



1953

## **A recommended intramural sports program for senior high school boys : based on results of a study of fifty-four senior high school programs and additional research**

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A RECOMMENDED INTRAMURAL SPORTS PROGRAM FOR SENIOR  
HIGH SCHOOL BOYS; BASED ON RESULTS OF A STUDY OF FIFTY-FOUR  
SENIOR HIGH SCHOOL PROGRAMS AND ADDITIONAL RESEARCH

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A Thesis  
Presented to  
the Faculty of the Department of Physical Education  
College of the Pacific

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
Albert Adolph Dauth

January 1953

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## CHAPTER I

### THE PROBLEM

What is a good intramural sports program for senior high school boys? It is certainly an important question for administrators and physical educators to consider.

Possibly this question is even too broad if we are to consider what is being done in our schools today, and we should consider a question put simply: what is an intramural sports program? Be it apathy, unpreparedness, lack of knowledge, interest, personnel, facilities, or finances, the intramural sports program is not very apparent in our senior high schools. The programs that are apparent are often weak models of what should be a thriving activity.

Intramural sports or intramural athletics are terms used synonymously by physical educators. The recent trend is to use the term intramural sports as apart from the school interscholastic athletic program.

Brammell says:

The school administrators and boards of education will probably realize more actual benefits to pupils per dollar invested in a well-planned and well-directed intramural program of sports than in almost any other activity in which pupils participate.<sup>1</sup>

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<sup>1</sup> R. P. Brammell, Intramural and Interscholastic Athletics (United States Department of Interior Bulletin, 1938), p. 63.

Intramural, translated literally, means "within the walls." Intramurals, therefore, may be defined as athletic activities carried on within the walls of an institution. Voltmer and Esslinger<sup>2</sup> suggest that intramural sports appeared in the schools long before anyone even thought of physical education and interschool athletics. The desire to play is universal, and some form of it has always existed. It seems inconceivable that this powerful urge could have been entirely suppressed in our first educational institutions. The beginnings of intramurals can be traced, undoubtedly, to informal sports and games which were indulged in by our first students in their leisure moments. This type of play, within the walls of the institution, may properly be considered as intramural sports, although it does not exactly resemble our intramural sports of today.

Purpose of the study. It was the purpose of this study (1) to investigate many senior high school programs and to incorporate good qualities of these programs into one recommended intramural sports program; (2) to compare

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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. 233.



these existing intramural sports programs with those recommended by authorities who have published books and periodicals on the subject, toward molding a complete intramural sports program for boys of all senior high schools, large or small; (3) to interest those schools who do not possess an intramural sports program in organizing a program in their institution; and (4) to give impetus and new ideas to those schools already possessing an intramural sports program.

Importance of the study. Clement<sup>3</sup> suggests athletics have many potential values; but these cannot be obtained if sports are so organized that facilities, funds, and the time of the sponsors are used solely for the intense training of a few boys. All of the pupils of a school should be given an opportunity to participate with others who are on their level of accomplishment. Too often an athletic program overstrains a few, while the majority of students receive no benefit whatever.

Do values really accrue from intramurals? Mr. Clement<sup>4</sup> claims the boys themselves get much physical

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<sup>3</sup> Stanley L. Clement, "Intramurals Can Be Interesting," School Executive, 60:17-18, October, 1940.

<sup>4</sup> Loc. cit.

benefit in the development and coordination of muscles in addition to the natural value of the exercises. They learn more about the various sports and rules for each. They learn the spirit of playing the game with good sportsmanship; they learn the value of cooperation and teamplay; and they get a chance to be in actual competition, which is valuable in itself as an aid to the intelligent enjoyment of any subsequent games of which they may be spectators. Fundamentals and rules are learned while they actually enjoy playing the game, rather than through long hours of preliminary work. A program of intramurals is a noticeable aid in eliminating the problem of the uninterested pupil. How much more a pupil gets out of his whole school life if he enjoys it!

Intramural sports bring in no money at the gate to assist the athletic or physical education program. Credit is not given for participation, and as a rule the crowds that attend the games are infinitesimal; what then is their purpose? The only answer lies in the game itself. There is no doubt that one of the main purposes is recreation. Yet, the thrill of competition, the spirit of teamplay, and the satisfaction received from the muscular effort needed to win a game, all make it worthwhile, whatever the reward.

according to Ray Smalling.<sup>5</sup>

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<sup>5</sup> Ray Smalling, "Complete Intramural Programs," Scholastic Coach, 19:50-51, September, 1949.

This study will bring out a clearer picture of what is actually being done in the senior high schools. A cross section of these intramural programs is the basis for this thesis, and the good parts of these fifty-four high schools incorporated into one program should be of some importance as a foundation for new and better programs.

Limitations of the study. Limitations were imposed on this study so as to include only the senior high school boys' intramural sports program. Unfortunately, a one hundred per cent reply is impossible from the questionnaire method of research, and, therefore, study must be made from only a part of the whole picture. Only senior high schools were polled in the questionnaire, and a necessary restriction to the boys' program was made to restrict the broad field of intramurals.

Related studies. Maurice R. Wood completed a thesis at the College of the Pacific, entitled, "Intramural Athletics for the Small High School," in 1933.<sup>6</sup> The program presented in this thesis was the result of investigation and practical experimentation with

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<sup>6</sup> Maurice R. Wood, "Intramural Athletics for the Small High Schools," (unpublished Master's Thesis, College of the Pacific, Stockton, 1933), 183 pp.

intramural athletics for boys in the Live Oak Union High School, Morgan Hill, California. A complete program was outlined for that school applicable to the small high school.

Irwin and Reavis<sup>7</sup> conducted a study of seventy-one schools to determine the number and percentage of these schools maintaining intramural programs for the various grade levels throughout the autumn, winter, and spring seasons. The total number of small schools is less than the large schools, and the percentage of small schools maintaining programs at the various grade levels is frequently greater than that of the large schools. Seventy per cent of all the schools reported that limited play areas, facilities, and equipment are responsible for fewer numbers participating regularly in intramurals.

Although the study by Taylor<sup>8</sup> is not in the secondary field, it is, nevertheless, similar in nearly every respect to this study. Taylor collected his data from forty-seven Negro colleges and from the review of related literature in the field of intramural sports. A

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<sup>7</sup> Leslie W. Irwin and William C. Reavis, "Intramural Programs in Secondary Schools," The Research Quarterly, 11:101, October, 1940.

