

INFORMATION TO USERS

This was produced from a copy of a document sent to us for microfilming. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help you understand markings or notations which may appear on this reproduction.

- 1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure you of complete continuity.**
- 2. When an image on the film is obliterated with a round black mark it is an indication that the film inspector noticed either blurred copy because of movement during exposure, or duplicate copy. Unless we meant to delete copyrighted materials that should not have been filmed, you will find a good image of the page in the adjacent frame.**
- 3. When a map, drawing or chart, etc., is part of the material being photographed the photographer has followed a definite method in "sectioning" the material. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.**
- 4. For any illustrations that cannot be reproduced satisfactorily by xerography, photographic prints can be purchased at additional cost and tipped into your xerographic copy. Requests can be made to our Dissertations Customer Services Department.**
- 5. Some pages in any document may have indistinct print. In all cases we have filmed the best available copy.**

**University
Microfilms
International**

300 N. ZEEB ROAD, ANN ARBOR, MI 48106
18 BEDFORD ROW, LONDON WC1R 4EJ, ENGLAND

7921775

NEILSON, ROBERT LEWIS
AN ANALYSIS OF INTRAMURAL SPORTS PROGRAMS IN
THE STATE SUPPORTED SENIOR UNIVERSITIES IN
TENNESSEE,

MIDDLE TENNESSEE STATE UNIVERSITY, D.A., 1979

University
Microfilms
International 300 N. ZEEB ROAD, ANN ARBOR, MI 48106

AN ANALYSIS OF INTRAMURAL SPORTS PROGRAMS
IN THE STATE SUPPORTED SENIOR
UNIVERSITIES IN TENNESSEE

Robert L. Neilson

A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts

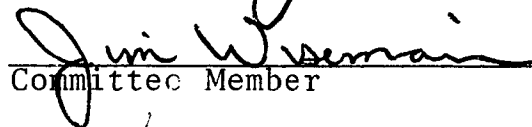
May, 1979

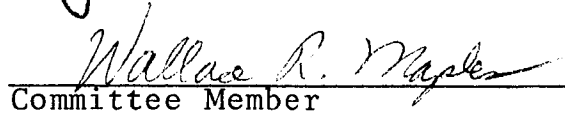
AN ANALYSIS OF INTRAMURAL SPORTS PROGRAMS
IN THE STATE SUPPORTED SENIOR
UNIVERSITIES IN TENNESSEE


APPROVED:

Graduate Committee:


Major Professor


Committee Member


Committee Member


Chairman of the Department of Health, Physical Education,
Recreation, and Safety


Dean of the Graduate School

ABSTRACT

AN ANALYSIS OF INTRAMURAL SPORTS PROGRAMS IN THE STATE SUPPORTED SENIOR UNIVERSITIES IN TENNESSEE

by Robert L. Neilson

This study was designed to examine and analyze the intramural sports programs in the state supported senior universities in Tennessee. Furthermore, the results were mailed to each participating university so they could be utilized to improve their intramural sports program.

The survey instrument used was designed by Dr. Christopher Alan Brawn. The information obtained from responses to the questionnaire was organized into nine areas as follows: philosophy and objectives, organization and administration, rules and regulations governing the program, organization for competition, activities in the program, facilities and equipment, point system and awards, publicity, and officials. Tables relevant to each sub-area of the nine main areas were constructed to point out the responses to each criteria. The responses appear as percentages in these tables, indicating what degree of attainment was met for each criteria.

Based on the responses for each area, the following conclusions were drawn:

1. In general, the areas examined were all strong with the exception of Point Systems and Awards, and Publicity.

2. The intramural sports programs are based on a sound philosophy.

3. The participating universities hold in high esteem the necessity of professional training by the director.

4. There is a trend away from student direction, with more responsibility in administering the intramural sports program being placed in the hands of the professionally trained director.

5. There is a lack of first aid emergency arrangements.

6. It appears that intramural sports programs are financed in a sound manner.

7. The area of Rules and Regulations Governing the Program was scored very high.

8. Most participating schools do not offer different levels of competition.

9. Point systems are not emphasized to a great degree.

10. The traditional intramural banquet to present intramural awards is not held in high esteem by the participating institutions.

11. Alumni are not kept informed of what is happening in the program.

12. The high scores in the area of Officials signifies a sound basis for training, assigning, evaluating, and paying the officials.

From the results of this study the following recommendations were made:

1. More emphasis should be placed on motivating participation in intramural sports by providing effective publicity.

2. Activities in the intramural sports program that are not offered by the physical education department should be introduced prior to commencement of the activity at a basic instruction clinic.

3. Greater effort should be made to provide first aid and emergency health care for the intramural participant.

4. When transportation is necessary for activities the institutions should utilize institutional owned vehicles or bonded public or private vehicles.

5. Different levels of competition should be offered to provide a place for every potential participant based on interest and skill level.

6. The playing fields should be well lighted for night time use to reduce conflicts with academic class schedules.

7. Protective equipment should be provided for the participants in dangerous activities.

ACKNOWLEDGEMENTS

The author wishes to express his appreciation to the intramural directors at the state supported senior universities in Tennessee for their participation in the study.

The author expresses special gratitude to Dr. Stanley Hall for his encouragement, continued optimism, guidance and sustained interest in the author. He would also like to thank Dr. James Wiseman for his valuable contribution as a committee member. He also thanks Dr. Wallace Maples for his professional advice concerning the writing of this study.

Finally, a special thanks to his wife, Sandra, for her devotion, love, understanding, and continued encouragement.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
 Chapter	
1. INTRODUCTION	1
PURPOSE OF THE STUDY	3
STATEMENT OF THE PROBLEM	4
DEFINITION OF TERMS	4
DELIMITATIONS OF THE PROBLEM	5
BASIC ASSUMPTIONS	6
2. REVIEW OF RELATED LITERATURE	7
DISCUSSION OF INTRAMURAL SPORTS	7
RELATED STUDIES	13
EVALUATION OF INTRAMURAL SPORTS	28
3. METHODS AND PROCEDURES	32
SECURING PERMISSION TO CONDUCT THE SURVEY	32
SELECTION OF THE INSTRUMENT	33
SECURING PERMISSION TO USE THE INSTRUMENT	34
COLLECTION OF DATA	34
TREATMENT OF DATA	34
4. ANALYSIS OF THE DATA	36

Chapter	Page
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. . .	70
CONCLUSIONS	71
RECOMMENDATIONS TO THE PARTICIPATING INSTITUTIONS	73
RECOMMENDATIONS FOR FUTURE RESEARCH	74
APPENDICES	76
BIBLIOGRAPHY	111

LIST OF TABLES

Table	Page
1. The Current Status of the Nine Areas Included in the Instrument Which Was Used to Analyze the Intramural Sports Programs in the State Supported Senior Universities in Tennessee	37
2. The Current Status of Intramural Philosophy and Objectives in the Intramural Sports Programs in the State Supported Senior Universities in Tennessee	38
3. The Current Status of Intramural Organization and Administration of the Intramural Sports Programs in the State Supported Senior Universities in Tennessee	40
4. The Current Status of Intramural Rules and Regulations Governing the Program in the Intramural Sports Programs in the State Supported Universities in Tennessee	47
5. The Current Status of Intramural Organization for Competition in the Intramural Sports Programs in the State Supported Senior Universities in Tennessee	51
6. The Current Status of Intramural Activities in the Intramural Sports Programs in the State Supported Senior Universities in Tennessee	54
7. The Current Status of Intramural Facilities and Equipment in the Intramural Sports Programs in the State Supported Senior Universities in Tennessee	56
8. The Current Status of Intramural Point Systems and Awards in the Intramural Sports Programs in the State Supported Senior Universities in Tennessee	60
9. The Current Status of Intramural Publicity in the Intramural Sports Programs in the State Supported Senior Universities in Tennessee	63

Table	Page
10. The Current Status of Intramural Officials in the Intramural Sports Programs in the State Supported Senior Universities in Tennessee	66

LIST OF APPENDICES

Appendix	Page
A. Letter to Dr. John M. Cooper	77
B. Letter from Dr. John M. Cooper	79
C. Letter to Dr. Christopher Alan Brawn	81
D. Letter from Dr. Christopher Alan Brawn	83
E. Letters to the Presidents	85
F. Letter to the Directors of Intramural Sports	88
G. The Survey Instrument	90

Chapter 1

INTRODUCTION

Intramural sports programs for students on the college and university campus are a result of the students' desire to recreate during leisure time. Hyatt stated:

Intramural sports programs are one of the oldest organized forms of sports in American colleges and universities. The early programs were the result of student leaders' wishing to participate in leisure-time athletic activities of their own choosing. These programs were student led, student financed, and student administered and were probably present on college campuses before required physical education and intercollegiate programs made an appearance.¹

On this same subject Voltmer and Esslinger wrote:

Intramural athletics appeared in the schools long before anyone even thought of physical education and interschool athletics. The desire to play is universal, and some form of it has always existed. It seems unconceivable that this powerful urge could have been entirely suppressed in our first educational institutions. The beginnings of intramural athletics can undoubtedly be traced, then, to the informal sports and games that were indulged in by our first students in their leisure moments.²

The intramural sports program continued to be student controlled until authorities recognized the necessity for stronger and more permanent, centralized authority.

¹Ron W. Hyatt, Intramural Sports Organization and Administration, 1st ed. (Saint Louis: The C. V. Mosby Company, 1977), p. 3.

²Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education, 4th ed. (New York: Appleton-Century-Crofts, 1967), p. 235.

Athletic associations which were the forerunners of present-day athletic departments began to exert control over the intramural programs at the turn of the century.

In 1913, Michigan and Ohio State Universities each inaugurated a Department of Intramural Athletics headed by one person who was expected to handle the demands for intramural competition in the various leading sports.³

Means noted:

As schools developed their central administration for intramurals, their first objective was to initiate a sports program only when demanded by enough student pressure, or when strong student interest was apparent.⁴

Perhaps the reason for the reluctance of some administrators to initiate or expand the intramural sports program is they believe it is not as important as intercollegiate athletics.

Ever since intramural activities first appeared in the schools of America, the program has had secondary status. To a large extent, the emphasis on interscholastic athletics served as a deterrent to intramural growth.⁵

In spite of what has been written by prominent persons in the field, interscholastic athletic programs have been

³Pat Mueller, Intramurals: Programming and Administration, 4th ed. (New York: The Ronald Press Company, 1971), p. 17.

⁴Louis E. Means, Intramurals: Their Organization and Administration, 11th ed. (Englewood Cliffs: Prentice-Hall, Inc., 1963), p. 4.

⁵Greyson Daughtrey and John B. Woods, Physical Education and Intramural Programs: Organization and Administration, 2nd ed. (Philadelphia: W. B. Saunders Company, 1976), p. 305.

developed and expanded without much emphasis on intramural sports programs. As stated by Voltmer and Esslinger:

An interscholastic program should not be attempted unless it can be done without interfering with the instructional and intramural activities. The needs of the great majority of students must be met before a varsity program is initiated.⁶

Many universities have developed extensive intramural sports programs. These schools should be studied by other universities that are planning to improve their intramural sports program.

As McKillip stated:

Intramural program leaders must plan the program wisely and intelligently and be aware of the best practices that have become time proven over the nation and that are based upon sound principles and objectives that make a maximum contribution to the total educational scheme for every member of a college or university community. The best intramural program for any college or university must be founded upon a study of local problems, needs, interests, facilities, climatic and geographical conditions and leadership possibilities. Intramural directors must receive feedback from the participants, be aware of its strengths and weaknesses in the program, and evaluate the program periodically . . .⁷

PURPOSE OF THE STUDY

The purpose of this study is to reveal the present status of intramural sports programs in the four-year state supported universities in Tennessee. Additionally, the

⁶Voltmer and Esslinger, op. cit., p. 315.

⁷William Leo McKillip, A Scorecard for Evaluation of Men's Intramural Programs in Four-Year Colleges and Universities (unpublished Doctoral dissertation, The University of Utah, 1973), p. 2.

results of this study can be used by each individual university to improve its intramural sports program.

STATEMENT OF THE PROBLEM

The problem in this study was to examine and analyze the intramural sports programs in the state supported senior universities in Tennessee. The following areas of the intramural sports program were analyzed: (a) philosophy and objectives, (b) organization and administration, (c) rules and regulations governing the program, (d) organization for competition, (e) activities in the program, (f) facilities and equipment, (g) point system and awards, (h) publicity and (i) officials.

DEFINITION OF TERMS

Analysis--"an examination of a complex, its elements, and their relations."⁸

Co-recreation--"Those activities in which boys and girls participate together in selected activities in which the rules may have been modified so that mutual enjoyment and relaxation is not only gained but also intensified."⁹

Extramural sports--"Are an extension of the intramural sports concept involving participants from two or more

⁸Webster's New Collegiate Dictionary, 4th ed. (Springfield: G. and C. Merriam Company, 1976), p. 41.

⁹Hyatt, op. cit., p. 198.

schools. They may be considered to be the intermediate step between intramurals and interscholastic sports and athletics. They usually retain many of the same characteristics of intramurals with less highly organized team structure, greater number of participants, less pressure and coaching, and the sports are conducted on a more recreational plane than those of a highly competitive and organized nature."¹⁰

Intramural sports program--A program consisting of sports and activities that are recreational or competitive in nature, in which the students of the institution can participate voluntarily with other students of the same institution on or away from the campus.

DELIMITATIONS OF THE PROBLEM

The following delimitations apply to this study:

1. The Brawn instrument for evaluating intramural sports programs (1970).

2. Eleven state supported four-year universities in the state of Tennessee consisting of (a) Austin Peay State University, (b) East Tennessee State University, (c) Memphis State University, (d) Middle Tennessee State University, (e) Tennessee Technological University, (f) Tennessee State University, (g) The University of Tennessee Center for Health Sciences, (h) The University of Tennessee

¹⁰Means, op. cit., p. 12.

at Chattanooga, (i) The University of Tennessee at Knoxville, (j) The University of Tennessee at Martin, (k) The University of Tennessee at Nashville.

