1955

Survey and analysis of the male intramural sports programs in Montana's ten largest high schools

Robert Arthur Gorton
The University of Montana

Let us know how access to this document benefits you.
Follow this and additional works at: https://scholarworks.umt.edu/etd

Recommended Citation
Gorton, Robert Arthur, "Survey and analysis of the male intramural sports programs in Montana's ten largest high schools" (1955). Graduate Student Theses, Dissertations, & Professional Papers. 7621.
https://scholarworks.umt.edu/etd/7621

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
# TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER

I. THE PROBLEM AND DEFINITIONS OF TERMS USED.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The problem</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the study</td>
<td>1</td>
</tr>
<tr>
<td>Analysis of the problem</td>
<td>1</td>
</tr>
<tr>
<td>Basic assumptions</td>
<td>2</td>
</tr>
<tr>
<td>Use of terms and definitions</td>
<td>2</td>
</tr>
<tr>
<td>Intramural sports</td>
<td>2</td>
</tr>
<tr>
<td>Extramural sports</td>
<td>3</td>
</tr>
<tr>
<td>Big ten.</td>
<td>3</td>
</tr>
<tr>
<td>Tournament</td>
<td>3</td>
</tr>
<tr>
<td>League schedule</td>
<td>3</td>
</tr>
<tr>
<td>Exceptional students</td>
<td>4</td>
</tr>
<tr>
<td>Individual sports</td>
<td>4</td>
</tr>
<tr>
<td>Dual sports</td>
<td>4</td>
</tr>
<tr>
<td>Team sports</td>
<td>4</td>
</tr>
<tr>
<td>Varsity athletics</td>
<td>4</td>
</tr>
<tr>
<td>Physical education</td>
<td>4</td>
</tr>
<tr>
<td>Limitations</td>
<td>4</td>
</tr>
<tr>
<td>Needs for study</td>
<td>5</td>
</tr>
</tbody>
</table>

II. REVIEW OF RELATED LITERATURE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of intramurals</td>
<td>6</td>
</tr>
<tr>
<td>History of previous research</td>
<td>9</td>
</tr>
</tbody>
</table>
# Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.</td>
<td>Objectives of intramurals</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Student objectives</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Administrative objectives</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Method of investigation</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Construction of the questionnaire</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Participating schools</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Response to questionnaire</td>
<td>15</td>
</tr>
<tr>
<td>IV.</td>
<td>Status of Existing Intramural Programs</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Leadership and financial support</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Opportunity to participate</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Classification and examinations</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Variety of sports activities</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Activities used</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Motivation of activities</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Facilities available</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Problems</td>
<td>26</td>
</tr>
<tr>
<td>V.</td>
<td>Basic Considerations in Planning and the Inadequacies of the Existing Programs</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Basic principles of intramurals</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Finance</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Program time</td>
<td>30</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Personnel.</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Student participation.</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Administrative organization.</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Classification and eligibility of students.</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Selection of activities.</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Incentives used to stimulate student interest</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Individual records.</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Tournaments.</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Publicity.</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Basic inadequacies of Montana's ten largest high schools.</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS | 46

Summary and conclusions. | 46
Recommendations. | 48

BIBLIOGRAPHY. | 50

APPENDIX. | 53

Appendix A: Letter to directors | 54
Appendix B: Questionnaire | 55

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Variety of Activities Offered and Season in Which They are Available</td>
<td>22</td>
</tr>
<tr>
<td>II. Methods Used to Publicize Programs</td>
<td>25</td>
</tr>
<tr>
<td>III. Number and Type of Facilities Used for Intramurals</td>
<td>27</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Suggested Intramural Organizational Plan for a Large Four Year High School</td>
<td>37</td>
</tr>
<tr>
<td>II. Chart for Rating Intramural Activities</td>
<td>41</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Purpose of the study.
The purpose of this study was to determine the status of boys' intramural programs in Montana's ten largest high schools and to point out inadequacies that may appear in present programs in light of accepted principles and policies.

Analysis of the problem.
In determining the status of the intramural programs it was necessary to obtain information regarding their administration and organization patterns, the number and types of facilities available for use in the programs, the number and types of activities offered, and how financial support is provided.

This study will determine who organizes and administers the intramural program and, the number and classification of individuals who assist in conducting the program of activities.

Facilities available for use by intramurals will be listed as to type, location, and amount of time they are available for use in the intramural program.

This study will show the number, variety and popularity of activities offered by the selected schools.

-1-
Information was gathered to determine how the intramural program is financed and if the funds available are thought to be adequate.

Basic assumptions.
It is assumed that all of the ten largest high schools in the state of Montana have some type of an intramural program.

Because of the increased expense of building and maintaining an athletic plant today, it is assumed that these facilities should be made available for intramural use whenever possible.

This study proceeded on the assumption that a well planned intramural program should provide recreation, give students the opportunity to learn new skills and serve as a laboratory to practice skills learned in the physical education program. A well planned intramural program should also stress activities that have a definite carry over value.

It is assumed that a survey of this type will be of value to school administrators and those responsible for intramural programs.

Use of terms and definitions.
Intramural Sports. The term intramural means "within the walls", therefore the services offered will be only for
those within a given high school or one particular school system.

Extramural sports. The term "extramural" is used to describe those activities which are carried on beyond the immediate surroundings of the school. These activities would be carried on between intramural teams of different school systems.

Big ten. In this study the term "big ten" will refer to the ten largest high schools in Montana or those classified as the "big ten" by the Montana High School Athletic Association for athletic competition. Total enrollment in these schools ranges from 541 to 2,113.

Tournament. A device, of which there are many types, to determine a champion in competitive sports. It is not necessary that every team play each other during a tournament. The single elimination tournament where one loss eliminates a team from further competition is an example.

League schedule. A schedule of games or contests played over a specified period of time. League winners and team standings can be determined. In most leagues all teams compete against each other at least once. The round robin schedule where each team plays every other team is an example.
Exceptional students. Those students that have some physical limitation.

