

DEVICES FOR INCREASING PARTICIPATION IN THE JUNIOR
HIGH SCHOOL INTRAMURAL PROGRAM

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CHAPTER I

INTRODUCTION

Physical education, in its modern concept, has established itself as a regular part of the educational program. As shown by Gruhn and Douglas,¹ this belief has become so widespread that the majority of junior high schools have made enrollment in physical education classes compulsory.

Athletics, as we have come to recognize the work, is that part of the physical education program that deals with the actual playing of games or participation in a particular sport. The ideals of happiness and service furnished by athletics to education have been plainly stated by Williams and Brownell in these words.

If personal happiness and service are worthy ideals of education, what better opportunity is provided in the public school for realization of these outcomes that the happiness derived from participation in athletics?

Intramural athletics has been defined³ as "....that program of athletics conducted within the limits or boundaries of one particular school." In a broader sense, intramural athletics might even include the games played between schools within the boundaries of a school system. Inasmuch as intra-city competition at the junior high school level can hardly be considered on the same basis as the inter-city varsity type competition at the high school level, and since such

¹Gruhn, W. T., and Douglas, H. R., The Modern Junior High School, p. 178.

²Williams, J. F., and Brownell, C. L., The Administration of Health and Physical Education, p. 433.

³Ibid., p. 434.

competition furnishes motivation for an intramural program, as brought out by Mitchell,⁴ participation figures used in this paper have included such competition.⁵

The Essentials of an Intramural Program

According to Gruber and Beatty,⁶ a sound intramural program should consist of the following essentials:

1. Present an opportunity for every boy to participate.
2. Be broad enough to appeal to each boy.
3. Operate the full school year.
4. Be planned for carry-over value.
5. Fit in with the regular health and physical education program.
6. Develop the initiative and resourcefulness of the boy.
7. Be designed with the health and happiness of the boy in mind.

Where physical education classes have been scheduled at regular periods during the school day, and have been largely compulsory in nature, the intramural program has operated on a voluntary basis. Added to the voluntary nature of the program was the practical assumption that the intramural program would have to take place as an extracurricular activity. Any activity that is voluntary and extracurricular must be made appealing to the individual if a high percentage of participation is to be enjoyed. The necessity of including these essentials

⁴Mitchell, E. D., *Intramural Sports*, pp. 20, 21.

⁵Competition between schools within the city.

⁶Gruber, F. C., and Beatty, T. B., Secondary School Activities, p. 158.

in an intramural program, and at the same time producing a high percentage of participation, convinced the writer that a study should be made of how to increase pupil participation.

The Problem

A desire to answer the questions of (1) how to increase participation in the intramural program, (2) what to use to bring about this increase, and (3) how to initiate any devices discovered, led to the selection of the title of this study, "Devices for Increasing Participation in the Junior High School Intramural Program." While each device had to be chosen for its ability to increase participation, the basic essentials of an intramural program previously mentioned had always to be kept paramount.

The national trend in larger school systems during recent years has been toward the formation of Junior High Schools.⁷ The 7-8-9 division of grades has placed a greater emphasis on the enlargement of intramural programs that can develop both potential material for interschool competition at a later date, and at the same time furnish an outlet for the competitive urge of all boys in their early teens. Every boy has the desire to join with other boys of his age in vigorous play. Organized intramural programs can satisfy this urge and the desire for vigorous activity as pointed out by Williams and Brownell⁸ in their statement, "Intramural athletics provide an opportunity for the great mass of students to engage in vigorous activity." It is with the

⁷Douglas, H. R., "Trends in Organization and Administration of Junior High Schools," The Bulletin of the National Association of Secondary-School Principals, p. 104, October, 1956.

⁸Williams and Brownell, op. cit., p. 438.

furthering of this opportunity, and an attempt to actually realize the implication of the word mass, that this paper is concerned.

Limitations

The physical development of boys of junior high school age is such that their range of activities, particularly in contact type sports, is limited as compared to that of more mature boys of senior high school age. Such physical facilities as playground space, gymnasium space, and equipment is so varied from school to school as to make only parts of any program applicable to any one school. For these reasons the study has been limited to boys of junior high school age, and to those boys in a single school.