3. The academic school year, 1977-1978.

BASIC ASSUMPTIONS

During the course of study it was assumed that:

1. The instrument was a valid instrument with which to analyze intramural sports programs involving men and women in four-year universities of any size.

2. The administration of the institutions involved in the study would cooperate.

3. The intramural sports directors of the institutions involved in the study would cooperate and respond with unbiased answers.

Chapter 2

REVIEW OF RELATED LITERATURE

The literature reviewed in this chapter will be reported in three main areas: (1) discussion of intramural sports, (2) related studies, and (3) evaluation of intramural sports.

DISCUSSION OF INTRAMURAL SPORTS

There are many reasons for providing well planned intramural sports programs in colleges and universities. Foremost of these is probably worthy use of leisure time. We now live in a rapidly changing society that has provided us with a reduced work schedule resulting in added leisure time.

The increase in leisure hours provides the opportunity for millions of Americans to seek the golf course, the bowling alley, the ski course, and other places for individual participation in those activities they enjoy. However, while large numbers of people are utilizing recreational hours effectively, there are still many who are unable to do so for the simple reason that they do not know how.

Actually, this increasing amount of leisure time has created one of the acute social problems of the last half of the 20th century. How to spend this time wisely is a question that confronts educators and all individuals concerned with the welfare of the individual and the country,

There is considerable evidence pointing to the need for more vigorous physical activity not only for organic development but also for the development of emotional stability. The tensions of every day

living, the frustrations of today's socio-economic conditions, and the uncertainties of the future are producing an increase of grave proportions in emotional problems. . . .

Experiences and attitudes developed in the intramural program are prototypes of behavior in later life. If these experiences are constructive, they will lead to leisure-time pursuits that will produce an individual better able to achieve self-realization and satisfying human relationships.¹

There are other objectives besides worthy use of leisure time that universities hope to achieve by providing an intramural sports program. According to Hyatt,

some of the most outstanding objectives of intramurals are those of recreation, co-recreation, social development, mental and emotional health, and development of sports and recreational skills for later life.²

The American Association for Health, Physical Education, and Recreation (1964) stated several general contributions of intramural programs to the objectives of Higher Education:

Intramural sports make an important contribution to the life of today's college student. They help young men and women to develop socially, emotionally, and physically as well as adding directly to their educational experiences. A major role of college intramural sports is to encourage the continued pattern of physical activity which is so essential to the well-being of our citizenry.

¹Greyson Daughtrey and John B. Woods, Physical Education and Intramural Programs: Organization and Administration, 2nd ed. (Philadelphia: W. B. Saunders Company, 1976), p. 306.

²Ron W. Hyatt, Intramural Sports Organization and Administration, 1st ed. (Saint Louis: The C. V. Mosby Company, 1977), p. 12.

There is increasing emphasis on the necessity for maintaining a level of active participation in physical activities throughout life. The four years in college--where concentrated study is demanded--could constitute a serious gap between high school physical education instruction and sports participation and the leisure-time recreational sports of adult life. The intramural sports program fills this gap to provide continuity. . . .

The intramural philosophy is based upon the concept that students should have freedom of choice, equality of opportunity, and responsibility for sharing in planning, supervising, and administering the program.

Sound intramural programs give all students an opportunity to enjoy satisfying experiences related to their particular needs, varying from the highly competitive type to those of a noncompetitive and recreational nature. There are valuable outcomes which give immediate satisfactions and insure treasured memories in all types of activities. Participation in the intramural program can contribute to good mental health and social adjustment. . . .³

A National Conference of Intramural Sports for college men and women was held in 1964. The conference proceedings describe well the justification for intramural sports programs.

The well-conducted intramural program provides opportunities for helping students to participate in the planning, administration, and evaluation of activities in a democratic environment. The basic and over-all value of intramural activities lies in the area of student involvement in the direction and implementation of such a program, thus enabling him to acquire the techniques essential for effective group living. These techniques are acquired largely through actual participation and may be termed

³American Association of Health, Physical Education and Recreation, "Intramural Sports for College Men and Women," Washington, D. C., 1964, p. 2.

"by-products" resulting from application, either as an individual or as a cooperating member of a group or team, of the fundamental principles, rules, and regulations of the intramural program.

Inevitably there is some overlapping in making any arbitrary divisions, but the techniques acquired by participation in a well-conducted intramural program are more readily interpreted by grouping them into four general areas.

Area I. The development of an environment in which sound principles of living function by:

1. The development of desirable attitudes toward contributing to organized group efforts.
2. The acquisition of habits of participation which will carry over into everyday living at the adult level.
3. The achievement of sound social adjustment resulting from the cooperative suggestion or rejection of individual ideas.
4. The inculcation of a respect for sportsmanship and the principles of fair play.

Area II. The enrichment of the individual's personality by:

1. The individual's maturation through experience in making judgments necessary in many sports situations.
2. The opportunity for formulation of standards and the expression of the individual's standards to the group.
3. The recognition and acceptance of personal as well as collective responsibility.
4. Realization of the individual's total potentialities.

Area III. The contribution to improved health and safety standards by:

1. An increased awareness of the importance of individual and group health and safety.
2. The development of sound health habits.
3. The willingness to abide by accident-prevention regulations.
4. The achievement of sound mental health attitudes which enable individuals to lessen the tensions and frustrations inherent in today's living.
5. The increased appreciation of and the desire to maintain and improve strength, endurance, flexibility, cardiovascular endurance, agility, and power.

Area IV. The social gains made possible through participation by:

1. The sublimation of selfish interests and goals in participation as a member of a team or group.
2. The application of group standards.
3. A recognition of the value of many types of creativity, and of the contribution each makes to the total culture.
4. An understanding of the vital role or cooperative effort in the achievement of desired goals.
5. The acquisition through interaction with others including participation in co-recreation activities, of ideas and attitudes that will result in happier, more cohesive family living and more effective citizenship in community life.⁴

Means presented his view on the justification for intramural sports in these words:

Intramural sports must have a carefully integrated relationship to the total physical education program. The definitely graded, planned, and carefully supervised physical education program cannot be superseded by intramurals, but should be implemented and embellished by it. The department of physical education today forms the basic structure out of which grow intense and constant desires for physical and social activity, best expressed through the medium of informal recreation, intramural sports, outing and co-recreational clubs and events, and the varsity sports program. We cannot ignore or minimize the importance of this rapidly growing field of intramural sports and school recreation in the modern community. The program merits a place as one of the educational essentials. It is the testing ground of reality. It is life, itself. In a modern world all too full of maladjustments, inhibitions, complexes, worries, and fears, youth will profit tremendously from a training and an experience that uses pleasureable activity to teach one how to relax, how to get along with other people, a respect for the opposite sex, and wholesome skills that are never quite lost to

⁴American Association of Health, Physical Education and Recreation, pp. 2-3.

be called upon again and again to relieve the adult tensions and worries of society.⁵

Bucher noted:

In some schools and colleges, intramurals and extramurals in the past have received little emphasis in a school or college physical education program. However, this concept has undergone rapid changes in recent years. Some of the reasons for the increased interest in intramurals are as follows:

1. Many institutions have had to reduce their varsity team play because of increased financial pressures and reduced student interest.

2. Innovative programs for intramurals have been introduced, including emphasis on co-recreation activities.

3. Girls and women have become increasingly involved in intramural activities.

4. Community and students are involved in the planning, participation, and teaching of intramural and extramural play.

5. As a result of the energy crisis many schools and colleges have had to curtail inter-collegiate and interscholastic sports events.⁶

As the reader can see, the value of intramural sports has been well documented. It is the writer's opinion that the value of intramural sports has been talked about in theory more than it has been developed in reality. Perhaps as more intramural sports programs are examined and analyzed the recommendations resulting from the research will be used to develop first class programs.

⁵Louis E. Means, Intramurals: Their Organization and Administration, 11th ed. (Englewood Cliffs: Prentice-Hall, Inc., 1963), p. 9.

⁶Charles A. Bucher, Administration of Health and Physical Education Programs Including Athletics, 6th ed. (Saint Louis: The C. V. Mosby Company, 1975), p. 195.

RELATED STUDIES

One of the first physical educators to develop an evaluative instrument for intramural sports was William L. Hughes. In 1932, he selected 105 standards from the available literature for evaluating intramural sports programs and divided the standards into the following areas: organization and staff, units of competition, facilities and equipment, program of activities, methods of organizing competition, schedules, point systems and scoring plans, eligibility, protests and forfeitures, awards, finances, publicity, and records. He submitted his list of standards to a jury of 10 intramural experts and the jurors retained 86 of the standards as desirable, highly desirable, or essential for evaluating intramural programs for men at the college level. Hughes then incorporated the remaining standards into a list of intramural evaluative standards.⁷

In 1947, Williams developed a questionnaire to evaluate the intramural sports programs for men in the five colleges of the Lone Star Conference in Texas. To develop his instrument he went to the leading intramural textbooks and selected 26 standards which he considered essential for evaluating intramural programs. After

⁷William L. Hughes, "The Administration of Health and Physical Education for Men in Colleges and Universities," Contributions to Education, No. 541 (New York: Teacher's College, Columbia University, 1932), p. 180.

Williams had completed his instrument, he visited the schools, evaluated their programs with the questionnaire, and then made recommendations, based on the results, for the improvement of the programs.⁸

The purpose of the Grambeau Study (1959) was to ascertain the present status of intramural sports programs in selected colleges and universities in the United States, Canada, and Latin America. An analysis was made of the programs of these educational institutions in the major areas of: (1) philosophy and objectives, (2) program evaluation, (3) organization and administration, and (4) program and facilities including activities offered, eligibility, instruction, facilities, co-recreation, extramural participation, awards, health and safety, protests, officiating, and publicity.

Questionnaires were sent to 72 colleges and universities in the United States, 10 in Canada, and 19 in Central and South America. Sixty-seven institutions returned completed questionnaires from the United States, nine from Canada, and two from South America.

The results indicated that the overall intramural sports programs in schools studied had shown very little progress in the past decade. Highly competitive team and

⁸Jack Williams, Evaluation of Intramural Sports for Men in Colleges of the Lone Star Conference (unpublished Master's thesis, The University of Texas, 1947), p. 75.

individual games still remained as the core of the intramural program, with a newer recreational concept including outing type activities, social activities, and creative activities being included in the program of a few institutions.

Major reasons reported as to why many departments had not extended their programs were the apparent failure of intramural departments to obtain financial support commensurate with increasing enrollments and rising cost of materials and services. There was an indication of a need for greater emphasis on faculty recreation, extramurals, and co-recreation, with greater attention also needed in the areas of public relations, program evaluation, accident care and prevention, and methods of financing intramural programs.⁹

Kelsey (1965) surveyed and analyzed the recreation programs for students, faculty and employees in selected institutions of higher learning in North, Central, and South America. Data for the study were obtained by means of a self-constructed questionnaire sent to the selected institutions. Responses were received from 80 institutions in the United States, seven institutions in Canada, and three

⁹Rodney James Grambeau, A Survey of the Administration of Intramural Sports Programs for Men in Selected Colleges and Universities in North and South America (unpublished Doctoral dissertation, University of Michigan, 1959), p. 198.

institutions in South America. The responses were analyzed in terms of the following five aspects of recreation programs: (1) organizations and administration, (2) leadership personnel, (3) programs of activities, (4) facilities and equipment, and (5) finances.

Conclusions drawn from an interpretation of the findings were as follows:

1. Recreation programs for students were found in almost all the institutions; for the faculty, in a majority of the institutions; and for the non-faculty employees in few institutions.

2. Central plans for the administration of recreation programs for the students existed in a majority of the institutions. In almost half of the institutions of Canada and of the United States the administrators of the central plans were the directors of physical education and the directors of intramural activities.

3. About two-thirds of the students in the institutions of Canada and slightly more than one-half of the students in the institutions of Central and South America and of the United States participated in recreation programs. In all the institutions, lack of finances for recreation programs was a reason often given for nonparticipation in the programs.

4. In almost half of the institutions, the recreation leaders were elected and appointed students and appointed faculty members.

5. A more diversified program of activities was offered by the institutions of the United States than by the institutions of Canada and of Central and South America.

6. In all the institutions, the means considered most effective for promoting recreation were campus newspapers and bulletin boards.

7. Surveys of recreation interests were more commonly conducted in the institutions of North America than in the institutions of Central and South America.

8. In all the institutions, many facilities were made available for recreational use, and many community or privately-owned facilities were utilized in the recreation programs. The community or privately-owned outing facilities utilized in the recreation

programs exceeded the institution owned outing facilities.

9. Student clubs or student unions existed in most of the institutions; in the institutions in Canada, faculty clubs and lounges were more common than in the institutions of the United States and of Central America.

10. Separate budgets for the student recreation programs existed in about one-half of the institutions. In those institutions without separate budgets for recreation programs for the students, the programs were generally financed with funds provided by the departments of physical education, the departments of student activities, the departments of intramural activities, and (in North America only) the departments of intercollegiate athletics.¹⁰

Swail, in 1966, developed a questionnaire to determine some of the present administrative practices and trends of intramural programs in selected colleges and universities in the United States and Canada. He presented the following findings based on the information found in the completed questionnaires which had been returned by the selected institutional representatives.

1. There was a trend toward employing full-time intramural directors.
2. The majority of schools utilized awards in their programs.
3. Although the majority of schools required a medical examination prior to participation, the majority did not require medical coverage.
4. The primary source of competent officials was paid students.
5. There was an increased emphasis on skill instruction in the intramural program.
6. The major emphasis was still centered on competitive activities.

¹⁰James M. Kelsey, Study of Programs of Recreation in Selected Institutions of Higher Learning in North, Central, and South America (unpublished Doctoral dissertation, State University of Iowa, 1965), p. 151.

