



TRAINING AND SUPERVISION OF UNIVERSITY STUDENTS
AS INTRAMURAL OFFICIALS

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Gene Victor Elliott
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A STUDY OF CRITERIA USED IN THE SELECTION
TRAINING AND SUPERVISION OF UNIVERSITY STUDENTS AS
INTRAMURAL OFFICIALS

by
Gene Victor Elliott

A THESIS

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CHAPTER I

INTRODUCTION

1. Purpose and Relevance of Study

Officiating is one of the most difficult jobs related to sports. By many it is considered a thankless task. On the other hand, it produces a dynamic challenge. For the individual who has inherited the necessary attributes which go to make up a superior official and who has developed these traits to the point where he has gained the acclaim of players and spectators for his performance, there is tremendous personal satisfaction.

Larry Newman attested to the difficulty of officiating when he wrote his parody on Joyce Kilmer's "Trees".¹

Referees

I think that I shall never see
A satisfactory referee
About whose head a halo shines
Whose merits rate reporter's lines
One who calls them as they are
And not as I should wish, by far.

A gent who leans not either way
But lets the boys decide the play
A guy who'll sting the coach who yaps
From Siwash Hi or Old Millsaps
Poems are made by fools like me
But only God could referee.

For as many years as it has been since the first team sport was played, the problem of obtaining fair and talented officials has been a most difficult task. The official has been accused by losing players, coaches, or spectators, of

¹ Larry Newman, "Referees", Springfield Union.

incorrect or biased decisions, sometimes justifiably so.

Due to the need for capable and interested people in the field of sports officiating; and, particularly in this case, in a university intramural program, this study is concerned with the selection, training, supervision, and justification of the use of students for this work.

Before consideration of the basic need for this study, a general comment concerning the philosophy of the intramural program would be beneficial. The intramural philosophy, as determined by the conference report of Intramural Directors, is based on the concept that students should have freedom of choice, equality of opportunity, and responsibility for sharing in planning, supervising, and administering the program.²

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

Administrative support which provides competent leadership, adequate facilities and equipment, and a satisfactory budget for the intramural program commensurate with its

² American Association of Health, Physical Education and Recreation, Intramural Sports for College Men and Women, A Report Prepared from the Washington Conference of College Intramurals, 1955, Washington, D.C.

opportunities and responsibilities will enable the program to make its optimum contribution to the general objectives of higher education and to effective living in a democratic society.

The general philosophy of Intramural Sports, at Michigan State University, has been stated by the Intramural Director, Harris F. Beeman.³

Michigan State University believes that all students should have the opportunity to experience the values of athletics and sporting activities. To provide this opportunity for students of all levels of ability, extensive programs are conducted in Varsity athletics, Physical Education classes and Intramural Sports. The individuals who participate in enjoyable sports activities during their college life will receive experiences helpful to the development of a healthful, effective life.

Some universities and colleges do not furnish officials for the intramural type activities. At Michigan State, however, team sports are governed by student officials. This is desirable for several reasons. One of these reasons is stated in a report by Lloyd, Deaver and Eastwood in their book, Safety in Athletics.⁴ Their studies reveal that inadequate leadership accounts for 31% of all accidents in high schools. Of this percentage, inadequate officiating has been blamed for 44% of these accidents. Since the welfare of the athletic

³ Harris F. Beeman, Handbook for Intramural Sports, Michigan State University, East Lansing, Michigan, 1956-1957.

⁴ F. S. Lloyd, G. G. Deaver, and F. R. Eastwood, Safety in Athletics, (W. B. Saunders Company, Philadelphia, Penna., 1936), p. 36.

participants depends so greatly upon the handling of athletic activities by competent officials, any steps taken to raise the caliber of the officiating can also be credited as a factor in athletic safety education.

Another reason for the use of officials in intramural type activities is the method of making the activity seem more worthwhile and more enjoyable to the participant. It is very easy to play "sandlot" contests, modifying rules and playing time. This type of recreation is fine unless someone takes unfair advantage of another player or team, or until both teams decide to make up their own rules. The ensuing confusion and misunderstandings lower the interest and enjoyment of the players.

Thirdly, it has been found, at Michigan State University, that there is greater participation when the activities are organized and administered by competent officials. Fairness of play for everyone is assured when a referee is present. The use of properly trained officials is basically necessary to the success of any intramural program.

2. Need for Study

The cost of student officials at Michigan State University for intramural sports is approximately \$6000 a year. The school year is divided into three terms. During each term there are two thousand male students participating in the activities which students officiate. Because of the large number of students required to officiate the intramural activities, and the great expense involved, it is

highly important that the best possible officials be obtained. This reason, as well as personal interest in the intramural program, has prompted this study of the selection, training and supervision of students as officials.

For the Fall Term of 1956, the intramural program required forty two students for 375 games of touch football. The season began in the second week of the term, allowing very little time to select these officials and less time to train them. In the past, there had been many students with previous experience who could provide satisfactory service with little or no preliminary training. However, only seventeen of the forty two officials selected by the department had previous experience. This meant that the remaining twenty five had to be trained quickly for their first game.

Before a discussion of how these students are trained, is presented the method of selection should be considered first. After the names of all veteran officials who desire to work are received, a general announcement to the male student body for candidate officials, is made. This is accomplished through use of campus bulletin boards and the campus newspaper. Those who respond to this call are asked to contact the Intramural Office. Each is interviewed by the Intramural Director or an Intramural Supervisor. These people in the Intramural Department evaluate the experience of the student applicant as well as his interest. Answers

are given to questions the student may have about the duties and working conditions. Upon being accepted, the student reports to a meeting of all officials for the term, which is usually held four or five days before the start of the season.

There are more students reporting to this preliminary meeting than the department can employ for the season. The elimination of those who are less capable has been based on the Intramural Supervisors' ratings. In using this method, the program suffers by the work of some poor officials for the first weeks until the less efficient aspirants are eliminated.

The writer was prompted, due to this problem, to design a questionnaire type instrument to investigate the possible success of the student as an official before he officiates, for the Department. It is quite hard to predict success from a questionnaire, but this instrument⁵ gave some indication of common factors among the thirty most outstanding officials of the 1956 touch football program. These factors were scholarship, experience in officiating, school load, participation in high school athletics and intramural sports. Could a questionnaire of this type be used to pre-determine the possible quality of officiating that any given student is capable of rendering? It will be noted in future chapters, of this study, that the correlation was high between certain qualities possessed by the best officials of 1956 and the

⁵ See Appendix for copy of Questionnaire used.

quality of work which they displayed.