The introduction of any one device at a specific time, and a resultant measure of its effectiveness, would be exceedingly difficult, if not impossible. Therefore, increase in participation has been used as the general measure of the effectiveness of all the devices introduced.

Sources of Data

The data for this study ^{WERE} ~~was~~ obtained over a two-year period in West Junior High School. This is a newly constructed school that is part of the school system of Rapid City, South Dakota, a community with a population of about 40,000. The first year of the study the school enrolled 350 students of whom 154 were boys. The second year the enrollment had increased to 387 of whom 201 were boys.

Procedures Used

A tabulation of participation was kept for the school years of 1955-56 and 1956-57 to measure the effectiveness of the intramural pro-

gram and of the devices introduced into the program. A tabulation was also kept of all non-participants for these years. Personal interviews were used to determine reasons for non-participation.

Four activities, football, basketball, softball, and track were offered during the first year of the study. The following year a checklist containing activities recommended⁹ for boys of this age was compiled, and a preference listing obtained from each boy. This list was evaluated for additions to the program.

Previous non-participants were interviewed when they entered the intramural program to determine what circumstances had induced them to change their minds.

In this chapter an attempt has been made to show the place of the intramural program in the junior high school curriculum and the essentials of such a program, to outline the need for a study of how to increase participation in intramural sports, and to set up procedures for carrying out such a study. The participation figures for the first year of the program, as well as the reasons for non-participation during this first year, are presented in Chapter 2.

⁹ For a list of these activities see appendix A.

CHAPTER II

PARTICIPATION DURING FIRST YEAR OF PROGRAM

The intramural program consisted of four activities the first year: (1) football, (2) basketball, (3) track, and (4) softball. Basketball and softball were the only activities offered to the seventh grade boys, while the four sports were available to the eighth and ninth grade boys. Enrollment in physical education classes was encouraged but was not compulsory.

Table 1 shows that 65 out of 109 eighth and ninth grade boys participated in football. During the basketball season a total of 127 out of 154 seventh, eighth, and ninth grade boys participated. The figures for softball show that 34 out of 45 seventh grade boys participated. The track and softball figures for the eighth and ninth grades must be totaled since both sports took place at the same time and each boy had to make a choice. These figures show that 87 out of 109 eighth and ninth grade boys took part in either softball or track.

TABLE 1. PARTICIPATION FIGURES FOR THE FIRST YEAR OF THE INTRAMURAL PROGRAM

Grade	Number in class	Number and percent who participated in each sport				
		Physical Education	Football	Track	Basketball	Softball
7	45	38 (76%)			39 (79%)	34 (75%)
8	55	45 (82%)	35 (63%)	9 (16%)	49 (89%)	27 (49%)
9	54	47 (87%)	30 (55%)	17 (31%)	39 (72%)	34 (63%)

By subtracting each of the last four columns in Table 1 from the number in the class, the number of non-participants are (1) 44 in football, (2) 27 in basketball, and (3) 33 in softball and track. The next step was to find the reasons for this non-participation.

Reasons for Non-Participation in Football

The question was asked of the 44 eighth and ninth grade boys who did not report for football the first fall, "What is the primary reason you are not playing football this fall?" The reasons given appear in Table 2.

TABLE 2. REASONS GIVEN BY 44 BOYS FOR
NON-PARTICIPATION IN FOOTBALL

Reasons	No.
1. Don't care to play	10
2. Parents won't allow	11
3. Can't play well enough	5
4. Work after school	13
5. Music lessons interfere	2
6. Physical handicaps	3
Total	44

Reasons 4, 5, and 6 presented conflicts about which little could be done. However, two of the handicapped boys were trained as scorekeepers for basketball, and so were included in the program later. It was on those who gave reasons 1, 2, and 3 (26 out of 44) that the effort was concentrated. The assumption was made that reasons 1 and 3 were probably the same, that the five boys giving lack of skill as their reason for non-participation were just being more specific or honest than the ten who said they didn't want to play.

Reasons for Non-Participation in Basketball

At the beginning of the basketball season, after every boy had been given an opportunity to state his desire to play and had been assigned to a team, a similar survey of the 27 boys who indicated they did not wish to play was conducted. Table 3 shows the reasons given for non-participation.