7. Varsity athletes were declared ineligible, in most schools, to compete in the intramural sport in which they participated intercollegiately.

8. The most prevalent problem in intramurals was the shortage of facilities.

9. The majority of schools grouped the units of competition into several leagues with the most common being fraternities, independents, and dormitories.

10. Co-recreational activities were becoming more popular.

11. The most popular team sports were basketball, volleyball, touch football, and softball, while the most popular individual sports were swimming, track, badminton, golf, and bowling.¹¹

Pink conducted a questionnaire survey in 1969 to ascertain the status of intramural-recreational programs for men in selected United States colleges and universities. Pink used a revision of "Criteria for Appraisal of Intramurals in Colleges and Universities" as designed by the 1955 National Intramural Conference as the data collecting instrument. The following areas of the intramural programs were ascertained: (1) the philosophy and objectives, (2) the policies and practices for organization and administration, (3) the program content, (4) the facilities and equipment available, and (5) the methods of financing the men's intramural programs.

The survey was limited to all colleges and universities in the United States with a total student enrollment

¹¹William James Swail, Current Trends and Practices of Intramural Sports Programs in Selected Colleges and Universities with Male Enrollments Between 4,000-7,000 Students (unpublished Master's thesis, The University of North Dakota, 1966), p. 101.

of 15,000 or more. Sixty-nine questionnaires or 92 percent were returned.

The following conclusions resulted from the data interpretations:

1. A positive relationship existed between the stated philosophies and objectives of those intramural-recreational programs surveyed and the appraisal criteria utilized for evaluation of this particular area.

2. The various aspects relating to the general organization and administration of those intramural-recreational programs surveyed were found to be considerably above average in comparison with the appraisal criteria utilized for evaluation of this area.

3. Generally, the directors of both the men's and women's intramural-recreational programs tended to be administratively responsible to the Dean, Director, or Department Head of Physical Education.

4. Overall, the general program content of those intramural-recreational programs surveyed ranked high in relation to the appraisal criteria utilized for evaluation of this area.

5. A majority of those sampled college and university men's intramural programs appeared to have a desirable total program offering which involved competitive intramural, recreational, administrative-faculty, sports clubs, co-recreational, and extramural programs, with the campus employee phase appearing to be the most inadequate.

6. In the different areas of activities offered, the sampled men's intramural-recreational programs tended to be adequate in competitive sports and non-competitive activities, but quite inadequate in outing, social, and creative activities.

7. It appeared that in general the sampled men's intramural-recreational programs were above average in providing quality and quantity in facilities and equipment for the activities offered, according to the appraisal criteria for this area.

8. Most of the sampled college and university men's intramural-recreational programs tended to utilize indoor facilities in the late afternoons and evenings, and the outdoor facilities more during the daylight hours.

9. Approximately a two-thirds majority of the samples intramural-recreational programs were financed by a combination of student activity fees

and the physical education budget during the 1967-68 school year.

10. Extreme variance in general prevailed among the institutions surveyed relative to the approximate individual institutional intramural-recreational budgets, approximate individual cost per male student participant, and the approximate individual cost per male student enrolled for the 1967-68 school year.

11. Generally, the four areas of Philosophy and Objectives, Organization and Administration, Program Content, and Facilities and Equipment of the sampled intramural-recreational programs for men were well above average according to the appraisal criteria for those areas.¹²

The problem in Ridgeway's study (1970) was (1) to develop a score card which could be used to determine the status of the men's intramural sports programs in institutions of higher education, and (2) to use the instrument as the data-collecting device to evaluate the men's intramural sports programs in four-year colleges and universities in Kansas.

The data collecting instrument, A Score Card for Evaluation of Men's Intramural Sports Programs in Colleges and Universities, was developed and administered to the intramural sports directors in selected institutions. Twenty four-year institutions in Kansas that conducted men's intramural sports programs were mailed the score card. Major divisions of the score card are: (1) philosophy and objectives, (2) organization and administration,

¹²Ralph J. Pink, A Survey to Determine the Current Status of Intramural-Recreational Programs for Men in Selected United States Colleges and Universities (Doctoral dissertation, The University of Utah, 1969), p. 253.

(3) finances, facilities, and equipment, (4) units of competition and scheduling, (5) programs of activities, rules and regulations, (6) publicity and recognition, and (7) health and safety.

An analysis of the data permitted (1) the institutions to be ranked according to their level of attainment on the score card and on each of the eight score card divisions, (2) the eight score card divisions to be ranked, (3) the rank order correlation of each of the eight score card divisions to the total score card to be computed, and (4) the degree of attainment of each of the 90 score card standards to be analyzed.

The results of Ridgeway's study were:

1. There was a definite variation among the institutions of higher learning in Kansas as to the status of their men's intramural sports programs.

2. Although the mean percent of attainment for the existing men's intramural sports programs was generally higher for public than for private institutions, for medium-sized than for small institutions, and for universities than for colleges, no significant difference existed between the programs in any two institutional classifications.

3. The quantity and quality of finances, facilities, and equipment was the most reliable indicator of the status of the total intramural sports program.

4. The majority of schools in this study attained high and low scores in all score card divisions; however, their existing programs appeared to be most adequate in the area of rules and regulations.

5. Large public institutions of university status most adequately met the recommended score card standards.

6. In general, those institutions classified as small private colleges demonstrated a low level of attainment on the standards comprising the score card.

7. The majority of institutions did not place enough emphasis on the quality of a program of activities.

8. Indoor and outdoor facilities were not adequate in accessibility and adaptability.

9. The majority of institutions did not place enough emphasis on the selection and inclusion of co-recreational activities.

10. There was a need for institutions to provide playing equipment, a check-out service, and personnel who are assigned to maintain, issue, and repair equipment and supplies.

11. The student health service and the department sponsoring the intramural sports program did not provide adequate health protection for the intramural participants.¹³

Brawn (1970) developed a valid and reliable instrument to determine the current status of the intramural sports programs for men at degree-granting institutions in Canada.

His procedures were as follows:

1. The intramural criteria included in the preliminary instrument were selected from the intramural literature.

2. The preliminary instrument was submitted to the investigator's doctoral committee, selected graduate students who were knowledgeable in intramurals, and several prominent members of the National Intramural Association for comments and suggestions.

3. The instrument was then revised in accordance with the comments and suggestions received from these individuals.

4. The revised instrument was validated by a jury of seven intramural experts who were intramural directors at degree-granting institutions in Canada.

5. The instrument was then revised in accordance with the comments, suggestions, and ratings made by the jury of experts.

¹³Arthur Adair Ridgeway, The Development of an Intramural Sports Score Card and Its Application in the Evaluation of the Intramural Sports Program for Universities (Doctoral dissertation, The University of Arkansas, 1970), p. 142.

6. The final instrument was mailed to each intramural director at a degree-granting institution in Canada who volunteered to act as an evaluator in this study.

7. A second copy of the instrument was mailed to each intramural director, so he could evaluate his program a second time, as soon as the first instrument was received by the investigator.

8. The test-retest reliability coefficient was calculated from the information recorded on the instruments returned by the intramural directors who had evaluated their programs on two different occasions.

9. The information recorded on the instruments by the intramural directors was analyzed to determine the current status of the intramural sports programs for men at degree-granting institutions in Canada.

The major findings were:

1. The jurors selected 117 of the 126 intramural criteria in the preliminary instrument as acceptable for inclusion in the final instrument.

2. The test-retest reliability coefficient of the instrument was found to be .95.

3. The majority of the participating institutions satisfied at least to a moderate degree 107 of the 117 intramural criteria developed in the final instrument.¹⁴

The conclusions drawn from this study were: the instrument was valid; the instrument was reliable; and the majority of the participating institutions appeared to have well organized intramural sports programs for men.¹⁵

McKillip (1973) developed a valid, reliable and objective score card which could be used to evaluate men's intramural programs in four-year colleges and universities.

¹⁴Christopher Alan Brawn, An Instrument for Evaluating the Intramural Sports Programs for Men at Degree-Granting Institutions in Canada (unpublished Doctoral dissertation, Indiana University, 1970), pp. 88-89.

¹⁵Brawn, p. 89.

Seven major units were selected on the basis of related literature and score cards already published. The seven major units included in the score card were: concepts, objectives, leadership, programs, facilities, general administration, and financing.

After the major units and their sub-units had been developed, a score card questionnaire was constructed and mailed to selected intramural directors who were asked to render judgments in allotting percentage points to the various parts. Data collected from the 56 authorities were analyzed to determine a total percentage score, which was then converted into the allotted points for each unit and each sub-unit. The percentage score was determined by computing the mean of the judgments made by the authorities. The score card was applied to a large university, a medium-sized university, and a college for purposes of ascertaining reliability and objectivity. Content validity was ascertainable due to the comprehensive nature of the instrument. Face validity was obtained in this score card from: (1) the reference material that went into constructing the instrument, (2) the original format of the score card that was developed by Dr. N. P. Neilson, and (3) the 56 authorities throughout the United States who rendered their judgments and suggestions in developing the score card.

The score card was applied five times in three different four-year institutions of higher learning.

Applications of the score card revealed it to be: (1) high in coefficient of correlations of objectivity and reliability, (2) fairly easy to administer, and (3) feasible to apply to colleges and universities of various student enrollments. It was determined through these applications that the score card was objective, reliable, valid, and a feasible instrument.

The following conclusions were made in reference to the score card. The score card:

1. is a comprehensive evaluation instrument whose major value lies not so much in the total score as in the analysis of the detailed score in each unit;
2. could be used to evaluate men's intramural programs in colleges and universities with different size enrollments;
3. provides supportive information gathered by the scientific method, which can be used as a guide when developing a men's intramural program;
4. could be used as a suitable text in a course designed for intramural directors;
5. could be used as a tool for briefing educators who work outside of the intramural-recreational field;
6. when properly applied, provides an indication of the quality of the men's intramural program as reflected by the total score obtained.¹⁶

Kummer (1973) conducted a questionnaire survey to determine the status of the men's intramural program in 20 selected colleges with less than 2,500 total enrollment in the state of Iowa. Kummer used the Pink Questionnaire to collect the data for this evaluation. Data obtained relative

¹⁶William Leo McKillip, A Scorecard for Evaluation of Men's Intramural Programs in Four-Year Colleges and Universities (unpublished Doctoral dissertation, The University of Utah, 1973), p. 256.

to the study were: (1) philosophy and objectives, (2) organization and administration, (3) program content, (4) facilities and equipment, and (5) methods of financing.

The general conclusions drawn from the data were:

1. A high relationship existed between the stated philosophies and objectives of the intramural-recreational programs surveyed and the appraisal criteria used to evaluate this area.

2. The organizational and administrative policies and practices of the programs surveyed were average in connection with the appraisal criteria used in evaluating this area.

3. There were sufficient types and numbers of indoor and outdoor facilities available and accessible for use by participants in the intramural programs of the selected colleges.

4. An extreme variance existed between the colleges surveyed in relation to the individual institutional budgets, approximate program expenditures, average cost per participant, and average cost per male student enrolled during the 1972-73 academic school year.¹⁷

In 1974, Avant evaluated the intramural programs for men in selected four-year colleges and universities. A major purpose of this study was to create an awareness and understanding of the essentials necessary for the organization and administration of a quality men's intramural sports program in colleges and universities and to make available this information to the people directly involved with the operation of such programs.

Institutions evaluated in this study were limited to 12 colleges and universities located in the Pacific

¹⁷William G. Kummer, Status of Intramural Recreation Programs in Selected Iowa Colleges (Doctoral dissertation, The University of Utah, 1973), p. 196.

Northwest. Institutions in the states of Idaho, Montana, Oregon, and Washington were selected and equally divided into the following four categories: (1) large universities, (2) medium-sized universities, (3) state colleges, and (4) private colleges and universities.

The McKillip Score Card was used to make the evaluations. Elements of the program evaluated were: (1) Concepts, (2) Objectives, (3) Leadership, (4) Program, (5) Facilities, (6) General Administration, and (7) Administration Financing.

The method of scoring was based on the instructions and standards pertaining to the seven general areas of the score card. These seven areas were further divided into 39 items and scored according to their level of compliance with established standards. A designated number of points was allocated to each area and item within an area.

Totals, percentages, and ratings for the seven major divisions of the score card were computed for each institution so that strengths and weaknesses of the program could be identified.

Following are the conclusions drawn from an interpretation of the findings:

1. In general, concepts held by leaders of intramural programs in all institutions were sound.
2. Stated objectives of respective intramural programs were generally average.
3. With the exception of two institutions, the kind and extent of professional preparation of the faculty leadership was excellent.

4. Attendance at professional meetings by intramural faculty leadership was generally poor and needed improvement.

5. With two exceptions, the areas of professional assistance (magazines and books) were excellent.

6. The experience of the faculty leadership in working in intramural programs was generally average.

7. In all institutions, fitness, personality, character, and efficiency of faculty leaders were good.

8. The aspects of student leadership were good in all institutions.

9. With one exception, the intramural sports programs were above average.

10. In all institutions, area facilities, equipment, and supplies were above average.

11. General administration was generally below average at all institutions and needed improvement.

12. In general, financing of intramural programs was average at all institutions.¹⁸

Although various score cards and survey questionnaires have been developed and used as reported in the related studies, basically they all contain similar sections. The key areas for analysis appear to be (1) organization and administration, (2) philosophy and objectives, (3) organization for competition, (4) finances, facilities and equipment, (5) publicity, (6) officials, (7) activities in the program, and (8) point systems and awards.

EVALUATION OF INTRAMURAL SPORTS

Many different procedures can be used to evaluate intramural sports programs. These procedures can be

¹⁸James Louis Avant, An Evaluation of Intramural Programs for Men in Selected Colleges and Universities (Doctoral dissertation, The University of Utah, 1974), p. 174.

performed continuously or at irregular intervals. The purpose of program evaluation is to ascertain how well the program meets the needs of the participant.

