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OF DOCTORAL PHYSICAL EDUCATION PROGRAMS.
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EVALUATIVE CRITERIA FOR LIBRARY RESOURCES
OF DOCTORAL PHYSICAL EDUCATION PROGRAMS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

James Joseph Agli, B.S., M.S.

The Ohio State University
1968

Approved by

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CHAPTER I

BACKGROUND OF THE PROBLEM

Physical education as a profession has made very little attempt to evaluate library facilities in its undergraduate and graduate programs. The information that is available or published in our professional literature is of a general nature and very brief. Therefore the criteria that we now have available are all but impossible to use in evaluating the library resources of our professional graduate programs. In 1939 a Report of The Committee on Teacher Education in Health and Physical Education of the College Physical Education Association concerned itself with "What is Wrong With Teacher Education in Health and Physical Education at the Undergraduate and Graduate Levels?" The answers included the inadequacy of the library facilities at the undergraduate and graduate levels.¹

A review of our professional literature indicates that in more recent years we have been unable to agree on criteria and methods of evaluating the library. The purpose of The National Conference On Undergraduate Professional Preparation in Physical Education, Health Education and Recreation held at Jackson's Mill in 1948 was to improve undergraduate professional preparation in these areas. One way in which it attempted to

meet its purpose was developing suggested principles and standards to serve as guides for institutions engaged in the professional preparation of personnel in the above mentioned areas, of which the following were typical: facilities and equipment and resource materials. In the physical education section under Resources, the following statement was included:

Resources include those assets, both human and material, available in the institution and in the community which should be utilized in the professional preparation of physical education teachers. Those to which special attention should be given include:

1. A library which contains an adequate number of professional books, periodicals, and bulletins on health, physical education and recreation. An additional departmental library may be advisable.²

The recreation statement on Facilities stated that:

Library facilities for students majoring in recreation leadership education should include, in addition to standard library resources, convenient access to all related and specific recreation publications. This implies a specialized departmental library.³

The National Conference on Graduate Study in Health Education, Physical Education and Recreation at Pere Marquette in 1950 chose as its basic problem to raise the qualitative standards of professional preparation on the graduate level. Each of the areas mentioned above included


³Ibid., p. 27.
a statement about the library. In Health Education the standard read as follows:

The library collection of books, periodicals and pamphlets should be balanced in respect to the program offered; sufficient in number, scope, and quality to provide complete coverage; adequate for the number of students enrolled; kept current; and conveniently available.4

The importance of the library to the graduate program in physical education was described in the following paragraphs. The writer elected to include the entire section as it is one of the few sections devoted so extensively to the library.

The library facilities constitute one of the most important resources related to graduate work. They should facilitate the instructional and the research activities of the institution and should be adjusted to the specific purposes which give direction to the graduate program.

Scope and type of materials. The materials of the library should be selected to assure adequate coverage of each of the major areas of study in physical education, namely: foundations upon which the program is based; research methods, program planning; teaching methods; administrative procedures; and evaluative processes. These materials should be available in the form of: reference books, indices, catalogues, encyclopedias, handbooks, bibliographies, books, magazines, periodicals, abstracting journals, selected foreign books and periodicals, microfilms, microcards, films, slides, projection equipment, phonograph records, and sheet music.

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Selection of the materials of the library should be made from selected lists of books and periodicals, which are published in the professional literature.

Budget. It is important that the administrative authorities of the institution provide sufficient funds regularly, in order that replacements and additions to the materials may be made as needed. To assure that balance is maintained as to scope and type of materials purchased, it is considered a desirable policy that the choice of the new books, periodicals and other library material pertaining to physical education be made by the physical education faculty members.

Services. The library services to students and faculty are enhanced if provision is made for: direct access to open shelves containing the materials most frequently used; carrels in the stacks for use by those working on special problems; facilities for leisure-time reading; displays of new books; well-planned exhibits and bulletin board arrangements; inter-library loan services; technical books, professional journals and publications needed by faculty for which they do not subscribe; and circulation of notices of new and pertinent publications to the faculty.  

In the field of Recreation the library statement read that "The library should be well equipped with source materials for the recreation student including the standard recreation publications and periodicals. Convenient reading and reference rooms should be provided."  

Accreditation has been of topical concern in physical education in varying degrees for some time. For many years health educators, physical educators, and recreation personnel have recognized the need for

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5 Ibid., p. 20.

6 Ibid., p. 27.


accreditation in these areas and some members of our profession have favored the development of standards to be applied by a national accreditation body. With the creation of the American Association of Colleges For Teacher Education in 1948 as the accrediting agency in teacher education, the physical education profession stopped speculating about the agency which could accredit its programs and joined its internal forces to develop supplementary standards to the AACTE Evaluation Schedule.

The AACTE standard dealing with the library, Standard VII—The Library, is concerned primarily with the elements of the library in a college for teacher education which are professional in nature. After examining this standard one would recognize that it does not pertain to graduate study nor to professional preparation in physical education.

The American Association For Health, Physical Education and Recreation through its committee structure and the leadership of outstanding and interested professional members about 1951, developed tentative schedules for evaluation of professional preparation in health education, physical education, and recreation to be used with the AACTE Schedule as supplements. The tentative evaluation schedule Standard VII concerning the library seeks information pertinent to the evaluation of the physical

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education library in a separate schedule and provides the visiting accreditation committee with a form applicable to the library with specific reference to physical education. This work was commendable and it would appear that the profession had made a giant step forward in establishing standards and an evaluative instrument. The library standards, for what appears to be the first time, recognized the importance of the library collection in our professional preparation areas. This appears to be the point of our efforts where we reached our apex as extenuating circumstances changed our future progress.

The AACTE was the recognized accrediting body for teacher education until July 1, 1955, when it transferred this function to the National Council for Accreditation of Teacher Education. The NCATE revised completely the format of its Standards and Guide for Accreditation of Teacher Education from the Evaluative Criteria and Schedules which had been used for the same purpose by AACTE. Therefore, it was necessary to make revision in the materials for health education, physical education, and recreation as supplements of the more general NCATE Standards and Guide. The AAHPER through The Committee for Improvement of Professional Preparation in Health Education, Physical Education, and Recreation took the leadership in organizing a professional effort to revise the existing tentative schedules in the three areas. In 1957 these efforts under the leadership of Carl L. Nordby led to the development of Evaluation Standards and Guide in Health Education, Physical Education and Recreation Education. The purpose of this document was to provide colleges and
universities with standards and guides for the evaluation of professional preparation in health education, physical education, and recreation education. Standard and Guide—VII, Facilities and Instructional Materials for Teacher Education included statements concerning the library. "Adequate facilities for housing the professional library (either in the general library or a separate unit) and an instructional materials laboratory are essential."

Standard VII continued as follows:

The professional library should be adequate to support the instructional, research, and school service program of the institution. Special attention should be given to the book and periodical collections which support the basic curriculum. In addition, the library should contain materials sufficient in number and scope to meet the needs of the number of students enrolled in each curriculum. Research materials for use by the faculty and by students in advanced professional or graduate curriculums should be extensive. Also, the library should include professional books and periodicals for use by teachers in the schools served by the institution.11

The guiding statements of this standard requested the following information important in the interpretation of Standard—VII.

1. Describe the facilities and equipment available including those which are not institution owned:

   .................................................................

c. the libraries serving these areas (reading and reference rooms) and their location in relation to major facilities.

   .................................................................

5. Report the amount spent last year for
   a. professional education library books and periodicals.

6. Report on the instructional materials available for (1)
   the basic professional education courses, (2) specialized
   materials for each curriculum, both undergraduate and graduate,
   and (3) the major periodicals.12

   In contrast to the previous tentative standards proposed by the
   profession it would appear that these standards and guides were more
   general and qualitative in nature. This most recent effort had as its
   purpose to present standards for self-evaluation more so than for inclusions
   in an evaluative instrument.

   Additional noteworthy efforts were made to improve our professional
   preparation programs.

   The report of the National Conference on Professional Preparation
   in Health Education, Physical Education and Recreation, 1962, with regard
   to the library, read as follows:

   Although campus libraries and audio-visual centers usually
   provide centralized services, it is preferable to supplement
   such services by branch or departmental centers.

   The library and audio-visual materials should be immedi-
   ately available with qualified supervision during stated
   periods. Students should be given opportunity to use the
   latest library materials.13

__________________________
13AAHPER, Professional Preparation Programs In Health Education,
The Recreation Education section of this same report stated that:

A special library for major students should be housed within the department. Recommended materials for inclusion are:

a. Books and other resources satisfactory in respect to number, scope, and caliber in the areas of administration; areas and facilities; history, philosophy, and principles; leadership; programs and materials necessary to service adequately the activities mentioned above; and research.

Suggested standards included the following:

a. Procedures for the use of the library are effective.

b. Procedures for ordering library and audio-visual materials are effective.

c. The budget for library and audio-visual materials is adequate to maintain standards.

d. Responsibility is assigned for a periodic check of the adequacy of the instructional materials.

e. The library provides interlibrary loan services. 14

Again at the national level, The Professional Preparation Panel of the AAHPER in 1965 proposed a Self-Evaluation Check-List for Professional Preparation Programs in Physical Education. Among the standards in this checklist the following made reference to the library.

14 Ibid., p. 102.
Standard VII--Facilities and Instructional Materials

5. An annual library budget is consistent with that provided other departments of the institution.

6. The library contains up-to-date reference for all the professional courses taught.

9. The facilities for producing and duplicating materials are adequate.

As recently as 1967 at what might be called the second Conference on Graduate Education in Health Education, Physical Education, Recreation Education, Safety Education, and Dance, library criteria were recorded. Nearly twenty years after the first Conference and after many attempts at developing standards for the professional preparation program at the undergraduate level, the profession again turned its attention to the graduate programs. The aim of this Conference, like the first, was to establish guidelines and minimum standards at the master's and doctorate levels to be used to improve general understanding of the nature of graduate education and to assist in the self-study and institutional evaluation of all graduate programs in health education, physical education, recreation education, safety education, and dance.

The library criteria were listed as follows:

There should be a supply of books, periodicals, unbound references, and other resource materials that reflect the full range of understandings and professional writings in the several fields and in other cognate areas.

The department should regularly supply the library with the lists of resource materials that should be made available for use in graduate study. These could be supplied in the form of departmental bibliographies and course reading lists.

There should be available a professionally-trained librarian whose responsibility is to provide consultant services in relation to the unique problems of the graduate students and faculty.

If the institution's library resources are decentralized in several buildings or in widely separated areas of a single building, the literature relevant to a particular field should be located in one area.

Group study areas and individual study carrels should be available for graduate students and faculty.

Photocopy equipment should be available for use, preferably without charge.

Readers should be available for microfilms, microcards, microfische, and other similar materials.\(^\text{16}\)

Other efforts in various parts of the country merit mention. First, in the early 1950's Pennsylvania formed an Association of Institutions Granting Graduate Degrees in Health Education and/or Physical Education and/or Recreation. Its major purpose was to set standards and otherwise improve professional preparation on the graduate level.

On the undergraduate level, in 1951 the administrators of the physical education departments of Oregon State College, State College of Washington, University of Oregon, and University of Washington established The Northwest Council for Teacher Education. A subsequent meeting in 1953 produced The Northwest Council on Teacher Education Standards for Health, Physical Education, and Recreation. The aim of these standards was to improve the undergraduate professional preparation programs. The Physical Education Standards included Area IV Facilities, Equipment, and Library Evaluation Schedule. The library standards were written as follows:

The Library,

A. Books and Other Collections.

The physical education collections are satisfactory in respect to number, scope and caliber. The council will furnish a reference list for evaluating each of the following areas:

1. Activities (wide variety)
2. Adapted Activities
3. Curriculum
4. Evaluation
5. Health Education
6. History
7. Intramurals
8. Methods
9. Officiating
10. Organization and Administration
11. Philosophy and Principles
12. Physiological Sciences
13. Professional Physical Education
14. Recreation
15. Research
16. Training, Conditioning, and Injury Care

B. Periodicals, Pamphlets, and Proceedings.
C. Audio-Visual Materials are available in the following areas:

1. Physical Education Activities
2. Health Education and Safety
3. Recreation

D. Library Procedures.

1. Procedures for the use of the library are effective.
2. Procedures for ordering library materials are satisfactory.
3. Procedures for obtaining audio-visual materials are effective.
4. The annual budget for library materials is adequate to maintain standards. (Indicate annual amount ___)
5. The annual budget for audio-visual materials is adequate to maintain standards. (Indicate annual amount ___)
6. The over-all provisions of the library for the undergraduate program are satisfactory.
7. Responsibility is assigned for a periodic check of the adequacy of the library acquisitions.17

Summary

In terms of our professional endeavors to develop standards or criteria for evaluating the library facilities and resources for our professional undergraduate and graduate programs it appears that our efforts have been incomplete and limited in producing standards or criteria that are very useful as evaluative instruments. Especially at the graduate level, our efforts have been much too scarce and the standards proposed are qualitative, general, and brief. Our reluctance to establish definite

standards and an evaluative instrument for libraries has left a gap in our endeavors to improve our graduate programs. This is a matter that should be given consideration by our profession as we continue our efforts to develop supplementary standards and criteria to be used with the NCATE accreditation program.
CHAPTER II

THE PROBLEM, SIGNIFICANCE AND METHODS

Statement of the Problem

The profession has and continues to view with alarm the steady and rapid increase in the number of colleges and universities offering undergraduate and graduate professional preparation in health education, physical education, and recreation. The situation would not be serious if each institution would limit its offerings to such work as it is qualified to do. There is sufficient evidence that the acceptance of such professional responsibility has not been the policy of all institutions. It is believed that many of the institutions are not qualified by finances, staff, or resources to prepare competent teachers. However laudable the motives of the many colleges and universities to foster graduate study in physical education, one must note that this premature move is the source of the present problem. What may have been a popular whim at the time often turned out later to be professionally unwise. The absence of scholarly faculty, insufficient financial resources and limited library and laboratory equipment are a few of the factors at the root of the present crisis in professional preparation in graduate physical education.
As reported previously, the library facilities for graduate studies in physical education in almost every institution were reported to be vastly inadequate.\textsuperscript{18}

Does this situation still exist today?

Research is of particular concern to the graduate student; instruction at the graduate level is largely guidance in research. Almost every phase of the graduate student's career is dominated by the research ideal; his thesis is an exercise in research; he acquires languages and statistics as research tools; his seminars are for training in research methods; and he obtains his Doctor's degree for demonstrated proficiency in research.

The enlarging content of the curriculum, the encouragement of independent study, and the demands of research create a continuous need for the accumulation and the intelligent use of the printed resources of physical education and its related areas. With more students in our graduate programs there will be a rapid increase in the research literature in addition to the large amount of research that has accumulated since the beginning of our professional association. Thorough-going knowledge of the literature of the field might also be considered a first essential in qualification for higher degrees. A good deal of the history, program content, scientific basis, methods of teaching, and administrative procedure is reflected in the research literature. Much of the best thought

and experience is formally recorded therein. Students will always have
to go back to such original sources. When a student is researching a
problem, he never knows what results have been obtained by other research
workers on the same problem, unless these priceless archives of informa-
tion are available to him. The library resources of a graduate physical
education department should be broad enough to meet the teaching and
research needs of the institution.

Allan H. Carter has said that "the library is the heart of the
university; no other single nonhuman factor is as closely related to the
quality of graduate education." Furthermore it is believed that research
in whatever guise it is undertaken is the most essential ingredient of any
doctoral program. Without adequate library support research becomes
impossible.

In terms of the graduate program in physical education and the
library resources and facilities to support such a program, the following
questions should be asked:

How can we determine when our library resources are adequate to
serve our graduate programs?

What standards can be applied to evaluate our collections?

What standard books for general and special reference should be
available?

What is the minimum list of bound periodicals in our field?

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What periodical literature in other fields is essential? For example, what periodical literature in physiology and psychology is desirable.

The only thesis research found by the investigator to be of value in this problem area is a doctoral dissertation written by Eugene Simmons at Springfield College and completed in 1960, "Evaluative Criteria in Graduate Physical Education." In his dissertation he made reference to criteria to be used in evaluating the library. These criteria were as follows:

1. The librarian and other members of the professional staff are well qualified academically, professionally and personally.

2. They hold faculty rank.

3. Careful records of the library are kept on
   a) Faculty
   b) Students

4. The physical education faculty staff averages over sixty-six loans per year.

5. The book and periodical collections are of such quality and size as to support the instructional program in terms of the purpose and objectives of the department and to provide for the general reading of both students and faculty.

