THE WOMEN'S INTRAMURAL PROGRAM AT THE UNIVERSITY OF BRITISH COLUMBIA
AN EVALUATION

by

ALICE CAROL MACLEAN
B.P.E., University of British Columbia, 1963

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We accept this thesis as conforming to the required standard

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Department of Physical Education and Recreation

The University of British Columbia

Vancouver 8, Canada

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ABSTRACT

The women's intramural program at the University of British Columbia is comprised of two divisions; the university section and the physical education section. Physical education major students generally compete in the physical education section. The university section is composed of clubs, sororities, residences and faculties. In team activities of the university section, one physical education major student may compete for each team. In individual or dual activities of the university section, physical education students may not participate.

The purpose of this thesis was to examine and assess the program of intramurals for women at the University of British Columbia. The writer made no attempt to generalize about the intramural programs at other universities.

The interview and questionnaire methods of gathering data were used. Five student groups; the organization manager, the student executive, the student participants, the non-participating students, and the physical education major students were contacted. As well as this, three faculty members; the present intramural administrator, a past intramural administrator and the Director of the School of Physical Education and Recreation were interviewed. Visiting students and coaches were contacted to determine how intramural programs functioned at their respective universities.

The participation statistics were checked to determine the actual number of participants and the number of games played during
the fall term.

The data was then compiled to indicate common trends. This was not meant to be a statistical study as it was felt that the ideas of those involved were more important than just the number of participants.

It was found that the total intramural program is functioning slightly better than the students and faculty estimated when they were interviewed. An increase in publicity might, however, enhance the program and increase participation. It was agreed that a shift in emphasis in the physical education section might benefit the physical education major students. The philosophy and administration closely parallel those discussed in the review of literature and recommended by the Canadian Association for Health, Physical Education and Recreation, although there were some expected differences due to the unique situation at the University of British Columbia. While the intramural program is functioning relatively well, activities should not be allowed to be repeated without close scrutiny each year. There is still room for improvement.
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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction. Evaluation of any program is necessary if there is to be continuous progress. The solutions to the problems which have been encountered this year in the administration of the women's intramural program at the University of British Columbia will only be found by a search of all available resources.

According to the terms of reference of the Women's Intramural Administration Board (I.A.B.),

The purposes of the I.A.B. shall be to encourage the women students of the University of British Columbia to participate in organized intramural athletic sports, and to encourage participation in wholesome active recreation. (1:)

The women's intramural program at the University of British Columbia is comprised of two separate divisions, the university section and the physical education section. Physical education major students generally compete in the physical education section. The other section known as the university is composed of clubs, sororities, faculties and residences. In team activities of the university section, one physical education major student may compete for each team. In individual or dual activities of the university section, physical education majors may not participate.

According to Barrow and McGee, (2:26)

Much of measurement is not as simple as are the tests which give results that can be recorded in inches, feet, times and seconds. There are many characteristics which cannot be measured with objective techniques and their results cannot be expressed in quantitative terms.
This statement is true when evaluating an intramural program. It is necessary to determine if the program accomplishes what it intends to accomplish and this cannot be concluded in quantitative terms alone.

The purpose of this thesis, therefore, is to examine and assess the program of intramurals for women at the University of British Columbia. Comparison will be made with the general philosophy and programs of intramurals as revealed by the review of literature, with the Standards and Policies for Intramurals, published by the Canadian Association for Health, Physical Education and Recreation, and with specific aspects of the intramural programs of other Canadian universities.

Limitations. The bias inherent in the questionnaire method of obtaining data is acknowledged. This has been minimized by careful construction of the questionnaire and by personal administration.

The sampling technique used to select the fifty non-participants may exhibit some bias as it is possible that not all university women students are listed in the student directory. This was, however, the most complete student listing available.

The study was oriented towards the solution of a local problem and, as such, might be considered insular. It does not attempt to make broad generalizations about intramural programs at other universities.

Definitions. The following abbreviations are in common usage on the campus of the University of British Columbia:
1. I.A.B. Intramural Administration Board
2. W.A.A. Women's Athletic Association
3. W.A.C. Women's Athletic Committee
4. M.A.C. Men's Athletic Committee
5. W.A.D. Women's Athletic Directorate
REFERENCES


CHAPTER II

REVIEW OF THE LITERATURE

There is a noticeable lack of intramural articles in the publications of the last decade. This chapter will examine the relevant literature under the following headings: definition, purpose, administration, finance, publicity, program content, participation, awards, point systems, officials, medical and evaluation.

Definition. Mueller and Mitchell (1:3), note that,

The word "intramural" is derived from the Latin words "intra" meaning within and "muralis" meaning walls. In some schools intramurals has been paired with such words as sports, athletics and activities.

According to the Canadian Association for Health, Physical Education and Recreation (2:2),

The intramural program is defined as a voluntary physical activity program, available to all women students within the university. It should consist of a competitive section within the student body, an instructional section, a recreation section and a co-education section.

At the University of British Columbia the Women's Intramural Program is defined in a similar manner. It is

part of the program of the Women's Athletic Association. All women students are members of the W.A.A. and are eligible for participation in intramurals (subject to our eligibility rules). (3:4)

Purpose. The purpose of an institution's intramural program will be based on the general philosophy of the Physical Education department and the university. This may mean that programs from school to school will have slightly different emphasis. Generally
speaking, however, stated purposes are similar. Bucher (4:144) states, "Intramural programs are generally conceived as being geared to the interests, abilities and skills of the entire student body."

Duncan and Watson (5:89) concur, "The intramural sports philosophy is based on giving all students equality of opportunity, freedom of choice and some responsibility for the planning, supervision and administration of the program. Wagner (6:207) agreed and she hoped, "through our intramural program to help girls to establish habits of physical recreation, and to give them opportunities of becoming acquainted with other girls." The Canadian Association for Health, Physical Education and Recreation (2:2) states,

The intramural program exists to fulfill the needs of the entire student body for athletics and recreational activities and, in particular, to encourage physical and psychological well-being. It should:

a) provide opportunities for every student to participate in physical activities within her skill and interest level.

b) provide enjoyable experiences and social contacts through physical activity.

c) aim at improvement of known skills which can be used for leisure time activity.

The intramural program should be largely administered by students as the educational results in terms of responsibility, leadership and valuable personal outcomes are significant.

The purposes of the program at the University of British Columbia are in agreement with the generally expressed purposes. They are, "to encourage the women students to participate in organized intramural athletic sports, and to encourage participation in wholesome active recreation. (3:4)"
Administration. The American Association for Health, Physical Education and Recreation (7:1) realizes,

It is unrealistic to expect a single pattern of organization to apply to all institutions of higher education . . . . Successful programs may be developed under different administrative structures but it is essential that there be a clear understanding as to where authority and responsibility are centered.

According to Leavitt and Price (8:27), "Student interest, leadership, and cooperation are vital to a program's success, but student leadership is inadequate for the complete administration of the program."

They continue,

The extent to which advisory supervision and leadership is educational should be determined by the adviser in relation to the exact situation. The point at which suggestion, advice and guidance should give way to active leadership is of vital concern to every adviser. The adviser's greatest responsibility is to know how to direct learning in order to develop the greatest amount of self-realization on the part of the students. (8:45)

It is agreed that the administration of intramurals should be centralized under one faculty member. Leavitt and Price (8:176) recommend that, "weight be given on the teacher load for intramurals on the same basis as it is given for instructional activity classes, and that counselling hours related to intramurals be considered on a par with other counselling hours in the department."

The Canadian Association for Health, Physical Education and Recreation suggest the following administrative procedure:

a) A qualified woman physical educator should be appointed as Intramural director. The intramural director should advise the students' Intramural organization.

b) Students should be given a large measure of responsibility for the operation of the Intramural programme, but the policies under which the
Intramural division operates should be made in cooperation with the physical education and athletics faculty members. These policies should be in harmony with the policies of an advisory board and with those of the institution.

c) Faculty representatives responsible for the administration of Intramurals should be so designated and given adequate time to discharge their commitments.

d) The advisory body should have representatives from all student groups wishing to participate in the Intramural programme.

e) Supervision should be provided for the various activities included within the programme.

f) Qualified instructors should be provided whenever desirable with payment provided for their service.

g) There should be liaison between Intramural and Intercollegiate programmes.

h) There should be liaison between the men and women students for the purpose of the organization of joint projects.

