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AN EVALUATION OF THE INTRAMURAL SPORTS PROGRAM
OF CREIGHTON UNIVERSITY AND PROPOSALS
FOR IMPROVEMENT

BY
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A THESIS

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INTRODUCTION

The word *intramural* has a Latin derivation: *intra*, meaning within, and *murus*, meaning wall. Collegiate Intramural Sports may be defined as those competitive and recreational, team and individual sports, supervised and carried on within the walls of a college or university.

The topic of Collegiate Intramural Sports is not an infant one, nor is it an ancient one. This part of the collegiate educational system may be traced back many decades but never has it been as popular in colleges and universities as it is today. Of the seven hundred and forty-five colleges and universities listed in the *1957-1958 Blue Book of College Athletics*,¹ only six institutions do not have an intramural sports program for their students.

The need for intramural sports programs in educational institutions is backed by a sound educational philosophy, and the objectives which are to be gained by such programs are very sound. Needless to say, this is not a statement which all educators would agree upon but this writer believes that it is a statement for which there is a very strong argument.

¹The *Blue Book of College Athletics*, 1957-1958 (Cleveland: McNitts, Ind.).
and universities is actually based a great deal on the adage, "A sound mind in a sound body." The philosopher and theologian, St. Thomas Aquinas, conceived man, not as a pure spirit nor as a pure body, but as a body-soul unit. St. Thomas also drew the following significant conclusions concerning the inter-action between the body and the soul.

1. Activities of the soul can influence activities of the body.

2. Conditions of the body can influence the activities of the soul.

Such conclusions as these would lead one to believe that a student with a sound and healthy body and mind would be more apt to succeed in his studies than the student with a sound mind and unhealthy body. Most educators would agree that a student should not spend his entire time in college studying and that not all knowledge comes from text books. The mind may suffer from fatigue just as the body may. Intramural sports offer the student an opportunity to enjoy a little play and relaxation away from his studies. St. Thomas, according to Farrell,\(^2\) defends the use of play or physical pleasures with the following story. It seems that once a very serious minded person observed St. John the Evangelist playing a game with his disciples. When

St. John was rebuked for such merrymaking, he picked up a bow, handed it to the critic and asked him to shoot an arrow at a target. The critic was asked to repeat this action several times. St. John then asked, "What would happen if arrows were to be shot from the bow indefinitely?" The critic quickly responded that the bow would obviously break. St. John then offered that exactly the same thing would result if man were not to give his mind a rest.

There are probably hundreds of objectives which one could mention to be obtained by a functioning intramural sports program in a college or university. Only the major objectives to be obtained through an intramural sports program will be cited here.

1. Proper use and enjoyment of leisure time.
2. Christian fellowship.
4. Carry-over interest of play for adult life.
5. Aid to interscholastic athletics.

Proper use of leisure time.—When a young man goes off to college, it is very improbable that he expects to spend every minute of his time reading text books and attending classes. He will have and will need some free time for rest and relaxation. An intramural sports program offers a boy the opportunity to make wise and joyful use of
his leisure time. He may not only satisfy his present need for fun and relaxation but may build habits and desires which will carry over to his later years in life.

Today in this modern atomic age more and more time for leisure is available. Even the forty-hour week may soon be a thing of the past. Adults must be educated to enjoy their leisure time in a wholesome manner. The intramural sports programs in colleges of today are accomplishing a great deal in this phase of education.

**Christian fellowship.**—Friendships are usually left behind when a boy leaves home to attend college. College can be terribly lonesome to a new student until he makes new friends. It would be interesting to know exactly how many freshman students withdraw from school because they are lonesome and homesick. An intramural sports program offers the student the opportunity to make many new acquaintances. He may meet and compete with fellow students from all sections of the country. He may learn to know the meaning of loyalty, cooperation, sportsmanship and fair-play. In judging the character of his associates and competing with them, the student will actually be engaging in a social phase of his life which he will encounter many times as an adult.

