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A SURVEY OF THE MEN'S PHYSICAL EDUCATION PROGRAM  
AT NORTH TEXAS STATE UNIVERSITY

THESIS

Presented to the Graduate Council of the  
North Texas State University in Partial  
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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## CHAPTER I

### INTRODUCTION

We are living in a fast changing world. The impact of change continues to influence our way of life. In the area of physical education, change is also taking place.

Presently, health education, physical education, and recreation are having difficulty being accepted as academic disciplines by some colleges and universities. Part of this problem can be attributed to some physical educators who have neglected to evaluate their physical education programs in depth.

Time is of the essence, therefore, as it becomes increasingly clear that physical educators must continually evaluate their programs in depth, and relate their findings to the general public. If public support is to be gained, however, physical education must be approached in a research-oriented manner, which develops statistically significant evidence as to the merits of various aspects of excellent physical education programs.

It is essential, therefore, to determine strengths and weaknesses within physical education programs. A valid and

reliable instrument designed specifically for program evaluation can be one way to determine physical education program strengths and weaknesses. The Neilson-Comer-Griffin Score Card is one such valid instrument which has been used by physical educators to accomplish this task of evaluating physical education programs. The total program of activity as well as many facets of physical education can be interpreted by this score card.

#### Statement of the Problem

This was a survey of the men's physical education program at North Texas State University for the spring semester of 1969.

#### Definition of Terms

1. Physical education program.--Includes the intramural, service, intercollegiate athletic, and undergraduate and graduate professional preparation programs.

#### Purposes of the Study

The following purposes of the study were proposed:

1. To determine the status of the men's physical education program at North Texas State University.
2. To engender improvement as a result of a greater awareness of the existing weaknesses found in the present program.

### Limitations of the Study

This study was limited to the men's physical education program at North Texas State University for the spring semester of 1969, and to the standards proposed by the Neilson-Comer-Griffin Score Card as related to evaluation of physical education programs for men in colleges and universities.

### Sources of Data

Sources of data were the following:

1. North Texas State University Men's Physical Education Department--indoor and outdoor facilities, staff, equipment and supplies.
2. Professional magazines, books, and microcards from the North Texas State University library.
3. Personal interviews with the chairman of the physical education department, the assistant athletic director, and the intramural director.

### Survey of Previous Studies

Presently, evaluation of physical education programs seems to be of interest to some physical educators. According to Oberteuffer (4, pp. 56-60), much innovation, experimentation, evaluation, and reexamination of physical



education must be done so that we can preserve our academic status at the college level. We are in real danger of losing our requirement unless positive steps are taken toward attaining academic excellence in our field. Oberteuffer proposes the following suggestions to engender such excellence:

1. Instructional programs should be examined thoroughly, and any activity which is more fitting for a high school boy than a college man should be discarded.

2. More use should be made of proficiency tests so that students can be evaluated on their true athletic ability rather than being grouped together into a large mass, which is presently today's physical education dilemma.

3. Remedial courses should be offered, but not for college credit.

4. An all out effort should be made to illuminate the intellectual factor in physical education.

In Oxendine's (5, pp. 8-9) survey of present practices and apparent trends in the required physical education programs in colleges and universities, a total of 259 schools of varying sizes throughout the country responded to questionnaires sent to their respective physical education department chairman. This survey revealed some interesting facts including the following:

1. Eighty-three per cent of the schools require some physical education of all students before graduation.

2. Sixty per cent of the schools require two years of physical education of their students.

3. Small schools use "pass or fail" systems more frequently than do larger schools.

4. A greater percentage of large schools offer coeducational classes than do small schools.

5. Most small schools appear to evaluate students more thoroughly than do larger ones.

Oxendine's survey showed that from present indications, the overall programs appear to be improving. Increases far outnumber decreases in requirements, staff, facilities, and variety of activities.

In the Cordts and Shaw study (1, pp. 418-419) which sought to determine the status of the physical education required or instructional program in four year colleges and universities, the following conclusions were made:

1. A larger proportion of men's departments in men's colleges than in public coeducational institutions permit the substitution of freshman and varsity sports for the purpose of meeting the student's physical education requirements.

2. A larger proportion of men's departments in public coeducational than in either private coeducational or men's colleges provide all equipment essential for students to participate in all program activities.

3. A larger proportion of men's departments in public coeducational than in either private coeducational or men's colleges use the same grading system as that used for other subjects.

Interestingly, though, the findings of the Cordts and Shaw study show that there were few differences between program practices in different types of schools.

Service programs of physical education should be prime sources for evaluation. Some significant studies have been done in this area. One such significant study is the Phillips study (6, pp. 193-196), which was designed to evaluate the service programs of physical education for men in the colleges of New York State. In this study, fourteen schools were involved with dual standards (optimal and essential) used as the basis for evaluating the component parts of the overall program. Findings of this study are the following:

1. That 86.96 per cent of the schools had a required or service program in physical education while 13.04 per cent had no physical education requirement for graduation.

2. That 45.95 per cent of the schools gave credit for physical education while 54.05 per cent of the schools required physical education for graduation but gave no credit for such courses.

3. That when considering facilities, 57 per cent exceeded the essential standard, and 43 per cent were below the essential standard.

The following conclusions were drawn from this study:

1. The evaluation of the required or service programs of physical education in institutions of higher learning in New York State showed wide variations in the overall program from excellent to poor.

2. The percentage of colleges in New York State giving credit for physical education courses was much lower than has been found to exist in similar schools throughout the United States.

3. The percentage of colleges in New York State requiring physical education for graduation was much lower than has been found to exist in similar schools throughout the United States.

Some interesting evaluation studies concerning physical education programs for men have been done by Jones and Griffin. In both cases, Jones and Griffin used the Neilson-Comer-Griffin

Score Card to evaluate physical education college programs for men.

Jones' study (3, pp. 482-A-483-A) concerned itself with the evaluation of physical education programs for men in state-supported colleges and universities in Colorado offering a major in physical education, and with the appraisal of the Neilson-Comer-Griffin Score Card used as the evaluation instrument.

The following results were obtained from this survey:

1. Out of a maximum score possible, which was 5,000 points, the highest score recorded for the six Colorado schools was 4,032 points, or 81 per cent.
2. The lowest score recorded was 3,078 points or 62 per cent.
3. The average attainment of the nine items under unit Instructional Staff was the highest with 82 per cent.
4. The unit concerning the organization of the physical education program at the schools had the lowest average achievement--63 per cent.
5. The average attainment by the schools involved in the study was 75 per cent.

The conclusions concerning this study are the following:

1. The professional preparation of physical education instructors employed by the Colorado colleges and universities was above average.

2. The membership in professional organizations and attendance at professional meetings was poor.

3. The rank and salaries of physical education instructors were in line with those of other faculty members.

4. Physical education instructors and coaches generally put in an above-average work week.

5. The Neilson-Comer-Griffin Score Card can be used as a useful evaluation instrument as a means for stimulating improvement in physical education programs.

Griffin's study (2, pp. 3707-A-3708-A) attempted to evaluate the men's physical education programs in the universities of the Western Athletic Conference, which were limited to six universities in the states of Arizona, New Mexico, Utah, and Wyoming.

Some of the following conclusions were stated:

1. Professional preparation of the male physical education instructors was above average.

2. The membership of physical education instructors in professional organizations was poor.

3. Attendance at professional meetings by physical educators was also poor.

4. The outdoor facilities were superior to the indoor facilities at most schools.

5. The supplies available were below average and in need of improvement.

6. The intramural athletic programs were good.

7. The variety of physical education activities offered in the service program was good.

8. Rank, salaries, and duties of the physical education staff members were good and in line with faculty members in other departments.

The following recommendations were proposed:

1. Better effort should be made to increase the membership of physical education instructors in professional organizations.

2. All schools should strive for additional indoor and outdoor facilities.

3. Schools should initiate and conduct a clinical examination of students by physical education instructors. This practice should aid in the assignment of students to classes.

4. Schools should maintain a microcard library.

5. Schools participating in the study should continue to voluntarily evaluate and seek improvement in their programs.

6. Evaluation studies of physical education programs for men in other colleges and universities in the United States should be made.

From all indications future promotion of learning will depend to a large degree on a continued scientific appraisal of school programs, together with corresponding modifications in curriculum content, method of instruction, and pupil advancement.



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## CHAPTER II

### PROCEDURES

#### Preliminary Procedures

The preliminary procedures used in the development of this study included reading professional literature in the areas of administration, curriculum development, evaluation, and professional preparation, as related to health, physical education and recreation. Several previous studies relating to this study were discovered.

#### Selection of the Instrument for the Collection of Data

The Neilson-Comer-Griffin Score Card was selected as the instrument for collection of data for this study. This score card has been employed rather successfully by physical educators as a means by which to evaluate their overall programs in depth.

The Neilson-Comer-Griffin Score Card has a very interesting history and background. It was originally devised by N. P. Neilson and published in 1931 as the California Score Card. After numerous changes and revisions, however, it has evolved to become the Neilson-Comer-Griffin Score Card.

Each revision of the score card, though, 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?

The Neilson-Comer-Griffin Score Card was used as the instrument for collecting data concerning the men's physical education program at North Texas State University for the spring semester of 1969. This score card was used to interpret the many facets of the men's physical education program. Areas such as instructional staff, facilities, administration, professional assistance, program organization, activities program, and professional education program were interpreted by the score card.

The score card was divided into seven units. Included within the seven units were forty-seven items. A separate score was given for each item and each unit. A composite score of all units was given to the entire men's physical education program.

Each unit was brought into sharper focus for further scrutiny and interpretation so that particular strengths and weaknesses within the unit were determined. It was evident that the value of the Neilson-Comer-Griffin Score Card lies not so much in the total score, as in the interpretation of the detailed score in each unit. Each unit was, therefore, interpreted with this thought in mind.

The Neilson-Comer-Griffin Score Card has delineated existing conditions within the Men's Physical Education Program at North Texas State University by measuring the overall program against a set of proposed score card standards. The score card standards, then, pointed the way toward future developments and improvements within the overall Men's Physical Education Program.

#### Selection of Respondents

The respondents of this study were limited to thirty-seven men physical education instructors who taught at least three hours of classroom theory course work, or three hours of activity course work within the Men's Physical Education Program at North Texas State for the spring semester of 1969.

#### Administration of the Score Card

Certain items of the Neilson-Comer-Griffin Score Card, such as personality and character of instructors, and the

teaching effectiveness of instructors were subjective by nature, but were considered to be important, and, therefore, could not be eliminated. Each one of the thirty-seven physical education instructors was given samples of these subjective items and asked to rate himself. Furthermore, each instructor was also rated by two faculty members who knew the fitness, personality, character, and teaching efficiency of the instructor. Therefore, the combined judgment of three persons, one person being the instructor himself, was the way in which all subjective items were rated. After a reasonable length of time, all sample score card items were collected.

All other score card data were collected by the following persons:

1. Chairman of the men's physical education department.
2. Assistant athletic director.
3. Intramural director.

#### Treatment and Interpretation of the Data

The data from the Neilson-Comer-Griffin Score Card were tabulated, classified and interpreted. Statistical treatment consisted of tabulating the score and the percentage for each item and each unit. A total score and a total percentage were also tabulated for the school's overall program.

The score card does not include a rating scale. Therefore, the following rating scale was arbitrarily selected:

1. A percent score of 90-100 was considered to be an excellent score.

2. A percent score of 77-89 was considered to be a good score.

3. A percent score of 65-76 was considered to be a fair score.

4. A percent score below 65 was considered to be a poor score.

A summary of the study and the findings was made. Conclusions were drawn and recommendations for future studies were made.

## CHAPTER III

### FINDINGS OF THE STUDY

The findings of the study are presented in this chapter. All the data obtained relating to the program and facilities for physical education for men at North Texas State University during the spring semester of 1969 are presented as tabulations, accompanied by discussions to indicate the adequacies and inadequacies of the men's physical education program when compared with the standards set by the Neilson-Comer-Griffin Score Card.

The Neilson-Comer-Griffin Score Card was divided into seven units. The first unit was designated as Instructional Staff and included the following items:

1. Professional preparation (kind).
2. Professional preparation (extent).
3. Professional preparation (recency).
4. Membership in professional organizations.
5. Attendance at professional meetings.
6. Teaching experience (length).
7. Fitness of staff members.
8. Personality and character of staff members.
9. Teaching efficiency of instructor.