The American Association for Health, Physical Education and Recreation assigns another responsibility to the intramural administrator,

The department of intramurals has the responsibility of conducting programs of organized research. The programs should be directed toward investigating assumptions of theories, uncovering new facts and truths and studying practical matters related to the program. The intramural program offers rich opportunity for research in the behavioral sciences and this should be called to the attention of other appropriate departments. (7:8)

The University of Illinois recently revamped the administration of their intramural program. Weatherford (10:71) states,

The Intramural division was formed to coordinate the men's and women's programs. A coed recreation policy committee was formed to advise on coed activities.

At the University of British Columbia the program is,
jointly administered by the W.A.A. and the School of Physical Education and Recreation. The Senior Manager is responsible to the Women's Athletic Directorate for the conduct of our program and the Faculty Administrator is responsible to the Director of the School of Physical Education and Recreation.

In effect, however, the Intramural Administration Board does the lion's share of the work in organizing and promoting our activities. (3:1)

Finance. The problems of financing higher education in Canada today are complex. These problems do not stop with student fees, capital grants or building costs but extend to all facets of the university. There are two groups of thought on athletic financing. At the University of British Columbia, athletics, including intramurals, are financed through student fees which are collected by the university. In the case of the women's program, "this grant is administered by the W.A.A. and covers the purchase of trophies, pennants, crests, some equipment and payment of officials. Other equipment is supplied by the School of Physical Education and Recreation. (3:1)

There is a growing group of educators and institutions who subscribe to the second thought on athletic financing. Duncan (5:89) states,

In some colleges intramural sports are considered a part of physical education and are financed from regular school funds. This seems to be the better plan from an educational point of view, because intramurals are an outgrowth of physical education.

Leavitt (8:168) concurs,

The financial support for intramurals and the recreation association program is furnished by the physical education department in the majority of colleges . . . . The trend indicates willingness on the part of the administration to finance the entire intramural program for both men and women . . . . It should be emphasized that recreation is not a
charity and that every effort should be directed toward complete financing of the Intramural program out of general school and college funds.

The Canadian Association for Health, Physical Education and Recreation agrees,

The intramural programme should be financed by the institution and not be dependent upon a special student athletic fee. Expenses of an Intramural programme may be incurred in the following ways: equipment; rental of facilities; social events; officials; awards; publicity and administration. It is recommended that student managers and administrators should not be paid but should be recognized through the intramural awards system. (2:3)

Publicity. An important aspect of the program, publicity cannot be overlooked. The Canadian Association for Health, Physical Education and Recreation states,

Efficient lines of communication involving faculty, student leaders and the student body are essential to the success of the programme. These may include a student newspaper, handbooks, student managers, posters, flyers, campus public address system, sports representatives, monthly newsletters and athletic nights. (2:3)

Weatherford (10:70) emphasizes, "There is a need for the men's and women's university intramural programs to be jointly administered for good publicity."

Leavitt (6:217) believes,

Much of the success of a specific intramural sport schedule as well as of any activity sponsored by the recreation association or by the intramural board depends upon widespread publicity.

Before the activity has been organized, information should reach the majority of the student body regarding the nature of the sport or activity.

This preliminary promotion purposes to arouse interest and encourage participation. It should be continued with further publicity to maintain interest.... Coming and current events should be well publicized, and the results of contemporary affairs should receive immediate publicity.
The terms of reference for the women's intramural board at the University of British Columbia state, "the duties of the public relations officer are to attend all I.A.B. meetings and to arrange publicity for all intramural activities. (3:3)

Program Content. The decision of what activities are included in the intramural program will depend on a variety of factors including facilities, budget, climate and student interest but in spite of this, Lloyd (9:48) states,

Intramurals has often assumed that all are interested in sports, that all would participate in such programs if they were good. This has left those responsible for intramurals with an impossible task and made them the proverbial holders of the "bag." Even if interest in competitive athletics is inherent, the competition of time on the basis of relative interest makes these activities of little interest to many.

According to the Canadian Association for Health, Physical Education and Recreation the program of intramurals should include,

A varied and flexible programme of team, dual and individual activities of a competitive and non-competitive nature ... depending upon student needs and interests, seasonal factors, available facilities and other limitations. Co-educational activities should be included as an integral and valuable part of the program.

The terms of reference at the University of British Columbia are more specific than the above recommendations.

Insofar as facilities permit, the I.A.B. shall sponsor all activities for which there is student demand, provided that these sports are approved by the I.A.B., W.A.D. and W.A.C.

The intramural program shall include at least two different individual or dual sports and two different team sports, plus at least one meet. (3:4)

Participation. The division of the interested students into
groups for participation sometimes presents a problem. Leavitt (8:293) recommends,

Units for competition should be small in size. The units need not be of a permanent nature and flexibility should be allowed for changes from year to year.

The Canadian Association for Health, Physical Education and Recreation concurs,

Units for participation should be sufficiently small to ensure a feeling of identity within the group, i.e. residential units, faculty units, college units, fraternity or club units. They should not be imposed on recreational and instructional aspects of the program. (2:4)

The terms of reference of the program at the University of British Columbia state,

The units of competition (organizations) entered in the intramural programme shall be faculty groups (whenever possible by year), women's residences, sororities and clubs under the jurisdiction of the Alma Mater Society. (3:4)

Stanley (11:35) comments,

There are several methods for increasing participation which I believe are worthy of discussion:

1) The practise of making intramural equipment available all year . . . . The very nature of competition in groups makes it impossible for certain participants to play as much as they wish . . . . This practise keeps students occupied the entire school term and they are not forced to await the beginning of another sport because of early elimination.

2) Include and interest all graduate students in the program.

Mueller and Mitchell (1:5) add another method of increasing student participation. They suggest, "provision should be made for the handicapped students." As well as this,
The program should serve athletes who quit or are dropped from the varsity. When squads are cut, intramural directors should work closely with varsity coaches to assist athletes in making the transition to Intramural activities. (1:8)

Weatherford (10:15) recommends, "the program should be divided into two sections, competitive and non competitive. In the competitive program the participant would receive points." He continues, "In the team sports the first week of the sports session was used to hold practise and instructive sessions for the team entries." (10:55) At Illinois they found, however, that "with the institution of a strong coed program that participation in the women's program decreased. (10:67)

Mueller and Mitchell would remind students that,

For the intramural program all they need is the desire to participate--the degree of skill is the least important prerequisite. . . . Yet there are many students who do not enter because they believe they lack the skills to perform with satisfactory success. No one likes to fail and intramural participants are no exception. (1:8)

The Canadian Association for Health, Physical Education and Recreation states, "in any intramural activity sufficient time should be scheduled to provide a worthwhile experience for the individual." (2:5) Also, it is suggested that, "There should be provision for pre-season training in endurance activities." (2:5)

Excuses are often offered for program inadequacies. Facilities may appear to be the main problem. The Canadian Association for Health, Physical Education and Recreation recommends that the scheduling of athletic facilities should observe the following priority; "institutional programme, intramural programme and inter-
collegiate programme." (2:4)

Leavitt and Duncan (12:77) surveyed seventy-seven American colleges and found the following problems hindered the development of more adequate programs:

1) In 42 schools—the schedule of late afternoon classes
2) In 34 schools—inadequate facilities
3) In 29 schools—inadequate staff
4) In 21 schools—wide variety of other extracurricular activities
5) In 20 schools—lack of student interest

Awards. Some writers feel that awards are necessary while others feel that a program can function without them. The Canadian Association for Health, Physical Education and Recreation suggests, Emphasis on an award system should be avoided, however, recognition may be given to: overall sectional winners of all intramural competition, winning teams, winners of individual and dual events and individuals who have made a worthwhile contribution to the programme in organization or participation. (2:5)

Mitchell (13:266) states,

Awards are an important factor in intramural work. . . . The award in intramural work helps to enliven the competition, and thereby gives an additional incentive to take part. A distinction is made between awards and rewards. An award should be a symbol of achievement and not an inducement to participate in healthful forms of recreation. The fun of playing should be a sufficient incentive in itself.

He continues, "In the larger colleges and universities there seems to be more rather than less need for some form of intramural award. (13:267)

Leavitt and Price (8:249) list several "arguments against presenting awards." Two are pertinent.

1) The program is made more expensive, the money could be put to better use in promoting the program.
Those who win awards would participate anyway; it is the other students who should be reached by the intramural program.

