The evolution of the Campus Recreation Department at the University of Montana: an historical analysis 1950-1975

Robert Charles Oaks

The University of Montana

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THE EVOLUTION OF THE CAMPUS RECREATION DEPARTMENT

AT THE UNIVERSITY OF MONTANA,

AN HISTORICAL ANALYSIS, 1950-1975

By

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B. A., Colgate University, 1974

Presented in partial fulfillment of the requirements for the degree of

Master of Science

UNIVERSITY OF MONTANA

1976

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Chairman, Board of Examiners

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MAY 6 1976

Date
The purpose of this study was to identify in a logical and organized form the historical development of the Campus Recreation Department at the University of Montana from the year 1950 to the year 1975.

The historical method of research was employed to identify, secure, and organize the data. Relevant information was obtained from books, periodicals, dissertations and theses, interviews, newspapers, letters, memorandum, and University files. The study was divided into three segments including the years 1950-69, 1970-72, and 1973-75. In each section the following areas were studied for comparison and analysis: administration and organization, staff, funding, facilities, programs, and equipment. Following the historical portion of the study, special features of the Campus Recreation Department were reviewed and present-day attitudes and perceptions were assembled and categorized through interviewing selected members of the campus community.

The findings of this study indicated the following:

(1) Through continuous financial support from both the students and administration at the University of Montana, recreation opportunity had greatly increased and diversified between the years 1950 and 1975.

(2) There was continual growth in campus recreational participation between 1950 and 1975, with the most significant rise in participation occurring following the establishment of the Recreation Facilities Council in 1969.

(3) Campus intramurals and recreation at the University of Montana were generally considered as only peripheral programs of the Physical Education Departments until the establishment of the Campus Recreation Department in 1972.

(4) Following the establishment of the Campus Recreation Department in 1972, it experienced continuous growth and development in the offering of recreational services at the University of Montana primarily as a result of the increase in the number of employees, additional funding from both students and the administration, more recreational facilities, increased activities, and a large equipment inventory.

(5) As viewed by selected individuals at the University of Montana, the Campus Recreation Department appeared to be a successful and worthwhile Department.
The author of this paper is indebted to the many individuals who helped to make the writing of this study a reality. Initially my thanks go to Dimitri Janetos, for his constant encouragement in the selection and development of a topic. I am grateful, as well, for the countless hours of guidance and review that were sacrificed by my advisor Joel Meier. Also, appreciation is extended to Lloyd Heywood and Fred Welden for their beneficial suggestions and efforts as members of my committee. Finally, I wish to extend my deepest gratitude to my parents and family, whose love and concern have been a source of constant strength through this and other undertakings throughout my life.

R. C. O.
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CHAPTER I

INTRODUCTION

Life in twentieth century America is in a state of constant change. Accordingly, the institutions that both mold and are molded by society are experiencing incessant transformation and revitalization. One of these, higher education, is among the fastest growing and changing institutions in the country (16:1). In 1971, the total college enrollment of the United States included 9,025,031 students as opposed to 4,800,322 only eight years before (22:14). In addition, nearly half of the college age population in 1970 was entering college (46.1 percent) in relation to only 20.5 percent in 1950 and 32.8 percent in 1960 (21:129). Consequently, higher education has become one of the most significant and influential elements of our modern culture.

No longer is the university setting mainly a training ground for attaining the skills for one's profession. Indeed, the college of the 1970's is necessarily concerned with the "total life education" of tomorrow's adults. In addition to broadening an individual's background and horizons through classroom lectures and independent study, teaching him skills for his profession, and serving as a stepping-stone from youth to adulthood; the campuses of this nation should also provide an introduction and an opportunity for participation in extracurricular and leisure-time pursuits. This is essential as we evolve to a more leisure-oriented, or even perhaps, leisure-dominated society.

American universities and colleges have inescapable responsibilities for student recreation opportunities. These
responsibilities stem from the primary educational mission of institutions of higher learning and from their nature and function as communities. Although they are communities of a special type and unique nature, nevertheless life needs characteristic of any community must be met. Provisions for meeting the recreation needs and interests of their citizens have been accepted as basic responsibilities of community agencies and institutions. Thus responsibility for student recreation opportunities devolves upon colleges and universities as a corollary of their community nature and function (12:23).

In the last few years, various individuals connected with the recreation profession have encouraged university administrations, with varying degrees of success, to upgrade funding for recreation services in relation to other phases of the university program (17:3). Students' attitudes and concerns, as well, have generally supported this move. Academic achievement and a successful intercollegiate athletic program are not necessarily the utmost concerns of today's students. As well as making money available for their educational and intercollegiate sports budgets, students have shown a concern for the increased financing of student activities and services. These occurrences have resulted in unparalleled growth and concern with the entire field of student activities and programming, especially leisure-related programming.

In no small way, this nationwide phenomenon has been evident at the University of Montana. Students, faculty and staff alike, have been affected by this change in the University lifestyle. High-level administration support for campus recreation has been aired frequently. In February 1974, President Robert T. Pantzer stated that it was important that "we go about continuing a sensible and worthwhile recreation program on this campus in keeping with what we can afford
and properly utilizing the facilities we now have" (60). In October of the same year, new President Richard C. Bowers stated his philosophical support of campus recreational programs, "I think a sound recreational program is a very important facet of a university community. I am anxious to become acquainted with your program" (59).

In addition, students have both vocally and actively supported recreational opportunities at the University of Montana. In the spring of 1975, the student governing body, Central Board, voted (17-3) not to use student activity fees for intercollegiate football, continuing the policy established the previous year. The same resolution did state, however, that the "students support intramurals and all recreational opportunities offered to students at relatively low costs" (182:17). Consistent with this position, the Associated Students of the University of Montana (ASUM) has continued to increase support of campus recreational programs. In the last four academic years (1972-73 through 1975-76), appropriations from student monies have increased 85 percent from $34,000 to $63,000. Prior to 1972, less than $10,000 per year was given to administer recreational programs from money received through student activity fees (190).

The creation of the Campus Recreation Department at the University of Montana in 1972 was a response to the increased need for student services that had surfaced over the previous few years. Its continued existence and growth since its inception indicate that the Campus Recreation Department has a proper function at the University of Montana as a comprehensive student service department concerned with the leisure time of the campus community.
The Problem

The purpose of this study was to identify in a logical and organized form the historical development of the Campus Recreation Department at the University of Montana from the year 1950 to the year 1975.

Sub-problems

A sub-problem of this study was to identify the growth and trends of the Campus Recreation Department as it evolved over the years.

Another sub-problem of this study was to provide a description of current perceptions and attitudes of selected members of the campus community toward the Department and its role as a service agency.

Definition of Terms

The following terms were defined for this study:

Campus Community—The entire active student body, faculty, and staff of the University.

Campus Recreation Department—A non-academic service department which is responsible for planning, coordinating, and directing recreation and leisure programs for the students, faculty, and staff of the university community (194).

Central Board—The governing body of the Associated Students of the University of Montana.

Faculty and Staff Recreation—Recreational opportunities provided for the employees of the University.
Intramural Recreation—A comprehensive on-campus men's, women's and co-recreational program featuring team and individual competition in organized and formal settings (194).

Open Recreation—Designated hours when facilities are made available for unstructured recreational activities (194).

Outdoor Recreation—A program which provides members of the campus community with opportunities to discover and develop interests in outdoor recreational pursuits (194).

Sports Clubs—A program which provides members of the campus community opportunities to compete against neighboring institutions as an alternative to intramural and intercollegiate athletics for students, faculty and staff of the University of Montana (194).

Summer Session Recreation—A comprehensive on-campus summer program including: social, cultural, outdoor and intramural events and activities (194).

Delimitations

A number of years back, a prominent American historian noted that, "The historian should beware of emphasizing too strongly any one interpretation of history. History is vastly complex and is open to many interpretations" (10:ix). The sources of this study were limited to: 1) official University records, 2) Campus Recreation and Health, Physical Education and Recreation Departmental files, 3) pamphlets and brochures, 4) the student newspaper at the University of Montana, the Montana Kaimin, 5) personal files of past and present directors of intramurals, the Women's Recreation Association and the Campus Recreation
Department; personal files of various chairmen of the Recreation Facilities Council and the Campus Recreation and Sports Committee; and personal files of the Administrative Vice-President of the University of Montana, and 6) interviews with past and present directors and other first-hand observers of events through the years under study.

This study further included interviews with the following people: 1) the President of the University of Montana, 2) the Director of Student Services, 3) the President of the Associated Students of the University of Montana, 4) the Chairman of the Campus Recreation and Sports Committee, and 5) the Director of the Campus Recreation Department.

The study followed the growth and development of the Campus Recreation Department at the University of Montana beginning with the 1949-50 academic year and ending with the 1974-75 academic year. These specific years were selected for a number of reasons. The recreation profession, as a whole, experienced its first large growth trends in the post World War II era. Furthermore, after a prior search of source material, it was found that the majority of the development of recreation programs at American universities occurred following the starting date of this study. Finally, available Campus Recreation Departmental files at the University of Montana and other source materials for this study approximated the 1949-50 starting date.

It must be remembered that the conclusions drawn from this study are only valid for the University of Montana. Although the occasion may arise to apply these criteria to other colleges and universities in the United States, they are based on information
concerning campus recreation at the University of Montana and should be applied accordingly.

**Limitations**

As in any historical study, "there is always the possibility that even the most reliable witness to an event erred in perception or memory. At best, then, one can only ascertain a high degree of probability that the data that has been collected are 'true' facts" (8:477). Also, while organizing and interpreting data, it was always possible for personal biases to either consciously or unconsciously have an effect on the ultimate conclusions as presented in this study.

**Significance**

The importance of historical research has been documented by countless writers for many centuries. As early as the fifth century B. C., Thucydides aspired to be more than an imaginative story teller. He wanted to "secure an accurate account of the past so that it might aid in the interpretation of the future" (8:466). Despite such ancient traditions of historical study, there has been comparatively little work done in the recreation profession. If this course continues and the profession does not soon devote more attention to historical research, important resource material will be lost permanently (8:469). Historical studies such as this, then, provide man with knowledge about a subject that heretofore was not systematically set down in writing. The information that is uncovered should allow man to understand the present and properly plan for the future.
Specifically, this historical study of the evolution of the Campus Recreation Department at the University of Montana is a thoroughly researched document that may be of value to: 1) the recreation profession as a whole, for increasing knowledge and understanding about campus-related programs; 2) present and future administrators and staff of the Campus Recreation Department at the University of Montana, as a guide and as added rationalization for future financial support from the student body and college administration; 3) those colleges with existing campus recreation programs, as a guide and a comparative tool; and 4) those colleges planning the establishment of a campus recreation program or a consolidation of existing leisure services, for guidance and directional purposes.

The importance of the Campus Recreation Department at the University of Montana has been documented by various leaders and administrators on the University campus who are concerned with the well being of both the campus and the campus community. Early in 1974, Director of Admissions, Jack Hoover, reported:

I feel these (leisure) activities have a considerable bearing on the decisions of students regarding the campuses they attend. I think we have an excellent program and we should move toward its expansion. Anything we can do to improve our already high quality program would be most beneficial (49).

Dr. Robert Curry, Director of the Student Health Service, has emphasized that:

The Campus Recreation Department allows for a physical outlet that aids in the overall well being of an individual, mentally as well as physically. The facilities and programs provided through the Campus Recreation Department can only serve to benefit the members of the campus community (33).
The Campus Recreation Department at the University of Montana is one of the highest regarded programs, of its kind, in the nation. In fact, the Vice-President for Student Affairs at Northern Illinois University characterized it as "the best recreation program in the country" (59). Additional recognition was given to the program when a paper describing Campus Recreation at the University of Montana was presented to the 25th Annual National Intramural Association (20). With such laudatory comments and recognition, it is understandable that many colleges and universities have made inquiries to the University of Montana concerning the Campus Recreation Department. For the most part, these colleges have requested information from the Campus Recreation Department at the University of Montana to assist them in developing programs of their own. Only within the last 18 months, either letters or personal visits concerning this assistance have been received from the following schools: University of Acadia (64), University of Alaska (65), State University of New York College at Brockport (62), University of Calgary (48), University of Idaho (63), and Montana State University (47).

In response to this interest in the Campus Recreation Department at the University of Montana, this study could very possibly serve as a model and an incentive for the development of future campus recreation programs on other campuses throughout the nation. The size, leisure needs, and specific administrative structures are unique to each university; however, there are apparent operational elements of campus recreation common to all institutions of higher education. Some of these would include: organization and administration, staffing,
funding, utilization of facilities and equipment, and programming. Having traced the various developmental stages of the University of Montana Campus Recreation Department through this historical study, other universities and colleges may very possibly benefit from the findings and recommendations.

Prior to this study, there was no other work which presented the growth and development of the Campus Recreation Department at the University of Montana. Information concerning the Department existed only in files, scattered reports, and memories of various individuals. It appears that in the past 26 years the development and the continued progress of the Campus Recreation Department at the University of Montana warrants such a study.

**Procedures**

Procedurally, this study began by tracing the history of the establishment of the Campus Recreation Department in three segments. The first segment included the years 1950-69 and surveyed the status of recreational opportunity in the University's earlier years. The second section included the years 1970-72 and documented the period through which the present Campus Recreation Department had its origin, while the third section incorporated the years 1973-75 and described the final segment of the evolutionary process through which the Department grew.

Usual library techniques were employed in locating and identifying books, periodicals, and research reports. In addition a number of unpublished documents were obtained from the files of the recreation
faculty and professionals at the University of Montana. The student newspaper was thoroughly researched for relevant articles. Correspondence files of the Campus Recreation Department, as well, were an important source of data. Finally, interviews were conducted with the many individuals who had a role in the development of recreation opportunity and the ultimate establishment of the Department.

In each section of this study, the following areas were studied for comparison and analysis: 1) Administration and organization—the organizational structure of the recreation programs; 2) Staff—who was employed and positions they held; 3) Funding—size of the budget, how funded, and where spent; 4) Facilities—number of facilities, how scheduled, and hours open; 5) Programs—emphasis, number of individuals and teams that participated; and 6) Equipment—size of the inventory and operational procedures. In addition, other areas of importance were cited and then studied according to their significance upon the total recreational offerings at the University of Montana.

Following the historical portion of this study, present-day attitudes and perceptions were assembled and categorized. The interview technique was utilized to more accurately set down the observations and beliefs of the various individuals or committees who were responsible (both directly and indirectly) for the financial support and for establishing and carrying out various policies and procedures of the Campus Recreation Department. This included the President of the University, the Director of Student Services, the President of ASUM, the Chairman of the Campus Recreation and Sports Committee and the Director of the Campus Recreation Department.
During the research, source materials were identified, secured and carefully read and analyzed. Desired and needed data were brought together in the common manner employed in the historical method of research. Although it is true that factual data used in developing this study were only as good as the sources, it should be noted that great care was taken in determining what was or seemed to be reliable data. By every technique available, the attempt was made to achieve a report that was a responsible, meaningful and competent historical study of the evolution of the Campus Recreation Department at the University of Montana, 1950-1975.

Organization of the Remainder of the Study

Briefly, the content of the remaining chapters of this study was organized as follows: Chapter II included a review of related literature, Chapter III consisted of a chronological history of the development of the Campus Recreation Department at the University of Montana, 1950-75, Chapter IV described specific features of the Campus Recreation Department, Chapter V reviewed present attitudes and perceptions of the campus community concerning the Campus Recreation Department, and Chapter VI included the summary of the procedures and findings, conclusions drawn from the findings, and recommendations and suggestions for further research.
CHAPTER II

REVIEW OF RELATED LITERATURE

The Historical Method

History has been described in various ways. Galbraith suggested that history is the science of men in time (4:3). Clark contended that history is the record of what happened in the past, however long ago or however recently (2:1). At any rate, the historical approach to research is a method of inquiry that anyone can use to learn about previous events and people. It is a tool for securing reliable knowledge about the past (8:465).

There has been a tendency to disregard, as history, what has happened in the last few years and only accept what has occurred many years before (2:1). According to Clark, however, this is to be deplored. It is better to accept the axiom that "any attempt to describe what has happened before the actual moment of narration shall be called history" (2:1).

Several procedures are involved in the historical method of research. These include selecting and delimiting the problem, collecting and classifying source materials, criticizing source materials, and interpreting and presenting the facts and findings (8:469).

After the problem is properly selected, the first task of every historian is to collect and collate his sources (5:11-12). These include both primary and secondary sources. Primary sources are extremely important to the validity of historical research. They are
the basic materials of historical research and a good historical researcher tries to get as close as possible to the original condition, object, or event he is studying (8:471). Some examples of primary sources include: official records, letters, reminiscences of eye witnesses to an event, newspapers, and brochures or pamphlets (8:470). Secondary source materials differ from primary sources in that they are not firsthand eyewitness accounts. They are summaries of information collected by others. Although secondary source materials are valuable, it is better to utilize primary sources whenever possible (8:472-473).

The historian is primarily concerned with the criticism of written documents, but is also substantially assisted by other sources of information (4:8). The validity of some sources has been questioned, however. The value of newspapers has been questioned by some, but their value lies in the fact that they are strictly contemporary and are not distorted by hindsight. Despite possible biases and propaganda, the newspaper gives a mass of factual information that would be unobtainable elsewhere (4:44). Interviews, as well, have experienced a credibility problem. They have not generally been regarded as a valuable source of information for historical purposes, but if conducted properly they may yield some valuable data to the historian (5:97-98).

In historical studies, "doubt is the beginning of wisdom." Therefore, a detailed examination of source material must precede an evaluation of its worth (5:50). This is accomplished through external criticism (8:473). External criticism of historical material includes the determination of the time and place where it was written or printed and then the more difficult determination of its authorship (5:51).
Once this is established, internal criticism is applied. This includes the determination of the meaning and accuracy of the statements in the documents (8:474).

Historical criticism is used as an instrument to enable people to get closer to the truth. This is accomplished by attempting to test the relationship between what purports to be history and the truth which lies behind it (2:210). The historian's job is neither to defend nor to prosecute the person, situation, or event about which he is writing. Rather, it is to present the facts, not leaving out any that are important to the study. Further, data may not be interpreted to suit the author (7:72). Interpretation may, however, be used to the historian's discretion in the conclusions. The reader is then free to agree or disagree depending on the evidence presented in the study (7:72). The historian must always remember that he can only see anything with which he deals through the distorting glass of some human personality (2:198). The data is only as good as the sources from which it came and there is always the possibility that even the most reliable witness to an event "erred in perception or memory" (8:477).

**Campus Recreation**

There are comparatively few historical studies of campus recreation programs in the United States. However, recreation research and literature over the years have shown a significant change in the emphasis and nature of campus recreational offerings and has documented the resulting growth of the campus recreation programs.
In 1940, Daniels published a report entitled, "Report on National Survey of Student Recreation in Colleges and Universities" (11). The study was undertaken by Daniels because he perceived "leisure and its uses to be one of the most pressing problems thrust upon the American people today by swiftly moving social and economic developments" (11:39). The study included a number of conclusions dealing with such subjects as recreation facilities, programs and administration.

The major conclusion of the Daniels study was that even though the recreation potential of most of the institutions studied seemed to be adequate to meet the needs of the students in a wide range of activities, many facilities were available only for regularly scheduled programs or classes. To remedy this situation, he suggested that a workable plan be devised so that recreational outlets could be expanded and access gained to the valuable facilities which were restricted to a small number of students (11:50).

A number of other interesting conclusions were made by Daniels. The study showed that interest in outing activities in the United States was growing both with respect to the number of programs and facilities. In addition, the traditional competitive team sports were being forced to share some of the spotlight with more recreational and individual sports. Also, it was found that very few schools were attempting to provide evening or weekend recreation programs. Finally, the survey showed a strong need for a different type of program which did not put a high premium on developed talent, high standards of performance and unusual combinations of skills. Rather, a need was strongly indicated for a program in which the majority of students
could participate without previous training and regardless of their talent (11:50-52).

In 1947, Williams completed an evaluation of the men's intramural programs in the Lone Star Conference (27). Citing intramural programs as the major source of college recreation programs, Williams reported that programs of intramural sports were growing rapidly in the United States. Whereas modern varsity athletic programs were often being undemocratic, and only the superior athletes were allowed to participate, Williams saw intramurals much differently. The intramural programs established themselves by helping to solve this unjust situation and consequently became a part of the physical education programs. Intramural sports were seen as an activity where everyone who wishes "may find opportunity for engaging in interesting competition at his own level" (27).

Miller conducted a survey in 1950 to determine the present status of coeducational college recreation in the United States (25). Focusing on the organization and administration of college recreation, Miller found that three types of campus recreation plans existed. A centralized plan, consisting of one or more individuals or a committee officially responsible for supervising the total campus recreation program, and semi-centralized and decentralized plans which were characterized by little or no central coordination. Among Miller's other findings was the conclusion that revenue sources utilized for recreation were very similar in the men's and women's physical education departments. The most common source of funding was departmental budgets, followed by activity admission fees and miscellaneous fees.
Miller's evidence further suggested that a large share of the responsibility for the over-all campus recreation program rested with individuals holding positions primarily concerned with all student life. Seventy-two percent of the college programs supposedly reached the majority of the students but when the majority was not reached, reasons were given including lack of school facilities and equipment, lack of finances, lack of diversified programs, and lack of good leadership. Programs receiving the highest rates of participation included basketball, softball, touch football, volleyball, swimming, dancing, tennis, baseball and table tennis (25).

Welch's study in 1952, described various guides for the organization of campus recreation. Welch emphasized that within the framework of colleges and universities there existed the possibility for optimum achievement of the objectives of recreation (26:25). This potential was classified under the following categories: organization, leadership, facilities, and financing (26:26-29).

Four fundamental principals were described by Welch to aid students, faculty, and staff regardless of the institutional framework in which they exist. The basic principals included:

1) Campus Recreation to be effective in meeting the needs and interests of students, should be student-centered.

2) Campus Recreation should be organized within a democratic framework.

3) All phases of campus recreation should be coordinated on both vertical and horizontal lines.

4) The administrative authorities of institutions of higher learning should accept certain responsibilities in order to realize the potentials of campus recreation inherent within the institutions (26:142).
Winborn's study in 1956 highlighted the need to broaden intramural programs beyond the competitive ones described by Williams (28). Admitting that, historically, competitive team sports have been the nucleus of intramurals, Winborn suggested that intramural activities were being broadened in scope to include activities of a recreational and social nature which students could then carry over into later life. These included: faculty recreation, co-recreation, cultural recreation and activities of the extramural nature (28).

Leavitt and Price further supported diversification of intramural programs in their book on intramural sports for men and women (6). They suggested that a wide variety of activities is the key to a successful recreation program on the university level. Individual as well as group sports, and organized participation for noncompetitive as well as competitive activities, should be offered. All sports included within the scope of intramurals, whether they are of high or low organization or are of team or individual nature, should be given an equal amount of emphasis by the intramural department (6:160).

In addition to the noncompetitive activities cited by Winborn, including cultural and co-recreation programs, Leavitt and Price included the need for rhythmical, camping, and outing activities to be a part of the total campus recreation program. The selection of activities to be included is a departmental function and should include those that assure student interest by keeping a balance between strenuous or vigorous games and those of a more passive nature (6:161).

Various criteria were established on a national level in 1955 for the development of the all-inclusive intramural program alluded to
by Winborn and Leavitt and Price. At the National Conference on Intramural Sports for College Men and Women, held by the American Association for Health, Physical Education and Recreation in 1955, specific guidelines were designed to aid in the selection of activities for intramural departments (15). These included the following:

1) The needs, interests, and abilities of the individual and of the group should be taken into account. These include such groups as handicapped, commuters, married students, and other special groups.

2) The opportunity for men and women to participate together in wholesome play for continuing enjoyment and cooperation.

3) The increased emphasis on individual and dual activity for the development of life-long interests in leisure-time activities.

4) The opportunity for creative expression, such as provided by dance forms, carnivals, and festivals.

5) The increased emphasis on various outing activities. These can help lead to understanding and appreciation necessary for optimum use and conservation of our natural resources (15:16).

Meyers conducted a study, reported in 1961, dealing with intramural and student union recreation programs in selected American universities (24). According to Meyers, college recreation programs were primarily administered by two departments, the student union and intramurals. He emphasized, however, that many activities are organized through such groups as dormitories, fraternities, and clubs on campus. Also, there is often unorganized recreational activity which takes place almost spontaneously but is not planned or supervised (24). In his findings, it was concluded that the most common activities offered in intramural programs were basketball, softball, touch football, track and volleyball. The student unions, on the other hand,
usually offered ballroom dances, bridge tournaments, and movies (24).

The major conclusions of the Meyers' research were in the area of the administration of programs. He found that intramural departments are usually affiliated with and sponsored by the physical education departments with a member of the staff assuming responsibilities of the program. The main emphasis of the intramural programs was found to be sponsored by student funds, with students assuming much of the administrative responsibilities. The type of activities sponsored by the student unions were generally social or passive in nature (24).

In the Keynote Address to the National Intramural Conference of 1965, Haniford cited the changing nature of intramural programs in the United States and suggested that perhaps intramurals and physical education should be separated (19). According to Haniford, a trend was developing to divorce the organization of the intramural department from the physical education department. In these cases, the intramural department was usually being placed under the vice-president or dean in charge of all student services and was commonly being labeled as one of the university's service departments (19).

