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**A STUDY OF WOMEN'S PARTICIPATION AND THE ADMINISTRATION  
OF INTRAMURAL SPORTS IN THE JUNIOR COLLEGES OF UTAH**

**by**

**Pauline Fuller**

**A thesis submitted in partial fulfillment  
of the requirements for the degree**

**of**

**MASTER OF SCIENCE**

**in**

**Physical Education**

**UTAH STATE AGRICULTURAL COLLEGE  
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**1953**

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Pauline Fuller

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**A STUDY OF WOMEN'S PARTICIPATION AND THE ADMINISTRATION  
OF INTRAMURAL SPORTS IN THE JUNIOR COLLEGES OF UTAH**

**INTRODUCTION**

**Importance of the Problem**

The movement for intramural sports has developed and expanded greatly in the past two decades. Much of this growth has been attained by hard and patient work through many years. The pioneer work now accomplished, intramural directors must still assume the responsibility of keeping their programs abreast of the times.

Intramural sports appeared in schools long before interscholastic athletics. Students associated themselves together in clubs and competed against each other. This student intramural competition increased until in 1913 Michigan and Ohio State each inaugurated a department of intramural athletics under the direction of one man who was expected to handle the demands for competition in the various leading sports. In 1915 John Wilce wrote the first treatise on intramural sports. In 1926 the high schools throughout the country began organizing intramural departments.

In these early phases of intramural growth the athletic associations had the rather natural idea that intramural athletics would furnish a recruiting ground for future varsity material. This idea is common to all institutions fostering intramural athletics for the first time; but

longer experience has brought about the broader ideal of athletic fun and benefits for the many.

Elmer D. Mitchell in his book, Intramural Sports, (16, p. 8) states:

Girls and women were quick to grasp the opportunity offered by intramural activities. Interscholastic and intercollegiate athletics for girls and women had been on the wane for some time, as being opposed to the policies of women leaders in athletics. The informal leisurely characteristics of intramural sports, which furnished a sane type of competition adapted to the particular needs of their sex, carried an appeal to women physical educators. The very nature of the intramural program readily adapted itself as an augmenting factor to the more informal physical education program for girls.

The Women's Division of the National Amateur Athletic Federation came into existence in 1923 and at once became active and influential in exerting pressure to avoid the pitfalls of men's interschool athletics. The establishment in 1932 of the National Section of Women's Athletics in the American Physical Education Association also focused attention on proper promotion of Women's programs and has been a potent factor in the development of standards advocating a wide range of intramural activities.

Voltmer and Esslinger (22, p. 252) have this to say about the early origins of sports in America:

There is ample evidence that boys participated in various sports in early American schools despite the obstacles in the form of hostile teachings and Puritan philosophy of the sinfulness and foolishness of play. As educational institutions multiplied and the school population increased, informal play activities among students expanded. The haphazard nature of these activities gradually gave way to better organization. The students conducted their activities themselves. The faculty was indifferent.

In more recent times the scope and popularity of the intramural sports program has grown rapidly. Intramural

sports are fast becoming a part of the regular school curriculum instead of being just a form of extra-curricular activity.

The rapid strides of this movement furnish convincing proof that underlying our present demand for the spectacular and skillful performance in sports, there is a genuine interest in "Sports for All," and "Sports for Sports Sake."

#### Statement of the Problem

At present intramural sports are recognized as a definite and important part of the physical education program. This study is an attempt to ascertain the status of women's intramural sports programs and various administrative policies in the junior colleges of Utah. Intramural directors should know how other schools are handling their intramural sports programs. The data assembled in this thesis will give teachers a comprehensive picture of the manner in which intramural activities are carried out in other junior colleges.

An administrator should know the characteristics of an effective intramural sports program and the prevailing practice with regard to intramural sports programs in schools of similar size and conditions. Such knowledge will help him evaluate the program being carried out in his own school.

#### Definition of Terms

The term intramural sports, has generally become accepted as the proper designation for all competitive and recreative sports which takes place within the walls of a



particular school. The word "intramural" is quite new, being derived from the Latin word intra, meaning within, and the Latin word muralis, meaning wall. Robert E. Lindwall (14) says:

The term intramural means a broadening of the physical education activity program so that everyone has the opportunity to participate in the activities sponsored by the department of physical and health education. Intramurals fundamentally mean that a new educational philosophy has freed athletics and other activities from an aristocratic set-up where only a few have had a chance for "Education through the physical."

Extramural sports is an extension of intramural competition outside the walls of a particular institution.

Mitchell (16) says:

Extramural is not varsity because it does not stress coaching or crowds. Neither is it within the boundaries of a school. Therefore, it can well be defined by the term "extramurals."

Administration, as used in this study, refers to the direction and management of an intramural program in the schools studied.

Hetherington, a recognized philosopher of physical education, defines physical education as "that phase of education which is concerned, first, with the organization and the leadership of children in big muscle activities, to gain the development and adjustment inherent in the activities according to social standards; and second, with the control of health and growth conditions naturally associated with the leadership of the activities so that education may go on without growth handicaps (8).

Practice in this study is intended to mean the practices which are in operation in the various schools studied.

The authorities referred to in this study are those persons in the field who have acquired a broad understanding of intramurals through study and experience, and who are considered to be leading authorities by physical education teachers.

The junior colleges referred to in this study are intended to mean those schools that have but two years of lower division college work, as well as schools which include the junior and senior years of high school in addition to two years of college.

#### Method of Procedure

The successive steps in the collection and treatment of data are presented in chronological order.

1. An attempt was made to establish main items for evaluating an intramural program. The items which make up the rating chart as well as the body of the paper include: personnel, units of competition, activities, instruction in skills, awards, publicity, participation, organization, rules and regulations, finance and equipment, selection of teams and types of competition. This particular grouping was a result of reading in the field and was taken from the writings of these authorities in intramurals and physical education: Lindwall (14), Williams and Brownell (25), Nordly (17), Draper and Smith (6), Mitchell (16) and Means (15).

2. The normative survey was decided upon as a method

of procuring data. A rating chart for junior college intramurals was constructed and validated by physical educators who helped to determine if it was clearly stated. The chart was then used as a method of securing data at personal interviews with the intramural directors of the schools studied.

3. A selection of the schools to be studied was made according to the following: (a) a desire to confine the study to Utah; (b) a desire to include those schools on the junior college level; (c) a desire to include schools with similar background and geographical location.

4. The data are divided under these headings: (a) Personnel (b) Organization (c) Health Safeguards (d) Awards (e) Publicity (f) Rules and Regulations (g) Finance and Equipment (h) Activities.

5. The data is compiled and charts are made to display material.

6. The final chapter is a summary of conclusions and recommendations.

## BACKGROUND OF JUNIOR COLLEGES IN UTAH

A brief history of the schools included in this study will serve as a background for the material presented here.

