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Date May 22, 1970

AN EVALUATION OF MEN'S INTRAMURAL PROGRAMS IN THE BIG SKY ATHLETIC CONFERENCE

by

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in

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ABSTRACT

The general problem of this study was to evaluate the men's Intramural programs of each of the universities and colleges in the Big Sky Athletic Conference. The writer knows of no previous evaluations of Intramural programs of the Big Sky Athletic Conference.

A check list was constructed to obtain the desired information. The questions were divided into thirteen areas. These were: philosophy and/or objectives, organization, administration, intramural staff, finances, awards, medical, officials, program of activities, facilities and equipment, publicity, campus-wide recreation, and point system. The questions were objective and required only a check mark, plus added responses made by the Intramural Director as told to the evaluator. To obtain the information, each school was visited and the respective Intramural Directors were asked to respond to each question.

Each school provided some type of Intramural program for its students. All of the schools stated that the educational philosophy and/or objectives were formulated in writing. A majority of schools had indicated their Intramural sports program operated under the Department of Physical Education. The Intramural Director controlled and supervised the programs at all schools.

Fraternities were the most widely used units of competition in the majority of programs. Students were given leadership roles in varying capacities with respect to planning, organization, supervision and administration. School publications, handbooks and bulletin boards seemed to be the best means to orient each student with regard to the Intramural programs purposes, policies, and opportunities.

Half of the schools had an annual budget of less than $4100.00. The finances of the Intramural programs were controlled by the associated students of the respective schools. One school did not provide any awards. The trophy was the most widely distributed type of an award.

Some other findings were: 1) schools did not require medical examination, 2) every official was given some type of pre-contest training, 3) most schools used voluntary officials, 4) many schools did not use official rating forms, 4) basketball was the most highly participated in activity, 5) bulletin boards were the most effective way of promoting the Intramural programs at a majority of schools, 6) maximum use of facilities was made at a majority of schools.

Chapter 1

INTRODUCTION

American colleges and universities began to adopt competitive sports in the mid 1800's. Since students who were not good enough for intercollegiate athletics wanted to compete, they competed against each other in intramural activities. School athletics did not affect the popularity of intramural sports.

> "Considering the later rapid expansion of interschool athletics, often to the exclusion of intramurals, it is significant to remember that early American athletics were really all intramural in nature."[1]

One of the purposes of intramural sports is to supplement the activities in the curriculum of Physical Education. This enables an individual to specialize in an activity which he does well. In other words, each individual has certain preferences to express his skill and pleasure, and intramural sports offer the opportunity to relax, to get along with other people, and to provide more competition. Many of the objectives of intramurals have been revised to enable all those interested individuals to participate in some form of activity, which brings out the values of physical, social, mental, and emotional qualities.

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[1]Louis E. Means, Intramurals: Their Organization and Administration (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963), p.2.

Since the early beginning of the United States, people have gradually had more leisure time to participate in games and activities because everything is becoming more automated and mechanized. Not only does a good intramural program provide the student body with formidable recreation, but it can also provide carry over skills and learned techniques of games to supply entertainment for the individual's free time acquired in later life. Therefore, intramurals have become an integral part of the school program and all expenditures and attention given to it have been justified.

There has been a great need for evaluation pertaining to simple, practical, and workable systems of intramural athletics. Since a program of intramural sports has so much to offer a student body, an evaluation of the Big Sky Athletic Conference schools intramural programs appeared appropriate and needed. Each school had its own ideas and vindications that fit that particular school's environment. The writer felt that this study would evaluate intramural practices that could be analyzed by administrative personnel in a particular region to fit their needs, goals, and objectives of intramural sports.

Statement of the Problem

The general problem of this study was to evaluate the men's intramural programs of each of the Universities and Colleges in the Big Sky Athletic Conference. An extensive checklist was formulated and the writer visited each of the six schools to interview their respective

intramural directors. Specifically, this study evaluated the following:

1. Philosophy and objectives of each intramural department
2. Organizational policies of the intramural program
3. Administrative policies of the intramural program
4. Intramural staff, its qualifications and duties
5. Finances of the program and through what means they are obtained
6. Award system of each school
7. Medical standards set by the school and the program
8. Officials responsibility to the staff, contestants, and their duties
9. Program of activities devised by each school in the interest of their students
10. Facilities and equipment observed at each school
11. Different forms of publicity and their role in the respective programs
12. Campus-wide recreation systems utilized in conjunction with the intramural program
13. Specific point systems

Definitions

Intramural sports. The term intramural sports is generally accepted as the best title for recreational sports and activities pro-

moted within the confines of an educational institution and under its jurisdiction.[2]

Big Sky Athletic Conference. The Big Sky Athletic Conference includes Gonzaga University, Spokane, Washington; Idaho State University, Pocatello, Idaho; University of Idaho, Moscow, Idaho; Montana State University, Bozeman, Montana; University of Montana, Missoula, Montana; and Weber State College, Ogden, Utah.

Extramural activities. The term extramural activities refers to those activities approved by an institution and carried on by one or more groups from the institution with one or more outside groups.[3]

Administration. Administration means providing the constructive leadership that plans and maintains the program and that enables the program to function effectively in accomplishing the established and worthwhile goals.[4]

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[2]Pat Mueller and Elmer D. Mitchell, Intramural Sports (3rd ed.; New York: The Ronald Press Co., 1960), p. 3.

[3]American Association for Health, Physical Education and Recreation, National Association for Physical Education of College Women, and College Physical Education Association, Intramural Sports for College Men and Women, Washington Conference Report (Washington: The Association, 1955), p. 23.

[4]Jesse F. Williams, Clifford L. Brownell, and Edmon L. Vernier, The Administration of Health Education and Physical Education (5th ed.; Philadelphia and London: W. B. Saunders Co., 1959), p. 22.

Physical education program. The total physical education program with which all schools are concerned consists of three aspects, namely: the service, intramural and interschool programs.[5]

Delimitations

This study was delimited to the men's intramural programs of the six Big Sky Athletic Conference schools and their administrators and programs during the 1968-1969 academic year. It was further delimited to the Intramural Director's responses to the check list developed by this investigator.

Justification of the Study

The writer knows of no evaluation of the intramural programs of the Big Sky Athletic Conference. Therefore, the physical education staff and those people associated with the intramural program at Montana State University felt that the data gathered could be influential in improving and promoting the intramural programs at Montana State University and other colleges and universities in the Big Sky Athletic Conference.

The people of the world are finding their pace increased by automation, but also are confronted with more leisure time.

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[5]Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (4th ed.; New York: Appleton-Century-Crofts, Inc., 1967), p. 91.

> "The school must realize the child should be taught the most advantageous use of leisure time so that as an adult he may have desirable avocations, hobbies, recreation, and interests."[6]

The community needs to provide activities for its people with more free time and the physical education aspect is its greatest source. This study may provide some of the needed assistance to organize and maintain a reliable program of physical activity through intramural sports for a specific community.

This writer felt that a thorough understanding of intramural sports, how it has developed to its present status, and the application of those techniques would be of great value to all administrators and directors of intramural sports as a guide to more efficient programs. Development since 1965 appears to bear out many of the predictions made earlier but much remains to be done, especially in the small school or where facilities and equipment are inadequate.[7]

It is hoped that this study and its findings will stimulate those programs wherever possible. The evaluation, using its check list could become a guide for setting up and administering future programs in intramural sports for our youth and for their eventual betterment and physical fitness.

Evaluation of the intramural program serves a number of

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[6]Means, op. cit., p. 11.

[7]E. Robert Anastasis, "History and Philosophy of Intramurals" The Physical Educator, XXV (May, 1968), p. 65.

> distinct purposes. A satisfactory program evaluation should determine how well the program meets the activity needs of the students, as well as determining if there is enough variety of activity. In addition, information may be gathered on such factors as adequacy of contests in the activities offered, competence of officiating and supervision, and availability of equipment. Evaluation may also reveal the extent of leadership opportunities, the degree of cooperation among students, the degree of skills attained, and the influence that the program has on student health habits.[8]

Likewise, this study and its findings might also provide a stimulus to those who have already set up and run programs to do even better.

> "In any case, let us resolve to forget those boys and girls who are privileged to play on varsity teams with all of the attendant benefits. If we want Physical Fitness For All, let us reach all through our Physical Education class program, through our Intramural Sports Program and through our Varsity and Junior Varsity and Freshman Team Programs."[9]

Also, this writer has become very interested in this specific field of physical education and has felt this evaluation may fill the gaps of knowledge already obtained in intramurals.

The data gathered could prove to be very influential in improving the many and varied programs found in the Big Sky Athletic Conference.

Research Method

In order to determine the characteristics and effectiveness of

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[8]Harris F. Beeman and James H. Humphrey, Intramural Sports: A Test and Study Guide, (Dubuque, Iowa: Wm. C. Brown Co., 1960), p. 99.

[9]Howard R. DeNike, "How Good Is Your Intramural Sports Program," The Physical Educator, XXII (October, 1965), p. 118.

each intramural program of the Big Sky Athletic Conference, an evaluation tool had to be devised to appraise the status of the present programs. Each school needed to provide information asked for, and then the data had to be tabulated, analyzed, and presented in a distinct and concise form. To obtain the information, each school was visited and the respective intramural directors were asked to respond to each question, giving added information if it were applicable.

The check list contained questions obtained through a thorough study of the existing literature. From the literature, the writer formulated questions along with those from Teague[10] in his, "Evaluation of Men's Intramural Programs in Four-year, State Supported Colleges and Universities of Texas and in Schools of the Southwest Conference" and from Blaylock[11] in his, "Survey of Intramural Programs for Men in Five Selected State Universities in Illinois." The intramural director and coordinator of graduate studies at Montana State University examined the questions and made suggestions for their improvement.

The major areas of the check list included:

1. Philosophy and objectives

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[10]James E. Teague, "An Evaluation of Men's Intramural Programs in Four-Year, State Supported Colleges and Universities of Texas and in Schools of the Southwest Conference" (unpublished Master's Thesis, Texas Technological College, 1966).

[11]Arnold A. Blaylock, "A Survey of Intramural Programs for Men in Five Selected State Universities in Illinois" (unpublished Master's Thesis, Eastern Illinois University, 1968).

2. Organization
3. Administration
4. Intramural staff
5. Finances
6. Awards
7. Medical
8. Officials
9. Program of activities
10. Facilities and equipment
11. Publicity
12. Campus-wide recreation
13. Point system

Population

The population consisted of the six Big Sky Athletic Conference schools and their Intramural Directors.

Data Collection

A check list designed and developed by the investigator was used to collect data for the study. (See appendix) The questions were objective and required only a check mark plus added responses made by the Intramural Director, as told to the evaluator. Before the evaluation could be made, a list of all intramural directors of the schools concerned was needed and was obtained from information

gathered by the physical education and intramural staffs at Montana State University. A letter was sent to each individual director asking permission to visit his campus and evaluate his program. (See appendix) Each intramural director indicated his cooperation to help. Then a pilot study was completed at Western Montana College, Dillon, Montana, in order to test the criterion gathered in the check list. The pilot study proved useful in detecting ambiguous questions and areas of duplication.