Four types of awards are presented at the University of British Columbia:

1) To students on the basis of participation points
2) To outstanding managers
3) A trophy to the winning entry in each activity
4) The trophy to the group accumulating the greatest point total. (3:5)

Point Systems. In order to present awards and to increase interest a point system should be used. Mueller and Mitchell (1:400) suggest,

Participation-achievement tables should be considered. This equal distribution of points adds validity to point systems. The number of teams or entries participating in a particular league determines the size of the point spread between places.

Leavitt and Price (8:245) add,

Credit for completing the schedule of games and avoidance of defaults should be considered but point fines for defaults... may cause the system to become one of detailed bookkeeping.

The point system should be simple, easily understood, administered with a minimum expenditure of time and be built on participation rather than winning.

There are two separate point systems in the University of British Columbia's program; the organization and the individual.

Teams are granted points for entry, for winning each game, for being semi-finalists and finalists. Individuals receive points in the same manner. Points for the university section and the physical education section are tabulated separately. (3:7)
Officials. According to the Canadian Association for Health, Physical Education and Recreation,

Qualified officials should be provided from student personnel. E.g. "officials club" within the intramural organization with the function of training and assigning officials. (2:4)

At the University of British Columbia the referees club, chaired by the referees manager, "shall arrange for the scheduling of all refereeing assignments and rating exams." (3:7)

Student referees officiate at volleyball, basketball and floor hockey games. These referees are paid, with those holding an intramural rating receiving a larger payment. Scoring and timing of games are done by members of competing teams. (3:1)

Medical. While it is generally accepted that the physical welfare of the student is her individual responsibility it is also agreed that the department of physical education should educate each student to accept this responsibility. Leavitt and Price (8:186) emphasize, "It cannot be assumed that the student has the outlook of an educated adult in regard to personal health." They continue,

Every participant should be physically fit to indulge in the activities he proposes to enter. This can be determined only by an adequate examination made by a competent physician who is familiar with the program and the extent of activity necessitated in intramural athletics.

The Canadian Association for Health, Physical Education and Recreation agree that, "A certificate of health and fitness is desirable for participation in all sports." (2:4)

Not only is pre-participation fitness desirable but also there should be a recognized procedure to be pursued in the event of an injury. Leavitt and Price (8:189) believe,
If a student is injured while taking part in an intramural activity, the instructor in charge should follow procedures advocated by the department in cooperation with the director of the college Health Service. . . . Application of first aid should be limited to emergencies when medical service is not available. . . . The value in knowing what not to do as well as what to do, should be stressed. . . .

Usually a report is expected on a form provided.

The Canadian Association for Health, Physical Education and Recreation state, "Care and treatment of injuries that may occur in the intramural programme should be the responsibility of the institution." (2:4)

The Managers' Handbook of the University of British Columbia makes no mention of the desirability of medicals nor does it discuss an accident procedure.

Evaluation. In any program it is necessary to evaluate in order to determine future progress. The Canadian Association for Health, Physical Education and Recreation suggests, "There should be periodic evaluation of the programme to ensure that it is meeting the needs and interests of the students. (2:3)

Barrow and McGee (11:140) state,

The questionnaire is especially useful in gaining information about the attitude and interest of students in areas where objective measurement is not feasible anyway. The success of the questionnaire depends on how well each question is constructed.

Leavitt and Price (8:289) concur,

There are various methods for evaluating the outcomes of the intramural program. One method is to set up a series of questions. . . . The values lie in consideration and discussion rather than in an attempt to rate or score these items.

Mueller and Mitchell (1:351) add,

Evaluation of Intramural programs is a continuous
process and is as important to program progress as self-analysis is to the growth and development of an individual. Good program-analysis not only determines the progress which is made but also indicates what future progress is necessary.

In intramural evaluation, it is necessary to determine if the program accomplishes what it intends to accomplish.
REFERENCES


CHAPTER III

METHODS AND PROCEDURE

Two methods of collecting data were used; the questionnaire and the interview. It was felt that there were five student groups who might provide answers to some of the problems encountered in the administration of the program. These groups were: the ordinary student participant, the student non-participant, the student unit managers, the physical education major students and the executive members of the Intramural Administration Board. The major resource group was the student managers. They have been directly involved in the conduct of the program as well as in close contact with the members of their organizations which has enabled them to reflect the opinions of their group.

At a special intramural meeting the student managers were given their questionnaires. At the meeting prior to this one, the managers were told of the questionnaire so they could come prepared with suggestions. Those managers who were absent were telephoned and asked the same questions. In all, twenty-five managers replied.

The intramural program is comprised of two divisions, the university section and the physical education section. Students eligible to participate in both sections were contacted. From the university section, fifty participants were selected at random and telephoned. It was felt that these participants might have suggestions to offer. Fifty students who were eligible to participate in the university section but had not, were also telephoned. These students,
selected at random from the student directory, were asked a series of questions designed to determine why they had not participated.

To determine attitudes and gather suggestions from the physical education section a questionnaire was administered to two activity classes of the School of Physical Education and Recreation. Both participants and non-participants completed this questionnaire. In all, twenty-five participants and twenty-five non-participants completed this questionnaire. The physical education questionnaire was designed to determine the student's interest in and understanding of intramurals.

Next, the five members of the executive of the Intramural Administration Board were interviewed to determine whether their responsibilities were too extensive. Each member was interviewed separately and each had been contacted prior to the interview and asked to prepare her suggestions.

Three faculty members were interviewed separately. The present administrator was questioned to determine if she had had adequate time to perform her duties. Her suggestions for improving the program were also noted. A past administrator was interviewed to determine her thoughts on the problems of intramurals. Finally, the Director of the School of Physical Education and Recreation was interviewed to determine future plans for facilities and budgets as many of the concerns of the program centre about these two points. All of these interviews were further structured to elicit opinions about the recommendations of the Canadian Association for Health, Physical Education and Recreation.
Participation records were checked to determine the number of girls who participated in the program during the fall term. These records were also used to determine the number of games which were played in each activity. By using these records it was possible to determine the percentage of students who did not participate in the fall program.

A brief survey of intramural problems at other Canadian universities was undertaken. Visiting coaches and students were interviewed to determine policies at their respective institutions. Minutes of the Western Universities Student Athletic Committee Conferences of 1967 and 1968 were read to enlarge the writer's understanding of programs at other universities. Selected eastern schools were contacted to determine in what manner they dealt with their larger faculties.

Analysis of Data. This paper does not attempt to be a statistical study. It was felt that numbers of participants, alone, might not indicate the true success of the program. The decision to participate in intramurals during leisure time is a matter of choice. The success of the program, therefore, might be reflected in the words of the participant rather than in their numbers. Those who do not participate in the program also do this by choice. Some, however, might enjoy the program if they were more aware of its offerings.

The data was compiled to determine if there were common trends. Tables were drawn which indicate the percentage of replies in agreement.

The number of participants, the number of actual contests and
the percentage of participants was determined from the participation records.

Finally, common trends were discussed and conclusions were drawn from these trends.
CHAPTER IV

RESULTS AND DISCUSSION

I. RESULTS

The following procedure was followed in the gathering of data. Five student groups were approached. Fifty participants in the university program were selected at random and telephoned. Fifty non-participants were selected at random from the university telephone directory. These students were also telephoned. Questionnaires were distributed to twenty-five unit managers. Questionnaires were also administered to fifty physical education major students. The five members of the Intramural Administration Board executive were interviewed separately.

As well as the students it was felt that several faculty members might hold valid opinions about the University of British Columbia's intramural program for women. The present administrator was interviewed. A past administrator was also contacted. The Director of the School of Physical Education and Recreation was interviewed because it is to him that the administrator is responsible.

The participation statistics were checked to determine the actual number of participants and the number of games played during the fall term.

Interviews were held with visiting coaches and students to determine policies at other western universities. Minutes of the Western Universities Student Athletic Committee Conferences of 1967
and 1968 were read to enlarge the understanding of programs at other universities.

The University Program Participant. In analyzing Table I, it may be noted that the students offered four main reasons for their participation in the university section of the intramural program. The main reason was fun; sixty percent listed this. Of the remaining participants, twenty percent were interested in helping their group to win the Spencer Cup, ten percent felt the exercise was beneficial and ten percent wanted to make new friends.

In analyzing Tables I and II, it may be noted that sixty percent of the participants belong to a club or sorority, seventy-six percent participate in a recreational sport on their own time, eighty percent of the participants had played in the intramural program in other years while eighty-eight percent of the participants stated that their friends also took part in the program.

In the actual program, sixty-four percent felt they had played enough games while the remainder felt that the elimination tournaments were unsatisfactory if you were eliminated in the early rounds. If instruction was offered for one or two sessions before a sport began, seventy-two percent stated they would be interested. The same number also felt that practice time should be available before competitions commenced.

