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A survey of intramural sport programs for boys in selected public high schools of Massachusetts.

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BOSTON UNIVERSITY
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THESIS

A SURVEY OF INTRAMURAL SPORT PROGRAMS
FOR BOYS IN SELECTED PUBLIC HIGH SCHOOLS
OF MASSACHUSETTS

Submitted by

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(B.S. Boston University, 1959)

In Partial Fulfillment of Requirements
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CHAPTER I
INTRODUCTION

A. EDUCATIONAL VALUE OF INTRAMURAL ATHLETICS

During the rapid developmental period of intramural sports, the emphasis has shifted from time to time. There is every reason to believe that both objectives and program emphasis will bear modification in the future. For this reason it is apparent that present-day objectives cannot be graded in importance or adjudged as static and final. The shift in educational philosophy from formal discipline to pupil needs and interest provides new sanction for intramural athletics. This new philosophy includes such things as learning by doing, surrounding the child with life experiences, and a revised conception of the functions of education. When one considers the recent trends and philosophy in education, what better way can be found to inculcate many of the desirable objectives of learning than through a well-balanced program of intramural athletics. Many of the outcomes of our modern athletic programs parallel those of general education. In fact, the program of intramural and interschool athletics possesses many inherent qualities which contribute to complete education such as personal happiness, service, social acceptance, moral obligations,

and others. Intramural athletics, if properly supervised, offer an excellent opportunity to attain these goals, for does not the student attain happiness in his participation; does he not attain the value of service to his fellow teammates; and does he not also attain the value of social acceptance and learn the value of his moral obligations of honor, sportsmanship, fairness, and co-operation when he competes as a member of a team?

The problem of leisure time is also an immense problem for later life, and is not the learning of skills and interest in sports which can be played after school days are over an important objective of the athletic program? The athletic field is, therefore, an ideal laboratory for the teaching of ideals concerned with personal respect and group consciousness.

B. INTRAMURALS - DEVELOPMENT

The term "intramural", as defined in Webster's Dictionary, means "within the walls." Intramural sports, therefore, may literally be defined as athletic activities which are carried on within the confines of an institution.

Intramurals, although not recognized as such, appeared on our educational scene long before anyone ever thought of physical education and interschool athletics. The desire to play is

universal and, in some form, has existed since the beginning of man. The many theoretical explanations of play have been discussed thoroughly in other publications.¹ Most of these theories, however, were based upon the play of children and adolescents rather than the recreation of people of all ages.

A theory of play as self-expressional is widely accepted. This theory recognizes the nature of man, his anatomical and physiologic structure, his psychological tendency, his feeling of capacity, and his desire for self-expression. It accepts the point of view of Hart² that the motive of life is to function and that "joy - real happiness, the thing people are after in all experiences - is to act, to do things, to function." It further takes into account the fact that the forms of activity through which man achieves this joy are conditioned by his mechanical possibilities of behavior, his physical condition, and his attitudes and habits. Thus play activities are those for which his body structure is well adapted, such as running, climbing, dancing,

¹Mitchell, E. D. and Mason, B. S., The Theory of Play, A. S. Barnes and Company, New York, 1948.

²Hart, Hornell, The Science of Social Relations, Henry Holt and Company, Inc., 1927, P. 15.

throwing, jumping, etc. Man's inclination to activity and the satisfaction he gains from it at a particular time are also influenced by the abundance of his physical energy or the nature of his desire for mental and emotional gratification. At one time he may desire strenuous activity; at another, relaxation.

According to this theory, play is a form of activity, an attempt at self-expression resulting from man's urge to be active and to use his physical and mental equipment to the utmost. It is through play that man finds the satisfaction of his desires to achieve, create, win approval, and express his personality. It almost seems inconceivable that such a powerful urge, the desire to play, could have been entirely done away with in our first educational institutions.

The beginning of our modern intramural sports can undoubtedly be traced to the informal sports and games which our first students took part in during their leisure moments. There is much evidence¹ to be found showing that boys and girls participated in these informal

¹ Voltmer, E. F. and Esslinger, A. A., The Organization and Administration of Physical Education, Appleton - Century - Crafts, Inc., New York, 1958, P. 279.

activities despite the obstacles of hostile teachers and Puritanical views of play as sinful and foolish. As educational institutions expanded and multiplied, informal play activities gradually gave way to better organization and administration. Competition was organized between classes, societies, clubs, and other groups. The students conducted their activities by themselves.

As the intramural program developed, students began to look beyond the confines of their own institutions for competition. This resulted in the interschool sport programs.

