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Raymond A. Kuran

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A COMPARATIVE SURVEY OF INTRAMURAL ATHLETICS IN
MANITOBA SECONDARY SCHOOLS FOR 1963 AND 1968

by

Raymond A. Kuran

B.S. in Education, University of North Dakota, 1961

A Thesis

Submitted to the Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the Degree of

Master of Science

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Department Physical Education

Degree Master of Science

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A COMPARATIVE SURVEY OF INTRAMURAL ATHLETICS IN
MANITOBA SECONDARY SCHOOLS FOR 1963 AND 1968

Raymond A. Kuran, M. S.

The University of North Dakota, 1969

Faculty Adviser: Dr. John L. Quaday

The purpose of this study was to determine the status of intramural athletics in Manitoba secondary schools in 1963 and again in 1968 and to compare the two sets of data in an attempt to determine current trends in the intramural programs throughout the province.

A questionnaire was mailed to one hundred forty-nine secondary schools in 1963. The questionnaire was again mailed in 1968 to those schools which responded to the first questionnaire. Returns were received from seventy-three per cent of the institutions in 1963 and from seventy-two per cent of the institutions in 1968. Only seventy per cent of the schools conducted intramural athletic programs in 1963 as compared to ninety-three per cent in 1968. All but one of the schools without an intramural program had enrollments of less than three hundred.

The overall development of intramural athletic programs in Manitoba secondary schools has shown considerable progress between 1963 and 1968. More recreational activities and co-recreational sports appeared in the 1968 intramural programs.

The problem of insufficient qualified physical education teachers and inadequate indoor facilities and equipment was still evident in 1968.

Physical education teachers appeared to be more involved in the organization and administration of the intramural programs in 1968.

Intramural athletics appear to be becoming an integral part of the education system.

CHAPTER I

INTRODUCTION

The word "intramural" is derived from the Latin words *intra*, meaning within, and *muralis*, meaning wall. It has been associated with words such as athletics, sports and activities, and when combined with these words, commonly refers to a program of activities conducted within the confines of a particular school or institution. The term intramural athletics is generally accepted as inclusive of those recreational activities that are athletic in nature and promoted within an educational institution and under its jurisdiction and supervision.

The aims and objectives of the intramural program are concurrent with the aims and objectives of physical education and education in general. The intramural program as such is curricular rather than extracurricular. "The intramural athletic program is a direct outgrowth of student interest and need for play and recreation. In this sense it is one of the most significant parts of a well-rounded total program of physical education."¹

Recreational activity to some extent has always been

¹"Intramural Athletics," The Bulletin of the National Association of Secondary-School Principals, XXXVII, No. 195 (May, 1953), 93.

a part of the lives of all people, regardless of race, nation and creed.

Shepard states:

"Play, and its manifestation through motor activities, has been of universal interest in all cultures. The present era is no exception."²

A well-integrated intramural athletic program includes team games, individual and dual sports and self-testing activities for everyone. No one should be denied the opportunity to participate.

"Ability and desire to participate in leisure time activities should be a primary objective of the school's total program of physical education."³

So far in this preamble, the writer has attempted to briefly define "intramurals" and their relationship to the educational institution. Other important reasons for further discourse may be attributed to the following statement. "Recreation contributes to mental health by (1) a satisfactory outlet for instinctive aggressive drives that do not find an outlet because of restrictions of school or a job, (2) opportunities to relax and thus satisfy passive desires and ease tensions created by everyday living."⁴

²Natalie Marie Shepard, Foundations and Principles of Physical Education (New York: The Ronald Press Company, 1960), p. 333.

³Earl F. Ziegler, "Education for Leisure: Whose Job?" Journal of Health, Physical Education and Recreation, XXXIV, No. 4 (1963) 38.

⁴Charles H. Odegaard, "Recreation as Moderns See It," Journal of the Canadian Association for Health, Physical Education and Recreation, XXVIII, No. 3 (1962) 11.

The physical education and intramural programs can make a vital contribution to healthful living by providing people with an opportunity to learn and practice recreational skills for wholesome leisure-time use.

The intramural program is basically designed for students of moderate ability. A wide variety of activities should be offered to every student regardless of ability. "Every student"---means boys and girls, the short and the tall, the strong and the weak, the physically handicapped and those with average, above average, and below average ability. Only the desire to participate is incumbent upon the student to participate in intramural programs.

The Problem and Its Scope

Three factors, although they are not analyzed in this study, were nevertheless instrumental in its selection. In 1963, the Manitoba Department of Education began a wholesale move toward the redistribution of existing school districts into larger divisions. It also created a Physical Education Branch within the department and appointed a supervisor of physical education to head this portfolio. In 1963, the University of Manitoba instituted a faculty of Physical Education for the training of physical education teachers.

The purpose of this study was:

(1) to determine the status of intramural athletics in the secondary schools of Manitoba in 1963.

(2) to determine the status of intramural athletics in the secondary schools of Manitoba in 1968.

- (3) to compare the two sets of data.
- (4) to make recommendations on the basis of the findings.
- (5) to make this information available to the Physical Education Branch of the Manitoba Department of Education.

Delimitations

Only Manitoba secondary public schools defined as departments and/or institutes by the Manitoba Department of Education⁵ participated in this survey in 1963. Since the one and two-room high schools are constantly being relocated via the provincial redistribution program, it was deemed feasible to omit them from the study. Only those schools which responded to the 1963 questionnaire participated in the 1968 survey.

Due to a greater possibility of biased responses, private secondary schools were not included in the survey.

Limitations

✓ The questionnaire method is inherently limited by the cooperation and ability of the respondents. Factors of time and cost, however, were ultimately responsible in making this method practical and feasible.

This study is limited to the items involved in the questionnaire. It is assumed that the responses to the questionnaire items were true facts that represented conditions as

⁵List of Secondary Schools, Manitoba Department of Education. Winnipeg, 1962.

they existed in a particular school and not as the respondent(s) would have liked them to be. The study is also limited by the number responding to the questionnaire.

Eight secondary schools that responded to the 1963 questionnaire, due to reasons of consolidation and redistribution by 1968, were either closed or became junior high schools and consequently, could not be surveyed by the 1968 questionnaire.

Definition of Terms

Collegiate Institute: refers to the secondary department of a school employing at least four full time teachers.

Collegiate Department: refers to the secondary department of a school employing three full time teachers.

Co-recreational Program: is an activity program in which both male and female participants take part in an activity simultaneously.

Interschool Athletics: refers to the systems of play involving competition among teams representing different schools.

Intramural Athletics: refers to athletic contests and sports involving only students within the environs of the same institutions.

Intramural Program: refers to all the physical recreational activities, competitive and noncompetitive, carried on within a school. Such activities usually are a phase of the total physical education program and participation in them is confined to regularly enrolled students.

Physical Education: that part of the school program that provides guidance and instruction through physical activities designed to meet the needs of students in developing recreational skills and physical efficiency.

House System: where several smaller units such as classrooms are united to form a larger unit.

Secondary School: refers to the upper three or four grades of the secondary school system. These are usually grades nine through twelve or ten through twelve.

Need for the Study

Generally, formal research in the discipline of physical education in the province of Manitoba is minimal. Specifically, research in the area of intramural athletics seems to be nonexistent.

The writer feels there is definite need to evaluate the existing intramural athletic program throughout the Manitoba secondary school system. A strong supporting factor of this premise lies with grade twelve students who do not have a required physical education program in their course of studies. It is extremely important, therefore, that these students at least have an opportunity to engage in recreational activities through an intramural program.

Manitoba still has numerous small high schools which in most cases are understaffed. Because of staff shortage, some part of the school curriculum suffers. Too often it is the intramural athletic program that is ignored.

It is hoped that this study will manifest the various discrepancies in such areas as personnel, facilities, equipment and program throughout the province, and that it will serve as a basis for improving the needy areas.

Review of Related Literature

Studies which attempt to evaluate intramural athletics in the prairie provinces of Canada appear to be severely limited.

Review of the related literature in this study was done with reference to intramural athletic programs in American secondary and junior high schools. The investigator felt that these studies had sufficient relationship to this study to merit mention of them here.

Kraft⁶ mailed questionnaires to athletic directors and head coaches of selected high schools in Minnesota and North Dakota. He attempted to find the nature of the intramural programs and to make some comparison of the schools in Minnesota and North Dakota. He found that most of the schools in the two states were dissatisfied with their intramural programs and offered as the predominant reasons:

- (1) Lack of time for activities.
- (2) Lack of facilities and equipment.
- (3) Lack of money.
- (4) Lack of supervisory time.

⁶Harold Kraft, "The Administration and Supervision of Intramural Activities in Selected High Schools of Minnesota and North Dakota" (unpublished Master's Thesis, University of North Dakota, 1953).

He also found that there was no determined effort in either state to organize or develop a successful intramural program. Howell⁷ attempted to determine the number of schools with intramural programs in the state of Arkansas. She limited her study to schools with enrollments of 200 students or more. Her survey also attempted to show the nature of the activities and the status of the intramural programs. She employed the survey questionnaire method in her study and found that the typical program for girls in Arkansas:

(1) Was financed through the budget of the physical education department.

(2) Was sponsored by the Girls' Recreation Association and physical education department.

(3) Did not require a health examination before participation.

(4) Did not require a scholastic standing for participation.

(5) Used physical education instructors and students for officials.

(6) Used physical education as the basis of team representation.

(7) Was scheduled during lunch periods.

(8) Included basketball, softball, badminton and volleyball.

⁷Jacqueline McKeel Howell, "Survey of Girls' Intramurals in Selected Arkansas Secondary Schools" (unpublished Master's Thesis, Arkansas State College, 1966).

In accordance with policies operative in the junior high school system of Los Angeles, junior high schools do not sponsor interschool competition for the students. Kienly⁸ found that the students in Orville Wright Junior High School, due to the "double session" schedule, had no opportunity for intramural athletics. When the excessive enrollment pressure was removed, Kienly attempted to develop a comprehensive intramural program to fit the needs of his school. He employed the questionnaire method to interview the chairmen of the physical education departments in neighboring junior high schools. From the information received he developed a specific program of intramural athletics for his school. He found the following premises to be common with the people he interviewed:

- (1) Sports clubs within the school should have a faculty sponsor.
- (2) The expenses of the intramural program should be provided by the board of education funds.
- (3) Additional faculty assistance should be secured for the intramural program.
- (4) An intramural handbook should be published for the use of the students.
- (5) A noon program should be initiated to bring the bus riders more fully into the program.

⁸Donald Edward Kienly, "The Intramural Athletics Program at Orville Wright Junior High School" (unpublished Master's Thesis, University of Southern California, 1958).

(6) Some form of co-recreation should be organized.

(7) A yearly evaluation of the intramural program should be planned with the administration and the physical education staff members.

Idso,⁹ in an attempt to reveal the needs of boys intramural programs in North Dakota high schools, mailed questionnaires to all fully and minor accredited high schools. He found that the chief reasons given for low intramural participation were lack of facilities, lack of time, lack of qualified personnel and lack of finances. He also cited lack of interest by personnel as another important reason for the non-existence of intramural programs at some schools. Idso maintained that, "finances and facilities are understandable reasons, especially in the smaller schools. However, personnel and time should not offer as great a problem as they do."

Anast¹⁰ used the library research technique to ascertain the procedures that should be followed to administer and organize intramural programs in secondary schools. His important conclusions were:

(1) Currently more emphasis is being placed on intramurals than in the past.

⁹Gilbert Ingham Idso, "Boys' Intramural Programs in North Dakota High Schools" (unpublished Master's Thesis, University of North Dakota, 1954).

¹⁰Ernest H. Anast, "A Study of Administrative Procedures in Organizing an Intramural Sports Program for Secondary Schools" (unpublished Master's Thesis, University of Southern California, Los Angeles, 1953).

(2) One of the important objectives should be prudent use of leisure time.

(3) Use of students in management is highly recommended.

(4) Records of intramurals should be simple and accurate.

(5) Boards of education should, in all cases, finance the intramural programs.

(6) Programs should not be limited to one time of the school day.

(7) Health examinations are most essential for all participants in the program.

(8) Some common bonds of grouping is the best way of assembling competitions.

(9) The best method of competing is round robin.

(10) Awards should be symbolic and of slight intrinsic value.

(11) Intramural programs deserve all the publicity they can get.

McLure¹¹ stated that intramural programs in Class A schools in Arkansas made many worthwhile contributions to its participants, some of which were: high scholastic attainment, general motor ability, reaction time, higher grades in physical education, enjoyment of sports, confidence in one's

¹¹Leon McLure, "A Study of Selected Factors in Administering an Intramural Program in Class A Schools in Arkansas" (unpublished Master's Thesis, Arkansas State College, 1965).

self, development of friendships and unity of body and mind.

Williams and Brownell¹² formulate that, if there must be a choice between intramural and interschool athletics, then, "Since intramural athletics serve the mass of students and interscholastic athletics restrict participation to the few possessing superior skill, the intramural program as a general education measure is superior to interschool competition." It should be remembered however, that interschool teams can be a vital incentive to the success of the intramural program. "Many participants in intramurals who never can develop sufficient skill to 'make' the school team, find in intramurals the realization of an aim that, to them, may be an extremely beneficial educational experience."¹³

Leavitt and Price¹⁴ stressed that the philosophy of intramurals is based fundamentally upon the philosophy of physical education and, as such, is a specific implication of education in general. Accordingly, the intramural program should emphasize the importance of voluntary participation, the value of self directed student activity and the maximum responsibility assumed by student leaders under careful guidance.

¹²Jesse F. Williams and Clifford Lee Brownell, The Administration and Organization of Health and Physical Education (Philadelphia and London: W. B. Saunders Company, 1942), p. 436.

¹³Ibid.

¹⁴Norma M. Leavitt and Hartley D. Price. Intramural and Recreational Sports for Men and Women (New York: A. S. Barnes and Company, 1949), p. 26.

The American Association of Health, Physical Education and Recreation¹⁵ contends that "An Activity for Everyone, and Everyone in an Activity" should be the slogan for intramurals. They feel this can be achieved by not including only highly competitive sports, but they also stress less highly organized games, events and even non-competitive club activities. They are of the opinion that expertise in performance is not the prime requirement, but skill, good technique and understanding of basic rules add much to the joy of recreation. Most important is the spirit of play and the desire to participate. For this reason, emphasis should be placed on widespread participation rather than on competition for only the few highly-skilled players.

Means¹⁶ pointed out that attainment of optimum physical, intellectual and emotional development requires daily vigorous physical and enjoyable activity. "The intramural sports program partially fulfills the total activity needs of the pupils and motivates further satisfactory types of activity. It provides practice in desirable sports conduct which will affect behavior in such sports away from school. It should be the first and basic extra-curricular activity."

Beeman and Humphrey¹⁷ felt that one of the best ways

¹⁵"Physical Education for High School Students," Washington, D. C.: American Association of Health, Physical Education and Recreation, 1960, pp. 377-385.

¹⁶Louis E. Means, The Organization and Administration of Intramural Sports (St. Louis: C. V. Mosby Co., 1949), p. 28.

¹⁷Harris Beeman and James H. Humphrey, Intramural Sports (Dubuque, Iowa: Wm. C. Brown Co., Ltd., 1954), p. 2.

of assuring "carry-over" interest for later years lies in the proper acquisition of skills. "By providing the opportunity for students to learn desirable skills in physical education classes, and later, the opportunity to play with those of near-equal ability in the intramural program, the school helps to develop interests which are likely to grow in importance as the student goes through life." They also contend that the intramural program should give all students the chance to participate voluntarily in activities of their own choosing.

Mueller and Mitchell¹⁸ wrote one of the authoritative books on intramurals in 1960 in which they discuss almost every aspect of the intramural program. It is designed to provide intramural personnel with practical and workable information for intramural sports programs. Some of the more pertinent facts stressed in this text are:

(1) The present trend in intramural sports is toward expansion of the program to include sports with carry-over value and to provide for impromptu and casual recreation.

(2) The student activity fee is rapidly becoming a popular financial source.

(3) The selection of units of competition will differ according to the size and type of institution.

(4) The average participant is more strongly attached to competition in sports which do not require long preliminary practice or expense.

¹⁸Pat Mueller and Elmer Mitchell, Intramural Sports (New York, N. Y.: The Ronald Press Company, 1960).

(5) There are diverse opinions regarding point systems. Those who are in favor believe that the point systems induce participation, increase interest and stimulate the disinterested student. Those who oppose the point systems believe they eliminate the fun of participation as the objectives become centered around point winning. Programs become artificially motivated and undue time and money is spent in record keeping.

(6) A student who is permitted to enroll in the school should be eligible scholastically to compete in the intramural program.

(7) Intramural directors do not agree on the eligibility of interschool athletes.

(8) Student newspapers are usually the most important publicity vehicle for the intramural program.