Extensive professional preparation gives the instructor an advantage in many teaching situations. Usually this advantage is reflected in the progress of his students. Table I shows the kind of professional preparation of the instructors.

TABLE I  
PROFESSIONAL PREPARATION (KIND)

Category	Average Score Possible	Average Score Given	Per Cent
Foundation Science Courses	35	24	69
General Education Courses	41	31	76
Health Education Courses	15	10	67
Physical Education Science Courses	40	25	63
Stunt Activities	4	2	50
Dance Activities	4	1	25
Athletic Activities	29	18	62
Combative Activities	4	1	25
Winter Activities	3	0	0
Formal Movements	3	1	33
Recreation Courses	12	4	33
Total Averages	175	120	69

Out of 196 possible points, 175 points was the maximum number which was allowed for any one instructor according to



the score card standard. The total points made by all instructors in all categories of courses and activities was 4,452. This total divided by the number of instructors equals the average points made--120. A percent score of 69 was given for the total faculty. Most percent scores were low. Winter activities was not included in most instructors preparation so received a percent score of 0, while water activities, formal movements, recreation courses, combative activities, dance activities, and stunt activities all scored below 60 percent. General education courses had the highest percent score, 76. The overall picture for the kind of professional preparation of faculty was considered to be fair as the percent score of 69 indicates.

Table II indicates the total number of college credit hours earned above the baccalaureate degree, and Table III shows the total averages for the extent of professional preparation of the instructors.

The total points made by all instructors was 4,680. When divided by the number of instructors 37, the average total score was 126. Two instructors were classified as undergraduate students. One was a junior, and the other was a senior. Therefore, they could not score any points as a result of not having earned their baccalaureate degree. A

percent score of 84 was given for the total faculty. There were 11 instructors who scored 150 points each as a result of having at least 91 quarter hours above their baccalaureate degree. It should be noted that three quarter hours are equal to two semester hours. The overall percent score for the extent of professional preparation was considered to be good as the percent score of 84 indicates.

TABLE II  
PROFESSIONAL PREPARATION (EXTENT)

College Credit Earned Above the Baccalaureate Degree	Number of Instructors
0-15 Quarter Hours . . . . .	2
16-30 Quarter Hours . . . . .	0
31-45 Quarter Hours . . . . .	4
46-60 Quarter Hours . . . . .	12
61-75 Quarter Hours . . . . .	3
76-90 Quarter Hours . . . . .	3
91-Above Quarter Hours . . . . .	11

TABLE III  
SCORING FOR PROFESSIONAL PREPARATION (EXTENT)

	Score Possible	Score Given	Per Cent
Total Averages	150	126	84

In Table IV the recency of professional preparation of the instructors is shown, and Table V shows the total averages

for the recency of professional preparation of the instructors.

TABLE IV  
PROFESSIONAL PREPARATION (RECENCY)

Staff Member Has Completed the Number of Quarter Hours within the Past:	Quarter Hours	Number of Instructors
Three Years	3-9	16
Four Years	3-9	1
Six Years	3-9	1
Eight Years	3-9	2

TABLE V  
SCORING FOR PROFESSIONAL PREPARATION (RECENCY)

	Score Possible	Score Given	Per Cent
Total Averages	75	41	55

The total points made by the total faculty was 1,380. When divided by the number of instructors, 34, the average total score given was 41. Three staff members with doctor's degrees were not rated according to the score card standard. Two instructors were classified as undergraduate students. One was a junior, and the other was a senior. Therefore, they could not score any points as a result of not having

earned their baccalaureate degree. A percent score of 55 was given for the total faculty. The majority of the instructors have returned to school for additional study within the last eight years. However, a rather large minority of the instructors have not gone back to school within the last eight years. There were 16 instructors who each scored the maximum number of points, 75, as a result of completing nine quarter hours within the last three years. The overall picture for the recency of professional preparation was considered to be poor as the percent score of 55 indicates.

Table VI shows the membership of instructors in professional organizations, and Table VII shows the total average scores of instructors for membership in professional organizations.

TABLE VI  
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Organization	Number of Instructors
American Association for Health, Physical Education and Recreation . . . . .	11
National Education Association . . . . .	2
State Association for Health, Physical Education and Recreation . . . . .	11
State Education Association . . . . .	8

TABLE VII  
SCORING FOR MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

	Score Possible	Score Given	Per Cent
Total Averages	50	19	38

The total points made by all the faculty members was 690. When divided by the number of instructors, 37, the average total score given was 19. A percent score of 38 was given for the total faculty. The score for any one instructor could not exceed 50 points according to the score card standard. There were 11 instructors who were members of the American Association for Health, Physical Education and Recreation. There were also 11 instructors who were members of a state association for health, physical education and recreation. However, a rather large minority of instructors were inactive in professional organizations. Therefore, the overall score for membership in professional organizations was poor as indicated by the percent score of 38.

Table VIII indicates attendance of instructors at professional meetings, and Table IX shows the total average score of instructors at professional meetings.

TABLE VIII  
ATTENDANCE AT PROFESSIONAL MEETINGS

Number of Professional Meetings Other Than Departmental, Attend- ed during the Last 12 Months	Number of Instructors
One . . . . .	7
Two . . . . .	10
Three . . . . .	9
Four . . . . .	4

TABLE IX  
SCORES FOR NUMBER OF PROFESSIONAL MEETINGS OTHER THAN  
DEPARTMENTAL, ATTENDED DURING THE LAST 12 MONTHS

	Score Possible	Score Given	Per Cent
Total Averages	50	24	48

The total points made by the entire faculty was 880, and, when divided by the number of instructors, 37, results in the average total score of 24. A percent score of 48 was given for the total faculty. The score for any one instructor could not exceed 50 points according to the score card standard. There were only four instructors who attended four professional meetings during the last twelve months. However, there were nine instructors who attended three professional meetings and ten instructors who attended two professional meetings during the last twelve months. The overall picture

for attendance at professional meetings was considered to be poor as the percent score of 48 indicates.

Table X shows the number of years teaching experience of the instructors, and Table XI indicates the total average scores of the entire faculty for the number of years teaching experience.

TABLE X  
TEACHING EXPERIENCE (LENGTH)

Years of Teaching Experience in Physical Education	Number of Instructors
One . . . . .	5
Two . . . . .	1
Three . . . . .	3
Four . . . . .	4
Five . . . . .	0
Six to Nine . . . . .	4
Ten and Over . . . . .	20

TABLE XI  
SCORES FOR YEARS OF TEACHING EXPERIENCE  
IN PHYSICAL EDUCATION

	Score Possible	Score Given	Per Cent
Total Averages	150	124	83

The total points made by the entire faculty was 4,575. This total, divided by the number of instructors, 37, resulted

in an average total score of 124. A percent score of 83 was given for the total faculty. The majority of instructors (20) scored 150 points each which was the maximum number given for ten or more teaching years of experience. As a result, the overall picture for the length of teaching experience of the instructors was considered to be good as the percent score of 83 indicates.

Table XII shows the fitness of the instructors.

TABLE XII  
FITNESS OF STAFF MEMBERS

Items Rated	Average Score Possible	Average Score Given	Per Cent
General Appearance	12	10	83
General State of Health	12	11	92
Organic Defects	12	11	92
Posture	7	6	86
Vision	9	8	88
Hearing	9	9	100
Teeth	7	6	86
Weight	7	6	86
Total Averages	75	68	91



The total points made by the entire faculty was 2,513. When divided by the number of instructors, 37, the resulting total score was 68. A percent score of 91 was given for the total faculty. Percent scores were high for all items listed. The item pertaining to hearing received a percent score of 100. All other items, excluding general appearance, which scored 83 percent, scored 86 percent or higher. The overall fitness of the instructors was considered to be excellent as the percent score of 91 indicates.

Table XIII indicates the personality and character of the instructors. The total points made by the total faculty was 4,334. When divided by the number of instructors, 37, the average total score given was 117. A percent score of 93 was given for the total faculty. All percent scores were high for the traits listed. Alertness, cooperation, honesty, industry, loyalty, sense of humor, social adaptability, and sportsmanship all received percent scores of 100. No trait received a percent score less than 88. The overall picture for personality and character of the instructors was considered to be excellent as the percent score of 93 indicates.

Table XIV shows the teaching efficiency and effectiveness of the instructors.

TABLE XIII  
PERSONALITY AND CHARACTER OF STAFF MEMBERS

Traits	Average Score Possible	Average Score Given	Per Cent
Accuracy	8	7	88
Alertness	8	8	100
Cooperation	8	8	100
Honesty	8	8	100
Industry	7	7	100
Initiative	8	7	88
Judgment	8	7	88
Leadership	8	7	88
Loyalty	8	8	100
Neatness of Dress	8	7	88
Refinement in Manners	8	7	88
Self-Control	8	7	88
Sense of Humor	7	7	100
Social Adaptability	7	7	100
Sportsmanship	8	8	100
Tact	8	7	88
Total Averages	125	117	93

TABLE XIV  
TEACHING EFFICIENCY AND EFFECTIVENESS OF INSTRUCTORS

Attributes of Teaching Efficiency	Average Score Possible	Average Score Given	Per Cent
Attention to Individual Needs	13	11	85
Discipline	13	12	92
Teaching Techniques	13	12	92
Ability to Organize	13	12	92
Daily Preparation	13	11	85
Economy of Time	13	11	85
Knowledge of Subject Matter	12	11	92
Attitude Toward Work	12	11	92
Efficiency in Making Reports	12	11	92
Promptness	12	11	92
Use of English	12	11	92
Voice	12	11	92
Total Averages	150	136	91

The total points made by the entire faculty was 5,026, and when divided by the number of instructors, 37, equals the average total score given, 136. A percent score of 91 was given for the total faculty. Percent scores were high for

all items listed. Items of discipline, teaching techniques, ability to organize, knowledge of subject matter, attitude toward work, efficiency in making reports, promptness, use of English, and voice all received a percent score of 92. No item received a percent score less than 85. The overall picture for teaching efficiency and effectiveness of the instructors was considered to be excellent as the percent score of 91 indicates.

The second unit of the Neilson-Comer-Griffin Score Card pertained to Facilities. Items within the second unit are the following:

1. Area of school site.
2. Placement of buildings on school site.
3. Indoor facilities.
4. Outdoor facilities.
5. Equipment.
6. Supplies.
7. Provision for prevention and emergency care of injuries.

Physical education departments are necessarily dependent upon good facilities if quality programs are to be developed within the university setting.

The total number of usable acres in the school site was well over 400 acres, which scored the maximum number of

points (150) on the score card. Therefore, the overall picture for the item, area of school site, was considered to be excellent as the percent score of 100 indicates.

Table XV shows the placement of buildings on the school site.

TABLE XV  
PLACEMENT OF BUILDINGS ON SCHOOL SITE

Placement of Buildings on Site	Score Possible	Score Given	Per Cent
Play space badly broken by buildings	15	. .	. .
Play space partly broken by buildings	30	. .	. .
Play space unbroken by buildings	50	50	100
Total Scores	50	50	100

The maximum number of points (50) was earned, and the percent score given was 100. The overall picture for placement of buildings on the school site was considered to be excellent as the percent score of 100 indicates.

Table XVI depicts the indoor facilities. The total points made for all indoor facilities was 154, out of 300 possible points. When divided by two, according to the score card standard, the score given was 77. A percent score of 51 was given for the total indoor facilities. Most percent

TABLE XVI  
INDOOR FACILITIES

Name of Facility	Score Possible	Score Given	Per Cent
Exercise Floors	18	0	0
Basketball Floor and Bleachers	16	12	75
Fieldhouse	22	0	0
Apparatus or Activity Room	14	0	0
Handball Courts	10	0	0
Kitchen or Kitchenette	6	6	100
Dance Floor	8	8	100
Classrooms	10	10	100
Large Lecture Room	10	0	0
Seminar and Conference Room	8	5	63
Research and Testing Laboratory	18	18	100
Health Unit Rooms	10	8	80
Offices for Staff	16	16	100
Supply Rooms			
(a) Gym	3	3	100
(b) Fieldhouse	3	0	0
(c) Stadium	2	2	100
Storage Rooms			
(a) Gym	3	3	100
(b) Fieldhouse	3	0	0
(c) Stadium	2	2	100

TABLE XVI--Continued

Name of Facility	Score Possible	Score Given	Per Cent
Dressing Rooms			
(a) Gym	10	6	60
(b) Fieldhouse	4	0	0
(c) Stadium	4	3	75
Extra Dressing Rooms	8	5	63
Athletic Training Rooms	12	8	67
Lockers	14	14	100
Drying Rooms	8	0	0
Shower Rooms	16	5	31
Swimming Pools	20	8	40
Sanitary Fixtures	8	6	75
Internal Arrangement	14	6	43
Total Scores	150	77	51

scores for facilities were low. Exercise floors, fieldhouse, apparatus or activity room, handball courts, large lecture room, storage rooms, and drying rooms each received a percent score of 0 as a result of their absence on campus property. Consequently, the overall picture for indoor facilities was considered to be poor as the percent score of 51 indicates.