While various progressive educators began to take an interest in these intramural programs, it was not until the beginning of the twentieth century, however, that Wood and Hetherington¹ began to realize the value of such play as an important opportunity to broaden the scope of their physical education programs. World War I gave considerable impetus to intramural sports in our schools.

By 1925 the movement to adopt intramurals emerged into full swing in high schools, so that today the majority of the high schools in the nation provide intramural competition for both boys and girls.

¹Wood, T. D. and Brownell, C. L., Source Book in Health and Physical Education, Macmillan Company, New York, 1930.

Hetherington, Clark W., School Program in Physical Education, World Book Company, New York, 1926.

C. THE RELATIONSHIP OF INTRAMURAL SPORTS TO THE REQUIRED PHYSICAL EDUCATION PROGRAM

Intramural sports must be regarded as an extra-class activity.

According to the common conception, the term "extra-class" is used in preference to "extra-curricular" because it should be considered within the total curriculum of the school and as Miller states,¹ "an addition to the instructional class period."

Millard,² although not familiar with the newer term "extra-class", defines extra-curricular activities as "those activities which have been developed in school to supplement the curricular program for the purpose of bringing about a more complete realization of the objectives of education." It can be stated, then, that the purpose of intramurals is to supplement the curricular activities of physical education after regular school hours in order that the objectives of physical education may be more adequately reached. Due to the small time allotment in many schools for physical education, many skills cannot be dealt with in the regular class. Here, intramural sports offer the opportunity for specialization in the preferred activities. Considering the time allotment

1

Miller, Arthur G. and Whitcomb, Virginia, Physical Education in the Elementary School Curriculum, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1957, P. 49.

2

Millard, C. V., The Organization and Administration of Extra-Curricular Activities, A. S. Barnes and Company, New York, 1930, P. 4.

for physical education in most schools, it can hardly be expected that even the fundamental skills, techniques, and knowledge of sufficient sports will be taught justifiably in the regular physical education classes.

D. THE PURPOSE OF INTRAMURAL ATHLETICS

The most important purpose of intramurals is, in all probability, the recreation of the mass of students through vigorous athletic exercise. The objectives of an intramural athletic program (needed to reach the purpose) are clearly stated by Williams and Brownell¹ as (1) an opportunity to promote leisure education, (2) an opportunity to enrich social competence, (3) an opportunity to develop group loyalties, and (4) an opportunity to provide healthful exercise. Intramural athletics provide an opportunity for all students to engage in many types of athletic activities regardless of skill. Members of intramural teams enjoy the thrills of success which crown achievement, learn to take defeat intelligently and graciously, develop worthwhile habits of leisure, and form a permanent interest in sports. It is because of these reasons and objectives that intramural athletics are generally considered superior to interschool athletics in that they serve the maximum of the students, whereas interschool athletics serve only a gifted minority.

1

Williams, J. F., Brownell, C. L., and Vernier, E. L., The Administration of Health and Physical Education, W. B. Saunders Company, Philadelphia, 1958, Pp. 204-205.

CHAPTER II

THE PROBLEM

A. THE PROBLEM

The problem in this study is to conduct a survey of selected public high schools in the state of Massachusetts to determine to what extent they have boys' intramural sport programs, if they have such, and to find out the number of male pupils who are being served. This survey will determine the general status of boys' intramurals in the state of Massachusetts. It will also attempt to discover whether several of the factors so important to the running of an intramural sports program¹ have been met, such factors being:

(1) organization on an elective basis; (2) the election of an intramural director; (3) the utilization of events appearing in the physical education program; (4) a basis for the selection of teams; (5) the election of intramural managers; (6) the standards of eligibility; (7) the necessity of health examinations.

1

Williams, J. F., Brownell, C. L., Vernier, E. L.,
The Administration of Health and Physical Education, W. B. Saunders
Company, Philadelphia and London, 1958, P.p. 205-206.

B. PURPOSE OF THE STUDY

The author of this paper for the most part grew up in Massachusetts. He attended one of the larger secondary schools in the state where he was actively engaged in interschool sports. During the off-season period, however, he was unable to fully satisfy his physical needs due to the absence of a good intramural program in the school.