6. The collections are tested frequently against subject bibliographies and other standard guides.

7. The selection of new books, periodicals, etc. is made with the cooperation of the Physical Education Department as standard procedure.

8. Provisions have been made for direct access to the open shelves.
9. Carrels are available in the stacks for those working on special problems.

10. Inter-library loan service is provided.

11. A specialized library is provided with the above features.

12. New books are on display.

13. A file is available on audio-visual aids, recordings, films, film strips, microcards and microfilms.

14. There is a file available on brochures, bulletins, pamphlets, circulars on Physical Education and allied areas.

15. The institution subscribes to journals, magazines, Research Quarterly, Physical Educator, and other publications in and allied to Physical Education. 20

The writer feels that the above mentioned criteria are too brief and incomplete a treatment of library resources to be useful as an evaluative instrument. A subject so closely related to the excellence of graduate instruction needs to be explored more extensively. Then and only then can meaningful criteria be proposed.

Not finding in the physical education literature what the writer considered adequate evaluative criteria for library resources in physical education, especially at the doctoral level, he had to search elsewhere. The writer then turned to the literature of the American Library Association and the accreditation agencies for criteria and trends in evaluating library resources and facilities.

The standards for college libraries established by the American Library Association are designed to provide a guide for the evaluation of libraries in American colleges and universities which emphasize four-year undergraduate instruction and may or may not have graduate programs leading to a Master's degree. They are not applicable to libraries of academic institutions stressing advanced research.21

There apparently are no regional or national accreditation standards or professional association standards or criteria that can be used with any degree of satisfaction to evaluate library resources of a graduate physical education program.

It was the purpose of this study to develop criteria for the evaluation of the library resources and facilities of graduate departments offering a doctorate in physical education. The purpose was two-fold: (1) to identify the major areas of library service most frequently used in evaluating the library resources; and (2) to develop criteria in each of the identified areas. When these purposes are accomplished, the writer will propose a library evaluation score card for doctoral programs in physical education. This score card can be used as a supplement to the existing standards of NCATE, the American Library Association, or the other accreditation agencies. It can also be used as a self-evaluation instrument by individual institutions who wish to make their

own evaluation. To accomplish these purposes, answers to the following questions were sought:

1. What is the need, if any, for the evaluation of library resources in our doctoral programs in physical education?

2. What criteria, if any, are now available for the evaluation of library resources of graduate programs in physical education?

3. What criteria are needed to develop an evaluative instrument for the library resources of graduate programs in physical education?

The study reported here is concerned chiefly with the development of a possible tool for evaluation rather than with accreditation and standardization.

The Need and Significance

An institution that is outstanding for its graduate offerings is almost invariably equally notable for the strength of its library resources. It is perhaps equally obvious that a substantial number of institutions granting graduate degrees lack the library resources to support advanced-level graduate study in physical education, and should either discontinue such offerings or undertake extensive development of their libraries.

The need for such a study becomes most important as graduate programs in physical education expand, as enrollment in graduate programs increases, and as institutions attempt to evaluate or increase their library facilities to meet the doctoral and postdoctoral programs.

What is needed are sound criteria for judging library adequacy of doctoral programs in physical education. The significance of this study
is that the number of criteria finally selected will not be arbitrarily adopted by one or two persons, but will represent the combined judgments of a group of highly qualified professional people who are directing doctoral programs.

Hypothesis

The hypothesis of this study is that criteria can be developed for the evaluation of library resources of doctoral physical education programs.

Delimitations

This study will be an attempt to develop a library evaluation score card to assess the library resources in support of the doctoral program in physical education. The writer is interested in constructing a library score card to evaluate the library resources of doctoral programs in general physical education. This would include most of the following areas of study and research as listed by the 1967 AAHPER national graduate education conference:

Meaning and significance of physical education including philosophical and historical considerations; social, cultural and aesthetic aspects of physical education; behavioral development; biomechanics; exercise physiology; administration; curricular aspects of physical education including supervision, instruction, and curriculum development; and evaluative aspects of physical education.²²

The investigator emphasizes that this evaluative score card will be concerned mainly with doctoral programs (including Ph.D., Ed.D., and D.P.E. degrees). However, the library evaluation score card can be used at the master's level if the evaluator uses the criteria and evaluative instrument with due regard to the aims, objectives and programs offered at the master's level.

Limitations

In reading the results of this study the reader should bear in mind the following limitations: the limitations of the questionnaire method, some ambiguities in the questionnaires used in this study, instances where no responses were made to specific criteria, and the relative size of the group to which the questionnaire was directed.

Methods of Research

Like most approved research plans, the writer first reviewed the literature and established acceptable ways of gathering data for this study. Over a period of time a research instrument was constructed for the purpose of gathering data from the institutions in the United States offering a doctoral program in physical education.

Originally the writer searched through various periodicals, monographs, newspapers, books, professional and educational publications, accrediting associations' standards and physical education proceedings and literature. This was done to determine if any person or professional group had established any criteria for evaluating the library. Furthermore
it was important to find out if any standards were being proposed. In reviewing the literature, the writer also sought to establish the categories into which the library services, criteria, or standards were stated by recognized authorities.

In general, there was agreement on the classification of the library resources, facilities and services important in an evaluation, any difference being primarily in terminology. Only those areas given major consideration in the literature were selected for this study. From a review of the literature and the information thus gathered the writer assembled a list of eighty-seven statements that might serve as tentative criteria. These tentative criteria were proposed in a questionnaire in the identified areas of I. Library; II. Holdings; III. Use; IV. Facilitation and Encouragement of Use; V. Library Quarters; VI. Financial Support; and VII. Administrative Organization.

As a major part of the research procedure, the investigator visited selected Big Ten Universities to test the practicality of the tentative criteria in evaluating the library collection in terms of supporting a doctoral program in physical education. Six of the ten universities were visited. The six universities were Indiana University, The University of Illinois, Michigan State University, The University of Michigan, The University of Wisconsin, and The Ohio State University. These institutions were selected because they have a doctoral program in physical education and because the writer was able to visit these institutions as Assistant Coach of The Ohio State swimming team. The writer spent
approximately four days at each institution observing the library services and collection, trying to improve the list of criteria, seeking methods of evaluating the criteria, and interviewing selected faculty members.

In order to validate the selection of these tentative criteria, interviews were subsequently held with physical education administrators and suggested faculty members who were in a position to contribute to this study. These visits provided the writer with an opportunity to discuss the topic with these individuals. Their reactions and judgements were solicited in regard to the need and usefulness of such a study. The persons interviewed were also asked to complete a questionnaire asking their judgements on the proposed tentative criteria. These recipients of this first questionnaire were instructed to rate each of the eighty-seven tentative criterion as "necessary," "desirable," "limited," or of "no" value in evaluating the library resources of a doctoral program in physical education.

Twelve of the eighteen questionnaires were returned from five of the six selected universities. The results were compiled and comments considered in revising or improving the tentative criteria. A method similar to that established by Dr. Samuel Barnes in his criteria dissertation entitled "Criteria For Evaluating The Administration Of Intercollegiate Athletics" was utilized to analyze the questionnaire responses.

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This method requires that fifty per cent or better of the total number of respondents must mark a tentative criterion as "necessary" or "desirable" for it to be acceptable as a criterion and incorporated in the score card. It was pertinent to ascertain the total vote cast for each tentative criterion to determine its value. Consequently, as the writer received each reply, the information was recorded on a master chart. The replies received were subjected to simple statistical treatment including frequency and percentage distributions and quantitative comparisons to determine if the criterion was acceptable within the range established for this study.

The total number of check marks for each tentative criterion under Necessary, Desirable, Limited, and No was individually found. Then the percentage value for each heading was found by dividing their total by the number of respondents. The final percentage values were rounded off to the nearest whole number. If the percentage value of any tentative criterion fell below fifty when the percentages for Necessary and Desirable were combined, the tentative criterion was rejected and not included as a criterion in the revised list. This procedure was followed for each of the eighty-seven criterion.

The significance of this approach is that the criteria selected for the second questionnaire and for the score card were not arbitrarily adopted by one or two persons, but represent the combined judgements of a group of highly qualified professional people.
No tentative criteria were excluded through the above method. However, from comments received and from edited revisions and refinements, sixty-four criteria remained as being most pertinent to this study and were consolidated into another list.

The writer next sent a personal letter to forty-five physical education departments in those institutions in the United States offering a doctorate in physical education or in a curriculum in which physical education is combined with health education, recreation, or a related area. This listing did not include the five Big Ten Universities who earlier cooperated by completing the first questionnaire. The name of each institution was obtained from the Directory of Professional Preparation Institutions published by the AAHPER in June 1966. This preliminary letter asked each institution to name its director of graduate studies, the chairman of the graduate committee or the person most responsible for doctoral studies. A self-addressed post card was enclosed for their reply. In the case of separate men's and women's graduate programs, two graduate faculty members were surveyed from one institution.

After the return of the preliminary post cards five institutions were excluded. One institution was excluded for lack of a response and four were excluded because they did not have a graduate program in physical education as listed in the 1966 Directory. A mailing list was then compiled of forty-three people responsible for graduate studies in physical education at those institutions offering a doctoral degree. This list represented forty-one institutions throughout the United States.
Two additional names of interested professional persons were added to this list bringing the total number of contacts to forty-five persons. These two individuals through personal correspondence expressed an interest in the study and a desire to be of further assistance. Therefore, the writer included them in the mailing list.

Next, the sixty-four criteria were again printed as tentative criteria in questionnaire form. It was decided to divide the questionnaire into two parts so as not to overburden the recipient with one long questionnaire. It was felt that the responses would be greater by submitting the questionnaire in this manner.

Part I of the second questionnaire of tentative criteria was forwarded to the forty-five people on the mailing list. A cover letter explaining the need and significance of the study and asking their cooperation accompanied the questionnaire. This letter also requested that they place a check (√) after each criterion in the column which in their judgement indicated Necessary, Desirable, Limited, or No value in evaluating library resources and facilities in graduate physical education programs. They were also encouraged to rephrase any statement that was not clear to them and to add any statement that they felt had been omitted.

Upon receipt of Part I of the questionnaire, Part II was mailed with a second cover letter. Once the questionnaires were returned the data were again organized and analyzed according to the analytical procedures adopted to treat the responses.
Finally, from these data an evaluative score card was constructed. Using the criteria selected as "necessary" or "desirable" by a majority of the respondents as principles, a score card was developed for evaluating the library resources of doctoral programs in physical education.

Thus, the present study utilized the information available in the literature and the experience and background of selected faculty members, library personnel and administrators of graduate programs in physical education. Their professional judgments were utilized in selecting criteria to be incorporated in a score card for evaluating the library resources and facilities of doctoral programs in physical education.

Definition

Criterion. Criterion, as used in this study, refers to a statement of standard or principle which can be used to judge the effectiveness of something. A criterion is something which is taken as the basis for comparison. It is some standard or base with which we compare something else.
CHAPTER III

THE DEVELOPMENT OF EVALUATIVE CRITERIA FOR LIBRARY RESOURCES IN GRADUATE DEPARTMENTS OF PHYSICAL EDUCATION OFFERING A DOCTORATE

Establishing the Tentative Criteria

Originally the writer searched through various periodicals, monographs, newspapers, books, professional and educational publications, accrediting associations' standards and physical education proceedings and literature. This research was done to determine if any person or professional group had established any criteria for evaluating the library. Furthermore it was important to find out if any standards had been proposed. In reviewing the literature, the writer also sought to establish the categories into which the library services, criteria, or standards were stated by recognized authorities. The question was "What factors are important in assessing the library resources of doctoral programs in physical education?"

Caroline Paddock, in her master's thesis, proposed to isolate and analyze all requirements for professional libraries as indicated by twenty-two accrediting agencies. Her purpose was to determine the exact nature of the basic factors in library service considered by the accrediting bodies to be important to the success of the educational program of the institution. All of these twenty-two nationally recognized accrediting agencies believe that the factors which make a library adequate or inadequate can be identified and to some extent measured. As evidence
of such belief these agencies have devised sets of criteria for use as
the basis of their judgment of the library's effectiveness.24

In summary, the requirements most frequently mentioned in the
standards as reflected by the number of entries in her tables are as
follows:

1. Adequate number of volumes in the general book
collection.

2. Subscription to an adequate number or the leading
periodicals in fields of specialization.

3. Trained librarian.

4. Convenient accessible location for library quarters.

5. Adequate funds for operation of the library.

6. Total number of volumes in the library.

7. Adequate number of volumes in professional fields.


10. Total expenditure for salaries of the library staff.

11. General interest in student use of the library.25

The broad subject group about which the accrediting agencies show
the most concern is that of the holdings of the library. The only one of
the agencies which indicates specifically how the "adequacy" required is

24Caroline Paddock, Accreditation Standards For The Library Of
Professional Schools: Analysis of the Requirements of Twenty-Two Accred-
iting Agencies (Master of Library Science, University of California at
Los Angeles, 1957), p. 3.

25Ibid., p. 123.
to be determined is the American Library Association, which states that its committee should sample the collection sufficiently to determine its adequacy for the curriculum in various areas. 26

The financial support of the library has received a substantial amount of attention in the standards under examination.

Two of the agencies have explicitly denied the validity of the size of the library's collection as a criterion of its adequacy. The American Optometric Association followed up its statement to that effect with a further assertion that judgement of the adequacy of the library will be based instead on the relation between its holdings and both the curriculum and the size of the student body. 27

One characteristic of the general book collection in which a high degree of interest is exhibited is its adequacy in the professional fields covered by the various curricula.

Several of the agencies are specific in that they include a list of particular types of reference materials that should be found in the collection.

As a result of an investigation conducted for the Commission on Higher Institutions of the North Central Association of Colleges and Secondary Schools a series of monographs were published dealing with the

26 Ibid., p. 27.

27 Ibid., p. 31.
evaluation of higher institutions. In the volume entitled The Library, the analysis resulted in the recommendation of six measures for the educational value of the college library.

(1) The number of general reference books held by the library that are contained on a check-list of selected titles; (2) the number of periodicals currently subscribed to from a check-list of periodicals by college libraries; (3) the average annual expenditures for books and periodicals during the past five years; (4) the annual expenditure for library salaries, weighted for the size of the enrollment; (5) the average annual number of "free" loans per student, and (6) the average annual number of loans to faculty members.

These features of the library most deserving of investigation naturally divide themselves into three groups: (a) the contents of the library; (b) the finances; and (c) the extent to which the library is used.23

In 1957 The Association of Colleges and Research Libraries published its Number 20 monograph. This is the first publication in which all the requirements for libraries of institutions of higher education can be found up to 1957. These requirements are specified by the twenty-one professional and six regional accrediting associations recognized by the National Commission on Accrediting.

In this same monograph The Middle States Association of Colleges and Secondary Schools makes the point that the library evaluators can help both the commission and the institution by presenting their judgement with suggestions as to how weak areas might be strengthened as follows:

1. Adequacy of book collection in relation to the program of instruction; if unsatisfactory, what corrective measures are being taken or should be taken.

2. Adequacy of current acquisitions in relation to the educational program, including their effect in correcting deficiencies and in increasing the effectiveness of the library in the fields in which the institution offers instruction.

3. Adequacy of staff, in numbers, qualifications, and personal effectiveness.

4. Adequacy of space, of its arrangement, and of equipment relevant to the educational program.

5. Effectiveness of staff organization and administration for both internal activities and for services to students and faculty.

6. Over-all effectiveness of the library program in support of the instructional and other objectives of the institution and of its constituent units.\(^{29}\)

This Association summarizes the evaluation of the library in these terms:

Bearing in mind the objectives of the institution both as expressly stated and as implied in courses offered, library evaluators should examine the situation in sufficient detail to determine adequacy of basic book stock, current acquisitions of both serial and monographic literature, competence of staff, organization and utilization of staff, and particularly the success of the library program as reflected in use of resources and services by students and faculty.\(^{30}\)

In another publication the Middle States Association reiterated the emphasis in evaluating the library.


\(^{30}\)Ibid., p. 8.
Clearly, therefore, the emphasis in evaluating a library should be on the appropriateness of the collection for the instructional and research programs of the students and faculty, its adequacy in breadth, depth, and variety to stimulate both students and faculty, its accessibility, including proper cataloging, the competence and interest of the staff, and above all what happens in the reading and reference rooms.

