

INTRAMURAL ATHLETIC PROGRAMS FOR BOYS
IN THE CLASS "B" HIGH SCHOOLS OF OREGON

by

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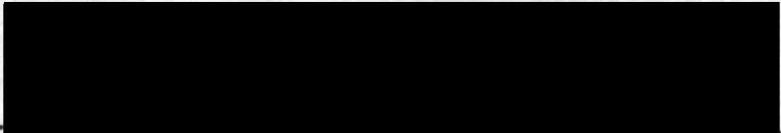
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INTRAMURAL ATHLETIC PROGRAMS FOR BOYS IN THE CLASS "B" HIGH SCHOOLS OF OREGON

CHAPTER I

INTRODUCTION

Within the past two decades intramural athletic programs have developed and expanded so rapidly that today no physical education program is considered complete unless it includes such a program. World War II gave added impetus to the intramural athletic movement. The armed forces fostered athletics extensively for they realized the recreational value as well as the contribution to morale.

The intramural athletic program is a direct outgrowth of student interest and need for play and recreation. Because of the technological advances that have shortened production time, workers now have more leisure hours for which they seek recreational activities. The secondary schools realize that they must train youth so that his free time as a student and later as a worker is not wasted. A well-balanced program of education must present an opportunity to develop an appreciation of the best use of leisure time.

While no one department in the school may assume the entire responsibility for leisure time education, physical education attempts to help by providing an athletic program composed of intramural and interscholastic athletics.

The benefits of interscholastic athletics are limited to a few highly skilled individuals. The intramural phase of athletics is designed to give active participation to all the students in school.

Intramural athletics are conducted for the students and among the students within the confines of one school. Those who engage in the activities do so for the sheer joy of participating and the program is little influenced by commercialism or false pressures.

Intramural athletics serve as the laboratory for the physical education program since they provide an opportunity for students to use the skills learned during the regularly scheduled physical education class period. When properly conducted the program of intramural athletics helps meet the needs, capacities and interests of all the students within the school.

Statement of the Problem. This study analyzes the extent to which the class "B" high schools of Oregon provide intramural athletic activities for students. The term class "B" high school as employed in this study is that used by the Oregon School Activities Association. A class "B" high school is one whose average daily membership numbers 150 students or less. The "B" classification should not be interpreted as being inferior to other classifications.

The primary reason for school classification by the Oregon School Activities Association is for interscholastic athletic competition.

Purposes of the Study. The purposes of this study are:

1. To determine the frequency of intramural athletic programs in the class "B" high schools of Oregon.
2. To explore factors in the administration of such programs.
3. To discover successful methods that are now being used in the class "B" high schools.
4. To recommend possible means for improving present programs.

Sources of Information. Data used in this study were secured from a questionnaire sent to the 120 class "B" high schools in Oregon. Seventy-four schools returned the questionnaires in usable form. This total represents 62 per cent of the class "B" high schools in the state. Since the questionnaire was circulated in May of 1953, follow-up procedures were not possible. Information from literature in the field of physical education and intramural athletics contributed materially to the study.

Definition of Terms. Definition of terms applying to the study are listed:

Physical education is the part of the school program that provides guidance and instruction through physical

activities designed to meet the needs of the students in developing their physical efficiency and recreational skill.

Physical education program is the plan and provision of the school for instruction in physical education. Interscholastic and intramural athletics are considered to be a part of the physical education program of a school.

Athletics is competition in games involving physical activity, accepted rules of play and a system of scoring to determine winners from among two or more contesting individuals or teams.

Interscholastic athletics is the system of play involving competition among teams representing different high schools. It is characteristic of interscholastic athletics for school teams to play a series of games throughout a season toward the end of determining "Champions", and for great emphasis to be placed on practice sessions designed to develop maximum playing skill. Interscholastic athletic games are usually played before spectators.

Intramural athletics is the system of play involving competition among teams and individuals in which all participants are students in the same school. It is characteristic of intramural athletics to be a voluntary participation recreational program with a minimum of

emphasis placed upon winning. It is designed to meet the need of the average student for participation in competitive athletics. In the main, the intramural athletic program is carried on outside of school time.

Class "B" high school is the classification used by the Oregon School Activities Association for interschool athletic competition. A class "B" high school is one whose average daily membership numbers 150 students or less.

Limitations of the Study. To draw conclusions from a survey of this nature, it is necessary to bear in mind the following:

1. The small number of class "B" high schools in Oregon reporting intramural athletic programs.
2. Follow-up procedures were not practical as the questionnaire was circulated in May and many responses were not received until mid-summer.
3. In this limited sampling it is difficult to ascertain if a true sampling was obtained. What is true for the reporting schools may not apply to the remainder of the class "B" high schools in Oregon.

CHAPTER II

DESIRABLE PRACTICES

This chapter presents the most acceptable and desirable practices in the major areas of an intramural athletic program as noted in the writings of the authorities in the field of intramural athletics. Several segments of the intramural athletic program loom as important. Chief among these are: faculty supervision, student leadership, student participation, financing the program, activities offered, facilities available, scheduling activities, competition units, eligibility rules, health precautions, award presentation and constitution for the program.

