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Factors Influencing the Organization and Administration of Intramural Programs for Boys in Secondary High Schools in a Selected Geographical Area of Illinois

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FACTORS INFLUENCING THE ORGANIZATION AND ADMINISTRATION
OF INTRAMURAL PROGRAMS FOR BOYS IN SECONDARY HIGH
SCHOOLS IN A SELECTED GEOGRAPHICAL AREA OF ILLINOIS
(TITLE)

BY

Allan H. Gorgal

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

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1966

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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CHAPTER 1

STATEMENT OF PROBLEM

Introduction

The modern philosophy of education states that the whole child goes to school and that he is affected by all experiences in and out of school. Each person should have the opportunity for experiences that enable him to live happily and successfully in his present social group, and these experiences should also serve to prepare him better for full participation in increasingly mature groups and adult society.¹

Modern education is concerned with the total growth and development of each child. Every phase of the school program affects this development to varying degrees. Physical education--education through physical activities--is an integral part of education and has aims and objectives similar to those of education. The intramural program, as a part of physical education and education in general, is curricular rather than extracurricular and has aims and objectives similar

¹*Norma M. Leavitt and Hartley O. Price, Intramural and Recreational Sports for High School and College, (New York: The Ronald Press Company, 1958), p. 3.*

to those of physical education.¹

The intramural program serves as a "laboratory" offering students the opportunity to develop further and enjoy the skills they previously learned in physical education activity classes. Most of these activities have "carry-over" value, which means the student continues to utilize his skills in after-school life. The physical education class instruction and intramural laboratory program provide pleasant experiences which help shape the individual's recreational attitudes. These attitudes and habits benefit the student during and after his school career.²

Intramurals are a combination of the elements of physical education and the modern concept of recreation. They form the physical recreation phase of applied education. From knowledge and skills learned in the physical education class to the voluntary utilization of these basic elements in the recreational setting, one realizes the scope and potential of the good program. The rapid surge toward automation, the growing problem of seasonal or prolonged unemployment, and the changing pattern of American living have all conspired to place new importance on recreational sports as an integral and indispensable part of modern living. Thus intramurals as a part of education

¹Elmer D. Mitchell and Pat Mueller, Intramural Sports, (New York: The Ronald Press Company, 1960), p. 6.

²Ibid., p. 7.

and preparation for living has taken on deeper meaning.¹

Very few varsity sports today teach the participating student athletic skills which will be used after his school years are over. Intramural programs can correct this deficiency by providing the great number of sports that will be of permanent interest in later adult life. This is more easily possible in intramurals since great specialization is not the objective. We are well aware that adults rarely become interested in sports and recreational activities unless some fundamental skills and pleasures have been obtained in their high school and undergraduate days. Thus recreational skills and interests must become a central objective in the intramural program. Once we have developed in the student a spirit of play and the ability to relax we have given him an outlet which will continue to demand expression all through life.²

It is generally agreed by interested school authorities that intramural athletics provide a substantial educational experience for students. In spite of this agreement many schools do not provide an adequate intramural program at the secondary school level. The writer is concerned with

¹ Louis E. Means, Intramurals: Their Organization and Administration, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 11.

² Ibid., p. 19.

determining how many secondary schools in east-central Illinois conduct an intramural program for boys. It was with this concern in mind that the writer chose to do this study.

Purpose of Study

The purpose of this study was to determine the factors which give support to or prohibit selected secondary schools in east-central Illinois from conducting intramural programs for boys.

It is the assertion of the writer that determining the factors which encourage or prevent the conducting of intramural programs for boys is very important. The writer feels that once these factors are determined, the administrators will have a better knowledge and understanding of why the intramural program in their high school is not sufficient to meet the needs of all the boys. With the acquisition of this knowledge, the administrators will be able to introduce the necessary procedures which will aid in establishing an intramural program when one is completely lacking. The administrators will also be able to utilize this knowledge to enhance intramural programs in high schools which now offer a limited program.

Need of Study

This study is important because many high schools in the selected geographical area have no intramural programs.

The research completed in the present study may aid school administrators in developing a program where one is completely lacking or improving a program which may now be inadequate. Some of the high schools that conduct an intramural program offer but one or two activities.

It is hoped that information gained from this research will suggest and encourage methods and procedures which may be utilized in establishing intramural programs in schools which now support a belief in the value of athletics for all the students but who now maintain a program of interscholastic athletics for only a few.

Method of Investigation

The writer utilized a questionnaire, sent to 118 high schools located in eighteen counties in east-central Illinois, to gather information related to this study. The questionnaire used in this study was developed through the aid of a questionnaire used by Howard R. De Nike, East Stroudsburg State College, Pennsylvania, in his study on "Intramural Sports Analysis."¹ The writer also was fortunate to be able to utilize the questionnaire used by Dr. David O. Matthews in his study on "Programs of Intramural Sports in Selected Ohio Public High

¹Howard R. De Nike, "Intramural Sports Analysis" (Unpublished Master's thesis, East Stroudsburg State College).

Schools.¹

The primary areas of information contained in the questionnaire were:

- 1. To determine if the selected schools conducted an intramural program for boys.*
- 2. Reason given for not offering a program.*
- 3. The size of the school.*
- 4. Number of boys participating in intramurals.*
- 5. Person in charge of administering the program.*
- 6. Units of competition used.*
- 7. Methods of financing the program.*
- 8. Facilities and equipment used.*
- 9. Time periods used for participation.*
- 10. Persons responsible for scheduling the activities.*
- 11. Type of activities offered.*
- 12. Safety provisions assumed during participation.*
- 13. Eligibility rules and regulations.*
- 14. Awards.*
- 15. Types of records maintained.*
- 16. Sources of publicity.*
- 17. Activities in which the greatest number of forfeits occur.*
- 18. Sources of officials.*

¹Dr. David O. Matthews, "Programs of Intramural Sports in Selected Ohio Public High Schools" (Unpublished Doctoral dissertation, Western Reserve University, 1958).

A Regional Supervisory District Map of Illinois, contained in the 1964-65 Directory of Illinois Schools, was utilized to select the geographical area out of which the high schools participating in this study are located.

Upon examining the directory, the writer selected Area Four since it is geographically located in east-central Illinois. It was of interest to the writer to determine the factors which influence some high schools to conduct an intramural program while other high schools of similar character in the same geographical area are lacking intramural programs. The writer also intends to isolate factors which seem to influence schools that conduct intramural programs of breadth to offer a greater number of activities in their intramural program than do other schools. Information related to intramural activities presently conducted in the area schools may provide a basis for emphasizing certain skills that predominate in these schools.

Delimitations of Study

- 1. Questionnaires were sent only to secondary schools in a selected geographical area of the state and not the entire state.*
- 2. Although not all of the questionnaires were returned to the writer, the writer did receive a response of ninety per cent.*
- 3. In a few instances the respondents did not answer all of the questions contained in the questionnaire.*

CHAPTER II

REVIEW OF RELATED LITERATURE

In 1932, J. B. Buehler,¹ Director of Physical Education at John Marshall High School, Los Angeles, California, described one of the early secondary school intramural programs. The general objectives of the noon-hour intramural activities at John Marshall High School are listed under the purpose and general plan of the program. Under the plan of supervision, Buehler reported that intramurals are under the direct supervision and control of one experienced intramural director. Duties of the managers, athletic representatives, and the official's club along with homeroom organization were listed under the plan of supervision. Under departmental rules and regulations were listed eligibility rules, keeping the records, publicity, notification of contests, playing time, and care of equipment and facilities.

¹J. B. Buehler, "Noon-Hour Intramural Organization," The Journal of Health and Physical Education, III (October, 1932), pp. 34-36.

Nichols¹ in his lecture of "Principles In The Organization and Administration of Intramural Athletics" listed steps he would follow in setting up an intramural program in a school with an enrollment of 600 students or more. Nichols stated that he was dealing with this problem from a personal point of view. The points that he listed were:

1. Provide in the budget for a full time secretary. This person, if carefully selected, can be an integral part in the smooth functioning of the program.
2. Set down the aims of intramurals and the goals one plans to work toward.
3. Survey the local situation. Determine the facilities available, number of students, staff available for assistance, etc.
4. Insist, if possible, that intramural athletics be one division of a broad physical education program.
5. It is important to have the intramural program financed by the physical education budget and in no way be dependent upon gate receipts, concessions, festivals, or even the student activity fees.
6. Solicit the entire physical education staff, including the coaches, to assist in the intramural program.
7. Insist that the intramural program be given adequate time at convenient hours and adequate space on the fields and in the gymnasium.