Results of Data

The results of the data gathered on the check list were transferred to a single score card. When the information was tabulated, tables were constructed to summarize the responses that could better reveal the information. Some replies were summarized best in paragraph form, analyzing all schools at the same time.

Chapter 2

REVIEW OF LITERATURE

An extensive review of the literature enabled the writer to establish a wide range of knowledge on the evaluation of Intramural programs in high schools, colleges, and universities. Many books on intramural sports, magazine and journal articles, published and unpublished masters and doctors theses and dissertations, conference reports, and other printed and filmed materials provided background for this paper.

To establish criterion for intramural directors to use in their programs, Matthews[12] devised principles to evaluate these programs. When one's philosophy, policies and principles are placed in writing and made available to all those concerned with the intramural program, a director can plan for the future, evaluate the present, and assess the worth of the past. Therefore, Matthews developed eleven areas of principles to aim for by administrative personnel. They are:

> 1. "Establish policies consonant with the best interests of the individual and the total school welfare. . .
> 2. "Develop good human relationships and attitudes by stressing sportsmanship at appropriate opportunities. . .
> 3. "Develop student leadership by offering opportunities for student planning and management. . .

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[12]David O. Matthews, "Intramural Administration Principles," The Athletic Journal, XLVI (April, 1966), 82-5.

4. "Protect the welfare of all participants by examination, regulations, removal of hazards, first aid procedures, and insurance. . .

5. "Equalize competition where practical so that success may be within the reach of the less skilled. Keep intramural competition for the students below varsity caliber in each sport. . .

6. "Offer a variety of activities within the limits of sound administration to as many students as possible. . .

7. "Provide the best officiating possible through training and supervision. . .

8. "Establish, publish, and enforce simple rules of eligibility and procedures consistent with democratic practice. . .

9. "Give fair or equal treatment and consideration to all in the redress of grievances. . .

10. "Finance the program through means consistent with school policy. . .

11. "Cooperate fully with the girls' (boys') program to the sharing of time and facilities for the joint development of co-recreational activities. . .

He also formulated an extensive check list to evaluate any type of intramural program.

DeNike[13] surveyed two hundred and nine high schools selected from a National Directory of Secondary Schools. He had one hundred and five of these questionnaires completed and returned. Another twenty were returned with no information, implying that maybe the schools had no program whatever.

The areas were summarized into the nineteen following areas: administration, awards, budget, eligibility, enrollment, evaluation, facilities and equipment, forfeits, officiating, point systems, program, publicity, records, rules and regulations, safety provisions,

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[13]Howard R. DeNike, "How Good Is Your Intramural Sports Program," The Physical Educator, XXII (October, 1965), 117-118.

scheduling, supervision, units of competition, and general remarks.

In the field of administration, approximately half the schools had a director but most schools provided no assistant director. The intramural programs were usually administered under the Department of Physical Education. The same number of schools indicated that the director received training as a major student in physical education in college.

Most schools reported that they did not give any type of award to the individuals or teams. However, a few schools did have an organized system of awards.

A majority of schools did not have a separate budget, levied entrance fees, or penalty fees for forfeits. The Department of Physical Education financed a great number of programs, and most schools were satisfied with their present budget. In those schools that entered their budget (not all did), the average allowance for intramurals was $300.00.

Varsity and junior varsity members were ineligible for intramurals at most schools; but rules governing scholastic standing for intramurals, transfer students, and students on probation were limited. The number of intramural teams one could compete on during one single sport season seemed to be favorably controlled. Many of the schools were in the excess of one thousand enrollees but less than fifteen hundred and were all co-educational. Smaller schools were also repre-

sented in vast numbers.

The majority of schools tried in some manner to evaluate their programs, to offer voluntary competition, to offer sports activities that had adult carry-over values, seemed to claim considerable student interest, and indicated to have less than thirty percent (30%) of the student body participating. The majority did not regard intramurals to be equal to varsity sports and did not have organized athletic conditioning measures before participation. There were hardly any organized Intramural Sports Councils or By-laws or Constitutions. Faculty participation, officiating, and interest seemed to be lacking. The average number of sports offered, with many variations, was ten. The average number of years the schools had offered the program was eight and one half.

A great many schools stated that their facilities and equipment were not adequate and were not separated from other physical activities but they were able to share it with physical education classes and athletics. Special protective equipment was available, as well as a definite checkout system for equipment.

The majority of schools had few forfeits, no re-entry fee, no deduction of points as a penalty, or no agreement or form where the team captain or manager was responsible for forfeits. Student officials were used at most schools, but they did not sponsor student official's clubs or pay any for services rendered. Established point

systems, classification for the various sports, points for dual activities of singles, or an overall point system for determining school player or team champion were uncommon with many programs.

The sports offered in the order of popularity were: basketball, softball and volleyball, touch football, badminton, soccer and table tennis, bowling and tennis, wrestling and track and field, gymnastics, archery and golf, swimming and weight lifting, shooting, cross country and ice hockey, water basketball, handball, skiing, field hockey, fencing, bridge, baseball, strength tests, and indoor softball. The majority of schools felt their programs were inadequate for the goals of the student, but the programs were conducted on a seasonal basis.

As for publicity, the annual yearbook published articles concerning intramurals; but the school papers, radio, television, special Intramural Handbook or Bulletin Board did not carry regular publicity.

Records were kept by the majority of schools on various contests and student participation but were not kept on all-time records of achievements in sports, parental permission slips or medical cards. Exactly half of the replies were for filing team or individual entry blanks while half were against. Official Playing Rules were strictly adhered to although some local variances were established. These were always published and posted.

Schools definitely favored safety instruction for intramural

participation, health and accident insurance, and available first aid. However, they did not require medical examinations, wearing shatter-proof glasses when necessary, parental permission, physical conditioning, or the limitation of the number of events for any one student at a given time or season.

The majority of schools had a boys' and girls' program of intramurals, tournaments, leagues, provisions for playing postponed contests, co-recreation, free play periods and facilities, evening contests, lunch-hour activities, Saturday or other time contests.

Directors, Field Supervisors and Team Captains or Managers were used for supervision by most schools. Hardly any faculty members or any members of an Intramural Sports Council were used for supervising duties.

More than half of the organized teams were on a class basis. Most schools did not arrange teams according to home rooms, clubs, or physical education classes. Other ideas stated were: free entry plans, random selection of players for a team from a list by captains, weight classifications, students handing in team rosters, and captains selected and rotated among seniors and underclassmen.

Among the many general remarks were:

1. Program incomplete due to school bus schedules after school

2. Program limited due to lack of adequate staff for the

program

3. No program due to split season and one-half day plan of school schedule

4. Budget not adequate from Physical Education Department

5. Poor attendance

6. Limited program--one period per week for intramurals, besides the Physical Education periods

In a study by Adams[14], a questionnaire was constructed after a review of the related literature and after contacting committee members and graduate students. Eight Junior College Schools of California in the Intermountain Collegiate Athletic Conference were selected. The questionnaire contained basic principles of: 1) administration, 2) financing, 3) equipment, 4) facilities, 5) units of competition, 6) officials, 7) program of activities, 8) medical examination, 9) skill instruction, 10) point systems, 11) types of tournaments, 12) awards, 13) publicity, 14) planning time for intramurals, and 15) limiting factors.

Most schools chose to follow the recommended procedure of associating the Intramural Director with the Physical Education Department. The Intramural Director was a Physical Education instructor and worked

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[14]Garry Boyd Adams, "An Analysis of the Men's Intramural Programs in the Junior Colleges of the Intermountain Collegiate Athletic Conference, (unpublished Master's thesis, Brigham Young University, 1960).

with the Intramural staff, but he should have had a reduced teaching load in order to adequately supervise the program.

For an ideal operation of Intramural Programs, financing was inadequate for all schools. A great many schools were not using their facilities to the best advantage of the intramural program. The methods used for choosing teams for competition could have been improved. If some schools would have paid their officials, officiating could have probably been improved. Since the majority of schools had a small number of activities, the number of participants was therefore limited. More restriction should have been placed on students not having a medical examination. While most of the schools were using a team point system, each program would have been further benefited by incorporating individual point systems. If pre-tournament instructions were given in certain activities, the programs would have been improved. The majority of schools used a tournament that gave the student maximum participation.

The recommended procedure was followed by most schools for giving team and individual awards. However, the two schools with the lowest percentage of participation could have probably been increased by setting up an award system. The publicity, in many schools, could have been improved. For scheduling intramural competition, there seemed to be no one best time. The major factor limiting participation in intramurals in the schools of the Intermountain Collegiate Athletic

Conference was leadership of a lukewarm attitude on the part of the students, finances, and facilities.

A study of fifty junior colleges in Texas was conducted by Karzan[15] using a questionnaire based upon criteria established by the Washington Conference of 1955. Out of the fifty schools questioned, thirty, or sixty percent (60%), returned the questionnaires, which were divided into ten areas of evaluation.

The philosophy and objectives of most schools were formulated in writing. The school newspaper was the greatest means of communicating the objectives, and handbooks were utilized by approximately one-quarter of the schools as a method of conveying philosophies.

Nearly all Intramural Departments operated under their respective Physical Education Departments. Approximately one-half of the Intramural Directors administered the program; but students were used effectively for supervising, administering, planning, and organizing phases of the Intramural Program. The majority of schools indicated that housing units, independent groups, and physical education classes were the organized units for the Intramural activities. Most schools had regulations regarding varsity athletes, standardized rules of play, and transfer students; but the weakest points of organization were the

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[15]Alan Harris Karzan, "An Evaluation of Intramural Programs of Junior Colleges in Texas," (unpublished Master's thesis, Texas Technological College, 1968).

use of student faculty committees and established provisions for activities for the physically handicapped.

The Intramural Director actually supervised the program with weaknesses in supervision and administration by varsity coaches, student assistants, graduate students, and team sports supervisors. Few schools needed transportation for intramural or extramural activities. School publications and bulletin boards were used extensively to convey rules, regulations, and purposes of the Intramural Program.

All schools were adequately staffed and four schools had assistant directors. Nearly all of the schools stated that the Intramural Director and his assistants taught Physical Education classes or coached one-half contract obligations. Approximately one-half had inequality of assigning work loads toward Intramurals on a similar basis of class instruction, administrative duties and other department assignments. The Intramural staff and other staff members had similar policies regarding tenure, retirement, academic work, and salaries in most schools.

Instead of the regular administrative budget as recommended by the Washington Conference, one half of the schools stated their budget came from the Physical Education Department. The average expenditure was less than $900.00, with a range between $50.00 to $5,000.00. Trophies were given by most schools as awards, but it was indeterminable whether they were a symbol of achievement or a motive of participation.

All schools were weak in requiring medical examinations preparatory to participation in intramural activities, but medical examinations were required at the beginning of the academic year or prior to entering school. Especially noticeable was the lack of medical examinations prior to participation in strenuous activities. Nearly all schools did not offer medical insurance but did observe prescribed safety and health standards for activities in Intramurals.