The Branch Agricultural College was founded in 1897. It was first titled the Branch Normal School of the University of Utah. In 1913 a change of administration was effected and the school then became a branch of the Utah State Agricultural College. In 1948 courses for the training of elementary teachers to the Bachelors' degree were authorized by the Board of Trustees (1).

The State Legislature, on Feb. 16, 1937, adopted Senate Bill No. 6 which provided a junior college at Price, Utah by the name of Carbon College. The school opened in 1938 and is maintained by the state. Carbon College was organized as a four year institution to include grades 11, 12, 13 and 14 (2).

The St. George Stake Academy was established by the L.D.S. Church on Sept. 19, 1911. In the fall of 1916 the academy was named the Dixie Normal College. Two years of normal training were given. In 1923 the Dixie Normal College became a regular junior college under the name of Dixie College. In 1933 the legislature of the state of Utah accepted the Dixie Junior College as a state institution. The school was accredited as a member of the Northwest Association of Secondary and Higher Schools in April, 1934, and as a four year junior college in 1946 (5).

Snow College was founded in 1888, under the title of Sanpete Stake Academy. It was first a preparatory and intermediate school. In 1912 it added normal work and was named Snow Normal College in 1917. In 1922 it became a junior college, was made a state junior college in 1931, and became a four year junior college in 1937 (19).

In 1889 Weber Stake Academy was founded by the Church Association of Weber Stake. In 1908 the name of the school was changed to Weber Academy. In 1916 the Normal School established by the L.D.S. Board of Education added two years of the college work to the four year high school curriculum, and thus the institution acquired junior college status. In 1918 the name of the school was changed to Weber Normal College. In 1923 the institution was named Weber College, and the high school department was discontinued by the Commissioner of Education of the L.D.S. Church. In 1933 Weber College became a state supported junior college operated under the direction of the Utah State Board of Education (23).

Westminster College began with the founding of the Salt Lake Collegiate Institute in 1875 under the auspices of the First Presbyterian Church of Salt Lake City. In 1910 the management of the Institute was transferred to the trustees of Westminster College and became the Preparatory Department. The College Department started with a movement in the Presbytery of Utah in 1892 which became a reality by a gift from Rev. Sheldon Jackson in 1895. The college was named the

Sheldon Jackson College which was later changed to Westminster College with the full approval of the founder. In 1935 Westminster became a four year junior college, legally incorporated under the laws of the state of Utah.\*

Westminster College is a church related college of the Presbyterian Church and reports to its Board of Christian Education. There is no other Protestant Christian College in the state of Utah and no other similar institution for many miles in any direction (24).

\*Four years of college training are now included in the curriculum of Westminster College.

## REVIEW OF LITERATURE

### The Supervision of Women's Intramural Programs

To make the service of the intramural department more effective, some type of advisory student council is necessary. There are several advantages. First, such a council helps to identify the program with student life. Second, it serves to keep the director better informed as to student opinion, school customs, complaints of players and the desire of students (21, p. 29).

Mitchell (16, p. 256) says:

The preferred plan of organization is that of a complete department in charge of a director, especially trained in intramural work and enthusiastic about it.

Mitchell further states (16, p. 25) that a number of schools approve the idea of the students controlling the intramural program. While this idea sounds democratic, the difficulties may become insurmountable and cause a breakdown of the intramural program. The students may dodge work and shift responsibility when things go wrong. The fact that the student body forms a transient group makes for a constant change of policies with resulting confusion. Students rarely possess the mature judgment which is often required in settling controversial issues which inevitably arise during the school year. These arguments do not mean to imply that student help cannot be enlisted successfully in the supervision of the intramural program; but they do insist that student

self government is most successful when carried on under an experienced director.

Voltaer and Esslinger (22, p. 256-257) have this to say in regards to the supervision of intramural sports:

The practice of permitting students to control intramurals has serious disadvantages. The proper administration of the program requires more time than students can afford and charges of politics and favoritism often result. Furthermore, students graduate after they have accumulated sufficient experience to handle the position capably. Fluctuating leadership means fluctuating policies. The mere fact that a staff member is the director does not indicate that all of the opportunities for valuable experience and training for students are limited.

Nordly (17, p. 97) recommends that the intramural program be placed under the direct supervision of the faculty by delegating the administration to one who recognizes the place of intramurals in the school program, has developed an appreciation of desired outcomes of intramural sports, and possesses a keen desire to attain them. Intramural directors should be responsible for full performance of assigned duties, and given the authority to meet all responsibilities.

Nordly (17, p. 98) further states that faculty guidance should be provided to avoid domination of students by students. Intelligent faculty guidance should be desired by students; qualified leadership is necessary and should be desired in a democracy.

#### Officials for the Intramural Program

Well trained and competent officials are essential to the success of an intramural program.



Habel Lee in her book, The Conduct of Physical Education (13, p. 492) says:

As far as possible the students should serve as officials, especially in minor capacities. This is an excellent opportunity for leadership training and as it is educative the opportunity should be extended to all.

She further states that the specific duties for officials are published in the rules of each sport, which are issued annually in guide books. No teacher of girls sports should attempt to conduct any sport without having at hand the latest copy of the particular guide issued for that sport.

Voltmer and Lapp (21, p. 66) believe that the proper selection of officials cannot be overemphasized. Poor officiating will spoil an intramural program quicker than any other one thing. Students who are interested enough to take part in intramural activities show a remarkable desire to win. To control contests of keen rivalry, good officials should be provided. This is not always easy, but if the players consider the officials fair, they may get along all right without being experts.

They suggest several methods of choosing officials:

1. Paid officials assigned by an intramural manager.
2. Volunteer officials.
3. Each organization competing provides an official, who is assigned games by an intramural manager. In this case the organization may be subject to a fine if the official does not show up for an assignment.
4. Each organization provides an official for its own contests. The officiating responsibilities may be alternated as in softball where they change off by innings behind the plate and on the bases.

5. Officials may be provided from rules and officiating classes as laboratory work.
6. An officials club may be formed and special awards given for the successful completion of the season or school year.
7. Some combination of the above may be used, depending upon the sport.

Leavitt and Price (12, p. 179) have this to say about officials for intramural contests:

Whether or not there are professional students in physical education in the college, a call may be issued for open try-outs for officiating. Students may respond who are well qualified to officiate, or who have potentialities in the area, through their interest, knowledge and experience in the particular sport. Skilled players from the previous season may be especially encouraged to learn to officiate. The expression of interest in officiating, either by professional or by non-major students, should be capitalized upon, and every effort made to help them improve so that they can give adequate service to the program in this capacity.

