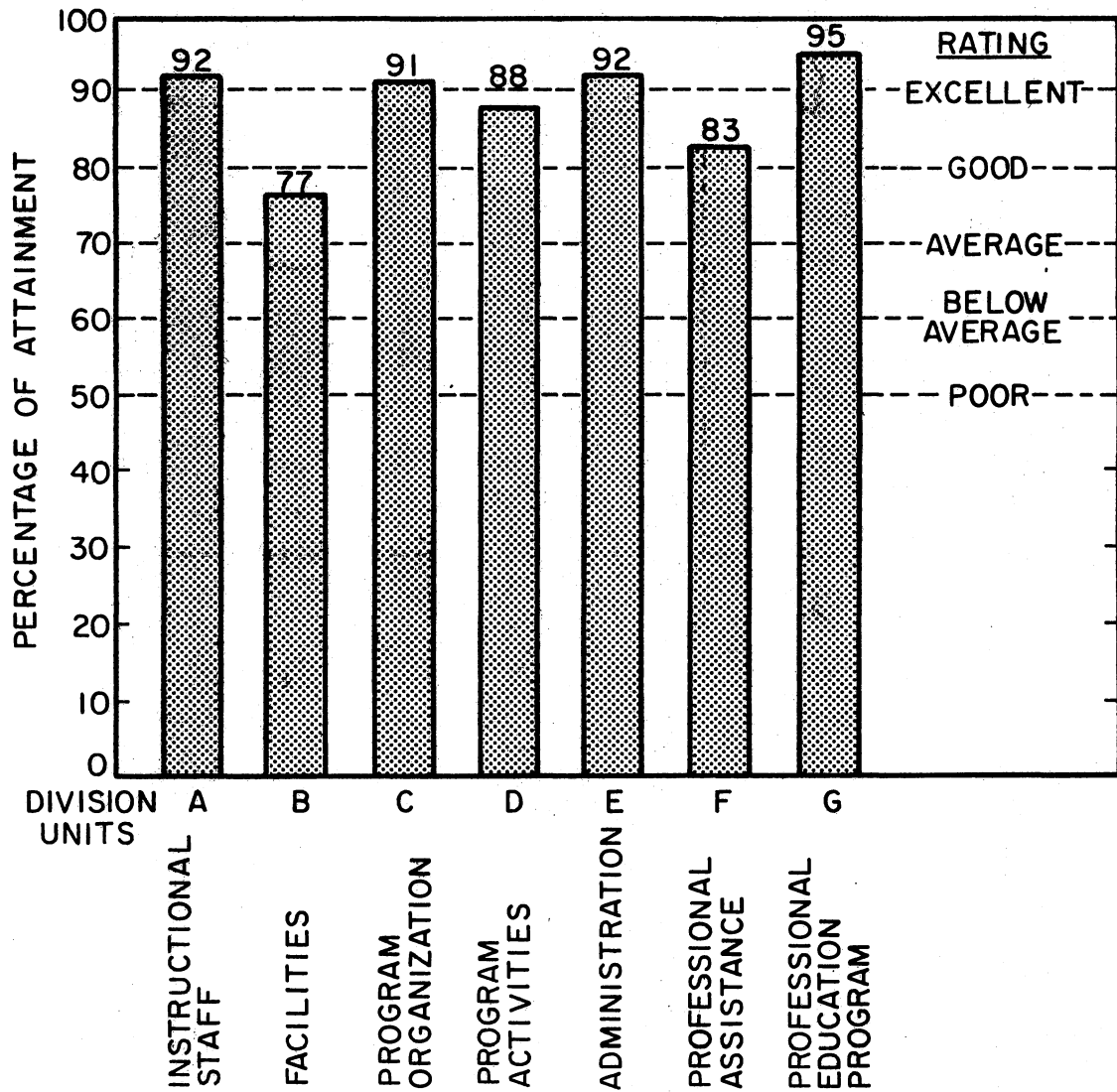


Figure 8. An Indication of School "G" Percentage of Attainment and Rating

TABLE VIII
SCORE CARD SUMMARY OF SCHOOL "G"

Unit	Score Possible	Score Given	Per Cent
Professional Preparation (Kind)	175	165	
Professional Preparation (Extent)	150	150	
Professional Preparation (Recency)	75	75	
Membership in Professional Organizations	50	50	
A Attendance at Professional Meetings	50	50	
Teaching Experience (Length)	150	148	
Personality and Character of Staff Members	125	107	
Teaching Efficiency of Instructor	150	141	
Total for A-Instructional Staff	925	886	92%
Area of School Site	150	116	
Placement of Buildings on School Site	50	50	
Indoor Facilities	150	80	
Outdoor Facilities	150	150	
B Equipment	125	97	
Supplies (General)	125	80	
Provision for Prevention and Emergency Care of Injuries	50	50	
Total for B-Facilities	800	623	
Percentage of Students Enrolled	125	85	
Time Allotment for Physical Education Classes	75	60	
C Health Examination of Student by Physician, Dentist, and Nurse	50	50	
Clinical Examination of Students by Physical Education Instructors	75	75	
Assignment of Students to Classes	35	35	
Size of Activity Classes (Normal Group)	75	75	
Size of Classes (Corrective or restricted group)	25	5	
Teaching Load (Assigned time)	100	100	

TABLE VIII (Continued)

	Unit	Score Possible	Score Given	Per Cent
	Records Kept and Used	50	41	
	Credit	75	75	
	Grading in Activity Courses	45	45	
	Athletic Award Systems	70	70	
	Total for C-Program Organization	800	741	91%
	Instructional Period (Service Program)	350	319	
D	Intramural Athletics	250	241	
	Intercollegiate Athletics	200	156	
	Total for D-Program (Activities)	800	716	88%
	Administrative Organization	75	60	
	General Budget	50	35	
	Source of Budget Support	75	75	
	Budget Ratio	50	50	
	Rank of Staff	35	25	
E	Salaries of Staff	75	75	
	Duties of Staff	50	50	
	Recruiting Athletes	30	30	
	Assignment of Grants-in-Aid to Athletes	30	30	
	Distribution of Grant-in-Aid to Athletes	30	30	
	Total for E-Administration	500	460	92%
	Professional Magazines	100	100	
F	Professional Books	150	150	
	Microcards	50	0	
	Total for F-Professional Assistance	300	250	83%
	Undergraduate Program	392	378	
G	Master's Degree Program	208	208	
	Doctor's Degree Program	200	Not Evaluated	
	Total for G-Professional Education Program	600	586	95%

An analysis of Figure 8 and Table VIII indicated the following:

1. The rating given school "G" was "excellent."
2. Four of seven division units scored 90 percent or above and received a rating of "excellent."
3. Two division units received a rating of "good."
4. Only one of the divisional units scored received a rating of "average."

Figure 9 shows graphically the total percentage of attainment and rating of each school evaluated.

An analysis of Figure 9 indicated the following:

1. Three of seven schools received a composite rating of "excellent" on all seven units of the score card.
2. Three schools received a composite rating of "good" on all seven units of the score card.
3. Only one school received a composite rating of "average" on all units.
4. There were no schools that received a composite rating of "below average," or "poor" on the seven units of the score card.

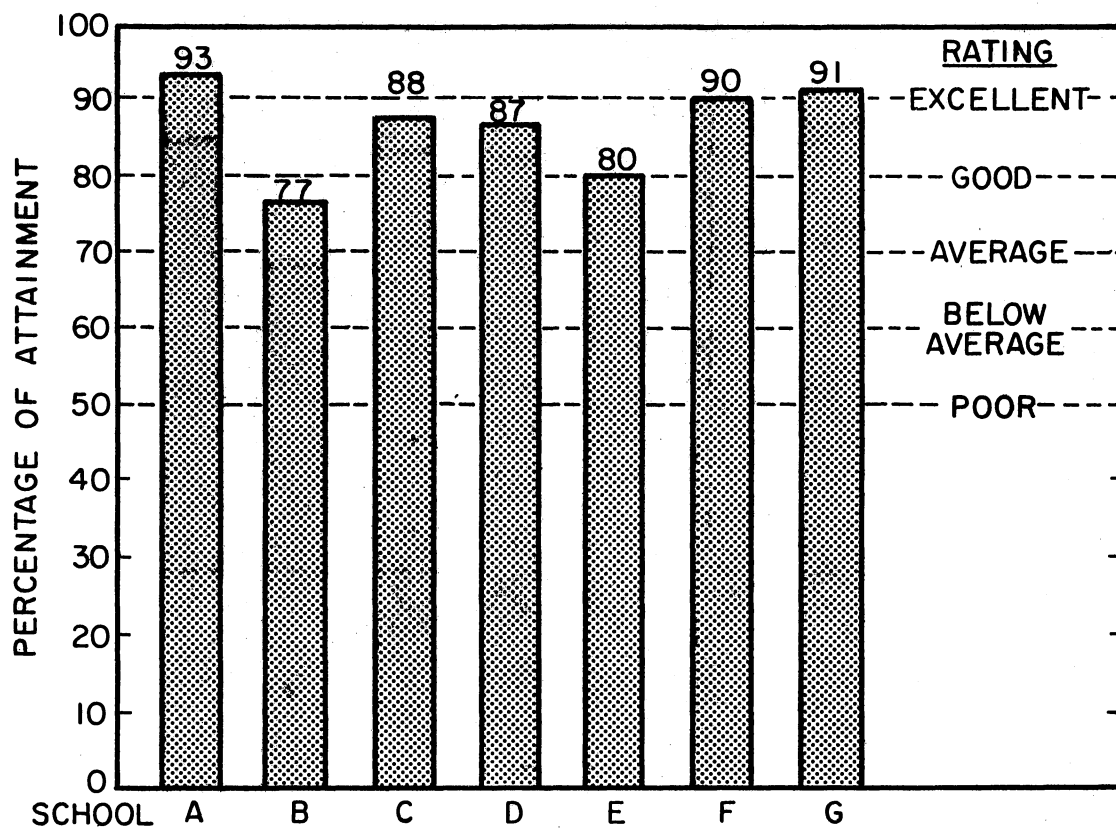


Figure 9. An Indication of Schools Total Percentage of Attainment Scores for Schools

Comparison of Mississippi Schools With
Previously Evaluated Schools

The problem of this study was to evaluate the physical education programs of co-educational four-year state-supported colleges and universities of Mississippi. The main purpose was to assess the quality of the physical education programs against the standards set forth by the Neilson-Comer-Griffin Score Card. Also, as a secondary purpose, the study was to compare the results and data obtained by Mississippi schools with that of selected state colleges and universities previously evaluated by the use of the score card.

The results and data of the seven previous studies evaluating colleges and universities through use of the (N.C.G.) score card are included in subsequent data for this chapter. The inclusion of schools from the seven different studies seemed to justify the incorporation of this data in order to get the best appraisal possible of the physical education programs of Mississippi schools.

Figure 10 shows graphically the percentage of attainment and rating of instructional staff of Mississippi schools compared with instructional staff of selected state colleges and universities.

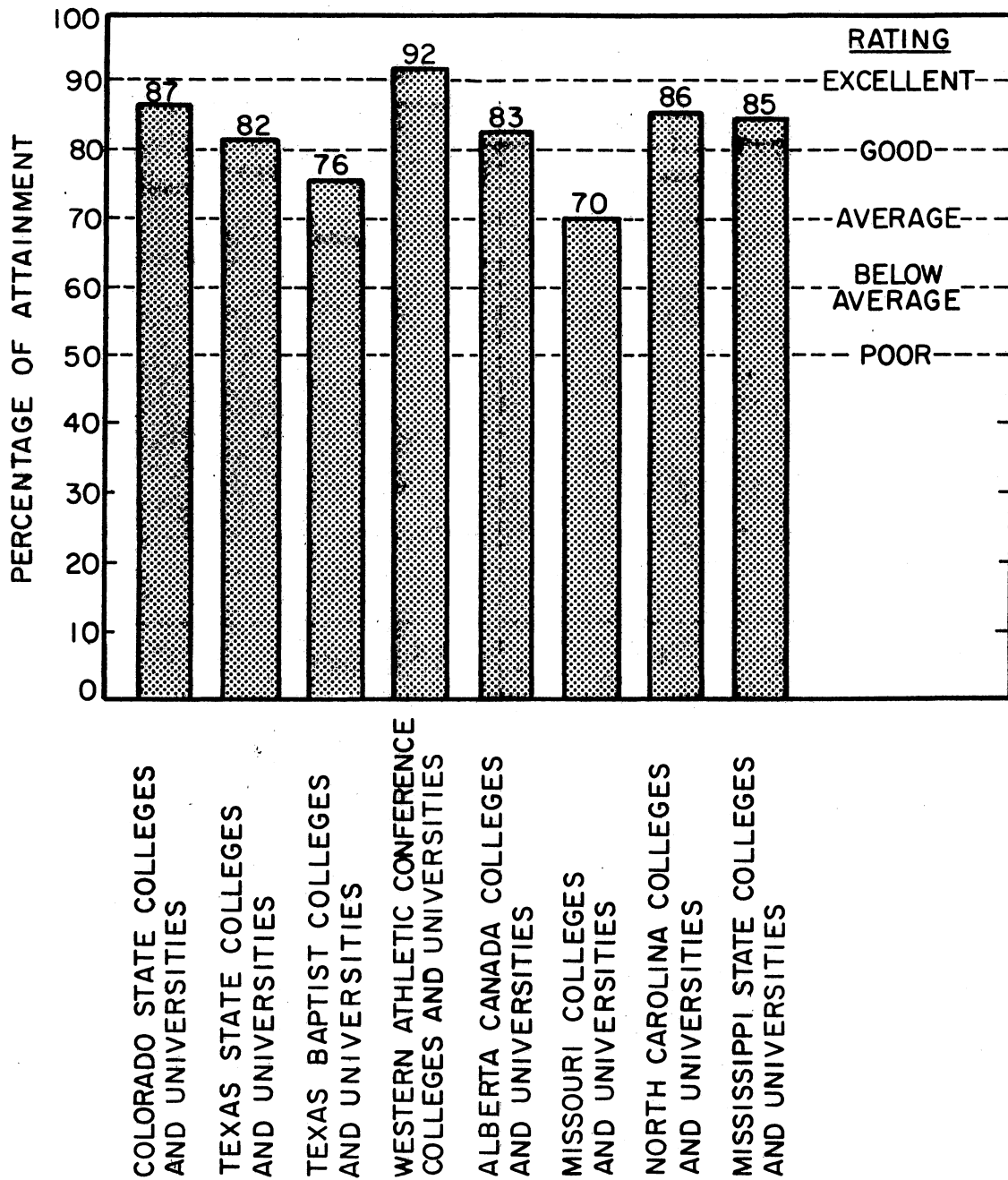


Figure 10. An Indication of Instructional Staff of Mississippi Schools Compared With Selected State Colleges and Universities

An analysis of Figure 10 indicated the following:

1. The ratings given all state colleges and universities on instructional staff ranged from "average" to "excellent."
2. Five received a rating of "good" from previous studies of Mississippi, Alberta, Canada, Texas, Colorado, and North Carolina colleges and universities.
3. Two received a rating of "average" from previous studies of Texas Baptist colleges and Missouri Intercollegiate Athletic Conference colleges and universities.
4. One received a rating of "excellent," the Western Athletic Conference colleges and universities.

Figure 11 shows graphically the percentage of attainment and rating of facilities of Mississippi schools compared with those of selected colleges and universities.

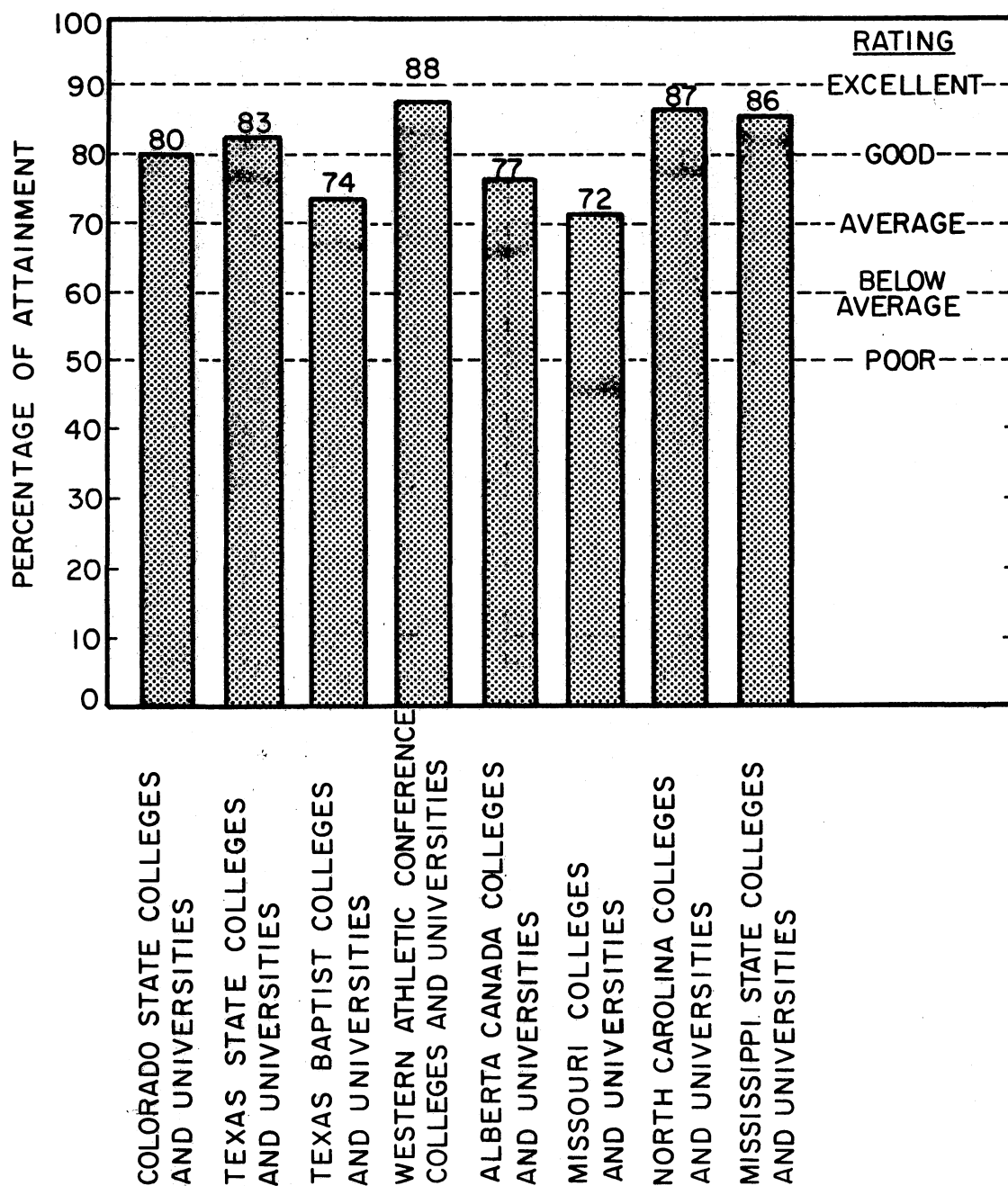


Figure 11. An Indication of Facilities of Mississippi Schools Compared With Selected State Colleges and Universities

An analysis of Figure 11 indicated the following:

1. The ratings given all state colleges and universities on facilities ranged from "poor" to "good."
2. None received a rating of "excellent."
3. Five received rating of "good" which included state colleges and universities of Colorado, Texas, North Carolina, Mississippi and the Western Athletic Conference.
4. Three received a rating of "average" which included Texas Baptist, Missouri Intercollegiate Conference, and the Alberta, Canada colleges and universities.

Figure 12 shows graphically the percentage of attainment and rating of program organization of Mississippi schools compared with program organization of selected state colleges and universities.

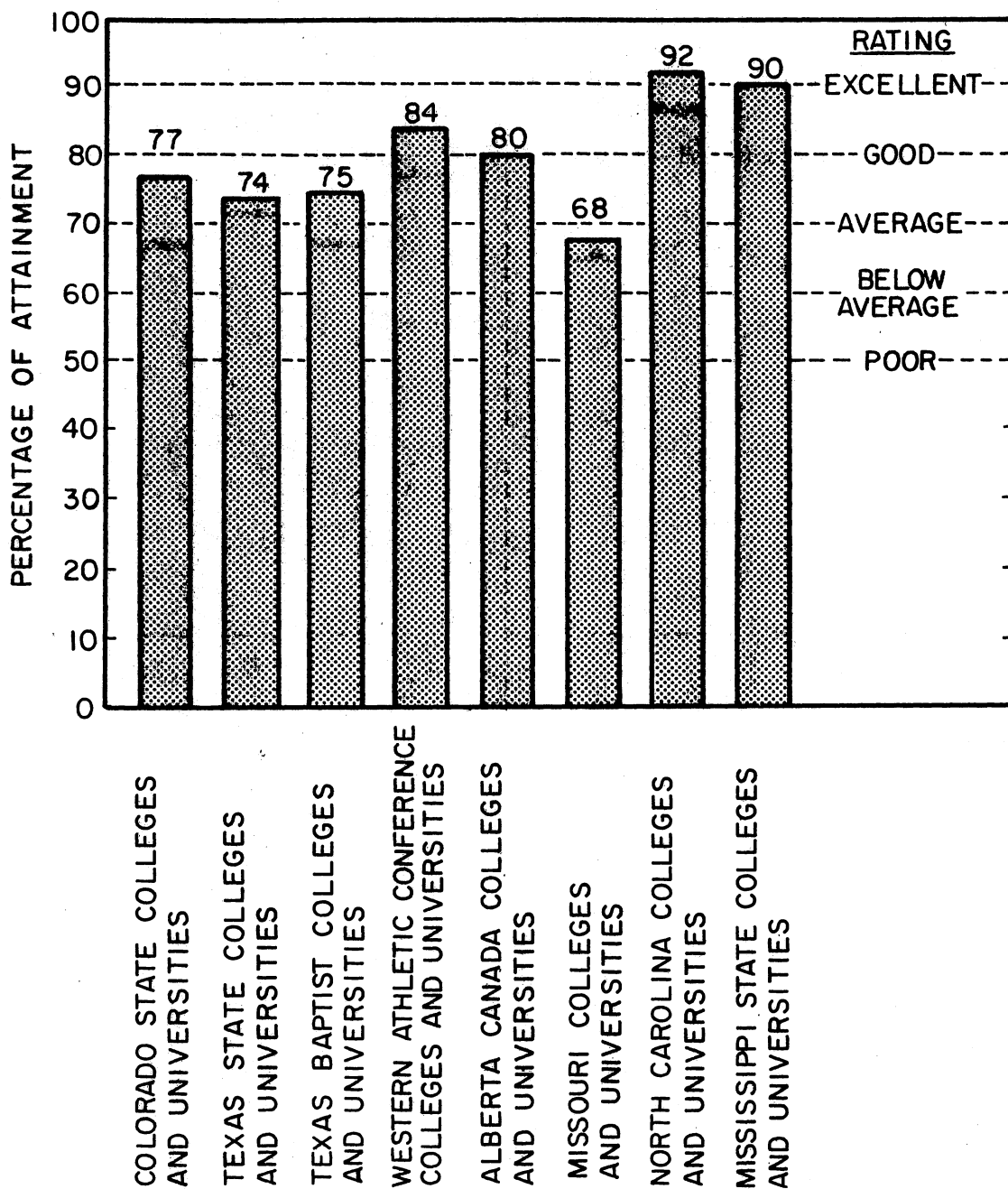


Figure 12. An Indication of Program Organization of Mississippi Schools Compared With Selected State Colleges and Universities

An analysis of Figure 12 indicated the following:

1. The ratings given all state colleges and universities on program organization ranged from "average" to "excellent."
2. Two received a rating of "excellent" which included Mississippi and North Carolina colleges and universities.
3. Two received a rating of "good" which included Alberta, Canada and the Western Athletic Conference state colleges and universities.
4. Three received a rating of "average" on the unit of program organization which included Texas State, Texas Baptist, and Colorado state colleges and universities.
5. The Missouri Intercollegiate schools received a rating of "poor."

Figure 13 shows graphically the percentage of attainment and rating of program activities of Mississippi schools compared with program activities of selected state colleges and universities.