<sup>8</sup> William S. Taylor, "Intramural Athletics for Men in Negro Colleges," The Research Quarterly, 11:60, May, 1940.

program is set up from the present policies and practices used in men's intramurals in Negro colleges determined by the extent these present policies and practices as used in Negro colleges compare with the generally accepted policies and practices in the intramural field for men.

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## CHAPTER II

### PROCEDURE

It is necessary to organize the essentials of an intramural sports program very carefully, as some or all of the ingredients that go into such a program are of use by the intramural director in his particular school. This chapter is designed to organize the data so that the physical educator will be better prepared to assimilate those sections that appear valuable to his particular program. The stated recommended program in the recommendations and conclusions may be adapted to each school's program according to particular situations which may be peculiar only to that school. The program is set up to fit all schools, large or small, and necessary limitations or restrictions will have to be made by those small schools with limited personnel, facilities, or finances.

The data. The data have been accumulated from the schools contacted and from research library material from authoritative sources. There was no geographical or enrollment limit placed on the study. There has been no attempt to limit this program to a certain type of school or locality with the hope of getting a good cross

section of what is actually being done in intramural sports.

Two hundred double post cards were distributed to various senior high schools to ascertain: (1) if the school possessed an intramural sports program for boys, (2) whether the intramural director would fill out a brief questionnaire of not more than two pages concerning his program, if the school possessed such a program, and (3) if the director would desire a copy of the results of the questionnaire. Schools with a total enrollment of over three hundred were contacted in this study as these were considered more likely to possess a representative program.

The number of responses received was gratifying, but it was discouraging to note how few of the schools responding possessed such a program. One hundred and twenty replies, or 60 per cent showed that, of these, only seventy schools had a program that could be reported, and fifty did not have a program at all. Eighty schools did not bother to reply.

Questionnaires were mailed to the seventy schools with an intramural sports program, with a return of only fifty-four for tabulation and use in this thesis. All of the intramural directors desired a copy of the questionnaire

results, which were sent.

The questionnaire results and authoritative material from the library have been assimilated, and are to be discussed in the next chapter.

The recommended program for use by senior high school boys is included in the recommendations and conclusions.



## CHAPTER III

### ORGANIZATION OF THE DATA

Intramural director and staff. Every school intramural sports program has one director of intramurals, either as a part-time or a full-time job. Mitchell<sup>1</sup> regards the intramural director as responsible for the entire program, responsible from the aspect of the activities chosen and promoted as well as the efficient conducting of the program. He must integrate the work of his department with that of the entire school.

In fifty-four of the schools queried, large or small, all had several student assistants, and in large schools there were usually one or two staff assistants. For the purpose of this study, large schools are those with five hundred or more boys while small schools are those with less than five hundred boys. Student assistants did the officiating or coaching of the teams. Nineteen, or slightly over one third of the directors, received extra pay for intramurals, while twenty-seven received nothing. Six received teaching

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<sup>1</sup> Elmer D. Mitchell, Intramural Sports (New York: S. S. Barnes and Company, 1939), p. 29.

credit and one a lighter coaching load, while one received a free period for doing extra duty.

Intramural council. Questionnaire results show that most schools, or thirty-two, did not have a council. The remaining twenty-two schools did have councils that ranged in number from two to five of the following members: members of the physical education staff, intramural director, commissioner of intramural sports, principal, assistant principal, boys' league officers and advisers, executive committee, commissioner of athletics, commissioner's assistant, squad leaders or managers of teams, student athletic manager, student intramural manager, and selected students. Table I shows the number of schools which possess an intramural council along with the members included in the twenty-four schools that did possess a council. Thirty-two schools did not possess a program.

Voltmer and Lapp<sup>2</sup> say that some type of advisory student council is good. There are several advantages for

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<sup>2</sup> Carl D. Voltmer and Vernon W. Lapp, The Intramural Handbook (St. Louis: C. V. Mosby Company, 1949), p. 29.

TABLE I  
INTRAMURAL COUNCIL MEMBERS  
IN TWENTY-TWO SENIOR HIGH SCHOOLS

Member	Number of schools
Members of the physical education staff	14
Intramural director	7
Squad leaders or managers of teams	4
Principal	2
Assistant principal	2
Boys' league officers and adviser	2
Commissioner of intramural sports	2
Commissioner of athletics	1
Commissioner's assistant	1
Executive committee	1
Student athletic manager	1
Student intramural manager	1
Selected students	1
<b>TOTAL</b>	<b>39</b>

it as it helps to identify the program with student life, and it serves to keep the director better informed as to student opinion, school customs, complaints of players, and the desires of students.

Health examination. A health examination is required in only eighteen schools, while there is not any requirement in the remaining majority of thirty-six schools contacted. It was suggested by several of the directors that health examinations be given, if possible, for those competing in contact sports. Health examinations, in most schools, are given only in certain school years, such as freshman, sophomore, or junior year, and each year for boys competing in interscholastic sports. It was felt that health examinations are desirable for all that participate in any sport, but that time and cost involved prevented an annual examination for intramural contestants.

Williams and Brownell<sup>3</sup> claim health examinations should be required of all participants as a condition of eligibility.

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<sup>3</sup> Jesse Feiring Williams and Clifford Lee Brownell, The Administration of Health Education and Physical Education (Philadelphia: W. B. Saunders Company, 1961), p. 196.

Objectives. Intramural sports provide an opportunity for the great mass of students to engage in vigorous activity. There are many values to be derived from these sports and purposes or objectives are set up so that a goal may be striven toward. These objectives, compiled from the survey, include the following:

1. To provide fun.
2. To provide competition for those who do not compete in interscholastic sports.
3. To give recognition to those not capable of participating in interscholastic sports.
4. To provide recreation for all.
5. To create an interest in some type of activity that will have a useful carry-over value.
6. To arouse more interest and competition in physical activities and thereby create an interest in school loyalty and support.
7. To learn activities that are not included in the physical education program.
8. To give incentive to the physical education program.
9. To put into practice skills learned in physical education.
10. To develop sportsmanship, leadership, and citizenship.
11. To better health through better physical fitness.
12. To acquaint students with fundamental skills and rules of many sports.

13. To learn to play with others.
14. To be appreciative spectators.
15. To build material for interscholastic teams.
16. To provide wholesome activities for emotional outlet.

Evans and Gans<sup>4</sup> include another objective: to develop proper attitudes toward winning and losing.

Physical education credit and requirement. As a rule, physical education credit is not given for intramural competition, as many contests are played at other times than at physical education classes. However, those schools who use the physical education period for this competition do allow credit. Fourteen schools give credit in the survey, and forty do not.