**Better mental and physical health.**—As a coach of varsity athletics, this writer has heard on many occasions
the following statement from an athlete: "Coach, I'm sure going to hit the books as soon as the season is over; no more trips to the gymnasium for this guy." This same athlete, however, is often seen at the gymnasium even though the season has ended. If you ask him why he is not spending all of his time studying as he claimed he was going to do, you usually get the same old answer: "Coach, I just felt so lazy and loggy that I couldn't study, so I thought I would take a little workout."

Actually, this is the case with most students. They should have some relaxation from their work. A change of activity is often a very good method of relaxing. The physical exercise offered by intramural sports is definitely a change from the activity of studying. By increasing the activity of the body organs, waste products of the body may be eliminated and thus invest the individual once again with vigor and enthusiasm.

Carry-over interest of play for adult life.— Intramural sports are a good source for gaining skills and interest in "carry-over sports." The average college athlete who participates in such sports as football, basketball and baseball will not be able to compete in these activities for many years after he leaves school. This is due to the vigorous nature of the sport and to the lack of
facilities and equipment needed for participation. For example, very few men, even though they may have been able football players in school, can play football after they graduate, unless they do so as professionals. This same fact usually holds true for basketball and baseball also.

"Carry-over sports" are such sports as golf, badminton, bowling, swimming, volleyball and handball. These are sports which call for more available equipment and facilities and may be played by men of all ages. Intramural sports programs thus have as an objective, making the student interested and skilled in this type of activity so that he may make use of such sports in later life. Adults are very seldom inspired if not during their youth, and if once the spirit of play is acquired, it will probably continue to demand expression.

Aid to interscholastic athletics.--This is not by any means the most important objective of intramural sports programs. If it were such, it could possibly be a very unhealthy situation. Frequently, a boy who is not good enough for varsity athletics will improve so much by competing in intramural sports that he eventually is a member of the varsity squad. If this should take place, it is actually a pat on the back to the intramural program and a boost for varsity athletics. Many boys are actually encouraged to compete in intramurals because they
feel that one day they might be good enough for the varsity.

Another way in which an intramural sports program may aid a school's interscholastic athletic program can be exemplified by circumstances which took place at Creighton University in 1957. Creighton University, until 1957, had never resumed the interscholastic track program which it had before World War II. Because of the interest and skill shown for track in its intramural program, Creighton was able to commence track again. The same circumstances proved true for intramural swimming and Creighton is attempting to organize an interscholastic swimming team.

Statement of the Problem

Because intramural sports can play a very important part in the educational system of a college or university, the writer thought it might be very interesting and useful to make a constructive evaluation of the intramural program at Creighton University by means of a survey.

Procedure for Collecting the Data

Intramural sports programs are still a growing limb on the educational tree of today. Due to the swiftness of this growth, there are not many up-to-date textbooks on the subject. In order to make this evaluation,
it was thought best to survey other colleges and universities of the United States and inquire about the policies they were using in their intramural programs.

The procedure of gathering data for this thesis was by questionnaire. Accompanied by a letter, this questionnaire was sent to 60 college intramural directors in all areas of the United States. The schools chosen for this survey were selected according to their enrollment, location and denomination. Since Creighton is a Catholic institution, 50 per cent of the schools surveyed were of Roman Catholic denomination. Schools of approximately the same size in enrollment, and from all parts of the nation were solicited. In order to get a full view of college intramurals, schools larger and some smaller than Creighton were invited to answer the questionnaire.

Forty-eight questionnaires were returned out of the 60 which were sent out. This result represents an 80 per cent return. Of the 48 questionnaires returned, five were unusable because of incomplete information. So actually 70 per cent of the questionnaire data could be included in the survey. Twenty of the 43 usable returns were from Catholic colleges or universities.

The questionnaire used dealt with the following policies of the schools' intramural programs.
1. Administration of the program.
2. Number of participants in program.
3. Finances of program.
4. Activities which make up the program.
5. Facilities available for the program.

3 A copy of the questionnaire is included in the Appendix.
CHAPTER I

ANALYSIS OF DATA OF SELECTED INTRAMURAL PROGRAMS

Organization and Administration

The organization and administration of an intramural sports program is very important. Without sound organization and firm administration, an intramural program could never hope to function successfully. An attempt was made to gather information on the following subjects which must be considered in organizing and administering a collegiate intramural program.