The American Library Association in 1959 published its very important new Standards for College Libraries, a copy of which can be obtained free by writing to the ALA. In 1960 came its Standards for Junior College Libraries, also available from ALA. These Standards were reviewed for their content. The Standards include statements in the areas of: I. Functions of The College Library; II. Structure and Government; III. Budget; IV. Staff; V. Library Collections; VI. Building; VII. The Quality of the Service and Its evaluation; and VIII. Interlibrary Cooperation.

The Southern Association of Colleges and Schools, the regional accreditation agency of the Southern states, in addition to its other ten standards includes Standard Six, Library. In its illustrations and interpretations of Standard Six interpretative statements are written

31"What To Consider In Evaluating The Library," Library Journal, LXXIII (June 1, 1958), 1657.


The most recent effort of the American Association of Colleges For Teacher Education has been the development of Standards and Evaluative Criteria for the Accreditation of Teacher Education, 1967. These Standards and Evaluative Criteria include reference to the library facilities for teacher education and advanced programs in education. The writer has elected to include the entire reference to the library as it appears to be the most recent and complete statement of standards and evaluative criteria for libraries in teacher education institutions.

4. Resources and Facilities for Teacher Education.

4.1 The Library

The quality of both the general and professional components of the program for teacher education is reflected in the scope and depth of the library holdings. As a principal instructional resource, the library holdings in education must be adequate for the number of students to be served and pertinent to the kind and level of programs offered. The accession rate must be sufficient to assure that the quality of the collection is maintained. In addition to providing a collection of materials, library service must assure both students and faculty access to the materials.

The Standard.

4.1 The library, as the principal materials resource center of the institution, is adequate for the instructional, research, and other services pertinent to its teacher education program.

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34 Standards of the College Delegate Assembly of the Southern Association of Colleges and Schools (Atlanta, Georgia: The Southern Association of Colleges and Schools, December, 1966), pp. 17-18.
4.11 Are standard and contemporary holdings in education—books, microfilms, microfiche copies—included in the library?

4.12 Are standard periodicals in education available to prospective teachers?

4.13 Are such additional books and periodicals as are needed to support the total teacher education program provided?

4.14 What evidence is there that books, periodicals, and other materials in teacher education reflect the recommendations of a nationally recognized list or lists?

4.15 What evidence demonstrates that the recommendations of instructional departments for the acquisition of books, periodicals, and other materials have been met?

4.16 What is the annual record of library expenditures for the total library and for education during the past five years?

4.17 Do both students and faculty have access to and use of the library holdings?

G-4. Resources and Physical Facilities for Advanced Programs in Education.

G-4.1 The Library

The adequacy of library holdings is an important factor in establishing the quality of graduate programs in education. As a principal instructional resource, the holdings in education must be adequate for the number of students and faculty to be served, and pertinent to the kind and level of graduate programs offered. Furthermore, the accession rate must be sufficient to assure the maintenance of the collection. The operation of graduate programs in education requires library resources substantially larger than those required for basic programs in teacher education.

In addition to a collection, library service must be
to assure both students and faculty access to
the materials. Independent study and research which
characterize graduate study place heavy demands on both
the size of the collection and the quality of library
service.

The Standard.
G-4.1 The library provides resources for independent
graduate study and for research for each of the advanced
programs in education offered by the institution.

G-4.11 What data show that standard and contemporary
holdings--books, microfilms, microfiche copies, periodi-
cals--to support each advanced program offered are included
in the library collection?

G-4.12 What evidence demonstrates that the institution
pays responsible attention to the recommendations of a
nationally recognized list or lists for books and periodicals
to support the respective graduate programs?

G-4.13 What evidence indicates that the recommenda-
tions of instructional departments for acquisition of
books, periodicals, and other materials have been met?

G-4.14 To what extent do graduate students have
access to open stacks and carrels?

G-4.15 What is the annual record of library expendi-
tures for the total library and for education during the
past five years?

In addition, those references in the physical education literature
that have been referred to previously were considered for their merit.
At the undergraduate level in professional physical education programs
the most recent attempts by Bookwalter and Dollgener resulted in A Score

Card for Evaluating Undergraduate Professional Programs in Physical Education. Their Standard VII. Library and Audio-Visual Aids, probably represents the best thinking of two of our professional leaders. The Library Standard includes criteria under the subheadings of (1) General Features, (2) Library Services, (3) Books and Pamphlets, (4) Periodicals and Annuals. The criteria included under the General Features range from the library facilities, library budget, selection of library materials, to a departmental library. The area of Library Services lists instruction, supplementary services, staff and circulation as criteria. Books and Pamphlets are to be evaluated with criteria dealing with the total number of volumes, the adequacy of the collection, the reference collection and the number of titles in a list of areas associated with physical education. A list of titles is utilized to evaluate the periodical and annual collection.

In general, there was agreement on the classification of areas of the library service important in an evaluation, any difference being primarily in terminology. Only those areas given major consideration in the literature were selected for this study.

The material reviewed provided the writer with a beginning list of factors to be considered in evaluating library resources of doctoral programs in physical education.

A. Holdings
1. General Book Collection
   a. Adequacy of collection in the professional fields covered by the various curricula.
2. Special Book Collection
   a. Reference Books
3. Periodical Collection

B. Use
1. Student Use
2. Faculty Use
3. Inter-library loans

C. Facilitation and Encouragement of Use of the Library
1. Orientation
2. Encouragement
3. Notification of Accessions

D. Library Quarters
1. Location
2. Size
3. Furnishings and Equipment
4. Supplementary Facilities

E. Financial Support
1. Total Expenditure
2. Object of Expenditures

F. Administrative Organization
1. Library Committee of Department
2. Selection and Purchasing Practices
3. Adjacent Library Facilities

From the information thus gathered the writer assembled a list of eighty-seven statements that might serve as tentative criteria. These tentative criteria were proposed in a questionnaire in the identified areas of I. Library; II. Holdings; III. Use; IV. Facilitation and Encouragement of Use; V. Library Quarters; VI. Financial Support; and VII. Administrative Organization. The proposed tentative criteria can be found in Appendix A.
The second task was to explore the same literature and any other pertinent literature for trends and techniques in library evaluation. This review was necessary to provide the writer with some background information for establishing an evaluative score card. The score card incorporates the criteria accepted through the research procedure used in this study.

It appears that library criteria or standards can be expressed qualitatively or quantitatively. Whereas quantitative standards were once common, quantitative data are now only requested in order to establish trends in such matters as financial support and acquisitions. When utilizing quantitative findings the library evaluators weigh these facts as presented, the situation as they find it, and make judgments as to the adequacy of the library to serve the particular educational program, students, and faculty for which it exists.38

In more recent years the trend has been toward qualitative statements of standards or criteria expressed through general statements or indicating that judgment and opinions are to be utilized by evaluators. One has only to review the literature quoted to this point to see this trend.

Number of volumes in the library, though more readily quantifiable, is a factor of little value in measuring institutional resources unless one can make a qualitative judgement about the adequacy of the holdings.  


Can the adequacy of the collection of an academic library be measured by the number of books which it contains? Respectable authorities say 'No'.

The adequacy of the college library's collections cannot be measured in quantitative terms. . . . To judge a collection superior or inferior on the basis of the volume holdings is as absurd as rating a college on the basis of its enrollment.

Regional accrediting agencies agree.

The actual number of books which a library contains is not a stable measure of the adequacy of the library. More important than the total number of books in the stacks is the extent to which the selection of volumes accurately reflects the needs of the institution as defined by its educational task. It will be noted that no mention is made here of required minima for . . . library holdings . . . . The adequacy of each institution's resources must be judged in terms of its program. Every (academic) library must . . . be evaluated in its

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39 Carter, op. cit., p. 4.


41 Ibid., p. 371.
own setting rather than by comparison with general patterns or norms, because each library must support a particular educational program. And similarly the Northwest Association, 1957, and the Western Association, 1963, while concerned for the "adequacy" of the academic library, provide no yardstick for the measurement of that quality. 42

Verner and Jordan, in this same article, make an attempt at developing formulas for estimating the size required for minimum adequacy of the library collections of a number of academic institutions of widely differing characteristics. An attempt was made to develop formulas in which separate account would be taken of the principal factors that affect the requirements for books in connection with academic programs, and in which each factor would be weighed in a manner capable of being related to and justified by practice. 43

While surveys of collections cite quantitative statistics more frequently than any other facts, they normally and quite properly warn that these figures may be misleading and that quality is more important than quantity. 44

Therefore, many of the standards, criteria or statements on the evaluation of the library's book collection are general, qualitative, and conditional. For example:

Measurement of the effectiveness of a library, the present day agencies contend, cannot be accomplished objectively, by means of rigid criteria unrelated to the local situation. The size of the library collections is

42 Ibid.
43 Ibid., p. 373
largely determined by the following major factors: (1) the extent and nature of the curriculum, (2) the number and character of graduate programs, (3) the methods of instruction, (4) the size of the graduate student body, both full time and extension, and (5) the need of the faculty for more advanced materials which cannot be met conveniently by the use of research libraries in the area. 45

The following statement is another illustration of a qualitative standard.

An institution should be able to show that its library holdings reflect the purposes of the institution, the curricula offered, and the courses taught. 46

List-checking has been widely used by surveyors as a check on and as a means of assessing the quality of collections.

Quality is, at present, best described by the number of titles in a prepared check-list which the given collection contains. If a check-list of titles has been prepared to meet certain specifications of subject matter, it may be assumed that the library collection in a given field of subject matter is strong in proportion to the number of such titles that it holds. 47


46 Standards of the College Delegare Assembly of the Southern Association of Colleges and Schools (Atlanta, Georgia: The Southern Association of Colleges and Schools, December, 1966), p. 18.

47 Jeples, op. cit., p. 10.
Several lists of titles considered suitable for college libraries have been developed in recent years. The names and dates of these lists are (1) Shaw, 1931; (2) Lamont, 1953; (3) Michigan, 1964; and (4) California, 1965.

Physical education has available at least two such lists for its subject matter and evaluation of a library collection. The Northwest Council on Teacher Education Standards for Health, Physical Education, and Recreation in its library standards recommend that the bibliographies they have developed be used in evaluating the library collection in health, physical education and recreation. In 1963, Jacob Mirviss published an article on a "Basic Book List on Physical Education for the College Library". It is a list of the minimum or basic collection, as of 1961, of books on physical education which should be available in a college or university library at schools offering the major or minor in teacher preparation for physical education.


46. University of California at San Diego, Library, List of books selected for the libraries of three new campuses of the University of California. In preparation for the press.

An original list of over 400 titles of books on physical education, published from 1920 to 1961, was gathered from various sources. This was submitted to several members of the staff at Ohio University for a preliminary screening. A final list of 231 titles was submitted to a selected jury of recognized authorities engaged in the training of teachers of physical education. Of the 107 men and women invited to serve, 90 responded that they were willing to act as jurors. Of these, 87 returned the list mailed to them, checking each title as to whether they considered it (1) essential, (2) desirable, (3) little reason to include, (4) unfamiliar with the book. The jury of 59 men and 28 women from 50 different colleges and universities selected 171 books which they considered "essential" and "desirable" for inclusion in a basic book list on physical education.

The number of agencies utilizing checklists of periodicals and reference materials seem to indicate a greater tendency to evaluate the periodical and reference collection rather than the book collection with checklists.

Authorities, including the accrediting agencies, strongly recommend the use of a self-survey both as a preliminary to an official evaluation and as an independent means of evaluating the adequacy of the library. Therefore, the writer also sought to review some of the many existing library survey questionnaires or evaluative tools. Three of the library
survey questionnaires are worthy of mention: The Columbia Survey,53 The McGill Survey,54 and a Self-Survey proposed by Sister Helen Sheehan.55

A Library Score Card published by the American Library Association in 1950 was reviewed for its methods of organization and scoring techniques. The Library Score Card attempted to guide an individual library so that it might, by fair and considered evaluation, determine those areas in which it is weak, average, or strong. To provide a basis for this evaluation, the score card set up suggested national minimum standards against which might be measured collections, staff, services, and physical plant.56

A Description of the Evaluative Criteria and Assessment of Replies

In order to validate the selection of these tentative criteria, interviews were held with physical education administrators and suggested faculty members in six Big Ten Universities who were in a position to contribute to the study. The persons interviewed were also asked to complete a questionnaire asking their judgements on the proposed criteria.


54Ibid., pp. 274-75.


in the questionnaire. These recipients of this first questionnaire were instructed to rate each of the eighty-seven tentative criteria as "necessary", "desirable", "limited", or of "no" value in evaluating the library resources of a doctoral program in physical education. A copy of this first questionnaire can be found in Appendix A.

The six universities at which the interviews were held were Indiana University, The University of Illinois, Michigan State University, The University of Michigan, The University of Wisconsin, and The Ohio State University. These institutions were selected because the writer was able to visit these institutions as Assistant Coach of The Ohio State University swimming team. The writer spent approximately four days at each institution interviewing and observing the library services and collection.

Twelve of the eighteen questionnaires were returned from five of the six cooperating universities. The results were compiled and comments considered in revising or improving the criteria. A method similar to that established by Dr. Samuel Barnes in his dissertation entitled "Criteria For Evaluating The Administration of Intercollegiate Athletics" was utilized to treat the questionnaire responses. This method requires that fifty per cent or better of the total number of respondents must mark a tentative criterion as "necessary" or "desirable" for it to be included as a criterion and incorporated in the score card. The total number of check marks for each tentative criterion under Necessary, Desirable, Limited, and No was individually found. Then the percentage value for each heading was found by dividing their total by the number
of respondents. The final percentage values were rounded off to the nearest whole number. This procedure was followed for each of the eighty-seven criteria.

Table I, which is found in Appendix A, points out how the respondents of the first questionnaire at the Big Ten Universities replied to each of the eighty-seven proposed criteria. No tentative criteria were excluded through the statistical procedure. However, from comments received and from edited revisions and refinements, twenty-three of the original tentative criteria were rejected because they overlapped other criteria, the criterion wasImproperly worded, or the criterion was written as a method of evaluation rather than a statement or criterion. The rejected criteria were numbers 8, 13, 14, 20, 23, 26, 37, 40, 41, 43, 44, 45, 49, 50, 66, 67, 70, 71, 74, 80, 82, 83, and 87. Numbers 25 and 27 were combined and one additional criterion was added. Also, criterion 5a was altered to read 8000 volumes as it was felt that the original 3000 figure was an underestimate of minimal adequacy. This left sixty-four criteria remaining as being most pertinent to this study and these were consolidated into a second list.

The writer sought to use a checklist of reference material and periodicals to evaluate the holdings in these areas. This came about as the writer reviewed the trends in library evaluation and as they would provide specific checklists for graduate physical education programs as previously defined. They are not intended to be all-inclusive. There was no attempt to include all the related areas of study associated with
graduate physical education programs. They are, however, an endeavor to show cross sections of the type of reference material and periodicals that the library of the institution ought to have. There was no intent to have each respondent check each title on the reference and periodical checklists. However, comments and additions were solicited. Any of the respondents took the time and opportunity to rate each title the same as they did the other criteria. This made the checklists more valid in that their final form was arrived at with the aid of numerous professional responses.

The next step was to submit the criteria selected by the respondents in the Big Ten Universities to a jury of professional people directing graduate programs throughout the United States. The writer sent a personal letter to forty-five physical education departments in the institutions in the United States offering a doctorate in physical education. This preliminary letter asked each institution to name its director of graduate studies, the chairman of the graduate committee or the person most responsible for doctoral studies. After the writer received responses from these preliminary letters a mailing list was compiled of forty-three people responsible for graduate studies in physical education. The list represented forty-one institutions throughout the United States. Two additional names of interested professional persons were added to this list bringing the total number of contacts to forty-five persons.
Next, the sixty-four criteria were again printed as tentative criteria in questionnaire form. It was decided to divide the questionnaire into two parts so as not to overburden the recipient with one long questionnaire. It was felt that the responses would be greater by submitting the questionnaire in this manner. Then, Part I of this questionnaire was forwarded to the forty-five people on the mailing list. Part I of the questionnaire can be found in Appendix E. A copy of the cover letter explaining the need and significance of this study and asking for their cooperation can also be found in Appendix B.

At the end of a two-week period a reminder letter was sent to those individuals who did not respond by the deadline date established for the returns. After a period of five weeks from the first mailing date, the writer received a response from thirty-six individuals. However, only thirty-three had completed the questionnaire. This represents a return of approximately eighty per cent with seventy-three per cent completing the questionnaire.