Schools were weak in training and certifying officials while the chief criterion was the demonstration of actual ability. Over one half of the schools indicated Intramural officials received no remuneration for their duties.

Activities were equally divided on how well intramural activities were integrated with other college agencies and services concerned with campus recreation. An apparent weakness noted by most schools was that no other campus-wide recreation programs were available to students. The activities apparently utilized knowledge, skills, and background gained in instructional programs and the number and types of activities offered were sufficient to meet the needs of participants and meet the objectives of the program. The extramural activities were a direct outgrowth of intramurals and were not frequent in many programs. One school indicated that all seventeen of its intramural activities served in an extramural capacity. Two-thirds of the respondents did not take care of the responsibility of analyzing their

programs. Of the schools that met this criterion, less than half presented the report to administrative officials.

Indoor and outdoor facilities were adequate at many schools with respect to quantity and quality. This was true for quality of equipment. However, approximately one-third of the schools stated their equipment was not adequate quantitatively. Nearly all schools had no lights on their outdoor facilities because there was no need or they were too expensive. All facilities provided for faculty use were accessible for all potential users and were used to maximum for free play throughout the day. The majority of schools were weak in permitting personnel to participate on planning for construction committees, especially participants and maintenance personnel.

Campus-wide recreation had not been incorporated into the programs of most schools. Less than one-third of the schools reported the existance of such a committee; and, those that did were weak in providing social, outing, and creative activities.

Stone[16] mailed questionnaires to the Intramural Directors of sixty-five colleges and universities accredited by the Southern Association of Colleges and schools. Out of the sixty-five questionnaires sent, fifty-five, or eighty-five percent (85%), were returned.

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[16]Gus Elvy Stone Jr., "A Survey of Intramural Programs in Selected Colleges and Universities Accredited by the Southern Association of Colleges and Schools," (unpublished Master's thesis, Tennessee Technological University, 1969).

A majority of schools had only part-time intramural directors, with the junior and senior students being used as administrators more widely than freshman and sophomores. The most popular unit of competition was the independent unit plus inter-dormitory units, social fraternities, faculty units, and sports clubs. Professional sororities, boarding clubs, gymnastic class units, and social clubs were not quite as popular.

Basketball was the most popular activity for men along with volleyball, football, and softball. Team activities were more popular than individual and dual activities, which included badminton, track and field, tennis, table tennis, bowling, and golf. Women mostly enjoyed the team activities of slow pitch softball, volleyball, and basketball, as well as the individual and dual activities of tennis, table tennis, bowling, badminton, and swimming. Co-recreational favorites were volleyball and badminton. The round robin for team activities and single elimination for individual and dual activities were the most popular types of tournaments.

Most of the schools surveyed were financed by the Physical Education budget or student activity fees. However, school general funds, state budget, student clubs, and entrance fees were other methods of financing the intramural programs. Only three schools had a separate intramural sports budget.

The conclusions of the study were: 1) most of the colleges and universities had an intramural director; 2) most schools relied heavily

on students as administrators; 3) the male students were offered most of the activities; 4) the round-robin tournament was the most popular; 5) team activities were slightly more popular than individual and dual activities; 6) the physical education budget or student activity fees financed most of the intramural programs of this study; and 7) more than half of the schools surveyed had an annual budget of less than $3,000.00.

A study by Rogers[17] attempted to determine the status of intramural programs in junior and senior church colleges in Texas through the use of questionnaires divided into ten areas. These were devised by Teague and mailed to each of the schools. Sixteen junior and twenty-eight senior church schools were sent questionnaires of which fourteen, or eighty-seven percent (87%), junior and twenty-five, or eighty-nine percent (89%), senior colleges completed and returned the questionnaire. Out of the fourteen junior colleges, four, or twenty-eight and one-half percent (28.5%), stated they had no program; and, of the twenty-five senior colleges, seven, or twenty-eight percent (28%), indicated they had no program.

Philosophy and Objectives. The majority of church senior schools realized the importance of this area in written form, but most junior colleges did not have written statements. However, the junior

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[17]Larry Delmer Rogers, "An Evaluation of Men's Intramural Programs in Junior and Senior Church Colleges in Texas, (unpublished Master's thesis, Texas Technological College, 1968).

colleges adequately conveyed the philosophy and objectives to all participants whereas the senior colleges did not.

Organization. The majority of senior colleges encouraged and obtained participation from students in program organization, planning and supervision. Standardization of rules was not accepted by the majority because most of the rule changes were made as safety factors. There was a high degree of interaction between students and faculty in making important decisions concerning the programs. However, adapted programs for the physically handicapped were not included in most schools. Junior colleges were weak in student participation in supervising and administering the program and providing a program for the physically handicapped.

Administration. Since most schools had a central figure to control administrative policies, they were strong in this field. A majority of schools realized the importance and made some attempt to guide and counsel the participants and were especially strong in providing transportation for extramural activities. Weaknesses were noted in orienting students in regard to purposes, policies, and opportunities by junior colleges.

Intramural staff. Most staffs were adequate, but the crediting of the work load was noticeably weak in both types of colleges.

Finances. The area of financing in senior colleges was much stronger than in junior colleges.

Medical. All schools were weak, especially in requiring annual examinations but the junior colleges exceeded the senior colleges.

Officials. Many schools seemed to be adequate in obtaining and training their officials.

Program of activities. Both types of colleges were strong in integrating sports with other campus recreational activities, but the senior colleges had a greater number of offered activities. The senior colleges were adequate in fulfilling the needs of students and both groups had sufficient extramural programs.

Facilities and equipment. The senior colleges were stronger with respect to quality rather than with respect to quantity. The faculty in senior colleges were provided facilities and equipment, which seemed to be their strongest point. Their weakest point was the lack of control of facilities and equipment by the Intramural Department. The majority of junior colleges were strong in the amount of facilities and equipment but weak in provision of this area for faculty use.

Campus-wide recreation. Both types of colleges seemed to be adequate and had organizations set up to coordinate campus-wide recrea-

tion and Intramural Programs. To head up the program, Intramural Directors were used. Also, the majority of the schools were strong in the area of providing co-recreational activities.

Summary

In summary, nearly all of the schools that had been reviewed in the review of literature had an Intramural Program of some type. The program was, in most cases, under the Physical Education Department's administration and under an Intramural Director's guidance. The financial status of the programs seemed to be inadequate for their needs. To meet the students' needs, Intramurals used the activities the students liked and desired. The units of competition varied from school to school but were provided by means of competitive spirit. Other areas of wide diversification were the use of officials, the use of medical standards, the use of rules and regulations, the use of facilities, and the use of students as administrators. For the most part, however, all the programs provided healthful physical activity for those who desired it.

Chapter 3

ANALYSIS OF DATA

The purpose of this study was to evaluate the intramural programs for men in the six schools of the Big Sky Athletic Conference. The basic parts of the evaluation were: 1) philosophy and objectives, 2) organization, 3) administration, 4) intramural staff, 5) finances, 6) awards, 7) medical, 8) officials, 9) program of activities, 10) facilities and equipment, 11) publicity, 12) campus-wide recreation, and 13) point systems.

The six schools of the Big Sky Athletic Conference were visited by the investigator and their Intramural Directors were interviewed. A check list of the above mentioned parts of the evaluation was devised and their responses are presented in this chapter. All six schools were actively engaged in some type of intramural program to fit the needs of their respective students.

Philosophy and objectives. All of the schools stated that the educational philosophy and/or objectives were formulated in writing. Each school also provided the interviewer this data in the same form that is received by their students. Although the philosophies of each school were stated differently, they basically provided opportunities for the students to engage in healthful physical activities. The ob-

jectives incorporated in most of the programs were:

1. To offer activities to meet the needs of the students of the university or college;

2. To aid in the development of physical, mental, emotional, and social fitness;

3. To provide skill, interest, and fairness in worthy use of leisure time; and

4. To encourage maximum participation through cooperative and competitive group spirit.

Table I shows to whom the philosophy and/or objectives were conveyed.

TABLE I

MEANS BY WHICH THE PHILOSOPHY AND/OR OBJECTIVES WAS CONVEYED BY EACH SCHOOL

SCHOOL	A	B	C	D	E	F
All students	X	X	X	X		X
Students who participate	X	X			X	
All faculty	X	X	X			X
Faculty who participate		X			X	
Administration			X	X		

The philosophy and/or objectives were best conveyed by the campus radio station and by the student handbook at School A. The intramural handbook and the school yearbook were used to the best

advantage by School B. School C used the school paper, the local newspaper, the school yearbook, and the local radio station to convey the program's philosophy and/or objectives. Schools D and E used their Intramural handbooks. However, School D enabled its manager to change these policies from year to year to relay them to the necessary media. Finally, School F conveyed these facts through their Intramural handbook, through their school paper at the first of the year, and through their school catalog.

Organization. Every school had indicated their Intramural sports program operated under the Department of Physical Education except School A, whose program operated under the Department of Intercollegiate Athletics. The Intramural Program was controlled by the Intramural Director at all the schools; and at School A, the Director of Athletics had some control and at School B, the Head of the Physical Education Department had some management assessments. Schools A, C, and D also stated that some undergraduate students were given authority to help regulate some of the policies of the program. In a way, however, the whole student body of each respective school manipulated the program because they had a say in the assessment of the total intramural budget, as well as other leadership roles. This data is presented in Table II.

TABLE II

STUDENT LEADERSHIP OF INTRAMURAL PROGRAMS OF ALL SCHOOLS

SCHOOL	A	B	C	D	E	F
Planning	X	X	X	X	X	X
Organization	X	X	X	X	X	X
Supervision		X	X	X	X	X
Administration		X	X	X		X

Also, Schools C, D, and E each provided an Intramural Sports Board that enabled students, selected from each organization, to vote on leadership matters important to the welfare of the program.

Table III indicates the different types of units of competition represented in all the schools.

TABLE III

TYPES OF UNITS OF COMPETITION REPRESENTED IN THE SCHOOLS OF THE BIG SKY ATHLETIC CONFERENCE

SCHOOL	A	B	C	D	E	F
Fraternities		X	X	X	X	X
Dormitories	X		X	X	X	X
Professional Clubs						X
Church Groups						X

TABLE III (continued)

SCHOOL	A	B	C	D	E	F
Independents	X	X		X	X	X
Military (ROTC)	X			X		
Classes	X					
Sports Clubs	X					
Town-men Association			X			

Most schools did not permit students to transfer from one unit or organization to another during the season of the sport. Schools C and E were the only ones who did permit this. Every school played their sports under standardized rules, but some activities had written modified rules to fit the institution's needs. These sports included: basketball, football, track and field, softball, volleyball, tennis, soccer, horseshoes, badminton, and billiards. Only Schools A and B made a concerted effort to equate the abilities of its participants when they organized competition, while School F equated its leagues with pre-season tournaments.