TABLE 3. REASONS GIVEN BY 27 BOYS FOR
NON-PARTICIPATION IN BASKETBALL

Reasons	No.
1. Don't care to play	11
2. Can't play well enough, or don't get to play enough	5
3. Work after school	7
4. Other lessons interfere	2
5. Physical handicaps	2
Total	27

Parental objection, which appeared as a reason for non-participation in Table 2, had disappeared in the case of basketball, but more than likely had shifted to the disinterested group represented by reasons 1 and 2 in Table 3.

Reasons for Non-Participation in Softball

Softball and track seasons coincided, thus making it impossible for a boy to participate in both sports. For this reason the figures in Table 1 show the seventh grade, which could not participate in track, with a higher percentage (75%) than the eighth (49%) and the ninth (63%) grades.

Reasons for Non-Participation in Track

Here, again, it was a matter of choice. Since the eighth and ninth grade boys competed together in both softball and track, the older boys dominated the teams and fewer eighth grade boys could be kept interested. Table 1 shows that while the combined figure for track and softball (94%) for the ninth grade was highly satisfactory, the similar combined figure for the eighth grade (65%) appeared to be too low. Questioning of the 19 eighth grade boys not participating showed that a majority did not feel capable of competing with the ninth grade boys in either softball or track.

While the participation figures shown in Table 1 indicate good interest in the intramural program as it existed, the number of non-participants proved that there was room for improvement. The devices that were introduced for increasing participation will be presented in Chapter 3, along with an explanation of how these devices were incorporated into the intramural program.

CHAPTER III

DEVICES FOR INCREASING PARTICIPATION

Any innovation, change, or stimulation that induced even a single boy to enter the intramural program could have been classed as a device. Some of the devices introduced were purely mechanical in nature, while others were less tangible, and took the form of personal contact with an individual boy and a discussion of the advantages of the intramural program with him. This chapter will deal with each of the following mechanical devices and will explain how each was incorporated into the intramural program.

1. Required enrollment in physical education classes.
2. Overcoming parental opposition.
3. Installation of an award system.
4. Recognition by student body.
5. Meeting problems in basketball.
6. Improving basic skills.
7. Appointment of captains.
8. Substitution modification and bonus points.
9. Intra-class tournament.
10. Officiating.
11. Balancing of teams.
12. Posting of scores.
13. Added incentive.
14. Choosing of teams.
15. League scheduling.
16. Inclusion of physically handicapped.

17. Consideration of size differences.
18. Division by grades.
19. Use of the homeroom organization.

Required Enrollment in Physical Education Classes

In his article, "Intramurals Unlimited," Cherry, the director of the University of Florida's highly successful intramural program stresses the relationship between required physical education and the intramural program with this statement:

The program of required physical education also contributes to the success of the intramural program. In these classes, he's taught the sports that make up the core of the intramural program.¹⁰

The cooperation of the administration was obtained and scheduling difficulties were removed thus making it possible to require enrollment of all boys in the physical education classes. Allowance was made for one exception to the rule. A request by the boy's parents accompanied by a written statement of reasons signed by the family physician, was always considered a valid reason for non-enrollment.

Overcoming Parental Opposition

The largest single group of non-participants (25%, as shown in Table 2) were those who encountered parental opposition. The following techniques were used to overcome this parental opposition:

1. Publicity given at open house and exhibit nights to the safety features of equipment used.
2. Insistence upon equal equipment for all boys.

¹⁰Cherry, H. S., "Intramurals Unlimited," Scholastic Coach, p. 18, June, 1953.

3. The wearing of helmets at all times during football practice.
4. Use of gym shoes at all football practices to reduce bruises and abrasions caused by cleated shoes.
5. Physical examinations for all boys, with the doctors provided by the Board of Education.
6. Use of a group insurance coverage for all participants at a low per pupil cost of \$2.50 per year.

Among the group of disinterested boys were some whose interest had to be aroused by other means.

Installation of an Award System

An award system was set up using regular attendance at practice and games as the prerequisites for attaining the award rather than ability. Small, inexpensive, felt awards in school colors were used. These named the school, sport, and sometimes the grade. By elimination of the current year lettering on the award, larger quantities could be purchased at one time and held over from one year to the next, thus reducing cost. This type of award was obtained for about \$3.00 per dozen in any design desired.