Individual sports. Those sports or games in which an individual can compete by himself, such as golf.

Dual sports. Those sports or games which require two people for competition, such as tennis.

Team sports. Those sports or games that require more than two members to play, such as volleyball.

Varsity athletics. Those athletic contests that are carried on between different schools. The best qualified athletes are chosen to represent their school.

Physical education. "Physical education is that part of education which proceeds by means of, or predominantly through, physical activity; it is not separate, partially related field". Only those activities taught in an organized class and during actual school time will be considered as part of the physical education program.

Limitations.
This survey was limited to the ten largest high
schools in Montana.

Only organized activities used at noon, after school, evenings or weekends will be considered as part of the intramural program. Those activities included in the interscholastic program will not be considered as part of this program.

This study was limited to high school intramural programs for male students and included grades nine, ten, eleven and twelve.

Need for the study.

There is a definite need for a study of this type. A survey such as this will show general weaknesses in existing programs in the "big ten" schools and serve as a guide for improving these programs. This study will also assist others in the development of new intramural programs.

As far as can be ascertained, there has been no previous study of intramural programs in the larger high schools of Montana.
CHAPTER II

REVIEW OF RELATED LITERATURE

History of Intramurals.

In early colonial days the youth of America were very busy concerning themselves with making a living. Although they worked very hard they still had time for some forms of competitive entertainment such as wood chopping contests, and corn husking bees. These events probably provided the first types of competition in America. These activities were then supplemented by the physical education programs in the schools.

Early physical education programs in American schools were of the formal European type and consisted mainly of gymnastics. During the 1860's American universities and colleges began to adopt the English idea of sports rather than the formal types of activities. Skills learned in the physical education program were practiced during informal play periods.

Voltmer and Esslinger have this to say about the early origin of sports in America.

---


---
There is ample evidence that boys participated in various sports in our early American schools despite the obstacles in the form of hostile teachers and the Puritan philosophy of the sinfulness and foolishness of play. As educational institutions multiplied and the school population increased, informal play activities among students expanded. The haphazard nature of these activities gradually gave way to better organization. The faculty was indifferent.

In these early days, groups of students would get together and organize clubs and these groups would compete with other clubs within their own school. From this the clubs expanded to include competition with other schools, which led to interschool athletics. This system of interschool athletics can be compared to our interscholastic athletic programs today. During the period from 1875 to 1903, "school athletics became almost totally interschool in nature, with little regard for sound, centralized, institutional control." The intramural programs were influenced by the varsity sports programs. The activities popular in the varsity programs were usually the ones used in the intramural programs.

The part played by these early clubs was soon taken over by social organizations and other living groups on the various college campuses. This provided for natural units of competition and continued for many years, and even today

in most universities and colleges these fraternities and other organizations provide the backbone of the intramural program.

Student control of intramural programs on the college level was strongest from 1900 to 1914. "Intramural athletics under this system soon became too unwieldy and began to be a constant problem to athletic directors and coaches of varsity sports". At this time several schools appointed full time directors to administer student needs and demands for intramural competition.

Athletic associations and varsity coaches soon saw the value of intramural programs as a means of developing better athletes for varsity teams. With the interest of the coaches and athletic associations, the intramural programs were soon expanded and improved through the use of additional facilities and equipment which were made available by the athletic departments. This interest added impetus to the development of intramural programs and they soon included a wider variety of activities.

During and after World Wars I and II there was an increased interest in intramural sports and recreational activities. While in the service many men were given the

3. Ibid., p.11
opportunity to participate in many different types of games and when these veterans returned to the college campuses they expressed their desire to continue such activities.

Many high schools today have developed well planned intramural programs that give all students an opportunity to participate in sports and games. Other schools have made little or no effort to provide for the needs of a majority of the student body.

Some educators have suggested that the intramural program should replace the highly commercialized interscholastic athletic program. According to Means, both of these programs should be carefully administered with the intramural program activating the entire student body, and with interschool athletics forming the peak of skill and specialization, crystalizing school spirit wisely through its representative teams, but with neither dominating the other to the point of unfair exclusion of facilities or leadership.

History of previous research.

On the national level there has been considerable research on the subject of intramural programs. However, in Montana there has been very little done. In 1952, Royal

---

4. Means, op. cit., p. 15
Harrison of Polson, Montana wrote a professional paper on
the intramural program as it pertained to the Polson Public
School System in grades seven through twelve. This is the
only work that could be found in the Montana State University
library relating to intramural programs in Montana's high
schools.

Objectives.

Voltner and Lapp list the following student and
administrative objectives of intramurals:

Student objectives:
1. To experience competition.
2. To have fun.
3. To learn cooperation and self control.
4. To learn to use leisure time wisely.
5. To acquire a knowledge of and liking for sports.
6. To develop physical grace, strength, and stamina.
7. To be physically fit.

Administrative objectives:
1. To manage in a way that will make the participants
   boosters for the program.
2. To interest as many players as possible, and pro-
   vide for them an outlet for surplus energy in
   wholesome recreation.

---

5. Carl D. Voltner and Vernon V. Lapp, The Intra-
pp. 18-20

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
3. To promote physical and mental health through exercise.
4. To provide both group and individual competition.
5. To equalize competition, close competition makes the program more interesting.
6. To provide equal opportunities for all students.
7. To match competition, or provide opposition and schedule playing spaces.
8. To promote safety education.
9. To insure proper sanitary conditions.
10. To provide necessary first-aid and medical attention.
11. To recruit varsity material. This is only an incidental objective in the program but one that occasionally may be of some service to the varsity team.
12. To sell the program to the students and administration.