Only twenty percent of the participants were interested in winning the Spencer Cup while only fifty-two percent knew that there was a system of individual awards.
TABLE I
REASONS FOR PARTICIPATING

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun</td>
<td>60</td>
</tr>
<tr>
<td>Help Group</td>
<td>20</td>
</tr>
<tr>
<td>Exercise</td>
<td>10</td>
</tr>
<tr>
<td>Make Friends</td>
<td>10</td>
</tr>
</tbody>
</table>

TABLE II
THE PARTICIPANT

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belong Group</td>
<td>60</td>
</tr>
<tr>
<td>Played Before</td>
<td>80</td>
</tr>
<tr>
<td>Friends Play</td>
<td>70</td>
</tr>
<tr>
<td>Play Sport</td>
<td>60</td>
</tr>
<tr>
<td>Enough Games</td>
<td>50</td>
</tr>
<tr>
<td>Want Lessons</td>
<td>50</td>
</tr>
<tr>
<td>Want Practise</td>
<td>50</td>
</tr>
<tr>
<td>Win Individual Cup</td>
<td>20</td>
</tr>
<tr>
<td>Award</td>
<td>10</td>
</tr>
</tbody>
</table>
The Non-Participant. In analyzing Tables III and IV, it may be noted that the non-participant offers a variety of reasons for not taking part in the intramural program. The explanation given most often, by thirty-six percent, was that the girl was not interested. A lack of time and the need to study was offered by eighteen percent of those questioned. Ten percent of the non-participants were married and felt that household responsibilities prevented them from playing. Also, ten percent stated that they had no group for which to participate. All of this latter ten percent were students in the Faculty of Arts. Eight percent of the non-participants listed other activities which consumed their spare time. Only four percent stated they were medically unable to participate. A further four percent stated they were not skillful enough and another four percent stated that intramurals conflicted with scheduled classes.

The non-participant may be described as follows: eight percent belong to a club or sorority, fourteen percent have participated in the intramural program in previous years, thirty-six percent have some friends who are participating in the program while sixty-two percent stated that they participated in some physical activity during their leisure time. Twenty-two percent suggested that skiing should be added to the intramural program. Thirty-six percent of the non-participants were able to give an adequate description of the intramural program.

The Unit Manager. The unit managers supplied answers to a variety of questions. In analyzing Table V, it may be noted that sixty-six percent of the managers reported that of all the participants
TABLE III
REASONS FOR NON-PARTICIPATION

No Interest  Study  Married  No Group  Other Interest  Medical  No Skill  Class Conflict

TABLE IV
THE NON-PARTICIPANT

Belong Group  Played Before  Friends Play  Play Sport  Adequate Program Description
on their teams at least half were their own personal friends. The same number, sixty-six percent reported that the members of their groups were, on the whole, eager to participate in the activities. Track and swimming were listed as the major exceptions. Only one percent of the managers was able to contact her team members in one day, twenty-one percent required two days, while fifty-three percent needed three days and thirteen percent stated four days were required. The majority of managers, seventy-nine percent, notified players personally, sixty percent also reminded players with phone calls. Thirteen percent made general announcements at meetings. Forty-six percent of the managers had assistance in contacting players.

**Competition Times.** In analyzing Table VI, it may be noted that the managers reported that eighty-nine percent of the organizations could play at noon but that this was only the "best" time for seventy-five percent. The hour of 4:30 was satisfactory for fifty-six percent but the "best" time for only twenty percent. The remaining five percent listed evening as the "best" time for their organization to participate in intramurals.

The managers were asked to list satisfactory days for their organizations to compete. Fifty-six percent listed Wednesday, thirty-seven percent listed Monday, Tuesday and Thursday while twenty-four percent stated Friday was satisfactory.

Ninety-four percent of the managers felt their job would be easier, defaults would be fewer and competition would improve if each team played on only one day of the week for each competition. This would produce a Monday, a Tuesday etc. league.
TABLE V
TEAM ORGANIZATION

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>60</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE VI
COMPETITION TIMES

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>20</th>
<th>40</th>
<th>60</th>
<th>80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noon</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td></td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best Noon</td>
<td></td>
<td></td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best 4:30</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Best Evening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
Practise. Table VII indicates that practise time is desired. Sixty-six percent of the managers stated that their members had requested practise time this year. Only fifty-six percent of the managers felt that their organizations would actually use practise time if it were available. The greatest number, forty percent, felt that basketball and volleyball practise time would be used and was the most necessary. Twenty percent stated there should be floor hockey practises. It was recommended by nine percent that practise time be available for individuals playing table tennis, tennis and badminton.

Schedules. The elimination tournaments were considered unsatisfactory by twenty-nine percent of the managers. These managers had had complaints from members who were eliminated in the early rounds. The floor hockey schedule was also too short according to the same percentage of managers.

Instruction. Many girls stated that they were not "good enough" to play. Eighty-nine percent of the managers stated they had been told this. The number of girls using this excuse ranged from two to three to over fifty percent of those asked to participate. The managers felt that instruction in volleyball, basketball, tennis and badminton would be the most successful. Forty-seven percent of the managers felt their girls would be interested in instruction. They estimated the number of girls attending would range from two to five per organization, per activity.

Coeducational Activities. The activities suggested were volleyball, badminton and skiing. Sixty percent of the managers felt
TABLE VII

THE NEED FOR PRACTISE TIME
their organizations would be interested in some coeducational activity.

**Conduct of Business.** The managers felt their job would be simplified if they could receive schedules earlier, if they could get more help from their own organizations and if the meetings were more efficient. Only eighty percent of the managers could get adequate notice of meeting times. Suggestions for improvement were; better use of notice boards, cut out trivial discussion, the executive should make more decisions, the executive should act on complaints, all managers should be informed of meeting times and the chairman should try to draw the managers out and get their suggestions. The main complaint of the managers was the inability to obtain information about schedule changes; forty percent of the managers expressed this problem.

**The Point System.** The present point system was satisfactory for sixty percent of the managers. Those who were not satisfied with the present system suggested the following alternatives; a percentage basis, a ten point base, all sports receive equal points regardless of the number of entries. Forty percent of the managers felt that winning the Spencer Cup was important to their organization but seventy-three percent stated their groups would probably be interested in activities where points were not awarded. Fifty-three percent of the managers could not see the necessity for individual points or awards.

**Unclassified Comments.** The following comments were made by managers at the end of the interview:

1. Defaults occurred when organizations entered more teams than their members' interest warranted.
2. Should not need a full team for swim meet points.

3. Just because a girl is in physical education does not mean that she is skilled in individual activities.

4. Subtract points for defaults. It is not fair to remove a whole organization.

5. Up-date the activity rules.

The Physical Education Major. In analyzing Table VIII, it may be noted that of the fifty physical education majors who completed the questionnaire, twenty-five had participated in the intramural program and twenty-five had not. Twenty of the twenty-five, or eighty percent, who participated found the competition meaningful. Those who did not, felt that there was a lack of organization and enthusiasm, consequently the activities were "no fun."

Ten percent of the students questioned felt they were "compelled" to take part in the program.

Table IX, indicates that fifty-six percent of the students thought they would like an opportunity to coach an intramural team. The same number thought they would like to manage an intramural team. The activities mentioned most often were volleyball, basketball and floor hockey. Forty percent of the students would welcome an opportunity to provide a few instructional sessions for the participants in the university program before a specific activity commenced. The activities suggested were volleyball, basketball, badminton and tennis.

When asked if the present intramural program could contribute to their future professional career, fifty-eight percent of the students replied, "yes." The suggestion was made that if physical education students were able to coach or instruct, the program might make a
### TABLE VIII

THE NON-PARTICIPATING PHYSICAL EDUCATION MAJOR

<table>
<thead>
<tr>
<th>No Time</th>
<th>Varsity</th>
<th>Class</th>
<th>Did Not Know</th>
<th>Lazy</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>50</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

### TABLE IX

PARTICIPATION ALTERNATIVES

<table>
<thead>
<tr>
<th>Coach</th>
<th>Manage</th>
<th>Instruct</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>50</td>
<td>40</td>
</tr>
</tbody>
</table>


greater contribution to professional development. Seventy-four percent of the students were satisfied with the division of intramurals into the university and the physical education sections. Those who were not satisfied felt that physical education students should be able to play for groups to which they belonged.