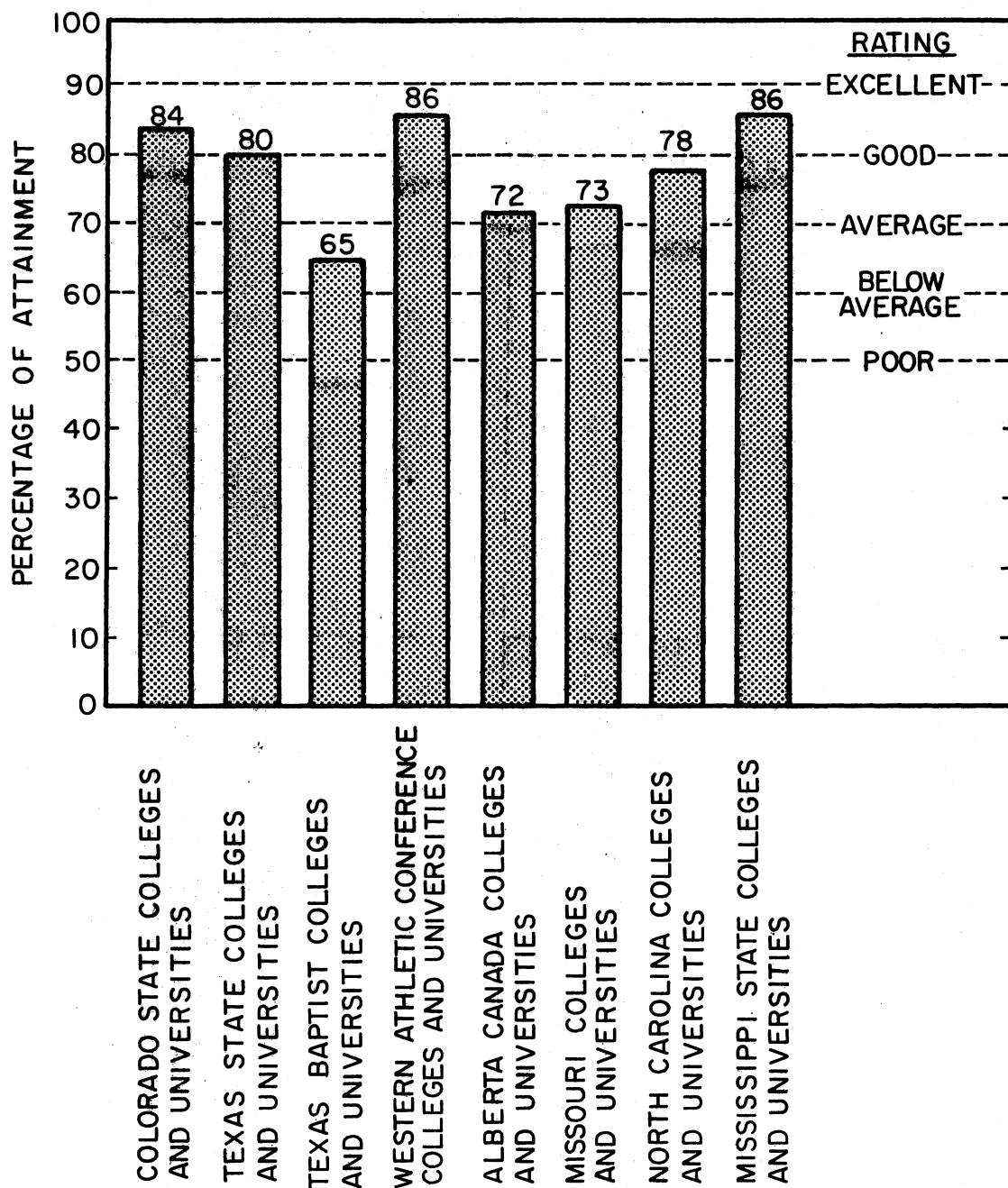


Figure 13. An Indication of Program Activities of Mississippi Schools Compared With Selected State Colleges and Universities

An analysis of Figure 13 indicated the following:

1. The ratings given all state colleges and universities on program activities ranged from "poor" to "good."
2. One received a rating of "poor" which was the Texas Baptist colleges and universities.
3. Four received a rating of "good" which included Mississippi, Western Athletic Conference, Texas, and Colorado state colleges and universities.
4. Three received a rating of "average" on program activities which included Alberta, Canada, North Carolina, and the Missouri Intercollegiate Athletic Conference schools.

Figure 14 shows graphically the percentage of attainment and rating of administration of Mississippi schools compared with administration of selected state colleges and universities.

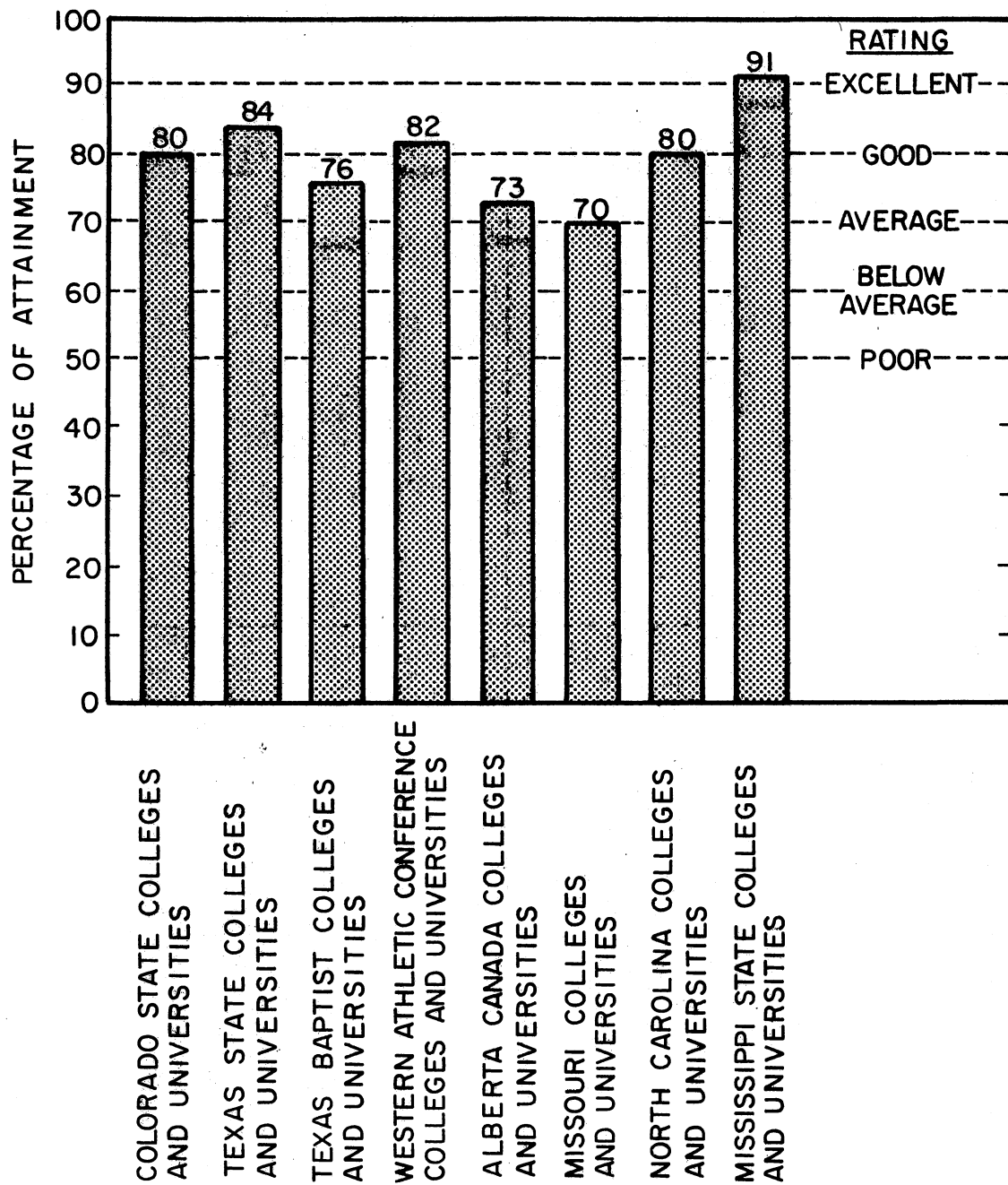


Figure 14. An Indication of Administration of Mississippi Schools Compared With Selected State Colleges and Universities

An analysis of Figure 14 indicated the following:

1. The ratings given all state colleges and universities on administration ranged from "average" to "excellent."
2. Only one received a rating of "excellent" which was Mississippi state colleges and universities.
3. Four received a rating of "good" which included colleges and universities of North Carolina, Western Athletic Conference, Texas, and Colorado.
4. Three received a rating of "average" on administration which included Texas Baptist, Alberta, Canada, and the Missouri Intercollegiate Athletic Conference colleges and universities.

Figure 15 shows graphically the percentage of attainment and rating of professional assistance of Mississippi schools compared with professional assistance of selected state colleges and universities.

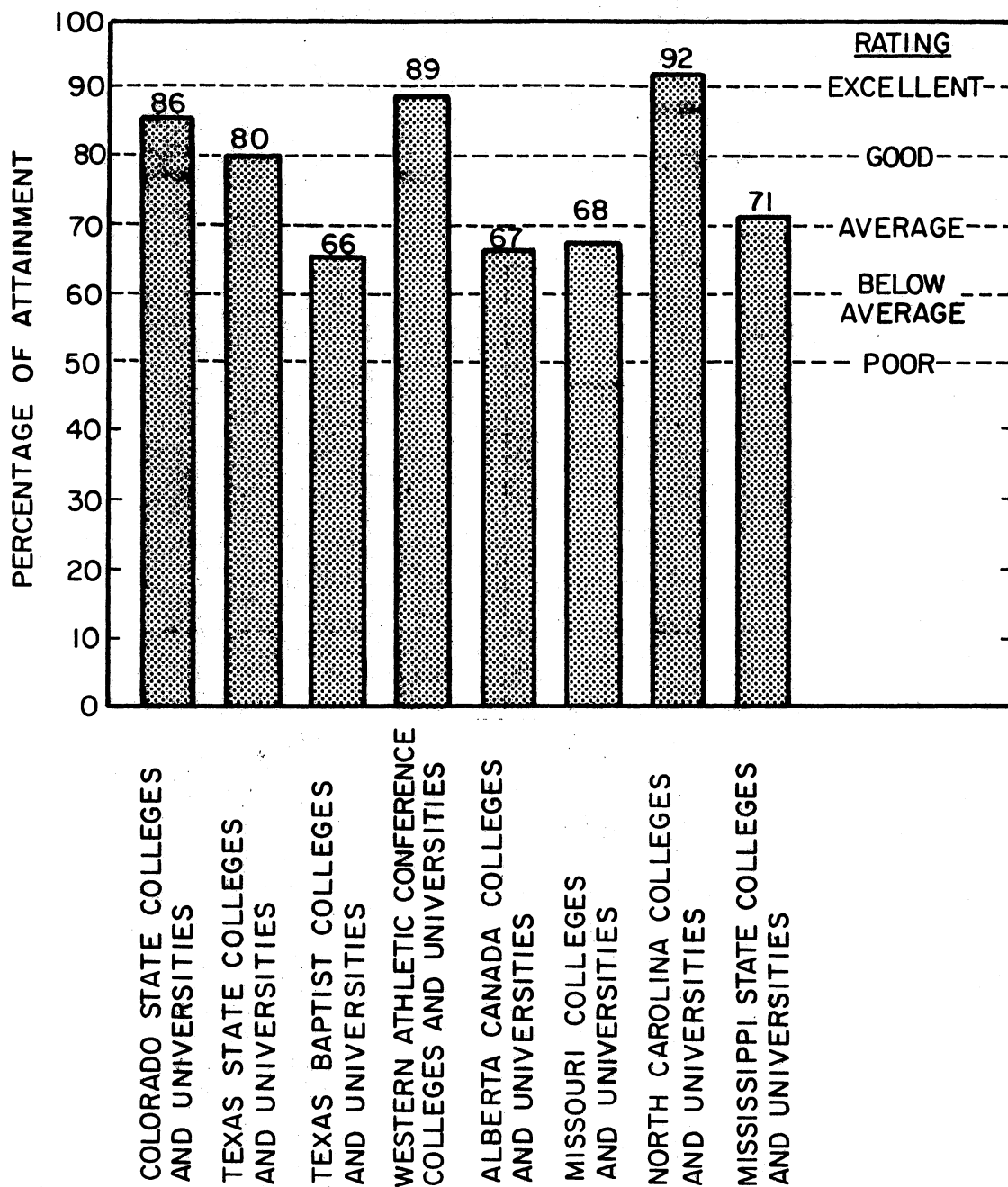


Figure 15. An Indication of Professional Assistance of Mississippi Schools Compared With Selected State Colleges and Universities

An analysis of Figure 15 indicated the following:

1. The ratings given all state colleges and universities on professional assistance ranged from "poor" to "excellent."
2. Three received a rating of "good" which included Western Athletic Conference, Texas, and Colorado state colleges and universities.
3. One received a rating of "excellent" which was South Carolina colleges and universities.
4. One received a rating of "average" which was Mississippi state colleges and universities.
5. Three received a rating of "poor" which included Texas Baptist, Alberta, Canada, and the Missouri Intercollegiate Athletic Conference colleges and universities.

Figure 16 shows graphically the percentage of attainment and rating of professional education programs of Mississippi schools compared with professional education programs of selected state colleges and universities.

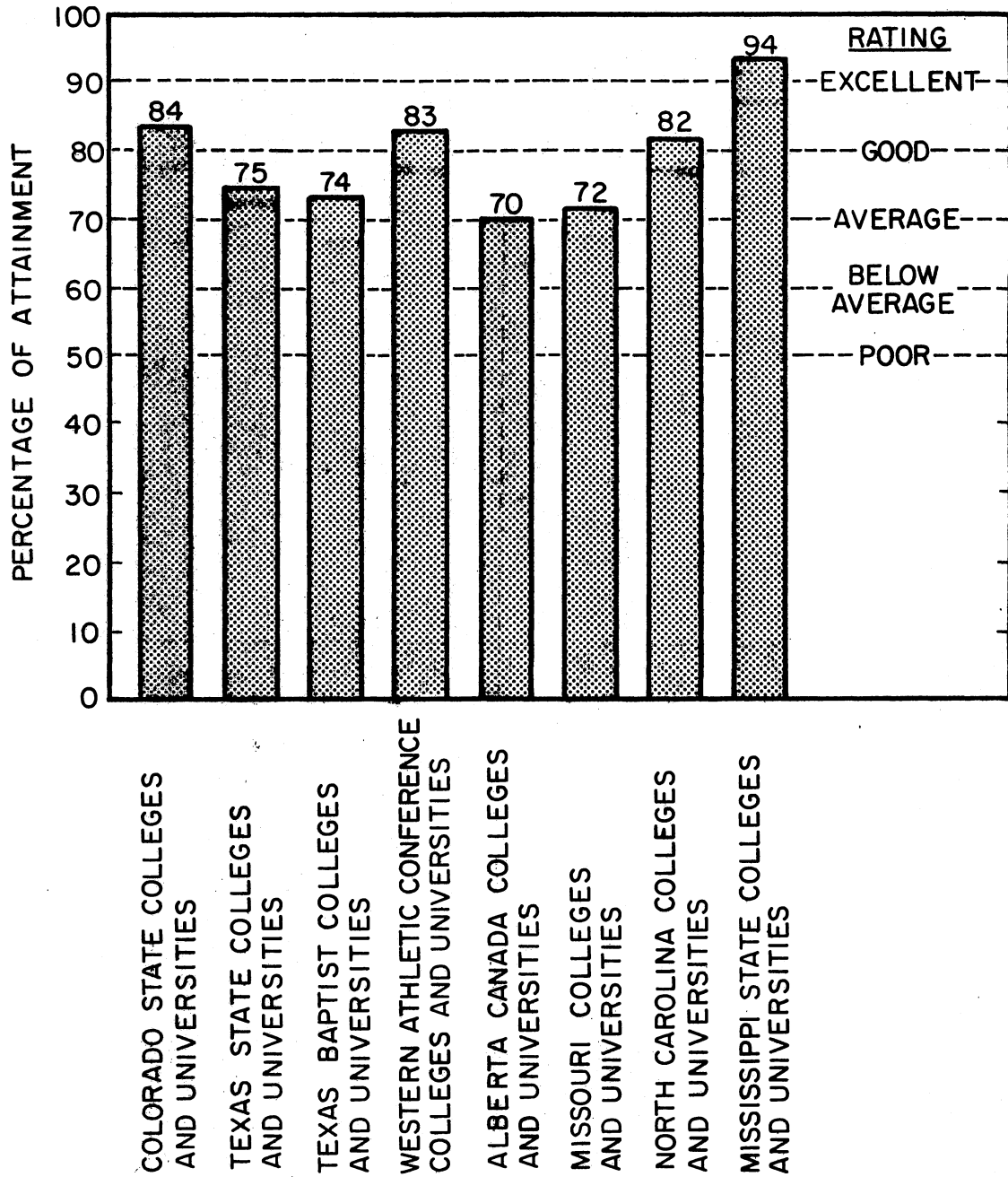


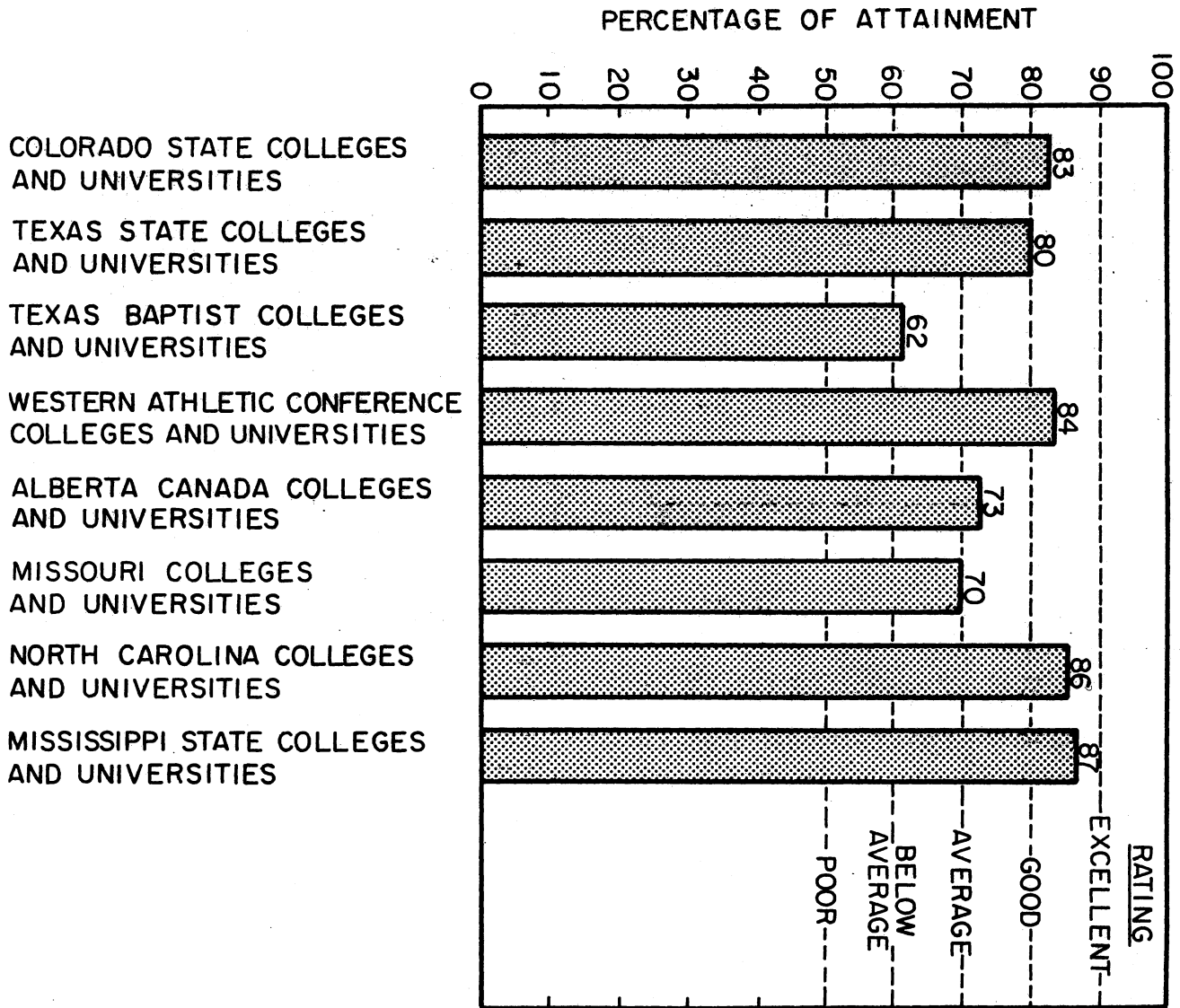
Figure 16. An Indication of Professional Education Program of Mississippi Schools Compared With Selected State Colleges and Universities

Analysis of Figure 16 indicated the following:

1. The rating given all state colleges and universities on professional preparation programs ranged from "average" to "excellent."
2. Three received a rating of "good" which included North Carolina, Western Athletic Conference, and Colorado state colleges and universities.
3. Four received a rating of "average" which included the Missouri Intercollegiate Athletic Conference, Texas Baptist, Texas State, and the Alberta, Canada colleges and universities.
4. One received a rating of "excellent" on professional education program which was Mississippi state colleges and universities.

Figure 17 shows graphically the total percentage of attainment and rating of all state colleges and universities evaluated by the use of the Neilson-Comer-Griffin Score Card.

Figure 17. An Indication of Total Percentage of Attainment
 Score and Rating of State Colleges and
 Universities



An analysis of Figure 17 indicated the following:

1. The total rating given all state colleges and universities previously evaluated by the use of the Neilson-Comer-Griffin Score Card ranged from "poor" to "good."
2. Five received a rating of "good" which included North Carolina, the Western Athletic Conference, Mississippi, Colorado, and Texas State colleges and universities.
3. Two received a total rating of "average" which included Alberta, Canada and the Missouri Intercollegiate Athletic Conference colleges and universities.
4. Only Texas Baptist colleges and universities received a total rating of "poor" of all the state schools previously evaluated by use of the Neilson-Comer-Griffin Score Card.

CHAPTER V

SUGGESTIONS FOR FUTURE PROGRAM IMPROVEMENTS

The purpose of this study was to assess the quality of physical education programs for men in state-supported four-year co-educational colleges and universities of Mississippi by evaluating the instructional staff, the facilities, the program organization, the program activities, the administration, the professional assistance, and the professional education program of each participating institution. The quality was measured against the standards set forth by the Neilson-Comer-Griffin Score Card.

Throughout this study, the author depended upon the cooperation of the university presidents and chairmen of physical education departments for collecting data needed to complete the research successfully.

From an evaluation of the results and data obtained from each school by use of the N.C.G. Score Card, it appears that the physical education programs in the colleges and universities are adequate as reflected by their rankings of "good to excellent." However, it is also obvious that all of the programs can be improved in certain selected areas.

It is with this in mind that the following recommendations are made.

It is anticipated that the suggestions for future program improvement will assist department heads at each institution in facilitating

the kinds of physical education programs which will provide better educational experiences for the enrichment of the students served.

As a result of the data obtained from the evaluation of the state-supported colleges and universities in Mississippi, the following general suggestions and recommendations are presented for future improvement of the physical education programs. The following recommendations are made because these seem to be general weaknesses in most schools but not necessarily all.

1. A corrective and adapted program in physical education should be established to meet better the needs of handicapped students. The objectives in physical education at the college and university levels are for students to acquire knowledge about physical education; develop desirable interests, attitudes, emotions, and ideals in activities; maintain and develop skills in known activities; acquire new skills in additional activities; and to develop or maintain a reasonable degree of strength, muscular endurance, and cardio-respiratory endurance. By offering such activities, students needing individual exercises to correct or improve atypical conditions will have a greater opportunity to secure the many contributions to development and adjustment which are inherent in physical activities.
2. Provision for prevention and emergency care of injuries that occur in physical education activities should be made. Provisions should include the following:

- a. Stretchers should be available to the student and instructor.
 - b. Basic first-aid supplies should be kept by the department and made available in case of an injury.
 - c. Written procedures should be followed by instructors in their rendering of first-aid and emergency care.
3. Since all schools already have general physical education requirements for all students, efforts should be made to resist any attempt to eliminate this requirement. When credit is required for graduation in other subjects but not for physical education, it tends to give students and others the impression that physical education is unimportant.
 4. All athletic coaches hired in the future to teach physical education classes should have qualifications in physical education equal to those of other members of the physical education department. With all things being equal, it can be assumed that a specialized area of teaching preparation will give an instructor an advantage which will be reflected in the progress of the students.
 5. All staff members should be encouraged to join and participate in professional meetings and organizations. It is generally conceded that staff members benefit from the stimulation gained through frequent contacts with others in their own field or in education generally. If one is interested in professional development, growth should result from voluntary attendance at meetings where

educational and related professional problems are discussed.