The one training session which is now used to prepare students for intramural contests is held at night in a classroom in the gymnasium. The meeting lasts about ninety minutes. Within this time, the Intramural Director will give a discussion on everything expected of the student officials with reference to promptness, pay and other similar details. The rules of the sport are reviewed and little more than ten minutes usually remains for the Intramural Supervisor to instruct the new officials concerning position, movement on the field of play, score keeping and game situations which could arise for the officials to resolve. More time for this instruction is necessary for confidence and efficiency in the official. Many protests on officiation of the intramural games have been traced to weak officiating techniques.

To train the official properly, shouldn't he be taken out on the field and shown what to do? Shouldn't there be two sessions, one inside with the rules and the other out on the playing field, going over situations and techniques? Or could there be several sessions, scheduled throughout the season, as the need for them arises? These have been just a few of the questions and possibilities for better training the student intramural official at Michigan State and other large Colleges and Universities. We have observed, at Michigan State, that something more must be done to prepare the officials for maximum efficiency.

It has been hard for the Intramural Department to get an accurate indication of the quality of each official's work from reports of the competing teams. It has been noticed, many times, that a winning team will almost always rate an official high and the losers will almost always rate the same official low. Unless the loss was the result of a conclusive score, they may blame the official for their own mistakes. Obviously, the employment of a person to rate the officials is needed. This is the main job of the Intramural Supervisor.

The Intramural Supervisor may be an undergraduate or graduate student. He should be unaffiliated with the organizations participating in the intramural competition. His duties consist of assignment of officials to specific games, correcting obvious mistakes in calling of plays, overseeing the officiating in general, reporting and checking any injuries, reporting scores to newspaper and most important of all, rating the quality of work of each official.

A review of the backgrounds of the Intramural Supervisors employed for 1956-1957 school year, at Michigan State, shows that both were over twenty one years of age. Both had officiating experience in the three major sports here, football, basketball and baseball. Each was a member of the State High School's Officials Association, and had been for several years. Each had four years of experience working in Special Services of the Armed Service. Each had a sincere interest in intramural sports and had started work for the Department

as student officials and advanced to supervision work with this background. One was a graduate student and teaching assistant in the department of Physical Education. The other Intramural Supervisor was a junior in the Physical Education major.⁶ It would be well for any intramural department, having need for these positions to look for students with similarly qualified backgrounds.

During the year, such a large number of students participate in the Intramural program that it is necessary to schedule several games each night. On each of four lighted touch football fields, for example, five consecutive games nightly may be scheduled. This results in a total of 20 games that can be played on a given night. Three student officials are assigned to each field. They must work all five games, rotating duties as linesman, referee and umpire. Each game takes approximately forty-five minutes, for a total of three hours and forty-five minutes of officiating without more than a five minute rest between games. Does this long period of officiating, at times under cold and wet weather conditions, have something to do with the quality of officiating? Do the teams that play during the early part of the evening receive better attention and more efficient officiating than the teams playing the last two games of the evening when the officials are usually tiring? Just how can this situation be helped? Also it has been noted that the Intramural leagues have

⁶Intramural supervisors for the 1956-57 year at Michigan State were Dominic Marino and Gene V. Elliott.

participating teams which are low in athletic ability and which have no great desire to either win or lose. It has been further noticed that with apathetic players, the officials seem to do a poorer job than they do with teams of higher athletic quality and more competitive spirit. Is there a way to get the official to work conscientiously for all teams, with equal enthusiasm and accuracy? These questions the writer has raised during his years as Supervisor of student officials. Some possible answers will come out of the study of this problem of rating the official and will appear in the concluding chapter on summary and discussion.

How can the college intramural departments obtain better qualified officials from the student body? The manner in which several large schools try to do this will be presented in Chapter II. Several schools have a course in the Department of Physical Education which is geared to give the majors in this field an insight into officiating and some practical experience in actual officiating. Can the Intramural Department in these schools work out a plan with which the Department of Intramurals could use these students as officials for intramural contests, on a field work basis? What attitude would the students take under such a program? This system has been used and is currently practised in schools around the country. It too will be discussed in the next two chapters.

In an interview, with the supervisor of basketball officials, the system of rating used in the Western Conference was discussed. A system of rating has been used at Michigan

State for the past two years. It has been felt by the Intramural Department at Michigan State that the quality of work has been maintained at a very high level due to the use of a rating system.⁷ The writer will discuss the system used to rate officials in the Western Conference, and show how a similar rating scale could be used for rating student officials working for the Intramural Department.⁸

Several important questions concerning the use of student officials for Intramural Sports in large colleges and universities have been raised in this introductory chapter. In order for the reader to recall the main topics for discussion in this study, they are listed below in order of their appearance in the Chapter.

3. Scope of Discussion

- (1) Can the Intramural Department select the most capable officials from those who express interest in the work without giving them a trial during regular league play?
- (2) Is a questionnaire type instrument of value in this selection?
- (3) How many training sessions are necessary to prepare students for officiating work properly? How many are possible within the limited time available from date of selection to the start of the season?
- (4) What type of training session will give the student the best preparation for their officiating assignment?
- (5) What is the best way to obtain an accurate picture of the quality of a students' work on the field of play?
- (6) What should be the duties and responsibilities of the Intramural Supervisor of officials and field play?

⁷The system of rating used at Michigan State before this study may be found in the Appendix.

⁸The Supervisor for officials in the Western Conference interviewed for this study was William Harlow, Dean of Officials.

- (7) What qualities contribute to a good official's make-up? How can the student officials be encouraged to give good work for poorer teams (in playing ability) as they seek to do for the better teams? How can the quality of officiating be maintained at the same level throughout an entire series of five games?
- () What system of rating could best be used by the Intramural supervisor to give an objective view of a student official's work?

CHAPTER II

RELATED LITERATURE

In order to find the best related literature for this study, the writer reviewed the libraries and also interviewed some Intramural Directors of large Colleges and Universities. Two interviews were possible with the Supervisor of Officials for the Western Conference. All of these sources stressed the importance of the right kind of supervision, training, rating and selecting of officials for the best results. As the reader may notice, much question is raised over the source of good officials in any location. Also the time to train the beginning or low experienced official is usually lacking. Some of the information that was gathered through the review of related literature has a direct bearing on this discussion and was of great help to the writer in forming some conclusions in the following chapters.