Boys are generally not required to participate in intramurals. Only ten schools make it mandatory to participate while a great majority, forty-four schools, feel it should be voluntary. The V-Five Association of America<sup>5</sup> states that the aim of intramural activities should be continuously to seek and provide opportunities

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<sup>4</sup> Ruth Evans and Leo Gans, Supervision of Physical Education (New York: McGraw Hill Book Company, Inc., 1950), p. 152.

<sup>5</sup> V-Five Association of America, Intramural Program (Annapolis: United States Naval Institute, 1950), p. 162.

for the voluntary participation of all members of the school community in organized physical recreative activities designed to enrich the quality of living. Thirty-nine schools give opportunity for intramural practice in every sport while fifteen schools do not allow any time for practice.

Finances. The costs involved in operating a good program are taken care of in many ways, as shown in Table II.

The first two budgets are used most widely. The more financially able districts took care of their costs through school district budget, while the student body budget was more often used by the schools. Gate receipts at championship games were used by several schools in obtaining the necessary money to finance programs. Special events, such as movies, cake sales, and skits provide some money. Boys' leagues and lettermen's clubs provide finances in some schools. Donations from merchants are other sources of finances. Scheerer says that this method is grossly overdone in public schools and should be held to a minimum, due to the feeling of the merchants, as expressed by so many, "We are simply

TABLE II

SOURCES OF REVENUE USED TO DEFRAY COSTS INVOLVED IN  
OPERATING A GOOD PROGRAM IN FIFTY-FOUR SENIOR HIGH SCHOOLS

Type	Number
General student body budget	24
School district budget	23
Gate receipts	7
Special events	4
Boys' league	2
Lettermen's club	1
Donations	1
TOTAL	59



bumped to death by the schools."<sup>6</sup>

Williams and Brownell<sup>7</sup> say that expenditures for intramural equipment should be paid by the board of education from regular school funds. It is common practice for schools to provide books, pencils, paper, etc., without cost to children, and intramurals are part of the curriculum or regular function of the school, and, therefore, ought to be treated the same.

Publicity. In a survey of the fifty-four schools it was found that most of the common means of publicity were used with the addition of a few very unique but practical media. It was found that several of these media are used at every school. These media are set out more fully in Table III.

Tournaments. The various types of tournaments, familiar to all physical educators, are used to determine champions in intramurals. Thirty-three schools in the study use the double round robin for team sports, while twenty-eight liked the single elimination for individual

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<sup>6</sup> William W. Scheerer, High School Intramural Program (Minneapolis: Burgess Publishing Company, 1961), p. 8.

<sup>7</sup> Williams and Brownell, op. cit., p. 202.

TABLE III  
MEDIA USED FOR PUBLICITY  
IN FIFTY-FOUR SENIOR HIGH SCHOOLS

Media	Number
Physical education bulletin board	46
School paper	44
Fosters	24
Student body meetings	9
Daily bulletin--to classes and homerooms	5
Local newspaper	5
School bulletins	4
Physical education classes	1
Local radio station	1

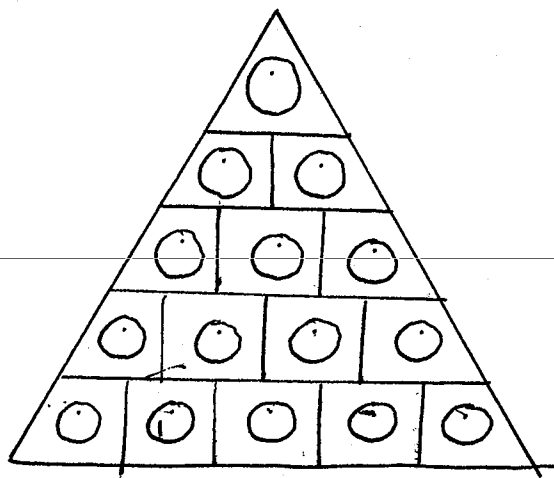
events. Twenty-two use the single round robin for team and individual events. Fourteen use the ladder, while only one school used the pyramid type of tournament for individual events. One school used individual contests for use with individual skills, such as, handwalking. As more games can be played in the double round robin type of tournament, it is the most widely used.

According to Scheerer,<sup>8</sup> the pyramid type of tournament can be readily utilized and lessens the embarrassment of being on the bottom, as in the ladder. It is similar to the ladder in all respects except design, with the triangle shape giving the bottom players numerous chances to advance to the top. It can be used for teams or individual players.

At the top of page 32 a sample pyramid board is shown. The round items are tags on which the names of contestants are printed. Participants on any level may challenge anyone on the next level, thereby working to the top, if capable. The pyramid may be constructed to fit the number of contestants in the particular sport.

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<sup>8</sup> Scheerer, op. cit., p. 47.



Eligibility. According to Blanchard and Collins,<sup>9</sup> the intramural program is an activity promoted by the school for furthering the complete education of the child, and, therefore, should not be denied him.

The above idea pretty well covers the attitude of many of the schools questioned on eligibility. Numerous eligibility rules were uncovered in the survey, but most of them were not unusually prohibitive. Each school has set up rules to fit its own problems, and, as a result,

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<sup>9</sup> Vaughn S. Blanchard and Lauerentine B. Collins, A Modern Physical Education Program for Boys and Girls (New York: A. S. Barnes and Company, 1940), p. 214.

there is a large list. It may be noted, however, that few schools employ more than one or two rules. Those noted and shown in Table IV are good citizenship, letter winners in any sport ineligible, not a member of the varsity in that sport, a student, not a letter winner in that sport, any boy actively participating in physical education, attendance, only one or two letterman on each team, California Interscholastic Federation rules, be physically fit, member of the student body, "C" average grade, not a member of the varsity the previous season, failure to meet schedule--ineligible, rotation of all players in all sports each season, passing in all but one subject, passing in twenty units, passing in physical education, and good sportsmanship.

Units of competition. As stated by Voltmer and Esslinger:

Good units of competition contribute a great deal to the success of the intramural program. Selection of competing units is not a problem in the individual sports, for each individual is a unit by himself. Strong units for team sports are necessary, however, as teams tend to break up after several defeats. Homogeneous groups which are bound together by some common bond make the best competitive units.<sup>10</sup>

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<sup>10</sup> Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, Inc., 1949), p. 261.