6. Adequate supplies (general) and equipment should be made available to those parts of the instructional program where deficiencies were noted. Some activities desirable in the physical education program are possible only when certain types of equipment and supplies are on hand.
7. Each school should move toward sponsoring additional sports in their intercollegiate program. Consideration should be given particularly (when finances become available) to gymnastics and wrestling. Both sports are practically non-existent in the state.
8. Each department of physical education should encourage the library of the school to subscribe to as many resource materials as possible in the areas of health, physical education, and recreation. And should organize instructional programs so that such resources are utilized by both staff and students. Books, magazines, and other printed materials contain the ideas of the people in written form. Professional development of a staff member depends partly upon his desire and ability to receive from printed sources ideas which will help him in his work. Improvement of each staff member in his thinking, organization, and methods of work will create possibilities for students to improve in the understanding of the physical education program. To be of most help, the books, magazines, and microcards should be available

either at the general library of the school or in the physical education departmental library.

9. At each school the intramural program offerings should be reviewed and studied for possible expansion by offering a wider choice of program activities. The time allotment, and size of classes make it difficult for students to acquire a desirable amount of efficiency in neuromuscular skills during the instructional period. To give students this opportunity and to provide them with wholesome recreation during their leisure time, the physical education department should conduct an extensive intramural athletic program.

In addition to these general recommendations, the following specific suggestions and recommendations for future improvement of the physical education program at school "A" are made.

School "A"

1. The indoor facilities need to be improved to meet better the needs of the students and the objectives of the total program. Specifically, the following are needed: additional office space for staff members, dressing rooms, locker space, showers, toilet facilities, handball and basketball courts.
2. The Department of Physical Education and the Department of Intercollegiate Athletics should analyze their respective positions regarding administrative organization and their relationship to the total education program of the

- institution. Administrative changes are suggested in the following areas: (1) general budget appropriations for each department, (2) source of budget support, (3) budget ratio, and (4) salaries and duties of staff members.
3. Future construction of physical education facilities and proper placement of buildings should be given serious consideration. Not only should the school site include enough acreage to meet better the needs of the department (indoor and outdoor activities), but it will be important that future buildings be placed on the site so as to leave uninterrupted and safe play space for physical education purposes.
 4. At the present time, approximately sixty percent of the male students are enrolled in the service program. A physical education program, no matter how "excellent," cannot be considered complete unless it strives to affect all of the students in the institution. Additional effort should be made to enroll and maintain a greater percentage of students in the service program.

School "B"

Based on the evaluation data, the following specific suggestions and recommendations for future improvement of the physical education program at school "B" are made.

1. From the evaluation, a lack of staff participation in professional organizations was evident. One criterion of

professional attitude is the willingness to contribute support by voluntary affiliation with local, state, and national organizations. All staff members should be encouraged to join and participate in professional organizations and meetings.

2. All future departmental activities should be planned and conducted to utilize better the much needed new facilities recently finished. This would include all activities offered in the service required, intramural and intercollegiate athletic program.
3. The college should sponsor additional sports in its intercollegiate athletic program for both males and females. Consideration should be given particularly to golf, gymnastics, and tennis which presently are not a part of the program of life long activity.
4. Additional professional literature in the area of physical education should be added to the present materials available in the library. Areas showing deficiencies were professional books and microcards. Microcards may be ordered from the School of Health, Physical Education and Recreation, University of Oregon, Eugene, Oregon.
5. There appears to be a shortage of funds in the department of physical education and athletics for the purchasing of needed supplies (office), equipment (uniforms and instructional materials), and general travel allowances (recruiting and professional meetings). Budgetary allocations in these areas should be increased.

6. An intramural program should be organized and conducted based on the activities and skills developed within the framework of the present physical education program. Activities such as badminton, archery, bowling, swimming, and track and field.

School "C"

Based on the evaluation data, the following specific suggestions and recommendations for future improvement of the physical education program at school "C" are made.

1. Effort should be made to secure additional outside play area to help meet better the needs and objectives of the physical education program. Areas and space for ballfields and other activities are needed, to permit more than one group to utilize the outside play area during the same activity period.
2. Needed supplies (general) and equipment should be made available to the instructional and intramural programs. Such needed supplies and equipment as balls, bats, gloves, nets, scales, hurdles, and bases. Most activities can be taught properly only when certain types of equipment are on hand.
3. Departmental records (inventory) of instructional materials such as supplies and equipment should be kept where they are readily accessible if needed.
4. Additional professional books, magazines and microcards in the area of physical education should be made available

in the main institution library or physical education department for the students and teachers.

School "D"

Based on the evaluation data, the following specific suggestions and recommendations for future improvement of the physical education program at school "D" are made. They are as follows:

1. All staff members hired for future employment should be carefully selected and screened on the basis of qualifications and needs of the physical education and athletic department. At present, eight of the thirteen member staff have full-time coaching responsibilities.
2. The quality and quantity of the instructional areas should be increased. This would enable the department to offer a more comprehensive program to a greater percentage of their enrolled students. Specifically needed are additional office space for staff members, dressing rooms, classrooms, locker space, and floors.
3. At present, the department does not maintain records of supplies such as bats, balls, gloves, and all other teaching related materials. An up-to-date inventory of supplies should be made.
4. The department should encourage the main library of the school to subscribe to resource materials in the areas of Health, Physical Education, and Recreation. Such professional printed materials include books, magazines, pamphlets, and microcards. To be of help to the student

and instructor, the books, magazines, and microcards should be available either at the main library of the institution or in the physical education library.

5. The present intramural program offerings should be expanded. Specifically, wrestling, track and field, table tennis and soccer should be offered. In order to give more students an opportunity to participate and to provide them with wholesome recreation during their leisure an extensive intramural program is needed.

School "E"

Based on the evaluation data, the following specific suggestions and recommendations for future improvement of the physical education program at school "E" are made.

1. Certain staff members in the department should be encouraged to acquire additional college credit in the area of physical education. All other things being equal, it is assumed that extended professional preparation gives the instructor or professor an advantage which will be reflected in the progress of his students.
2. Heavy teaching loads exist in the department. Additional staff members should be employed to reduce the assignments of present staff members. Reduction should be made in the following areas: (1) activity assigned teaching hours and (2) theory assigned teaching hours. However, an instructor should put forth his maximum effort each period of the day

- whether he teaches ten or forty clock hours a week. A heavy teaching load means less opportunity and inclination to give students the needed individual attention.
3. At present, the intramural activities offered do not reflect the offerings of the physical education department. The program should be better organized and conducted based on the skills and activities developed in the physical education program. Activities that should be offered are as follows: (1) handball, (2) soccer, (3) gymnastics, (4) swimming, and (5) wrestling. The physical education department should seek to gain administrative control of the program rather than being administered by the student activity directory.
 4. Resources economically available should be added to the present library materials available in the areas of health, physical education, and recreation. Microcards may be ordered from the School of Health, Physical Education, and Recreation, University of Oregon, Eugene, Oregon. These holdings place emphasis on unpublished research materials, doctoral dissertations, masters' theses, and upon selected books now out of print.

School "F"

Based on the evaluation data, the following specific suggestions and recommendations for future improvement of the physical education program at school "F" are made.

1. Plans should be made to improve the indoor instructional

facilities and areas. Specifically, exercise floors, storage space for heavy equipment, and office space for staff members. If students are to be suitably dressed during activity, shower after taking part in a well-balanced program of activities, then certain indoor facilities are essential. Adequate dressing rooms, locker space, toilet facilities, showers, and others mentioned above are necessary.

2. Heavy teaching loads (assigned time) should be reduced if the quality of the program is being affected by the amount of time required of certain faculty members. An instructor should put forth his maximum effort each period of the day whether he teaches ten or fifty contact hours per week. However, a heavy teaching load means less opportunity and inclination to give students the needed individual attention.
3. Particular attention should be given to improving and providing for more activities than are presently offered by the intramural program. Suggested activities include: (1) archery, (2) tennis, (3) cross country, and (4) handball.
4. Efforts should be made to purchase professional resources for students to help improve their contact with the physical education profession. Microcards may be purchased from the School of Health, Physical Education, and Recreation, University of Oregon, Eugene, Oregon. Emphasis has been placed upon unpublished research

materials, doctoral dissertations, masters' theses, and upon selected books now out of print.

School "G"

Based on the evaluation data, the following specific suggestions and recommendations for future improvement of the physical education program at school "G" are made.

1. Additional equipment and supplies should be provided for instructional purposes in activity classes where needed. Supplies and equipment should include various types of balls, nets, bats, bases, score books, etc., which must be continually replaced. Not only should supplies be stored on shelves in the storeroom, but a sufficient amount of equipment be made readily available to the instructors.
2. Departmental inventory records of all equipment should be made and kept neat, complete, and current.
3. Microcards should be purchased by the library and made available to the students in areas of health, physical education, and recreation. Microcards may be ordered from the School of Health, Physical Education, and Recreation, University of Oregon, Eugene, Oregon. Emphasis has been placed upon unpublished research materials, doctoral dissertations, masters' theses, and upon selected books now out of print. By making microcards available to students will create possibilities for students to improve in their contact with the physical education profession.

Although this was not a comprehensive list of all the improvements that can be made by schools, these were classified as critical areas requiring attention in the evaluation process. However, the effectiveness of each program can be improved by continuously evaluating all areas of the program.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Over sixteen centuries ago physical education programs played an important part in the training of the Greek citizen. During the Middle Ages, it disappeared with other established forms of education. It was hindered in its rebirth at the time of the Renaissance by the idea that the physical was evil and that the spirit alone was the true reality of life.

In early years, the physical education program in the United States was largely borrowed from foreign countries; it grew up outside educational institutions and was administered by students without the professional leadership which such important activities merit. More recently, schools and colleges have developed programs of their own with definite educational and developmental objectives, competent professional leadership, and a varied program better adapted to the needs of youth in a democratic society. Also, physical education programs have become prominent because educators have recognized them as an important factor in education, because of the general extension of recreational facilities and public participation therein, and because of the fundamental support given to physical education by sciences, especially psychology, physiology, sociology, and anthropology.

The ultimate justification for any educational program is its contribution to the fullest possible development of the individual who

participates in it. If physical education programs are to play their part in the education and development of adults, children, and youth, their philosophy, objectives, and program must conform to the philosophy and objectives of modern education. The physical educator must concern himself not only with the educational objectives of his program but also with the methods for bringing them about; he must establish definite and defensible administrative policies and procedures regarding organization, personnel, program, and facilities which make possible the conduct of an educational and developmental program.

While the department head carries the major responsibility for administration, all faculty and staff have administrative responsibilities and duties that contribute to the realization of desired outcomes. Regardless of program size, the operation and continual improvement of the program will do much to insure progress toward attaining educational goals and objectives.

The Problem

The problem of this study was to evaluate the physical education programs of co-educational four-year state-supported colleges and universities in Mississippi. The areas evaluated were as follows: (1) instructional staff, (2) facilities, (3) program organization, (4) program activities (5) administration, (6) professional assistance, and (7) professional education program.

The main purpose was twofold: first, to assess the quality of the physical education programs against the standards set forth by the Neilson-Comer-Griffin Score Card, and secondly, to compare the results and data obtained by Mississippi schools with that of selected state

colleges and universities previously evaluated by the use of the score card (N.C.G.).

Delimitations

This study was limited to the seven state-supported four-year co-educational colleges and universities in Mississippi offering physical education programs. Institutions were included in the study if they met each of the following criteria: Each institution provides for teacher preparation in its curriculum including program of study, training of personnel, and directed teaching procedures all of which have been reviewed and officially approved by the Mississippi State Board of Education. Each college or university had been approved by the College Accrediting Commission of the State of Mississippi and/or the Southern Association of Colleges and Schools. Also, this study included only data and results of selected state colleges and universities previously evaluated by the use of the same score card.

Pilot Application

The Department of Health, Physical Education, and Recreation, Oklahoma State University, Stillwater, agreed to engage in the pilot application.

The pilot revealed that time would be a factor in the completion of certain divisions that required information and data to be furnished by the department head. Also, the pilot revealed that much of the data necessary for the study could be completed successfully by obtaining vitas or resumes, catalogs, inventory sheets, transcripts, departmental self-studies, and other files.

Collection of Data

A letter was sent to the president or chancellor of each institution which was a state-supported four-year co-educational college or university offering a physical education program. The letter encouraged each to participate in the study, and the parts of his physical education program to be evaluated. All seven of the presidents or chancellors responded in a favorable manner giving permission to contact the department head, and to include their institution in the study.

Upon receiving in writing a letter of approval from each school, the investigator proceeded to contact each department head by phone, letter, or in person to pre-arrange a time and date for a visit to his campus. After arriving on campus, the investigator had a meeting with the department head to explain exactly what was needed to complete the study successfully.

Each department evaluated presented a need for a different approach in terms of the data collecting process due to size, location, department structure, and records available at the time for the investigator. At the completion of the visitations, which ranged from one to five days depending on the campus, materials were gathered and reviewed for the evaluation.

Treatment of Data

The raw scores of each item and unit represented in the score card were added to obtain a total score for each unit. The percentage scores representing the divisions of the score card were interpreted and rated as follows: (1) 90 percent and above--excellent, (2) 80 to 89 percent--

good, (3) 70 to 79 percent--average, (4) 60 to 69 percent--below average, and (5) 59 percent and below--poor. The percentage score was attained by dividing the total number of points scored, and then multiplying by 100.

Conclusions

On the basis of the data presented in this study, the following conclusions appear warranted:

- (1) The physical education programs for men in Mississippi four-year state-supported co-educational colleges and universities received ratings from "average" to "excellent" in terms of program effectiveness. Five of the seven institutions had "excellent" programs according to the standards set forth by the score card as essential elements for a well-rounded physical education program. The remaining two schools had "good" programs.
- (2) The instructional staffs of Mississippi schools were "good."
- (3) Indoor and outdoor facilities were "good" for conducting an adequate program.
- (4) Generally, program activities offerings were "good."
- (5) Program organization was "excellent."
- (6) Administration was "excellent."
- (7) Professional assistance was "average."
- (8) Professional education program was "excellent."

Mississippi schools compared favorably with schools previously studied in Texas, Colorado, Alberta, Canada, Missouri, North Carolina,

and the Western Athletic Conference. The schools' summaries were as follows:

Recommendations

In light of the findings of the study, the writer submits the following recommendations:

- (1) The score card authors are urged to revise or reduce the size of this evaluating instrument from 47 to 40 items. The seven items requested to be discarded seemed to lend themselves to a more subjective evaluation by a scorer. These items were as follows: (1) professional preparation (kind); (2) fitness of staff members; (3) area of school site; (4) personality and character of staff members; (5) recruiting of athletes; (6) assignment of grant-in-aid to athletes; (7) distribution of grant-in-aid to athletes.
- (2) A score card should be developed to determine the status of master's and doctoral programs in physical education.
- (3) A follow-up study of the physical education programs should be done in three years to see if the colleges and universities have maintained, increased or decreased their percentage of attainment score.
- (4) Future studies of the physical education programs should be continued regionally, nationally, and locally using the Neilson-Comer-Griffin Score Card.

SELECTED BIBLIOGRAPHY

- Allsen, Phillip E. "An Evaluation of the Physical Education Program for Men in Colleges." (Unpublished Ed.D. dissertation, University of Utah, 1965.)
- Baker, W. B. "An Evaluation of Undergraduate Professional Preparation in Physical Education for Men in Seven State-Supported Institutions of Higher Learning in Arkansas." (Unpublished Ed.D. dissertation, University of Arkansas, 1962.)
- Bennett, Jesse Carl. "An Evaluation of Physical Education Programs for Men in Selected Universities of North Carolina." (Unpublished Ph.D. dissertation, University of Utah, 1971.)
- Best, John W. Research in Education. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959, p. 166.
- Bowie, G. W. "A Survey to Obtain Relevant Information From Selected Colleges in the Province of Alberta and to Apply an Evaluation Instrument for Men's Physical Education Programs." (Unpublished Ph.D. dissertation, University of Utah, 1970.)
- Committee on Teacher Training in Physical Education in the United States. Neil P. Neilson, Chairman, "Teacher Training in Physical Education in the United States." Research Quarterly, Vol. 6. Washington, D. C.: American Association of Health, Physical Education, and Recreation, 1933, pp. 51-67.
- French, Ester. "Typical Research Tools in Education." Research Methods in Health, Physical Education, and Recreation. Washington, D. C.: American Association of Health, Physical Education, and Recreation, 1959, pp. 109-110.
- Fitzgerald, G. B. "The Education of Man Teacher of Physical Education for Public Schools Service in Selected Colleges and Universities." Research Quarterly, Vol. 6. Washington, D. C.: American Association of Health, Physical Education, and Recreation, 1935, pp. 48-55.
- Gingerich, R. L. "An Evaluation of the Physical Education Programs for Men in the Church Related Senior Colleges and Universities of Indiana." (Unpublished Ed.D. dissertation, Indiana University, 1958.)
- Goodlad, John I. The Changing School Curriculum. New York: McGraw-Hill Book Company, 1966, pp. 28-36.

- Griffin, L. E. "An Evaluation of the Physical Education Programs for Men in Universities." (Unpublished Ed.D. dissertation, University of Utah, 1966.)
- Horn, D. D. "An Evaluation of Physical Education Teacher Education Programs in Selected Colleges of Texas." (Unpublished Ed.D. dissertation, East Texas State University, 1966.)
- Hughes, W. L. "The Administration of Health and Physical Education for Men in Colleges and Universities." Research Quarterly, Vol. 4. Washington, D. C.: American Association of Health, Physical Education, and Recreation, 1933, pp. 140-144.
- Jones, R. J. "An Evaluation of the Physical Education Programs for Men in Colleges and Universities and an Appraisal of the Score Card Employed." (Unpublished Ed.D. dissertation, Colorado State College, 1967.)
- Kerr, R. W. "The Status of Undergraduate Professional Preparation in Physical Education for Men in New England Colleges and Universities." (Unpublished Ph.D. dissertation, Indiana University, 1965.)
- Livingston, W. M. "An Evaluation and Analysis of Undergraduate Professional Preparation for Men in State Colleges and Universities of Alabama." (Unpublished Ed.D. dissertation, University of Alabama, 1967.)
- McIlroy, J. S. "An Evaluation of the Physical Education Programs for Women in Institutions of Higher Learning in Three Northwest States." (Unpublished Ed.D. dissertation, Indiana University, 1961.)
- Miller, Carl. "An Evaluation of Physical Education Programs in Selected Texas State Colleges and Universities." (Unpublished Ed.D. dissertation, Texas State University, 1969.)
- Neilson, Neil P. A Curriculum for Professional Preparation of Physical Education Teachers for Secondary Schools. State of California, Department of Education Bulletin No. E-1 (1930), p. 109.
- Neilson, Neil P., James L. Comer, and Leon E. Griffin. "A Score Card for Evaluation of Physical Education Programs for Colleges and Universities." Provo, Utah: N. P. Neilson, 1965, 77 pp.
- Newton, D. K. "An Evaluation of Undergraduate Professional Preparation Programs in Physical Education for Men in Canadian Universities." (Unpublished Ed.D. dissertation, Colorado State College, 1969.)
- Nixon, John E., and Ann E. Jewett. An Introduction to Physical Education. Philadelphia: W. B. Saunders Co., 1969, pp. 154-155.
- Oberteuffer, Delbert. "Evaluating the College Physical Education Programs." Proceedings of the National College Physical Education Association for Men. Washington: American Association of Health, Physical Education, and Recreation, 1964, p. 56.

Regulations for Certification. State of Mississippi, Division of Instruction, Department of Education Bulletin No. 130 (1974), p. 12.

Richerson, William Wesley. "An Evaluation of Physical Education Programs for Men in Selected Institutions of Higher Education in Missouri." (Unpublished Ph.D. dissertation, University of Utah, 1970.)

Rinker, J. "An Evaluation of Programs of Physical Education for Women in United Presbyterian Colleges and Universities." (Unpublished M.S. thesis, Smith College, Mass., 1960.)

Russell, L. O. "An Evaluation of Required Physical Education Programs for Men in Senior Colleges and Universities of Texas." (Unpublished Ed.D. dissertation, University of Texas, 1954.)

Soffe, H. W. "An Evaluation of the Physical Education Programs for Men in Colleges and Universities in Utah." (Unpublished Ed.D. dissertation, Brigham Young University, 1966.)

Smith, C. R. "An Analysis of Men's Physical Education Programs in Texas Baptist Colleges and a Comparison of Physical Education Programs in Texas Baptist Colleges With Selected Texas State Colleges and Universities." (Unpublished Ed.D. dissertation, North Texas State University, 1970.)

Steinhaus, A. H. "Why This Research." Research Methods in Health, Physical Education, and Recreation. Washington, D. C.: American Association of Health, Physical Education, and Recreation, 1959, pp. 6-7.

APPENDIX A

LETTER SENT TO ADMINISTRATORS



Oklahoma State University

Department of Health, Physical Education and Recreation

STILLWATER, OKLAHOMA, 74074
COLVIN PHYSICAL EDUCATION CENTER
(405) 372-6211, EXT. 6371

May 23, 1974

DR. WALTER WASHINGTON, *President*
Alcorn State University
Lorman, Mississippi 39096

Dear Dr. Washington:

I am a native Mississippian working toward a Doctorate Degree in higher education with a specialization in Health and Physical Education at Oklahoma State University. My advisory committee has approved a study of the Men's Physical Education Programs in State Supported Co-Educational Colleges and Universities in Mississippi for 1973-74. The study will include the following areas of your program: (1) instructional program (2) facilities (3) program (organization) (4) administration (5) program (activities) (6) professional assistance and (7) teacher education program.

Since the success of this study depends upon the approval of the President and cooperation of the Chairman of the Health and Physical Education Department, I would greatly appreciate your school's participation in this study. However, it should be mentioned that each college or university that participates will be assigned an alphabetical letter to guarantee anonymity. It is hoped that the study will prove to be of real value to your institution.

Upon receiving your approval, I will contact the Chairman of the Health and Physical Education Department to arrange conveniently for his cooperation in the study.

I look forward to hearing from you at your earliest convenience. Please send your response to my summer address, Post Box 892, Cleveland Mississippi 38732.

Sincerely,

ALFRED ARRINGTON
Dept. of Health, Physical
Education & Recreation
Oklahoma State University
Stillwater, OK 74074

AA/mkm

APPENDIX B

LETTERS RECEIVED FROM ADMINISTRATORS

MISSISSIPPI STATE UNIVERSITY
MISSISSIPPI STATE, MISSISSIPPI 39762

OFFICE OF THE PRESIDENT

June 10, 1974

Mr. Alfred Arrington
Department of Health, Physical
Education & Recreation
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Mr. Arrington:

In response to your letter indicating your desire to obtain our cooperation in pursuing a study of "Men's Physical Education Programs in State Supported Co-Educational Colleges and Universities in Mississippi for 1973-74," I am happy to inform you that Dean M. M. Hawkins, of the College of Education, joins me in assuring you that we shall be glad to work with you.

I suggest that you get in touch with the Head of our Department of Physical Education, Health Education and Recreation, Dr. Donovan Horn, and I am certain that he will be glad to cooperate with you.

Sincerely yours,



William L. Giles
President

mw

cc: Dean M. M. Hawkins
Dr. Donovan Horn



JACKSON STATE COLLEGE
JACKSON, MISSISSIPPI 39217

June 5, 1974

OFFICE OF
THE PRESIDENT

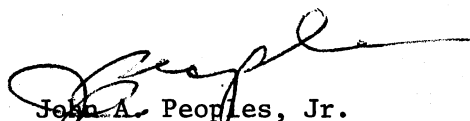
Mr. Alfred Arrington
Department of Health, Physical Education
and Recreation
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Mr. Arrington:

This is to grant you permission to contact
Dr. Melvin I. Evans, Head, Department of Health,
Physical Education and Recreation, regarding our
participation in your study.