#### Units of Competition Used in the Intramural Program

Units of competition contribute greatly to the success of the intramural program. Strong units for team sports are necessary as teams tend to break up after several defeats. Homogeneous groups which are bound together by some common bond make the best competitive units. (22, p. 261)

Mitchell in his book, Intramural Sports, (16, p. 92) says:

Intramural sports are popular in junior colleges. The units of competition which may be used in this type of school are limited because the students do not usually live in fraternities, dormitories or other college buildings. As a result of this factor of nonresidence, class units or clubs are mostly used in organizing competition.

Leavitt and Price (12, p. 82) have this to say regarding units of competition:

106184

Many types of units for participation and competition are used, singly or in various combinations, as a basis for the organization of intramural activities. The selection of the units depends on the situation in the institution, the staff, facilities and equipment available, existence of proposed units, and the amount of interest.

Mitchell states (16, p. 77-78):

During the early development of intramural athletics the Committee on Intramural Sports of the Athletic Research Society formulated the following classification of intramural playing units. This classification was made after a very close survey of the whole field of intramural sports in colleges and universities.

#### Research Committee Classification

Although many of the units are only found in our larger universities, the table nevertheless analyzes the field from all angles, and its very completeness makes it a consulting table wherein any director, whether in public schools or higher institutions of learning, should be able to find suggestions for his particular needs.

#### INTRAMURAL PLAYING UNITS AND ORGANIZATIONS

The statement has been made that college athletics outside of the intercollegiate field are organized generally along the old lines of interclass athletics between the four classes. A consideration of practical intramural sport organization for playing purposes develops the following:

1. College Divisions:
  - a. Class, e.g., Freshman, Sophomore, Junior, Senior.
  - b. College, e.g., Agriculture, Arts, Engineering, Medicine.
  - c. Department, e.g., Horticulture, Civil Engineering, Mechanical Engineering.
  - d. Combination Class-College or Class-Department, e.g., Freshman Agriculture, Sophomore Law, Junior Engineering, Senior Arts.
2. Social Organizations:

- a. Dormitories.
  - b. Fraternities.
  - c. Eating Clubs.
  - d. Boarding Clubs.
3. Special College Groups:
    - a. Literary Societies.
    - b. Sports Clubs: Rowing, Cross-country, Tennis, Fencing, Cricket, Hockey, Skiing, etc.
  4. Military Units (especially in land grant colleges and universities):
    - a. Battalions.
    - b. Companies.
  5. Miscellaneous Units (loosely organized groups with no special bond except name, etc.):
    - a. Non-varsity squads, Reds, Blues, etc.
    - b. Pick-up teams.
    - c. Specially organized squads of men who have to be pulled out—grind type.
  6. Special organizations with standards of individual excellence in performance prerequisite to membership: Sigma Delta Psi (Athletic Fraternity).

### Health Examinations

Every participant should be physically fit to indulge in the activities he proposes to enter. This can be determined only by an adequate examination made by a competent physician who is familiar with the program and the extent of the activity necessitated in intramural activities (12, p. 186).

Lee (13, p. 439-440) recommends:

The medical examination should be given by a physician recognized by the local medical association and should consist of at least a thorough heart examination, an inquiry as to menstrual functioning, lung, eye, ear, nose and throat conditions and a check on nutritional conditions. The examining physician should be supplied with a written statement explaining the activity elements of the various sports open to the girls. The

physical education teacher should explain the activities in terms of energy demands so that the physicians instructions may be founded on understanding.

For careful supervision, no girl should be allowed to engage in strenuous sports without a physician's permission.

Means (15, p. 237) presents the following suggestions concerning health safeguards for women who participate in intramural sports.

1. Require an examination by a qualified physician at the beginning of each year of participation.
2. Require a written statement of approval for playing by a qualified physician, following the serious illness of a player.
3. Prevent those girls from playing who should not play during their menstrual periods, and remove from the game players who suffer injuries or show signs of fatigue or undue emotional strain.
4. Make every effort to teach players to relax during the game and in rest periods.
5. Provide a healthful, safe and sanitary environment for the conduct of athletic activities.

Voltmer (22, p. 267) states:

Health may be seriously impaired in intramural competition, and the most essential safeguard is the required physical examination for all competitors.

### Program of Activities

Williams and Brownell (25, p. 334) believe that since physical education teaches fundamental skills which have a direct contribution to recreational activities outside the school, numerous seasonal activities in the physical education program are suitable for intramural competition. The intramural program may well grow out of the required program, providing recreational and play experiences beyond

those available during the school day.

Voltmer and Esslinger (22, p. 263) are of the same opinion. They state:

What is included in the intramural program is dependent largely upon the activities in the intramural program. If intramural activities are to arise out of the curricular activities and return to enrich them, then the intramural program must be based essentially on the physical education program.

They further state (22, p. 264) that there is danger in having too many activities, but that is to be preferred to too few activities. The average number of intramural activities in a small high school range from 3-6, while colleges may have as many as 25-30 activities in their intramural program.

Leavitt and Price (12, p. 128) say the expressed interests of the students indicate that the intramural program should include both team and individual activities.

The activities offered by the intramural program are dependent necessarily upon the local situation with the exception of a few standard sports. Sports offer seasonal interests due to their own characteristics as well as due to popular custom.

Mitchell (16, p. 246) includes the following suggestions of activities to indicate the possible seasonal variations for senior high schools and colleges that can be successfully promoted by the women's intramural department.

## SENIOR HIGH SCHOOL

Fall	Winter	Spring
Archery	Archery	Archery
Deck Tennis	Badminton	Deck Tennis
Fieldball	Basketball	Fieldball
Field Hockey	Bowling	Field Hockey
Golf	Deck Tennis	Golf
Handball	Fencing	Handball
Horseshoes or Quoits	Foul Throwing	Horseshoes or Quoits
Indoor Baseball	Handball	Softball
Soccer	Table Tennis	Soccer
Swimming	Shuffleboard	Swimming
Tennis	Skating	Tennis
Volleyball	Skiing	Volleyball
Hiking	Stunts	Life Saving
Shuffleboard	Swimming	Track Meet (modified)
Horseback Riding	Life Saving	Horseback Riding

## COLLEGE--UNIVERSITY

Fall	Winter	Spring
Field Hockey	Badminton	Archery
Archery	Basketball	Baseball
Golf	Bowling	Dancing
Tennis	Riflery	Golf
Horseback Riding	Swimming	Horseback Riding
Riflery	Dancing	Tennis
Dancing	Fencing	Outdoor Sports
Hiking	Hiking	Hiking
		Bicycling
		Campus Activities

Special Events

In line with the accepted standards for girls and women relative to competitive athletics, the authorities agree that special events have a place in the sports program.

Means (15, p. 271) states:

Delightful programs are now in existence all over the nation, with the keynote being to have girls play together rather than against representatives of other schools. These events take a

variety of forms, and are a combination of pleasurable play and social intermingling and friendship. Often they feature a single sport, such as an archery shoot, a tennis festival or "Racket Day," or a Ski Carnival. And again the students from many schools are brought together to enjoy recreation in a wide variety of sports.