After completing his work in high school, he went on to college for his Bachelor of Science Degree and then on to graduate school for his Master's Degree in Education. During this period, especially while student teaching in physical education and working for a number of school physical education departments, he took note of the fact that a great majority of the students lacked an interest or desire to participate in any of the vigorous activities essential for the physical and mental well-being of each individual. He further noticed that little was being done to stimulate interest in activities for the masses, while it appeared that the policy of the average high school was to primarily stimulate interest in interscholastic athletics. This policy, in the writer's opinion, benefited only a minority of already talented athletes, while the majority of the students received little or no competitive activity whatsoever. The consensus among the administrators was that insufficient personnel and space made such a program impossible. The

writer disagrees with this consensus, for one can almost always discover some activity of interest to the students which may be used for intramural sports competition by adapting the activity to the space available.

Realizing the great need for an extensive intramural program in the schools he worked for, the writer wondered what the situation was in other schools in the state in regard to intramural sport programs. Consequently, a survey was made to determine the status of intramural sport programs for boys in selected public high schools of Massachusetts.

C. SCOPE OF STUDY

A list of all the public high schools in Massachusetts was compiled from the Massachusetts Secondary School Principals Association and the State Department of Education. The list was then broken down into classes according to school population, and finally ninety-two (92) public high schools were selected from the four combined classes. The classes are described on page 25.

D. REVIEW OF LITERATURE

In reviewing the studies preceding the present study, the author found the area extremely limited in regard to surveys made to determine the status of intramural programs in public high schools. In fact, insofar as the writer has been able to determine, such studies are limited to four in number,¹ each of which brings out the fact that, in their respective areas, intramural sport programs are limited. They give as the three most important obstacles to such programs, the lack of funds, the lack of space, and the lack of personnel.

1

Vafides, John, The Status of Intramurals in the South Shore High Schools of Massachusetts, Service Paper, Boston University, 1947.

O'Sullivan, Arthur L., The Status of Intramural Programs in the Public High Schools of Rhode Island, Thesis, Boston University, 1948.

Kenefick, D. V., Intramural and Interscholastic Athletics in Secondary Schools of Massachusetts Enrolling 200 or Fewer Students, Master's Thesis, Boston University, 1936.

Chambers, W., Intramural Athletics in Small High Schools of Texas, Texas Outlet 25:10, January, 1941.

A number of general studies concerning intramural sport programs in the public high schools have been conducted. These studies, although conducted in different areas, all tend to emphasize the need for better intramural programs and say that something should be done to have better intramurals.

Evans¹ in his study sums up the ideas or opinions expressed by himself as well as the opinions expressed by other authors of similar studies. He states:

"In far too many schools the intramural program is limited in scope and effectiveness because a disproportionate amount of emphasis is placed on the varsity program. Many pressures bring about this situation in various communities, but the educational justification is difficult to find. When ten to fifteen varsity basketball players spend ten hours each week with a coach in the school gymnasium while several hundred boys who would like to play do not get an opportunity to play basketball except in a single elimination section tournament, we need to take a good look at our total program.

¹ Evans, Warren R., "The Scope of Intramural Athletics", The Bulletin of the National Association of Secondary-School Principals, 44:114-17, May, 1960.

The school principal should make sure that the personnel, time, facilities, and equipment are shared in such a way that all boys and girls get an opportunity to participate. Providing varsity programs at the expense of good intramural programs cannot be justified on any valid grounds.

Excellent intramural programs can be developed without a great deal in the way of personnel, equipment, and facilities if the principal and staff of physical education teachers really want to do the job. Developing a good program with a wide range of activities which really meet the needs of a large number of students can be as rewarding as developing a championship team.

Providing intramural programs of the type we have been talking about takes time, hard work, and a lot of ingenuity, but it can and must be done if we are to have a real effective educational program for all girls and boys."

E. PROCEDURE

A questionnaire-checklist was compiled which covered the needed information. It was sent out to those selected schools with an explanatory letter accompanying it and directions for completion. After a period of approximately three weeks, a follow-up letter was sent to those schools not returning the questionnaire-checklist.

Since the purpose of the study was to determine the status of all possible phases of intramural sport programs for boys in the area covered, each selected public high school was considered thoroughly. No effort was made to choose a representative group of schools from a certain population - all four classes were given equal sampling.

Of the ninety-two (92) schools to which the questionnaire-checklists were sent, a total of forty (40) returned them almost immediately. The author then proceeded to call a number of schools which had not returned his questionnaire-checklist for the purpose of obtaining it. Finally, a follow-up letter was sent to the remaining schools and after a period of approximately two months in which a total of fifty-six (56) or sixty-one per cent (61%) of the questionnaires had been returned, the writer then proceeded to collect, sort, and put forth the results of his study.

A copy of the introductory and follow-up letters plus the questionnaire-checklist used in carrying out this study may be found on the following pages.

