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AN INTRAMURAL PROGRAM FOR MALE STUDENTS OF GRADES  
SEVEN THROUGH TWELVE IN THE POLSON PUBLIC SCHOOLS

by

ROYAL L. MORRISON


B.S. Western Montana College of Education, 1948


Presented in partial fulfillment of the requirements for the  
degree of Master of Education

MONTANA STATE UNIVERSITY

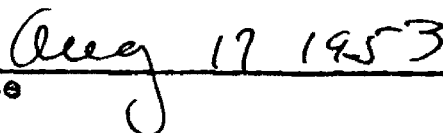
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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

#### I. THE PROBLEM

Statement of the problem. The purposes of this paper have been (1) to report on the setting up of an intramural program for boys in grades seven through twelve, particularly for those whose talents are not up to varsity level--a program aimed at bringing together two distinct groups, town boys and rural boys--a program occurring at a time which would be outside of regular school class periods and yet when bus students could participate; and (2) to make an effort to appraise the program.

Importance of the study. "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."<sup>1</sup> The wise use of leisure time is perhaps more important now than ever before because of the decreased number of working hours each day and week. The present status of our young men going into military groups also makes it important that they learn wise use of leisure time.

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<sup>1</sup>Charles E. Forsythe, The Administration of High School Athletics, (New York: Prentice-Hall, Inc., 1948) p. 359

Sports should be chosen which may be enjoyed without a great amount of preparation. "The poor and mediocre athlete expresses himself in intramural sports, but the place for the superior athlete is in interschool sports."<sup>2</sup> The plan discussed in this paper was not meant to be a training ground for varsity athletics. The division of the students into groups of approximately equal ability was done to encourage more to take part.

This type of participation gives those who must leave at four o'clock on the bus a chance for fun. Without a program of intramural activities, it is possible that many of these people would never have had the chance of recreation during their school years. These same boys become better acquainted with the town boys. "A broad friendship list is desirable during the adolescent and preadult periods."<sup>3</sup>

The town boys and rural boys competed on the same teams, thus broadening their experiences in group relations. The boys learned to be better judges of the character of associates, to be more self-assured when thrown into the company of other individuals and, also, to exhibit sportsmanlike conduct.

Rivalry is built up in intramural competition, and this often carries over into a spirit toward varsity athletics,

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<sup>2</sup>Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education, (New York: Appleton-Century-Crofts, Inc., 1949), p. 236.

<sup>3</sup>Forsythe, op. cit., p. 351.

debate, and other extra-curricular activities. If this desire is built, there is more tendency toward high morale or school spirit within the school. These people have a feeling of belonging and therefore show more interest in their school.

## II. DEFINITIONS OF TERMS USED

Intramural. Intramural is derived from the Latin work "intra" meaning within, and the Latin word "muralis" meaning wall. Intramural in this paper represents organized competition confined to teams within the Polson Public School.

Varsity. "Varsity is the word given to the team that represents the school as a whole and meets other representative school teams of the same city or of other cities."<sup>4</sup>

Physical education. "Physical education is a way of education through motor activities and related experiences and its subject matter is primarily ways of behaving."<sup>5</sup>

Physical education is that part of education which proceeds by means of, or predominantly through, physical activity; it is not some separate, partially related field. This significant means of education furnishes one approach

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<sup>4</sup>Elmaer D. Mitchell, Intramural Athletics, (New York: A. S. Barnes and Company, 1928) p. 1.

<sup>5</sup>Jackson R. Sharman, Introduction to Physical Education, (New York: A. S. Barnes and Company, 1934), p. 59.



to educating the entire individual, who is composed of many component, interrelated functional units, rather than of several distinctly compartmentalized faculties. The physical, mental, and social aspects must all be considered together. Physical education, when well taught, can contribute more to the goals of education than can any other school subject: not more to each goal than any other subject but more to all goals than any other school subject.<sup>6</sup>

The term physical education in this paper refers to required gymnasium classes apart from intramural or varsity athletics.

Recreation. The refreshment of strength or spirit after toil or amusement needed by workers will be accepted as the definition of recreation. Recreation activities referred to in the following pages will be those activities that can be performed during the noon hour under supervision.