TABLE IV

## ELIGIBILITY RULES USED BY FIFTY-FOUR SENIOR HIGH SCHOOLS

Rule	Number
No eligibility rules	14
Good citizenship	10
Letter winners in any varsity sport ineligible	8
Not a member of the varsity in that sport	4
A student	4
Not a letter winner in that sport	3
Any boy actively participating in physical education	3
Attendance	3
Only one or two lettermen on each team	3
California Interscholastic Federation rules	3
Be physically fit	3
Member of the student body	2
"C" average	2
Not a member of varsity previous season	1
Failure to meet schedule--ineligible	1
Rotation of players in all sports each season	1
Passing in all but one subject	1
Passing in twenty units	1
Passing in physical education	1
Good sportsmanship	1

Units used by fifty-four schools include physical education classes, interclass, homeroom, height-weight-age, or any combination of these, clubs, squads chosen by leaders, boys sign up and coaches put them on teams, lunch hour, voluntary, and open classification.

The small school has certain advantages not found in the large school, and these should be considered in developing a program. Callery<sup>11</sup> notes the small enrollment makes it possible for all boys interested in varsity sports to take part. In most cases the coach is so hard-pressed for manpower that he retains as many candidates as he can uniform. This leaves a somewhat homogeneous group for intramural participation, and eliminates the need for elaborate systems of "weighing" the strength of teams.

Officiating. A very necessary part of any organized game, officiating has become a problem because of lack of personnel. As a result of a question put forth to intramural directors, it was found that many ingenious means are used to get officials. It does not seem to be a

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<sup>11</sup> James E. Callery, "Intramural Program for the Small High School," Athletic Journal, 30:60+, September, 1949.

TABLE V  
UNITS OF COMPETITION USED BY FIFTY-FOUR SCHOOLS

Unit	Number of schools
Physical education class	29
Interclass	24
Homeroom	10
Open classification	4
Voluntary teams	4
Height, age, and weight, or any combination	2
Clubs	2
Lunch hour teams	2
Squads chosen by leaders	1
Boys sign up, coaches put them on teams	1



big problem, however, and it was unanimous that no one be paid for officiating intramurals. Table VI shows the officials used by the fifty-four senior high schools. These include students, coaches, or physical education staff, lettermen, varsity team members, student assistants, senior boys, team members, intramural team managers, boys' league, volunteers, college physical education majors, and junior college students. Players officiate themselves in flag football.

Sports conducted. There are a great number of sports used in senior high schools and a remarkable variety is noticed in the study. The investigator has attempted to get a list of sports with the number of participants in each from each school in the study. An attempt was made to divide the sports into three seasons: fall, winter, and spring, but it was found that few sports are conducted at any one certain time during the school year. Basketball, for instance, is given at all three seasons at numerous schools. Therefore, the season division has been discarded, as the intramural director, at his own discretion, may schedule sports when the time, place, and participants are available.

The greatest number of schools and participants were found in the popular sport of basketball. Most

TABLE VI  
OFFICIALS USED BY FIFTY-FOUR SENIOR HIGH SCHOOLS

Officials	Number of schools
Students	26
Coaches or physical education staff	19
Lettermen	6
Varsity team members	4
Student assistants	3
Team members	3
Senior boys	1
Intramural team managers	1
Boys' league	1
Volunteers	1
College physical education majors	1
Junior college students	1

schools listed it first, and, as already reported, scheduled it several times during one school year. Basketball was the only sport used unanimously by all schools. Touch football was second choice with softball a close third. Volleyball followed with track and field listed high in order of number of participants. These include swimming, wrestling, baseball, horseshoes, tennis, soccer, badminton, flag football, tumbling, ping pong, speedball, basketball skills, boxing, water polo, handball, rugby, pass football, bowling, tug-of-war, golf, gymnastics, paddle tennis, cross country, pentathlon, trampoline, physical tests, horseback riding, Jefferson roll, three man basketball, ice skating, checkers, football skills, golf skills, baseball skills, swimming skills, hunch tournament, chess, archery, and shuffleboard. All of these activities are listed in Table VII with number of participants in each.

When the program is conducted. Intramural sports programs are sandwiched into the school program wherever there is room for activity, and whenever a large number of students can be benefited. Physical educators are faced with the problem of time in organizing any intramural sports program. The school curriculum is crowded, and there is little time for sports activity

TABLE VII

## SPORTS CONDUCTED IN FIFTY-FOUR SENIOR HIGH SCHOOLS

Sport	Schools	Participants
Basketball	54	12,050
Touch football	41	7,845
Softball	39	6,872
Volleyball	34	6,291
Track and field	31	4,690
Swimming	12	1,732
Wrestling	9	1,478
Baseball	9	1,465
Horseshoes	15	1,349
Tennis	23	965
Soccer	6	905
Badminton	9	558
Flag football	6	500
Tumbling	2	475
Ping pong	10	445
Speedball	2	385
Basketball skills	2	350
Boxing	5	341
Water polo	3	335
Handball	6	258

TABLE VII (continued)

## SPORTS CONDUCTED IN FIFTY-FOUR SENIOR HIGH SCHOOLS

Sport	Schools	Participants
Rugby	1	250
Pass football	1	200
Bowling	3	170
Tug-of-war	1	160
Golf	6	135
Gymnastics	2	123
Paddle tennis	2	110
Cross country	3	105
Pentathlon	1	100
Trampoline	1	80
Physical tests	1	80
Horseback riding	1	80
Jefferson roll	1	80
Three man basketball	1	80
Ice skating	1	80
Checkers	1	50
Football skills	1	50
Golf skills	1	45
Baseball skills	1	40
Swimming skills	1	40
Hunch tournament	1	30
Chess	1	30
Archery	1	25
Shuffleboard	1	25

other than physical education periods. Therefore, in the schools surveyed, after school was found to be the best time for sports, while noon hour periods was a close second. Physical education classes were utilized for this activity in some of the schools surveyed. Other times are given in Table VIII.

Corecreational activities. Voltmer and Lapp<sup>12</sup> say that coeducation sports fit readily into much of the program. They are excellent for social training, very popular, and should be more widely used. There is no good reason why boys and girls should not play together occasionally under school supervision. Boys can learn consideration in their attitudes toward girls, and girls can learn sportsmanship in their play relationships with boys. Many activities lend themselves to joint participation.

Approximately two thirds of the schools questioned have a corecreational program. All programs are somewhat limited, but extremely popular. Many activities are participated in jointly and successfully by both boys

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<sup>12</sup> Voltmer and Lapp, op. cit., p. 111.

TABLE VIII  
TIME ALLOCATED TO INTRAMURAL SPORTS PROGRAMS  
IN FIFTY-FOUR SENIOR HIGH SCHOOLS

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Time	Number of schools
After school	31
Noon hour	23
Physical education period	14
Saturday	3
A specified week night	2
Before school	2
Activity period	1

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and girls as listed in Table IX. These include volleyball, social dancing, folk and square dancing, softball, tennis, swimming, badminton, archery, basketball, bowling, baseball, horseback riding, ice skating, and paddle tennis. There are other activities that can be added to the program.