When the intramural departments were being relocated, Haniford suggested that a new method of financing the intramural or recreation programs accompanied the shift. As a student service, he reported, the intramural program was usually financed from the general fund or from student fees. It was also not uncommon to find a combination of these two systems being followed (19). It was further reported by Haniford that more and more universities and colleges were combining the personnel of the men's and women's intramural departments. The
intramural director was in charge of a staff which was increasing in numbers and usually carried no outside responsibilities other than their intramural departmental work (19).

In January of 1968, a National Conference on College and University Recreation was held, resulting in the publication of the pamphlet entitled Campus Recreation (16). The first of its kind, the conference was designed to provide an opportunity for various individuals involved in college and university recreation programs to exchange ideas, compare programs, and seek to identify key issues and problems they were facing. In addition, specific guidelines for the effective coordination of campus recreation programs were hoped to be developed (16:iii).

For the first time, representatives from the various groups and departments responsible for the provision of campus recreation programs were invited to come together to discuss coordination and improvement of the total offerings. Anderson cited the need for coordination of objectives and operations. "Colleges and universities have a responsibility to their students to provide opportunities for recreation as part of the educational offerings and as leisure time activities" (16:iii). Too often, Anderson cited, a variety of programs have been offered without coordination. As a result, there was a need to determine various ways in which campus recreational offerings could be expanded and coordinated to ensure increased recreational opportunity for all students at a university (16:iii).

Tully discussed various guidelines for the effective coordination of campus recreation programs (16:27-31). Four specific tasks
were cited for the leadership programs. Initially, the programs should provide recreation opportunities for all segments of the university community, including students, faculty, and staff. Secondly, they should provide the opportunity for recreation leadership for those interested. Also, the educational foundation should be provided to participate as adults in community recreation programs. Finally, they should continue the students' education for leisure both in skills and concepts (16:27-28).

In addition to the presentations at the conference, discussion sessions were held on the various phases of campus recreation programs. From these discussions, it was determined that concern for a total recreation program must include physical, social, and cultural aspects as well as special interest clubs and campus organizations (16:24). Also, a need was seen for a top administrator to be designated as head of campus recreational affairs. The intramural director, student union officer, and a representative of the student government could then meet with this top level administrator to discuss and allocate responsibilities for specific recreational programs or activities. Overlapping could thus be avoided (16:24).

The duties of this administrator might include making decisions, distributing funds, advising committees on policies, public relations, and also serving as a liason with off-campus interests. Also, he would probably be involved in evaluation of recreation programs (16:25).

The type of recreation structure would, of course, be unique to each university, depending on the size, population, and administrative structure. However, it was determined that usually a campus recreation
department would be advantageous if certain criteria existed including:

1) A coordinator, director, or assistant dean of campus recreation is an established position.

2) The position has the dignity, prestige, and authority that will permit the coordinator to be recognized by top-level administrators.

3) The functional operation and direction of the program is the concern of departments and schools possessing the human and physical resources: music, art, dance, and physical education.

4) Students and faculty are involved in the leadership roles as well as being participants in the campus recreation program (16:26).

The proceedings of the conference summarized that special consideration should be given in recreational programming. Recreation on campus was described as a blending of indoor and outdoor activities. A need was emphasized for structured and nonstructured programs alike and these programs should consist of all the many activities that will cooperatively satisfy the recreational needs and desires of the campus (16:26).

In April of 1974, Janetos and Glaes, Director and Assistant Director of the Campus Recreation Department at the University of Montana, presented a paper to the 25th Annual National Intramural Association at the University of Arizona entitled "Campus Recreation and Outdoor Recreation: Concepts in Total Programming" (20). This paper established the outlines of forming a campus recreation program. Janetos and Glaes emphasized that Campus Recreation is not a synonym for intramurals. Intramural recreation is one component of Campus Recreation, but there is much more to a comprehensive Campus Recreation program. Outdoor recreation and various physical, cultural, and social
programs must also be included. When a part of the program, these elements can make a department "more attractive, viable and responsive to contemporary recreation needs and student services." Above all, Janetos and Glaes pointed out that a campus recreation program complements the academic program by providing the needed balance for self-fulfillment and self-realization. The campus recreation department should be designed as an education for life program, "ready to contribute to the total articulation, integration and education of a student, faculty, and staff member while a part of the university community" (20).
CHAPTER III

THE PERIOD 1950-1975

Throughout the 1930's and 1940's, all organized recreational activities provided for the campus community by the University of Montana were restricted to loosely structured, sparsely funded, intramural activities for men and various special events and intramurals for women (35). In these years, student financial support of recreation was always a reality. However, this funding was only a portion of larger program budgets with no specific designation of money to recreation (185). Men's intramurals was included as a portion of the funding for the category of "minor sports and men's intramurals" which was administered as determined by the Department of Men's Physical Education, while the women's recreational funding was a portion of all money given for the activities of the women students' governing body on campus and was dispersed by the Associated Women Students (185).

These recreational programs were originally structured to:

. . . provide the opportunity for physical activity, beyond intercollegiate athletics and physical education classes, that was seen as necessary for the students. Because the physical education departments concerned themselves foremost with physical activity and had access to the various athletic facilities and equipment, both programs were logical outgrowths of the physical education departments (35).

Having been born out of the physical education departments, both programs received administrative control from them. Men's intramurals was assigned a director from Men's Physical Education, while an advisor from the Department of Women's Physical Education was assigned the
responsibility for directing the activities of the Women's Recreation Association (35).

**The Years 1950-1969**

**Overview**

With the designation of men's intramurals as a program worthy of independence from other programs in the fall of 1948, Central Board allotted a separate budget to men's intramurals for the first time. This budget was to be administered by the Intramural Sports Board, which was comprised of four students and the director of intramurals (185). Although student involvement had been the rule for years with regards to women's recreation, this marked the beginnings of this policy with respect to the men's program (68). It was not until the fall of 1951, however, that the women received separate funding for the Women's Athletic Association, similar to what the men had received three years earlier (185).

In addition, other events occurred in these years that, along with the men's intramural program and the Women's Recreation Association, had a significant part in the growth of recreational opportunity at the University of Montana and the ultimate development of the Campus Recreation Department.

**Men's Intramurals**

**Organization and administration.**—In these years, the intramural program was administered through the Men's Physical Education Department. Accordingly, the director of intramurals was directly
responsible to the chairman of the Men's Physical Education Department. According to Charles Hertler, then Chairman of the Department of Health and Physical Education, however, "The director was given extensive freedom in the operation of the intramural programs with little, if any, supervisory control by the other staff members or the administrators of the department" (35).

Generally, a large portion of the administrative responsibilities of the program were given to volunteer student managers elected by various housing units, clubs, and fraternities. With the aid of the part-time director and the Intramural Sports Board, this body completed the various tasks of scheduling, record keeping, acting on protests, and program publicity (32).

Policies were introduced periodically to encourage continued student involvement in the administration of the intramural program. For example, in the fall of 1950, the director of intramurals introduced a new administrative structure entitled the "Administrative Manager Program." Although remaining in effect for only a few years, it almost completely put the administration of the intramural program into the hands of the students (See Appendix A) (75:4). Also, in the fall of 1967, the new director reactivated the Intramural Sports Board which had remained dormant for a few years. The board was formed to allow students to rule on situations involving themselves. The board would "rule on the inclusion or the deletion of various activities connected with the intramural program and also handle protests" (146:5).

As the program grew over the years and student funding increased, the student government's control over the intramural program also grew.
As early as 1955, Central Board accepted their Budget-Finance committee's report which required a representative of both the men's intramural program and the Women's Recreation Association to report to the Central Board on their programs' progress at the end of each quarter (185).

In the fall of 1962, Central Board attempted to consolidate some of the programs it was responsible for funding. Under this plan, the Auxiliary Sports Board was formed consisting of representatives from both the faculty and the student body (185). According to the report:

The groups included under this budget are men's intramurals, women's intercollegiate athletics, Women's Recreation Association, and those student clubs that the Auxiliary Sports Board shall deem worthy of student financial support (185).

The Auxiliary Sports Board continued to function through 1969. However in the fall of 1966, Central Board ceased to determine the amount to be spent on each individual activity and left that decision to the discretion of the Board (185). This policy only existed for two years and in 1968 Central Board again decided to control the amount of money to be allocated for intramurals as a portion of the funding to the Auxiliary Sports Board (147:1).

Staff.—Throughout these years, an individual from the staff of men's physical education was selected as the Director of Intramurals, as a part of his overall duties (149). He alone served as the professional staff. Four different people were assigned the position of intramural director between 1950 and 1969, including Dave Cole 1949-51, George Cross 1951-55, Edward Chinske 1955-67, and Donald Peterson 1967-69 (See Appendix B) (190).
Students helped to accomplish many of the department's tasks, including secretarial work. However, some secretarial help was secured from the Physical Education Department. Finally, some student help was received in the form of student assistants who were paid for their work as supervisors in the program (44).

Funding.—The funding of men's intramurals was obtained through two sources. The student activity fee, received and dispersed by the student government, was one source and the Physical Education Department was the other (44). The students' portion was used to pay for student officials, trophies and awards, equipment, and student supervisors (190). The Men's Physical Education Department provided the director's salary as a fraction of his overall pay from the University and also made various facilities available for the program's use (46).

Student funding continued to rise throughout this era, both as a dollar figure and a percentage of the entire student budget. Whereas, in 1950 the men's intramural program reflected 1.4 percent of the total student budget and amounted to $913, by 1962 that figure had risen to 3.3 percent of the budget and totaled $2,356 and in 1969 men's intramurals received 3.4 percent of the student budget and totaled $4,000. Officials for the various intramural contests accounted, by far, for the largest single expenditure in the budget (See Appendix D) (190).

Facilities.—Without fail, the most common characteristic of facilities was their unavailability. Indeed, Cole, Cross, Chinske, and Peterson all referred to the lack of space as, "the biggest problem the intramural program confronted" during their tenure (189).
In the early 1950's, intramural fields and facilities included the Men's Gym for basketball and volleyball and the Clover Bowl for football, softball and many other activities that lent themselves to the outdoors (32). Until the completion of the Fieldhouse in 1954, the Men's Gym was used for physical education classes, varsity and freshman basketball practice, and intramurals. Intramurals received the lowest priority and had to be scheduled around the other activities according to their respective schedules (35). In the fall of 1953, for instance, the entire volleyball program was postponed due to a conflict with freshman basketball (80:3). Earlier, portions of entire intramural basketball seasons were postponed because of conflicts with other activities in the Men's Gym (189). As Director Cross suggested in the Winter Quarter of 1954, however, "the intramural sports program will be helped considerably by the completion of the new Fieldhouse, as the Men's Gym will be open more for intramurals" (82:3). Outdoor facilities also were increasing in demand and, in 1965, three new football fields were constructed adjacent to the Fieldhouse to complement the three fields which already existed on the Clover Bowl (133:5).

As the University continued to grow in enrollment, new facilities did not keep up with increased demand. Longer hours and extended use of the facilities were the only answers. Late evening hours and weekend competition became the norm (189). In addition, facilities remained open solely for organized programs as determined by the Physical Education and Intercollegiate Athletic Departments (197).

Programs.—The number and type of programs increased slightly through
these years, with the team activities consistently providing the large majority of all participation. Football, basketball, and softball dominated the participation totals but volleyball, track, swimming, horseshoes, bowling, golf, and tennis also attracted a considerable number of entrants (191). With the addition of table tennis, skiing, wrestling, pool, three-man basketball, and archery; a wide range of activities were offered by 1969 (See Appendix C) (191).

Especially in the early years, a significant incentive for participation was the designation at the end of each year of an all-sports trophy, awarded to the team that fared the best in all the intramural activities (189). Therefore, the majority of participation came from the fraternities who, as well as utilizing intramurals for a recreational activity, used their success in intramurals as a tool for recruiting new members to their fraternity (32). Student assistance and leadership was usually generated through the fraternities and the success of the intramural program generally fell on the shoulders of the fraternities and their intramural managers (32). As the University of Montana grew in size, however, the fraternities accounted for a lower percentage of the total male population. Although the fraternities still remained strong, they became less of a dominant force in intramurals and the independent and dorm teams began to make up a large portion of the total participation and administration (191).

The number of participants grew steadily over the period 1950-1969, generally reflecting the University's enrollment increases (184) (191). As a ratio of participants to enrollment, then, the number remained fairly constant (See Appendix E).
Equipment.—Each year, a portion of the student funding for intramurals was earmarked for the acquisition of equipment. The Physical Education Department also made some of its equipment available to the intramural program (32). Originally, however, Central Board viewed the purchase of equipment as the role of the Physical Education Department:

As regards the purchase of equipment for this program, the students will stand half the expense of such for the current year. However, such purchases are properly made from the physical education budget, and it is suggested that the Physical Education Department assume this responsibility entirely from this point on (185).

This did not become the rule, though, and money was allocated each year for the purchase of equipment (190). No permanent equipment, however, was purchased without specific authorization from Central Board (185).

As early as 1964, recommendations for the pooling of equipment were put forth by Central Board. Rather than leaving the buying, storing, repairing, and managing of equipment to each organization under its jurisdiction, it was suggested that equipment for intramurals, intercollegiate athletics, and all other student funded organizations be administered together (185). No action was taken, however and the intramural program continued to manage all of its own equipment (44).

Women's Recreation Association

Organization and administration.—The Women's Recreation Association, renamed from the Women's Athletic Association in the fall of 1953, received its administrative control from the Women's Physical Education Department (80:3). An advisor was appointed each year to oversee the Association's activities so that the Chairman of Women's Physical Education had ultimate control over the Association's activities (35).
Students, however, were responsible almost entirely for the operation of its activities and programs (204).

All women students were required to pay student activity fees and, therefore, were automatically members of the Women's Recreation Association. Officers, including: a president, vice-president, secretary, treasurer, recording sports manager, general sports manager and publicity manager were elected to administer the program. In addition, student managers of each activity were selected to design plans for practices and tournament schedules (126:2).

Originally affiliated with the Associated Women Students, the Women's Athletic Association first gained a separate status in the fall of 1951 (185). Two years later, the name was changed to the Women's Recreation Association. The renaming was seen as timely because the main purpose of the organization was to "provide recreation for all women students rather than stressing exceptional athletic ability" (80:3). With women's intercollegiate sports first receiving funding in 1955-56, however, the Women's Recreation Association became involved in the administration of these more select programs. Stressing separation, though, Central Board made a point of dividing the intercollegiate and intramural recreation budgets (185).

With the impetus for the operation of the Women's Recreation Association coming exclusively from the students, various problems were bound to arise. For instance, the Budget-Finance committee of ASUM suggested in their 1958-59 report that the:

Women's Recreation Association's program be reevaluated and an attempt be made to interest more groups in the program. It also seems that the Women's Physical Education Department must give more
cooperation and supervision if the program is to be effectively continued. Continuity and adequate records are lacking (185).

Indeed, no coordinated records of the Women's Recreation Association remain and information is available only through widely scattered documents in the files of the Campus Recreation Department and the Department of Health, Physical Education and Recreation, as well as information in the campus newspaper and student government reports.

These problems may be attributed to the fact that close supervision and leadership by the Women's Physical Education staff was never a reality, as other tasks and responsibilities took precedence over the women's recreation programs. For instance, the size of the Women's Physical Education staff did not change between 1955 and 1966, while the female enrollment at the University of Montana increased more than 150 percent (135:12).

Staff.—Although the elected student officers accomplished the great majority of all the administrative functions, only the advisor from the Women's Physical Education Department could be considered as belonging to the professional staff. Various faculty members held this position throughout this period including: Deanne Thorsrud 1949-54, Patty Faurol 1954-57, Viola Kleindeinst 1957-63 and Deanna Sheriff 1963-69 (203).

Funding.—Similar to the men's intramural program, funding was obtained through two sources. The Women's Physical Education Department made money available through their departmental budget and students contributed money from their student activity fee, via the student
government (203). The Women's Physical Education Department assigned a faculty advisor to the Women's Recreation Association as a part of her overall departmental responsibilities and also made various facilities available for the operation of programs (35). The students' money was used mainly for equipment, special events, and playdays* (203).

Student funding fluctuated during these years, according to the size of the programs and needs for new equipment. When separated from the Associated Women Students in the fall of 1951, the Women's Athletic Association received one-half of the previous total assigned to the Associated Women Students of the University of Montana (amounting to $774.28) (203). These figures ranged between .9 and 1.5 percent of the total budget or between $702 and $1,176 through 1962-63 (185). In 1963-64, the Auxiliary Sports Board was formed and separate funding for women's intramurals was not available beyond 1964-65 (See Appendix D) (203).

Unlike the men's budgets of the 1950's and 60's, the Women's Recreation Association spent significant sums of money on such categories as convention travel, an annual steak fry, and playdays. Therefore, allocations for equipment, officials, and awards were proportionately low (See Appendix D) (203).

Facilities.---In the early years, the facilities available to the Women's Recreation Association were extremely limited. As of the spring of 1952, the only indoor facility was a small "cracker box" gym

* The playdays were annual events of an invitational nature. Competition in sports such as volleyball and field hockey would take place among the various schools or colleges invited (132:4).
that was built at the turn of the century (35). Originally a men's gym, this facility was bequeathed to the women in 1921 with the completion of the new Men's Gym. Plans for a new Women's Center were finalized in the spring of 1952, however, and construction was begun immediately. By the fall of 1953, the existing Women's Center was completed, providing what was termed "an adequate indoor facility" (78:1).

Information on the availability of outdoor recreation facilities for the Women's Recreation Association during the 1950's and 1960's is scarce. However, it would appear that these facilities were adequate due to the lack of controversy concerning them (32).

Programs.---The Women's Recreation Association did not only provide intramural activities throughout its existence:

In addition to the intramural programs featured in Women's Recreation Association activities, a "gym jam" is scheduled each fall to acquaint freshmen women with the facilities of the Women's Center, home of the WRA.

Cosmetic Day during winter quarter features a beautician from off campus who lectures on topics pertinent to women's physical care. High school play day, a spring quarter function of the WRA, brought eight schools to the University of Montana for a day of organized entertainment and recreation (126:2).

Intramural activities were the main consideration, however, and team activities through the 1950's such as basketball, volleyball, and softball enjoyed the highest participation. In addition, swimming, table tennis, badminton, skiing, and bowling were offered (126:2).

To encourage continued participation:

Participation credits were awarded to women who take part in six hours of a sport. After accumulating six participation credits, a woman was awarded an "M" pin. The bold block "M" letter was
awarded to each active member who earned 10 participation credits. In addition, a trophy cup was awarded to the woman with an accumulated total of 20 participation credits (126:2).

Also, new activities were added to maintain the interest of the women students. Powder-puff football, track and field, tennis, and co-recreational activities including volleyball, table tennis, and bowling were offered by the Women's Recreation Association in the 1960's. In these later years, the major emphasis of the women's recreation programs changed almost solely towards intramurals and various sport clinics (See Appendix C) (135:12).

Equipment.—Throughout this period, needed equipment was purchased with funds from the student activity fee, while some assistance was received from the Women's Physical Education Department (203).

Beginning in 1953-54, a student equipment manager was hired by the Women's Recreation Association to help coordinate equipment. Such tasks as distributing the equipment for intramural events and keeping an equipment inventory were assigned to this individual (203).

Through 1959, the students were almost entirely responsible for the buying of equipment but it was found that:

Most of the equipment reverted back to the Women's Physical Education Department after a season of use, and there seemed to be little depreciation on much of the equipment. Therefore, the Budget-Finance Committee urged the Physical Education Department to purchase the equipment and lend it to the WRA (185).

Until 1966 this system generally prevailed. However, the Women's Physical Education Department then claimed that:

The Women's Recreation Association is causing too much wear and tear on the equipment. So now the Women's Recreation Association will have to purchase all of their equipment on their own (141:3).
Subsequently, the purchase of equipment again reverted to the students through their budgeting for intramurals (203).

Other Events and Areas of Concern

Co-recreational activities.—Co-recreational activities were first introduced to the university community in the fall of 1958. The officers of the Women's Recreation Association were responsible for initiating this program (80:3). Originally, co-rec consisted of monthly parties including: bowling, skating, and swimming. Mainly of a social nature, these events included performing entertainment and refreshments, as well as the opportunity for active participation (80:3). Lasting for only two or three years, these parties received varying levels of participation from the students and eventually died out with the turnover of the Women's Recreation Association's officers (122:3). The idea of co-recreational activities remained, however, and in the spring of 1959 scheduled times for co-recreational bowling were established by the Women's Recreation Association and the following year the Women's Center was opened once a week for "drop in" coed volleyball (119:3).

In the fall of 1966, competitive co-recreational sports were first incorporated into the offerings at the University of Montana (135:12). In the first year, under the supervision of its faculty advisor Deanna Sheriff, the Women's Recreation Association offered activities that featured mixed teams of men and women in volleyball and table tennis (135:12). Later in the school year, badminton and fencing were added to the growing list of co-rec activities (140:5). The
following year the men's intramural program joined the Women's Recreation Association in providing co-recreation opportunities and added co-rec golf and bowling (191).

Faculty and staff recreation.—Throughout the years 1950-69, faculty and staff recreation provided by the University of Montana, was, at best, very minimal. University facilities were generally open only to organized programs including: intercollegiate athletics, physical education classes, and intramurals (35). A faculty-staff bowling league did operate consistently throughout these, and later years, but was administered and operated independently of the University program offerings (40).

Open recreation.—Open recreation was not generally a part of the recreational opportunities at the University of Montana during these years. With facilities in tight demand and controlled by the Physical Education and Intercollegiate Athletic Departments, if given any consideration at all, open recreation commonly received the lowest priority (40).

In the fall of 1963, the Women's Recreation Association initiated the concept of open recreation by voting to open the Women's Center each day from 4:00 to 6:00 each afternoon for recreational play (123:7). However, open gym time was generally construed as a time of preparation for the upcoming Women's Recreation Association's competitions and not as "free play" (144:8). Almost exclusively, the Women's Center, Men's Gym, Fieldhouse, and outdoor playfields were reserved for organized activities, to the exclusion of open recreation (40).
Outdoor recreation.—Outdoor recreation had its origin at the University of Montana in the form of an academic program. In the summer of 1962, Walter C. Schwank, Chairman of the Department of Health and Physical Education, initiated the "Family Camping Workshop" (44). Held for a few weeks each summer, this program provided opportunities to earn academic credit and also provided outdoor recreational opportunities for the participants (44). Expanding each summer throughout the 1960's, the success of this academic program provided the basis for initiating a program solely for the purpose of recreation when Schwank was given charge of the University of Montana Summer Session programs in the summer of 1967 (44).

Through the efforts of Schwank and Ray Chapman, Director of the University Center, a summer session activity fee was initiated to cover the expenses for the various summer activities in 1967 (44). Using some of these funds, as well as overflow from their nine-month budgets, equipment was purchased for use on outdoor trips and various hikes, overnights, and car tours (31). These outings were designed to allow members of the university community to take advantage of the local geography and visit various points of historical interest, at a nominal charge (44).

Recreational facilities.—Prior to 1950 there were various potential recreation facilities that existed at the University of Montana in addition to the gymnasiums and playfields. For the most part, however, recreation received little or no consideration from the individuals or groups that scheduled these facilities (40). Six tennis courts served
the campus community but regulations governing their use allowed for only a maximum of one hour per court each day for recreational purposes. Physical education activity classes and intercollegiate athletics received all other playing time (40). A swimming pool in the Men's Gym was used exclusively for physical education and athletics and the university track remained closed to students for recreational purposes (123:1).

Realizing additional needs for recreational facilities for a growing student body, in the spring of 1954 Central Board authorized University President McFarland to use $40,000 of student funds to help build three recreational facilities. Year-round facilities for ice-skating, swimming, and golf were the projects which were to be partially funded by the loan. Outside sources were also to be contacted for the remainder of the financial backing (87:1).

With the completion of the skating rink in February 1955, Central Board sought better management of this and other facilities (92:1). In the spring of 1955, a director of student activities facilities was selected. This person was in charge of overseeing the budgets, promotions, personnel and scheduling of the lodge, fieldhouse, ice-skating rink, and extracurricular use of the student arts and crafts area, proposed swimming pool, golf course, and athletic fields (92:1)

* Earl Martel, present Business Manager of the Fieldhouse and Intercollegiate Athletics, was originally selected for the position of student activities facilities. Martel's position later evolved into the full-time position he now holds. His original responsibilities as student activities facilities director were dispersed among other departments on campus.
Bowling was first offered on the campus in the fall of 1955 when lanes were installed in the basement of the Women's Center (94:1). Later in the school year, building activity was also begun on the swimming pool and the new golf course (97:1). Overcoming various construction and financial problems, the swimming pool was opened in November of 1960 (121:3). The ice-skating rink's controversial history, which included constant repair and limited use, ended after only eleven years of use when it was decided to convert it to a ceramics studio (137:1).

The planning of two new facilities near the end of the 1950-69 period were to provide additional recreational opportunities for the campus community. The new University Center, which opened in January of 1969, included: game rooms, bowling alleys, student government and club offices, eating facilities, and a multi-purpose ballroom (139:7). The renovation plan for the Fieldhouse, to be completed in the early 1970's, included the building of a recreational gymnasium, weight room, eight handball courts, and various multipurpose rooms (149:12).