### III. ORGANIZATION OF THE REMAINDER OF THE PAPER

The chapters to follow will contain a review of literature related to the subjects of intramural sports, intramural activities, and intramural recreation; and a discussion of the organization and administration of intramural sports in the Polson Public school for boys in grades seven through twelve. This will be discussed from the standpoint of the number participating in the present pro-

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<sup>6</sup>Voltmer and Esslinger, op. cit., p. 13.

gram, proposed increase in participation through better program, eligibility of students, units of competition, supervision of competition, program of activities, time period, rules for conducting contests, and legal responsibility. The information and data necessary for planning the intramural program were obtained by reviewing literature written on the field of intramurals, and by studying the problems in the Polson Public School.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

History of intramurals. Intramural activities, as employed in the modern American school, represent a very recent and fast growing development. In early colonial and pioneer days youth was necessarily absorbed in the tasks of assisting to clear forests, build homes, handle heavy daily home chores, and very early assumed a major role in the problem of economic survival. The earliest physical education in American schools was a transplanted European pattern of strictly formal gymnastics. Means<sup>1</sup> points out that it was not until the 1860's that American colleges and universities began to borrow outright the English idea of sports. It was much later that the American pattern of competitive sports began to show characteristic differences from the English conception of games.

In early years of interscholastic competition athletic contests between classes or other campus groups were very uncommon. Students began to form natural units of competition soon after that, though, at first there was no central school organization for competition. Mitchell<sup>2</sup> explains

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<sup>1</sup>Louis E. Means, The Organization and Administration of Intramural Sports (St. Louis: The C. V. Mosby Company, 1949), 9 pp.

<sup>2</sup>Elmer D. Mitchell, Intramural Sports (New York: A. S. Barnes and Company, 1939), 4 pp.

the stages of the intramural movement. In the beginning students grouped themselves together in clubs somewhat like the sport clubs that existed in the English universities. The English influence at that time was so strong that almost all of the sports attempted were borrowed outright from the English. It was only gradually that the movement took on American characteristics. The demand came from the students who, because of the natural desire for sports and competition, sought expression in impromptu challenge games on the part of those who were not skilled enough to make the first team.

At first students did all of the organizing of teams and contests. The class unit was naturally most prominent; then the fraternities on campuses began to take over. Intramural activities under this system soon became too unwieldy and began to be a constant problem to athletic directors and coaches of varsity sports. Departments of intramural activities were being set up to handle the demands for competition. "About the beginning of the twentieth century, some progressive physical educators began to take an interest in these intramural programs."<sup>3</sup>

World War I gave a tremendous impetus to intramural sports. The high schools started toward a full scale adoption of intramural departments in 1925. A steady growth

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<sup>3</sup>Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, Inc., 1949), 234 pp.

of intramural athletics continued up to World War II. This war had clearly demonstrated the values of sports and a conviction prevailed that intramurals must be made available to all who were unable to make the institutional teams. "During periods of basic or recruit training in the armed forces many opportunities were offered to men and women to engage in athletic competition."<sup>4</sup>

#### STUDENT NEEDS FOR INTRAMURALS

Leisure time and recreation. "Physical activity should consume a part of one's leisure time."<sup>5</sup> The opportunity given by the school for students to participate in sports often opens new avenues to a wise selection of leisure time activities. This new experience broadens a person's chances of a wider selection of things he can do because he has the confidence to try them. Our standard of living is changing every year and this has a direct influence upon the changing needs of our students. Draper<sup>6</sup> explains this by reviewing the changes in economic status of people since the Industrial Revolution. Such changes have taken the all-round work and the use of big muscle activity away from the student. The inventions that have

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<sup>4</sup>Carl D. Voltmer and Vernon W. Lapp, The Intramural Handbook, (St. Louis: The C. V. Mosby Company, 1949), p. 143.

<sup>5</sup>Forsythe, op. cit., p. 351.

<sup>6</sup>Edgar M. Draper, Intramural Athletics and Play Days, (New York: A. S. Barnes and Company, 1930), 10 pp.

appeared, the legislation that has been passed to safeguard the children as far as hours of work, conditions of work, and minimum age, have brought greater opportunity to people to enjoy leisure time. The increase of enrollment in the schools in the United States has added a need for intramural activities. It is true that most schools have interschool athletic relationships; and perhaps in each there may be two, three, and maybe even four teams. This, however, does not take care of all boys who want to participate in competitive sports. The coaches take only the better boys to make the varsity, junior varsity, and freshmen teams, and the remainder are left to make their own program or do without. If they have too much leisure time without the proper recreation, they often turn their attention and energy to less desirable behavior.

Social contacts. Polson has two distinct groups of students: those who live in town or near enough to school that they can take part in all extra-curricular activities; and those who live far enough from school that they must leave with the bus when school is out. This means that their contacts with each other are greatly decreased--certainly, an unfortunate result.