How can the University itself help in the training of the Physical Education majors to do work and acquire skills in the art of officiating? In 1949, Dr. Elmer D. Mitchell, discussed this possibility in his book on the Art of Officiating Sports.⁹ It was felt that just as the coach, the lawyer, and the physician study their professions before beginning to practice, then serve an apprenticeship before going completely on their own, so the student official may learn many things in advance

⁹Elmer D. Mitchell, Sports Officiating. (New York: A. S. Barnes and Company, 1949), p. 2-3.

to help him when he actually goes on the job. To help this to come about, many college physical education curriculums include a course in athletic officiating; and later follow this classwork stage by having upperclass students do the actual officiating in the gymnasium classes and in the Intramural games for directed teaching credit. In this way, they get a chance to learn while studying the art of officiating various sports. It would seem, in this manner, that the students would be after certain goals in their work, rather than the financial gain. It is reasonable to assume that not all physical education majors would make good officials, even for the Intramural leagues. However, the training that they would receive in this manner would probably be in the correct method and should go a long way in helping the caliber of officiating.

In another paragraph of his officiating book, Elmer Mitchell¹⁰ writes:

The beginning training courses in officiating are often supplemented by in-service training courses to keep more experienced officials on their toes and up-to-date on changes in rules and their interpretations. Naturally, all officials, are not necessarily going to be physical education students; and so, many high schools, colleges, and recreation departments conduct officials courses to guarantee competent services from the men being engaged on a paid basis.

Other literature¹¹ shows that, early in the Intramural movement, officials for contests and games

¹⁰ Ibid., pp. 2-3.

¹¹ Elmer D. Mitchell, Intramural Sports, (New York: A.S. Barnes and Company, 1939), pp. 35-37.

were easier to obtain in large universities than in colleges and high schools. The larger universities have several combined courses which necessitate six or seven years on the campus. For this reason, it has been possible for the universities to avail themselves of the services of ex-varsity men who have completed their allotted years of varsity competition and are continuing in professional departments of law or medicine.

Usually it has been found that men with varsity experience make good officials, because of their experience and prestige. A serious difficulty arises on some campuses, in the matter of amateur standings of the regular varsity players receiving pay for their services. They may, however, referee games without pay, but this does not give them an incentive for acting in a regular capacity.

Candidates for officials are often so plentiful, Dr. Mitchell goes on to say, that try-outs are called and tests for officials' knowledge and skills are given. The field supervisor can test the applicants in practice games or sessions and select the best. One large conference uses this method to help in the selection of officials for all the different sports in intramural competition.¹² The National Association of Collegiate Commissioners test, which the Western Conference uses, measures knowledge and application of the recent sports

¹² Ibid.

rules and the mechanics as outlined in the Manual of Officials prepared and published by the National Association of Collegiate Commissioners. It is also designed to serve as a basis for study and discussion. On this test are seventy-five true-false statements on the rules of the sport, and twenty-five true-false statements on the mechanics of officiating. This way it would be very easy for the Director of an Intramural program to find out which students, that have applied for officiating jobs, are qualified as far as the knowledge of rules and mechanics are concerned.

It has been felt that institutions that conduct a department for the training of physical education teachers have a means of securing officials that eliminates expense.¹³

The specializing students are usually required to do a certain amount of officiating for their practice teaching courses, and this experience can be secured by officiating in intramural games for credit. The fact that his grade depends upon the job that he does seems to make a student very anxious to become well acquainted with the rules and anxious to give good service in all respects. Graduate students in physical education are usually available for officiating on a paid basis either by the hour or game.

Other studies show that the previous plans are not adapted to all colleges and universities, nor to high schools, but there

¹³ Elmer D. Mitchell, Sports Officiating, (New York: A. S. Barnes and Company, 1949), p. 3.

are other ways in which officials can be obtained. It is often possible to get teachers who have formerly been players themselves to assist in the officiating; or it may be that some of the alumni or business men, if they can be made to feel interested in the intramural program, will give up a small amount of their time to help in this respect. Services of this nature coming from the older men are seldom repaid by direct remuneration; rather the services are given out of a combined spirit of recreation and service. These enthusiasts can be made to feel that their services are appreciated by extending invitations to them to attend the various athletic functions and by mention in the school publications.

We find that, in recent years, federal relief grants to colleges have made available funds, not previously included in the departmental routine, and thus officials have been secured from this source.

It has been found that high schools that give credit for extracurricular activities can make use of a plan that is somewhat similar to the awarding of practice credit to specializing physical education students in colleges. This plan is to include officiating in intramural games as one of the extra-school activities for which credit will be given, provided satisfactory work is done. In high schools the departments customarily rely upon volunteer officials.¹⁴

¹⁴ Ibid.

Coaches are generally cooperative in assigning varsity players to officiate. The coach considers that this experience is valuable to the varsity player, for it enables him to learn the rules and regulations, and to become acquainted with their application in game situations.

Some additional studies by Mitchell¹⁵ show that another way to recognize intramural officiating on an unpaid basis is to give this work a place on the individual scoring charts. Then any school that conducts such a chart can recognize the officiating of an intramural game by the awarding of a certain number of points.

High schools located in communities where colleges are offering major courses in physical education may often obtain students for officiating sports from these courses.

The problem of officials is relatively simple in junior high schools as many boys feel it a privilege to officiate, and since they are usually free to stay in the afternoons, the boys do so. Members of leaders' corps also are sometimes called upon to serve as officials.

Mitchell¹⁶ further comments on the fees that are paid to officials. When fees are paid of officiating in intramural games they must necessarily be very small. In the first place,

¹⁵ Ibid.

¹⁶ Ibid.

no admission is charged for the games so that the department cannot draw upon this extra source of income; and secondly, there are so many games taking place that the total of fees runs very high even though little is spent for each game separately. The situation is entirely different from that of the varsity, when but one game may take place during the whole week, and where admission is charged for all events. When the intramural officials have these things explained to them there is seldom any complaint that the fees are too small.

Investigation has shown that the basis for paying the official is different in different systems.¹⁷ Some departments pay by the hour (usually ninety cents) while others pay a definite amount per game (usually from one up to two dollars). At Michigan State University the current rate for intramural officials is one dollar per game, per official, for basketball and football. For softball the rate is one dollar and fifty cents, per game, per official. The reason for the difference in these rates is not the amount of work that is involved, but rather the fact that in basketball and football there are five games each day while only two each afternoon during the softball season. It was found that at the University of Minnesota the rate is four dollars, per official, per game. This is considered very high for intra-

¹⁷ The reports of the Intramural Directors meetings for the Western Conference were reviewed for the year 1952.

mural officiating and the highest found in all the review of the intramural literature. Northwestern University hires two officials and pays each man one dollar and fifty cents a game. It was found that all schools in the Western Conference employ a floor supervisor for their scheduled intramural basketball and football games. His rate of pay, per day, is usually about one to two dollars higher than the officials, due to the added responsibility.