(Sample Introductory Letter)

Mr. William R. Miller
c/o Dr. Arthur G. Miller
332 Bay State Road
Boston 15, Massachusetts

February 21, 1961

Principal

_____ High School
_____, Massachusetts

Dear _____:

I would appreciate it very much if you would forward the enclosed questionnaire-checklist to your boys' physical education personnel as soon as possible. The information will be used by me to determine the status of intramural programs in Massachusetts and will partially fulfill the requirements for my Master's Degree in Education at Boston University.

This study will take into consideration selected high schools of the A, B, C, and D classes in Massachusetts. The general status of intramurals in Massachusetts will be summarized and comparisons, if possible, will be made with other studies of a similar nature.

If you desire a summary of my findings, please indicate below in the space provided. With this summary you may determine to what extent other schools in the area carry on intramural programs in relation to any such program that might exist in your high school.

In this study, the names of schools, directors, administrators, or any persons will not be mentioned. Merely an over-all picture of Massachusetts class A, B, C, and D schools as a whole will be considered in this study of intramurals.

Any information which you can furnish will be greatly appreciated.

Do you desire a summary? (circle) yes no

Very truly yours,

William R. Miller

INTRAMURAL QUESTIONNAIRE - CHECKLIST

General Information:

- 1. City or Town _____
- 2. School _____
- 3. Director of Physical Education _____

- 4. Number of instructors on staff (male) _____

Note: No names of any kind - person, school or city will be used in this study. Any name that is mentioned will be designated by code letter (example: School "A" or Director "B") the actual name being known only to the writer and kept strictly confidential.

Introduction:

Does your school have an intramural program?(Circle) yes no

If your answer was "no" what obstacles stand in your way?
(Example: lack of facilities, expense, etc.)

If your answer was "no", do not go beyond this question, but please return the questionnaire.

Organization and Administration of Intramurals

- 1. Please state the approximate number of boys participating in the intramural program. _____

2. Please state briefly the objectives of the school intramural program. _____

What are the limitations of the school intramural program?

3. What is the principal's opinion concerning intramurals?

4. Who heads the intramural program?

5. Do you have intramural managers? (circle) yes no
a) Are the managers from the student body? (circle)
yes no
b) Other: Explain briefly _____

6. Do you have intramural officials? yes no
a) Are officials paid or unpaid? (underline)
b) Are officials trained or untrained? (underline)
c) Are officials from students, faculty, or outsiders?

d) If outside, who are they? _____

7. What units of competition are employed for intramurals?
 (homerooms, grades, weights, height, other)

(please indicate) _____

8. Are athletic equipment and supplies available and adequate?

(circle) yes no If no, explain _____

9. Time allowed for program. (underline) evenings, after school

noontime, during school, Saturday, before school, after

school and Saturday mornings, evenings and Saturday

mornings (If other combinations, please indicate)

10. Do you have annual physical examinations? yes no

a) If no, do you require physical examinations prior to
 intramural participation? yes no

b) Do you require physical examinations at any other time?
 yes no

c) If yes, please check:

___ Examination at beginning of freshman year.

___ Examination at beginning of freshman year and
 before the more strenuous sports.

___ Examination only before strenuous sports.

___ No examination.

11. Rules for eligibility.

a) Do you have rules for eligibility? yes no

If yes, what? _____

12. What systems of tournament play do you use? (underline or explain) straight elimination, double elimination, round robin, ladder, other _____

If systems are different for different sports, please explain.

13. Do you have an award system? yes no

If yes, explain briefly _____

Finances

1. Do you have a method of financing the intramural program?
(circle) yes no

a) If so, is the fund separate from or included in the regular physical education fund? (Please underline)

Other? Please explain _____

Activities

Please check the appropriate columns if you have any of the following intramural activities. Note any other activities you may have which have been omitted. Please designate the popularity of each activity participated in by circling number:

1) very popular 2) fairly popular 3) little or no interest

Activity Available	Unit of Competition					Popularity			
	Grade	Home Room	P. Ed. Class	Age	Height				Other
Aquatics							1	2	3
Archery							1	2	3
Badminton							1	2	3
Baseball							1	2	3
Basketball							1	2	3
Bowling							1	2	3
Boxing							1	2	3
Cross Country							1	2	3
Decathlon							1	2	3
Football							1	2	3
Football (6 man)							1	2	3
Football (tag)							1	2	3
Golf							1	2	3
Gymnastics							1	2	3
Handball							1	2	3

(Sample Follow-up Letter)

March 20, 1961

Dear _____:

I am taking this opportunity to remind you of the intramural questionnaire that I sent to your school three weeks ago. For one reason or another, I have failed to hear from you.