Varsity athletes were not allowed to participate in the Intramural sport in which they lettered at all schools. School E did let a student engage in the activity he lettered in only after a one-year layout. Most schools also stated that a boy who was capable of playing a certain sport or was under coaching in a sport was not able to com-

TABLE IV

THE TYPE OF TOURNAMENT USED FOR EACH SPORT IN ALL SCHOOLS

SCHOOL	A	B	C	D	E	F
Archery		SE			M	
Badminton	DE,RR	DE			SE	
Basketball	DE,RR	RR		SE,DE,RR	SE,RR	SE,RR
Billiards		DE	SE		DE	SE,RR
Bowling		SE	RR	RR	RR	RR
Cross Country			M	M		M
Flag Football	RR					
Golf		SE	M	M	M	RR
Gymnastics						M
Handball		DE	SE	RR,SE		SE,RR
Horseshoes			SE		DE	RR
Mushball	DE,RR					
Paddleball		L	SE			
Skiing			M	M	M	M
Soccer		RR			SE,RR	
Softball	DE,RR	RR	RR	RR	SE,RR	RR
Swimming		M	M	M	M	M
Table Tennis	SE,DE	DE	SE		DE	SE
Tennis		SE	SE	SE	SE	SE
Touch Football		RR	RR	RR	SE,RR	RR
Track and Field		M	M	M	M	M
3-Man Basketball					SE,RR	
Volleyball	DE,RR	RR	RR	RR	SE,RR	RR
Weight Lifting			M			
Wrestling		BW	SE	SE	SE	SE

SE - single elimination

DE - double elimination

RR - round robin

M - meet

L - ladder

BW - bagnal wild

pete intramurally in that activity. On the other hand, all schools indicated that junior college transfer athletes could participate in the sport they had lettered. School D thought they should not be allowed to take part in the sport in which they had lettered but there was no way to police this.

Table IV reveals the types of tournaments used in each sport in each school.

The duties of the Student Faculty Intramural Council or Committe are presented in Table V.

TABLE V

THE STUDENT FACULTY INTRAMURAL COUNCIL OR COMMITTEE DETERMINED THESE POLICIES AND REGULATIONS IN THE SCHOOLS OF THE BIG SKY ATHLETIC CONFERENCE

SCHOOL	A	B	C	D	E	F
Eligibility		X	X	X		X
Protests		X	X			X
Program of Activities		X	X	X		
Awards		X	X	X		
Units of Competition		X	X			

Only Schools B and E provided opportunities for participation by individuals or groups who were physically handicapped. School B gave trophies in swimming and volleyball to these people for partici-

pation. The schools of C and D do not bar these individuals from playing but there is no specific provision for them taking part. Also, School E provides pool and horseshoes for the handicapped.

Administration. The actual supervision of the Intramural activities was conducted by the Director of Intramurals at all schools. Five student Intramural Directors were also used at School A, as well as work-study students being used by Schools E and F. Provision was made for guidance and counseling of those participating in the Intramural program in all schools except A and E. However, every school intramural advisor would listen to someone if they needed help.

Transportation was necessary for skiing and golf at Schools B, D, and F and for skiing at School C. The other two schools needed no transportation. Of those four schools that used transportation, no institution provided the cost or required bonded drivers and/or bonded public carriers. The extramural activity of volleyball by School B and football by D and E required some type of transportation furnished, usually by the participants. Therefore, only Schools D and E shared the cost of transportation with the Intramural party but no bonded drivers and/or bonded public carriers were mandatory. Table VI illustrates how the Intramural program provides for orientation of each student with regard to its purposes, policies, and opportunities.

TABLE VI

THE ORIENTATION OF EACH STUDENT WITH REGARD TO THE VARIED INTRAMURAL PROGRAMS PURPOSES, POLICIES, AND OPPORTUNITIES

SCHOOL	A	B	C	D	E	F
Orientation Week Program	X	X		X		X
Handbook	X	X		X	X	X
Managers Handbook			X			
School Publication	X	X	X	X	X	
Bulletin Boards	X	X	X	X	X	
Personal Letters				X		
Campus Radio	X					

Intramural Staff. The administrators of the Intramural programs of all schools but School A have had preparation courses in the organization of Intramural sports. Besides this course, School C's Director has also had Intramural Programming and an Officiating course, School E's administrator has had Administration of Athletic Sports. A Master's thesis on Junior High School Intramurals was also included as preparatory work by School F's Director. As shown in Table VII, the required qualifications of the director of Intramurals ranges from a bachelor's degree to a master's degree, although all the directors have a M.A. degree except School A's Director.

TABLE VII

REQUIRED QUALIFICATIONS OF THE INTRAMURAL DIRECTOR OF EACH SCHOOL

SCHOOL	A	B	C	D	E	F
B.A.	X	X		X		X
M.A.			X		X	

There were periodical conferences and meetings of the Intramural staff in all schools. However, Table VIII indicates the frequency in which these meetings occur at each of the six schools.

TABLE VIII

THE FREQUENCY OF MEETINGS OF THE INTRAMURAL STAFF AT EACH SCHOOL

SCHOOL	A	B	C	D	E	F
Once per week				X		X
Once per month	X					
Twice per month			X			
Whenever necessary			X		X	
First Tuesday of each month		X				

Table IX shows the percentage of the total work load devoted to Intramurals by the staffs of their respective school.

TABLE IX

THE PERCENTAGE OF THE TOTAL WORK LOAD DEVOTED TO INTRAMURALS BY THE INTRAMURAL STAFF

SCHOOL	A	B	C	D	E	F
Intramural Director	33-1/3	30	50	50	50	40
Assistant Director	0	0	0	100	0	25
Secretary	33-1/3	37.5	30	12.5	0	25
Work-study Students	100	0	0	0	75	0

The Director of School A supervised the athletic complex and coached basketball and golf, the administrator of School B coached swimming, the supervisor of School D coached baseball, and School F's Director taught evening classes and supervised student teachers. Along with these duties, each school's Intramural Director taught some type of physical education, health, or recreation class. Table X denotes the number of assistants employed, excluding game officials in each school's Intramural program.

TABLE X

THE NUMBER OF ASSISTANTS USED IN EACH INTRAMURAL PROGRAM

SCHOOL	A	B	C	D	E	F
Undergraduate	5	3	2	1	5	1
Graduate	0	0	0	1	0	0

At School B, the three undergraduate assistants were considered work-study students and they were paid from the Intramural budget.

Class instruction, administrative duties, and departmental assignments were not accredited to the Intramural staff's total work load at all schools but A and E. Tenure, retirement, academic rank, and salary were identical for Intramural staff members and other staff members, except in Schools A and B. School A's staff members are not identical in tenure and academic rank, while School B's is not identical in any of the above mentioned areas.

Finances. The total expenditures for the Intramural program of each institution for the academic year of 1968-69 are revealed in Table XI.

TABLE XI

THE TOTAL INTRAMURAL BUDGET OF EACH SCHOOL DURING THE ACADEMIC YEAR 1968-69

A	B	C	D	E	F
$5580	$3008	$12,000	$4100	$5500	$ 835

To a great extent, the finances of the Intramural program were controlled by the associated students of the respective schools. However, the Physical Education Department's budget contributed the finances for School B's and C's program. When raising money for the Intramural sports, all schools except B and D used student activity fees.

Awards. Before awards were covered, it was pointed out that School A had no awards system, whatever. The other schools, however, seemed to have a varied system of awards as shown by Table XII in the percentage of the total budget spent for awards.

TABLE XII

PERCENTAGE OF TOTAL BUDGET SPENT FOR AWARDS

A	B	C	D	E	F
0%	10%	3%	20%	1%	75%

Awards were presented to all-school team champions in all Intramural programs. Table XIII displays the types of awards given to these all-school team champions.

TABLE XIII

THE TYPE OF ALL-SCHOOL TEAM CHAMPION AWARDS

SCHOOL	A	B	C	D	E	F
Trophy (team)		X	X	X	X	X
Individual trophies for each member		X		X	X	X
Major point trophy				X		

Individual champions were given trophies in all Intramural programs but School C. Trophies were also presented to more than just all-school champions in the majority of school except C and E. Dresser caddies

were awarded to Intramural managers at School F and jackets were given to managers at School B. These were the only programs to establish such a practice. School F was the sole program to reward the best Intramural manager and the athlete of the year. The award was a dresser caddy.

The average cost for each award is presented in Table XIV. The awards were the same type of trophies in all cases.

TABLE XIV

THE AVERAGE COST PER AWARD IN THE VARIOUS PROGRAMS

SCHOOL	A	B	C	D	E	F
Individual		$3	None	$4	$.75	$1.60
Major Sports		$3	$24	$4	$5-7	$8
Minor Sports		$3	$18	$4	$5-7	$6

These awards were presented at various times to both individual and team champions as shown in Table XV.

TABLE XV

THE TIME AWARDS WERE PRESENTED TO INDIVIDUAL AND TEAM CHAMPIONS AT THE VARIOUS SCHOOLS

SCHOOL	A	B	C	D	E	F
Immediately following contest		X		X		X
Year-end sports banquet				X	X	
Just presented			X			

Photographs of these individual and team champions were taken within every department. Schools D and F did not limit the number of awards presented to Intramural champions while the other schools did limit the number. When players had the privilege of ordering awards, the Intramural Directors of B, D, and E were more than willing to cooperate in obtaining these recognitions.

Medical. The Intramural programs did not require a medical examination. However, when one entered as a freshman or transfer student, they had to take a medical examination specified by that institution. Before participating in strenuous sports, a medical examination was required in wrestling only at School B. It is also mandatory for the student to have medical insurance protection before participation only at School B.

Medical assistance was supplied for every Intramural participant by the institutions. Through this means, the specific assistance is indicated by Table XVI.

TABLE XVI

THE AREAS WHICH MEDICAL ASSISTANCE WAS PROVIDED FOR INTRAMURAL PARTICIPANTS

SCHOOL	A	B	C	D	E	F
Institutional Health Service	X	X	X	X	X	X
Institutional Insurance						X

Safety and health standards observed for each activity offered were not prescribed by School D. Instead of using a specific plan and form for reporting Intramural accidents, Schools D and F used their health centers. A staff trainer was not available during Intramural activities anywhere, but School C had a part-time trainer. At School B, a student trainer was convenient, however, not always there.

Officials. Every official was given some type of pre-contest training. Table XVII illustrates the manner which officials are trained and certified.

TABLE XVII

THE METHODS OF TRAINING AND CERTIFYING OFFICIALS

SCHOOL	A	B	C	D	E	F
Training Clinic	X	X	X	X	X	X
Pass Written Test					X	X
Demonstrate Ability						X
Officials Club						X
Officiating Class			X			X

Every institution provided striped official's shirts plus whistles. A deviation was noted at School A, since they had colored officials shirts and supplied no whistles.

There seemed to be a variance as to whether officials were voluntary. This information is found in Table XVIII.

TABLE XVIII

THE VARIANCE OF SCHOOLS HAVING VOLUNTARY OFFICIALS

A	B	C	D	E	F
No	Yes	No	No	Yes	No

School A had students on work study or athletic aid who had to officiate while School D made it mandatory for fraternities to supply the needed officials. To be rated by teams and members of the staff, only School E had official rating forms. However, student Intramural Directors of School A did some rating as did a rating committee at School F. No officials rated teams after officiating the game but the officials of School A did have a consultation with the student Intramural Directors.