Awards. Various incentives were given by schools to their champions in the different sports. Several intramural directors felt that a good program did not need an incentive. Others felt strongly about rewarding activity.

Oberteuffer<sup>13</sup> says the better programs minimize the reward as an incentive and utilize only slight and immaterial rewards as recognitions of modest achievement.

Leavitt and Price<sup>14</sup> regard awards not necessarily as an evil or necessity, but if they meet a need for motivation in a particular situation, they had better be used rather than adhering strictly to a no-award standard with subsequent low percentage of participation.

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<sup>13</sup> Delbert Oberteuffer, Physical Education (New York: Harper and Brothers Publishers, 1951), p. 307.

<sup>14</sup> Norma M. Leavitt and Harley D. Price, Intramural Sports for Men and Women (New York: A. S. Barnes and Company, 1949), p. 249.



TABLE IX  
CORECREATIONAL SPORTS IN FIFTY-FOUR SENIOR HIGH SCHOOLS

Sport	Schools
Volleyball	22
Social dancing	12
Folk and square dancing	6
Softball	5
Tennis	5
Swimming	2
Badminton	2
Archery	2
Basketball	1
Bowling	1
Baseball	1
Horseback riding	1
Ice skating	1
Paddle tennis	1

Forsythe and Duncan say:

It does not seem necessary or desirable that individual awards be given for intramural competition. In intramurals the competition should be for the pleasure of playing, not for an award of even nominal value.<sup>15</sup>

Voltmer and Esslinger<sup>16</sup> point out the fact that awards are granted in all walks of life, and if a reform is desired, more would be accomplished by starting the proper training in infancy. Intramural awards are becoming symbols of achievement, and, as such, are justifiable.

Types of awards are listed in Table X. Some schools award several types of awards, such as: medals, ribbons, certificates, letters, trophies, special pins, name on plaque, name on trophy, belt buckle, T-shirt, and banner.

Some practical ideas. All of these ideas are being used by one or more schools today and are considered useful. Some of these have been included in the recommended program in the last chapter. It is desired that some of these ideas may prove beneficial to

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<sup>15</sup> Charles E. Forsythe and Ray O. Duncan, Administration of Physical Education (New York: Prentice-Hall, Inc., 1951), p. 195.

<sup>16</sup> Voltmer and Esslinger, op. cit., p. 274.

TABLE X  
AWARDS PRESENTED IN FIFTY-FOUR SENIOR HIGH SCHOOLS

Sport	Schools
Medals	22
Nothing	14
Ribbons	10
Certificates	7
Intramural letter	7
Trophy	4
Special pin	2
Name on plaque	2
Name on trophy	1
Belt buckle	1
T-shirt	1
Homeroom banner	1

intramural directors and, therefore, may add something to their programs. Some of these ideas may not be considered new, but it may be noted that they are not in universal practice today.

These statements were given to the investigator for the expressed purpose and desire of assisting others in improving their intramural sports programs.

1. The use of boys' league or lettermen's club in providing officials for games. This gives responsibilities to these clubs and gives them added importance. Also, flag football is excellent since it eliminates officials entirely.
2. A sport night. Gyms are thrown open for corecreational play in badminton, volleyball, ping pong, basketball, social dancing, square and folk dancing, and other games confined to a gym. Corecreation is popular and participation is large.
3. More gym classes outdoors so as to encourage the intramural sports program held in the gym.
4. Faculty teams for all sports. Another idea, and more logical, faculty team to play the champions of each sport before the assembly in the final period of the day. Charge a small admission which goes toward financing intramurals. This is a big hit in every school it has been attempted. Students enjoy seeing the faculty grunt and groan--in short, trying to act human.
5. School dismissed to see all play-off or championship games. This creates interest, both spectator and player, and gives importance to the program.
6. Devote a page or pages in the school annual to intramural sports. Give it importance and it will grow.

7. Use of charts on bulletin board showing daily standings by giving three spaces for a win, two for a tie, and one for a defeat. Credit, therefore, is given a losing team to keep them interested. Daily standings on the bulletin board will keep interest.
8. Two sports at the same time. This will attract more individual interests, both player and spectator.
9. San Diego uses this idea: Final intramural play-off with other city schools, a city-wide play day affair in which championship teams from one school play championship teams from other schools. The city is divided into east versus west at the culmination of each sport. Winner and runner-up ribbons are presented.
10. Every boy in school participates in the program in the physical education periods. Finals are held at lunch hours before large numbers of noon hour spectators.
11. Special intramural assembly to award medals and ribbons to athletes. Gives it as much importance as the varsity letter assemblies.
12. Trophy awarded to outstanding intramural athletes as well as to outstanding varsity football player or basketball player--equal importance with varsity sports.
13. Special period set aside for intramurals by taking time away from preparation for inter-scholastic teams.
14. If a large school, two divisions: one for freshmen and sophomores, the other for juniors and seniors.
15. Allow varsity boys to play on squads. Also allow them to coach teams. Less squabbles and the boys respect the decisions of the varsity boys. Only two varsity athletes allowed on each team.

## CHAPTER IV

### SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS

#### I. SUMMARY

Through study of the results of fifty-four questionnaires, authoritative book and periodical material, an effort has been made to set up a recommended intramural sports program for senior high school boys. The program as set up is not a panacea, but should provide a framework on which to strengthen further the intramural program for boys in our senior high schools.

It was the purpose of this study as stated, (1) to investigate many senior high school programs and to incorporate good qualities of these programs into one recommended intramural sports program; (2) to compare these existing intramural sports programs with those recommended by authorities who have published books and periodical articles on the subject, toward molding a complete intramural sports program for boys of all senior high schools, large or small; (3) to interest those schools who do not possess an intramural sports program into organizing a program in their institution; and (4) to give impetus and new ideas to those schools already possessing an intramural sports program.

## II. RECOMMENDATIONS AND CONCLUSION

The recommended program. Here is an intramural sports program for senior high school boys. An effort has been made to set up a complete program. These include intramural director and staff, intramural council, objectives of the program, physical education requirement, finances, publicity, tournaments, eligibility, units of completion, officiating, when sports are to be conducted, corecreation, and awards.

This recommended program will have to be elastic so as to fit any school. Certain recommendations for large and small schools are made in certain sections. A large school will include all schools with enrollment of boys of five hundred or more while the small school will include those with less than five hundred boys.