Bucher wrote: "The purpose of evaluation is to improve programs. This includes attention to such items as determining the strengths and weaknesses of the leaderships, program, facilities, and activities."¹⁹

Hyatt said:

The major purpose of evaluation in an intramural program is to improve its quality and keep the participants satisfied. Evaluation without application of the findings is insufficient in today's world of accountability. Without question, the best way to document the worthwhile contributions of intramurals and to plan for needed changes in the program is through the process of evaluation.²⁰

According to Avant:

The important areas of intramural sports programs which should be evaluated are objectives, efficiency of officiating and supervision, extent of leadership, extent of participation, equipment, and financing. The primary purpose of satisfactory program evaluation is to determine the progress which is made and indicate what future progress is necessary.²¹

Mueller stated that:

For effective programming, all phases of intramurals and extramurals must be continuously evaluated.

¹⁹Charles A. Bucher, Administration of School and College Health and Physical Education Programs, 5th ed. (St. Louis: C. V. Mosby Company, 1967), p. 340.

²⁰Ron W. Hyatt, Intramural Sports Organization and Administration, 1st ed. (St. Louis: C. V. Mosby Company, 1977), pp. 287-288.

²¹Avant, op. cit., p. 32.

The only thing that is constant is change, and intramural personnel should be totally aware of the changing patterns which affect participation. An analysis of the various aspects of the program not only aids in determining future directions, but also establishes soundings of the past.²²

Rokosz wrote, ". . . proper interpretation of intramural statistics can indicate the good and bad points of a program and alert one to necessary adjustments."²³

Beeman, Harding and Humphrey stated their views on evaluation as follows:

Evaluation of the intramural program serves a number of distinct purposes. A satisfactory program evaluation should determine how well the program meets the activity needs of the student as well as determining if there is enough variety of activity.²⁴

The traditional techniques utilized to evaluate intramural sports programs have been statistical records, checklists, and evaluation of participation either by the director or by the students.

According to Hyatt, contemporary evaluative techniques use people, score cards, and machines. Consultants can be obtained from colleges with outstanding intramural programs, from such professional organizations as the National Intramural-Recreational Sports Association, or the

²²Pat Mueller, Intramurals: Programming and Administration, 4th ed. (New York: The Ronald Press Company, 1971), p. 259.

²³Francis M. Rokosz, Structured Intramurals (Philadelphia: W. B. Saunders Company, 1975), p. 251.

²⁴Harris F. Beeman, Carol A. Harding and James H. Humphrey, Intramural Sports--A Text and Study Guide, 3rd ed. (Dubuque, Iowa: William C. Brown Company, 1974), p. 101.

National Intramural Sports Council, or from the national headquarters of AAHPER. Hyatt believed that the computer and score card have many merits and will come into great use within a few years.²⁵

McKillip, who developed a comprehensive and detailed score card for evaluating men's intramural sports programs, stated the following on the subject of evaluation:

There appears to be a trend toward an increase in extra curricular activities for students in institutions of higher learning, and this trend is demanding that the intramural programs be up-graded and continue to be improved in quality, as well as in quantity, to meet the recreational needs of students, faculty, administrators and employees. Program analysis is necessary to determine where strengths and weaknesses lie, and what progress has been made, and what future progress is necessary.²⁶

The review of literature indicates that the authorities agree on the importance of evaluating Intramural Sports Programs. The various evaluative procedures differ somewhat. However, they are generally similar in purpose which is to provide an analysis of the program that can aid in determining what changes are necessary for improvement.

²⁵Hyatt, op. cit., pp. 290-291.

²⁶McKillip, op. cit., p. 6.

Chapter 3

METHODS AND PROCEDURES

The procedures in this study were divided into five areas: (1) securing permission to conduct the survey, (2) selection of the instrument to be used in this evaluation, (3) securing permission to use the instrument, (4) collection of data, and (5) the treatment of data.

SECURING PERMISSION TO CONDUCT THE SURVEY

The cooperation of each institution and its Director of Intramural Sports was necessary to conduct this survey. In order to gain permission to conduct this survey two separate letters were written to the President of each university explaining the nature and purpose of the survey and requesting permission for the institution's participation. One letter was written personally and a second was written by Dr. Stanley Hall, Chairman of the Doctoral Committee. All Presidents granted permission for their institution's participation with the exception of the University of Tennessee at Nashville, which does not have an intramural sports program.

SELECTION OF THE INSTRUMENT

A review of the literature indicates that prior to 1970 most surveys which evaluated physical education programs included very few questions concerning intramurals. A small number of survey instruments dealing entirely with intramural sports programs were developed in the late 1960's and early 1970's. Brawn developed a survey as part of his requirements for the Doctoral degree at Indiana University in 1970. A close examination of this survey revealed that it was developed with the assistance of a jury of experts. The validity and reliability were tested and verified. The survey was scrutinized by the investigator's committee chairman and two of the intramural sports directors of the universities to be studied. All persons involved agreed that the instrument was comprehensive and functional.

The purpose of constructing the instrument was to provide the members of the Canadian physical education profession with a valid and reliable instrument which Canadian intramural sports directors, at the university level, could use in future years to evaluate their programs.

The instrument was judged to have face validity due to: (1) the fact that a jury of experts helped with its construction, and (2) an analysis of pertinent literature concerning intramural sports programs had been utilized. Reliability was determined by having 25 intramural sports directors evaluate their programs on two separate occasions.

The result of their test-retest yielded a reliability coefficient of .95.

SECURING PERMISSION TO USE THE INSTRUMENT

A letter was mailed to Dr. Cooper, chairman of Dr. Brawn's dissertation committee, requesting the whereabouts of Dr. Brawn. Once Dr. Brawn's residence was learned, a letter was sent to him requesting permission to use his instrument in this study. Brawn, through a personal letter, granted permission for the survey instrument to be used for this study.¹

COLLECTION OF DATA

After receiving permission to do the study from each institution's president, an introductory letter was sent to the designated person in charge of the intramural sports program requesting his cooperation. Enclosed with this letter was the questionnaire complete with instructions. All Intramural Sports Directors promptly returned the completed questionnaire.

TREATMENT OF DATA

Descriptive statistics were utilized to describe the responses of the criteria being analyzed. The information

¹Personal letter, Dr. C. Alan Brawn, Associate Professor of Physical Education, The University of Calgary, Calgary, Canada, October 5, 1977.

obtained from responses to the questionnaire were organized into nine areas as follows: philosophy and objectives, organization and administration, rules and regulations governing the program, organization for competition, activities in the program, facilities and equipment, point systems and awards, publicity, and officials.

This information was used to examine and analyze the current status of the intramural sports programs in the state supported senior universities in Tennessee. Tables relevant to each sub-area of the nine main areas were constructed to point out the responses to each criterion. The responses appear as percentages in these tables, indicating what degree of attainment was met for each criterion.

Chapter 4

ANALYSIS OF THE DATA

This chapter contains ten tables with data expressed in percentages. Summary scores for the nine areas of the survey were computed and appear in Table 1.

An examination of the information found in Table 1 indicates that six of the eight areas in the instrument were either completely attained or attained to a great degree by over 50 percent of the participating institutions. A closer look reveals that the highest areas of attainment were Philosophy and Objectives (87 percent), Organization for Competition (87 percent), Rules and Regulations Governing the Program (85 percent), while the lowest areas of attainment were Point System and Awards (42 percent) and Publicity (41 percent). Generally, it could be stated that the participating institutions appear to have well-organized and administered intramural sports programs.

Table 1

The Current Status of the Nine Areas Included in the Instrument Which Was Used to Analyze the Intramural Sports Programs in the State Supported Senior Universities in Tennessee

Areas	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
Philosophy and Objectives	1	0	0	12	33	54
Organization and Administration	8	16	6	13	14	43
Rules and Regulations Governing the Program	4	6	2	3	11	74
Organization for Competition	1	3	3	6	23	64
Activities	7	10	9	9	25	40
Facilities and Equipment	8	11	4	9	23	45
Point System and Awards	31	11	4	12	12	30
Publicity	2	14	19	24	15	26
Officials	2	8	7	8	26	49

*The symbols refer to the extent each area is satisfied by the institutions. DNA means "does not apply," NM means "not met to any degree," SD means "small degree," MD means "moderate degree," GD means "great degree," and COM means "completely."

The following nine tables contain more detailed data regarding the criteria in each area of the instrument. Table 2 illustrates the current status of intramural philosophy and objectives in the intramural sports programs in the state supported senior universities in Tennessee.

Table 2

The Current Status of Intramural Philosophy and Objectives in the Intramural Sports Programs in the State Supported Senior Universities in Tennessee

Criteria	Percentage of institutions selecting each degree of attainment.					
	DNA*	NM	SD	MD	GD	COM
1. The intramural department has developed an intramural philosophy which is in harmony with the educational philosophy of the institution.	0	0	0	0	60	40
2. The intramural program is conducted for the benefit of all the students.	0	0	0	20	10	70
3. The emphases in intramurals are participation and enjoyment.	0	0	0	20	20	60
4. Participation in the program is voluntary.	0	0	0	0	0	100
5. The department encourages every student to participate in at least one activity a year.	0	0	0	10	50	40

Table 2 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
6. The department has developed a set of objectives which are in harmony with the objectives of physical education.	10	0	0	20	40	30
7. The objectives each intramural participant is expected to realize are social, emotional, neuromuscular, and physical development.	0	0	0	10	50	40

*The symbols refer to the extent each area is satisfied by the institutions. DNA means "does not apply," NM means "not met to any degree," SD means "small degree," MD means "moderate degree," GD means "great degree," and COM means "completely."

An examination of the information found in Table 2 indicates that six of the seven criteria in the area of Philosophy and Objectives were either completely attained or attained to a great degree by at least 80 percent of the participating institutions. This high percentage may be explained by the fact that it is easier to develop and attain an acceptable philosophy and objectives for a program than to accomplish the same in other intramural areas where more time, effort, and money are required to achieve similar results.

Table 3 illustrates the current status of intramural organization and administration in the intramural sports programs in the state supported senior universities in Tennessee.

Table 3

The Current Status of Intramural Organization and Administration in the Intramural Sports Programs in the State Supported Senior Universities in Tennessee

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
1. The department is centralized under one person*	0	0	0	0	10	90
2. The director possesses a minimum of an undergraduate education in physical education or recreation.	0	0	0	0	0	100
3. The faculty members assigned to the department receive the same consideration in such matters as work load, tenure, retirement, academic rank and salary as comparable members of the faculty in other departments*	30	30	0	10	0	30
4. The department has adequate secretarial assistance.	0	10	10	10	20	50
5. The program is organized and administered by an Intramural Council or Board*	10	40	0	20	0	30

Table 3 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
6. The Council is governed by an up-to-date constitution*	20	10	10	10	20	30
7. The Council appoints a Grievance Committee to hear and make a decision on each problem arising from the program.	30	30	10	0	0	30
8. The Council appoints a Sport Manager for each activity in the program.	40	40	10	10	0	0
9. The Council appoints a Rules Committee to develop and review the rules for each activity in the program*	20	30	10	10	10	20
10. Supervision of intramural activities is provided by mature students or faculty members who are familiar with the rules and regulations governing the program*	0	0	0	10	10	80
11. One person from the department is responsible for assigning the supervisors for each activity.	0	0	0	0	0	100
12. The department asks each competing unit to elect or appoint an intramural unit manager.	0	10	0	0	10	80
13. The unit managers are informed of their duties and responsibilities at a meeting early in the school year.	0	10	10	0	20	60

Table 3 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
14. The director has an organized managerial system composed of students who help in the promotion and record keeping of the program.	10	20	10	10	20	30
15. The department contacts each team which forfeits a contest to discover the reason for the forfeit*	0	20	10	30	40	0
16. To prevent unnecessary postponements and forfeitures, the department studies the institution's examination, social, cultural, and athletic schedules before drawing up each intramural schedule*	0	10	0	0	10	80
17. The department continually evaluates its program to determine if the program is meeting the recreational needs and interests of the students*	10	0	0	70	10	10
18. If the required physical education department does not offer instruction in an activity offered in the intramural program, the intramural department offers basic instruction prior to the commencement of the activity*	20	10	20	20	20	10
19. The department maintains accurate and up-to-date records of all aspects of its program*	0	0	10	20	10	60

Table 3 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
20. The department utilizes the records for publicizing and improving all aspects of its program*	0	0	0	10	40	50
21. First-aid and emergency arrangements have been made for the participants*	20	50	0	20	0	10
22. The director has an organizational chart which indicates all the tasks to be performed and the people responsible for completing each task*	0	20	20	10	30	20
23. The program is completely financed by funds from the general university budget and/or student fees.	0	0	0	0	10	90
24. The department encourages each participant to have a comprehensive physical examination every year.	0	20	20	10	20	30
25. If a student has had a serious illness, the department encourages him to have a comprehensive physical examination before resuming intramural competition*	10	40	10	10	20	10
26. The department encourages each student to obtain adequate health and hospital insurance before he participates in the program.	0	20	0	30	0	50

Table 3 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
27. The department encourages the students to practice the skills involved in an active sport before competition begins.	0	10	10	20	40	20

*The symbols refer to the extent each area is satisfied by the institutions. DNA means "does not apply," NM means "not met to any degree," SD means "small degree," MD means "moderate degree," GD means "great degree," and COM means "completely."

Criteria with this symbol () have been abbreviated to save space in the table. The complete criteria are located in the final instrument in Appendix G.

An examination of the information found in Table 3 indicates that 21 of the 27 criteria in the area of Organization and Administration were attained to a moderate degree or higher by at least 50 percent of the participating institutions. One of the six remaining criteria, number 3, "The faculty members assigned to the department receive the same consideration in such matters as work load, tenure, retirement, academic rank and salary as comparable members of the faculty in other departments," was met to a moderate degree or higher by 40 percent of the participating institutions. Sixty

percent of the institutions checked either does not apply or not met on this criterion. A possible reason for this is the fact that only three institutions align the intramural sports program with the Department of Physical Education, while the other six are administered by non-academic divisions.