The chance to meet other individuals of one's own age--and, in the case of the college, from various sections of the country--is one of the most valuable experiences that a person gains in his school life. Such an experience in group relations helps to give a person a broad viewpoint; to make him a better judge of the character of his associates; to give him more self-

assurance when thrown into the company of other individuals; to teach him the meaning of loyalty and cooperation; and furthermore, to teach lessons in sportsmanlike conduct. It gives the student, too, actual experience in group living which will be of inestimable value to him in "getting along" in the numerous social groups in which he will find himself.<sup>7</sup>

Perhaps one of the most important objectives of intramural sports is the social value of competition in many activities involving all students throughout a four-year program. Freshmen, regardless of whether they come to school on the bus or live in town, are often lost for many months or years because they seldom or never make contacts with and receive recognition from their fellows.

Development of interest and skills. Usually one enjoys doing the things he can do best. "An individual enjoys what he does well. With the increased skill and satisfaction comes a heightening of all the values, physical, mental, and social, which are attributed to physical education and intramurals."<sup>8</sup> The intramural program gives a student a chance to discover and develop his skills. With these discoveries and developments there is likely to occur a permanent interest in many more activities than otherwise would be the case. Intramural games do not promote a high type of specialization. The student is apt to learn a little about many games and how to participate in many with enough confidence that he will continue taking part after

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<sup>7</sup>Mitchell, op. cit., p. 17.

<sup>8</sup>Voltmer and Esslinger, op. cit., p. 235

he is through with school.

Group spirit. The high school that has a high morale or school spirit is a happy one. The feeling of belonging to the school is necessary. "The devotion of belonging to a team is symbolic of the patriotism of a citizen to the state and nation and therefore is a worthwhile attitude to be cultivated among our growing youth."<sup>9</sup>

The student has the feeling of fairness. No all of the attention has been directed toward the varsity team. He gets a chance at some of the color that goes with athletics. "We have found after several years' experience that intramurals has a decidedly beneficial effect in leveling the barrier between the varsity and non-varsity athlete."<sup>10</sup> A fine football player from the varsity may come out for basketball on the intramural team and be outclassed by some small freshman more capable at basketball. Both leave the floor better persons. The small freshman has satisfied his soul by being superior; the fine football player has had his feeling of superiority (if he had such) lowered.

Health. Intramural sports are usually limited in amount. The time element has much to do with this because of facilities and the number participating; therefore the amount of time for each activity is regulated. The types

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<sup>9</sup>Mitchell, op. cit., p. 18.

<sup>10</sup>Means, op. cit., p. 25.



of participants is another thing that must be considered in the amount of participation. The football player fresh from eight weeks of football would be able to play much harder and longer than the smaller student who plays only a day or once a week as the case may be.

Means sums up the whole matter of intramural sports very effectively when he says:

Every child who is to attain optimum physical, intellectual, and emotional development must have several hours of enjoyable, vigorous, physical activity every day. It should be out of doors whenever possible and in the company of others much of the time.

The regular physical education period does not satisfy this need. It functions mainly in developing skills, knowledges, appreciations, and desires connected with physical activities. It does not give opportunity for sufficient practice in the things taught, nor self-directed natural use of them as an integral part of daily living. The school physical education period is essentially teacher directed. It is not just a free play period, but a period of both work and play specifically controlled and directed along predetermined lines.

The intramural sports program partially fulfills the total activity needs of the pupils and motivates further satisfactory types of activity. It provides practice in desirable sports conduct which will affect behavior in such sports away from school. It should be the first and basic extracurricular activity. <sup>11</sup>

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<sup>11</sup>Ibid., pp. 27-28.

## CHAPTER III

### ORGANIZATION AND ADMINISTRATION OF THE INTRAMURAL PROGRAM AT POLSON

The Polson Public School is a combination elementary, junior high, and senior high school. The school system serves a town of 2700 and the surrounding agricultural area.

Total enrollment in the 1951-52 school year was 154 in the junior high and 283 in the high school. Its staff was made up of twenty-two teachers, a junior high principal, a high school principal, and a superintendent.

Previous to setting up of the intramural program, the physical education program consisted of gymnasium classes and interscholastic football, basketball, and track. A complete physical education curriculum is better when it includes intramural activities.

Physical education was offered in the junior high twice a week. Seventh grade boys participated on Tuesdays and Thursdays for forty minutes each day; the eighth grade boys had their forty minute periods on Mondays and Wednesdays. There was no athletic program planned for the junior high school.

Freshmen and sophomore high school boys had required physical education five fifty-five minute periods a week. The juniors and seniors could take physical education if

they were not in a major sport. The major sports offered were football, basketball, and track.

During the year 1951-1952 sixty-nine freshmen and sophomore boys took physical education classes. A physical education instructor was hired to teach health and physical education.