Summary.
With increased interest from public minded citizens to develop better intramural programs in Montana high schools it was felt that a study of this type showing what is being offered at present and what could be offered would be of considerable value. The well planned intramural program is probably the best way to provide activities for all students. The common philosophy among many authorities is expressed by
Forsythe when he says, "the opportunity to participate in
sports and games in school may open an avenue to a wise
selection of leisure-time and recreation activities both
during school days and afterward."
CHAPTER III

THE METHOD USED AND GROUPS STUDIED

Method of investigation.

The normative-survey type of research, employing the questionnaire and personal interviews with those responsible for intramural programs was used in gathering data for this study. Using these methods of gathering information one can determine existing conditions.

Construction of the questionnaire.

The questionnaire was divided into four major parts; namely, the organization and administration of the program, the facilities available, the problems encountered in conducting the program, and the activities offered.

The section on the organization and administration included twenty one questions and many of those contained several sub heads such as finance, leadership, participation and motivation. The questions used attempted to determine who administers the program, what personnel assist in the scheduling and conducting the program, how the program is financed, if the program has a point or award system, who is eligible to participate, how the program is publicized and the number of students participating.

The first section on facilities attempted to determine
what school facilities were available, and the time available per week for use of intramurals. The second part on facilities determined what other facilities were available and how much they were used, such as the Y, K. C. A., city parks and tennis courts.

The third part of the questionnaire lists a number of problems that may be encountered in conducting an intramural program and requested that they be ranked according to their importance.

The final portion of the questionnaire contains the activity list. The activities are listed under the headings of either dual or individual and team sports. Those filling out the questionnaire were asked to check the season the activities were offered, time of day, types of tournaments, number participating and the number of sessions per year, and also, whether they felt the facilities were adequate or inadequate. The activities listed were those most likely to be included in a good intramural program, additional space was provided to write in activities included in their program but not listed.

**Participating schools.**

This questionnaire was sent to the ten largest high schools in Montana which included: Anaconda Public, Billings Senior and Junior High Schools, Butte Public, Butte Central, Flathead County High School, Gallatin County High School,
Great Falls Public and Junior High Schools, Helena High School, Missoula County High School and Park County High School. Only the ninth grades were considered as far as the Junior High School intramural programs were concerned.

Response to the questionnaire.

Responses to the questionnaire were received from nine of the ten schools. The information was obtained from the one school that didn't respond by personal interview. Activities offered at this particular school included only a basketball league which probably accounts for the questionnaire not being returned.
CHAPTER IV

THE STATUS OF EXISTING INTRAMURAL PROGRAMS

Introduction.

This chapter will show what the existing intramural programs are in Montana's ten largest high schools. Geographically, eight of the ten schools surveyed are located in mountainous regions while five of the ten are west of the continental divide.

Great Falls has one junior high school which includes approximately twenty-five per cent of the ninth grade students. The remainder of the ninth graders attend the high school which includes grades nine through twelve.

The Billings schools use the 6-3-3 plan and has two junior high schools which all ninth graders attend.

This study is concerned with students in grades nine through twelve, therefore, the intramural programs in the junior high schools in Great Falls and Billings as they apply to freshmen are included in the study. The other schools have four year high schools and all of the students are in the same building.

Leadership and financial support.

The survey reveals that seven of the ten schools have appointed intramural directors. In the three schools not
having directors one of the head coaches directs any activities that are conducted on the intramural level.

In all cases the director has coaching duties of some type, however, only three of the directors are head coaches of a major sport. Fifty per cent are coaching and teaching physical education and the others are coaching and teaching academic subjects.

Those directing intramural programs receive extra pay for this work in sixty per cent of the schools. The average time spent on the program by the directors is four hours per week, several spent only one hour a week while others worked as high as eight. The amount of time spent varies according to the season of the year and the activities being conducted. In all cases the director has a full teaching schedule and directing the intramural program is an additional duty.

The directors in eighty per cent of the schools receive no additional help from other faculty members. The two schools having all or part of the ninth grade students in the junior high schools do use other faculty members to help officiate and supervise activities and they do receive extra compensation for this work.

The intramural programs in forty per cent of the schools are supported by the regular school funds set aside specifically for intramurals. The others are dependent upon athletic or physical education department monies. Eighty
por cent of the directors declared that they believe the financial support they receive is adequate for conducting the present program.

Student managers are chosen in seventy per cent of the schools to assist the director in conducting the intramural program. Their duties in rank order include the issue and collection of equipment, supervision of activities, distribution of information, assisting in scheduling and keeping records. All schools have individual student team managers who act as team captains and are responsible for team appearances for scheduled events.

Only one school has an intramural board. This board is made up of the team captains and they assist the director in scheduling activities.

Opportunity to participate.

In every school the students are given the opportunity to compete if they so desire. There is no restriction as to the number or types of activities they are allowed to participate in during a particular season. However, the small selection of activities offered does limit the amount of participation possible. Due to the lack of facilities available for intramurals the average number of times a student participates is once a week during a season in both the team and dual or individual sports.
Athletic team members are excluded from taking part in any sport in which they are squad members at that time. Fifty percent of the schools allow previous letter winners to compete in the sport in which they have lettered if they are not on one of the organized school squads at the present time.

None of the schools has any scholastic requirements for participation in their intramural programs.

The percentage of students taking part in the programs of the selected schools could not be determined because only two of the schools have permanent individual participation records for all students. The approximate number of those competing in all activities was determined. The range was from ninety to 1,000. In four schools less than three hundred participated and in two, the total number exceeded 1,400. These figures show the total number of participations in the intramural program and do not represent the number of individual participants.

Parental consent to compete in the intramural sports program is required by only two of the schools, and this requirement applies to freshmen only.

Classification and examinations.

Pupils in eight of the ten schools are classified for competition. The method of classification used is to divide
students according to classes. The freshmen and sophomores usually make up one league and the upperclassmen another. In addition to this method, one school divided students according to ability for basketball, the outstanding athletes being chosen as team captains.

Physical examinations for participation in the more strenuous activities are required in only one of the schools at the present time.