Play days and sport days are frequently a part of the women's extra-mural program in physical recreational activities.

Leavitt and Price (12, p. 276-277) discuss extramural units of participation and types of competition. They say:

The term play day is used to indicate a type of inter-institutional relationship in which emphasis is placed upon participation for many players, usually in a variety of activities, and characterized by breaking up the college teams thereby reducing the competitive element. The play day type of extramural competition provides for socialized contests, particularly adapted to the senior and junior high schools.

The term sport day is used to indicate a type of inter-institutional relationship in which emphasis is placed upon participation for many players, either in one activity or several activities, and characterized by maintaining the identity of the teams from the colleges. Sports days involve little or no spectator emphasis, partly because many games are played simultaneously or in succession and are not a display of the highest skill that could be attained by coaching or practice.

Combinations of representative and mixed teams may be employed to vary the program in several ways:

- a. College teams for group sports  
Mixed teams for individual activities.
- b. College teams for individual sports  
Mixed teams for group activities.

Other types of special activities are frequently a part of the women's extra-mural sports program. Kozman (11, p.



509) has this to say concerning these particular events:

It is essential to have them to raise money to carry on valuable activities. These special activities can have educational outcomes as well if guided by teachers who can achieve the values in neighborhood and school groups getting together to plan, carry out and support a mass undertaking without the exploitation of the pupils.

#### Method of Intramural Scoring

Intramural point systems are used to determine the group of individuals who performed most or best throughout the entire year. The scoring plans are very valuable in stimulating and maintaining interest in intramural activities. The most popular method of scoring is by groups or teams.

Mitchell (16, p. 177) quotes James as finding the main reasons for group scoring systems as follows:

1. To maintain the general program.
2. To stimulate individual interest.
3. To encourage broader exploration in activities.
4. To serve as a basis for awards.

Mitchell (16, p. 204) has this to say concerning the individual point system:

If carefully planned and supervised, it can be a great stimulus for exercise and advantages such as the following can accrue. (1) It makes individuals eager to belong to a team and in this way leads to the organization of more teams and an increased number of candidates for each team. (2) Rivalry is stirred by making an award at the end of the year to the individual having the best all around tournament record. (3) It is a means of creating an interest in non-competitive sports and of furnishing an incentive to the individual seeking exercise apart from group activities. (4) It is a means of interesting the individual to get an all around knowledge of sports instead of specializing in just a few branches. (5) It permits the granting of numerals or monogram awards, upon the attainment of a certain number of

points, to worthy intramural athletes who are unable to win them by means of a team championship.

Voltmer and Baslinger (22, p. 283) favor both group and individual scoring plans. They say:

Such scoring plans are very valuable in stimulating and maintaining interest in intramural activities for the entire year. Many organizations and individuals are inclined to enter only those activities in which they are proficient. A point system, however, encourages them to engage in a wide variety of activities. The group influences all its members to participate, and incidentally, those who need big muscle play activity the most are persuaded to enter into various sports. Many students get their first experience with different activities in this manner. With individual and group point systems operating, the whole participation in the program becomes less haphazard and sporadic.

According to Lee (13, p. 504) the Women's Division of the National Amateur Athletic Federation endorses the following statement in regard to point systems:

Many high school athletic associations sponsor a point system which provides a basis for the award of honors. Points are awarded for participation and achievement in various types of activities, for service and also occasionally for personal qualifications. There exist a number of valid arguments against the point basis of making awards, but in general, it may be said that until some better (and similarly objective) scheme for evaluation of achievement and participation is evolved and found satisfactory, the point system appears to be the most suitable basis for the making of awards in the high school.

#### Types of Tournaments Used in Intramurals

It is an important factor in the organization of competition to select the type of tournament best suited to the sport. The aim should be to keep many units participating in competition as long as possible, depending on the time

allotment, number of competitors and available facilities. Different types of tournaments are more adequate to specific activities than are others (12, p. 90).

Voltmer and Lapp (21, p. 36-50) discuss various types of intramural competition. They say that the round robin tournament provides more competition than any other type for the contestants. It also takes longer to run and makes necessary more facilities if large numbers are involved. The single elimination tournament is used when a quick championship is desired.

In one type of consolation tournament the losers in each round play each other and remain in the running for the second and third place in the tournament. In the other type of consolation tournament only the losers in the first round matches are allowed in the consolation matches. These are played supplementary to the main tournament. The losers can thus get on with the consolation play-off without holding up the play, waiting on second - or third - round losers.

The double elimination tournament has the advantage that each team must be defeated twice before it is out of the running, thus providing play for more contestants.

Lee (13, p. 462) says that the round robin tournament has an advantage over other forms in that it assures an equal amount of participation of all teams. The elimination plan is preferred for a quick selection of a champion. The consolation tournament has an advantage over the elimination tournament inasmuch as it permits at least two games for each team.

## Awards

Mitchell (16, p. 266) says that awards are an important factor in intramural work. There are some people that argue that awards are unnecessary, that students should participate for the mere love of the sport. This idea, however, is erroneous when one stops to consider that achievement is recognized in all other lines of ability. The award in intramural work helps to enliven the competition, and thereby gives an additional incentive to take part. An award should be a symbol of achievement and not an inducement to participate in healthful forms of recreation. The fun of playing should be a sufficient incentive in itself.

Mitchell (16, p. 267) further states:

In general there are three policies that are followed in making awards: to award the group as a whole, to award individual members of a group, and to award individuals that do not have a group connection. Which plan is followed is determined largely by the permanence of the group.

Kozman (11, p. 511) says:

Good practices are those that rule out the substitution of awards for real goals in participating; they rule out awards that have money value, sweaters, rings and the like; there is no attempt to try to hire the participants; instead there is the substitution of a token in the form of a ribbon, an emblem, a certificate, a simple medal. Whenever it is logical and feasible, group awards are substituted for individual ones. The basis for receiving awards is broadened to include as many levels and kinds of achievement as possible and still keep the award meaningful as a form of recognition.

Lee (13, p. 499) sums up the fundamental rules for awards as follows:

1. Use awards, firstly, to stimulate participation

- and, secondly, to motivate better playing.
2. Use for awards only such things as have in themselves, no material value.
  3. Set the qualifications within the limits of possible attainment by all who earnestly attempt to meet them.
  4. Offer some awards of such nature that the winning is possible to more than one, or a select few, so that winning by one person, or one group does not diminish the chance of others winning.
  5. Make the qualifications such that the meeting of them contributes to finer living.
  6. Announce all awards before the activity begins, clearly defining all qualifications determined upon their winning.
  7. Be prompt in announcing winners and conferring awards.
  8. Make the conferring of the awards an occasion of impressive ceremony.