Table II, found in Appendix B, illustrates the responses of the thirty-three individuals completing Part I of the questionnaire. These thirty-three responses represent thirty-two institutions. The method of treating the data received from the questionnaire returns was the same as used in the previous treatment of the questionnaire returns from the Big Ten Universities.
No tentative criteria were excluded through the method utilized to treat the data. There was some doubt as to the value of criterion number 11 which was stated as follows:

11. Obsolete books are continuously being culled out and discarded, with faculty help, to keep the collection solid and current.

Only fifty-seven per cent of the respondents rated this as a "necessary" or "desirable" criterion. From the comments received about this criterion, the writer feels that there was some misunderstanding in interpreting the criterion. The writer tried to emphasize that this practice be employed with faculty help, preferably the physical education library committee. It is assumed that this committee would determine when a book is obsolete or when a book has historical significance. Obsolete books should be placed in one section of the stacks, placed in the rare book section if the book is considered rare, or placed in storage if stack space is limited.

The length of Table II is due to the checklists. The periodical checklist alone included forty-four titles. Each title in the list was treated as a separate criterion.

It is interesting to note that numbers 12 and 17 criterion were rated as necessary by all thirty-three individuals. These criteria read as follow:

12. There is a strong and up-to-date reference collection to meet the needs of doctoral research. By reference collection is meant those books (1) whose titles are generally applicable to many subject-matter fields like dictionaries, encyclopedias, and biographical collection; and (2) indexes and abstracts related to special fields.
17. The library receives the leading physical education journals, the medical journals, and all of the important journals dealing especially with anatomy, physiology, higher education, teacher education and other fields of specialization offered by the institution.

Numbers 7, 16, and 19 criterion received a 100 per cent rating when the "necessary" and "desirable" columns were combined. These criteria read as follow:

7. The book collection is of such quality and size as to support the instructional program in terms of the purpose and objectives of the department; to provide the books required and suggested by the faculty for the various subjects taught; and provides for the general reading and research needs of both students and faculty.

16. The periodical subscription list is well balanced and carefully chosen for the research needs of advanced students and faculty and keeps them informed of developments in their fields.

19. The periodicals are bound and assembled in complete sets.

Upon receipt of Part I of the questionnaire, Part II was mailed with a second cover letter. A copy of this material can be found in Appendix C. Once again a two-week period was allowed before a reminder was forwarded to those persons who did not respond by the deadline date. Five weeks after the initial mailing date, twenty-six of the thirty-two questionnaires were returned. This represents, then, a return of eighty-one per cent. Once the questionnaires were returned the data were again organized and analyzed according to the analytical procedures adopted to treat the responses.
Table III, found in Appendix C, illustrates how the twenty-six respondents of Part II of the questionnaire rated each of the forty-five proposed tentative criteria.

No tentative criteria were excluded through the method utilized to analyze the responses.

It is rather surprising to this writer that criterion number 44 was accepted without comment. The criterion reads as follows:

44. The institutions offering graduate work in Physical Education, if possible, have a specialized library to serve the research needs of their students.

A specialized departmental library has often been mentioned in the existing standards reviewed for this study. However, from interviews with library personnel and physical education faculty of the Big Ten Universities, the writer thought that the general feeling expressed indicated a trend toward a centralized library collection. Many of the departments visited maintain a "library" collection or "reading room". Although in most cases they are not recognized by the library administration as a departmental library, they exist, are being used by the students and supported in a limited manner by the physical education administration.

It is the feeling of this writer that the physical education administration after considering the purposes of such a collection has two choices. Either an effort is made to develop a comprehensive departmental library, or the administration places all their support and emphasis in building a comprehensive collection within the main library collection. The situation as it exists in most departments at present is of little value to graduate students seeking research information.
It is interesting to note in these responses that numbers 21, 22, 23, 27.1, 27.2, 31, 41, 42, 50, 54, 56, 63, and 64 criterion received a 100 per cent rating when the "necessary" and "desirable" columns were combined. These criteria read as follow:

21. Library staff members are helpful to students and faculty.

22. The general professional and special professional library materials are readily accessible. Access to the stacks is given to all graduate students.

23. The library carries on a regular service of inter-library loans.

27. Provision is made by the institution for supplying such publications as
   27.1 technical books in the various subject-matter fields;
   27.2 professional journals which instructors wish to consult, but do not subscribe for; . . .

31. The reference department assists in the guidance of students in the use of bibliographic and other reference tools of the library.

41. Photocopy equipment is available for use, preferably at cost.

42. Readers are available for microfilms, microcards, microfiche, and other similar materials.

50. When funds are budgeted by department, consideration is given to the systematic efforts made to supply deficiencies.

54. The faculty aids in the selection of library materials.

56. There are established channels of information to the faculty as to the book funds and book resources.

63. There is a book selection policy on such questions as reference materials, textbooks, books in fields in which no instruction is offered, multiple copies and the acceptance of gifts.
Current acquisitions are adequate in relation to the educational program, including their effect in correcting deficiencies and in increasing the effectiveness of the library in the fields in which the institution offers advanced instruction.

Finally, from the data received an evaluative score card was constructed. Using the criteria selected as "necessary" or "desirable" by a majority of the respondents as principles, a score card was developed for evaluating the library resources of doctoral programs in physical education.

**Evaluative Score Card**

This writer believes that the score card will be of value to those who are seeking answers to ways and means of evaluating the library resources of doctoral programs in physical education. The criteria proposed in the score card are to be applied to all colleges and universities regardless of size.

In an effort to arrange the accepted criteria into a practical and useful Evaluative Score Card several things had to be considered. For instance, who will be using this kind of measuring instrument? Will a committee be making the evaluation or just one individual? How much time will they have to devote to this kind of appraisal? To whom will they make a report? Can each step of the evaluation be followed? Will a summary of the findings be understandable?

After considering these questions, it was decided that the evaluative criteria be presented in a Long Form Score Card and a Short Form Score Card.
CHAPTER IV

EVALUATIVE CRITERIA FOR LIBRARY RESOURCES
OF DOCTORAL PHYSICAL EDUCATION PROGRAMS

LONG FORM EVALUATIVE SCORE CARD

For those individuals interested in a comprehensive and detailed evaluation of the library resources, the writer developed a Long Form Evaluative Score Card. This Score Card was organized into the Front Sheet, the Evaluating Code, and the Criteria.

The Front Sheet calls for the evaluator to write in the name of the institution and the enrollment of graduate students in the doctoral physical education program (men and women). In addition, this sheet indicates the total possible score in each of the seven categories of criteria. Space is also provided for indicating and summarizing the actual scores of the evaluation. Consequently, the strengths and weaknesses of each aspect of the library resources can be observed. The remaining section of this first sheet indicates how the total evaluated score and the percentage score are to be interpreted. Utilizing the five point scale adopted for evaluating each criterion and the number of criteria in the score card, the writer arrived at the various scores for interpretation.

The second page is devoted to the Evaluating Code. This is necessary because the evaluators need some known standards by which to measure the resources and facilities being evaluated. The code points out the
degree to which the criterion must be met in order to have a criterion rated unsatisfactory or satisfactory. It also indicated on what basis points are to be given.

4 -- Full compliance; provisions extensive and functioning excellently.
3 -- Adequate compliance regarding provisions or function.
2 -- Limited or partial compliance; adequacy of provisions or function questionable.
1 -- Very limited compliance in provisions or function.
0 -- Non-compliance; provisions missing or not functioning.

The above five point progressive scale should be used in arriving at an evaluative judgement. For purposes of guidance, a rating of zero or one would be unsatisfactory, a two represents the borderline between unsatisfactory and satisfactory, a three or four would be satisfactory. A total maximum value of 220 can be obtained when an institution meets each criterion fully.

Then, finally, nineteen pages are given to the fifty-five criteria. In reviewing the accepted criteria the writer decided to make some changes in constructing the score card. Criterion numbers 7 and 10 were combined. Criterion numbers 8, 9, 14, 15, 18, 29, 33, and 48 were utilized as methods of evaluation rather than statements of criteria. Therefore, the Long Form included fifty-five of the sixty-four accepted criteria.

Each of the seven categories of criteria is preceded by some guiding statement or statements. Then the criteria are listed. Next, the
method of evaluating the criteria or interpretative statements are described. Space for including strengths, weaknesses, and needed improvements is provided at the end of each category. The relatively general character of the criteria should permit them to stand for a period of years without major revision. Their method of evaluation or interpretative statement, the quantitative standards proposed and the checklists are more specific and should be revised as frequently as may be necessary to reflect changing conditions and trends in evaluation.
EVALUATIVE CRITERIA FOR LIBRARY RESOURCES
OF DOCTORAL PHYSICAL EDUCATION PROGRAMS

LONG FORM EVALUATIVE SCORE CARD

Institution

Graduate Enrollment in Physical Education: Men_______ Women_______

<table>
<thead>
<tr>
<th>Possible Score</th>
<th>Actual Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Library ......</td>
<td>12</td>
</tr>
<tr>
<td>II. Holdings ..........</td>
<td>40</td>
</tr>
<tr>
<td>III. Use .................</td>
<td>36</td>
</tr>
<tr>
<td>IV. Facilitation and Encouragement of Use of the Library ..........</td>
<td>20</td>
</tr>
<tr>
<td>V. Library Quarters ...............</td>
<td>36</td>
</tr>
<tr>
<td>VI. Financial Support .................</td>
<td>28</td>
</tr>
<tr>
<td>VII. Administrative Organization ...............</td>
<td>48</td>
</tr>
<tr>
<td>Total Possible Score ................</td>
<td>220</td>
</tr>
<tr>
<td>Total Evaluated Score ................</td>
<td>...</td>
</tr>
</tbody>
</table>

Percentage Score (Total Evaluated Score divided by Total Possible Score) ...........

Interpreting the Score:

<table>
<thead>
<tr>
<th>Evaluated Score</th>
<th>Percentage Score</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>137.5 - 220</td>
<td>62.5 - 100%</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>82.5 - 137.4</td>
<td>37.5 - 62.4%</td>
<td>Borderline</td>
</tr>
<tr>
<td>0 - 82.4</td>
<td>0 - 37.4%</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>
EVALUATING CODE

Each criterion is to be scored 0, 1, 2, 3, or 4, according to the following scale:

Satisfactory - 4 - Full compliance; provisions extensive and functioning excellently.

- 3 - Adequate compliance regarding provisions or function.

Borderline - 2 - Limited or partial compliance; adequacy of provisions or function questionable.

Unsatisfactory - 1 - Very limited compliance in provisions or function.

- 0 - Non-compliance; provisions missing or not functioning.

The scale should be applied to the criterion under question and the estimate of degree of compliance indicated by placing the numerical value in the space provided for the score.

When the scoring in each category has been completed, the strengths, weaknesses, and needed improvements should be listed under the proper heading.

This procedure will enable an evaluator to (1) obtain an over-all picture of the library resources and facilities for doctoral programs in physical education, and (2) to recognize the "strengths" and "weaknesses" in each of the designated areas.
INTRODUCTION

Before an evaluation can be made, the primary purposes of the graduate department of physical education must be stated and clear to all. Throughout the entire evaluation the evaluator must bear in mind the objectives of the institution and the department both as expressly stated and as implied in courses offered. Consideration should be given to the variables that would influence the library collection. These variables are the composition and size of the student body, the faculty size, the number of fields of specialization at the doctoral level, the extent to which the institution frowns on textbook teaching and encourages the use of supplementary readings, the availability of suitable places for study, geography of the campus, and the proximity to other large libraries.

The Score Card is not intended as a mechanical device that will give definite and final answers to the questions relating to a library's strengths and deficiencies. The fallibility of individual judgement will, doubtless, be a factor in the final score of any library. The Score Card attempts to give guidance to that judgement. It is essential in interpreting the score for a particular library that all of its background factors be taken into consideration.

I. Library

Possible Score - 12  Actual Score - ____

Guiding Statements: The inclusion of these general features is an attempt to make a judgement on the qualifications of the library staff and the services needed to meet the demands placed on the library in terms of making the collections available. With the greatly increased number of graduate students and the fact that they require much more service than do undergraduates it is essential that the library be staffed with appropriately educated professional librarians who are available to the faculty and the students in the doctoral graduate program.

Criteria:

1. The librarian and other members of the professional staff are well qualified academically, professionally and personally.

Score ____
2. Library facilities, organization, and staffing are adequate to meet the demands placed on the library for ordering, circulation, reference, binding and cataloging.

   Score ______

3. The library is approved by some national or regional accrediting agency.

   Score ______

Method of Evaluation: These criteria might best be evaluated at the completion of the visit when the evaluator(s) will have had time to talk with the library personnel and time to observe the services and their relationship in making the collections available for use.

   Consistent with this important aspect of the appraisal the evaluator should seek answers to the following questions: Are there delays in requisitioning materials? Are they slow in binding periodicals? Is there a large backlog of materials to be processed for the shelves?

   The efficiency of the library administration, personnel and staff determines the quality of the services rendered by this very important educational facility. Therefore it is suggested that the evaluator assemble some pertinent information on the members of the library personnel, like: education, personality, efficiency, helpfulness, and dedication.

   The evaluator should score the above three criteria on the basis of 4 points each. In addition to the numerical score it is recommended that the evaluator write out a brief clear and concise summary of the strengths, weaknesses, and/or needed improvements.

   Strengths, Weaknesses, and/or Needed Improvements.
II. Holdings

Possible Score - 40  Actual Score -

A. Book Collection

Guiding Statement: An institution's collection should reflect the purposes of the institution and department, the curriculums offered, and the courses taught. An institution should have the most complete collection of library materials in those fields in which it has the most students studying. A large collection of materials relating to subjects not considered in the courses offered will not be regarded as contributory to the effectiveness of the library.

Criteria:

1. The book collections are adequate in number, kind, and recency in professional education and in special professional education.

   Score ____________

2. The library collection in physical education includes no fewer than:
   - 8000 volumes in physical education and related subjects,
   - 100 periodicals in physical education and related areas,
   - 1000 bound volumes, microcard or microfilm theses titles.

   Score ____________

3. The breadth of selection of library volumes includes adequate coverage (at least 6 to 10 titles) in each of the following areas:
   - Adapted and Correctives ____________
   - Administration and Organization ____________
   - Anatomy and Kinesiology ____________
   - Athletic Training ____________
   - Building and Facilities ____________
   - Comparative Physical Education ____________
   - Curriculum ____________
   - Higher Education ____________
   - History of Physical Education ____________
   - Mechanical Analysis ____________
   - Movement ____________
   - Philosophy of Education ____________
   - Philosophy of Physical Education ____________
4. The book collection is of such quality and size as to support the instructional program in terms of the purpose and objectives of the department; to provide the books required and suggested by the faculty for the various subjects taught; and provides for the general reading and research needs of both students and faculty.

5. Obsolete books are continuously being culled out and discarded, with faculty help, to keep the collection solid and current.

Method of Evaluation: Quantity is evaluated by figures showing the number of titles or items in the collection at large, in the collection of particular departments, or in the purchase figures for any given year. The quantitative heading called for here assumes the exclusion of unused duplicates and the inclusion of only such volumes in storage as are stored on accessible shelves and sufficiently listed, arranged or cataloged as to be available for use.

Quality is, at present, best described by the number of titles in a prepared checklist which the given collection contains. If a checklist of titles can be prepared to meet certain specifications of subject matter, it may be assumed that the library collection in a given field of subject matter is strong in proportion to the number and quality of such titles that it holds.

If no such list is available, the members of an evaluation team should (1) segregate the entire general book stock and other instructional materials into curricular fields (or curricular subject areas); (2) weight each curricular field according to its relative importance in the program.
and the instructional load of the institution; and (3) appraise independently each such segment of the whole field. Without necessarily checking specific titles, the members of the evaluation team might use, to balance their own judgement, such lists as special subject lists and acquisition lists in the fields or subject areas in which the institution is offering advanced degrees.

There are two other things that evaluators can do. One is to go into the stacks and look over the shelves. While there, they may judge the physical condition of the collection, estimate roughly the size of its various parts, and perhaps form some opinion of how well recent publications are represented in it. A person might receive a better impression of the collection by making a spot check of the subject card catalogue if available or the shelf list catalogue.

Is there adequate additional strength in non-book materials of the vertical file variety and non-printed and microreproduced items available for graduate work?

How adequate is the microcard collection?