Criterion Number 7, "The council appoints a Grievance Committee to hear and make a decision on each problem arising from the program," was completely met by 30 percent of the participating institutions. Sixty percent checked does not apply or not met. Criterion Number 8, "The council appoints a Sport Manager for each activity in the program," was not met or did not apply to 80 percent of the participating institutions. Criterion Number 9, "The council appoints a Rules Committee to develop and review the rules for each activity in the program," was met to a moderate degree or greater by only 40 percent of the participating institutions. The low degree of attainment on questions 7, 8, 9, and 10, reveals that the participating institutions do not consider the involvement of a council in managing the program a high priority.

Criterion Number 21, "First-aid and emergency arrangements have been made for the participants," was met completely by 10 percent of the participating institutions, while 70 percent of the institutions checked either does not apply or not met. Criterion Number 25, "If a student has had a serious illness, the department encourages

him to have a comprehensive physical examination before resuming intramural competition," was met to a moderate degree or greater by 40 percent of the participating institutions. Most institutions noted that the intramural sports program was considered voluntary and, therefore, any resulting injuries were the responsibility of the participant. Two directors noted that the trainer employed by their institution was instructed to treat only varsity athletes.

In conclusion, it should be noted that the Organization and Administration had a number of criteria either not met or met to a small degree. As a result, this area should receive careful consideration by the Intramural directors.

Table 4 illustrates the current status of intramural rules and regulations governing the program in the intramural sports programs in the state supported senior universities in Tennessee.

Table 4

The Current Status of Intramural Rules and Regulations
Governing the Program in the Intramural Sports
Programs in the State Supported Senior
Universities in Tennessee

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
1. All the rules and regulations governing the program are available to the students in the intramural handbook*	0	0	0	0	40	60
2. The department has rules and regulations stating who is ineligible for competition.	0	0	0	0	0	100
3. If a team uses an ineligible player, it forfeits the game to the other team.	0	0	0	0	0	100
4. If a team does not have the minimum number of players ready to play within a specified number of minutes, it forfeits the game to the team which is present*	0	0	0	0	20	80
5. If neither team is ready to play within a specified number of minutes after the scheduled time for the contest, both teams forfeit the game.	0	0	0	0	20	80
6. The department specifies the number of contests a team can forfeit before it is removed from the competition.	0	0	0	0	0	100

Table 4 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
7. The department has rules and regulations to control fighting, striking an official, and swearing during competition.	0	0	0	10	0	90
8. If a student violates any of the rules and regulations he is counseled by a faculty member and may be suspended from competition.	0	0	10	10	0	80
9. If a team receives an "unsatisfactory sportsmanship" rating from the officials, the team captain or unit manager is counseled by a faculty members.	20	20	10	0	10	40
10. The department has rules and regulations stating who may play for a unit and when a student may transfer to a different unit.	0	10	0	0	20	70
11. A protest is discussed only if it is based on a misinterpretation of the game rules or a violation of the rules and regulations.	0	10	0	0	20	70
12. If the supervisor is unable to resolve a protest, it must be submitted, in writing, to the office within 24 hours of the disputed contest*.	0	10	0	10	0	80

Table 4 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
13. The department has rules and regulations concerning the postponement of contests due to inclement weather*:	0	0	10	0	20	70
14. If a team wishes to postpone a contest for personal reasons it must be approved by a representative of the opposing team and a member of the department*:	0	10	0	10	20	60
15. All the intramural officials, unit managers, and participants are expected to know the rules and regulations.	0	0	0	0	10	90
16. If transportation is necessary for activities the department must utilize the institution's cars or buses or bonded public or private vehicles.	40	50	0	0	0	10

*The symbols refer to the extent each area is satisfied by the institutions. DNA means "does not apply," NM means "not met to any degree," SD means "small degree," MD means "moderate degree," GD means "great degree," and COM means "completely."

Criteria with this symbol () have been abbreviated to save space in the table. The complete criteria are located in the final instrument in Appendix G.

An examination of the information found in Table 4 indicates that 14 of the 16 criteria in the area of Rules and Regulations Governing the Program were either completely attained or attained to a great degree by at least 80 percent of the participating institutions. Criterion Number 9, "If a team receives an 'unsatisfactory sportsmanship' rating from the officials, the team captain or unit manager is counseled by a faculty member," was met to a great degree or higher by 50 percent of the participating institutions. The remaining criterion, Number 16, "If transportation is necessary for activities the department must utilize the institution's cars, buses, or bonded public or private vehicles," was met to a moderate degree or higher by 10 percent of the participating institutions. With the exception of these two criteria, the majority of the participating institutions met the criteria in this area at least to a great degree.

Table 5 illustrates the current status of intramural organization for competition in the intramural sports programs in the state supported senior universities in Tennessee.

Table 5

The Current Status of Intramural Organization for
Competition in the Intramural Sports Programs
in the State Supported Senior
Universities in Tennessee

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
1. The units of competition are cohesive, as permanent as possible, and allow all students an equal opportunity to participate*	0	0	20	20	30	30
2. A representative from each team is required to complete an entry form and submit it to the office before the entry deadline*	0	0	0	0	30	70
3. To facilitate scheduling, the entry form requests the name, address and phone number of the team captain along with the hours and days the team absolutely cannot play*	0	0	0	20	30	50
4. Each entry form is carefully checked to determine if all the information in statement 3 is included*	0	0	0	0	40	60
5. Before the director draws up the schedule, he considers the time, equipment, personnel, and facilities which are available*	0	0	0	0	20	80
6. A unit's preferred playing times are honored, if at all possible, when drawing up a schedule.	0	0	0	0	20	80

Table 5 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
7. The complete schedule for each activity is drawn up prior to competition, reproduced, and given to each unit manager.	0	10	0	10	10	70
8. A schedule includes the name of the sport, and the court or field location, time, and opponents for each contest.	0	0	0	0	10	90
9. Teams or individuals are scheduled at least once a week for competition.	0	0	0	0	40	60
10. The type of competition selected for each activity allows for the maximum amount of participation by all the teams or individuals*.	0	0	0	0	10	90
11. The department offers different levels of competition for the participants*.	10	20	10	10	30	20
12. The game rules for each activity are available in the office*.	0	0	0	20	10	70

*The symbols refer to the extent each area is satisfied by the institutions. DNA means "does not apply," NM means "not met to any degree," SD means "small degree," MD means "moderate degree," GD means "great degree," and COM means "completely."

Criteria with this symbol () have been abbreviated to save space in the table. The complete criteria are located in the final instrument in Appendix G.

An examination of the information found in Table 5 indicates that 11 of the 12 criteria in the area of Organization for Competition were either completely attained or attained to a great degree by at least 60 percent of the participating institutions. The remaining criterion, Number 11, "The department offers different levels of competition for the participants," was met to a moderate degree or higher by 60 percent of the participating institutions. In conclusion, with the exception of Number 11, the majority of the participating institutions met the criteria in this area at least to a great degree.

Table 6 illustrates the current status of intramural activities in the intramural sports program in the state supported senior universities in Tennessee.

Table 6

The Current Status of Intramural Activities
in the Intramural Sports Programs
in the State Supported Senior
Universities in Tennessee

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
1. The department offers a variety of competitive and informal activities*	0	0	0	10	40	50
2. The majority of the activities offered in the program are inexpensive and are suitable for leisure-time recreation*	0	0	0	10	50	40
3. If students attend school during the summer a variety of activities is offered to meet their recreational needs and interests.	0	10	10	20	20	40
4. Activities are not offered unless the facilities and equipment meet acceptable standards of health and safety.	0	0	0	10	30	60
5. Representatives of the Men's and Women's Intramural Councils select the corecreational activities and the rules and regulations to govern them.	30	30	20	10	0	10
6. Corecreational activities emphasize sports which men and women can play and enjoy together for many years after graduation.	0	0	20	10	30	40

Table 6 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
7. If the students are extremely interested in an activity, the director encourages them to form a sports club*	10	20	20	0	20	30
8. Each sports club develops its own program but is responsible to a faculty advisor and the department.	20	20	0	0	10	50

*The symbols refer to the extent each area is satisfied by the institutions. DNA means "does not apply," NM means "not met to any degree," SD means "small degree," MD means "moderate degree," GD means "great degree," and COM means "completely."

Criteria with this symbol () have been abbreviated to save space in the table. The complete criteria are located in the final instrument in Appendix G.

An examination of the information found in Table 6 indicates that six of the eight criteria in the area of Activities were either completely attained or attained to a great degree by at least 60 percent of the participating institutions. One of the two remaining criteria, Number 5, "Representatives of the men's and women's intramural councils select the co-recreational activities and the rules and regulations to govern them," was met to a small degree or

higher by 40 percent of the participating institutions. The second criterion, Number 7, "If the students are extremely interested in an activity and desire more participation than can be provided by the department, the director encourage these students to form a sports club," was met to a moderate degree or higher by 50 percent of the participating institutions. With the exception of these two criteria, this area was one of the strongest areas analyzed in the study.

Table 7 illustrates the current status of intramural facilities and equipment in the intramural sports programs in the state supported senior universities in Tennessee.

Table 7

The Current Status of Intramural Facilities and
Equipment in the Intramural Sports Programs
in the State Supported Senior
Universities in Tennessee

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
1. One person is responsible for coordinating the use of all the athletic facilities.	10	0	10	0	30	50
2. The department receives a fair share of the facilities at times convenient to the majority of the students.	0	10	0	10	50	30

Table 7 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
3. The department makes use of the recreational facilities provided in the community and surrounding areas.	20	10	30	20	0	20
4. The facilities are available for informal participation at certain scheduled hours during the day.	0	10	10	10	30	40
5. The facilities meet acceptable standards for lighting, heating, ventilation, construction, and cleanliness.	0	0	0	20	30	50
6. The athletic fields are well-lighted for night-time use.	30	40	0	0	10	20
7. The department provides the game equipment needed for each activity in the program.	0	0	0	10	20	70
8. The department provides protective equipment for the participants in dangerous activities*	30	30	0	10	10	20
9. Game equipment is available for individuals or groups to use for informal play on or away from campus.	0	10	0	30	10	50
10. When buying equipment the director considers its quality and design, safety features, cost, maintenance, and source of supply.	0	0	0	0	20	80

Table 7 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
11. A member of the department outlines clearly the specifications for each new piece of equipment to be purchased*	0	0	0	20	20	60
12. All the equipment is clearly marked for identification purposes.	0	0	0	0	40	60
13. The equipment is checked out and in by a competent equipment manager or his assistant.	10	20	0	0	40	30
14. The check-out slip requires the borrower to leave his name, address and telephone number and sign a statement which says, in effect, that he agrees to pay for any unreturned or carelessly damaged equipment.	10	20	10	0	10	50

*The symbols refer to the extent each area is satisfied by the institutions. DNA means "does not apply," NM means "not met to any degree," SD means "small degree," MD means "moderate degree," GD means "great degree," and COM means "completely."

Criteria with this symbol () have been abbreviated to save space in the table. The complete criteria are located in the final instrument in Appendix G.

An examination of the information found in Table 7 indicates that 11 of the 14 criteria in the area of Facilities and Equipment were either completely attained or attained to a great degree by over 60 percent of the participating institutions.

Criterion Number 3, "The department makes use of the recreational facilities provided in the community and surrounding areas," was met to a moderate degree or higher by 40 percent of the participating institutions. A possible reason for this low rating could be that the universities have adequate facilities on campus and do not need to make use of the recreational facilities provided in the community. Only 10 percent of the universities indicated they did not meet criterion Number 2, which was "The department receives a fair share of the facilities at times convenient to the majority of the students.

Criterion Number 6, "The athletic fields are well-lighted for night time use," was met to a great degree or higher by only 30 percent of the participating institutions. However, half of the institutions that checked the response not met noted that their fields were going to be lighted by the fall of 1978.

Criterion Number 8, "The department provides protective equipment for the participants in dangerous activities," was met to a moderate degree or higher by 40 percent of the participating institutions. In conclusion, it

appears that except for these three criteria, the area of facilities and equipment was one of the strongest examined.

Table 8 illustrates the current status of intramural point systems and awards in the intramural sports programs in the state supported senior universities in Tennessee.

Table 8

The Current Status of Intramural Point Systems and Awards in the Intramural Sports Programs in the State Supported Senior Universities in Tennessee

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
1. The department uses a point system to encourage the students to participate in a variety of activities throughout the entire academic year.	20	20	0	10	0	50
2. The point system emphasizes participation, but achievement is still important.	40	0	0	20	10	30
3. The number of points awarded for participation and achievement depends upon the number of times a person or team competes in an activity.	50	0	20	10	0	20
4. The point system provides an equal opportunity for each person or unit to accumulate points.	40	0	0	10	10	40

Table 8 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
5. The point totals are kept up-to-date to stimulate interest in the program.	40	0	0	20	20	20
6. The point system is used to determine who will win the intramural awards.	40	0	0	10	30	20
7. Awards are presented only to the winners of each activity and the outstanding participants in the program.	10	10	0	30	20	30
8. Inexpensive awards are purchased with funds from the intramural budget and are not solicited from businessmen of the community.	10	30	0	0	20	40
9. The awards are presented at an athletic or intramural banquet at the conclusion of the academic year.	30	40	10	0	0	20

*The symbols refer to the extent each area is satisfied by the institutions. DNA means "does not apply," NM means "not met to any degree," SD means "small degree," MD means "moderate degree," GD means "great degree," and COM means "completely."

An examination of the information found in Table 8 indicates that five of the nine criteria in the area of Point Systems and Awards were either completely attained or attained to a great degree by at least 50 percent of the

participating institutions. Due to this low attainment by the institutions, it would appear that the half of the participating institutions in Tennessee do not utilize a point system to encourage participating in a variety of intramural sports. Those institutions that did utilize a point system indicated that the point system emphasized participation, but achievement was still important. Also, those that used the point system noted that it was a time consuming process, and questioned whether it was worth the time and energy that it took to administer it.