Best wishes for a successful project.

Sincerely yours,



John A. Peoples, Jr.
President

JAP:frm

Copy: Dr. Melvin I. Evans
Dr. Estus Smith
Dr. Cleopatra D. Thompson



ALCORN A. AND M. COLLEGE
LORMAN, MISSISSIPPI 39096

OFFICE OF THE PRESIDENT

June 5, 1974

Mr. Alfred Arrington
Department of Health, Physical
Education and Recreation
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Mr. Arrington:

Congratulations on your success in your school work to have come to the point of writing. I grant permission for you to include Alcorn State University in your study.

Sincerely yours,

Walter Washington
Walter Washington
President

WW/ejh



DELTA STATE COLLEGE

Cleveland, Mississippi 38732

June 5, 1974

Office of the
PRESIDENT

Mr. Alfred Arrington
P. O. Box 892
Cleveland, Mississippi 38732

Dear Mr. Arrington:

It was indeed a pleasure to talk with you on June 4, 1974. I am pleased to approve your including the Delta State Physical Education Department in your dissertation research, and by carbon copy of this letter I am requesting Dr. Johnny McDaniel, Chairman of the Department of Health, Physical Education, and Recreation, to work with you.

Please stay in contact with us as you complete requirements for your degree.

Sincere best wishes on your dissertation research.

Cordially yours,

Aubrey K. Lucas
President

AKL/bd

cc: Dr. Johnny B. McDaniel

THE UNIVERSITY OF MISSISSIPPI
UNIVERSITY, MISSISSIPPI 38677

Office of the Executive Vice Chancellor

June 11, 1974

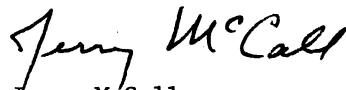
Mr. Alfred Arrington
Department of Health, Physical
Education and Recreation
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Mr. Arrington:

In response to your letter of May 23, 1974, to the University, we are granting you permission to contact Dr. J. Robert Blackburn regarding the study you propose to make as a portion of your doctoral program at Oklahoma State University. Doctor Blackburn will speak for the University in determining how much information and support we can give you.

We wish you success in your educational career.

Sincerely,



Jerry McCall
Executive Vice Chancellor

cc: Dr. J. Robert Blackburn, Chairman
Department of Health, Physical
Education and Recreation
University of Mississippi
University, Mississippi 38677





Office of the President

University of Southern Mississippi

Southern Station, Box 1
Hattiesburg, Mississippi
39401

June 5, 1974

Mr. Alfred Arrington
Department of Health, Physical
Education & Recreation
Oklahoma State University
Stillwater, OK 74074

Dear Mr. Arrington:

Your letter of May 23, 1974, has been received. You have my permission to contact Dr. Walter E. Cooper, Dean, School of Health, Physical Education, and Recreation, Southern Station, Box 5142, Hattiesburg, Mississippi, concerning your study.

Best wishes to you in your doctoral study.

Yours sincerely,

William D. McCain
President

WDM/sdj

cc: Dr. Walter E. Cooper



Mississippi Valley State University

ITTA BENA, MISSISSIPPI 38941

OFFICE OF THE PRESIDENT

June 18, 1974

Mr. Alfred Arrington
Department of Health, Physical Education
and Recreation
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Mr. Arrington:

Mississippi Valley State University is pleased to participate in your study on the Men's Physical Education Programs in State Supported Co-Educational Colleges and Universities in Mississippi for 1973-74. I am requesting Mr. William Brown to serve as our liason person and to cooperate with you in this study.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "E. A. Boykins".

E. A. Boykins
PRESIDENT

EAB:ms

cc: Mr. William Brown, Acting Department Head of Health & Physical Education
Dean of Instruction

AN EQUAL OPPORTUNITY EMPLOYER

APPENDIX C

A COPY OF SCORE CARD SUMMARY

A SCORE CARD FOR EVALUATION OF PHYSICAL EDUCATION
PROGRAMS FOR MEN IN COLLEGES AND UNIVERSITIES

BY

N.P. Neilson

Professor of Physical Education for Men
Brigham Young University, Provo, Utah

James L. Comer

Coordinator, Intercollegiate Athletics
California State College, Hayward, California

Leon E. Griffin

Instructor of Physical Education
University of Utah, Salt Lake City, Utah

PUBLISHED BY

N.P. NEILSON

Brigham Young University
Provo, Utah
1965

FOREWORD

Physical education, embracing the activity program; the graduate and undergraduate professional major and minor sequences of study; the intramural and extramural programs; and intercollegiate athletics, are facing perhaps the most crucial period in their existence. Today the acceptance of physical education as an integral part of the curricular scene in some colleges and universities is being questioned. If physical education is to successfully survive the critics and remain a dynamic part of higher education, administrators and the public must be assured that physical education programs in the respective institutions are sound educational ventures. To determine this, a valid and reliable instrument for program evaluation is desirable.

This Score Card for the Evaluation of Physical Education Programs for Men in Colleges and Universities is such an instrument. The program of activity as well as the many other facets of physical education may be effectively appraised by this Score Card. It should be realized, however, that this is not merely an instrument for an appraisal of what exists, but also shows the proper direction for future development of programs in physical education. The authors have made a significant contribution not only to the present, but also to the future development of the discipline physical education.

William G. Vandenburg
Chairman, Department of Health and
Physical Education
Associate Dean of Instruction
California State College at Hayward

PREFACE

A score card for the evaluation of physical education programs for high school boys was begun in February, 1929, at a regional conference held in California. Under the direction of N.P. Neilson, then State Supervisor of Physical Education for California, twelve regional conferences were held and at each one a discussion of the score card problem brought forth many valuable ideas. As each unit was considered for inclusion in the score card, it was checked against the following criteria: (1) Does the unit have validity? (2) Does the unit justify its inclusion in terms of objectives? (3) Does the unit justify its inclusion in terms of concepts of physical education which are generally accepted? (4) Does the unit encourage the school to improve its score?

When all of the units had been developed, the score card was mimeographed and sent to fifty men holding responsible positions in physical education in California. These experts rendered judgments by first allotting 2,000 points to the five major headings and then distributing these allotments to the various sub-headings. Twenty-four summary sheets were returned involving the judgments of one hundred and twelve persons. Tabulations were made and medians were used as a guide while making the final allotment of points to each unit in the score card. The original score card was published in 1931, by the California State Department of Education, as Bulletin No. E-2.

After considering the problem of developing an instrument for the evaluation of physical education programs for men in colleges and universities it was decided to use the California Score Card as the basis.

The authors admit that this score card has imperfections. Some of the standards may be too high while others may be too low. An attempt has been made to make the units objective wherever possible but certain units, such as the personality and character of instructors, and the teaching effectiveness of instructors, could not be made objective and yet could not be eliminated because of their importance.

The score card may be used voluntarily by colleges and universities as a check list to locate particular points where improvement in programs can be made. The value of the card lies not so much in the total score, as in the analysis of the detailed score in each unit. With the approval of the department head, outside scorers might be used in making the survey. This score card will be found useful in stimulating improvement in programs rather than in comparing an institution's standing with that of another. Its use should result in suggestions to the authors for improvement in the score card itself.

May 1, 1965.

N. P. Neilson

James L. Comer

Leon E. Griffin

CONTENTS

Foreword.....	iii
Preface.....	iv
General Instructions for Scoring	1
A. Instructional Staff	
Professional Preparation (Kind)	2
Professional Preparation (Extent)	12
Professional Preparation (Recency)	13
Membership in Professional Organizations	14
Attendance at Professional Meetings	15
Teaching Experience (Length)	16
*Fitness of Staff Members	17
Personality and Character of Staff Members	18
Teaching Efficiency and Effectiveness of Instructor	20
B. Facilities	
Area of School Site.....	21
Placement of Buildings on School Site	22
Indoor Facilities	23
Outdoor Facilities	31
Equipment	36
Supplies (General)	39
C. Program (Organization)	
Percentage of Students Enrolled	43
Time Allotment for Physical Education Classes	43
Health Examination of Students by Physician, Dentist, and nurse	44
Clinical Examination of Students by Physical Education Instructors	45
Assignment of Students to Classes	47
Size of Activity Classes (Normal Group)	47
Size of Classes (Corrective or Restricted Group)	48
Teaching Load (Assigned Time)	48
Records Kept and Used	49
Credit	50
Grading in Activity Courses	51
Athletic Award Systems	52
D. Program (Activities)	
Instructional Program (Service Program)	53
Intramural Athletics	54
Intercollegiate Athletics	57
E. Administration	
Administrative Organization	58
General Budget	59
Source of Budget Support	60
Budget Ratio	60
Rank of Staff	61
Salaries of Staff	61
Duties of Staff	62
Recruiting Athletes	63
Assignment of Grants-in-Aid to Athletes	63
Distribution of Grants-in-Aid to Athletes.....	64

F. Professional Assistance	
Professional Magazines	64
Professional Books	65
Microcards	71
G. Teacher Education Program	
Undergraduate Program	72
Graduate Program	72
Master's Degree Program	73
Doctor's Degree Program	74
H. Score Card Summary Sheet	
Score Card Summary	75

A SCORE CARD FOR EVALUATION OF PHYSICAL EDUCATION
PROGRAMS FOR MEN IN COLLEGES AND UNIVERSITIES

General Instructions for Scoring

In the score card there first appears a brief statement of standards, then explanations of technique of scoring, followed by the scoring device. Each unit may be more important than the score allotted to it indicates, because some units are interdependent. For example, no students enrolled in physical education would negate other units and outdoor courts and fields are possible only on a school site with sufficient area.

A reasonable time before the scoring takes place, the department head and physical education instructors of the institution should be informed and asked to assemble the necessary data. The following information should be ready and in convenient form at the school: transcripts of all professional preparation completed to date by each staff member; receipts for dues or membership cards showing present affiliation with professional organizations; dates held and nature of professional meetings attended during the past twelve months; places and years of teaching experience in physical education; record for each instructor of a recent examination by a physician; dimensions of all rooms used in connection with the program; number of bleacher seats; dimensions of outdoor play fields and courts; list of gymnasium and outdoor equipment; number of men taking physical education; the number enrolled in each physical education class; total number of minutes weekly each physical education instructor is assigned to duty; sample record cards used; written material on the school award system; yearly program of classes taught by each physical education instructor; records of the intramural and intercollegiate athletic programs; a list of professional magazines available at the school; and an alphabetical list of all physical education books in the school or physical education departmental library (library card file by authors may be sufficient here).

Better results will be secured if the following suggestions are observed:

1. The scorer, the department head, and the physical education instructors concerned should be thoroughly familiar with the score card.
2. The scoring should be done by a person approved by the department head and one who is familiar with the physical education program in general.
3. Scorer should be familiar with what constitutes adequate heat, light, ventilation, and sanitation of the indoor plant.
4. The person doing the scoring should do all the writing on the score card.
5. Scoring should be done in the presence of either the physical education instructors, the department head, or both.

- 2 -

6. Score each unit independently of all others.
7. Scorer should score the conditions as they exist at the time of scoring and not include improvements contemplated for the future (unless under construction).
8. Under indoor and outdoor facilities, score less if the facilities which are used are far removed from the school site.
9. Keep in mind that in certain units the score has been increased to avoid using fractions or decimals; hence, the total must be divided by a given number.
10. In units where evaluation is almost or entirely subjective, secure the combined judgments of three adult persons competent to judge those units.
11. The final score given to each unit in the score card should be to the nearest whole number of points.
12. The scoring should be completed during one day.

THE SCORE CARD

A. INSTRUCTIONAL STAFF

I. PROFESSIONAL PREPARATION (KIND)

When considering an instructor or professor for employment, administrators pay particular attention to the professional preparation the applicant has had in the field or fields for which the person is being employed. All other things being equal, it is assumed that extended professional preparation gives the instructor or professor an advantage which is reflected in the progress of his students.

Several modifications in course names have been made as a result of recent professional conference reports. To assist in better interpretation when rating the professional preparation of personnel, alternate course names in some instances have been indicated, or may be allowed.

Some courses have been judged to be of greater importance than others for the preparation of physical education teachers. The courses listed are grouped and according to judgment, have been assigned points according to their importance in professional preparation. As each person is not expected to have had all of the courses listed, the total number of points allotted may be greater than that required for a perfect score in order to give a reasonable selection.

TO SCORE: Under staff members write in column 1 for the first member the number of points allotted after each course for which he can verify, by an authentic transcript from an institution, some credit of college grade (credits earned in high school and teaching experience not to be counted). In cases where the staff member has completed the course but

- 3 -

received no college credit, it may be counted, provided equivalency is established. The scorer is to judge equivalency of names and courses. The second staff member is recorded in the same way in column 2; the third in column 3, etc. Include all persons teaching in the men's physical education department, whether it be in the instructional period, special classes, intramural athletics, or intercollegiate athletics. Any instructor assigned to three hours or more per week should be included.

Where the staff member has completed courses in groups B to E inclusive, which cannot be checked against the course names that appear in the form, then list and allow one point for each quarter hour of credit the person has completed. The maximum number of points to be so allowed must not exceed 30. These points should be recorded, circled, and then added to the other points made.

After all staff members have had their preparation scored, add points across to the right, then add all columns down. The sum of the "total points made column" should equal the sum of the totals of the individual staff member's columns, and this divided by the number of staff members gives the average number of points. The average number of points equals the score given.

It should be remembered that check marks are not placed in the staff member columns. The points allowed are placed in these columns. If desired, the staff member's name may be written at the top of the column in which he is scored. Construct an additional chart if needed.

- 4 -

Group	No.	Course Name	Q Cr.	Prof.* Educ.	Pts.	Staff Members			
						1	2	3	4
F D S C I E N C E C O U R S E S	1	Anatomy (Human)	5	10	5				
	2	Biology (General) or Zoology (Vertebrate)	5	10	5				
	3	Chemistry (Introductory course)	5	10	5				
	4	Physics (General course)	5	10	5				
	5	Physiology (Human) (Introductory course)	5	10	5				
	6	Psychology (Introductory course)	5	10	5				
	7	Sociology (Introductory course)	5	10	5				
	8								
		Total	35	70	35				
E D U C A T I O N A L C O U R S E S	1	Child Growth and Development	3	10	5				
	2	Directed Teaching (Practice Teaching)	9	18	9				
	3	Educational Psychology	3	8	4				
	4	Guidance	3	6	3				
	5	History of Education	3	6	3				
	6	Introduction to Educa- tion	2	6	3				
	7	Methods of Teaching (General)	3	8	4				
	8	Organization of Public Education (State School Law etc.)	2	4	2				
	9	Problems in Secondary Education (General course)	3	8	4				
	10	Tests and Measurements (or Elon, Statistics)	3	8	4				
	11								
		Total	34	82	41				

*This column to be used only in connection with the undergraduate program as indicated on page 72 in the score card.

Group	No.	Course Name	Q Cr.	Prof. Educ.	Pts.	Staff Members			
						1	2	3	4
"C" H E A L T H E D U C A T I O N	1	Personal Health Prob- lems (Personal Hygiene)	2	4	2				
	2	Prevention and Emergenc Care of Injuries (First Aid, Safety Education)	3	4	2				
	3	School Health Program	3	8	4				
	4	Community Health Program	3	6	3				
	5	Health Teaching in Secondary Schools	3	8	4				
	6								
		Total	14	30	15				
"D" P H Y S I C I E N C E C O U R S E S	1	Administration of Physical Education	3	6	3				
	2	Corrective Physical Education	3	6	3				
	3	History of Physical Education	2	4	2				
	4	Introduction to Physi- cal Education (Orien- tation)	3	6	3				
	5	Kinesiology (Analysis of Human Movement)	4	8	4				
	6	Leadership Organiza- tion (Administration)	3	6	3				
	7	Mechanical Analysis of Activities	3	6	3				
	8	Methods in Aquatics	2	4	2				
	9	Methods in Individual Activities	2	4	2				
	10	Methods in Officiating	1	2	1				
	11	Methods in Team Sports	2	4	2				
	12	Methods in Coaching	2	4	2				
	13	Methods in Dance Activities	2	4	2				
	14	Physiology of Activity	3	8	4				
	15	Tests and Measurements	3	8	4				
	16								
		Total	38	80	40				

Group	No.	Course Name	Q Cr.	Prof. Educ.	Pts.	Staff Members			
						1	2	3	4
"D-2" S T A U T. N T. T	1	Gymnastic Activities (Apparatus Activities)	2	6	3				
	2	Tumbling	1	2	1				
"D-3" D A A N C E T.	3	Ballroom Dancing	1	2	1				
	4	Folk Dancing	1	2	1				
	5	Modern Dance	1	2	1				
	6	Square Dancing	1	2	1				
"D-4" A T H L E T I C I T I E S	7	Archery	1	2	1				
	8	Badminton	1	2	1				
	9	Baseball	1	4	2				
	10	Basketball	1	6	3				
	11	Bowling	1	2	1				
	12	Football	1	6	3				
	13	Golf	1	4	2				
	14	Handball	1	2	1				
	15	LaCrosse	1	2	1				
	16	Soccer	1	4	2				
	17	Softball	1	2	1				
	18	Speedball	1	4	2				
	19	Tennis	1	6	3				
	20	Track and Field	1	6	3				
21	Volleyball	1	2	1					
22	Weight Training	1	4	2					

Group	No.	Course Name	Q Cr.	Prof. Educ.	Pts.	Staff Members			
						1	2	3	4
"D-5" C O A M C B T. A T.	23	Fencing	1	2	1				
	24	Judo	1	2	1				
	25	Wrestling	1	4	2				
"D-6" W A A T C E R	26	Boating Activities	1	2	1				
	27	Diving	1	2	1				
	28	Life Saving	1	2	1				
	29	Swimming (Water Safety)	1	6	3				
"D-7" W I A N C T T. E R	30	Ice Hockey	1	2	1				
	31	Skating	1	2	1				
	32	Skiing	1	2	1				
"D-8" F O M M R O E M V N A E - T L S	33	Calisthenic Drills	1	4	2				
	34	Marching	1	2	1				
Total			35	106	53				
"E" R E C O R D U R E R A S T E I O N	1	Introduction to Recreation	3	6	3				
	2	Playground Leadership	2	6	3				
	3	Problems in Camping	2	6	3				
	4	Social Recreation Leadership	3	6	3				
Total			10	24	12				
Grand Total			166	392	196				

Out of 196 possible points, 175 points is the maximum number which will be allowed for any one instructor. The total points made _____, divided by the number of instructors _____, equals the average points made _____; the average points made _____, is the score given _____.

Score Possible

Score Given

175

II. PROFESSIONAL PREPARATION (EXTENT)

It is possible under professional preparation (kind) for an instructor to secure a high score by having a very limited amount of experience in nearly all the courses mentioned taken during four years of college work. This unit gives the industrious and ambitious instructors the advantage over others by allowing additional points for 15 quarter hour intervals above the baccalaureate degree. Instructors who teach activity courses only are given full credit if they have the master's degree (45 hours).

To Score - Each instructor verifies, by transcript of record, the total number of college credits he has earned. Three quarter hours are equal to two semester hours. Graduation from college is considered to require 180 quarter hours. Record for each staff member in the appropriate column the number of points assigned opposite the number of quarter hours he has earned. Include all persons teaching in the men's physical education department, as explained in Unit I. The average for all staff members being scored is the score given.

College credit earned above the baccalaureate degree	Teaching	
	Theory or Theory and Activities Points	Activities Only Points
0-15 quarter hours	45	50
16-30 quarter hours	75	100
31-45 quarter hours	100	150
46-60 quarter hours	120	
61-75 quarter hours	135	
76-90 quarter hours	145	
91-above quarter hours	150	

Staff Members													
No.	1	2	3	4	5	6	7	8	9	10	11	12	13
Score													

Staff Members													Total Points Made
No.	14	15	16	17	18	19	20	21	22	23	24		
Score													

The total points made _____, divided by the number of instructors _____, equals the score given _____.

Score Possible

150

Score Given

V. ATTENDANCE AT PROFESSIONAL MEETINGS

It is generally conceded that staff members need the stimulation to be gained through frequent contacts with others in their own field or in education generally. Professional development should result from voluntary attendance at meetings where educational problems, in which the member is interested, are discussed.

TO SCORE - Count meetings where attendance is required or voluntary. Meetings called by the immediate department in which the person is working are not to be counted. Include all persons teaching physical education in the men's department, as explained in Unit I. The maximum score for any one staff member is 50 points. Record for each member in his column the number of points allotted according to the number of professional meetings, other than regular departmental meetings, which he has attended during the last 12 months. The average for all staff members being scored is the score given.

Number of Professional Meetings Other Than Departmental, Attended During Last 12 Months	Points Possible
One	10
Two	25
Three	40
Four	50

Staff Members														
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Score														

Staff Members											Total Points Made
No.	15	16	17	18	19	20	21	22	23	24	
Score											

The total points made _____, divided by the number of instructors _____, equals the score given.

Score Possible

50

Score Given

III. PROFESSIONAL PREPARATION (RECENCY)

Some staff members fail year after year to take additional courses to improve their professional preparation. This unit attempts to measure recency of training, by the willingness of staff members to take additional training in extension or residence courses.

TO SCORE - Record for each staff member in his column the number of points according to the recency of the credit hours completed. Example: If a staff member has completed nine quarter hours within the last four years immediately preceding the time of scoring, he would be scored 60 points; if he has completed only three quarter hours within the last eight years he would be scored 20 points. Score each staff member only once. Include all persons teaching physical education in the men's department, as explained in Unit I. Do not rate staff members with doctor's degrees. The average for all staff members being scored is the score given.

Staff member has completed the number of quarter hours within:	Credits		
	3	6	9
	Points		
Three Years	50	60	75
Four Years	40	50	60
Six Years	30	40	50
Eight Years	20	30	40

No.	Staff Members												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Score													

No.	Staff Members												Total Points Made
	14	15	16	17	18	19	20	21	22	23	24		
Score													

The total points made _____, divided by the number of instructors _____, equals the score given.

Score Possible

75

Score Given

IV. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

One criterion of professional attitude is willingness to contribute support by voluntary affiliation with local, state, and national organizations.

To Score - Record for each staff member in his column, the total points earned according to the schedule in the table. The score for any one instructor cannot exceed 50 points. Include all persons teaching physical education in the men's department, as explained in Unit I. The average for all staff members being scored is the score given.

At time of scoring the Instructor is a member of the following organizations:		Points Possible
1.	American Association for Health, Physical Education and Recreation	12
2.	National Education Association	10
3.	State Association for Health, Physical Education and Recreation	8
4.	State Education Association	6
5.	Other (List)	7
6.	Other (List)	7
Total		50

Staff Members														
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Score														

Staff Members											Total Points Made
No.	15	16	17	18	19	20	21	22	23	24	
Score											

The total points made _____, divided by the number of instructors _____, equals the score given _____.

Score Possible

50

Score Given

VI. TEACHING EXPERIENCE (LENGTH)

Expert judgment seems to indicate that the average person improves very little, because of teaching experience only, after the fourth or fifth year in the same position. Some staff members profit more by experience than others. The points allotted for experience increase rapidly up to five years, and then increase gradually.

TO SCORE - Only teaching experience in physical education, or the equivalent, is to be scored. A particular year of experience can be scored only once. Fractional years of experience in physical education are to be given when service has been half time or less. Points for a year's experience are not counted unless the year is more than half completed at time of scoring. Include all persons teaching physical education in the men's department, as explained in Unit I. Record for each staff member in the appropriate column the points allotted according to his length of teaching experience. The average for all persons being scored is the score given.

Years of Teaching Experience in Physical Education	Points
One	40
Two	70
Three	95
Four	115
Five	130
Six to nine	140
Ten and over	150

Staff Members														
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Score														

Staff Members											Total Points Made
No.	15	16	17	18	19	20	21	22	23	24	
Score											

The total points made _____, divided by the number of instructors _____, equals the score given.

Score Possible

150

Score Given

No.	Staff Members										Total Points Made
	15	16	17	18	19	20	21	22	23	24	
Score											

The total points made _____, divided by the number of instructors _____, equals the score given.