The students appeared to be interested in coeducational activities. Eighty-eight percent stated they would like to participate in coeducational activities; those activities suggested were volleyball, badminton, tennis or dancing.

Fifty-eight percent of the students indicated that there was not a need for individual awards in the physical education intramural section. The suggestion was made that winning team members should receive recognition.

The students felt that more publicity was needed to improve their section. Also they realized that the number of defaults detracted from this year's competition but they did not know how to change this. The physical education majors concluded that the aims of the intramural program should be recreation for all, fun, exercise and the chance to make new friends.

**Participation Statistics.** In order to determine the number of students who had participated in the intramural program during the fall term, a check of the individual participation records was made. Table X, indicates the participation in both sections of the intramural program. The actual number of games played is also shown.

There are 8,070 women registered as day students at the University of British Columbia this year. Of this number, 989, or
### TABLE X

**INTRAMURAL PARTICIPATION, FALL, 1968**

<table>
<thead>
<tr>
<th>Activity</th>
<th>University Section</th>
<th>Physical Education Section</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Players</td>
<td>Games</td>
</tr>
<tr>
<td>Badminton</td>
<td>224</td>
<td>79</td>
</tr>
<tr>
<td>Volleyball</td>
<td>367</td>
<td>78</td>
</tr>
<tr>
<td>Swimming</td>
<td>112</td>
<td>Heats*</td>
</tr>
<tr>
<td>Bowling</td>
<td>205</td>
<td>84</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>174</td>
<td>54</td>
</tr>
<tr>
<td>Softball</td>
<td>no competition</td>
<td>36</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1082</td>
<td>297</td>
</tr>
</tbody>
</table>

**Number of different girls**

|            | 906 | 83 |

twelve percent, participated in at least one intramural activity during the fall term. The participation breakdown in the respective sections of the intramural program was as follows. There are 362 women who would be eligible to participate in the physical education section. (2) Of this number, eighty-three or twenty-two percent participated in at least one activity during the fall term. In the university section, 906 or eleven percent of the eligible students participated in one activity during the fall term.

**Interviews.** Interviews were held with the executive of the Intramural Administration Board, with the present and the past Faculty Administrators and with the Director of the School of Physical Education and Recreation.
The Student Coordinator. The student coordinator found that her job was complicated by the fact that most of her executive were also involved in the managerial aspects of the program and this made it difficult to delegate responsibility. Publicity, although better this year still needs to be improved. The coordinator stated that with an office where girls could find out about the program and make contact with their representative and with increased publicity she felt the program participation could be doubled.

The student coordinator expressed concern about the location of the new facilities and wondered whether transportation would be provided especially during the noon hour. With the facilities in operation she thought that the division of teams into leagues with competition on only one day of the week would be possible. It might also be possible to have two activities running simultaneously.

An alternative point and awards system is needed. She did not have any specific suggestions to make about this.

The coordinator stated that the program would benefit if an Intramural Board was organized and women's intramurals were separated from W.A.D. and W.A.C. as are the men's from M.A.C. Such a Board should be responsible to the School of Physical Education. Greater cooperation is needed from the Physical Education faculty members especially with the physical education section which the coordinator felt should not continue to exist as it is presently organized.

The Student Assistant Coordinator. The assistant coordinator is responsible for the physical education section. In her opinion, there has been a lack of interest in the physical education section.
Participation was poor; the program was unsuccessful and serious consideration should be given before it is continued next fall. Although she felt that it was necessary for the success of the university section to isolate the physical education majors and provide an alternative for them she stated that they felt "like an appendage of the university section." Publicity for the physical education section was almost non-existent, meetings did not seem to concern the physical education section and the physical education managers were not very interested in the activities.

The most unsuccessful activities were tennis and swimming; these should be dropped from future competitions. Bowling should be considered as a possible addition. Softball was unsuccessful because of the short time available. Thursday noon might be the best time to hold softball games if they are continued as part of the program.

The physical education faculty members should encourage the girls to participate in the intramural program. The physical education students could offer instructional sessions before activities started and they could also act as sport managers. The rating of referees could be done in conjunction with physical education classes and ratings should be held before competitions commence.

The physical education coordinator stated she was often frustrated by details. It was very difficult to get equipment in the armouries and there didn't seem to be anyone from whom she could get assistance. That the physical education section has potential but that in its present form it is not successful was her conclusion.

The Publicity Chairman. The job of publicity is too large for
one person. It has been discouraging and although publicity has been better than last year it is still inadequate. The Ubyssey was not interested in printing articles about women's intramurals.

There should be a publicity committee with four or five members who would be responsible to the chairman. A budget should be proposed for the following year so the committee know what money they can spend.

The number of defaults detracted from the program and made it difficult to publicize schedules because they always seemed to be changing.

The Secretary. The secretary has traditionally been a member of a sorority. This year she has notified all sorority representatives of intramural meeting times when the coordinator instructed her to do so.

Apart from this, the secretary keeps the minutes and is responsible for circulating them according to the terms of reference. She has not been asked to attend the physical education section's meetings which have been held at sporadic intervals throughout the year.

The secretary did not feel that her job was too large.

The Referees Chairman. The referees chairman felt that her job was too large for one person. She suggested a committee be established with one person as chairman for each sport. The referees chairman would continue as coordinator of officials.

There were a sufficient number of officials for volleyball but not for floor hockey and basketball. Not all of the referees were
rated. The chairman suggested that ratings might be coordinated with activity classes. At the present time ratings are arranged and the time of the written examination is publicized on the bulletin board in the women's gymnasium. Those candidates who pass the written examination are given floor tests by a rated official. This year the rating sessions were not held until after the competitions had begun.

The chairman assigns officials to games in the following manner: after the schedule is drawn up, game times are posted in the women's gymnasium, anyone wishing to officiate is asked to indicate the time she is available. Referees are paid seventy-five cents a game if they are rated and twenty-five cents if they do not hold a rating.

The Faculty Administrator. In evaluating the intramural program the faculty administrator stated that, in her opinion, the university section has been successful; participation has increased while defaults have decreased. On the other hand, participation in the physical education section has been disappointing and defaults have been numerous. The structure of the physical education section should be closely examined before next fall. Perhaps consideration should be given to offering activities other than those in which the majority of physical education majors take instructional classes.

Although defaults in the university section have decreased they were still higher than is desirable especially in the fall. The faculty administrator thought that defaults are the fault of the managers; an interested manager will see that her entries do not default.
The problem of league division was discussed. The administrator recommended that A, B, and C leagues be organized. A group's first team would play in the "A" league.

The duties of the Faculty Administrator of Intramurals are such that a full time faculty member should be appointed. In order to give adequate supervision, the administrator must be given a reduced teaching or coaching load.

An accident procedure should be drawn up immediately. With activities in several locations it is impossible for the administrator to be in all places. At the present time the lack of an accident procedure could result in a delay in the medical treatment of an injured participant.

The awards should emphasize individual participation rather than winning. Although the present system was designed to emphasize participation it, in fact, stresses winning.

A Previous Faculty Administrator. It was felt that an interview with a faculty member who had worked with the intramural program for ten years might be valuable. When questioned why she had left intramurals the previous administrator stated, "I feel that every person needs a change, that after a time one has made her unique contribution and a program can benefit from new leadership." (3)

According to the previous administrator, intramurals is almost a full time job. It definitely could be administered more efficiently if the faculty appointment was full time. She cautioned, however, that she felt a person needed involvement in some other aspect of the physical education program to approach the problems of intramurals in
a refreshed manner.

The students seem to respond to the amount of responsibility which is given to them. At times their decisions and the implementation of these decisions are less efficient than a faculty member's might be but these students are learning valuable lessons.

Students who are involved in intramurals should not be paid. Intramurals is a form of university service. When intramurals becomes a "job" this aspect of the program is lost.

The problem of contacting the students in the large faculties was discussed. An office in the Student Union Building might be helpful especially in the transition period from the present women's gymnasium to the new facilities. Also, it might be possible to work through the newly formed department unions although they have not been organized with athletics in mind.

There is no established accident procedure in either the women's gymnasium or the Armouries. (Tennis was played in the Armouries.) In both places if there is no faculty member present all the offices are locked and there is not a telephone available for emergency use. It was suggested that this problem be rectified.

The past administrator concluded that the intramural program had grown and was self-made to meet the unique problems of this campus. Some of its aspects were awkward and unwieldy to work with; the point system is one example of this. Perhaps the awards system should also be examined because many of the participants do not even realize that individual awards exist.