There was no intramural program offered. As a matter of fact, there was not enough money in the budget to hire an intramural director so the position fell to an interested faculty member with the consent of the principal and superintendent. This member was one of the coaches and the junior high school physical education teacher. This one-man plan actually worked out very satisfactorily. Many times, when the physical education teacher promotes the intramural program, it fails because of over-stressing the intramurals and neglecting the physical education work. Another reason why this plan worked was because the director knew every boy in the high school and junior high school. This made it possible to build up more enthusiasm among the students and to make use of their talents more effectively.

#### PRESENT PROGRAM

In the program as carried out last year there were a total of sixty-nine taking physical education in high school. The junior high school had sixty-four boys taking physical education. As previously stated, there was no intramural

program or athletic program offered for these boys. In the high school under a similar physical education plan there were sixty-nine boys enrolled. There was a total of 143 boys enrolled in school. The football team had thirty on the varsity team. This left forty-four boys who did not participate in physical education or varsity athletics. Of this forty-four, thirty-eight signed up for intramural activities and participated in them the entire season.

#### SCHOLASTIC ELIGIBILITY

There are several philosophies as to eligibility for intramural competition. Some schools have no scholastic requirements for participants. The opinion prevails that a student should be allowed to participate in intramural athletics, regardless of his scholarship, as long as he remains in school. Little would be gained by barring players from intramural competition because of scholastic deficiencies. Despite this general consensus, one school in Montana actually made it compulsory that a boy be passing in all subjects in order to compete in any part of the intramural program. This regulation has been relaxed somewhat. The boy who has failed in a subject is allowed to participate after satisfying the teacher in whose class he has failed that his work will improve.

Polson followed the rule that any person who is permitted to be a student in the school is eligible schol-

astically to take part in the intramural program. Many of the students who need contact with other students and socializing with others in the school would be left out if they were not allowed to play because of poor grades. These same students might be diverted to less worthy amusements. From the intramural standpoint there does not seem to be any logic in depriving students from needed exercise and recreation when it does not infringe upon the student's time to the point where it proves detrimental to his studies. The intramural department is more interested in encouraging students to participate than in setting up barriers to their participation. The eligibility regulations are chiefly concerned with the amount of participation and conduct of the players. Some of the common regulations are:

1. Varsity squad members are ineligible for all intramural activities during the varsity season. Any player who has been dropped from the varsity because of breaking training rules may not compete in that sport in the intramural program.
2. "B" squad members are ineligible for all intramural activities during the season they are on the "B" squad.
3. A student may play only on the team in a given sport to which he is assigned for that season. He may not transfer to another team.
4. Any team using an ineligible player shall forfeit the contest or contests in which that player participated.
5. Any player reporting late to his fifth period class will be ineligible for the next two games.
6. Each player on a team must participate for one full quarter.

7. The captain of each team has the responsibility of his team mates' attendance at each game.
8. All contests will start at 12:15 sharp. Any team not ready to play by that time will forfeit to the team ready for play. If neither team is ready, a loss for each team will be credited.

#### UNITS OF COMPETITION

Good units of competition contribute a great deal to the success of the intramural program. Strong units for team sports are necessary as teams tend to break up after several defeats. Homogeneous groups which are bound together by some common bond make the best competitive units. It is evident therefore that the matter of what units to use is something for each institution to decide for itself after making a careful survey of its local situation, which, in general, comprises factors of age interests, group connections, size of school, and facilities.

One method of organizing the independents is to divide the entire student residential area into districts or zones. This might work in cities with schools of large enrollment. Other bases for organizing teams that have been tried and have been satisfactory are by grades, home rooms, weight, height, and age.

By dividing by grades or home rooms, one might run into unequal competition. One room might have most of the better players or older players which might result in easy defeat of all other rooms or grades, which would, of course,

destroy much of the enthusiasm. Also, many times there is necessity of having more than one team in a room and this also might weaken some teams and make others strong. In large schools, however, where enrollment is high, this might be a very satisfactory arrangement.

Another method, which is used in Oakland Public Schools, is that of classifying students by age, height, and weight. This method requires information on each of the pupils as to weight in pounds, height in inches, and age in years and months. A combination of these three factors is made and an exponent is determined as a basis for dividing the players. For example, fifty to fifty-one inches in height, ten years to ten years five months in age, and sixty to sixty-five pounds in weight would determine an exponent. To be more specific, consider a hypothetical case. A child fifty-seven inches in height might have an exponent of six; his age (thirteen years two months) would give an exponent of seven; his weight of 102, an exponent of nine. Adding all exponents would give that student a total exponent of twenty-two. These total exponents, then, are used as a basis for dividing into groups. This particular hypothetical student with a sum of exponents of twenty-two might be put into group one, two, or three, depending on the number of participants. The plan, however, is to have as many as possible with the same, or nearly the same exponent. By this means competition can be better balanced.