Another interesting point is that some schools, like the University of Minnesota, require the officials to join the State Officials Association and pay a one dollar membership fee. This means that the official, while still a student in the University, is a member of the State Officials Association and must pass certain requirements to obtain membership in this group. Perhaps this explains why this school can pay their officials so well for intramural contests. They, the Intramural Department, know that the students are very qualified if they pass the State Officials test.

The sums paid to students for officiating, while they seem insignificant in themselves, total a weekly income that is a considerable aid to any student in defraying his school expenses. The intramural games have shortened periods and an official can sometimes average two games during softball season, per day, and five games per day during basketball and football seasons. At Michigan State the officials average two days per week for football and basketball and work each day during softball with only two games per day.

CHAPTER III

SYSTEM OF COLLECTION OF DATA AND SYSTEM OF RATING OFFICIALS

One part of this study was the collection of information from each of the most outstanding touch-football officials who worked for the Michigan State Intramural Department during the school year 1956-57. This group was selected from the total number of officials because they received the better ratings from the intramural supervisors. The information was received through a questionnaire¹³ which the officials answered privately and using a code number to represent their identities, known only to the writer and each individual official.

The information received on the questionnaire form was compared with the ratings and information listed on the intramural supervisor's field record sheets. These had been compiled each day the official worked. Results of this comparison may be found in Chapter IV.

The two field supervisors employed by the Intramural Department at Michigan State University, work closely with the Director and Assistant Director of the program as well as the officials. The supervisors, with a good deal of officiating experience and good knowledge of the rules and

¹³ A copy of the questionnaire used is included in the Appendix.

regulations governing intramural play, take a very active part in preparing the officials for the season's work. The writer feels that the supervisor could assume even more duty in this pre-training, and that a regular training session to be held on the field of action is highly needed. During the week prior to the opening of the intramural season the supervisor should have the time and opportunity to hold this session and to demonstrate and teach the art of officiating the sport for about two hours.

At this point the writer would like to discuss the "rating" of officials by the supervisor, during the action on the field. This is done, at Michigan State, by giving the official an over-all rating each different day he works. A copy of the rating form that is currently used may be found in the Appendix of this study. Along with the over-all rating an explanation is composed by the supervisor and usually is quite short and to the point. (Sample: SMITH - Overall Rating, FAIR - Reason, He was hesitant in making his calls and did not assume complete control of the game).

Each official works five games per evening during touch-football season. This means that the supervisor gets an opportunity to observe this official in many situations and several games. The one rating given is for the overall work of the five games. Since there are four fields in action at one time the supervisor doesn't get an opportunity to observe each official, each game. By going from one field to another

the supervisor can get a good idea of the quality of officiating being put forth by each official.

The overall ratings used are as follows: POOR, FAIR, GOOD, and VERY GOOD. If an official receives more than one POOR rating he is automatically dropped from the program as an official. More than two FAIR ratings are considered an indication of borderline performance, and an interview with the director is held with the admonition to improve performance or expect to be dropped from the program. Not only does the supervisor rate the official for record purposes, but, whenever possible, he gives constructive criticism during the progress of the game.

There is a certain "presence" that each official should have when officiating. When this rather elusive quality is present in an official we find that players seem to avoid rule violations, and a relationship of rapport is established which seems to influence the game positively. A personal relationship which breeds friendliness and trust with no trace of antagonism is essential to successful game control. Some officials attain it by assuming a role of the strict overseer of each rule at the beginning of a game. Others, by a stern, firm, yet courteous attitude, achieve a similar desirable end. Some have put fear into the hearts of the players, but with this device have won respect. Each individual must follow that tack which seems to fit his own personality. No one method will fill all situations or all officials.

After officiating sports for several years and supervising over one hundred officials each year for three years, the writer has made a number of constant observations.

When one sees a game in which the players are in conflict with the official, one may know that the official is either incompetent from the standpoint of rules and mechanics or that he lacks those personal qualities which help create mutuality between himself and the players. Sometimes he is lacking both essentials.

In order that all officials working for the Intramural Department may be "rated" on the same qualities, that the writer and many other experienced officials feel are essential in the making of a good official, the following system is being advocated. It could be said that the following qualities are listed in the order of their importance and in the reverse order of the control which the individual has over each quality. These qualities may be used as factors in a rating scale, so that each official is judged on the same desirable qualities. By the use of a point system, five for excellent, four for above average, three for average, two for below average and one for inferior, it will be possible to get a quantitative estimate of where he stands in relation to his fellow officials. The qualified officials should average four or better on all the qualities.

1. REACTION TIME

This quality is placed first on the list because one

either has quick reaction time or one does not have it.

Likewise, by a little practice, one reaches the maximum of one's potentialities in this quality. During the years that the writer supervised officials it was found that the students with previous high school and college experience, rated higher on this quality than the students that had no such experience, or very little. A person who does not possess above-average reaction time has little chance of becoming a top-grade official. Split second decisions must be made. The writer has listed a possible further study that could be done on a reaction type test to be given to possible officials to determine this very important quality before the individual worked any games. (This possible study is discussed in Chapter V) If, after considerable experience in officiating, the aspirant finds that he is always late in making decisions, he has rather conclusive evidence that he is not likely to become a successful official. This quality is one that every supervisor of officials must watch for and recognize in the work of his charges. Without this first essential -- fast reaction time -- the student has little favorable prospect.

2. CONFIDENCE

There are many factors which reflect the confidence of an official and which gain the confidence of competitors and spectators. Probably the most effective characteristic is the manner in which the official comports himself in carrying out his duties. A movement which denotes sureness even a

degree of cockiness, when not carried to the stage where it causes resentment -- transmits a feeling of confidence to others. Decisive action which is not hasty but which has no element of hesitation is highly desirable. It leaves no question of doubt in the minds of others. It portrays positiveness which wins acceptance. For example, balls or strikes in a softball game should be called instantly and with conviction. To be apologetic or hesitant conveys the idea of uncertainty. The writer would rather find a new student official in softball, calling balls and strikes with conviction although not always perfect, rather than not being confident in his work and not being able to make up his mind. Then, with experience will come the expertness. To hesitate even leaves the suspicion that the umpire is being influenced by the catcher or other players. Certainly time to make the decision is the moment when the ball passes over the plate. The after-image may be distorted.