1. The Intramural Director.
2. Intramural Boards.
3. Units of Competition.
4. Intramural Rules.
5. Medical Examinations.
7. Intramural Awards.

The Intramural Director

In the majority of cases, an intramural program will be no better than the efforts made by its director. The job of an intramural director is not a simple one. Most writers do not venture to list the many qualifications which an intramural director should possess. Such
a list has probably never been agreed upon. Most educators do agree, however, that an intramural director should be an enthusiastic leader and a tactful administrator. His technical knowledge of athletic games is not as important as his knowledge of administration. His chief duties are to promote and administer the program. Contrary to some thinking, the job of being an intramural director cannot and should not be entrusted to the most available individual.

Each of the 43 schools answering the questionnaire reported having an intramural director in charge of its program. Forty-two schools reported that their director had other additional duties in their school programs. In most cases, these other duties involved coaching an interscholastic athletic team and instructing in the physical education program. Some of the other assignments mentioned were: director of athletics, ticket manager, teacher, and assistant pastor. (Table 1)

A total of 35 additional duties were reported for the 23 Catholic schools making the average number of additional duties per director at the Catholic schools 1.75. The 40 additional duties reported by the 23 non-Catholic schools resulted in an additional duty average of 1.73 per director. The average per director for all 43 schools was 1.74 additional duties. (Table 2)
TABLE 1
ADDITIONAL DUTIES OF INTRAMURAL DIRECTORS

<table>
<thead>
<tr>
<th>Additional Duties of Directors</th>
<th>Catholic Schools</th>
<th>Non-Catholic Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>12</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>Physical Instructor</td>
<td>7</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Teacher</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Athletic Director</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Asst. Pastor</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Ticket Manager</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

TABLE 2
AVERAGE ADDITIONAL DUTIES FOR DIRECTORS

<table>
<thead>
<tr>
<th>Schools</th>
<th>Number of Schools</th>
<th>Total Addl. Duties</th>
<th>Average Addl. Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic</td>
<td>20</td>
<td>35</td>
<td>1.75</td>
</tr>
<tr>
<td>Non-Catholic</td>
<td>23</td>
<td>40</td>
<td>1.73</td>
</tr>
<tr>
<td>Combined Group</td>
<td>43</td>
<td>75</td>
<td>1.74</td>
</tr>
</tbody>
</table>

As with most positions, on-the-job experience may be a valuable asset in the directing of an intramural program. The average number of years experience for 41 of the 43 directors polled was 11.2 years. Two schools failed to give the number of years experience of their
directors.

The average number of years experience for directors at 18 Catholic schools was 9.5 years. The average per director at 23 non-Catholic schools was 12.5 years experience. The range in years experience for directors at all 41 schools was from zero years to 32 years. Twenty-one of the 41 directors polled had less than 10 years experience.

**Intramural Boards**

Intramural boards may have numerous functions. Generally, their primary function is to aid the intramural director in establishing intramural policies, enforcing these policies and also helping to promote them.

The make-up of intramural boards may be of several varieties. Some of the most common members of these boards are: the intramural director, members of the coaching staff, members of the teaching faculty, student managers, intramural coaches, team captains, and students elected or selected from the student body.

Thirty-seven of the 43 schools polled reported having an intramural board or some similar organization. The negative answers were split equally between the Catholic and non-Catholic schools. The make-up of these boards was very diversified. Intramural directors, coaches, intramural captains, members of the teaching faculty, elected students,
student sports editors, and academic deans were all mentioned as acting on such boards. (Table 3)

**TABLE 3**

MAKE-UP OF INTRAMURAL BOARDS
(Top Five Possibilities)

<table>
<thead>
<tr>
<th>Board Member</th>
<th>Catholic Schools</th>
<th>Non-Catholic Schools</th>
<th>Combined Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intramural Director</td>
<td>16</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>Elected Students</td>
<td>7</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Members of Faculty</td>
<td>5</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Coach</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Intramural Captains</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
</tbody>
</table>

Units of Competition

In organizing an intramural program at the collegiate level, one of the most difficult problems encountered is that of setting up units of competition. By units of competition, reference is made to the manner in which the male student body is broken down into teams for intramural competition. Louis Means\(^1\) says that a complete understanding of the local situation must be acquired before an

attempt is made to select units of competition. Not all schools will have the same organization, and situations will differ from school to school. It might be added here that an intramural director should always be looking for more and more units of competition in order to enhance maximum participation in the intramural program.