Would you please look and see if your Boys' Physical Education Department has attended to this as yet.

Thanks again for your time and interest.

Sincerely,

William R. Miller

CHAPTER III
INTRAMURAL SPORTS IN MASSACHUSETTS

A. CLASSIFICATION

The Massachusetts Secondary School Principals' Association and the State Department of Education classifies the high schools of the state into four (4) classes for the purpose of competition. Since this classification is based on the male high school student enrollment for grades ten, eleven, and twelve, and also is the one most generally referred to, it will be used in this study.

TABLE 1. High School Classification and Enrollment

Class	Number of Schools Receiving Questionnaires	Number of Schools Returning Questionnaires	Enrollment (male)
A	20	13	651 and up
B	26	18	451-650
C	16	10	301-450
D	30	15	300 and under

B. INTRAMURAL PROGRAMS

The number of schools maintaining a boys' intramural sport program was rather small. Six (6) of the thirteen (13) class A schools maintained programs. Ten (10) of the eighteen (18) class B schools had a definite intramural sports program functioning. However, the extent of these programs, in a number of cases, was not as great as that of the class A schools. In relation to the class C schools, only four (4) of the ten (10) schools had any sort of an intramural program whatsoever. However, two (2) of the four (4) schools in the class C group maintained a program of intramurals equal to that and in some cases better than that of any school in the entire state. Eight (8) of the fifteen (15) class D schools maintained an intramural sports program but they were very limited and in some cases only took in one or two sports.

Of the fifty-six (56) schools in the state that returned the questionnaire-checklist, only twenty-eight (28), or fifty per cent (50%), maintained an intramural sports program.

C. PHYSICAL EDUCATION INSTRUCTORS

All thirteen (13) of the class A schools had at least one (1) full-time male instructor. Eight (8) schools averaged three (3) or more male instructors while five (5) schools had at least five (5) full-time male instructors.

Every class B school had at least one (1) full-time male instructor with twelve (12) schools having two (2) or more male instructors.

All ten (10) class C schools carried one (1) full-time male instructor. Seven (7) schools carried two (2) full-time male instructors.

Thirteen (13) of the fifteen (15) class D schools carried one (1) full-time male instructor while the other two (2) schools maintained two (2) full-time male instructors.

D. ORGANIZATION AND ADMINISTRATION OF INTRAMURALS

The most effective method of successfully carrying on an adequate intramural program is to install one individual to be in complete control of such a program. This individual is usually known as the director of intramural activities. However, very few high schools can afford a full-time director of intramural sports. In most schools such a director usually serves in some other capacity. He may be the athletic director, a physical education instructor, a coach, or an academic teacher. Regardless of his other duties, the intramural director should be the best person qualified for the position. The director of physical education is the most logical individual to direct the intramural program because of the integrated nature which exists

between the required physical education and intramural activities.¹

None of the public high schools in Massachusetts that returned the questionnaire-checklist carried a separate intramural department. All schools maintaining an intramural program had them come under the jurisdiction of the regular physical education department.

Of the twenty-eight (28) schools reporting an intramural program, twenty (20) schools stated that the physical education director was the administrator; seven (7) schools reported a physical education instructor as administrator; one (1) school reported an academic teacher as administrator.

Approximately one-half (1/2) of the schools maintaining an intramural program used intramural managers, all such managers being chosen from the student body.

The officiating of the intramural contests were varied. In some instances the officials were members of varsity teams; in other instances they were students, faculty members, or varsity coaches.

¹ Voltmer, E. F., Esslinger, A. A., The Organization and Administration of Physical Education, Appleton-Century-Crafts, Inc., New York, 1958, P.p. 282-285.

Eight (8) of the schools reported trained officials who were paid for their services.

E. UNITS OF COMPETITION

The units of competition of an intramural program can make or break that intramural program. Good units contribute to success; bad units contribute to failure. The selection of teams for intramural competition should be divorced from all methods whereby teams are selected for varsity sports. The selection of competing units for individual sports is unnecessary for the individual himself is the unit. Strong units for team sports are necessary, however, for too many defeats tend to cause disintegration among the players, and such disintegration leads to failure. Homogeneous groups which are bound together by some common bond make the best competing units.

The unit of competition used mostly by the twenty-eight (28) schools conducting intramural sport programs for boys was according to grades. Fourteen (14) of the twenty-eight (28) schools

used the grade as the unit of competition. Eight (8) schools used the physical education class as the unit of competition. Five (5) schools used the homeroom as the competing unit, while one (1) school used weight as the unit. In the case of some activities, such as football and basketball, many schools used more than one unit of competition.