Townsend,¹⁹ Director of Physical Education, W. L. Mackenzie Collegiate, Ontario, in his address to the Ontario Education Association stressed that although physical education, in general, has made great strides in Ontario, intramural athletics has rarely received the attention it deserves, nor has the program been altered sufficiently to be current. He emphasized that "the job of drawing up an after-school or extracurricular intramural athletic program should be placed next in importance to that of the classroom instructor."

¹⁹Marvin Townsend, "Intramurals -- New Concepts," Journal of the Canadian Association for Health, Physical Education and Recreation, XXXI, No. 4 (1965).

Prime gymnasium time is often used for school team practices. Since the intramural program serves the majority of students, the prime gymnasium time should be used for intramural purposes.

The values of intramurals must be understood by both staff and students and motivated by whatever media possible.

One of the more recent books to be published in the area of intramural athletics was written by Means²⁰ in 1963. It concerns the philosophies, principles and practices in the administration of intramural sport programs at all levels. Several important features were obtained from this authority:

- (1) Intramural athletics should be a part of the total physical education program and not a replacement.
- (2) Recent trends indicate greater impetus toward the more purely recreational activities.
- (3) Awards by point systems will gradually be eliminated.
- (4) Most larger institutions do not allow interschool team athletes to compete in intramurals.
- (5) It is now common practice to allow intramural competition to any student enrolled in the institution.

In one of the more popular texts, Voltmer and Esslinger²¹ discussed some of the basic problems in the organization

²⁰Louis E. Means, Intramurals, Their Organization and Administration (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963).

²¹Edward F. Voltmer and Arthur A. Esslinger, Organization and Administration of Physical Education (New York, N. Y.: Appleton-Century-Crofts, Inc., 1958), pp. 279-330.

and administration of physical education. Some of their more authoritative remarks concerning intramural athletics are:

- (1) The purpose of intramural sports is to supplement the curricular activities of physical education in order that the objectives of physical education may be more completely realized.
- (2) Each student will have individual preferences which he should express in intramural athletics.
- (3) Intramural athletics must not be a training ground for varsity athletics.
- (4) The practice of permitting students to control intramural athletics has serious disadvantages since the proper administration of the program requires more time than the students can afford.
- (5) Many secondary schools make use of some type of intramural council to help administer the program.
- (6) Homogeneous groups which are bound together by some common bond make the best competitive units.
- (7) The intramural programs will naturally vary in different localities and the range of activities naturally varies with the size of the school.
- (8) Special provision for those students who are sub-normal should be carried over into intramural athletics if at all possible.
- (9) Health may be seriously impaired in intramural competition, and the most essential safeguard is the required medical examination for all competitors.

(10) The best time for intramural contests is in the afternoon, after the classes are over. The noon-hour period is extensively used in high schools.

(11) Good officiating is one of the essentials of a successful intramural program.

(12) The best source of intramural publicity is the student newspaper. Effective publicity must be continuous.

(13) The practice of rewards for accomplishment is a universal practice and the use of awards as incentives to intramural participation can be defended so long as their value is small.

Another authoritative text which is commonly referred to by physical educators was written by Forsythe and Duncan²² in 1951. In a chapter devoted to intramural athletics they suggested some important policies and practices:

(1) Regardless of the size of the school, an intramural program should form the basis of all athletics.

(2) The opportunity to participate in sports in school may open up the way for a wise use of leisure time and a good choice of recreation activities during school days and afterward.

(3) Intramural athletics should be elective.

(4) It is advisable to have an intramural athletic council in a school, with a substantial part of its membership composed of students.

²²Charles E. Forsythe and Ray D. Duncan, Administration of Physical Education (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955), pp. 185-203.

(5) The intramural program should be dignified by its regularity, completeness of schedule and definiteness of policy.

(6) The cost of intramural athletic supplies should be met by the board of education.

(7) Constant emphasis should be placed on the parity of intramural and interscholastic activities.

(8) The school-patron public should be informed concerning the scope, size and objectives of the intramural program.

(9) The program should be sufficiently broad to include individual as well as team sports.

(10) The possibilities of co-recreational and co-educational programs in intramurals should be developed.

(11) Complete records of results of intramural competition should be kept and posted where they will be available to participants.

Summary of Related Literature

The modern intramural movement has evolved from meager beginnings into a prominent recreational and educational program within the schools. From a limited offering of highly competitive team sports, the scope of intramurals has grown to include all sports and activities for which there is student demand.

A sound intramural program should consider and provide for individual differences and interests. It should be

constructed to furnish facilities, activities and leadership for all students in a wide range of activities made available for student selection. Its objectives must be truly educational. Some are for immediate satisfaction, such as wholesome fun, team work, loyalties, improvement of skills, rewards of achievement, making friends and good fellowship; others are pointed toward the future, such as improved health, personality developments, ability to withstand the rigors of mental and emotional stresses, and the acquisition of life-long leisure-time skills.

CHAPTER II

METHODOLOGY

Source of Data

This study was based upon data obtained from a questionnaire²³ survey mailed to physical education personnel in secondary public schools in Manitoba. The survey questionnaire was mailed to all secondary departments and institutes in 1963. In 1968 the questionnaire was again mailed to the physical education personnel of those schools that had responded to the 1963 questionnaire. One hundred forty-nine secondary schools received the 1963 questionnaire. One hundred one schools received the questionnaire in 1968.

Method of Collecting Data

After having selected a topic of interest and of value to the profession of physical education, the writer decided that the questionnaire survey method would be the most suitable for collecting the necessary data. After a review of related literature on the subject of the organization and administration of intramural athletics, a questionnaire was constructed. This questionnaire was submitted to several known physical educators for appraisal. The questionnaire was then rewritten and constructed in a manner which permitted

²³Appendix A, p. 106.

the respondents to answer in very little time. The questionnaire was also designed to permit numerical and statistical treatment of the data obtained. Items on the questionnaire were objectively designed to avoid reading in inferences by the respondents. The schools selected for this study were obtained from the "List of Secondary Schools"²⁴ published by the Manitoba Department of Education in 1962 and 1967.

On October 24, 1963, the finalized form of the questionnaire was mailed to all Manitoba Secondary Departments and Institutes. A period of three weeks was allowed for returns. By November 12, 1963, a total of eighty-four replies had been received. On November 14, 1963, a follow-up letter and an additional copy of the questionnaire was mailed to the institutions whose replies had not yet been received.

As the replies were received the data were tabulated on a specially designed master chart and filed.

On October 17, 1968, the questionnaire was again mailed to one hundred one schools which had responded to the 1963 questionnaire. In an attempt to obtain a high number of questionnaire returns, subsequent follow-up letters were mailed to the individual schools from which replies had not yet been received. The Manitoba Secondary School Athletic Association's November bulletin also published an article on the study and asked for the cooperation of the schools involved.

²⁴Lists of Secondary Schools, Manitoba Department of Education. Winnipeg, 1962, and 1967.

The data from the questionnaire replies were again tabulated on a specially designed master chart.

Tables were then constructed and data were tabulated and analyzed for comparison. From these tables percentages were computed, comparisons were made and conclusions were drawn. Recommendations were made based on the data that was collected.

CHAPTER III

ANALYSIS OF DATA

The purpose of this chapter is to analyze and compare the 1963 status of intramural athletics with the status of intramural athletics in the same schools in 1968.

The data analyzed was collected via a questionnaire mailed to 149 secondary schools in 1963 and to 101 secondary schools in 1968. One hundred nine responses were received in 1963 (73.2 per cent). Seventy-three responses were received in 1968 (72.3 per cent).

Eight (7.3 per cent) of the schools who responded to the 1963 questionnaire, for reasons of redistribution, no longer existed as secondary schools in 1968 and consequently could not be surveyed. Since the students that would have occupied these schools, had they been in existence in 1968, were redistributed to other secondary schools that had the opportunity of participating in the 1968 survey, it was assumed that this factor would not affect the data to any appreciable extent.

Table 1, p. 25, reveals the schools that participated in this study. One asterisk denotes the schools which did not respond to the 1968 questionnaire. Double asterisks indicate schools that replied to the 1963 survey but were no

TABLE 1

SECONDARY SCHOOLS THAT RESPONDED TO THE
1963 AND THE 1968 QUESTIONNAIRES

School	School	School
Alonsa**	Killarney*	St. Agathe**
Altona	Landmark*	St. Claud*
Arborg	Lorette*	St. James
Ashern	Louis Riel	St. Lazarre
Benito	Lynn Lake	St. Malo**
Birtle	MacGregor*	St. Pauls
Boissevain*	Margaret Barbour*	St. Pierre
Bowsman*	Melita	St. Rose
Carberry	Miami	Sandy Lake**
Carman	Miles MacDonnel	Sanford*
Dakota	Miniota*	Silver Heights
Dauphin*	Minitonas	Snow Lake
Deloraine*	Moosehorn*	Souris
Elkhorn	Neelin High	Springfield
Elphinstone	Neepawa	Starbuck
Elton	Nellie McLung	Steinbach
Emerson	Nelson MacIntyre	Stonewall*
Eriksdale*	Niverville*	Strathclair
Ethelbert	Notre Dame	Swan River
Fisherbranch	Oakville*	Tech. Voc.
Fort Churchill*	Oak River**	Teulon*
Garden City	Pierson	The Pas*
Gilbert Plains	Pilot Mound*	Thomas Greenway
Gimli	Pine Falls	Thompson
Gladstone	Plum Coulee**	Transcona
Glenboro	Portage	Treherne
Glenlawn	Powerview*	Vincent Massey
Gordon Bell	Princess Elizabeth	Virden
Grand View	River East	Waskada
Grant Park	Rivers	Wawanesa*
Hamiota*	Riverton	West Kildonan
Hapnot	Roblin	Westwood
Harrison High	Roland**	Whitemouth*
Hartney	Rosenort	Windsor Park
Inglis*	Rosburn	Winkler
Inwood**	Russell*	Winnipegosis
Kelwood*		

*Did not respond in 1968

**No longer Secondary Schools in 1968

longer in existence in 1968. As a basis for comparing the data, all schools were placed into four major categories depending upon their enrollment as follows:

<u>Category</u>	<u>Enrollment</u>
A	Over 500
B	301-500
C	101-300
D	100 or less

Table 2, below, shows that 33.0 per cent of the responses in 1963 were made by "D" schools and decreased to 13.7 per cent in 1968. Responses by "C" schools decreased by 4.7 per cent in 1968. Responses from "B" schools increased by 13.6 per cent and responses from "A" schools increased by 10.4 per cent in 1968.

TABLE 2

NUMBER OF SCHOOLS REPORTING ACCORDING TO SIZE

<u>1963</u>			<u>1968</u>	
Number	Per cent	School Size	Number	Per cent
20	18.3	A (over 500)	21	28.7
6	5.6	B (301-500)	14	19.2
47	43.1	C (101-300)	28	38.4
37	33.0	D (0-100)	10	13.7
109	100.0	TOTALS	73	100.0

In comparing the number and percentage of schools that conducted intramural athletic programs over the five year

period, Table 3, below, indicates that the greatest changes occurred with the schools having small enrollments.

TABLE 3
NUMBER AND PERCENTAGE OF SCHOOLS CONDUCTING
INTRAMURAL ATHLETICS 1963 AND 1968

<u>1963</u>		School Size	<u>1968</u>	
Number	Per cent		Number	Per cent
19	95.0	A (over 500)	21	100.0
6	100.0	B (301-500)	14	100.0
35	74.5	C (101-300)	26	92.9
17	47.2	D (0-100)	7	70.0
77		TOTALS	68	

Seventeen (47.2 per cent) of the "D" schools had intramural athletic programs in 1963 as compared to seven (70.0 per cent) in 1968. Thirty-five (74.5 per cent) of the "C" schools conducted intramurals in 1963. This increased to twenty-six (92.9 per cent) five years later. All of the "B" schools conducted intramural programs during both years in question. There were no "A" schools without intramurals in 1968 and only one (5.0 per cent) of these schools without intramurals in 1963.

In analyzing the reason given for not having intramural athletic programs, the respondents from both "C" and "D" schools appear consistent in the criteria they cited as indicated in Table 4, p. 28, and Table 5, p. 29. Deficiencies

TABLE 4

CAUSAL DEFICIENCIES FOR NOT HAVING INTRAMURAL
ATHLETICS IN "D" SCHOOLS

<u>1963</u>		Deficiency	<u>1968</u>	
Number	Per cent		Number	Per cent
19	100.0	Qualified Staff	3	100.0
17	89.4	Indoor Equipment	2	66.6
14	73.2	Indoor Area	2	66.6
8	42.1	Outdoor Equipment	1	33.3
8	42.1	Time in General	1	33.3
7	36.8	Interest in General	1	33.3
2	10.5	Outdoor Area	1	33.3
N = (19)			N = (3)	

in the area of qualified staff were cited by the respondents in one hundred per cent of the instances in 1963 and 1968. Lack of indoor equipment and indoor area were cited as the second and third most prevalent reasons for no intramural programs in "D" schools over the five year period. Lack of indoor equipment and time in general were the second and third most predominant deficiencies in the "C" schools. All "B" schools conducted intramural athletics over the five year period. One "A" school did not have an intramural program in 1963. Lack of interest and time were cited by the respondent as the chief reasons. All "A" schools conducted intramural programs in 1968.

TABLE 5

CAUSAL DEFICIENCIES FOR NOT HAVING INTRAMURAL
ATHLETICS IN "C" SCHOOLS

<u>1963</u>			<u>1968</u>	
Number	Per cent	Deficiency	Number	Per cent
12	100.0	Qualified Staff	2	100.0
11	91.7	Indoor Equipment	2	100.0
10	83.3	Time in General	2	100.0
7	58.3	Outdoor Equipment	1	50.0
7	58.3	Indoor Area	1	50.0
5	41.7	Interest in General	.	..
1	8.3	Outdoor Area	.	..
N = (12)			N = (2)	

Personnel

Table 6, p. 30, indicates the average number of male and female physical education teachers per school. Only "A" schools showed any appreciable change between 1963 and 1968. In 1968, these schools had an average increase of .2 male teachers and .3 female teachers. Table 7, p. 31, reveals an increase in qualified physical education teachers throughout the secondary schools in 1968 as compared to 1963. "D" schools had no qualified physical education teachers in 1963. In 1968, twenty-seven and two tenths per cent of the male and twenty per cent of their female physical education teachers were qualified. The qualification of physical education

TABLE 6

AVERAGE AND NUMBER OF PHYSICAL EDUCATION TEACHERS IN MANITOBA SECONDARY SCHOOLS

<u>1963</u>					<u>1968</u>					
Average Per		Average Per		Number	School Size	Average Per		Average Number		School Responding
Male School	Female School	Male School	Female School	Schools Responding		Male School	Female School	Male School	Female School	
24	1.2	20	1.0	19	A(Over 500)	30	1.4	28	1.3	21
8	1.3	5	.8	6	B(301-500)	19	1.3	12	.8	14
52	1.1	15	.3	46	C(101-300)	30	1.0	8	.3	28
31	1.1	13	.4	29	D(0-100)	11	1.1	5	.5	10

TABLE 7
NUMBER AND PERCENTAGE OF QUALIFIED PHYSICAL EDUCATION TEACHERS
IN MANITOBA SECONDARY SCHOOLS

			<u>1963</u>							<u>1968</u>				
			Number Male P.E. Teachers				Number Male P.E. Teachers							
			Number Qualified				Number Qualified							
			Percentage Qualified				Percentage Qualified							
			Number Female P.E. Teachers				Number Female P.E. Teachers							
			Number Qualified				Number Qualified							
			Percentage Qualified				Percentage Qualified							
			School Size											
			A (over 500)				A (over 500)							
			B (301-500)				B (301-500)							
			C (101-300)				C (101-300)							
			D (0-100)				D (0-100)							
			Number Male P.E. Teachers				Number Male P.E. Teachers							
			Number Qualified				Number Qualified							
			Percentage Qualified				Percentage Qualified							
			Number Female P.E. Teachers				Number Female P.E. Teachers							
			Number Qualified				Number Qualified							
			Percentage Qualified				Percentage Qualified							

teachers in "A" schools increased by twenty-five per cent for male teachers and twenty-one per cent for female teachers over the five year period. Table 7, p. 31, also indicates that there were more qualified male physical educators than female physical educators in 1963 and 1968.

Facilities

The number and percentages of schools with gymnasias are revealed in Table 8 below.

TABLE 8
NUMBER AND PERCENTAGE OF SCHOOLS WITH GYMNASIA

<u>1963</u>				<u>1968</u>		
Number Respon- ding	Have Gymna- sium	Percen- tage With Gymna- sium	School Size	Number Respon- ding	Have Gymna- sium	Percen- tage With Gymna- sium
19	19	100.0	A(over 500)	21	21	100.0
6	6	100.0	B(301-500)	14	14	100.0
35	31	88.5	C(101-300)	26	25	96.1
17	11	64.7	D(0-100)	7	6	85.7

The number of "D" schools with gymnasias increased from 64.7 per cent in 1963 to 85.7 per cent in 1968. Twenty-five (96.1 per cent) of the "C" schools had gymnasias in 1968 as compared to thirty-one (88.5 per cent) in 1963. All "B" and all "A" schools had gymnasias in both years of this investigation. Not all schools owned their own gymnasias as indicated by

Table 9 below. In 1963, only 54.5 per cent of the gymnasias in "D" schools were part of the school plant as compared with 100 per cent in 1968. Twenty-four (77.4 per cent) of the "C" schools had their own gymnasias in 1963, whereas, twenty-three (92.0 per cent) had their own gymnasias in 1968. All "B" schools owned their own gymnasias. One "A" school did not own its own gymnasium in either 1963 or 1968.