The system used at Polson was somewhat different

than any of the methods previously mentioned. This method was more like the "lot" way of classifying participants. The director of the intramural program knew each boy in high school and junior high school and what each could do. All of the boys in high school and junior high school were asked to sign their names if they were interested in participating in the intramural program. When this list was obtained, it was divided into two leagues: the junior league and the senior league. The junior league was made up of the boys in the seventh and eighth grades plus the less adept freshmen. The senior league consisted of the rest of the freshmen, sophomore, juniors, and the seniors. Each league was divided into teams. This was done by dividing the total in each league by the number of participants needed plus two substitutes. For example, the total number of basketball players was divided by seven (five players and two substitutes). Seven teams in each league were thus formed by the "lot" method. The intramural director chose seven captains for each league--these being the best seven players in each league as he knew them. These boys were made captains and were put in charge of a unit after it was organized. They met with the director and the rest of the potential candidates were given a number as to their playing ability. Agreement was reached by all captains and the director before a participant was given a number. The top seven in each league agreed upon by the captains and the director were given the number one. These names



were put in a hat and the captains drew one name from the hat and this name was put on his team. Then seven names of the remaining number were given the number two and put into a hat. Again the captains drew, and the names were put on the various teams. This was continued until all seven captains had a team of five players and two substitutes.

This system proved satisfactory because all teams won games and no team ended the season in any sport undefeated. The teams chose their own nicknames and this created much enthusiasm and enjoyment.

Polson did not have enough students to have club organizations or fraternity teams. Many of the students belonged to two or more clubs, while some belonged to none. The type of organizing described above seemed to be quite adequate.

#### TIME PERIOD

The matter of time enters into every school problem. The school administrator is confronted by this problem in scheduling his program of classes; the intramural supervisor or physical instructor worries over the lack of time to do an adequate job. The selection of time periods depends, of course, upon local situations. This is an important factor because the opportunity for the student to participate will depend upon the time that activities are available.

The season of the year is an important factor in the division of activities. Weather plays an important part in any outdoor participation, so the division of the year's sports must be made in such a way that there will be time to complete those which are outdoor activities.

There are several possible arrangements for scheduling intramural activities. One of the possible times for activities would be in the evening. This is not a satisfactory arrangement. There is often parental objection. If outdoor activities are used, facilities with lights may not be available. The opening of school buildings in the evenings causes extra janitor work and heating costs. Other school functions many times use the buildings during the evening hours. Community needs are satisfied at this time.

Another time for intramural sports is in the late afternoon immediately after school. This is the most satisfactory time. Children do not have to go home and then return. Building maintenance costs do not rise since the gymnasium has been heated for the regular day, water is heated for showers, and the janitor has only to clean once. Faculty supervision is more easily secured for afternoons than asking them to return in the evenings. Parents are satisfied to have their children play under supervision in a safe environment during the later afternoon hours. This is also a good time "to let off steam" after a full day of work in classes.

The objection to this time comes from those who must do chores at home or who are employed during the late afternoon. In Montana, the school busses usually leave at four o'clock, which would prevent many students from taking part in an intramural program. Varsity athletics are practiced in many schools in the late afternoon so the gymnasium would be in use.

The use of the noon-hour for intramural participation is becoming increasingly popular. School administrators appreciate the supervision for the many students who do not go home for lunch.

Noon-hour was selected as the time for the intramural program at Polson. Thirteen school busses take 352 students away from school at four o'clock each school day. This means that late afternoon and evening periods would be impossible if everyone in high school was to be given an opportunity to participate. In the two leagues, there were fifty-three bus boys and sixty-one town boys that participated. They all brought their lunch or ate at the school cafeteria. Noon-hour programs are not the best from the standpoint of health because of the resultant rush in eating lunch. It is probably true, however, that the social values received from the intramural activities outweigh the physical damages of fast eating. In the past, the students rushed their food and romped and roughhoused on the playground without proper supervision. With the present program, the noon-hour was properly supervised, planned for

rest periods, and substitutions for added rest. At this time, those who have chores or jobs can participate. The main reason that this time was chosen was that the bus students would have the same opportunity to take part as the town students. Every school day could be used for participation and this would give each boy more occasions to play. Any other time might result in having intramural activities only two or three times a week.

The rest of the student body enjoyed watching the action and this helped much of the noon-hour traffic in the halls and classrooms. Encouraging general interest among the student body takes much work off the teachers. Supervision of halls and study halls is not such a chore.