TABLE 2. Massachusetts Public High School Units of Competition

Unit	Enrollment of High School			
	Under 300	301-450	451-650	651 and up
Physical Ed. Class	2	1	4	1
Grade	2	3	4	5
Homeroom	4	0	1	0
Weight	0	0	1	0
Height	0	0	0	0
Age	0	0	0	0

F. INTRAMURAL FINANCES

Intramural sports are, fortunately, inexpensive. Considering the large number who participate, the cost per capita is exceptionally small and the value received is extraordinarily large.

In high school the expense of an intramural sports program is much smaller than it is in college. This is due, in part, to the fact that the competitors are in one building thereby saving office expense. Awards for high school need not be as elaborate or as expensive as awards for college. The equipment item may be large or it may be small, depending upon the amount furnished to the players. Personal equipment such as uniforms, shoes, etc., are usually supplied by the players; bats, balls, gloves, nets, etc., can usually be borrowed from the physical education department.

The regular physical education facilities can be used when available and the intramural program can be run in conjunction with the regular physical education classes.

Of the twenty-eight (28) schools maintaining an intramural sports program for boys, twenty-one (21) schools reported their intramural programs as financed through the regular physical education fund. Three (3) schools reported programs financed by a separate intramural fund, and three (3) other schools reported no budget at all. One (1) school reported the program financed by the school committee.

The average expense per pupil was approximately from twenty-eight cents (\$.28) to one dollar (\$1.00) as compared with a per capita expense for varsity athletics of approximately fifteen (15) to fifty (50) dollars.

TABLE 3. Method of Financing Intramural Sport Programs for Boys in Massachusetts

Financed by	Number of Schools	Per Cent of Schools
Regular P. Ed. Fund	21	75
Separate Intramural Fund	3	10.7
School Committee	3	10.7
No Budget	1	3.5

The individual handling the intramural finances among the Massachusetts Public High Schools was, in the majority of cases, the director of physical education or athletics. Eight (8) schools, the principal or the school committee handled such finances as were required. In almost all instances the individual, no matter what his position, was responsible to either the superintendent or the school committee.

G. INTRAMURAL FACILITIES

All twenty-eight (28) schools maintaining an intramural sports program for boys had gymnasiums within the school itself. Eight (8) schools reported having the use of two (2) gymnasiums.

The condition of the gymnasiums was, on the average, in good shape. Two (2) schools reported having very poor gymnasiums which were inadequate in size.

All twenty-eight (28) schools were provided with athletic fields; however, in one (1) case, the city parks served as that town's athletic field. Twelve (12) schools reported the use of two (2) athletic fields each. In all but six (6) cases the fields were near enough and large enough to adequately serve the student body.

Four (4) of the six (6) class A schools had the use of tennis facilities. Such facilities were in fairly good condition but were, in most cases, more than one mile from school. Six (6) of the ten (10) class B schools also reported tennis facilities. Each of these schools had at least two (2) or more courts for its use, all in fair condition. Three (3) of the four (4) class C schools had three (3) or more tennis courts for its use, all in excellent condition. Six (6) of the eight (8) class D schools reported adequate tennis facilities to serve its student body.

Twenty-six (26) schools had shower facilities. Most of these shower facilities were in good condition and the majority of these schools reported having more than one shower room. Two (2) schools had no shower facilities at all.

All but one (1) school had locker facilities. Most of the schools reported their space as being adequate and able to meet the burden placed upon them by the large student bodies.

All six (6) class A schools had cinder tracks in fairly good condition. Eight (8) of the ten (10) class B schools had regulation cinder tracks in fair to good condition. Three (3) of the four (4) class C schools maintained tracks in fairly good condition. All eight (8) class D schools had tracks. Only one (1) class D school reported that their track was in poor condition.

Of the twenty-eight (28) schools that carried on intramural sports for boys, only one (1) maintained a swimming pool.

Five (5) schools maintained rooms which were used for recreational activities only.

TABLE 4. Athletic Facilities. Total number of facilities used by all twenty-eight (28) schools.