Table XVII shows the outdoor facilities.

TABLE XVII  
OUTDOOR FACILITIES

Name of Facility	Score Possible	Score Given	Per Cent
Basketball Courts	9	0	0
Tennis Courts	30	23	77
Shot-Put Ring	8	8	100
Volleyball Courts	12	0	0
Baseball Diamonds	20	0	0
Softball Diamonds	20	14	70
Football Fields	25	25	100
Stadium	30	30	100
Soccer and Speedball Fields	20	0	0
Track	20	20	100
Pole Vault Pits	8	8	100
Broad Jump Pits	8	8	100
High Jump Pits	8	8	100
Bleachers	14	14	100
Archery Lanes	14	0	0
Movable Golf Driving Cages	16	0	0
Golf Putting Greens	16	16	100
Horseshoe Courts	8	0	0
Fence	14	0	0
Total Scores	150	87	58



The total points made for all outdoor facilities was 174, out of 300 possible points. When divided by two, according to the score card standard, the score given was 87. A percent score of 58 was given for the total outdoor facilities. Most percent scores for facilities were either extremely high or extremely low. Football fields, stadium, track, pole vault pits, high jump pits, bleachers, and golf putting greens all scored 100 percent. However, basketball courts, volleyball courts, baseball diamonds, soccer fields, archery lanes, movable golf driving cages, horseshoe courts, and chain link fence all received a percent score of 0 as a result of their absence on campus property. Consequently, the overall picture for outdoor facilities was considered to be poor as the percent score of 58 indicates.

Table XVIII shows the equipment available. The total points made on available equipment was 107 out of a possible 125 points. A percent score of 86 was given for the total equipment. Most equipment listed received a high percent score. Tumbling and wrestling mats, horizontal bars, parallel bars, trampolines, rings, horse, scales, weight training equipment, and maintenance equipment all received a percent score of 100. However, corrective room equipment received a percent score of 0 as a result of the absence of

such equipment. The overall picture of equipment was considered to be good, though, as the percent score of 86 indicates.

TABLE XVIII  
EQUIPMENT

Name of Equipment	Score Possible	Score Given	Per Cent
Tumbling and Wrestling Mats	20	20	100
Corrective Room Equipment	10	0	0
Horizontal Bars	6	6	100
Parallel Bars	6	6	100
Trampolines	9	9	100
Rings	5	5	100
Climbing Ropes	5	3	60
Horse	6	6	100
Scales	5	5	100
Stadiometer	5	5	100
Hurdles	10	10	100
Weight Training Equipment	10	10	100
Training Room Equipment	8	5	63
Research Laboratory Equipment	10	7	70
Maintenance Equipment	10	10	100
Total Scores	125	107	86

Table XIX shows the supplies available.

TABLE XIX  
SUPPLIES (GENERAL)

General Supplies	Score Possible	Score Given	Per Cent
Archery Bows	6	6	100
Archery Targets and Easels	6	4	67
Baseballs	8	0	0
Basketballs	9	9	100
Footballs	9	9	100
Handballs	5	0	0
Soccer Balls	6	6	100
Soft Balls	6	6	100
Volleyballs	7	7	100
Baseball Bases	5	0	0
Softball Bases	5	5	100
Baseball Bats	6	0	0
Softball Bats	5	5	100
Baseball Catchers' Outfit	5	0	0
Softball Catchers' Outfit	4	4	100
Golf Clubs	9	9	100
Indian Clubs	4	0	0

TABLE XIX--Continued

General Supplies	Score Possible	Score Given	Per Cent
Air Slacked Line	4	4	100
Ball Inflators	3	2	67
Mending Kits	3	0	0
Tennis Nets	7	5	71
Badminton Nets	6	6	100
Volleyball Nets	7	7	100
Pistols and Shells	5	5	100
Baseball Score Books	4	0	0
Basketball Score Books	4	2	50
Football Score Books	4	0	0
Tennis Score Books	4	0	0
Wrestling Score Books	4	0	0
Track Score Books	4	0	0
Badminton Sets	5	5	100
Shuttlecocks	5	5	100
Horseshoes	6	6	100
Black Friction Tape	3	0	0
Tape Lines (Steel)	8	8	100
Tennis Racquets	10	10	100
Towels for Students	9	0	0
Discus	5	5	100

TABLE XIX--Continued

General Supplies	Score Possible	Score Given	Per Cent
Cross Bars	5	5	100
Javelins	6	6	100
Shots	6	6	100
Vaulting Poles	6	6	100
Stop Watches	6	6	100
Whistles	4	4	100
White Yarn	2	2	100
Total Scores	125	88	70

The total points made on the availability of general supplies was 175 out of 250 possible points. When divided by two, according to the score card standard, the score given was 88. A percent score of 70 was given for the total of general supplies. Percent scores for supplies were either extremely high or extremely low. Basketballs, footballs, soccer balls, softballs, softball bats, badminton nets, volleyball nets, tennis racquets, just to name a few supplies, each received a percent score of 100. On the other hand, such supplies as baseballs, handballs, baseball bases, baseball bats, football score books, tennis score books, track score books, and towels for students all received a percent score

of 0 as a result of not being included within the physical education program. The overall picture for supplies was considered to be fair as the percent score of 70 indicates.

Table XX shows the provisions for prevention and emergency care of injuries.

TABLE XX  
PROVISION FOR PREVENTION AND EMERGENCY CARE OF INJURIES

Provision	Score Possible	Score Given	Per Cent
A written statement governs instructors in their prevention of injuries and their rendering of first-aid.	10	10	100
After first-aid, the student is sent to the college or university Health Service.	8	8	100
A stretcher is available to the instructor of a class.	8	0	0
Basic first-aid supplies are available to the instructor.	8	0	0
A trainer is employed for inter-collegiate athletics.	8	8	100
A physician is present at inter-collegiate contests in football, basketball, baseball, and track and field.	8	8	100
Total Scores	50	34	68

Out of 50 possible points, 34 points were made, and a percent score of 68 was given. No stretcher was available to the instructor of a class, and neither were basic first-aid supplies; therefore, no points were given in these two areas of concern. The overall picture for prevention and emergency care of injuries was considered to be fair as the percent score of 68 indicates.

The third unit of the Neilson-Comer-Griffin Score Card was designated as Program Organization. Items within Program Organization are the following:

1. Percentage of students enrolled.
2. Time allotment for physical education classes.
3. Health examination of students by physician, dentist, and nurse.
4. Clinical examination of students by physical education instructors.
5. Assignment of students to classes.
6. Size of activity classes (normal group).
7. Size of activity classes (corrective or restrictive group).
8. Teaching load (assignment time).
9. Records kept and used.
10. Credit.

11. Grading in activity courses.

12. Athletic award systems.

Program organization is an important factor in every physical education program. Physical education programs should be organized with the individualized student approach utilized as the means by which to achieve excellent overall programs.

The number of men enrolled in school during the spring semester of 1969 was 8,088, and the number of men taking physical education activity courses was 2,833. Out of a possible 125 points, 45 points were given. A percent score of 36 was given for the item, percentage of students enrolled in physical education activity courses. The overall picture for this item was considered to be poor as the percent score of 36 indicates.

Physical education classes meet three times a week and the length of periods is 60 minutes. Out of a possible 75 points, 75 points were earned. Therefore, a percent score of 100 was given indicating that the overall picture for the item, time allotment for physical education classes, was excellent.

Table XXI depicts the health examination of students by physician, dentist, and nurse.



TABLE XXI  
HEALTH EXAMINATION OF STUDENTS BY PHYSICIAN,  
DENTIST, AND NURSE

Extent of Examination	Score Possible	Score Given	Per Cent
Family Health History	8	8	100
Personal Health History	12	9	75
Heart	28	21	75
Lungs	24	18	75
Teeth	12	12	100
Tonsils	10	10	100
Gums	6	6	100
Ears	12	12	100
Eyes	18	18	100
Lymph Nodes	8	6	75
Thyroid	6	6	100
Nose	10	10	100
Throat	16	12	75
Skin	10	10	100
State of Nutrition	20	15	75
Total Scores	50	43	86

The total points made in the category of health examination was 173 out of 200 possible points. When divided by four, according to the score card standard, the score given was 43. The percent score earned was 86. Most items listed for the examination received high percent scores. Health history, teeth, tonsils, gums, ears, eyes, thyroid, nose, and skin all scored 100 percent. The overall aspect of the examination of students by physician, dentist, and nurse, was considered to be good as the percent score of 86 indicates.

All categories listed in extent of clinical examination received no points. Therefore, the overall picture for clinical examination of students by physical education instructors was considered to be poor as the percent score of 0 indicates.

Table XXII shows the assignment of students to classes. Out of 35 possible points, 5 points were given, and the percent score earned was 14. Since students are allowed to register for any activity class scheduled in the program without any restriction, only 5 points were given. The overall picture for assignment of students to classes was considered to be poor as the percent score of 14 indicates.

TABLE XXII  
ASSIGNMENT OF STUDENTS TO CLASSES

Method of Assignment to Classes	Score Possible	Score Given	Per Cent
Students are allowed to register for any activity class scheduled in the program without any restriction	5	5	100
Students are not allowed to register for the same numbered activity course more than once.	15	0	0
Students are assigned to classes after counseling but without the results of a clinical examination.	25	0	0
Students are assigned to classes after counseling with the aid of the results of a clinical examination.	35	0	0
Total Scores	35	5	14

Table XXIII shows the size of activity classes for the normal group. Out of 75 possible points, 75 points were earned, and the percent score given was 100. Since 85 percent of the students were enrolled in classes of 30 or under, a perfect score of 75 was given. The overall picture for size of activity classes for the normal group was considered to be excellent as the percent score of 100 indicates.

Table XXIV shows the size of classes for the corrective or restricted group.

TABLE XXIII  
 SIZE OF ACTIVITY CLASSES (NORMAL GROUP)

Size of Classes	Score Possible	Score Given	Per Cent
No restriction on size of classes	10	0	0
More than 25% of the students are enrolled in classes over 50	20	0	0
90% of the students are enrolled in classes of 50 or under	35	0	0
85% of the students are enrolled in classes of 35 or under	65	0	0
85% of the students are enrolled in classes of 30 or under	75	75	100
Total Scores	75	75	100

TABLE XXIV  
 SIZE OF CLASSES (CORRECTIVE OR RESTRICTED GROUP)

Size of Classes	Score Possible	Score Given	Per Cent
No class or individual arrangements made for handicapped group	5	0	0
85% of students are enrolled in classes of 25 or under	15	0	0
80% of students are enrolled in classes of 20 or under	20	0	0
80% of students are enrolled in classes of 15 or under	25	25	100
Total Scores	25	25	100

Out of 25 possible points, 25 points were earned, and the percent score given was 100. Since 80 percent of the students are enrolled in classes of 15 or under, a perfect score of 25 was given. The overall picture for the size of classes for the corrective or restricted group was considered to be excellent as the percent score of 100 indicates.

Table XXV shows the teaching load (assigned time) of the instructors, and Table XXVI shows the total scores for teaching load (assigned time) of the instructors.