Variety of sports activities.
The sports activities in this study are divided into team and dual or individual. Table I shows the variety of activities and the season in which they are offered by each school. In the schools surveyed, seven offer at least three dual or individual activities per year and six provide at least three team sports. Using the extremes as examples, two of the schools do not provide any dual or individual activities while two include six and two others nine and ten respectively, per year. All schools provide at least one team sport per year with the average being three.

Activities in the selected schools programs are being presented during appropriate season in all cases. The length of the season is adequate to provide a round robin league schedule and a tournament or playoff to determine who is the champion.
Activities used.

Table I, on page 22, shows that a total of twenty-three activities are used by the ten largest high schools of Montana. This included a total of fifteen dual or individual sports activities and eight team games.

Basketball is the most popular sport, being used by all schools. Volleyball is the next most popular of the team sports, five of the ten schools offer this activity. Of the individual or dual sports, eight schools offer track and field events while five have foul shooting contests and table tennis.

In the selected schools intramural activities are offered during the school day, immediately after the school day and in the evening. The two schools having skiing in their programs schedule this activity during the weekends. The gymnasiums are used for varsity athletics after school during the winter season so the majority of the program, or those events in which the largest number participate, must be conducted in the evening. Some activities are scheduled in the afternoon by seven of the schools and four have part of their program during the noon hour.

Only one school has an intramural field day, at this time many games are played plus such activities as public speaking, declamation and debate.
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACTIVITY</th>
<th>SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DUAL OR INDIVIDUAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Badminton</td>
<td>W</td>
<td>W</td>
</tr>
<tr>
<td>Bowling</td>
<td>W</td>
<td>W-S</td>
</tr>
<tr>
<td>Boxing</td>
<td>W</td>
<td>W</td>
</tr>
<tr>
<td>Foul shooting</td>
<td>W</td>
<td>W</td>
</tr>
<tr>
<td>Golf</td>
<td>F-S</td>
<td>S</td>
</tr>
<tr>
<td>Gymnastics</td>
<td></td>
<td>FWS</td>
</tr>
<tr>
<td>Handball</td>
<td>W-S</td>
<td>FWS</td>
</tr>
<tr>
<td>Horseshoes</td>
<td>F-S</td>
<td>S</td>
</tr>
<tr>
<td>Shuffleboard</td>
<td>W</td>
<td>W</td>
</tr>
<tr>
<td>Skiing</td>
<td>W</td>
<td>W</td>
</tr>
<tr>
<td>Swimming</td>
<td>W-S</td>
<td>W-S</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>S</td>
<td>FWS</td>
</tr>
<tr>
<td>Tennis</td>
<td>F-S</td>
<td>W</td>
</tr>
<tr>
<td>Track &amp; Field</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Team</td>
<td></td>
<td>S S</td>
</tr>
<tr>
<td>Baseball</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Basketball</td>
<td>W</td>
<td>W-W</td>
</tr>
<tr>
<td>Field Hockey</td>
<td></td>
<td>F</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td></td>
<td>W</td>
</tr>
<tr>
<td>Softball</td>
<td>S</td>
<td>S S S</td>
</tr>
<tr>
<td>Touchball</td>
<td>F F F F</td>
<td>F</td>
</tr>
<tr>
<td>Volleyball</td>
<td>W W W W</td>
<td>W W F-W</td>
</tr>
<tr>
<td>Water Polo</td>
<td></td>
<td>W</td>
</tr>
</tbody>
</table>

Legend: F--Fall, W--Winter, S--Spring
Motivation of activities.

Officiating in all of the programs is carried on at least in part by the students. Two of the ten schools have lettermen or varsity athletes officiate their team games. One school has qualified Montana Officials Association officials for basketball and two others have the director and other faculty members assist. Special instruction to qualify students as officials is given in ninety per cent of the schools.

In team sports a round robin schedule is used in which each team plays every other team at least once during the regular season. At the end of the regular league play there is a tournament to determine who is the champion of that particular sport. Five schools use the single elimination tournament to determine the champion. The remaining schools use the single elimination tournament in basketball and volleyball while in the other team sports they have a playoff between the league champions. Ladder or pyramid type tournaments are used to determine champions in the dual or individual activities such as table tennis.

None of the schools surveyed has a point system but six of them do make awards. Four schools present medals and ribbons to the winners, two award plaques to winning teams and one gives an intramural letter for participation in three events of the program.
One school publishes an intramural handbook and it contains the following information: the sports calendar, suggestions to team managers and general rules regarding participation in the intramural program.

Permanent records are kept by two of the ten high schools and both of the junior high schools, however, the two senior high schools of which the junior high schools are a part do not keep participation records. Information contained in these permanent records includes the number of events participated in by the individual student. In addition to the above information one school also keeps the record of the health examination and the awards received by the individual.

Table II, on page 25, shows the media of publicity used by the different schools, the individual schools are referred to by letter only.
<table>
<thead>
<tr>
<th>Methods Used to Publicize Programs</th>
<th>MEDIA USED</th>
<th>SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Student newspapers</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Bulletin boards</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Announcements</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Local newspapers</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School annuals</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Honor assemblies</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mimeographed material</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Posters</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Handbooks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Facilities available.

Of the ten schools surveyed only one states that facilities for conducting all activities are adequate. Four schools have two gymnasiums, five have outside play areas. Existing facilities are in almost constant use by the interscholastic teams so there is little time available for the intramural program, except for weekends and evenings. Facilities other than their own such as bowling alleys, golf courses and handball courts are used by four of the schools. Table III on the following page will show the number of facilities used by each of the participating schools.

Problems.