Score Possible

Score Given

75

VIII. PERSONALITY AND CHARACTER OF STAFF MEMBERS

Due to the difficulty of distinguishing between personality and character traits they have been listed together. Good personality and character of a high order are essential to the success of persons in all fields of instruction. While other personality and character traits might be added to the list given, it is believed that the ones mentioned are a fair sampling of the more important traits.

TO SCORE - Evaluation of the personality and character traits of each staff member should be the result of the combined judgments of three adults who know the person intimately; one may be the person himself. Score all persons teaching physical education in the men's department, as explained in Unit I. The definitions of the columns under points are: (a) excellent, (b) good, (c) average, (d) below average, (e) poor. The definitions of the traits used are:

Accuracy. Freedom from mistakes; precision; correctness.

Alertness. Watchful; ready to act; on the lookout for danger.

Cooperation. The ability to work harmoniously with other persons.

Honesty. Trustworthiness; integrity; truthful; free from fraud.

Industry. Steady attention to business; diligence; not slothful or idle.

Initiative. Energy displayed in the development of new fields.

Judgment. Making intelligent decisions; logical discriminations.

Leadership. Showing the way; directing action or movement; being followed by others.

Loyalty. Giving active support to the policy of the institution.

Neatness of dress. Being clean and appropriately dressed.

Refinement in Manners. Moderation and taste with respect to what is pleasing and in good usage.

Self-control. Self-direction; control over emotions; having balance.

Sense of humor. Ability to appreciate amusing situations.

Social Adaptability. Being friendly with people and at ease in their presence.

Sportsmanship. Fairness; a good loser and graceful winner.

Tact. Discernment of the best course of action under given conditions; ability to deal with others without giving offense.

Record for each staff member in the appropriate column the points allotted under (a), (b), (c), (d), and (e) opposite each trait according to the composite rating of the judges. The average for all persons being scored is the score given.

No.	Traits	Points				
		a	b	c	d	e
1.	Accuracy	8	7	6	4	2
2.	Alertness	8	7	6	4	2
3.	Cooperation	8	7	6	4	2
4.	Honesty	8	7	6	4	2
5.	Industry	7	6	5	3	2
6.	Initiative	8	7	6	4	2
7.	Judgment	8	7	6	4	2
8.	Leadership	8	7	6	4	2

No.	Traits	Points				
		a	b	c	d	e
9.	Loyalty	8	7	6	4	2
10.	Neatness of Dress	8	7	6	4	2
11.	Refinement in manners	8	7	6	4	2
12.	Self-control	8	7	6	4	2
13.	Sense of humor	7	6	5	3	2
14.	Social adaptability	7	6	5	3	2
15.	Sportsmanship	8	7	6	4	2
16.	Tact	8	7	6	4	2
Total		125	111	93	61	32

No.	Staff Members													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Score														

No.	Staff Members										Total Points Made
	15	16	17	18	19	20	21	22	23	24	
Score											

The total points made _____, divided by the number of instructors _____, equals the score given.

Score Possible

125

Score Given

IX. TEACHING EFFICIENCY AND EFFECTIVENESS OF INSTRUCTOR

Physical education offers a rich opportunity and a tremendous challenge to the educator. High morale, performance of duty, and constant improvement result from effective teaching. The problem of the leader is to utilize such techniques, devices and procedures as will assist students to help themselves in attaining proper objectives in the least amount of time and in the most efficient manner. The items listed have been grouped under: (a) teaching, (b) organization, (c) knowledge, and (d) personal.

Evaluation of the items listed under teaching efficiency should be the result of the combined judgments of three adults who know the work of the person intimately. One judge may be the instructor himself.

To Score. Score all persons teaching physical education in the men's department as explained in Unit I. The definitions of the columns under points are: (a) excellent, (b) good, (c) average, (d) below average, (e) poor. Explanations of the items listed are:

Attention to Individual Needs. Daily adaptation of program for each pupil.
Discipline. The ability to direct and focus the attention of the class on the work at hand.

Teaching Techniques. Procedures used in teaching students.

Ability to Organize. Logical arrangement of students, program, facilities, and time schedule.

Daily Preparation. A lesson plan thought out for each class period.

Economy of Time. Efficient arrangement of procedures to enable maximum accomplishment during the day.

Knowledge of Subject Matter. Ability in the activities combined with related knowledge.

Attitude Toward Work. Is the instructor cheerful, enthusiastic, and sincere toward the problems to be met?

Efficiency in Making Reports. Is the instructor prompt and accurate in making reports.

Promptness. Is the instructor habitually on time?

Use of English. Is the instructor's speech effective, free from slang and profanity, as well as grammatically correct?

Voice. Is the tone clear, pleasing, well pitched; does it have the requisite volume; and does the instructor speak at a moderate rate?

Record for each staff member in the appropriate column the points allotted under (a), (b), (c), (d), or (e) opposite each item according to the composite rating of the judges. The average for all staff members being scored is the score given.

Attributes of Teaching Efficiency		Points				
		a	b	c	d	e
A	Attention to individual needs	13	11	8	5	2
	Discipline	13	11	8	5	2
	Teaching Techniques	13	11	8	5	2
B	Ability to organize	13	11	8	5	2
	Daily Preparation	13	11	8	5	2
	Economy of Time	13	11	8	5	2

Attributes of Teaching Efficiency		Points				
		a	b	c	d	e
C	Knowledge of subject matter	12	10	7	4	2
	Attitude toward work	12	10	7	4	2
	Efficiency in making reports	12	10	7	4	2
D	Promptness	12	10	7	4	2
	Use of English	12	10	7	4	2
	Voice	12	10	7	4	2
Total		150	126	90	54	24

Staff Members														
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Score														

Staff Members											Total Points Made
No.	15	16	17	18	19	20	21	22	23	24	
Score											

The total points made _____, divided by the number of instructors _____, equals the score given.

Score Possible

150

Score Given

B- FACILITIES

I. AREA OF SCHOOL SITE

The modern physical education program in the college and University stresses the use of different activities which necessitate large, level, outdoor play areas. Where sufficient land is not available, the game type of program becomes impossible. This unit is so arranged as to require an increased acreage with an increased enrollment of the institution.

TO SCORE. Determine the total number of acres in the site, then deduct the approximate acreage which is unsuitable for buildings, play areas or for other play purposes. This is the acreage usable. Next determine the total enrollment (men and women). The points in the column under acreage (usable) and opposite the total enrollment are the number of points to be given. Circle the points and record in the square "Score Given".

Total Enrollment	Number of Acres Usable									
	0-40	41-60	61-70	71-80	81-90	91-100	101-150	151-200	201-300	301-400
0-500	45	65	95	115	140	150	150	150	150	150
501-1000	40	55	85	105	130	145	150	150	150	150
1001-2000	35	45	75	95	120	140	150	150	150	150
2001-3000	30	40	65	85	110	135	150	150	150	150
3001-4000	25	35	55	75	100	130	150	150	150	150
4001-5000	20	30	45	65	90	125	145	150	150	150
5001-10000	15	25	35	55	80	115	135	150	150	150
10001-15000	10	20	30	45	70	100	125	145	150	150
15001-20000	5	15	25	40	60	85	110	135	145	150
20001-over	0	10	20	35	50	70	95	125	140	150

Score Possible

Score Given

150

II. PLACEMENT OF BUILDINGS ON SCHOOL SITE

Not only should the school site include enough acreage to meet the standards set, but it is also important that school buildings be placed on the site so as to leave unbroken play space for physical education purposes. Where buildings are badly placed, areas too small for regulation fields and courts often result. In some cases, because of poor building placement, courts and fields are located with the long axis other than north and south.

TO SCORE. Record the points found opposite the statement which describes most nearly the condition which exists.

Placement of buildings on site	Points Possible	Points Made
Play space badly broken by buildings	15	
Play space partly broken by buildings	30	
Play space unbroken by buildings	50	

Score Possible

Score Given

50

III. INDOOR FACILITIES

If students are to be suitably dressed for and have shower baths after taking part in a well-balanced program of activities, certain indoor facilities are essential. Health service rooms, rest rooms, office space for staff members, storage space, dressing rooms, locker space, showers, toilet facilities, and exercise floors are necessary.

Standards for Each Facility

1. EXERCISE FLOOR - Minimum size should be as follows: width 70 feet; length 110 feet; and height to square 22 feet. Maple or other hardwood floor; appropriate lines for all court games to be played painted on the floor in varying widths and colors so as to be distinct but not confusing; walls smooth; interior painted light color, but not glaring; if windows, easily opened; radiators recessed if lower than seven foot level; adequate light, heat, ventilation and sanitation; away from academic buildings; accoustics good; accessible to students and public; maximum of six basketball goals (two cross courts and one end court); smooth area at least twelve feet high along one end or side wall for handball or tennis strokes.
2. BASKETBALL FLOOR WITH BLEACHERS - Main court of regulation size, a minimum of six feet (eight feet preferred) at the ends and sides of all basketball courts; spaced provided for folding bleachers installed on main floor; amount of space will vary according to enrollment; roll-a-way bleachers should be recessed if feasible; when number of seats exceeds 5,000, at least one-third should be of roll-away type; structural supports should not be in front of bleachers; width of each seat should be at least 18 inches; line of sight correct; bleachers safe and clean; floor should be constructed of maple or other hardwood; appropriate lines painted on the floor so as to be distinct but not confusing.
3. FIELDHOUSE - The primary function of a fieldhouse is to provide indoor facilities for outdoor activities. It is not a substitute for the gymnasium, but is complementary and supplementary to other facilities used in the conduct of activities. Activities conducted in this structure may include physical education classes; intramural activities; and practice in various sports such as football, basketball, track and field, baseball, tennis, and archery. A fieldhouse with spectator accommodations may be used for basketball games, demonstrations, tournaments, exhibitions, concerts, and commencements. Size should be in direct proportion to activities accommodated.
4. APPARATUS OR GYMNASTIC ACTIVITY ROOM - A smaller exercise floor where mats, apparatus, etc. are kept; to be used for a second activity room; minimum size: width 40 feet, length 70 feet, and height to square 20 feet; maple or other hardwood floor; walls smooth; interior painted light color, but not glaring; if windows present, easily opened; adequate light, heat, ventilation and sanitation; accessible; separate facilities for storing temporary equipment. In institutions with limited enrollment, it may be used also as a corrective room, wrestling room, or weight training area.

5. HANDBALL COURTS - An acceptable size for a handball court is 20 feet wide, 40 feet long, and 20 feet high. Mechanical ventilation and artificial lighting should be provided. All inside court surfaces, including the doors, should be flush with no projections inside of the court area. The floor should be of first grade maple, splinter proof, and of natural color. Walls should be of wood construction over which is laid a diagonal subsheating; vertical-grained fir should be laid on top of the subsheating. Walls and ceiling should be painted flat white. Ceiling lights should be embedded in the ceiling and a type of reflector used that throws the light directly on the front wall of the court.
6. KITCHEN OR KITCHENETTE - The social, recreational use of the gymnasium requires the inclusion of a kitchen or kitchenette; outside delivery entrance; stove; sink; hot and cold water; cupboards, dishes; silverware; service counter to open area. Give credit if located elsewhere in the school.
7. DANCE FLOOR - Size approximately 40' x 80'; minimum height 16' (equipment is scored under equipment); adequate light, heat, ventilation and sanitation; arrangement good; accessible. Assumed to be part of facilities provided for women and used jointly by men and women.
8. CLASS ROOMS - To be used for physical education classes, talks by instructors to athletic teams, and general announcements; minimum size, 20' x 30'; equipped with seating facilities; blackboard space, desk, book shelves, closet, moving picture screen, and charts; adequate light, heat ventilation and sanitation; in large institutions, part of physical education plant; in small institutions, convenient to physical education department.
9. LARGE LECTURE ROOM - To be used for lectures to large or combined classes; audio-visual facilities; minimum size to accommodate 60 to 80 students and size to increase with enrollment.
10. SEMINAR AND CONFERENCE ROOM - To be used for seminar classes and staff conferences; minimum size 20' x 30' and may be increased with enrollment; equipped with movable tables, chairs, blackboard, and audio-visual facilities.
11. RESEARCH AND TESTING LABORATORY - To be used as a teaching station and testing laboratory for undergraduate and graduate students. Minimum size, large enough to accommodate 20 or 25 students and the necessary equipment and supplies.
12. HEALTH UNIT ROOMS - This unit should include one or more rooms to be used for first-aid, health examinations, personal health conferences, and by physician, dentist and nurse. One room may serve all of these purposes up to an enrollment of 500 men; where enrollment exceeds 500 men, other rooms should be added to include an office for physician and nurse and a waiting room; adequate light, heat, ventilation and sanitation; equipped with one or more hospital beds; hot and cold water; first-aid supplies; chairs, desk; sink; soap; sitz tub; eye chart; full-length mirror; one or more folding screens; files; table; toilet facilities adjoining; closet; and cabinets. May be located in a health service building if building is near the gymnasium.

13. OFFICES FOR STAFF - In an institution having one or two physical education staff members, a single office 10' x 12' may suffice; with several staff members, an administrative office and individual offices should be provided; adequate light, heat, ventilation, and sanitation; conveniently located for supervision of fields, locker room and exercise floor; showers, dressing room and toilet facilities for staff members; book shelves for department library; desks; files; chairs; and mirrors.

14. SUPPLY ROOMS - Located in the gymnasium, fieldhouse and stadium. Minimum floor area, 100 square feet; size to increase with enrollment; used to store supplies which are in constant use; adequate light, heat, ventilation, and sanitation; equipped with shelves and delivery counter; convenient to offices and dressing rooms; storage space for clean and soiled towels. In larger institutions a separate room for towels and swimming suits is desirable.

15. STORAGE ROOMS - Located in the gymnasium, fieldhouse and stadium. To be used for storing supplies not in daily use; should be adjacent to supply room; minimum floor area, 150 square feet and size to increase with enrollment; adequate light, heat, ventilation, and sanitation; equipped with shelves, storage bins, and clothes hangers.

16. DRESSING ROOMS - Located in the gymnasium, fieldhouse and stadium. Area to be used for dressing purposes; large enough to provide free space (exclusive of lockers) equal to 12 square feet per student for the largest number dressing in any one class period; adequate light, heat, ventilation, and sanitation; provided with strong non-moveable benches; adequate drainage so floor can be hosed out; room painted light color, but not glaring; toilets adjacent; drinking facilities; washing facilities; mirrors; location permitted under bleacher areas providing sufficient head-room, one outside wall, and floor not more than four feet below ground level. Dressing rooms not to be placed under other floor areas; dressing room built in one story and with skylights in ceiling preferred.

17. EXTRA DRESSING ROOMS - Where intercollegiate athletic competition is held, an extra dressing room for visiting teams is desirable. It should have a minimum floor area of 400 square feet; adequate light, heat, ventilation, sanitation; toilet and shower facilities convenient; provided with lockers and hooks where clothes can be hung. In larger institutions additional dressing rooms, with showers, are necessary for faculty, athletic teams, and community groups.

18. ATHLETIC-TRAINING ROOM - This unit should consist of a minimum of one large room, two smaller rooms, and a supply storage closet. The large room should serve for bandaging and readying of the players. One of the small rooms should contain hydrothermal equipment, while the other should house the electric therapeutic equipment. The supply closet should be large enough to store all medical and training room supplies. A slop sink should be in or near the training room suite. There should be hot and cold running water, a number of electric outlets, and ample space for a movable whirlpool therapeutic bath. Each smaller room should be not less than 10' x 20' in size. Size of the general service room will depend upon the size of the athletic squads it serves.

19. LOCKERS - Individual steel lockers, 12" x 12" x 36" or 9" x 18" x 36" preferred; lockers in double tier, set on four-inch concrete or tile covered base, and arranged properly as to light and conservation of space; individual combination padlocks or combination locks preferred; large individual lockers for use by athletic team members during a season. Where other types of systems, such as basket system, cubicle system, eight or six to one, are used, scoring is to be done on the basis of adequacy, sanitation, safety and convenience.
20. DRYING ROOM (SUITS) - Necessary in larger institutions and especially where no other provisions have been made. Used for drying swimming suits and athletic uniforms; minimum floor area, 200 square feet and to increase with enrollment; adequate ventilation, and sanitation; equipped with heat and facilities for hanging suits.
21. SHOWER ROOM - Size of room to vary with enrollment of men in physical education; 15 square feet of floor area for each shower head. The number of shower heads recommended is one for each four men taking physical education during period having largest enrollment; the minimum should be one for each six men; no institution should have less than four shower heads; tiled floor area and walls tiled 4'9" high, preferred; adequate light, heat, ventilation, sanitation, and drainage; drainage to side of room; no floor covering; no steps; hot and cold water; liquid soap from central container, from nickel plated wall stubs; shower heads and controls exposed; piping behind walls; fixed shower heads close to wall placed at three levels at chin height to prevent wetting hair; overhead type not desirable; central maximum heat control; individual hot and cold mixing valves at each shower; drying room between shower and dressing room preferred; size of drying room in proportion to enrollment; towel service convenient to drying room.
22. SWIMMING POOL - General utility pool may be covered or open air, depending upon climatic conditions; size 35' x 75'; depth, 3'6" shallow end, and 10 feet in deep end; should not be under a building unless light ratio is properly maintained and in no case should the net height be less than 18' 0"; pool, runways, and 5'0" wainscot preferred in tile; adequate light, heat, ventilation, sanitation, and drainage; ladders recessed; runways surrounding pool, minimum width 5 feet on sides and 12 feet on each end; runway not to exceed 12" above water level in pool; provision for preventing spectators in street shoes from walking or standing on the runways; swimmers' entrance to the pool through shower room; adequate machinery for heating, filtration and sterilization; standard spring board; depths of pool and floor lanes marked; safety provisions; no exposed pipings; all radiators brass and recessed; all exposed metal noncorrosive; bleachers for one-tenth of student enrollment (as a minimum); bleachers, temporary or permanent (temporary preferred); bleachers must be safe and clean. Size and depth may be different from above for pools planned for instruction and diving only.

23. SANITARY FIXTURES - Toilets and urinals should be convenient to dressing room and play areas; cement, tiled or terrazzo floors; urinals of vitrified china type with tile or terrazzo step about 5 inches high pitched toward urinal. Toilet stalls 4'9" high; wash basins; soap containers; paper towels or drying machines; mirrors; drinking fountain; custodian closet. All fixtures should be in a sanitary condition.
24. INTERNAL ARRANGEMENT - Score convenience of arrangement of different units in gymnasium building. Units should be arranged in logical order according to the services they are designed to render.

TO SCORE - For each type of facility, three factors must be considered: (1) the number of men enrolled in physical education; (2) the number of units required; (3) the quality and condition of each facility. The points to be given each facility after considering these factors are indicated in the form. The score for each type of facility should be estimated according to how well it meets the standards given; the rating (a) good, (b) average, (c) poor. Absence of the facility (where required) would score zero. Wherever the facility is not required, i.e., an institution with 200 men would not need a dance floor or a second exercise floor, an asterisk (*) has been placed and part or all of the number of points for this facility allowed under "Score Possible" should be given, provided some other facility can be used to accommodate the activity. In no case can the "Total Points Made" be greater than the "Score Possible". Under "Number of Rooms," circle the number of rooms being scored.

In small institutions, because of cost, it may be necessary for men and women to use certain facilities in common. Where this is done, the same facility may be judged for both up to a total school enrollment as follows; Exercise floor, 300; apparatus or activity room, 1000; kitchen or kitchenette (total enrollment); classroom, 600; corrective room, 600; health unit rooms, total enrollment; swimming pool, 1800.

NAME OF FACILITY	No. of Units	MEN ENROLLED IN PHYSICAL EDUCATION																								Score Possible	Total Points Made			
		0-500			501-1500			1501-2500			2501-3500			3501-5000			5001-7000			7001-10,000			10,001-over							
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c					
1	Exercise Floors	1	18	12	6	18	12	6	18	12	6	18	12	6	12	9	6	12	9	6	12	9	6	12	9	6	18			
		2	*	*	*	*	*	*	*	*	*	*	*	*	18	15	12	18	15	12	15	12	9	15	12	9				
		3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	18	15	12	18	15	12				
2	Basketball Floor & Bleachers	1	16	12	8	16	12	8	16	12	8	16	12	8	16	12	8	16	12	8	16	12	8	16	12	8	16			
			1500			3000			5000			7500			10,000			12,000			15,000									
3	Fieldhouse	1	*	*	*	22	14	6	22	14	6	22	14	6	22	14	6	22	14	6	22	14	6	22	14	6	22			
4	Apparatus or Activity Room	1	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	10	6	2	10	6	2	14			
		2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	14	10	6	14	10	6				
5	Handball Courts	2	10	9	8	10	9	8	8	7	6	8	7	6	6	5	4	6	5	4	4	3	2	2	1	0	10			
		4	*	*	*	*	*	*	10	9	8	10	9	8	8	7	6	8	7	6	6	5	4	4	3	2				
		6	*	*	*	*	*	*	*	*	*	*	*	*	10	9	8	10	9	8	8	7	6	6	5	4				
		8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	10	9	8	8	7	6				
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	10	9	8						
6	Kitchen or Kitchenette	1	*	*	*	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6			
7	Dance Floor	1	*	*	*	*	*	*	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8			
8	Classrooms	2	*	*	*	*	*	*	10	8	6	10	8	6	8	6	4	8	6	4	6	4	2	6	4	2	10			
		4	*	*	*	*	*	*	*	*	*	*	*	*	10	8	6	10	8	6	8	6	4	8	6	4				
		6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	10	8	6	10	8	6							
9	Lge. Lecture Room	1	*	*	*	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10			
10	Seminar and Conference Room	1	*	*	*	8	5	2	8	5	2	8	5	2	8	5	2	8	5	2	8	5	2	8	5	2	8			
11	Research and Testing Laboratory	1	*	*	*	*	*	*	18	12	6	18	12	6	18	12	6	18	12	6	18	12	6	18	12	6	18			
12	Health Unit Rooms	1	10	8	6	10	8	6	10	8	6	8	6	4	8	6	4	6	4	2	4	2	0	4	2	0	10			
		2	*	*	*	*	*	*	*	*	*	10	8	6	10	8	6	8	6	4	6	4	2	6	4	2				
		3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	10	8	6	8	6	4	8	6	4				
		4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	10	8	6	10	8	6							
13	Offices	2	16	10	4	6	4	2	4	2	0	4	2	0	4	2	0	4	2	0	4	2	0	4	2	0	2	1	0	

NAME OF FACILITY	No. of Units	MEN ENROLLED IN PHYSICAL EDUCATION																								Score Possible	Total Points Made
		0-500			501-1500			1501-2500			2501-3500			3501-5000			5001-7000			7001-10,000			10001-over				
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c		
13 Offices for Staff	5	*	*	*	16	14	12	10	8	6	8	6	4	7	5	3	5	3	2	6	4	2	4	2	1	16	
	8	*	*	*	*	*	*	16	14	12	12	10	8	10	8	6	8	5	4	8	6	4	6	4	2		
	11	*	*	*	*	*	*	*	*	*	16	14	12	13	11	9	10	8	6	10	8	6	8	6	4		
	14	*	*	*	*	*	*	*	*	*	*	*	*	16	14	12	13	11	9	12	10	8	10	8	6		
	18	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	16	14	12	14	12	10	12	10	8		
	22	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	16	14	12	14	12	10		
	26	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	16	14	12		
14 Supply Rooms (a) gymnasium (b) fieldhouse (c) stadium	a	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	
	b	*	*	*	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	
	c	*	*	*	*	*	*	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	
15 Storage Rooms. (a) gymnasium (b) fieldhouse (c) stadium	a	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	
	b	*	*	*	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	
	c	*	*	*	*	*	*	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	
16 Dressing Rooms (a) gymnasium (b) fieldhouse (c) stadium	a	10	6	2	10	6	2	10	6	2	10	6	2	10	6	2	10	6	2	10	6	2	10	6	2	10	
	b	*	*	*	4	3	1	4	3	1	4	3	1	4	3	1	4	3	1	4	3	1	4	3	1	4	
	c	*	*	*	*	*	*	4	3	1	4	3	1	4	3	1	4	3	1	4	3	1	4	3	1	4	
17 Extra Dressing Rooms	1	8	5	2	8	5	2	8	5	2	8	5	2	8	5	2	8	5	2	8	5	2	8	5	2	8	8
	2	*	*	*	*	*	*	*	*	*	*	*	*	8	7	6	8	7	6	8	7	6	8	7	6	8	
	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	8	7	6	8	7	6	8	
	6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	8	7	6	8	
18 Athletic Training Room	1	*	*	*	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	8	4	12	

NAME OF FACILITY	No. of Units	MEN ENROLLED IN PHYSICAL EDUCATION																								Score Possible	Total Points Made					
		0-500			501-1500			1501-2500			2501-3500			3501-5000			5001-7000			7001-10,000			10,000-over									
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c							
19	Lockers	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14			
20	Drying Rooms	1	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8		
		2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	8	6	4	8	6	4	8	6	4	8	6	4
21	Shower Rooms	1	16	8	4	16	8	4	8	5	3	8	5	3	4	3	2	4	3	2	4	3	2	4	3	2	4	3	2	16		
		2	*	*	*	*	*	*	16	13	11	16	13	11	10	9	8	10	9	8	8	7	6	8	7	6	8	7	6	16		
		3	*	*	*	*	*	*	*	*	*	*	*	*	16	15	14	16	15	14	12	11	10	12	11	10	12	11	10	16		
		4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	16	15	14	16	15	14	16	15	14	16		
22	Swimming Pools	1	*	*	*	*	*	*	*	*	*	20	14	8	10	7	4	10	7	4	8	5	3	8	5	3	8	5	3	20		
		2	*	*	*	*	*	*	*	*	*	*	*	*	20	17	14	20	17	14	14	11	9	14	11	9	14	11	9	20		
		3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	20	17	15	20	17	15	20	17	15	20		
23	Sanitary Fixtures	*	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8	6	4	8		
24	Internal Arrangement	*	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14		
		Total																								300						

The total points made _____, divided by 2, equals the score given.