TABLE XXV

## TEACHING LOAD (ASSIGNED TIME) OF INSTRUCTOR

Total Clock Hours Assigned Weekly	Number of Instructors
50 or more . . . . .	4
48 . . . . .	0
46 . . . . .	0
44 . . . . .	1
42 . . . . .	0
40 . . . . .	2
38 . . . . .	2
36 . . . . .	1
34 . . . . .	0
32 . . . . .	2
30 or less . . . . .	25

TABLE XXVI

## SCORE FOR TEACHING LOAD (ASSIGNED TIME)

	Score Possible	Score Given	Per Cent
Total Scores	100	21	21

The total points made, 790, divided by the number of instructors, 37, equals the score given--21. The percent score earned was 21. A scoring formula was used to determine the total clock hours assigned weekly to each instructor. Each class contact hour (activity) was multiplied by two; each class contact hour (theory) was multiplied by three. Each office hour was multiplied by one, and any other assignments were also multiplied by one. A large majority of instructors (25) scored only ten points each, as a result of having 30 total clock hours or less. A small minority of instructors (4) had 50 total clock hours or more, and also scored only ten points each. Therefore, a large majority of instructors were not engaged in full time teaching responsibilities, and a small minority of instructors were overloaded as far as a teaching load was concerned. Only two instructors had 40 total clock hours weekly, which allowed them a perfect score of 100 points. The overall aspect for teaching load (assigned time) was considered to be poor as the percent score of 21 indicates.

Table XXVII shows the records kept and used within the total physical education program. Out of 50 possible points, 44 points were given, and the percent score earned was 88. The only inadequacy in the area of records kept and used was

TABLE XXVII  
RECORDS KEPT AND USED

Type of Record	Score Possible	Score Given	Per Cent
Class roll record	3	3	100
Clinical examination record (by physician)	4	4	100
Clinical examination record (by Instructor)	6	0	0
Record of issue of supplies and equipment	4	4	100
Record of student's intramural accomplishment	4	4	100
Record of student's intercollegiate athletic accomplishment	4	4	100
Record of majors and minors in physical education	5	5	100
Record of graduate students in physical education	5	5	100
Record of accidents	3	3	100
Record of finances for instructional program	4	4	100
Record of finances for intramural athletics	4	4	100
Record of finances for intercollegiate athletics	4	4	100
Total Scores	50	44	88

that instructors did not keep or use clinical examination records. Therefore, no points were given for this category. The overall picture for records kept and used was considered to be good as the percent score of 88 indicates.

Table XXVIII shows the credit for work accomplished in physical education activity courses.

TABLE XXVIII  
CREDIT FOR PHYSICAL EDUCATION ACTIVITY COURSES

Credit for Physical Education Activities	Score Possible	Score Given	Per Cent
No credit given for physical education courses	0	0	0
Credit given but not required for graduation	40	0	0
Credit given and required for graduation	75	75	100
Total Scores	75	75	100

Out of a possible score of 75 points, 75 points were earned, and the percent score given was 100. Since credit was given and required for graduation, the overall aspect of credit for physical education activities was considered to be excellent as the percent score of 100 indicates.

Table XXIX shows the grading system used in activity courses.



TABLE XXIX  
GRADING IN ACTIVITY COURSES

Factors Considered in Computing Grades in Activity Courses	Score Possible	Score Given	Per Cent
Regularity of attendance (including tardiness)	10	10	100
Effort	5	5	100
Sportsmanship	5	5	100
Knowledge	5	5	100
Skills	5	5	100
Interest, attitudes, emotions, ideals	5	5	100
Improvement in organic fitness (strength and endurance)	5	0	0
Required uniform (neatness and change required)	5	0	0
Total Scores	45	35	77

Out of a possible 45 points, 35 points were earned, and the percent score given was 77. Two items, improvement in organic fitness (strength and endurance) and required uniform (neatness and change), were not used in computing grades in activity courses. Consequently, no points were given for these two inadequacies. The overall situation regarding grading in activity courses was considered to be good as the percent score of 77 indicates.

Table XXX shows the award system for intramural athletics.

TABLE XXX  
AWARDS FOR INTRAMURAL ATHLETICS

Criteria	Score Possible	Score Given	Per Cent
Awards apply to all activities sponsored	4	4	100
Awards are given to winning teams and individuals	4	4	100
Trophies are awarded to teams (cost: \$5.00 to \$10.00)	4	4	100
Medals are awarded to individuals (cost: \$.50 to \$1.50)	4	0	0
The cost of awards is borne by the intramural budget	4	4	100
Total Scores	20	16	80

Out of 20 possible points, 16 points were earned, and the percent score given was 80. Since medals were not awarded to individuals within the intramural program, a score of 0 was given for this inadequacy. However, the award system for intramural athletics was considered to be good as the percent score of 80 indicates.

Table XXXI shows the award system for intercollegiate athletics.

TABLE XXXI  
AWARDS FOR INTERCOLLEGIATE ATHLETICS

Criteria	Score Possible	Score Given	Per Cent
Eligibility for awards is determined by adopted standards	8	8	100
Trophies and medals are not given	6	6	100
Felt numerals are given to freshmen team members	6	6	100
Block letters are given to varsity team members	6	6	100
Sweaters, jackets, and blankets if given as awards are paid for by the athletes	6	0	0
Athletes may receive awards in more than one sport	6	6	100
Athletes may receive more than one award in the same sport	6	6	100
Cost of awards is borne by the athletic budget or by special appropriation of the student body organization	6	6	100
Total Scores	50	44	88

Out of 50 possible points, 44 points were given, and the percent score earned was 88. The overall picture for the award system for intercollegiate athletics was considered to be good as the percent score of 88 indicates.

The fourth unit of the Neilson-Comer-Griffin Score Card was designated as Program (activities). Items within Program (activities) are the following:

1. Instructional program (service program).
2. Intramural athletics.
3. Intercollegiate athletics.

A comprehensive program of activities in the service, intramural, and intercollegiate aspects should be found in every good physical education department. Table XXXII shows the activities included in the instructional program (service program).

TABLE XXXII  
INSTRUCTIONAL PROGRAM (SERVICE PROGRAM)

Activities Included in the Service Program	Score Possible	Score Given	Per Cent
Apparatus Activities (gymnastics)	20	20	100
Archery	12	0	0
Badminton	12	0	0
Basketball	18	18	100
Bowling	14	0	0
Correctives	10	10	100
Dancing (Ballroom)	15	0	0
Dancing (Folk)	13	13	100

TABLE XXXII--Continued

Activities Included in the Service Program	Score Possible	Score Given	Per Cent
Dancing (Modern)	10	10	100
Dancing (Square)	13	13	100
Diving	7	7	100
Fencing	10	0	0
Golf	16	0	0
Handball	10	0	0
Ice Hockey	9	0	0
Life Saving and Water Safety	10	10	100
Softball	12	12	100
Skating (Ice)	10	0	0
Skiing	12	0	0
Soccer	16	0	0
Speedball	13	13	100
Squash	8	0	0
Swimming	20	20	100
Tennis	20	20	100
Track and Field	18	18	100
Cross Country Hiking and Running	15	0	0
Tumbling	16	16	100
Volleyball	15	15	100

TABLE XXXII--Continued

Activities Included in the Service Program	Score Possible	Score Given	Per Cent
Weight Training	10	10	100
Wrestling	10	10	100
Total Scores	350	241	69

Out of 400 possible points, 350 points was the maximum number which was allowed according to the score card standard. The score earned for instructional program (service program) was 241 points. A percent score of 69 was given. Most percent scores for activities included in the service program were either extremely high or extremely low. Gymnastics, basketball, correctives, dancing (folk, modern, square), diving, life saving, water safety, softball, speedball, swimming, tennis, track and field, tumbling, volleyball, weight training, and wrestling each scored 100 percent. However, archery, badminton, bowling, dancing (ballroom), fencing, golf, handball, ice hockey, skating (ice), skiing, soccer, squash, and cross country hiking and running each received a percent score of 0 as a result of not being included in the service program. The overall aspect of the instructional program (service program) was considered to be fair as the percent score of 69 indicates.

Table XXXIII shows the activities included in the intramural athletics program.

TABLE XXXIII  
INTRAMURAL ATHLETICS

Activities Included in Intramural Athletics	Score Possible	Score Given	Per Cent
Touch Football	18	18	100
Archery	10	0	0
Badminton	10	10	100
Bowling	16	0	0
Basketball	20	20	100
Diving	6	0	0
Fencing	6	0	0
Golf	14	10	71
Gymnastics	10	4	40
Handball	10	0	0
Horseshoes	9	0	0
Softball	16	16	100
Skating (Ice)	7	0	0
Skiing	10	0	0
Soccer	16	0	0
Speedball	14	0	0
Swimming	16	11	69

TABLE XXXIII--Continued

Activities Included in Intramural Athletics	Score Possible	Score Given	Per Cent
Table Tennis	10	10	100
Tennis	16	9	56
Track and Field	18	14	78
Cross Country Run	12	0	0
Volleyball	16	16	100
Weight Lifting	8	8	100
Wrestling	12	7	58
Total Scores	250	153	61

Out of 300 possible points, 250 was the maximum number which was allowed according to the score card standard. The score earned for intramural athletics was 153 points. A percent score of 61 was given. Most percent scores for activities included in the intramural athletics were extremely low. Archery, bowling, diving, fencing, handball, horseshoes, skating (ice), skiing, soccer, speedball, and cross country run each received a percent score of 0 as a result of not being included in the intramural athletics program. However, touch football, badminton, basketball, softball, table tennis, volleyball, and weight lifting each received a percent score



of 100. Other activities such as gymnastics, golf, tennis, track and field, swimming, and wrestling did not score very high because student participation was not sufficiently large enough. The overall picture for activities included in the intramural athletics program was considered to be poor as the percent score of 61 indicates.

Table XXXIV shows the activities included in the intercollegiate athletics program.

TABLE XXXIV  
INTERCOLLEGIATE ATHLETICS

Activities Included in Intercollegiate Athletics	Score Possible	Score Given	Per Cent
Baseball	20	0	0
Basketball	20	20	100
Bowling	10	0	0
Crew	8	8	100
Cross Country	10	10	100
Diving	8	0	0
Fencing	7	7	100
Football	20	20	100
Golf	13	13	100
Gymnastics	13	0	0

TABLE XXXIV--Continued

Activities Included in Intercollegiate Athletics	Score Possible	Score Given	Per Cent
Handball	8	0	0
La Cross	10	10	100
Skiing	10	10	100
Soccer	10	0	0
Speedball	8	0	0
Swimming	14	0	0
Tennis	14	14	100
Track and Field	20	20	100
Volleyball	8	0	0
Weight Lifting	6	6	100
Wrestling	13	0	0
Total Scores	200	138	69

Out of 250 possible points, 200 points was the maximum number which was allowed according to the score card standard. The score earned for intercollegiate athletics was 138 points. A percent score of 69 was given. Most percent scores were either extremely high or extremely low. Basketball, cross country, football, golf, tennis, and track and field each received a percent score of 100. Furthermore, activities

such as crew, la cross, skiing, and weight training each received a percent score of 100 because the score card standard permitted full credit even though no teams exist. Baseball, bowling, diving, gymnastics, handball, soccer, speedball, swimming, volleyball, and wrestling each received a percent score of 0 as a result of not being included in the intercollegiate athletics program. The overall picture for activities included in the intercollegiate athletics program was considered to be fair as the total percent score of 69 indicates.

The fifth unit of the Neilson-Comer-Griffin Score Card was designated as Administration. Items within Administration are the following:

1. Administrative organization.
2. General budget.
3. Source of budget support.
4. Budget ratio.
5. Rank of staff.
6. Salaries of staff.
7. Duties of staff.
8. Recruiting athletes.

The key to effective physical education programs lies within the intricate framework of solid administration which

is geared to meet the challenge of all aspects of administrative problems. Table XXXV indicates the administrative organization of the physical education program.

TABLE XXXV  
ADMINISTRATIVE ORGANIZATION

Physical Education, Including Intercollegiate Athletics, is Organized:	Score Possible	Score Given	Per Cent
As a separate college, school, or division	75	..	..
Under the college of education	60	60	..
Under the college of letters and science	50	..	..
Under some other college	40	..	..
Physical education and intercollegiate athletics are administered separately	20	..	..
Total Scores	75	60	71

Out of 75 possible points, 60 points were earned, and a percent score of 71 was given. The overall picture for administrative organization was considered to be fair as the percent score of 71 indicates.

Table XXXVI shows the allotment of the general budget for the physical education program.