The directors were asked to list their specific problems in rank order. Lack of facilities is listed by nine as their number one problem. The lack of time is ranked second by seven. The lack of administrative support is listed by three and the lack of funds by two. Only one school mentions the lack of supervisors as a problem and none list the lack of equipment.
<table>
<thead>
<tr>
<th>FACILITIES</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnasiums</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Basketball courts</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Tennis courts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Handball courts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Play fields</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming pools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball courts</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Shuffleboard areas</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER FACILITIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowling alleys</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball courts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Handball courts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis courts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play fields</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice skating rinks</td>
<td>1</td>
<td>2</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER V

BASIC CONSIDERATIONS IN PLANNING AND THE INADEQUACIES OF THE EXISTING PROGRAMS

Introduction.

A successful program of intramurals must obtain adequate facilities, finances and personnel if it is to meet the competitive sports needs of all students.

This chapter contains a number of basic principles and policies that are of major importance in the improvement or establishment of an adequate high school intramural program. The chapter also contains a list of major inadequacies found in the ten largest high schools in Montana at the present time.

Basic principles of intramurals.

According to Leeman and Humphrey, a good intramural program should provide the opportunity for all students to participate in competitive sports.

Student participation should not be restricted to those having a high degree of ability but should provide a wide variety of activities that will appeal to the interests and needs of the great majority of students.

---

The need for providing an adequate intramural program is dependent upon a number of factors, namely, how to obtain the necessary finances, facilities, time and personnel for conducting the program.

The following section of this chapter will be concerned with the principles and policies necessary in the development or improvement of the intramural program.

Finance.

There are several ways in which the intramural program can be financed. According to Beeman and Humphrey, finances for the intramural program should come from the school budget because a properly planned intramural program is an important part of the educational process. Many intramural programs are supported by athletic department funds, and this can be satisfactory if the monies are earmarked for the program. Physical education department budgets often provide for financial support of the intramural program.

In some instances the intramural program is entirely self supporting, this method can be satisfactory but the difficulty of raising sufficient funds may cause the program to be restricted to the extent that it is no longer adequate.

---
2. Ibid., p. 77
Costs of equipment for the intramural program need not be excessive because it can often be borrowed from the athletic and physical education departments.

Program time.

One of the greatest problems in the development of an intramural program is the coordination of facilities and space with the physical education and athletic programs in the same school. The extensiveness of the program will be determined to a great extent by the number of facilities available for the intramural program.

The greatest conflict in terms of facilities occurs with the athletic program. Both have similar programs so demands for the same facilities at the same time creates a scheduling problem. From the educational viewpoint all students should have the opportunity to participate in sports activities. It is not educationally sound to provide areas for either the varsity teams or intramural squads exclusively. Both the intramural and varsity athletic programs can be beneficial to the students, neither one should be carried to the extreme that the other is suppressed.

In considering the geographical location and climatic conditions, severe winter conditions in this area makes it necessary to move many of the normal outdoor activities indoors and substitute activities or conduct activities out
of the normal season. For instance, softball can be played in the fall and touch football in the spring. Limited indoor facilities will restrict the types and variety of activities that can be used. Tradition has determined the season in which many of the activities are offered but it is felt by many that the students could receive equal enjoyment from an activity regardless of season.

The most ideal time of the day to conduct an intramural program is probably in the afternoon immediately after school. Several reasons for selecting this time are: the custodians are present, heating and lighting costs are kept at a minimum, the students are there, other faculty members are likely to be available to assist in conducting the program and it will help channel students' time so it can be spent in a worthwhile manner.

Some of the less strenuous activities can be offered during the noon hour if time is sufficient and facilities are available. For students riding buses this might be the only chance they would have to take part in an intramural sports program.

In the majority of cases, evening programs are conducted because the facilities are available at this time. This is especially true of the winter season when most of the activities center around the gymnasium. Conducting the intramural program in the evening has many disadvantages;
namely, the necessity of arranging transportation to and from school by the students, many parents want their children home on school nights, the added expense of heat and lights, it is difficult to secure the help of other faculty members and in some cases it conflicts with adult recreational programs conducted in the same facilities.

The weekend can be used as a time for conducting the intramural program. Facilities are usually available on Saturday morning and possibly the afternoon depending upon varsity athletic schedules. Some events such as skiing can be conducted only on weekends because travel to the areas is usually necessary.

If facilities and supervisors are available it may be possible to schedule some of the activities during the school day. Some of the times available include; before class in the morning, during free periods or study hours, and during a regular activity period which some schools schedule.

Personnel.

The intramural program director should be an individual who has a thorough knowledge of physical education objectives and specifically intramural objectives. The director should be enthusiastic about sports, be able to organize the program and have the ability to deal with students. The
director should also be given free time to devote to the organization and development of the program.

Having a full time intramural director is ideal, however, the varsity coach or physical education instructor usually direct the program. When the varsity coach is the director, he should delegate as much authority as possible to assistants and concern himself mainly with the organization of the program. If there are several coaches in a school system, it is advisable to have one handle the intramural program that is not concerned with a varsity squad at that time. Due to public interest in the varsity athletic program, the intramural program is often neglected when handled by the varsity coach because the pressure of coaching duties consumes the majority of his time. According to Voltmor and Lapp, it is desirable to have the intramural program controlled by the physical education department.

Academic teachers can be used to advantage in a supervisory capacity or as sponsors of clubs if they have the necessary sports background. Many systems allow extra compensation for assisting with the intramural program.

A well organized corps of student managers can be of great assistance to the intramural director. Students

---

3. Carl D. Voltmor and Vernon V. Lapp, The Intramural Handbook, (St. Louis; the C. V. Mosby Co., 1949) p. 73

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
should be encouraged to take an active part in all phases of planning and conducting the intramural program.

**Student participation.**

All students should have the opportunity to participate in competitive type games and activities, regardless of their ability.  

Voltmor and Esslinger state that there is a definite need for activities which require the use of the large muscle groups of the body. Participation can be encouraged by offering a wide variety of activities.

A student should be able to practice sports skills learned in the physical education classes. Skills such as golf and tennis having carry over value are needed by the students. The student should also be given the opportunity to play for fun with less emphasis being placed on winning. Some activities that will provide competition for the exceptional students should be included in the program.