Does the library have a policy for weeding and discarding obsolete materials and editions, broken files of unindexed periodicals which do not have permanent value and worn out books, pamphlets or periodicals?

The evaluator should score the above five criteria on the basis of 4 points allotted to each.

B. Reference Collection

Guiding Statement: The minimum reference collection, satisfactory to a given institution, is to be determined primarily by the existing curriculums. In the development of graduate work the reference function of the library needs to be strongly stressed. This fact not only requires the material and well-qualified reference librarians, but also means that each library assistant is conscious of reference and bibliographical needs of graduate students.

Criteria:

1. There is a strong and up-to-date reference collection to meet the needs of doctoral research. By reference collection is meant those books (1) whose titles are generally applicable to many subject-matter fields like dictionaries, encyclopedias, and biographical collections, and (2) indexes and abstracts related to special fields.

Score _____
2. The volumes are so distributed that the various curricula under the stated objectives are each provided with complete reference material.

Score _______

Method of Evaluation: The quantitative analysis of this collection is the number of reference books held by the library that are included in the specially prepared checklist.

The qualitative analysis of this collection is the number of reference books held by the library that are specific to the area of instruction.

The evaluator should appraise the two foregoing criteria on the basis of 4 points assigned to each.

Reference Material Checklist:

- Annual Bibliography of Completed Research in Health, Physical Education and Recreation. (Covers 9-1-54 to 8-31-57, First, Second, and Third).
- Completed Research in Health, Physical Education and Recreation. (1959-).
- Abstracts of Graduate Theses in Physical Education, 1952-53, Urbana; College of Physical Education.
- Abstracts of Graduate Theses in Physical Education, 1953-54, Urbana; College of Physical Education.
- University of Illinois. Abstracts of graduate theses in Physical Education, Recreation and Health Education. 1954/55--.
- Cureton, Thomas K., Masters Theses in Health, Physical Education and Recreation, 1952.
(Compiled by National Association of Recreational Therapist, Inc.).

Health and Physical Education Microcard Bulletin.

Index and Abstracts of Foreign Physical Education Literature.

Jokl, E., International research in sport and physical education.


Education Index.

Readers' Guide to Periodical Literature.

Microfilm Abstracts. (1935-51).

Dissertation Abstracts. (1952--).

Doctoral Dissertations Accepted by American Universities. (1933-55).

Index to American Doctoral Dissertations. (1955/56--).

Masters Abstracts; abstracts of selected master's theses on microfilm. (1962--).

Master's Theses in Education.

Education Abstracts.

Research Studies in Education.


Index Medicus.

Physiological Abstracts.

Psychological Abstracts.

Child Development Abstracts and Bibliography.

Davis, Elwood C., References on motor learning and motor performance.

Research Relating to Children. (Clearinghouse for Research in Child Life).

Yessis Translation Review.

C. Periodical Collection

Guiding Statement: The periodical subscription list should be well balanced and carefully chosen for the research needs of advanced students and faculty, and to keep them informed of developments in their fields.

Criteria:

1. The periodical subscription list is well balanced and carefully chosen for the research needs of advanced students and faculty and keeps them informed of developments in their fields.

   Score ______

2. The library receives the leading physical education journals, the medical journals, and all of the important journals dealing especially with anatomy, physiology, higher education, teacher education and other fields of specialization offered by the institution.

   Score ______
3. The periodicals are bound and assembled in complete sets.

Score _______

**Method of Evaluation:** The breadth of coverage is such as to include at least the following periodicals:

- Athletic Journal.
- Australian Journal of Health and Physical Education.
- Journal of the Canadian Association for Health, Physical Education and Recreation.
- Journal of Physical Education. (YmCA).
- Physical Educator.
- Physical Education. (England).
- Proceedings of the National College Physical Education Association for Men.
- Proceedings of the National Association of Physical Education for College Women.
- Quest.
- Research Quarterly.
- Scholastic Coach.
- Sports Illustrated.
- The Academy Papers.
- The Amateur Athlete.
- American Journal of Anatomy.
- American Journal of Physiology.
- International Review of Sport Sociology.
- Journal of Applied Physiology.
- Journal of Applied Psychology.
- Journal of Educational Sociology.
- Journal of Experimental Psychology.
- Journal of Higher Education.
- Journal of Physiology.
- Journal of the National Education Association.
- Journal of Teacher Education.
- Physical Therapy.
- Physiological Reviews.
- Quarterly Journal of Experimental Physiology.
The proper procedure in appraising these three criteria is for the evaluator to record his score on the basis of 4 points being the maximum for each.

Furthermore, the evaluator is expected to write out a brief summary of the strengths, weaknesses, and/or needed improvements for library holdings.

**Strengths, Weaknesses, and/or Needed Improvements.**

III. Use

Possible Score - 36

Student and Faculty Use

**Guiding Statement:** The effectiveness of the library is reflected in a large part by the provisions made, and by the manner and extent to which it is used by students and faculty.

**Criteria:**

1. The library provides the resources, facilities, and services to students during as well as beyond the regularly scheduled class periods to allow students to make full use of library opportunities.

Score ____
2. Library staff members are helpful to students and faculty.  
Score ______

3. The general professional and special professional library materials are readily accessible. Access to the stacks is given to all graduate students.  
Score ______

4. The library carries on a regular service of inter-library loans.  
Score ______

5. There are additional local libraries unconnected with the institution whose facilities the graduate students are free to use.  
Score ______

6. The inter-library loans and the resources of other nearby collections are being used advantageously, yet not as a substitute for the library collection's proper development.  
Score ______

7. A sufficient number of carrels are available for those doctoral students who request their use.  
Score ______

8. Provision is made by the institution for supplying such publications as technical books in the various subject-matter fields; professional journals which instructors wish to consult, but do not subscribe for; books and journals on problems of higher education; and other publications likely to stimulate professional growth.  
Score ______

9. The librarian and his staff assume the responsibility of preparing typed or mimeographed lists of new and important publications in each major field for circulation to instructors in such fields.  
Score ______

Method of Evaluation: Circulation records do not usually differentiate the curriculum areas of the borrowers. Also, the records do not indicate the use made of the library collection within the building. Therefore, the use made of the library should be judged in terms of the provisions provided, the study conditions available, and through impressions received from conversations with students and faculty. Evidence of use
should be sought by examination of programs designed to familiarize graduate students with the library and its use; the record of staff and student loans; the extent to which library assignments are made and the nature of these assignments; and practices designed to promptly inform potential users of new acquisitions. The answers to the following questions might help in making these judgements.

With what approximate frequency do you use the resources of the institution's libraries? Daily, three times weekly, every two weeks, monthly, less than twice a semester, or never.

How would you rate the library resources in meeting the professional and research requirements of the faculty?

To what extent do you rely on your personal library rather than on the collections of the libraries?

On what library does your department or faculty and students primarily depend for library service?

Are there additional local libraries unconnected with the institution whose facilities the graduate students are free to use?

Are the library resources and facilities adequate for your research requirements? (Students).

Is the library purchasing enough new books to keep you reasonably abreast of scholarly advances in your field of instruction?

Are there sufficient duplicates to make the books readily available?

Does the physical education department maintain a specialized department collection?

How many carrels are available for student use?

What are the library hours? The hours observed by the library are considered of importance chiefly because of their relationship to library use.

It is recommended that the evaluator indicate by numerical score how well the institution's library provides its services. The maximum score is 4 points for each of the nine criteria.

In addition, the evaluator should summarize briefly the strengths, weaknesses and needed improvements for library use.
Strengths, Weaknesses, and/or Needed Improvements.

IV. Facilitation and Encouragement of Use of the Library

Possible Score - 20 Actual Score -

Guiding Statement: The increase in size and complexity of university libraries has made instruction in their use most important. Experience has shown that conventional methods used for undergraduates are not adequate for the intensive library use expected of the advanced students.

The situation at the individual institution will determine whether the instruction shall be given by the library, a department of instruction, or jointly. The medium of instruction may not be as important as the fact that an organized effort is made to give the instruction.

The graduate faculty through their class assignments should indicate that every possible use should be made of the vast resources available in the main institutional library and the departmental libraries of related disciplines.

Criteria:

1. Adequate instruction in the use of the library is given to all students requiring it either by the library staff, or by members of the faculty, or cooperatively. Score ______

2. The reference department assists in the guidance of students in the use of bibliographic and other reference tools of the library. Score ______

3. The library issues a handbook, pamphlet, or a circular statement describing comprehensively the library and the departmental libraries of related disciplines. Score ______
4. There is available a professionally trained librarian whose responsibility is to provide consultant services in relation to the unique problems of the graduate students and faculty.

Score ______

5. A book-list of new accessions is distributed or posted where students are made aware of the new publications purchased.

Score ______

Method of Evaluation: In making an appraisal of the effectiveness of the institution in orienting and encouraging graduate students in the use of the library, the evaluator should ask the question: What procedures are followed to familiarize graduate students with the library and to stimulate use of the holdings?

Then he should score the library staff on how close they come to measuring up to each of the five criteria. Each criterion has a maximum value of 4 points. The total possible score for the five criteria is 20 points.

Additional value is derived from the appraisal if the evaluator makes out a brief summary of the strengths, weaknesses and needed improvements for the orientation and encouragement of the use of the library by graduate students.

Strengths, Weaknesses, and/or Needed Improvements.

V. Library Quarters

Possible Score - 36     Actual Score - ______

Guiding Statement: The library quarters are important in that they must be adequate to house the collections and provide equipment essential for successful experiences in the library.
Criteria:

1. The general (main) library is centrally located.  
   Score ______

2. In terms of the educational program being offered, the library space or its arrangement and the equipment available are adequate.  
   Score ______

3. The existing stacks are sufficient for present holdings.  
   Score ______

4. Group study areas and individual study carrels are available for graduate students and faculty.  
   Score ______

5. The study conditions are such that they are well lighted, heated, ventilated, and quiet.  
   Score ______

6. Photocopy equipment is available for use, preferably at cost.  
   Score ______

7. Readers are available for microfilms, microcards, microfiche, and other similar materials.  
   Score ______

8. The library maintains an adequate and efficient book charging system.  
   Score ______

9. The institution has a specialized library to serve the research needs of the graduate students in physical education.  
   Score ______

Method of Evaluation: The evaluator should probe the effectiveness of the library quarters in providing adequate facilities, space and equipment for use by graduate students. In his search he should uncover some answers to the following questions: How many group study areas are available for use? How many photocopy machines are available? How many readers are available for microfilm, microcards, and microfiche?
When he has assembled his information he should score the effectiveness of the library quarters in terms of the nine criteria. Each criterion has a maximum value of 4 points. The highest possible score for this segment of the library facility is 36 points.

Further information should be provided by the evaluator in the form of a brief statement of the strengths, weaknesses and needed improvements for this aspect of the library services.

**Strengths, Weaknesses, and/or Needed Improvements.**

VI. Financial Support

Possible Score - 28  Actual Score - 

**Guiding Statement:** The amount necessary for an adequate book fund depends largely on the purposes of the institution, the number and variety of books required by the educational methods adopted, the adequacy of the present holdings and the quantity of materials published regularly which the department is interested in acquiring.

**Criteria:**

1. The library (central and/or specialized) operates on a budget and keeps comprehensive and accurate financial records.  
   Score ______

2. The library and/or departmental budget for library materials are adequate and fully utilized.  
   Score ______

3. There is a regular appropriation for Health, Physical Education, and Recreation library books in the centralized or departmental library budget.  
   Score ______
4. The optimum annual appropriation for publications is consistent with the aims of the institution, the curriculum, the methods of instruction, and the number and cost of relevant titles published each year. 

Score ______

5. When funds are budgeted by department, consideration is given to the systematic efforts made to supply deficiencies.

Score ______

6. Provisions for books, periodicals and microprint services are made in the physical education department's annual library budget to support the specialized collection.

Score ______

7. If the department does not maintain a special departmental collection then provisions for books, periodicals and microprint services are made somewhere in the institution's annual library budget.

Score ______

Method of Evaluation: The amount of the annual appropriation for new books is among the factors considered in judging the adequacy of the library collection. In making an appraisal of the financial support of the library collection, the evaluator should review the financial records which should indicate the total expenditure as well as the object of the expenditures. Then he should score the above seven criteria on the basis of 4 points each.

Furthermore, the evaluator is expected to write out a brief summary of the strengths, weaknesses, and needed improvements for financial support.

Strengths, Weaknesses, and/or Needed Improvements.
VII. Administrative Organization

Possible Score - 48 Actual Score -

A. Library Committee

Guiding Statement: In university libraries four factors are important in support of a library committee: (1) no one person is competent to select individual titles in all subject areas; (2) the great volume of publications makes some selection essential; (3) shortage of funds; and (4) impossibility of predicting which of present publications will be valuable for future research.

Criteria:

1. The Physical Education Department maintains a Library Committee.
   Score _______

2. The faculty aids in the selection of library materials.
   Score _______

3. All of the members of the department assist in the building of the departmental collection.
   Score _______

4. There are established channels of information to faculty as to the book funds and book resources.
   Score _______

B. Selection and Purchasing Practices

Guiding Statement: The large number of books from which a choice has to be made and the small amount of funds available for purchasing make book selection an extremely important duty. New areas cannot be opened for course offerings without adequate library coverage.

Criteria:

1. The library provides a recognized representative of the department with information regarding desirable acquisitions in his field and otherwise endeavors to insure regular book selection from him.
   Score _______
2. If all the publications in physical education are not purchased, then a book selection policy has been adopted.

Score ______

3. Arrangements are made with publishers to send all physical education and related publications for review.

Score ______

4. The department has a policy for long-term acquisitions.

Score ______

5. The number of additions to the institution's library collection that are provided each year is related to the number of new publications appearing in the fields of instruction and to the scope of the curriculum offered.

Score ______

6. The number of copies of each resource is determined largely by the number of students to be served.

Score ______

7. There is a book selection policy on such questions as reference materials, textbooks, books in fields in which no instruction is offered, multiple copies, and the acceptance of gifts.

Score ______

8. Current acquisitions are adequate in relation to the educational program, including their effect in correcting deficiencies and in increasing the effectiveness of the library in the fields in which the institution offers advanced instruction.

Score ______

Method of Evaluation: Consistent with this important aspect of the total appraisal, the evaluator should seek answers to the following questions:

What are the selection and purchase policies for books, periodicals, and microprint materials?

Who selects new books and periodicals for purchase?

Is there a definite plan for coordination of faculty recommendations for purchase?
Is the library committee steadily and persistently filling in the gaps of its basic collection?

Does the library committee review annually their periodical list for deletions, additions, and back file investments?

The evaluator should then score the above mentioned eight criteria on the basis of 4 points each. Additional value is derived from the appraisal if the evaluator makes out a brief summary of the strengths, weaknesses and needed improvements in book selection and purchasing.

Strengths, Weaknesses, and/or Needed Improvements.
CHAPTER V

EVALUATIVE CRITERIA FOR LIBRARY RESOURCES
OF DOCTORAL PHYSICAL EDUCATION PROGRAMS

SHORT FORM EVALUATIVE SCORE CARD

The writer intended this Score Card to be used when circumstances prevented the Long Form from being used. Some circumstances, for example, might be a short period of time in which to evaluate the library and a self-study in which the evaluation may not have to be recorded extensively. With this in mind the evaluative criteria were assembled into a compact unit and organized into the Front Sheet and the Criteria.

The Front Sheet calls for the evaluator to write in the name of the institution and the enrollment of graduate students in the doctoral physical education program (men and women). The next section of the Front Sheet is devoted to the Evaluating Code. One difference between the Long Form and the Short Form is the scoring plan. The scoring plan for the Long Form is more extensive as it is assumed that the evaluator will have more time to spend in differentiating the degree of satisfaction in meeting the criteria. The evaluating code for the Short Form is simply intended to differentiate the degree of satisfaction in meeting the criteria. The evaluator will make his judgement by placing a check in the Yes, No, or Partially scoring place.
Then, finally, eight pages are used for the fifty-seven criteria.