Recognition by Student Body

Recognition by one's peers is a prime motivating force.¹¹ The school paper and gymnasium bulletin boards were used as a means of giving this recognition to all players. Regularly scheduled games were publicized to the entire student body and parents were encouraged to attend. All games were played with no admission charge in an attempt

¹¹ Carroll, H. A., Mental Hygiene, The Dynamics of Adjustment, p. 310.

to assure attendance by the student body. Commercial type publicity, such as sports pages in the daily newspapers or radio and television announcements, was readily available for this same purpose, but was used sparingly. It was felt that too much city-wide publicity would put the primary stress on winning, with a probable discouraging effect on the less accomplished performers. School assemblies were held for the presentation of all awards at the close of each season.

Meeting Problems in Basketball

A number of problems arose that tended to reduce participation in the intramural basketball league. The more pertinent of these were:

1. Wide range of variation in individual skills.
2. Cancellation of games because of failure of one team to be ready to play at the given time.
3. Each boy getting to play enough to keep up his interest.
4. Officiating.
5. Arranging equal teams so that league standings did not become lopsided, and so discourage some teams early in the season.
6. Drawing up of a regular schedule so participants could plan other activities.

The next ten devices were introduced to solve these problems.

Improving Basic Skills. Since the intramural program is organized primarily as a time of actual play, and since the introduction of drill sessions for the teaching of individual skills to the less accomplished did not hold the interest of the majority of the boys, these basic skills had to be taught in the physical education classes. Encouragement was

given to the erection of baskets at home. A simple working drawing of such an installation was prepared by the Industrial Arts Department and mimeographed copies were made available to all of the boys.

Appointment of Captains. All boys were required to notify the director of their desire to be assigned to a team. Captains were then appointed by the director for both their leadership ability and individual skill. The captain's duties included: (1) checking the schedule and personally notifying each team member of the time and place of play, (2) making all substitutions, (3) checking out and in of game equipment, and (4) acting as player coach for his team. These responsibilities were not only fine training for the boys, but practically eliminated any game cancellations.

Substitution Modifications and Bonus Points. A system of substitution requirements and bonus points was set up with these main points:

1. Four 5 minute quarters with two games sandwiched by halves.
2. Both teams to use each substitute for one of the five minute periods of each half, the captain using any method of rotation he desired, thus insuring each boy of ten minutes playing time regardless of his ability.
3. A bonus of two points per game given for each substitute who played the required time, and was there when the game started.
4. No timeouts except by the official.

Games were usually close enough that failure of a team to have all of its members present, and so collect the total possible bonus, would decide the outcome. The knowledge that any boy would get to play at least half of each game was a factor in encouraging attendance.

Intraclass Tournament. An intraclass tournament was run off on a double elimination basis prior to the formation of teams for regular intramural league play. This intraclass competition had several purposes:

1. To arouse interest.
2. To try out possible team captains.
3. To acquaint possible captains with the abilities of each boy in his class, so that when the "draft" for intramural teams started, better equality of skills could be obtained on the teams.

A double elimination was used in order to let each boy appear at least twice. Play by classes seemed more satisfactory to the boys than to try and use a weight standard to balance physical differences. An attempt to combine grade levels resulted in domination of the teams by the upper grade and a loss of interest on the part of the younger boys.

Officiating. Officiating of intramural games can be the difference between keen interest and sharp competition on the one hand, and loss of interest and lackadaisical play on the other. With this age group, many of whom were just starting highly organized games, it was found that adult officials were a necessity. By using those faculty members who were assigned to coaching duties, and by having them relieved of other extracurricular duties on those days, it was possible to have one adult official for each game. When a second official was called for, a student assistant could be used. Any number of boys were eager to serve in this capacity to fulfill one of the requirements for their Scouting Merit Badges.