¹J. H. Nichols, "Principles In The Organization and Administration of Intramural Athletics," Proceedings of the Fortieth Annual Meeting, (New York, 1936), pp. 57-60.

8. *Establish the principle that intramural athletics are a student enterprise, with faculty supervision and guidance, and utilize the services of as many students as possible in the administration and management of the program.*
9. *Insist that the students have a thorough and complete health examination before participating each year.*
10.
 - a. *At first promote those sports in which there was an assured student interest, attempting to keep a balance between vigorous team games and individualistic sports, between contact and non-contact games, and between indoor and outdoor activities.*
 - b. *Have the techniques and skills of the games taught as far as possible in the required physical education program, if one exists.*
 - c. *Provide for the physically handicapped.*
 - d. *Encourage and promote co-educational activities in some sports.*
 - e. *Have faculty, students, and town's people participate in sports where it is possible.*
11. *Build a point system around participation and only incidentally around winning.*
12. *Make awards in group sports a rotating trophy or plaque, with the organization's name to be engraved on it.*
13. *Have no entry or forfeit fees for intramural competition.*
14. *Have no scholastic eligibility requirements with a minimum of rules and regulations of all kinds.*

Clapp,¹ Director of Physical Education, Fairmont, Illinois, in his article "Intramurals for the Small High School" lists the eight parts of what he considers a successful intramural program.

1. *Intramural Board - composed of the Director of Physical Education for Boys, Senior Intramural President, and Presidents of all Intramural Clubs.*
2. *Senior Intramural President - It is his duty to protect the interest of Intramurals, keep all records, and post schedules and any notices that become necessary for the success of the program.*
3. *Club President - It is his duty to see that his club is properly represented in all the sports and also to represent his club in meetings of the Intramural boards.*
4. *Method of Club Formation - all the boys enrolled in high school shall be divided into a certain number of clubs which shall take a definite form and extend over the entire year.*
5. *Eligibility - Everyone who is a member of a club is eligible to play on the club team, except those boys who are members of a varsity sport squad during that particular season. Scholastic standing plays no part in intramural competition.*
6. *Sports - A list of the sports activities was given. Either a round-robin or double elimination tournament plan is used for all sports.*
7. *Awards - The club which at the end of the year has accumulated the greatest number of points is awarded a cup which is placed, with the club's name engraved on it, in the school trophy case. The three individuals accumulating the highest total number of points during the year will receive a school letter with I.M. in the center.*

¹Cliff J. Clapp, "Intramurals for the Small High School," The Journal of Health and Physical Education, VIII (May, 1937), pp. 305-307.

8. *Scoring of points - The number of points given to clubs and individuals for the different place finishes were listed.*

Hanhlla,¹ in his study, "A Study of the Intramural Sports Programs In the High Schools of Arizona," was concerned with discovering schools in the state of Arizona which offered an intramural program. An inquiry blank concerning intramurals was sent to the high schools in Arizona. The schools in the study were classified in three categories: the four-year senior high school, the six-year junior-senior high school, and the three-year senior high school. Sixty-one out of a possible sixty-two schools responded to the questionnaire. This response was 98.3 per cent of the total number of questionnaires sent out.

The content of the questionnaire was concerned with such areas as organization and administration of intramural programs, method of supervision, methods of financing the programs, the intramural activities offered, ways of selecting members for intramural teams, time when activities are conducted, awards, eligibility, officiating, etc.

Matthews² in his doctoral dissertation concerning the "Programs of Intramural Sports In Selected Ohio Public High

¹Matt. O. Hanhlla, "A Study of the Intramural Sports Programs In the High Schools of Arizona" (Unpublished Master's thesis, University of Arizona, 1938).

²Matthews, op. cit.

Schools," attempted to determine the general nature and status of intramural sports programs for boys in the public secondary schools of Ohio, and to identify the characteristics which distinguish the superior programs from the other programs.

The main aspects of Matthews' study were concerned with resolving the general nature and extent of intramural programs conducted in the public high schools of Ohio. Matthews was also interested in revealing how the intramural programs in the Ohio high schools were organized and administered. Criteria selected from a national sampling, as surveyed to Elbel,¹ were used by Matthews to determine how well the intramural programs in Ohio measure up to acceptable standards. Elbel selected 417 samplings, at random, from the forty-eight states in an effort to determine how many and to what extent the secondary schools conducted an intramural program. Matthews' dissertation was based upon the questionnaire method.

Leavitt and Price² wrote Intramural and Recreational Sports for High School and College to meet the need for an informative, all inclusive textbook or reference on intramural programs of physical education and recreation in high schools and colleges. The book presents suitable

¹E. R. Elbel, "Intramural Athletics for High School Boys," Athletic Journal, XXII (April, 1942), p. 18.

²Leavitt and Price, op. cit.

activities, desirable practices, and recommended policies and procedures which provide a sound basis for planning, establishing, and conducting a program of Intramurals for particular situations. The objectives, principles, and philosophy of the Intramural program set the background for the major portion of the material included in this text. The first few chapters discuss the place of the Intramural and recreational program in the education of youth in a democratic society and outline functions of the administrative personnel and student leaders and possible organizational plans for the program.

Mitchell and Mueller¹ in their book, Intramural Sports, endeavor to face squarely the problems in setting up an efficient Intramural department and to provide practical information and workable ideas to carry out an attractive program of activities.

Means² in his text, Intramurals: Their Organization and Administration, probes into the history of intramural activity with a documented approach to the philosophy and objectives of Intramurals. The author details many practical plans for the inception and successful direction of all levels of education.

The book covers the administrative problems and

¹Mitchell and Mueller, op. cit.

²Means, op. cit.

responsibilities to be assumed by the people associated with the program, the systems for the organization of units for competition, planning of time and programs, and suggested methods of group and individual scoring. The reference written by Means and utilized by the writer describes nearly every aspect of the field of Intramurals. Means suggests methods of conducting an intramural program despite the fact that individual problems of local geographical location are apparent. Budget is another area contained in the text with suggestions for the obtaining and using of it. Public relations and the role they play in conducting an intramural program are also included in the reference by Means. Also included in the book are the importance and use of charts and how they may contribute to the managing of an intramural program. The reference by Means also contains organizational methods, activity programs, and illustrative material which may be used in directing an intramural program.

Before 1930, there was very little literature published in the area of why some schools conduct an intramural program while other schools do not. It was during the 1930's that articles dealing with this problem began to be published in professional magazines.

The earlier intramural programs were directed by one person who usually had the job of teaching and coaching.

The early programs, for the most part, were conducted during the gymnasium class so nearly all of the students could participate.

Today, the schools are hiring a person to direct intramurals only and if he has to teach also, his load is lightened. The students are working more closely with the director in conducting the program than they did in the 'thirties. The time after school is the period used for intramurals today. This can be done when the school day is lengthened to include a period for intramurals and the bus schedule is arranged. More and more schools have a separate budget for intramurals and do not have to depend on gate receipts to exist.

CHAPTER III

FINDINGS OF THE STUDY

A questionnaire¹ sent to 118 schools geographically located in east-central Illinois was used to gather information pertinent to this research. Eighty-four replies to the initial questionnaire were received by the writer. This represented seventy-one per cent of the questionnaires distributed.

With hopes of securing samplings from a larger number of schools, the writer sent a follow-up letter² and another questionnaire to school principals who did not return the initial questionnaire. The follow-up letter was sent out approximately three weeks after the original questionnaire.

Of the thirty-four questionnaires sent out with the follow-up letter, the writer received twenty-three additional responses. The writer limited the cut off date for receiving the responses to two weeks because time was a factor. The twenty-three additional responses brought the total number of responses to 107. This total of 107 represents ninety-one per cent of the responses received from the 118 high schools

¹Appendix A.

²Appendix B.

involved in the study.

The respondent to the questionnaire was asked to give his name, official position, the name of the school he represented, the county in which the school is located, and the date the questionnaire was completed. In many cases the person to whom the original questionnaire was sent, the school principal, did not respond to the questionnaire. In these instances a coach, athletic director, or intramural director substituted as the respondent.

The writer wishes to inform the reader that the percentages contained in this research were tabulated at the Data Processing Center at Eastern Illinois University, Charleston, Illinois. The numbers were carried out to one-tenth of a per cent.

The writer also wishes to inform the reader that the percentages contained in the tables were derived from information supplied by the respondents who indicated that their school conducts an intramural program for boys.

Schools Participating in Study

Table 1 lists the eighteen counties and the number of schools in each county that conduct an intramural program for boys according to the responses to the questionnaire.