A resonant, strong voice is a great asset to an official in those sports in which vocal announcement of decisions is necessary. By means of a clear, strong voice, the official is able to convey to all, particularly the participants, the exact decisions which he has made. It has been noted by the writer that use of the voice is a great factor in the early success and confidence of a new official. His voice properly pitched, carrying conviction, displaying firmness, can do more to breed confidence and give poise than any other factor. A baritone quality is probably best; a high-pitched voice is

is least desirable. The umpire behind home plate, in a softball contest for example, is one who should be aware of the importance of an adequate voice in his work. Not only the calls of balls and strikes must be voiced, but a running account of the previous calls must be given when requested. Without a scoreboard, it is the only means whereby both players and spectators can be kept informed of the progress of the play. In this situation the voice becomes of primary significance.

The use of the voice supplemented by pantomime for the purpose of clarity in signaling decisions is desirable. Most of the students working for intramurals have not developed the techniques of using their voices and motions effectively. In a sport such as basketball it is very desirable to show with motion, just what the player has done to violate the rules. Not many officials can do this properly. Officials tend to be too timid in this phase of officiating. They, the beginning officials, display indistinctness and indefiniteness in conveying their decisions to the players and spectators. As a result, they sometimes create a lack of confidence toward themselves. On the other hand, it should be emphasized that dramatics carried to the extreme of putting on a show or of entertaining are definitely frowned upon. Such tactics take attention from the game and the players and focus it upon the official.

If a whistle is used in the officiating of the sport, it can do much to give a feeling of certainty. The whistle should be blown to produce a sharp, staccato sound -- not a

slow, feeble, extended wheeze.

3. CALMNESS

Usually the excitable official contributes more than the players to a raggedly played game. As a matter of fact, a highly nervous official usually upsets the equilibrium of a team and even induces jumpiness among the players. Players, particularly the younger and immature ones, are usually nervous, and they play under considerable tension. Consequently, any actions which will produce calmness and emotional control should be employed. The better official will inject sufficient pauses and quieting maneuvers to create a steadying effect upon the contestants. He will do this throughout the game and particularly toward the end. When a closely contested affair might otherwise become disorganized and players become so overwrought that pleasing performance would be impossible.

There are many play situations in which the official's quiet influence can be saving grace. The official may employ several tactics to relieve the tension. They are actions which are seldom noticed and yet are tremendously effective. As an example, a warm friendly attitude on the part of the official has a disarming and relaxing effect upon the players, yes, even upon the spectators.

It seems that the best officials are those who remain human and approachable. It is observed that they are always most warmly received; usually they are accepted even when they are wrong. At least, everyone is more charitable toward

them when there is disagreement with their judgments. The players invariably react favorably toward such an official. They respect him and cooperate with him. On the other hand, the official with a chip on his shoulder is disliked and quite often distrusted. It is surprising how frequently he endangers the ill will of everyone at the game. He may be feared by the players, but he is seldom rated above average by them. It is surprising that an official who has developed unfortunate mannerisms or who presents negative personality traits does not realize that they reflect adversely upon his effectiveness, so that he may, therefore, seriously work to change them.

Deliberate moves are sometimes indicated in the progress of a game. In basketball, for instance, when handling the ball out of bounds, the official can restore poise by even, unhurried action rather than hasty, impatient motion. Likewise, hesitation on free throw, to permit adjustment at the free throw lines and to give clear, complete information on the number of shots, tends to ease the situation considerably. It may even steady the nerves of the free thrower. Quietly reporting a penalty to the referee in football, oblivious to the mounting fury that one senses on the part of the guilty player, usually avoids a heated scene. Holding one's gaze on a play in baseball, after a decision is made, seems to reduce the pressure that appears to be developing in opposition to the decision. As has been stated, the quality of calmness on the part of the official will go far in helping players and spectators feel more poised and become less excited.

4. CONSISTENCY

Consistency is the greatest virtue which an official can possess. He may have a warped interpretation of a rule; he may practice techniques contrary to those to which a team is accustomed; his judgement on some play situations may vary from the commonly accepted pattern -- but with it all, if the official's practice and decision are exactly the same under the same or similar circumstances, players can readily adjust their play to fit the official. They may be surprised and confused momentarily, but when they discover that the official is unwavering in his procedures, they can reorganize their play and continue the game with confidence.

On the other hand, if an official is vacillating in his methods and decisions, he will disrupt the play of a team. He will keep the players in a dither and upset them emotionally, so that their effectiveness is lost entirely. Situations have occurred in which players have become so wrought up that they had to be removed from the game.

In basketball, probably the greatest inconsistencies occur in judgments on charging and blocking and with respect to personal fouls. If, one time, a dribbler is penalized for charging and the next time the opponent is penalized for blocking under identical circumstances, players are very much at a loss. Likewise, when a highly technical decision is made and then a flagrant act is passed unnoticed, players are finally forced to resign themselves to the hopelessness

of the situation.

5. JUDGMENT

Judgment and consistency go hand in hand. If basic principles are established which will be the guide for determining the legality of play and the responsibility for acts committed, the foundation upon which to develop judgement has been laid. If these basic principles are thoroughly understood, then sound judgement will be built up through experience in handling contests. One needs to practice the art of officiating in order to become proficient, in the same way that a player must practice the technique of the game in order to develop his skill. It is not absolutely necessary to have played a game in order to qualify as an official. To have been a player, however, gives one an understanding of and a background for officiating which is invaluable.

It has been noted, by the writer, that the new, young official is likely at first to feel lost and incapable of discriminating between legal play and violations and fouls. Play may even appear as a blur of movement out of which he is unable to distinguish any pattern whatever. Under such circumstances, he will probably be hesitant to act. With continued practice, the picture usually clears. Good judgment will develop with experience. It is felt that if the official possesses the qualities already mentioned, he should not be discouraged by any difficulties which present themselves during

his early training period.

6. CO-OPERATION

In contests which requires more than one official, the ability to team with fellow officials is absolutely essential to a well-handled game. Especially in intramurals, where the official is working with different officials almost everytime he works. The officials should gauge their decisions so that they are as uniform as possible. If they diverge to any great extent, the game will be conducted in a very erratic fashion.

Each must have faith in the other, and there must exist the greatest harmony. Any tendency for one official to attempt to dominate the game may cause a poorly administered game. Likewise, if one official is so sensitive that he resents the other for making decisions on plays which he feels are his responsibility, harmonious relationship between them may be destroyed. Rather, each should welcome the support of the other.

7. KNOWLEDGE OF THE RULES

It is desirable that an official know the rules perfectly. He should review the rules many times before each season begins. But this alone is not enough. A perfect knowledge of the rules would not in itself guarantee good officiating.

It is essential also that the official know the relationship of one rule to another. Further, it is most important that he have a background for the rules; this means he should know why the rule exists.

is taken off the shoulders of the student supervisor. True, he will still be the only person who will rate the work of the student officials, but with a rating instrument as presented on page thirty-three, it is felt that a fairer rating can be given each official. With the described rating form it is felt that the final overall rating of the student official, for the entire day's work can more easily be determined and justified.