Students should have a voice in the planning and conduct of the intramural program. Leadership qualities can be developed only when students are given these responsibilities.

---

Administrative organization.

Figure I on page 37 shows an organizational plan for a large four year high school as suggested by Beeman and Humphrey. Using a plan such as this, the students work closely with the director in the actual planning and conduct of the program. Many systems have an intramural board composed of the student managers and the director, in other cases additional faculty members are also included. The functions of the intramural board might include the following; to assist in planning the program, establishing the award and point systems, to set up rules and regulations concerning the program, serve as a protest board, settle eligibility questions and plan the publicity for the program.

The publishing of an intramural handbook for all participants will help promote the program. Information contained might include a calendar of events, the constitution, general rules and regulations, award and point systems and suggestions to the managers.

"The proper selection of officials cannot be overemphasized. Poor officiating will spoil an intramural program more quickly than any other one thing". Wherever possible students should be used as officials but they must

5. Beeman and Humphrey, op. cit., p. 18
6. Voltmer and Lapp, op. cit., p. 66
be properly trained. Intramural officials are selected from varsity athletes, other students and faculty members.
SUGGESTED INTRAMURAL ORGANIZATIONAL PLAN FOR A LARGE FOUR YEAR HIGH SCHOOL
Classification and eligibility of students.

Every student should have an opportunity to participate in the intramural program. The intramural program provides an opportunity for all students to take part in competitive sports rather than sit in the stands as spectators.

To insure that students compete on their own ability level they should be grouped homogeneously. One method used to classify students for participation is to group them according to age, height and weight; another is to divide them by school grades. In some cases they might be classified according to ability. Teams are often chosen by home rooms, religious groups, clubs, residential areas or by team captains.

The most preferable method of classification is considered to be by age, height, weight, and ability; however, this is not practical in many instances, grouping according to ability alone is considered to be the next best method. Classification by school grade is used by most of the schools because it is the most practical.

Medical examinations should be required of those participating in the more strenuous games. An examination for hernia and condition of the heart and lungs is considered most important.

Parental consent should be required for participation
to insure a wholesome relationship between the school and the parents.

The intramural program is for all of the students and most authorities agree that scholastic achievement should be a requirement for participation.

Selection of activities.

"Each season should see an offering of team and individual sports". This would mean that in a school year the intramural program should include a minimum of three team and three individual or dual sports. Interest in the program will be increased when a larger variety of activities are offered so that you more nearly meet the interest needs of all students. Special activities should be provided for the "exceptional student" such as croquet, horseshoes, quoits and archery.

Figure II, on page 41, contains a suggested rating scale by Beeman and Humphrey which the director can use as a criteria for selecting activities to be used in the secondary school intramural program. The activities are to be rated on the basis of the suggested intramural objectives at the top of the chart with respect to the contribution they make.

---


8. Leeman and Humphrey, op. cit., p. 8
in the development of the individual. Values from one to five may be assigned, depending on the amount the activities contribute to the objectives. Scores can be added vertically and horizontally to determine how well the activities contribute to the specific objectives.

Activities are usually grouped as to the seasons when they are most likely to be conducted, such as fall, winter and spring. This does not mean that they cannot be offered out of season, local situations may require that they be scheduled out of season when this appears to be more practicable.

Incentives used to stimulate student interest.

"The opportunity to experience satisfaction and earn recognition for effort and achievement is one of the greatest forces in America". The award need not be of great value. In the intramural program care must be used to insure that the award is not the only reason for participation, but is used merely as a means of insuring a more adequate participation.

Awards may be one of many types, the most common are ribbons, medals, trophies, plaques, emblems, pins and certificates. These fall into two main categories, namely individual and team.

---

9. Laeman and Humphrey, Ibid., p. 55
<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perception</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Followership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sportsmanlike</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The value of the award is increased if it is presented the moment it is won. Another way to increase their value is to have them on display before the scheduled event is played. Value will also be increased if high standards for winning are established.

Point systems are used in many intramural programs but are not necessary. A well balanced point system might be an added inducement for some to participate.

Points are usually given for participation, playing on a winning team and placing in the individual games. Most authorities feel that more points should be awarded for participation in team sports than dual or individual contests. Many schools deduct points for forfeits, and award points for officiating and being student or team managers.

Individual records.
It is advisable to keep permanent records including the health examination record, the events participated in by the student and copy of the parental consent if it is required for participation. If the point or award systems are used, a record of points and awards received should be included in the permanent record.

Tournaments.
There are many different types of tournaments used to determine champions. According to the report on intramural
athletics by the National Association of Secondary School Principals, the round robin tournament in which all teams play each other at least once is much better than the single elimination of "sudden death" type. The ladder or pyramid type tournaments are usually more suitable for the individual or dual sports such as table tennis and handball. In events such as track and swimming where many events are scheduled the same day it is wise to limit the number of events in which an individual may participate.

Publicity.

According to Doeman and Humphrey, the promotion of the program can best be accomplished by the quality of the program. There are many ways to inform the public and the participants. Announcements over public address systems are probably the most effective as many students will not take time to read bulletin boards and mimeographed material. The general public can best be informed about the program by the use of local newspapers and other media such as television and radio.

10. Loc. cit.

11. Doeman and Humphrey, op. cit., p. 81
Basic inadequacies in Montana's ten largest high schools.

The lack of facilities is the greatest inadequacy of the ten schools surveyed, only one director states that facilities are adequate to have a successful program. The problem of use of facilities by varsity athletic teams is one that cannot be readily solved as long as community interest requires such emphasis on interscholastic athletics.

The lack of time to conduct the program was ranked second by seven of the schools and this is a direct result of the lack of facilities. Due to similarity of activities offered by the intramural and varsity athletic programs, there is a demand for the same facilities at the same time.