There are numerous possible units of competition for a collegiate intramural program. Koob,\(^2\) in his study, found that the most common units of competition for colleges were: independent, dormitory, and fraternity units. Mitchell\(^3\) found in his survey that inter-class units were more extensively promoted than any other unit.

The author's survey tends to agree with the findings of Koob. This survey showed that dormitory units were used by 25 schools, independent units by 24 schools, and fraternity units by 23 schools. Among the Catholic schools surveyed, independent units were the most popularly used. Fraternity units were the most popular in the non-Catholic schools polled. Other units of competition which were used by a few of the schools in this survey


were colleges within the school and inter-class units. (Table 4) The average units of competition per Catholic school was 1.25. The average units of competition per non-Catholic school was 2.52. The average for both Catholic and non-Catholic schools was 1.48.

**TABLE 4**

**UNITS OF COMPETITION FOR INTRAMURAL SPORTS**

<table>
<thead>
<tr>
<th>Units of Competition</th>
<th>Catholic Schools</th>
<th>Non-Catholic Schools</th>
<th>Combined Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dormitories ...............</td>
<td>7</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Independents .............</td>
<td>9</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>Fraternities .............</td>
<td>4</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>Colleges within the School</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Year of School ...........</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

**Securement and Payment of Intramural Officials**

Intramural officials have much to do with the success or failure of a college intramural program. Poor officiating may be very detrimental to the spirit of play as well as lend cause for such taboos as game protests and unsportsmanlike conduct. Good officiating, on the other hand, can add much to the pleasure and interest of intramural participants as well as make the administration of the
program an easier task.

Payment of officials may enhance the possibilities of good officiating in the intramural program. This may not be true, however, if some sound method of selecting officials is not endorsed. Voltmer and Esslinger⁴ tell of the use of Intramural Officials Associations by many colleges and universities.

As might be expected, the sources mentioned for obtaining officials were numerous. The most popular method of obtaining officials, according to the 43 schools answering the questionnaire, was to obtain them from the general student body. This method was followed closely by obtaining officials from among varsity and freshman athletes and from students majoring or minoring in physical education. Other sources mentioned were ineligible athletes, student managers, faculty members, student teachers and coaches. (Table 5)

Of the 43 schools answering the questionnaire, 27 reported that they paid their officials. Twelve of the 16 schools which did not pay their intramural officials were Catholic schools. Nineteen of the schools paying officials had curriculums offering a physical education

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major, and four schools offered a minor in physical education. Sixteen schools said that they obtained their officials from this element of the student body. Only one of the schools offering a minor in physical education obtained its officials from that group.

TABLE 5

SOURCE OF INTRAMURAL OFFICIALS

<table>
<thead>
<tr>
<th>Source</th>
<th>Catholic Schools</th>
<th>Non-Catholic Schools</th>
<th>Combined Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Student Body</td>
<td>16</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>Physical Education Majors</td>
<td>8</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>Varsity Athletes</td>
<td>10</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Ineligible Athletes</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Student Managers</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Faculty Members</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Student Teachers</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Varsity Coaches</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>46</strong></td>
<td><strong>49</strong></td>
<td><strong>95</strong></td>
</tr>
</tbody>
</table>

Since football, basketball, and softball are usually the games which require paid officials, an inquiry was made as to the amount of money each school paid its officials for these sports. Twenty-three schools reported their
payments for football officials, twenty-five schools for basketball, and nineteen for softball.