Recreation Facilities Council.--In June of 1969, the Recreation Facilities Council was officially formed (189). Associated Student President Ben Briscoe was the major impetus behind the establishment of this committee, acknowledging the growing dissatisfaction among numerous students toward the "closed door policy" of various University facilities (189). Largely focusing on the closing of the Men's Gym during weekends, the argument over this matter eventually resulted in the establishment of the committee by University President Pantzer (189).
President Pantzer's stated purpose in forming this council was:

... to provide a forum with the responsibility of making major policy recommendations to the office of the President; "It is expected that the council will talk over the matters relative to day to day operation and come up with conclusions on such daily problems. ... It is contemplated that this council will be involved with the recreational aspects of all facilities on campus, including the Men's Gymnasium, Women's Center, intramural fields, tennis courts, swimming pools, golf course, University Center, and Fieldhouse" (197).

Although destined to take no action until the following year, the establishment of this council provided the first element of facility control by a department other than the Department of Health, Physical Education and Recreation or the Department of Intercollegiate Athletics. Members of the new council included representatives from the faculty and the student population of the University (197).

Sports clubs.—The Budget-Finance committee of the Associated Students of the University of Montana first appropriated money to a student club in the 1956-57 academic year, stating:

Due to the favorable publicity this team (rifle) has received in the past years, it is felt by this committee that an appropriation of this nature ($675) would be beneficial to the University and the student body (185).

With the establishment of the Auxiliary Sports Board in the fall of 1963, the opportunity was established for the development of additional clubs. As well as being responsible for the budgets of men's and women's intramurals and women's athletics, this board also was in charge of "those student clubs that the Auxiliary Sports Board shall deem worthy of student financial support (185).

By the year 1965-66, a total of seven clubs were receiving funds from the Associated Students of the University of Montana,
including: Bowling ($500), Rodeo ($900), Parachute ($800), Rifle ($900), Pistol ($250), Judo ($300), and Soccer ($400). The only stipulation for these clubs to receive funds was that they must be open to all students except where limited by sex (185).

Summer Session recreation.—With the advent of a $4 student activity fee in the summer of 1967, various summer recreational programs were offered at the University of Montana for the first time (44). Walter Schwank, Director of Summer Session and Chairman of the Department of Health, Physical Education and Recreation, combined the newly designed outdoor offerings with various intramural activities and other traditional recreation programs. Through the efforts of Schwank and his staff, the programs were increased and diversified over the next two years (44).

The Years 1970-72

Overview

The early 1970's saw the men's intramural program continue to expand both with respect to programs offered and number of participants. The Women's Recreation Association, however, was beset by numerous problems including declining participation and student funding. These realities and other events on the campus brought about the realization of a need for a reevaluation of leisure services. By the spring of 1972, serious efforts were in progress to change the administrative structure of recreation programs from the manner it had existed for years. In the fall of 1972, the Campus Recreation Department
was officially established as a response to the perceived need for change.

Men's Intramurals

Organization and administration.—During the early 1970's, the men's intramural program remained a responsibility of the Chairman of the renamed Department of Health, Physical Education and Recreation. The emergence of the Recreation Facilities Council, however, saw that body become responsible for determining some of the intramural program's responsibilities concerning facility use (197).

In 1971-72, the following were stated as the purposes and objectives of the men's intramural department at the University of Montana:

The primary purpose of the intramural department is to develop recreational activities as indicated by the students' participation or interest. At the present, the program largely satisfies the interest of the students in competitive athletics. However, with the change in consciousness, more noncompetitive athletics are incorporated into the program. All the students are eligible to participate in the departmental programs without cost, except where there is a charge from an outside organization. The programs which are conducted are intramurals, co-recreational sports, sponsored free gym, and a physical handicapped recreational program.

Objectives: 1) An opportunity for all students to realize the fun of participation. 2) An opportunity for all students to enjoy any facilities available when they feel the desire. 3) The chance

* The name of the Department of Health, Physical Education and Recreation changed many times over the years. In the fall of 1960, the Men's and Women's Physical Education Departments were merged along with the Intercollegiate Athletic Department to form the Department of Health, Physical Education and Athletics. In 1967, Athletics was separated from the Department leaving its name, the Department of Health and Physical Education. In the fall of 1970, the name was again changed to include the field of recreation and the present name, the Department of Health, Physical Education and Recreation, was adopted.
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for relaxation from strenous school work and rapid pace of modern living. 4) An opportunity to make social contacts and friendships which could not readily be developed in the classroom. 5) An opportunity to maintain better health through exercise (202).

Staff.—Tom Whiddon became the new director of men's intramurals in the fall of 1969, when he was hired as a member of the faculty in the Department of Health, Physical Education and Recreation (44). Bringing an athletic interest as his major qualification for the job, Whiddon tried to follow the prevailing departmental philosophy concerning intramurals: "The bigger program you have, the better" (43). He proceeded to enlarge upon past programs and was director of men's intramurals when it reached its highest participation figures in the 1971-72 school year (191).

Funding.—As the program offerings in the men's intramural department extended into areas other than just team and individual sports competition, the budget grew steadily and was dispersed differently (190). From the $4,000 of student funding in 1968-69, the budget rose respectively to $6,800, $8,807, and $10,700 in the next three years (190). In these years, funding per student exceeded one dollar for the first time, with the 1972 budget reflecting an allocation of $1.85 for each male student (190). Salaries for game officials, which in previous years accounted for as much as 80 percent of the total budget, now demanded only one-third of the budget. Work-study students, on the other hand, were paid approximately one-quarter of the budget funds for their work as supervisors for recreational facilities and intramural competition (See Appendix D) (190).
The Department of Health, Physical Education and Recreation contributed an estimated $6,000 to the intramural program by supplying the director's salary. This figure was approximately one-half of his overall pay, which further included compensation for his one-half load on the HPER faculty (202).

Facilities.—The recreation facilities' problem at the University became acute in these years as a result of the ever expanding programs. Director Whiddon even suggested that due to too few facilities and not enough administrative support, "Intramural sports are on the brink of disaster on this campus" (165:6). He continued:

The building program for the expansion of the Fieldhouse will expand the program in 1972-73 but there will be a problem unless students decide to give more money. Additional funds will be needed for the supervision of the new facilities (165:6).

Available facilities for the men's program from 1970-72 included the Men's Gym, Clover Bowl, and fieldhouse playfields (43). The Men's Gym was made available from 5:00 to 12:00 p.m. on weekdays and from 10:00 a.m. to 11:00 p.m. on weekends and holidays, with intramurals receiving priority for scheduling (158:3).

Programs.—The number of activities increased slightly in these years but participation figures continued to grow significantly with the expanding enrollment at the University (184) (191). In fact, the program reached its highest participation total to date when, in 1972, 4901 male participants took advantage of the various offerings (See Appendix C and Appendix E) (191).

Equipment.—The equipment inventory grew steadily throughout this
period as expenditures on equipment increased (190). Expenditures on equipment accounted for between nine and 13 percent of the total annual budgets and amounted to a high of $1,146 in 1970-71 (See Appendix D) (190).

Women's Recreation Association

Organization and administration.—As a member of the Health, Physical Education and Recreation faculty, the advisor of the Women's Recreation Association reported to the HPER Chairman. Students, however, provided the vast majority of administrative work in the program (44).

The purpose of the Women's Recreation Association and its objectives for 1971-72 were as follows:

To foster an interest and provide opportunities for athletic and recreational activities and accomplishments. To create a spirit of good sportsmanship and fellowship and to cooperate with other campus organizations in promoting and maintaining the highest standards of university life.

Objectives: To create competitive and noncompetitive sports for women to engage in. To provide recreational activities and sports for women to use in their lives to their advantage (202).

Many organizational problems were confronted by the Women's Recreation Association in these years, resulting in the ultimate disbanding of the organization in the Spring Quarter of 1972 (171:12).

Staff.—Zona Lindemann, a member of Health, Physical Education and Recreation faculty, served as the advisor to the Women's Recreation Association throughout this period (46).

Funding.—By the year 1971-72, funding for the Women's Recreation Association totaled $1,300. This figure was only $124 more than it had received 15 years before and amounted to a mere $.43 for each
female student. With low participation, both in actual numbers and as a percentage of the student body, student financial support dwindled (184) (185). To supply the advisor's salary, the Department of Health, Physical Education and Recreation made $3,000 available each year (202).

Facilities.—The low participation during these years assured generally adequate facilities for the women's use. The Women's Center was used for indoor activities, while two outdoor fields remained reserved for the women (202).

Programs.—The traditional activities of football, volleyball, field hockey, fencing, swimming, bowling, basketball, table tennis, badminton and softball were offered by the Women's Recreation Association (158:3). New activities, of the outdoor nature, were added, however, in an effort to increase participation and interest in the organization. These included horseback riding, bike trips, cookouts, hikes, and backpack trips (158:3). Despite these efforts, only 365 people took part in the Women's Recreation Association's activities of 1970-71 and only approximately 500 in 1971-72 (202).

Equipment.—No specific information concerning equipment management was available for these years. It would appear, however, that with the size of the overall budget and the success of the program that equipment allocations would have been relatively small (202).

Other Events and Areas of Concern

Co-recreational activities.—The popularity of co-recreation was growing steadily at the University. By the year 1971-72, the following
co-rec activities were offered to university students by the men's intramural program: bowling, archery, volleyball, badminton, skiing, tennis, golf, and raft racing (158:3).

In the summer of 1972, the emphasis of intramural offerings had turned to co-rec activities. For the first time, team events such as football and softball were offered. With the success of this experiment, the introduction of co-recreational activities in the major sport concept became a reality (34).

Faculty and staff recreation.—The most significant change in the recreational opportunities for the faculty and staff of the University came in the form of opening the facilities for designated free play. With facilities available for unstructured recreational use a greater percentage of the time, the faculty and staff were allowed to utilize the facilities more readily for their recreational needs (40). Another major breakthrough came when the Men's Gym was reserved in 1971 for noon-hour physical fitness and recreation for faculty, staff, graduate students, and individuals of the Missoula community (200).

Open recreation.—The Men's Gym controversy was the center of efforts to establish open recreation as a workable concept on the University of Montana campus. In the late spring of 1970, the Recreation Facilities Council reported:

After considerable negotiation between the Council, the Physical Education Department, the men's intramural department, and the University administration; President Pantzer approved the following recommendations: the Men's Gym be open for recreation evenings, weekends, and holidays under the direction of the intramural director; the administration, the Department of Health
and Physical Education, and ASUM share unequally (ASUM paying most of it) the costs of the work-study students, who would provide supervision; and grammar and high school students be excluded (197).

The report continued: "The council is delighted that these arrangements have worked so well, and it wishes to compliment Mr. Whiddon and his aides for their efficiency and cooperation in carrying out the program" (197).

With the addition of three new tennis courts in the 1969-70 academic year, the Recreation Facilities Council set a policy which allowed for increased recreational play by the members of the campus community. Whereas the previous years showed a maximum of 6-10 court hours a day for recreational use, the new proposal allowed for between 30 and 36 hours a day of prime recreational play (197).

A new golf course policy was instituted in 1971 which allowed for more student play (198). After lengthy discussions within the Council and with other concerned parties, President Pantzer approved a resolution which provided for the following:

Students with current validated I. D. cards will be given priority on the first tee, Tuesdays and Thursdays from 11:00 a.m. to 6:00 p.m. during spring quarter. Faculty members and wives of students (only when playing with their husbands) shall be included in the priority system. If this restriction proves successful, its extension should be considered (198).

Another important decision that affected open recreation time concerned the University policy on playfields. The following resolution was adopted by the Recreation Facilities Council in the spring of 1971:

1) Effective immediately, all University playing and recreational fields will be restricted exclusively to University organizations and individuals.

2) The fields be utilized exclusively for their primary purposes (i.e. all golf confined to University course).
3) Mr. Whiddon be in charge of all scheduling of University playing and recreational fields, within the limits of parts 1 and 2 of this resolution.

4) With the consent of Mr. Parker, Director of Physical Plant, these regulations will be enforced by the Security force.

5) The YMCA softball league, the Little Grizzly football league and other affected organizations be notified at once, so that they can make plans to use non-university facilities in 1971-72 (198).

Outdoor recreation.—The outdoor recreation offerings continued to expand through both the summer and school-year programs (31) (44). The equipment inventory, purchased with summer activity fees, grew and the types of activities increased (31) (44). The Women's Recreation Association made an effort to offer various outdoor activities during the school year (121:3) and the University Center initiated outdoor skill classes and various recreational trips (44).

Recreation Facilities Council.—Under the leadership of its faculty chairman, Jules Karlin,* the Recreation Facilities Council made significant strides in developing policies to govern the use of recreational facilities at the University of Montana.

After three years of existence, the Council set a broad policy statement to govern facilities:

The council has recommended that the University dedicate its admittedly inadequate facilities to intercollegiate, intramural and recreational activities; that the now voluntary HPER classes using facilities most in demand for those purposes be held principally in the mornings; that the tennis courts and some

* Dr. Karlin served as a Professor of history at the University of Montana from the fall of 1946 to the writing of this study. As a member of the campus community, he had long been interested in many of the extracurricular facets of the University as well as its academics.
indoor recreation facilities be held open from noon until two in the afternoon; that the Missoula community gradually be instructed to look to itself for facilities, rather than depending on an overcrowded state university with facilities inadequate for the needs of its students, faculty, and staff; that the present UM fields are finite, and that new fields and tennis courts—the source of greatest pressure—be developed as rapidly as money becomes available. The Council has also consistently recommended that profit-making organizations be barred from using the already heavily overloaded University facilities, and that users pay adequate, rather than token, fees (199).

Extending its original function as a committee, Administrative Vice-President George Mitchell stated in early 1972, "The Recreation Facilities Council has been charged with the responsibility of forwarding to the President recommendations with respect to optimum use of recreational facilities on this campus" (199).

Through setting policies for the Men's Gym, tennis courts, playfields, and golf course; and making proposals for the new Field-house addition, the pool in the Men's Gym, and summer session; the Council confronted the pressing recreational facility problems on the campus (52).

Sports clubs.—The following clubs were funded by the Associated Students of the University of Montana and were totally separate from intercollegiate athletics: Rifle Club, Chess Club, Hellgate Flying Club, Silvertip Skydivers, Rodeo Club, Soccer and Rugby (185).

The Establishment of the Campus Recreation Department

Overview.—Although not deliberately, various events took place beginning in the early fall of 1969 that laid the groundwork for the ultimate formation of a campus recreation department at the University
of Montana. The combination of these various occurrences and their resulting effect on the University brought about the establishment of the Campus Recreation Department in the fall of 1972. The Department was given responsibility for the administration of: men's intramurals, women's intramurals, co-recreation intramurals, sports clubs, open recreation, outdoor recreation, faculty-staff recreation, facility management, equipment management, and summer session recreation.

Recreation Facilities Council.—With the establishment of the Recreation Facilities Council in the fall of 1969, for the first time the responsibility for facility management was yielded by the Intercollegiate Athletic Department and the Department of Health, Physical Education and Recreation and was given to this student-faculty Council (40). The Recreation Facilities Council was headed by Professor Jules Karlin. Through his efforts and eventual backing from other members on the Council and in the student government, a new philosophy was introduced and ultimately accepted by the campus community (197) (198) (199).

It was Karlin's personal conviction (molded by his own educational background) that not all facilities on a university campus had to be academically oriented or controlled. Furthermore, it was the University's responsibility to provide the opportunity for recreational pursuits for members of the campus community (42). It was this belief that provided the initiative for the open recreation policies that were characteristic of the Recreation Facilities Council in the 1969-72 period. In addition, it helped mold the policies that would surround
the opening of the recreation annex to the Fieldhouse (42). For lack of a better area to put the administration of the open recreation program, the men's intramural program, directed by Tom Whiddon, was responsible for these tasks (40).

The College Work-Study program.—With the passage of the resolution to open the Men's Gymnasium for free play in the fall of 1969, work-study students were first utilized by the men's intramural program as facility supervisors (40). The College Work-Study program was first established by the Economic Opportunity Act of 1964. It was later amended in the Higher Education Act of 1965 so that any college student who established financial need would be eligible for the program (136:7). Under this Act, only one-fifth of the student's pay was supplied by the employer, while the other four-fifths was paid by the Federal Government (38).

The availability of work-study money at the University of Montana allowed for the development of a comprehensive supervision and management system over facilities, activities, and equipment without being prohibitive to both student and University budgets (34).

Reduction of the required physical education activity classes.—After significant conflict arose at the University of Montana over mandatory physical education activity classes, in the fall of 1969 the physical education activity class requirements were reduced from six to three credits (202). Then in 1971-72, the requirement was abolished all together (202). Increasingly, the purpose and nature of the activity classes were moving toward life-time sports and recreation (66). This
fact alone brought about more interest in other recreational activities on campus and pressure for increased offerings (34).

Recreation as an academic field.—In the fall of 1970, Joel Meier joined the faculty of the Department of Health, Physical Education and Recreation as an Assistant Professor of Recreation (44). This marked the initial recognition at the University of Montana of the professional field of recreation and also its acceptance as an academic major (41). Meier's knowledge and interest in the recreation field, especially campus recreation and intramurals, provided the basis for discussion concerning the establishment of a campus recreation department (40).

A graduate paper, written by Meier, entitled "Recreation Proposal for the University of Nebraska" suggested various possibilities for campus recreation programs. Inspired by the publication Campus Recreation (16), this paper outlined the possible lines of organization and methods of establishing a dynamic campus recreation department on a college campus (41). The paper was circulated among interested individuals on the campus including intramural director Whidden, ASUM President Bob Sorenson, Recreation Facilities Council Chairman Jules Karlin, and others (41).

Recreation Annex in the Fieldhouse.—The decision to remodel the Fieldhouse in the winter quarter of 1969, brought about the possibility of additional expansion of recreational opportunities at the University of Montana (40). The policies as determined by the Recreation Facilities Council assured that recreational use would be a primary purpose of the new recreational facility (199). In fact, the
Recreation Facilities Council devoted most of its efforts in the 1971-72 school year to the problems created by the upcoming opening of the recreation annex in the 1972-73 school year (199). The Council finally accepted three basic principals for the scheduling of the facility:

First, since the bonds providing for the construction of the addition are underwritten by student building fees, the Council is compelled to recognize the intent of the legislature, as evinced by recent statutes, that student-dominated use, as distinguished from classroom, receive priority. Thus, although the Council recognized as fully as possible formal academic requests, it gave priority to recreational-intramural use and intercollegiate athletics. Second, given the limitations of the total University of Montana recreational facilities, the Council recommended that University of Montana students, faculty, and staff should have priority over the community of Missoula. Third, during the noon hour all the facilities should be reserved exclusively for recreation. In addition, the Council decided to recommend that all the Fieldhouse facilities, including the handball courts, be reserved exclusively for UM students, faculty, and staff (199).

The disbanding of the Women's Recreation Association.—As cited previously in this study, the early 1970's saw many problems with respect to the administration of the Women's Recreation Association's programs. In fact, in May of 1972 the Health, Physical Education and Recreation Department decided to merge all intramural programs into one department to counter these difficulties (171:12). As reported in the Montana Kaimin:

Beginning in the fall, women's and men's sports will be combined under an Intramural Recreation Program. The program will include women's and men's intramurals and co-recreational activities. According to Director Whiddon, "This move will help in the funding for women's sports. The women will receive a greater variety of activities and a better program under the new system" (171:12).

Changing student attitudes and the reallocation of student funds.—The question of student funding of intercollegiate athletics was debated at
the University of Montana throughout the latter half of the 1960's. By the fall of 1970, the student newspaper reported that, "Athletic budget cuts are possible for the coming year. The additional funds would then go to the Kaimin, Program Council, or intramural sports" (154:6).

However, in January of 1971, after heated debate, the President of ASUM, Jack Green, broke the tie in Central Board and $173,000 was budgeted to athletics for the coming year (156:1). This indecision brought about the following statement from University President Robert Pantzer: "I hope in future years we can reduce the amount of money the students themselves are making available to the athletic program" (157:1).

New ASUM President John Christenson established his stand on the funding question when debate resumed the following year: "I am not against athletics, but I believe that student fees should be used for programs that interest the majority of students" (162:1). The Central Board vote of the 1972-73 academic year was delayed until May when a new student administration was in office. Bob Sorenson and Clay Collier had campaigned for a reduction of the athletic budget and reallocation of student funds and these two student officers led the efforts toward the ultimate cut of the Athletic Department budget by 25 percent (34). In voting this cut, Central Board freed a significant portion of student funds to be spent in other areas (170:1).

The final steps of development.—While discussing various problems confronting the intramural department, in January of 1972 Director Whidden challenged the administration of the University of Montana for their reluctance to face the question of recreation on campus.
"The administration has never answered the question of recreation on this campus. They have not promoted a program but there is a need and a desire for such a program" (165:6).

In the winter quarter of 1972, however, two ad hoc committees were formed to deal with just this question and others surrounding physical activity at the University of Montana. The Ad Hoc Campus Recreation Committee was devised at the insistence of President Pantzer and the Ad Hoc Sports Policy Committee was established by the Faculty Senate (200).

In March of 1972, the administration of the University put forth its rationale to the Sports Policy Committee for the current administration of the various sports programs on campus.

The rationale behind administration of the various sports activities is basically one of being responsive to needs articulated by the advocates of such programs in a manner consistent with the overall best interests of the University. There are three basic categories into which university-sponsored sports programs may be divided, viz Health, Physical Education and Recreation, Intercollegiate Athletics and Intramurals. Each of the three is to some extent 1) responsive to different needs, 2) supported and promoted by different people, and 3) in competition for resources commonly available to all (54).

In speaking directly about intramurals, the administration reported:

Intramurals, on the other hand, have developed to fill the void between physical education programs and the varsity sports program. The students began to form their own teams and to compete against one another resulting in some difficulties due to the lack of supervision, equipment and availability of facilities so that the intramural program was placed under the control of the physical education department. The recent trend on this campus has been a deemphasis of the formalized physical education requirement and an expansion of the intramural activities. Should this trend continue, it would be logical to anticipate development of a separate department of intramural sports and recreation which then may be under the administration of the Department of Health, Physical Education and Recreation as a
departmental or administrative unit. This would enable the intra-
mural director to maintain close liaison with the physical education
instructional program, coordinate the use of the facilities and
equipment more effectively, and utilize the efforts and interests
of major students, both graduate and undergraduate (54).

The Ad Hoc Sports Policy Committee was formed with the following
charge:

This committee is to develop faculty recommendations for a long-
range sports program. Its charge is purposefully vague, but its
primary concern will be a policy that will respond to the general
needs and purposes of the University. It has been asked to submit
an interim report at the first Spring Quarter Senate meeting (202).

At the first Spring Quarter Senate meeting the following report was
given concerning the stature of intramurals:

We found the intramural program strong and generally responsive
to student needs and desires. We particularly applaud the new
emphasis on individual and recreation-type activities, as opposed
to competitive games. We are convinced that intramural activities
serve an important function on a university campus. They provide a
healthy compliment to the intellectual and academic programs on
campus. We believe this trend towards more intramural activities
is desirable and that the program must be supported almost entirely
with student fees, and we noted a possible shortage of activities
for women students, but in general we feel that the programs have
done a commendable job with the limited resources at their disposal.
However, we feel that the program deserves more support (including
some funds from the University) so that it can be further diver-
sified to better serve the needs of a larger proportion of the
student body (202).

This interim report also showed an extreme imbalance in funding
per participant for sports-related programs on the University of
Montana campus. It listed the number of participants in the different
programs and the total funding for each.

Funding for men's intercollegiate athletics is $592,000 for
220 participants, or about $2,690 a participant. The men's intra-
mural program receives $16,000 or about $5 for each of the 3,500
participants. A $10,000 funding for the 78 women intercollegiate
participants averages $128 per participant, while the women's
intramural program receives $4,300 or about $17 for each of the
250 participants (168:1).
The release of these figures made the debate even more intense for the necessity of reorganizing the recreation programs and reallocation of funds (168:1).

In May of 1972, George Mitchell, Administrative Vice-President of the University of Montana, sent a memo to Robert Wambach, Dean of the School of Forestry and Chairman of the Ad Hoc Sports Policy Committee, which stated:

We (Ad Hoc Campus Recreation Committee) are presently in the process of meeting with all interested persons regarding establishing a new means of financing and administering various sports activities and recreational facilities on the campus. It is anticipated that the product of these meetings will be some sort of a refined procedure which will materially change existing circumstances (55).

Student interest in reorganizing the recreation programs was high at this time and the Ad Hoc Campus Recreation Committee intended to capitalize on this interest and possible student funding that would follow (42). What originally started out as a committee with the purpose of finding possible reorganization proposals, "snowballed" into a body which designed a comprehensive plan for a campus recreation department (42).

On June 14, 1972, the Ad Hoc Campus Recreation Committee announced approval of their Campus Recreation proposal and it was sent on to the Ad Hoc Sports Policy Committee for its consideration. Largely the brainchild of intramural director Whiddon and ASUM President and Vice-President, Bob Sorenson and Clay Collier, the proposal set requirements for a director of the department, job description, funding, and lines of authority in the University structure (See Appendix F) (200).
The new proposal included some interesting changes from original thought concerning the reorganization of recreation programs. Foremost, was the decision to have the Campus Recreation Department responsible directly to the Administrative Vice-President of the University rather than to the Department of Health, Physical Education and Recreation. Also, whereas intramural sports had long been the most important, if not the only type of recreation activity provided by the University, it now was only one of many areas of responsibility of the new department. Finally, outdoor recreation opportunities were seen as a major rather than merely a peripheral function of Campus Recreation (200). Many times, however, the wheels of action turn slowly at a university and no immediate action was taken on this proposal.