Intramural director and staff. The larger high schools should employ a full-time intramural director to handle the many duties involved. It may be an additional duty for a member of the physical education department if the duties do not occupy the director's full time. Additional staff members may not be needed, but student assistants to promote, officiate, and assist in the program are needed. Extra pay or lighter teaching load should be

given the director similar to the one given the coaches of interscholastic sports, if the program does take extra hours after school. The length of the day should determine the amount of extra pay or time off. The director should be enthusiastic, cooperative, and patient, as the success or failure of the program depends on him.

Intramural council. A member of the physical education staff should be a member of the intramural council, including the intramural director, an administrator, such as the Principal or Assistant Principal, and three students. This board can handle all intramural problems and set up rules and regulations pertaining to intramural competition. All schools, large or small, should set up such a council for successful operation. Refer to Table I, page 13, for those who may be members of an intramural council. The council is necessary in large or small schools as it helps to identify the program with school life and keeps the director informed on student opinion and desires of students.

Key objectives. These are not listed in order of importance.

1. To provide fun.
2. To provide competition for those who do not compete in interscholastic sports.



3. To give recognition to those not capable of participating in interscholastic competition.
4. To provide recreation for all.
5. To create an interest in some type of activity that will have a useful carry-over value.
6. To arouse more interest and competition in physical activities and thereby create an interest in school loyalty and support.

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7. To learn activities that are not included in the physical education program.
8. To give incentive to the physical education program.
9. To put into practice skills learned in physical education.
10. To develop sportsmanship, leadership, and citizenship.
11. For betterment of health through an increase in physical fitness.
12. To acquaint students with fundamental skills and rules of many sports.
13. To learn to play with others.
14. To be appreciative spectators.
15. To provide wholesome activities for emotional outlet.
16. To build material for interscholastic teams.
17. For development of proper attitudes toward winning and losing.

These should be referred to frequently by the director and council to keep in mind the objectives of the program so that the program will always be one of the best.

Physical education requirement. Intramurals should always be a voluntary activity held at any time the facilities and participants are available. Most school facilities are so overcrowded that intramurals are barely able to exist. Physical education credit should not be given for participation in intramurals unless sports are conducted during the physical education class period. The study showed that credit is given during class periods, but it is readily shown that participation at noon or after school cannot substitute for physical education--it is merely a recreational activity.

A health examination is recommended for competition. A majority of the schools did not require it for intramural competition, for the reasons of time, expense, and that examinations were given at freshman, sophomore, or junior year. Most directors feel the examination not necessary in non-combative activities. For the health of the student and safety of the school it is recommended that a health examination be given, if possible.

Time should be allowed for team members to practice before the sport gets underway. This will give opportunity for all members to be thoroughly familiar with the rules and techniques of the sport.

Finances. There are two prominent sources of funds for intramurals. The first, a budget set up from student body funds to cover costs of intramurals, should be sufficient as the only expense will be the awards. The second source is used widely, and that is the school district budget. This fund covers cost of school items such as books, pencils, paper, etc., without cost to the student. There is no reason why the cost of equipment and small awards, which is nominal, should not be borne by the district also. Gate receipts from championship games, special money-raising events can be used successfully in raising needed funds. Faculty opposing the champions in the final game before an assembly can provide some finances for intramurals from a small fee charged for admission to these games.

Merchants should not be solicited for funds as they are usually asked too frequently to donate to numerous school funds.

Publicity. Any media, just as long as it reaches the bulk of the students, is fine. The school paper, physical education bulletin board, posters, student body meetings, daily bulletin, or school bulletin are fine ways to spread the news around the campus. Develop new and novel ideas to attract attention. There is a lot of room

for improvement in this area. A page or two devoted to intramurals in the school annual will stimulate interest. Pictures of champions and championship games produce interest as all students like to see their name or picture in the annual. Daily standings and results of games played that are posted on the school bulletin boards are good publicity ideas. Assemblies for the purpose of awarding intramural awards also promote interest.

Tournaments. All types of tournaments are usable, depending on the type of activity. The single and double round robin assures every team or player of playing the other team or player once or twice. The single elimination uses few games with one loss by a team or player concluding play for that team or player. It makes for a quick tournament. The double elimination gives the losers a second chance as teams or players are not eliminated until each has lost two games. This type of tournament should be used for team play. The ladder is used in individual player contests and is desirable for tennis, badminton, handball, etc. The pyramid, nearly totally unused, is similar to the ladder but does not prove as embarrassing for the team or player who may be at the bottom. Of the two, the pyramid is desirable as there are more chances to advance to the top and more

company if at the bottom. There are variations of these types of tournaments in use, but these will not be discussed here.

The most ideal type of tournament, for more games, would be the double round robin. It is recommended for all team games. Every team plays each team twice and assures plenty of competition for all teams. If only one round is wanted, a single round robin is excellent.

Eligibility. There are numerous different eligibility rules used by schools, but there should only be one rule to cover eligibility, and that is good citizenship. A "Sports for All" theme calls for few, if any, restrictions. This one restriction, agreed to by ten schools in the survey, is needed to hold the students in line. Citizenship can cover a multitude of sins and can restrict the "bad boy," cheater, lazy boy who doesn't like to study, from playing. It will most likely motivate this type of boy into productive activity and make for the success of the program. Something must be set up for the director to fall back on in case he needs to eradicate a thorn in the program.

A possible rule for large schools would be the complete restriction of varsity players or letter winners from intramurals to give the ordinary boy a chance to play.

The small school can afford to have these extra players, or varsity players, to bolster the teams. Varsity players tend to stabilize and restrict certain bad actions on teams. Homogeneous grouping is necessary. Other possible eligibility rules are included in Table II, page 18.

Units of competition. Best units of competition are homogeneous groups which are bound together by some common bond. These include interclass, homerooms, and clubs. However, in the large school such grouping is not always possible and the most widely used unit is the physical education class. The classes are too big for interclass except in after-school activities.

The small school can use the interclass unit to the best advantage, but physical education classes can also be held here. A large number are participating in varsity sports and this leaves a smaller number with good homogeneous units. If varsity players are used on teams, precaution must be taken to equalize the teams and to distribute the varsity players equally among the teams.

In both bases it is good to have the faculty play the champions in each sport. The faculty may be unable to compete within a sport because of school duties, but a championship play-off always draws great interest, and

gate receipts, if played during school time at a special assembly of the student body. Interest will be stimulated among the teams as they all would like to play the faculty and, of course, try to beat them!

Table V, page 26, shows various units used by senior high schools.