Iroquois county, with four of a possible eleven schools having an intramural program for boys, leads the other seventeen counties in the number of schools conducting

a program. Five other counties, Champaign, Macon, McLean, Piatt, and Vermillion each contain three schools which conduct a boy's intramural program. Three counties each have two schools sponsoring a program while five counties have one school with a program. Four counties do not have any schools with an intramural program for boys according to the responses.

Of the 107 replies to the questionnaire, thirty respondents indicated that an intramural program for boys was offered in their school. This represented twenty-eight per cent of the 107 replies. Seventy-seven respondents, or seventy-two per cent indicated their schools did not offer an intramural program for boys.

Reasons for Lack of Intramural Programs

It was of interest to the writer to determine what the reasons were for the absence of intramural programs in some schools. For this reason significant questions related to causes for absence of programs were included in the questionnaire. Responses to these questions are tabulated in Table 2 according to the frequency of response.

Table 2 indicated the reasons, given by seventy-seven respondents, for their school not conducting an intramural program for boys. In many cases a respondent listed more than one reason for their school not conducting an intramural program for boys.

TABLE 1

SCHOOLS PARTICIPATING IN STUDY

County	Number of Schools Participating in Study	Number of Schools Conducting a Boys Intramural Program	Per Cent of Schools in Each County Conducting Intramurals for Boys
Champaign	10	3	30.0
Clark	2	0	0.0
Coles	2	2	100.0
Cumberland	2	1	50.0
Douglas	5	1	20.0
De Witt	2	0	0.0
Edgar	5	1	20.0
Ford	5	1	20.0
Iroquois	11	4	36.3
Livingston	11	2	18.1
Logan	4	2	50.0
Macon	11	3	27.2
McLean	13	3	23.0
Moultrie	4	0	0.0
Platt	6	3	50.0
Shelby	7	0	0.0
Vermilion	14	3	21.4
Woodford	4	1	25.0

TABLE 2

REASONS FOR LACK OF
INTRAMURAL PROGRAMS FOR BOYS

<i>Reason</i>	<i>Number</i>	<i>Per Cent</i>
<i>School bus schedule</i>	45	58.4
<i>Inadequate amount of time</i>	44	57.1
<i>Lack of interest</i>	29	37.6
<i>Inadequate facilities</i>	20	25.9
<i>Lack of proper supervision</i>	19	24.6
<i>Lack of funds</i>	8	10.3
<i>Inadequate equipment</i>	3	3.8
<i>Others</i>	3	3.8

School bus schedules are the main cause why schools do not conduct an intramural program. Forty-five schools or 58.4 per cent of the seventy-seven schools listed this as an explanation for not conducting an intramural program. Forty-four schools or 57.1 per cent of the seventy-seven schools listed an inadequate amount of time as a reason for not conducting an intramural program. Other conditions given for not conducting an intramural program for boys, not as prevalent as the first two reasons, but still a cause for concern are: a lack of interest, as shown by twenty-nine or 37.6 per cent of the seventy-seven schools not conducting a program; inadequate facilities, as stated by twenty or 25.9 per cent of the seventy-seven schools; and a lack of proper supervision as indicated by nineteen or 24.6 per cent of the seventy-seven schools. A lack of funds was presented by eight schools and inadequate equipment given by three schools as reasons for not conducting an intramural program for boys. These reasons respectively account for 10.3 and 3.8 per cent of the reasons given for not conducting an intramural program for boys.

Two other determinants which the respondents listed for their schools not conducting an intramural program for boys were as follows: eleven respondents indicated that most of the boys participated in interscholastic athletics; and three respondents listed a lack of boys.

Enrollment

Three of the respondents did not indicate the size of the school for which they were reporting. Consequently, these schools are not considered in Table 3. Table 3 indicates that out of the 107 schools which responded to the questionnaire, eight-eight or 82.2 per cent had fewer than 500 students enrolled. One school had an enrollment in excess of 2,000 students, while the remaining 15 schools had enrollments of between 500 and 2,000 students.

The writer found that the largest percentage of schools presently conducting an intramural program for boys was in the "under 500" category. This group included eighteen schools. The second largest number of schools now conducting such a program was in the "1,001 to 1,500" class which included five schools. Four schools were classified as being in the "501 to 1,000" category. One school indicated that it had an enrollment in excess of 2,000 students.

Activities Offered by Schools

Table 4 indicates that basketball is the activity offered by the greatest number of schools as part of their intramural program for boys. Twenty-eight of the thirty schools include basketball in the program for boys. Fourteen schools include volleyball in their programs, ranking volleyball as the second most popular activity.

Four of the schools offer more than ten activities

TABLE 3

**ENROLLMENT
(SIZE OF SCHOOL)**

<i>Size of School</i>	<i>Number of Schools in this Classification</i>	<i>Number of Schools in this Classification Conducting Intramural Program for Boys</i>	<i>Percentage of Schools in this Classification</i>	<i>Percentage of Schools in this Classification Conducting a Program</i>
<i>Under 500</i>	<i>88</i>	<i>18</i>	<i>82.2</i>	<i>20.4</i>
<i>501 - 1000</i>	<i>7</i>	<i>4</i>	<i>6.5</i>	<i>57.1</i>
<i>1001 - 1500</i>	<i>6</i>	<i>5</i>	<i>5.6</i>	<i>83.3</i>
<i>1501 - 2000</i>	<i>2</i>	<i>0</i>	<i>1.8</i>	<i>0.0</i>
<i>Over 2000</i>	<i>1</i>	<i>1</i>	<i>.9</i>	<i>100.0</i>

TABLE 4

ACTIVITIES OFFERED BY SCHOOLS

School																		
School #1	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	
#2			X															
#3				X	X		X			X								
#4				X														
#5		X		X														
#6					X									X				
#7																	X	
#8	X	X		X	X		X			X				X	X	X	X	X
#9				X														X

TABLE 4 - Continued

School	Archery	Badminton	Baseball	Basketball	Bowling	Foul Shooting	Golf	Gymnastics	Horseshoes	Shuffleboard	Soccer	Softball	Tennis	Swimming	Table Tennis	Track and Field	Volleyball	Weight Lifting	Wrestling
School #10				X													X		X
#11				X		X			X			X	X	X	X	X	X	X	X
#12				X												X			
#13				X											X	X			
#14																	X		
#15				X															X
#16		X		X	X		X							X	X		X		
#17				X													X		
#18		X	X	X			X										X		
#19				X															
#20				X															

TABLE 4 - Continued

School	Archery	Badminton	Baseball	Basketball	Bowling	Foul Shooting	Golf	Gymnastics	Horseshoes	Shuffleboard	Soccer	Softball	Tennis	Swimming	Table Tennis	Track and Field	Volleyball	Weight Lifting	Wrestling
School #21				X															
#22	X																		
#23			X	X						X	X	X	X						X
#24				X						X						X	X		
#25				X													X		
#26			X	X													X		
#27		X		X						X			X					X	
#28				X															
#29				X														X	
#30				X	X	X	X	X		X	X					X	X	X	

from which the boys can choose from to participate in. Six of the schools offer basketball as the only activity in their program for boys.

Percentage of Boys Competing in Intramurals

Table 5 indicates that of the twenty-seven schools which responded to this question, seven schools are arranged in the twenty to thirty per cent category and seven schools are classified in the thirty to forty per cent category for the number of boys participating in the program. Each of these categories is 23.3 per cent of the thirty schools presently conducting an intramural program for boys. Three schools are classified in the ten to twenty per cent category, three schools in the sixty to seventy per cent category, and three schools in the seventy to eighty per cent category. Each of the three schools, in their respective categories, represents 10.0 per cent of the thirty schools presently conducting an intramural program for boys. Two schools are classified in the forty to fifty per cent category with the remaining two schools in the fifty to sixty per cent category. Each of the two schools, in their respective categories, represents 6.6 per cent of the thirty schools presently conducting an intramural program for boys.

Administration of Intramural Programs

Table 6 indicates that of the thirty schools conducting an intramural program for boys, nineteen or sixty-three

per cent employ one person who is designated as director of Intramurals. Three, or 10.0 per cent of the schools employ an assistant Intramural director. Eighteen, or 60.0 per cent of the schools indicated that their Intramural program is administered under the authority of the Physical Education Department. Six, or 20.0 per cent of the schools indicated that their Intramural program was administered under the authority of the athletic director. Twenty-two, or 73.3 per cent of the schools employ a director of Intramurals who is trained in physical education as a major while two, or 6.6 per cent of the schools employ a director of Intramurals who is trained in another field of study with a minor in physical education. Sixteen, or 53.3 per cent of the schools employ an Intramural director who has had an academic course in the administration of Intramural athletics and fifteen, or 50.0 per cent of the schools have an Intramural director who has had previous practical experience in the administration of Intramural athletics.