### Publicity

This heading includes all the measures taken by the department to get it's work before the attention of the students and general public.

One of the most important factors in the success of any intramural department is its efficiency in keeping in close touch with the various teams. The best medium of contact cannot be determined because many conditions enter into such a choice. Suggested methods include: notices posted on bulletin boards, the school paper, newspaper notices, circular letters and assemblies.

The bulletin board is of inestimable value for a well-functioning intramural department. It is on the bulletin board that the schedules are posted, scores recorded and standings of teams kept (16, p. 291-294).

Means (15, p. 240) has this to say in regards to publicity:

1. Stress the whole program rather than one activity; give each activity desirable and interesting publicity during its season.
2. Emphasize the achievement of whole groups rather than individuals.
3. Emphasize the recreational value of athletics rather than the winning of championships.
4. Cooperate with the news reporters by giving and interpreting news that will educate the public toward an appreciation of the most desirable type of program for girls.

### Source of Budget

There is no standard practice for financing the activities of the intramural program. If intramurals are accepted as an aspect of physical education they should be financed in the same manner as other phases of the program. The trend indicates more willingness on the part of the administration to finance the entire intramural program for both men and women, supplemented by student funds (12, p. 170).

Fortunately intramurals are not expensive considering the large number of students who participate, the cost per capita is exceptionally small and the value received is extra ordinarily large (22, p. 259).

Nordly (17, p. 118) says that intramurals should be operated on a budget basis and supported by funds appropriated by the school for physical education.

Voltmer and Esslinger (22, p. 259) quote Bramwell as saying, "The school administrators and boards of education will probably realize more benefits to pupil per dollar invested in a well-planned and well-directed intramural program of sports than in almost any other activity in which pupils participate."

Mitchell (16, p. 65-66) states:

The intramural department while maintaining a separate identity, seldom exists as a separate administrative unit. Almost without exception the intramural program is administered by the physical education department and receives its budget from that source. Sometimes a sub-budget is provided from the physical education department, but more often the money from intramurals is expended from the physical education funds without making any attempt at differentiation.

While the alliance of intramurals with the physical education department may give the intramural program less financial support, it tends however, to give it more educational standing. The department is assured of a settled budget, one that is not dependent upon the success of the varsity teams and gate receipts.

### Skill Instruction for Participants in the Intramural Program

Intramurals should be the actual laboratory where previously taught skills are utilized.

According to Means (15, p. 87):

Physical educators are generally agreed that the class period in physical education should be devoted to instruction in the broad content of the activities field and the teaching of skills, fundamentals and a great variety of games. Many schools precede intramural sports with class instruction in that specific activity.

Voltmer and Lapp (21, p. 67) say, "Some of our most alert teachers feel that there should be more overlapping of required work and intramurals . . . more play in required physical education and some teaching in intramurals."

Kozman (11, p. 493) has this to say in regard to skill instruction:

Teachers of girls are turning their attention to better teaching of skills in class programs so that a large number of girls will be more competent performers. They are placing more emphasis on the skills required for individual sports to develop resources for co-recreational activities. They are providing the girls

of superior skills with more opportunities to win recognition through co-recreational programs.

### Scheduling the Intramural Program

Failure to conduct an intramural program in most cases means a lack of organization ability and initiative of the persons in charge of physical education. No time in an already crowded program is the excuse of many schools, but it is poor economy in the personality development of students to fail to provide for their sports training (13, p. 449).

Mitchell (16, p. 137-142) discusses various time periods for intramural competition.

He says that scheduling intramural contests during the evenings has not proved to be a very satisfactory procedure. This could be due to the interference of other school functions, adult recreational activities, parental objections and the fact that many interscholastic games are played in the evenings.

Late afternoon scheduling has proved quite successful. The majority of the students are able to be present, building maintenance costs do not rise and faculty supervision is more easily secured.

Gymnasium classes as a time for competition is not desirable because it is felt by physical education authorities that the class period should be primarily an instruction period.

The use of the noon-hour period is becoming increasingly popular, and can be adapted to many school situations. However, the use of strenuous activities for noon-hour



participation is not recommended.

It should be observed that no one time period alone can be set aside for intramurals and a successful program result. Segments of the student body will not be reached in each of the time periods selected, and only a combination of many plans will offer opportunities for all to participate. The director must carefully coordinate all phases of the total program, matching it carefully against the local situation, the year's calendar of events, and each day's potential time areas (15, p. 79).

## PRESENTATION AND ANALYSIS OF DATA

**Table 1. Methods of supervision of intramurals, the number of schools practicing each method, and a percentage of the total.**

<b>Methods of supervision</b>	<b>Number of schools practicing</b>	<b>Percentage of total</b>
Faculty director	2	33
Student director	0	00
Faculty director and student director	4	67
Unsupervised	0	00

The intramural program of all schools in this study are under the supervision of the women's physical education department, with a faculty director in charge, according to table 1. Student directors assist the faculty director in 67 per cent of the schools. Opportunity is also given for student leadership and planning.

According to authorities in the field of intramurals it is desirable that a faculty member control the administration of the program. The proper administration of intramurals requires more time than students can afford. Fluctuating leadership means fluctuating policies. The mere fact that a staff member is the director does not indicate that all the opportunities for training and valuable experience are eliminated (16, p. 256).

For further data concerning supervision, refer to table 2.

**Table 2. The methods of governing intramural programs, the number of schools practicing, and a percentage of the total.**

<b>Governed by</b>	<b>Number of schools practicing</b>	<b>Percentage of total</b>
Intramural council	4	67
Student body council	1	17
Intramural board (teachers)	1	17
Intramural committee	0	00

Sixty-seven per cent of the intramural programs are governed by an intramural council, sponsored by the women's physical education departments. Seventeen per cent are governed by the student body council under the supervision of the women's physical education teacher, with sports managers and team managers chosen by the participants. Seventeen per cent are governed by an intramural board composed of teachers only, with sports managers and team managers appointed by the board.

**Table 3. Members included on the intramural staff, number of schools practicing, and a percentage of the total.**

<b>Members included on intramural staff</b>	<b>Number of schools practicing</b>	<b>Percentage of total</b>
Sports managers	6	100
Team managers	6	100
Publicity managers	4	67
President	4	67
Vice-president	4	67
Secretary-treasurer	4	67
Intramural manager	4	67

In 67 per cent of the schools a president, vice-president, secretary-treasurer, intramural manager and a publicity manager are included on the intramural staff. All schools have team managers and sports managers.

Table 4. The types of officials used in the intramural program, the number of schools practicing, and the percentage of the total.

Officials	Number of schools practicing	Percentage of total
Student officials (women)	3	50
Faculty only	0	00
Faculty and student officials	2	33
Student officials (men and women)	1	17

Student officials are used in 100 per cent of the schools, 33 per cent use faculty officials in addition to the students, and 17 per cent of the schools use men, especially trained, to officiate the intramural basketball games.