Balancing of Teams in the Seventh Grade. The distribution of the more skillful players as evenly as possible among the teams had to be

worked out. Nothing builds greater interest in league play than equally balanced teams. Very little difficulty was experienced in this respect with the eighth and ninth grade leagues, since these boys were well acquainted and had had more opportunity to judge individual skills. The seventh grade teams were not so easily balanced. The boys were in a Junior High school for the first time, and had come from several surrounding elementary schools. There was a tendency for captains from one area to choose only those boys from the same area, being unacquainted with many of the other boys. This tended to form cliques, as well as uneven teams. After the first year's play, it was decided to postpone the formation of the seventh grade intramural league until two weeks after the other two leagues had started play, and to use this time for drill sessions on individual skills. The purpose was not so much to teach skills, as to get the boys acquainted with each other's abilities. The seventh grade intramural captains were appointed prior to these sessions and were encouraged to observe the play of all of the boys, in addition to learning their names. An instructor was always available to answer their many questions. The balance of the seventh grade league improved enough the second year to make this extra time appear worthwhile, and there was no noticeable loss of interest.

Posting of Scores. Sheets for box scores of the games were mimeographed, each sheet serving for one game, instead of using a regular basketball scorebook. After each game the sheet was removed from the clipboard and posted on the gymnasium bulletin board. This gave each boy easy access to the box scores, kept congestion away from the scorers bench, and furnished the captains with information that they found valuable in planning game strategy.

Added Incentive. When class squads, for playing games with other Junior High schools were organized in addition to the strictly intramural squads, it was found that the rapid development of boys of this age made frequent personnel changes necessary on the intercity squads. The possibility of transfer from an intramural squad to a class squad was a definite incentive for many boys. The boy chosen for advancement was replaced on his intramural team by the boy he had "bumped"¹², thus not disrupting the play of any of the intramural teams.

Choosing of Teams. The process of choosing players was referred to as the player "draft"¹³, the order of choice being as shown in Table 4.

TABLE 4. ORDER OF SELECTING PLAYERS FOR TEAMS

Captain 1	Captain 2	Captain 3	Captain 4	Captain 5
1	2	3	4	5
10	9	8	7	6
11	12	13	14	15
20	19	18	17	16

The names of all players available for one league were placed on a blackboard and the captains arranged in the order shown in Table 4 by a drawing. Captain 1 was given first choice with the subsequent choices following the order shown in Table 4 until all players had been chosen. Any number of captains and players could be used in such a system. Since the number of available players was seldom such as to make even numbers

¹²The word is used here to mean "replaced by someone else on a temporary basis", as distinguished from "dropped permanently."

¹³Meaning chosen without the players presence.

on each team, and since there were always a few late joiners or new additions to the class, a copy of the drawing showing who had last choice was always kept for reference. The additional players were placed in the order in which they applied, eliminating any arguing among the captains as to who was entitled to a new player.

League Schedules. In drawing up the league schedules the following simple rules were found helpful:

1. No games could be postponed by mutual consent of captains.
2. The schedule was composed of a series of single round robins.
3. Games that had to be postponed because of other school activities were always made up at the close of the round. This set a definite date and time for each game of a single round, and caused a minimum of changes.
4. Any number of rounds could be played, dependent upon the length of the season and the number of teams in each league. Since there were rarely an equal number of teams in each grade, this progression from one round to the next worked well.
5. Each league was assigned the same day of the week for its play, that is the seventh grade league played on Monday of each week, the eighth grade league on Tuesday, etc. This made it easier for the boys to remember their playing dates, and was a factor in preventing absences.
6. Games started strictly on time and no bonus points were allowed for players who were not there at game time.

League schedules were kept posted on the bulletin boards at all times. A sample schedule for a single round robin in an eight team league is shown in Table 5.

TABLE 5. MASTER ROUND ROBIN SCHEDULE FOR AN EIGHT TEAM LEAGUE

Playing Dates						
1	2	3	4	5	6	7
Games	Games	Games	Games	Games	Games	Games
1 - 2	1 - 3	1 - 4	1 - 5	1 - 6	1 - 7	1 - 8
3 - 4	2 - 4	2 - 3	2 - 6	2 - 5	2 - 8	2 - 7
5 - 6	5 - 7	5 - 8	3 - 7	3 - 8	3 - 5	3 - 6
7 - 8	6 - 8	6 - 7	4 - 8	4 - 7	4 - 6	4 - 5

A total of seven playing dates was necessary to complete this schedule assuming that four games were played each date. By drawing a circle around the games as shown on the schedule, when each was completed, any postponed games could be readily determined for later scheduling.