Once again the writer made some changes in writing the score card. Criterion numbers 7 and 10 were combined. Criterion numbers 8, 9, 14, 15, 18, and 48 were left out of the Short Form Evaluative Score Card as the writer felt they represented methods of evaluation rather than statements of criteria. Thus, the Short Form includes fifty-seven of the sixty-four accepted criteria. There were seven categories in the Evaluative Score Card into which the fifty-seven selected criteria were placed: I. Library; II. Holdings; III. Use; IV. Facilitation and Encouragement of Use of the Library; V. Library Quarters; VI. Financial Support; VII. Administrative Organization. The method of evaluation has been left to the judgement of the evaluator. The amount of time he spends in the evaluation will determine how he will rate the library resources and facilities in meeting the criteria. He will have an opportunity to elaborate his judgements in the space provided for comments on Strengths, Weaknesses, and Needed Improvements. By comparing one's library resources and facilities with these criteria, one can determine to what degree(s) his library resources and facilities are compatible with those which appear in the Short Form Evaluative Score Card.

This procedure will enable an evaluator to (1) obtain an over-all picture of the library resources and facilities for doctoral programs in physical education, and (2) to recognize the strengths and weaknesses in each of the designated areas.
EVALUATIVE CRITERIA FOR LIBRARY RESOURCES
OF DOCTORAL PHYSICAL EDUCATION PROGRAMS

SHORT FORM EVALUATIVE SCORE CARD

Institution________________________________________________________

Graduate Enrollment in Physical Education: Men _______ Women _______

EVALUATING CODE

Criterion Satisfied (Degree to which the criterion is met)
Yes_______ No_______ Partially ______

The evaluating code for the Score Card is simply intended to differentiate the degree of satisfaction in meeting the criteria. The evaluator will make his judgement by placing a check (√) in the Yes, No, or Partially scoring place. The method of evaluation has been left to the judgement of the evaluator. The amount of time he spends in the evaluation will determine how he will rate the library resources and facilities in meeting the criteria. He will have an opportunity to elaborate his judgements in the space provided for comments on Strengths, Weaknesses, and Needed Improvements.
INTRODUCTION

Before an evaluation can be made, the primary purposes of the graduate department of physical education must be stated and clear to all. Throughout the entire evaluation the evaluator must bear in mind the objectives of the institution and the department both as expressly stated and as implied in courses offered. Consideration should be given to the variables that would influence the library collection. These variables are the composition and size of the student body, the faculty size, the number of fields of specialization at the doctoral level, the extent to which the institution frowns on textbook teaching and encourages the use of supplementary readings, the availability of suitable places for study, geography of the campus, and the proximity to other large libraries.

THE LIBRARY

1. The librarian and other members of the professional staff are well qualified academically, professionally, and personally.

   Yes____ No_____ Partially____

2. Library facilities, organization, and staffing are adequate to meet the demands placed on the library for ordering, circulation, reference, binding and cataloging.

   Yes____ No_____ Partially____

3. The library is approved by some national or regional accrediting agency.

   Yes____ No_____ Partially____

HOlDINGS

4. The book collections are adequate in number, kind, and recency in professional education and in special professional education.

   Yes____ No_____ Partially____

5. The library collection in physical education includes no fewer than:
   8000 volumes in physical education and related subjects,
   100 periodicals in physical education and related areas,
   1000 bound volumes, microcard or microfilm theses titles.

   Yes____ No_____ Partially____
6. The breadth of selection of library volumes includes adequate coverage (at least 6 to 10 titles) in each of the following areas:

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<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Adapted &amp; Correctives</td>
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<tr>
<td>Administration &amp; Organization</td>
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<td>Anatomy &amp; Kinesiology</td>
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<td>Athletic Training</td>
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<tr>
<td>Building &amp; Facilities</td>
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<tr>
<td>Comparative Physical Education</td>
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<td>Curriculum</td>
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<td>Higher Education</td>
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<td>History of Physical Education</td>
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<td>Mechanical Analysis</td>
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<td>Philosophy of Education</td>
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<td>Philosophy of Physical Education</td>
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<td>Physiology</td>
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<td>Principles of Physical Education</td>
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<td>Professional Preparation</td>
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<td>Psychology--Motor Learning</td>
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<td>Personality and Behavior</td>
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<tr>
<td>Growth and Development</td>
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<td>Research</td>
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<tr>
<td>Sport Sociology</td>
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<td>Sports Medicine</td>
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<td>Statistics</td>
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<tr>
<td>Supervision</td>
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<tr>
<td>Tests &amp; Measurements</td>
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</tbody>
</table>

7. The book collection is of such quality and size as to support the instructional program in terms of the purpose and objectives of the department; to provide the books required and suggested by the faculty for the various subjects taught; and provides for the general reading and research needs of both students and faculty.

   Yes____ No____ Partially____

8. Obsolete books are continuously being culled out and discarded, with faculty help, to keep the collection solid and current.

   Yes____ No____ Partially____

9. There is a strong and up-to-date reference collection to meet the needs of doctoral research. By reference collection is meant those books (1) whose titles are generally applicable to many subject-matter fields like dictionaries, encyclopedias, and biographical collections; and (2) indexes and abstracts related to special fields.

   Yes____ No____ Partially____
10. The volumes are so distributed that the various curricula under the stated objectives are each provided with complete reference material.
   Yes____ No____ Partially____

11. The periodicals subscription list is well balanced and carefully chosen for the research needs of advanced students and faculty and keeps them informed of developments in their fields.
   Yes____ No____ Partially____

12. The library receives the leading physical education journals, the medical journals, and all of the important journals dealing especially with anatomy, physiology, higher education, teacher education, and other fields of specialization offered by the institution.
   Yes____ No____ Partially____

13. The periodicals are bound and assembled in complete sets.
   Yes____ No____ Partially____

14. The library provides the resources, facilities, and services to students during as well as beyond the regularly scheduled class periods to allow students to make full use of library opportunities.
   Yes____ No____ Partially____

15. Library staff members are helpful to students and faculty.
   Yes____ No____ Partially____

16. The general professional and special professional library materials are readily accessible. Access to the stacks is given to all graduate students.
   Yes____ No____ Partially____

17. There are additional local libraries unconnected with the institution whose facilities the graduate students are free to use.
   Yes____ No____ Partially____

18. The inter-library loans and the resources of other nearby collections are being used advantageously, yet not as a substitute for the library collection's proper development.
   Yes____ No____ Partially____

19. A sufficient number of carrels are available for those doctoral students who request their use.
   Yes____ No____ Partially____
21. Provision is made by the institution for supplying such publications as technical books in the various subject-matter fields; professional journals which instructors wish to consult, but do not subscribe for; books and journals on problems of higher education; and other publications likely to stimulate professional growth.

Yes  No  Partially  

22. The librarian and his staff assume the responsibility of preparing typed or mimeographed lists of new and important publications in each major field for circulation to instructors in such fields.

Yes  No  Partially  

23. The library is purchasing enough new books and subscribing to enough periodicals to keep the faculty reasonably abreast of scholarly advances in their field of instruction.

Yes  No  Partially  

FACILITATION AND ENCOURAGEMENT OF USE

24. Adequate instruction in the use of the library is given to all students requiring it either by the library staff, or by members of the faculty, or cooperatively.

Yes  No  Partially  

25. The reference department assists in the guidance of students in the use of bibliographic and other reference tools of the library.

Yes  No  Partially  

26. The library issues a handbook, pamphlet, or a circular statement describing comprehensively the library and the departmental libraries of related disciplines.

Yes  No  Partially  

27. The graduate faculty through their class assignments indicate that every possible use should be made of the vast resources available in the main institutional library and the departmental libraries of related disciplines.

Yes  No  Partially  

28. There is available a professionally trained librarian whose responsibility is to provide consultant services in relation to the unique problems of the graduate students and faculty.

Yes  No  Partially  

29. A book-list of new accessions is distributed or posted where students are made aware of the new publications purchased.

Yes  No  Partially  
LIBRARY QUARTERS

30. The general (main) library is centrally located.
   Yes____ No____

31. In terms of the educational program being offered, the library space or its arrangement and the equipment available are adequate.
   Yes____ No____ Partially____

32. The existing stacks are sufficient for present holdings.
   Yes____ No____ Partially____

33. Group study areas and individual study carrels are available for graduate students and faculty.
   Yes____ No____ Partially____

34. The study conditions are such that they are well lighted, heated, ventilated, and quiet.
   Yes____ No____ Partially____

35. Photocopy equipment is available for use, preferably at cost.
   Yes____ No____ Partially____

36. Readers are available for microfilms, microcards, microfiche, and other similar materials.
   Yes____ No____ Partially____

37. The library maintains an adequate and efficient book charging system.
   Yes____ No____ Partially____

38. The institution has a specialized library to serve the research needs of the graduate students in physical education.
   Yes____ No____ Partially____

FINANCIAL SUPPORT

39. The library (central and/or specialized) operates on a budget and keeps comprehensive and accurate financial records.
   Yes____ No____ Partially____

40. The library and/or the departmental budgets for library materials are adequate and fully utilized.
   Yes____ No____ Partially____

41. There is a regular appropriation for Health, Physical Education, and Recreation library books in the centralized or departmental library budget.
   Yes____ No____ Partially____
42. The optimum annual appropriation for publications is consistent with the aims of the institution, the curriculum, the methods of instruction, and the number and cost of relevant titles published each year.
   Yes_____ No_____ Partially____

43. When funds are budgeted by department, consideration is given to the systematic efforts made to supply deficiencies.
   Yes_____ No_____ Partially____

44. Provisions for books, periodicals and microprint service are made in the physical education department's annual library budget to support the specialized collection.
   Yes_____ No_____ Partially____

45. If the department does not maintain a special departmental collection then provisions for books, periodicals, and microprint services are made somewhere in the institution's annual library budget.
   Yes______ No_____ Partially____

46. The Physical Education Department maintains a Library Committee.
   Yes_____ No_____ Partially____

47. The faculty aids in the selection of library materials.
   Yes_____ No_____ Partially____

48. All of the members of the department assist in the building of the departmental collection.
   Yes_____ No_____ Partially____

49. There are established channels of information to the faculty as to the book funds and book resources.
   Yes_____ No_____ Partially____

50. The library provides a recognized representative of the department with information regarding desirable acquisitions in his field and otherwise endeavors to insure regular book selection from him.
   Yes_____ No_____ Partially____

51. If all the publications in physical education are not purchased, then a book selection policy has been adopted.
   Yes_____ No_____ Partially____

52. Arrangements are made with publishers to send all physical education and related publications for review.
   Yes_____ No_____ Partially_____
53. The department has a policy for long-term acquisitions.
   Yes____ No____ Partially____

54. The number of additions to the institution's library collection that is provided each year is related to the number of new publications appearing in the fields of instruction and to the scope of the curriculum offered.
   Yes____ No____ Partially____

55. The number of copies of each resource is determined largely by the number of students to be served.
   Yes____ No____ Partially____

56. There is a book selection policy on such questions as reference materials, textbooks, books in fields in which no instruction is offered, multiple copies and the acceptance of gifts.
   Yes____ No____ Partially____

57. Current acquisitions are adequate in relation to the educational program, including their effect in correcting deficiencies and in increasing the effectiveness of the library in the fields in which the institution offers advanced instruction.
   Yes____ No____ Partially____

Strengths:
Weaknesses:

Needed Improvements:
CHAPTER VI

SUMMARY, COMMENTS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Leaders of higher education today tell us that their most significant functions are teaching, research and service. However, the deans of the undergraduate colleges are likely to add that professional preparation is their primary intent. The Deans of Graduate Schools are inclined to subscribe to the principle that their most important product is a well informed graduate student. Not only is each graduate held to high levels of academic excellence but it is hoped that each gains in addition an understanding of himself and a willingness to contribute to the best of his ability to the society in which he lives. Furthermore, it is the purpose of higher education, while equipping the student with factual knowledge and specific skills, to inform his understanding of his universe and his cultural heritage, to confront him with the unfinished work of civilization and to stimulate his powers of selection, criticism, synthesis and creation. For all these the library is an essential instrument.

An institution outstanding for its graduate offerings is almost invariably equally notable for the strength of its library resources. It is perhaps equally obvious that a substantial number of institutions offering graduate degrees lack the library resources to support advanced-level graduate study, and should either discontinue such offerings or undertake extensive development of their libraries.

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Consistent with the aforementioned significant functions and most important products it is believed that establishing criteria for evaluating library resources serving doctoral programs in physical education is most appropriate. The efforts of our state, sectional and national association to provide acceptable standards have thus far been too scarce, too general and too brief. Consequently, the criteria that we now have are all but impossible to use. Our previous reluctance to provide adequate "guidelines" has caused a serious gap in the improvement of our graduate programs. It seems, therefore, that it is imperative that suitable criteria be established immediately.

It was the purpose of this study to develop criteria for the evaluation of the library resources and facilities of graduate departments of physical education offering a doctorate. The purpose was two-fold: (1) to identify the major areas of concern in evaluating the library resources; and (2) to develop criteria in each of the identified areas. To accomplish these purposes, answers to the following questions were sought: What is the need, if any, for the evaluation of the library resources and facilities of doctoral physical education programs? What criteria, if any, are now available for the evaluation of the library resources and facilities? What criteria are needed to develop an evaluative instrument for the library resources and facilities of doctoral physical education programs?
Originally the writer searched through various periodicals, monographs, newspapers, books, professional and educational publications, accrediting associations' standards, and physical education proceedings and literature. This was done to determine if any person or professional group had established any criteria for evaluating the library. Furthermore it was important to find out if any standards were being proposed. In reviewing the literature, the writer also sought to establish the categories into which the library services, criteria, or standards were stated by recognized authorities. All statements pertaining to library evaluation were taken from these sources. After the writer had compiled a list of these statements they were edited for similarities. An attempt was made by the investigator to alter or change the wording of various statements to make them applicable to this study. When the process of editing was complete eighty-seven statements remained.

These eighty-seven statements were printed in questionnaire form as tentative criteria. In order to validate the selection of these tentative criteria, interviews were subsequently held with physical education administrators and suggested faculty members in six Big Ten Universities. The persons interviewed were also asked to complete a questionnaire asking their judgments on the proposed tentative criteria. These recipients of this first list of criteria were instructed to rate each of the eighty-seven criteria as necessary, desirable, limited, or of no value in evaluating the library resources of a doctoral program in physical education.
It was pertinent to ascertain the total rating for each criterion to determine its value. Consequently, as the writer received each reply the information was recorded on a master chart. If the percentage value of any statement fell below fifty when the percentages for Necessary and Desirable were combined the statement was rejected as a criterion. No tentative criteria were excluded through the statistical analysis. However, from comments received and from edited revisions and refinements, sixty-four criteria remained as being most pertinent to this study and these were consolidated into another list.

These sixty-four statements were again printed as tentative criteria in questionnaire form. It was decided to divide the questionnaire into two parts so as not to overburden the recipient with one long questionnaire. Part I of this questionnaire was forwarded to forty-five professional people responsible for graduate studies in physical education at those institutions in the United States offering a doctoral degree in physical education. These forty-five contacts represented forty-one institutions. A cover letter explaining the need and significance of the study and asking their cooperation accompanied the questionnaire. This letter also requested that they place a check after each criterion in the column which indicated Necessary, Desirable, Limited or No value in evaluating library resources and facilities in graduate physical education programs. The writer received a response from thirty-six individuals. However, only thirty-three had completed the questionnaire. This represents a return of eighty per cent with seventy-three per cent completing the questionnaire.
Upon receipt of Part I of the questionnaire, Part II was mailed with a second cover letter. Five weeks later twenty-six of the thirty-two questionnaires were returned. This represents a return of eighty-one per cent. Once the questionnaires were returned the data were again organized and analyzed according to the analytical procedures adopted to treat the responses. No criteria were excluded through this rating device.

Finally, from these data an evaluative instrument was constructed. The criteria which were accepted by a majority of respondents as necessary and/or desirable appear as criteria in the evaluative instrument. The significance of this study is that the number of criteria finally selected were not arbitrarily adopted by one or two persons, but represent the combined judgements of highly qualified professional people who are directing doctoral programs in physical education. The criteria in the score card are to be applied to all colleges and universities regardless of size.

After much consideration it was decided that the evaluative criteria be presented in a Long Form Evaluative Score Card and a Short Form Evaluative Score Card. It was felt that two Score Cards would accommodate the various lengths of time one could spend in this type of evaluation. The following questions were considered in arriving at this decision: Will a committee be making the evaluation or just one individual? If it is a committee, will it be an evaluating team from NCATE? From AAHPER? From the Mid-West AHPER? From the North Central Association? Will the
committee be composed of qualified personnel from their own department or school? How much time will they have to devote to this kind of appraisal? Will the committee use an approved evaluating device? Will a summary be presented in writing? Will the findings be understandable?