Status of Intramural Directors

Sixteen, or 53.3 per cent of the respondents indicated that the person employed as Intramural director in their school has two additional duties. These duties are those of an athletic coach and a physical education instructor. Eight, or 26.6 per cent of the respondents indicated that the Intramural director at their school was a teacher in another

TABLE 5

THE APPROXIMATE PERCENTAGES OF BOYS PARTICIPATING
IN THE INTRAMURAL PROGRAMS

<i>Percentage of Boys Participating in the Intramural Program</i>	<i>Number of Schools Reporting Participation in Each Category</i>	<i>Percentage of Respondents</i>
10% to 20%	3	10.0
20% to 30%	7	23.3
30% to 40%	7	23.3
40% to 50%	2	6.6
50% to 60%	2	6.6
60% to 70%	3	10.0
70% to 80%	3	10.0
80% to 90%	0	0.0
90% to 100%	0	0.0

academic field of study and not a physical education instructor. In three instances the intramural director was an instructor in the field of social studies. The academic fields of mathematics, history, and business each contributed one person who serves as intramural director. Four, or 13.3 per cent of the respondents indicated that the person serving as intramural director is a physical education instructor and two respondents, or 6.6 per cent of the schools employed an intramural director who is an athletic coach.

Time Spent Administering Intramurals

Eleven, or 36.6 per cent of the thirty respondents indicated that the intramural director at their school spends between five and ten hours per week in administering the program. Two, or 6.6 per cent of the respondents indicated that the intramural director at their school spends between twenty and thirty hours per week in administering the program. One respondent indicated the intramural director spent between ten and fifteen hours per week, while another director spent between fifteen and twenty hours per week in administering the intramural program for boys. None of the intramural directors worked in excess of thirty hours per week in conducting the program. Six of the respondents stated that the intramural directors at their schools worked less than five hours a week in administering the program. The average time spent by these six directors in administering the intramural

TABLE 6

ADMINISTRATION OF THE INTRAMURAL PROGRAMS

<i>Areas Investigated</i>	<i>Number indicating <u>Yes</u></i>	<i>Per Cent</i>	<i>Number indicating <u>No</u></i>	<i>Per Cent</i>
<i>Is the Director of Intramurals a trained major in P. E.?</i>	22	73.3	4	13.3
<i>Is one person designated as Director of Intramurals?</i>	19	63.3	10	33.3
<i>Is the program administered under the authority of the P. E. Department?</i>	18	60.0	9	30.0
<i>Has the Director had a course in the administration of intramural athletics?</i>	16	53.3	14	46.6
<i>Has the Director had previous practical experience in intramurals?</i>	15	50.0	14	46.6
<i>Is the program administered under the authority of the Athletic Director?</i>	6	20.0	11	36.6
<i>Is there an assistant director?</i>	3	10.0	24	80.0
<i>Is the Director of Intramurals a trained minor in P. E.?</i>	2	6.6	7	23.3

TABLE 7

STATUS OF INTRAMURAL DIRECTORS

<i>Principal Duties</i>	<i>Number of Schools</i>	<i>Percentage of Schools</i>
<i>Both Coach and Physical Education Instructor</i>	16	53.3
<i>Instructor in another field of study</i>	8	26.6
<i>Physical Education Instructor</i>	4	13.3
<i>Athletic Coach</i>	2	6.6

TABLE 8

AMOUNT OF TIME SPENT IN THE ADMINISTRATION
OF INTRAMURALS PER WEEK

<i>Number of Hours Per Week</i>	<i>Number of Schools</i>	<i>Percentage of Schools</i>
<i>Between:</i>		
<i>5 and 10 hours</i>	<i>11</i>	<i>36.6</i>
<i>10 and 15 hours</i>	<i>1</i>	<i>3.3</i>
<i>15 and 20 hours</i>	<i>1</i>	<i>3.3</i>
<i>20 and 30 hours</i>	<i>2</i>	<i>6.6</i>
<i>Excess of 30 hours</i>	<i>0</i>	<i>0.0</i>

programs for boys was 2.166 hours per week.

Units of Competition

The competitive unit most often employed by the schools was selected at random. This was the unit of competition used in twelve or 40.0 per cent of the thirty schools which indicated they conducted an intramural program for boys. The grade or class unit was utilized by eight or 26.6 per cent of the schools. The units selected from the gymnasium classes was used by six or 20.0 per cent of the schools. Units were selected according to age, height, and weight in three or 10.0 per cent of the schools. Units of competition in two schools were selected as to academic class and homeroom. No schools utilized clubs, extra-curricular groups, or neighborhood groups as competitive units. Another method selecting competitive units which was given by the respondents was placing the students in units of competition according to ability.

Persons Selecting Members of Intramural Teams

Table 10 indicates that the selection of team members through the combined efforts of the students and the intramural director was the method most used for selecting teams. Eighteen, or 60.0 per cent of the thirty schools conducting an intramural program for boys utilized this method. In five, or 16.6 per cent of the

TABLE 9

UNITS OF COMPETITION

<i>Units of Competition</i>	<i>Number of Schools Using these Units</i>	<i>Percentage of Schools Using These Units</i>
<i>Selected at random</i>	12	40.0
<i>Grade or Class</i>	8	26.6
<i>Gymnasium class</i>	6	20.0
<i>Age-height-weight</i>	3	10.0
<i>Homeroom</i>	1	3.3
<i>Academic classes</i>	1	3.3
<i>Neighborhood groups</i>	0	0.0
<i>Extra-curricular groups</i>	0	0.0

TABLE 10

PERSONS SELECTING MEMBERS OF INTRAMURAL TEAMS

<i>Persons Selecting Team Members</i>	<i>Number of Schools Using This Method</i>	<i>Percentage of Schools Using This Method</i>
<i>Students and intramural director together</i>	18	60.0
<i>Students alone</i>	5	16.6
<i>Intramural director alone</i>	3	10.0
<i>Intramural director and another faculty member</i>	2	6.6

schools, the teams were selected by the students alone. In three, or 10.0 per cent of the schools, the intramural director selected the teams without any assistance and in two, or 6.6 per cent of the schools the intramural director and another faculty member combined their efforts in selecting teams.

Methods Used To Finance Intramural Programs

Table 11 indicates that the physical education budget was the main source of financial support for schools to conduct their intramural programs for boys. The physical education budget was used as a method of financing the intramural program in fifteen or 50.0 per cent of the thirty schools which indicated they conduct a program for boys. A separate budget was used by four or 13.3 per cent of the schools to finance their program. Fund raising projects were used to finance intramural programs in two of the schools. These projects consisted of the sale of sweat shirts in one school while the other school made use of the profit made through the sale of concessions at varsity athletic events. One school indicated that the continued existence of its program of boys depended on the contributions made by civic clubs. Other methods used by the schools to finance the intramural program for boys were the selling of used physical education equipment, any money left over from the school budget, and any money the school board might contribute to intramurals.

TABLE 11

METHODS USED TO FINANCE
INTRAMURAL PROGRAMS

<i>Methods of Financing</i>	<i>Number of Schools Using This Method</i>	<i>Percentage of Schools Using This Method</i>
<i>Physical Education Budget</i>	15	50.0
<i>Separate Budget</i>	4	13.3
<i>Fund Raising Project</i>	2	6.6
<i>Civic Club Contributions</i>	1	3.3
<i>Athletic Gate Receipts</i>	0	0.0
<i>Student Activity Fees</i>	0	0.0
<i>Admissions to Intramural Contests</i>	0	0.0
<i>Physical Education Budget and Gate Receipts</i>	0	0.0
<i>Entry Fees</i>	0	0.0

Budget

Although no table was provided for summarizing the following information, the following data was revealed through the questionnaire.

Twenty-one, or 70.0 per cent of the respondents indicated that their present budget was adequate enough to meet the needs of the intramural program for boys now being conducted at their school. Five, or 16.6 per cent of the respondents indicated that their present budget was inadequate to meet the needs of the intramural program presently being conducted. Four of the respondents did not indicate whether their budget for the support of an intramural program for boys was adequate or inadequate.

Ten of the respondents listed the amount of money allotted yearly for use in conducting an intramural program for boys while twenty respondents failed to list the amount of money allotted yearly. The sum of money allotted yearly, for intramurals, in the ten schools ranged from a low of \$0.00 to a high of \$500.00. The average sum of money allotted yearly to the ten schools, for support of the intramural programs for boys, was \$174.00.