Officials. Students may officiate contests if properly trained. Varsity team members and senior boys are good sources, also. Close supervision must be given to make these students effective officials. Players from competing teams may be used as officials if the officiating is equally distributed between competing teams. The latter idea is a last resort plan if other officials are not available and is not recommended. Championship games should be officiated by top student officials or the physical education staff. Other officials are shown in Table VI, page 26. Games such as flag football are being used increasingly, as officials are not needed in this sport. However, strict supervision is needed by the director or the game will get out of hand.

When sports are conducted. A wide variety of sports should be presented to our high school boys without regard to the season of the year. Seasonal sports are

fine, but why confine them to one season? Schedule them several times a year if the interest is there and the time is available. Varsity teams may limit the sport to an off seasons, when, if popular, the sport will have some interest but not as much as if it were held during the season. Carry-over sports should be placed on the program for their value to the student after he leaves school.

Intramurals have to be sandwiched into the curriculum wherever and whenever it is possible. Noon hour activity is not hygienically sound, but as a matter of necessity, administrators must schedule something for the students to do during this hour so that they will get out of the crowded school buildings. Physical education classes and after school are the best times for intramural activity, but again, this depends on local problems, such as bus schedules, length of periods, rural or city school, and other factors. A specified week night and Saturdays are good times in some areas.

Final intramural play-offs between champions of sports from different schools in one city or locality are a growing practice. A play day is arranged for several schools with play-offs at the culmination of each sport. Winner and runner-up ribbons are presented in competition between these champions from different schools. (See



Table VII, pages 30 and 31.)

This "extramural" idea is growing and may be considered a part of intramurals. It is a healthy movement and will provide for more interest and participation for the boys not on interscholastic teams. It is more of a play day affair and the pressure on boy and director will never be as great as it is in the varsity sports.

Corecreation. This recreational activity is here to stay. It is popular with a large number of participation in all sports, but especially good in volleyball, social dancing, folk and square dancing, tennis, archery, badminton, and swimming. Supervision is necessary. There is great room for improvement in the scope and quality of corecreation as an outlet for our restless adolescents. Wherever it has been organized, corecreation has brought the boys and girls out in droves. Sport nights at the gym are extremely popular--and what better place for our teenagers to have fun? At noon, after school, and at night are excellent times to have these activities--under supervision, of course. These sports should be recreative in nature but not combative. Refer to Table IX, page 35, for recommended sports.

Awards. Despite the view taken by some educators that "a good program needs no incentive," medals, ribbons, certificates, letters, T-shirts, trophies, plaques, belt buckles, are good incentives for winners in intramural sports. These symbols of achievement are necessary and are granted in all walks of life, and intramural sports should not be excepted. If motivation is not necessary then they need not be introduced. However, it is certain that motivation will be needed to keep interest up year after year.

Awards should be given to winning teams and team members for every sport that is presented. Point systems, etc., are useless and present a lot of book work that is unnecessary and too time consuming for most physical educators.

According to the schools surveyed, medals or ribbons are given most readily. The size of the intramural budget would certainly determine the type of award, and if medals are too expensive, a ribbon along with a certificate is a fine incentive for intramural sports participation.

There you have it. This is not entirely a new program, and it never was intended to be that. An effort has been made to include all of the elements of an intramural sports program at the senior high school level.

It is hoped that it will be useful for physical educators and others who wish to set up a program in their school. If a program of intramurals has already been established, it is hoped that this thesis will give some suggestions for improvement of that program.

Conclusions. The conclusions to be made from this study are made very apparent by the results received from the questionnaire. There is an inadequate intramural sports program in the senior high schools covered in this study--primarily California schools, but also some schools in other states. There is a lack of a program, period! Few outstanding programs are in existence. Seventy out of two hundred schools reported a program. Of these seventy who did have a program, the majority had inadequate programs. The directors of many schools professed to be dissatisfied with present programs.

Sports for all? It definitely is "sports for few"! The administrators are apparently unwilling to provide a place for intramurals in the curriculum. Nearly half of the schools that replied simply did not have a program at all. Therefore, there must be an increased emphasis in the learning of sport skills in the physical education classes until such time as our educators realize

that intramural sports are necessary. The values that are acquired are numerous to both the school and the student.

For the school, the values are enormous. The curriculum is enriched with more activity for athletes and the common boy. The recreative value during school and after school give new attitudes and skills for the student. The program keeps the student busy in school, keeps him off of the streets and busy after school hours. The discipline factor is lessened as the student finds an outlet for his emotions in competitive games. There is an opportunity to use these skills learned in physical education classes. For the student, there is an opportunity to express himself and to use up his endless energy in something constructive. His health improves, and he gets to play in competitive games even if he is not as good as the varsity athlete. He learns skills of many games that will be of carry-over value when he leaves school.

Intramurals have a typically democratic background, having arisen from insignificance to the prominent place they now hold in the physical education world. One of the reasons for the rise in importance of the program is that it offers a wide variety of activities which appeal to everyone. At the same time it keeps the body in good condition, develops sportsmanship in those participating, provides wholesome leisure

time pursuits, aids in developing mental alertness, and teaches the individual activities which can be enjoyed in later life.<sup>1</sup>

George M. Lunds' statement pretty well summarizes the ideals of the intramural sports program, although there may be a question as to the degree of prominence that intramurals now hold in the physical education world.

Possibly a few recommendations given at this time might be added for reflective thought and consideration by those who read this thesis, in the hope that a new impetus may be given to intramural sports.

1. A greater emphasis should be made in the value of intramurals in teacher training institutions so that a great number of teachers would instigate a program for boys in senior high schools.
2. Impress upon the administrators the fact that activity for all is possible through intramurals even if it means de-emphasizing varsity sports.
3. Many values can be received from an intramural sports program. These include many skills, carry-over sports learned, physical fitness, and moral and social values.
4. The complete cooperation of the teaching staff is needed so that an established program may be run as smoothly as possible.
5. Added effort by the physical education staff is needed to assist and aid in putting over the best possible intramural sports program.

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<sup>1</sup> George M. Lund, "Development of An Intramural Program," National Association Secondary School Principal Bulletin, 34:78-84, May, 1950.

6. Added effort is needed by the intramural director, for in him lies the success or failure of the program. Ceaseless effort and never-ending enthusiasm will pay off dividends toward a successful intramural sports program.

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APPENDIX A

First side of Double Post Card mailed to two hundred  
Senior High Schools.

8 October 1952

Dear Sir,

I am working on a Thesis in Intramural Sports as a Master's Thesis at the College of the Pacific. This will be based in part on a questionnaire that will be mailed to all interested senior high schools.