#### SUPERVISION OF COMPETITION

Much of the success of such an intramural program lies in proper supervision. While there is no definite list of details which must be carried out, an overall inspection of every part of the program is necessary. Proper supervision will mean inspection of the physical plant, not only in the interests of good housekeeping, but also for purposes of safeguarding students. Much of this work can be turned over to student leaders, but an occasional check must be made. Bulletin boards must be checked to see if proper information is on them to inform students of the days' activities. Reminding students of their responsibilities will help clear misunderstandings. Checkups for clean-

liness and safety can be done incidentally, when passing through the dressing room or gymnasium.

Behavior in the dressing room and gymnasium must be supervised constantly. Sometimes bullying, roughhousing, destruction of property, obscenity in the form of smutty talk, or a temporary loss of temper will occur and the supervisor can curb much of this by just being there or by a timely word.

The supervisor is not expected to be a trained mental hygienist or psychiatrist, but much help can be given to the counselor or other teachers by noticing behavior in the gymnasium and locker room.

A well organized student leader program will remove much of the work from the supervisor. This program is necessary when only one supervisor is used over the entire intramural program and when he has other teaching responsibilities to take up much of his time.

#### PROGRAM OF ACTIVITIES

The program of activities offered by the intramural department must vary according to local conditions. Facilities, limitations of time, and instructors will have much to do with the choosing of activities.

Team sports, on the average, are more popular than the individual activity which emphasizes individual ability. The student also shows preference for those games which

do not require long preliminary practice. Basketball, softball or touch football can be played by the boy for the pleasure and exercise he gets from them. He will not need to undergo an intensive training schedule to win as he would in an individual sport such as boxing.

Sports grouped according to three seasons of the school year make activity promotion easier. Some are more adaptable to one season than the other; some fall in line for use because of tradition; and some are adaptable to more than one season and should be promoted accordingly.

In most cases what is included in the intramural program is dependent largely upon the activities which are presented in the physical education program. This is sound procedure because activities in which students have had some training and experience will be more acceptable to them.

Another thing that must be kept in mind in selecting activities is equipment. Activities that require very little equipment should be provided by the school so that every child has an equal opportunity of taking part.

The range of activities varies with the school. The large school must provide a greater variety than the small school. To have a really successful intramural program, there should be available activities to provide for individual differences. Special provisions for students who are physically subnormal should be made.

The number of supervisors and the amount of time the supervisor has for intramural direction will have much to do with the selection and number of activities. The number of activities at Polson was restricted to three. In the fall, touch football started the second week of school and continued daily for four weeks. If weather turned bad, the game was postponed until the next day that participation was possible. Seven teams took part in the touch football activity. The football field was divided into two fields at the fifty yard line so that two games could be played at once. A round robin schedule was used so that every team competed against the other. A win and loss record was kept for each team and at the end of the four weeks or after each team had played ten games, a winner was declared. The four top teams had a round robin tournament play-off to decide the champion.

Basketball was the next intramural activity and it was started about the first week in December. A paper was posted on the high school bulletin board and the bulletin board in the gymnasium, asking for students who wanted to play. The student's signature and the sport that he chose to participate in were to be on the paper. All boys except two desired basketball for the winter activity. The two that chose other than basketball wanted volleyball.

The majority was given their choice of basketball and league play started. Only four days a week were used

for intramurals because on Thursdays the gymnasium was used for another purpose.

This activity lasted until the third week in February. The third week in February was used for the championship tournaments. A Montana High School Association tournament was usually held in the gymnasium the last week in February. Getting the intramural program over before the high school tournament meant less confusion.

Softball was the third activity and that started the second week in April and continued daily, weather permitting, until the third Friday in May. This arrangement gave time for championships to be played off and did not run into test weeks or the general confusion that accompanies the last few days of the school year.

#### RULES FOR CONDUCTING CONTESTS

Rules can be changed for convenience in different schools. Polson used the official football rules with the following exceptions:

1. Nine players shall constitute a team.
2. The kick-off shall be made from the thirty-yard line (if the field is shortened, or forty-yard line on regular size field).
3. On offense, there must be at least five men on the line of scrimmage. Penalty: five yards.
4. A player may be substituted any number of times.



5. On the kick-off, the ball going over the sidelines between goal lines, shall go to the opponents at a spot ten yards in from where it went out of bounds.

6. In case of a free ball on the ground, the ball shall go to the player first touching it. This eliminates the necessity of diving on the ball.

7. There shall be no tackling or rough handling of the ball carrier, passer, or kicker. Penalty: fifteen yards from spot of foul.

8. The man having possession of the ball is considered down when simultaneously touched by both hands of an opponent. A ball carrier who has not been tagged, but who accidentally falls to the ground, may not continue to run. This eliminates piling on or unnecessary tagging.

9. There shall be no violent or strenuous blocking at any time, such as, offensive or defensive player leaving his feet to take out an opponent. Penalty: fifteen yards from spot of foul.