Faculty Supervision. Supervision must be provided in any undertaking if the undertaking is to be successful. Both student and faculty supervision play an important part in presenting an intramural athletic program which will survive and grow.

The supervisor (also called director) of the intramural athletic program should be a person well-trained in physical education. Interested faculty members from other subject areas may assist in supervising the various activities, but the authority and responsibility for administering the program should rest with one person. The trend is

unquestionably in the direction of one-man authority (4, p.33) and 8, p.255).

The supervisor or director of the intramural athletic program should not have the responsibility of coaching interscholastic athletic teams. Too often when the school coach handles the intramural athletic program he is primarily interested in recruiting players for the school team rather than offering a well-rounded program for all students (4, p.34).

Student Leadership. In intramural athletic programs, student leadership should be utilized and developed. This is not to infer that students should be given the responsibility of administering the program, for immaturity and other characteristics associated with the age group does not qualify them for the position. Students can and should be brought into the program as game officials, team coaches, unit managers and advisory committees. Means (4, p.33) states:

For the boys and men's program it has appeared best to centralize authority in the hands of a director assisted by an intramural board and working closely with a student intramural council. It has been proved that student self-government is better appreciated and much more successful year in and year out when carefully guided by a director who is wise enough to utilize student assistance and cooperation to the limit.

Student Participation. Intramural athletics should be a program available to all students who wish athletic competition. This implies that participation in the intramural athletic program should be voluntary. Mitchell (5, p.13) proposes:

Most authorities confirm that intramural participation should be a spontaneous, joyful period of recreation and relaxation--a chance to get away from confining study. It is felt that the element of compulsion would stifle this spontaneity and enjoyment. The consensus of opinion of intramural directors in the colleges and universities, and in the high schools as well, is that intramural participation should continue on a purely voluntary basis.

The amount of participation is one of the measures of success or failure of an intramural athletic program. Well-rounded programs achieve 50 per cent or better participation of the entire student body (1, p.94).

Financing the Program. The program of intramural athletics should be financed by the school board as a part of the health and physical education program (7, p.145). Some programs depend upon the success of the varsity teams for finances. Educators are endeavoring to remove the financial burden from interscholastic athletics by urging boards of education to finance the program of intramural athletics in the same way that physical education is financed (8, p.260) and 2, p.33).

Activities Offered. The program of intramural activities should not be limited to three or four seasonal sports only and thereby vying for play space and leadership with the interscholastic sports conducted at the same time. The program should include activities continuing throughout the year, plus activities rarely found in interscholastic athletics. Emphasis should be placed upon activities that not only are of interest during school years but also may be played in adulthood. Volleyball, badminton, bowling, golf, archery, table tennis, handball, tennis, horseshoes, softball and shuffleboard are examples of such activities (6, p.42).

The activities included in the intramural athletic program should also be included in the required physical education class period where instruction in the activity is given (8, p.244). Intramural athletics serve as a laboratory for further exploration and application of athletic learnings first received in the regular physical education classes (6, p.42).

Means (4, p.129) goes on to suggest that it is better to offer a few well-conducted activities than a great hodgepodge of miscellaneous sports which are poorly organized and administered.

Facilities Available. Outdoor and indoor facilities must be available if a program of intramural athletics is

to grow and survive. There is a trend in schools to provide sufficient facilities so that both interscholastic and intramural athletics can be conducted simultaneously (8, p.260).

In earlier times, facilities presented one of the greatest obstacles preventing the growth of intramural athletic programs. Within the past 25 years, however, gymnasias and other athletic facilities have been provided in many schools to take care of the demand for physical activity.

Scheduling Activities. Authorities agree that the most desirable time for conducting an intramural athletic program is the period or hours immediately after school. Means (4, p.80) says:

Unquestionably the most ideal time for intramurals is the period from three to six p.m. Here most of the students can be reached. It is the ideal time for recreation following the crowded academic day and its accumulation of mental fatigue. At this period games can serve best as a safety valve liberating pent-up emotions, dissolving worries and complexes; the student needs give no further thought to coming academic responsibilities for the day. After the exercise period the student enjoys an invigorating shower and is ready to go home to dinner, preserving the evening for study and other activities.

For students in rural communities who cannot play after school because of transportation difficulties, the noon hour and the activity period afford an opportunity

for intramural competition. Play during the noon hour must not be permitted to interfere with eating lunch or otherwise to impair good health habits. Since the school is being viewed more and more as a community center, evening periods, Saturdays and vacation periods are being successfully used for intramural athletics.

Competition Units. Suitable units of competition contribute to the success of the intramural athletic program (8, p.261). Homogeneous groups which are held together by a common bond make the best competitive units (8, p.261). The class unit (Freshman, Sophomore, Junior and Senior) is the oldest and most frequently found competitive unit. Brammell (2, p.26) investigated the units of competition in 374 high schools and found the class unit most prevalent. One-hundred and thirty-two schools reported using the class unit for competition. The physical education class, club, homeroom, weight classification, height classification and age classification completed the group of units used for competition.

The class unit for competition is more in evidence in the smaller school for the class seems to be the group having the most loyalty.