Another basic inadequacy is that of providing a sufficient number of activities for the students. Two schools do not provide any dual or individual sports activities and one has only basketball. It is felt that three team and three dual or individual sports activities should be offered each year, this should be used as a minimum and not the optimum.

The opportunity to participate is limited by the number of activities offered and especially by the number of times a week a student can engage in intramural activities, the average number of times a student may participate in all
schools is once a week.

Provision of adequate time to plan the program is lacking in almost all cases. Seven of the schools surveyed have appointed athletic directors but this is an additional duty and they have little or no free time for planning a program. However, they do receive extra pay for this work. The head coaches in the three schools that do not have appointed directors are in charge of any activities conducted. Two of these schools have inadequate programs and the fact that the coaches, who are busy with varsity athletics, must administer the program is probably a contributing factor to poor programs.

Permanent records are kept by only two schools, the record of individual participation and the health records should be available. A record of parental consent for participation, if required, should also be included in the permanent record. The physical examination is a basic requisite in the health protection of intramural participants but only one school requires physical examinations.

None of the schools has a point system but six make awards. These are not necessarily requirements but it has been pointed out by several authors that one or both help stimulate student interest.
CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and conclusions.

The purposes of this study have been (1) to determine the status of existing boys intramural programs in Montana's ten largest high schools, grades nine through twelve (2) point out acceptable principles and policies that could be used in the development of an intramural program for boys and (3) present inadequacies in existing programs using the acceptable principles and policies as a criteria.

A questionnaire and personal interviews with those responsible for intramural programs in the selected high schools were the methods used in gathering the data necessary to determine the status of existing intramural programs. The questionnaire was divided into four major parts, namely the organization and administration of the program, the facilities used by the school, the problems encountered in conducting the program, and the activities offered.

By reading literature of authorities on physical education and intramurals, many acceptable principles and policies that could be used in the development of an intramural program were determined. Using these basic principles and policies as a criteria, inadequacies of existing intramural programs were described.

-46-
Evidence supports the conclusion that students are limited as to the number of activities they may participate in due to lack of facilities and time. The biggest conflict in terms of facilities is with the varsity athletic program. Because of the emphasis placed on the varsity athletic program, the use of facilities for the intramural program is restricted and the time available for use is not adequate. Facilities available for use in ninety per cent of the schools are not adequate for the inclusion of an extensive intramural program in addition to the present athletic program.

The intramural directors in the selected schools administer the intramural program in addition to other duties, all directors have coaching duties and at least part of the intramural program could be scheduled during the time they are busy with the athletic program.

The variety, number and types of activities offered by six of the schools are adequate but the average number of times a student could participate each week was only once which is not considered sufficient.

It is concluded that students in ninety per cent of the selected schools are not being given the opportunity to take an active part in the planning and the administration of the intramural program.
The study indicates that the schools receive adequate financial support for the existing programs.

It is concluded that students do most of the officiating in the intramural programs and they do receive adequate training in eighty per cent of the schools.

Activities being offered in all schools are being scheduled during appropriate seasons. It is indicated that the types of tournaments are adequate.

Increased interest by the students, parents and administrators would lead to the development of acceptable intramural programs in most of our schools.

Recommendations.

In view of the findings of this study, the following recommendations are hereby submitted.

1. All schools should have an appointed intramural director and that he be given free time to administer the program. Students should assist the director in planning and administering the program.

2. Information from this study indicates that more activities could be included in present programs if maximum use was made of both school and facilities other than those belonging to the school. Changing the season when some activities are offered, to provide more facilities and time is recommended when practicable. The possibility of conduct-
ing part of the program on weekends should be investigated.

3. That students competing in the more strenuous activities be required to pass a physical examination to determine condition of heart, lungs and for detection of hernia.

4. Permanent records should be maintained. The records should include, a record of individual events participated in and a record of the health examination. Points awarded and parental consent if required, should be included.

5. The inclusion of point and award systems might stimulate interest in the program.

6. That school administrators and the public be made more aware of the needs of students for a competitive sports program and that an adequate intramural program be planned to fulfill the needs of all students regardless of ability.
BIBLIOGRAPHY

A. BOOKS


B. PERIODICAL ARTICLES


-51-


C. PUBLICATIONS OF LEARNED ORGANIZATIONS

APPENDIX
Appendix A

Dear Sir:

As a part of the required work for the degree of Master of Arts in Physical Education at Montana State University I have selected the following thesis topic:

A SURVEY AND ANALYSIS OF THE MALE INTRAMURAL SPORTS PROGRAMS IN MONTANA'S TEN LARGEST HIGH SCHOOLS

To make this project of the most practical value, it is necessary to gain certain information by means of a questionnaire. I shall appreciate your cooperation in filling out this questionnaire and returning it to me as soon as possible. If you desire a copy of the summary of this study please sign below.

Respectfully,

Robert A. Corton
16th Avenue B
Billings, Montana

Enc: Questionnaire

Name __________________________
Address _________________________

-54-
Appendix B

QUESTIONNAIRE

Person answering questionnaire ________________________Title______________

Name of school______________________Number of Grades 3__________

Total school enrollment_________________Male enrollment__________

Please underline when answering (yes, no) questions and use check marks (✓) where applicable.

1. ORGANIZATION AND ADMINISTRATION OF THE INTRAMURAL PROGRAM
   1. Do you have an assigned intramural director? (yes, no)
      Other duties,
      a. Coach and P. E. teacher
      b. Coach and academic teacher
      c. P. E. teacher
      d. Other (please list)

   2. Does the director receive extra pay for this work? (yes, no)
      Number of hours he devotes to the program per week.
      Number of hours he devotes to other teaching duties.