10. If a team does not advance the ball ten yards in four consecutive downs, the ball goes to opponents at that spot.

11. Only one forward pass may be made during each play but such passes may be made from any distance behind the line of scrimmage.

12. Any number of lateral passes may be made during a play.

13. All players of the offensive team are eligible receivers and any player of the defensive team may intercept a pass.

14. Five-minute quarters with one minute between the first and second and third and fourth quarters, and five minutes rest between halves.

15. Every substitute must play at least one quarter.

Touch football has the following attributes of a successful intramural sport: it capitalizes on the students' natural interest in football; it requires but little skill and training; very little equipment is necessary; two games of touch football may be played simultaneously on a standardized football field.

#### BASKETBALL RULES

Nearly every boy knows the basic rules governing basketball play. It is attempted in most backyards and empty lots, so nearly every student has played the game enough to be able to play it and enjoy it. The expense of equipment is small. The number of players required for the teams is small and they can readily be assembled for a game.

Modifications of the official rules included the following:

1. The games were limited to five minute quarters with one minute between quarters, and five minutes between halves.

2. All rules that govern a regulation basketball game will be in effect except the "one and one" rule. The "one and one" rule now states that if a player misses the first free throw he will be awarded another. This takes too much time, so only one free throw will be awarded except when a person is fouled while he is in the act of shooting.

3. The clock is stopped on jump balls and free throws in a regulation game. But in intramural games the clock will continue to run. This is done to make sure that the contest will be over in time for students to get back to classes.

4. Each substitute must play at least one quarter of each contest.

5. Two games are played at the same time by using cross courts.

#### SOFTBALL RULES

All general rules of regular softball games were used in intramural play. There were a few ground rules that were added to make a better noon hour game out of it for less experienced players. They included:

1. A runner reaching third base could not steal home, but must be batted in by a teammate. (The reason for this was that there were no backstops to help the catcher and the catcher usually was not good enough to catch the pitched ball.)

2. All players on the offense must stay back from the base line and at least thirty feet from the batter. (The bat is so light and the grip so small it is some times difficult to hold, therefore it might slip from the batters' hands and hit some onlooker.)

3. Only one base may be taken on an overthrow.

4. Five innings constitute a game and any game that does not go the five innings will not be considered a contest.

5. Two fields will be used to allow two games at once.

#### GENERAL RULES

The following rules were used in the conduct of all activities:

1. Each captain must have his team ready to start at twelve-fifteen on the day they are to participate.

2. There will be two leagues: a senior league and a junior league.

3. The junior division will play on Mondays and Tuesdays at twelve-fifteen.

4. The senior division will play on Wednesdays and Fridays at twelve-fifteen for indoor activities, and Wednesdays and Thursdays for outdoor activities.

5. Fridays will be used for make-up games of outdoor activities and Thursdays will be used for make-up games of

indoor activities when the gymnasium is not in use.

6. Any team not ready to start at twelve-fifteen will forfeit.

7. Players not getting to classes on time after each game will be disqualified from future contests.

8. Each contestant must have his own equipment and will be disqualified if he takes other students' equipment without their consent.

9. It is the responsibility of each contestant to accept the decisions of the officials without comment and to show good sportsmanship at all times.

10. Each participant must have a physical examination card signed by his family doctor and turned into the intramural director before participation.

## CHAPTER IV

### AN EFFORT AT APPRAISING THE INTRAMURAL PROGRAM

The best time to evaluate a program such as the one described in this paper might be several years after its establishment. Then the outcomes might be more validly judged and the program's worth be more clearly determined. The year during which the program has been operating is probably too short a span of time to measure whether or not the program was really successful. Even after the lapse of several years many difficulties in appraisal would arise. Some of the graduates might have left Polson and contacting them would be difficult. Unless a substantial majority of the participants could be contacted after graduation, it would be difficult to evaluate the program. Furthermore, just because a person continued in competitive activities after he finished high school, would not necessarily mean the intramural program was the explanation. There might be an indication that intramurals were responsible, but on the other hand, motivation might have come from another source.

Environment might have much to do with the outcomes of intramurals. The graduates that would remain in Polson would have many sports they could participate in. Golf, tennis, bowling, water sports, and winter sports are all offered in or near Polson. By moving away, the graduate

might be in an environment where none of these activities was offered. If this happened, evaluation would be difficult because there would be no way of knowing if the person had been helped by intramural activities.

Probably there is no definitely valid device that can measure the outcomes of the intramural program. Nevertheless, some kind of tentative evaluation is called for if for no other reason than to determine the future of this program. Some "clues" to the success or failure of the intramural program at Polson High School can be found. Participation is one of these.