Officials were paid by all institutions except F. As shown in Table XIX, the rate of pay for officials is presented.

TABLE XIX

THE PAY SCALE OF INTRAMURAL OFFICIALS

SCHOOL	A	B	C	D	E	F
Per contest		$1.50	$1.50	$1	$2	
Per hour	$1.45					

Athletic scholarship workers were used by School A to fulfill officiating assignments for all sports. The sports of touch football, basket-

ball, softball, volleyball, and wrestling each received the regular pay at School B by each official. School C utilized four referees per game for these following sports: touch football, basketball, softball, track and field, wrestling, swimming, cross country, skiing, weight lifting, and volleyball (only two officials). Touch football, basketball, and softball were the only activities paid a full $1.00 salary at School D. Two dollars per game plus $3.00 for a tournament contest were paid at School E in the sports of touch football, basketball, and softball. Volleyball referees were paid $2.00 for a regular and tournament game while wrestling officials were given a salary of $.50 per match. Officials were used at School F, but they were work study students paid $1.40 per hour.

Program of Activities. All Intramural activities were integrated with other college agencies and services concerned with campus recreation, if necessary. The student interests were the main concern of each school. An opportunity and encouragement was granted to all faculty members to participate in Intramural activities except at School C. In the programs, only Schools C and E did not play some sort of all-star game.

To indicate best the activity taught in physical education classes, the Intramural activity, the scheduled time of the activity, the quarter or semester of activity, and activity's total number of participants were tabulated. Each school was designated in these areas

in a separate table. (See Tables XX, XXI, XXII, XXIII, XXIV, and XXV) Following are the definitions of the columnar headings for the Tables just listed.

PE - activity taught in physical education class

IM - intramural activity

ST - scheduled time of intramural activity

QR - quarter or semester of intramural activity

#P - number of participants in intramural activity

Tables XXVI and XXVII refer to the activities that were offered in singles and doubles, respectively.

TABLE XXVI

THE ACTIVITIES OFFERED AS SINGLES

SCHOOL	A	B	C	D	E	F
Badminton	X	X			X	
Billiards			X		X	X
Bowling						X
Golf		X	X	X		
Handball		X		X		X
Horseshoes			X		X	X
Paddleball		X				
Table Tennis	X	X	X		X	X
Tennis		X	X	X	X	X

TABLE XX

SCHOOL A'S PROGRAM OF ACTIVITIES

ACTIVITY	PE	IM	ST	QR	#P
Badminton	X	X	Early evening	First	88
Baseball	X				
Basketball	X	X	Early evening	Frist	540
Bowling		X	Night	First	84
Dancing	X				
Football	X	X	Weekends	First	336
Golf	X				
Mushball		X	4:00 until dark	Second	516
Softball	X	X	4:00 until dark	Second	324
Swimming	X	X	Night	Second	92
Table Tennis	X	X	Student convenience	First	112
Tennis	X	X	Afternoons	Second	80
Track and Field	X	X	Weekends	Second	16
Volleyball	X	X	Early evening	First	60
Weightlifting	X	X	Weekends	Second	54
Wrestling	X				
Total number of participants					2302

TABLE XXI

SCHOOL B'S PROGRAM OF ACTIVITIES

ACTIVITY	PE	IM	ST	QR	#P
Archery	X				
Badminton	X	X	Noon	Fall	16
Baseball	X				
Basketball	X	X	8:00 - 10:00	F W	426
Billiards		X	Anytime	Fall	32
Bowling	X	X	Anytime	F W S	200
Canoeing	X				
Casting	X				
Cross Country	X				
Dancing	X				
Field Hockey	X				
Fencing	X				
Football	X	X	Afternoons	Fall	346
Golf	X	X	Weekends	Spring	35
Gymnastics	X				
Handball	X	X	Anytime	W S	31
Outing	X				
Paddleball	X	X	Anytime	W S	26
Rifle Shooting	X				
Shuffleboard	X				
Soccer	X				
Softball	X	X	Afternoons	Spring	353
Swimming	X	X	Night	Winter	185
Table Tennis	X	X	Night	Fall	31
Tennis	X	X	Afternoons	Spring	16
Track and Field	X	X	Afternoons	Spring	305
Trampoline	X				
Volleyball	X	X	Night	W S	297
Wrestling	X	X	Afternoon and night	Spring	50
Total number of participants					2349

TABLE XXII

SCHOOL C'S PROGRAM OF ACTIVITIES

ACTIVITY	PE	IM	ST	QR	#P
Archery	X				
Badminton	X				
Baseball	X				
Basketball	X	X	4:00 - 11:00	Both	1459
Billiards		X	7:00 - 9:30	Both	85
Bowling	X	X	7:00 - 9:30	Both	261
Boating	X				
Cross Country		X	Saturday	First	355
Dancing					
Field Hockey	X				
Fencing	X				
Football	X	X	4:00 - 5:30	First	1040
Golf	X	X	Saturday	First	107
Gymnastics	X				
Handball	X	X	Night	Both	120
Horseshoes		X	4:00 - 5:30	Second	46
Paddleball	X	X	4:00 - 5:30	Second	111
Skiing		X	Saturday	Second	56
Soccer	X				
Softball	X	X	4-5:30; 6:30-8:00	Second	719
Squash	X				
Swimming	X	X	7:00 - 9:30	First	189
Table Tennis	X	X	4:00 - 9:30	Second	124
Tennis	X	X	4:00 - 5:30	First	77
Track and Field	X	X	Saturday	Second	265
Trampoline	X				
Volleyball	X	X	7:00 - 9:30	First	620
Weightlifting	X	X	7:00 - 10:00	Second	91
Wrestling	X	X	7:00 - 10:00	First	156
Total number of participants					5881

TABLE XXIII

SCHOOL D'S PROGRAM OF ACTIVITIES

ACTIVITY	PE	IM	ST	QR	#P
Archery	X				
Badminton	X				
Baseball	X				
Basketball	X	X	Night	Winter	1800
Bowling	X	X	Night	Winter	44
Cross Country		X	Saturday	Fall	150
Dancing	X				
Fencing	X				
Football	X	X	5:00 - 6:30	Fall	1000
Golf	X	X	Saturday	F S	75
Gymnastics	X				
Handball	X	X	Night	W S	50
Rifle Shooting	X				
Soccer	X				
Softball	X	X	5:00 - 6:30	Spring	350
Swimming	X	X	Night	Spring	125
Tennis	X	X	Day	F S	100
Track and Field	X	X	Saturday	Spring	100
Trampoline	X				
Volleyball	X	X	Night	Fall	250
Weightlifting	X				
Wrestling	X	X	Night	Spring	150
Total number of participants					4194

TABLE XXIV

SCHOOL E'S PROGRAM OF ACTIVITIES

ACTIVITY	PE	IM	ST	QR	#P
Archery	X	X	Afternoon	Fall	19
Badminton	X				
Basketball	X	X	Afternoon, night, weekend	Winter	946
Billiards	X	X	Weekend	Winter	82
Bowling	X	X	Saturday	Winter	130
Dancing	X				
Fencing	X				
Football	X	X	Afternoon, Saturday	Fall	606
Golf	X	X	Saturday	Spring	116
Gymnastics	X				
Horseshoes		X	Saturday	Spring	101
Skiing	X	X	Saturday	Winter	60
Soccer	X	X	Afternoon	F S	243
Softball	X	X	Afternoon	Spring	798
Swimming	X	X	Afternoon	Fall	51
Table Tennis	X	X	Weekend	Spring	102
Tennis	X	X	Saturday	Spring	130
Track and Field		X	Afternoon	Spring	257
Volleyball	X	X	Afternoon, night	Fall	260
Wrestling	X	X	Saturday	Winter	167
Total number of participants					4068

TABLE XXV

SCHOOL F'S PROGRAM OF ACTIVITIES

ACTIVITY	PE	IM	ST	QR	#P
Archery	X				
Badminton	X				
Basketball	X	X	Night (6-9), Noon	Winter	320
Billiards		X	Anytime	Winter	64
Bowling	X	X	3:00 on	Winter	80
Cross Country		X	Saturday	Fall	49
Dancing	X				
Football	X	X	Night (6-9), Noon	Fall	423
Golf	X	X	3:00 on	Spring	58
Gymnastics	X	X	Night	Winter	46
Handball	X	X	Anytime	Winter	127
Horseshoes		X	Night	Spring	70
Outing	X				
Skiing		X	Weekend	Winter	85
Soccer	X				
Softball		X	Night (6-9), Noon	Spring	288
Swimming	X	X	Night	Spring	96
Table Tennis		X	Night	Winter	72
Tennis	X	X	Afternoon	Fall	92
Track and Field	X	X	Afternoon	Spring	292
Trampoline	X				
Volleyball	X	X	Night (6-9), Noon	Winter	128
Weightlifting	X				
Wrestling	X	X	Night	Winter	99
Total number of participants					2389

TABLE XXVII

THE ACTIVITIES OFFERED AS DOUBLES

SCHOOL	A	B	C	D	E	F
Badminton	X	X			X	
Billiards						X
Bowling						X
Handball		X	X			X
Horseshoes					X	X
Paddleball		X	X			
Table Tennis	X		X		X	X
Tennis		X		X	X	X

Most schools did not provide many extramural activities. However, Schools B, D, and E had some incorporated with their Intramural programs. Basketball was extramural at School B, School D used football and basketball and football was frequently played extramural activity at School E. Some type of program analysis was employed by every Intramural program. This report was presented to the university officials so the program could have some consideration to be strengthened.

Facilities and Equipment. After the programs of each university and college were visited, the facilities of Schools C, D, and E seemed inadequate with respect to quality. In regard to the quantity of facilities, only institution C was lacking in an adequate amount of

playing areas. The facilities at each school were controlled in different ways. See Table XXVIII for a summary of this data.

TABLE XXVIII

THE DEPARTMENTS THAT CONTROLLED THE FACILITIES USED BY INTRAMURALS

SCHOOL	A	B	C	D	E	F
Intramural Department	X			X		
Physical Education Department		X	X	X	X	X
Athletic Department		X			X	
Student Union					X	

When Intramural sports were scheduled at School C, all other activities including athletics had to wait for their time period. The facilities were not adequate to provide for faculty use except at Schools B, D, and E. All potential campus users had readily accessible facilities excluding those at D and E. However, Schools B and C were the only ones to share the facilities with off-campus groups. The off-campus students at School C were able to have free play on Saturday and Sunday but the community people were not given too much opportunity to use the facilities.

Maximum use of existing facilities was made within all schools but E. These facilities were supplemented at all schools except A and B by off-campus facilities. The sole institution to provide for

lighted outdoor Intramural activities was School C and these were employed for tennis. In all schools, facilities were available for free play throughout the day. Specific planned time was not prepared in advance for student use. Students had to find time when no activities were in process.