Facilities and Equipment

Table 12 indicates that only one or 3.3 per cent of the thirty respondents who indicated that their school conducts an intramural program for boys is fortunate

TABLE 12

FACILITIES AND EQUIPMENT

<i>Areas Investigated</i>	<i>Number of Schools Indicating <u>Yes</u></i>	<i>Per Cent</i>	<i>Number of Schools Indicating <u>No</u></i>	<i>Per Cent</i>
<i>Are equipment and facilities shared with physical education classes?</i>	25	83.3	1	3.3
<i>Are equipment and facilities shared with varsity teams?</i>	17	56.6	10	33.3
<i>Are facilities shared with the girls athletic association?</i>	16	53.3	9	30.3
<i>Is special player equipment furnished for certain activities such as a catcher's outfit for baseball or softball?</i>	14	46.6	10	33.3
<i>Is there separate playing equipment for intramurals?</i>	5	16.6	23	76.6
<i>Are outside community facilities used?</i>	3	10.0	23	76.6
<i>Are there separate playing facilities for intramurals?</i>	1	3.3	26	86.6

enough to have separate playing facilities for intramurals. Five, or 16.6 per cent of the schools have separate playing equipment for intramurals. Twenty-five, or 83.3 per cent of the schools share the equipment and facilities used for intramurals with physical education classes. Seventeen, or 56.6 per cent of the schools share the equipment and facilities with varsity teams while sixteen, or 53.3 per cent of the schools share facilities with the Girls Athletic Association. Fourteen, or 46.6 per cent of the schools furnish equipment for certain activities. An example of this equipment would be a catcher's mask, mitt, chest protector, and shin guards for baseball or softball. Three, or 10.0 per cent of the respondents indicated that their schools made use of outside facilities. Two of the schools used the bowling alleys in the community while the third school indicated it used outside facilities, but did not specify which ones.

Time Periods Used to Conduct Intramurals

Table 13 includes nine time periods which were used by the schools for conducting their intramural program for boys. The period after school and the evenings were given as the two most desirable times for conducting an intramural program. Fifteen, or 50.0 per cent of the schools conducted their intramural program after school while fourteen, or 46.6 per cent of the schools conducted their intramural program

TABLE 13

TIME PERIODS USED TO CONDUCT INTRAMURALS

<i>Time Period</i>	<i>Number of Schools Using This Method</i>	<i>Percentage of Schools Using This Method</i>
<i>After School</i>	15	50.0
<i>Evenings</i>	14	46.6
<i>Noon hour</i>	8	26.6
<i>Saturdays</i>	5	16.6
<i>Gymnasium classes</i>	4	13.3
<i>Homeroom period</i>	1	3.3
<i>Club periods</i>	1	3.3
<i>Pre-school</i>	0	0.0

In the evening. Eight, or 26.6 per cent of the schools conducted their intramural program during the noon hour. Five, or 16.6 per cent of the schools used Saturday's for their program while four, or 13.3 per cent of the schools made use of gymnasium classes for conducting their intramural programs for boys. The homeroom period was used by one school, the club period by another, and Sunday's were used by a third school to conduct its programs. None of the schools indicated that they made use of the pre-school time period for conducting their intramural program.

Types of Competitions Used

Table 14 indicates that the round robin type of tournament was used in twenty-three, or 76.6 per cent of the thirty schools reporting. In a round robin tournament each individual contestant or team is allowed to play against every other contestant or team with the winner of the tournament being determined according to the won-lost record or the percentage of victories.¹ The round robin tournament allows for a maximum number of teams or contestants to play for as long as possible.

The single elimination type of tournament was used

¹Elmer D. Mitchell and Pat Mueller, Intramural Sports (New York: The Ronald Press Company, 1960), p. 162.

TABLE 14

TYPES OF COMPETITIONS USED

<i>Type of Tournament</i>	<i>Number of Schools Using Tournament</i>	<i>Percentage of Schools Using Tournament</i>
<i>Round Robin</i>	<i>23</i>	<i>76.6</i>
<i>Single Elimination</i>	<i>10</i>	<i>33.3</i>
<i>Meet Plan</i>	<i>3</i>	<i>10.0</i>
<i>Double Elimination</i>	<i>2</i>	<i>6.6</i>
<i>Perpetual Tournament (ladder, pyramid)</i>	<i>2</i>	<i>6.6</i>

In ten or 33.3 per cent of the schools. The single elimination tournament is the simplest and quickest way of determining a winner. Each time a game is played the losing team is eliminated. This tournament is used to best advantage when there are numerous entries and time and facilities are limited. It is not an objective measure of ability because the best team or player might lose in an early round due to an "off-day." Similarly, the runner-up might not be the second best in the tourney because a better player or team might be eliminated by the winner in an earlier match. The most undesirable element is the fact that participants are eliminated when, at the same time, participation is one of the important principles of intramural sports.¹

The double elimination type of tournament was used in two, or 6.6 per cent of the schools. The double elimination tournament is often called a "second chance" or "continuous consolation" tournament. A team or entrant which loses the first game in the winner's bracket is re-scheduled to play games in the losers bracket, with the possibility of eventually winning the tournament. The winner of the losers' bracket plays the winner of the winners' bracket. If the losers' bracket team loses this

¹ Ibid., p. 175.

game, the tourney is completed. However, if the loser's bracket team wins, each team has one loss and an additional game must be played to select the champion. Thus, in a double elimination tournament no participant is eliminated until he loses twice and every entry plays a minimum of two games.¹

Two, or 6.6 per cent of schools used the perpetual type tournament in their intramural competition. The perpetual tournament is better suited for individual and dual sports such as tennis, golf, handball, and horseshoes, but it can be adapted for team competition. This type of tournament requires little supervision as most of the schedule arrangements are made by the participants. The biggest advantage is that no one is eliminated and when the tournament ends, players are objectively grouped according to ability. Every player is encouraged to work up to the highest possible position on the tournament chart. This type of tournament is flexible in that play is terminated at any time, but in fairness to the contestants, a definite time limit should be set before the tournament begins.²

Three, or 10.0 per cent of the schools used the meet plan in their intramural competition. Meets are customarily used for contests which include a number of separate

¹ Ibid., p. 179.

² Ibid., p. 187.

events and which must be completed within a day or so or possibly within an afternoon or evening. Meets are especially suitable for track, swimming, gymnastics, and ice skating. A complete schedule should be arranged in advance and each event run off at the designated time.¹

Table 15 indicated that in the twenty-one schools offering basketball as an intramural program for boys nineteen schools conducted a round robin tournament to determine a champion. Of the nine schools offering volleyball as an activity, six of the schools utilized a round robin tournament to determine a champion. Basketball and volleyball were the two sports offered by the greatest number of schools. Basketball, which was offered in the greatest number of programs, as indicated in Table 14, also was the sport in which the largest number of forfeits occurred.

The round robin tournament was used most often as a means of determining a champion. The round robin tournament was used by nineteen of the schools in basketball and by six of the schools in volleyball. The single elimination tournament was used second greatest number of times to determine a champion. The four schools which offered table tennis as an intramural activity all used the single elimination tournament. The double elimination tournament

¹ ibid., p. 154.

TABLE 15

NUMBER OF SCHOOLS OFFERING ACTIVITIES
ACCORDING TO THE TYPE OF TOURNAMENTS

<i>Activities</i>	<i>Number of Schools Offering the Sport</i>	<i>R.R.</i>	<i>S.</i>	<i>D.</i>	<i>P.</i>	<i>M.P.</i>
<i>Archery</i>	1		1			
<i>Badminton</i>	1		1			
<i>Baseball</i>	1		1			
<i>Basketball</i>	21	19	1	1		
<i>Chess</i>	1		1			
<i>Cross country</i>	1					1
<i>Foul shooting</i>	1		1			
<i>Golf</i>	2	1	1			
<i>Handball</i>	1	1				
<i>Softball</i>	3	2	1			
<i>Swimming</i>	3		1			2
<i>Table Tennis</i>	4		4			
<i>Touch football</i>	3	2	1			
<i>Track and field</i>	1					1
<i>Volleyball</i>	9	6	3			
<i>Wrestling</i>	3		2			1

R.R. - Round Robin

S. - Single Elimination

D. - Double Elimination

P. - Perpetual Tournament

M.P. - Meet Plan

was used by one school. This was used in basketball competition. No schools made use of the perpetual tournament. The meet plan was utilized by schools in cross country, swimming, track and field, and wrestling competition.

Safety Provisions

Table 16 indicates that fifteen, or 50.0 per cent of the schools require every boy who participates in intramurals to have a medical examination. Eight, or 26.6 per cent of the schools require that the medical examination be administered by the family physician while six, or 20.0 per cent of the schools allow the physical examination to be administered by the school physician. The boys participating in intramurals were protected, against an accident, by health and accident insurance in twenty-one, or 70.0 per cent of the schools. Seven, or 23.3 per cent of the schools indicated that parental permission was necessary before the boys were allowed to participate in intramural activities. First aid was available at all intramural activities in twenty-four, or 80.0 per cent of the schools. Fourteen, or 46.6 per cent of the schools required the boys to participate in pre-training periods for certain activities. These activities were cross country, track and field, swimming, and wrestling as listed by the schools. Twenty-seven, or 90.0 per cent of the schools required a supervisor to be a faculty member while six schools allowed a student to assume the role of activity supervisor.