Eligibility Rules. Intramural athletics is for all students. Eligibility rules tend to keep students out of intramural athletics and to defeat the general purpose of

the program. Means (4, p.178) relates,

During the last few years there has been considerable pressure developing for the elimination of individual academic eligibility, even in interscholastic sports. This attitude has grown out of the feeling that wholesome recreation, properly administered will contribute to a better attitude toward all school work, making substantial contributions to mental and moral outcomes, physical well-being and a wise use of leisure time so often diverted to less wholesome pursuits.

It is now common practice to allow intramural competition to any student enrolled in the school. The possible exception to this practice is the exclusion of lettermen from competing in the sport for which the letter was granted.

Health Precautions. Physical examinations should be given each student prior to participation in intramural athletic competition. The intramural athletic program should provide appropriate activities for the handicapped where possible.

Any deviation from normal health should be indicated on the student's health card. Voltmer and Esslinger (8, p.267) exclaim,

If it is desirable for varsity athletes to undergo a thorough physical examination it is equally desirable for intramural competitors to do likewise. While intramural athletics are not so strenuous as interscholastic athletics, the varsity candidates undergo an organized, supervised conditioning program which intramural athletes do not. Health may be seriously impaired in intramural competition, and the most essential safeguard is the required physical examination for all competitors.

Intramural athletic contestants should be required to complete a period of conditioning before competing in such strenuous activities as wrestling, swimming, track, basketball and others.

Award Presentation. Authorities disagree about presenting awards to intramural athletic winners. Williams (9, p.22) discusses the matter of awards as follows:

Those who favor abolishing all awards believe that our boys and girls should compete in activities for the "love of playing" and for the benefits, physical, mental, moral, athletic, social derived from such competition. It is their belief that awards are harmful in that they turn the thought of the participants to the gift rather than to the activities and values inherent in them. The practice of granting awards, they say, has developed on the part of some athletic participants the attitude that "the school owes us something".

In opposition to this viewpoint are those who think awards are a necessary part of the program. They believe that awards are an important factor in intramural work and the desire for recognition is a natural one (5, p.266).

Most of the authorities agree that where an award is given it should be a symbol of achievement with little or no monetary value (4, p.162). For the present, at least, there is a middle ground between the policy of granting awards and abolishing them entirely.

Constitution for the Program. There should be a written constitution and bylaws for the operation of

a successful intramural athletic program (7, p.145). A constitution assists in the development of sound administrative policies. Constitutions vary widely in different schools so that no one form can be given as a pattern for all. A constitution will usually contain the following: name of organization, function, membership, officers, units of competition, governing boards or committees, amendments and bylaws. The bylaws will generally include: rules of eligibility, procedure on entries, procedure on protests, forfeits, postponements, awards, program of sports or activities, special rules for sports and amendments.

Summary. Authorities are in general agreement that the following are desirable practices for conducting an intramural athletic program:

1. One person (faculty member trained in physical education) should be placed in charge of the program and assistance from the faculty should be used where possible.
2. The program should be used to help train student leaders. Students should be used to assist with the operation of the program.
3. Student participation in the program should be voluntary.
4. The intramural athletic program should be financed by the school board.
5. A variety of activities should be offered in the

program with special emphasis on the activities that can be played in adulthood.

6. Both outdoor and indoor facilities must be available for a successful intramural athletic program.

7. The time of day for competition in the intramural athletic program is an individual school problem. While the noon hour is the most popular time and the hours immediately following school is the most desirable time for intramural competition, no one time can be said to be best for all.

8. Suitable units of competition contribute to the success of the program. The class unit seems to be the most suitable unit for intramural athletic competition for the smaller school.

9. All regularly enrolled students in school should be allowed to participate in intramural athletics. The possible exception to the above is the exclusion of lettermen from competing in the sport in which their award was granted.

10. Physical examinations should be required of all participants and an appropriate period of training should be required before competing in strenuous activities.

11. If awards are to be given they should be symbols of achievement with little or no monetary value.

12. There should be a written constitution and bylaws for the operation of a successful program.

CHAPTER III

THE STUDY

Questionnaires concerning intramural athletic programs were sent to 120 class "B" high schools in Oregon. Seventy-four (62 per cent) of the 120 class "B" schools returned usable forms. These questionnaires secured detailed data which picture general practices concerning various phases of the intramural athletic programs in these selected class "B" schools. Those schools not having an intramural program were requested to supply data that would give insight into the main reasons for not having such programs.

Table I

Summary of the 74 Questionnaires on Intramural
Athletic Programs

Response	Number of Schools Reporting
Have an Intramural Athletic Program	27
Do Not Have an Intramural Athletic Program	47

Thirty-two per cent of the schools (27) returning the questionnaire indicated that an intramural athletic program was in operation.

Faculty Supervision. All 27 schools having intramural athletic programs assigned faculty supervision to their

program. One man assumed the responsibility of supervision in the school and in all cases that person was also the athletic coach. Only one school indicated that the faculty supervisor lacked training in physical education.

The supervisor of the intramural athletic program carried on without direct help from the other faculty members in all but one case. In this instance officiating games constituted what assistance was received from the other faculty members.

Table II

Type of Position Held by Students in the 27 Schools
Reporting Intramural Athletic Programs

Type of Position Held	Number of Times Reported
Game Official	24
Team Coach	22
Unit Manager	11

Student Leadership. Students were offered the opportunity to assist with the operation of the intramural athletic program by acting as game officials, team coaches and unit managers. More than 80 per cent of the reporting schools utilized students either as game officials or team coaches. Unit managers were employed in 11 schools. The chief duty of the unit manager was to act as the organizer for his unit.