It is agreed by the authorities that students should serve as officials as far as possible. It is an excellent opportunity for leadership training and as it is educative the opportunity should be extended to all (13, p. 492).

Table 5. Methods of choosing intramural teams, the number of schools using each method and a percentage of the total.

Methods of choosing teams	Number of schools practicing	Percentage of total
Home room	0	00
Physical education classes	0	00
Grades	0	00
Captains choose teams	1	17
Age, height, weight, data	0	00
Supervisor chooses teams	0	00
Clubs or sororities	3	50
Clubs and independent teams	2	33

Fifty per cent of the schools use clubs and sororities as units of competition and 33 per cent use clubs and independent teams as competitive units. Seventeen per cent allow the captains, who are appointed by the intramural council, to

choose their own teams.

The authorities state that many types of units for participation and competition are used as a basis for organizing intramural activities. The selection of the units depends on the situation in the institution, the staff, facilities and equipment available, the existence of proposed units, and the amount of interest (12, p. 52).

**Table 6. Types of physical examination required, number of schools practicing, and a percentage of the total.**

Physical examinations	Number of schools practicing	Percentage of total
Heart check only (once a year)	2	33
Freshman examination, heart check yearly	1	17
Complete physical examination yearly	2	33
Student sent to doctor only if need is apparent	1	17

A complete physical examination, yearly, is required by 33 per cent of the schools. This examination includes: heart, blood pressure, chest, eye, ear, nose, throat, palpitation, urinalysis, blood count and a check on physical defects.

Seventeen per cent require a complete physical examination at the beginning of the freshman year, followed by a yearly heart check during the succeeding years. In 17 per cent of the schools, the student is sent to doctor for a physical examination, only if the need is apparent to the physical education instructor. Thirty-three per cent require a yearly heart check only.

Health examinations should be required of all participants

in intramurals as a condition of eligibility, according to the authorities. They also agree that physical examinations should be given by a medical doctor.

Table 7. Activities included in the intramural program, number of schools practicing, and a percentage of the total.

Activities included in intramural programs	Number of schools practicing	Percentage of total
<b>Team Sports</b>		
Volleyball	6	100
Softball	6	100
Basketball	6	100
Soccer	1	17
<b>Individual Sports</b>		
Ping-pong (singles and doubles)	5	83
Archery	3	50
Badminton	4	67
Squash	1	17
Foul pitching	4	67
Horseshoe	1	17
Golf	1	17
Miniature golf	1	17
Shuffle board	1	17
Track	1	17
Fencing	1	17
Tennis	4	67
<b>Special Events</b>		
Open house	2	33
Ski carnival	1	17
Award day	2	33
Dance clinic	1	17
Co-ed day	1	17
Stocking shuffle (fund raising)	1	17
Track and field meet	2	33
W.A.A. banquet	2	33
Dance contest	1	17
Basketball and volleyball workshops	1	17
High school play day	1	17
W.A.A. slumber party	1	17

There are sixteen different competitive activities included in the intramural programs of the schools studied. Volleyball, softball and basketball are the most frequently

used, with 100 per cent of the schools participating in these team sports. In the individual sport classification, ping pong has an 83 per cent participation. Badminton, tennis and foul pitching rank next with 67 per cent of the schools including them in their intramural sports program.

In regards to the number of activities to be included in the intramural program, Voltmer and Esslinger (22, p. 264) say that there is danger in having too many activities, but that is preferred to too few activities. The average number of intramural activities in small schools range from 3 to 6, while large colleges and universities may have as many as 25 to 30 activities in their intramural programs.

In the schools studied, the number of competitive activities included in a yearly intramural program range from 7 to 12 per school, including both team and individual sports.

The schools included 12 different special events as part of their intramural programs, with an average of 3 events per school. Only 4 of these events were duplicated by another school.

In line with the accepted standards for girls and women, the authorities agree that special events have a place in the sports program. They favor special activities to give students the stimulus that comes with a mass undertaking. These events can have educational outcomes if guided by teachers.

**Table 8. Methods of scoring intramurals, the number of schools practicing, and a percentage of the total.**

<b>Methods of scoring intramurals</b>	<b>Number of schools practicing</b>	<b>Percentage of total</b>
Group only	1	17
Individual only	1	17
Both group and individual	4	67

Sixty-seven per cent of the schools use both group and individual methods of scoring their intramural programs. Seventeen per cent use the group method only, while an equal number use an individual scoring system.

Authorities are in agreement that both group and individual scoring plans are very valuable in stimulating and maintaining interest in intramural activities.

**Table 9. Major and minor sports classified, the number of the schools practicing, and a percentage of the total.**

<b>Sports classified major or minor</b>	<b>Number of schools practicing</b>	<b>Percentage of total</b>
Major and minor	3	50
Sports unclassified	3	50

Fifty per cent of the schools classify their activities as to major and minor sports. In this classification the team activities are termed major sports, while individual events, such as tennis and badminton, are classified as minor sports.



**Table 10. Types of tournaments used in intramural competition, number of schools practicing, and a percentage of the total.**

<b>Types of tournaments used</b>	<b>Number of schools practicing</b>	<b>Percentage of total</b>
Single elimination	3	50
Seeded elimination	0	00
Double elimination	2	33
Ladder	1	17
Round robin	3	50
Consolation	3	50

The single elimination, consolation and round robin tournaments are favored equally by 50 per cent of the schools studied. Double elimination tournaments rank second with 33 per cent of the schools using this type, while the ladder tournament is used by 17 per cent of the schools.

The authorities are agreed that the round robin tournament has an advantage over other forms in that it assures an equal amount of participation of all teams. The elimination plan is preferred for a quick selection of a champion, while the consolation tournament is better, inasmuch as it permits at least two games for each team (13, p. 462).

It is an important factor in the organization of competition to select the type of tournament best suited to the sport. The aim should be to keep many units participating in competition as long as possible, depending on the time allotment, number of competitors and available facilities. Different types of tournaments are more adequate to specific activities than are others (12, p. 90).

Table 11. Types of awards given for intramural participation, the number of schools using, and a percentage of the total.

Types of awards	Number of schools practicing	Percentage of total
Trophy	3	50
Letters	3	50
Student body award	1	17
Certificates	1	17
Plaque	1	17
Medals	1	17
Sweater	2	33
Jewelry	1	17
Oscars	1	17

The trophy is used in 50 per cent of the schools studied as a team award, 50 per cent award letters for individual participation. Thirty-three per cent give a sweater award to outstanding women athletes. Seventeen per cent give either a student body award, certificates, plaques, medals, jewelry or oscars.

The authorities state that awards are an important factor in intramural competition.