<u>Facility</u>	<u>Number</u>	<u>Condition</u>			<u>Location</u>		
		<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Inside</u>	<u>Adjacent</u>	<u>Far</u>
Gymnasium	36	34	0	2	34	2	0
Athletic Field	40	32	2	6	0	34	6
Tennis Courts	109	95	6	8	0	51	58
Shower Room	46	46	0	0	46	0	0
Locker Room	46	43	3	0	46	0	0
Track	25	17	7	1	1	18	6
Swimming Pool	1	1	0	0	0	1	0
Recreation Room	5	5	0	0	5	0	0

H. INTRAMURAL EQUIPMENT

All twenty-eight (28) schools that conducted intramural sports programs reported that they had adequate equipment to carry on their programs. Only one (1) school used separate equipment for intramural competition; the other twenty-seven (27) schools used their regular physical education class equipment.

I. TIME PERIODS FOR INTRAMURALS

All twenty-eight (28) of the public high schools conducting an intramural sports program for boys had the majority of their activities after school. Five (5) schools also conducted intramural competition on Saturday.

According to Voltmer and Esslinger¹, the best time for intramural contests is in the afternoon after the classes are over. Students prefer it as do their parents. Faculty supervision is easier to obtain. For these reasons intramural contests should be scheduled at this time if it is at all possible. The major problem is the conflict with interschool squads regarding the use of facilities. This is usually more acute during the indoor season than in the fall or spring. A partial solution is to play intramural contests on the afternoons when the varsity basketball team plays games. Some schools arrange to practice the varsity team at night once a week in order to provide some opportunity for intramurals in the afternoon. In certain schools a period is provided for intramural competition before varsity practice starts.

¹

Voltmer, E. F. and Esslinger, A. A., The Organization and Administration of Physical Education, Appleton-Century-Crafts, Inc., New York, 1958, P.p. 297-298.

Because of the lack of space, it is frequently necessary to arrange intramural competition at night. This is unsatisfactory because it interferes with the student's homework and necessitates an additional trip to school. Parents do not take kindly to night intramurals. Forfeits are much more frequent at night than in the afternoon. The problem of providing custodial services is created. If night play cannot be avoided, the schedules should be arranged so that no student will be required to spend more than one evening per week in intramural activities. An excellent time for intramurals is on Saturday mornings and, frequently, on Saturday afternoons. The physical education facilities are not being used and the majority of students are unoccupied at these times.

J. METHODS OF ORGANIZING INTRAMURAL COMPETITION

As mentioned earlier, the selection of intramural units should be divorced from the method used in selecting varsity units - namely, ability. It is recommended that intramural programs be organized on an elective or optional basis. If the regular boys physical education program satisfactorily serves the pupils, then large numbers of them will, in all probability, wish to elect some

of the activities for the after-school program. The percentage of the total number of pupils electing to participate is, as stated by Irwin,¹ dependent upon the initiative and leadership of those in charge.

Of the twenty-eight (28) schools conducting an intramural sports program for boys, twenty-six (26) schools used some method of organizing competition and two (2) used none, their programs being haphazard in arrangement. Ten (10) schools used the round-robin system of tournament play; four (4) schools operated on double elimination; five (5) schools used straight elimination; two (2) schools found ladder tournament play meeting their needs; one (1) school operated on a league basis; while four (4) schools used combinations of tournament play for different sports. For individual sports the straight elimination system was used.

K. PROGRAM OF INTRAMURAL ACTIVITIES

Basketball was the most popular sport. Gymnastics ran a close second. The other popular sports were volleyball, softball, soccer, badminton, football (tag), and bowling.

1

Irwin, L. W., The Curriculum in Health and Physical Education, W. C. Brown Company, Dubuque, Iowa, 1960.

TABLE 5. Number of Schools Reporting Intramural Athletic Programs for Boys in Various Sports

Sport	Intramural Program (for boys)
Basketball	20
Gymnastics	18
Volleyball	16
Softball	12
Soccer	10
Badminton	10
Football (tag)	11
Bowling	8
Baseball	6
Archery	5
Decathalon	3
Golf	8
Ice Hockey	4
Table Tennis	6
Weight Training	4
Speedball	4
Outdoor Track	5

TABLE 5. (Continued)

Sport	Intramural Program (for boys)
Indoor Track	3
Wrestling	7
Handball	2
Skiing	1
Tennis	3

L. INTRAMURAL RULES AND REGULATIONS

Of the twenty-eight (28) public high schools carrying on an intramural sports program for boys, sixteen (16) had a definite set of eligibility standards. Twelve (12) schools considered the intramural program as part of the physical education program, and therefore no rules were needed. Four (4) schools required no failing grades for eligibility while twelve (12) schools stated that persons out for varsity sports during a particular season were not eligible for intramural competition during that same season.