Score Possible

150

Score Given

IV. OUTDOOR FACILITIES

Certain types of valuable activities in the physical education program must be carried on out of doors. Fields and courts having various sizes and surfaces according to the nature of the activity are imperative.

Standards for Each Facility

1. BASKETBALL COURTS - Size 50' x 94' plus 6 feet minimum on sides and end space; surfaced; for good drainage slope 2" for 50'; permanent lines marked; good basketball backstops and goals; courts running north and south.
2. TENNIS COURTS - Size 36' x 78' net; total width 50'; total length 120'; surfaced area 50' x 120'; slope to net center drain for rapid drainage, 3" for 60'; lines marked; good net and net posts (removable); court running north and south; courts surrounded by No. 9 chain link (2-inch mesh) fence, 12 feet high; metal posts of fence set in concrete; at least one gate.
3. SHOT-PUT-RING - Metal band circle, with radius of 3'6", sunk flush with the ground. Scratch board (4' long, 4-1/2" wide and 4" high) on the portion of the circle facing the throwing area; scratch board to be flush with inner edge of circle. Throwing area of adequate size and located with regard to safety of people in the area.
4. VOLLEYBALL COURTS - Size 30' x 60' net, with 6'0" borders, entire area surfaced; for rapid drainage slope 3" for 60'; metal or wooden posts (4" x 4") eight feet above ground; good net; lines marked; courts running north and south. This area could also be used for badminton.
5. BASEBALL DIAMOND - Size 90' x 90'; minimum field area 350' square; may be superimposed on some other field in schools having less than 501 men enrolled in physical education; good turf in field area; dirt in good shape within diamond area; home plate in northeast corner; adequate backstop; good bases; lines marked; field approximately level.
6. SOFTBALL DIAMONDS - Size 60' x 60' ; minimum field area 250' square; may be superimposed on some other field or in free play area if grass infield and outfield; surface dirt for infield, in good shape; home plate in northeast corner; adequate backstop; good bases; lines marked; field approximately level.
7. FOOTBALL FIELD - Size 160' x 360'; 10 yards additional space on each side and end; standard goal posts; good turf; lines marked; field running north and south; adequate watering and drainage systems; approximately level.
8. STADIUM - A spectator structure providing seating for people to view athletic contests. Other possible uses include plays, pageants, lectures, commencement exercises, and other special services. Space underneath stadium seats may include dressing facilities, offices and appropriate rooms and space for physical education classes. Seating capacity should be sufficient to meet present needs with possibilities for expansion to satisfy future needs.

9. SOCCER FIELD - Size 165' x 300'; 15 feet additional space on each side and end; standard football goal posts; good turf; lines marked; field running north and south; adequate watering and drainage system; approximately level.
10. SPEEDBALL FIELD - Size 160' x 360'; 15 feet additional space on each side and end; standard football goal posts; good turf; lines marked; field running north and south; adequate watering and drainage systems; approximately level.
11. TRACK - One-fourth mile, minimum width 26' except straightaway; 220-yard straightaway, 30' wide; curves banked; curb of wood or concrete; rubber asphalt or cinders on sandy loam surface; drain tile and drainage beds all around the edge. Track should surround speedball or football field.
12. POLE VAULT PIT - Size 14' x 14'; pit filled with sawdust (not red-wood) or other soft material; standards with movable center piece; wood or metal box for pole hole; sufficient level space for run on rubber asphalt or cinder or sandy loam pathway.
13. BROAD JUMP PIT - Size 10' x 16'; pit filled with wet loose sand 12" deep; standards; sufficient level space for a straight run on rubber asphalt or cinder or sandy loam pathway.
14. HIGH JUMP PIT - Size 10' x 14'; pit filled with sawdust or other soft material; standards; sufficient level space for a right, left or straight run on rubber asphalt or cinder or sandy loam pathway.
15. BLEACHERS - Outside bleachers for intercollegiate competition should be available for football, track and field, and baseball; safe; not unsightly; toilet facilities for the public, conveniently located.
16. ARCHERY LAMES - Size 10' x 100'; good target of standard make; safe; turf.
17. GOLF DRIVING CAGE - Size 10' x 12'; height 12'; constructed of steel frame and small mesh wire or net; canvas drop at back; good tee.
18. GOLF PUTTING GREEN - Size 5,000 square feet for nine holes; standard turf; standard cups; surrounded by good fence.
19. HORSESHOE COURT - Size 40' between pegs; iron pegs; pitch board frame around peg 6' x 6'; pitcher's box filled with damp clay 6" deep; court on level ground; 10' between different courts; 10' of extra space at end of each court.
20. FENCE - Good quality chain link fence surrounding outdoor play areas; fences where needed to control spectators and automobiles.

TO SCORE - For each type of facility three factors must be considered:

- (1) The number of men enrolled in physical education;
- (2) The number of units required;
- (3) The quality and condition of each facility.

Points to be given each facility after considering these factors are indicated in the form. The score for each type of facility should be estimated according to how well it meets the standards given, the rating being (a) good (b) average (c) poor. Absence of the facility (where required) would score zero. Wherever the facility is not required, i.e., and institution with 200 men would not need a second swimming pool, an asterisk (*) has been placed and part or all of the number of points allowed for this facility under "Score Possible" should be given. In no case can the "Total Points Made" be greater than the "Score Possible." Under "Number of Units," circle the number of units present which are being scored.

In institutions with limited enrollment, because of cost, it may be necessary for men and women to use certain facilities in common. Where this is done, the same facility may be judged for both up to a total enrollment as follows: Tennis courts, 500; for men's football, soccer, speedball, hard baseball and for women's hockey, speedball and soccer, the total minimum number of separate fields according to total school enrollment, should be as follows: 500 students 2 fields; golf driving cages, total enrollment; golf putting greens, total enrollment.

NAME OF FACILITY	No.	MEN ENROLLED IN PHYSICAL EDUCATION																								Score Possible	Total Points Made	
		0-500			501-1500			1501-2500			2501-3500			3501-5000			5001-7000			7001-10,000			10,001-over					
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c			
1	Basketball Courts	2	9	6	3	9	6	3	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	9	
		4	*	*	*	*	*	*	9	7	5	9	7	5	7	6	5	7	6	5	7	6	5	7	6	5		
		6	*	*	*	*	*	*	*	*	*	*	*	*	9	7	6	9	7	6	8	7	6	8	7	6		
		8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	9	8	7	9	8	7	9		
2	Tennis Courts	2	30	20	10	20	12	5	16	11	6	16	11	6	9	5	3	9	5	3	6	4	2	5	3	1	30	
		4	*	*	*	30	20	10	23	12	13	23	18	13	16	11	7	16	11	7	12	9	6	10	7	4		
		8	*	*	*	*	*	*	30	24	18	30	24	18	23	17	11	23	17	11	18	14	10	15	11	7		
		12	*	*	*	*	*	*	*	*	*	*	*	*	30	23	16	30	23	16	24	19	14	20	15	10		
		16	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	30	24	18	25	19	13		
		32	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	30	23	16		
3	Shot-Fut Ring	1	8	5	3	8	5	3	8	5	3	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	8	
		2	*	*	*	*	*	*	*	*	*	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3		
4	Volleyball Courts	2	12	8	4	12	8	4	6	4	2	6	4	2	4	3	1	4	3	1	3	2	1	3	2	1	12	
		4	*	*	*	*	*	*	12	8	4	12	8	4	8	5	3	8	5	3	6	3	2	6	3	2		
		6	*	*	*	*	*	*	*	*	*	*	*	*	12	8	4	12	8	4	9	6	4	9	6	4		
		8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	12	9	6	12	9	6			
5	Baseball Diamonds	1	20	16	12	20	16	12	20	16	12	20	16	12	20	16	12	10	8	6	10	8	6	10	8	6	20	
		2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	20	16	12	20	16	12	20	16	12		
6	Softball Diamonds	2	20	14	8	20	14	8	10	7	4	10	7	4	6	4	2	6	4	2	5	3	2	5	3	2	20	
		4	*	*	*	*	*	*	20	14	8	20	14	8	13	9	6	12	9	6	10	7	5	10	7	5		
		6	*	*	*	*	*	*	*	*	*	*	*	*	20	15	10	20	15	10	15	12	9	15	12	9		
		8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	20	17	14	20	17	14			
7	Football Fields	1	25	17	9	25	17	9	25	17	9	13	8	4	13	8	4	13	8	4	5	3	2	5	3	2	25	
		2	*	*	*	*	*	*	*	*	*	25	17	9	25	17	9	25	17	9	15	11	8	15	11	8		
		3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	25	20	15	25	20	15			
8	Stadium	1	*	*	*	*	*	*	30	20	10	30	20	10	30	20	10	30	20	10	30	20	10	30	20	10	30	

NAME OF FACILITY	No.	MEN ENROLLED IN PHYSICAL EDUCATION																								Score Possible	Total Points Made	
		0-500			501-1500			1501-2500			2501-3500			3501-5000			5001-7000			7001-10,000			10,001-over					
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c			
9	Soccer & Speedball Fields	1	20	14	6	20	14	6	20	14	6	10	7	3	10	7	3	10	7	3	8	6	4	8	6	4	20	
10	2	*	*	*	*	*	*	*	*	*	20	14	6	20	14	6	20	14	6	12	9	6	12	9	6			
11	Track	1	20	14	8	20	14	8	20	14	8	20	14	8	20	14	8	20	14	8	20	14	8	20	14	8		
12	Pole Vault Pits	1	8	6	4	8	6	4	8	6	4	8	6	4	4	3	2	4	3	2	4	3	2	4	3	2	8	
13	Broad Jump Pits	2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	8	6	4	8	6	4	8	6	4		
14	High Jump Pits	1	8	6	4	8	6	4	8	6	4	8	6	4	4	3	2	4	3	2	4	3	2	4	3	2	8	
15	Pleachers	*	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6		
16	Archery Lanes	3	14	10	6	14	10	6	9	6	3	9	6	3	8	5	3	8	5	3	6	4	2	6	4	2	14	
17	Movable Golf Driving Cages	6	*	*	*	*	*	*	14	10	6	14	10	6	11	8	5	11	8	5	8	6	4	8	6	4		
18	Golf Putting Greens	9	*	*	*	*	*	*	*	*	*	*	*	*	14	11	7	14	11	7	10	8	6	10	8	6		
19	Horseshoe Courts	12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	14	11	8	14	11	8	8	
20	Fence	*	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	10	6	14	
			Total																								300	

The total points made _____, Score Possible
divided by 2, equals 150
the score given.

Score Given

V. EQUIPMENT

Equipment includes in the main those facilities which are movable and usually need not be replaced as frequently as supplies. Some activities desirable in the physical education program are possible only when certain types of equipment are on hand. Commercial equipment varies in kind and quality, therefore, a detailed description of each type is not attempted.

TO SCORE - The points indicated in the form are allotted for number, quality, and condition of equipment according to enrollment. The corrective room equipment should include low and high plinths, stall bars, stools, body mats 3' x 6', mirror 6' x 4', weighing scale, horizontal ladder, balance beam, square hair pillows, pedograph, schematograph, and hospital screen. Horizontal bars should be adjustable. Mats minimum size 5' x 10' are preferred. Hurdles should be adjustable, for 2' 6" height and 3' 6" height. Maintenance equipment should include line marker, float, drag, lawn mower, rakes, hoes, shovels, hose, cart, wheelbarrow, sprinklers, cord and roller. (Maintenance work should be done by workmen other than physical education instructors.) In the case of mats, horizontal bars, climbing ropes and hurdles, two rows of numbers appear. One row contains the points and the other the number of units of equipment judged to be needed according to enrollment.

The score for each type of equipment listed should be estimated according to how well it meets the standards given, the rating being (a) good, (b) average, (c) poor. Absence of the equipment where required would score zero. In no case can the "Total Points Made" be greater than the "Score Possible."

Certain types of equipment may be used by both men and women. The total school enrollment, where the same equipment may be used for both men and women is: piano, 500; mats 500; corrective room equipment, 500; climbing ropes, 500; scales, 500; maintenance equipment, total school enrollment.

VI. SUPPLIES (GENERAL)

Supplies include various types of balls, nets, bats, bases, score books, etc., which must be continually replaced. Not only should supplies be stored on shelves in the storeroom, but a sufficient number must constantly be ready for use so as to permit the rapid acquirement of skills by students taking part in the program.

	NAME OF EQUIPMENT	No.	MEN ENROLLED IN PHYSICAL EDUCATION																					Score Possible	Total Points Made						
			0-500			501-1500			1501-2500			2501-3500			3501-5000			5001-7000			7001-10,000					10,001 over					
			a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c			a	b	c			
1	M A T S Tumbling (Gymnastics)		10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	
			3			3			4			5			6			8			10			12							
	Intercollegiate Wrestling	1-2	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	
			1			1			1			1			1			2			2			2							
2	Corrective Room Equipment	*	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	
3	Horizontal Bars	1-2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	
			1			1			1			1			1			2			2			2							
4	Parallel Bars	1-2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	
			1			1			1			1			1			2			2			2							
5	Trampolines	1	9	6	3	9	6	3	9	6	3	9	6	3	6	4	2	6	4	2	3	2	1	3	2	1	9				
			2	*	*	*	*	*	*	*	*	*	*	*	*	9	6	3	9	6	3	6	4	2	6	4			2		
			4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	9	6	3	9	6			3		
6	Rings (Pairs)	1-2	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5				
			1			1			1			1			1			2			2			2							
7	Climbing Ropes	2-10	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5				
			2			2			3			3			4			5			6			8							
8	Horse	1-2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	4	2	6	
			1			1			1			1			1			2			2			2							

37

154

NAME OF EQUIPMENT	No.	MEN ENROLLED IN PHYSICAL EDUCATION																								Score Possible	Total Points Made			
		0-500			501-1500			1501-2500			2501-3500			3501-5000			5001-7000			7001-10,000			10,001-over							
		a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c	a	b	c					
9 Scales	1-3	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	
		1			1			2			2			2			3			3			3							
10 Stadiometer	1-3	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	2	1	5	
		1			1			2			2			2			3			3			3							
11 Hurdles	20-80	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	
		20			40			40			60			60			80			80			80							
12 Weight Training Eqpt.	*	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	
13 Training Room Eqpt.	*	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	5	3	8	
14 Research Laboratory Equipment	*	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	
15 Maintenance Equipment	*	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	7	4	10	
The total points made _____ equals the score given _____.											Total											125								

Score Possible

125

Score Given

VI. SUPPLIES (GENERAL) Continued

TC SCORE - The number placed in each enrollment column after each supply named is the quantity of each supply judged to be needed annually.

The baseball catcher's outfit should include body protector; shin protectors; mask and mitt; if line is purchased by the barrel rather than by the sack, estimate in terms of 30 pound sacks. It is assumed that sets for horse-shoe and table tennis will include everything necessary to play the game. In computing student periods for number of clean towels needed daily, include student periods in intramural and intercollegiate athletics.

If the quantity of supply listed is available at the school, of good quality, and is ready for use, then give points allowed under "Score Possible". The total number of points made divided by 2 is the score given. (See chart, pages 40, 41, 42)

VII. PROVISION FOR PREVENTION AND EMERGENCY CARE OF INJURIES

For the prevention of injuries in the instructional program, intramural athletics, intercollegiate athletics, and for emergency care after injuries occur (first-aid), certain supplies and procedures are essential.

TO SCORE - Record in the points made column the points possible (or less) if the procedure is in use, then add points made.

	Provision	Points Possible	Points Made
1.	A written statement governs instructors in their prevention of injuries and their rendering of first-aid.	10	
2.	After first-aid, the student is sent to the college or university Health Service.	3	
3.	A stretcher is available to the instructor of a class.	3	
4.	Basic first-aid supplies are available to the instructor.	3	
5.	A trainer is employed for intercollegiate athletics.	8	
6.	A physician is present at intercollegiate contests in football, basketball, baseball, and track and field.	3	
	Total	50	

Score Possible

50

Score Given

GENERAL SUPPLIES	MEN ENROLLED IN PHYSICAL EDUCATION									Score Possible	Total Points Made
	0-500	501-1500	1501-2500	2501-3500	3501-5000	5001-7000	7001-10,000	10,001-over			
1	Archery Bows	10	15	20	25	30	35	40	40	9	
2	Archery Targets & Easels	3	4	5	7	8	9	12	12	6	
3	Racquetballs	2 doz.	3 doz.	4 doz.	6 doz.	8 doz.	10 doz.	12 doz.	12 doz.	8	
4	Basketballs	8	10	12	15	20	25	30	30	9	
5	Footballs	8	10	12	16	18	20	24	24	9	
6	Handballs	12	16	20	24	30	32	36	36	5	
7	Soccer Balls	4	6	8	10	12	14	16	16	6	
8	Softballs	1 doz.	2 doz.	2 doz.	3 doz.	3 doz.	4 doz.	6 doz.	6 doz.	6	
9	Volleyballs	4	6	8	8	10	12	16	16	7	
10	Baseball Bases (sets)	1	1	2	2	2	3	4	4	5	
11	Softball Bases (sets)	2	3	4	5	6	8	10	10	5	
12	Baseball Bats	12	12	16	20	24	30	36	36	6	
13	Softball Bats	12	12	16	20	24	30	36	36	5	
14	Baseball Catchers' Outfits	1	2	2	3	3	3	4	4	5	
15	Softball Catchers' Outfits (Masks)	2	4	6	6	8	8	10	10	4	
16	Golf Clubs (sets of four)	8 sets	12 sets	16 sets	20 sets	24 sets	30 sets	36 sets	36 sets	9	
17	Indian Clubs (4 clubs in set)	4 sets	6 sets	8 sets	8 sets	10 sets	10 sets	12 sets	12 sets	4	
18	Air Slacked Lime (80 lb. bags)	12	16	20	24	30	36	40	40	4	

GENERAL SUPPLIES		MEN ENROLLED IN PHYSICAL EDUCATION								Score Possible	Total Points Made
		0-500	501-1500	1501-2500	2501-3500	3501-5000	5001-7000	7001-10,000	10,001-over		
19	Ball Inflators	2	2	2	3	3	3	4	4	3	
20	Mending Kits	2	2	2	2	3	3	3	3	3	
21	Tennis Nets	8	12	16	20	24	24	30	30	7	
22	Badminton Nets	4	6	8	8	10	10	12	12	6	
23	Volleyball Nets	4	6	8	8	10	10	12	12	7	
24	Pistols and Shells	2	2	2	3	3	3	4	4	5	
25	Baseball Score Books	2	2	2	3	3	3	4	4	4	
26	Basketball Score Books	4	6	8	10	12	12	16	16	4	
27	Football Score Books	1	1	1	1	2	2	2	2	4	
28	Tennis Score Books	2	2	2	3	3	3	4	4	4	
29	Wrestling Score Books	1	1	1	1	2	2	2	2	4	
30	Track Score Books	2	2	2	3	3	3	4	4	4	
31	Badminton (sets)	3	4	5	6	7	8	9	10	5	
32	Shuttlecocks (doz.)	3	4	5	6	7	8	10	12	5	
33	Horseshoe (sets)	2	3	4	5	6	7	8	10	6	
34	Track Friction Tape (rolls)	6	8	8	8	10	10	12	12	3	
35	Tape Lines 50 or 100 feet () (a)	2	2	3	3	4	4	6	6	4	
	Steel 200 feet () (b)	1	1	1	1	2	2	2	2	4	

GENERAL SUPPLIES	MEN ENROLLED IN PHYSICAL EDUCATION									Score Possible	Total Points Made	
	0-500	501-1500	1501-2500	2501-3500	3501-5000	5001-7000	7001-10,000	10,001-ove.				
36	Tennis Racquets	6	9	12	15	18	24	30	36	10		
37	Towels	A clean towel available for each student period participation									9	
38	Discus	2	2	2	3	3	3	4	4	5		
39	Cross Bars (Metal)	2	2	3	4	5	6	7	8	5		
40	Javelins	2	3	4	4	5	5	6	6	6		
41	Shot (16-lb.)	2	2	2	3	3	3	4	4	6		
42	Vaulting Poles	3	4	5	6	7	8	9	10	6		
43	Stop Watches & Watches--Game Timer	2	3	4	5	6	8	10	12	6		
44	Whistles	4	8	12	12	18	18	24	24	4		
45	White Yarn (Balls)	2	3	4	5	6	7	8	8	2		
Total =										250		

The total points made _____, divided by 2, equals the score given.

Score Possible

125

Score Given

--

C. PROGRAM ORGANIZATION

1. PERCENTAGE OF STUDENTS ENROLLED

A physical education program, no matter how excellent, cannot be considered adequate unless it definitely affects all of the students in the institution. It should be understood that individuals who are injured or ill are entitled to temporary excuses, but there is no student able to attend the institution regularly who will not benefit by some form of properly adapted physical education program.

TO SCORE - Students who report to the physical education class instructor for attendance, and then are assigned to a modified activity program, are considered enrolled in physical education. Students who participate in intramural and intercollegiate athletics are counted as enrolled in physical education for the proportion of time spent during the quarter or semester concerned. Credit for enrollment is not given unless the student attends class. To secure the enrollment for a given year, add the enrollment for three quarters and then divide by 3, or add the enrollment for two semesters and divide by 2.

Compute the percentage of men taking physical education of the average number of men enrolled in the institution during the two semesters or three quarters concerned. The points allotted to the range in which this percentage falls is the score given. The average number of men enrolled in school _____; the average number of men taking physical education _____; computed percentage _____.

Percent enrolled in physical education of the average number of men in school	95	89	82	75	67	59	50	41	31	30
	to	to	to	to	to	to	to	to	to	or
	100	94	88	81	74	66	58	49	40	less
Points	125	115	105	95	85	75	65	55	45	35

Score Possible

125

Score Given

[]

II. TIME ALLOTMENT FOR PHYSICAL EDUCATION CLASSES

Adequate time is necessary for the accomplishment of objectives. The objectives in physical education at the college and university levels are for students to acquire knowledge about physical education; develop desirable interests, attitudes, emotions, and ideals in activities; maintain and further develop skills in known activities; acquire new skills in additional activities; and develop or maintain a reasonable degree of strength, muscular endurance, and cardio-respiratory endurance. It seems obvious that students will have a greater opportunity to secure the many contributions to development and adjustment which are inherent in physical activities if the time allotment is adequate.

TO SCORE - Only time allotment for the instructional period in physical education is measured here; it does not include time which should be spent in practice for intramural games or for participation in inter-collegiate games. Periods longer than 60 minutes are assumed to be double periods. Locate the number of times physical education is required of each student per week; also locate the number of minutes in the class period. In the appropriate square will be found the points which are to be given as the score. If the length of class periods and times per week are not constant, then use averages. Class periods devoted to health instruction are not to be counted as physical education periods. The length of the period includes time used in passing from class to class and also the time used at the beginning and end of the period for dressing which should be kept at a minimum.