Two institutions chose the not met degree of attainment in reference to criterion Number 1, "The department uses a point system to encourage the students to participate in a variety of activities throughout the academic year." Both of these institutions noted that point systems were used only in the fraternity leagues. Criterion Number 9, "The awards are presented at an athletic or intramural banquet at the conclusion of the academic year," was either not met or did not apply to 70 percent of the universities.

Table 9 illustrates the current status of intramural publicity in the intramural sports programs in the state supported senior universities in Tennessee.

Table 9

The Current Status of Intramural Publicity
in the Intramural Sports Programs
in the State Supported Senior
Universities in Tennessee

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
1. The department uses a variety of methods to publicize the program to the students and faculty.	0	0	0	30	20	50
2. The department has one person who is responsible for publicizing the program.	0	0	10	30	20	40
3. An intramural handbook which includes information pertinent to the program is published each year*.	10	30	0	20	10	30
4. Intramural bulletin boards are located throughout the campus at strategic locations.	0	10	40	20	10	20
5. The bulletin boards are kept neat and up-to-date at all times.	0	0	30	30	10	30
6. The daily intramural schedule of activities is posted on the bulletin boards.	0	20	20	10	20	30
7. The standings and results after each day's competition are posted within 24 hours*.	10	0	20	40	20	10

Table 9 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
8. The alumni are kept informed of what is happening in the program with regular articles in the alumni magazine.	0	50	30	10	10	0

*The symbols refer to the extent each area is satisfied by the institutions. DNA means "does not apply," NM means "not met to any degree," SD means "small degree," MD means "moderate degree," GD means "great degree," and COM means "completely."

Criteria with this symbol () have been abbreviated to save space in the table. The complete criteria are located in the final instrument in Appendix G.

An examination of the information found in Table 9 indicates that three of the eight criteria in the area of Publicity were either completely attained or attained to a great degree by at least 60 percent of the participating institutions. One of the five remaining criteria, Number 3, "An intramural handbook which includes information pertinent to the program is published each year," was met to a moderate degree or higher by 60 percent of the participating institutions.

The second criterion, Number 4, "Intramural bulletin boards are located throughout the campus at strategic

locations," was met to a moderate degree or higher by only 50 percent of the participating institutions. Many schools noted that their institutions did not permit separate intramural bulletin boards.

The third criterion, Number 5, "The bulletin boards are kept neat and up-to-date at all times," was met to a moderate degree or higher by 70 percent of the participating institutions. The fourth criterion, Number 7, "The standings and results after each day's competition are posted within 24 hours," was met to a moderate degree or higher by 70 percent of the participating institutions.

The fifth criterion, Number 8, "The alumni are kept informed of what is happening in the program with regular articles in the alumni magazine," was the lowest scored criterion in the area of publicity. Fifty percent of the participating institutions indicated that they did not meet this criterion. In conclusion, it should be noted that the Publicity area was one of the weakest areas examined and as a result, should receive careful consideration by the intramural directors.

Table 10 illustrates the current status of the intramural officials in the intramural sports programs in the state supported senior universities in Tennessee.

Table 10

The Current Status of Intramural Officials
in the Intramural Sports Programs
in the State Supported Senior
Universities in Tennessee

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
1. The officials are competent individuals who have been trained and examined by the department*	0	0	30	10	20	40
2. Students do all the officiating.	0	20	0	0	10	70
3. A clinic is held for the officials of each activity where the rules, techniques, duties and responsibilities of officials are discussed*	0	10	10	10	10	60
4. An official is required to attend the clinic and then receive a satisfactory grade on an official's examination before he is allowed to officiate any intramural contests*	0	40	10	10	20	20
5. Officials are informed, at least one week in advance, of the date, time, and location of each contest they are to officiate*	0	10	0	0	50	40
6. An official is not assigned to a game in which his unit is competing.	0	0	0	10	10	80

Table 10 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	GD	COM
7. Officials are required to notify the office whether or not their assignments are satisfactory*	10	10	10	0	40	30
8. Officials, if they cannot be present for an assigned contest, must notify the office at least 24 hours prior to the contest's starting time.	0	0	10	0	60	30
9. Officials are required to examine the equipment and facilities to be used in the game prior to its commencement.	0	10	0	20	30	40
10. Officials are required to be properly dressed and present at the game site a specified number of minutes before the game is scheduled to begin.	0	0	10	10	20	60
11. Officials are required to check the score sheet at the conclusion of each game to insure that it is properly completed*	20	0	10	0	30	40
12. If an accident occurs, either an official or the supervisor is required to complete the accident form and return it to the office.	0	0	10	10	20	60
13. Officials are periodically evaluated throughout the schedule by some competent individual from the department.	0	0	10	20	30	40

Table 10 (continued)

Criteria	Percentage of institutions selecting each degree of attainment					
	DNA*	NM	SD	MD	DG	COM
14. Officials are evaluated on their promptness, self-assurance, consistency in enforcing the rules of the game, and ability to maintain control of the game.	0	10	0	10	30	50
15. If an official receives a low overall evaluation he is counseled by a member of the department.	0	10	0	20	30	40
16. Officials are paid for their services at the institution's rate for trained student help.	0	10	0	0	0	90

*The symbols refer to the extent each area is satisfied by the institutions. DNA means "does not apply," NM means "not met to any degree," SD means "small degree," MD means "moderate degree," GD means "great degree," and COM means "completely."

Criteria with this symbol () have been abbreviated to save space in the table. The complete criteria are located in the final instrument in Appendix G.

An examination of the information found in Table 10 indicates that 14 of the 16 criteria in the area of Officials were attained to a moderate degree or higher by over 70 percent of the participating institutions. One of the two remaining criteria, Number 1, "The officials are competent

individuals who have been trained and examined by the department," was met to a moderate degree or higher by 70 percent of the participating institutions. The other criterion, Number 4, "An official is required to attend the clinic and then receive a satisfactory grade on an official's examination before he is allowed to officiate any intramural contest," was met to a small degree or greater by 100 percent of the participating institutions. In conclusion, the Officials area was one of the strongest areas examined.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The general problem in this study was to examine the intramural sports programs in the state supported senior universities in Tennessee. A survey of related literature indicated that the Brawn instrument for evaluating intramural sports programs appeared to be an effective and comprehensive instrument for rating intramural sports programs; consequently, it was used to analyze the data in this study. Elements of the program analyzed were: philosophy and objectives, organization and administration, rules and regulations governing the program, organization for competition, activities in the program, facilities and equipment, point systems and awards, publicity, and officials. A primary purpose in this study was to create an awareness and understanding of the essentials necessary for the organization and administration of a quality intramural sports program in the state supported senior universities in Tennessee, and to provide analyzed results to those people directly involved with the operation of such programs in the hopes that they would be found useful in stimulating improvements.

After permission was obtained from the institutions to examine their programs, a 16 page survey questionnaire was

mailed to each Director of Intramurals. The data collected from the survey are contained in the tables in Chapter 4. The analyzed results were returned to the individual institutions upon completion of this study, along with each institution's completed survey.

CONCLUSIONS

1. In general, the areas examined were all strong with the exception of Point Systems and Awards, and Publicity.

2. With 87 percent of the participating institutions attaining a great degree or completely meeting the criteria in the area of Philosophy and Objectives, it appears that the intramural sports programs are based on a sound philosophy.

3. All directors of the participating institutions had a minimum of an undergraduate education in physical education. This implies that the participating universities hold in high esteem the necessity of professional training by the director.

4. The questions under the area of Organization and Administration that dealt with the Intramural Council were scored very low and in many cases the criteria were not met. This might disclose a trend away from student direction, with more responsibility in administering the intramural sports program being placed in the hands of the professionally trained director.

5. One of the lowest scored criterion was first aid emergency arrangements. Fifty percent of the institutions did not meet this criterion, thus indicating that they did not feel obligated for the participants' health and well being.

6. Although the directors were not asked to comment on their budgets, the survey did ask how the programs were funded. Ninety percent stated that their budgets were completely financed from the general university budget and/or student fees. It appears then that the programs are financed in a sound manner.

7. The area of Rules and Regulations Governing the Program was scored very high. Only one criterion in this area was scored low and that concerned transportation to off campus activities. The low score might imply that most campuses have adequate facilities to conduct all intramural sports activities on campus without traveling to commercial or public facilities. The low score on this criterion might be interpreted in a positive manner and may not be an area that needs attention.

8. Most participating schools indicated in the area of Philosophy and Objectives that the intramural sports program was conducted for the benefit of all students and that they encourage every student to participate. However, they failed to be consistent in carrying out this philosophy when it came time to structure the competition. When asked if

the department offers different levels of competition for the participants only 20 percent of the institutions completely met the criterion.

9. Point systems do not seem to be emphasized to a great degree.

10. The traditional intramural banquet at the conclusion of the academic year to present intramural awards is not held in high esteem by the participating institutions.

11. Alumni are not kept informed of what is happening in the program. This is probably a result of the schools relying on their varsity athletic program as the only public relations tool involving sports.

12. The high scores in the area of Officials signifies a sound basis for training, assigning, evaluating, and paying the officials.

RECOMMENDATIONS TO THE PARTICIPATING INSTITUTIONS

The following recommendations are presented for the improvement of the intramural sports programs in the state supported senior universities in Tennessee:

1. More emphasis should be placed on motivating participation in intramural sports by providing effective publicity.

2. Activities in the intramural sports program that are not offered by the physical education department should

be introduced prior to commencement of the activity at a basic instruction clinic.

3. Greater effort should be made to provide first aid and emergency health care for the intramural participant.

4. When transportation is necessary for activities the institutions should utilize vehicles owned by the institution or bonded public or private vehicles.

5. Different levels of competition should be offered to provide a place for every potential participant based on interest and skill level.

6. The playing fields should be well lighted for night time use to reduce conflicts with academic class schedules.

7. Protective equipment should be provided for the participants in dangerous activities.

RECOMMENDATIONS FOR FUTURE RESEARCH

The following recommendations are offered for further intramural sports research in Tennessee:

1. A similar study should be conducted in five years at the same institutions, and the results compared with this study to ascertain if any changes have transpired.

2. A similar survey should be done in the private universities in Tennessee.

3. A study should be done to note if there are differences in publicly supported senior universities and junior community colleges in the state of Tennessee.

4. The questionnaire could be modified and used to survey the state supported community colleges in Tennessee.

5. A research study should be conducted in the area of financing intramural sports. Areas such as source of budget, cost per student and per participant, and management of funds should be studied.

APPENDICES

APPENDIX A

August 26, 1977

Dr. John M. Cooper
Professor of Physical Education
HPER Building
Indiana University
Bloomington, Indiana 47401

Dear Dr. Cooper:

I am trying to locate Dr. Alan Brawn. I want to secure his permission to use the survey instrument for evaluating intramural sports programs that he developed while completing his Doctorate Degree.

Please send me his address. Thank you for your assistance.

Respectfully,

Robert L. Neilson
Director of Recreational Sports

RLN:le

APPENDIX B

INDIANA UNIVERSITY
School of Health, Physical Education, and Recreation

80

HPER BUILDING
BLOOMINGTON, INDIANA 47401

DEPARTMENT OF
PHYSICAL EDUCATION

September 15, 1977

TEL. NO. 812-337-2505

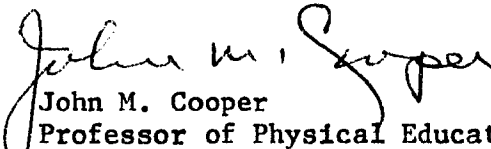
Mr. Robert L. Neilson
Director of Recreational Sports
The University of Tennessee at Martin
Martin, Tennessee 38238

Dear Mr. Neilson:

Al Brawn's address is: Calgary
3024 Utah Drive NW
Calgary Alberta T2N 4A1 Canada

It is understood that he has continued to work in his chosen area and I hope that you will be able to get in touch with him. I saw him in Seattle at the AAHPER convention this past year and if you have any difficulty locating him, please let me know.

Sincerely yours,


John M. Cooper
Professor of Physical Education

JMC:djb

APPENDIX C

September 26, 1977

Dr. Christopher Alan Brawn
Calgary
3024 Utah Drive NW
Calgary Alberta T2N 4A1 Canada

Dear Dr. Brawn:

I am presently the Director of Recreational Sports at The University of Tennessee at Martin. During the past five academic school years I served in a similar capacity at Austin Peay State University, and in the summers, I worked toward a doctorate degree in Physical Education at Middle Tennessee State University.

Having finished all of my course work, my task now is to complete the dissertation. I have received approval from my advisory committee to do an evaluation study which includes the intramural sports programs in all of the four-year state supported universities in Tennessee.

I respectfully request your permission to use the survey instrument that you developed in your doctoral dissertation. A letter stating your approval for me to use the survey instrument would be greatly appreciated.

Sincerely,

Robert L. Neilson
Director of Recreational Sports

RLN:le

APPENDIX D



The University of Calgary

2920 24 AVE. N.W.
CALGARY, CANADA
T2N 1N4

84

FACULTY OF PHYSICAL EDUCATION
(403) 284-5603

October 5th, 1977

Robert L. Neilson,
Director of Recreational Sports,
The University of Tennessee at Martin,
Martin, Tennessee,
38238,
U.S.A.

Dear Robert:

Thank you for your recent letter in which you request permission to utilize my intramural evaluative instrument to assist you in the completion of your doctoral degree. It would be an honour and privilege to assist you in any way for the improvement of intramurals in the great state of Tennessee. Therefore, you have my permission to utilize my intramural evaluative instrument. Hopefully, it will help you in the successful completion of your doctoral degree.

If you have any questions concerning this evaluative instrument, please feel free to contact me at any time.