The entire program was on a voluntary basis, yet sixty of the total of 143 senior high school boys participated in intramural athletics. The varsity basketball team included twelve boys; the "B" squad team, fifteen. This left fifty-six high school boys who did not take part. Put positively, sixty out of 116 (51.7 per cent) boys were sufficiently interested to participate of their own choice.

The junior high school showed an even better percentage of participation--fifty-four of a total of sixty-nine boys for a 78.2 per cent. Such strong junior high interest might well carry over so that when these boys got to high school the percentage of participation would be higher than the 51 per cent that took part in high school during the past year.

Another "clue" to the program's success is what

adults thought of it.

A. L. Dean, Superintendent of the Polson School, says this about the intramural program:

Intramural athletic programs are a desirable approach to the public school problem of how to widen the benefits accruing from participation in team play as well as the body building assets of directed athletic activity. It is hoped that a well organized intramural program will reach many of the students who might never engage in athletic contests on an interscholastic basis. Athletics for the selected few gives way to participation by all who will take part. The development of the fittest is supplemented and augmented by the development of the less fit. Those who need it most will receive it and benefit therefrom.<sup>1</sup>

The high school principal at Polson, David R. Fugh, has this to say of the Polson High School intramural program:

Intramural programs are highly desirable in many ways. They provide a means for participation for students who are not physically able or for other reasons not capable of playing on the more competitive athletic teams. If we follow the concept that all students should have equal opportunity to take part in competitive sports, then the intramural program definitely answers that need.

The time for conducting such a program must be adjusted to the individual school. Approximately fifty per cent of the students in Polson High School are transported from areas outside the city limits. This posed the problem of conducting the program at a time when all could participate. The noon hour seemed the best solution to the problem.

The intramural program is a valuable aid in building student morale, giving opportunity to more students that sense of belonging to a group. It also increases the holding power of the high school for those students who may have been disappointed in not being able to play on the school team. Finally it provides entertainment for the non-participant. I hope this program will

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<sup>1</sup>Personal Correspondence of the Author, letter from A. L. Dean, June 21, 1953.



be continued in the future.<sup>2</sup>

A parent of one of the participating boys in the intramural program writes:

I was very pleased with the way you set up the intramural athletic program in our school. The results have been very good, not only from a personal standpoint but from other parents who have noticed the sportsmanship, team work, and cooperation it has helped to build.

I hope that you will continue this fine program next year. It gives every youngster, whether he is outstanding or backward, a chance to participate, and as a parent and member of the school board I heartily endorse your program.<sup>3</sup>

These statements present no clear-cut evidence qualitatively or quantitatively, of the program's success; they do point to what a parent and two school men think of the intramural program. They also indicate a possible source of evaluation which was not tapped by this study. On the basis of statements and the significance of the number of students who participated, the program apparently has merit enough to justify its continuance.

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<sup>2</sup>Personal Correspondence of the Author, letter from David R. Pugh, June 24, 1953.

<sup>3</sup>Personal Correspondence of the Author, letter from Arnold Franks, June 21, 1953.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. The purposes of this paper have been (1) to report on the setting up of an intramural program for boys in grades seven through twelve, particularly for those whose talents are not up to varsity level--a program aimed at bringing together two distinct groups, town boys and rural boys--a program occurring at a time which would be outside of regular school class periods and yet when bus students could participate; and (2) to make an effort at appraisal of the program.

The regular physical education program in the Polson junior and senior high schools offered only physical education classes and varsity athletics. No intramurals were offered and thus many of the boys were left out of athletics and competitive sports.

The intramural program described in this paper was started by studying the needs of the students of Polson High School. By reading literature of authorities in physical education, aims and objectives were found to answer the needs of the students. The organization and development of the program was accomplished by considering the individual problems peculiar to Polson. These problems were worked out step by step to furnish a smooth running intramural program. An effort to appraise the program was made to

determine its future.

Conclusions. A large percentage of the boys participated through the entire program and showed a strong desire for its continuing. Many boys got to play who would otherwise have been left out. Boys from different areas got together and learned to get along better. School men and parents rated the program highly and hoped for its continuance.

Recommendations. A better program could be offered if the budget would allow the addition of more supervisors. With more supervisors, the intramural program could reach out to some who can not take part in team activities, but could participate in individual sports. A wider selection of activities could thus be offered.

With an increase in the budget and more supervisors, the intramural program could be the start of a co-recreational school program in activities such as ping pong, bowling, golf, tennis, and badminton.

Then, after the boys and girls graduate there might be a carry-over interest in these activities. This could be the beginning of community interest in friendly competitive recreation. Polson has these facilities and a wider use of them could develop a better community recreation program.

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