TABLE 9
NUMBER AND PERCENTAGE OF GYMNASIA
AS PART OF SCHOOL PLANT

1963				1968		
Number Gymna- sia	Part of School Plant	Percen- tage School Plant	School Size	Number Gymna- sia	Part of School Plant	Percen- tage School Plant
19	18	94.7	A (over 500)	21	20	95.2
6	6	100.0	B (301-500)	14	14	100.0
31	24	77.4	C (101-300)	25	23	92.0
11	6	54.5	D (0-100)	6	6	100.0

The availability of recreation fields, their ownership and whether they were located by the schools is revealed in Table 10, p. 34. In 1963, only "B" schools had 100 per cent accessibility to recreation fields. In 1968, only "C" and "D" schools had 100 per cent accessibility to recreation fields. Thirteen (92.8 per cent) of the "B" schools and eighteen (85.7 per cent) of the "A" schools had recreation fields available to them. All recreation fields

TABLE 10
 AVAILABILITY, OWNERSHIP AND LOCATION
 OF OUTDOOR RECREATION AREA

		<u>1963</u>			<u>1968</u>			
Number Responding								
		89.4	84.2	94.7	21	85.7	72.2	94.4
		100.0	83.3	100.0	14	92.8	69.2	92.8
		94.2	98.4	93.9	26	100.0	88.4	92.3
	94.1	100.0	94.1	10	100.0	100.0	100.0	
Percentage Having Recreation Field								
Percentage School Property								
Percentage Lo- cated by School								
School Size								
		A (over 500)	B (301-500)	C (101-300)	D (0-100)			

in "D" schools were school property in 1963 and 1968. In 1963, the recreation fields in 83.3 per cent of the "B" schools were school property. This ownership decreased to 69.2 per cent in 1968. Ownership of recreation fields by "A" schools also decreased from 84.2 per cent in 1963 to 72.2 per cent in 1968. One "B" school respondent and two "A" school respondents in 1968 stated that their recreation fields were partly owned by the schools. Most of the recreation fields were located by the schools that used them in both 1963 and 1968.

Organization and Administration

Table 11, p. 36, shows the personnel in charge of the intramural athletic programs. In each case the physical education teacher was the person who performed this task most often and in each case this predominance was higher in 1968 than in 1963. One "D" school respondent in 1963 stated that the local minister was in charge of the intramural program. In 1968, one "B" school respondent and one "C" school respondent stated that their intramural programs were operated by a staff designated student. Three respondents checked the item "other" on the questionnaire but gave no explanations.

Actual supervision of intramural athletics was performed by a variety and combination of personnel as indicated in Table 12, p. 37. Supervision was predominantly supplied by the physical education teacher(s) in "A" and "B" schools in 1963 and 1968. Most of the respondents in "C" schools indicated that the combination of students and classroom teacher

TABLE 11

STAFF PERSONNEL IN CHARGE OF INTRAMURAL ATHLETIC PROGRAM

1963				1968				In Charge								
"A" No.	Per cent	"B" No.	Per cent	"C" No.	Per cent	"D" No.	Per cent		"A" No.	Per cent	"B" No.	Per cent	"C" No.	Per cent	"D" No.	Per cent
14	73.7	3	50.0	19	54.3	6	35.3	Phys. Ed. Teacher	21	100.0	11	78.7	19	73.1	5	71.4
2	10.5	.	.	5	14.3	3	17.6	Classroom Teacher	.	.	.	.	.	.	1	14.3
2	10.5	2	33.3	6	17.1	.	.	Phys. Ed. & Classroom Teacher	.	.	1	7.1	2	7.7	.	.
.	.	.	.	2	5.7	3	17.6	Phys. Ed. Teacher & Principal	.	.	.	.	1	3.8	1	14.3
.	.	.	.	3	8.6	4	23.5	Principal	.	.	1	7.1	2	7.7	.	.
1	5.3	1	16.7	.	.	1	6.0	Other	.	.	1	7.1	2	7.7	.	.
19	100.0	6	100.0	35	100.0	17	100.0	TOTALS	21	100.0	14	100.0	26	100.0	7	100.0

TABLE 12

SUPERVISION OF INTRAMURAL ATHLETICS

1963								Supervision	1968							
"A"		"B"		"C"		"D"			"A"		"B"		"C"		"D"	
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	
9	47.3	2	33.3	7	20.1	3	17.6	Phys. Ed. Teacher Classroom	9	42.8	5	35.7	10	38.4	2	28.6
.	.	1	16.7	6	17.1	6	35.3	Teacher(s)	.	.	2	14.3	1	3.8	1	14.2
3	15.2	2	33.3	8	22.9	4	23.5	Phys. Ed. & Students	5	23.8	2	14.3	6	23.0	.	.
2	10.5	1	16.7	4	11.4	2	11.8	Students Themselves	.	.	1	7.1	2	7.8	1	14.3
.	.	.	.	1	2.8	2	11.8	Principal Phys. Ed. & Classroom	.	.	.	.	.	.	1	14.3
.	.	.	.	.	.	.	.	Principal Phys. Ed. & Classroom	.	.	1	7.1	2	7.8	2	28.6
1	5.3	.	.	.	.	.	.	Teacher(s)	3	14.3	3	21.5	4	15.4	.	.
4	21.1	.	.	.	.	.	.	Phys. Ed. & Coach(es)	3	14.3	.	.	.	.	.	.
.	.	.	.	9	25.7	.	.	Classroom Teacher(s) & Students	1	4.8	.	.	1	3.8	.	.
19	100.0	6	100.0	35	100.0	17	100.0	TOTAL	21	100.0	14	100.0	26	100.0	7	100.0

provided most of the intramural supervision (25.7 per cent) in 1963, whereas in 1968, the respondents cited the physical education teacher(s) (38.4 per cent) as the personnel that supervised their intramural programs most often.

Table 13, p. 39, shows the number and percentage of schools that had intramural councils. Five (29.4 per cent) of the "D" schools had intramural councils in 1963. This percentage increased to 71.4 per cent in 1968. "A" and "B" schools had fewer intramural councils in 1968 than in 1963. "A" schools' percentage decreased from 84.2 per cent to 71.4 per cent. "B" schools' percentage decreased only 2.2 per cent. "C" schools' percentage increased by 3.4 per cent from 54.2 per cent.

Table 14, p. 40, reveals that in schools that had intramural councils, the physical education teacher acted as their staff advisor in most cases. This was most evident in the "A" schools where the respondents indicated the physical education teacher in fourteen (87.6 per cent) of the schools in 1963 and in fifteen (100.0 per cent) of the schools in 1968.

Table 15, p. 41, indicates the various personnel that were used to officiate intramural athletic competitions. Interscholar players were predominantly used as officials over the five year period. Respondents indicated that fifteen (19.2 per cent) of the schools used interschool players as officials in 1963. They were used in twenty-six (38.2 per cent) of the schools in 1968. Schools with larger enrollments

TABLE 13

NUMBER AND PERCENTAGES OF SCHOOLS HAVING INTRAMURAL COUNCILS

<u>1963</u>			School Size	<u>1968</u>		
Number Responding	Have Intramural Council	Percentage Intramural Council		Number Responding	Have Intramural Council	Percentage Intramural Council
19	14	84.2	A (over 500)	21	15	71.4
6	4	66.6	B 301-500	14	9	64.4
35	19	54.2	C 101-300	26	15	57.7
17	5	29.4	D 0-100	7	5	71.4

TABLE 14

STAFF PERSONNEL THAT SERVE AS ADVISORS TO INTRAMURAL COUNCILS

<u>1963</u>				Advisor	<u>1968</u>							
"A" Per No. cent	"B" Per No. cent	"C" Per No. cent	"D" Per No. cent		"A" Per No. cent	"B" Per No. cent	"C" Per No. cent	"D" Per No. cent				
14	87.6	3	75.0	Phys. Ed. Teacher	15	100.0	7	77.8	10	66.7	4	80.0
1	6.2	1	25.0	Principal	.	.	2	22.2	3	20.0	1	20.0
1	6.2	.	.	Classroom Teacher	.	.	.	.	2	13.3	.	.
16	100.0	4	100.0	TOTAL	15	100.0	9	100.0	15	100.0	5	100.0

TABLE 15

INTRAMURAL ATHLETIC OFFICIALS

1963								Official(s)	1968							
"A"		"B"		"C"		"D"			"A"		"B"		"C"		"D"	
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
6	31.5	1	16.7	6	17.1	2	11.7	Interscholar Players	12	57.1	5	35.7	7	26.9	2	28.7
3	15.3	1	16.7	3	8.6	1	5.9	Participants Themselves	1	4.8	4	28.6	3	11.5	2	28.7
3	15.3	1	16.7	5	14.3	.	..	Phys. Ed. & Interscholar Players	6	28.5	4	28.6	6	23.1	1	14.2
3	15.8	.	..	5	14.3	3	17.7	Phys. Ed. Teacher	1	4.8	.	..	4	15.5	1	14.2
4	21.1	.	..	3	8.3	1	5.9	Interscholar Players & Participants	1	4.8	.	..	3	11.5	.	..
.	..	.	..	7	2.0	6	35.3	Classroom Teacher(s)	.	..	.	..	.	..	1	14.2
.	..	1	16.7	6	17.1	4	23.5	Participants & Classroom Teachers	.	..	.	..	.	..	.	..
.	..	2	33.2	.	..	.	..	Phys. Ed. & Coaches	.	..	1	7.1	3	11.5	.	..
19	100.0	6	100.0	35	100.0	17	100.0	TOTAL	21	100.0	14	100.0	26	100.0	7	100.0

used interschool players as officials to a greater extent than schools with smaller enrollments. Twelve (57.1 per cent) of the "A" school respondents cited interschool players as intramural officials in 1968, on the other hand, only two (28.7 per cent) of the "D" schools used interschool players as officials. Respondents also cited, the participants themselves, and the combination of physical education teachers and interschool players as other personnel that were often used to officiate intramural competitions.

Table 16, p. 43, reveals the numerous methods used to organize intramural athletics for competition. In 1963, "D" schools checked the "other" item on the questionnaire in eight (47.1 per cent) instances. Most of the respondents that checked this item specified that they used "pick-up" teams for their competitions. A few also stated that they used "no set method." Competition by home rooms which was most prevalent in "C" schools in 1963 (40.0 per cent), changed to the "house system" (57.7 per cent) in 1968. The "house system" was also generally used by most of the "A", "B" and "D" schools in 1968.

Table 17, p. 44, shows the methods used by the schools in selecting and substituting members of participating teams. Allowing the participants themselves to make their own team selections and substitutions was the most prevalent method used by the schools in 1968. In 1963, the respondents from "A" and "B" schools also indicated that this method was predominant. The respondents from smaller schools indicated a

TABLE 16

METHODS OF ORGANIZING COMPETITION FOR INTRAMURAL ATHLETICS

1963				Method	1968											
"A"	"B"	"C"	"D"		"A"	"B"	"C"	"D"								
No.	Per cent	No.	Per cent		No.	Per cent	No.	Per cent								
9	47.3	2	33.3	6	17.2	3	17.6	House System(s)	7	33.3	8	57.2	15	57.7	3	42.9
8	42.1	3	50.0	14	40.0	2	11.8	Rooms	6	28.6	1	7.1	.	.	.	.
1	5.3	.	.	1	2.8	.	.	Grades	.	.	2	14.3	4	15.5	1	14.2
.	.	.	.	3	8.6	4	23.5	Phys. Ed. Classes	.	.	.	.	.	.	.	.
.	.	.	.	.	.	.	.	Rooms & Grades	7	33.3	3	21.4	.	.	.	.
1	5.3	1	16.7	11	31.4	8	47.1	Other	1	4.8	.	.	7	26.8	3	42.9
19	100.0	6	100.0	35	100.0	17	100.0	TOTAL	21	100.0	14	100.0	26	100.0	7	100.0

TABLE 17

SELECTION AND SUBSTITUTION OF PLAYERS OF PARTICIPATING TEAMS

<u>1963</u>								Method of Selection	<u>1968</u>							
"A"		"B"		"C"		"D"			"A"		"B"		"C"		"D"	
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
12	63.2	5	83.3	5	14.3	3	17.6	Participants	14	66.6	9	64.4	12	46.2	4	57.1
2	10.5	1	16.7	7	20.0	6	35.3	Phys. Ed. Teacher	3	14.3	2	14.3	6	23.1	3	42.9
1	5.3	.	.	7	20.0	6	35.3	Classroom Teacher	.	.	1	7.1	.	.	.	.
2	10.5	.	.	8	22.9	.	.	Phys. Ed. Teacher & Participants	3	14.3	1	7.1	3	11.5	.	.
.	.	.	.	6	17.1	.	.	Phys. Ed. & Classroom Teacher	.	.	.	.	1	3.8	.	.
2	10.5	.	.	2	5.7	2	11.8	Other	1	14.8	1	7.1	4	15.4	.	.
19	100.0	6	100.0	35	100.0	17	100.0	TOTAL	21	100.0	14	100.0	26	100.0	7	100.0

greater variety of personnel that performed this task. Several respondents stated also, that team captains and team managers occasionally performed the task of selecting and substituting team players.

Very few schools required medical examinations from their intramural participants. One "C" school (2.8 per cent) and one "A" school required medical examinations from their participants in 1963. In 1968, only one "B" school respondent stated that intramural participants were required to have a medical examination. All of the other respondents stated that no medical examination was required for intramural participation, although several indicated that a medical examination should be compulsory.

Table 18, below, shows that very few schools required their intramural participants to be covered by accident

TABLE 18
NUMBER AND PERCENTAGE OF SCHOOLS
REQUIRING ACCIDENT INSURANCE

<u>1963</u>		School Size	<u>1968</u>	
Required Accident Insurance			Required Accident Insurance	
Number	Per cent		Number	Per cent
2	10.5	A (over 500)	0	0.0
1	16.7	B (301-500)	1	7.1
3	8.6	C (101-300)	2	7.7
0	0.0	D (0-100)	0	0.0

insurance. No "D" schools required accident insurance in either 1963 or 1968. Six (7.7 per cent) of the schools required their intramural participants to have accident insurance in 1963. Only three (4.4 per cent) required accident insurance in 1968.

Various times were used by the schools to conduct their intramural athletic programs as revealed in Table 19, p. 47. Most respondents cited the noon-hour as the predominant time used for intramural competitions. Various combinations of times are also indicated in Table 19. None of the respondents specifically indicated the use of the time before regular school hours for intramurals and only two (9.5 per cent) "A" schools used a combination of this time with some other for intramurals. The use of regular school hours for intramurals was cited by one "D" school respondent in 1963 and again in 1968.

Table 20, p. 48, shows the average time (hours per week) that were used to conduct the intramural program. Most respondents indicated that more time was used for boys' intramurals than for girls and most respondents stated that some time was used for co-recreational activities. In 1963, "B" schools spent the most time (3.36 hours per week) for boys' intramurals. They also cited the least time (1.90 hours per week) spent for girls' intramurals. "A" and "B" schools spent the least time (.25 hours per week) for co-recreational activities. In 1968, "D" schools spent the most time for both boys' and girls' intramurals (3.08 hours

TABLE 19

TIMES USED TO CONDUCT INTRAMURAL ACTIVITIES

1963								Time	1968							
"A"		School Size "B"		Size "C"		"D"			"A"		School Size "B"		Size "C"		"D"	
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
13	68.4	4	66.6	23	65.7	7	41.2	Noon hour	11	52.4	11	78.7	21	81.0	5	71.4
5	26.3	1	16.7	6	17.2	5	29.4	Noon and Other	4	19.0	1	7.1	1	3.8	.	. .
.	. .	1	16.7	.	. .	.	. .	After School and Other	6	28.6	1	7.1	1	3.8	.	. .
.	. .	.	. .	.	. .	1	5.9	Regular School hours	.	. .	.	. .	1	3.8	1	14.3
.	. .	.	. .	4	11.4	4	23.5	Regular and Other	.	. .	.	. .	1	3.8	.	. .
1	5.3	.	. .	2	5.7	.	. .	After School	.	. .	1	7.1	1	3.8	1	14.3
19	100.0	6	100.0	35	100.0	17	100.0	TOTAL	21	100.0	14	100.0	26	100.0	7	100.0

TABLE 20

AVERAGE HOURS PER WEEK USED FOR INTRAMURAL ATHLETICS

<u>1963</u>			School Size	<u>1968</u>		
Boys	Girls	Co-Rec.		Boys	Girls	Co-Rec.
2.58	2.25	.25	A (over 500)	2.82	2.75	.52
3.36	1.90	.25	B (301-500)	2.68	2.53	.50
2.30	1.92	.40	C (101-300)	2.46	2.34	.65
3.21	2.80	.65	D (0-100)	3.08	3.08	1.00

per week) as well as for co-recreational activities, (1.00 hours per week).