Mitchell (16, p. 266) says that they stimulate the program, enliven the competition and give students an additional incentive to take part. An award should be a symbol of achievement and not an inducement to take part in healthful forms of recreation. The fun of playing should be an incentive in itself.

Mitchell (16, p. 267) further states that the plan of making awards to the group as a whole, or to individual members of a group, is determined largely by the permanence of the group.

Table 12. Methods of publicizing the intramural program, ranked as to excellence.

Methods of publicizing program	Order of excellence				Ranked as to excellence
	1	2	3	4	
Bulletin boards	3	1	1	1	18
Notices	2	0	2	2	14
Newspapers	0	3	1	0	8
Handbook	1	1	0	0	7
Special occasions	1	0	1	1	7
Annuals	0	1	1	1	6
Printed matter	1	0	0	0	4
Scrap books	0	0	1	1	3
Announcements	0	1	0	0	2
Radio	0	0	1	0	2

**Key:**

- 1st --- 4 points  
 2nd --- 3 points  
 3rd --- 2 points  
 4th --- 1 point

The method of publicizing the intramural program were ranked in order of excellence by the schools studied.

In table 12, four points were given each method that was listed as first, three points for second, two points for third and one point for fourth.

Bulletin boards ranked highest as a method of publicity, with a total of 18 points. Notices, with a total of 14 points were considered the second best method of publicizing the program.

Authorities agree that one of the most important factors in the success of any intramural department is it's efficiency in keeping in close touch with the various teams. The best medium of contact cannot be determined because many conditions enter into such a choice. Suggested methods include: notices posted on bulletin boards, the school paper,

newspapers, circular letters and assemblies (16, p. 291).

**Table 13.** Methods of financing the intramural program, the number of schools practicing, and a percentage of the total.

Methods of financing program	Number of schools practicing	Percentage of total
Physical education budget	1	17
W.A.A. budget	1	17
Special activities only	0	00
Combination physical education and W.A.A. budget	1	17
Combination student body, physical education and W.A.A.	1	17
Physical education, W.A.A. and special activities	1	17
Separate budget and special activities	1	17

The data in table 13 show that the methods of financing the intramural program are as varied as the number of schools studied.

According to the authorities, intramurals should be operated on a budget basis and supported by funds appropriated by the school for physical education.

**Table 14.** The average number of activities per student, the number of schools, and a percentage of the total.

Average number of activities per student	Number of schools	Percentage of total
3	1	17
4	4	67
5	1	17

In 67 per cent of the schools the students participate in an average of 4 different activities per year. Seventeen per cent average 3 activities per student while an additional 17 per cent average 5 activities per student, per year.

### Instruction in Skills

Participants in the intramural programs of all the schools studied are given instruction in skills. This instruction is given in physical education classes prior to participation in a particular activity. Intramurals, then, are the actual laboratory where previously taught skills are utilized.

Physical educators are generally agreed that the class period in physical education should be devoted to activity instruction and the teaching of skills. Many schools precede intramural sports with class instruction in that specific activity (15, p. 87).

Table 15. Time allotment for intramural participation, the number of schools practicing, and a percentage of the total.

Time allotment	Number of schools practicing	Percentage of total
Noon hours	2	33
Friday afternoon	1	17
After school	1	17
Combination noon, after school	2	33

Thirty-three per cent of the schools studied use the noon hour for intramural competition. An additional 33 per cent schedule their program after school hours as well as at noon. Seventeen per cent use Friday afternoon as the only time for competition and an additional 17 per cent have after-school participation.

Authorities agree that no one time period is best for a successful intramural program. It must be determined by the local situation, the year's calendar of events, and each day's potential time areas (15, p. 79).

## SUMMARY

The purpose of the present study was to ascertain the status of women's intramural programs and various administrative policies in the junior colleges of Utah. A summary of the assembled data is presented.

1. One hundred per cent of the schools report having an intramural program for women under the supervision of the women's physical education department with a faculty director in charge. The majority of the programs are governed by an intramural council under the direction of the women's physical education instructor. The authorities list this as desirable.

2. Student officials are used by 100 per cent of the schools. This is in agreement with the authorities who state that students should serve as officials as far as possible.

3. In the schools studied, the most frequently used methods for selecting intramural teams for competition are: clubs, sororities and independent teams. The authorities advocate the use of organized teams for intramural competition.

4. The suggested standard was that no student should participate in intramural sports without a physical examination. A complete yearly physical examination is required by only 33 per cent of the schools.

5. In the schools studied, the number of competitive

activities included in a yearly intramural program range from 7 to 12 per school, including both team and individual sports.

6. The schools include 12 different special events as part of their intramural program. The authorities favor special activities.

7. Sixty-seven per cent of the schools use group and individual scoring plans. The authorities agree that both methods of scoring are of value in stimulating the program.

8. Fifty per cent of the schools classify their activities as to major and minor sports.

9. The single elimination, consolation and round robin tournaments are favored equally by 50 per cent of the schools studied. The authorities suggest that the selection of the type of tournaments depends on the activity, time, number of competitors and facilities.

10. The trophy is used in 50 per cent of the schools as a team award. Fifty per cent award letters for individual participation. Thirty-three per cent give a sweater award to outstanding women athletes. Seventeen per cent give either a student body award, certificate, plaques, medals, jewelry or oscars. The authorities are in agreement that awards are an important factor in intramural work.

11. Bulletin boards ranked highest as a method of publicity. Notices were considered the second best method of publicizing the intramural program.

12. The methods of financing the intramural program are as varied as the number of schools studied. Programs are

financed by the physical education department, W.A.A. budget, student body budget, special activities or a combination of these methods. According to the authorities, intramurals should be operated on a budget basis and supported by funds appropriated by the school for physical education.

13. In 67 per cent of the schools, the students participate in an average of 3 activities per year. Seventeen per cent average 4 activities per student, while an additional 17 per cent average 5 activities per student, per year.

14. In 100 per cent of the schools, participants are given some instruction in skills. This instruction is given in physical education classes prior to participation in a particular activity. Authorities are generally agreed that the class period in physical education should be devoted to activity instruction.

15. Thirty-three per cent of the schools studied use the noon hour for intramural competition. An additional 33 per cent schedule their program after school hours as well as the noon period. Seventeen per cent use Friday afternoon as the only time for competition. Seventeen per cent have after school participation. Authorities agree that no one time is best for intramural competition.



## CONCLUSIONS

On the basis of the study of women's participation and the administration of intramural sports in the junior colleges of Utah and a review of the literature in the field, the following conclusions are presented.

1. The intramural program for women should be under the supervision of the women's physical education department with a faculty director in charge. An intramural council should be formed to help govern the program.

2. Physical examinations are not being given prior to intramural competition in the majority of the schools studied.

3. Schools should use both group and individual scoring plans in their intramural programs.

4. There is no one type of tournament that is best for intramural competition as indicated by the data assembled in this study.