Although a substantial number of schools (24) used student officials, none of the schools offered training in the techniques of officiating.

Table III

Type of Participation Found in the Intramural Athletic Programs in the 27 Reporting Schools

Type of Participation	Number of Schools Reporting
Voluntary	23
Compulsory	4

Student Participation. Among the schools included in this study, 23 stated that they carried on intramural athletics on a voluntary basis. The remaining four schools placed participation on a mandatory or compulsory basis.

Table IV

Percentage of Participation in the Intramural Athletic Program in the 27 Reporting Schools

Percentage of Participation	Number of Schools Reporting
100	10
80 to 99	10
60 to 79	6
40 to 59	0
20 to 39	1

In connection with the percentage of participation in the intramural athletic program, it can be noted that all but one school attained more than 60 per cent participation of the entire male enrollment during the year. Ten schools reported 100 per cent participation. Ten schools fell in the 80 to 99 per cent participation bracket.

Table V

Sources of Funds for the Intramural Athletic
Programs of the 27 Reporting Schools

Sources of Funds	Number of Schools Reporting
School Board	14
Student Body	4
Combination School Board and Student Body	9

Financing the Program. An investigation was made among the schools returning questionnaires to determine the sources for financing the intramural athletic program. Two main sources were specified by the respondents. School board financing was mentioned by 14 schools and student body financing by four schools. Nine schools used a combination of school board and student body funds.

Table VI

Activities Offered in the Intramural Athletic
Programs of the 27 Reporting Schools

Activity	Number of Schools Offering Activity	Number of Schools Giving Instruction in the Activity
Basketball	27	27
Softball	24	24
Football (touch)	22	21
Volleyball	22	21
Table Tennis	19	7
Baseball	17	13
Tumbling	10	10
Boxing	10	9
Horseshoes	10	5
Soccer	8	7
Tennis	7	3
Track and Field	6	6
Wrestling	5	5
Badminton	5	3
Handball	5	3
Archery	4	3
Speedball	4	3
Shuffleboard	3	2
Dodge Ball	2	2
Golf	2	2
Skiing	2	0
Swimming	1	0
Square Dance Teams	1	1
Bowling	1	0

Activities Offered. The data regarding the activities offered in the intramural athletic program is presented in Table VI. Although the table is easily interpreted, several important factors need to be pointed out. The consistency with which the sports of basketball, softball, football and

volleyball lead as intramural activities is outstanding. Approximately eight out of ten schools mentioned these four activities. Basketball was the only sport offered by all reporting schools.

Twenty-four different activities were offered by the 27 reporting schools. The activities that are of interest in adult life appear rather infrequently in the programs of the reporting schools as evidenced by the number of times horseshoes, tennis, badminton, handball, golf, archery, shuffleboard and bowling are offered.

It is important to point out the close relationship existing between the activities presented in the physical education instruction program and the frequency in which these activities appear in the intramural program.

Table VII

Facilities Available for Intramural Athletic
Programs in the 27 Reporting Schools

Facilities Available	Number of Schools Reporting
Gymnasium	27
Football Field	27
Softball or Baseball Field	27
Track	13
Classroom Space	13
Tennis Court	9
Hallway Space	4
Swimming Pool	2
Recreation Room in School	1

Facilities Available. From Table VII it is evident that none of the 27 reporting schools lacked the facilities with which to carry on an intramural athletic program. The primary indoor facility, a gymnasium, was available in all 27 schools. The primary outdoor facility, field space that is large enough for football, softball, soccer and speedball was also available in all 27 schools. About one-half of the schools supplemented gymnasium space by making use of classrooms, and in a few instances the use of hallways was noted.

Table VIII

Time of Day Used for Intramural Athletic
Competition in the 27 Reporting Schools

Time of Day Used for Competition	Number of Schools Reporting
Noon Hour	14
After School	4
Activity Period	2
Evening	1
Before School	1
Combination of Times	5
Noon and Activity Period	2
Noon and After School	1
Noon, After School and Activity Period	1
After School and Evening	1

Scheduling Activities. There seems to be a general preference among the reporting schools for use of the noon hour for intramural activities. More than 50 per cent of

the schools (14) used the noon hour exclusively. Four schools used other times in combination with the noon hour. Five schools used a combination of times during the day for intramural athletic competition. After school time, activity period, evening time, and before school time were other times reported as being used for intramural competition.

Table IX

Competition Units Used in the Intramural Athletic Programs by the 27 Reporting Schools

Units of Competition	Number of Schools Reporting
Class	25
Arbitrary Groups	1
Homeroom	1

Competition Units. All but two reporting schools used the class as the unit for competition. The two aforementioned schools used arbitrary groups and homeroom for competition units.