Inclusion of Physically Handicapped

As in most schools, there were enrolled several boys who were so physically handicapped as to make it impossible for them to compete. With a little training, these boys were made very conscientious score and time keepers, thus enabling them to participate in the intramural program.

Consideration of Size Differences

Football presented more of a problem because of size differences than did any of the other sports. The danger of physical injury was recognized and close supervision was maintained, particularly at the eighth grade level in the contact phases of individual instruction, to see that equal sizes were paired together. At the same time the smaller boy had to be made to realize that eventually, if he intended to compete in

varsity sports, no allowance would be made for sizes, and that his individual skill would have to be more highly developed to offset a possible size differential.

Division by Grades

Where two sports were offered at the same season, such as softball and track, it was felt that the eighth grade and ninth grade boys could be combined on the same softball teams and so have more teams in the one league. Total participation figures, as shown in Table 1, proved this assumption to be an error. While 94% of the ninth grade boys participated in either softball or track, only 65% of the eighth grade boys took part in these two sports. When two separate softball leagues were formed the second year, the percentage of participation increased from 49% to 70% among eighth grade boys for softball alone. With the track program still combining the eighth and ninth grades, participation of eighth grade boys rose only from 16% to 25%. This made the combined figure for eighth graders in the two sports rise from 65% to 95% and pointed up the preference of boys to compete in their own age group.

Use of the Homeroom Organization

During the first year of the study, there was no opportunity for the seventh grade boys to participate in the intramural program through the fall months. This void in the program was partly filled the second year by organizing volleyball teams, and staging a table tennis tournament, on a homeroom basis. These activities were supervised by the seventh grade homeroom teachers. Since the activity occurred on a once-a-week basis, it did not place a great burden on any one teacher, and

several of the teachers stated that they felt it helped establish a basis for better meeting counseling problems, especially among the boys.

The various devices listed in this chapter were all integrated into the program with two main objectives in mind, (1) to make the program interesting enough to satisfy those boys already participating, and (2) to encourage the non-participants to enter the program. As stated previously, these devices were all more or less mechanical in nature. Undoubtedly several boys entered the program during both years for less tangible reasons. Observation of the other boys enjoying themselves, association with a pal who was participating, a well chosen remark by one of the teachers, the termination of a part-time job, a little parental encouragement, or the natural process of getting acquainted might have played a part in getting a boy started.

The reaction of the boys to the program, as shown by participation figures the second year, and a comparison of participation for the two years will be given in Chapter 4.

CHAPTER IV
PUPIL REACTION TO DEVICES

Participation figures for the second year of the intramural program, and after inclusion in the program of the devices discussed in Chapter 3, are given in Table 6.

TABLE 6. PARTICIPATION FIGURES FOR THE SECOND YEAR OF THE INTRAMURAL PROGRAM

Grade	Number in class	Number and percent who participated in each sport				
		Physical Education	Football	Track	Basketball	Softball
7	84	78 (93%)			74 (88%)	71 (85%)
8	52	51 (98%)	46 (88%)	13 (25%)	50 (96%)	36 (69%)
9	65	63 (97%)	43 (66%)	29 (45%)	53 (82%)	34 (52%)

Table 6 is a counterpart of Table 1, page 6. Each table shows the number of boys who participated in each sport at the three grade levels, with the percentage which this figure represents of the total boys enrolled in the class shown in parenthesis.

One method for judging pupil reaction to the devices employed in developing the intramural program is by comparison of participation figures for the two years. Such a comparison on a seasonal basis is given in Table 7.

TABLE 7. PARTICIPATION FOR TWO YEARS BY SEASONS

Year	Fall			Winter			Spring		
	Partic- ipants	Number Avail- able	Per- cent	Partic- ipants	Number Avail- able	Per- cent	Partic- ipants	Number Avail- able	Per- cent
First	65	109	60	127	154	82	121	154	79
Second	89	117	76	177	201	88	183	201	91

The percentages shown in Table 7 were based on total enrollment of boys in the grades being offered the program during that particular season of the year. Substantial increases in total participation are shown for each of these seasonal periods. The fall percentage of participation was actually higher than shown in Table 7, but since no accurate count could be obtained of the seventh grade boys taking part in volleyball and table tennis in their homeroom grouping, figures for this activity were not included.