Intramural football officials at non-Catholic schools were paid an average of $1.12 per game. The average sum paid at Catholic schools was $2.04 per official. For basketball, non-Catholic schools reported an average of $1.03 per official. Catholic schools reported an average of $2.12 per basketball official. Softball officials at non-Catholic schools averaged $1.12 per game, and officials at Catholic schools averaged $1.85 per game. The total average for football officials was $1.36; for basketball, $1.38; and for softball, $1.31.

Intramural Rules

Just as inter-collegiate sports programs must have rules by which to abide, so must intramural programs. Rules for both of the previous mentioned programs are usually of two types. One type of rules outlines the procedures and methods of how the games in the program are to be played. This type of rule deals with the technical points of athletic games to be played in the program. The second type of rules is more or less administrative in nature. These rules cover such elements as who is eligible to compete in the program, and how protested and forfeited games are to be handled.

Rules governing how games are to be played are more
or less standard, as are the rules governing protests and forfeits. Rules governing the eligibility of participants in an intramural program show the most variation among schools, although they usually have many common elements. These rules are probably the most important kind of intramural rules, since they may affect the number of participants in a program.

Intramural eligibility rules usually deal with such questions as scholarship, professionalism, sportsmanship, and eligibility of varsity lettermen. Oberman, in his study, found that several schools required attendance at school and certain scholastic averages for intramural participation. Mitchell reports that the early intramural programs had very strict scholastic eligibility rules as they required intramural participants to fulfill the same requirements that were required of varsity men. Voltmer and Esslinger feel that very little is to be gained by barring players from intramural competition because of scholastic deficiencies. Eligibility rules for

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6Mitchell, op. cit., p. 229.

7Voltmer and Esslinger, op. cit., p. 247.
professionals and varsity lettermen seem to fluctuate but the general pattern seems to deny these individuals the right to participate in the sport in question.

Survey results showed that the eligibility restrictions barring lettermen athletes from competing in the sport in which they had gained their letter were the most numerous. The fact is that all 43 schools bar these athletes from competing in intramurals. Freshmen and varsity squad members in the sport in question, part-time students, scholastic ineligibles, and boys attending school on athletic scholarships were also listed on the ineligible lists by some of the schools questioned. 

(Table 6)

Medical Examinations

One of the objectives of an intramural program is to help build healthy bodies and minds. In order not to jeopardize the health of intramural participants, medical examinations should be obtained for each participant before he is allowed to compete in the program. A boy before being allowed to compete in varsity athletics must be labeled physically fit by a physical examination. Although intramural athletics are not so strenuous as varsity athletics, many reasons can be cited justifying medical examinations for intramural athletes.

The fact that a boy competing in intramural
TABLE 6
FIVE GROUPS RULED INELIGIBLE FOR INTRAMURALS
AND PERCENT OF SCHOOLS MAKING RULE

<table>
<thead>
<tr>
<th></th>
<th>Catholic Schools</th>
<th>Per cent</th>
<th>Non-Catholic Schools</th>
<th>Per cent</th>
<th>Combined Schools</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varsity Letter-men in Sport in Question ......</td>
<td>20</td>
<td>100%</td>
<td>23</td>
<td>100%</td>
<td>43</td>
<td>100%</td>
</tr>
<tr>
<td>Freshman &amp; Varsity Squad Members in Sport in Question ...</td>
<td>18</td>
<td>90%</td>
<td>23</td>
<td>100%</td>
<td>41</td>
<td>95%</td>
</tr>
<tr>
<td>Professionals in Sport in Question ......</td>
<td>11</td>
<td>55%</td>
<td>22</td>
<td>96%</td>
<td>33</td>
<td>77%</td>
</tr>
<tr>
<td>Part-time Students ......</td>
<td>8</td>
<td>40%</td>
<td>8</td>
<td>35%</td>
<td>16</td>
<td>37%</td>
</tr>
<tr>
<td>Scholastically Ineligible ....</td>
<td>8</td>
<td>40%</td>
<td>6</td>
<td>26%</td>
<td>14</td>
<td>33%</td>
</tr>
</tbody>
</table>

athletics does not go through the long, tedious training period that most varsity athletes do is a good argument in favor of physical examinations for the intramural participant. It would seem that a small strain on a non-conditioned body could be as harmful as a greater strain on a well-conditioned body. Voltmer and Esslinger\(^8\) agree that health may be seriously impaired in intramural competition, and medical examinations are the most essential safeguard.