It appeared that the main reason for this inaction and previous efforts to halt the proposal was that the formation of a campus recreation department necessitated a shift in the allocation of resources on the campus; including both money and people (42). Along with this shift would go the prestige and power of various individuals and departments. Vested interests, that had been a part of the University for years, were being threatened by the proposal (42). Student funds would be shifted from intercollegiate athletics to recreation programs. The intramural program was to be separated from the administration of the Department of Health, Physical Education and Recreation (46). Priorities would change concerning facility scheduling, with recreation receiving equal or higher consideration over intercollegiate athletics and academic demands (42). The main responsibility for outdoor recreation programs would shift to Campus Recreation from the Department of

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Health, Physical Education and Recreation and the University Center (44). In addition, there were efforts by some advocates of the proposal to give the department even further power and responsibility with respect to the control of University facilities and programs (46).

With student and administration support for the proposal especially strong, the efforts were unceasing toward ultimate action. Dialogue continued among the various parties as a decision on the proposal was forthcoming (42).

On August 4, 1972, Vice-President Mitchell confronted David Alt, Chairman of the Faculty Senate and Wambach, Chairman of the Sports Policy Committee:

This is merely by way of inquiry to determine the present status of the recommendations of the ad hoc athletic committee, as well as the Executive Committee of the Faculty Senate, with regard to the proposal regarding centralization of recreation on this campus under a director of recreation.

Having brought this matter to the attention of the ad hoc committee on athletics, it was my understanding that a recommendation would be forthcoming from that committee to the President as well as the Executive Committee of the Faculty Senate. To the best of my knowledge, this is where the matter now stands . . . I would appreciate receipt of notice of the results of those deliberations . . . with regard to the proposal (52).

In response to Mitchell's memo, Wambach sent the following communication to Alt on August 21:

On June 19, I received the proposal from Tom Whiddon, acting chairman of the ad hoc Campus Recreation Committee. Tom was asking for review, and hopefully endorsement, by the Sports Policy Committee. We endorse the plan and recommend that the Recreation Board be established as soon as possible. We consider the actions outlined in the proposal to be entirely consistent with the recommendations that we made to the Faculty Senate in our report of April 20 (59).

A total of $27,000 in student funds were committed to a campus
recreation program in the spring of 1972 (190). With these funds already available and the acceptance of the guidelines for the new department nearly assured by the end of August, the administration made available $7,500 of the general fund for the department in early September.

A departmental budget has been established ... Into that departmental account has been allocated the amount of $7,500 to date from the University General Fund. It would seem reasonable to presume that the contemplated portion of that total budget to be contributed by the student body ... could be deposited into that account. This would constitute the account upon which Tom Whiddon would draw in order to effect the program put in that department (53).

Although seemingly a small contribution, the administration realized the need for the department and subsequently made funds available relative to the monies available to expend (42). To compliment the general fund contribution, the students voted another $7,000 for the operation of the new department (190).

With the money available, all that remained was the formal acceptance of the proposal by the Faculty Senate and the establishment of a committee to which the Campus Recreation Department would be responsible. On September 11, President Pantzer received a memo from the ASUM officers, Whiddon, and Ray Chapman, Director of the University Center. This memo cited the importance of a recreation committee and called for the passage of the resolution.

As can be ascertained in the proposed administrative structure, a recreation committee is the major policy-making and decision-making body. The composition of the committee, as proposed by the Ad Hoc Campus Recreation Committee and reinforced by the Ad Hoc Sports Policy Committee, will be four students appointed by the ASUM president and confirmed by Central Board, three faculty members appointed by Faculty Senate and one administrator appointed
by the President. This committee will make the final decision as to policy and will be responsible to Central Board and the administrative Vice-President in budgetary matters. We feel the proposal will not only facilitate the administration and organization of recreation programs but will greatly enrich campus life for students. We strongly urge the passage of this resolution (56).

With Tom Whiddon already hired by ASUM as half-time director of Campus Recreation and with a recreation program subsequently established, the Faculty Senate gave their final approval by unanimously accepting the resolution and thus allowing for the establishment of a Campus Recreation and Sports Committee. This committee, along with the Faculty Athletics Committee, formed the University Recreation and Sports Council (50).

The Council was established in the belief that its formation would: "constitute measured and constructive steps toward reduction of the problems posed by intercollegiate athletics and enhancement of the role played by recreational sports on our campus" (50).

The functions of the Campus Recreation and Sports Committee were as follows:

1) To promote and encourage development of recreational and sports programs, both competitive and non-competitive on the campus.

2) To consult with the campus recreation director in establishing policies to: a) govern access to recreation and sports facilities, b) ensure health and safety of participants in sports and recreational activities, c) regulate participation in recreational and sports activities, d) to ensure that recreational facilities and programs are freely available to interested participants without unlawful discrimination.

3) Consult with Central Board and the University administration on matters involving funding and regulation of sports and recreational activities and in selection of the campus Sports Director and members of his salaried staff.
4) To act as liason between the campus sports and recreation program and the academic programs operated by the Department of Health, Physical Education and Recreation.

5) To meet from time to time in concert with the Faculty Athletics committee as the University Recreation and Sports Council to review and approve, disapprove or modify practice and game schedules.

Following approval from the Associated Students of the University of Montana and the Faculty Senate, it was a foregone conclusion that acceptance was forthcoming from President Pantzer. Subsequently, a little over one month into the fall quarter of the 1972-73 academic year, the Campus Recreation Department was officially established at the University of Montana.

The Years 1973-1975

Overview

Once established, the Campus Recreation Department set forth to accomplish its given task of coordinating leisure programs at the University of Montana. Under the direction of Tom Whiddon, the department was extremely effective in its first year of operation and high levels of participation were maintained. Dimitri Janetos was hired as the University's first full-time professional director in the fall of the 1973-74 academic year and the department continued to expand. Through these early years of existence, the Campus Recreation Department came to be accepted by the campus community as one of the University's vital student services.

Campus Recreation Department

Organization and administration.—The director of the newly formed
Campus Recreation Department was responsible to the Administrative Vice-President of the University, who in turn reported to the University President (46). The procedures and policies from which the Department operated, however, were established by the Campus Recreation and Sports Committee (42).

In the spring of 1975, an administrative reorganization of the University changed the reporting structure. A director of Student Services was given responsibility for various programs including: students' housing, food service, health service, University Center, and Campus Recreation. The director of Student Services received all communication from the various directors of these agencies and in turn reported to the President of the University (See Appendix G) (30).

Staff.—The original staff of the Campus Recreation Department included a number of employees in addition to Tom Whiddon, the half-time director.* The other members included: Lou Allen, intramural director; Keith Glaes, an undergraduate student, director of the outdoor recreation program; Beth Eastman, a graduate student, director of co-recreation intramurals; Zona Lindemann, an instructor in the Department of Health, Physical Education and Recreation, director of women's intramurals; and Rich Kelly, a University of Montana teaching assistant, as assistant director of intramurals. In addition, Wayne Fink was hired as equipment manager and Dale Speake was reassigned from the Department of Health, Physical Education and Recreation to serve as the secretary for the Campus

* Whiddon retained a one-half time teaching load in the Department of Health, Physical Education and Recreation in addition to his position as Director of the Campus Recreation Department.
Recreation Department (183). Of these positions, only Allen, Fink and Speake were employed full time by the Campus Recreation Department (34).

In March of 1972, Whiddon indicated he would resign from the Director's position to return to full-time employment in the Department of Health, Physical Education and Recreation in the fall quarter of 1973. In a letter to Jules Karlin, Chairman of the Campus Recreation and Sports Committee, Whiddon stated:

Although the overt approval that the students have given to the Department of Campus Recreation has given me much satisfaction, I strongly believe that to augment the continuation of my professional growth that it would be best for me to resign as the Director and return to the Department of Health, Physical Education and Recreation as a full-time instructor. Therefore, I encourage the Committee on Campus Recreation and Sports to seek a full-time director for next year (51).

A nationwide search for a full-time director commenced and Dimitri Janetos was subsequently hired for the 1973-74 academic year (40). Under the new restructuring of the Department that followed, Keith Glaes was selected as a full-time assistant director, primarily responsible for the outdoor program, Mrs. Speake remained as the Department's secretary and Howard Johnson was named as the new equipment manager (187). Although the size of the staff was significantly smaller than the previous year, the hiring of four full-time staff members was thought adequate to administer the Department's programs (187).

The staff was not adequate, however, and a concept of employing graduate assistants was designed and promoted by Director Janetos (38). After being approved by the University and Central Board, the plan was instituted and four graduate assistants were recruited and selected according to their academic abilities, past practical experience, and
their desire to major in recreation. Two assistantships were awarded in the area of men's intramurals and club sports, one in women's and co-recreational intramurals, and one in outdoor recreation for the 1974-75 academic year (38).

In addition to the above staff, work-study students were hired extensively throughout the 1973-75 period. They helped by leading outdoor trips, working in the equipment room, supervising facilities and fields, and helping with the secretarial work. Also, field-work students were accepted from the University's recreation curriculum to gain professional experience. Finally, students and other members of the campus community with special skills in athletics and background in outdoor recreation were recruited to work for the department (38).

**Funding.**—During 1973 and 1975, the financial support of Campus Recreation came from three sources, including the continued funding from the Associated Students of the University of Montana, rental fees from equipment, and monies from the University (190). In the first year of the Department's existence, $34,000 was given by the students, $4,000 was received from rental fees, $7,500 was given through the University General Fund (190), and Director Whiddon's salary was provided by the Department of Health, Physical Education and Recreation; amounting to $6,000 (202). In 1973-74, the entire budget came from student monies, equipment rentals, and the University General Fund. The Associated Students of the University of Montana made $40,425 available, while the University again provided $7,500 and equipment rental funds totaled $4,800. In 1974-75, the students gave $47,289,
equipment rental proceeds totaled $7,460, and the University agreed to budget $21,400, including all of the Director's salary and seven-eighths of the Assistant Director's salary (190).

Whereas the University funds were used to defray administrative salaries, student funding was utilized mainly for equipment, secretarial work, and student assistants (190). In fact, in 1974-75 over $25,000 was expended on student salaries alone (See Appendix D). Also, in that same year, ASUM funding totaled more than $5.00 for each student enrolled at the University of Montana (See Appendix D) (190).

Facilities.—At its first meeting, the Campus Recreation and Sports Committee adopted the following resolution regarding the operation and scheduling of facilities at the University of Montana:

The Campus Recreation and Sports Committee is committed to the belief that the primary purpose of the recreational facilities at the University of Montana is to serve the needs of the students, faculty and staff. Hence, the Committee intends to continue to follow the basic function of its predecessor, the Recreation Facilities Council, which was to suggest broad lines of policy to the President of the University. This should provide for routine handling of most requests and situations (192).

The Committee accepted five broad policies from which the Department's programs would be scheduled:

1) The University should dedicate its admittedly inadequate and overcrowded facilities to intercollegiate, intramural and recreational activities and voluntary HPER classes.

2) The Missoula community should be instructed to look to itself for facilities, rather than depend upon the University.

3) Since the present University of Montana fields are finite, new fields and tennis courts should be developed as rapidly as possible.

4) We urge that users pay adequate, rather than token, fees.
5) We recommend that profit-making organizations be barred from using the University facilities* (192).

The Campus Recreation Department was responsible for administering and scheduling all events involving the various recreational facilities at the University of Montana. These included: tennis courts, handball courts, various facilities in the Men's Gym and the Women's Center, outdoor intramural fields, and recreation facilities in the Fieldhouse (See Appendix M) (192).

In the spring of 1975, a memo was sent from Lloyd Heywood, Chairman of the Campus Recreation and Sports Committee, and Director Janetos to Administrative Vice-President Mitchell. The memo established the rationale for the Campus Recreation and Sports Committee's control of scheduling facilities through an historical narrative devised from records of the Campus Recreation Department. In summary, the memo stated:

Thus, in a period of six years, the Campus Recreation and Sports Committee has become established on the University of Montana campus as the arbiter for the use of facilities suitable for recreation, excluding the swimming pool and golf course. With the President (of the University) either accepting the recommendations of the Campus Recreation and Sports Committee sub silentio or suggesting modifications, the Campus Recreation and Sports Committee has thus become the controlling agent and has been accepted as such by HPER, Athletics, Dance, ROTC, Intramurals, and numerous other departments, clubs, and individuals listed as users of Campus Recreation facilities (51).

Programs.—The intramural sports program was the largest responsibility of the Department through the years 1973-75 (38). Participation in the

* This policy has now changed and outside profit-making organizations are allowed to utilize University recreation facilities on a limited, case-by-case basis. Applications for rental are usually only accepted during vacation or non-peak University times.
men's and women's programs experienced slight to moderate increases. The most significant rise in intramural participation came in the form of co-recreational activities (191). Whereas co-recreation team activities* were first offered in 1972-73 and a total of 200 individuals participated in six activities, by 1974-75 this figure had risen to 1948 participants in eleven co-rec activities (See Appendix E) (191).

Student interest and participation in outdoor recreation programs also showed continued growth. In 1973-74, only the second year of the outdoor program, a total of 1400 individuals took part in the various seminars, classes, and trips the department offered (191). The following year, this figure had risen to 2013 (See Appendix E) (191). The types of programs and activities were extensive and included slide shows, movies, backpacking trips, day hikes, ski touring trips, and various classes in outdoor skills (See Appendix I) (191).

With a prevailing philosophy of open recreation promoted by both the Campus Recreation and Sports Committee and the Campus Recreation Department, open hours for free play were scheduled in the various facilities controlled by Campus Recreation (38). Physical education classes generally received priority for facilities in the morning hours, while Campus Recreation scheduled open recreation during the noon hour and selected afternoon and evening hours. Intercollegiate athletics and the intramural program used facilities in the later afternoon and evening, depending on the season (See Appendix M) (38).

* Whereas co-rec competition had existed previously in such activities as bowling and golf, this period marked the first time that team sports such as football and softball were included in the co-recreational offerings.
Certain sports clubs became the responsibility of the Campus Recreation Department when it was established. Although still accountable to ASUM for receiving and expending money, the soccer, baseball and rugby clubs were required to register with Campus Recreation and were subject to periodic review by the Campus Recreation Department. In 1974-75, lacrosse was also added to the list of sports clubs (38). In the spring of 1975, a move was in progress to bring all sports clubs together as one group to be responsible to the Campus Recreation Department. These included: soccer, baseball, rugby, lacrosse, volleyball, men's gymnastics, fencing, racquetball, and handball. The Campus Recreation Department also became involved in the administration of social clubs, when in 1973-74 it was given responsibility for the Folk Dance Club (34).

As in the previous three years, the faculty-staff recreation opportunities consisted mostly of unstructured play. Facilities were open to all faculty and staff holding University I. D. cards (30). Although debate continued for two years over the levying of a faculty-staff fee, the fee idea was ultimately dispensed with and the facilities remained open to the faculty and staff members. It also was decided that the spouses of faculty and staff would be allowed to utilize facilities when accompanied by their mate (38). To complement the faculty-staff men's noon-hour physical fitness and recreation program in the Men's Gym, the Campus Recreation Department sponsored a similar program for women faculty and staff in the fall of 1974-75. The program was extremely popular and attracted an average of 40 or 50 participants each noon hour (38).
In the summers of 1974 and 1975, the Campus Recreation Department was given the responsibility for planning, organizing and directing much of the summer session recreation programs. A comprehensive program was designed including: films, lectures, concerts, and barbecues in addition to the established intramural, outdoor, and open recreation offerings. In addition, a summer day camp was established for the children of students, faculty, and staff. The camp was financed through registration fees and was self-supporting. Operating each morning from 8:00 a.m. to 12:00 noon on week days, the camp offered such activities as swimming, sports games, and arts and crafts (38).

**Equipment.**—With the merging of men's and women's intramurals in the spring of 1972, plans were also made for combining all HPER equipment with intramural equipment into one management system (34). The subsequent development of an outdoor program allowed for a comprehensive equipment room management system which included the responsibility of buying, storing, repairing, lending, and renting equipment (34). Additional outdoor recreation equipment was purchased and combined with other equipment previously purchased by the Health, Physical Education and Recreation Department for their summer session recreation and academic programs. Athletic equipment was also purchased by Campus Recreation and combined with that of physical education for use by classes, intramurals, and free play (See Appendix K) (34).

By 1973-74, more than $100,000 worth of equipment had been accumulated in the inventory of the Campus Recreation Department at the University of Montana (193).
Other Events and Areas of Concern

Campus Recreation and Sports Committee.— The major issues over facility scheduling had subsided by the 1973-75 years. Recreation was generally accepted by all facets of the campus community as having a proper place in the struggle for available facilities. As reported in the Campus Recreation and Sports Committee's annual report of 1972-73:

It became obvious that some issues which had been crucial in 1969—opening of facilities for recreational use over the violent objections of the department of HPER, and providing space for weightlifters, for example—have been greatly eased (186).

In these years, the Campus Recreation and Sports Committee expended much of its efforts on the specific recommendations and problems that surrounded the growth of the new Department. In 1972-73, the Committee was in charge of searching for a new director for the 1973-74 year, setting policies on facility use, and also reviewed each of the facilities it was responsible for overseeing (186). The 1973-74 and 1974-75 committees worked on additional policy statements including use of facilities on holidays, rental fees, handball court use, and proper supervision of the recreation annex in the Fieldhouse (187) (188).

Able leadership was provided for the Committee throughout these years. After three years as Chairman of the Recreation Facilities Council and one year as Chairman of the Campus Recreation and Sports Committee, Jules Karlin was replaced by Joel Meier, Assistant Professor in recreation, as Chairman of the Committee in 1973-74 (187). After serving one year, Meier was replaced as Chairman of the Campus Recreation and Sports Committee by Lloyd Heywood, also an Assistant Professor of recreation at the University of Montana (188).
Recreational Facilities.—There were three significant facilities, each providing recreation opportunities to the University of Montana, which were excluded from the control of the Campus Recreation Department. These included the golf course, swimming pool, and the University Center (U2). Providing recreation offerings of their own, these facilities complimented the Campus Recreation Department's programs. For instance, the University Center scheduled recreational classes of both an active and passive nature (31).

Although these facilities were not controlled by the Campus Recreation Department, they were utilized by the Campus Recreation Department for many of its programs. For example, the golf course was used for the intramural golf tournament, the turkey race, and cross country skiing; the swimming pool was the site of the annual intramural swim meet and also was used during the summer day camp; and the University Center was used for intramural bowling, and tournaments in table tennis, pool, foosball, and chess.

The main reason for excluding these facilities from the administration of the Campus Recreation Department was that, unlike other facilities scheduled by Campus Recreation, these facilities were revenue-producing and were intricately bonded. According to Administrative Vice-President Mitchell, it was therefore necessary to administer the golf course, swimming pool and University Center in a different manner (42) (30).
CHAPTER IV

SPECIFIC FEATURES OF THE
CAMPUS RECREATION DEPARTMENT

Overview

It appears that the manner in which the Campus Recreation Department has grown and now operates at the University of Montana deserves additional recognition in this study.

The Campus Recreation Department is a non-academic service department which is responsible for planning, coordinating, and directing recreation and leisure programs and activities for all members of the campus community. Areas of emphasis include: men's, women's, and co-recreation intramurals; club sports; faculty and staff recreation; open recreation; cultural recreation; summer recreation; and facility scheduling, management, and supervision (194:1-2).

The policies and procedures by which the Department functions have been established by the Campus Recreation and Sports Committee (36). This body acts upon all phases of the Campus Recreation program but concerns itself much of the time with questions of facility and equipment use.

Campus Recreation Employees

The Director of Campus Recreation is responsible to the Director of Student Services, who in turn is responsible to the President of the University (See Appendix H) (30). Some of the basic
Qualifications of the Director include a Master's Degree in Recreation and/or Physical Education, with experience in intramurals and/or campus recreation (188). The general responsibilities of the Director include:

To sponsor, supervise and coordinate intramural sports, outdoor recreation, sports clubs, open recreation, and faculty and staff recreation; coordinate and supervise the extracurricular use of all indoor and outdoor recreational areas and facilities; supervise graduate assistants and student employees in campus recreation programs (188).

To date, the Assistant Director has been mainly responsible for the coordination and direction of the outdoor programs, while also providing assistance in the other areas that the Campus Recreation Department services (34).

All of the Director's salary and seven-eighths of the Assistant's salary are paid by the University administration (34). The remainder of the budget is provided by the appropriations from the Associated Students of the University of Montana and from revenue accumulated from facility and equipment rentals (38). Therefore, the equipment manager and the departmental secretary receive their pay entirely from student monies (34).

The equipment manager also serves as the manager of the recreation annex in the Fieldhouse. Besides overseeing the purchasing, repair, lending and renting of equipment, he also supervises work-study students who serve as supervisors of the various facilities in the recreation annex (34).

The Campus Recreation secretary is responsible for maintaining accurate records for the Department and also for keeping the minutes of the Campus Recreation and Sports Committee meetings. In addition,
she supervises the various work-study students who serve as secretarial assistants. The Campus Recreation office remains open nine and one-half hours, from 7:30 a.m. to 5 p.m., daily Monday through Friday (34).

The four graduate assistants, hired annually, provide supervisory and administrative aid in the many facets of the Campus Recreation program. Specifically, two assistantships are assigned in the areas of men's intramurals and sports clubs, one in women's intramurals and co-recreation activities, and one in outdoor recreation. The first three assistants are generally responsible for the recruiting, training, scheduling and evaluation of intramural officials, the supervision of intramural contests, and the development of special events. In addition, they aid in the scheduling of games and facilities and provide other tasks as determined by the Director and Assistant Director. The outdoor assistant is responsible for the direction and planning of outdoor excursions and also assists in the development of seminars and classes. Each of the assistants are selected according to past practical experience, interest in the recreation profession, prior academic performance, and a willingness to participate in the graduate program (38).

Numerous students serve as employees of the Department through the national work-study program. In fact, in 1974-75 alone, $8,515 in work-study help was received by the Department. This represents the equivalency of $41,575 in total monies paid to the students for their Campus Recreation jobs. In addition, $7,644 was paid to non work-study assistants who served as intramural officials or special outdoor leaders (190).
In addition, an internship student from the recreation curriculum is often chosen to serve within the Campus Recreation Department. In this capacity, a ten-week/40-hour per week program is undertaken whereby the student is a volunteer employee of the Campus Recreation Department, while receiving professional experience and training (38).

**Outdoor Program**

The outdoor recreation program is one of the more popular programs offered through the Campus Recreation Department. The program is designed to allow members of the university community to take advantage of the local geography both through first-hand experiences or through media presentations (34).

The outdoor program includes weekend trips, classes, and seminars. Trips have included day hikes to local mountain peaks, snowshoe or cross-country ski trips to various wilderness or backcountry areas, rafting excursions on local rivers, and overnight backpacking trips into the wilderness and local national parks (See Appendix I). All trips are offered at a nominal charge to students, faculty, and staff. State vehicles are utilized for transportation because of insurance and safety purposes and trained Campus Recreation Department employees serve as leaders for each of the outings.

Members of the campus community sign up for the trips on a prepay, first-come first-served basis. Trips are generally limited in number so that adequate supervision and safety is ensured. Classes are offered in such areas as cross-country skiing and fly-tying, while seminars on wilderness first aid and the Montana outdoors are often
presented (34). In the 1974-75 academic year alone, more than 2,000 individuals took advantage of the various outdoor offerings (See Appendix E) (191). In addition to these structured programs, outdoor equipment is available for rental by individuals who wish to pursue these activities on their own (See Appendix K) (34).

Intramural Program

The largest program of the Campus Recreation Department is the intramural sports program. Activities in men's, women's, and co-rec areas are offered. Team and individual sports are highlighted for each group including such activities as football, softball, volleyball, basketball, badminton, wrist-wrestling, table tennis, and racquetball (See Appendix I).

Overall student participation is continually increasing, with the co-recreation program experiencing the most significant growth. Team sports have received the highest rate of participation. For instance, in the 1974-75 school year more than 2,700 individuals took part in the intramural softball program. This included 1,246 participants on 91 men's teams, 419 participants on 27 women's teams, and 1,056 participants on 61 co-recreation teams (191).

The Campus Recreation Department is responsible for all scheduling of contests and is also responsible for the recruiting and scheduling of all officials. A Campus Recreation supervisor is present at each of the team contests to ensure the smooth operation of each game. The supervisor is available for purposes of interpreting rules, controlling disorderly players, and making other administrative
decisions as called upon. The availability of the supervisors was the main reason for only two protests being submitted in 1974-75, with neither being deemed valid (34).

Each team is required to submit a $10 deposit prior to the start of each activity. This is a forfeit deposit to be refunded at the end of the quarter if the team has not forfeited any contests. A waiting list is maintained so that in the event of a forfeit, a new team may replace the forfeiting team in league play (34).