The percentage of participation increased steadily from 60% in the fall of the first year to 91% in the spring of the second year, indicating a steady increase in interest. Factors other than the devices discussed in Chapter 3 could have been responsible for some of this increase in participation, but it is safe to assume that at least a part of this increase was the result of the devices introduced during the second year.

For a ready comparison of the participation figures shown in Table 1 and Table 6, a breakdown of each grade level has been made according to the sports offered at that grade level. This breakdown, giving the percentage of participation for each of the two years, is given in

Table 8. The right hand column in this table gives the percentage of increase in participation in each sport for the same two-year period.

TABLE 8. PERCENTAGE OF PARTICIPATION DURING THE TWO YEARS

Grade	Sport	Percentage of Participation		
		First Year	Second Year	Increase
8	Football	63	88	25
9	Football	55	66	11
8	Track	16	25	9
9	Track	31	45	14
7	Basketball	79	88	9
8	Basketball	89	96	7
9	Basketball	72	82	10
7	Softball	75	85	10
8	Softball	49	69	20
9	Softball	63	52	-11
8	Softball and track combined	65	94	29
9	Softball and track combined	94	97	3
7	Physical Educ.	76	93	17
8	Physical Educ.	82	98	16
9	Physical Educ.	87	97	10

The percentage decrease in participation for the ninth grade in softball, from 63 to 52, as shown by a minus figure in Table 8, was offset by a greater increase in track, from 31 to 45, for a total increase in the two sports¹⁴ of 3 percent.

¹⁴ These two sports ran concurrently, and no boy could take part in both sports.

While there was a wide range in the percentage of increase in some sports and at the different grade levels, there appeared to be a significant relationship between the average increase of 11 plus percent for all sports at all grade levels, and the average increase of 11.5 percent of boys enrolled in physical education classes.

The large increase of 25 percent in eighth grade football was attributed to the overcoming of parental opposition discussed in Chapter 3. The next largest increase occurred in eighth grade softball where the 20 percent increase was largely due to the organization of a separate league for the eighth grade boys. While the total participation of the ninth grade boys in track and softball increased only 3 percent, this small increase was to be expected since 94 percent of them were already participating the first year.

The over-all increase in participation, shown by the figures in Table 8, indicated that increased interest was obtained by the various devices introduced for that purpose.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

Sports programs in the schools have from time to time been rather severely criticized for overemphasis. From the standpoint of participation, the intramural program can be made especially effective in the junior high school, where interschool athletics have not yet been too heavily stressed. The question arises as to whether this might be considered as a type of overemphasis. The writer believes that as long as each school activity is kept from crowding out any other activity included in the curriculum, there is little danger of overemphasis. In support of this belief, the following statement by Williams, Athletic Director of the Texas Interscholastic League, is included:

Intramural and interschool athletics are not necessarily counterparts of each other. Both have an important place in the school's educational program. Each may be justified on its own merits. The important thing in the school program policy is to be certain that one activity does not crowd out or overshadow the other. Each should have its proper degree of emphasis. The problem is to find and maintain this. In many instances it is not a case of de-emphasizing interschool athletics, but rather that of bringing up and giving proper emphasis, attention and recognition to the intramural program. By making intramurals attractive and worthwhile, they will pay dividends in interest and participation on the part of the great number of students who merely want a chance to play.¹⁵

The problem that exists in securing a high percentage of participation in an intramural program in the junior high school, along with the essentials of such a program, was outlined in Chapter 1.

¹⁵ Williams, Rhea H., "The High School Competitive Program," Athletic Journal, p. 28, March, 1951.

In Chapter 2 the various reasons for non-participation, such as parental opposition, lack of skill, part-time jobs, and disinterest, were tabulated and grouped by seasonal sport offerings. These reasons were used as the basis for determining what devices to introduce into the intramural program to increase participation.