Since the intramural department should be most interested in encouraging students to participate rather than in setting up

barriers to such participation, it is recommended that any student be allowed to participate in intramural sports regardless of his scholarship provided he is eligible to remain in school.

M. PHYSICAL EXAMINATIONS

Physical examinations should be advocated before intramural competition. If it is desirable for varsity athletes to undergo a thorough medical examination, it is equally desirable for intramural competitors to do likewise. Although intramural athletics are not as strenuous as interschool athletics, the varsity candidates undergo an organized, supervised conditioning program which intramural athletes do not undergo. Varsity players are provided with superior equipment and they are given better, immediate attention in case of injury. Health may be seriously impaired in intramural competition and the most essential safeguard is the required medical examination for all competitors.

Of the twenty-eight (28) schools conducting intramural sports programs for boys, only nine (9) schools gave physical examinations prior to intramural participation. Six (6) schools required examination prior to varsity participation, three (3) schools required examinations every year, six (6) schools gave an examination at the

beginning of the first year and before the more strenuous sport, two (2) schools gave an examination just at the beginning of the first year, and two (2) schools gave no physical examinations whatsoever.

TABLE 6. Physical Examinations in Selected Massachusetts Public High Schools Conducting Boys' Intramural Programs

Time of Examination	Number of Schools
Prior to Intramural Participation	9
Prior to Varsity Participation	6
Annually	3
Beginning of first year and before the more strenuous sport	6
Beginning of first year	2
No Examination	2

N. INTRAMURAL AWARDS

Intramural awards are granted in all walks of life and are justifiable in intramural athletics as long as they remain inexpensive. The winners of individual competition may be awarded medals, cups, class insignia, or ribbons. Group competition is

usually divided into leagues comprising the permanent groups such as fraternities and the temporary groups such as independents. The winning teams of the permanent group are awarded pennants, shields, plaques, or cups. The winning temporary groups would have no use for team trophies so they are usually given emblems or medals.

Only eleven (11) of the twenty-eight (28) schools conducting intramural sports programs for boys gave awards. Eight (8) schools gave team trophies with the players names inscribed on the front. Two (2) schools awarded letters while one (1) school gave sweatshirts with the letter of the school on the front.

CHAPTER IV

SUMMARY AND CONCLUSIONS

A. SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the status of intramural sport programs for boys in selected public high schools of Massachusetts.

The questionnaire-checklist used was sent to ninety-two (92) public high schools in Massachusetts. Fifty-six (56) or sixty-one per cent (61%) of the questionnaires were completed and returned.

The writer anticipated that very little was being done in Massachusetts in regard to intramural sport programs for boys in the public high schools. This forecast proved to be fairly accurate as the emphasis in the majority of public high schools is on interschool athletics. Further investigation proved that such interschool athletics provided outlets for the physical and emotional needs of only a small minority of the male students.

Fifty per cent (50%) of the selected public high schools that returned the questionnaire-checklist are carrying on some type of intramural program for boys. However, such programs are extremely limited in offering, participation, and time. The facilities in most

cases were found to be sufficiently adequate for a more comprehensive program in most schools.

Virtually all of the administrators, physical education directors, and principals favored a program of intramural athletics, yet only twenty-eight (28) of the fifty-six (56) schools conducted such programs.

The size of the school had nothing to do with the formation of the intramural program for the small class D schools in the state maintained intramural programs that were equal to, and in some cases better than the larger class A schools. Most of the schools attempted to justify their lack of programs by inadequate facilities and not enough staff members to adequately prepare and supervise such a program. Yet, six (6) schools which had no intramural program maintained three (3) or more full-time, well-trained instructors; while six (6) schools with excellent programs maintained only two (2) instructors.

The majority of the twenty-eight (28) schools conducting intramural sport programs for boys adhered quite closely to the seven most important factors in running an intramural program.

(See Chapter II, Page 8)

B. LIMITATIONS OF THE STUDY

Because of the manner in which the distribution and collection of the questionnaire-checklists were handled, it was not possible to determine the reasons why certain schools did not respond.

Many questions were discarded by physical education personnel not because they were not appropriate in the area which they investigated, but because there were other more basic questions they felt more important to the situation.

C. RECOMMENDATIONS FOR FURTHER STUDY

During the process of this investigation, the following problems for further research came to the author's attention:

1. A survey using a much larger sampling should be conducted to improve the reliability of such a study.
2. A study comparing one area of the country with that of another should be set up.
3. A study to indicate how certain communities feel about intramural athletics as opposed to interschool athletics.
4. A survey of intramural sport programs for both boys and girls in the public high schools of Massachusetts could be attempted.

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