The Director of the School of Physical Education and Recreation.
In the facilities under construction special provision has been made for intramurals. The design of the building was decided upon with intramurals in mind. There will be two gymnasiums of regulation size. While these gymnasiums will be multi-purpose it is hoped that each noon hour and every day after five-thirty as well as Saturdays and Sundays will be reserved for intramurals.

In principle the Director did not feel that students should be required to pay for the use of university facilities but in practice the money obtained from rental of the rink facilities has made it possible to commence construction on the new facility. (12) The university appears to be moving to accept a greater share of athletic financing as recommended by the Canadian Association for Health, Physical Education and Recreation.

The priority for scheduling recommended by the Canadian Association for Health, Physical Education and Recreation is not followed at the University of British Columbia. The Director feels that all activities must be considered on their relative merits. He gave the following example, because varsity basketball practices are held daily it is important that they be held at the same time each day so that the players can coordinate their studying and other activities. For this reason, basketball practice may be scheduled prior to intramural scheduling.

Consideration has been given to appointing a Director of Intramurals who would work with a co-director and be responsible to the Director of the School of Physical Education for both the men's and women's intramural programs. The women's program should be separated
from the W.A.C. as the men's is from the M.A.C. An Intramural Board with representatives from campus organizations would be almost autonomous under this administrative structure. Consideration has been given to paying those students who occupy executive positions in this new structure.

The Intramural Program at Other Canadian Universities. Although the programs vary from campus to campus it is possible to discover common problems as well as areas of general agreement. One of the main concerns at the University of British Columbia is how to obtain better publicity. Other universities have attacked this problem in different ways.

Publicity. The University of Alberta, Edmonton, has a publicity board with a publicity manager and a photo-director who takes pictures of activities and an art director in charge of posters. They use printing services on campus for posters as they are much cheaper than off campus services. Also, they have a reporter for the student paper. The Rosebowl standing board is located in the gymnasium. (4)

The University of Saskatchewan, Regina, has a coordinator for each sport. The coordinator is responsible for publicizing her own sport. There is an intramural table in the cafeteria where they use exhibits and gimmicks to advertise the program. The paper is reluctant to print information. (5)

Calgary, on the other hand, have their own column in the paper. They distribute a handbook at the first of the year and also place fliers in the residence boxes before each sport commences. A fashion
show is also used to advertise the sports' program. (4)

The University of Saskatchewan, Saskatoon, do not receive good coverage in their student paper. To overcome this the intramural board print their own newspaper twice a year, at Christmas and at the end of the year. They have bulletin boards in the gymnasium and the main cafeteria just for intramural news. Notices of competitions are given out in the compulsory service classes. Fliers are distributed to each college. The program concludes with a smorgasboard which is open to all girls on campus for a nominal charge. (4)

The University of Manitoba uses standard posters which are filled out by the sports' managers. They have funny posters in the student union building to advertise the program. Their year commences with an introductory night and each manager puts on a skit. Their program receives some newspaper coverage. (6)

**Awards.** This year, the Intramural Administration Board at the University of British Columbia discussed the possibility of implementing a new awards system. Other Canadian universities offer different awards.

At the University of Manitoba a trophy is given for the organization with the greatest number of points. The best all around intramural athlete is also given a trophy. The managers receive small trophies while the executive receive pins. (6)

At Dalhousie University the winning organization receive a trophy and all participants are invited to a coffee party. At that time one or two managers or executive members will be honored for their contribution to the program. They each receive an engraved
coffee spoon. (7)

The University of Calgary presents its awards at an Intramural Men's and Women's banquet. There is a high point trophy and trophies for each winning team. The ten girls who have participated the greatest number of times are awarded spoons. (4)

At the University of Alberta, Edmonton, the high point trophy is named the "Rose Bowl." As well as the Rose Bowl, there are trophies for winners of individual sports and plaques for the winning unit in team sports. The intramural program and the varsity program are weighted with executive contributions to produce a combined awards system of letters, guards and pins. (4)

Point Systems. The point system presently used at the University of British Columbia is complicated and alternatives have been discussed. It may be worthwhile to consider the systems used in other universities.

At the University of Saskatchewan, Regina, there is no point system as such. It is not needed as recognition is only given to winners of activities. (5)

The University of Alberta, Edmonton, has just initiated a new point system. Participation points are awarded to the first twenty players in individual sports and extra points are given to the top ten positions in team sports. This system combines major and minor awards. (4)

Large Faculties. Of the universities studied, Manitoba, Dalhousie, Memorial University of Newfoundland, University of Saskatchewan, the Regina Campus, and the University of Calgary; all
reported that one of their main concerns was how to increase participation from the larger faculties. It should be noted that the term, "larger faculty" is relevant only on the one campus. In other words, a larger faculty at Calgary might be a smaller faculty at Edmonton. Numbers alone cannot be considered. It is the size on the one campus which is important. At the University of British Columbia, one of our problems is the lack of participation from the Faculty of Arts and the Faculty of Science. The following ideas were suggested: use a house system, form new units within the faculty perhaps according to major subjects, persuade the undergraduate society to offer participation awards, elect a Faculty of Arts "Coordinator of Intramurals," try evening leagues, put posters in washrooms, women's lounges or other places where women relax on campus, or encourage the student union to sponsor a campus tour during registration week and make sure the tour goes through the gymnasium.

Isolated Universities. Two isolated universities, Mount Allison and Memorial reported that participation in their program was generally good. They are both residence universities and although the city of St. John's is relatively close to Memorial the majority of students find their entertainment on campus. At Memorial, the physical education major students are challenged to coach, instruct and hold executive positions in the intramural association. At times, the intramural competition almost reaches "varsity" level. (8) At Mount Allison, the most popular activity is ice hockey. Intramurals are conducted in the late afternoon and evening with the latter being the most popular. (9)
Service Program. Several universities stated that their main problem was the difficulty experienced in communicating with the students. This problem has increased since the service program was deleted because now the students never find their way to the gymnasium.

II. DISCUSSION

In comparing the university section participant with the university section non-participant it should be noted that there appear to be two main differences. Firstly, the university participant generally belongs to a club or sorority and secondly, her friends generally participate in the program. This indicates the need to contact smaller groups of students and to break down the larger faculties and residences. The Canadian Association for Health, Physical Education and Recreation (10:2) concurs, "Units for participation should be sufficiently small to ensure a feeling of identity within the group."

Consideration should be given to appointing volunteer "floor reps" to assist the residence managers. This would give the managers a publicity person on each floor and more personal contact might result. When one considers that sixty-six percent of the managers reported that of all the participants in their respective units at least half were their own personal friends, the value of personal contact should be understood.

Participation--University Section. Not all students are
interested in intramurals. Lloyd (11:48), feels "Even if interest in competitive athletics is inherent, the competition of time on the basis of relative interest makes these activities of little interest to many." It is debatable how many more students could be attracted to the program. Those interviewed, however, agreed that an office in the Student Union Building would provide a central place for women who desired information about the program. Also, many students who never enter the gymnasium pass through the Student Union Building and some might become interested in participating in intramurals.

**Participation—Physical Education Section.** It was felt by the student executive and the faculty administrator that the physical education section was not a success this year. It was true that there were a large number of defaults but one must remember that twenty-two percent of those eligible participated in the program. Also, it should be noted that other physical education majors may have participated in the team activities of the university section. The twenty-two percent participation rate was not the absolute failure indicated by the student executive.

The participation in the physical education section could definitely be increased. Better publicity might be the key to this increase. One person should be responsible for publicizing only this aspect of intramurals. Another method of increasing participation might be to change the activities offered. It was suggested that different activities from the general physical education course offerings should constitute the intramural program.

It was suggested that closer student-faculty cooperation might
also benefit the physical education section. The executive and the faculty administrator should prepare an intramural "outline" to be given to the Physical Education 160 classes. Intramurals could be discussed in other theory courses. Fifty-six percent of the physical education majors indicated they would welcome the opportunity to coach or to manage an intramural team or to offer instruction to participants. This might be organized and encouraged by the instructors of activity classes. Officiating was another area where greater cooperation between students and faculty would aid the total intramural program. The referee chairman suggested that if it were possible to hold rating sessions in conjunction with activity classes that the problem of finding officials might be lessened.

Practise Time. Seventy-two percent of the university section participants requested practise time be made available especially for the team sports. Slightly fewer managers, sixty-six percent stated their members had requested practise time for some activities. Fewer still, fifty-six percent, felt their organizations would actually use practise time.