TABLE 16

SAFETY PROVISIONS

<i>Areas Investigated</i>	<i>Number of Schools Indicating <u>Yes</u></i>	<i>Per Cent</i>	<i>Number of Schools Indicating <u>No</u></i>	<i>Per Cent</i>
<i>Is every participant required to have a medical examination?</i>	15	50.0	14	46.6
<i>The examination is administered by the family physician.</i>	8	26.6		
<i>The examination is administered by the school physician.</i>	6	20.0		
<i>Are the students protected by some form of health and accident insurance?</i>	21	70.0	8	26.6
<i>Is parental permission secured before students are allowed to compete in intramurals?</i>	7	23.3	22	73.3
<i>Is first aid available at all contests?</i>	24	80.0	3	10.0
<i>Are students required to participate in Pre-training periods for certain activities?</i>	14	46.6	4	13.3
<i>Is an activity supervisor a faculty member?</i>	21	70.0		
<i>Is an activity supervisor present at all contests?</i>	27	90.0		
<i>Is the activity supervisor a student?</i>	6	20.0		

Eligibility

Fifteen, or 50.0 per cent of the schools allow boys to participate in more than one intramural activity during the same season. Fifteen, or 50.0 per cent of the schools allow boys on disciplinary probation to compete in intramural activities. Twenty-three, or 76.6 per cent of the schools allow boys on academic probation to compete while six, or 20.0 per cent of the schools allow varsity athletes or letter winners to compete in the sport they are presently out for or have lettered in previously.

Awards

Table 18 indicates that ribbons were the most popular type of award given for intramural competition. Ribbons were awarded in four, or 13.3 per cent of the schools. Medals were awarded in two, or 6.6 per cent of the schools, and trophies were also awarded in two, or 6.6 per cent of the schools. One school listed the awarding of plaques for intramurals. Other types of awards given were certificates in five of the schools while one school awarded a felt patch.

Eight, or 26.6 per cent of the schools indicated that they provided awards for school champions and sixteen, or 53.3 per cent of the schools indicated they did not provide awards for school champions. Two, or 6.6 per cent of the schools stated they provided team awards while eighteen, or 61.0 per cent of the schools did not. Eight, or 26.6

TABLE 17

ELIGIBILITY RULES FOR INTRAMURAL PARTICIPATION

<i>Areas of Eligibility Investigated</i>	<i>Number of Schools Indicating <u>Yes</u></i>	<i>Per Cent</i>	<i>Number of Schools Indicating <u>No</u></i>	<i>Per Cent</i>
<i>Are students allowed to participate in more than one activity during the same season?</i>	15	50.0	13	43.3
<i>Are students on disciplinary probation allowed to compete in intramurals?</i>	15	50.0	14	46.6
<i>Are students on academic probation allowed to compete in intramurals?</i>	23	76.6	5	16.6
<i>Are varsity athletes or letter winners allowed to compete in the sport they are presently out for or have lettered in previously?</i>	6	20.0	22	73.3

TABLE 18

TYPE OF AWARDS GIVEN

<i>Award</i>	<i>Number of Schools Giving Awards</i>	<i>Percentage of Schools Giving Awards</i>
<i>Ribbons</i>	4	13.3
<i>Medals</i>	2	6.6
<i>Trophies</i>	2	6.6
<i>Plaques</i>	1	3.3

per cent of the schools provided individual awards while eleven, or 36.6 per cent of the schools did not.

Records of Participation

Sixteen, or 53.3 per cent of the schools maintain individual participation records while twenty-one, or 70.0 per cent of the schools maintained team records.

Records should not be kept merely for the purpose of having figures available. The records should be meaningful and of value to student sport managers and activity advisors each season. Records can be of value in indicating the percentage of the student body that is not reached by the program. Records may also provide the basis for individual guidance and counseling and may also serve as a stimulating device to groups.¹ Fifteen, or 50.0 per cent of the schools maintain medical examination cards.

Publicity

Sixteen, or 53.3 per cent of the schools provide regular publicity on intramurals via the school newspaper. Fourteen, or 46.6 per cent of the schools publish an annual yearbook in which a section of the book is devoted to intramurals. Seven, or 23.3 per cent of the schools publish a school handbook, part of which contains a section on intramurals. Six,

¹Norma M. Leavitt and Hartley D. Price, Intramural and Recreational Sports for High School and College (New York: The Ronald Press Company, 1958), p. 3.

TABLE 19

RECORDS OF PARTICIPATION

<i>Areas Investigated</i>	<i>Number of Schools Indicating <u>Yes</u></i>	<i>Per Cent</i>	<i>Number of Schools Indicating <u>No</u></i>	<i>Per Cent</i>
<i>Are team records maintained? (Example: won-lost records)</i>	21	70.0	7	23.3
<i>Are individual participation records maintained?</i>	16	53.3	12	40.0
<i>Are medical examination cards maintained?</i>	15	50.0	10	33.3

or 20.0 per cent of the schools provide a separate bulletin board which is devoted to intramurals while five, or 16.6 per cent of the schools indicated that their intramural program for boys is publicized via the community newspaper.

Forfeits

Although no table was provided for summarizing the following information, the following data was revealed through the questionnaire.

Six of the respondents listed basketball as the intramural activity in which the most forfeits occur. This seems logical since basketball is the one sport utilized by the largest number of schools as an activity in their intramural program for boys. Volleyball and badminton were each listed once by two respondents as activities in which forfeits occur.

The reader should be aware that only a few of the respondents answered this particular part of the questionnaire.

Officials

Twenty-one, or 70.0 per cent of the thirty respondents indicated that their school made use of student officials in the intramural program for boys. Other sources of officials in the schools were obtained from varsity athletes in which eleven, or 36.6 per cent of the schools indicated using. Eight, or 26.6 per cent of the schools made use of faculty

TABLE 20

PUBLICITY

<i>Areas Investigated</i>	<i>Number of Schools Indicating <u>Yes</u></i>	<i>Per Cent</i>	<i>Number of Schools Indicating <u>No</u></i>	<i>Per Cent</i>
<i>Does the school paper provide regular publicity on intramurals?</i>	16	53.3	12	40.0
<i>Does the annual yearbook include a section on intramurals?</i>	14	46.6	14	46.6
<i>Does the school publish a handbook that includes a section on intramurals?</i>	7	23.3	19	63.3
<i>Is a separate bulletin board devoted to intramurals?</i>	6	20.0	20	66.6
<i>Are intramurals publicized via the community newspaper?</i>	5	16.6	22	73.3

members to serve as officials while four, or 13.3 per cent of the schools listed other sources of obtaining officials. Two schools indicated that officials were selected from classes; supervisors selected the officials in another school; and team captains were used as officials in another school.

Only three, or 10.0 per cent of the schools remunerated their officials for their services. The three school remunerated their officials in basketball only with the official receiving \$1.00 per game that he officiated. Three schools did not pay their officials, but rewarded them in other ways. One school gave the officials service awards, one school gave the officials recognition on campus day, while in one school the officials received a "thanks."

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The present study was concerned with determining the factors which influence the organization and administration of intramural programs for boys in 110 secondary high schools in east-central Illinois. A questionnaire related to intramural policies and procedures was utilized in gathering pertinent information.

The percentage of high schools in east-central Illinois that do not conduct an intramural program for boys is seventy-two. The two major reasons for not conducting a program were the conflict the program would cause with the school bus schedule as given by fifty-eight per cent of the schools and an inadequate amount of time as given by fifty-seven per cent of the schools. These percentages were derived from the seventy-seven respondents indicating their school did not conduct an intramural program for boys. Eighty-eight of the schools which participated in this study had an enrollment of less than 500 students. This study indicates that nineteen schools with an enrollment of fewer than 500 students conduct an intramural program for boys were listed in the 1,001-1,500

category while four schools in the 501-1,000 class conduct a program for boys. No schools in the 1,501-2,000 division offer a program while one school in the over 2,000 category conducts an intramural program for boys.

The percentages that will appear in the remainder of the summary were derived from the thirty respondents who indicated that their school conducted an intramural program for boys. Seven schools indicated that approximately twenty to thirty per cent of the boys participate in the intramural program while seven schools indicated that approximately thirty to forty per cent of the boys participate in intramurals. These fourteen schools represent forty-seven per cent of the total number of schools which conduct a program.