TABLE XXXVI  
GENERAL BUDGET

Procedure	Score Possible	Score Given	Per Cent
Physical education and intercollegiate athletics operate under separate budgets	20	20	100
In intercollegiate athletics each activity has a definite allotment in the budget	15	15	100
In physical education each activity does not have a different allotment in the budget	15	15	100
Total Scores	50	50	100

Out of 50 possible points, 50 points were earned, and a percent score of 100 was given. Overall, the allotment of the general budget for physical education was considered to be excellent as the percent score of 100 indicates.

Table XXXVII shows the source of budget support for physical education programs. Out of 75 possible points, 75 points were earned, and a percent score of 100 was given. The overall picture for the source of budget support for physical education programs was considered to be excellent as the total percent score of 100 indicates.

TABLE XXXVII  
SOURCE OF BUDGET SUPPORT

Procedures	Score Possible	Score Given	Per Cent
Total appropriation is a part of the general budget for the institution	75	75	100
Major portion of the appropriation comes from the general budget for the institution and a minor part from other sources	55	..	..
Minor portion of the appropriation comes from general budget and major portion from other sources	35	..	..
Total appropriation comes from sources outside of the budget for the institution	20	..	..
Total Scores	75	75	100

Table XXXVIII shows the budget ratio for physical education programs.

TABLE XXXVIII  
BUDGET RATIO

The ratio of the physical education budget (including the intramural athletic budget) to the budget of intercollegiate athletics is:	Score Possible	Score Given	Per Cent
One to two	50	..	..
One to three	40	..	..
One to four	30	..	..
One to five	20	..	..
One to more than five	10	10	..
Total Scores	50	10	20

Out of 50 possible points, 10 points were awarded, and a percent score of 20 was given. The budget ratio for physical education programs was considered to be poor as the percent score of 20 indicates.

Table XXXIX shows the rank of the physical education instructors.

TABLE XXXIX  
RANK OF STAFF

Condition	Score Possible	Score Given	Per Cent
Coaches are qualified in physical education and are eligible for rank	35	35	100
Coaches are qualified in physical education and are not eligible for rank	25	..	..
Coaches are not qualified in physical education and are not eligible for rank	15	..	..
Coaches are not qualified in physical education but are eligible for rank	5	..	..
Total Scores	35	35	100

Out of 35 possible points, 35 points were awarded, and a percent score of 100 was given. The rank of the physical education instructors was considered to be excellent as the percent score of 100 indicates.

Table XL shows the salaries of the physical education instructors.

TABLE XL  
SALARIES OF STAFF

Condition	Score Possible	Score Given	Per Cent
Salaries of instructors of physical education in general are in line with salaries of other faculty members of equal rank	40	40	100
Salaries of coaches in general are in line with the salaries of other faculty members of equal rank	35	35	100
Total Scores	75	75	100

Out of 75 possible points, 75 points were earned. A percent score of 100 was given. The overall picture for salaries of the physical education instructors was considered to be excellent as the percent score of 100 indicates.

Table XLI shows the duties of the physical education instructors. Out of 50 possible points, 50 points were awarded, and a percent score of 100 was given. The overall picture of duties of the physical education instructors was considered to be excellent as the percent score of 100 indicates.

Table XLII shows the percent of out-of-state inter-collegiate athletes for all sports, including freshmen.



TABLE XLI  
DUTIES OF STAFF

Condition	Score Possible	Score Given	Per Cent
In an institution with 7500 students or over, the director of athletics has no coaching or teaching duties	10	10	100
The head coach of a sport does not also serve as director of athletics	8	8	100
If an assistant athletic director is employed, he is not also a head coach of football, basketball, baseball, or track & field	8	8	100
All coaches are assigned teaching duties at some time during the academic year	8	8	100
Staff members assigned to teach physical education may also render part-time service in coaching intercollegiate athletic teams	8	8	100
Public relations including publicity, is handled by a qualified person	8	8	100
Total Scores	50	50	100

TABLE XLII  
RECRUITING ATHLETES

The percent of out-of-state intercollegiate athletes for all sports, including freshmen, is:	Score Possible	Score Given	Per Cent
20 percent	30	30	100
30 percent	25	..	..
40 percent	20	..	..
50 percent	15	..	..
Over 50 percent	10	..	..
Total Scores	30	30	100

Out of 30 possible points, 30 points were earned, and a percent score of 100 was given. Recruiting out-of-state intercollegiate athletes for all sports, including freshmen, was considered to be excellent as the percent score of 100 indicates.

Table XLIII shows the assignment of grants-in-aid to athletes. Out of 30 possible points, 30 points were awarded. A percent score of 100 was given. Assignment of grants-in-aid to athletes was considered to be excellent as the percent score of 100 indicates.

TABLE XLIII  
ASSIGNMENT OF GRANTS-IN-AID TO ATHLETES

Condition	Score Possible	Score Given	Per Cent
Grants-in-aid to athletes are assigned by the same institutional authority that assigns scholarships to students	30	30	100
Grants-in-aid to athletes are assigned by the administrator of the physical education department or college	20	. .	. .
Grants-in-aid to athletes are assigned by the director of athletics	10	. .	. .
Grants-in-aid to athletes are assigned by individual coaches	5	. .	. .
Total Scores	30	30	100

Table XLIV shows the distribution of grants-in-aid to athletes. Out of 30 possible points, 15 points were earned, and a percent score of 50 was given. Consequently, distribution of grants-in-aid to athletes was considered to be poor as the percent score of 50 indicates.

The sixth unit of the Neilson-Comer-Griffin Score Card was designated as Professional Assistance (library resources). Items within Professional Assistance (library resources) are the following:

TABLE XLIV  
DISTRIBUTION OF GRANTS-IN-AID TO ATHLETES

Condition	Score Possible	Score Given	Per Cent
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	..	..
Ninety or more percent of the full grants-in-aid are assigned to football, basketball, baseball, and track and field	15	15	100
Eighty or more percent of the full grants-in-aid are assigned to football and basketball	10	..	..
Seventy-five or more percent of the full grants-in-aid are assigned to football	5	..	..
Total Scores	30	15	50

1. Professional magazines.
2. Professional books.
3. Microcards.

Excellent library resources contribute toward improving the quality of the physical education program. When students and teachers have the opportunity to read a variety of books and magazines, improvement in thinking, organization, knowledge,

and reasoning become a reality, provided an effort is made to take advantage of reading the available library resources.

Table XLV shows the professional magazines available in the university library.

TABLE XLV  
PROFESSIONAL MAGAZINES

Name of Magazine	Score Possible	Score Given	Per Cent
<u>Athletic Journal</u>	11	11	100
<u>Dance Magazine</u>	7	7	100
<u>Journal of Health, Physical Education and Recreation</u>	18	18	100
<u>Journal of National Education Assoc.</u>	11	11	100
<u>Journal of Physical Education</u>	11	11	100
<u>Modern Gymnast</u>	6	6	100
<u>Physical Educator</u>	9	9	100
<u>Physical Therapy</u>	7	7	100
<u>Research Quarterly (AAHPER)</u>	16	16	100
<u>Scholastic Coach</u>	8	8	100
<u>Sports Illustrated</u>	7	7	100
<u>State Education Journal</u>	7	7	100
<u>Track and Field News</u>	7	7	100
<u>Wrestling News</u>	7	0	0
Total Scores	100	100	100

Out of 132 possible points, 100 points was the maximum number which was allowed according to the score card standard. A score of 100 points was awarded, and a percent score of 100 was given. The only magazine which was not available in the university library was Wrestling News. The overall picture of professional magazines available in the library was considered to be excellent as the percent score of 100 indicates.

Table XLVI shows the professional books available in the university library.

TABLE XLVI  
PROFESSIONAL BOOKS

List of Books	Points Possible	Score Given	Per Cent
<u>AAHPER - Physical Education for High School Students, 1955</u>	2	2	100
<u>Allen - Baseball Play and Strategy, Ronald Press, 1959</u>	1	0	0
<u>Andrews, Saurborn, &amp; Schneider - Physical Education for Today's Boys and Girls, Allen and Bacon, 1960</u>	2	2	100
<u>Antonacci and Barr - Basketball for Young Champions, McGraw-Hill, 1960</u>	1	0	0
<u>Armbruster &amp; Irwin - Basic Skills in Sports (2nd ed.) C.V. Mosby, 1958</u>	2	2	100
<u>Barrow &amp; McGee - A Practical Approach to Measurement in Physical Education, Lea &amp; Febiger, 1964</u>	1	1	100

TABLE XLVI--Continued

List of Books	Points Possible	Score Given	Per Cent
Broer - <u>Efficiency of Human Movement</u> , W.B. Saunders, 1960	2	2	100
Bronson - <u>Clark W. Hetherington, Scientist and Philosopher</u> , Univ. of Utah Press, 1958	1	0	0
Brownell & Hagman - <u>Physical Education Foundations and Principles</u> , McGraw-Hill 1951	2	2	100
Bucher - <u>Administration of School Health and Physical Education Programs</u> , C.V. Mosby, 1955	2	2	100
Bucher - <u>Foundations of Physical Education</u> (4th ed.), C.V. Mosby, 1964	2	2	100
Bucher & Reade - <u>Physical Education and Health in the Elementary School</u> , Mac-Millan, 1964	1	1	100
Bunn - <u>Scientific Principles of Coaching</u> , Prentice-Hall, 1955	2	2	100
Bunn - <u>The Art of Officiating Sports</u> , Prentice-Hall, 1950	2	2	100
Carter - <u>How to Make Athletic Equipment</u> Ronald Press, 1960	1	0	0
Cassidy - <u>Counseling in the Physical Education Program</u> , Appleton-Century-Crofts, 1959	1	1	100
Cassidy - <u>Curriculum Development in Physical Education</u> , Harper & Bros., 1954	2	2	100

TABLE XLVI--Continued

List of Books	Points Possible	Score Given	Per Cent
Clarke - <u>Application of Measurement to Health and Physical Education</u> (3rd ed.), Prentice-Hall, 1959	2	2	100
Coombs - <u>Baseball, Individual Play and Team Strategy</u> , Prentice-Hall, 1947	1	1	100
Cowell - <u>Scientific Foundations of Physical Education</u> , Harper & Bros., 1953	2	0	0
Cowell & France - <u>Philosophy and Principles of Physical Education</u> , Prentice-Hall, 1963	1	1	100
Cowell & Hazelton - <u>Curriculum Designs in Physical Education</u> , Prentice-Hall, 1955	2	2	100
Cozens & Stumpf - <u>Sports in American Life</u> , University of Chicago Press, 1953	1	1	100
Cratty - <u>Movement Behavior and Motor Learning</u> , Lea & Febiger, 1964	1	1	100
Crisler - <u>Modern Football, Fundamentals and Strategy</u> , McGraw-Hill, 1949	1	1	100
Cureton - <u>Physical Fitness Appraisal and Guidance</u> , C.V. Mosby, 1947	2	2	100
Curtice - <u>The Passing Game in Football</u> , Ronald Press, 1961	1	0	0
Davis - <u>The Philosophic Process in Physical Education</u> , Lea & Febiger, 1961	1	1	100
Davis & Lawther - <u>Successful Teaching in Physical Education</u> (2nd ed.), Prentice-Hall, 1948	2	2	100



TABLE XLVI--Continued

List of Books	Points Possible	Score Given	Per Cent
Davis & Logan - <u>Biophysical Values of Muscular Activity</u> , Wm. C. Brown, 1961	1	1	100
Davis & Wallis - <u>Toward Better Teaching in Physical Education</u> , Prentice-Hall, 1961	1	1	100
Dayton - <u>Athletic Training and Conditioning</u> , Ronald Press, 1960	1	1	100
DeCarlo - <u>Handbook of Progressive Gymnastics</u> , Prentice-Hall, 1963	1	1	100
Doherty - <u>Modern Track and Field</u> , Prentice-Hall, 1953	1	1	100
Donnelly, Helms, Mitchell - <u>Active Games and Contests</u> , Ronald Press, 1958	1	1	100
Driver - <u>Tennis for Teachers</u> , Spaulding Moss, 1952	1	1	100
Duncan & Watson - <u>Introduction to Physical Education</u> , Ronald Press, 1960	1	1	100
Emery - <u>Modern Volleyball</u> , MacMillan, 1953	1	0	0
Evans & Gans - <u>Supervision of Physical Education</u> , McGraw-Hill, 1950	2	2	100
Fait - <u>Adapted Physical Education</u> , W.B. Saunders, 1960	2	2	100
Fait - <u>Physical Education for the Elementary School Child</u> , W.B. Saunders, 1964	1	1	100