CHAPTER IV

COMPARISON AND DISCUSSION OF THE DATA COLLECTED

In this Chapter, the data collected through the use of the student officials questionnaire, will be presented and discussed. A copy of the questionnaire may be found in the Appendix. This questionnaire was given to the top thirty touch-football student officials during the 1956 Intramural season. The questionnaire was given to these students late in the term because it was easier at that time to determine the better officials from the ratings they had received during the season.

The major questions that were included on the questionnaire were the student's major field, his experience with high school athletics, his previous officiating experience, his grade point average in college, the number of semester hours he was taking and why he took the job of officiating for the Intramural Department. After reviewing the results of the questionnaire it was found that several early conclusions might be made. The writer fully realizes that the number of students questioned was relatively small although it is felt that a trend or indication can be found.

The findings from the questionnaire pointed out that the very best of the thirty top touch-football officials

had the best grade-point averages. They also were carrying the heavier load of school work. They were also doing the most officiating for the Intramural Department. The results seemed to show that the better officials also were the better students. It was further found that the three officials from the engineering curriculum, among the thirty student officials used, ranked among the top five officials in both the ratings of the department and the grade-point averages found in the questionnaires. The questionnaire study results pointed out that all of the very best officials had some previous experience with officiating. Only one of the ten best, of the thirty questioned, had participated in less than two sports while in high school. Do these findings indicate that a good official must have participated to be among the best? Do they also indicate that one does not start out as a good official, but one must have practice and experience first? The writer feels that the answer to these questions is yes.

The question "why did you take a job officiating sports for the Intramural Department?" was asked on the student questionnaire. The review of the answers showed that all students claimed financial reasons but only the top officials also listed such reasons as: to gain experience in officiating, and to participate in sports in some manner. From this finding it could be fairly said that the better officials have a sincere interest in the work as well as the money earned by working. It would be well to look for this

quality when hiring officials.

TABLE I
DISTRIBUTION OF OFFICIALS WITHIN THEIR MAJOR FIELD IN
COLLEGE

<u>Major Field</u>	<u>No. of Officials</u>	<u>Percent</u>
1. Physical Education	13	43.1
2. Engineering	4	13.3
3. Economics	3	10.0
4. Non Preference	3	10.0
5. Journalism	1	1.9
6. Hotel Management	1	1.9
7. Speech	1	1.9
8. Political Science	1	1.9
9. Agriculture	1	1.9
10. Veterinary Medicine	1	1.9
11. Recreation	1	1.9

Almost fifty percent of all the student officials used for the 1956 Touch Football season, in intramurals, were enrolled in the Physical Education curriculum. Some reasons for this are evident. The Intramural Department, working through the Athletics Department, is located in the same building as the Physical Education Department. An Intramural course is required of all Physical Education majors, and is taught by the Director of the intramural program. Many students with a definite interest and ability in sports major in Physical Education, and those who have chosen this field also have had more opportunity, through their interests, to have had some officiating experience. Although it is evident that more students within this major area of interest

were candidates for intramural officials, it was also discovered that eighty per cent of the group of men not retained throughout the season were physical education majors. This certainly can indicate that not all physical education majors will automatically be good officials.

Officials used in the intramural program came from several different fields of interest, showing that a person with a major interest other than sports is welcome and has the ability to participate successfully in the role of an official in the program.

TABLE II

RATINGS RECEIVED BY OFFICIALS OF EACH CURRICULUM

<u>Curriculum</u>	<u>Number of Ratings Received</u>			
	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Very Good</u>
1. Physical Education	1	7	33	15
2. Engineering		1	15	10
3. Economics	1	4	15	
4. Non Preference	1	2		
5. Speech			8	6
6. Agriculture		1	2	
7. Political Science	2	1	1	
8. Hotel Management		1	6	
9. Journalism			2	2
10. Recreation			3	
11. Veterinary Medicine			11	

The ratings that are listed in Table II, are overall ratings given each student official at the completion of his day's work of officiating five touch football games.

These ratings were given by the field supervisor who had observed the work of the students and had weighed the comments of team members who performed under these officials. The ratings fell into one of four different grades on a scale. These are poor, fair, good and very good. Table II represents the distribution of these ratings according to the curriculum affiliation of the officials.

In Table II, it is found that although the number of student officials from Physical Education is much higher than the number from Engineering, it didn't follow that the higher percentage of good ratings went to Physical Education students. With only four students from the Engineering curriculum working, compared to thirteen from Physical Education, the Engineers drew ten very good ratings to fifteen very good ratings for Physical Education. The greater number of officials shows up in the good column with eighty-eight for Physical Education and fifteen for Engineering. It was noted that only one "fair" rating by Engineers to seven "fairs" and one "poor" rating for Physical Education students.

This discussion showed that students from such major fields as Engineering and Speech were very good officials during the 1956 season although Physical Education students did score well in the overall ratings. Had there been more student officials from the other major fields listed more comparison along this line could have been made.

TABLE III

BY USE OF A CODE SYSTEM - THE NUMBER OF TIMES EACH
STUDENT OFFICIAL RECEIVED A POOR - FAIR - GOOD
OR VERY GOOD RATING - WITH THE OVERALL
RATING THE STUDENT RECEIVED AT THE
COMPLETION OF THE TOUCH FOOTBALL
SEASON.

<u>Code Number</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Very Good</u>	<u>End of Season</u>
1	1	2	6		Fair
2			10	3	Good
3			11		Good
4			4	5	Very Good
5		1	6		Good
6			8	9	Very Good
7			10	1	Good
8		2	6		Good
9			9		Good
10			9		Good
11			8		Good
12		2	3		Fair
13		1	3		Fair
14			4	1	Good
15			6	9	Very Good
16			7		Good
17		1	4		Good
18			2	2	Good
19			7		Good
20			6		Good
21		1	3		Fair
22	2	1	1		Poor
23	1	2	1		Fair
24			2		Good
25			3	2	Good
26		1	2		Fair
27	1	1			Poor
28		2			Fair
29		1			Fair
30		3			Fair

In Table III, may be found the grouping of all the individual ratings received by student officials. The code system was used to identify each of thirty students.

The figures under each rating heading show how many daily ratings within that range each student received. In the final column of Table III, overall ratings are shown. These ratings were determined by Intramural Supervisors by the review of the daily ratings and the subjective judgment of the student supervisor.