Table 21, below, indicates the number and percentage of schools which kept intramural records on permanent file. More schools kept files of intramural records in 1968 than in 1963. Only four (23.5 per cent) of the "D" schools kept permanent records in 1963 as compared to three (42.8 per cent) in 1968.

TABLE 21

INTRAMURAL RECORDS ON PERMANENT FILE

<u>1963</u>		School Size	<u>1968</u>	
Number	Percentage		Number	Percentage
11	57.8	A (over 500)	13	61.9
3	50.0	B (301-500)	19	64.3
21	60.0	C (101-300)	16	61.5
4	23.5	D (0-100)	3	42.8

Table 22, below, reveals the school personnel who kept the intramural records. In 1963, the respondents indicated that records were kept either by the physical education teacher or by the school principal. In 1968, the respondents stated that most of the records were kept by the physical education teacher.

TABLE 22

PERSONNEL IN CHARGE OF INTRAMURAL RECORDS

<u>1963</u>					<u>1968</u>			
Physical Ed. Teacher	Principal			School Size	Physical Ed. Teacher	Principal		
9	81.8	2	18.2	A(over 500)	12	92.3	1	7.7
2	66.7	1	33.3	B(301-500)	9	100.0	.	..
10	47.6	11	52.4	C(101-300)	15	93.7	1	6.3
2	50.0	2	50.0	D(0-100)	3	100.0	.	..

A variety of methods were employed by the schools to finance intramural programs. Table 23, p. 50, reveals that most intramural programs were financed by school board funds, by funds provided by the school itself or by a combination of both school and school board funds. Two schools in 1963 and five schools in 1968 had no intramural funds. Several respondents from "C" and "D" schools cited intramural fees were obtained from the participants. Four (5.4 per cent) of the schools had spectator fees in 1963. There were no spectator fees cited in 1968. Two "C" schools and one "A"

TABLE 23

METHODS USED TO FINANCE INTRAMURAL ATHLETICS

1963				Method	1968											
"A"	School Size "B"		"C"		"D"	"A"	School Size "B"		"C"	"D"						
Per No. cent	Per No. cent	Per No. cent	Per No. cent		Per No. cent	Per No. cent	Per No. cent	Per No. cent	Per No. cent	Per No. cent						
3	16.7	4	66.6	9	27.3	4	23.5	School Board Funds	4	20.0	8	57.2	12	50.0	4	57.1
8	44.4	1	16.7	6	18.2	3	17.6	School Funds	11	55.0	3	21.4	3	12.5	.	..
6	33.3	.	..	10	30.3	8	47.1	School Board & School Funds	4	20.0	1	7.0	6	25.0	1	14.3
.	..	.	..	4	12.2	2	11.8	Participa- tion Fees	.	..	.	..	2	8.3	1	14.3
1	5.6	1	16.7	2	6.0	.	..	Spectator Fees	.	..	.	..	.	..	.	..
.	..	.	..	2	6.0	.	..	None	1	5.0	2	14.3	1	4.2	1	14.3
18	100.0	6	100.0	33	100.0	17	100.0	TOTAL	20	100.0	14	100.0	24	100.0	7	100.0

school did not respond to this question in either 1963 or 1968.

Table 24, p. 52, indicates that all schools allowed spectators at intramural competitions. Seven (9.0 per cent) of the schools in 1963 had their intramural competitions open to public spectators. Five (7.3 per cent) of the schools were open to public spectators in 1968. Most schools allowed student spectators at intramural competitions in both 1963 and 1968. Five (26.3 per cent) of the "A" schools in 1963 allowed only the intramural participants to view the activities. There was very little change in 1968. Only four respondents stated that their intramural contests were open to the general public as well as the student body.

Participation and Awards

Table 25, p. 53, shows that the percentage of participation in intramural activities is generally greater in the smaller schools and that boys participate in the intramural programs more often than do girls. "D" school respondents cited a low of 30.0 per cent participation to a high of 100 per cent participation both in 1963 and 1968. Respondents from "C" schools stated a low of 20.0 per cent to a high of 100 per cent participation in 1963 and a low of 25.0 per cent to a high of 100 per cent participation in 1968. Respondents from "B" schools cited extremes of 20.0 per cent to 70.0 per cent participation in 1963 and from 50 per cent to 95 per cent in 1968. "A" school respondents cited

TABLE 24

INTRAMURAL SPECTATORS

1963								Spectators	1968							
"A"		School Size "B"		"C"		"D"			"A"		School Size "B"		"C"		"D"	
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
3	15.8	1	16.6	3	8.6	.	. .	General Public	1	4.8	.	. .	3	11.5	1	14.3
11	57.9	3	50.0	28	80.0	14	82.4	Student Body	14	66.6	12	85.8	17	65.4	5	71.4
3	26.3	1	16.7	4	11.4	3	17.6	Partici- pants Only	6	28.6	1	7.1	4	15.4	1	14.3
.	. .	1	16.7	.	. .	.	. .	General Public & Students	.	. .	1	7.1	2	7.7	.	. .
19	100.0	6	100.0	35	100.0	17	100.0	TOTAL	21	100.0	14	100.0	26	100.0	7	100.0

extremes of 20.0 per cent to 70.0 per cent in 1963 and from 33.0 per cent to 80.0 per cent in 1968.

TABLE 25
AVERAGE PERCENTAGE OF PARTICIPATION IN
INTRAMURAL ATHLETICS

1963			School Size	1968		
Boys		Girls		Boys		Girls
No.	Per cent	No. Per cent		No.	Per cent	No. Per cent
21	50.3	21 48.1	A (over 500)	19	43.7	19 34.8
6	57.5	6 42.5	B (301-500)	14	70.7	14 66.8
33	65.0	33 63.4	C (101-300)	25	60.4	25 58.3
17	75.5	17 65.8	D (0-100)	7	80.0	7 80.0

Table 26, p. 54, reveals the number and percentage of schools that had all, some, or no co-recreational activities in their intramural programs. Most schools conducted some form of co-recreational programs in both 1963 and 1968. There were some respondents in each school size category that stated they had no co-recreational intramural activities in their programs in either 1963 or 1968.

The extent of the participation of interschool players in intramural athletics is revealed in Table 27, p. 55. "D" schools allowed their interschool players to participate in the entire intramural program in both 1963 and 1968. This tendency appeared to decrease as the school enrollment size increased. In 1963, only three (15.8 per cent) of the "A"

TABLE 26

CO-RECREATION IN INTRAMURAL PROGRAMS

<u>1963</u>								Amount	<u>1968</u>							
"A"		School Size "B"		"C"		"D"			"A"		School Size "B"		"C"		"D"	
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1	5.3	.	.	6	17.1	6	35.4	Some	1	4.8	1	7.1	2	7.7	1	28.6
10	52.6	5	83.3	23	65.8	8	47.0	All	13	61.9	10	71.4	19	73.1	2	28.6
8	43.1	1	16.7	6	17.1	3	17.6	None	7	33.3	3	21.5	5	19.2	3	42.8
19	100.0	6	100.0	35	100.0	17	100.0	TOTAL	21	100.0	14	100.0	26	100.0	7	100.0

TABLE 27

NUMBER AND PERCENTAGE OF SCHOOLS ALLOWING INTERSCHOOL
ATHLETES TO COMPETE IN THE INTRAMURAL PROGRAM

1963								Partici- pation Allowed	1968							
"A"		School Size "B"		"C"		"D"			"A"		School Size "B"		"C"		"D"	
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
3	15.8	3	50.0	26	74.5	17	100.0	Entire	7	33.3	9	64.3	22	84.6	7	100.0
6	31.7	1	16.7	7	20.0	.	. .	Some	4	19.1	1	7.1	3	11.5	.	. .
10	52.5	2	33.3	2	5.5	.	. .	None	10	47.6	4	28.6	1	3.9	.	. .
19	100.0	6	100.0	35	100.0	17	100.0	TOTAL	21	100.0	14	100.0	26	100.0	7	100.0

schools allowed their interschool players to participate in the whole intramural program and only seven (33.3 per cent) made a similar allowance in 1968. Ten (52.5 per cent) of the "A" schools in 1963 did not allow their interschool athletes to participate in any intramural activities and ten (47.6 per cent) of the "A" school respondents repeated this statement in 1968.

Very few schools had restrictions on the number of intramural activities in which their students could participate. Table 28, below, shows eight (10.3 per cent) of the schools in 1963 had such restrictions. In 1968, only two (2.9 per cent) of the schools had any restrictions. None of the "B" or "D" schools had restrictions.

TABLE 28

NUMBER AND PERCENTAGE OF SCHOOLS WITH PARTICIPATION RESTRICTIONS FOR INTRAMURAL ATHLETICS

1963				School Size	1968			
Re- stric- tions No.	Re- stric- tions Per cent	Re- stric- tions No.	Re- stric- tions Per cent		Re- stric- tions No.	Re- stric- tions Per cent	Re- stric- tions No.	Re- stric- tions Per cent
4	21.1	15	78.9	A(over 500)	1	4.8	20	95.2
1	16.6	5	83.4	B(301-500)	.	.	14	100.0
2	5.7	33	94.3	C(101-300)	1	3.5	25	96.5
1	5.9	16	94.1	D(0-100)	.	.	7	100.0

Table 29, p. 57, indicates no specific tendencies by the schools to set academic requirements for intramural

participants. Only three (4.8 per cent) of the respondents in 1963 cited they had academic requirements and four (5.8 per cent) of the 1968 respondents indicated that their schools had academic requirements. No "B" or "D" schools had any academic restrictions in 1968.

TABLE 29

ACADEMIC REQUIREMENTS FOR STUDENT PARTICIPATION
IN THE INTRAMURAL PROGRAM

<u>1963</u>				School Size	<u>1968</u>			
Require- ment		No Require- ment			Require- ment		No Require- ment	
No.	Per cent	No.	Per cent		No.	Per cent	No.	Per cent
1	5.3	18	94.7	A(Over 500)	2	9.5	19	40.5
1	16.6	5	83.4	B(301-500)	.	.	14	100.0
.	.	35	100.0	C(101-300)	2	7.7	24	92.3
1	5.9	16	94.7	D(0-100)	.	.	7	100.0

Several schools attempted to involve their handicapped students in some part of their intramural program. Table 30, p. 58, reveals that three (5.5 per cent) of the schools provided a special activity for their handicapped in 1963 and two (2.9 per cent) of the schools provided their handicapped with a specially adapted program in 1968. Twenty-three (29.9 per cent) of the respondents in 1963 and twenty-two (32.6 per cent) of the respondents in 1968 stated they had no handicapped students. Fourteen (18.1 per cent) of the

TABLE 30

PROVISION FOR THE HANDICAPPED TO PARTICIPATE IN THE INTRAMURAL PROGRAM

<u>1963</u>					Item Cited	<u>1968</u>										
"A"		School Size "B"		"C"		"D"		"A"		School Size "B"		"C"	"D"			
No.	Per cent	No.	Per cent	No.		Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent		
2	10.5	.	. . .	12	34.3	9	52.9	Does Not Apply	3	14.3	3	21.4	12	46.2	4	57.2
13	68.4	3	50.0	15	42.9	6	35.3	No Provision Made	14	66.6	6	42.9	9	34.6	2	28.6
3	15.8	2	33.3	7	20.0	2	11.8	Official etc.	3	14.3	5	35.7	4	15.4	1	14.2
1	5.3	1	16.7	1	2.8	.	. . .	Special Program	1	4.8	.	. . .	1	3.8	.	. . .
19	100.0	6	100.0	35	100.0	17	100.0	TOTAL	21	100.0	14	100.0	26	100.0	7	100.0

respondents in 1968 stated that their handicapped were involved in their intramural program as officials.

Many schools provide additional recreational activities other than the intramural and interschool athletic programs. Table 31, below, indicates thirty-seven (48.7 per cent) of the schools provided additional recreational opportunities for their students in 1963. In 1968, fifty-seven (83.9 per cent) of the schools provided additional recreational opportunities. Schools with large enrollments provided more additional recreational activities than schools with smaller enrollments. One "C" school respondent did not answer this question in 1963.

TABLE 31

RECREATIONAL OPPORTUNITIES IN ADDITION TO
INTRAMURAL AND INTERSCHOOL ATHLETICS

1963				School Size	1968			
Additional Programs		No Programs			Additional Programs		No Programs	
No.	Per cent	No.	Per cent		No.	Per cent	No.	Per cent
13	68.4	6	31.6	A(Over 500)	20	95.2	1	4.8
5	83.3	1	16.7	B(301-500)	12	85.7	2	14.3
24	70.6	10	29.4	C(101-300)	21	80.8	5	19.2
9	52.9	8	47.1	D(0-100)	4	57.1	3	42.9

Table 32, p. 60, shows the numbers and percentages of schools which conducted intramural programs leading to an

all-school intramural champion based on points accumulated for the school year. Thirty-seven (48.0 per cent) of the respondents stated their programs operated in this manner in 1963. In 1968, forty (58.8 per cent) of the respondents indicated their programs led toward an all-school intramural champion.

TABLE 32

ALL-SCHOOL INTRAMURAL CHAMPION BASED ON POINTS

1963			School Size	1968				
Yes	No	Yes		No				
No. Per cent	No. Per cent	No. Per cent		No. Per cent				
8	42.1	11	57.9	A (Over 500)	12	57.1	9	42.9
4	66.7	2	33.3	B (301-500)	10	71.4	4	28.6
16	45.7	19	54.3	C (101-300)	13	50.0	13	50.0
9	52.9	8	47.1	D (0-100)	5	71.4	2	28.6

Table 33, p. 61 shows whether the all-school intramural championships were conducted separately for male and female students. In 1963, thirty-seven (64.8 per cent) of the respondents indicated that their programs were operated separately for male and female students. Twenty-three (57.5 per cent) of the schools in 1968 operated their programs separately for males and females.

Table 34, p. 62, indicates that fifty-four (70.1 per cent) of the schools conducted their programs in a manner

TABLE 33

SEPARATE ALL-SCHOOL INTRAMURAL CHAMPION
FOR MALE AND FEMALE STUDENTS

<u>1963</u>			School Size	<u>1968</u>				
Separate	Together			Separate	Together			
No.	Per cent	No.	Per cent	No.	Per cent	No.		
5	68.5	3	37.5	A (Over 500)	9	75.0	3	25.0
3	75.0	1	25.0	B (301-500)	6	60.0	4	40.0
9	56.2	7	43.8	C (101-300)	4	30.8	9	69.2
7	77.8	2	22.2	D (0-100)	4	80.0	1	20.0

which led to some type of championship in 1963. Sixty-eight (85.3 per cent) of the respondents in 1968 stated that their intramural programs ultimately led to some type of championship. Forty-one (53.2 per cent) of the schools in 1963 and thirty-nine (57.4 per cent) of the schools in 1968 conducted intramural championships in each sport. Only three (3.8 per cent) of the schools in 1963 and two (2.9 per cent) of the schools in 1968 declared intramural champions for each grade. Three (8.5 per cent) of the 1963 respondents and two (7.6 per cent) of the 1968 respondents stated that their schools used some other method for declaring intramural athletic champions.

Table 35, p. 63, reveals that most schools did not give awards to individual winners of intramural contests. Forty-seven (61.0 per cent) of the respondents in 1963 stated that no individual awards were given. In 1968, forty-one (60.3

TABLE 34

METHOD OF DECLARING INTRAMURAL ATHLETIC CHAMPION

1963					Method	1968										
"A"		School Size "B"		"C"		"D"		"A"		School Size "B"		"C"		"D"		
No.	Per cent	No.	Per cent	No.		Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1	5.3	1	16.7	11	31.5	10	58.8	None Declared	1	4.8	2	14.3	5	19.2	2	28.6
10	52.6	3	50.0	21	59.9	7	41.2	For Each Sport	13	61.9	7	50.0	14	53.8	5	71.4
6	31.6	1	16.7	.	..	.	..	For Each Grade & Sport	7	33.3	3	21.4	5	19.2	.	..
2	10.5	1	16.6	.	..	.	..	For Each Grade	.	..	2	14.3	.	..	.	..
.	..	.	..	3	8.6	.	..	Other	.	..	.	..	2	7.8	.	..
19	100.0	6	100.0	35	100.0	17	100.0	TOTAL	21	100.0	14	100.0	26	100.0	7	100.0

TABLE 35

INDIVIDUAL AWARDS

1963								Type of Award	1968							
"A"		School Size "B"		"C"		"D"			"A"		School Size "B"		"C"		"D"	
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent		No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
11	57.9	2	33.3	22	62.9	12	70.5	No Awards	12	57.0	9	64.4	17	65.4	3	42.9
2	10.5	3	50.0	4	11.4	2	11.8	Ribbons	5	23.8	3	21.4	4	15.4	1	14.2
2	10.5	1	16.7	7	20.0	2	11.8	Crests	1	4.8	1	7.1	4	15.4	2	28.7
3	15.8	.	.	2	5.7	1	5.9	Letters	1	4.8	1	7.1	1	3.8	1	14.2
.	.	.	.	.	.	.	.	Medals	1	4.8	.	.	.	.	.	.
1	5.3	.	.	.	.	.	.	Other	1	4.8	.	.	.	.	.
19	100.0	6	100.0	35	100.0	17	100.0	TOTAL	21	100.0	14	100.0	26	100.0	7	100.0

per cent) of the schools gave no awards to individual winners of intramural competitions. Of the schools that did give individual awards, twelve (25.0 per cent) of the respondents indicated that crests were the predominant award given in 1963. In 1968, thirteen (48.1 per cent) of the respondents cited that ribbons were the predominant individual award. Two respondents from "A" schools stated that points leading to an over-all award were given to individual intramural winners.