TABLE XLVI--Continued

List of Books	Points Possible	Score Given	Per Cent
Forsythe - <u>Administration of High School Athletics</u> (4th ed.) Prentice-Hall, 1962	2	2	100
Hall - <u>Dance, A Complete Guide to Social, Folk, and Square Dancing</u> , Wadsworth, 1963	1	1	100
Hasel & Seymour - <u>Administration of Health, Physical Education, and Recreation for Schools</u> , Ronald Press, 1961	1	0	0
Hayes - <u>The Teaching of Dance</u> , Ronald Press, 1964	1	0	0
Henderson - <u>The Negro in Sports</u> , Associated Publishers, 1949	1	1	100
Hobson - <u>Scientific Basketball</u> (2nd ed) Prentice-Hall, 1955	1	1	100
Hughes, French, Lehsten - <u>Administration of Physical Education for Schools and Colleges</u> , Ronald Press, 1962	2	0	0
Irwin & Humphrey - <u>Principles and Techniques of Supervision in Physical Education</u> , C.V. Mosby, 1954	1	1	100
Jaeger & Leighton - <u>Teaching of Tennis for School and Recreation Programs</u> , Burgess Pub. Co., 1959	1	1	100
Jenny - <u>Physical Education, Health Education, and Recreation</u> , MacMillan, 1961	1	1	100
Johnson, Johnson, Humphrey - <u>Your Career in Physical Education</u> , Harper & Bros., 1957	2	2	100

TABLE XLVI--Continued

List of Books	Points Possible	Score Given	Per Cent
Jokl - <u>Medical Sociology and Cultural Anthropology of Sport and Physical Education</u> , Charles C. Thomas, Pub., 1964	1	1	100
Jones - <u>Motor Performance and Growth</u> , University of Calif. Press, 1949	1	0	0
Karpovich - <u>Physiology of Muscular Activity</u> (5th ed.), W.B. Saunders, 1959	2	2	100
Kiphuth & Burke - <u>Basic Swimming</u> , Yale Univ. Press, 1950	1	1	100
Knapp & Hagman - <u>Teaching Methods for Physical Education</u> , McGraw-Hill, 1953	1	0	0
Knapp & Jewett - <u>Physical Education, Student and Beginning Teacher</u> , McGraw-Hill, 1957	2	2	100
Kraus - <u>Folk Dancing</u> , MacMillan, 1962	1	1	100
Larson, Fields, Gabrielson - <u>Problems in Health, Physical Education and Recreation</u> , Prentice-Hall, 1953	2	2	100
LaSalle - <u>Guidance of Children Through Physical Education</u> (2nd ed.), Ronald Press, 1957	2	2	100
Leighton - <u>Progressive Weight Training</u> , Ronald Press, 1961	1	1	100
Lowman & Young - <u>Postural Fitness</u> , Lea & Febiger, 1960	2	2	100
Mathews - <u>Measurement in Physical Education</u> , (2nd ed.), W.B. Saunders, 1963	2	2	100

TABLE XLVI--Continued

List of Books	Points Possible	Score Given	Per Cent
McCloy & Young - <u>Tests and Measurements in Health and Physical Education</u> , Appleton-Century-Crofts, 1953	2	2	100
Meyers & Blesh - <u>Measurement in Physical Education</u> , Ronald Press, 1962	2	2	100
Meyers & Sanford - <u>Swimming and Diving Officiating</u> , National Press, 1963	1	1	100
Morehouse & Miller, <u>Physiology of Exercise</u> , C. V. Mosby, 1959	2	2	100
Mortensen & Cooper, <u>Track and Field for Coach and Athlete</u> , Prentice-Hall, 1959	1	1	100
Mueller & Mitchell, <u>Intramural Sports</u> (3rd ed.) Ronald Press, 1962	2	2	100
Murray - <u>Dance in Elementary Education</u> , Harper & Bros., 1953	1	1	100
Nagel - <u>Play Activities for Elementary Grades</u> (2nd ed.), C.V. Mosby, 1964	1	0	0
Neilson & Bronson - <u>Problems in Physical Education, An Introductory Course</u> , Prentice-Hall, 1965	2	2	100
Neilson & Van Hagen - <u>Physical Education for Elementary Schools</u> , Ronald Press, 1954	2	2	100
Newell & Bennington - <u>Basketball Methods</u> , Ronald Press, 1962	1	1	100
Nixon, Flanagan & Frederickson - <u>An Introduction to Physical Education</u> (6th ed.), W.B. Saunders, 1964	2	2	100

TABLE XLVI--Continued

List of Books	Points Possible	Score Given	Per Cent
Nixon & Jewett - <u>Physical Education Curriculum</u> , Ronald Press, 1964	1	1	100
Oberteuffer - <u>Physical Education</u> (Rev. ed.), Harper & Bros., 1956	2	2	100
Pape & Means - <u>A Professional Career in Physical Education</u> , Prentice-Hall, 1962	1	1	100
Pease - <u>Body Building, Group Method</u> , Ronald Press, 1963	1	0	0
Pennman - <u>Physical Education for College Students</u> , C.V. Mosby, 1964	1	0	0
Rasch & Burke - <u>Kinesiology and Applied Anatomy</u> , Lea & Febiger, 1959	2	2	100
Rathbone - <u>Corrective Physical Education</u> (6th ed.), W.B. Saunders, 1959	2	2	100
Rice, Hutchinson & Lee - <u>A Brief History of Physical Education</u> (4th ed.), Ronald Press, 1958	2	2	100
Sapora & Mitchell - <u>The Theory of Play and Recreation</u> (3rd ed.), Ronald Press, 1961	2	2	100
Salt, Fox & Stevens - <u>Teaching Physical Education in the Elementary School</u> , Ronald Press, 1960	2	2	100
Scott - <u>Competitive Sports in Schools and Colleges</u> , Harper & Bros., 1951	2	0	0
Seaton et al. - <u>Physical Education Handbook</u> (4th ed.), Prentice-Hall, 1965	2	2	100

TABLE XLVI--Continued

List of Books	Points Possible	Score Given	Per Cent
Sehon <u>et al.</u> - <u>Physical Education Methods for Elementary Schools</u> (2nd ed.), W.B. Saunders, 1953	1	1	100
Shaw, Troester & Gabrielsen - <u>Individual Sports for Men</u> , W.B. Saunders, 1950	1	1	100
Shepard - <u>Foundations and Principles of Physical Education</u> , Ronald Press, 1960	1	1	100
Smithells & Cameron - <u>Principles of Evaluation in Physical Education</u> , Harper & Bros., 1962	2	2	100
Snyder & Scott - <u>Professional Preparation in Health, Physical Education and Recreation</u> , McGraw-Hill, 1954	2	2	100
Souder & Hill - <u>Basic Movement</u> , Ronald Press, 1963	1	1	100
Stafford - <u>Sports for the Handicapped</u> (2nd ed.), Prentice-Hall, 1947	2	2	100
Stafford & Kelley - <u>Preventive and Corrective Physical Education</u> (3rd ed.), Ronald Press, 1958	1	1	100
Staley - <u>Physical Education Programs</u> , C.V. Mosby, 1953	2	2	100
Tatum & Giese - <u>Coaching Football and the Split-T Formation</u> , Wm. C. Brown, 1953	1	1	100
Thorndike - <u>Manual of Bandaging, Strapping and Splinting</u> (3rd ed.), Lea & Febiger, 1959	1	1	100
Torney - <u>Swimming</u> , McGraw-Hill, 1950	1	1	100

TABLE XLVI--Continued

List of Books	Points Possible	Score Given	Per Cent
Voltmer & Lapp - <u>The Intramural Handbook</u> , C. V. Mosby, 1949	1	1	100
VanDalen, Mitchell & Bennett- <u>World History of Physical Education</u> , Prentice-Hall, 1953	2	2	100
Van Huss et al. - <u>Physical Activity in Modern Living</u> , Prentice-Hall, 1960	1	1	100
Vannier & Foster - <u>Teaching Physical Education in Elementary Schools</u> , W.B. Saunders, 1963	2	2	100
Wallis & Logan - <u>Figure Improvement and Body Conditioning Through Exercise</u> , Prentice-Hall, 1964	1	1	100
Wells - <u>Kinesiology</u> (3rd ed.), W.B. Saunders, 1960	2	0	0
Wessel - <u>Movement Fundamentals</u> (2nd ed) Prentice-Hall, 1961	2	2	100
Wiles, Brown & Cassidy - <u>Supervision in Physical Education</u> , Prentice-Hall, 1956	2	2	100
Willgoose - <u>Evaluation in Health Education and Physical Education</u> , McGraw-Hill, 1961	2	2	100
Williams - <u>Principles of Physical Education</u> (8th ed.), W.B. Saunders, 1964	2	2	100
Williams, Brownell & Vernier - <u>Administration of Health and Physical Education</u> (6th ed.), 1964	2	2	100

TABLE XLVI--Continued

List of Books	Points Possible	Score Given	Per Cent
Zeigler - <u>Human Relations and Administration of Physical Education and Athletics</u> , Prentice-Hall, 1959	2	2	100
Zeigler - <u>Philosophical Foundations for Physical, Health, and Recreation Education</u> , Prentice-Hall, 1964	2	2	100
Total Scores	150	142	95

Out of 168 possible points, 150 points was the maximum number which was allowed according to the score card standard. A score of 142 points were earned, and a percent score of 95 was given. Out of 113 books listed, there were 96 that were in the university library. Therefore, the overall picture for professional books available in the library was considered to be excellent as the percent score of 95 indicates.

Since very few microcards were available in the library, the overall picture for this item was considered to be poor as the percent score of 0 indicates.

The seventh unit of the Neilson-Comer-Griffin Score Card was designated as Professional Education Program. Items within the Professional Education Program are the following:



1. Undergraduate program.
2. Master's degree program.
3. Doctor's degree program.

Comprehensive undergraduate and graduate programs are rapidly becoming a necessity in universities throughout the United States. Universities, therefore, must continue to strive for excellent professional education programs at all levels. Table XLVII shows the essential courses offered within the undergraduate program.

TABLE XLVII  
UNDERGRADUATE PROGRAM

Group	Score Possible	Score Given	Per Cent
Foundation Science Courses	70	30	43
General Education Courses	82	44	54
Health Education Courses	30	30	100
Physical Education Science Courses	80	52	65
Courses in Stunt Activities	8	8	100
Courses in Dance Activities	8	8	100
Courses in Athletic Activities	58	40	69
Courses in Combative Activities	8	6	75
Courses in Water Activities	12	10	83
Courses in Winter Activities	6	0	0
Courses in Formal Movements	6	4	67
Recreation Courses	24	12	50
Total Scores	392	244	62

Out of 392 possible points, 244 points were awarded, and a percent score of 62 was given. Percent scores for undergraduate courses offered ranged from extremely high to extremely low. Health education courses, stunt activity courses, and dance activity courses each received a percent score of 100. Courses in water activities received a percent score of 83. However, courses in winter activities received a percent score of 0. Foundation science courses also received a low percent score of 43. Recreation courses received a percent score of 50. General education courses received a percent score of 54. The overall picture for essential courses offered within the undergraduate program was considered to be poor as the percent score of 62 indicates.

Table XLVIII shows the essential courses offered within the master's degree program. Out of 208 possible points, 160 points were earned. A percent score of 77 was given. Percent scores for master's degree courses offered ranged from extremely high to extremely low. However, the large majority of courses received a percent score of 100, while five courses which were not offered each received a percent score of 0. The overall picture for essential courses offered within the master's degree program was considered to be good as the percent score of 77 indicates.