Yours in intramurals,

Dr. C. Alan Brawn,
Associate Professor,
The University of Calgary

AB/mas

APPENDIX E

Dear President _____:

I am presently the Director of Recreational Sports at The University of Tennessee at Martin. During the past five academic school years, I served in a similar capacity at Austin Peay State University, and in the summers, I worked toward a doctoral degree in Physical Education at Middle Tennessee State University.

Having finished all of my course work, my task now is to complete the dissertation. I have received approval from my advisory committee to examine the intramural sports programs in all of the state supported senior universities in Tennessee.

A validated and reliable survey instrument will be used. At the conclusion of the study, the results will be made available to each participating institution. The information gathered at your university will be coded to insure confidentiality.

I respectfully request your institution's participation. With your approval, I would like permission to correspond with the appropriate administrator. All that would be required of the person in charge of intramural sports at your institution would be the completion of a questionnaire.

Included with this request for your university's participation in this study is a letter of endorsement from Dr. Stanley Hall, Professor and Chairman of my advisory committee.

Respectfully,

Robert L. Neilson

Enclosure

Dear President _____:

I am Chairman of the Doctoral Committee of Robert L. Neilson. He is conducting research for his doctoral dissertation involving an evaluation of the intramural sports programs at all the four-year state supported universities in Tennessee. He will use a survey questionnaire previously developed and validated by a doctoral student at Indiana University.

Mr. Neilson has the full support of his doctoral committee on this research project, and I would like to encourage the support and cooperation of your institution in this effort. The results should be useful to every institution evaluated.

Respectfully,

Stanley H. Hall
Professor, HPERS
M.T.S.U.
Murfreesboro, TN. 37132

APPENDIX F

February 28, 1978

Dear Director of Intramural Sports:

I am presently the Director of Recreational Sports at The University of Tennessee at Martin. During the past five academic school years, I served in a similar capacity at Austin Peay State University, and in the summers, I worked toward a doctoral degree in Physical Education at Middle Tennessee State University.

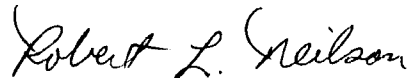
Having finished all of my course work, my task now is to complete the dissertation. I have received approval from my advisory committee to examine the intramural sports programs in all of the state supported senior universities in Tennessee.

At the conclusion of the study, the results will be made available to each participating institution. The information gathered at your university will be coded to ensure confidentiality.

I respectfully request your participation in this study. Enclosed, you will find a questionnaire. Please take 40 minutes of your time to complete this questionnaire and return it in the postage-paid envelope.

Thank you for your cooperation.

Sincerely,



Robert L. Neilson
Director of Recreational Sports

RLN:le

Enclosure

APPENDIX G

AN INSTRUMENT FOR ANALYZING THE INTRAMURAL SPORTS
PROGRAMS AT STATE
SUPPORTED SENIOR UNIVERSITIES
IN TENNESSEE

BY

DR. ALAN C. BRAWN

NAME OF EVALUATOR: _____

NAME OF INSTITUTION: _____

TITLE OF EVALUATOR: _____

DIRECTIONS TO THE EVALUATORS

Please read the following directions carefully before you begin evaluating your intramural program.

1. Briefly read the entire instrument so as to get an understanding of its nature and content.
2. Determine the extent to which your intramural program meets each criterion included in the instrument.
 - a. If the criterion is met "completely" at your institution place a circle around the "6" to the right of the criterion. Completely is abbreviated as COM at the top of each page.
 - b. If the criterion is met to a "great degree" at your institution place a circle around the "5" to the right of the criterion. Great degree is abbreviated as GD at the top of each page.
 - c. If the criterion is met to a "moderate degree" at your institution place a circle around the "4" to the right of the criterion. Moderate degree is abbreviated as MD at the top of each page.
 - d. If the criterion is met to a "small degree" at your institution place a circle around the "3" to the right of the criterion. Small degree is abbreviated as SD at the top of each page.
 - e. If the criterion is "not met to any degree" at your institution place a circle around the "2"

to the right of the criterion. Not met to any degree is abbreviated as NM at the top of each page.

- f. If you feel the criterion "does not apply" to your institution place a circle around the "1" to the right of the criterion. Does not apply is abbreviated as DNA at the top of each page.

To aid each intramural director in determining the correct extent his program meets each criterion:

- a. "Completely" should be interpreted to mean 100 per cent.
- b. "Great degree" should be interpreted to mean approximately 80 per cent.
- c. "Moderate degree" should be interpreted to mean approximately 50 per cent.
- d. "Small degree" should be interpreted to mean approximately 20 per cent.
- e. "Not met to any degree" should be interpreted to mean 0 per cent.

Please return the instrument in the enclosed pre-addressed, postage-paid envelope as quickly as possible. Thank you for your time and consideration.

Philosophy and Objectives

	D	N	S	M	G	C
	N	M	D	D	D	O
	A					M
1. The intramural department ¹ has developed an intramural philosophy which is in harmony with the educational philosophy of the institution.	1	2	3	4	5	6
2. The intramural program ² is conducted for the benefit of all the students.	1	2	3	4	5	6
3. The emphases in intramurals are participation and enjoyment.	1	2	3	4	5	6

¹Hereafter, department refers to intramural department.

²Hereafter, program refers to intramural program.

	D	N	S	M	G	C
	N	M	D	D	D	O
	A					M
4. Participation in the program is voluntary.	1	2	3	4	5	6
5. The department encourages every student to participate in at least one activity a year.	1	2	3	4	5	6
6. The department has developed a set of objectives which are in harmony with the objectives of physical education.	1	2	3	4	5	6
7. The objectives each intramural participant ³ is expected to realize are social ⁴ , emotional ⁵ , neuromuscular ⁶ , and physical ⁷ development.	1	2	3	4	5	6

Organization and Administration

	D	N	S	M	G	C
	N	M	D	D	D	O
	A					M
1. The department is centralized under one person who is usually designated as the intramural director. ⁸	1	2	3	4	5	6
2. The director possesses a minimum of an undergraduate education in physical education or recreation.	1	2	3	4	5	6

³Hereafter, participant refers to intramural participant.

⁴Social - making friends and increasing one's ability to get along with people.

⁵Emotional - improving one's ability to control his emotions in a socially acceptable manner.

⁶Neuromuscular - learning motor skills which are essential in a variety of team and individual sports.

⁷Physical - organic and muscular stimulation and its resultant growth and development.

⁸Hereafter, director refers to intramural director.

	D	N	S	M	G	C
	N	M	D	D	D	O
	A					M
3. The faculty members ⁹ assigned to the department have an equivalent work load, meet the same academic qualifications, and receive the same consideration in such matters as tenure, retirement, academic rank and salary as comparable members of the faculty in other departments.	1	2	3	4	5	6
4. The department has adequate secretarial assistance.	1	2	3	4	5	6
5. The program is organized and administered by an Intramural Council or Board ¹⁰ composed of representatives of the competing units, the director, the student officers ¹¹ , and at least one member of the faculty outside of the areas of health, physical education, and recreation.	1	2	3	4	5	6
6. The Council is governed by an up-to-date constitution which defines the authority and responsibility of each members of the Council, the purpose of the Council, and the rules and regulations which govern the program.	1	2	3	4	5	6
7. The Council appoints a Grievance Committee to hear and make a decision on each problem ¹² arising from the program.	1	2	3	4	5	6

⁹Hereafter, faculty members refer to intramural faculty members.

¹⁰Hereafter, Council refers to Intramural Council or Board.

¹¹Student officers refer to such positions as the student president and vice president of the Council.

¹²For example protests, discipline, et cetera.

	D N A	N M	S D	M D	G D	C O M
8. The Council appoints a Sport Manager ¹³ for each activity in the program.	1	2	3	4	5	6
9. The Council appoints a Rules Committee to develop and review the rules for each activity in the program so they are suitable to the conditions at the institution.	1	2	3	4	5	6
10. Supervision of intramural activities ¹⁴ is provided by mature students or faculty members who are familiar with the rules and regulations governing the program, first aid procedures, and the duties and responsibilities of supervisory personnel.	1	2	3	4	5	6
11. One person from the department is responsible for assigning the supervisors for each activity.	1	2	3	4	5	6
12. The department asks each competing unit to elect or appoint an intramural unit manager.	1	2	3	4	5	6
13. The unit managers are informed of their duties and responsibilities at a meeting early in the school year.	1	2	3	4	5	6
14. The director has an organized managerial system ¹⁵ composed of students who help in the promotion and record keeping of the program.	1	2	3	4	5	6
15. The department contacts each team which forfeits a contest to discover the reason for the forfeit, explains its detrimental effect on the program, and determines if the team wishes to continue in the competition.						

¹³Each Sport Manager works closely with the department in the promotion, organization, and administration of his activity.

¹⁴Hereafter, activities refer to intramural activities.

¹⁵These students are not the unit managers.

	D	N	S	M	C	G
	N	M	D	D	D	O
	A					M
16. To prevent unnecessary postponements and forfeitures, the department studies the institution's examination schedule, and its program of social, cultural, and athletic events before drawing up each intramural schedule.	1	2	3	4	5	6
17. The department makes use of intramural evaluative instruments, and student conferences, surveys, and brainstorming sessions to determine if the program is meeting the recreational needs and interests of the students.	1	2	3	4	5	6
18. If the required physical education department ¹⁶ does not offer instruction in an activity offered in the intramural program, the intramural department offers basic instruction, if requested by the students, prior to the commencement of the activity.	1	2	3	4	5	6
19. The department maintains accurate and up-to-date records of the amount of participation; the individual and unit participation and achievement point totals; the record times, distances, or points achieved by the participants; the quantity and quality of its equipment; the injuries which occurred in the program; and all financial expenditures and receipts.	1	2	3	4	5	6
20. The department utilizes the records for publicizing the program, determining what equipment to purchase, comparing the growth or decline of interest in each activity from year to year, and developing improved rules and regulations to alleviate the possibility of needless injuries.	1	2	3	4	5	6
21. The department has arranged for the training or first aid room to be open and staffed whenever individuals or teams are participating in the program.	1	2	3	4	5	6

¹⁶Sometimes referred to as the service physical education department.

	D	N	S	M	G	C
	N	M	D	D	D	O
	A					M
22. The director has an organizational chart which indicates all the tasks to be performed in the program and the students or faculty members who are responsible for completing each task.	1	2	3	4	5	6
23. The program is completely financed by funds from the general university budget and/or student fees.	1	2	3	4	5	6
24. The department encourages each participant to have a comprehensive physical examination every year.	1	2	3	4	5	6
25. If a student has had a serious illness, the department encourages him to have a comprehensive physical examination to insure that he is fit to resume intramural competition. ¹⁷	1	2	3	4	5	6
26. The department encourages each student to obtain adequate health and hospital insurance ¹⁸ before he participates in the program.	1	2	3	4	5	6
27. The department encourages the students to practice the skills involved in an active sport before competition begins.	1	2	3	4	5	6

Rules and Regulations Governing the Program

	D	N	S	M	G	C
	N	M	D	D	D	O
	A					M
1. All the rules and regulations governing the program ¹⁹ are available to the students in the intramural handbook, or similar publication.	1	2	3	4	5	6

¹⁷Hereafter, competition refers to intramural competition.

¹⁸This insurance should be provided by the institution at a minimal cost to the student.

¹⁹Hereafter, rules and regulations refer to rules and regulations governing the program.

	D	N	S	M	G	C
	N	M	D	D	D	O
	A					M
2. The department has rules and regulations stating who is ineligible for competition.	1	2	3	4	5	6
3. If a team uses an ineligible player, it forfeits the game to the other team.	1	2	3	4	5	6
4. If a team does not have the minimum number of players ready to play within a specified number of minutes ²⁰ , after the scheduled time for the contest, it forfeits the game to the team which is present.	1	2	3	4	5	6
5. If neither team is ready to play within a specified number of minutes ²¹ , after the scheduled time for the contest, both teams forfeit the game.	1	2	3	4	5	6
6. The department specifies the number of contests a team can forfeit before it is removed from the competition.	1	2	3	4	5	6
7. The department has rules and regulations to control fighting, striking an official, and swearing during the competition.	1	2	3	4	5	6
8. If a student violates any of the rules and regulations he is counseled by a faculty member and may be suspended from competition.	1	2	3	4	5	6
9. If a team receives an "unsatisfactory sportsmanship" rating from the officials, the team captain or unit manager is counseled by a faculty member.	1	2	3	4	5	6
10. The department has rules and regulations stating who may play for a unit and when a student may transfer to a different unit.	1	2	3	4	5	6

²⁰The specified number of minutes should be established by the department.

²¹The specified number of minutes should be established by the department.

	D	N	S	M	G	C
	N	M	D	D	D	O
	A					M
11. A protest is discussed only if it is based on a misinterpretation of the game rules or a violation of the rules and regulations.	1	2	3	4	5	6
12. If the supervisor is unable to resolve a protest, it must be submitted, in writing, to the intramural office ²² within 24 hours of the disputed contest.	1	2	3	4	5	6
13. The department has rules and regulations concerning the postponement of contests due to inclement weather or any other emergency.	1	2	3	4	5	6
14. If a team wishes to postpone a contest for personal reasons it must be approved by a representative of the opposing team and a member of the department at least 24 hours prior to the game time.	1	2	3	4	5	6
15. All the intramural officials ²³ , unit managers, the participants are expected to know the rules and regulations.	1	2	3	4	5	6
16. If transportation is necessary for activities the department must utilize the institution's cars or buses or bonded public or private vehicles.	1	2	3	4	5	6

Organization for Competition

	D	N	S	M	G	C
	N	M	D	D	D	O
	A					M
1. The units of competition are cohesive ²⁴ , as permanent as possible, and allow all students an equal opportunity to participate in the program.	1	2	3	4	5	6

²²Hereafter, office refers to intramural office.

²³Hereafter, officials refer to intramural officials.

²⁴A cohesive unit is one where most of the unit's members know each other, have a common interest, and meet together on a fairly regular basis.