Nineteen of the thirty schools employ one person as an intramural director while three schools also have an assistant director. The intramural program is administered under the authority of the physical education department in eighteen of the schools while the athletic director administers the program in six schools. Twenty-two of the schools have a person who is a trained major in physical education and two schools have a person who possesses a minor in physical education as a director of intramurals. Sixteen of the schools have appointed an intramural director who has had a course in the administration of intramurals and fifteen of the schools employ an intramural director who has had previous practical experience in intramurals before assuming his present

position. The types of previous practical experience that some of the intramural directors had acquired was achieved as an athletic director in one case, in college intramural programs as indicated by three respondents, and in high school as indicated by two respondents.

In eighteen of the schools, the status of the intramural director was that of a coach and physical education instructor. The intramural director in eight of the schools was an instructor in another academic field. The academic fields which contributed people as intramural directors were those of social studies, mathematics, history, and business.

Eleven of the respondents indicated that the person who directs the intramural program for boys in their school spends between five and ten hours per week in the administration of intramurals. Two of the intramural directors spend between twenty and thirty hours per week in the administration of intramurals. This number of hours was more than any of the other directors spent in administering their program.

The units of competition utilized the most were those units selected at random, in which twelve schools indicated using and the grade or class unit as used in eight of the schools. The students and the intramural director together select the team members in eighteen of the schools while the team members are selected by the students alone in five of the schools.

The method used most, by fifteen of the schools, to

finance the intramural program was the physical education budget. Four of the schools could rely on a separate budget to finance their intramural program. Twenty-one of the respondents indicated that their present budget for intramurals was adequate to meet the present needs.

One school indicated that separate playing facilities were available for intramurals while five schools have separate playing equipment for intramurals. Twenty-five schools indicated that facilities and equipment for intramurals are shared with physical education classes while seventeen schools must share equipment and facilities with varsity teams. Fourteen of the schools indicated that they furnished special equipment for certain activities, such as a catcher's mask for baseball. Three of the schools made use of outside community facilities for their program.

The period after school was the time used by fifteen of the schools to conduct their intramural program, while fourteen of the schools made use of evenings to conduct their program.

The round robin tournament was used by twenty-three schools as the basic type of competition used for their intramural program while ten schools indicated they used the single elimination tournament as their competition. Some of the schools used both types of tournaments.

Basketball was the most popular intramural sport, as twenty-eight schools indicated it was an activity conducted

In the intramural program for boys. Fourteen of the schools offered volleyball. Many of the schools offered both of these sports as intramural activities.

Fifteen of the schools required every boy to have a medical examination before he was allowed to participate in intramurals. Twenty-one of the schools offered a health and accident insurance policy which insured the boys while they participated in intramurals. Seven schools required parental permission before the boys were allowed to participate in intramurals. First aid was available at all intramural contests in twenty-four of the reporting institutions. Fourteen of the schools required the boys to engage in conditioning practice before being permitted to compete in physically demanding sports such as cross-country, swimming, and wrestling. Twenty-seven schools have an activity supervisor present at all contests. Twenty-one of the schools made use of faculty members as activity supervisors while students are used as supervisors in two of the schools.

Fifteen respondents indicated that boys were permitted to engage in more than one intramural activity during the same season. Fifteen of the schools allow boys on disciplinary probation to compete while twenty-three schools allow boys on academic probation to compete in intramurals.

Six of the schools allow varsity athletes or letter winners to compete in intramural sports they are presently engaged in or have lettered in previously at the varsity level.

Eight of the respondents indicated that their school provides awards for school champions. Two schools provide team awards and eight schools provide individual awards. Ribbons were the type of award provided by the most schools.

Sixteen schools maintained records of individual participation while twenty-one teams maintained team records. Medical examination cards were kept on file at fifteen of the schools.

Sixteen of the schools publish a school newspaper which provides regular publicity on intramurals. Fourteen schools include a section on intramurals in their annual year-book. Seven schools publish a handbook that includes a section on intramurals. Six schools maintain a separate bulletin board which is devoted to intramurals and five schools publicize intramurals via the community newspaper.

Twenty-one of the schools use students to officiate intramural contests. Varsity athletes contribute the most in officiating intramural contests. Faculty members also act as intramural officials. Three of the schools remunerate their officials for their services. The three schools pay their officials \$1.00 per basketball game. Officials are not paid for officiating other sports in the intramural program.

Conclusions

This study of intramural programs in 118 high schools in east-central Illinois has revealed certain desirable characteristics. The writer was encouraged to find that a

majority of the intramural directors were trained in physical education as either a major or minor with many of these people having had a course in the administration of intramurals. Also encouraging was the evidence of student-director cooperation which was a prevalent practice in selecting team members. Another encouraging factor found in the study was that one-half of the intramural programs are subsidized through the physical education budget and are therefore free from dependence upon athletic gate receipts. One-half of the schools require every boy who participated in intramurals to have a medical examination while a majority of the schools carry an accident insurance policy on intramural participants. A majority of the schools also provide activity supervisors and first aid at all intramural contests.

On the other hand, the schools in east-central Illinois which conduct an intramural program for boys comprise a small percentage of the whole. Not only are there not enough well-administered programs, but there are many schools which present no opportunity at all for intramural activity.

Recommendations

1. More time should be devoted to the organization and administration of intramural programs.
2. The sports program should be broadened to include a greater range of sports to vary the pattern of basketball and volleyball.

3. *There should be greater effort expended to include in the program more sports with carry-over value.*

4. *An attempt should be made by the administration to provide separate playing facilities for Intramurals.*

5. *An attempt should be made by the administration to provide separate playing equipment for Intramurals.*

6. *Greater use should be made of community facilities to supplement those of the school.*

7. *There should be wider use of award plans in order to increase participation and recognize achievement.*

These recommendations have been given in the light of the most outstanding weaknesses in the Intramural programs which have been brought out by the findings of this study.

The writer feels that the reasons given the greatest number of times by the schools for not conducting an intramural program for boys could be resolved if the schools made an effort to do so. The writer believes that the administrators could extend the school day and also have the school bus schedule arranged to accommodate all the students.

The writer is of the opinion that an athletic coach should not be employed as an Intramural director as part of his duties. The reason is that coaching consumes a great amount of time and most coaches will probably put most of their time and effort into coaching. The time spent in coaching will leave little or no time to the Intramural program. The writer can see

nothing incorrect with employing a coach to administer intramurals when he is not engaged in coaching.

It is hoped that this study will stimulate the making of similar surveys in order to establish trends, to further point up needs, and to encourage the growth of and the development of intramural activities for boys in secondary schools.

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APPENDICES

APPENDIX A

Dear Mr.

As a graduate student at Eastern Illinois University I am writing a thesis in partial fulfillment of the requirements for the Master of Science Degree in Education. I realize you are frequently called upon to respond to questionnaires, but in the spirit of a professional contribution and aid to graduate study would you kindly cooperate in the project described below?

This questionnaire is being sent to one-hundred and eight secondary high schools selected from eighteen counties of east-central Illinois. The purpose of this research is to determine factors that influence the success of intramural programs in secondary schools.

The study is important because so many high schools in Illinois have inferior intramural programs or none at all. It is possible that information gained from this research will suggest methods and procedures which may be utilized in establishing intramural programs in schools where there is a belief in the value of athletics for all the students.

If you have any comments related to but not included in the study, please note them in the space provided. Any confidential information will be treated accordingly.

I will be glad to send you the results of the study if you wish them.

Thank you again for your assistance in this project.

Very truly yours,

Allan Gorgal
Graduate Assistant

Questionnaire On "Factors Influencing The Organization And
Administration of Intramural Programs For Boys In Secondary High Schools
In A Selected Geographical Area of Illinois"

- Directions: 1) Please place a check mark in the blank space provided for each of the questions which best answer the question as applies to your school situation.
- 2) Kindly return the questionnaire as soon as convenient by using the self-addressed envelope.

THANK YOU FOR YOUR COOPERATION IN THIS PROJECT.

- I. Do you have an intramural program for boys? Yes ? No ?
 If your answer is "no" please complete questions 2 and 3 and return the questionnaire. If your answer is affirmative please begin with question 3 and complete the questionnaire.