The Long Form Score Card was organized into the Front Sheet, the Evaluating Code, and the Criteria. The fifty-five statements accepted by the questionnaire respondents were incorporated into a Long Form Evaluative Score Card under seven categories covering the library resources and facilities. A total maximum value of 220 can be obtained when an institution meets each criterion fully. The maximum score is indicated for each category as well as for the entire evaluation. Consequently, the strengths and weaknesses of each aspect of the library can be observed. The evaluating code shows the evaluator the number of points to be given for the degrees to which each criterion is met. Also on what basis points are to be given is indicated.

Each category of criteria is preceded by some guiding statement or statements. Then the criteria are listed. Next, the method of evaluating the criteria or interpretative statements are described. Space for including strengths, weaknesses, and needed improvements is provided at the end of each category.

The Short Form Score Card was assembled into a compact unit and organized into the Front Sheet and the Criteria. The evaluating code for the Short Form is simply intended to differentiate the degree of
satisfaction in meeting the criteria. The evaluator will make his judgment and place a check in the Yes, No, or Partially scoring place. Then, eight pages are used for the fifty-seven criteria.

The method of evaluation has been left to the judgement of the evaluator. The amount of time he spends in the evaluation will determine how he will rate the library resources and facilities in meeting the criteria. He will have an opportunity to elaborate his judgements in the space provided for comments on strengths, weaknesses, and needed improvements.

By comparing one’s library resources and facilities with these criteria, one can determine to what degree(s) his library resources and facilities are compatible with those which appear in the Score Cards. This procedure will enable an evaluator to (1) obtain an over-all picture of the library resources and facilities for doctoral programs in physical education, and (2) to recognize the strengths and weaknesses in each of the designated areas.

Comments and Conclusions

Although a good library collection is the single most essential feature of library support, without which all other services would be pointless, it is nevertheless also highly important that other features be adequate. Are the library quarters suitable, the staff well qualified, the financial support adequate, and the administrative organization such as to facilitate wide and effective use by students and faculty?
Judging the adequacy of a library's collection and facilities is not in itself a definitive criterion. Of greater importance are the breadth and depth of the collection in a particular field of interest. Of importance, too, is the number of periodicals in physical education and related areas and particularly the completeness of back issues. The accessibility of other major libraries is also important. Equally important to the graduate student is the accessibility of library materials. If he is denied access to the stacks, he will be at somewhat of a disadvantage. If he cannot obtain his own carrel, he may feel some frustration in his attempt to pursue "in depth" his graduate program.

It was the hypothesis of this study that professional physical education individuals would be interested and cooperative in establishing evaluative criteria for library resources of doctoral physical education programs. It is believed that the responses as a whole represent a valid and representative view of our best professional judgments. The criteria finally selected represent the combined judgments of a group of highly qualified professional people who are directing doctoral programs in physical education.

The relatively general character of the criteria in the score card should permit them to stand for a period of years without major revision. Their method of evaluation should be revised as frequently as necessary to reflect changing conditions in library services and trends in evaluating the library's adequacy.
As a result of this study the writer presented a Long Form and a Short Form Evaluative Score Card for judging the adequacy of library resources of doctoral physical education programs. Such instruments are needed for those who are seeking answers to ways and means of evaluating the library resources of doctoral physical education programs.

Recommendations

Through using the Long Form Evaluative Score Card, one would expect to determine the degree to which the library is supporting the physical education doctoral program of the college or university and whether the library resources are in the same relative position of excellence and suitability as are other parts of the graduate program. Therefore, it is recommended that:

1. The Evaluative Criteria should be considered for their value by the Professional Preparation Panel of the American Association for Health, Physical Education and Recreation.

2. The Evaluative Criteria for Library Resources be given consideration by the American Association for Health, Physical Education, and Recreation as it develops the supplementary standards and criteria to be used with the NCATE accreditation program.

3. Any institution which is planning to offer a doctoral program in physical education consult these criteria to judge its existing resources and determine what additional resources are needed to support such a program.

4. The Evaluative Score Cards, preferably the Long Form, be used as a self-evaluative tool by those institutions wishing to evaluate the strengths and weaknesses of its existing library resources to support the doctoral program in physical education.
5. The Score Cards can be used to evaluate the institution's main library, the main library and related departmental libraries, or the library collection of a department.

6. That a similar study of this nature be undertaken to establish criteria for evaluating the library resources of undergraduate physical education programs.

7. Although this study represents highly qualified professional judgements throughout the nation, it is recommended that a similar study be undertaken to include more professional, student, and library personnel responses.
APPENDIX A

EVALUATIVE CRITERIA FOR LIBRARY RESOURCES
OF DOCTORAL PHYSICAL EDUCATION PROGRAMS

Instructions: Please read each statement, estimate its value in evaluating the library resources of the doctoral program in physical education, and place a check (✓) beside the statement in one of the four designated columns.

I. LIBRARY

GENERAL FEATURES

1. The librarian and other members of the professional staff are well qualified academically, professionally, and personally.

2. Library facilities, organization, and staffing for ordering, circulation, reference, binding, and cataloging are adequate.

3. The library is approved by some national or regional accrediting agency.

II. HOLDINGS

BOOK COLLECTION

4. Books in professional education and in special professional education are adequate in number, kind, and recency.

Library holdings may be described in terms of both quantity and quality. Quantity is described by figures showing the number of titles or items in the collection at large, in the collection of particular departments, or in the purchase for any given year.
5. The contents of a special physical education library in an institution offering the doctorate should include no fewer than:
   a) 3000 volumes in physical education,
   b) 100 periodicals in physical education and related areas,
   c) 1000 bound volumes or microcard theses titles.

Comments:

6. The breadth of selection of library volumes includes at least 6 to 10 titles in each of the following areas:
   Adapted & Correctives
   Administration & Organization
   Anatomy, Physiology & Kinesiology
   Athletic Training
   Building & Facilities
   Comparative Physical Education
   Curriculum
   Higher Education
   History
   Mechanical Analysis
   Movement
   Philosophy
   Principles
   Professional Preparation
   Psychology—Motor Learning
   Research
   Sport Sociology
   Sports Medicine
   Statistics
   Supervision
   Tests & Measurements
   Others:

Comments:

Quality. The actual number of books which a library contains is not a stable measure of the adequacy of the library. More important than the total number of books in the stacks is the extent to which the selection of volumes accurately reflects the needs of the institution as defined by its educational task.
7. Quality is, at present, best described by the number of titles in a prepared checklist which the given collection contains. If a checklist of titles has been prepared to meet certain specifications of subject matter, it may be assumed that the library collection in a given field of subject matter is strong in proportion to the number of such titles that it holds.

8. If no such list is available, the members of the faculty, working with the library staff, must determine what constitutes an adequate collection to serve the needs of graduate instruction in each subject area.

9. The members of an evaluation team must mentally (1) segregate the entire general book stock and other instructional materials into curricular fields; (2) weight each curricular field according to its relative importance in the instructional load of the institution; and (3) appraise independently each such segment of the whole field. Without necessarily checking specific titles, they might use to balance both their own and faculty judgement such lists as special subject lists in the fields in which the university is offering advanced degrees.

10. The book and periodical collections are of such quality and size as to support the instructional program in terms of the purpose and objectives of the department and to provide for the general reading of both students and faculty.

11. Are there available a sufficient quantity of the books required and suggested by the faculty for the various subjects taught.

12. Are obsolete books continuously being culled out and discarded, with faculty help, to keep the collection solid and current.

13. After the adequacy of the book collection in relation to the program of instruction has been evaluated, the evaluation group if it finds the collection unsatisfactory, should concern itself with what corrective measures are being or should be taken.
REFERENCE COLLECTION

14. The minimum reference collection satisfactory to a given institution is to be determined primarily by the existing curriculum.

15. There should be a strong and up-to-date reference collection to meet the needs of doctoral research.

16. The volumes should be so distributed that the various curricula under the stated objectives are each provided with adequate reference material.

17. The quantitative analysis of this collection is the number of reference books held by the library that are included in a specially prepared checklist.

18. The qualitative analysis of this collection is the number of reference books held by the library that are specific to the area of instruction.

Reference Material

Child Development Abstracts and Bibliography.
Completed Research in Health, Physical Education and Recreation.
Cureton, Thomas K., Masters Theses in Health, Physical Education and Recreation, 1952.
Davis, Elwood C., References on motor learning and motor performances.
Dissertation Abstracts and Index to American Doctoral Dissertations.
Doctoral Dissertations Accepted by American Universities. (1933-55).
Education Abstracts.
Education Index.
Encyclopedia of Educational Research.
Health and Physical Education Microcard Bulletin.
Illinois University. Abstracts of graduate theses in Physical Education, Recreation and Health Education.
Index and Abstracts of Foreign Physical Education Literature.
Index Medicus.
Jokl, E., International research in sport and physical education.
Masters' Thesis in Education.
Microfilm Abstracts (1952-55).
Physiological Abstracts.
Master's Abstracts; abstracts of selected master's theses on microfilm.
Readers' Guide to Periodical Literature.
Research Completed and Research Underway in Health, Physical Education, and Recreation.
Research Studies in Education.
University of Wisconsin. Summary of Doctoral Dissertations.

Additions:

Comments:

**PERIODICAL COLLECTION**

19. The periodicals subscription list should be well balanced and carefully chosen for the research needs of advanced students and faculty, and to keep the faculty informed of developments in their fields.

20. Is there a program of periodical acquisition.

21. Periodicals should be bound, and complete sets are highly desirable.

22. The library should receive the leading physical education journals, at least a few of the medical journals, and the most important journals dealing especially with anatomy, physiology, higher education, teacher education and other fields of specialization offered by the institution.

23. The number of periodicals checked on a selected list as held by an institution is the measure for this item.
24. The breadth of coverage is such as to include at least the following periodicals:

American Academy of Physical Education Professional Contributions.
American Journal of Anatomy.
American Journal of Physiology.
Athletic Journal.
Australian Journal of Health and Physical Education.
Croft Physical Education Newsletter.
International Review of Sport Sociology.
Journal of the Canadian Association for Health, Physical Education and Recreation.
Journal of Applied Physiology.
Journal of Applied Psychology.
Journal of Educational Research.
Journal of Educational Sociology.
Journal of Experimental Psychology.
Journal of Higher Education.
Journal of Physical Education (YMCA).
Journal of Physiology.
Journal of the National Education Association.
Journal of Social Psychology.
Physical Educator.
Physical Education (Yearbook).
Physical Therapy Review.
Proceedings of the National College-Physical Education Association.
Quarterly Journal of Experimental Physiology.
Quest.
Research Quarterly.
Review of Educational Research.
Scholastic Coach.
Sports Illustrated.
The Academy Papers.
Education Physique Et Sport.
FIEP Bulletin.
Revue Analytique D'Education Physique Et Sportive.
Others:

Comments:
III. USE

STUDENT USE

25. The library must provide the resources, facilities, and must be open when classes are not in session for periods of time sufficient for students to make full use of library opportunities.

26. The extent to which students in any given program use the resources of the library and are encouraged to do so by the faculty is something that has to be assessed.

27. Is the library open, with competent professional help available, at the times when students and faculty can conveniently use it.

28. Library staff members are helpful to students and staff.

29. The general professional (educational) and special professional (departmental) library materials are readily accessible. Access to the stacks is given to all graduate students.

30. The library carries on a regular service of inter-library loans.

31. Are inter-library loans and the resources of other nearby collections being used advantageously, yet not as a substitute for the library's proper development.

32. Are enough carrels available for those doctoral students who request their use.

33. Is a book-list of new accessions posted where students are made aware of the new publications purchased.

34. Are there additional local libraries unconnected with the institution, whose facilities the graduate students are free to use.
FACULTY USE

35. Provision should be made by the institution for supplying such publications as technical books in the various subject-matter fields; professional journals which instructors wish to consult but do not subscribe for; books and journals on problems of higher education; and other publications likely to stimulate professional growth.

36. Is the library purchasing enough new books to keep the faculty reasonably abreast of scholarly advances in their field of instruction?

37. What is the library procedure for keeping the faculty informed of new and important publications in their major field?

38. The librarian and his staff should assume the responsibility of preparing typed or mimeographed lists of new and important publications in each major field for circulation to the instructors in such fields.

IV. FACILITATION AND ENCOURAGEMENT OF USE OF THE LIBRARY

ORIENTATION

39. The reference department is obligated to assist in the guidance of students in the use of bibliographic and other reference tools of the library.

40. The situation at the individual institution will determine whether the instruction shall be given by the library, a department of instruction, or jointly.

41. The medium of instruction may not be as important as the fact that an organized effort is made to give the instruction.

42. Adequate instruction in the use of the library is given to all students requiring it either by the library staff or by members of the faculty, or cooperatively.

43. What procedures are followed to familiarize graduate students with the library and to stimulate use of the holdings.
44. Who provides this service, the Physical Education Department or library personnel.

45. Does the Physical Education Department offer a course in library technique required of graduate students.

46. The library issues an attractive handbook, pamphlet, or a circular statement describing comprehensively the library and its facilities, and how best they may be used.

ENCOURAGEMENT

47. The graduate faculty through their class assignments should indicate that every possible use should be made of the vast resources available in the main university library and the departmental libraries of related disciplines.

48. There should be available a professionally-trained librarian whose responsibility is to provide consultant services in relation to the unique problems of the graduate students and faculty.

49. Adequate advanced instruction in the use of bibliographical materials is available to all students working for graduate degrees.

50. Is the library staff providing the instructional, reference and bibliographical service the doctoral students and faculty need in order to take full advantage of the library's resources.

V. LIBRARY QUARTERS

51. The general (main) library is centrally located.

52. Adequacy of space, or its arrangement, and of equipment relevant to the educational program.

53. The existing stacks are sufficient for present holdings.
54. Group study areas and individual study carrels should be available for graduate students and faculty.

55. Are the study conditions such that they are well lighted, heated, ventilated and quiet.

56. Photocopy equipment should be available for use, preferably without charge.

57. Readers should be available for microfilms, microcards, microfishe, and other similar materials.

58. The library maintains an adequate and efficient charging system.

59. The institutions offering graduate work in Physical Education should, if possible, have a specialized library to serve the research needs of their students.

VI. FINANCIAL SUPPORT

TOTAL EXPENDITURE

60. The college or university and the departmental budgets for library materials are adequate and fully utilized.

61. There should always be a regular appropriation for library books in the budget.

62. When funds are budgeted by department, consideration should be given to the systematic efforts made to supply deficiencies.

63. The optimum annual appropriation for publications should be determined by the aims of the institution, the curriculum, the methods of instruction, and the number and cost of relevant titles published each year.

64. The library (central & specialized) operates on a budget and keeps comprehensive and accurate financial records.

65. The amount of the annual appropriation for new books are among the factors which will be considered in judging the adequacy of the library.
66. The institutional measure for this criterion is the average annual expenditure for books during a five-year period.

67. When money is allocated from the Main Library Budget, what factors in allocating funds are used as the bases for the establishment of a unit of allocation. Among the factors should be: number of students and instructors in a department; the quantity and quality of materials of departmental interest now in the library; the courses of study stressed by the department; the quantity of materials published regularly which the department is interested in acquiring; the academic and research interests of faculty members; and the proportion of graduate students in the department.

OBJECT OF EXPENDITURES

68. Provisions for books, periodicals and microcard service should be made in the physical education department's annual library budget.

VII. ADMINISTRATIVE ORGANIZATION

LIBRARY COMMITTEE

69. The Physical Education Department maintains a Library Committee.

70. What are the selection and purchase procedures for books and periodicals.

71. Who selects books and periodicals for purchase.

72. The faculty aids in the selection of library materials.

73. All of the members of a department should assist in the building of the departmental collection.

74. Is there a definite plan for coordination of faculty recommendations for purchase.

75. Are there established channels of information to faculties as to the book funds and book resources.
### Selection and Purchasing Practices

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<td>77. If all the publications in physical education are not purchased then a book selection policy should be considered.</td>
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<td>78. Does the department have a policy for long-term acquisitions.</td>
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<td>79. The library provides a recognized representative of each department with information regarding desirable acquisitions in his field and otherwise endeavors to insure regular book selection from him.</td>
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<td>80. The administration has assigned the responsibility of checking the book shelves or the card catalog to determine adequacy and recency of the collections in the areas of specializations offered.</td>
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<td>81. The number of copies of resources should be determined largely by the number of students to be served.</td>
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<td>83. What is collected is determined by (1) the fields of concentration for graduate work as decided upon by the administration of the institution, (2) a careful study by the library staff and department heads of the holdings of the library by departments, (3) a survey of the materials available in the community in which the library is located, and (4) a statement of department needs made by department heads with the assistance of library staff. These needs are arrived at as the result of a study of the wants of the departments checked against the holdings of the library and the community.</td>
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<td>84. The number of additions to the college library that should be provided each year is not related to the size of the enrollment, but rather to the number of new publications appearing in the fields of instruction and to the scope of the curriculum offered.</td>
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85. Adequacy of current acquisitions in relation to the educational program, including their effect in correcting deficiencies and in increasing the effectiveness of the library in the fields in which the institution offers instruction.