Table X

Eligibility Rules for Intramural Athletic
Programs in the 27 Reporting Schools

Eligibility Rules	Number of Schools Reporting
No Eligibility Rules	12
Passing in All Subjects	11
Oregon School Activities Association Rules	2
Lettermen Excluded from Participation in Activity in Which Letter Was Granted	1
Not in Detention	1

Eligibility Rules. Nearly one-half (12) of the reporting schools did not have eligibility rules. Eleven schools required passing grades in all subjects for an individual to be eligible for participation. Two schools followed the eligibility rules enforced by the Oregon School Activities Association governing interscholastic athletic competition in the state. These regulations specify that a student must have been in regular attendance, enrolled in and doing passing work in three full and regular subjects at the close of the preceding semester as well as the current semester.

Table XI

Policy on Giving Physical Examination to Intramural
Participants in the 27 Reporting Schools

Policy	Number of Schools Reporting
Examination Given to All Participants	17
Examination Given Only to Students Engaging in Interscholastic Athletics	10

Health Precautions. There are indications in Table XI that the schools represented in this study are attempting to safeguard the health of the individuals by giving physical examinations to all participants. This procedure was followed by 17 schools. In the remaining ten schools a physical examination was given only to those individuals engaging in interscholastic athletics. The study reveals also that no school required a period of training or conditioning before participants could enter strenuous intramural activities.

Table XII

Type of Recognition Given to Intramural Athletic
Winners in the 27 Reporting Schools

Type of Recognition Given	Number of Schools Reporting
Award Given to Winners	14
Winner's Name Appears in School Paper or on Bulletin Board	12
No Award or Public Recognition Given	1

Award Presentation. In connection with award presentation it can be noted from Table XII that a wide difference of opinion exists as to the advisability of giving awards. Fourteen schools favored giving awards and 12 schools felt that no award should be given except the public notification type. One school advocated giving no award or public recognition.

Eight of the award-giving schools indicated that names of winners appeared also in the school paper or on the bulletin board.

Table XIII

Type of Award Given to Intramural Athletic Winners
in the 27 Reporting Schools

Type of Award	Number of Schools Reporting	
To Team Winners		9
Trophy	5	
Plaque	2	
Ribbon	1	
Cash to Class	1	
To Individual Winner		5
Athletic Letter	2	
Trophy	2	
Ribbon	1	

Five schools gave awards to individual winners and nine schools presented awards to team winners. These award-giving schools presented letters, team trophies, small individual trophies, plaques and ribbons. In one instance money was given to the class winning the championship for the year.

Table XIV

Frequency of Constitutions in the 27 Reporting
Schools

Constitution for Organization	Number of Schools Reporting
No	26
Yes	1

Constitution for the Program. The study reveals that only one of the 27 schools fostering intramural competition had a constitution governing the program.

Table XV

Factors Contributing to Success of the Intramural
Athletic Program in the 27 Reporting Schools

Factors	Number of Times Mentioned
High Interest in Competitive Athletics	24
Administrative Backing	21
Adequate Facilities to Handle the Program	12
Program Carried on in Previous Years	12
Good Student Officials	10
Sufficient Time to Run the Program	7
Hard Work by the Supervisor	2

Factors Contributing to Success of the Intramural Athletic Program. Intramural supervisors indicated that "high interest in competitive athletics" contributed greatly to

the success of the intramural athletic program. This factor was noted by 24 schools. "Administrative backing" emerged as important to a successful intramural program in 21 of the reporting schools. Other factors receiving considerable recognition were: "adequate facilities to handle the program" (12 schools), "program carried on in previous years" (12 schools) and "good student officials" (10 schools).

Table XVI

Factors that Handicap the Intramural Athletic
Programs in the 27 Reporting Schools

Factors that Handicap the Program	Number of Times Mentioned
Insufficient Time	11
Too Many Other School Activities	7
Difficulty in Obtaining Good Student Officials	6
Administration Not Sympathetic to Program	3
Inadequate Facilities	1
Lack of Interest	1

Factors that Handicap the Intramural Athletic Program.

The factors that handicap the class "B" high schools having intramural athletic programs are tabulated in Table XVI.

"Insufficient time" for the program is the greatest handicap to overcome as reported by 11 schools. "Too many other school activities" and "difficulty in obtaining good student officials" were next in importance as they were mentioned by seven and six schools respectively as being handicaps to

conducting a successful intramural athletic program. Other factors mentioned were: "administration not sympathetic to program" (three schools), "inadequate facilities" (one school) and "lack of interest" (one school).

Table XVII

Reasons for not Having an Intramural Athletic Program as Reported by 47 Class "B" High Schools*

Reasons for not Having an Intramural Program	Number of Times Mentioned
Small Male Enrollment	16
Insufficient Time	14
Lack of Facilities	13
Most Boys in School Athletics	9
Bus Problem	3
Too Many Other School Activities	1
Teaching Load Too Heavy	1
Do Not See Value of Such a Program	1
No Trained Individual to Set Up Program	1

*Information from the 47 schools not having intramural athletic programs.

Reasons for not Having an Intramural Athletic Program. Three prominent reasons for not having intramural athletic programs were advanced by the 47 schools devoid of programs. "Small male enrollment" was mentioned most frequently (16 schools) but "insufficient time" and "lack of facilities" followed closely.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Certain information regarding intramural athletic programs was asked for in a questionnaire sent to the 120 class "B" high schools in Oregon. The status and frequency of intramural athletic programs in the class "B" high schools are reflected in the data presented in the preceding chapter. Conclusions and recommendations, therefore, will be made on the basis of data presented in the preceding chapter.