Participants are allowed to play on teams of their own choice. No classification of teams in specific leagues is established by the Campus Recreation Department since teams are selected at random for league competition. In addition, there are no sports trophies awarded to the top teams at the end of the year (See Appendix J) (34).

Awards to both individual and team intramural champions are presented in the form of championship T-shirts. As well as providing a practical item for the students, the shirts also serve to advertise the Campus Recreation program throughout the University (38).

**Summer Program**

The summer program, operated through the Campus Recreation Department and funded by summer student activity fees, includes the usual outdoor and intramural recreation offerings as well as social and cultural recreation. A comprehensive program of barbecues, lectures, concerts, films, and dances are scheduled by the Campus Recreation Department. In addition, a summer day camp is operated for the children of students, faculty, and staff at the University. The camp is
financed through registration fees and is maintained on a self-supporting basis (38).

Scheduling of Facilities

As one of its main responsibilities, the Campus Recreation Department is the central coordinating office for the scheduling, management, and supervision of most of the athletic and recreational facilities on campus. In accordance with policies established by the Campus Recreation and Sports Committee, the Campus Recreation office receives and acts upon the various requests submitted from University departments and organizations, as well as other non-university related groups wishing to use the facilities (196:2).

The recreational facilities utilized by Campus Recreation include: five gymnasiums, gymnastics area, Fieldhouse arena, wrestling gym, weight-training gym, two jogging tracks, swimming pool, bowling and game center, golf course, eight handball courts, nine tennis courts, and numerous playfields (194:2).

Of the above, the bowling and game center, the swimming pool, and the golf course are operated independently of the Campus Recreation Department. However, these facilities are utilized for University recreation and are also utilized by the Campus Recreation Department for tournaments and special events (38).

Facilities are generally scheduled in the mornings for physical education activity classes and are reserved through the noon hour, afternoons, and evenings for open recreation, intramurals, and inter-collegiate athletics (See Appendix M) (38).
The Campus Recreation Department maintains the philosophy that open recreation of free play hours are an important and necessary facet of a total recreation program. Therefore, when scheduling facilities, ample time is set aside for open gymnasium hours in addition to time for intramurals, physical education, and intercollegiate athletics (See Appendix M) (34).

Management of the Equipment Room and the Recreation Annex

The equipment room management system and the management of the recreation annex in the Fieldhouse is directed by the equipment manager. Prior to the opening of the recreation annex each morning, the equipment room books are balanced, the annex doors are unlocked, and a deposit of rental fees in the Campus Recreation Department general fund is made by the equipment room manager.

The equipment room is open for business at 8:00 a.m. Monday through Friday. In addition to the equipment director, the operation is staffed by a work-study student. An additional work-study student is on duty in the equipment room during peak hours. The equipment room remains open until 10:00 p.m., Monday through Thursday, and the closing time is extended until 11:00 p.m. during winter quarters. Friday hours are 8:00 a.m. to 9:00 p.m., Saturday hours are 11:00 a.m. to 8:00 p.m., and Sunday's hours are 12:00 noon to 8:00 p.m. (45).

Outdoor equipment is only available for weekend use. The equipment is reserved beginning on the Monday prior to the weekend for which it is rented. A University I. D. must be presented and a prepayment for the equipment must be made at that time. On Friday, the
equipment may be picked up at the equipment room and the individual's University I. D. is retained there until the equipment is returned. A 48-hour notice of cancellation is required for money to be refunded. During the week, work-study students are responsible for repair and servicing of the outdoor program's equipment, as directed by the equipment manager (39).

Athletic equipment is also available throughout the year. Various items include: basketballs, baseballs, tennis rackets, jump ropes, and frisbees. These items may be signed out by presenting one's I. D. The I. D. is then retained until the equipment is returned (See Appendix K).

In addition to the equipment room, the recreation annex office is open from 8:00 a.m. to 5:00 p.m., Monday through Friday, and is also staffed by a work-study student. Lockers are rented to individuals for the Fieldhouse, Women's Center, and the Men's Gym. Also, the annex office serves as an information center for individuals who have questions concerning the operation of the recreation annex (39).

Facilities in the recreation annex, including the weight room, wrestling room, eight handball courts, two basketball courts, and gymnastics area, are open the same hours as the equipment room. A work-study student is stationed at the door of the recreation annex from 11:00 a.m. to closing each day to check I. D.'s and make sure only University students, faculty, and staff are allowed to enter the building. A guest pass policy is in effect for special cases (See Appendix L). A work-study student is also employed as a rover. The rover is responsible for periodic inspections of hallways, gymnasiu
and other facilities to make sure they are being utilized properly (i.e. no street shoes on the courts, no stuffing of basketballs, only University personnel utilizing facilities, etc.) (45).

**Publicity**

The Campus Recreation Department at the University of Montana emphasizes good program publicity. Prior to each quarter, a list of all upcoming intramural and outdoor activities is circulated by the Campus Recreation Department among various organizations and individuals in the campus community. An artist employed on work-study is hired to make posters and flyers, and design various other items to publicize the Departmental programs. Campus Recreation bulletin boards are maintained in the Campus Recreation office, the recreation annex in the Fieldhouse, and the University Center. Also, flyers announcing upcoming events are posted in eating facilities, dorms, fraternities, sororities, and other University buildings. In addition, the student newspaper, the *Montana Kaimin*, is used extensively to provide information concerning upcoming Campus Recreation events (34).
CHAPTER V

PRESENT DAY ATTITUDES AND PERCEPTIONS
TOWARD THE CAMPUS RECREATION DEPARTMENT

The Campus Recreation Department at the University of Montana has served the campus community for three years. Ample time has elapsed and the Department has become well enough established whereby it can be subjected to an assessment of its effectiveness and its resulting status at this University. The following responses were received from those individuals who currently have the greatest responsibility for the forming of policies and the financing of the Campus Recreation Department. These include comments from: Richard Bowers, President of the University of Montana; John Nockleby, President of the Associated Students of the University of Montana; Del Brown, Director of Student Services, Lloyd Heywood, Chairman of the Campus Recreation and Sports Committee; and Keith Glaes, Acting Director of the Campus Recreation Department.

Question: How do you view the present status of the Campus Recreation Department?

Bowers: The primary purpose of the University is its academic programs but there are also service programs that are valuable for any community of people, including the University of Montana. These service programs include those relating to housing, health, and food. Recreation, as well, fits among them.

In a hypothetical "either or" situation where competition for financing forced the exclusion of some programs, a program such as the health service would take precedence over recreation services. The Campus Recreation Department is more than just a nice program, however, it is an important part of the academic program. Those people
engaged in academic endeavors need some kind of release such as recreation programs offer.

Nockleby: A campus recreation program is an absolute need on this campus. Not necessarily the particular program that exists today, but we need at least what we now have. The University should be looking toward the bodies of the students as well as their minds. Just as we have the responsibility to give the best possible academic education to the students, we (the University) also ought to commit ourselves to their physical development as well.

Brown: The students obviously feel the program is very important and worthwhile, according to the money they expend on the Campus Recreation Department. From all that I hear, the students find the programs very useful and beneficial. The administration, through their funding, has shown its support and satisfaction with the Department.

Heywood: As any recreation program is a community service, the Campus Recreation Department is a service department for the campus community at the University of Montana. As a community-based program, it is definitely very worthwhile.

Glees: The key word is desirable. If a serious financial crunch occurred, the Campus Recreation Department would probably be one of the first programs to go. But the Campus Recreation Department has proven to be a very worthwhile and desirable program.

Question: Is the Campus Recreation Department adequately funded?

Bowers: At present, the academic year recreation program is quite adequately funded by both the students and the administration. We are trying to upgrade our overall summer programs, however, and there is a possibility that more money will be made available for that portion of the school year. Many of our regular year academic programs are now underfunded and when looking toward the future, they need to be brought up to par before we consider increasing funding for recreation.

Nockleby: Given the present program and its goals, the Department is funded very adequately by the students. The University, as yet, has not taken the commitment toward a total athletic development program for all students, which is an integral part of an educational institution. I would like to see the administration make a bigger commitment to this kind of a program.
Brown: It appears that the Department is receiving proper
funding. With the present status of the University budget,
the Campus Recreation Department is being funded about as
much as is possible.

Heywood: The size of the budget is basically adequate and it
appears to be expended satisfactorily. The program is such
that student money is being used to provide student services.
Also, there is the opportunity for student employment which
provides work experience as well as financial reward.

Glaes: Our Department is most adequately funded. With our
present budget, we are able to offer a wide variety of
programs and maintain proper supervision. Of course, the
federal work-study program is a major aid to our budgeting
problems, as we are able to hire many students at one-fifth
of the normal cost. If the work-study program was ended,
our entire facility and equipment management procedures
would be abolished or significant funds would have to be
added to our budget.

Question: Is the Campus Recreation Department serving the needs of the
campus community?

Bowers: Although most of my knowledge is second hand, it appears
the program is serving the needs of the campus quite
adequately. Even before I arrived at the University of
Montana, I had heard about the high quality department here.
During my year and one-half tenure at the University of
Montana, I have had no reason to feel differently.

Nockleby: As the needs are presently interpreted, the program is
outstanding. Different or additional needs may be articulated
in the future and they will have to be dealt with. As it
now stands, though, the program is very good.

Brown: It seems that the needs of the students are being met.
In addition, with the increased demand for faculty-staff
I. D. cards, it appears that they are utilizing the Univer-
sity recreation facilities to a greater degree.

Heywood: When considering what the program has been charged with,
it is serving that charge well. The provision of intra-
murals, outdoor recreation, open recreation, and special
events has generally been very good. However, perhaps the
Department should be involved in other areas, such as
teaching. The whole possibility of leisure education is
open to them. The Campus Recreation Department is already
involved in some teaching such as fly-tying and rock-climbing
classes. Further teaching responsibilities could come in
the form of taking over the physical education activity classes. They are already mostly recreational in nature and this would eliminate a burden of the HPER faculty.

Glaes: The Campus Recreation Department is certainly attempting to serve the recreational needs of the campus. We have gaps in our program but as we continue to gain more experience, additional needs will be met.

The open recreation portion of our program is the most important concept that the Department offers. More than anywhere else, the gaining of access to facilities for unstructured play is where the Department gained credibility in the eyes of the students.

The men's intramural program is nearing a point of leveling off, with respect to participation. However, the women's program is growing and soon may be comparable with the men's program in its use of facilities. Also, the co-recreational participation is increasing dramatically. Many students, especially men, are turning to co-rec activities to gain more enjoyment from their participation that was lacking in the more competitive men's and women's programs. Despite the anticipated growth in women's and co-rec intramurals, it is our primary mission to keep from over-scheduling so that free play hours are not decreased. In the future, the number of teams allowed to participate in intramurals may have to be limited.

We are attempting to expand the various offerings in the outdoor program, to respond to more interest areas. We are in the business of teaching to a degree in the outdoor program in that people are learning new skills. It is the type of learning, however, that you do not receive a grade and you participate of your own volition.

The graduate assistant program provides for between three and five students to work as assistants for the Campus Recreation Department. At present the program is being evaluated and I am not sure what the outcome will be. Certainly, the Graduate Assistants help the program. We are generally given an older, reliable and serious individual who is willing to work and is interested in the recreation field. However, it is possible that the same people could be found right here on the campus with an intelligent recruiting process. A graduate assistant program should respond to the following, all on the same level: the needs of the Campus Recreation Department, the needs of the recreation curriculum, and the needs of the individuals who hold the assistantships. Perhaps the graduate assistants now receive a disproportionate value from the program.
Question: What are the major strengths and weaknesses of the Campus Recreation Department?

Bowers: I really don't see any major weaknesses of the Department. The program's strength is in its ability to offer a well-rounded and well-structured program.

Nockleby: The greatest strength of the Campus Recreation Department lies in its popularity. It is well known and therefore well utilized by the students. Its major weakness is the lack of facilities. The University should be committed to an athletic development program that would require more facilities. However, it is possible that in the future some intercollegiate athletic facilities will not be needed and they can be used for recreation.

Brown: The greatest strength in the programs of the Campus Recreation Department is the strong interest in participation. From all indications, these participation levels will continue to grow. I really don't see any great weaknesses in the Department.

Heywood: Although subtle, one of the most important aspects of the Campus Recreation Department is being in charge of facilities and assigning them according to policy. Because the authority lies with the Campus Recreation Department, students are better able to avail themselves the use of recreational facilities. There are no major problems with the program but there are areas that need to be reevaluated and perhaps altered. The outdoor recreation program, for instance, could be retooled. What we now do is well done but we were once the prototype for other programs and now we have maintained the status quo a bit too long.

Glaes: The strongest part of the Department's organizational structure is the fact that it controls the facilities. There was a time when one couldn't use indoor recreational facilities unless you were enrolled in a physical education class or participated in some structured intramural program. This is not true today, free play is more readily available. Of our actual programs, the outdoor area is exceptionally strong. We are also getting much, much better in intramurals. The men's program, especially, used to be directed toward five or six "jock" teams and they tended to control the entire program. Today the program is hopefully directed to and enjoyed by a much wider range of people. The only drawback of the program is the fact that we are still learning. The program is still relatively young and it will continue to improve as we get more experience in the operation of programs.
Question: Is the Campus Recreation Department properly housed as a student service?

Bowers: The Campus Recreation Department has a proper role both in academics and as a student service. The college age population needs to develop skills and patterns of living that include recreation so that they can carry these on throughout their lives. In this sense, the Campus Recreation Department is a fringe of our academic programs. It is because of the way it is funded (mostly by student activity fees) that it resides where it does. We have talked about the possibility of creating a School of HPER. If this happened, the Campus Recreation Department would come under its administrative jurisdiction.

Nockleby: As long as the Campus Recreation Department has to be placed somewhere in the University's administrative structure, it is now in the right place. In the future, however, I would like to see more student control over the Director of Student Services because he is responsible for the handling of many of our student fees.

Brown: As long as the students contribute the major portion of the Campus Recreation Department's budget, the Department should be included in the area of student services. Also, it interacts with other programs under student services, such as the University Center and various summer session activities.

Heywood: As the Chairman of the Campus Recreation and Sports Committee, I feel it is, but as a professor in the Department of Health, Physical Education and Recreation, I feel a bit differently. No matter what position I am in, though, I am dead set against the Campus Recreation Department becoming totally amalgamated with an academic program. There is expertise within the professional staff of the Campus Recreation Department, however, that should be shared in some way with the academic program. Perhaps a one-quarter time faculty appointment could be given to the Campus Recreation Director. If this were done, the campus community would be even better served.

Glaes: The Department is very definitely properly housed as a student service. The only connection that it should maintain with HPER is that what it presently does. We cooperate when possible but we are not dominated by the HPER department.

Question: Should all recreation facilities and programs be centralized under one department on this campus?
Bowers: The Campus Recreation Department is presently responsible mainly for the development and supervision of programs. I would be concerned with the quality of the present program if the Department was also involved in the operation of such facilities as the golf course, swimming pool, and University Center. As long as the students' needs are fulfilled adequately and they are able to use the facilities, I see no need to change the present structure.

Nockleby: If there is an adequate reason for change, I would support it. It seems, however, that the present situation is working well.

Brown: As long as we are able to keep at least the present level of services, I wouldn't be opposed to such a move. However, there is a great deal of communication and cooperation as the structure now exists.

Heywood: Theoretically this sounds all right but under our University structure, it doesn't work out. The various departments can function properly as long as they do not duplicate and compete. If one limb knows what the other limbs are doing the body will be effective. At present, the Campus Recreation Department and the University Center work cooperatively in the offering of classes and programs.

Glaes: There is no need to change the present situation as long as we continue to work cooperatively and effectively.

Question: What is the responsibility of the University to the local community in the area of recreation?

Bowers: Of course, all facilities are state owned but the main purpose of the buildings is for the students' use who are on the campus. When possible, however, the facilities should be open to the community after the primary users' needs are fulfilled.

Nockleby: I am a strong believer in the idea that the University should offer something to the Missoula community. However, the facilities are mainly for the students' use. If the facilities are not fully used, then the community should be able to use them and pay their fair share.

Brown: If we have room for the community, it's fine to let them use our facilities but we are not responsible for their recreation needs.

Heywood: Our first responsibility is to the campus community. However, the local community deserves to become a part
of the program if there is room. The students pay for it, though, and they should have the first opportunity to participate.

Glaes: The University has a definite role in sharing facilities, especially for special events such as seminars, concerts, and movies. The day to day provision of recreation programs and facilities, however, is the responsibility of the local community. The town must learn to share among themselves, as we share with the community.
CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Procedures

The purpose of this study was to identify in a logical and organized form the historical development of the Campus Recreation Department at the University of Montana from 1950-1975; including the identification of growth trends of the Department as it evolved over the years and also a description of current perceptions and attitudes of selected members of the campus community toward the Department and its role as a service agency.

The Campus Recreation Department at the University of Montana had undergone no other study which presented the growth and development of the Department. Information concerning the Department had only existed in files, scattered reports, and the minds of first-hand observers of related events. The completed history of the Campus Recreation Department should be of value to the recreation profession as a whole, the Campus Recreation Department at the University of Montana, those colleges with existing campus recreation programs, and those colleges planning the development of such a department.

The sources of data used for this study were limited to: 1) official University records, 2) Campus Recreation and HPER departmental files, 3) pamphlets and brochures, 4) the student newspaper at the University of Montana, the Montana Kaimin, 5) personal files of
past and present directors of intramurals, the Women's Recreation Association, and the Campus Recreation Department; personal files of Chairman of the Recreation Facilities Council and the Campus Recreation and Sports Committee; and personal files of the Administrative Vice-President of the University of Montana. The study further included interviews with the following people: 1) the President of the University of Montana, 2) the President of the Associated Students of the University of Montana, 3) the Director of Student Services, 4) the Chairman of the Campus Recreation and Sports Committee, and 5) the Director of the Campus Recreation Department.

The study began by tracing the history of the establishment of the Campus Recreation Department in three segments. The first segment included the years 1950-69, the second 1970-72, and third 1973-75. Usual library techniques were employed in locating source material. In addition, interviews were conducted with the many individuals who had a role in the development of recreation opportunity at the University of Montana and the ultimate establishment of the Campus Recreation Department. Specific areas of analysis and comparison in the historical portion of the study included: organization and administration, staff, funding, facilities, programs, and equipment. In addition, other events of importance were cited and reviewed. Following the historical portion of the study, present-day attitudes and perceptions of selected individuals were assembled and categorized.

Findings

Early organized recreation opportunity at the University of Montana...
Montana was restricted to loosely structured, sparsely funded, intramural activities for men and various special events and intramurals for women. These programs were administered by the men's and women's physical education departments and were jointly funded by the physical education departments and the Associated Students of the University of Montana. An advisor from physical education was selected each year to oversee the programs of the Women's Recreation Association and a director of men's intramurals was selected from the men's physical education staff.

Although adequate records of staff, funding, participation and programs existed for the men's intramural program in the 1950's and 60's, no coordinated records of the Women's Recreation Association could be located. Information was available, therefore, only through widely scattered documents in the files of the Campus Recreation Department, the Department of Health, Physical Education and Recreation, and information in the campus newspaper and the student government annual reports.

In the first segment of the study, it was found that as the University enrollment climbed steadily throughout the 1950's and 60's, participation in the various intramural programs also rose. This increase in participation generally paralleled the increase in University enrollment. The number of activities offered also increased in both the men's and women's programs and a new concept of co-recreational sports was introduced to the campus community in the late 1950's. The major roadblock to further growth in recreation opportunity was attributed to the great lack of facilities for recreation and the
improper use of existing facilities. Facilities were generally available only to organized programs and therefore students interested in free play or faculty and staff interested in physical activity were unable to utilize the facilities.

Outdoor recreation programs first existed on the campus in the form of an academic program. This occurred in the summer of 1962 when Walter Schwank, Chairman of the Department of Health, Physical Education, initiated a Family Camping Workshop. Then in 1967, Schwank and Ray Chapman, Director of the University Center, helped initiate a summer activity fee from which funds were used for an outdoor recreation program including recreational backpacking trips, hikes, and car tours.

The concept of sports clubs, funded by ASUM, first was acted upon in the 1956-57 school year when the rifle team was given an allocation by the student government. By the year 1965-66, a total of seven clubs existed at the University of Montana.

Largely through the efforts of ASUM President Ben Briscoe, the Recreation Facilities Council was formed in the spring of 1969. This Council was established by University President Robert Pantzer to "provide a forum with the responsibility of making major policy recommendations (concerning recreational facilities) to the President."

Various University facilities, starting with the Men's Gym, were consequently opened to students, faculty, and staff for free play and the concept of "open recreation" was established at the University of Montana.

In the second segment of the study, which included the years 1970-72, it was found that the men's intramural program continued to
flourish but the Women's Recreation Association was beset by various financial and administrative problems. For instance, student funding for the men's intramural budget rose to $10,000 in 1972, while the women received only $1,300. Facilities were generally adequate for the women's programs in these years but the men experienced an extreme lack of open gymnasiums and fields. The expected opening of the new recreation annex of the Fieldhouse in the fall of 1972, however, was intended to alleviate much of this problem.

The popularity of co-recreation sports increased steadily. By 1972, eight such activities were offered to the students. In the summer of 1972, an experiment in co-recreational team sports was undertaken and, with its resulting success, team events such as football and softball were offered as a regular part of the intramural activities in later years.

The Recreation Facilities Council took significant steps in establishing policies to govern the use of recreational facilities between 1970 and 1972. Under the leadership of Chairman Jules Karlin, the concept of open recreation was ultimately accepted at the University of Montana as a legitimate use of facilities. Subsequently, policies were established to govern the use of the Men's Gym, outdoor playfields, tennis courts, the golf course, and ultimately the new addition to the Fieldhouse.

It was through the combination of many events and the efforts of various individuals at the University of Montana that the Campus Recreation Department was ultimately established. Among these events were: the establishment of the Recreation Facilities Council in June
of 1969, the reduction and ultimate elimination of the physical education activity class requirement, the College Work-Study program, the acceptance of recreation as an academic field at the University of Montana, the building of the recreation annex in the Fieldhouse, the disbanding of the Women's Recreation Association, and finally, changing student attitudes and the resulting reallocation of student funds.

In the winter of 1972, a conscious effort toward the establishment of a department to coordinate leisure services at the University of Montana was begun. Men's intramural Director Tom Whidden challenged the University administration by stating, "The administration has never answered the question of recreation on this campus." Shortly thereafter, two committees were formed that would deal with this problem. The Ad Hoc Campus Recreation Committee was devised at the insistence of President Pantzer and the Ad Hoc Sports Policy Committee was established by the Faculty Senate.

Following a report by the University of Montana administration on the present status of the various sports programs on the campus, the Ad Hoc Campus Recreation Committee and the Ad Hoc Sports Policy Committee evaluated the existing programs and then made recommendations. Shortly thereafter, the initial proposal for the establishment of a Campus Recreation Department was presented by the Ad Hoc Campus Recreation Committee. The proposal, largely patterned after a paper entitled "Recreation Program Proposal for the University of Nebraska" by Joel Meier, the Director of Studies in Recreation at the University of Montana, called for the combination of leisure services into one
department at the University. The proposal mainly reflected the ideas of men's intramural director Tom Whidden, ASUM President Bob Sorenson and his Vice-President Clay Collier.

Unanimous endorsement of such a proposal was far from being a reality. Therefore, action upon the proposal was slow in developing. Vested interests and power, which had been a part of the University structure for years, were threatened. Student administrative support for the proposal continued, however, and in the early fall of 1972 the Faculty Senate approved the proposal and President Pantzer's endorsement followed shortly thereafter.

Once established, the Campus Recreation Department set forth to accomplish its given task of coordinating leisure services at the University of Montana. Programs in men's, women's and co-recreational intramurals were administered along with those in outdoor recreation, open recreation, faculty-staff recreation and sports clubs.

In the third segment of the study, including the years 1973-75, the growth of the Campus Recreation Department was documented. The first director of the Department was Tom Whidden, former director of men's intramurals. As half-time director, he worked with a staff of seven other individuals, including three on a full time basis. In the fall of 1973, Dimitri Janetos was hired as the first full time professional director of the Campus Recreation Department, and a full time staff of four employees was maintained. In addition, college work-study students, Recreation field work students, and individuals with specific skills in athletics and outdoor recreation helped to supervise the Campus Recreation Department's programs. In the fall of 1974, four
graduate assistants were hired to further aid in the administration of the Department.

Participation in all areas of programming experienced large increases. Outdoor and intramural activities, especially, showed significant gains. The fastest growing of all programs was co-recreational intramurals, which increased nearly 1000 percent between 1973 and 1975. More opportunity for faculty-staff recreation was also a reality. Policies on facilities were established whereby open recreation and intramurals were considered on an equal basis with academic classes and intercollegiate athletics. In addition, the Campus Recreation Department was given the responsibility for scheduling the various facilities.

Financial support continued to expand from both the students and the University. By 1975, the students gave over $47,000 to the Campus Recreation Department, while the University budgeted over $21,000.

With the establishment of the Campus Recreation Department, a comprehensive equipment management system was devised. The equipment room was responsible for purchasing, storing, repairing, and lending all HPER and Campus Recreation equipment. By the year 1973-74, the value of the equipment totaled more than $100,000.