The problem in the past has been the lack of facilities. It has been impossible to schedule practise periods as time has just not been available. With the opening of the new facility, however, practise time, especially for the team activities, should be considered. The Canadian Association for Health, Physical Education and Recreation (10:5) makes two pertinent recommendations; firstly, "that there be provision for pre-season training in endurance activities," and secondly, "that sufficient time should be scheduled to provide a
worthwhile experience for the individual."

League Division. There are several problems inherent in the formation of leagues. Ideally, it would be desirable if each activity was conducted on a round robin basis. Because of the large number of entries, however, round robin competition would result in an impossible number of games. This year the managers and the participants disliked the elimination tournaments. How to divide the entries so that the type of tournament which may then be used deserves consideration.

At present the division is random. Teams who make requests not to play at specific times or on certain days are granted their request whenever it is possible. Other than this there is no real basis for league division.

Ninety-four percent of the managers felt their job would be easier if each of their teams played on different days. This would result in a Monday, a Tuesday league. As approximately one-third of the teams elected each day in their first or second choice such a league division might be possible.

The Faculty Administrator felt that an "A", "B", league system might be a better method of division. Each organization would indicate their first, second and third teams. This, in theory, would tend to equalize competition. In practise, however, especially in the residences and larger faculties, the abilities of the girls are not known so such a division would be left to the managers' subjective evaluation. Also, with all the strong teams in one or two sections, the play-offs would not represent the best teams. Finally, it would be difficult to assign teams from an organization with only one entry.
Awards. Only fifty-two percent of the participants in the university section realized that there is an individual awards system. Of the physical education majors, fifty-eight percent did not feel that individual awards were necessary in their section. It would appear, therefore, that some changes might be made in the awards system. Perhaps a system similar to the University of Alberta's at Edmonton might suffice. At Edmonton, the twenty women with the most extensive participation are given awards. A similar system at the University of British Columbia would change the emphasis of individual awards from winning to participation.

The Point System. The point system at the University of British Columbia is home-grown and difficult to administer. In spite of this, sixty percent of the managers reported they were satisfied with it. Unfortunately, these managers generally represented organizations which had accumulated few points this year and had no hope of winning the Spencer Trophy. Those managers representing organizations which had amassed a larger number of points and were in contention to win the Spencer Trophy were more concerned about the point system. The main problem was that sports with a large number of entries were worth more points than those sports with a smaller number of entries. It was suggested that the point system be based on a percentage of games won and lost. This would definitely be a more satisfactory way of determining standings. Point-participation tables could then be used to award points.

Accident Procedure. Both the present and the past faculty
administrators expressed concern that there is no established accident procedure for managers, participants or supervisors to follow. In the armouries, where tennis is played, or in the women's gymnasium when the offices are locked there is not even a telephone available for use. According to the Canadian Association for Health, Physical Education and Recreation (10:4) "Care and treatment of injuries that may occur in the intramural program should be the responsibility of the institution." The first step in fulfilling this responsibility would be the implementation of a well-publicized accident procedure.

**Payment of Students.** The recent decision to pay students to fill the intramural executive positions is contrary to the recommendations of the past faculty administrator and of the Canadian Association for Health, Physical Education and Recreation. Both students and faculty will watch with interest the first year of the "new policy." Those who are against the payment of students feel that positions on an intramural board are voluntarily accepted. Those who occupy executive positions fulfill a service to the university. Once these positions become "jobs" this service is lost. Also, many of the "pressure" periods in the conduct of the intramural program correspond to the academic pressure periods of Christmas and year's end. Even if the student is conscientious she will bow to academic pressures or run the risk of academic disappointment. It might have been more prudent to assign a faculty member to intramurals as a half or two-thirds appointment and have this person accept responsibility for more of the details of the administration of intramurals.
The New Facilities. Concern was expressed by both students and faculty that the new facilities are so far away from the rest of the campus that they might not be usable at noon hour. There are three suggestions to be considered in this regard: firstly, that transportation be provided from the Student Union Building and return; secondly, that the majority of activities using the new facilities be scheduled for after 4:30 and that noon hour activities be those like table tennis and bowling which do not require the new facility. Finally, some students feel that good publicity, careful scheduling and an attractive program will overcome the problem of distance.

Coeducational Activities. Coeducational activities may be most popular amongst the physical education major students. Eighty-eight percent indicated they would like to participate in volleyball, badminton, tennis or dancing. Coeducational activities might partially provide the answer as to where the physical education major students fit into the intramural program.

Skiing has been suggested as an intramural activity. Twenty-two percent of the non-participants felt that skiing was popular and should be offered for intramural participation. Those questioned were not referring to racing or other competitions but to organized ski-outings. These outings would lend themselves to coeducational activity.

The coeducational activity, volleyball, which was tried this year was not successful. It is difficult to begin an activity in the midst of a term. Coeducational activities should be well-publicized to attract both men and women. There should be a definite commitment from ten to fifteen women to be present. Once other students see the
competition in action they will be more ready and willing to join. If everyone is standing around, newcomers are more likely to fade away than join in.

The Contribution of Intramurals to the Physical Education Major Students. It is unfortunate that only fifty-eight percent of the physical education major students felt that intramurals could make a contribution to their professional careers. Fifty percent of the students had not even participated in the program so they were prejudging its possible contribution. This indicated a need for better publicity and closer student-faculty relations. If intramurals are an important part of a school physical education program then the question of whether or not major students should have some experience with intramurals must be considered. Intramurals are a voluntary activity for all students and should remain as such. Perhaps, however, some faculty coercion would not be out of place in the case of physical education major students.

Intramural Aims. The physical education major students felt that the main aim of an intramural program should be recreation for all students. Their second aim was fun. It is interesting to note that fun was the main reason listed by sixty percent of the students who participated in the university section. If fun is the main reason why students participate in intramurals this should be considered when deciding activities and schedules.

Although participation in swimming was as expected, managers reported that their members were, on the whole, not really eager to
participate in the swim meet. Perhaps a different type of swim meet should be considered. Novelty races, shallow water activities and the like might attract those girls with less ability. Perhaps modified water polo could be added for the more competent swimmer. On the other hand, maybe it should be considered whether or not any aquatic activity would be popular.

Track and field is in the same category as swimming. Unless this event could be held indoors, perhaps as a mock track and field meet, it should be deleted.

Ten percent of the students competed in intramurals to obtain exercise. If the program is studied objectively, one realizes that the sporadic amounts of limited exercise available to the participants would probably do little to alter their fitness level. If there are a group of students who are interested in exercise and fitness perhaps a club could be formed. One or several physical education majors might be found to lead such a group.

Another ten percent of the students listed the opportunity to make new friends as the reason why they participated in intramurals. The social aspect of women's athletics has always been considered important. Perhaps greater emphasis should be placed on making opportunities available to meet other participants. Dual and individual activities could be scheduled so that the players do not have to rush away so that the next contest can commence. For some, intramurals provides the opportunity to become better acquainted with members of their own groups.

Women participate in intramurals for a variety of reasons.
These reasons should never be forgotten by those responsible for planning and administering the program. Programs which are planned by students working closely with faculty advisors, programs which always consider the needs and interests of the students, these are generally the successful intramural programs.
REFERENCES


2. Secretary, School of Physical Education and Recreation, March, 1969.

3. Interview with B. Schrodt, past administrator of Women's Intramurals, March 11, 1969.


5. Interview with J. Waldie, Faculty of Physical Education, University of Saskatchewan, Regina, February, 1969.


8. Interview with Y. Walton, Intramural Advisor, Memorial University of Newfoundland, March, 1968.


12. Interview with R.F. Osborne, Director, School of Physical Education and Recreation, March, 1969.
CHAPTER V

SUMMARY AND CONCLUSIONS

The women's intramural program at the University of British Columbia is comprised of two divisions; the university section and the physical education section. Physical education major students generally compete in the physical education section. The university section is composed of clubs, sororities, residences and faculties. In team activities of the university section, one physical education major student may compete for each team. In individual or dual activities of the university section, physical education majors may not participate.

The purpose of this thesis was to examine and assess the program of intramurals for women at the University of British Columbia. The writer made no attempt to generalize about the intramural programs at other universities.

The interview and the questionnaire methods of gathering data were used. The limitations inherent in the questionnaire method were acknowledged. Five student groups; the organization managers, the student executive, the participating students, the non-participating students and the physical education major students were contacted. As well as this, three faculty members; the present intramural administrator, a past intramural administrator and the Director of the School of Physical Education and Recreation were interviewed. Visiting students and coaches were contacted to determine how intramural programs functioned at their respective universities.
The participation statistics were checked to determine the actual number of participants and the number of games played during the fall term.