Those persons included in the planning for future construction and care of facilities are shown in Table XXIX.

TABLE XXIX

PERSONS INCLUDED IN THE PLANNING FOR FUTURE CONSTRUCTION AND CARE OF FACILITIES AT EACH INSTITUTION

SCHOOL	A	B	C	D	E	F
Participants	X	X	X			
Administrators	X		X	X	X	X
Maintenance Personnel		X			X	X
Director of Intramurals	X	X		X		X
Director of Physical Education			X		X	X
Students				X		
Athletic Director			X			
Coaches			X			
Athletics					X	

Compared with the rest of the schools of the Big Sky Athletic Conference, only institutions B and E did not expect the future plans for

facilities to be adequate for increased enrollment.

The quantity and quality of the equipment for Intramural use were adequate at all schools except B and E. School F did not have a separate storage space for Intramural equipment while all the other programs did. Each Intramural sports program had its own check out system for equipment.

Publicity. Those schools that print a yearly Intramural handbook for the students' information, provided a copy for the evaluator. However, three schools did not publish handbooks. They were A, C, and D. In promoting the Intramural program besides using the handbook, the following media were used as indicated in Table XXX.

TABLE XXX

THE MEDIA USED IN PROMOTING THE INTRAMURAL PROGRAM

SCHOOL	A	B	C	D	E	F
Public newspapers		X		X		
School newspapers	X	X	X	X	X	X
Local radio station	X	X	X	X	X	
Play days		X				
Bulletin boards	X	X	X	X	X	X
Manager's Manual			X	X		X
Section in yearbook	X	X	X	X	X	X
Advertisements					X	

Each school described a most effective way in promoting their program. Bulletin boards were used extensively by School A to upgrade their program. School B's Intramural Director thought that administration and leadership were the best ways to improve its Intramural sports. The most operative means to advance their activities seemed to be through managers, through the student newspaper, and through the local radio station. The most effective means of promoting School D's sports were by meetings and personal correspondence. At School E, bulletin boards and the school newspaper were used extensively to build up its Intramural program. To promote School F's Intramural sports, bulletin boards were very beneficial.

Campus-wide Recreation. No campus-wide planning and coordination of recreation activities was effected through some type of Campus Recreation Coordinating Committee at School A. It must be cleared through the Intramural office. The Intramural Director was considered as the one-man committee. The campus-wide recreation program at this institution includes: the social activities of dancing, campus days, carnivals, and orientation; intramural sports; and outing activities of picnics, keggars, and boating trips.

Schools B, C, D, and E did not have very active Campus Recreation Coordinating Committees. However, each school did provide some campus-wide activities. Two recreation people from the student union at School B organized social, intramural, outing, and creative activi-

ties for the students. Social and creative activities were established at School C, while only free recreational activities were provided at School E.

The most elaborate campus-recreation program seemed to exist at School F. The student union director headed the Campus Recreation Coordinating Committee, but the Intramural Director had periodical conferences with him to discuss the program. Represented on this committee were students and faculty, while the Dean's Office and the student union personnel were the administrative representatives. Social, intramural sports, outing, and creative activities were included in their campus-wide recreation plans.

Table XXXI illustrates whether each program gave equal consideration to men and women in areas of campus-wide recreational administration.

TABLE XXXI

AREAS OF CAMPUS-WIDE RECREATIONAL ADMINISTRATION GIVEN EQUAL CONSIDERATION TO BOTH MEN AND WOMEN

SCHOOL	A	B	C	D	E	F
Policy	X	X				X
Budget	X					X
Use of Facilities	X		X	X		X
Equipment	X		X			X
Scheduling of Activities	X			X		X

The men at School A get more use out of the recreation facilities than the women, but they did not take advantage of this privilege. All campus-wide recreational programs except C had provisions for co-recreational activities. Selection of these activities was made with joint approval of all departments of physical education for men and women.

The co-recreational activities at each institution are presented in Table XXXII.

TABLE XXXII

THE CO-RECREATIONAL ACTIVITIES PROVIDED IN EACH INTRAMURAL PROGRAM

SCHOOL	A	B	C	D	E	F
Archery					X	
Badminton	X	X				
Bowling			X		X	X
Golf			X		X	
Mushball	X					
Skiing					X	X
Softball			X			
Swimming		X				
Tennis		X				
Track and Field		X				
Volleyball			X		X	X

Point System. Every school but A used some type of point system. Each Intramural program's point system, then, was separated to clarify its specific details.

At School B, entry points were submitted to a maximum of ten points for dual activities, to a maximum of five points for individual activities, and to a maximum of twenty points per organization for submitting an entry for the team sports. The finishing place points for team sports were: first place - 150 points; second place - 120 points; third place - 90 points; and fourth place - 60 points. The individual and dual sports finishing points were: first place - 20 points; second place - 15 points; third place - 10 points; and fourth place - five points. Each member of the committee who attended a regular or special meeting received ten points for his organization, residence, unit, or team. Loss of points were given when:

1. An individual who defaulted lost twice the number of his entry points for that sport for each default.

2. A team which defaulted forfeited one-half its entry points for that sport for each default.

3. A member of the committee who lodged a protest which was not upheld forfeited 25 of his team's points.

The units of competition at School C were all considered in the distribution of points. If the sport were a major one, the point distribution ranged from 200 to 40 points and were divided among the num-

ber of groups in each division according to their standing within that group. This was also true in all the minor sports but the points ranged from 100 to 40 points. Swimming and Track and Field placement points were distributed among all participating organizations.

The student managers and Intramural board made the necessary changes at School D concerning the point system. Twenty points were given for all major sports and ten points were awarded every minor sport champion. As the group ranked in the standings, they were presented the total number of points down to zero points. However, the point system was used only with fraternities since their competitive spirit was much more enthusiastic.

The activities sponsored by E's Intramural program were awarded points as follows:

1. Winners of touch football, basketball, and softball were awarded 500 points for first place and 20 points less for each succeeding place.

2. Winners of bowling, swimming, volleyball, track and field, and tennis were given 300 points for first place and ten points less for each following place.

3. Winners of horseshoes, skiing, golf, pool, and table tennis were presented 200 points for first place and five points less for each next place.

Teams who forfeited any contest had points for each forfeiture deducted

from their total score at the completion of league play. Also at this school, equal consideration was not given to all units of competition in regard to the point system.

Team points were awarded at School F from a computation of the total points from all events. There was an all-around champion but points were divided among all competing organizations. Also, there were individual points awarded to provide an all-around individual point champion. This distribution was as follows:

1. Two points for every game participated in
2. Three points for every individual in a team activity
3. The individual received five points for the participation in cross country, wrestling, track and field, and swimming.

To break down the point distribution for each sport, its participation points and its five-place point totals, Table XXXIII was devised to show this.

TABLE XXXIII

THE DISTRIBUTION OF INTRAMURAL SPORTS POINTS IN SCHOOL F

SPORT	Participation Points	1st	2nd	3rd	4th	5th
Basketball	75	150	120	90	60	30
Billiards	40	75	60	45	30	15
Bowling	50	100	80	60	40	20
Cross Country	50	75	60	45	30	15

TABLE XXXIII (continued)

SPORT	Participation Points	1st	2nd	3rd	4th	5th
Football	75	150	120	90	60	30
Golf	50	75	60	45	30	15
Handball - A	30	80	60	40	20	
B	20	60	45	30	15	
C	10	40	30	20	10	
Horseshoes	50	60	45	30	15	5
Skiing	50	75	60	45	30	15
Softball	75	150	120	90	60	30
Swimming	50	100	80	60	40	20
Table Tennis	50	60	45	30	15	5
Tennis	50	75	60	45	30	15
Track and Field	50	150	120	90	60	30
Volleyball	75	150	120	90	60	30
Wrestling	50	100	80	60	40	20

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The problem of this study was to evaluate the men's Intramural programs in the colleges and universities of the Big Sky Athletic Conference. A check list developed by the investigator was used to investigate the policies and procedures at each school. All six schools of the Big Sky Athletic Conference were visited and the items on the check list were scored from the responses given by each respective school's Intramural Director. The check list was organized into the areas of philosophy and objectives, organization, administration, intramural staff, finances, awards, medical, officials, program of activities, facilities and equipment, publicity, campus-wide recreation, and point systems.

The findings were as follows:

1. Philosophy and Objectives. All of the schools stated that the educational philosophy and/or objectives were formulated in writing. The philosophy and/or objectives were conveyed to most of the students but most schools were weak in conveying them to other school personnel. Each school used different methods to relay their respective philosophy and/or objectives. The varied methods used were campus radio station, handbooks, school yearbooks, local newspapers, and

school catalog. Although the philosophies and/or objectives of each school were stated differently, they basically provided opportunities for the students to engage in healthful physical activities.

2. Organization. A majority of schools had indicated their Intramural sports program operated under the Department of Physical Education. The Intramural Director controlled the program at all schools, while two schools were offered assistance from the Director of Athletics and the Head of the Physical Education Department. Students were given leadership roles in varying capacities with respect to planning, organization, supervision and administration in every program. They also were able to manipulate the Intramural budget at each respective school. One-half of the schools provided Intramural Sports Boards. Every school had set rules and regulations governing their entire program. Few schools provided an adaptive Intramural program for the physically handicapped.

3. Administration. The actual supervision of the Intramural activities was conducted by the Director of Intramurals at all schools. Every school's Intramural Director listened to someone if they needed help in a guidance and counseling situation. School publications, handbooks and bulletin boards seemed to be the best means to orient each student with regard to the Intramural programs purposes, policies, and opportunities.

4. Intramural Staff. Most Intramural Directors had preparation courses in the organization and administration of Intramural sports. The required qualifications of the Director of Intramurals ranged from a bachelor's degree to a master's degree, although all the directors had a M.A. degree, except one. There were periodical conferences and meetings of the Intramural staff in all schools. The total work load percentage of each Intramural Director ranged from thirty percent (30%) to fifty percent (50%). Each school's director also had other responsibilities besides Intramurals and teaching physical education, health, or recreation classes. Undergraduate students were used as assistants at all schools. Tenure, retirement, academic rank, and salary were identical for Intramural staff members and other staff members at a majority of institutions.

5. Finances. The Intramural budgets at the six schools of the Big Sky Athletic Conference during the academic year 1968-69 ranged from $835 to $12,000. To a great extent, the finances of the Intramural programs were controlled by the associated students of the respective schools. A majority of schools used student activity fees to raise extra money for their programs.

6. Awards. One school did not provide any awards. The other schools spent from one percent (1%) to seventy-five percent (75%) of their total budget on awards. Awards were presented to all-school

team champions in all Intramural programs except one. Immediately following the contest seemed to be the best time to present the individual and team championship awards. Photographs of these individual and team champions were taken within every department.

7. Medical. The Intramural programs did not require a medical examination. However, when a student entered an institution, he had to take a medical examination specified by that institution. Only one school required a medical examination before participation in a strenuous sport. Medical assistance was supplied for every Intramural participant by the insitutions. This was through the institutional health service at all schools. A staff trainer was not available during Intramural activities anywhere.