If you have an Intramural Sports program in your high school, will you fill out the attached card and return it to me immediately? A brief questionnaire of not more than two pages will be mailed to you. A prompt reply would be appreciated.

Sincerely,  
Albert Dauth

3¢ stamp

Albert Dauth  
Apt. 6-B, Riverview  
Stockton, California

Second side of Double Post Card mailed to two  
hundred Senior High Schools.

We (do) (do not) have an intramural sports program  
at \_\_\_\_\_ High School, located in  
(name)

(address)  
I (am) (am not) willing to fill out a brief  
questionnaire concerning our program. I (would)  
(would not) like a copy of the results.

\_\_\_\_\_  
Director of Intramurals.

By stamp

Director of Physical Education  
Pacific Senior High School  
Pacific, California

APPENDIX B

PLEASE RETURN PROMPTLY

You have indicated that you will fill out a questionnaire concerning your intramural sports program. Please return this information in the enclosed envelope as soon as possible. Use back side for additional comments. Thank you for your assistance.

INTRAMURAL SPORTS PROGRAM FOR SENIOR HIGH SCHOOL BOYS

1. Name of School \_\_\_\_\_  
Address \_\_\_\_\_
2. Intramural Director \_\_\_\_\_  
Enrollment (boys only) \_\_\_\_\_
3. Number of Intramural Staff assistants \_\_\_\_\_, Number of other assistants \_\_\_\_\_  
(x) Check applicable answer or answers or fill in blanks.
4. A health examination is required of boys participating in intramural sports. Yes No
5. Physical education credit is given for intramural competition. Yes No
6. Boys are required to participate in intramural sports.  
Yes No
7. The Intramural Director receives for intramurals:  
(1) Extra pay (3) Nothing  
(2) Teaching credit (4) \_\_\_\_\_
8. Our units of competition include:  
(1) Interclass (3) Homeroom  
(2) P. E. Classes (4) \_\_\_\_\_

9. Intremural sports program is financed by:
- |                            |                    |
|----------------------------|--------------------|
| (1) General budget         | (4) Gate receipts  |
| (2) School district budget | (5) Special events |
| (3) Donations              | (6) _____          |
10. Type of Awards presented are:
- |                  |                  |
|------------------|------------------|
| (1) Ribbons      | (5) Special pins |
| (2) Medals       | (6) Nothing      |
| (3) Certificates | (7) _____        |
| (4) Letters      | (8) _____        |
11. List three (3) prime objectives of your program.
- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
12. Who makes up your Intremural Council, if any?
13. Are intremural sports conducted:
- |                      |                  |
|----------------------|------------------|
| (1) In P. E. classes | (3) After school |
| (2) Noon             | (4) Saturday     |
| (5) _____            |                  |
14. Who does intramural officiating? \_\_\_\_\_
- Are they paid?                
Yes      No
15. List any corecreational activities below. Are they popular?                
Yes      No
16. List several major eligibility rules below.

17. List sports conducted in Fall, Winter, and Spring in intramurals with Approximate number of participants in each during one school year.

Fall Sport	Number	Winter Sport	Number
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

Spring Sport	Number
1.	
2.	
3.	
4.	
5.	

18. What is the reason why any seasonal sport above is not held in season? (if any are listed)

19. There is an opportunity for intramural practice.

Yes   No

20. Check the type or types of publicity employed for intramurals:

(1) posters                      (3) P. E. Bulletin                      (5) \_\_\_\_\_  
 (2) School paper                      (4) Student Body meetings                      (6) \_\_\_\_\_



21. Check the types of tournaments used for intramurals.

- |                        |                        |
|------------------------|------------------------|
| (1) Single elimination | (5) Double round robin |
| (2) Double elimination | (6) Single round robin |
| (3) Pyramid            | (7) _____              |
| (4) Ladder             | (8) _____              |

22. Briefly, what are your main problems as regards:

(1) Facilities

(2) Personnel

(3) Finances

(4) Other

23. What do you do that is unique--that you recommend to others? Also other comments.

APPENDIX C

HIGH SCHOOLS CONTRIBUTING INFORMATION  
MAKING THIS STUDY POSSIBLE

Albany High School	Albany, California
Antelope Valley High School	Lancaster, California
Bakersfield High School	Bakersfield, California
Beverly Hills High School	Beverly Hills, California
Campbell High School	Campbell, California
Chino High School	Chino, California
Coachella Valley High School	Coachella, California
Covina High School	Covina, California
Exeter High School	Exeter, California
Fortuna High School	Fortuna, California
Franklin High School	Los Angeles, California
Fresno High School	Fresno, California
Galileo High School	San Francisco, California
George Washington High School,	Los Angeles, California
George Washington High School,	San Francisco, California
Grossmont High School	Grossmont, California
Hanford High School	Hanford, California
Hayward High School	Hayward, California
Hoover High School	Glendale, California
Hoover High School	San Diego, California
Jefferson High School	Los Angeles, California

HIGH SCHOOLS CONTRIBUTING INFORMATION  
 MAKING THIS STUDY POSSIBLE (continued)

Jordan High School	Los Angeles, California
Lassen High School	Susanville, California
Leuziner High School	Lawndale, California
Livingston High School	Livingston, California
Los Angeles High School	Los Angeles, California
Lowell High School	San Francisco, California
Madera High School	Madera, California
Manteca High School	Manteca, California
Mission High School	San Francisco, California
Monrovia High School	Monrovia, California
Montebello High School	Montebello, California
Mt. Diablo High School	Concord, California
Needles High School	Needles, California
Newport Harbor High School	Newport Beach, California
Oakdale High School	Oakdale, California
Oceanside-Carlsbad High School	Oceanside, California
Piedmont High School	Piedmont, California
Point Loma High School	San Diego, California
Polytechnic High School	Long Beach, California
Polytechnic High School	San Francisco, California
Richmond High School	Richmond, California
Sacramento High School	Sacramento, California

HIGH SCHOOLS CONTRIBUTING INFORMATION  
MAKING THIS STUDY POSSIBLE (continued)

Salinas High School	Salinas, California
San Diego High School	San Diego, California
Santa Cruz High School	Santa Cruz, California
Sequoia High School	Redwood City, California
South Gate High School	South Gate, California
Smith Cotton High School	Sedalia, Missouri
Technical High School	Oakland, California
Tracy High School	Tracy, California
Watsonville High School	Watsonville, California
Westport High School	Kansas City, Missouri
Wilson High School	Long Beach, California