Times per Week	Length of Periods in Minutes		
	50	55	60
1	10	20	25
2	25	40	50
3	40	60	75

Score Possible

75

Score Given

III. HEALTH EXAMINATION OF STUDENTS BY PHYSICIAN, DENTIST, AND NURSE

The physical education program should be adapted to the needs of each student. These needs may be determined in part by periodic referral for special examinations. Certain parts of these examinations must be given by the physician, dentist, or nurse, while other parts may be given by the physical education instructor.

TO SCORE - From the health examination records, determine the extent and frequency of the examination of students. Record opposite each item of examination the estimated number of points according to the frequency and percentage of men examined. If, for example, in the periodic examination, 90 percent of the men's health records show a family health history, 10 points should be awarded; for 60 per cent, 6 points; and for 30 per cent, 2 points. Similar interpretations are made for the other items. If certain items of examination are omitted, score them zero.

In some schools certain items of examination under Units III and IV may be interchanged, but this should not result in loss of points.

Extent of Examination	Referral Examination When Needed			Special Examination Before Sports Season						Periodic Exam. at least once in four years			Score Possible	Total Points Made	
				Intramural			Inter-Collegiate			90	60	30			
	%	90	60	30	90	60	30	90	60						30
Family Health History	*	*	*	*	*	*	*	*	*	*	3	5	2	3	
Personal Health History	3	2	1	3	2	1	3	2	1	3	2	1	12		
Heart	7	5	3	7	5	3	7	5	3	7	5	3	28		
Lungs	6	4	2	6	4	2	6	4	2	6	4	2	24		
Mouth	Teeth	6	4	2	*	*	*	*	*	*	6	4	2	12	
	Tonsils	5	3	2	*	*	*	*	*	*	5	3	2	10	
	Gums	3	2	1	*	*	*	*	*	*	3	2	1	6	
Ears	6	4	2	*	*	*	*	*	*	6	4	2	12		
Eyes	9	6	3	*	*	*	*	*	*	9	6	3	18		
Neck	Lymph Nodes	2	1	0	2	1	0	2	1	0	2	1	0	8	
	Thyroid	3	2	1	*	*	*	*	*	*	3	2	1	6	
Nose	5	3	2	*	*	*	*	*	*	5	3	2	10		
Throat	4	3	2	4	3	2	4	3	2	4	3	2	16		
Skin	5	3	2	*	*	*	*	*	*	5	3	2	10		
State of Nutrition	5	3	2	5	3	2	5	3	2	5	3	2	20		
The total points made _____, divided by 4 equals the score given _____.											Total		200		

Score Possible
50

Score Given

IV. CLINICAL EXAMINATION OF STUDENTS BY PHYSICAL EDUCATION INSTRUCTORS.
 Health clinics have been organized so that people can be examined and are then free to follow the advice given concerning their health. The clinical approach should be used in physical education so that college students, after taking various types of tests and examinations, can be properly advised on the selection of courses that will meet their physical education needs.

TO SCORE - Record opposite each item in the list the estimated number of points according to the frequency and percentage of men examined. If certain items under the examination are omitted, score them zero. In some colleges certain items of the examination under Units III and IV may be interchanged, but this should not result in loss of points.

Extent of Clinical Examination		Frequency of Examination						Score Possible	Total Points Made	
		Each Year			Every Second Year					
		90	60	30	90	60	30			
Age		6	4	2	*	*	*	6		
Height		6	4	2	3	2	1	6		
Weight		6	4	2	3	2	1	6		
Classification	Cozens	10	7	4	5	3	1	10		
	Body Type	10	7	4	5	3	1	10		
Posture		10	7	4	5	3	1	10		
Feet		8	6	4	4	3	2	8		
Knowledge of Phys. Educ.		12	8	4	6	4	2	12		
Evaluation of Past Experiences in Phys. Educ. Activities		10	7	4	5	3	1	10		
Interest Test		7	4	2	4	2	1	7		
Attitude Test		7	4	2	4	2	1	7		
Test of Emotions		5	3	2	3	2	1	5		
Strength	Hand Grip	6	4	2	3	2	1	6		
	Arm and Shoulder Girdle	12	8	4	6	4	2	12		
	Abdominal	10	7	4	5	3	1	10		
	Back	7	4	2	4	2	1	7		
	Legs	12	8	4	6	4	2	12		
Skill	Gymnastic Stunts	10	7	4	5	3	1	10		
	Dance	14	9	4	7	5	2	14		
	Athletics	Individual Events	10	7	4	5	3	1	10	
		Individual Games	17	11	5	9	6	3	17	
		Dual Games	17	11	5	9	6	3	17	
		Team Games	10	7	4	5	3	1	10	
	Combative Activities	8	6	4	4	3	2	8		
	Acquatics	16	10	4	8	5	2	16		
	Winter Activities	10	7	4	5	3	1	10		
Endurance	Muscular	20	12	4	10	6	2	20		
	Cardio-respiratory	24	16	8	12	7	3	24		
The total points made _____, divided by 4 equals the score given _____.					Total			300		

Score Possible

75

Score Given

V. ASSIGNMENT OF STUDENTS TO CLASSES

To prevent omission or unnecessary repetition of experiences in physical education classes the program should be graded and students should be assigned to classes according to individual needs as diagnosed through the results of a clinical examination.

TO SCORE - Record the score allotted to the description which most nearly describes the method of assignment being used.

Method of Assignment to Classes	Score Possible
Students are allowed to register for any activity class scheduled in the program without any restriction.	5
Students are not allowed to register for the same numbered activity course more than once.	15
Students are assigned to classes after counseling but without the results of a clinical examination.	25
Students are assigned to classes after counseling with the aid of the results of a clinical examination.	35
Total	35

Score Possible

35

Score Given

VI. SIZE OF CLASSES (ACTIVITY) NORMAL GROUP

The optimum size of activity classes in physical education depends to a large extent upon the nature of the activities offered, the facilities present, and the calibre of the instructor. In the past, it has been assumed that classes in physical education should be considerably larger than classes in other areas. With the realization that students should have the program adapted constantly to their individual needs, physical education classes have been reduced in size. Students doing individual exercises to correct or improve certain conditions should be placed in classes smaller than the classes organized for the normal group.

TO SCORE - Record the points allotted opposite the condition which most nearly describes the situation. Unless there is no restriction on the size of classes, first find the total number of men enrolled in physical education, and then compute the percentage enrolled in classes of 30 or under. If the percentage is less than 85, try computing for the next higher category. The same procedure in scoring is used in Unit VII. When scoring Unit VII in institutions with fewer than 200 men, allow full score if individual arrangements are made instead of a class organized. Ordinarily from three to five per cent of the men should be found doing special corrective work.

Size of Classes	Score Possible
No restriction on size of classes	10
More than 25% of the students are enrolled in classes over 50	20
90% of students are enrolled in classes of 50 or under	35

90% of the students are enrolled in classes of 40 or under	50
95% of the students are enrolled in classes of 35 or under	65
85% of the students are enrolled in classes of 30 or under	75
Total	75

Score Possible Score Given

75	
----	--

VII. SIZE OF CLASSES (CORRECTIVE OR RESTRICTED GROUP)

(For the statement and instructions on scoring, see previous unit.)

Size of Classes	Score Possible
No class or individual arrangements made for handicapped group	5
85% of students are enrolled in classes of 25 or under	15
80% of students are enrolled in classes of 20 or under	20
80% of students are enrolled in classes of 15 or under	25
Total	25

Score Possible Score Given

25	
----	--

VIII. TEACHING LOAD (ASSIGNED TIME)

An instructor should put forth his maximum effort each period of the day whether he teaches ten or forty pupils in the class. A heavy teaching load means less opportunity and inclination to give students individual attention.

TO SCORE - Compute the average number of minutes per week each instructor is assigned to duty by an administrator or the head of the department; consider all instructors who are assigned to the instructional period, intramural athletics, or intercollegiate athletics; consider extra work according to the amount of time spent; where the teacher has academic classes and also classes in physical education, record for his total teaching assignment. Estimate average weekly time where seasonal differences in assignment occur. Record for each instructor in his column, and opposite his assigned time, the number of points allotted; add across and down. The total points made, divided by the number of instructors, is the final score given.

LEGEND - Class contact hours (activity) ---Multiplier --2
 Class contact hours (theory)-----Multiplier --3
 Office hours -----Multiplier --1
 Other assignments -----Multiplier --1

SAMPLE COMPUTATION FOR AN INSTRUCTOR -

15 activity hours x 2 = 30
 3 theory hours x 3 = 9
 5 office hours x 1 = 5
 Total = 44

Total clock hours assigned weekly	Score Possible
50	10
43	20
46	40
44	60
42	80
40	100
38	80
36	60
34	40
32	20
30	10

Staff Members														
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Score														

Staff Members											Total Points Made	
No.	15	16	17	18	19	20	21	22	23	24	25	—
Score												

Score Possible Score Given

100

IX. RECORDS KEPT AND USED

A variety of records in physical education is a necessity. Records should be kept pertaining to the instructional program, intramural athletics, and intercollegiate athletics.

TO SCORE - Estimate the score for each type of record kept according to completeness, neatness, value and use made of the record. Score zero when the type of record is not kept. The total points made is the score given.

Type of Record	Score Possible	Total points made
Class roll record	3	
Clinical examination record (by physician)	4	
Clinical examination record (by Instructor)	6	
Record of issue of supplies and equipment	4	
Record of student's intramural accomplishment	4	
Record of student's intercollegiate athletic accomplishment	4	
Record of majors and minors in physical education	5	
Record of graduate students in physical education	5	
Record of accidents	3	
Record of Finances for instructional program	4	
Record of finances for intramural athletics	4	
Record of finances for intercollegiate athletics	4	
Total	50	

Score Possible Score Given

50

X. CREDIT

There is nothing peculiar or sacred about giving credit for work accomplished. Giving credit is a bookkeeping arrangement which gives us a short-cut indication of what the student has done according to the instructor's judgment. When credit is given for other subjects, not to give credit for physical education tends to give students the impression that physical education is unimportant.

TO SCORE - Locate the points opposite the condition which exists and record as "score given".

Credit for physical education activities	Score Possible
No credit given for physical education activity courses	0
Credit given but not required for graduation	40
Credit given and required for graduation	75

Score Possible

75

Score Given

XI. GRADING IN ACTIVITY COURSES

School grades are given to pupils taking academic subjects and are meant to represent the instructor's best judgment of the quality of work done by students. In and of themselves, grades have no direct value, but they serve indirectly a useful purpose in indicating to the student and others who might see them, the instructor's judgment of the student's work. Grades should be composed of composite judgments on a number of important factors.

TO SCORE - In schools having more than one instructor, it is assumed a uniform system of grading will have been adopted for the department. Record in the "Points Made" column the number of points possible opposite each factor which is included by the instructor when computing the student's grade. If the factor is not included, score zero for that factor. The total points made is the "Score Given".

Factors considered in computing grades in activity courses	Score Possible	Points Made
Regularity of attendance (Including tardiness)	10	
Effort	5	
Sportsmanship	5	
Achievement:	Knowledge	5
	Skills	5
	Interest, attitudes, emotions, ideals	5
Improvement in organic fitness (strength and endurance)	5	
Required uniform (neatness and change required)	5	
Total	45	

Score Possible

45

Score Given

XII. ATHLETIC AWARD SYSTEMS

In most institutions awards of various kinds are given to students in athletics, debating, drama, and other activities. Obviously, the purpose of these awards is to stimulate student participation and to recognize success attained through effort.

TO SCORE - Record in the "Points Made" column the points possible opposite each criterion state, providing the award system meets the criterion. Score zero opposite any criterion not met. The total points made is the score given.

A- AWARDS FOR INTRAMURAL ATHLETICS

Criteria	Score Possible	Points Made
Awards apply to all activities sponsored	4	
Awards are given to winning teams and individuals	4	
Trophies are awarded to teams (cost: \$5.00 to \$10.00)	4	
Medals are awarded to individuals (cost: \$.50 to \$1.50)	4	
The cost of awards is borne by the intramural budget	4	
Total	20	

Score Possible

20

Score Given

B- AWARDS FOR INTERCOLLEGIATE ATHLETICS

Criteria	Score Possible	Points Made
Eligibility for awards is determined by adopted standards	8	
Trophies and medals are not given	6	
Felt numerals are given to freshmen team members	6	
Block letters are given to varsity team members	6	
Sweaters, jackets, and blankets if given as awards are paid for by the athletes	6	
Athletes may receive awards in more than one sport	6	
Athletes may receive more than one award in the same sport	6	
Cost of awards is borne by the athletic budget or by special appropriation of the student body organization	6	
Total	50	

Score Possible

50

Score Given

D - PROGRAM (ACTIVITIES)

1. INSTRUCTIONAL PROGRAM (SERVICE PROGRAM)

Students in colleges and universities should acquire the development which comes from participation in a number of physical education activities. Each activity has a different contribution to make to the development and adjustment of the individual. Instruction in a variety of activities, greater emphasis on those which make ultimately the greater contribution to the future life of the individual, and making the experience in these activities possible to the great majority of students, are the factors which comprise the well-balanced activity program in physical education.

TO SCORE - When scoring this unit, failure to have a variety of activities in the instructional program causes the institution to lose points. Do not count participation in intramural athletics or inter-collegiate athletics as they are scored in the units which follow. The total points appearing in the "Points Possible" column is greater than the actual score possible in order to give institutions some choice of activities.

Activities included in the service program		Points Possible	Points Made
1.	Apparatus activities (gymnastics)	20	
2.	Archery	12	
3.	Badminton	12	
4.	Basketball	13	
5.	Bowling	14	
6.	Correctives	10	
7.	Dancing (Ballroom)	15	
8.	Dancing (Folk)	13	
9.	Dancing (Modern)	10	
10.	Dancing (Square)	13	
11.	Diving	7	
12.	Fencing	10	
13.	Golf	16	
14.	Handball	10	
15.	Ice Hockey	9	
16.	Life Saving & Water Safety	10	

Activities included in the service program		Points Possible	Points Made
17.	Softball	12	
18.	Skating (Ice)	10	
19.	Skiing	12	
20.	Soccer	16	
21.	Speedball	13	
22.	Squash	8	
23.	Swimming	20	
24.	Tennis	20	
25.	Track and Field	18	
26.	Cross Country Hiking & Running	15	
27.	Tumbling	16	
28.	Volleyball	15	
29.	Weight Training	10	
30.	Wrestling	16	
31.			
32.			
33.			
34.			
35.			
Total		400	

Out of 400 possible points, 350 points is the maximum number which is allowed. The total points made (not to exceed 350) is the score given.

Score
Possible

350

Score
Given

II. INTRAMURAL ATHLETICS

The time allotment granted physical education in colleges and universities and the large number of students to be taught with limited supplies and facilities, makes it quite impossible for students to acquire a desirable amount of efficiency in neuromuscular skills during the instructional period. To give students this opportunity and to provide them with wholesome recreation during their leisure, the physical education department should conduct an extensive intramural athletic program. It is desirable to have a large percentage of the enrollment take part in many activities rather than have a few, or even a large number, take part in one activity.

ACTIVITIES INCLUDED IN INTRAMURAL ATHLETICS	MEN ENROLLED IN THE INSTITUTION								Score Possible	Total Points Made
	0-500	501-1500	1501-2500	2501-3500	3501-5000	5001-7000	7001-10,000	10,001-over		
1 American (touch) Football	20	50	80	110	140	180	220	260	18	
2 Archery	6	12	18	24	36	60	100	140	10	
3 Badminton	15	30	40	50	70	90	130	180	10	
4 Bowling	20	40	60	80	110	140	180	230	16	
5 Basketball	40	80	120	160	200	260	320	400	20	
6 Diving	4	8	12	16	20	28	40	60	6	
7 Fencing	4	8	12	16	20	24	28	36	6	
8 Golf	10	20	30	50	70	100	140	200	14	
9 Gymnastics	10	20	30	40	60	80	120	180	10	
10 Handball	6	10	20	30	50	70	100	140	10	
11 Horseshoes	6	10	18	26	38	54	74	100	9	
12 Softball	36	60	84	110	140	180	230	300	16	
13 Skating (Ice)	6	10	20	30	40	60	100	140	7	
14 Skiing	10	20	30	40	50	70	100	130	10	
15 Soccer	30	60	80	100	130	160	200	250	16	
16 Speedball	30	60	80	100	130	160	200	250	14	

ACTIVITIES INCLUDED IN INTRAMURAL ATHLETICS	MEN ENROLLED IN THE INSTITUTION									Score Possible	Total Points Made
	0- 500	501- 1500	1501- 2500	2501- 3500	3501- 5000	5001- 7000	7001- 10000	10001- over			
17. Swimming	20	40	50	60	80	100	130	170	16		
18. Table Tennis	10	20	30	40	50	70	100	140	10		
19. Tennis	20	40	60	90	130	180	240	320	16		
20. Track and Field	40	60	80	110	150	200	250	300	18		
21. Cross Country Run	10	20	30	40	50	70	100	140	12		
22. Volleyball	24	40	50	70	100	140	200	250	16		
23. Weight Lifting	5	10	15	20	30	40	60	80	8		
24. Wrestling	10	20	30	40	60	80	100	140	12		
25.											
26.											
27.											
28.											
Total									300		

Out of 300 possible points, 250 points is the maximum number which is allowed. The total points made (not to exceed 250) is the score given.

Score Possible

250

Score Given

TO SCORE - In the enrollment columns and opposite each activity listed there appears the minimum number of men who are expected to participate in a well-organized intramural athletic program. Using the points allotted in the "Points Possible" column, estimate the number of these points which should be given to each activity according to how well the institution meets the standards set. Each student within the minimum number suggested must have participated in the activity at least three times within the twelve months preceeding the time of scoring, if he is to be counted. Score zero for each activity where no intramural program exists. The total points possible is greater than the "Score Possible" to allow for a choice as each school is not expected to have an intramural program in all the activities listed. The program is not classed as intramural unless it takes place outside of the instructional class period.

III INTERCOLLEGIATE ATHLETICS

Intercollegiate athletics should be a definite part of the physical education program in the college and university. Whether they are a desirable part depends to a large extent upon the method of organization and administration. Commercialization, exploitation of players by the school and community, and poor sportmanship among students, players, schools and communities can often be pointed to as bad features. On the other hand, intercollegiate athletics, where well controlled, may contribute to a wholesome school spirit, furnish competition for certain students who have attained the higher levels in skills, and serve to stimulate the interest of students in the intramural and service programs.

TO SCORE - Wherever an asterisk (*) appears, full credit is to be allowed if no team exists. When a team is required, but none exists, score zero. The "Score Possible" is less than the total "Points Possible" in order to allow the school a selection of activities.

Activities Included in Intercollegiate Athletics		Points Possible	Total Points Made
1.	Baseball	20	
2.	Basketball	20	
3.	Bowling	10	
4.	Crew*	8	
5.	Cross Country	10	
6.	Diving	8	
7.	Fencing*	7	
8.	Football	20	
9.	Golf	13	
10.	Gymnastics	13	

- 53 -

Activities Included in Inter-collegiate Athletics		Points Possible	Points Made
11.	Handball	3	
12.	LaCross*	10	
13.	Skating*	10	
14.	Soccer	10	
15.	Speedball	8	
16.	Swimming	14	
17.	Tennis	14	
18.	Track and Field	20	
19.	Volleyball	8	
20.	Weight Lifting*	6	
21.	Wrestling	13	
22.			
23.			
24.			
Total		250	

Out of 250 possible points, 200 points is the maximum number which is allowed. The total points made (not to exceed 200) is the score given.

Score Possible

Score Given

200

E- ADMINISTRATION

For the score card to be relatively complete, it becomes necessary to evaluate certain administrative procedures. The important items seen to be: administrative organization; general budget; source of budget support; budget ratio; rank, salaries, and duties of staff; recruiting; assignment of grants-in-aid; and distribution of grants-in-aid.

I. Administrative Organization

Unit A- In large institutions (above 10,000 enrollment)

TO SCORE - Select the item which most nearly describes the situation that exists and then record the points possible in the Score Given column.

Procedure		Points Possible	Score Given
1.	Physical education including intercollegiate athletics is organized:		
	a. as a separate college, school, or division	75	
	b. under the college of education	60	
	c. under the college of letters and science	50	
	d. under some other college	40	
2.	Physical education and intercollegiate athletics are administered separately	20	
Total		75	

Score Possible

75

Score Given

UNIT B - In small institutions (below 10,000 enrollment)

TO SCORE - Select the item which most nearly describes the situation that exists and then record the points possible in the Score Given column.

Procedure		Score Possible	Score Given
1.	Physical education and intercollegiate athletics are administered under one head of a department or division.	75	
2.	Physical education and intercollegiate athletics are administered separately	25	
Total		75	

Score Possible

75

Score Given

II. General Budget

To Score - Record in the score given column the points possible if the procedure is in use, then add points given.

Procedure		Score Possible	Score Given
1.	Physical education and intercollegiate athletics operate under separate budgets	20	
2.	In intercollegiate athletics each activity has a definite allotment in the budget	15	
3.	In physical education each activity does not have a different allotment in the budget	15	
Total		50	

Score Possible

50

Score Given

III. SOURCE OF BUDGET SUPPORT

TO SCORE - Choose the alternative that best describes the situation that exists then record the points possible in the score given column.

Procedures		Score Possible	Score Given
1.	Total appropriation is a part of the general budget for the institution	75	
2.	Major portion of the appropriation comes from the general budget for the institution and a minor part from other sources	55	
3.	Minor portion of the appropriation comes from general budget and major portion from other sources	35	
4.	Total appropriation comes from sources outside of the budget for the institution	20	
Total		75	

Score Possible

75

Score Given

IV. BUDGET RATIO

TO SCORE - Choose the alternative that best describes the situation that exists then record the points possible in the score given column.

Procedure		Score Possible	Score Given
The ratio of the physical education budget (including the intramural athletic budget) to the budget of intercollegiate athletics is:			
a	One to two	50	
b	One to three	40	
c	One to four	30	
d	One to five	20	
e	One to more than five	10	
Total		50	

Score Possible

50

Score Given

V. RANK OF STAFF

TO SCORE - Choose the alternative that best describes the situation that exists then record the points possible in the score given column. It is assumed that physical education staff members are eligible and have rank.

Condition		Score Possible	Score Given
1.	Coaches are qualified in physical education and are eligible for rank	35	
2.	Coaches are qualified in physical education and are not eligible for rank	25	
3.	Coaches are not qualified in physical education and are not eligible for rank	15	
4.	Coaches are not qualified in physical education but are eligible for rank	5	
Total		35	

Score Possible

35

Score Given

VI. SALARIES OF STAFF

TO SCORE - Record in the score given column the points possible (or less) if the procedure is in use, then add points given.

Condition		Score Possible	Score Given
1.	Salaries of instructors of physical education in general are in line with salaries of other faculty members of equal rank	40	
2.	Salaries of coaches in general are in line with the salaries of other faculty members of equal rank	35	
Total		75	

Score Possible

Score Given

75

VII. DUTIES OF STAFF

NO SCORE - Record in the score given column the points possible, or less, if the procedure is in use, then add the points given. Choose one*

Condition		Score Possible	Score Given
1. *	In an institution with 7500 students or over, the director of athletics has no coaching or teaching duties	10	
2. *	In an institution with 5000 to 7500 students may or may not have coaching or teaching duties	10	
3. *	In an institution with less than 500 students the director of athletics has coaching or teaching duties	10	
4.	The head coach of a sport does not also serve as director of athletics	8	
5.	If an assistant athletic director is employed he is not also a head coach of football, basketball, baseball, or track & field	8	
6.	All coaches are assigned teaching duties at some time during the academic year	8	
7.	Staff members assigned to teach physical education may also render part-time service in coaching intercollegiate athletic teams	8	
8.	Public relations including publicity, is handled by a qualified person	8	
Total		50	

Score Possible

Score Given

50

VIII. RECRUITING ATHLETES

TO SCORE - Choose the alternative that best describes the situation that exists then record the points possible in the score given column.