8. Officials. Every official was given some type of pre-contest training. This was accomplished best by utilizing the training clinic. Every institution provided striped official's shirts plus whistles. No officials rated teams after officiating the game. Officials were paid by all institutions except one. This pay scale ranged from $1.00 to $2.00 per contest.

9. Program of Activities. If necessary, all Intramural activities were integrated with other college agencies and services concerned with campus recreation. The student interests were the main concern of each school. Basketball, football, softball, volleyball, and

track and field seemed to be the favorite activities in most institutions. Most schools did not provide many extramural activities. Some type of program analysis was employed by every Intramural program. This report was presented to the university officials so the program could have some consideration to be strengthened.

10. Facilities and Equipment. Half of the schools stated that their facilities seemed inadequate with respect to quality. However, a majority of schools felt their facilities were adequate with respect to quantity. The Physical Education Department at most schools controlled the facilities used by Intramurals. Only half of the schools had adequate facilities to provide for faculty use. Maximum use of facilities was made at a majority of schools. Only one institution had any outdoor lighted facilities. In all schools, facilities were available for free play throughout the day. Administrators were the most frequented response in the planning for future construction and care of facilities at each institution. Only two schools thought that their future plans for facilities would not be adequate for their increased enrollment plans.

The quantity and quality of the equipment for Intramural use were adequate at most schools. Many programs had a separate storage space for equipment. Each Intramural sports program had its own check out system for equipment.

11. Publicity. Only three schools published an Intramural handbook. School newspapers and bulletin boards were used effectively at each school to promote the Intramural program. The best means to promote each Intramural program was different at each school. Some of these means were bulletin boards, administration, leadership, managers, student newspaper, local radio station, meetings, and personal correspondence.

12. Campus-wide Recreation. Most schools did not seem to be adequate in the area of campus-wide recreation. Only two schools had any type of program designed in this area. The use of facilities was given the greatest equal consideration by both men and women. A majority of recreational programs had provisions for co-recreational activities. Selection of these activities was made with joint approval of all departments of physical education for men and women. Only one school did not provide some co-recreational activity in its Intramural program.

13. Point System. Every school but one used some type of point system. Each school divided and distributed points according to the needs and philosophy of that specific institution.

Conclusions

On the basis of the analysis of the data gathered and within the limitations of the evaluation, the following conclusions were made:

1. Fraternities were the most widely used units of competition in the majority of programs.

2. Half of the schools had an annual budget of less than $4100.00.

3. Varsity lettermen were not allowed to participate in their respective sports at all institutions.

4. The finances of the Intramural programs were controlled by the associated students of the respective schools.

5. The trophy was the most widely distributed type of an award.

6. Schools did not require medical examinations.

7. Most schools used voluntary officials.

8. Many schools did not use official rating forms.

9. Basketball was the most highly participated in activity.

10. Bulletin boards were the most effective way of promoting the Intramural programs at a majority of schools.

Recommendations

Based on the results and conclusions of this evaluation, the following recommendations are made:

1. Each director should analyze the results of this study and reevaluate his own program.

2. A follow-up study should be done in the near future to see if improvements have been made.

3. Another evaluation should be made in another conference to compare this study with other programs.

4. Each school should try and convey its philosophy and/or objectives to more people who are associated with that specific institution.

5. Those schools which do not utilize or publish handbooks should publish one to publicize their programs.

6. The Intramural Director should be in charge of the entire operation of each program.

7. Hire and use graduate assistants to help with the administration of the program.

8. Use more students in leadership roles to carry out the arms of the program.

9. Persuade more units of organizations to participate in the Intramural sports program.

10. Equate the abilities of Intramural participants.

11. The physically handicapped should be given a place in Intramural sports programs.

12. Use more diversified media to orient the students to purposes, policies, and opportunities in the Intramural program.

13. Provide more Intramural staff meetings.

14. Give the Director a greater amount of time to spend on Intramural sports.

15. Budgets should be substantially increased at most schools, especially School F.

16. School A should establish a system of awards.

17. Provide a unique time to present awards.

18. Require medical examinations for strenuous sports and some type of medical insurance.

19. More activities should be established in the programs.

20. More extramural activities should be provided.

21. More facilities are needed.

22. The Intramural programs should have a time block to run their activities.

23. School A needs some type of point system.

24. School D needs to incorporate co-recreational activities into its program.

APPENDIX

Montana State University

Bozeman, Montana 59715 Tel. 406-587-3121

)epartment of Physical Education

January 24, 1970

Intramural Director
Conference School
City, State

Dear Sir:

To fulfill the requirements for my master's thesis at Montana State University, I would like to evaluate the Men's Intramural Programs in the universities and colleges of the Big Sky Athletic Conference. The information that would be gathered in this study would be kept anonymous and no school would be identified in my paper. Also, no names or individuals would be identified or used in my study. You will be the one to actually score your school as I will merely check your responses on the check list.

The staff and those people associated with the intramural program at Montana State University feel that the data gathered will be influential in improving and promoting the intramural programs at Montana State University and other colleges and universities. Upon completion of the study, the check list will be returned to each school, along with a summary of other pertinent information in the study.

We realize that obtaining this information will take some time and effort on your behalf, but we feel that it will be time well spent.

The evaluation would take approximately three hours at your school. I will arrange for a visit with you if you give me permission to evaluate your program.

If there are any questions concerning this study, I will be more than willing to try and answer them. I will be looking forward to

hearing from you. I would appreciate an early reply as I need to know if I can conduct this study.

Sincerely,

Clyde Carpino
Graduate Assistant
Physical Education

Dr. Gary Evans
Coordinator of Graduate Studies
Physical Education

Mr. Dobbie Lambert
Intramural Director
Physical Education

Montana State University

Bozeman, Montana 59715 Tel. 406-587-3121

Department of Physical Education

February 10, 1970

Intramural Director
Conference School
City, State

Dear Sir:

Upon receiving your letter of January 29, 1970, I feel very pleased that this study can be made at your school. I believe it will do the profession, the schools of the Big Sky Conference, and myself great justice to evaluate the programs in this Conference.

Before I arrive on your campus, would you please secure the following information for the 1968-1969 Intramural year:

1. The Intramural Department's philosophy and objectives in writing
2. A copy of your handbook
3. An approximate estimate of your total Intramural budget
4. A program of activities, the time schedule of the activities, and the number of participants in each activity
5. A list of facilities
6. The total school enrollment (men and women)
7. A working model of your point system

We realize that this will take some time to gather, but we feel it will be time well spent.

The evaluation would take approximately two hours at your school. I plan to be on your campus on the morning of February 26. As soon as I reach your school, I will contact you. If for some reason the above date does not fit into your schedule, please let me know as soon as possible because I plan to visit a nearby school during the same day. If the above date does fit your schedule, I will not expect a reply.

If there is any question concerning this study, I will be more than willing to try and answer them. I will be looking forward to meeting you.

Sincerely,

Clyde Carpino
Graduate Assistant
Physical Education

CHECK LIST

Check (X) on all responses which apply.

I. Philosophy and Objectives

1. Are the educational philosophy and/or objectives of the Intramural department formulated in writing?

_____ Yes _____ No

If Yes, an effort is made to convey these to:

_____ all students
_____ students who participate
_____ all faculty
_____ faculty who participate
_____ administration
_____ community
_____ others:

2. They are conveyed by:

_____ Intramural handbook
_____ school paper
_____ newspaper
_____ school yearbook
_____ others:

3. Are the philosophy and/or objectives stated in writing and received by the evaluator?

_____ Yes _____ No

II. Organization

1. The Intramural sports program operates under:

_____ Department of Physical Education
_____ Department of Intercollegiate Athletics
_____ Separate Department of Intramurals
_____ others:

2. The Intramural Program is controlled by:

_____ Director of Intramurals
_____ Head of Physical Education Department
_____ Director of Athletics
_____ Students (Graduates)
_____ Students (Undergraduates)
_____ Physical Education Faculty
_____ Other Faculty
_____ Others:

3. The Intramural program provides for student leadership by permitting students to actively participate in the following:

_____ planning
_____ organization
_____ supervision
_____ administration
_____ others:

4. The types of organizations represented in the program are:

_____ fraternities
_____ dormitories
_____ professional clubs
_____ church groups
_____ independents
_____ Military (ROTC)
_____ classes (freshman, sophomore, junior, senior)
_____ physical education classes
_____ sports clubs
_____ others:

5. Are students permitted to transfer from one unit or organization to another during the season of the sport?

_____ Yes _____ No

6. Are <u>all</u> Intramural sports played under standardized rules?

_____ Yes _____ No

If No, exceptions include: _____
_____
_____
_____

7. When organizing competition, is a concerted effort made to equate the abilities of the participants?

_____ Yes _____ No

8. Are varsity athletes permitted to participate in the Intramural program?

_____ Yes _____ No

9. May a varsity athlete participate in the sport in which he lettered?

_____ Yes _____ No

10. May a junior college transfer athlete participate in the sport in which he lettered?

_____ Yes _____ No

11. Check the appropriate type of tournament used for each sport:

SE - single elimination
DE - double elimination
RR - round robin

	SE	DE	RR	Other (Specify)		SE	DE	RR	Other (Specify)
Archery	___	___	___	___	Outing	___	___	___	___
Badminton	___	___	___	___	Paddleball	___	___	___	___
Baseball	___	___	___	___	Rifle Shooting	___	___	___	___
Basketball	___	___	___	___	Shuffleboard	___	___	___	___
Bowling	___	___	___	___	Soccer	___	___	___	___
Boating	___	___	___	___	Softball	___	___	___	___
Boxing	___	___	___	___	Squash	___	___	___	___
Canoeing	___	___	___	___	Swimming	___	___	___	___
Casting	___	___	___	___	Table Tennis	___	___	___	___
Cross Country	___	___	___	___	Track and Field	___	___	___	___
Dancing	___	___	___	___	Trampoline	___	___	___	___
Field Hockey	___	___	___	___	Tug-O-War	___	___	___	___
Golf	___	___	___	___	Weightlifting	___	___	___	___
Gymnastics	___	___	___	___	Wrestling	___	___	___	___
Handball	___	___	___	___	Others	___	___	___	___
Horseshoes	___	___	___	___	_____	___	___	___	___
Ice Hockey	___	___	___	___	_____	___	___	___	___
Lacrosse	___	___	___	___	_____	___	___	___	___

12. Is provision made for a student faculty Intramural Council or Committee?

_____ Yes _____ No

If Yes, the committee or council assists in determining policies and regulations for:

_____ eligibility
_____ protests
_____ program of activities
_____ awards
_____ units of competition
_____ others:

13. Does the program provide opportunities for participation by individuals or groups who are physically handicapped?

_____ Yes _____ No

If Yes, the activities offered them include: _____
_____
_____
_____

III. Administration

1. The actual supervision of Intramural activity is conducted by:

_____ Director of Intramurals
_____ team sports supervisor
_____ graduate assistants
_____ physical education faculty
_____ off-campus personnel
_____ varsity coaches
_____ others:

2. Is provision made for guidance and counseling of those participating in the Intramural program?

_____ Yes _____ No

3. Is transportation necessary for any Intramural activities?

_____ Yes _____ No

If Yes, is transportation cost provided by the institution?