The role of the Campus Recreation and Sports Committee slowly changed during the years 1973-75. The earlier conflicts over facility scheduling had been greatly reduced and much of the new controversy centered around less intense problems concerning specific policies governing facility use.
When the Campus Recreation Department was formed in the fall of 1972, three significant facilities were excluded from its control. These included the University Center, the golf course, and the swimming pool. These facilities were used, however, by the Campus Recreation Department for specific programs. The main reason for excluding these facilities from Campus Recreation jurisdiction was that unlike other facilities controlled by the Campus Recreation Department, these facilities were of a revenue producing nature. Therefore, it was necessary to administer them in a different manner.

The final portions of this study attempted to highlight some of the specific procedures of the program and then to decipher the present-day attitudes and perceptions of the Campus Recreation Department. Interviews were conducted with: Richard Bowers, President of the University of Montana; John Nockleby, President of the Associated Students of the University of Montana; Del Brown, Director of Student Services; Lloyd Heywood, Chairman of the Campus Recreation and Sports Committee; and Keith Glaes, Acting Director of the Campus Recreation Department. From these interviews, these general observations were made:

1) The Campus Recreation Department was determined to be a worthwhile Department and an important service to the campus community.

2) The Campus Recreation Department was believed to be adequately funded.

3) It was felt that the Department was meeting the needs of the campus community, as they were being interpreted.

4) There were no major weaknesses of the Department but continual evaluation and the gaining of experience were considered vital to its continued success. The major
strengths of the Department were believed to lie in its open recreation programs, outdoor offerings, and its popularity.

5) It was felt that the Campus Recreation Department was properly housed as a student service but should maintain connections with the academic programs as well.

6) As structured, it was believed that the Campus Recreation Department worked cooperatively with other departments in providing recreation services.

7) It was determined that the major responsibility of the University in the provision of recreation services was to the campus community. However, it was also felt that involvement with the local community should be encouraged after these needs are met.

Conclusions

On the basis of the findings of this study, the following conclusions were reached:

1) Through continuous financial support from both the students and administration at the University of Montana, recreation opportunity had greatly increased and diversified between the years 1950 and 1975.

2) There was a continual increase in campus recreational participation between 1950 and 1975, with the most significant rise in participation occurring following the establishment of the Recreation Facilities Council in 1969.

3) Campus intramurals and recreation at the University of Montana were generally considered as only peripheral programs of the Physical Education Departments until the establishment of the Campus Recreation Department in 1972.

4) Following the establishment of the Campus Recreation Department in 1972, it experienced continuous growth and development.
in the offering of recreational services at the University of Montana primarily as a result of the increase in the number of employees, additional funding from both students and the administration, more recreational facilities, increased activities, and a large equipment inventory.

5) As viewed by selected individuals at the University of Montana, the Campus Recreation Department appeared to be a successful and worthwhile Department.

**Recommendations for Further Study**

On the basis of this historical report, the following recommendations were made:

1) It is recommended that other studies be conducted on the historical development of campus recreation at other colleges and universities. At some time, a comparative history of many such departments would lead to a better understanding of trends in Campus Recreation.

2) It is recommended that a study be conducted periodically to keep current the historical development of the Campus Recreation Department at the University of Montana.

3) It is recommended that a study be conducted to determine the recreational needs and attitudes of the campus community, based on a campus-wide survey.

4) It is further recommended that an evaluation of the effectiveness of the Campus Recreation Department at the University of Montana be conducted.
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APPENDIXES
APPENDIX A

ADMINISTRATIVE MANAGER PROGRAM
FOR MEN'S INTRAMURALS, 1950
ADMINISTRATIVE MANAGER PROGRAM (75)

Physical Education Department

Intramural Sports Board

Intramural Director

Senior Manager (Oversees all programs)

Junior Manager (Public Relations)

Junior Manager (Statistician)

Individual Team Managers (Submit rosters and communicate with the Intramural Department)
APPENDIX B

INTRAMURAL AND CAMPUS RECREATION DIRECTORS, 1950-1975
### MEN'S INTRAMURAL DIRECTORS

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<tr>
<td>Dave Cole</td>
<td>1949-1951</td>
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<td>Ed Chinske</td>
<td>1955-1967</td>
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<tr>
<td>Don Peterson</td>
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<td>Tom Whiddon</td>
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### WOMEN'S RECREATION ASSOCIATION ADVISORS

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<tr>
<td>Deanne Thorsrud</td>
<td>1949-1954</td>
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<tr>
<td>Betty Faurol</td>
<td>1954-1957</td>
</tr>
<tr>
<td>Viola Kleindeinst</td>
<td>1957-1963</td>
</tr>
<tr>
<td>Deanna Sheriff</td>
<td>1963-1969</td>
</tr>
<tr>
<td>Zona Lindemann</td>
<td>1969-1972</td>
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### CAMPUS RECREATION DIRECTORS

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<td>Tom Whiddon</td>
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<td>Keith Glaes (Acting)</td>
<td>1975-1976</td>
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APPENDIX C

INTRAMURAL ACTIVITIES IN SELECTED YEARS, 1950-1975
MEN'S, WOMEN'S, AND CO-RECREATIONAL INTRAMURAL ACTIVITIES IN SELECTED YEARS (189) (191) (203)

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APPENDIX D

INTRAMURAL AND CAMPUS RECREATION BUDGETS AND EXPENDITURES, 1950-1975
## D.1 MEN'S INTRAMURALS--BUDGET AND EXPENDITURES

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Funding</th>
<th>Total Spent</th>
<th>Officials</th>
<th>Awards</th>
<th>Equipment</th>
<th>Student Assistants</th>
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<td>$ 653</td>
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<td>1968-69</td>
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<td>4,807</td>
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<td>675</td>
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<tr>
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<td>9,085</td>
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<td>10,700</td>
<td>3,612</td>
<td>661</td>
<td>1,103</td>
<td>3,322**</td>
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* The 1969-70 and 1970-71 student assistant money was paid to work-study students for the supervision of facilities.

** The 1971-72 student assistant money included $2,2415 for work-study help.
### D.2 WOMEN'S RECREATION ASSOCIATION—BUDGET AND EXPENDITURES

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* Women's Recreation Association records are not available for the years 1965-66 through 1971-72.
D.3 MEN'S INTRAMURAL FUNDING PER STUDENT

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<tr>
<td>1968-69</td>
<td>4,760</td>
<td>4,000</td>
<td>.84</td>
</tr>
<tr>
<td>1969-70</td>
<td>5,217</td>
<td>6,800</td>
<td>1.30</td>
</tr>
<tr>
<td>1970-71</td>
<td>5,487</td>
<td>8,807</td>
<td>1.61</td>
</tr>
<tr>
<td>1971-72</td>
<td>5,786</td>
<td>10,700</td>
<td>1.85</td>
</tr>
</tbody>
</table>
## D.4 WOMEN'S RECREATION ASSOCIATION FUNDING PER STUDENT

<table>
<thead>
<tr>
<th>Year</th>
<th>Female Enrollment</th>
<th>Funding</th>
<th>Funding Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1949-50</td>
<td>810</td>
<td>$913</td>
<td>$1.13</td>
</tr>
<tr>
<td>1950-51</td>
<td>723</td>
<td>774</td>
<td>1.07</td>
</tr>
<tr>
<td>1951-52</td>
<td>719</td>
<td>834</td>
<td>1.15</td>
</tr>
<tr>
<td>1952-53</td>
<td>663</td>
<td>766</td>
<td>1.16</td>
</tr>
<tr>
<td>1953-54</td>
<td>690</td>
<td>889</td>
<td>1.28</td>
</tr>
<tr>
<td>1954-55</td>
<td>705</td>
<td>1,013</td>
<td>1.44</td>
</tr>
<tr>
<td>1955-56</td>
<td>785</td>
<td>1,165</td>
<td>1.48</td>
</tr>
<tr>
<td>1956-57</td>
<td>764</td>
<td>1,131</td>
<td>1.46</td>
</tr>
<tr>
<td>1957-58</td>
<td>766</td>
<td>1,096</td>
<td>1.43</td>
</tr>
<tr>
<td>1958-59</td>
<td>920</td>
<td>783</td>
<td>.85</td>
</tr>
<tr>
<td>1959-60</td>
<td>1,038</td>
<td>816</td>
<td>.79</td>
</tr>
<tr>
<td>1960-61</td>
<td>1,106</td>
<td>1,079</td>
<td>.98</td>
</tr>
<tr>
<td>1961-62</td>
<td>1,213</td>
<td>1,075</td>
<td>.88</td>
</tr>
<tr>
<td>1962-63</td>
<td>1,262</td>
<td>1,172</td>
<td>.93</td>
</tr>
<tr>
<td>1963-64</td>
<td>1,416</td>
<td>325</td>
<td>.23</td>
</tr>
<tr>
<td>1964-65</td>
<td>1,648</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>1965-66*</td>
<td>1,892</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1966-67*</td>
<td>1,971</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1967-68*</td>
<td>2,137</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1968-69*</td>
<td>2,458</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1969-70*</td>
<td>2,686</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1970-71</td>
<td>2,906</td>
<td>1,200</td>
<td>.41</td>
</tr>
<tr>
<td>1971-72</td>
<td>3,032</td>
<td>1,300</td>
<td>.43</td>
</tr>
</tbody>
</table>

* Funding for the Women's Recreation Association is not available in University records for the years 1965-66 through 1969-70.
### D.5 CAMPUS RECREATION BUDGET AND EXPENDITURES

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Funding</th>
<th>Total Expenditures</th>
<th>Awards</th>
<th>Equipment</th>
<th>Student Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>$33,963</td>
<td>$50,753</td>
<td>$531</td>
<td>$9,710</td>
<td>$14,274*</td>
</tr>
<tr>
<td>1973-74</td>
<td>$40,425</td>
<td>63,168</td>
<td>484</td>
<td>6,324</td>
<td>16,047**</td>
</tr>
<tr>
<td>1974-75</td>
<td>$47,289</td>
<td>74,190</td>
<td>901</td>
<td>7,590</td>
<td>25,379***</td>
</tr>
</tbody>
</table>

* Officials' salaries were paid from student assistant money. In addition, $4,580 of work-study money was budgeted in 1972-73.

** The 1973-74 student assistant money included $6,785 for work-study help.

*** In addition to the $8,515 used for work-study students in the 1974-75 budget, $9,200 was used to hire Graduate Assistants in the Campus Recreation Department.

### D.6 CAMPUS RECREATION FUNDING PER STUDENT

<table>
<thead>
<tr>
<th>Year</th>
<th>University Enrollment</th>
<th>Student Funding</th>
<th>Funding Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>8,624</td>
<td>$33,963</td>
<td>$3.94</td>
</tr>
<tr>
<td>1973-74</td>
<td>8,468</td>
<td>$40,425</td>
<td>4.77</td>
</tr>
<tr>
<td>1974-75</td>
<td>8,566</td>
<td>$47,289</td>
<td>5.52</td>
</tr>
</tbody>
</table>

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APPENDIX E

INTRAMURAL AND CAMPUS RECREATION PARTICIPATION, 1950-1975
<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Participation</th>
<th>Number of Activities</th>
<th>Participation Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1949-50*</td>
<td>2,516</td>
<td>1,023</td>
<td>10</td>
<td>.71</td>
</tr>
<tr>
<td>1950-51*</td>
<td>2,077</td>
<td>1,150</td>
<td>10</td>
<td>.77</td>
</tr>
<tr>
<td>1951-52*</td>
<td>1,643</td>
<td>1,023</td>
<td>10</td>
<td>.71</td>
</tr>
<tr>
<td>1952-53</td>
<td>1,451</td>
<td>1,023</td>
<td>10</td>
<td>.71</td>
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<tr>
<td>1953-54</td>
<td>1,493</td>
<td>1,150</td>
<td>10</td>
<td>.77</td>
</tr>
<tr>
<td>1954-55*</td>
<td>1,735</td>
<td>1,023</td>
<td>10</td>
<td>.71</td>
</tr>
<tr>
<td>1955-56*</td>
<td>2,020</td>
<td>1,023</td>
<td>10</td>
<td>.71</td>
</tr>
<tr>
<td>1956-57*</td>
<td>2,053</td>
<td>1,023</td>
<td>10</td>
<td>.71</td>
</tr>
<tr>
<td>1957-58</td>
<td>2,110</td>
<td>1,709</td>
<td>13</td>
<td>.81</td>
</tr>
<tr>
<td>1958-59</td>
<td>2,379</td>
<td>1,784</td>
<td>12</td>
<td>.75</td>
</tr>
<tr>
<td>1959-60</td>
<td>2,524</td>
<td>1,735</td>
<td>13</td>
<td>.69</td>
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<tr>
<td>1960-61</td>
<td>2,597</td>
<td>1,992</td>
<td>14</td>
<td>.77</td>
</tr>
<tr>
<td>1961-62</td>
<td>2,890</td>
<td>2,362</td>
<td>15</td>
<td>.82</td>
</tr>
<tr>
<td>1962-63</td>
<td>3,072</td>
<td>2,600</td>
<td>16</td>
<td>.85</td>
</tr>
<tr>
<td>1963-64</td>
<td>3,330</td>
<td>2,527</td>
<td>16</td>
<td>.76</td>
</tr>
<tr>
<td>1964-65</td>
<td>3,659</td>
<td>2,766</td>
<td>17</td>
<td>.76</td>
</tr>
<tr>
<td>1965-66</td>
<td>4,027</td>
<td>2,696</td>
<td>16</td>
<td>.67</td>
</tr>
<tr>
<td>1966-67</td>
<td>4,017</td>
<td>2,721</td>
<td>17</td>
<td>.68</td>
</tr>
<tr>
<td>1967-68</td>
<td>4,270</td>
<td>3,120</td>
<td>18</td>
<td>.73</td>
</tr>
<tr>
<td>1968-69</td>
<td>4,760</td>
<td>3,655</td>
<td>16</td>
<td>.77</td>
</tr>
<tr>
<td>1969-70</td>
<td>5,217</td>
<td>3,882</td>
<td>18</td>
<td>.74</td>
</tr>
<tr>
<td>1970-71</td>
<td>5,487</td>
<td>4,230</td>
<td>20</td>
<td>.77</td>
</tr>
<tr>
<td>1971-72</td>
<td>5,786</td>
<td>4,901</td>
<td>20</td>
<td>.85</td>
</tr>
<tr>
<td>1972-73</td>
<td>5,462</td>
<td>4,182</td>
<td>18</td>
<td>.77</td>
</tr>
<tr>
<td>1973-74</td>
<td>5,306</td>
<td>4,663</td>
<td>28</td>
<td>.88</td>
</tr>
<tr>
<td>1974-75</td>
<td>5,226</td>
<td>4,643</td>
<td>23</td>
<td>.89</td>
</tr>
</tbody>
</table>

* Men’s intramural participation figures were not recorded in files for these years.

NOTE: No coordinated records of Women’s Recreation Association participation were available prior to the establishment of the Campus Recreation Department in the 1972-73 academic year.
### E.2 CAMPUS RECREATION PARTICIPATION
#### MEN'S INTRAMURALS (191)

<table>
<thead>
<tr>
<th>Year</th>
<th>Male Enrollment</th>
<th>Participation</th>
<th>Number of Activities</th>
<th>Participation Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>5,462</td>
<td>4,182</td>
<td>18</td>
<td>.77</td>
</tr>
<tr>
<td>1973-74</td>
<td>5,306</td>
<td>4,663</td>
<td>28</td>
<td>.88</td>
</tr>
<tr>
<td>1974-75</td>
<td>5,226</td>
<td>4,643</td>
<td>23</td>
<td>.89</td>
</tr>
</tbody>
</table>

### E.3 CAMPUS RECREATION PARTICIPATION
#### WOMEN'S INTRAMURALS (191)

<table>
<thead>
<tr>
<th>Year</th>
<th>Female Enrollment</th>
<th>Participation</th>
<th>Number of Activities</th>
<th>Participation Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>3,162</td>
<td>820</td>
<td>8</td>
<td>.26</td>
</tr>
<tr>
<td>1973-74</td>
<td>3,162</td>
<td>1,251</td>
<td>22</td>
<td>.40</td>
</tr>
<tr>
<td>1974-75</td>
<td>3,340</td>
<td>1,061</td>
<td>15</td>
<td>.32</td>
</tr>
</tbody>
</table>

### E.4 CAMPUS RECREATION PARTICIPATION
#### CO-RECREATIONAL INTRAMURALS (191)

<table>
<thead>
<tr>
<th>Year</th>
<th>University Enrollment</th>
<th>Participation</th>
<th>Number of Activities</th>
<th>Participation Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>8,624</td>
<td>200</td>
<td>6</td>
<td>.02</td>
</tr>
<tr>
<td>1973-74</td>
<td>8,468</td>
<td>966</td>
<td>17</td>
<td>.11</td>
</tr>
<tr>
<td>1974-75</td>
<td>8,566</td>
<td>1,948</td>
<td>11</td>
<td>.23</td>
</tr>
</tbody>
</table>
### E.5 CAMPUS RECREATION PARTICIPATION—MEN'S, WOMEN'S AND CO-RECREATIONAL INTRAMURALS (191)

<table>
<thead>
<tr>
<th>Year</th>
<th>University Enrollment</th>
<th>Participation</th>
<th>Number of Activities</th>
<th>Participation Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>8,624</td>
<td>5,202</td>
<td>32</td>
<td>.60</td>
</tr>
<tr>
<td>1973-74</td>
<td>8,468</td>
<td>6,880</td>
<td>67</td>
<td>.81</td>
</tr>
<tr>
<td>1974-75</td>
<td>8,566</td>
<td>7,652</td>
<td>49</td>
<td>.89</td>
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</tbody>
</table>

### E.6 CAMPUS RECREATION PARTICIPATION OUTDOOR PROGRAMS

<table>
<thead>
<tr>
<th>Year</th>
<th>Trips</th>
<th>Seminars</th>
<th>Classes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1973-74</td>
<td>531</td>
<td>869</td>
<td>0</td>
<td>1,400</td>
</tr>
<tr>
<td>1974-75</td>
<td>687</td>
<td>1,258</td>
<td>72</td>
<td>2,017</td>
</tr>
</tbody>
</table>

* No participation figures were compiled in the outdoor program for the 1972-73 academic year.

### E.7 CAMPUS RECREATION PARTICIPATION INTRAMURAL AND OUTDOOR PROGRAMS

<table>
<thead>
<tr>
<th>Year</th>
<th>University Enrollment</th>
<th>Campus Recreation Participation</th>
<th>Participation Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972-73</td>
<td>8,624</td>
<td>Not Available</td>
<td></td>
</tr>
<tr>
<td>1973-74</td>
<td>8,468</td>
<td>8,280</td>
<td>.98</td>
</tr>
<tr>
<td>1974-75</td>
<td>8,566</td>
<td>9,669</td>
<td>1.13</td>
</tr>
</tbody>
</table>
APPENDIX F

ORIGINAL CAMPUS RECREATION PROPOSAL
## Recreation Budget

### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>$7,500</td>
</tr>
<tr>
<td>Summer Session Activity Fund</td>
<td>3,000</td>
</tr>
<tr>
<td>University Center</td>
<td>1,500</td>
</tr>
<tr>
<td>On Hand Lock Fund</td>
<td>5,000</td>
</tr>
<tr>
<td>ASUM</td>
<td>34,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$54,000</td>
</tr>
</tbody>
</table>

### Expenses

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Recreation (One-half time) - HPER-</td>
<td>$2,200</td>
</tr>
<tr>
<td>Director of Recreation (Summer Session)</td>
<td>$3,000</td>
</tr>
<tr>
<td>Facilities and Equipment Manager</td>
<td>1,300</td>
</tr>
<tr>
<td>Intramural Director and Assistant Supervisor</td>
<td>8,000</td>
</tr>
<tr>
<td>Assistant Intramural Director</td>
<td>UC Funds</td>
</tr>
<tr>
<td>Work-Study</td>
<td>2,500</td>
</tr>
<tr>
<td>Supplies and Equipment</td>
<td></td>
</tr>
<tr>
<td>3,100 Locks @ $2</td>
<td>6,200</td>
</tr>
<tr>
<td>General</td>
<td>8,000</td>
</tr>
<tr>
<td>Intramurals, Sports Clubs, and Outdoor Recreation</td>
<td>25,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$54,000</td>
</tr>
</tbody>
</table>
Director of Campus Recreation

I. Qualifications.

A. Minimum of a Masters Degree in Physical Education and/or Recreation.

B. Experience in Intramurals and/or Campus Recreation.

C. Evidence of Administrative competency.

D. Qualified to implement the duties outlined in the description of the position.

II. Description of the Position.

A. Maintenance of a central system of files and records necessary for budgeting purposes and the exercising of fiscal control.

B. Responsible for the purchasing and inventory control of supplies and equipment.

C. Supervision of professional and clerical staff, including the organization and conduct of staff orientation, and planning meetings; and the recruitment and selection of new staff.

D. Sponsorship, supervision and coordination of intramurals, outdoor recreation and sports clubs.

E. Responsible for the scheduling and maintenance of all indoor and outdoor recreational facilities other than the golf course and the Recreation Center in the University Center.

F. Operation of a public relation program to inform both the on and off campus community of the recreational services of the University.

G. Responsible for the evaluation of campus recreational programs and service for administrative and planning purposes.

H. Responsible for the operation of accessory facilities, such as the equipment rooms and supply rooms of recreational facilities.
Recreation Department
Proposed Lines of Authority

President

Administrative Vice-President

Recreation Administration Board

Central Board

Director of Recreation

Recreation Facilities' Coordinator

Men's Gym
Women's Center
Tennis Courts
Golf Course
Play Fields
University Center
Grizzly Pool
Dornblaser
Campbell Park

Programs' Coordinator

Intramurals
Women's Inter-Collegiate Athletics
Club Sports
Open Recreation
Outdoor Recreation
Dorm Recreation
Faculty Recreation
Summer Session Recreation

Note: 1) It is anticipated that the function of the Recreation Administration Board would be limited to policy making and review of budgetary and policy proposals to be submitted by the Director of Recreation, as opposed to any operational functions on the part of the Board.