Condition		Score Possible	Score Given
The percent of out-of-state intercollegiate athletes for all sports, including freshmen, is:			
1.	20 percent	30	
2.	30 percent	25	
3.	40 percent	20	
4.	50 percent	15	
5.	Over 50 percent	10	
Total		30	

Score Possible

30

Score Given

IX. ASSIGNMENT OF GRANTS-IN-AID TO ATHLETES

TO SCORE - Choose the alternative that best describes the situation that exists then record the points possible in the score given column.

Condition		Score Possible	Score Given
1.	Grants-in-aid to athletes are assigned by the same institutional authority that assigns scholarships to students	30	
2.	Grants-in-aid to athletes are assigned by the administrator of the physical education department or college	20	
3.	Grants-in-aid to athletes are assigned by the director of athletics	10	
4.	Grants-in-aid to athletes are assigned by individual coaches	5	
Total		30	

Score Possible

30

Score Given

X. DISTRIBUTION OF GRANTS-IN-AID TO ATHLETES

TO SCORE - Choose the alternative beginning with number 4, that best describes the situation that exists; then record the points possible in the score given column.

	Condition	Score Possible	Score Given
1.	A reasonable number of full grants-in-aid (according to NCAA regulations) are available to varsity and freshmen athletes in all of the intercollegiate activities participated in by the institution	30	
2.	Ninety or more percent of the full grants-in-aid are assigned to football, basketball, baseball, and track and field	15	
3.	Eighty or more percent of the full grants-in-aid are assigned to football and basketball	10	
4.	Seventy-five or more percent of the full grants-in-aid are assigned to football	5	
	Total	30	

Score Possible

30

Score Given

F - PROFESSIONAL ASSISTANCE
(LIBRARY RESOURCES)

Books and magazines contain the ideas of people in written form. Professional development of a staff member depends partly upon his desire and ability to get from printed sources ideas which will help him in his work. Improvement of each staff member in his thinking, organization, and methods of work will create possibilities for students to improve in their contact with the physical education program. To be of most help, the books, magazines, and microcards should be available either at the general library of the institution or in the physical education library.

I. PROFESSIONAL MAGAZINES

TO SCORE - In the column "Points Given" record the number of points allotted to each professional magazine listed which is in the school or departmental library and available to the men staff members in physical education. The "Score Possible" is less than the total number of points listed in the "Points Possible" column in order to allow for some selection.

Name of Magazine		Score Possible	Score Given
1.	Athletic Journal	11	
2.	Dance Magazine	7	
3.	Journal of Health Physical Education & Rec.	18	
4.	Journal of National Education Association	11	
5.	Journal of Physical Education	11	
6.	Modern Gymnast	6	
7.	Physical Educator	9	
8.	Physical Therapy	7	
9.	Research Quarterly (AAMPER)	16	
10.	Scholastic Coach	8	
11.	Sports Illustrated	7	
12.	State Education Journal	7	
13.	Track and Field News	7	
14.	Wrestling News	7	
15.			
16.			
17.			
18.			
Total		132	

Out of 132 possible points, 100 points is the maximum number which is allowed. The total points made (not to exceed 100) is the score given.

Score Possible

100

Score Given

II. PROFESSIONAL BOOKS

TO SCORE - In this section, it seems desirable to list a rather large sample of well known books by authors, titles, publishers, and dates of publication. Books are to receive credit when published in original or revised form from 1945 to 1965 inclusive. Place a check mark in the "Score Given" column if at least one copy of the book is present in the school or physical education department library. The "Score Possible" is less than the total of the "Points Possible" column in order to give the institution some choice in selecting books. Multiply the check marks by the points opposite and record as the score given. The score given must not exceed the score possible.

List of Books		Points Possible	Score Given
1.	AAEPER-Physical Education for High School students, 1955.	2	
2.	Allen-Baseball Play and Strategy, Ronald Press, 1959.	1	
3.	Andrews, Saurborn, & Schneider-Physical Education for Today's Boys and Girls, Allen and Bacon, 1960.	2	
4.	Antonucci and Barr-Basketball for Young Champions, McGraw-Hill, 1960.	1	
5.	Armbruster & Irwin-Basic Skills in Sports (2nd ed.) C.V. Mosby, 1953	2	
6.	Barrow & McGee- A Practical Approach to Measurement in Physical Education, Lea & Febiger, 1964	1	
7.	Broer- Efficiency of Human Movement, W.B. Saunders, 1960	2	
8.	Dronson- Clark W. Hetherington, Scientist and philosopher, University of Utah Press, 1958	1	
9.	Brownell & Hagman- Physical Education Foundations and Principles, McGraw-Hill, 1951	2	
10.	Eucher- Administration of School Health and Physical Education Programs, C.V. Mosby, 1955	2	
11.	Eucher- Foundations of Physical Education (4th ed) C.V. Mosby, 1964	2	
12.	Eucher & Reade-Physical Education and Health in the Elementary School, MacMillan, 1964	1	
13.	Funn- Scientific Principles of Coaching, Prentice-Hall, 1955	2	
14.	Funn- The Art of Officiating Sports, Prentice-Hall, 1950	2	
15.	Carter- How to Make Athletic Equipment, Ronald Press, 1960	1	
16.	Cassidy- Counseling in the Physical Education Program, Appleton-Century-Crofts, 1959	1	
17.	Cassidy- Curriculum Development in Physical Education, Harner & Bros., 1954	2	
18.	Clarke- Application of Measurement to Health and Physical Education (3rd ed), Prentice-Hall, 1959	2	
19.	Coombs- Baseball, Individual Play and Team Strategy, Prentice-Hall, 1947	1	
20.	Cowell- Scientific Foundations of Physical Education, Harner & Bros., 1953	2	
21.	Cowell & France- Philosophy and Principles of Physical Education, Prentice-Hall, 1963	1	
22.	Cowell & Hazelton- Curriculum Designs in Physical Education, Prentice-Hall, 1955	2	
23.	Cozens & Stumpf- Sports in American Life, University of Chicago Press, 1953	1	
24.	Cratty- Movement Behavior and Motor Learning, Lea & Febiger, 1964	1	

List of Books		Points Possible	Score Given
25.	Crisler- Modern Football, Fundamentals and Strategy, McGraw-Hill, 1949	1	
26.	Cureton- Physical Fitness Appraisal and Guidance, C.V. Mosby, 1947	2	
27.	Curtice- The Passing Game in Football, Ronald Press, 1961	1	
28.	Davis- The Philosophic Process in Physical Education, Lea & Febiger, 1961	1	
29.	Davis & Lawther- Successful Teaching in physical Education (2nd ed) Prentice-Hall, 1948	2	
30.	Davis & Logan- Biophysical Values of Muscular Activity, Wm C. Brown, 1961	1	
31.	Davis & Wallis- Toward Better Teaching in physical Education, Prentice-Hall, 1961	1	
32.	Dayton- Athletic Training and Conditioning, Ronald Press, 1960	1	
33.	DeCarlo- Handbook of Progressive Gymnastics, Prentice-Hall, 1963	1	
34.	Doherty- Modern Track and Field, Prentice-Hall, 1953	1	
35.	Donnelly, Helms, Mitchell- Active Games and Contests, Ronald Press, 1958	1	
36.	Driver- Tennis for Teachers, Spaulding Moss, 1952	1	
37.	Duncan & Watson- Introduction to Physical Education, Ronald Press, 1960	1	
38.	Emery- Modern Volleyball, Macmillan, 1953	1	
39.	Evans & Gans- supervision of Physical Education, McGraw-Hill, 1950	2	
40.	Fait- Adapted Physical Education, W.B. Saunders, 1960	2	
41.	Fait- Physical Education for the Elementary School Child, W.B. Saunders, 1964	1	
42.	Forsythe- Administration of High School Athletics (4th ed) Prentice-Hall, 1962	2	
43.	Hall- Dance, A Complete Guide to Social, Folk, and Square Dancing, Wadsworth, 1963	1	
44.	Hasel & Seymour- Administration of Health, Physical Education, and Recreation for Schools, Ronald Press, 1961	1	
45.	Hayes- The Teaching of Dance, Ronald Press, 1964	1	
46.	Henderson- The Negro in Sports, Associated Publishers, 1949	1	

List of Books		Score Possible	Score Given
47.	Hobson- Scientific Basketball (2nd ed), Prentice-Hall, 1955	1	
48.	Hughes, French, Lehsten- Administration of Physical Education for Schools and Colleges, Ronald Press, 1962	2	
49.	Irwin & Humphrey- Principles and Techniques of Supervision in Physical Education, C.V. Mosby, 1954	1	
50.	Jaeger & Leighton- Teaching of Tennis for School and Recreation Programs, Burgess Pub. Co., 1959	1	
51.	Jenny- Physical Education, Health Education, and Recreation, MacMillan, 1961	1	
52.	Johnson, Johnson, Humphrey- Your Career in Physical Education, Harper & Bros., 1957	2	
53.	Jokl- Medical Sociology and Cultural Anthropology of Sport and Physical Education, Charles C. Thomas, Pub., 1961	1	
54.	Jones- Motor Performance and Growth, University of California Press, 1949	1	
55.	Karpovich- Physiology of Muscular Activity (5th ed) W.B. Saunders, 1959	2	
56.	Kiphuth & Durke- Basic Swimming, Yale University Press, 1950	1	
57.	Knapp & Hagman- Teaching Methods for Physical Education, McGraw-Hill, 1953	1	
58.	Knapp & Jewett- Physical Education, Student and Beginning Teaching, McGraw-Hill, 1957	2	
59.	Kraus- Folk Dancing, MacMillan, 1952	1	
60.	Larson, Fields, Gabrielson- Problems in Health, Physical Education and Recreation, Prentice-Hall, 1953	2	
61.	LaSalle- Guidance of Children Through Physical Education (2nd ed), Ronald Press, 1957	2	
62.	Leighton- Progressive Weight Training, Ronald Press, 1961	1	
63.	Lowman & Young- Postural Fitness, Lea & Febiger, 1960	2	
64.	Mathews- Measurement in Physical Education, (2nd ed), W.B. Saunders, 1963	2	
65.	McCloy & Young- Tests and Measurements in Health and Physical Education, Appleton-Century-Crofts, 1953	2	
66.	Meyers & Blesh- Measurement in Physical Education, Ronald Press, 1962	2	
67.	Meyers & Sanford - Swimming and Diving Officiating, National Press, 1963	1	
68.	Morehouse & Miller, Physiology of Exercise, C.V. Mosby, 1959	2	

List of Books		Score Possible	Score Given
69.	Mortensen & Cooper, Track and Field for Coach and Athlete, Prentice-Hall, 1959	1	
70.	Mueller & Mitchell, Intramural Sports (3rd ed) Ronald Press, 1962	2	
71.	Murray - Dance in Elementary Education, Harper & Bros., 1953	1	
72.	Nagel- Play Activities for Elementary Grades (2nd ed), C.V. Mosby, 1964	1	
73.	Neilson & Bronson- Problems in Physical Education, An Introductory Course, Prentice-Hall, 1965	2	
74.	Neilson & Van Hagen- Physical Education for Elementary Schools, Ronald Press, 1954	2	
75.	Newell & Bennington- Basketball Methods, Ronald Press, 1962	1	
76.	Nixon, Flanagan and Frederickson- An Introduction to Physical Education (6th ed) W.B. Saunders, 1964	2	
77.	Nixon & Jewett- Physical Education Curriculum, Ronald Press, 1964	1	
78.	Oberteuffer- Physical Education (revised ed), Harper & Bros., 1956	2	
79.	Pape & Means- A Professional Career in Physical Education, Prentice-Hall, 1962	1	
80.	Pease- Body Building, Group Method, Ronald Press, 1963	1	
81.	Pennman- Physical Education for College Students, C.V. Mosby, 1964	1	
82.	Rasch & Burke- Kinesiology and Applied Anatomy, Lea & Febiger, 1959	2	
83.	Rathbone- Corrective Physical Education (6th ed), W.B. Saunders, 1959	2	
84.	Rice, Hutchinson and Lee- A Brief History of Physical Education (4th ed), Ronald Press, 1958	2	
85.	Sapora & Mitchell- The Theory of Play and Recreation (3rd ed), Ronald Press, 1961	2	
86.	Salt, Fox and Stevens- Teaching Physical Education in the Elementary School, Ronald Press, 1960	2	
87.	Scott- Competitive Sports in Schools and Colleges, Harper & Bros., 1951	2	
88.	Seaton et al- Physical Education Handbook (4th ed), Prentice-Hall 1965	2	
89.	Sehon et at- Physical Education Methods for Elementary Schools (2nd ed) W.B. Saunders, 1953	1	

List of Books		Score Possible	Score Given
90.	Shaw, Troester and Gabrielsen- Individual Sports for Men, W.B. Saunders, 1950	1	
91.	Shepard- Foundations and Principles of Physical Education, Ronald Press, 1960	1	
92.	Smithells & Cameron- Principles of Evaluation in Physical Education, Harper & Bros., 1962	2	
93.	Snyder & Scott- Professional Preparation in Health, Physical Education and Recreation, McGraw-Hill, 1951	2	
94.	Sunder & Hill- Basic Movement, Ronald Press, 1963	1	
95.	Stafford- Sports for the Handicapped (2nd ed) Prentice-Hall, 1947	2	
96.	Stafford & Kelley- Preventive and Corrective Physical Education (3rd ed) Ronald Press, 1958	1	
97.	Staley- Physical Education Programs, C.V. Mosby, 1953	2	
98.	Tatum & Giese- Coaching Football and the Split-T Formation, W.C. Brown, 1953	1	
99.	Thorndike- Manual of Bandaging, Strapping and Splinting (3rd ed), Lea & Febiger, 1952	1	
100.	Terney- Swimming, McGraw-Hill, 1950	1	
101.	Voltmer & Lapp- The Intramural Handbook, C.V. Mosby, 1949	1	
102.	VanDalen, Mitchell and Bennett-World History of Physical Education, Prentice-Hall, 1953	2	
103.	Van Huss et al- Physical Activity in Modern Living, Prentice-Hall, 1960	1	
104.	Wannier & Foster- Teaching Physical Education Elementary Schools, W.B. Saunders, 1963	2	
105.	Wallis & Logan-Figure Improvement and Body Conditioning Through Exercise, Prentice-Hall, 1964	1	
106.	Walls- Kinesiology (3rd ed), W.B. Saunders, 1960	2	
107.	Wessel- Movement Fundamentals (2nd ed), Prentice-Hall, 1961	2	
108.	Wiles, Brown and Cassidy-Supervision in Physical Education, Prentice-Hall, 1956	2	
109.	Willgoose-Evaluation in Health Education and Physical Education, McGraw-Hill, 1961	2	
110.	Williams- Principles of Physical Education (8th ed), W.B. Saunders, 1964	2	

List of Books		Score Possible	Score Given
111.	Williams, Brownell and Vernier- Administration of Health and Physical Education (6th ed), 1964	2	
112.	Zeigler- Human Relations and Administration of Physical Education and Athletics, Prentice-Hall, 1959	2	
113.	Zeigler- Philosophical Foundations for Physical, Health, and Recreation Education, Prentice-Hall, 1964	2	
Total		168	

Score Possible

150

Score Given

III. MICROCARDS

TO SCORE - Microcards may be ordered from the School of Health, Physical Education, and Recreation, University of Oregon, Eugene, Oregon. Emphasis has been placed upon unpublished research materials, doctoral dissertations, Masters' theses, and upon selected books now out of print. Check the number of physical education microcards in the general library of the institution or in the library of the physical education department against the list published in the most recent Microcard Bulletin. Choose the alternative that best describes the situation that exists, then record the points possible for that situation in the score given column.

Condition		Score Possible	Score Given
1.	No microcards in the library	0	
2.	Approximately one fourth of available cards are in the library	15	
3.	Approximately one half of available cards are in the library	25	
4.	Approximately three fourths of available cards are in the library	40	
5.	All of the cards available to date are in the library	50	
Total		50	

Score Possible

50

Score Given

G- PROFESSIONAL EDUCATION PROGRAM

A great many colleges and universities in the United States have established professional education programs in physical education on the undergraduate level, on the graduate level, or on both levels. The score card would not be complete without an evaluation of the courses given.

I. THE UNDERGRADUATE PROGRAM

TO SCORE - The essential courses are listed under A-Instructional Staff, I. Professional Preparation (kind), beginning on page 7 and ending on page 15 of the score card. The second column labeled professional education provides space for the scorer to record the points (allowed under the column labeled points) opposite each course listed if the institution provides such a course or the equivalent. A total for each group of courses may also be recorded. Record the totals in the form below.

Group		Total Score Possible	Total Score Given
A	Foundation Science Courses	70	
B	General Education Courses	82	
C	Health Education Courses	30	
D-1	Physical Education Science Courses	80	
D-2	Courses in Stunt Activities	8	
D-3	Courses in Dance Activities	3	
D-4	Courses in Athletic Activities	53	
D-5	Courses in Combative Activities	8	
D-6	Courses in Water Activities	12	
D-7	Courses in Winter Activities	6	
D-8	Courses in Formal Movements	6	
E-	Recreation Courses	24	
Grand Total		392	

Score Possible

392

Score Given

GRADUATE PROGRAM

It is assumed that in institutions where the master's degree and doctor's degree (with a major in physical education) are both offered, that in several instances candidates for both types of degrees may be enrolled in the same class. Two graduate courses in health education and two graduate courses in recreation are included to give the physical education specialist a choice of at least one basic course in each of these closely related fields.

Courses in "Foundations" and in "Recent or Current Trends" in Physical education are not included since the content in such courses is usually a duplication of other well-established courses. In some cases the word "seminar" may be added to the title of the course.

II. MASTER'S DEGREE PROGRAM

TO SCORE - For each course listed, record in the score given column the points allowed in the score possible column if the course, or its equivalent under a different title, is offered by the institution. Allow credit if the course has been included under the doctoral list of courses.

	Names of Courses	Score Possible	Score Given
1.	Problems in Physical Education	15	
2.	Research Methods in Physical Education (Introduction to Research)	15	
3.	Interpretation and Objectives (Philosophy of Physical Education)	10	
4.	Physical Education in Elementary Schools (Advanced course-problems)	10	
5.	Curriculum Construction in Physical Education	12	
6.	Measurement and Evaluation of Tests in Physical Education	10	
7.	Physical Education for the Handicapped	10	
8.	Administration of Physical Education	10	
9.	History of Physical Education	10	
10.	Problems in Athletics (Intramural, interscholastic, intercollegiate)	10	
11.	Problems in Coaching (includes conditioning and injuries)	10	
12.	Planning Facilities	9	
13.	Workshop in Physical Education	9	
14.	Readings in Physical Education	9	
15.	Individual Study (Independent Study)	9	
16.	Master's Thesis Seminar (helping the student with his thesis design)	10	
17.	Master's Thesis	10	
18.	Problems in Health Education	15	
19.	Problems in Recreation	15	
20.			
21.			
22.			
	Total	208	

Score Possible

208

Score Given

III. DOCTOR'S DEGREE PROGRAM

TO SCORE - For each course listed, record in the score given column the points allowed in the score possible column if the course, or its equivalent under a different title, is offered by the institution. Allow credit if the course has been included under the master's list of courses.

Names of Courses		Score Possible	Score Given
1.	Advanced Statistics Applied to Physical Education	15	
2.	Measurement and Evaluation of Tests in Physical Education	10	
3.	Techniques in Rehabilitation	10	
4.	Mechanical-Anatomical Analysis of Physical Education Activities (kinesiological analysis)	10	
5.	Psychological & Sociological Analysis of Physical Education Activities	10	
6.	Physiological Analysis of Activities & Organic Differences	10	
7.	Selection & Evaluation of Physical Education Activities	15	
8.	Analysis of Leadership Problems in Physical Education	10	
9.	Supervision of Physical Education	10	
10.	Professional Preparation in Physical Education (Seven year curriculum)	15	
11.	Analysis of Professional Literature	10	
12.	Seminar in Physical Education	10	
13.	Research in Physical Education	10	
14.	Doctor's Dissertation Seminar (helping the student with his dissertation design)	10	
15.	Administration of School Health Programs	15	
16.	Administration of Public Recreation	15	
17.	Doctor's Dissertation	15	
18.			
19.			
20.			
Total		200	

Score Possible

Score Given

SCORE CARD SUMMARY

	UNIT	Score Possible	Score Given	Per Cent
A	Professional Preparation (Kind)	175		
	Professional Preparation (Extent)	150		
	Professional Preparation (Recency)	75		
	Membership in Professional Organizations	50		
	Attendance at Professional Meetings	50		
	Teaching Experience (Length)	150		
	Fitness of Staff Members	75		
	Personality and Character of Staff Members	125		
	Teaching Efficiency of Instructor	150		
	Total for A-Instructional Staff	1000		
B	Area of School Site	150		
	Placement of Buildings on School Site	50		
	Indoor Facilities	150		
	Outdoor Facilities	150		
	Equipment	125		
	Supplies (General)	125		
	Provision for Prevention and Emergency Care of Injuries	50		
	Total for B- Facilities	800		
C	Percentage of Students Enrolled	125		
	Time Allotment for Physical Education Classes	75		
	Health Examination of Student by Physician, Dentist, and Nurse	50		
	Clinical Examination of Students by Physical Education Instructors	75		

UNIT		Score Possible	Score Given	Per Cent
C	Assignment of Students to Classes	35		
	Size of Activity Classes (Normal Group)	75		
	Size of Classes (Corrective or restricted group)	25		
	Teaching Load (Assigned time)	100		
	Records Kept and Used	50		
	Credit	75		
	Grading in Activity Courses	45		
	Athletic Award Systems	70		
	Total for C-Program Organization	300		
D	Instructional Period (Service Program)	350		
	Intramural Athletics	250		
	Intercollegiate Athletics	200		
	Total for D-Program (Activities)	800		
E	Administrative Organization	75		
	General Budget	50		
	Source of Budget Support	75		
	Budget Ratio	50		
	Rank of Staff	35		
	Salaries of Staff	75		
	Duties of Staff	50		
	Recruiting Athletes	30		
	Assignment of Grants-in-Aid to Athletes	30		
	Distribution of Grants-in-Aid to Athletes	30		
	Total for E-Administration	500		

UNIT		Score Possible	Score Given	Per Cent
F	Professional Magazines	100		
	Professional Books	150		
	Microcards	50		
	Total for F-Professional Assistance	300		
G	Undergraduate Program	392		
	Master's Degree Program	208		
	Doctor's Degree Program	200		
	Total for G-Professional Education Program	800		
Total		5000		

Total for Score Card	5000		
Dividing Score by 50	100		
Percentage Score for School	100		

Institution _____

Date _____

Scorer _____

Scorer _____

Scorer _____

VITA^N

Alfred Arrington

Candidate for the Degree of

Doctor of Education

Thesis: AN EVALUATION OF THE PHYSICAL EDUCATION PROGRAMS FOR MEN IN STATE-SUPPORTED FOUR-YEAR CO-EDUCATIONAL COLLEGES AND UNIVERSITIES IN MISSISSIPPI

Major Field: Higher Education

Biographical:

Personal Data: Born in Laurel, Mississippi, February 3, 1943, the son of Mr. and Mrs. Olen Arrington, Sr.

Education: Graduated from Oak Park High School, Laurel, Mississippi, in May, 1962; received the Bachelor of Science degree in Health and Physical Education from Alcorn A & M College, Lorman, Mississippi, in May, 1966; received the Master of Arts in Education from Tennessee State University, Nashville, Tennessee, in August, 1970; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1975.

Professional Experience: Athletic Director, Head Football Coach, and Instructor of Biology, George Washington Griffin High School, Lake Providence, Louisiana, 1966-69; Graduate research assistant, Department of Mathematics, Tennessee State University, Nashville, Tennessee, 1969-70; Head Basketball Coach, Assistant Football Coach, and Instructor of Physical Education, Ruleville Central High School, Ruleville, Mississippi, 1970-71; Instructor of Health and Physical Education, Mississippi Valley State University, 1971-72; Graduate teaching assistant, Department of Health, Physical Education, and Recreation, Oklahoma State University, 1972-75.

Organizations: Member of American Alliance for Health, Physical Education, and Recreation, Oklahoma Association for Health, Physical Education, and Recreation, Oklahoma Association for Audiovisual Media and Technology, American College of Sports Medicine (Central States Chapter), American Association for Higher Education, Phi Delta Kappa, and YMCA.