Faculty Supervision. All intramural athletic programs in the class "B" high schools of Oregon placed one man in charge of the program. While it is generally agreed that wherever possible the person responsible for the supervision of the intramural athletic program should have no coaching duties, in the small school it is next to impossible to find anyone other than the athletic coach who has had some experience in the field of intramural athletics.

RECOMMENDATION. Since this study deals with the small high school, it is recommended that any person on the faculty desiring to set up an intramural athletic program be given the fullest assistance for doing so by the administration and the other faculty members.

Student Leadership. More than 80 per cent of the 27 reporting schools are trying to develop student leadership

by allowing students to act as game officials, team coaches and unit managers. Although 24 schools employed students as game officials, none of the schools reported giving any training in the techniques of game officiating.

RECOMMENDATION. It is recommended that more students be brought into the program as game officials, team coaches and unit managers. It is recommended further that the students who are used to officiate intramural athletic games be given training in officiating techniques.

Student Participation. Since intramural athletics should be a program available to all students who wish to get into athletic competition it seems contrary to this belief that a person should be forced to participate. Of the 27 schools reporting programs four had compulsory participation.

RECOMMENDATION. It is recommended that the four schools now having compulsory participation change this policy and encourage voluntary participation in intramural athletics.

Financing the Program. Data in this study indicate that the reporting schools fostering intramural athletic programs are approaching the goal of financing the program of intramural athletics through funds appropriated by the school board.

RECOMMENDATION. It is recommended that the program of intramural athletics be financed by the school board as a

part of the school physical education program.

Activities Offered. A variety of activities (24) was offered by the reporting schools. There seems to be other activities, however, that could be included in the program to broaden the scope. The activities of shuffleboard, free throwing, basketball golf, horseshoes and checkers offer a maximum of easily directed and enjoyable competition with a minimum of equipment needed.

The study reveals that a limited amount of competition was carried on in such activities as golf, bowling, tennis, archery, horseshoes and badminton. These activities fall into the class of sports that are not restricted to any age group and, therefore, can be played throughout adulthood.

Almost without exception instruction in the techniques of the activities offered in the intramural athletic program was included in the physical education class period.

RECOMMENDATIONS.

1. It is recommended that more activities that require a minimum of equipment and offer a maximum of easily directed competition be added to broaden the scope of the program.

2. It is recommended that more emphasis be placed upon activities that carry over into adulthood. A few of these activities are golf, bowling, tennis, archery, horseshoes and badminton.

3. It is recommended that a greater variety of activities be presented in the instructional physical education period. There is a tendency to include these physical education activities in the intramural athletic program.

Facilities Available. The study shows that facilities did not constitute a major problem in carrying out an intramural athletic program.

RECOMMENDATION. It is recommended, however, that hallways, classrooms and stages be employed more often as space for intramural athletic activities and that the program use community recreational facilities where available. Some of the community recreational facilities include bowling alleys, swimming pools and skating rinks.

Scheduling Activities. The study discovered that five different times during the day were being used for intramural athletic competition. The selection of an appropriate time for scheduling intramural activities seems to be a problem for the individual school to work out.

RECOMMENDATION. It is recommended that the noon hour be used for intramural athletic activities and if possible the school schedule should contain an activity period immediately preceding or following the noon hour so that a longer period of time for competition is possible.

Competition Units. In the class "B" high schools the

only homogeneous group available seems to be the class. All but two of the 27 reporting schools utilized this unit.

RECOMMENDATION. It is recommended that the class "B" high schools continue to use the class as the unit for competition but that a point system be introduced that would tend to equalize or minimize the marked difference in ability between the freshmen and the seniors. For example, in basketball the freshmen could start out the game with an eight-point advantage against the seniors, a six-point advantage against the juniors and a four-point advantage against the sophomores. Point advantages could be worked out accordingly for the other team sports. The difference in ability between classes seems to manifest itself more in the team sports than it does in individual sports.

Before employing any such system the person in charge of the intramural athletic program should discuss various systems with the students involved and let them decide upon a system. It is believed by many school people that when a student has the opportunity to hear and understand problems such as this, an honest and fair solution will be suggested by them.

Eligibility Rules. The reporting schools differed as to the advisability of maintaining rules of eligibility. The intramural athletic program ought to be developed to the point where students will consider participation in

the program a privilege. Emphasis should not be placed on the matter of personal classroom or school conduct as a means of barring pupils from participation. One of the commendable contributions of intramural athletics is that they give vigorous activity to the so-called problem students.

RECOMMENDATION. It is recommended that no requirement be established for participation in the intramural athletic program except that the student be enrolled in school.

Health Precautions. The majority of schools involved in this study attempt to safeguard the health of the students as evidenced by the number (17) giving physical examinations to all participants.

No school involved in this study required a period of training or conditioning before an intramural participant could enter into vigorous activities. While the physical examination will reveal organic weaknesses, it will in no way prevent injuries that occur because the individual is not in proper condition.

RECOMMENDATIONS.

1. It is recommended that all students engaging in intramural athletics be given a physical examination each year and that periodic check-up examinations be given as needed to those students deviating from the normal.