   3. Is there additional faculty assistance in conducting the program? (yes, no)
      Who?
      a. Coach
      b. Teachers
      c. Others (please list)
      Do they receive any financial compensation? (yes, no)
      How many hours a week do they devote to the intramural program?
      Intramural duties of faculty personnel,
      a. Officiating
      b. Supervision of dressing rooms and showers
      c. Supervision of activities
      d. Team managers
      e. Protest boards
      f. Publicity promotion
      g. Other (please list)

   4. Do you have a student manager? (yes, no) If yes, what are his duties?
      a. Help with scheduling
      b. Supervise activities

-55-
c. Distribute notices and other information
d. Issue and collect equipment
e. Keep records
f. Others (please list)

5. Do you have an intramural board? (yes, no)
What is the composition of the board?
  a. Number of students
  b. Number of faculty members
  c. Others (please list)

Functions of the intramural board
  a. Planning the program with the director
  b. Setting up the award and point systems
  c. Establish rules and regulations
  d. Decisions regarding eligibility, forfeits and protests
  e. Planning a publicity program
  f. Other (please list)

6. Do you publish a handbook for students? (yes, no)
Does the handbook contain the following information?
  a. Sports calendar
  b. Point system
  c. Suggestions to managers
  d. Award system
  e. Constitution
  f. General rules
  g. Scoring chart
  h. Other (please list)

7. Who does the officiating in your program?
  a. Students
  b. Lettermen or varsity athletes
  c. Teachers
  d. Qualified K. C. A. officials
  e. Others (please list)
Do you have a training program for officials? (yes, no)

8. Are students required to pass a medical examination? (yes, no)

9. Is parental consent for participation required? (yes, no)

10. Do you keep a permanent record of participation? (yes, no)
What information does the permanent record card include?

- Record of health examination
- Activities participated in
- Total points and awards received
- Other (please list)

11. Do you have any scholastic requirements for participation in the intramural program? (yes, no) If yes, please encircle the one applicable.
   A  B  C  D

12. Is there any limit on the number of activities a student may participate in during the school year? (yes, no) If yes, how many? Team _____ dual or individual _____
    Are they restricted to the types of activities they may participate in during a school year? (yes, no) If yes, please indicate number of the following types they may participate in.
    a. Team
    b. Individual
    c. Dual

13. Do you feel that all students have an equal opportunity to participate in the program? (yes, no) If your answer is no, please check any of the following reasons that might apply.
   a. Ride buses
   b. Class loads too heavy
   c. Inadequate facilities
   d. Lack of knowledge of necessary skills
   e. Other (please list)

14. Are athletic team members excluded during the season in which they are competing in interscholastic sports? (yes, no) Are they ineligible to compete in an activity in which they have received a varsity award? (yes, no)

15. Are students classified for competition? (yes, no)
    How?
    a. Age, height and weight
    b. Ability
    c. Grade or class
    d. Other (please list)
16. How is your program financed?
    a. Regular school funds
    b. Athletic department funds
    c. Self supporting
    d. Physical education department funds
    e. Other (please list)

Do you feel that the amount of financial support you now receive is adequate for conducting your program? (yes, no) If no, what do you feel would be necessary to help the program?
    a. Separate budget for intramurals
    b. Concessions at varsity games
    c. Others (please list)

17. Do you have any of the following types of competition?
    a. Field days
    b. Relays
    c. Extramural activities
    d. Others (please list)

18. Do you have a point system? (yes, no)
    Are points awarded or deducted for the following?
    a. Winning Team Individual
    b. Participation
    c. Yearly team points (accumulative)
    d. Forfeitures
    e. Sportsmanship
    f. Attend organizational meetings
    g. Others (please list)

19. Do you have an award system? (yes, no)
    What type or types of awards do you present?
    a. Medals
    b. Certificates
    c. Monograms
    d. Ribbons
    e. Sweaters
    f. Cups
    g. Others (please list)

20. Please check the following media of publicity which are used.
    a. Student newspapers
    b. Bulletin Boards
    c. Local newspapers
    d. Announcements
    e. Honor assemblies
Others (please list)

Posters

School annual

Microphraphed material

Handbooks

Radio and television

21. Approximately what percentage of the male students participated in the program? ____

II. PROBLEMS

1. Do you have any specific problems? Please rank them in the order of their importance.

   a. Lack of funds
   b. Lack of facilities
   c. Lack of administrative support
   d. Lack of equipment
   e. Lack of time
   f. Lack of supervisors
   g. Others (please list)

III. FACILITIES

1. What is the approximate size of your gymnasium?

   a.__________ b.__________

<table>
<thead>
<tr>
<th>School Facilities</th>
<th>Number</th>
<th>Time available for intracurricular use—per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball courts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball courts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis courts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handball courts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ping-pong tables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming pools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play fields</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please list)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Facilities</td>
<td>Check</td>
<td>Where (Y.M.C.A., etc.)</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bowling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming pools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ski areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skating rinks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roller</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (please list)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY CHECK LIST**

Please check any activities used in your program and the season in which they are used, the approximate number participating, the number of sessions offered each year, the season and time offered, types of tournaments used*, and whether or not you feel the facilities are adequate. I would appreciate any comments that you might have in regard to your program. The check list is on the following page.
# ACTIVITY CHECK LIST

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SEASON</th>
<th>THE TOURNAMENTS</th>
<th>PARTICIPATION</th>
<th>FACILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TYPE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of Sessions</td>
<td>Number of Participation</td>
<td>Adequate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **ACTIVITIES**: Dual or Individual, Archery, Badminton, Bowling, Boxing, Croquet, Deck tennis, Fly casting, Foul shooting, Golf, Gymnastics, Handball, Horseshoes, Skating, Ice, Roller, Shuffleboard, Skiing, Swimming, Table tennis, Tennis, Track & Field, Baseball, Basketball, Ice hockey, Soccer, Softball, Speedball, Touch football, Volleyball, Others (please list)

- **Tournaments**: R R Round Robin, S I Single elimination, D I Double elimination, L Ladder, P Pyramid, Others (please list)

---

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.