- II. If you do not have an intramural program indicate the reasons why.
- | | |
|------------------------------------|--------------------------|
| 00 ___ Inadequate amount of time? | 05 ___ Lack of funds? |
| 01 ___ School bus schedule? | 06 ___ Lack of interest? |
| 02 ___ Lack of proper supervision? | 07 ___ Others? |
| 03 ___ Inadequate equipment? | |
| 04 ___ Inadequate facilities? | |

III. Enrollment (size of school)

- | | | |
|--------------------|--------------------|-------------------------|
| 00 ___ Under 500 | 03 ___ 1501 - 2000 | Number of boys enrolled |
| 01 ___ 501 - 1000 | 04 ___ over 2000 | |
| 02 ___ 1001 - 1500 | | |

IV. Participation

Approximately what percentage of boys participate in the intramural program?

- | | | |
|-------------------|-------------------|--------------------|
| 00 10% to 20% ___ | 03 40% to 50% ___ | 06 70% to 80% ___ |
| 01 20% to 30% ___ | 04 50% to 60% ___ | 07 80% to 90% ___ |
| 02 30% to 40% ___ | 05 60% to 70% ___ | 08 90% to 100% ___ |

V. Administration

- | | 00
YES | 01
NO |
|---|-----------|----------|
| 1. Is one person designated as Director of intramurals? . . . | ___ | ___ |
| 2. Is there an Assistant Director? | ___ | ___ |
| 3. Is the program administered under the authority of the
Physical Education Department? | ___ | ___ |
| Athletic Director? | ___ | ___ |
| 02 Other? _____ | | |
| 4. Is the Director of intramurals a trained major in
Physical Education? | ___ | ___ |
| Minor? | ___ | ___ |
| 5. Has the Director had a course in administration of
intramural athletics? | ___ | ___ |
| 6. Has he had previous practical experience in intramurals?
In what capacity? _____ | ___ | ___ |

VI. What is the status of your Intramural Director?

- | | |
|--|---------------|
| 00 ___ Physical education teacher? | 03 ___ Coach? |
| 01 ___ Both coach and physical education teacher? | |
| 02 ___ A teacher in another field of study? State the field. _____ | |

XIV. Scheduling (Will you indicate the type of competition employed in the program?)

- 00 Round Robin? In what sports? _____
- 01 Single Elimination? Sports? _____
- 02 Double Elimination? Sports? _____
- 03 Perpetual Tournaments? Sports? (Ladder, Pyramid, etc.) _____
- 04 Meet Plan? Sports? _____
- 05 Others? _____

XV. Program (Kindly indicate the sports conducted in the intramural program with the use of (F) Fall (W) Winter and (S) Spring for the time of the year the activities are offered. If the activity is not offered omit the seasonal symbol.)

- | | | |
|---|--|--|
| 00 <input type="checkbox"/> Archery | 07 <input type="checkbox"/> Gymnastics | 14 <input type="checkbox"/> Table Tennis |
| 01 <input type="checkbox"/> Badminton | 08 <input type="checkbox"/> Horseshoes | 15 <input type="checkbox"/> Touch Football |
| 02 <input type="checkbox"/> Baseball | 09 <input type="checkbox"/> Shuffleboard | 16 <input type="checkbox"/> Track & Field |
| 03 <input type="checkbox"/> Basketball | 10 <input type="checkbox"/> Soccer | 17 <input type="checkbox"/> Volleyball |
| 04 <input type="checkbox"/> Bowling | 11 <input type="checkbox"/> Softball | 18 <input type="checkbox"/> Weight Lifting |
| 05 <input type="checkbox"/> Foul Shooting | 12 <input type="checkbox"/> Tennis | 19 <input type="checkbox"/> Wrestling |
| 06 <input type="checkbox"/> Golf | 13 <input type="checkbox"/> Swimming | Others _____ |

XVI. Safety Provisions

- | | 00 | 01 |
|---|-----|-----|
| | YES | NO |
| 1. Is every participant required to have a medical examination? | ___ | ___ |
| 2. Who administers physical examinations?
02 <input type="checkbox"/> Family physician? 03 <input type="checkbox"/> School physician? | | |
| 3. Are the students protected by some form of health and accident insurance coverage? | ___ | ___ |
| 4. Is parental permission secured before students are allowed to play in intramural sports? | ___ | ___ |
| 5. Is first aid available at all contests? | ___ | ___ |
| 6. Are students required to engage in conditioning practice before they are permitted to compete in physically demanding sports such as cross-country, swimming, and wrestling? | ___ | ___ |
| 7. Is an activity supervisor present at all contests? | ___ | ___ |
| 02 <input type="checkbox"/> Faculty? In what sports? _____ | | |
| 03 <input type="checkbox"/> Students? _____ | | |

XVII. Eligibility

- | | 00 | 01 |
|---|-----|-----|
| | YES | NO |
| 1. Are students permitted to engage in more than one activity during the same season? | ___ | ___ |
| 2. Are students on disciplinary probation allowed to compete in intramurals? | ___ | ___ |
| 3. Are students on academic probation allowed to compete in intramurals? | ___ | ___ |
| 4. Are varsity players or letter winners allowed to compete in the sport they are presently out for or have lettered in previously? | ___ | ___ |

XVIII. Awards

- | | 00 | 01 |
|---|-----|-----|
| | YES | NO |
| 1. Are awards provided for school champions? | ___ | ___ |
| A) Team awards? | ___ | ___ |
| B) Individual awards? | ___ | ___ |
| 2. What type of awards do you give? | | |
| 02 A) Trophies ___ 03 B) Plaques ___ 04 C) Medals ___ 05 D) Ribbons ___ | | |
| 06 Others _____ | | |

		00	01
XIX. <u>Records</u>		YES	NO
1. Are individual participation records maintained?	_____	_____	_____
2. Are team records maintained? (Example: won-lost records).	_____	_____	_____
3. Are medical examination cards maintained on file?	_____	_____	_____

		00	01
XX. <u>Publicity</u>		YES	NO
1. Does the school newspaper provide regular publicity on intramurals?	_____	_____	_____
2. Does the annual yearbook include a section on intramurals?	_____	_____	_____
3. Does the school publish a handbook that includes a section on intramurals?	_____	_____	_____
4. Is a separate bulletin board devoted to intramurals?	_____	_____	_____
5. Are intramurals publicized via the community newspaper?	_____	_____	_____
02 6. Other means of publicity? _____	_____	_____	_____

XXI. Forfeits

1. In what activity does the greatest number of forfeits occur?

 How many in each? _____

		00	01
XXII. <u>Officials</u>		YES	NO
1. Are student officials used?	_____	_____	_____
2. How are officials selected? 02 Varsity Athletes? _____			
03 Officials club _____ 04 Officials class _____			
05 Faculty _____ 06 Others _____			
3. Are officials remunerated in any way for their services?	_____	_____	_____
4. If officials are remunerated for their services please indicate how or what amount they are paid per contest.			
02 Football _____ 03 Basketball _____			
04 Softball _____ 05 Volleyball _____			
06 Others _____			
5. If officials are not paid how are they rewarded?			
02 Service awards? _____		05 Campus day recognition? _____	
03 School letters? _____		06 Other recognition? _____	
04 Others? _____			

GENERAL REMARKS:
 (Write in Comments)

Signature of Respondent: _____

Official Position (Title): _____

Name of School: _____

Location of School (County): _____

Date: _____ 19__

Do you wish the results of the study? Yes ___ No ___

APPENDIX B

EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

INTERCOLLEGIATE ATHLETICS

Diamond 5-2161

Dear Mr.

Sometime ago you received a questionnaire related to professional problems in intramural athletic programs in Illinois. This questionnaire was sent to a select number of high school administrators to obtain information for graduate study research.

About fifty-seven per cent of the educators contacted have responded to the original questionnaire. In order for this study to be accepted, additional responses to these questionnaires are needed particularly from the geographical area of the State in which your school is located.

In the spirit of a professional contribution would you kindly take time from your busy schedule to complete the desired information? Your assistance will be greatly appreciated. Enclosed is a duplicate questionnaire for your use in the event you have misplaced the initial copy.

Thank you again for your cooperation in this project.

Very truly yours,

Allan H. Gorgal

VITA

ALLAN H. GORGAL

The writer was born in La Salle, Illinois, on September 6, 1941. He attended elementary school at Saint Roch's in La Salle and high school at Saint Bede Academy, Peru, Illinois. He participated in football, basketball and baseball while in attendance. The writer attended the University of Illinois, La Salle-Peru-Oglesby Junior College and received his Bachelor of Science in Education Degree from Eastern Illinois University in 1965, with a major in physical education and a minor in geography. While in college, he participated in football, basketball, and baseball. During the 1965-66 school year, the writer served as a graduate assistant in the Men's Physical Education Department at Eastern Illinois University where he assumed the duties of teaching, assisting with intramurals, and acting as assistant freshman football coach. The writer has accepted a teaching position at De Sales High School, Louisville, Kentucky, where he will also be an assistant in football.