Most schools had no awards for intramural winning teams as evidenced in Table 36, p. 65. Thirty-five (45.4 per cent) of the respondents indicated no team awards were given in 1963 and nineteen (35.8 per cent) respondents stated that no awards were given to winning teams in 1968. Team trophies appeared to be the most prevalent award given in 1963 as thirteen (30.9 per cent) of the respondents made this indication. In 1968, sixteen (32.6 per cent) of the respondents indicated that pennants were the predominant team awards given. Twelve (28.5 per cent) of the 1963 respondents indicated that other types of awards were given, and eleven (22.4 per cent) of the 1968 respondents also stated that other types of awards were given.

Table 37, p. 66, indicates the variety of methods used by the schools to recognize winners of intramural athletic competitions. In 1963, sixty-two (80.7 per cent) of the respondents indicated that their schools provided some form of recognition for intramural winners. Fifty-eight (85.3 per

TABLE 36
TEAM AWARDS

<u>1963</u>					Type of Award	<u>1968</u>										
"A"		School Size "B"		"C"		"D"		"A"		School Size "B"		"C"		"D"		
No.	Per cent	No.	Per cent	No.		Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
4	21.1	2	33.3	18	51.5	11	64.8	None	3	14.3	5	35.8	8	30.8	3	42.9
5	26.2	1	16.7	3	8.6	1	5.9	Pennants	8	38.0	2	14.3	5	19.2	1	14.2
3	15.8	2	33.3	6	17.1	2	11.7	Trophies	3	14.3	3	21.4	5	19.2	1	14.3
3	15.8	.	.	3	8.6	1	5.9	Plaques	4	19.1	1	7.1	4	15.4	1	14.3
4	21.1	1	16.7	5	14.2	2	11.7	Other	3	14.3	3	21.4	4	15.4	1	14.3
19	100.0	6	100.0	35	100.0	17	100.0	TOTAL	21	100.0	14	100.0	26	100.0	7	100.0

TABLE 37
AWARD METHODS

1963				1968				Time
"A"	School Size		"D"	"A"	School Size		"D"	
Per No.	Per No.	Per No.	Per No.	Per No.	Per No.	Per No.	Per No.	
7	36.8	1	16.7	7	20.0	3	17.6	Right After the Activity
4	21.1	1	16.7	4	11.4	2	11.8	Athletic Awards Day
6	31.5	2	33.3	5	14.4	2	11.8	All School Awards Day
.	.	.	.	11	31.4	5	29.4	Regular Assembly
1	5.3	2	33.3	7	20.0	5	29.4	None Given
1	5.3	.	.	1	2.8	.	.	Other
19	100.0	6	100.0	35	100.0	17	100.0	TOTAL
21	100.0	14	100.0	26	100.0	7	100.0	

96

cent) of the respondents in 1968 also indicated that their schools provided some form of recognition. Fifteen (19.3 per cent) of the respondents in 1963 indicated that no recognition was given to intramural winners and in 1968, ten (14.7 per cent) of the respondents stated that their schools provided no recognition.

Respondents were asked for their opinions regarding the adequacy of their intramural programs. Table 38 below, reveals that fifty-six (76.6 per cent) of the respondents in 1963 indicated that their intramural programs were inadequate.

TABLE 38
ADEQUACY OF INTRAMURAL PROGRAMS

<u>1963</u>				School Size	<u>1968</u>			
Adequate		Not Adequate			Adequate		Not Adequate	
No.	Per cent	No.	Per cent		No.	Per cent	No.	Per cent
4	21.1	15	78.9	A(Over 500)	7	35.0	13	65.0
3	50.0	3	50.0	B(301-500)	8	57.1	6	42.9
8	25.0	24	75.0	C(101-300)	5	23.8	16	76.2
2	12.5	14	87.5	D(0-100)	.	.	7	100.0

Four of the returned questionnaires did not have this question answered. In 1968, forty-two (67.7 per cent) of the respondents indicated that the intramural programs in their schools were inadequate. Six of the returned questionnaires did not have this question answered. In addition to their

TABLE 39

IMPROVEMENTS NEEDED TO AID INTRAMURAL PROGRAMS

1963				1968				Needed Improvements	1968								
School Size		School Size		School Size		School Size			No.	Per cent	No.	Per cent	No.	Per cent			
"A"	"B"	"C"	"D"	"A"	"B"	"C"	"D"										
No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent				
8	42.2	4	66.6	18	51.4	12	70.6	Trained Staff	4	22.2	2	14.3	6	23.1	4	57.1	∞
4	21.1	2	33.3	14	40.0	9	52.9	Indoor Area	6	33.3	6	42.8	15	57.7	5	71.4	
5	26.3	2	33.3	12	34.5	8	47.1	Indoor Equipment	2	11.1	2	14.3	10	38.5	4	57.1	
7	36.8	3	50.0	12	34.5	8	47.1	Outdoor Equipment	7	38.8	4	28.6	8	30.8	3	42.9	
9	47.4	3	50.0	4	11.4	5	29.4	Outdoor Area	7	38.8	3	21.4	4	15.4	.	.	
4	21.1	2	33.3	6	17.1	4	23.5	Other	1	5.6	1	7.1	3	11.5	1	14.3	
N = 19		N = 6		N = 35		N = 17			N = 18		N = 14		N = 26		N = 7		

opinions regarding the adequacy of their intramural programs, respondents were also requested to indicate the reasons for the inadequacy of their programs and to reveal the areas that definitely needed improvement. Several of the respondents who had indicated that their intramural programs were adequate, nevertheless, cited some areas where improvements were needed. The writer has included these responses in the analysis. Table 39, p. 68, reveals the various needs that were cited by the respondents in 1963 and 1968 as being necessary for the improvement of their intramural athletic programs. The item that was cited most often in 1963 was the need for trained physical education teachers. The item that was cited most often in 1968 was the need for more indoor area. The need for trained physical education teachers appeared to be more acute in the smaller schools, whereas the larger schools appeared to need more outdoor area. In 1968, "A" school respondents still indicated that their most acute need was for more outdoor area. The respondents from "B", "C" and "D" schools cited the need for more indoor area as being most necessary. It was noted that in all of the categories, the need for trained staff was less acute in 1968 than in 1963. In addition to areas of acute need the writer also requested the respondents to indicate the areas where improvements were desirable. Table 40, p. 70, shows that most of the respondents in 1963 desired improvements in their indoor equipment. In 1968, the respondents' most desirable improvement was in the area of trained physical education teachers.

TABLE 40

IMPROVEMENTS DESIRED TO AID INTRAMURAL PROGRAM

1963					Desired Improvements	1968										
"A"	School Size "B"		"C"	"D"		"A"	School Size "B"		"C"	"D"						
Per No. cent	Per No. cent	Per No. cent	Per No. cent	Per No. cent		Per No. cent	Per No. cent	Per No. cent	Per No. cent	Per No. cent						
2	10.5	1	16.6	14	40.0	4	23.5	Trained Staff	3	16.6	7	50.0	8	30.8	1	14.3
2	10.5	2	33.3	8	22.8	4	23.5	Indoor Area	2	11.1	3	21.4	6	23.1	.	..
3	15.3	3	50.0	14	40.0	8	47.1	Indoor Equipment	3	16.6	5	35.7	5	19.2	1	14.3
1	5.2	2	33.3	4	11.4	3	17.6	Outdoor Equipment	3	16.6	1	7.1	4	15.4	.	..
1	5.2	1	16.6	3	8.5	2	11.7	Outdoor Area	1	5.6	1	7.1	1	3.8	1	14.3
1	5.2	3	50.0	10	28.5	7	41.1	Other	1	5.6	1	7.1	1	3.8	.	..
N = 19		N = 6		N = 35		N = 17			N = 18		N = 14		N = 26		N = 7	

TABLE 41

Boys' Intramural Athletic Activities in Schools
with Enrollments of over 500 for 1963 and 1968



TABLE 42

Boys' Intramural Athletic Activities in Schools
with Enrollments of 301-500 for 1963 and 1968

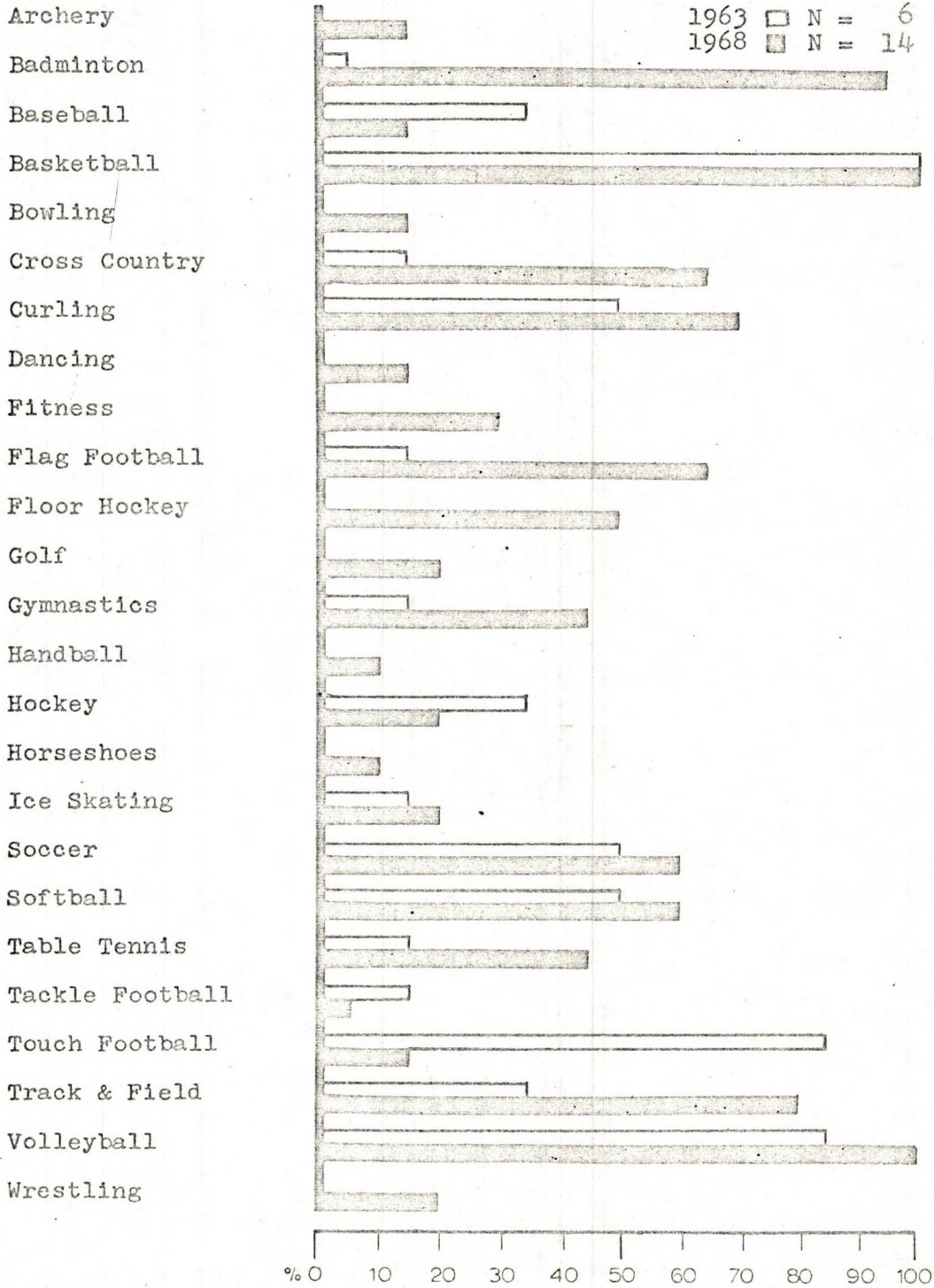


TABLE 43

Boys' Intramural Athletic Activities in Schools
with Enrollments of 101-300 for 1963 and 1968



TABLE 44

Boys' Intramural Athletic Activities in Schools
with Enrollments of 0-100 for 1963 and 1968

1963 □ N = 17
1968 ■ N = 7

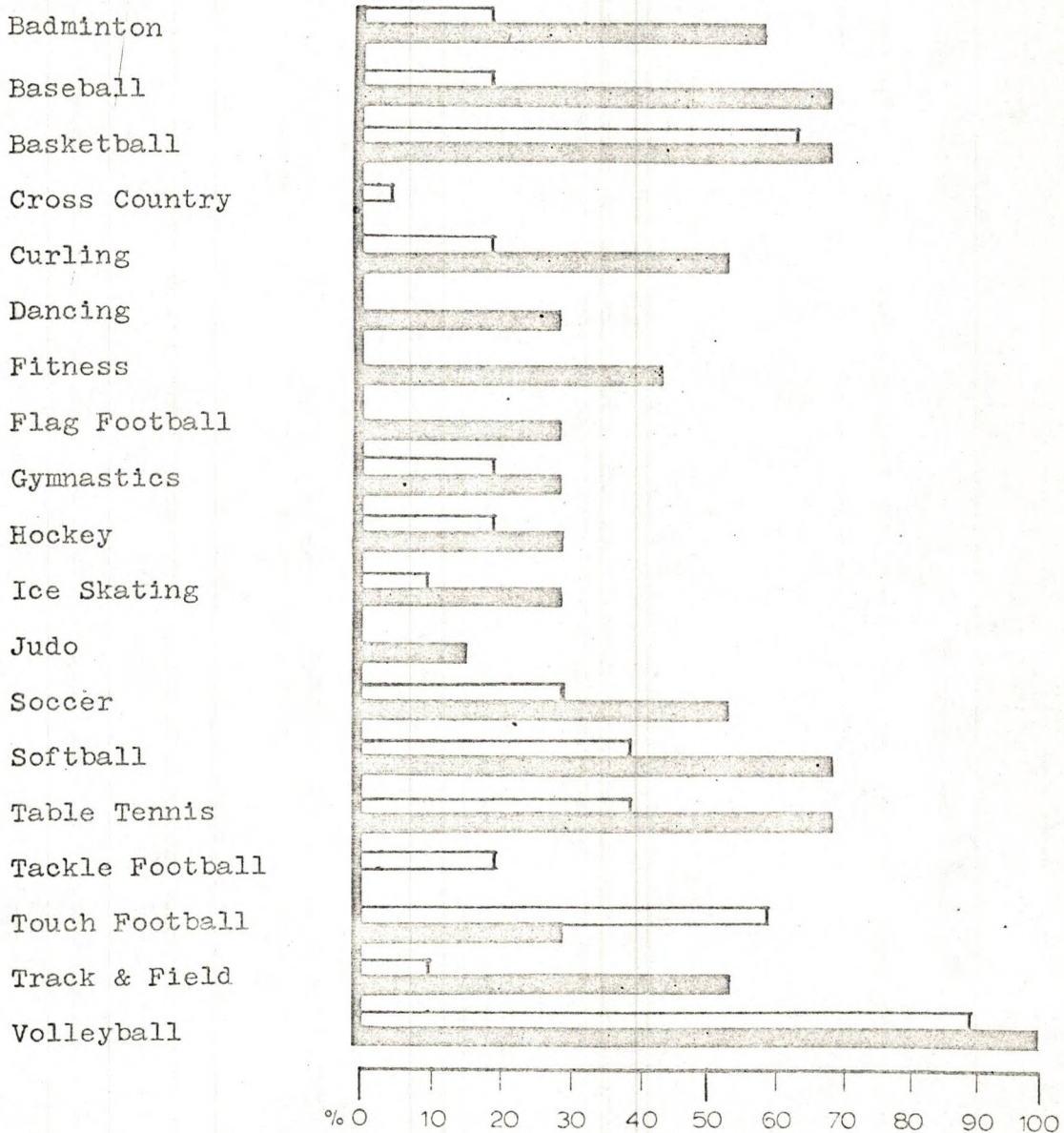


TABLE 45

Girls' Intramural Athletic Activities in Schools
with Enrollments of over 500 for 1963 and 1968