TABLE XLVIII  
 MASTER'S DEGREE PROGRAM

Names of Courses	Score Possible	Score Given	Per Cent
Problems in Physical Education	15	15	100
Research Methods in Physical Education (Introduction to Research)	15	15	100
Interpretation and Objectives (Philosophy of Physical Education)	10	0	0
Physical Education in Elementary Schools (Advanced course-problems)	10	0	0
Curriculum Construction in Physical Education	12	12	100
Measurement and Evaluation of Tests in Physical Education	10	10	100
Physical Education for the Handicapped	10	0	0
Administration of Physical Education	10	10	100
History of Physical Education	10	10	100
Problems in Athletics (Intramural, interscholastic, intercollegiate)	10	10	100
Problems in Coaching (includes conditioning and injuries)	10	10	100
Planning Facilities	9	9	100
Workshop in Physical Education	9	0	0
Readings in Physical Education	9	9	100
Individual Study (Independent Study)	9	0	0

TABLE XLVIII--Continued

Names of Courses	Score Possible	Score Given	Per Cent
Master's Thesis Seminar (helping the student with his thesis design)	10	10	100
Master's Thesis	10	10	100
Problems in Health Education	15	15	100
Problems in Recreation	15	15	100
Total Scores	208	160	77

Table XLIX shows the essential courses offered within the doctor's degree program.

TABLE XLIX

## DOCTOR'S DEGREE PROGRAM

Names of Courses	Score Possible	Score Given	Per Cent
Advanced Statistics Applied to Physical Education	15	0	0
Measurement and Evaluation of Tests in Physical Education	10	10	100
Techniques in Rehabilitation	10	0	0
Mechanical-Anatomical Analysis of Physical Education Activities (Kinesiological Analysis)	10	10	100
Psychological & Sociological Analysis of Physical Education Activities	10	0	0

TABLE XLIX--Continued

Names of Courses	Score Possible	Score Given	Per Cent
Physiological Analysis of Activities & Organic Differences	10	0	0
Selection & Evaluation of Physical Education Activities	15	0	0
Analysis of Leadership Problems in Physical Education	10	0	0
Supervision of Physical Education	10	10	100
Professional Preparation in Physical Education (Seven year curriculum)	15	15	100
Analysis of Professional Literature	10	0	0
Seminar in Physical Education	10	0	0
Research in Physical Education	10	10	100
Doctor's Dissertation Seminar (helping the student with his dissertation design)	10	0	0
Administration of School Health Programs	15	0	0
Administration of Public Recreation	15	0	0
Doctor's Dissertation	15	0	0
Total Scores	200	55	28

Out of 200 possible points, 55 points were awarded, and a percent score of 28 was given. Most percent scores were extremely low as a result of North Texas State University's

present situation of not offering a major in physical education at the doctoral level. However, a minor in physical education can be earned at the doctoral level at North Texas State University. The overall picture for essential courses offered within the doctor's degree program was considered to be poor as the percent score of 28 indicates.

Table L shows the score card summary.

TABLE L  
SCORE CARD SUMMARY

Unit	Items	Score Possible	Score Given	Per Cent
I	Professional Preparation (Kind)	175	120	69
	Professional Preparation (Extent)	150	126	84
	Professional Preparation (Recency)	75	41	55
	Membership in Professional Organizations	50	19	38
	Attendance at Professional Meetings	50	24	48
	Teaching Experience (Length)	150	124	83
	Fitness of Staff Members	75	68	91
	Personality and Character of Staff Members	125	117	93
	Teaching Efficiency of Instructor	150	136	91
	Total for Instructional Staff	1,000	775	78

TABLE L--Continued

Unit	Items	Score Possible	Score Given	Per Cent
II	Area of School Site	150	150	100
	Placement of Buildings on School Site	50	50	100
	Indoor Facilities	150	77	51
	Outdoor Facilities	150	87	58
	Equipment	125	107	86
	Supplies (General)	125	88	70
	Provision for Prevention and Emergency Care of Injuries	50	34	68
	Total for Facilities	800	593	74
III	Percentage of Students Enrolled	125	45	36
	Time Allotment for Physical Education Classes	75	75	100
	Health Examination of Student by Physician, Dentist, and Nurse	50	43	86
	Clinical Examination of Students by Physical Education Instructors	75	0	0
	Assignment of Students to Classes	35	5	14
	Size of Activity Classes (Normal Group)	75	75	100
	Size of Classes (Corrective or Restricted Group)	25	25	100
	Teaching Load (Assigned Time)	100	21	21
	Records Kept and Used	50	44	88

TABLE L--Continued

Unit	Items	Score Possible	Score Given	Per Cent
III	Credit	75	75	100
	Grading in Activity Courses	45	35	77
	Athletic Award Systems	70	60	86
	Total for Program (Organization)	800	503	63
IV	Instructional Period (Serv.Prog.)	350	241	69
	Intramural Athletics	250	153	61
	Intercollegiate Athletics	200	138	69
	Total for Program (Activities)	800	532	67
V	Administrative Organization	75	60	71
	General Budget	50	50	100
	Source of Budget Support	75	75	100
	Budget Ratio	50	10	20
	Rank of Staff	35	35	100
	Salaries of Staff	75	75	100
	Duties of Staff	50	50	100
	Recruiting Athletes	30	30	100
	Assignment of Grants-In-Aid to Athletes	30	30	100
	Distribution of Grants-In-Aid to Athletes	30	15	50
Total for Administration	500	430	86	



TABLE L--Continued

Unit	Items	Score Possible	Score Given	Per Cent
VI	Professional Magazines	100	100	100
	Professional Books	150	142	95
	Microcards	50	0	0
	Total for Professional Assistance	300	242	73
VII	Undergraduate Program	392	244	62
	Master's Degree Program	208	160	77
	Doctor's Degree Program	200	55	28
	Total for Professional Education Program	800	459	57
	Total Scores	5,000	3,534	71

The Neilson-Comer-Griffin Score Card was divided into seven units. Each unit was given a total score and a total percent score. A total score and a total percent score were also tabulated for the school's overall program.

The first unit was designated Instructional Staff. Out of 1,000 possible points, 775 points were earned, and a percent score of 78 was given for the total. The overall picture for Instructional Staff was considered to be good as the total percent score of 78 indicates.

The second unit was designated Facilities. Out of 800 possible points, 593 points were given resulting in a percent score of 74. The overall picture for Facilities was considered to be fair as the percent score of 74 indicates.

The third unit was designated Program Organization. Out of 800 possible points, 503 points were earned. A percent score of 63 was given for the total. The overall picture for Program Organization was considered to be poor as the percent score of 63 indicates.

The fourth unit was designated Program (Activities). Out of 800 possible points, 532 points were awarded, and a percent score of 67 was given for the total. The overall picture for Program (Activities) was considered to be fair as the percent score of 67 indicates.

The fifth unit was designated Administration, and out of 500 possible points, 430 points were earned. A percent score of 86 was given for the total. The overall picture for Administration was considered to be good as the percent score of 86 indicates.

The sixth unit was designated Professional Assistance. Out of 300 possible points, 242 points were awarded with a percent score of 73 given for the total. The overall picture for Professional Assistance was considered to be fair as the percent score of 73 indicates.

The seventh unit was designated Professional Education Program, and out of 800 possible points, 459 points were earned. A percent score of 57 was given for the total. The overall picture for Professional Education Program was considered to be poor as the percent score of 57 indicates.

The total score and the total percent score for all seven units were the following:

1. Out of 5,000 possible points, 3,534 points were earned.

2. A percent score of 71 was given.

The overall picture for all seven units was considered to be fair as the percent score of 71 indicates.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### Summary

A survey was made of the men's physical education program at North Texas State University for the spring semester of 1969. The primary purposes of the study were as follows:

1. To determine the status of the men's physical education program.
2. To engender improvement as a result of greater awareness of the existing weaknesses found in the present program.

The instrument used for collection of data was the Neilson-Comer-Griffin Score Card. Elements of the physical education program were interpreted according to standards set by the score card. The score card was divided into the following seven units:

1. Instructional Staff
2. Facilities
3. Program (Organization)
4. Program (Activities)
5. Administration

6. Professional Assistance

7. Professional Education Program

Included within the seven units were forty-seven items. Statistical treatment consisted of tabulating the score and the percentage for each item and each unit. A total score and a total percentage were also tabulated for the school's overall program. The score card does not include a rating scale. Therefore, the following rating scale was arbitrarily selected:

1. A percent score of 90-100 was considered to be an excellent score.

2. A percent score of 77-89 was considered to be a good score.

3. A percent score of 65-76 was considered to be a fair score.

4. A percent score below 65 was considered to be a poor score.

The value of the score card lies not so much in the total score as in the interpretation of the detailed score in each unit. Furthermore, the score card is not just an instrument for interpretation of what exists, but also indicates the right direction for future development of physical education programs.

The data from the survey were tabulated and presented as the findings of the study. A summary of the findings, along with conclusions and recommendations for future studies, is presented in this chapter.

### Summary of the Findings

Data received by means of the score card are summarized below:

1. Out of 175 possible points, 120 points were given for the item professional preparation (kind). The overall picture for this item was considered to be fair as the total percent score of 69 indicates.

2. Out of 150 possible points, 126 points were given for the item professional preparation (extent). The overall picture for this item was considered to be good as the total percent score of 84 indicates.

3. Out of 75 possible points, 41 points were given for the item professional preparation (recency). The overall picture for this item was considered to be poor as the total percent score of 55 indicates.

4. Out of 50 possible points, 19 points were given for the item membership in professional organizations. The overall picture for this item was considered to be poor as the total percent score of 38 indicates.

5. Out of 50 possible points, 24 points were given for the item attendance at professional meetings. The overall picture for this item was considered to be poor as the total percent score of 48 indicates.

6. Out of 150 possible points, 124 points were given for the item teaching experience (length). The overall picture for this item was considered to be good as the total percent score of 83 indicates.

7. Out of 75 possible points, 68 points were given for the item fitness of staff members. The overall picture for this item was considered to be excellent as the total percent score of 91 indicates.

8. Out of 125 possible points, 117 points were given for the item personality and character of staff members. The overall picture for this item was considered to be excellent as the total percent score of 93 indicates.

9. Out of 150 possible points, 136 points were given for the item teaching efficiency of instructors. The overall picture for this item was considered to be excellent as the total percent score of 91 indicates.

10. Out of 150 possible points, 150 points were given for the item area of school site. The overall picture for this item was considered to be excellent as the total percent score of 100 indicates.

11. Out of 50 possible points, 50 points were given for the item placement of buildings on school site. The overall picture for this item was considered to be excellent as the total percent score of 100 indicates.

12. Out of 150 possible points, 77 points were given for the item indoor facilities. The overall picture for this item was considered to be poor as the total percent score of 51 indicates.

13. Out of 150 possible points, 87 points were given for the item outdoor facilities. The overall picture for this item was considered to be poor as the total percent score of 58 indicates.

14. Out of 125 possible points, 107 points were given for the item equipment. The overall picture for this item was considered good as the total percent score of 86 indicates.

15. Out of 125 possible points, 88 points were given for the item supplies. The overall picture for this item was considered to be fair as the total percent score of 70 indicates.

16. Out of 50 possible points, 34 points were given for the item provision for prevention and emergency care of injuries. The overall picture for this item was considered to be fair as the total percent score of 68 indicates.



17. Out of 125 possible points, 45 points were given for the item percentage of students enrolled. The overall picture for this item was considered to be poor as the total percent score of 36 indicates.

18. Out of 75 possible points, 75 points were given for the item time allotment for physical education classes. The overall picture for this item was considered to be excellent as the total percent score of 100 indicates.

19. Out of 50 possible points, 43 points were given for the item health examination of students by physician, dentist, and nurse. The overall picture for this item was considered to be good as the total percent score of 86 indicates.

20. Out of 75 possible points, no points were given for the item clinical examination of students by physical education instructors. The overall picture for this item was considered to be poor as the total percent score of 0 indicates.

21. Out of 35 possible points, 5 points were given for the item assignment of students to classes. The overall picture for this item was considered to be poor as the total percent score of 14 indicates.

22. Out of 75 possible points, 75 points were given for the item size of activity classes (normal group). The overall

picture for this item was considered to be excellent as the total percent score of 100 indicates.

23. Out of 25 possible points, 25 points were given for the item size of classes (corrective or restricted group). The overall picture for this item was considered to be excellent as the total percent score of 100 indicates.

24. Out of 100 possible points, 21 points were given for the item teaching load (assigned time). The overall picture for this item was considered to be poor as the total percent score of 21 indicates.