	D	N	S	M	G	C
	N	M	D	D	D	O
	A					M
2. A representative from each team in a team sport and each participant in an individual sport are required to complete an entry form and submit it to the office before the entry deadline.	1	2	3	4	5	6
3. To facilitate scheduling, the entry form requests the name, address and phone number of the team captain or unit manager, the specific hours and days the team prefers to play, and the hours and days they absolutely cannot play.	1	2	3	4	5	6
4. Each entry form is carefully checked, when it is submitted to the office, to determine if all the information in statement 3 is included.	1	2	3	4	5	6
5. Before the director draws up the schedule, he considers the time allotted for the activity; available equipment, personnel, and facilities; possible postponements; and the assignment of practice periods.	1	2	3	4	5	6
6. A unit's preferred playing times are honored, if at all possible, when drawing up a schedule.	1	2	3	4	5	6
7. The complete schedule for each activity is drawn up prior to competition, reproduced, and given to each unit manager.	1	2	3	4	5	6
8. A schedule includes the name of the sport, and the court or field location, time, and opponents for each contest.	1	2	3	4	5	6
9. Teams or individuals are scheduled at least once a week for competition.	1	2	3	4	5	6

	D N A	N M	S D	M D	G D	C O M
10. The type of competition ²⁵ elected for each activity allows for a maximum amount of participation by all the teams or individuals to the extent allowed by the available equipment, facilities, time, and personnel.	1	2	3	4	5	6
11. The department offers different levels of competition for the participants so each person can compete with students at a similar level of ability.	1	2	3	4	5	6
12. The game rules for each activity are available in the office prior to the commencement of competition.	1	2	3	4	5	6

Activities in the Program

	D N A	N M	S D	M D	G D	C O M
1. The department offers a variety of competitive and informal activities ²⁶ in an attempt to meet the recreational needs and interests of all the students and faculty at the institution.	1	2	3	4	5	6
2. The majority of the activities offered in the program are inexpensive for the participant, easily learned after a small amount of instruction, do not require a large amount of equipment, and are suitable for leisure-time recreation. ²⁷	1	2	3	4	5	6

²⁵For example, round robin, elimination, or challenge tournaments.

²⁶For example, recreational, corecreational, team, individual and outing activities.

²⁷Leisure-time activities are those in which an individual can actively participate with a small number of friends for many years after graduation.

	D N A	N M	S D	M D	G D	C O M
3. If students attend school during the summer a variety of activities is offered to meet their recreational needs and interests.	1	2	3	4	5	6
4. Activities are not offered unless the facilities and equipment meet acceptable standards of health and safety.	1	2	3	4	5	6
5. Representatives of the Men's and Women's Intramural Councils select the corecreational activities and the rules and regulations to govern them.	1	2	3	4	5	6
6. Corecreational activities emphasize sports which men and women can play and enjoy together for many years after graduation.	1	2	3	4	5	6
7. If the students are extremely interested in an activity and desire more participation than can be provided by the department, the director encourages these students to form a sports club.	1	2	3	4	5	6
8. Each sports club develops its own program but is responsible to a faculty advisor and the department.	1	2	3	4	5	6

Facilities and Equipment

	D N A	N M	S D	M D	G D	C O M
1. One person is responsible for coordinating the use of all the athletic facilities. ²⁸	1	2	3	4	5	6
2. The department receives a fair share of the facilities at time convenient to the majority of the students.	1	2	3	4	5	6

²⁸The athletic facilities refer to the indoor and outdoor facilities for physical activity and hereafter, facilities refer to athletic facilities.

	D N A	N M	S D	M D	G D	C O M
3. The department makes use of the recreational facilities provided in the community and surrounding areas.	1	2	3	4	5	6
4. The facilities are available for informal participation at certain scheduled hours during the day.	1	2	3	4	5	6
5. The facilities meet acceptable standards for lighting, heating, ventilation, construction, and cleanliness. ²⁹	1	2	3	4	5	6
6. The athletic fields are well-lighted for night-time use.	1	2	3	4	5	6
7. The department provides the game equipment ³⁰ needed for each activity in the program.	1	2	3	4	5	6
8. If the nature of the activity requires that individuals should wear expensive protective equipment ³¹ for their safety, the department provides it.	1	2	3	4	5	6
9. Game equipment is available for individuals or groups to use for informal play on or away from the campus.	1	2	3	4	5	6
10. When buying equipment, the director considers its quality and design, safety features, cost, maintenance, and source of supply.	1	2	3	4	5	6
11. A member of the department outlines clearly the specifications for each new piece of equipment to be purchased, with particular emphasis on the degree of quality desired.	1	2	3	4	5	6

²⁹If the facilities provide a bright, clean, and attractive environment the students and faculty will be more inclined to make use of them.

³⁰The bats and balls, et cetera.

³¹For example, ice hockey equipment.

	D N A	N M	S D	M D	G D	C O M
12. All the equipment is clearly marked for identification purposes.	1	2	3	4	5	6
13. The equipment is checked out and in by a competent equipment manager ³² or his assistant.	1	2	3	4	5	6
14. The check-out slip requires the borrower to leave his name, address and telephone number and sign a statement which says, in effect, that he agrees to pay for any unreturned or carelessly damaged equipment.	1	2	3	4	5	6

Point System and Awards

	D N A	N M	S D	M D	G D	C O M
1. The department uses a point system to encourage the students to participate in a variety of activities throughout the entire academic year.	1	2	3	4	5	6
2. The point system emphasized participation, but achievement is still important.	1	2	3	4	5	6
3. The number of points awarded for participation and achievement depends upon the number of times a person or team competes in an activity. ³³	1	2	3	4	5	6
4. The point system provides an equal opportunity for each person or unit to accumulate points.	1	2	3	4	5	6
5. The point totals are kept up-to-date to stimulate interest in the program.	1	2	3	4	5	6

³²Equipment is a costly investment and it must be carefully looked after for the benefit of all participants.

³³Activities which require a long schedule should receive more points than activities which require a short schedule.

	D N A	N M	S D	M D	G D	C O M
6. The point system is used to determine who will win the intramural awards. ³⁴	1	2	3	4	5	6
7. Awards are presented only to the winners of each activity and the outstanding participants in the program. ³⁵	1	2	3	4	5	6
8. Inexpensive awards are purchased with funds from the intramural budget and are not solicited from businessmen of the community.	1	2	3	4	5	6
9. The awards are presented at an athletic or intramural banquet at the conclusion of the academic year.	1	2	3	4	5	6

Publicity

	D N A	N M	S D	M D	G D	C O M
1. The department uses a variety of methods ³⁶ to publicize the program to the students and faculty.	1	2	3	4	5	6
2. The department has one person who is responsible for publicizing the program.	1	2	3	4	5	6
3. An intramural handbook is published each year which includes the philosophy and objectives of the program; the activities and their final entry dates; the rules and regulations; point system and awards; and a listing of the individual and team records.	1	2	3	4	5	6

³⁴Hereafter, awards refer to intramural awards.

³⁵Awards should not be presented to too many people or their value, in the estimation of the recipients, is decreased.

³⁶For example, bulletin boards, student newspaper and radio, handbook, photographs, school catalogue, yearbook, orientation week, et cetera.

	D	N	S	M	G	C
	N	M	D	D	D	O
	A					M
4. Intramural bulletin boards are located throughout the campus at strategic locations.	1	2	3	4	5	6
5. The bulletin boards are kept neat and up-to-date at all times.	1	2	3	4	5	6
6. The daily intramural schedule for activities is posted on the bulletin boards.	1	2	3	4	5	6
7. The standings and results after each day's competition are written for the student newspaper and radio, and posted on the bulletin boards within 24 hours.	1	2	3	4	5	6
8. The alumni are kept informed of what is happening in the program with regular articles in the alumni magazine.	1	2	3	4	5	6

Officials

	D	N	S	M	G	C
	N	M	D	D	D	O
	A					M
1. The officials used in the program are competent individuals who have been trained and examined by the department.	1	2	3	4	5	6
2. Students do all the officiating.	1	2	3	4	5	6
3. A clinic is held for the officials of each activity where the rules, their interpretation and application, the techniques of officiating, and the duties and responsibilities of officials are discussed.	1	2	3	4	5	6
4. An official is required to attend the clinic and then receive a satisfactory grade on an examination, which covers the material in statement 3, before he is allowed to officiate any intramural contests.	1	2	3	4	5	6

	D	N	S	M	G	C
	N	M	D	D	D	O
	A					M
5. One person from the department is responsible for informing officials, at least one week in advance, of the date, time, and location of each contest they are to officiate.	1	2	3	4	5	6
6. An official is not assigned to a game in which his unit is competing.	1	2	3	4	5	6
7. Officials, upon receipt of their officiating assignments, are required to notify the office whether or not the assignments are satisfactory.	1	2	3	4	5	6
8. Officials, if they cannot be present for an assigned contest, must notify the office at least 24 hours prior to the contest's starting time.	1	2	3	4	5	6
9. Officials are required to examine the equipment and facilities to be used in the game prior to its commencement.	1	2	3	4	5	6
10. Officials are required to be properly dressed and present at the game site a specified number of minutes ³⁷ before the game is scheduled to begin.	1	2	3	4	5	6
11. Officials are required to check the score sheet at the conclusion of each game to insure that it is properly completed and then return it to the office.	1	2	3	4	5	6
12. If an accident occurs, either an official or the supervisor is required to complete the accident form and return it to the office.	1	2	3	4	5	6
13. Officials are periodically evaluated throughout the schedule by some competent individual ³⁸ from the department.	1	2	3	4	5	6

³⁷The specified number of minutes should be established by the department.

³⁸This would probably be the supervisor.

	D	N	S	M	G	C
	N	M	D	D	D	O
	A					M
14. Officials are evaluated on their promptness, self-assurance, consistency in enforcing the rules of the game, and ability to maintain control of the game.	1	2	3	4	5	6
15. If an official receives a low overall evaluation he is counseled by a member of the department.	1	2	3	4	5	6
16. Officials are paid for their services at the institution's rate for trained student help.	1	2	3	4	5	6

Comments

BIBLIOGRAPHY

BIBLIOGRAPHY

A. Books

- Beeman, Harris F., Carol A. Harding, and James H. Humphrey. Intramural Sports--A Text and Study Guide. 3rd ed. Dubuque, Iowa: William C. Brown Company, 1974.
- Bucher, Charles A. Administration of Health and Physical Education Programs Including Athletics. 6th ed. Saint Louis: The C. V. Mosby Company, 1975.
- Bucher, Charles A. Administration of School and College Health and Physical Education Programs. 5th ed. Saint Louis: The C. V. Mosby Company, 1967.
- Daughtrey, Greyson, and John B. Woods. Physical Education and Intramural Programs: Organization and Administration. 2nd ed. Philadelphia: W. B. Saunders Company, 1976.
- Hyatt, Ron W. Intramural Sports Organization and Administration. 1st ed. Saint Louis: The C. V. Mosby Company, 1977.
- Means, Louis E. Intramurals: Their Organization and Administration. 11th ed. Englewood Cliffs: Prentice-Hall, Inc., 1963.
- Mueller, Pat. Intramurals: Programming and Administration. 4th ed. New York: The Ronald Press Company, 1971.
- Rokosz, Francis M. Structured Intramurals. Philadelphia: W. B. Saunders Company, 1975.
- Voltmer, Edward F., and Arthur A. Esslinger. The Organization and Administration of Physical Education. 4th ed. New York: Appleton-Century-Crofts, 1967.
- Webster's New Collegiate Dictionary. 4th ed. Springfield: G. and C. Merriam Company, 1976.

B. Other Sources

- American Association of Health, Physical Education and Recreation. "Intramural Sports for College Men and Women." Washington, D. C., 1964.

- Avant, James Louis. An Evaluation of Intramural Programs for Men in Selected Colleges and Universities. Doctoral dissertation, University of Utah, 1974.
- Brawn, Christopher Alan. An Instrument for Evaluating the Intramural Sports Programs for Men at Degree-Granting Institutions in Canada. Unpublished Doctoral dissertation, Indiana University, 1970.
- Brawn, Christopher Alan. Personal letter from Dr. C. Alan Brawn, Associate Professor of Physical Education, The University of Calgary, Calgary, Canada, October 5, 1977.
- Grambeau, Rodney James. A Survey of the Administration of Intramural Sports Programs for Men in Selected Colleges and Universities in North and South America. Unpublished Doctoral dissertation, University of Michigan, Ann Arbor, 1959.
- Hughes, William L. "The Administration of Health and Physical Education for Men in Colleges and Universities." Contributions to Education, No. 541. New York: Teacher's College, Columbia University, 1932.
- Kelsey, J. M. Study of Programs of Recreation in Selected Institutions of Higher Learning in North, Central, and South America. Doctoral dissertation, State University of Iowa, 1965.
- Krummer, William G. Status of Intramural Recreation Programs in Selected Iowa Colleges. Doctoral dissertation, University of Utah, 1973.
- McKillip, William Leo. A Scorecard for Evaluation of Men's Intramural Programs in Four-Year Colleges and Universities. Doctoral dissertation, University of Utah, 1973.
- Pink, Ralph J. A Survey to Determine the Current Status of Intramural-Recreational Programs for Men in Selected United States Colleges and Universities. Doctoral dissertation, University of Utah, 1969.
- Ridgeway, Arthur Adair. The Development of an Intramural Sports Score Card and Its Application in the Evaluation of the Intramural Sports Program for Universities. Doctoral dissertation, University of Arkansas, 1970.
- Swail, William James. Current Trends and Practices of Intramural Sports Programs in Selected Colleges and Universities with Male Enrollments Between 4,000-7,000 Students. Unpublished Master's thesis, University of North Dakota, Grand Forks, 1966.

Williams, Jack. Evaluation of Intramural Sports for Men in
Colleges of the Lone Star Conference. Unpublished
Master's thesis, The University of Texas, Austin, 1947.