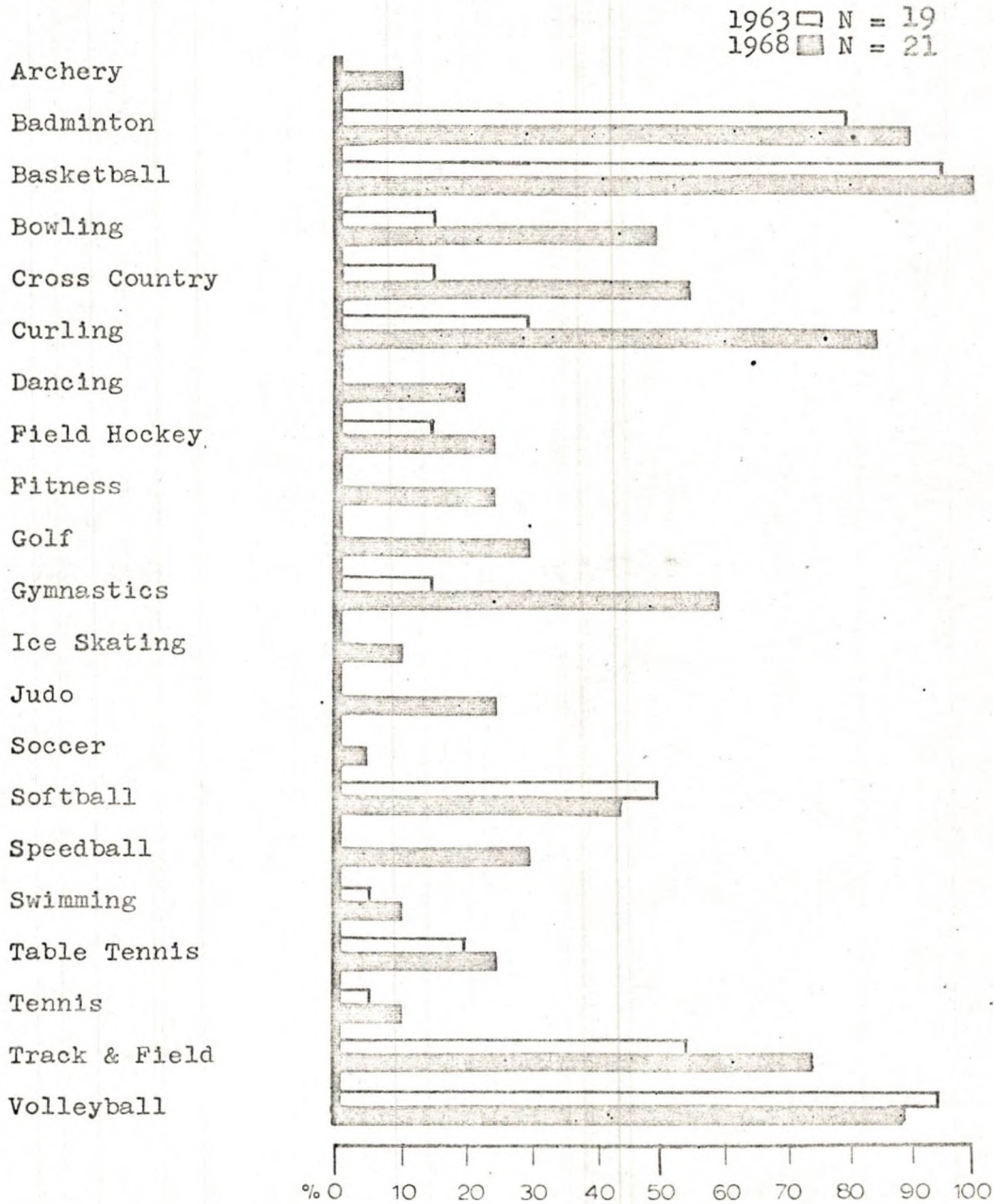


TABLE 46

Girls' Intramural Athletic Activities in Schools
with Enrollments of 301-500 for 1963 and 1968

1963 □ N = 6
1968 ■ N = 14

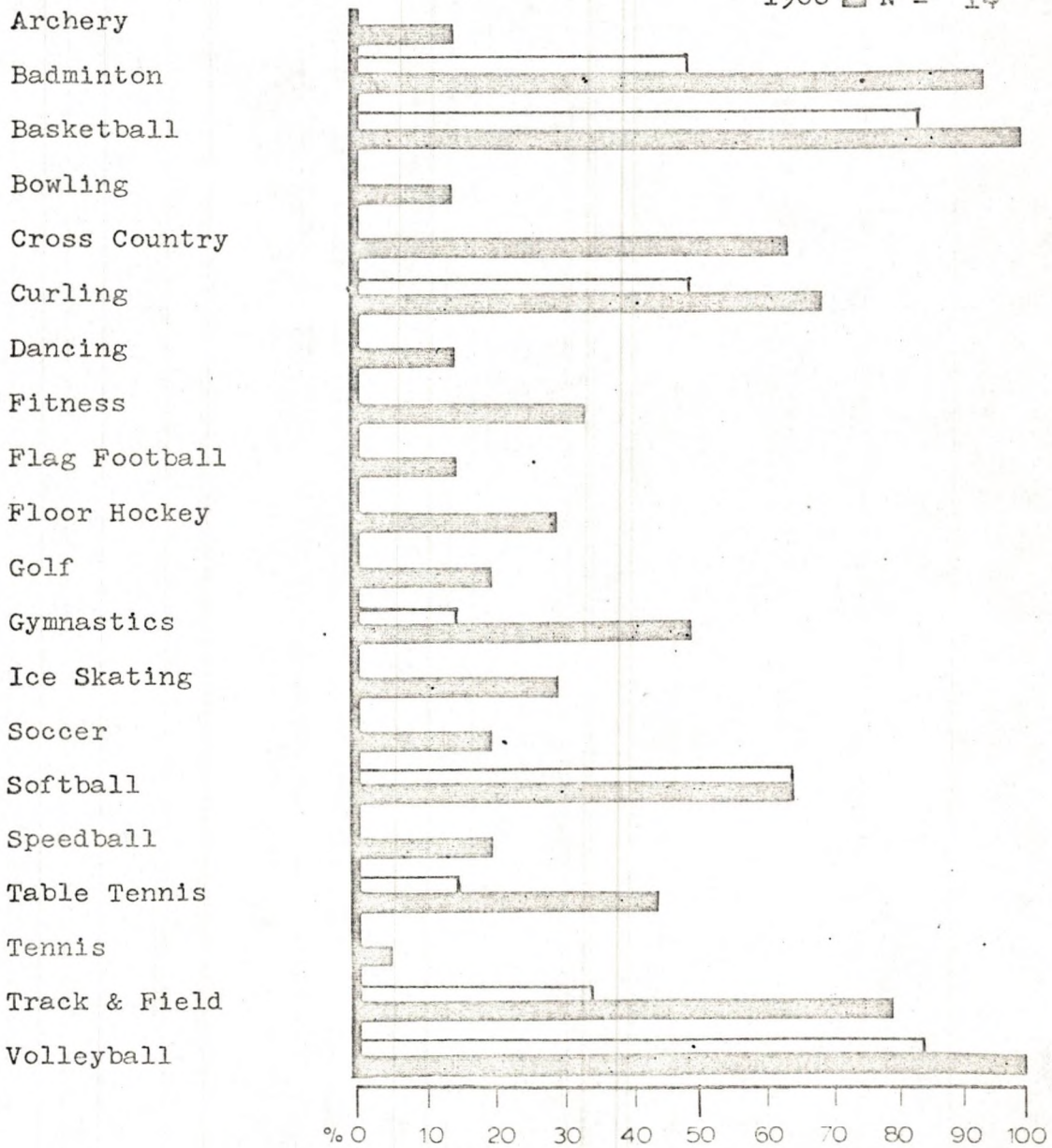


TABLE 47

Girls' Intramural Athletic Activities in Schools
with Enrollments of 101-300 for 1963 and 1968

1963 □ N = 32
1968 ■ N = 26

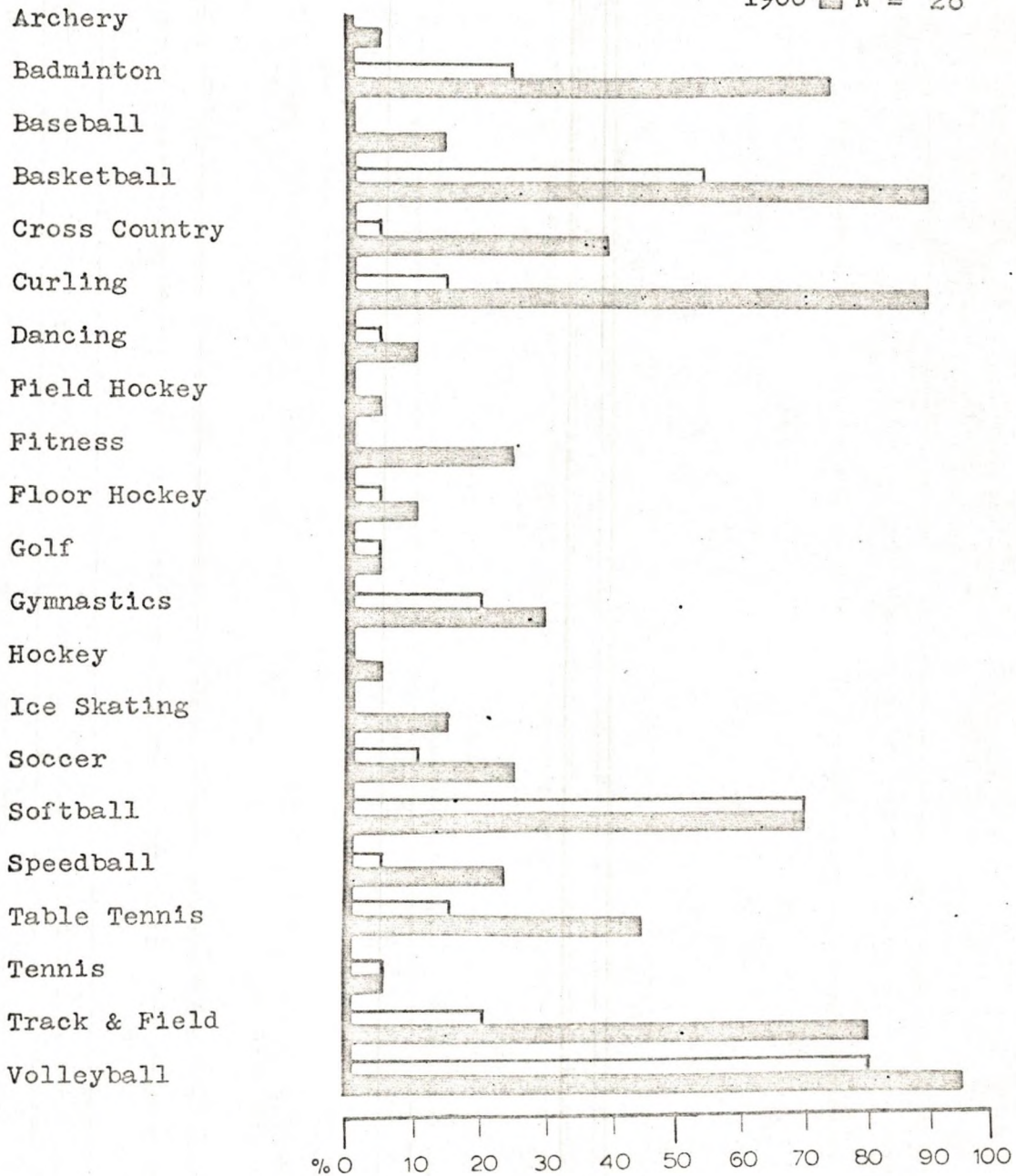
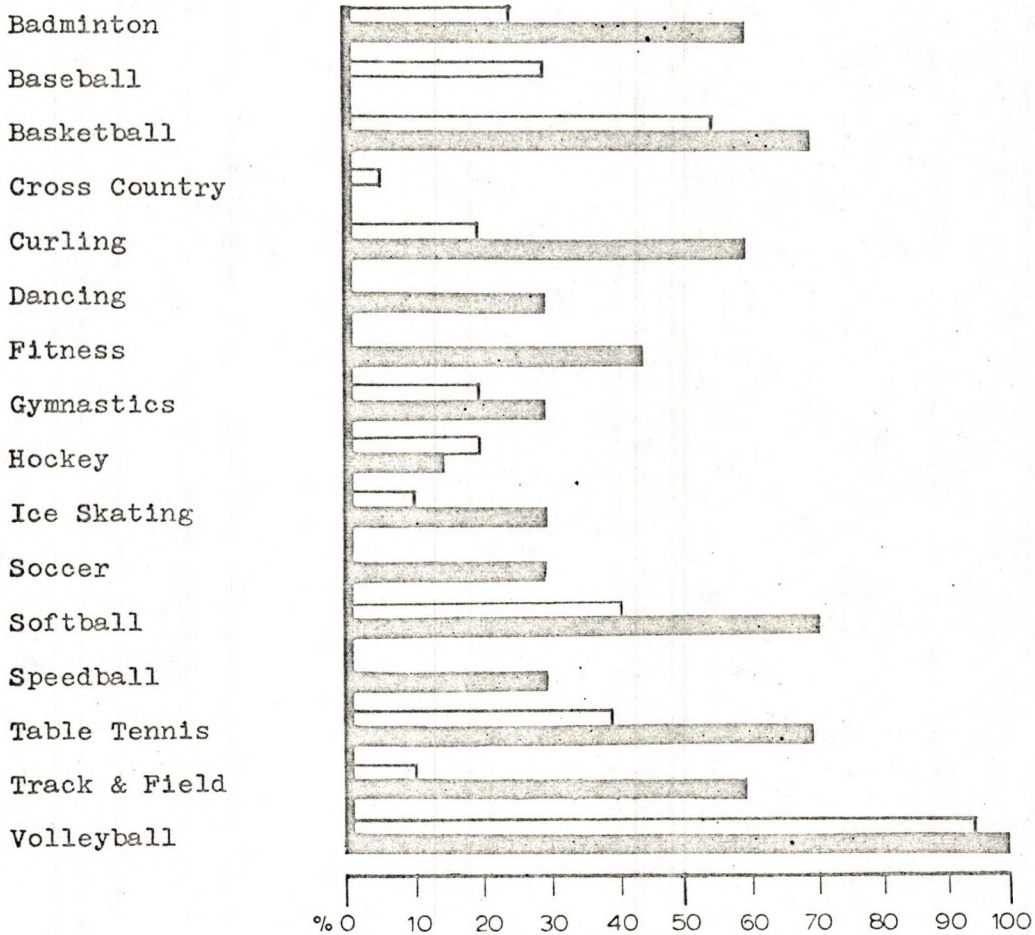


TABLE 48

Girls' Intramural Athletic Activities in Schools
with Enrollments of 0-100 for 1963 and 1968

1963 □ N = 17
1968 ■ N = 7



Tables 41-48, pp. 71-78, show the various intramural activities in which the schools participated over the five year period of this study. More schools provided more intramural activities for both male and female students in 1968 than in 1963. The most prevalent team sports for male and female students in 1963 and 1968 were basketball and volleyball. Badminton and table tennis were the most popular individual and dual sports. Many new activities, such as physical fitness, flag football, judo, wrestling, floor hockey and golf were added to the boys' intramural programs in 1968. The 1968 girls' intramural programs were also augmented in many schools with additional activities such as dancing, physical fitness, soccer, speedball, ice skating, field hockey and golf.

CHAPTER IV

DISCUSSION

No student should be deprived of an opportunity for participation in a great variety of recreational experiences which may contribute immeasurably to a wholesome and happy life. Physical education is charged with the responsibility of developing the physical skills of the student. The intramural athletic program provides the student with an opportunity to put these skills into use. The function of education in relation to intramurals is to help people learn to cultivate leisure time interests and to develop skill in pursuing these interests.

The intramural program should form the basis of all athletics regardless of the size of the school. This is difficult in some instances because of the lack of a sufficient number of students to form what sometimes is considered to be a satisfactory program. Nevertheless, individual competition and small team sports can be arranged. All students have the right to compete, whatever their degree of skill or the limitations of the program. The fact that more than fifty per cent of the "D" schools had no intramural athletics in 1963 was most alarming. Thirty per cent of these schools were still without intramurals in 1968.

Mathews states, "There are many schools which can boast of fine interscholastic varsity athletic programs and yet do not have intramural athletic sports. There is no valid excuse for such situations to exist, because through the application of a few basic procedures, intramural tournaments can be run off by almost any person within the school."²⁵ Some of the basic steps cited by Mathews are:

- (1) Establish tournament dates.
- (2) Set up goal and eligibility rules.
- (3) Issue entries.
- (4) Publicize entry deadlines.
- (5) Catalogue the returned entries.
- (6) Make up the game schedules.
- (7) Prepare the score sheets.
- (8) Get out the publicity.
- (9) Call an officials meeting.
- (10) Get the game equipment ready for use.
- (11) Check the score sheets after the game.
- (12) Record the scores and the participation.
- (13) Give out the awards.
- (14) Publicize the results.