2. It is recommended that a three-week period

of training and conditioning be required before a student is permitted to compete in vigorous activities, namely, wrestling, swimming, track and basketball.

3. It is recommended that written parental consent be secured before a student is permitted to engage in intramural athletic competition.

Award Presentation. Nearly one-half of the schools reporting intramural athletic programs gave no awards to intramural winners. Those schools (14) which gave awards, however, bestowed inexpensive items, such as ribbons, small trophies and the like.

RECOMMENDATIONS.

1. It is recommended that some type of inexpensive award be given intramural winners.

2. It is recommended that a trophy or pennant be presented to the class winning the most activities for the year. This award would stay in the school.

3. It is recommended that individual winners and individual members of winning teams receive a ribbon, or the like, as an award.

4. It is recommended that the names of winners appear in the school and town newspapers and on the bulletin board of the school.

Factors Contributing to Success of the Program. An analysis of the factors contributing to the success of the

intramural athletic program indicates that the program is dependent upon student desire and cooperation, administrative sympathy and backing and faculty supervision and assistance. Under faculty supervision, hard work by the supervisor looms as outstandingly important.

RECOMMENDATION. It is recommended that before embarking upon a program of intramural athletics, an encouraging amount of support be solicited from students, administration and faculty for without this support the program has little chance of survival.

Constitution for the Program. The study revealed that only one school used a constitution as the basis for its organization. It is doubtful that any program could have much chance of continuing success without rules and regulations. These rules and regulations should be posted and given enough attention so that all participants will be aware of their existence. A great deal of confusion, embarrassment, hard feelings and dictatorial practices can be avoided by adopting a constitution which provides for an orderly means of enacting rules and regulations.

RECOMMENDATION. It is recommended that the schools conducting intramural athletic programs adopt a constitution for the organization.

SUMMARY

In summarizing it is recommended that:

1. Any person on the faculty desiring to set up an intramural athletic program be given the fullest assistance in doing so by the administration as well as the other members of the faculty.
2. More students be brought into the program as game officials, team coaches and unit managers.
3. The students used to officiate the games be given training in officiating techniques.
4. Participation be kept on a voluntary basis.
5. The program of intramural athletics be financed by the school board as a part of the health and physical education program.
6. More activities that require a minimum of equipment be utilized in the program.
7. More emphasis be placed upon the recreational activities that can be played in adulthood.
8. More activities be included in the physical education instruction program.
9. Hallways, classrooms and stages be given more attention as space for intramural activities.
10. Attention be directed to the use of community recreation establishments.

11. Noon hour be used for intramural athletic competition and if possible schedule an activity period immediately preceding or following the noon hour so as to afford a longer period of time for competition.

12. The class "B" high schools continue to use the class as the unit for competition but that a point system be introduced to equalize or minimize the difference in ability between classes.

13. The only requirement for participation in the intramural athletic program be that the student be enrolled in school.

14. All students participating in the intramural athletic program be required to have a physical examination each year. Periodic check-up examinations be given where needed to those students deviating from the normal.

15. A three-week period of training and conditioning be required before students may compete in vigorous activities.

16. Written parental consent be secured before a student be permitted to engage in intramural athletic competition.

17. Some kind of inexpensive award be given intramural winners.

18. A trophy or pennant be presented to the class winning the most activities during the year. This award would stay in the school.

19. Individual winners and individual members of winning teams receive ribbons or the like as awards.

20. The names of winners appear in the school and town newspapers and on the bulletin board of the school.

21. The intramural athletic programs in the class "B" high schools that do not have a constitution for their program secure and adopt one.

22. Before embarking upon a program of intramural athletics, an encouraging amount of support be solicited from students, administration and faculty.

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APPENDICES

Appendix A.	Correspondence
Appendix B.	Questionnaire

P. O. Box 871
Toledo, Oregon
May 1, 1953

Dear Sir:

The purpose of the enclosed questionnaire is to secure information for a report on the status of intramural sports in the class "B" schools in the State of Oregon. This information will not be used to compare the different high schools in the state, but will be tabulated and summarized in order to obtain a picture of the intramural sports program as a whole. If you wish, you may omit the name of the teacher and the school involved. A copy of the summary will be sent to you if so indicated on the questionnaire.

It will be greatly appreciated if you will take the few minutes needed and fill out this questionnaire. A self-addressed, stamped envelope has been provided for the return. If you have no program, kindly indicate that fact on the bottom of the third page of the questionnaire and the reason for not having a program.

Sincerely yours,

Robert C. Churchill
Vice-Principal
Toledo High School

P. O. Box 52
Waldport, Oregon
April 15, 1954

Dear Sir:

Enclosed is a summary of a survey on intramural sports programs in the class "B" schools of Oregon which you so kindly cooperated in giving information. One hundred and twenty questionnaires were sent out and seventy-four returned. Twenty-seven schools indicated some sort of intramural program existed in their school for the school year 1952-53.

I hope this information will be useful to you and if you have any further questions please feel free to write.

Thank you again for your assistance in this study.

Sincerely,

Robert C. Churchill
Principal
Waldport High School

QUESTIONNAIRE

**"INTRAMURAL SPORTS PROGRAM FOR BOYS
IN THE CLASS 'B' SCHOOLS OF OREGON"**

NOTE: THE FOLLOWING TO BE ANSWERED BY THE PERSON IN CHARGE OF INTRAMURAL SPORTS: IF NONE, THE PRINCIPAL.