Only five "poor" ratings were given to these thirty student officials. It is interesting to observe that none of the officials received a daily rating higher than "good" if they had also received a "fair" rating. Also, those who received numerous daily ratings of "good" had no ratings of "fair" at all on their records. Only three officials with final ratings of "good" or better had any daily ratings in the "fair" category. This would seem to indicate very little fluctuation in performance of a given official. Whether his officiating was good or mediocre, he tended to stay at one level of performance throughout the entire season.

Of the thirty student officials retained, nineteen were bearing the majority of the officiating load. These were the men with final ratings of "good" or "very good". They had to work three or four nights weekly in order for the program to schedule its games completely. It would be far more desirable to discover a better method of getting satisfactory officials early in the season so that the physical strain would not be upon one relatively small group. In Chapter V, suggestions are presented which may aid in glean-

ing the most able prospects from those who apply for officiating positions.

TABLE IV
FINAL RATINGS OF THIRTY STUDENT OFFICIALS IN 1956

	<u>Final Ratings</u>			
	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Very Good</u>
Number receiving final ratings	3	7	17	3
Percentage of total	10%	22.5%	57.5%	10%

In Table IV, we see that ten of the thirty officials used during the season were not of satisfactory ability. Twenty officials are overworked when attempting to handle all refereeing duties for the intramural program. A system of obtaining better officials is necessary.

TABLE V
ACADEMIC CREDITS AND AVERAGE GRADE POINTS EARNED BY THE STUDENT OFFICIALS IN EACH RATING CLASSIFICATION

<u>Officials receiving final rating of</u>	<u>Average grade point in group*</u>	<u>Average number of credits carried</u>
Poor	1.9	15
Fair	2.1	15
Good	2.3	16
Very Good	2.7	18

* The scale representing the academic record in use at Michigan State University is based on points designated from one to four. A two-point average is considered as satisfactory, corresponding to the letter-grade, "C".

The student officials who were carrying heavy class loads were found to be more successful in academic achievement as well as in their officiating duties. There seemed to be a very definite pattern of parallel achievement. Is it not possible to speculate that the more ambitious person who possesses good study habits might also be one who would apply himself just as earnestly to the comparable "study" of becoming a good official? In questioning applicants for the work in intramurals, a review of the applicant's college record may possibly be one key to the finding of a person who would attack any challenge conscientiously, whether in a classroom or on an athletic field. It is not likely that the criteria of academic achievement or ability would be of sole importance, but this consideration could well be linked to several qualities that are desirable in the makeup of the applicant. It is also probable that the student who maintained a satisfactory record in classroom work would be more free from worry, tension, or similar distractions than would a person who was concerned with problems of passing requirements which were difficult for him. With a series of questionnaires each season, including a question concerning the grade-point averages of student officials, perhaps a definite and constant relationship between academic excellence and competence in officiating would be shown. With the establishment of a definite correlation, this could well be a point to consider carefully when hiring officials for any given year.

TABLE VI
STUDENT OFFICIALS WHO PARTICIPATED IN HIGH
SCHOOL VARSITY ATHLETICS

<u>Sport</u>	<u>Number who participated</u>	<u>Percentage</u>
Baseball	18	60%
Basketball	22	73
Football	16	53
Tennis	2	9
Track	6	20
Cross Country	6	20

A large number of the thirty officials did participate in their high school athletic programs, as shown in Table VI. Almost three-fourths of the men participated in basketball on the varsity level. The three popular American school sports; baseball, basketball, and football, had been played by more than half of the students. The officials did, then, have a background of athletic ability and interest, and with this experience, they should naturally have had some insight into the requirements for an official.

It would be interesting to compare more fully the length and type of varsity experience of each official. Certainly past experience in the sport is of value, but the varsity star may not have had as much opportunity or inclination to observe subtleties of action as an earnest "benchwarmer" in some cases.

The final question asked in the questionnaire concerned motivations of these officials toward their jobs as student referees. Four main reasons are shown in Table VII.

TABLE VII

REASONS FOR BEING OF THREE STADIUM OFFICIALS
TO ACRI IN 1961

<u>Reasons for working</u>	<u>Number of statements</u>
Money received for working	29
To gain officiating experience	19
Fondness for sports	10
To keep in physically fit condition	3

As shown in Table VII, the monetary reward was of prime importance to all but one of the officials when listing his reasons for working. Little significant evidence can be drawn from the one question alone, but, with cross-examination of the code numbers used to identify each official, it was noticed that those officials who gave the second reason as one of their most important considerations were men who maintained ratings of good or better throughout the season. This seems to point up the fact that all officials should have interest and pride in doing a careful job, if they are to achieve good results in their undertakings of this type. A follow-up questionnaire to follow up this line of thought could well be used to see how positive the link between desire to gain experience and a good performance as an official is.

CHAPTER V

SUMMARY AND DISCUSSION

1. SUMMARY

The reason that most of the large colleges and universities have to spend a great deal of money, time, and effort in the use of students as officials for Intramural activities, was found in this study to be due to the heavy schedule of the students as well as the competition of work elsewhere. When it was found that the officiating class doing their field work in intramurals didn't work, the fact was brought home that the students must be paid for their time and effort. There are usually a lot of other jobs around the campus that are available to the students the year around. For this reason the Intramural Department must pay a rate for officiating that is attractive enough to draw the interested and capable personnel. Almost all of these same Colleges and Universities agree to the importance of having officials for their activities and have all declared their agreement as to having the very best officials available. There has been, up to the writing of this study, no complete agreement, however, as to just how these students are to be selected, trained and supervised.

The purpose of this study has been to discuss methods of selecting, training and supervising students as officials for intramural type activities. The writer has attempted to discuss

the ways in which he feels these points might be carried out. This study has come from the writers' three years experience as a supervisor of officials in one of the largest Universities in the country. This study has also been furthered by a review of the existing methods of supervising officials in other schools and athletic conferences as well as through a review of the existing literature on the art of officiating.

The writer used a questionnaire form, entered in the Appendix of this study, on the thirty student officials that were used during the 1956 Touch-football season at Michigan State University. This questionnaire was administered through use of a code system, with each of the thirty students having a number used in the data rather than their name. Information such as the grade-point average of the student, his total credit load for that term, his past experiences in high school athletics and his reasons for obtaining work as an official were obtained on this form. This information was then compared with the ratings that these same officials received for their quality of work, given to them by the intramural supervisor. These comparisons were made in Chapter IV.