86. What is the book selection policy on such questions as reference materials, textbooks, books in fields in which no instruction is offered, multiple copies and the acceptance of gifts.

87. Is the library steadily and persistently filling in the gaps of its basic collection.
### APPENDIX A

#### TABLE I

**NUMBER AND PERCENTAGE OF RATINGS FOR 87 TENTATIVE CRITERIA
BY 12 RESPONDENTS OF FIVE BIG TEN UNIVERSITIES**

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APPENDIX B

Copy of the cover letter accompanying Part I of the questionnaire sent to the people responsible for doctoral programs in physical education throughout the nation.

Dear __________:

Your good work in administering a Graduate Program is well-known throughout our profession. Even though there are many knotty problems, everyone wants to upgrade the library resources. But how? Because of your scholarly approach my associates, Doctors Ashbrook, Bennett, and Oberteuffer suggested that I write to you.

Knowledgeable leaders, like you, tell us of the ever-present struggle between physical education as a profession and the cultural lag. One way of reducing the "lag" is by assisting the graduate student in preparing for indepth study for professional growth. Even so, competent class work, outstanding performance on the general examinations, and scholarly research will be lacking unless up-to-date library resources are provided.

In graduate study the advisor is the key. But he must have "resources" toward which he can direct his advisee. Allan M. Carter has said: "The library is the heart of the university; no other single non-human factor is as closely related to the quality of graduate education." As you know, standards have been established for judging the adequacy of subject matter areas, departments, and whole schools. Why not do the same for library resources?

You will find enclosed several statements that might serve as "criteria" in appraising the Library Resources of Doctoral Physical Education Programs. You may consider that some of these statements are "necessary", some "desirable", some of "limited" value, and some of "no" value. Your expert judgement is needed. So please read these statements, follow the directions and place a check (✓) in the column opposite the one which best expresses your sentiments.
It has been said: "If you want to get something important done .... ask a busy man." My associates tell me you are busier than a bird dog in tall grass. They also say that you have a high regard for excellence. Then they add .... even though you admire the superb performance of the Olympic athlete you probably deplore the lack of comparable "resources" provided by University Administrators for the doctoral candidates. If this is so .... I salute you. If you could find it convenient to return your "checked" copy to me on or before April 17, you might help reduce the cultural lag and I will be very grateful.

Cordially yours,

James J. Agli

jha
Enclosures
APPENDIX B

EVALUATIVE CRITERIA FOR LIBRARY RESOURCES OF DOCTORAL PHYSICAL EDUCATION PROGRAMS

PART I

INSTRUCTIONS: 1. Please read each statement keeping in mind its value in evaluating the library resources of the doctoral program in physical education.

2. Then, place a check (✓) beside the statement in one of the four designated columns which best expresses your judgement.

3. Please feel free to rephrase any statement that is not clear to you.

4. Add any statement that you feel has been omitted in any of the categories.

I. LIBRARY

A. GENERAL FEATURES

1. The librarian and other members of the professional staff are well qualified
   1.1 academically,
   1.2 professionally,
   1.3 and personally.

2. Library facilities, organization, and staffing are adequate to meet the demands placed on the library for
   2.1 ordering,
   2.2 circulation,
   2.3 reference,
   2.4 binding,
   2.5 and cataloging.

3. The library is approved by some national or regional accrediting agency.
II. HOLDINGS

A. BOOK COLLECTION

4. The book collections are adequate in number, kind, and recency
   4.1 in professional education
   4.2 and in special professional education

5. The contents of a special physical education library collection in an institution offering the doctoral include no fewer than:
   5.1 8000 volumes in physical education and related subjects
   5.2 100 periodicals in physical education and related areas
   5.3 1000 bound volumes, microcard or microfilm theses titles

Comments:

6. The breadth of selection of library volumes includes at least 6 to 10 titles in each of the following areas:
   6.1 Adapted & Correctives
   6.2 Administration & Organization
   6.3 Anatomy & Kinesiology
   6.4 Athletic Training
   6.5 Building & Facilities
   6.6 Comparative Physical Education
   6.7 Curriculum
   6.8 Higher Education
   6.9 History of Physical Education
   6.10 Mechanical Analysis
   6.11 Movement
   6.12 Philosophy of Education
   6.13 Philosophy of Physical Education
   6.14 Physiology
   6.15 Principles of Physical Education
   6.16 Professional Preparation
   6.17a Psychology -- Motor Learning
   6.17b Personality and Behavior
   6.17c Growth and Development
   6.18 Research
   6.19 Sport Sociology
7. The book collection is of such quality and size as to support the instructional program in terms of the purpose and objectives of the department and provides for the general reading and research needs of both students and faculty.

8. Quality is, at present, best described by the number of titles in a prepared checklist which the given collection contains. If a checklist of titles has been prepared to meet certain specifications of subject matter, it may be assumed that the library collection in a given field of subject matter is strong in proportion to the number of such titles that it holds.

9. If no such list is available, the members of an evaluation team should (1) segregate the entire general book stock and other instructional materials into curricular fields (or curricular subject areas); (2) weight each curricular field according to its relative importance in the program and the instructional load of the institution; and (3) appraise independently each such segment of the whole field. Without necessarily checking specific titles, the members of the evaluation team might use, to balance their own and faculty judgement, such lists as special subject lists in the fields in which the institution is offering advanced degrees.

10. There are available a sufficient quantity of the books required and suggested by the faculty for the various subjects taught.

11. Obsolete books are continuously being culled out and discarded, with faculty help, to keep the collection solid and current.
B. REFERENCE COLLECTION

12. There is a strong and up-to-date reference collection to meet the needs of doctoral research. By reference collection is meant those books (1) whose titles are generally applicable to many subject-matter fields like dictionaries, encyclopedias, and biographical collections; and (2) indexes and abstracts related to special fields.

13. The volumes are so distributed that the various curricula under the stated objectives are each provided with adequate reference material.

14. The quantitative analysis of this collection is the number of reference books held by the library that are included in a specially prepared checklist.

15. The qualitative analysis of this collection is the number of reference books held by the library that are specific to the area of instruction.

REFERENCE MATERIAL

Completed Research in Health, Physical Education and Recreation. (1959--).
Abstracts of Graduate Theses in Physical Education, 1952-53, Urbana; College of Physical Education.
Abstracts of Graduate Theses in Physical Education, 1953-54, Urbana; College of Physical Education.
University of Illinois. Abstracts of graduate theses in Physical Education, Recreation and Health Education.
1954/55--.

Cureton, Thomas K., Masters Theses in Health, Physical Education and Recreation, 1952.


Health and Physical Education Microcard Bulletin. Index and Abstracts of Foreign Physical Education Literature.

Joki, E., International research in sport and physical education.


Education Index.

Readers' Guide to Periodical Literature.

Microfilm Abstracts. (1935-51).

Dissertation Abstracts. (1952--).

Doctoral Dissertations Accepted by American Universities. (1933-55).

Index to American Doctoral Dissertations. (1955/56--).

Masters Abstracts; abstracts of selected master's theses on microfilm. (1962--).

Master's Theses in Education. Education Abstracts.


Index Medicus.

Physiological Abstracts.

Psychological Abstracts.

Child Development Abstracts and Bibliography.

Davis, Elwood C., References on motor learning and motor performance.

Research Relating to Children. (Clearinghouse for Research in Child Life).

Yessis Translation Review.

Additions:

Comments:
C. **PERIODICAL COLLECTION**

16. The periodicals subscription list is well balanced and carefully chosen for the research needs of advanced students and faculty and keeps the faculty informed of developments in their fields.

17. The library receives the leading physical education journals, at least a few of the medical journals and the most important journals dealing especially with anatomy, physiology, higher education, teacher education and other fields of specialization offered by the institution.

18. The breadth of coverage is such as to include at least the following periodicals:

18.1 American Academy of Physical Education Professional Contributions 1-8, 1951-1962.
18.2 Athletic Journal.
18.3 Australian Journal of Health and Physical Education.
18.4 Journal of the Canadian Association for Health, Physical Education and Recreation.
18.5 Journal of Health, Physical Education, and Recreation.
18.6 Journal of Physical Education. (YMCA).
18.7 Physical Educator.
18.8 Physical Education. (England).
18.9 Proceedings of the National College Physical Education Association for Men.
18.10 Proceedings of the National Association of Physical Education for College Women.
18.11 Quest.
18.12 Research Quarterly.
18.13 Scholastic Coach.
18.14 Sports Illustrated.
18.15 The Academy Papers.
18.16 The Amateur Athlete.
18.18 American Journal of Anatomy.
18.19 American Journal of Physiology.
18.20 International Review of Sport Sociology.
18.21 Journal of Applied Physiology.
18.22 Journal of Applied Psychology.
18.23 Journal of Educational Research.
18.24 Journal of Educational Sociology.
18.25 Journal of Experimental Psychology.
18.26 Journal of Higher Education.
18.27 Journal of Physiology.
18.28 Journal of the National Education Association.
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**Additions:**

**Comments:**

19. The periodicals are bound and assembled in complete sets.
### APPENDIX B

#### TABLE II

**NUMBER AND PERCENTAGE OF RATINGS FOR 19 TENTATIVE CRITERIA BY 33 RESPONDENTS TO QUESTIONNAIRE - PART I**

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Dear ____________:

You're a great help. Your prompt reply was like a major league catcher, brilliantly fielded and efficiently returned. Many thanks.

Professional people in your position represent a storehouse of knowledge. Consequently there is additional information which only you can supply. Please go over the enclosed check sheet and give me your considered judgement. If you could find it convenient to return this second and last check sheet to me on or before May 10, I will be grateful.

I will be glad to send you a copy of the summary of this study. If you are interested just write "Summary", your name and address on the returning check sheet. Your timely help is appreciated. Your good work has preceded our correspondence. I suspect that you, like the good physician, never go by a graduate library without thinking about special prescriptions.

Keep up the good work.

Cordially yours,

James J. Agli

jha

Enclosures
APPENDIX C

EVALUATIVE CRITERIA FOR LIBRARY RESOURCES
OF DOCTORAL PHYSICAL EDUCATION PROGRAMS

PART II

INSTRUCTIONS: 1. Please read each statement keeping in mind its value in evaluating the library resources of the doctoral program in physical education.

2. Then, place a check (✓) beside the statement in one of the four designated columns which best expresses your judgement.

3. Please feel free to rephrase any statement that is not clear to you.

4. Add any statement that you feel has been omitted in any of the categories.

III. USE

A. STUDENT USE

20. The library provides the resources, facilities, and services to students during as well as beyond the regularly scheduled class periods to allow students to make full use of library opportunities.

21. Library staff members are helpful to students and staff.

22. The general professional (educational) and special professional (departmental) library materials are readily accessible. Access to the stacks is given to all graduate students.

23. The library carries on a regular service of inter-library loans.

24. The inter-library loans and the resources of other nearby collections are being used advantageously, yet not as a substitute for the library collection's proper development.
25. A sufficient number of carrels are available for those doctoral students who request their use.

26. There are additional local libraries unconnected with the institution, whose facilities the graduate students are free to use.

B. FACULTY USE

27. Provision is made by the institution for supplying such publications as
27.1 technical books in the various subject-matter fields;
27.2 professional journals which instructors wish to consult, but do not subscribe for;
27.3 books and journals on problems of higher education;
27.4 and other publications likely to stimulate professional growth.

28. The librarian and his staff assume the responsibility of preparing typed or mimeographed lists of new and important publications in each major field for circulation to instructors in such fields.

29. The library is purchasing enough new books and subscribing to enough periodicals to keep the faculty reasonably abreast of scholarly advances in their field of instruction.

IV. FACILITATION AND ENCOURAGEMENT OF USE OF THE LIBRARY

A. ORIENTATION

30. Adequate instruction in the use of the library is given to all students requiring it either by the library staff, or by members of the faculty, or cooperatively.

31. The reference department assists in the guidance of students in the use of bibliographic and other reference tools of the library.
32. The library issues an attractive handbook, pamphlet, or a circular statement describing comprehensively the library and its facilities, and how best they may be used.

B. ENCOURAGEMENT

33. The graduate faculty through their class assignments indicate that every possible use should be made of the vast resources available in the main institutional library and the departmental libraries of related disciplines.

34. There is available a professionally trained librarian whose responsibility is to provide consultant services in relation to the unique problems of the graduate students and faculty.

35. A book-list of new accessions is distributed or posted where students are made aware of the new publications purchased.

V. LIBRARY QUARTERS

36. The general (main) library is centrally located.

37. In terms of the educational program being offered
   37.1 the library space or its arrangement
   37.2 and the equipment available are adequate.

38. The existing stacks are sufficient for present holdings.

39. Group study areas and individual study carrels are available for graduate students and faculty.

40. The study conditions are such that they are well lighted, heated, ventilated and quiet.

41. Photocopy equipment is available for use, preferably at cost.

42. Readers are available for microfilms, microcards, microfiche, and other similar materials.
43. The library maintains an adequate and efficient book charging system.

44. The institutions offering graduate work in Physical Education, if possible, have a specialized library to serve the research needs of their students.

VI. FINANCIAL SUPPORT

A. TOTAL EXPENDITURE

45. The library (central and specialized) operates on a budget and keeps comprehensive and accurate financial records.

46. The college or university and the departmental budgets for library materials are adequate and fully utilized.

47. There is a regular appropriation for Health, Physical Education, and Recreation library books in the centralized or departmental library budget.

48. The amount of the annual appropriation for new books is among the factors considered in judging the adequacy of the library collection.

49. The optimum annual appropriation for publications is consistent with the aims of the institution, the curriculum, the methods of instruction, and the number and cost of relevant titles published each year.

50. When funds are budgeted by department, consideration is given to the systematic efforts made to supply deficiencies.

B. OBJECT OF EXPENDITURES

51. Provisions for books, periodicals and microprint service are made in the physical education department's annual library budget to support the specialized collection.
52. If a department does not maintain a special departmental collection then provisions for books, periodicals and microprint services are made somewhere in the institution's annual library budget.

VII. ADMINISTRATIVE ORGANIZATION

A. LIBRARY COMMITTEE

53. The Physical Education Department maintains a Library Committee.

54. The faculty aids in the selection of library materials.

55. All of the members of a department assist in the building of the departmental collection.

56. There are established channels of information to the faculty as to the book funds and book resources.

B. SELECTION AND PURCHASING PRACTICES

57. The library provides a recognized representative of the department with information regarding desirable acquisitions in his field and otherwise endeavors to insure regular book selection from him.

58. If all the publications in physical education are not purchased, then a book selection policy has been adopted.

59. Arrangements are made with publishers to send all physical education and related publications for review.

60. The department has a policy for long-term acquisitions.

61. The number of additions to the institution's library that are provided each year is not related to the size of the enrollment, but rather to the number of new publications appearing in the fields of instruction and to the scope of the curriculum offered.
62. The number of copies of resources is determined largely by the number of students to be served.

63. There is a book selection policy on such questions as reference materials, textbooks, books in fields in which no instruction is offered, multiple copies and the acceptance of gifts.

64. Current acquisitions are adequate in relation to the educational program, including their effect in correcting deficiencies and in increasing the effectiveness of the library in the fields in which the institution offers advanced instruction.
62. The number of copies of resources is determined largely by
the number of students to be served.

63. There is a book selection policy on such questions as
reference materials, textbooks, books in fields in which
no instruction is offered, multiple copies and the
acceptance of gifts.

64. Current acquisitions are adequate in relation to the
educational program, including their effect in correcting
deficiencies and in increasing the effectiveness of the
library in the fields in which the institution offers
advanced instruction.
### APPENDIX C

#### TABLE III

**NUMBER AND PERCENTAGE OF RATINGS FOR 45 TENTATIVE CRITERIA**

*BY 26 RESPONDENTS TO QUESTIONNAIRE - PART II*

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