5. There is no one best method of financing the intramural programs in the junior colleges of Utah according to the schools studied.

6. Instruction should be given in a wide variety of sports so that students can play more efficiently.

7. No one time period is best for scheduling intramural competition. Schools should fit their schedule to their own particular situation.

8. After completing the present study, the writer

believes that the one factor that inhibits the growth of the intramural programs in the junior colleges of Utah is the constant turn-over of teachers in the physical education departments. Fluctuating leadership means fluctuating policies.

#### RECOMMENDATIONS

After completing the present study the writer suggests the following recommendations:

1. That students should be required to have a physical examination before intramural participation, to determine the kind and amount of activity that should be engaged in by the students.
2. That further study be done on the basis and types of awards given for women's intramural competition.
3. That additional study be directed toward methods of financing the women's intramural program.
4. That further study in women's intramurals be limited to just one or a few phases of the program so that a more complete study can be made of a particular item.

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**APPENDIX**

The following information is provided for your reference. It is intended to be a summary of the key findings and conclusions of the study. The data presented here is based on the analysis of the collected samples and is subject to the limitations of the study.

The study was conducted in accordance with the standard procedures and protocols. The results indicate that there is a significant correlation between the variables studied. The findings suggest that the proposed model is a valid representation of the system under investigation.

Further research is needed to explore the underlying mechanisms and to validate the model under different conditions. The current study provides a foundation for future work in this area.

THE SUPERVISION AND ADMINISTRATION OF WOMEN'S  
INTRAMURALS IN THE JUNIOR COLLEGES OF UTAH

Personal Interview

I. Administration of Women's Intramural Programs

A. The intramural program is supervised by whom? Check

- 1. Faculty director . . . . . \_\_\_\_\_
- 2. Student director . . . . . \_\_\_\_\_
- 3. Faculty director and student director . . . . . \_\_\_\_\_
- 4. Unsupervised . . . . . \_\_\_\_\_
- 5. Other \_\_\_\_\_

B. By whom is your program governed?

- 1. Intramural council . . . . . \_\_\_\_\_
- 2. Student body council . . . . . \_\_\_\_\_
- 3. Intramural board . . . . . \_\_\_\_\_
- 4. Intramural committee . . . . . \_\_\_\_\_
- 5. Other \_\_\_\_\_

C. What members does your intramural staff include?

- 1. Sports managers . . . . . \_\_\_\_\_
- 2. Team managers . . . . . \_\_\_\_\_
- 3. Publicity managers . . . . . \_\_\_\_\_
- 4. President . . . . . \_\_\_\_\_
- 5. Vice-president . . . . . \_\_\_\_\_
- 6. Secretary-treasurer . . . . . \_\_\_\_\_
- 7. Intramural director . . . . . \_\_\_\_\_
- 8. Other \_\_\_\_\_

II. Officials

A. Who acts as officials for your intramural program?

- 1. Faculty . . . . . \_\_\_\_\_
- 2. Students . . . . . \_\_\_\_\_
- 3. Other \_\_\_\_\_

III. Units of Competition

A. Which of the following units are used for intramural competition?

- 1. Home room . . . . . \_\_\_\_\_
- 2. Physical education classes . . . . . \_\_\_\_\_
- 3. Grades . . . . . \_\_\_\_\_
- 4. Captains choose teams . . . . . \_\_\_\_\_
- 5. Age, height, weight, data . . . . . \_\_\_\_\_
- 6. Clubs and sororities . . . . . \_\_\_\_\_
- 7. Clubs and independent teams . . . . . \_\_\_\_\_
- 8. Other \_\_\_\_\_

**IV. Physical Examination**

**A. Is a physical examination required before participation in intramurals?** Yes \_\_\_\_\_ No \_\_\_\_\_

**B. How thorough is the examination?**

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**V. Program of Activities**

**A. What activities do you include in your intramural program?**

**1. Fall**

**a. Individual sports** \_\_\_\_\_

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**b. Team sports** \_\_\_\_\_

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**c. Non-competitive activities** \_\_\_\_\_

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**d. Special events** \_\_\_\_\_

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**2. Winter**

**a. Individual sports** \_\_\_\_\_

---

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**b. Team sports** \_\_\_\_\_

---

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e. Non-competitive activities \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d. Special events \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Spring

a. Individual sports \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Team sports \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. Non-competitive activities \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d. Special events \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Give approximate number of sports in which each student participates . . . . . \_\_\_\_\_

VI. Scoring Plan

A. What is your method of scoring intramurals? Check

1. Group system only . . . . . \_\_\_\_\_

2. Individual only . . . . . \_\_\_\_\_

3. Both group and individual . . . . . \_\_\_\_\_

4. Other \_\_\_\_\_

VII. Types of Tournaments

A. What type of tournament do you use most frequently in your intramural program? (check 1, 2, 3)

1. Single elimination . . . . . \_\_\_\_\_

2. Seeded elimination . . . . . \_\_\_\_\_

3. Double elimination . . . . . \_\_\_\_\_



- 4. Ladder tournament . . . . . \_\_\_\_\_
- 5. Round-robin tournament . . . . . \_\_\_\_\_
- 6. Consolation . . . . . \_\_\_\_\_
- 7. Other types \_\_\_\_\_

**VIII. Awards**

**A. What types of awards do you give most frequently for intramural competition?**

1. Team awards . . . . . Yes \_\_\_\_\_ No \_\_\_\_\_

a. What kind? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Individual awards

b. What kind? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**IX. Publicity**

**A. Rate methods you use to publicize your intramural program in order of excellence. (1 excellent, 2 good, 3 average, 4 poor)**

- 1. Newspapers . . . . . \_\_\_\_\_
- 2. Radio . . . . . \_\_\_\_\_
- 3. Printed matter . . . . . \_\_\_\_\_
- 4. Handbook . . . . . \_\_\_\_\_
- 5. Annuals . . . . . \_\_\_\_\_
- 6. Special occasions . . . . . \_\_\_\_\_
- 7. Notices . . . . . \_\_\_\_\_
- 8. Bulletin boards . . . . . \_\_\_\_\_
- 9. Scrapbooks . . . . . \_\_\_\_\_

**X. Budget**

**A. How is your intramural program financed? Check**

- 1. Physical education budget . . . . . \_\_\_\_\_
  - 2. Separate budget . . . . . \_\_\_\_\_
  - 3. Money obtained through special activities . \_\_\_\_\_
  - 4. Name any combination of the above \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**XI. Skill Instruction**

A. Are the participants in intramurals given instruction in skills? Yes \_\_\_\_\_ No \_\_\_\_\_

B. If yes — indicate places where instruction in sports precedes intramural participation:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**XII. Comments**

School visited \_\_\_\_\_

Address \_\_\_\_\_

Person interviewed \_\_\_\_\_