Schools without an intramural athletic program of any kind manifest a disinterested staff. School boards and school administrators need to be more aware of the total

²⁵David O. Mathews, "Basic Fundamentals in Organizing an Intramural Tournament," Physical Educator, XXI, No. 3, (October, 1964), 116-117.

needs of their students and make every attempt possible to acquire teachers who are interested in the total development of the students. Barnhardt,²⁶ in his article on "Special Problems in the Rural High Schools," states that the predominant problem with the rural school is the fact that, "It has a small enrollment usually with corresponding limitations in facilities, equipment and staff. However, intramurals are frequently emphasized more in the rural school than in the urban school because interschool athletics are often impractical for reasons of cost, time lost in travel, lack of competition or simply insufficient enrollment. Also, it is within the realm of possibility to include the majority of boys and girls in any one intramural activity."

The writer feels that the physical education teachers in the rural schools in most cases bear the brunt of supervision of all the activities in the extramural program. This often leads to overwork and eventual disenchantment. The answer is not in the curtailment of the program but simply increased supervision and organization by the students themselves. A well informed intramural council or similar organization can administer the program almost completely.

One of the more alarming situations that was evident in the 1963 survey was that, in all of the schools with enrollments of 0-100 that responded, there existed not one

²⁶Ross E. Barnhardt, "Special Problems in Rural High Schools," Journal of the Canadian Association for Health, Physical Education and Recreation, XXVIII, No. 6, (August-September, 1962), 32.

university trained physical education teacher. Five years later improvements in this area were noticed as 27.2 per cent of the eleven male physical education teachers cited were qualified and 20 per cent of the female physical education teachers cited were qualified.

School administrators should constantly seek to obtain qualified physical educators. With the aspect of more leisure time becoming more and more a reality, the necessity for qualified physical educators within the schools is becoming more acute.

Intramural athletics within the school can be greatly complimented through the physical education program. First, physical education tends to develop interest and abilities in the students who might not normally pursue intramural activity. Second, the physical education program can generate valuable publicity and motivation for the intramural program, especially when the intramural activities are scheduled to coincide with the physical education program. Third, the skill instruction which is given in the physical education program may well increase the level of participation in the intramural program and increase the level of competition. Finally, the physical education program can develop abilities, interests and skills in activities which are not normally included in the intramural program. As the new interests and skills are developed, the activities may then be added to the intramural program so that more students may participate.

Facilities have constantly been an obstacle to the success of most intramural programs. In this investigation, most respondents indicated that the need for more facilities was acute in both 1963 and 1968. This was especially evident in "C" and "D" schools with less than 300 enrollment. More indoor recreation areas was the need that was cited most often by the respondents in 1968. The demand for physical activity is increasing steadily and schools are constantly experiencing difficulties in meeting the demands placed upon their facilities. There is also an increasing demand for a greater variety of activities to meet the needs of the students. The writer is in agreement with most of the respondents who cited that their greatest need was in the area of facilities, however, it must be stressed that maximum use must be made of the existing facilities before schools and physical education departments can justifiably ask the public for additional facilities.

The personnel in charge of the intramural programs throughout the secondary schools of Manitobawere, in most cases, the physical education teachers. This is clearly revealed in this study. For example, in 1968, twenty-one (100.0 per cent) of the "A" school respondents stated that the people in charge of their intramural programs were physical education teachers. The writer feels, generally, that physical education teachers are usually keenly interested in athletics and possess the necessary organizational and administrative skills required to operate a comprehensive intramural

program. Consequently, the physical education teacher is usually the staff person most qualified for the job. However, Mueller and Mitchell²⁷ thought physical education teachers often assume the responsibilities for intramural work as an extra load. This procedure fails to make a clear cut distinction between the physical education program, coaching interschool teams and intramural activities and leaves the intramural program without an identity of its own. This is an obvious weakness. It makes intramural work stand secondary in the estimation of the physical education teacher or the coach, who, when pressed with other duties, may neglect those things that do not stand foremost in his mind. The job of intramural director should be assigned to one person with sufficient time to perform this task adequately.

The job of actually supervising the intramural activities should lie with the physical education teacher(s) as revealed in this study. However, supervision may also be given by participants, administrators and students themselves. The writer feels that there is no specific "best way." However, it is felt that the students should be involved in this aspect of intramural administration to a much greater extent than they are. Students are currently demanding more freedoms. Educators know that one must accept the responsibility that goes along with freedom. Educators would also be derelict in their duties if they did not allow students every

²⁷Mueller and Mitchell, Intramural Sports, p. 30.

possible opportunity to learn self-discipline and responsibility. The supervision and the operation of the intramural athletic program might well be an excellent training ground for the students to gain an insight into this phase of education.

Most schools that operated intramural programs also indicated that they used intramural athletic councils to assist with the planning and organization of the intramural activities. In 1963, 57.1 per cent of the respondents indicated they had intramural councils. In 1968, the number of schools that maintained intramural councils increased to 65.6 per cent. The writer agrees with Cowell and Hazelton,²⁸ who suggested that every school should have an athletic association under the guidance of a person who is knowledgeable and interested in leisure time activities. The purpose of such an organization should not be primarily to administer the intramural program, although that is one of its functions, but rather to provide more opportunity for student leadership, for student responsibility and for the fulfillment of student purposes--as the students see them.

An important feature of any athletic contest is the quality of the officiating. Yet most schools forget this when setting up their intramural athletic programs. This investigation indicates that interschool team athletes were

²⁸ Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959).

most frequently used to officiate the intramural contests in the high schools in 1968. In 1963, the physical education teachers appeared to be the personnel most widely used to officiate intramural contests. Other combinations of personnel including the participants themselves were cited by the respondents as officials of intramural contests. The writer feels that poor officiating in many cases is the cause of poor participation and lack-luster intramural programs. In many instances, the potentially keen and interested participant has dropped out of the intramural program because of poor and inadequate officiating.

Students can become excellent officials but they require some assistance in developing their competencies. The Physical Education Newsletter²⁹ suggests a training program for officials. In the area of officiating, the students should be able to achieve some degree of status and receive awards for their work just as interschool athletes do. Requirements which are consistent with the school's awards can be set up and each official must then meet the requirements listed to receive the official's award. The official's awards may be based on competency levels so that the student official can continually strive to upgrade and better himself in his task. Certainly it is recognized that some activities lend themselves to competitive participation without provision

²⁹"Student Officials Play a Vital Role in Intramurals," Physical Education Newsletter, Letter 16, XII, April 15, 1968.

of officials. It is also agreed that it is desirable to consider the values of encouraging students to get along well together. However, certain activities do not lend themselves to participant officiating and those in charge of the intramural programs must find the means that adequately meet the needs of the competitions in question.

The organizational nature of the intramural competitions is affected, to a large degree, by the numbers of students in the schools. Whereas, the room-versus-room competitions in one school may be desirable, this method will not necessarily be suitable to a school with a different enrollment. In fact, it may well not be suitable to another school with the same size enrollment, and personnel in charge of intramurals must constantly be on the lookout for ways and means of improving competition systems. It is evident in this investigation that a variety of methods were used to promote intramural competition. Room-versus-room competition was predominant in the schools which were sufficiently large to utilize this method in 1963. A trend toward the house system of competition was evident in many schools in 1968. However, as previously indicated, intramural directors must be aware that the selection of units for the successful promotion of intramural competition differs according to the size and the type of the institution.

The selection and substitution of players of actual participating teams in most schools was generally done by the participants themselves. No particular trend was evident

between 1963 and 1968. Several schools indicated that they preferred to use team captains and team managers in this capacity. The writer feels that there is no one best method but that those in charge of intramurals should be alert to see that each member of a team has an opportunity to participate in every contest regardless of his ability. Sitting on the bench and watching other team members participate in game after game can hardly be construed as active participation and such situations must constantly be discouraged. To allow situations such as this to continue will do much to hasten the demise of a potentially successful intramural program.

In the areas of medical examinations and accident insurance it is evident from this investigation that few schools subscribed to these requirements in either 1963 or 1968. Only two respondents indicated that a medical examination was required for intramural participants in 1963 and only one respondent made this indication in 1968. Most physical education authorities stress the medical examination as an extremely important criterion for participation in intramural athletics. Perhaps the only logical explanation for not requiring medical examinations for intramural participants in Manitoba secondary schools at this time is that Manitoba has a compulsory medical plan and every resident-citizen regardless of race, creed or economic status has "free" medical coverage. The carry-over of this "state" medical plan may also be the reason for only three schools requiring their

intramural participants to have accident insurance in 1968. Since the largest expenses incurred by accidents lie in the medical and hospitalization costs, and since all resident-citizens were insured against the costs of these services, it may logically be assumed that this is the reason why 95.6 per cent of the secondary schools in Manitoba did not make it compulsory for their intramural participants to have accident insurance in 1968.

Time is an important factor in the intramural athletic program. The respondents that were involved in this investigation indicated the use of a variety of time modules for intramurals. The use of the noon hour period was the time module commonly used for intramural activities by most schools. The person in charge of the intramural programs must carefully select the times for the activities. Every attempt should be made to co-ordinate the intramural activities with all other phases of the school program. Factors such as weather and seasons are important in the arrangement and in the division of the activities. One of the problems that is constantly plaguing the rural schools in their attempts to organize intramural activities is that most of their students are transported by bus. A large percentage of the student body leaves the school immediately after the last class period. Consequently, the noon hour is constantly under severe competition with various interest groups vying for this time. By instituting an "activity period," schools may well solve their congested noon-hour problem as this

could enable the bus students to benefit from the intramural participation and the noon-hour could still be used for other activities. Most authorities agree that strenuous noon-hour intramurals is not recommended. Sufficient time should be allowed so that students can eat their lunches leisurely.

The average time spent on boys' intramural athletics in 1968 was 2.7 hours per week. This compared with 2.8 hours per week spent on boys' intramurals in 1963. In 1963, 2.2 hours per week was the average time spent on girls' intramural athletics. In 1968, this average time was increased to 2.6 hours per week. Perhaps the reason for this increase in girls' time lies in the increase of qualified physical education teachers who are attempting to correct this discrepancy. More important than the amount of time spent on intramurals, however, is the welfare of the participants and the quality of the programs.

The responsibility of keeping records, collecting and compiling results of intramural activities in 1963 was shared between the principal and the physical education teacher in the smaller schools. In the larger schools this duty was performed primarily by the physical education teachers. In 1968, schools that tended to keep intramural records indicated that this job was usually performed by a physical education teacher. Regardless of the size of the intramural program or the number of staff members or participants, one fact remains constant. The successful promotion and completion of any intramural program requires attention to a myriad

of details. Keeping meaningful records is such a detail. Records should not be kept merely for the purpose of having figures available.

This study indicates no one standard practice for financing the intramural programs in either 1963 or 1968. However, three methods were used more frequently than others. These were: (1) school board funds, (2) school (student council) funds, (3) a combination of school board and school funds. Several respondents also indicated that no funds were available to help finance their intramural programs. The writer feels that, if intramurals are accepted as an aspect of physical education, they should be financed in the same way as other parts of the program.

Not all schools allowed spectators at their intramural contests. Table 23, p. 50, reveals that 16.8 per cent of the schools in 1963 and 17.6 per cent of the schools in 1968 allowed only the intramural participants to attend intramural contests. Schools with enrollments of over 500 appeared to encounter greater spectator problems than the smaller schools, since in 1968, 28.6 per cent of these schools did not allow the general student body to watch the intramural competitions. Spectators should certainly be a part of the intramural contests. However, because of the lack of accommodations for spectators in many of the gymnasiums, some schools found it more convenient to eliminate student spectators altogether.

Every intramural administrator should make provision for participation in co-recreational activities in the

intramural programs. Results of this study revealed that 23.3 per cent of the schools made no provision for co-recreational activities in 1963, and, in 1968, there was a slight increase to 26.4 per cent. England³⁰ maintained that co-educational high school intramural programs can, and should, be an integral part of the elective activities provided by the secondary school. Many of the activities taught in the high school physical education program can be modified and effectively used in a co-recreational intramural program. Whatever the objectives, they should be commensurate with the educational philosophy of the school and the physical education program. Individual and small team activities such as tennis, badminton, golf, archery, bowling and curling lend themselves ideally to co-recreation.

The inclusion of interschool team players in the intramural athletic program appeared to vary with the size of the schools. This investigation revealed that 100 per cent of the schools with 0-100 enrollments allowed their interschool athletes to participate in the entire intramural program both in 1963 and 1968. On the other hand, 33.3 per cent of the schools with over 500 enrollments allowed their interschool athletes to participate in the entire intramural program in 1968 and only 15.8 per cent of the same size schools made such allowances in 1963. Table 26, p. 54, indicates

³⁰Earl W. England, "The Adaptation of Activities to a Co-Educational Intramural Program," The Physical Educator, XXV, No. 2 (May, 1968), 63.

that some of the schools with enrollments of over 100 allowed their interschool players to participate in some of the intramural activities. Most authorities agree that interschool athletes should not compete intramurally in the same sports in which they compete interscholastically. With the exception of schools with small enrollments, the inclusion of interschool players in all of the intramural programs is unsound as this often prevents other students with lesser athletic abilities or inclinations from developing their recreational desires and potentials.

This study revealed that very few schools placed any restrictions on the number of intramural activities in which a student could participate. In 1963, 10.3 per cent of the schools indicated that they had such restrictions, whereas only 2.9 per cent of the schools in 1968 placed any numerical intramural restrictions upon their students. The writer maintains that every student should be given the opportunity to participate in the intramural programs. Nor should any student be declared ineligible because of academic standing. There is no logical argument against barring all scholastically deficient students inasmuch as many authorities maintain that students are able to study better if they take part in wholesome physical recreation programs. It is undoubtedly wiser for school authorities to follow the positive approach in developing wholesome relationships and proper budgeting of time and talents to develop the intellectual, social, spiritual and physical phases of the student's life. There

is no logic in depriving students of needed exercise and recreation when faculty authorities themselves do not place a check on the choice of student amusement. Nor can it be said that the intramural type of sports encroaches upon the student's time and proves detrimental to his studies. In stating that every student should be allowed to participate in intramural activities, the writer also stresses the inclusion of the handicapped student. School authorities are often hesitant to allow these students to participate actively in the intramural program. These students have the same rights as the so called "normal" student and as such, wherever feasible, they should be allowed the enjoyments of wholesome recreation. Where the student's handicap is such that he cannot participate actively he should then be allowed and encouraged to become involved in the less active phases of the program.

This investigation revealed a decided increase in the provision for recreational activities other than the interschool and intramural athletic programs. In 1963, 48.7 per cent of the schools indicated that such provisions were made, whereas in 1968, 83.6 per cent of the schools stated that provision was made for recreational activities other than the interschool and intramural athletic programs. The Physical Education Newsletter,³¹ indicates that one of the chief objectives of high school sports clubs is to provide extramural sports competition for students. The sports club is

³¹Physical Education Newsletter, Letter 5, XIII, November 1, 1968

not the place to teach basic skills or give everyone a chance to play. It is the place to offer a substitute for interschool competition in a particular sport when it is not offered as part of the interscholastic program. Not all of the facilities need to be in the school. Community facilities such as the bowling alleys, swimming pools, curling and skating rinks should also be used whenever possible.

Most of the schools in this study indicated that their intramural programs ultimately led to some type of championship. However, there was a large disparity in the types of awards given to intramural champions and the methods used for recognition. Most schools did not give awards to individual intramural winners in either 1963 or 1968. The schools which did make such awards indicated that these varied in the forms of ribbons, medals, letters, crests and accumulative points. More schools tended to give some type of team award in 1968 than in 1963 as indicated on Table 36, p. 65. The writer believes that a sound educational policy in the matter of intramural awards should be established first and cautions that the awards should not be used as a primary motive for participation. They should have little intrinsic value and be more in the nature of symbols of achievement. Schools which choose to give individual awards should select awards which can be worn or displayed rather than those which are hidden in a pocket or left in a drawer. If an award is given, then it should be one that is open to every student in the school. The degree to which intramural student

recognition is effective is often determined by the manner in which the honors are bestowed. Presenting the awards at an auspicious occasion rather than in the physical education teacher's office provides additional student recognition over and above the award which symbolizes achievement. In addition, the community can also be involved in these special occasions and thus perhaps promote good school-public relations. School administrators, staff, students and the general public must be made aware of the value of intramural sports. As a result, comprehensive and continuous publicity is essential to the progress and success of the intramural program. Specific responsibilities should be delegated to some member of the intramural organization so that a wide and well-illustrated program of publicity results. Various types of media should be used to inform the public. Generally the most popular forms of publicity in the high schools are the bulletin boards, the school newspaper, the local newspaper, general school assemblies and school public announcement systems.