2) It is contemplated that a new individual recreation budget would be funded and administered by the Director of Recreation.
APPENDIX H

CAMPUS RECREATION DEPARTMENT
LEVELS OF AUTHORITY
APPENDIX I

CAMPUS RECREATION DEPARTMENT
ACTIVITIES, 1974-75
### Men's Intramural Activities Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Entries Close</th>
<th>Start Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch Football</td>
<td>Oct 4, Noon</td>
<td>Oct 7</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Oct 4, Noon</td>
<td>Oct 8</td>
</tr>
<tr>
<td>3-Man Basketball</td>
<td>Oct 11, Noon</td>
<td>Oct 16</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>Oct 16, Noon</td>
<td>Oct 17</td>
</tr>
<tr>
<td>9 Ball</td>
<td>Oct 16, Noon</td>
<td>Oct 17</td>
</tr>
<tr>
<td>Turkey Race</td>
<td>Nov 13, Noon</td>
<td>Nov 14</td>
</tr>
<tr>
<td>Swimming Meet</td>
<td>Nov 18, Noon</td>
<td>Nov 20</td>
</tr>
<tr>
<td>Wrist Wrestling</td>
<td>Dec 3, Noon</td>
<td>Dec 4, 5</td>
</tr>
<tr>
<td>Racquetball Tournament</td>
<td>Dec 6, Noon</td>
<td>Dec 9</td>
</tr>
<tr>
<td>Basketball</td>
<td>Dec 13, Noon</td>
<td>January</td>
</tr>
</tbody>
</table>

### Women's Intramural Activities Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Entries Close</th>
<th>Start Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flag Football</td>
<td>Oct 4, Noon</td>
<td>Oct 7</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Oct 4, Noon</td>
<td>Oct 8</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>Oct 16, Noon</td>
<td>Oct 17</td>
</tr>
<tr>
<td>9 Ball</td>
<td>Oct 16, Noon</td>
<td>Oct 17</td>
</tr>
<tr>
<td>Racquetball Tournament</td>
<td>Nov 1, Noon</td>
<td>Nov 4</td>
</tr>
<tr>
<td>Turkey Race</td>
<td>Nov 13, Noon</td>
<td>Nov 14</td>
</tr>
<tr>
<td>Swimming Meet</td>
<td>Nov 18, Noon</td>
<td>Nov 20</td>
</tr>
<tr>
<td>Wrist Wrestling</td>
<td>Dec 3, Noon</td>
<td>Dec 4, 5</td>
</tr>
<tr>
<td>Basketball</td>
<td>Dec 13, Noon</td>
<td>January</td>
</tr>
</tbody>
</table>

### Co-rec Intramural Activities Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Entries Close</th>
<th>Start Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touch Football</td>
<td>Oct 4, Noon</td>
<td>Oct 7</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Oct 4, Noon</td>
<td>Oct 8</td>
</tr>
<tr>
<td>Bowling</td>
<td>Oct 10, Noon</td>
<td>Oct 17</td>
</tr>
<tr>
<td>Chess</td>
<td>Oct 17, Noon</td>
<td>Oct 21</td>
</tr>
<tr>
<td>Basketball</td>
<td>Dec 13, Noon</td>
<td>January</td>
</tr>
</tbody>
</table>

| Special Events     | To be Announced|

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### Men's Intramural Activities Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Entires Close</th>
<th>Start Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Dec 13, Noon</td>
<td>Jan 7</td>
</tr>
<tr>
<td>Bowling</td>
<td>Jan 10, Noon</td>
<td>Jan 14</td>
</tr>
<tr>
<td>Pool Tournament</td>
<td>Jan 23, Noon</td>
<td>Jan 25</td>
</tr>
<tr>
<td>Badminton</td>
<td>Feb 5, Noon</td>
<td>Feb 6</td>
</tr>
<tr>
<td>Wrestling</td>
<td>Feb 19, Noon</td>
<td>Feb 21, 22</td>
</tr>
<tr>
<td>Handball</td>
<td>Mar 7, Noon</td>
<td>Mar 10</td>
</tr>
<tr>
<td>Wiffleball</td>
<td>Mar 14, Noon</td>
<td>Mar 17</td>
</tr>
<tr>
<td>Foosball</td>
<td>To be Announced</td>
<td></td>
</tr>
<tr>
<td>Cross Country Ski Race</td>
<td>To be Announced</td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td>Mar 14, Noon</td>
<td>April 1</td>
</tr>
</tbody>
</table>

### Women's Intramural Recreation Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Entires Close</th>
<th>Start Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Dec 13, Noon</td>
<td>Jan 7</td>
</tr>
<tr>
<td>Bowling</td>
<td>Jan 14, Noon</td>
<td>Jan 16</td>
</tr>
<tr>
<td>Pool Tournament</td>
<td>Jan 23, Noon</td>
<td>Jan 25</td>
</tr>
<tr>
<td>Badminton</td>
<td>Feb 5, Noon</td>
<td>Feb 6</td>
</tr>
<tr>
<td>Wiffleball</td>
<td>Mar 14, Noon</td>
<td>Mar 17</td>
</tr>
<tr>
<td>Foosball</td>
<td>To be Announced</td>
<td></td>
</tr>
<tr>
<td>Cross Country Ski Race</td>
<td>To be Announced</td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td>Mar 14, Noon</td>
<td>April 1</td>
</tr>
</tbody>
</table>

### Co-rec Intramural Activities Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Entires Close</th>
<th>Start Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Dec 13, Noon</td>
<td>Jan 7</td>
</tr>
<tr>
<td>Bowling</td>
<td>Jan 10, Noon</td>
<td>Jan 13</td>
</tr>
<tr>
<td>Volleyball (Mixed Doubles)</td>
<td>Jan 10, Noon</td>
<td>Jan 13</td>
</tr>
<tr>
<td>Foosball (Mixed Doubles)</td>
<td>Jan 22, Noon</td>
<td>Jan 23</td>
</tr>
<tr>
<td>Racquetball (Mixed Doubles)</td>
<td>Jan 31, Noon</td>
<td>Feb 3</td>
</tr>
<tr>
<td>Badminton (Mixed Doubles)</td>
<td>Feb 5, Noon</td>
<td>Feb 6</td>
</tr>
<tr>
<td>Softball</td>
<td>Mar 14, Noon</td>
<td>April 1</td>
</tr>
<tr>
<td>Special Events</td>
<td>To be Announced</td>
<td></td>
</tr>
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</table>
CAMPUS RECREATION—SPRING QUARTER 1975

Men's Intramural Activities Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Entries Close</th>
<th>Start Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Softball (Slowpitch)</td>
<td>March 14, Noon</td>
<td>April 1</td>
</tr>
<tr>
<td>Softball (Fastpitch)</td>
<td>April 21, Noon</td>
<td>April 22, 23</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>April 10, Noon</td>
<td>April 12</td>
</tr>
<tr>
<td>Horseshoes</td>
<td>April 10, Noon</td>
<td>April 13</td>
</tr>
<tr>
<td>Golf Tournament</td>
<td>April 16, Noon</td>
<td>April 20</td>
</tr>
<tr>
<td>Track Meet</td>
<td>May 9, Noon</td>
<td>May 12, 13</td>
</tr>
<tr>
<td>Tennis Tournament</td>
<td>May 13, Noon</td>
<td>May 16, 17</td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Women's Intramural Activities Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Entries Close</th>
<th>Start Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Softball (Slowpitch)</td>
<td>March 14, Noon</td>
<td>April 1</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>April 10, Noon</td>
<td>April 12</td>
</tr>
<tr>
<td>Horseshoes</td>
<td>April 10, Noon</td>
<td>April 13</td>
</tr>
<tr>
<td>Soccer</td>
<td>April 11, Noon</td>
<td>April 14</td>
</tr>
<tr>
<td>Golf Tournament</td>
<td>April 16, Noon</td>
<td>April 20</td>
</tr>
<tr>
<td>Track Meet</td>
<td>May 9, Noon</td>
<td>May 12, 13</td>
</tr>
<tr>
<td>Tennis Tournament</td>
<td>May 13, Noon</td>
<td>May 16, 17</td>
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</table>

Co-rec Intramural Activities Schedule

<table>
<thead>
<tr>
<th>Activity</th>
<th>Entries Close</th>
<th>Start Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Softball (Slowpitch)</td>
<td>March 14, Noon</td>
<td>April 1</td>
</tr>
<tr>
<td>Volleyball (Outdoors)</td>
<td>April 11, Noon</td>
<td>April 16</td>
</tr>
<tr>
<td>Tandem Bike Race</td>
<td>April 25, Noon</td>
<td>April 26</td>
</tr>
<tr>
<td>Golf Tournament (Mixed Doubles)</td>
<td>April 30, Noon</td>
<td>May 4</td>
</tr>
<tr>
<td>Raft Race</td>
<td>May 13, Noon</td>
<td>May 17</td>
</tr>
<tr>
<td>Tug of War</td>
<td>May 14, Noon</td>
<td>May 14</td>
</tr>
<tr>
<td>Tennis Tournament (Mixed Doubles)</td>
<td>May 28, Noon</td>
<td>May 30, 31</td>
</tr>
<tr>
<td>Photography Contest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Badminton Night (Open Recreation 7-10 p.m.) Every Tuesday, Women's Center Gym

Volleyball Night (Open Recreation 7-10 p.m.) Every Thursday, Women's Center Gym
Outdoor Recreation Program

Seminars: Outdoor Recreation Seminars are offered on a free form where anyone who wants to contribute can. They cover both general and specific topics and can provide a wealth of information free to those who are interested.

October 1, 7:00 p.m., Montana Wild Country. Slide Show and Seminar on Montana's wild country and the trails that lead into it.

October 17, 7:00 p.m., Hypothermia: Killer of the Unprepared. Using the movie "By Nature's Rules." The problems of hypothermia and other related hiker illnesses will be discussed.

November 19 and 21, 7:00 p.m., Ski Touring: How to Go About It. A two part in-depth look at ski touring with special emphasis on equipment, technique, areas to explore, and the dangers that can be encountered.

December 3, 7:00 p.m., Winter Camping. Special emphasis on preparation, gear, and travel techniques for exploring in the Winter.

Day Trips: Day trips are offered to fit a variety of needs. They offer the opportunity to explore new areas, learn new travel techniques, and get away for a day. Cost is for transportation.

September 28, Clark Fork Canyon River Float, $4.50
September 29, Squaw Peak Day Hike, $3.00
October 6, Trapper Peak Day Hike, $4.00
October 12, Mission Mountains Wilderness Hike, $4.00
October 27, Selway Bitterroot Wilderness Hike, $4.00
November 2, Great Burn Wilderness Area Hike, $4.50
November 16, Mission Mountains Ski Tour, $4.50
November 24, Mission Mountains Snowshoe Trip, $4.50
December 8, Great Burn Ski Tour, $4.50
December 14, Rattlesnake Mountains Ski Tour, $1.50

Backpack Trips: Camping offers the opportunity to explore Montana's Wilderness in a whole perspective. There are pre-trip meetings preceding each backpack trip to acquaint new campers with equipment, and new areas of camping. Cost listed is for transportation only.

October 5-6, Mission Mountain Wilderness, $4.50. A two day hike to Gray Wolf Lake in the primitive areas of the Mission's.
October 12, 13, and 14, Yellowstone National Park, $15.00

October 18, 19, and 20, Glacier National Park, $10.00

October 26-27, Great Burn Wilderness Area, $4.50

The following trips will be "winter camping" using skis or snowshoes if weather permits, otherwise they will be a "backpack hike".

November 9, 10, and 11, Glacier National Park, $10.00

November 23-24, Anaconda Pintlar Ski Trip, $5.50

December 7-8, Mission Mountain Wilderness Area, $4.50
Outdoor Recreation Program

Seminars: Outdoor Recreation Seminars provide a wealth of information free for any who are interested. All seminars begin at 7 p.m.

January 15, Winter Camping and Snow Travel. An in-depth discussion featuring the movie "Winter World" and various slides.

January 21 and 22, Avalanche Safety. A special two-part presentation on avalanche hazards and recognition, utilizing movies, slides, and discussion.

February 4, First Aid for Skiers and Backpackers. Practical emergency first aid for the backcountry.

February 18, Ski Mountaineering and Alpine Touring Seminar. A presentation by Dr. Dick Behan with slides and discussion on equipment, technique, and areas for ski mountaineering in Western Montana.

March 5, Mountain Climbing. A special presentation on technical climbing.

March 12, Glacier National Park. A slide seminar featuring Gary Hicks on Glacier backcountry.

Ski Touring Classes: These special one day classes will be taught with the beginner in mind. They will cover equipment, waxing, and ski technique. If reservations are made 10 day prior to the lesson, skis will be provided. A $3.00 fee will cover equipment, transportation and the lesson. Dates are January 12, January 18, and February 2. (Note: a pre-trip meeting will be held for each class on the preceding Wednesday in Women's Center 107.)

Day Trips: Day trips are offered to fit a variety of needs. They offer the opportunity to explore new areas, learn new travel techniques and get away for a day. Costs are listed for transportation only.

January 11, Great Burn Ski Tour, $4.50
January 19, Rattlesnake Ski Tour, $1.25
January 26, Swan Mountains Ski Tour, $3.50
February 1, Lincoln Scapegoat Ski Tour, $3.00
February 2, Great Burn Ski or Snowshoe Trip, $4.50
February 9, Mission Mountains Ski or Snowshoe Trip, $4.50
February 12, Bitterroot Mountain Snowshoe Trip, $3.00
February 15, Lincoln Scapegoat Ski Tour, $3.00
February 23, Bitterroot Ski Tour, $3.00
March 1, Stark Mountain Ski Tour, $2.50
March 2, Bob Marshall Ski Tour, $4.00
March 9, Bitterroot Ski Tour, $2.50
March 15, Lincoln Scapegoat Ski Tour, $3.00

Winter Camping Trips: Winter Camping offers the opportunity to explore
Montana's wild areas in a whole new perspective. Using
skis or snowshoes for transportation, new insights await.

January 24, 25, and 26, Glacier National Park, skis, $12.50
February 1-2, Selway-Bitterroot Wilderness, skis or snowshoes, $3.00
February 8-9, Mission Mountains Wild Area, skis, $4.50
February 15, 16, and 17, Glacier National Park, skis, $12.50
February 21, 22, and 23, Yellowstone National Park, skis, $15.00
March 8-9, Anaconda Pintlar Wilderness, skis, $4.00

Special Class: Fly-tying course.
Outdoor Recreation Program

Seminars: Outdoor Recreation Seminars provide a wealth of information free for any who are interested. All seminars begin at 7 p.m.

April 9, Montana Wild Country. A new slide and music program on Montana's backcountry with information on where to go and who to see.

April 16, Backpacking Equipment. A presentation that highlights what to look for and how to get the best value.

April 30 and May 3, Fishing with Flies and Other Lies. A special two-part series including both an in-class look at fly fishing and an on-stream practical experience.

May 7, Backpacking Stoves and Food. A look at what to eat and how to cook it.

Date to be announced, The Rattlesnake Mountains. A view of what is happening to Missoula's backyard hiking area.

Date to be announced, The New Wilderness Areas. A view of the various proposed wilderness areas, where they are and how the hiker can help them.

Day Trips: Day trips are offered to fit a variety of needs. They offer the opportunity to explore new areas and learn new travel techniques. Costs listed are for transportation only.

April 6, Great Burn Ski Tour, $4.50
April 13, Bob Marshall Ski Tour, $4.00
April 19, Mission Mountain Ski Tour, $4.00
April 27, Star Mountain Ski Tour, $3.00
May 4, Blackfoot River Float, $4.50
May 11, Blackfoot River Float, $4.50
May 18, Lincoln Scapegoat Hike, $3.50
May 31, Bitterroot Mountain Hike, $3.00
June 7, Petty Mountain Day Hike, $2.50

Overnight Trips: Trips on skis, snowshoes, or foot into the great wild areas of Montana.

April 11, 12, and 13, Glacier National Park, skis, $12.50
April 19–20, Bob Marshall Wilderness Area, skis, $4.00
April 26-27, Selway River Backpack Trip, $4.50

May 17-18, Bitterroot Mountain Backpack Trip, $2.00

May 23, 24, 25, and 26, Glacier National Park, backpack trip, $12.50

Special Mountaineering Class: Two different courses are being offered this year, Rock Climbing and Snow Climbing with moderate alpine techniques. They offer the opportunity to explore new areas, learn new travel techniques, and have fun. Course intenseness will be determined upon individual experience and abilities. Beginners are welcome to take part.
APPENDIX J

INTRAMURAL CONSTITUTION, 1974-75
The following constitution governs men's intramurals, women's intramurals, and co-recreational intramurals. Unless specified differently, the rules apply equally to men and women.

Any individual or group of individuals desiring to enter any activity must submit a roster prior to the entry deadline. Roster forms may be obtained at the Campus Recreation office.

A $10 deposit is required for teams entering touch football, volleyball, basketball, soccer, and softball. The deposit will be paid to the Business office and the receipt filed in the Campus Recreation office. The money may be refunded after the sport is completed or transferred to another sport for the following quarter if a team does not forfeit a game.

ELIGIBILITY

1) A player, having entered one contest with a given team, may not transfer to another team in that sport during that season.

2) Any player using an assumed name will be barred from all intramural competition during the quarter in which the offense is committed and the team with which he or she played shall forfeit all contests in which the player appeared.

3) No intramural team may be sponsored by a town business.

4) A participant must be on the roster before he may represent a team in an intramural contest.

5) University students, faculty, and staff who have paid either the Student Activity fee or Intramural fee are eligible to enter any activity.

6) Each team manager is responsible for the eligibility of his team. In cases of doubt, he shall be referred to the
Intramural Sports Board via the director of the related intramurals' division for definite rulings. Neither the Intramural Sports Board nor a director assumes the responsibility for checking the eligibility of participants. Unit managers should check the eligibility of their opponents and report all rule infractions to the director of the related intramural division who shall deal with them according to the rules of the Constitution.

INELIGIBILITY

The following individuals are ineligible for intramural competition:

1) Students and faculty who are barred from an intercollegiate sport because of professionalism are barred from the sport in the intramural program.

2) Any college letterman who has not allowed one full academic year to elapse since lettering in the sport or its associate (The exceptions to this rule are Junior College transfer students and lettermen of sports which have been dropped by the University).

3) Varsity members, "redshirts". and freshmen who have practiced at least one week with the squad in the related sport.

4) Students playing the Club Sports program are ineligible for intramural competition in the same sport or related sport in the same season.

PROTESTS

Protests, other than those concerning eligibility, must be registered on the field of play before the next play or before the clock is restarted with the officials in charge of the game and should also be immediately brought to the attention of the intramural supervisor. Protests involving the judgment of officials will not be heard.

Protests other than eligibility, must be made in writing to the Campus Recreation Department within 24 hours after the game in question.
Eligibility protests are valid until one full week after the completion of the sport.

If possible, the Campus Recreation Department will render a final decision on all protests. If not possible, both contestants and the officials in charge shall be permitted to present their versions of the case to the Intramural Sports Board before a decision is made. The decision shall be based upon the majority vote of the Intramural Sports Board and will be considered final.

FORFEITS

If a team or contestant fails to appear at the appointed place within 10 minutes after the scheduled time for a contest, the game officials will declare the game forfeited to their opponents. If both teams fail to appear, a forfeit will be charged against each team. When a team forfeits two games, it will be dropped from the league. Also, the deposit will be transferred into the intramural account. Any team not incurring a forfeit may have its money returned in full or transferred to another sport the following quarter.

A team shall automatically forfeit any contest in which it uses an ineligible player and that man is ineligible for further competition in that sport for that season.

WAITING LIST

Submitted application does not insure inclusion in a league as more teams may apply than can be accommodated. Teams are accepted in order of receipt of applications. If there is a waiting list for a given sport, and a team forfeits their first scheduled contest of the

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season, they will be replaced by a team from the waiting list and refunded $5. The newly entered team shall have an opportunity to attain their respective league championship based on won-lost percentage and participation in an approved number of games.

If there is a waiting list for a given sport and a team forfeits any contest after the first scheduled contest of the season, they may be replaced by a team from the waiting list and refunded $5, but the newly entered team shall not be considered for the league championship.

If there is no waiting list, a team shall be dropped from the league if they forfeit two contests and will also forfeit their $10 deposit.

POSTPONEMENTS

The following procedures are in effect concerning postponements:

1) In league tournaments, postponed contests shall be played at any time agreed upon by the two team managers and the Director.

2) In the event of inclement weather occurring after the publication of the schedule, each organization is responsible for contacting the Campus Recreation office to find out definitely if the contest has been postponed.

3) Each team manager should watch the Kaimin, the bulletin board in the Women's Center, the bulletin board in the Fieldhouse and the bulletin board in the Copper Commons for any rescheduled events. If discrepancies seem to occur, contact the Campus Recreation office for clarification.

4) Due to maximum scheduling and utilization of recreational facilities, requests for postponements are not considered. It is the responsibility of teams when submitting rosters to notify the Campus Recreation office of undesired hours of play or scheduling conflicts, and if possible they will be avoided.
5) Games called or canceled by inclement weather or other outside factors will be rescheduled in the order in which they were canceled, time and schedule permitting. Games which are not played will not count in the standings. Division standings will be determined by final won-lost percentages.

INTRAMURAL SPORTS BOARD

An Intramural Sports Board to assist the Campus Recreation Director is to consist of the following members:

1) Four individuals from the program (2 male and 2 female)
2) a representative from Central Board
3) a representative from fraternities
4) a representative from sororities
5) a representative from dorms
6) the Assistant Director of Campus Recreation

The Intramural Sports Board is responsible for:

1) Advising in the addition or deletion of activities in the intramural program
2) amending the constitution
3) deciding the rules for competition
4) mediating on disputes
5) ruling on protests
6) approving eligibility and petitions

UNIT MANAGERS

The Unit Manager or team captain is responsible to the members of the team he or she is representing. The duties of this individual include:

1) Turning appropriate rosters in on time
2) checking eligibility of his or her team members
3) informing his or her team as to game times and places
4) keeping up to date on scheduling changes through frequent visits to the Campus Recreation Department
5) responsibility for the conduct of his or her team during and immediately following the activity
SUSPENSION

The Intramural Sports Board instituted two policies regarding fighting during intramural competition.

1) Any player engaged in fighting, whether instigating action or in retaliation, will be ejected from the contest.

2) Players ejected from contests are then subject to disciplinary action. Penalties as decided by the Intramural Sports Board range from being suspended from all Campus Recreation activities for a minimum of one full academic quarter, immediately upon notification from the Campus Recreation Department for the first offense during the year, to a maximum suspension from all Campus Recreation participation for one full calendar year for the second offense during the same year.

WITHDRAWAL

The Intramural Sports Board instituted a policy to suspend all students who withdraw from school from all intramural competition effective immediately upon withdrawal.
APPENDIX K

AVAILABLE CAMPUS RECREATION EQUIPMENT
## AVAILABLE EQUIPMENT

### EQUIPMENT FOR RENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bikes—Single Speed</td>
<td>Schwinn Men's &amp; Women's</td>
<td>$25/ hr</td>
</tr>
<tr>
<td>Bikes—Tandems</td>
<td>Schwinn</td>
<td>$50/ hr</td>
</tr>
<tr>
<td>Backpacks</td>
<td>Camp Trail Pack &amp; Frame</td>
<td>$40/ day</td>
</tr>
<tr>
<td>Day Packs</td>
<td>Camp Trail</td>
<td>$25/ day</td>
</tr>
<tr>
<td>Racquetball Rackets</td>
<td>Spalding Wood Rackets</td>
<td>$25/ hr</td>
</tr>
<tr>
<td>Sleeping Bags</td>
<td>2 3/4 lb. Duck Down</td>
<td>$50/ day</td>
</tr>
<tr>
<td>Snowshoes</td>
<td>Neoprene Trailers</td>
<td>$50/ day</td>
</tr>
<tr>
<td>Tennis Rackets</td>
<td>Wilson Men and Women's</td>
<td>$25/ hr</td>
</tr>
<tr>
<td>Tents</td>
<td>2-man Backpack</td>
<td>$75/ day</td>
</tr>
<tr>
<td>Touring Skis</td>
<td>w/bindings set for boot size</td>
<td>$3/ weekend</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2 day) or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$3/holiday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>weekend</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$25/ day</td>
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<tr>
<td>Touring Ski Poles</td>
<td>Bamboo</td>
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### EQUIPMENT FOR SALE

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<th>Item</th>
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</tr>
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<tbody>
<tr>
<td>Handballs</td>
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<td>$1.10</td>
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<tr>
<td>Ace</td>
<td>Preference Only</td>
<td>$1.25</td>
</tr>
<tr>
<td>Seamless</td>
<td>Preference Only</td>
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</tr>
<tr>
<td>Handball Gloves</td>
<td>Preference Only</td>
<td></td>
</tr>
<tr>
<td>Racquetballs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Seamless</td>
<td>Faster Moving</td>
<td>$1.00</td>
</tr>
<tr>
<td>Blue Seamless</td>
<td>Slower Moving</td>
<td>$.75</td>
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### EQUIPMENT FOR CHECK-OUT

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<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketballs</td>
<td>Wilson Leather or Rubber</td>
</tr>
<tr>
<td>Archery Equipment</td>
<td>Various Sizes</td>
</tr>
<tr>
<td>Arm Guards</td>
<td>Various Sizes</td>
</tr>
<tr>
<td>Gloves</td>
<td>Various Sizes</td>
</tr>
<tr>
<td>Bows</td>
<td>20# Pull</td>
</tr>
<tr>
<td>Badminton</td>
<td>Outdoor or indoor</td>
</tr>
<tr>
<td>Nets</td>
<td>Outdoor or indoor</td>
</tr>
<tr>
<td>Rackets</td>
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<td>Masks</td>
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<tr>
<td>Footballs</td>
<td>Rubber</td>
</tr>
<tr>
<td>Frisbies</td>
<td>Various Lengths</td>
</tr>
<tr>
<td>Jump Ropes</td>
<td>Various Sizes</td>
</tr>
<tr>
<td>Medicine Balls</td>
<td>Various Sizes</td>
</tr>
</tbody>
</table>
Shuffle Board
Cues  
Discs  
Snowsaucers  
Soccerballs  
Softball Equipment
Bat  
Balls  
Volleyball Equipment
Nets  
Balls  
Weights
2 1/2#  
5  
10  
Horseshoes

Rubber  
Wood  
Leather or Rubber  
Outdoor or Indoor  
Rubber  
Plastic Discs  
Plastic Discs  
Plastic Discs

When checking out or renting any equipment you must appear in person and show a validated ID. Check-out equipment must be turned in the day it is checked out, unless otherwise arranged by equipment manager, or a fine of 50¢/day will be assessed. The Campus Recreation Department does not rent equipment between quarters.
APPENDIX L

CAMPUS RECREATION DEPARTMENT
REGULATIONS AND POLICIES, 1974-75
IDENTIFICATION POLICIES

The Campus Recreation Department, through the Campus Recreation and Sports Committee, has instituted two new policies to aid in serving the university community.

1) Faculty and Staff I. D. cards.—Since some form of University of Montana identification is required to gain admission into many of the University's recreational facilities, as well as other University facilities, the Campus Recreation Department encourages all Faculty and Staff to obtain a Faculty-Staff I. D. card. This card, free of charge, may be picked up at the main office of Food Services in the Lodge from 9 a.m. to 4 p.m. any office day. All one needs is a valid form of identification such as a driver's license.

2) Guest Pass Policy.—This guest pass will entitle any student, faculty or staff member to sponsor, for a one dollar per day fee, a person from outside the campus community. This pass will allow the guest the use of all recreational facilities. Students, faculty, and staff may utilize this privilege up to three times a quarter.

   a) University students, faculty, and staff are eligible to sponsor non-university guests for the use of the facilities that are open for free recreation.

   b) All sponsors must have current validated University I. D.'s and must present the card upon purchase of a guest pass.

   c) A sponsor may exercise the guest pass privilege three times per quarter.

   d) A sponsor is responsible for his or her guest at all times (i.e. conduct, safety, damage, vandalism, etc.).

   e) Guest passes may be purchased for $1 per day at the Campus Recreation main office, Monday through Friday. If sponsoring a guest for a weekend, the pass must be purchased during the week.

   f) The sponsor and guest may only sign up for handball courts on the day the pass is issued for and not before.

   g) Sponsors must accompany guests upon entering recreational facilities.
RAFT RENTAL POLICIES

The following policies were instituted to regulate the renting of rafts at the University of Montana:

1) Only bona fide departments and organizations of the University of Montana may rent the rafts. Float trips must be of University business and departments or organizations must have accounts with the UM Business Office. Campus Recreation will check with the Business Office prior to issuing rafts to insure adequate funds are on account.