The data was then compiled to indicate common trends. This was not meant to be a statistical study as it was felt that the ideas of those involved were more important than just the number of participants.

In conclusion, it may be stated that the total intramural program is functioning slightly better than the students and faculty estimated when they were interviewed. Participation was much greater than was thought. An increase in publicity might, however, enhance the program and increase participation. It was agreed that a shift in emphasis in the physical education section might benefit the physical education major students. The philosophy and administration closely parallel those discussed in the review of literature and recommended by the Canadian Association for Health, Physical Education and Recreation although there were some expected differences due to the unique situation at the University of British Columbia. While the intramural program is functioning relatively well, activities should not be allowed to be repeated without close scrutiny each year. There is still room for improvement.

**Recommendations.**

1. An accident procedure should be instituted immediately. If offices cannot be open during intramural competitions then pay telephones should be installed where needed. The telephone number of student health should be posted on the bulletin board and beside the
telephone. Accident forms should be completed for all accidents.

2. "Intramural Associations" should be formed in each residence. The manager would be responsible for finding girls who would like to serve as floor representatives. The floor representative would publicize activities on her own floor.

3. A publicity committee of four to six people should be formed. The publicity chairman is appointed by the Intramural Administration Board. The Intramural Administration Board should advertise volunteer positions on the publicity committee. These positions might include; physical education section publicity, residence publicity, newspaper publicity and general poster making.

4. An intramural outline should be prepared for instructors of the Physical Education 160 course. This outline could include the structure of intramurals at the University of British Columbia, how a physical education student may participate and an activity schedule.

5. In the physical education section the activities should be changed. The students indicated they would like competition in recreational activities such as bowling, curling and table tennis. Those physical education major students interested in playing basketball or volleyball should be encouraged to participate for groups in the university section as permitted by the regulations.

6. Practise time should be scheduled before team activities in the university section. One or two noon hour sessions would suffice.
The practise times should be announced well in advance. Equipment should be available and ready for play.

7. Instructional sessions should be tried before one or two activities. The writer suggests volleyball and badminton. An evaluation of these sessions should be made by the faculty administrator and the student instructor. The instructional sessions could be scheduled at the same time as the practise periods if half of the gymnasium was used for practise and half for instruction. The War Memorial Gymnasium should be booked for practise and instruction. Like the practise periods, the instructional sessions must be well publicized. Physical education major students should conduct these sessions.

8. The problems of league division in the university section require further study. The writer recommends that two types of league division be tried next year. In the volleyball use a weekday league. For badminton, have entries designated A, B, and C. At the end of these two activities both types of leagues should be evaluated.

9. Individual awards should be abolished as discussed on page 53.

10. A new point system should be implemented. The writer suggests point participation tables. In order to determine standings, a percentage of games won and lost should be computed.

11. Coeducational activities should be instituted in a variety of activities. A coeducational committee should be formed with the men's intramural association. This would require an amendment
to the Terms of Reference which can be implemented by a two-thirds majority of the Intramural Administration Board. (1)

12. A central office should be opened preferably in the Student Union Building. See discussion page 43.

13. The Faculty Administrator should receive recognition for the time spent in intramurals. She should also have other duties within the School of Physical Education and Recreation.
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APPENDIX

INDIVIDUAL SCORE SHEETS
FORM I

INSTRUCTIONS—PLEASE ANSWER ALL QUESTIONS, x the correct answer

1. I contact prospective team members by
   a. phone ____
   b. personal ____
   c. bulletin board notices ____
   d. other, specify ____

2. Do you have assistance in contacting prospective team members?
   yes ____
   no ____

3. Are your teams composed of your own friends and acquaintances, (at least 50%)
   yes ____
   no ____

4. Are your members eager to play? yes ____
   no ____

5. I need
   a. one ____
   b. two ____
   c. three ____
   d. more ____ days to notify players before the schedule starts.

6. Are the times presently allocated, (noon hour and 4:30), satisfactory for your organization?
   a. noon hour, yes ____
      no ____
   b. 4:30, yes ____
      no ____

7. Suggest another time of day which would be suitable for your organization. ____________

8. What is the best time of day for your organization to participate?
   a. noon ____
   b. early afternoon ____
   c. late afternoon ____
   d. evening ____

9. What is the best day of the week:

10. Would it be easier if your teams played one day each week, for example, your volleyball team would play every Monday for the duration of the schedule. yes ____
    no ____
11. Did any of your players request practise time? yes ___
   no ___

12. If practise time was available do you think your organization would use it? yes ___
    no ___
    If yes, for what activity? ________________

13. Are the present schedules satisfactory: yes ___
    no ___
    If no, in what activities: _______________________________
    If no, should they be a. lengthened _____
        b. shortened _____
        c. other _____

14. Do many girls say they would like to play but are not "good enough".
    yes ___
    no ___

15. If instruction was available, would your girls be interested:
    yes ___
    no ___
    If yes, in what activities? _______________________________
    If yes, estimate the number of girls ____________

16. Would your organization be interested in coeducational activities?
    yes ___
    no ___
    If yes, in what activities? _______________________________

17. Is your job as a manager too large? yes ___
    no ___

18. What details could be cut out to make your job easier?

19. Have you been able to obtain information about a. schedules:
    yes ___
    no ___
    b. meetings:
    yes ___
    no ___

20. Are the Intramural meetings valuable? yes ___
    no ___

21. Could any of the business be conducted in a more efficient manner?
    yes ___
    no ___
    If yes, what? ________________________
    If yes, suggest how ____________________
22. Is it important for your organization to win the Spencer Cup?
   yes   ___
   no    ___

23. Is the present point system satisfactory?  yes  ___
   no    ___
   If no, suggest an alternative ____________________________

24. Is there a need for the individual awards?  yes   ___
   no    ___

25. Would your organization be interested in competitions where trophy points were not kept?  yes   ___
   no    ___

26. On the back of this sheet make any comments which you feel would improve the program.
FORM II

INTRODUCTION Our records show you did not participate in women's intramurals during the fall term. I am conducting a survey to discover why women did not participate. Will you please answer the following questions. Your name will not be recorded.

1. Do you belong to a club or sorority which participates in intramurals? yes ___ no ___

2. Do you live in residence? yes ___ no ___

3. If this is not your first year at U.B.C., did you participate in other years? yes ___ no ___

4. Do any of your friends participate? yes ___ no ___

5. Do you participate in any athletic or recreational sports? yes ___ no ___

6. Describe the intramural program.

7. Why don't you participate?
FORM III

PLEASE ANSWER ALL QUESTIONS

1. I have participated in the intramural program this year. yes no
   If no, why not?

2. Do you find the competition meaningful? yes no
   If no, why not?

3. Do you feel compelled to participate? yes no

4. Would you like the opportunity to coach an intramural team?
   yes no
   If yes, what activity?

5. Would you like the opportunity to manage an intramural team?
   yes no
   If yes, what activity?

6. Would you like to provide one or a few instructional sessions for girls who wish to brush up basic skill before a competition began?
   yes no
   If yes, what activity?

7. Do you feel the present intramural program can contribute to your future professional career? yes no
   If yes, how?

8. Are you satisfied with the present program division (University program and Physical Education program)? yes no
   If no, suggest another

9. Would you be interested in coeducational activities? yes no
   If yes, which activity?

10. Is there a need for individual awards? yes no

11. What should the aims of the intramural program be?

12. Make any comments on the other side of this paper which you feel would improve the program.
TO BE ANSWERED BY THE UNIVERSITY PROGRAM PARTICIPANT

1. Do you belong to a club or sorority which participates in intramurals? yes ____
   no ____

2. Have you participated in the program in previous years? yes ____
   no ____

3. Do your friends participate? yes ____
   no ____

4. Do you participate because you are interested in helping your organization win the overall point trophy? yes ____
   no ____

5. Are you aware of the individual awards system? yes ____
   no ____

6. In the activities in which you participated did you play enough games? yes ____
   no ____
   If no, what activity? __________________

7. If one or two instructional sessions were offered before an activity started would you be interested? yes ____
   no ____
   If yes, what activity? __________________

8. If practice sessions were available before an activity started would you use them? yes ____
   no ____

9. Do you play a recreational sport on your own time? yes ____
   no ____

10. Why do you participate in intramurals?

11. Make any suggestions which you feel would improve the program.