The devices that were used to build up interest and to increase participation in the intramural program during the second year of the study were described in Chapter 3. These devices were: (1) compulsory enrollment in physical education classes, (2) teaching of individual and game skills in physical education classes, (3) physical examinations for each boy at the beginning of each school year, (4) adequate supervision, (5) use of student help in intramural organization, (6) offering as wide a variety of activities as space, time, equipment, and personnel would allow, (7) publicizing use of adequate protective equipment for contact sports, (8) use of adult officials, (9) establishment of an award program based upon regular attendance, and participation rather than ability, (10) school recognition through award assemblies, school paper, and bulletin boards, (11) modification of substitution rules to make it mandatory that all members of a team play a specific time in each game, (12) use of a bonus system to stimulate attendance, (13) choice of capable captains to control responsibility, (14) equalizing of personnel on teams, (15) division of leagues by grade levels, (16) increasing of incentive, (17) scheduling of games, (18) furnishing of comparable equipment to all players, (19) starting of all games on time, (20) utilizing of the homeroom to broaden the field of activities, and (21) personal contact with individual boys.

Tables showing the increase in participation after the introduction of the devices listed in Chapter 3, as well as a discussion of the figures given in these tables, were contained in Chapter 4.

Conclusions

It is realized that this was a limited sample, but if this sample could be extended to other schools with corresponding results, these conclusions could be made. (1) If an intramural program is to be accepted by the students, it must be set up as a regular part of the educational program, and not as a by-product of the interschool athletic program. (2) It is possible to obtain a very satisfactory percentage of participation in the intramural program by introducing various devices to increase and to hold the interest of the boys involved. (3) There would appear to be a very close relationship between the percentage of boys enrolled in physical education classes and the percentage of participation that can be expected in the intramural program. (4) The majority of boys are eager to join an intramural program that can be made to appeal to their desire for competition with other boys of their age. (5) The over-all increase in participation, shown during the two years of this study, has indicated rather clearly that various specific reasons which may keep a large number of boys from participating do exist, and that devices can be found that will counteract the effect of such reasons on participation. (6) Once the interest of the student body has been obtained, a decided improvement in school spirit, sportsmanship, citizenship, and cooperation can be expected.

The ability of the intramural program to satisfy the urge of the majority of the boys to compete as team members has been shown by the

high percentage (Table 8) of participation during the second year of this study. The value of such competition to the boy was well expressed by Symington, who, when Chairman of the National Security Resources Board, said:

America would not be what it is today without competitive sports. They are a part of the fiber of our tradition. Their nationally known products of mental, moral and physical training, and their obviously great influence on the development of character, are fundamental elements in our heritage. When a young American though burning up inside, quietly turns away from a called third strike, or accepts without grimace, moan or mutter, the foul called on him for basketball overguarding, he is learning those traits which later make him an asset to his community, to his future business or profession, and to his nation.¹⁶

Implications

No two schools will be exactly the same with regard to available space, time schedules, community desires, trained personnel, weather conditions, budgetary requirements, and enrollment. All of these conditions, and many others, will have an effect upon the organization of the intramural program. There is no set of rules or regulations that will fit all existing conditions. The development and continuance of a successful intramural program is a combination of experimentation, adjustment, and a willingness to spend the time and effort to develop and to hold the interest of the boys. Any change, any addition, or any individual consultation, no matter how small, that will include another boy or two in the program is important. Cooperation of the faculty and of the administration must be obtained. The slogan for a successful intramural program might well be, "A team for every boy, and every boy on a team."

¹⁶ Ibid., p. 28

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APPENDIX

APPENDIX A

The following is a list of seasonal activities recommended¹⁷ for
 Junior High school age boys:

Fall

Archery
 Golf
 Horseshoes
 Playground Ball
 Soccer
 Speedball
 Swimming
 Tennis
 Touch Football
 Volley Ball

Winter

Basketball
 Foul Shooting
 Boxing
 Gymnastics
 Handball
 Ice Hockey
 Ping Pong
 Shuffle Board
 Skating
 Skiing
 Swimming
 Twenty-one
 Wrestling

Spring

Archery
 Field Ball
 Golf
 Horseshoes
 Quoits
 Newcomb
 Swimming
 Tennis
 Track
 Volley Ball

¹⁷ Williams, J. F., and Brownell, C. L., The Administration of Health and Physical Education, p. 438.