2. DISCUSSION

a. Perhaps it would be possible for Intramural Departments to use some type of questionnaire instrument to measure some of the existing qualities, which are not subjective in nature, that the prospective student official has. Perhaps in this

manner it might be possible to help choose the desirable students for officiating before giving them a whistle and a set of rules and turning them loose on the field of play. If this is tried and found to be successful, or if further study along this line proves the worth of this method, surely it would be an asset to the selection problem facing most intramural departments at this time.

b. If the questionnaire is not used for the selection or aid of selection of officials, perhaps it might be used to assist in the method of understanding the officials better, and also in the final follow-up after the final ratings have been given.

c. At the present time, only one short, ninety minute, training session is held for officials before the season at Michigan State University. It is felt that this number should be at least two, in order to better prepare all the officials for the complications of actual play. At least one of these sessions should be on the field of action, be it the football field or basketball court. In this manner the young official can easily visualize the different situations and arrangements of play as well as better understanding the proper positions and qualifications of field movement for the officials.

If possible, it would be very advantageous to show a movie on officiating the particular sports involved and/or have a highly qualified, and registered official come in to

discuss and demonstrate the art of officiating that sport.

It might be very wise for an officials meeting to be held a week or two after the season has been underway. At this time the officials have had some experience and will have some new and different questions and points to discuss that couldn't come up before they had experience. Perhaps at this time the supervisor could review the general mistakes and observations that had been made and help correct some bad habits that the student officials had been exhibiting. These training sessions are very important in establishing good relations and good fundamentals among the student officials.

d. It was found in the process of review of the literature, and interviews with other Intramural Directors, that all schools interviewed require a Student Supervisor to observe and govern the officials on the field of play. The big job of this person is to rate the officials on their work. It has been found that this person should be a highly qualified individual, interested in the general philosophy of intramurals, and should be quite experienced in officiating and the qualities of a good official. He certainly must be able to observe these qualities in the student officials. He must do his job of rating the officials, without thinking of the personal relations between himself and the student officials. He should be as unaffiliated with the various campus organizations entering the Intramural activities, as is possible. He must

be able to get along with people and to make fair and just decisions on the field of play. These decisions usually concern some protest concerning rules, eligibility etc. He has to completely understand the Intramural rules governing the various activities. When he recognizes a mistake or a flaw in the operations of an official he must make the necessary corrections in the most inconspicuous manner. This is to prevent undue embarrassment in front of the players. A good field supervisor is a great asset to any intramural program.

e. As a result of investigation, the writer feels that the general qualifications that are necessary for every prospective official are; Reaction Time, Confidence, Calmness, Consistency, Judgment, Co-operation, Physical Condition, Appearance and complete Knowledge of the Rules. Of all of these, perhaps only appearance is the exception that a good official could get away with. As for the rest of these, any good official must have them. He must be quick. He must be calm. He must call the same plays the same way each time they come up. He must be able to judge and do so fairly. He must be able to get along with his fellow officials. He must be in good physical condition in order to move and be on the different plays as they occur. He must know the rules in order to not only feel confident, but also to appear that way. Certainly a pleasing and pleasant personality is another asset in this work of officiating.

f. A good rating system is very essential in operating an

intramural program using students as officials. This system should be one that is understandable to not only the Director, Field Supervisor and Student Officials but also to the players. The field supervisor should have the duty of recording the rating for each student, each day that the official works. (See discussion point d.) The actual rating and the reasons for that rating should be available to the student official. Final arrangements for the release of the students who do not show good work, should be the responsibility of the Intramural Director, and not the field supervisor. Finally a large master sheet should be kept in the intramural office with space provided on it for every daily rating that each official receives in order for improvement and complete seasonal ratings to be observed at a glance.

On page thirty-three of this study the form for daily rating of student officials is proposed. It contains all the points brought out under discussion point e. of this chapter and explains the use of these qualities.

3. SUGGESTIONS FOR FURTHER STUDY

Certainly a follow-up on the questionnaire type survey that was used in this discussion might be both interesting and helpful.

This study is but a small part of the large task confronting Intramural programs and Departments in our large Colleges and Universities. With the school enrollment increasing yearly there are more students demanding



participation in Intramural activities. Perhaps a study of Intramural Departments that hire no officials for their activities is needed to more completely investigate this topic.

Further study on student officials in terms of their reaction and movement time, as measured by instruments, may be of help to this study. These findings could be compared to the ratings or quality of work that the student show. Would there be a correlation between the students reaction and movement time and his actual performance as an official, which we know demands some degree of reaction and movement time?

What about the rate of pay for officials? Is there a possible correlation between the amount of money received for working an activity and the amount of effort or quality of work given? Could this possibly be measured?

Intramurals in Colleges and Universities give all students an opportunity to enjoy satisfying experiences related to their particular needs, varying from the highly competitive type to those of a non-competitive and recreational nature. There are valuable outcomes which give immediate satisfactions and insure treasured memories in all types of activities. It is highly important that the best possible supervision and officiation is made available to Intramurals in order for these first mentioned qualities to thrive.

17

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APPENDIX

TOUCH FOOTBALL QUESTIONNAIRESTUDENT OFFICIALS M.S.U.

1. NAME _____ STUDENT NO. _____
 (Last) (First)
2. CAMPUS ADDRESS _____
3. HOME ADDRESS _____
4. SCHOOL _____ MAJOR _____
 (Within M.S.U.)
5. MINORS _____
6. PRESENT ALL-UNIVERSITY GRADE POINT AVERAGE _____
7. WHAT SPORTS DID YOU PARTICIPATE IN DURING HIGH SCHOOL?

- _____ Please designate varsity, intramural or recreational
8. HAD YOU DONE ANY WORK AS A SPORTS OFFICIAL BEFORE WORKING
 FOR THE INTRAMURAL DEPT. AT M.S.U. ? _____. IF SO, TO
 WHAT EXTENT? _____
9. NUMBER OF CREDITS YOU ARE TAKING THIS TERM. _____
10. WHAT WERE THE REASONS YOU TOOK THIS JOB OF OFFICIATING?
- a. _____
- b. _____
- c. _____
11. HOW DO YOU RATE YOURSELF AS AN OFFICIAL? POOR _____,
 FAIR _____, GOOD _____, VERY GOOD _____.

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Example of Rating Form followed by Michigan State University Intramural Department for student officials prior to the work done in this study. 1955-56 and 1956-57.

INTRAMURAL OFFICIAL RATING CARD

<u>NAME</u>	<u>OVERALL RATING</u>	<u>REMARKS</u>
John Jones	Good	Did good work, a little slow on the field but is new and shows signs of being a good official.
Jim Smith	Fair	Didn't have good knowledge of rules and was very slow on decisions. Needs lots of help.

ROOM USE ONLY
Date Due

Date Due

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Dec 15 58		
Feb 9 59		
10 59		
231 58		
ret 6 4-61		
JUL 26 1961		
AUG 1 1961		
MAR 10		
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