Most secondary schools within Manitoba indicated that their intramural athletic programs were inadequate both in 1963 and 1968, and attributed their inadequacies to several reasons. However, when considering the "unlimited potential" of the intramural athletic programs, the generalization can be made that all intramural facilities are inadequate since they can all be subject to improvement. Obviously, some institutions have more ideal facilities than others. If

increased student enrollments are taken into account, it is questionable if facilities can provide for "a sport for everyone and everyone in a sport," particularly when some schools have difficulty in providing sufficient classroom space.

Those in charge of the intramurals should continually evaluate their programs. A satisfactory program evaluation should determine how well the program meets the needs of the students as well as reveal whether there is enough variety in the programs. Information should also be gathered regarding the adequacies of contests in the activities offered, competency of officiating and supervision and availability of equipment. Evaluation may also reveal the extent of leadership opportunities, the degree of cooperation among students and the degree of skills attained.

In concluding this chapter, the writer wishes to emphasize that it is not the job of physical educators to train athletes for professional sports. Rather, it is the job of physical educators to fill with participants, the gymnasias, the swimming pools, the outdoor rinks and all the other recreational facilities which are available. The participant who makes use of these facilities is the average, poorly fit, overweight boy or girl who must be "reached" at the secondary school level. Every physical educator and every person in charge of the intramural programs should attempt "to empty the bleachers while converting the spectator to the performer."

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this study was to compare the status of intramural athletics in 1963 with the status of intramural athletics in 1968 in Manitoba secondary departments and institutes.

For this purpose, questionnaires were mailed to all Manitoba secondary departments and institutes in 1963. The same questionnaire was used in 1968 for those schools which had responded to the 1963 questionnaire. One hundred nine (73.2 per cent) of the distributed questionnaires were received in 1963. Eight of the schools from which questionnaires were received in 1963 did not exist as Secondary Departments or Institutes in 1968 and consequently could not be included in the 1968 survey. Seventy-three (72.3 per cent) of the distributed questionnaires were completed in 1968. The data from the completed questionnaires were tabulated on a specially designed master chart. Tables were then constructed and the data were tabulated, percentages were computed and analyzed for comparison.

Conclusions

The following conclusions drawn from the comparisons

appear warranted:

1. During the five year period included in this study (1963 and 1968) the percentages of secondary schools in Manitoba which sponsored intramural sports programs increased from 70.6 per cent to 93.1 per cent.

2. Lack of qualified staff and lack of indoor area and equipment were cited as the chief reasons why some schools were unable to inaugurate intramural athletic programs in 1963 and 1968.

3. During the five years included in this study (1963 and 1968) the percentage of qualified male physical education teachers increased from 16.5 per cent to 54.4 per cent and the percentage of qualified female physical education teachers increased from 13.2 per cent to 35.8 per cent.

4. The percentages of schools with gymnasias increased from 87.0 per cent in 1963 to 97.0 per cent in 1968. Only schools with a student population of less than three hundred lacked gymnasias.

5. The organization and administration of the intramural programs were primarily the concern of the physical education teachers in both 1963 and 1968.

6. The prevalent systems used to organize intramural competitions changed from the "room-versus-room" system in 1963 to the "house" system in 1968.

7. Intramural programs were financed predominantly by school board funds over the five year period (1963 and 1968) included in this study.

8. Intramural activities which led to championships increased from 70.1 per cent in 1963 to 85.3 per cent in 1968.

9. Compulsory medical care and accident insurance for intramural participants were required in less than eight per cent of the schools in either 1963 or 1968.

10. During the five year period included in this study (1963 and 1968) less than six per cent of the schools required their intramural participants to meet academic standards.

11. The practice of allowing interschool athletes to participate in intramural activities was more evident in the smaller schools in both 1963 and 1968.

12. Basketball, volleyball, soccer, softball and flag football were the most popular team sports for males and basketball, volleyball, softball and speedball were the most popular sports for females.

13. Badminton, track and field and table tennis were the most popular individual and dual sports for both male and female students.

Trends and Tendencies Toward Change

1. Physical education teachers are becoming more involved in the overall operation and supervision of the intramural programs.

2. Rural schools are beginning to obtain qualified physical education teachers.

3. Schools with a student population of less than one hundred are diminishing.

4. Co-recreational activities are becoming more popular.

5. More recreational activities are being included in the intramural programs.

6. Team awards for intramural winners are becoming more prevalent.

7. More schools are using the "house systems" for intramural competitions.

Recommendations

1. Every school should have an intramural athletic program regardless of its size.

2. Schools which for some reason or other cannot operate both interschool and intramural athletics should choose the latter.

3. School administrators should make every attempt possible to obtain qualified physical education teachers on their staff so that the supervision of the intramural programs may be in more capable hands.

4. Participants who engage in strenuous intramural activities should be required to have a medical examination annually.

5. Student officials, managers and scorers should receive special training in these areas and should receive recognition similar to that given to interschool athletes and intramural winners.

6. More emphasis needs to be placed upon offering leisure-time recreational activities through the intramural programs in the secondary schools.

7. Greater emphasis should be placed on the involvement of the faculty in the intramural program.

8. The intramural program should be financed in the same manner as the rest of the educational program is financed.

9. Intramural participants should not be charged an entry fee.

10. The intramural program should be promoted by continuous and sensitive publicity.

11. Scholastic eligibility should not be a criterion for intramural participation.

12. Competition in the intramural program should receive the greatest emphasis.

13. The intramural programs should be continually evaluated to see that the activities involved meet the needs and are in the best interests of the general student body.

14. Within the next few years a study similar to this one should be conducted in an attempt to determine definite trends in intramural athletics throughout the Manitoba secondary schools.

15. A similar study should be conducted throughout the junior high schools in Manitoba to determine the status of intramural athletics at this level.

16. Additional research should be conducted specifically in the following areas: (a) the status of school recreational facilities, (b) attitudinal studies of staff and students toward intramural athletics, (c) duties and responsibilities of physical education personnel in respect to the intramural program.

APPENDICES

APPENDIX A

SURVEY OF INTRAMURAL ATHLETICS IN MANITOBA SECONDARY SCHOOLS

Please check () or answer yes or no to the following items in the questionnaire. The items you check pertain to the intramural athletic program that is current in your school. If you check "other", please explain in the provided space. If you do not have an intramural athletic program, please complete Section I and return the questionnaire.

SECTION I

Name of School _____

Enrollment:	<u>Boys</u>	<u>Girls</u>		<u>Boys</u>	<u>Girls</u>
Grade 9	_____	_____	Grade 11	_____	_____
Grade 10	_____	_____	Grade 12	_____	_____

Personnel

- How many on physical education instructional staff?
male _____ female _____
- How many university trained physical education teachers on staff? male _____ female _____

Facilities

- _____ Does your school have a gymnasium?

_____ Is it part of the school plant?

_____ Do you have access to a recreation field?

_____ Is it school property?

_____ Is it located by the school?

Organization and Administration

- Do you have an intramural athletic program for boys? _____
For girls? _____
- If your response to any part of the above question (No. 4) is 'NO', is your response due to:

5. _____ lack of outdoor area
 _____ lack of outdoor equipment
 _____ lack of gymnasium or indoor area
 _____ lack of indoor equipment
 _____ lack of trained physical education teachers
 _____ lack of interest in general
 _____ lack of time due to interschool athletics
 _____ lack of time in general

SECTION II

If your response to any part of question number four was yes, please complete the following.

6. Who is the staff person in charge of the intramural athletic program?
 _____ physical ed. teacher _____ classroom teacher(s)
 _____ principal _____ other _____
7. Who supervises the actual intramural activities?
 _____ physical ed. teacher _____ classroom teacher(s)
 _____ principal _____ the coach
 _____ students themselves _____ other _____
8. Do you have an intramural athletic council? _____
9. The staff advisor to the council is?
 _____ physical ed. teacher _____ classroom teacher(s)
 _____ principal _____ no one
 _____ intramural director _____ other _____
10. Who officiates the intramural athletics?
 _____ coaches _____ participants them-
 _____ physical ed. teachers selves
 _____ interschool players _____ other _____
11. How are teams organized?
 _____ by grades _____ by phys. ed. classes
 _____ by rooms _____ other _____
 _____ by house system _____
12. Who selects and substitutes players of participating teams?
 _____ participants themselves _____ classroom teacher(s)
 _____ physical ed. teachers _____ other _____
13. Is a medical examination required from intramural players? _____
14. Is accident insurance manditory for intramural players? _____

15. When are intramural athletic activities conducted?
 _____ before regular school hours
 _____ after regular school hours
 _____ during school hours
 _____ during the noon hour
 _____ other _____
16. How many hours per week are generally given to intramural activities?
 _____ boys program _____ co-recreational program
 _____ girls program _____ other _____
17. Are intramural records kept on permanent file? _____
18. The intramural athletic program is financed by?
 _____ school board funds.
 _____ school (student council) funds
 _____ participation fees
 _____ spectator fees _____ other _____
19. Intramural athletic activities are open to?
 _____ the general public _____ participants only
 _____ student spectators _____ other _____

Participation and Awards

20. About how many students participate in at least one phase of the intramural athletic program?
 _____ % boys _____ % girls
21. What part of the intramural program is co-recreational?
 _____ all of it
 _____ some of it
 _____ none of it
22. In what part of the intramural athletic program are members of interschool teams allowed to compete?
 _____ in all of the activities
 _____ in activities not on the interschool athletic program
 _____ in none of the activities
 _____ other _____
23. Is there a restriction on the number of intramural activities in which a student may compete? _____
24. Are there academic requirements for participation in the intramural program? _____
25. Is provision made for the handicapped to participate in the intramural program?

25. _____ does not apply
 _____ no provision made
 _____ in a special activity program
 _____ in official, organizational and managerial areas
 _____ other _____
26. Is there provision made for other recreational clubs and activities in addition to the intramural and interschool athletic program? _____
27. Does your intramural program lead to an all school intramural champion based on points accumulated for participating in activities throughout the school year?
 Is it separate for male and female students? _____
28. Does your intramural athletic program lead to an ultimate champion?
 _____ no champion(s) declared
 _____ for each grade
 _____ for each sport _____ other _____
29. What awards are given to individual winners?
 _____ no awards _____ pennants
 _____ ribbons _____ other _____
 _____ medals _____
30. What awards are given to winning teams?
 _____ no awards _____ pennants
 _____ trophies _____ other _____
 _____ plaques _____
31. When do you recognize and award intramural winners?
 _____ no recognition or awards
 _____ immediately following the activity
 _____ special athletic awards day (evening)
 _____ special all-school awards day (evening)
 _____ regular assembly
 _____ other _____
32. In your opinion is the intramural program in your school adequate? _____ If no, check the following items as they apply to your situation (N = definitely needed, D = can do without but desirable).

<u>Needed</u>	<u>Desirable</u>	
_____	_____	outdoor area
_____	_____	outdoor equipment
_____	_____	indoor area
_____	_____	indoor equipment
_____	_____	trained physical education teachers
_____	_____	other _____

Please check in the columns to right of the activities that are included in your intramural program.

	<u>Boys</u>	<u>Girls</u>
(Example: Surfing)	_____	_____
Archery	_____	_____
Badminton	_____	_____
Baseball	_____	_____
Basketball	_____	_____
Bowling	_____	_____
Cross Country	_____	_____
Curling	_____	_____
Dancing	_____	_____
Physical Fitness	_____	_____
Flag Football	_____	_____
Golf	_____	_____
Gymnastics	_____	_____
Handball	_____	_____
Hockey	_____	_____
Horseshoes	_____	_____
Ice Skating	_____	_____
Judo	_____	_____
Soccer	_____	_____
Softball	_____	_____
Speedball	_____	_____
Swimming	_____	_____
Table Tennis	_____	_____
Tennis	_____	_____
Touch Football	_____	_____
Track and Field	_____	_____
Volleyball	_____	_____
Wrestling	_____	_____
Other _____	_____	_____
_____	_____	_____
_____	_____	_____

APPENDIX B

Miles MacDonell Collegiate
Bronx & Roch
Winnipeg 15, Manitoba

October 24, 1963

Dear Sir or Madam:

Enclosed is a survey questionnaire designed to assess the current status of intramural athletics in Manitoba Secondary Schools.

With the advent of the redistribution of the many existing school districts into larger divisions, with the creation of a Physical Education Branch by the Manitoba Department of Education as well as a newly appointed supervisor of this branch we can certainly look forward to some interesting developments in the physical education area.

In order to find the direction we are heading, it is extremely important to assess our current situation.

Would you please help by completing the enclosed questionnaire as objectively as you can, and return it at your earliest convenience.

Please use the enclosed self-addressed envelope to return the questionnaire.

Thank you in advance for your help and cooperation.

Sincerely,

Ray Kuran

APPENDIX C

Miles MacDonell Collegiate
Bronx & Roch
Winnipeg 15, Manitoba

November 14, 1963

Dear Sir or Madam:

On October 24, 1963, a questionnaire regarding intramural athletics was mailed to all secondary schools in Manitoba. At the time of this mailing I have not received a reply from your school. In order to have a valid study, it is necessary to have a high percentage of returns. I would certainly appreciate having you complete and return the questionnaire so that the processing of the data may begin by November 24, 1963. If you have already mailed your questionnaire, please ignore this letter and accept my thanks for your interest and cooperation.

In case you have lost or misplaced the first questionnaire, I am enclosing another together with a self-addressed envelope.

The purpose of this questionnaire is to determine the current status of high school intramural athletics; to make recommendations on the basis of the findings and to make such information available to the Manitoba Department of Education.

It is hoped that you will fill out the questionnaire on the basis of the conditions that exist in your school. Information listed in the questionnaire will not be associated with the school surveyed.

If you are interested in a summary of the survey, please check the appropriate space at the end of the questionnaire.

Thank you again for your time and interest.

Sincerely,

Ray Kuran

APPENDIX D

Selke Hall
Grand Forks
North Dakota 58201

October 17, 1968

Dear Sir or Madam:

Enclosed is a survey questionnaire designed to assess the current status of intramural athletics in Manitoba high schools.

The Manitoba Secondary Schools Athletic Association provides information regarding interscholastic athletics throughout the province and the Manitoba Department of Education provides information regarding the required physical education program. However, nothing is really known about the operation of the very important elective recreational program as it exists in the schools. Consequently it is difficult to disseminate meaningful information about intramural athletics without a base of knowledge with which to begin.

In this vein, would you please help fill this void by responding to the enclosed questionnaire as objectively as possible. Your school answered a similar questionnaire in 1963 and your answers to the current survey are most strategic in providing the necessary information regarding the direction and progress being made in intramural programs throughout the Manitoba high schools.

Please use the enclosed self-addressed envelope to return your questionnaire.

Thank you in advance for your vital help and cooperation.

Sincerely,

Ray Kuran

APPENDIX E

Selke Hall
Grand Forks
North Dakota 58201

November 4, 1968

Dear Sir:

I am conducting a comparative study of intramural athletics in Manitoba Secondary Schools as they existed in 1963, (about the time of the wholesale movement toward redistribution of school divisions) with the current status. It is in effect, an attempt to find in what direction and to what extent the intramural programs are heading in content, organization and participation etc. These findings will be made available as well as their consequential recommendations to the Manitoba Department of Education.

The second questionnaire was recently mailed to the physical education teachers of all schools that responded to the 1963 questionnaire. Many have already been completed and returned. However, there are still several schools who have not returned the questionnaire.

The very nature of a comparative survey demands a high sample return. Could you please assist me in this objective by checking with the schools in your division that are listed below.

Thank you for your vital assistance in this regard.

Sincerely,

Ray A. Kuran

APPENDIX F

Selke Hall
Grand Forks
North Dakota 58201

November 14, 1968

Dear Physical Education Teacher:

On October 24, 1968, a questionnaire regarding intramural athletics was mailed to all secondary schools who completed and returned the 1963 questionnaire. At the time of this mailing I have not received a reply from your school. In order to have a valid study, it is necessary to have a high percentage of returns. I would certainly appreciate having you complete and return the questionnaire so that the processing of the information may begin by November 24, 1968. If you have already mailed your questionnaire, please ignore this letter and accept my thanks for your interest and cooperation.

In case you have lost or misplaced the first questionnaire, I am enclosing another together with a self-addressed, stamped envelope.

The purpose of this study is to determine the current status of high school intramural programs; to determine what changes took place between 1963 and 1968; to make recommendations on the basis of the findings and to make this information available to the Manitoba Department of Education.

It is hoped that you will fill out the questionnaire on the basis of the conditions that exist in your school. Information listed in the questionnaire will not be associated with the school surveyed.

If you are interested in a summary of the survey, please indicate by checking the appropriate space at the end of the questionnaire.

Sincerely,

Ray A. Kuran

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The problem of insufficient qualified physical education teachers and inadequate indoor facilities and equipment was still evident in 1968.

Physical education teachers appeared to be more involved in the organization and administration of the intramural programs in 1968.

Intramural athletics appear to be becoming an integral part of the education system.