_____ Yes _____ No

If Yes, are bonded drivers and/or bonded public carriers required?

_____ Yes _____ No

4. Is transportation necessary for any extramural activities?

_____ Yes _____ No

If Yes, is transportation cost provided by the institution?

_____ Yes _____ No

If Yes, are bonded drivers and/or bonded public carriers required?

_____ Yes _____ No

5. The Intramural program provides for orientation of each student with regard to its purposes, policies, and opportunities through:

_____ orientation week program
_____ handbook
_____ managers handbook
_____ school publication
_____ bulletin boards
_____ others:

IV. Intramural Staff

1. The administrator of the Intramural program has had preparation courses in the organization and administration of Intramural sports?

_____ Yes _____ No

If Yes, what are the names of the courses?

_____
_____

2. What are the required qualifications of the administrator of the Intramural program?

_____ B.S.
_____ M.S.
_____ Ed.D.

3. Are there periodical conferences and meetings of the Intramural staff?

_____ Yes _____ No

If Yes, how often: _____

4. Indicate the percentage of the total work load devoted to Intramurals by the following?

_____% Director of Intramurals
_____% Assistant Director of Intramurals
_____% Secretary

If the work load is less than 100% (excluding the secretary), indicate other duties:

_____ teaches health, physical education, and recreation classes
_____ teaches other subjects
_____ coaches
_____ others:

5. Indicate the number of persons employed in the following positions, excluding game officials:

_____ undergraduate assistants
_____ graduate assistants

6. Are Intramural duties assigned to Intramural staff members credited toward each individual's total work load on the same basis as class instruction, administrative duties, and departmental assignments?

_____ Yes _____ No

7. Are the policies of the institution regarding tenure, retirement, academic rank, and salary identical for Intramural

staff members and other staff members?

_____ Yes _____ No

If No, indicate which are not identical:

_____ tenure
_____ retirement
_____ academic rank
_____ salary

V. Finances

1. The total expenditure for the Intramural Program for the school year of 1968-69 was $_____.

2. The Intramural program is financed by:

_____ budget of Physical Education Department
_____ entrance fees from units or individual competitors
_____ separate budget appropriated by the college administration

3. Which of the following methods are employed for raising money for the Intramural program?

_____ gate receipts of varsity athletics
_____ student activity fees
_____ entrance fees
_____ admission charges
_____ others:

VI. Awards

1. The percentage of this total expenditure for the Intramural program spent for awards was:

_____1% _____3% _____5% _____15% _____25%
_____2% _____4% _____10% _____20% _____30%

2. Are awards presented to all-school team champions in the Intramural programs?

_____ Yes _____ No

3. The following types of awards are presented to all-school team champions for the Intramural program:

_____ trophy for team champions
_____ individual trophies for each member of championship team
_____ cups
_____ medals
_____ plaques
_____ certificates
_____ ribbons
_____ monogram letters
_____ others:

4. Are awards presented to individual champions in the Intramural program?

_____ Yes _____ No What type _____

5. Are awards presented to more than just all-school champions in the Intramural program?

_____ Yes _____ No What type _____

6. Are awards provided to Intramural managers?

_____ Yes _____ No What type _____

7. Is an award for the best Intramural manager of the year presented?

_____ Yes _____ No What type _____

8. Is an award presented to the athlete of the year in Intramurals?

_____ Yes _____ No

9. What is the average cost for each award presented in Intramurals?

_____$1 _____$2 _____$3 _____$4 _____Other

10. Which of the following times are used for presentation of Intramural awards to team and individual champions?

_____ immediately following contest
_____ at a sports banquet
_____ during a varsity game (half time)
_____ at the end of the year
_____ others:

11. Are photographs taken of all individual and team champions in Intramural sports?

_____ Yes _____ No

12. Is there a limit on the number of awards presented to Intramural champions?

_____ Yes _____ No

13. Is the Intramural Director willing to cooperate in ordering awards for players who have the privilege of buying an award?

_____ Yes _____ No

VII. Medical

1. Is a medical examination required of all Intramural participants?

_____ Yes _____ No

If Yes, the examination is required:

_____ beginning of freshman year
_____ beginning of each school year
_____ others:

2. Is a medical examination required before participating in strenuous sports?

_____ Yes _____ No

If Yes, those sports are:

_____ boxing
_____ cross country
_____ track and field

_____ wrestling
_____ others:

3. Is it mandatory for the student to have medical insurance protection before participation?

_____ Yes _____ No

4. Is medical assistance provided for Intramural participants by the institution?

_____ Yes _____ No

If Yes, this is provided through:

_____ institutional health service
_____ accident fund
_____ institutional insurance
_____ others:

5. Are prescribed safety and health standards observed for each activity offered?

_____ Yes _____ No

6. Is there a specific plan and form for reporting accidents in Intramurals?

_____ Yes _____ No

7. Is there a full-time (staff) trainer available during Intramural activities?

_____ Yes _____ No

8. Is there a student trainer available during Intramural activities?

_____ Yes _____ No

VIII. Officials

1. Are officials of Intramural activities given training prior to officiating?

_____ Yes _____ No

If Yes, they are trained and certified in the following manner:

_____ training clinic
_____ pass a written test
_____ demonstrates actual ability
_____ official's club
_____ others:

2. The following equipment is provided for the Intramural officials:

_____ striped officials shirts
_____ whistle
_____ others:

3. Are all officials voluntary?

_____ Yes _____ No

4. Are there rating forms for the officials to be rated by teams and members of the staff?

_____ Yes _____ No

5. Do officials rate teams after officiating games?

_____ Yes _____ No

6. Are officials paid for their services?

_____ Yes _____ No

If Yes, what is the average pay for officials per contest?

_____$.50 _____$1 _____$1.50 _____$2 _____other

For the following sports the officials pay per contest is:

_____ football
_____ basketball
_____ baseball
_____ others:

IX. Program of Activities

1. Are the Intramural activities integrated with other college agencies and services concerned with campus recreation?

_____ Yes _____ No

2. Activities are provided mainly on student interests.

_____ Yes _____ No

3. Is there an opportunity for faculty members to participate in Intramural activities?

_____ Yes _____ No

4. Are all-star games played in the Intramural program?

_____ Yes _____ No

5. Check the appropriate blank(s) for each of the following activities:

PE - taught in physical education class
IM - Intramural activity
ST - scheduled time
QR - quarter or semester
#P - number of participants

	PE	IM	ST	QR	#P
Archery					
Badminton					
Baseball					
Basketball					
Bowling					
Boating					
Boxing					
Canoeing					
Casting					
Cross Country					
Dancing					
Field Hockey					
Fencing					
Football					
Golf					

	PE	IM	ST	QR	#P
Gymnastics					
Handball					
Horseshoes					
Ice Hockey					
Lacrosse					
Outing					
Paddleball					
Rifle Shooting					
Shuffleboard					
Soccer					
Softball					
Squash					
Swimming					
Table Tennis					
Tennis					
Track and Field					
Trampoline					
Tug-o-war					
Weightlifting					
Wrestling					
_____					
_____					
_____					
_____					

6. Check the appropriate blank(s) for the following:

	Offered for Singles	Offered for Doubles
Badminton		
Golf		
Handball		
Horseshoes		
Paddleball		
Shuffleboard		
Squash		
Table Tennis		
Tennis		
Others:		
_____		
_____		

7. How many extramural events exist in the program?_____

8. List the extramural events which are a direct outgrowth of the Intramural program:

_____

_____

_____

_____

9. Is some type of program analysis employed each year?

_____ Yes _____ No

If Yes, is this report presented to university officials?

_____ Yes _____ No

X. Facilities and Equipment

1. Are facilities adequate with respect to quality?

_____ Yes _____ No

2. Are facilities adequate with respect to quantity?

_____ Yes _____ No

3. The use of facilities is controlled by:

_____ Intramural Department
_____ Physical Education Department

4. Are facilities adequate to provide for faculty use?

_____ Yes _____ No

5. Are facilities readily accessible to all potential users?

_____ Yes _____ No

If Yes, are facilities shared by off-campus groups?

_____ Yes _____ No

6. Is maximum use made of existing campus facilities?

_____ Yes _____ No

If Yes, are they supplemented by off-campus facilities?

_____ Yes _____ No

7. Are there lighted facilities for outdoor Intramural activities?

_____ Yes _____ No

8. Are some facilities available for free play throughout the day?

_____ Yes _____ No

9. Those persons included in the planning for future construction and care of facilities are:

_____ No plan exists
_____ Participants
_____ Administrators
_____ Maintenance Personnel
_____ Director of Intramurals
_____ Director of Physical Education
_____ others:

10. Will future plans for facilities be adequate for increased enrollment?

_____ Yes _____ No

11. Is equipment adequate with respect to quality?

_____ Yes _____ No

12. Is equipment adequate with respect to quantity?

_____ Yes _____ No

13. Is there a separate storage space for Intramural equipment?

_____ Yes _____ No

14. Is there a check out system employed for equipment?

_____ Yes _____ No

15. Is a list of facilities received by the evaluator?

_____ Yes _____ No

XI. Publicity

1. Is there a printed Intramural handbook that can be obtained by the student body?

_____ Yes _____ No

If Yes, was the handbook received by the evaluator?

_____ Yes _____ No

2. Which of the following media are used in promoting the Intramural program?

_____ public newspapers
_____ school newspaper
_____ local radio station
_____ handbook
_____ play days
_____ bulletin boards
_____ managers manual
_____ a section in the school year book
_____ others:

3. What is the single most effective way in promoting your program? _____
_____

XII. Campus-wide Recreation

1. Is campus-wide planning and coordination of all recreational activities effected through some type of Campus Recreation Coordinating Committee?

_____ Yes _____ No

If Yes, is the Director of Intramurals the chairman of this Committee?

_____ Yes _____ No

If this Committee exists, those persons represented are:

_____ students
_____ faculty

Administrative representatives from:

_____ Dean's Office
_____ Student Union
_____ Physical Education Department
_____ others:

2. The campus-wide recreation program includes:

_____ social activities
_____ intramural sports
_____ outing activities
_____ creative activities
_____ others:

3. The administrator (Chairman) gives equal consideration to men and women in regard to:

_____ policy
_____ budget
_____ use of facilities
_____ equipment
_____ scheduling of recreational activities
_____ others:

4. Does the campus-wide recreation program provide for co-recreation activities?

_____ Yes _____ No

If Yes, are the activities selected with joint approval of the departments of physical education for men and women?

_____ Yes _____ No

5. Does the Intramural program for men provide for co-recreation activities?

_____ Yes _____ No

If Yes, those activities offered include:

_____
_____
_____
_____

XIII. Point System

1. Does the point system of your Intramural program provide equal opportunity to all competing units?

_____ Yes _____ No

2. What type of point system is used in your department? (Working model)

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