2) All requests for the rental of the rafts must be submitted in writing two weeks prior to the date the rafts are to be used. Included in this request should be the following information: date of use, number of rafts, life jackets, paddles needed, proposed destination of trip, and account number to be billed.

3) Organizations wishing to rent the rafts must show capable and competent leadership before the rental is authorized.

4) Any organization granted permission to rent the rafts assumes full responsibility for repair of replacement costs of damaged equipment as assessed by Campus Recreation.

5) Campus Recreation and the Department of HPER have first priority on the use of all rafting equipment.

6) The Campus Recreation staff retains the right to deny any or all requests for the rental of rafts.

7) Rentals must have a $50 deposit and a $10 per raft per day usage fee with a three day maximum rental.

REGULATIONS GOVERNING THE USE OF THE TENNIS COURTS

The following rules shall be followed at all times when using the University tennis courts:

1) The courts are restricted to students, faculty and staff members of the University. All children, elementary and high school, are barred from the courts. Husbands and wives are not restricted if they accompany and participate with their spouse.
2) All students, faculty, and staff are required to present valid University I.D. cards to the supervisor at the courts. Spouses should present acceptable identification.

3) All players must wear rubber-soled tennis shoes.

4) Students enrolled in a P.E. class cannot occupy the courts after the expiration of the class period.

5) Two persons waiting for a court have preference over one. Also, one person cannot hold a court.

6) Court hogs are banned. Persons cannot continue to occupy a court by using substitutes.

7) The rules and etiquette of tennis are in force at all times on the University courts (i.e. crossing over the net, interfering with other players, etc.).

8) Courts may be reserved for one hour. They may be reserved at the equipment room in the Fieldhouse Annex from 8 a.m. to 12 noon and from 12 noon until closing at the tennis courts. Courts for the weekend are reserved on the previous Friday.

SCHEDULING AND RESERVATION OF RECREATION FACILITIES

The Campus Recreation Department receives and acts upon all requests from University departments and organizations as well as non-university groups wishing to reserve or rent recreational facilities.

1) Requests must be submitted in writing to the Campus Recreation office.

2) Submission of a request does not insure approval due to the possibility of scheduling conflicts.

3) Many requests are referred to or presented in person to the Campus Recreation and Sports Committee.

4) Facilities cannot be reserved by intramural teams wishing to use them for practice.

5) Requests from University organizations shall take precedence over non-university requests.
GENERAL POLICIES FOR RECREATION BUILDINGS

Policies have been instituted to provide better management of recreation facilities at the University. These include:

1) Students, faculty and staff members are required to show their validated I. D. upon entering. Only members of the University community and their spouses will be allowed in the building to use the facilities, with the exception of those who bring guests and acquire a guest pass according to policy.

2) Equipment may be checked out from the equipment room with a validated I. D. card. No equipment can be checked out or reserved without showing the identification card.

3) Facilities may be used only when the building is scheduled to be open. Times will be posted as well as class schedules for P. E. When a class is going on in a certain area, that area must be used only for physical education.

EQUIPMENT ROOM

The equipment room shall operate by the following rules:

1) The equipment room hours will be the same as those of the Fieldhouse Annex.

2) Equipment may be checked out or rented by showing a validated I. D. card. The card will be kept at the equipment room until the checked-out equipment is returned.

3) Any non-rental equipment must be turned in on the day it is checked out unless otherwise arranged by the equipment manager. A $.50 per day late charge will be assessed to any violaters.

4) Rental equipment may be reserved beginning Monday of each week for that week or weekend. All reservations must be made in person.

5) Any damage to the equipment will be charged to the person who checked out or rented the equipment. The amount will be at the discretion of the equipment manager. Fines must be paid within ten days or they will be sent to the Business Office to hold registration packets until paid.
6) A 48 hour notice must be given to receive a full refund on cancellation of equipment reservations.

7) Any large amount of equipment needed must be requested in writing to the equipment manager one day in advance.

8) No credit is allowed for purchasing or renting equipment.

9) Only one type of equipment per I. D. may be checked out. This includes reservation of equipment, equipment rental, or non-rental equipment. The only exception would be for spouses. This equipment will go with the same I. D.

10) No rafts or rafting equipment may be checked out unless cleared by the equipment manager.

11) No one is allowed to use the phone for personal calls. It is a business phone and may not be used for other purposes. The equipment room supervisor will make all emergency phone calls.

12) Once the equipment leaves the room, the party checking it out is totally responsible for the equipment and it must return in the same condition it leaves the equipment room or fines will be assessed for any damage.

GYMNASTIC AREA

The following rules apply to the gymnastic area:

1) Use of the trampoline is prohibited except for classes and gymnasts.

2) Anyone using the gymnastics equipment must have a spotter.

3) No equipment may leave this area at any time.

WEIGHT ROOM

The following rules apply to the weight room:

1) Slamming weights is prohibited. If you cannot control the weight you are lifting, do not attempt to lift it. Slamming weights breaks the bottom weight on the machines.

2) Weights must be replaced after their use.
3) No weights are to be removed from the room.

4) The keys for the weight boxes may be checked out at the equipment room.

**LOCKER ROOMS**

The following rules and regulations govern the use of the lockers and the locker rooms:

1) Lockers may be rented in the Women's Center locker rooms, Men's Gym locker rooms, or Fieldhouse Annex locker rooms for $1 per quarter.

2) Use of non-university locks is prohibited at all times. Locker rental includes use of a University lock.

3) Small lockers only will be issued and large lockers will be used as a change locker. That is, when you are in the building using the facilities, you may lock your street clothes in the large locker with the lock from your small locker. When you leave the locker room, you must store your gear in the small locker assigned to you. A $1 fine will be assessed to anyone who leaves their gear locker in the large locker.

4) The University is not responsible for any lost or stolen articles.

5) The locks are rented and are to be returned when your rental expires unless you renew it by the renewing date. A $2 fee must be paid for lost locks. Locks and lockers are rented from the equipment manager in the Fieldhouse.

6) All items left in lockers after they have expired will be taken out and kept in the equipment room for a period of three months. After this time, they will be given to needy people in the community.

7) Anyone caught breaking into lockers and stealing from them will be referred to the University security immediately.

8) No locker will be opened or combinations given out without valid proof that the locker in question is your locker.

9) Lockers may be rented by students, faculty and staff with valid University I. D.'s. The I. D.'s are provided free of charge for the faculty and staff.
The following rules apply to the handball courts:

1) Any student, staff or faculty member of the University of Montana may reserve a handball court for one hour each day.

2) Handball courts may be reserved from 8 a.m. to 10 a.m. in the Fieldhouse, room 002. The courts may be reserved at other times in the equipment room of the Fieldhouse.

3) In order to reserve a court, the individual must present a valid I. D. They may then sign their name to a court block. Their partner has until 6 p.m. that day to follow the same procedure. Individuals may not sign up for more than one court a day nor may they sign any other name to any court block.

4) By 6 p.m. of the sign-up day, any court block not having two signatures in it shall be declared open, allowing others to reserve it.

5) In order to check in and claim the reserved court, participants must leave their I. D. cards with the equipment room attendant who will display them on a master board. If two I. D. cards are not in each court slot by 10 minutes after the hour, that court shall be declared open and it may be claimed by other participants. The clock in the equipment room is the official time. I. D. cards may be reclaimed at the end of the match.

6) Students, faculty, and staff members of the University may reserve a court for themselves and their spouse by signing up both names and noting 'spouse' on the sign-up sheet. Upon arrival at the building, the spouse will be given an Admittance Card which will be used in place of the I. D. card. University members and spouses must use the same court.

7) Any individuals illegally occupying a court are subject to immediate removal from the court and possible suspension from any future play or use of the Recreation Annex.
APPENDIX M

CAMPUS RECREATION DEPARTMENT
OPERATIVE FACILITIES SCHEDULE, 1974-75
CAMPUS RECREATION FACILITY USERS

Academic Departments

Air Force ROTC
Army ROTC
Continuing Education
Dance
Drama
Education
Geography
Health, Physical Education and Recreation
Home Economics
Music

Clubs, Programs, and Organizations

Aber Day
Anenda Morga Yoga Society
Angel Flight Club
Bear Paws
Beta Alpha Psi (Business Administration)
Circle K Club
Dance Montana
Department of Communication Sciences and Disorders
Dunway Hall Basketball Tournament
Folk Dance Club
Folk Dance Work Shops
Handball Tournaments
Hellgate High School
Hershey Squirts Invitational Softball Tournament
Intercollegiate Athletics
Inter Varsity Christian Fellowship
Karate Tournaments
Keydettes
Kyi Yo Indian Clubs
KYLT Radio
Loyola High School Basketball Clinic
Loyola High School
Missoula Community Joggers
Missoula Festival of the Arts
Missoula Parks and Recreation Department
Missoula Tennis Club
Montana State High School Basketball Tournament
Montana State High School Tennis Tournament
Montana State High School Track Meet
Orientation Week
Political Science Department (Basketball)
Racquetball Tournaments
Rattlesnake Elementary School
St. Francis Xavier Elementary School
SOS Ski Fair
SAE Muscular Dystrophy Basketball Marathon
Tae Kwon Do Club
University of Montana Days
University of Montana Dormitories
University of Montana Fraternities and Sororities
University of Montana Jogging Club
University of Montana Spurs

**Sports Clubs**

Baseball
Fencing
Handball
Lacrosse
Men's Gymnastics
Racquetball
Rugby
Soccer
Volleyball

**Summer Programs**

Cheerleader Clinics
Grizzly Cage Camp
Music Department
NSYSP Summer Sports Camp
Speech and Hearing Camp
Summer Enrichment Program
Summer Fine Arts Camp
Summer Session Office
Tennis Tournaments (city and state)
Upward Bound Summer Camp

**University Center Courses**

Aikido
Awareness Through Body Movement
Badminton
Ballroom Dancing
Folk Dancing (Beginning and Intermediate)
Jogging and Weight Control
Judo (Beginning and Advanced)
Karate (Beginning and Advanced)
Kung Fu
## OPERATIVE RECREATION FACILITIES SCHEDULE

<table>
<thead>
<tr>
<th>Fieldhouse: Hand Ball Courts</th>
<th>Autumn, Winter, Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nos. 1-6</td>
<td>M. T. W. Th. F.</td>
</tr>
<tr>
<td>8 a.m.—Noon</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Noon — Closing</td>
<td>Recreation</td>
</tr>
<tr>
<td>8 a.m.—Closing</td>
<td>Recreation</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Autumn Weight Room</th>
<th>M. W. F.</th>
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</thead>
<tbody>
<tr>
<td>8 a.m.—11 a.m.</td>
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</tr>
<tr>
<td>11 a.m.—Noon</td>
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</tr>
<tr>
<td>Noon—1 p.m.</td>
<td>Recreation</td>
</tr>
<tr>
<td>1 p.m.—2 p.m.</td>
<td>Physical Education</td>
</tr>
<tr>
<td>2 p.m.—3 p.m.</td>
<td>Recreation</td>
</tr>
<tr>
<td>3 p.m.—5 p.m.</td>
<td>Athletics</td>
</tr>
<tr>
<td>5 p.m.—Closing</td>
<td>Recreation</td>
</tr>
<tr>
<td>T. Th.</td>
<td></td>
</tr>
<tr>
<td>8 a.m.—2 p.m.</td>
<td>Recreation</td>
</tr>
<tr>
<td>2 p.m.—5 p.m.</td>
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<tr>
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<table>
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<tr>
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<td>Physical Education</td>
</tr>
<tr>
<td>2 p.m.—3 p.m.</td>
<td>Recreation</td>
</tr>
<tr>
<td>3 p.m.—6 p.m.</td>
<td>Athletics</td>
</tr>
<tr>
<td>6 p.m.—Closing</td>
<td>Recreation</td>
</tr>
<tr>
<td>T. Th.</td>
<td></td>
</tr>
<tr>
<td>8 a.m.—2 p.m.</td>
<td>Recreation</td>
</tr>
<tr>
<td>2 p.m.—5 p.m.</td>
<td>Athletics</td>
</tr>
<tr>
<td>5 p.m.—Closing</td>
<td>Recreation</td>
</tr>
<tr>
<td>Time</td>
<td>Spring</td>
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<td></td>
<td>M. W. F.</td>
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<tr>
<td>8 a.m. - 11 a.m.</td>
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</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>1 p.m. - 2 p.m.</td>
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<tr>
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<tr>
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<tr>
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<td>Recreation</td>
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<td>T. Th.</td>
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<tr>
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<tr>
<td>2 p.m. - 5 p.m.</td>
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**Arena:**

<table>
<thead>
<tr>
<th>Time</th>
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<th>Autumn</th>
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<td>M. W. F.</td>
<td>M. W. F.</td>
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<td>8 a.m. - 1 p.m.</td>
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<td>Recreation</td>
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**Basketball Court**

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<th>Autumn</th>
<th>Winter</th>
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<td></td>
<td>M. W. F.</td>
<td>M. W. F.</td>
<td>M. W. F.</td>
</tr>
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<td>8 a.m. - 10 a.m.</td>
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<td>Recreation</td>
<td>Recreation</td>
</tr>
<tr>
<td>10 a.m. - Noon</td>
<td>Physical Education</td>
<td>Recreation</td>
<td>Athletics</td>
</tr>
<tr>
<td>Noon - 1 p.m.</td>
<td>Recreation</td>
<td>Recreation</td>
<td>Athletics</td>
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<td>Recreation</td>
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<td>Athletics</td>
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**Track**

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<td>Recreation</td>
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<td>Athletics</td>
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<td>Athletics</td>
<td>Athletics</td>
</tr>
<tr>
<td>Arena:</td>
<td>T. Th.</td>
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<tr>
<td><strong>Basketball Court</strong></td>
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<tr>
<td><strong>Track</strong></td>
<td>8 a.m.—1 p.m. Recreation</td>
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<td>1 p.m.—6 p.m. Athletics</td>
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<td>6 p.m.—7 p.m. Recreation</td>
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<tr>
<td></td>
<td>7 p.m.—Closing Athletics</td>
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**Spring**

<table>
<thead>
<tr>
<th>Arena:</th>
<th>M. W. F.</th>
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</thead>
<tbody>
<tr>
<td><strong>Basketball Court</strong></td>
<td>8 a.m.—3 p.m. Recreation</td>
</tr>
<tr>
<td></td>
<td>3 p.m.—6 p.m. Athletics</td>
</tr>
<tr>
<td></td>
<td>6 p.m.—Closing Recreation</td>
</tr>
<tr>
<td><strong>Track</strong></td>
<td>8 a.m.—2 p.m. Recreation</td>
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<tr>
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<td>2 p.m.—6 p.m. Athletics</td>
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**Autumn**

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<tr>
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<tr>
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<td>8 a.m.—3 p.m. Recreation</td>
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<tr>
<td></td>
<td>3 p.m.—6 p.m. Athletics</td>
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<td></td>
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**Winter**

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<tbody>
<tr>
<td>Time</td>
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<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>8 a.m. – 3 p.m.</td>
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</tr>
<tr>
<td>3 p.m. – 6 p.m.</td>
<td>Athletics</td>
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<tr>
<td>6 p.m. – Closing</td>
<td>Recreation</td>
</tr>
</tbody>
</table>

**Spring**

**Wrestling**

M. T. W. Th. F.

8 a.m. – Closing

**Autumn**

**Gymnasium:**

M. W. F.

**Basketball Court**

8 a.m. – 11 a.m.
11 a.m. – 1 p.m.
1 p.m. – 2 p.m.
2 p.m. – Closing

**Physical Education**

Recreation

**Gymnastics**

8 a.m. – Noon
Noon – 1 p.m.
1 p.m. – 3 p.m.
3 p.m. – 4 p.m.
4 p.m. – 7 p.m.
7 p.m. – Closing

**Physical Education**

Recreation

**T. Th.**

**Basketball Court**

8 a.m. – Closing

**Physical Education**

Recreation

**Gymnastics**

8 a.m. – 10 a.m.
10 a.m. – Noon
Noon – 1 p.m.
1 p.m. – 2 p.m.
2 p.m. – 4 p.m.
4 p.m. – 7 p.m.
7 p.m. – Closing

**Physical Education**

Recreation

**Winter**

**Gymnasium:**

M. W. F.

**Basketball Court**

8 a.m. – 11 a.m.
11 a.m. – 1 p.m.
1 p.m. – 3 p.m.
3 p.m. – Closing

**Physical Education**

Recreation

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<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
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</thead>
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<td>Physical Education</td>
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<td>1 p.m.–3 p.m.</td>
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<td>Physical Education</td>
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<td>3 p.m.–4 p.m.</td>
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<td>Recreation</td>
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<tr>
<td>T. Th.</td>
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<tr>
<td>8 a.m.–Closing</td>
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<td>Recreation</td>
</tr>
<tr>
<td>8 a.m.–10 a.m.</td>
<td>Gymnastics</td>
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<tr>
<td>10 a.m.–Noon</td>
<td></td>
<td>Recreation</td>
</tr>
<tr>
<td>Noon–1 p.m.</td>
<td></td>
<td>Physical Education</td>
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<tr>
<td>1 p.m.–2 p.m.</td>
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<td>Recreation</td>
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<td>2 p.m.–4 p.m.</td>
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<td>Physical Education</td>
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<td>7 p.m.–Closing</td>
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**Spring**

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<tr>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>8 a.m.–11 a.m.</td>
<td>Gymnastics</td>
<td>Physical Education</td>
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<tr>
<td>11 a.m.–1 p.m.</td>
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<td>Recreation</td>
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<tr>
<td>1 p.m.–3 p.m.</td>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td>3 p.m.–Closing</td>
<td></td>
<td>Recreation</td>
</tr>
<tr>
<td>T. Th.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 a.m.–Closing</td>
<td>Basketball Court</td>
<td>Recreation</td>
</tr>
<tr>
<td>8 a.m.–Noon</td>
<td>Gymnastics</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Noon–1 p.m.</td>
<td></td>
<td>Recreation</td>
</tr>
<tr>
<td>1 p.m.–3 p.m.</td>
<td></td>
<td>Physical Education</td>
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<tr>
<td>3 p.m.–4 p.m.</td>
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<td>Recreation</td>
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<tr>
<td>4 p.m.–6 p.m.</td>
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<td>Athletics</td>
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<tr>
<td>6 p.m.–Closing</td>
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<td>Recreation</td>
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</tbody>
</table>

**Autumn**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>8 a.m.–10 a.m.</td>
<td>Gymnastics</td>
<td>Recreation</td>
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<tr>
<td>10 a.m.–Noon</td>
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<td>Noon–4 p.m.</td>
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<td>Recreation</td>
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<td>4 p.m.–6 p.m.</td>
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<td>Athletics</td>
</tr>
<tr>
<td>6 p.m.–Closing</td>
<td></td>
<td>Recreation</td>
</tr>
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</table>

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<thead>
<tr>
<th>Sports Areas:</th>
<th>M. T. W. Th. F.</th>
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</thead>
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<tr>
<td><strong>Indoor Tennis Court</strong></td>
<td>8 a.m.—2 p.m.</td>
</tr>
<tr>
<td></td>
<td>2 p.m.—6 p.m.</td>
</tr>
<tr>
<td></td>
<td>6 p.m.—Closing</td>
</tr>
<tr>
<td><strong>Floor Games</strong></td>
<td>8 a.m.—Closing</td>
</tr>
<tr>
<td></td>
<td>8 a.m.—Closing</td>
</tr>
</tbody>
</table>

**Winter**

<table>
<thead>
<tr>
<th>Sports Areas:</th>
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</thead>
<tbody>
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<td><strong>Indoor Tennis Court</strong></td>
<td>8 a.m.—2 p.m.</td>
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<td></td>
<td>2 p.m.—7 p.m.</td>
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<tr>
<td></td>
<td>7 p.m.—Closing</td>
</tr>
<tr>
<td><strong>Floor Games</strong></td>
<td>8 a.m.—Closing</td>
</tr>
<tr>
<td></td>
<td>8 a.m.—Closing</td>
</tr>
</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Sports Areas:</th>
<th>M. T. W. Th. F.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indoor Tennis Court</strong></td>
<td>8 a.m.—2 p.m.</td>
</tr>
<tr>
<td></td>
<td>2 p.m.—6 p.m.</td>
</tr>
<tr>
<td></td>
<td>6 p.m.—Closing</td>
</tr>
<tr>
<td><strong>Floor Games</strong></td>
<td>8 a.m.—Closing</td>
</tr>
<tr>
<td></td>
<td>8 a.m.—Closing</td>
</tr>
</tbody>
</table>

**Autumn, Winter, Spring**

| Handball Courts:              | Saturday—Sunday        |
| Nos. 1-8                      | 8 a.m.—Closing         |

| Weight Room                   | Saturday—Sunday        |
|                               | 8 a.m.—Closing         |

<p>| Arena:                        | Saturday—Sunday        |
|                               | Autumn, Winter         |</p>
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<thead>
<tr>
<th>Arena:</th>
<th>Saturday-Sunday</th>
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<tr>
<td>Basketball Court</td>
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<tr>
<td>Spring</td>
<td></td>
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<tr>
<td>Track</td>
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<tr>
<td>Autumn, Winter, Spring</td>
<td></td>
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<tr>
<td>Wrestling</td>
<td></td>
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<tr>
<td>Gymnasium:</td>
<td></td>
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<tr>
<td>Sports Areas:</td>
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</table>

<table>
<thead>
<tr>
<th>Basketball Court</th>
<th>8 a.m.—1 p.m.</th>
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<td>1 p.m.—6 p.m.</td>
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<td></td>
<td>6 p.m.—Closing</td>
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<td>Track</td>
<td>8 a.m.—1 p.m.</td>
<td>Recreation</td>
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<tr>
<td></td>
<td>1 p.m.—6 p.m.</td>
<td>Athletics</td>
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<tr>
<td></td>
<td>6 p.m.—Closing</td>
<td>Recreation</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arena:</td>
<td></td>
</tr>
<tr>
<td>Basketball Court</td>
<td>8 a.m.—3 p.m.</td>
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<td></td>
<td>3 p.m.—6 p.m.</td>
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<tr>
<td></td>
<td>6 p.m.—Closing</td>
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<tr>
<td>Track</td>
<td>8 a.m.—3 p.m.</td>
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<tr>
<td></td>
<td>3 p.m.—6 p.m.</td>
</tr>
<tr>
<td></td>
<td>6 p.m.—Closing</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Autumn, Winter, Spring</th>
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</thead>
<tbody>
<tr>
<td>Wrestling</td>
<td>8 a.m.—Closing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Autumn, Winter, Spring</th>
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<tbody>
<tr>
<td>Gymnasium:</td>
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<td>Basketball Court</td>
<td>8 a.m.—Closing</td>
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<tr>
<td>Gymnastics</td>
<td>8 a.m.—Closing</td>
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<table>
<thead>
<tr>
<th>Autumn, Winter, Spring</th>
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<tbody>
<tr>
<td>Sports Areas:</td>
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<tr>
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<tr>
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<td>Summer Quarter</td>
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<tr>
<td><strong>MEN'S GYM:</strong></td>
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<td>Gymnasium</td>
<td>Autumn, Winter, Spring</td>
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<td>8 a.m.—Noon</td>
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<td>4 p.m.—Closing</td>
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<td></td>
<td>Saturday-Sunday</td>
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<tr>
<td><strong>Gymnasium</strong></td>
<td></td>
</tr>
<tr>
<td><strong>OUTDOOR AREAS:</strong></td>
<td></td>
</tr>
<tr>
<td>Fieldhouse Fields (Three fields east of the Fieldhouse)</td>
<td></td>
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<tr>
<td>Fieldhouse Fields</td>
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<tr>
<td>Fieldhouse Soccer Field</td>
<td></td>
</tr>
<tr>
<td>Recreation Annex Playfields (Four Fields)</td>
<td></td>
</tr>
</tbody>
</table>

| **Summer**             |                 |            |
| **M. T. W. Th. F.**    |                 |            |
| **8 a.m.—10 a.m.**     | Recreation      |
| **10 a.m.—Noon**       | Academics       |
| **Noon—Closing**       | Recreation      |

| **Autumn**             |                 |            |
| **8 a.m.—2 p.m.**      | Academics       |
| **2 p.m.—3 p.m.**      | Recreation      |
| **3 p.m.—Dark**        | Athletics       |

| **Spring**             |                 |            |
| **8 a.m.—3 p.m.**      | Academics       |
| **3 p.m.—Dark**        | Recreation      |

<p>| <strong>Fall, Spring</strong>       |                 |            |
| <strong>8 a.m.—11 a.m.</strong>     | Academics       |
| <strong>11 a.m.—Dark</strong>       | Recreation      |</p>
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<tr>
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<td>All Year Long</td>
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<tr>
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<td>Academics</td>
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<td>8 a.m.—Noon</td>
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<td>Nos. 1-9</td>
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<td>Recreation</td>
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**Summer**

| Tennis Courts | M. T. W. Th. F. |
| Nos. 1-6 | 8 a.m.—Noon | Academics |
| Nos. 7-9 | | Recreation |
| Nos. 1-9 | Noon—Dark | Recreation |

**Weekends**

| Nos. 1-9 | All Year Long | Recreation |