25. Out of 50 possible points, 44 points were given for the item records kept and used. The overall picture for this item was considered to be good as the total percent score of 88 indicates.

26. Out of 75 possible points, 75 points were given for the item credit for activity courses. The overall picture for this item was considered to be excellent as the total percent score of 100 indicates.

27. Out of 45 possible points, 35 points were given for the item grading in activity courses. The overall picture for this item was considered to be good as the total percent score of 77 indicates.

28. Out of 70 possible points, 60 points were given for the item athletic award systems. The overall picture

for this item was considered to be good as the total percent score of 86 indicates.

29. Out of 350 possible points, 241 points were given for the item instructional period (service program). The overall picture for this item was considered to be fair as the total percent score of 69 indicates.

30. Out of 250 possible points, 153 points were given for the item intramural athletics. The overall picture for this item was considered to be poor as the total percent score of 61 indicates.

31. Out of 200 possible points, 138 points were given for the item intercollegiate athletics. The overall picture for this item was considered to be fair as the total percent score of 69 indicates.

32. Out of 75 possible points, 60 points were given for the item administrative organization. The overall picture for this item was considered to be fair as the total percent score of 71 indicates.

33. Out of 50 possible points, 50 points were given for the item general budget. The overall picture for this item was considered to be excellent as the total percent score of 100 indicates.

34. Out of 75 possible points, 75 points were given for the item source of budget support. The overall picture

for this item was considered to be excellent as the total percent score of 100 indicates.

35. Out of 50 possible points, 10 points were given for the item budget ratio. The overall picture for this item was considered to be poor as the total percent score of 20 indicates.

36. Out of 35 possible points, 35 points were given for the item rank of staff. The overall picture for this item was considered to be excellent as the total percent score of 100 indicates.

37. Out of 75 possible points, 75 points were given for the item salaries of staff. The overall picture for this item was considered to be excellent as the total percent score of 100 indicates.

38. Out of 50 possible points, 50 points were given for the item duties of staff. The overall picture for this item was considered to be excellent as the total percent score of 100 indicates.

39. Out of 30 possible points, 30 points were given for the item recruiting athletes. The overall picture for this item was considered to be excellent as the total percent score of 100 indicates.

40. Out of 30 possible points, 30 points were given for the item assignment of grants-in-aid to athletes. The

overall picture for this item was considered to be excellent as the total percent score of 100 indicates.

41. Out of 30 possible points, 15 points were given for the item distribution of grants-in-aid to athletes. The overall picture for this item was considered to be poor as the total percent score of 50 indicates.

42. Out of 100 possible points, 100 points were given for the item professional magazines. The overall picture for this item was considered to be excellent as the total percent score of 100 indicates.

43. Out of 150 possible points, 142 points were given for the item professional books. The overall picture for this item was considered to be excellent as the total percent score of 95 indicates.

44. Out of 50 possible points, no points were given for the item microcards. The overall picture for this item was considered to be poor as the total percent score of 0 indicates.

45. Out of 392 possible points, 244 points were given for the item undergraduate program. The overall picture for this item was considered to be poor as the total percent score of 62 indicates.

46. Out of 208 possible points, 160 points were given for the item master's degree program. The overall picture

for this item was considered to be good as the total percent score of 77 indicates.

47. Out of 200 possible points, 55 points were given for the item doctor's degree program. The overall picture for this item was considered to be poor as the total percent score of 28 indicates.

48. Out of 1,000 possible points, 775 points were given for the unit Instructional Staff. The overall picture for this unit was considered to be good as the total percent score of 78 indicates.

49. Out of 800 possible points, 593 points were given for the unit Facilities. The overall picture for this unit was considered to be fair as the total percent score of 74 indicates.

50. Out of 800 possible points, 503 points were given for the unit Program (Organization). The overall picture for this unit was considered to be poor as the total percent score of 63 indicates.

51. Out of 800 possible points, 532 points were given for the unit Program (Activities). The overall picture for this unit was considered to be fair as the total percent score of 67 indicates.

52. Out of 500 possible points, 430 points were given for the unit Administration. The overall picture for this

unit was considered to be good as the total percent score of 86 indicates.

53. Out of 300 possible points, 242 points were given for the unit Professional Assistance. The overall picture for this unit was considered to be fair as the total percent score of 73 indicates.

54. Out of 800 possible points, 459 points were given for the unit Professional Education Program. The overall picture for this unit was considered to be poor as the total percent score of 57 indicates.

55. Out of 5,000 possible points, 3,534 points were given for the total for the school's overall program. The composite picture for the school's overall program was considered to be fair as the total percent score of 71 indicates.

#### Conclusions

Research on the problem of this thesis has resulted in establishing certain facts relative to the men's physical education program at North Texas State University. In all seven units of the Neilson-Comer-Griffin Score Card, particular emphasis was given to those items which were considered to be most significant because of their relative strengths and weaknesses.

The first unit was designated as Instructional Staff. The three items pertaining to fitness of the staff members, personality and character of the staff members, and teaching efficiency of the instructors received the highest percent scores, 91, 93, and 91 respectively. Evaluation of these items was the result of the combined judgment of three faculty members who knew the instructor intimately; one was the instructor himself. Therefore, it is worthy to note that the high percent scores obtained on all three items were possibly due to the subjective means of evaluation.

The professional preparation (kind, extent, recency) of the instructors was considered to be fair. The reason for a fair rating was due to the fact that many instructors had not gone back to school within the last eight years to take additional hours of college credit. This inadequacy possibly indicates that the instructors could not afford to leave their jobs to take additional course work, or that they were not overly concerned with taking additional hours of college credit. Other weaknesses found within this unit pertained to the instructors lack of membership in professional organizations and lack of attendance at professional meetings. Weakness concerning these items would seem to indicate a degree of apathy on the part of many of the instructors. The overall



rating for this unit was considered to be good as the total percent score of 78 indicates.

The second unit was designated as Facilities. The items concerning area of the school site and the placement of buildings on the school site were considered to be excellent with no apparent need for improvement. The equipment available within the physical education program was considered to be good. However, had corrective room equipment been included as part of the equipment available within the program, this item would have received an excellent rating. The item pertaining to supplies available within the physical education program received only a fair rating because such supplies as scorebooks for baseball, football, tennis, wrestling, and track were not included within the program. Furthermore, no supplies were available for activities such as handball and baseball. It was rather evident that the absence of handball and baseball facilities prevented supplies from being available for these two activities. If handball and baseball facilities were included in the program, the rating for supplies available would be improved considerably. The item concerning indoor facilities received a poor rating as a result of not including an exercise floor, fieldhouse, apparatus room, handball courts, large lecture room, and drying

room as part of the indoor complex. Outdoor facilities also received a poor rating as a result of not including basketball courts, volleyball courts, baseball diamond, soccer fields, archery lanes, movable golf driving cages, horseshoe courts, and a chain link fence surrounding the outdoor play areas as part of the outdoor physical education complex. Since many inadequacies do exist, with regard to indoor and outdoor facilities, positive steps should be taken to include more facilities within the physical education program. The overall rating for this unit was considered to be fair as the total percent score of 74 indicates.

The third unit was designated Program (Organization). Items such as time allotment for physical education classes, credit for physical education classes, and size of classes for the normal and restricted groups were considered to be excellent with no apparent need for improvement. The item pertaining to the percentage of students enrolled in physical education activity classes received a poor rating as a result of only 35 percent of the men enrolled in the university taking physical education activity classes. In order to correct this weakness, a four year program of physical education activity classes possibly should be required for all men enrolled in the university. The present two year program

is not adequate in terms of the ideal situation for an excellent physical education program. The item concerning the teaching load of the instructors received a poor rating. Most instructors had less than half time teaching responsibilities, while a very small minority of instructors were overloaded as far as a teaching load was concerned. Apparently, there should be a better distribution of assigned teaching time for all of the instructors so that this inadequacy can be corrected. The item pertaining to the clinical examination of the students by physical education instructors received a poor rating because no examination was given. The clinical approach should be used in physical education so that college students can be properly advised on the selection of courses that will meet their physical education needs. The overall rating for this unit was considered to be poor as the total percent score of 63 indicates.

The fourth unit was designated as Program (Activities). The service program received only a fair rating as a result of not including archery, badminton, bowling, ballroom dancing, fencing, golf, handball, ice hockey, ice skating, skiing, soccer, squash, and cross-country hiking and running within the physical education activity program. Positive steps should be taken to include more individual and dual-type

activities in the service program so that the overall rating can be improved. The intramural athletics program received a poor rating as a result of not including archery, bowling, diving, fencing, handball, ice skating, skiing, soccer, speedball, and cross-country run within the program. There were also some activities which were low in student participation, thereby contributing to a poor rating. Consequently, more student participation is necessary in such activities as golf, gymnastics, swimming, tennis, track and field, and wrestling if the intramural athletics program is to improve. Furthermore, many more activities must be included in the intramural athletics program if it is ever to be considered a quality program. The intercollegiate athletics program was considered to be only fair as a result of not including baseball, bowling, diving, gymnastics, handball, soccer, speedball, swimming, volleyball, and wrestling as part of its program. Positive steps should be taken to include more activities in the intercollegiate athletics program so that a comprehensive program can become a reality. The overall rating for this unit was considered to be fair as the total percent score of 67 indicates.

The fifth unit was designated as Administration. The items pertaining to rank of staff, salaries of staff, and

duties of staff were considered to be excellent and in line with faculty members in other departments. No improvements were deemed necessary for any one of these three items. The items concerning general budget, source of budget support, recruiting athletes, and assignment of grants-in-aid to athletes were also considered to be excellent with no further improvements considered necessary. However, the item of distribution of grants-in-aid to athletes was considered to be poor as a result of 90 or more percent of the full grants-in-aid being assigned to football, basketball, and track and field. If more intercollegiate sports were offered within the program, full grants-in-aid would be better distributed among all activities, thereby improving the overall situation. The item referring to budget ratio received a poor rating because of the physical education budget (including the intramural budget) compared to the budget of intercollegiate athletics was one to more than five. The ideal situation for budget ratio should be one to two. The intercollegiate athletics program must not hinder the service and intramural programs by appropriating more than its share of the funds. More funds must also be appropriated for the service and intramural programs so that all students can derive a certain degree of pleasure from participating in a

quality, comprehensive physical education program which will meet their needs. The overall rating for this unit was considered to be good as the total percent score of 86 indicates.

The sixth unit was designated as Professional Assistance. The items pertaining to professional magazines and professional books received an excellent rating because most magazines and books which were listed in the score card were available in the university library. However, the item referring to microcards was considered to be poor because very few microcards were available in the library. Hence, more microcards should be included in the library if the overall picture for library resources is to improve. The overall rating for this unit was considered to be fair as the total percent score of 73 indicates.

The seventh unit was designated as Professional Education Program. The undergraduate program was considered to be poor as a result of low percent scores obtained in foundation science courses, general education courses, physical education science courses, athletic activity courses, and recreation courses. It is evident that a comprehensive program embracing the essential courses must be initiated if the overall rating for this item is to improve. The master's degree program received a good rating as a result of having

most of the essential courses listed in the score card. However, there were five courses listed in the score card which were not included in the master's degree program. An attempt should be made to include those courses which are listed in the score card so that the overall program can improve. The doctor's degree program was considered to be poor because very few of the essential courses were included which were listed in the score card. It must be noted that North Texas State University does not offer a major in physical education at the doctoral level. However, a minor is offered in physical education. Therefore, if improvement is ever to accrue within the physical education doctoral program, a major must be added to the present program. The overall rating for this unit was considered to be poor as the total percent score of 57 indicates.

The score card summary shows that the average attainment of the ten items included within the unit Administration was the highest with a total percent score of 86. The average attainment of the nine items listed within the unit Instructional Staff was the second highest with a total percent score of 78. The unit Professional Education Program had the lowest total percent score--57. Three units, Facilities, Program (Activities), and Professional Assistance received

total percent scores of 74, 67, and 73 respectively. However, the unit Program (Organization) received a total percent score of 63. The overall rating for all seven units was considered to be fair as the total percent score of 71 indicates.

#### Recommendations for Future Studies

The following studies are recommended for future research:

1. A study similar to the present one for other colleges and universities in the United States.

2. A study similar to the present one after a reasonable number of years to determine changes in the overall men's physical education program at North Texas State University.



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