Name _____ Official Title _____
 High School _____ City and County _____
 Enrollment: Boys _____ Girls _____
 Graduated From: _____ Year _____
 Graduate Work From: _____ Year _____
 No. Years Experience _____ Teaching Major _____ Minor _____

ORGANIZATION AND ADMINISTRATION

Do you have an organized boys' intramural sports program?
 Yes _____ No _____
 Is the person handling this program trained in this field?
 Yes _____ No _____
 Does the director get any help from other faculty members?
 Yes _____ No _____
 Where does the money for equipment and supplies come from?
 Budgeted by school board _____; Student body fund _____;
 Athletic fund _____; Use P. E. equipment _____;
 Other _____
 What other duties does the director have in the school?
 Teaches classes _____; How many? _____; Coaches _____;
 How many sports? _____; Other _____;
 Who orders equipment for the program? Coach _____;
 Principal _____; Other _____
 What time of day is devoted to the program? Before
 school _____; After school _____; Noon _____; Evening _____;
 Saturday _____; Activity Period _____; P. E. Period _____;
 Other _____
 What is the average amount of time devoted to actual participation in intramurals each week? _____
 Do you have a constitution for your organization? Yes _____
 No _____

FACILITIES

Is there a gymnasium available? Yes _____ No _____
 Do you share the gymnasium with the girls? Yes _____
 No _____

Is there an available field for such activities as football and soccer? Yes____ No____
 Is there a diamond for softball or baseball? Yes____ No____
 Is there a track? Yes____ No____
 Are there tennis courts available? Yes____ No____
 Are swimming facilities available? Yes____ No____
 Can you use hallways in the school building? Yes____ No____
 Can you use classrooms? Yes____ No____

STUDENT LEADERSHIP

Do you have regular student intramural managers? Yes____ No____;
 If so, how many?____; Do they get awards? Yes____ No____;
 What type of awards?____
 Do students act as officials? Yes____ No____; If not, who does? Coach____; Teacher____; Other____
 Do students act as coaches for intramural teams? Yes____ No____
 If not, who?_____

ACTIVITIES

Please check the following activities that are offered; mark each activity with an "0" if class instruction is offered in the P.E. program. If not offered in the P.E. program but part of the intramural program just check.

Check	Check
____ Archery	____ Softball
____ Baseball	____ Speedball
____ Basketball	____ Swimming
____ Bowling	____ Table Tennis
____ Boxing	____ Tennis
____ Cross Country Run	____ Tumbling
____ Football (Touch)	____ Volleyball
____ Golf	____ Wrestling
____ Handball	____ Others
____ Hockey	_____
____ Horseshoes	_____
____ Marksmanship	_____
____ Shuffleboard	_____
____ Skiing	_____
____ Soccer	_____

AWARDS AND OTHER RECOGNITION

Do you give awards to individuals? Yes _____ No _____
 Do you give awards to teams? Yes _____ No _____
 Do you have a point system for determining the all-year
 group championship? Yes _____ No _____
 Are activity winners' names posted on the bulletin
 boards? Yes _____ No _____; Are they put in the school
 papers? Yes _____ No _____; The local paper? Yes _____ No _____
 What type of awards are given to teams? _____
 To individuals? _____

PARTICIPATION

About what per cent of the boys take part in at least one
 activity during the year? _____ %
 Is participation in the program completely voluntary?
 Yes _____ No _____. If not, please explain _____
 Is a medical examination necessary prior to participation
 in vigorous activities? Yes _____ No _____
 Are there any eligibility requirements made for partic-
 ipation in the program? Yes _____ No _____; If so,
 what are they? _____
 What are your units of competition? Home Room _____; Classes
 _____; Pick-up Teams _____; Busses _____; Gym Classes _____;
 Other _____

CONTRIBUTING FACTORS TO THE SUCCESS OF THE PROGRAM

High interest in competitive activity _____
 Good student officials _____
 Adequate facilities to handle the program _____
 Sufficient time to run the program _____
 Good faculty leadership _____
 Program carried on in years past _____
 Administration backing _____
 Other Reasons _____

CONTRIBUTING CAUSES TO THE FAILURE OF THE PROGRAM

Lack of interest in competitive activities _____
 Difficulty in obtaining good student officials _____
 Inadequate facilities to handle the program _____
 Insufficient time in which to run the program _____
 Too many other school activities _____
 Administration not sympathetic _____
 No person to set up program _____
 Others _____

REASONS FOR THE INTRAMURAL PROGRAM

To allow boys who can't make the varsity to compete _____
To discover material for varsity teams _____
To keep students out of the hallways _____
To keep students out of the cars _____
Because the students demand a program _____
Because there was a program when I took over _____

If you have no program what factors do you contribute to this:

No college training or courses given _____
Do not see value of such a program _____
No college program to model after _____
Others _____

ADDITIONAL COMMENTS AND SUGGESTIONS

NOTE: If you have a program, I would welcome any material you use in your program, such as score cards, constitution, etc.

Do you desire a summary of this questionnaire?
Yes _____ No _____

Thank you for taking the time to fill out this questionnaire.