\(^8\) Voltmer and Esslinger, op. cit., p. 248.
for all competitors.

Miller, in 1932, found that 37 per cent of the schools surveyed gave medical examinations to intramural participants at the beginning of their freshman year only. He also found that examinations at the beginning of each school year were given to 22 per cent of the schools, and six per cent of the schools in his survey gave no examinations at all.

Twenty-three per cent of the 43 schools questioned in this survey gave medical examinations to intramural participants at the beginning of each school year. Examinations were given to participants at the beginning of their freshman year only by 47 per cent of the schools, and 30 per cent of the schools gave no physical examinations at all. (Table 7)

The method of giving physical examinations at the beginning of each school year is preferred. A boy who is examined at the beginning of his freshman year may participate with harmful results during his final years in school. In comparing the results of this survey with those of Miller, it seems that not much has been accomplished in sixteen years as far as intramural physical

examination requirements are concerned.

TABLE 7

PERCENTAGE OF SCHOOLS HAVING PHYSICAL EXAMINATIONS

<table>
<thead>
<tr>
<th>Examination and Times</th>
<th>Catholic Schools</th>
<th>Non-Catholic Schools</th>
<th>Combined Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Freshman year only</td>
<td>8 40%</td>
<td>12 52%</td>
<td>20 47%</td>
</tr>
<tr>
<td>Beginning of Each School's Year</td>
<td>3 15%</td>
<td>7 30%</td>
<td>10 23%</td>
</tr>
<tr>
<td>No Examination Given</td>
<td>9 45%</td>
<td>4 17%</td>
<td>17 30%</td>
</tr>
</tbody>
</table>

Intramural Awards

The practice of giving intramural awards may act as an incentive to the interest shown for intramural programs. Awards may create a better competitive spirit in the intramural program and offer a symbol of achievement to the participants who receive them.

Forty-one of the schools surveyed reported that they gave intramural awards. Two schools gave no awards at all. Of the schools offering no intramural awards, one was a Catholic school and one was a non-Catholic school. (Table 8)

Awards were given to team champions in each sport by 33 schools. Individuals of championship teams were
TABLE 8
PERCENTAGE OF SCHOOLS GIVING SOME FORM OF INTRAMURAL AWARDS

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>Number of Schools Making Awards</th>
<th>Per cent of Schools Making Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>41</td>
<td>95%</td>
</tr>
</tbody>
</table>

given awards by 29 schools. Intramural awards were also given to teams with the best over-all intramural sports record, to the team and individual showing best sportsmanship, to the most outstanding athlete, and to the best intramural manager. (Table 9)

Several different forms of awards were mentioned by the schools which were surveyed. Trophies and medals were the most popular form of intramural awards given. Other forms of awards mentioned were plaques, award dinners, sweaters and jackets, lettered T-shirts, cuff links, travel clocks and merchandise from the school book shop. (Table 10)
### TABLE 9

<table>
<thead>
<tr>
<th>Participant</th>
<th>Number of Schools</th>
<th>% of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Championship Team for each Sport</td>
<td>31</td>
<td>72%</td>
</tr>
<tr>
<td>Individuals of Championship Teams</td>
<td>29</td>
<td>67%</td>
</tr>
<tr>
<td>Team Winning Most Events for Year</td>
<td>20</td>
<td>47%</td>
</tr>
<tr>
<td>The Outstanding Athlete</td>
<td>14</td>
<td>33%</td>
</tr>
<tr>
<td>Individual Showing Best Sportsmanship</td>
<td>8</td>
<td>19%</td>
</tr>
<tr>
<td>Team Showing Best Sportsmanship</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td>Best Intramural Manager</td>
<td>1</td>
<td>2%</td>
</tr>
</tbody>
</table>

### TABLE 10

<table>
<thead>
<tr>
<th>Form of Award</th>
<th>No. of Schools giving Form of Award</th>
<th>% of Schools Surveyed Giving Form of Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trophies</td>
<td>33</td>
<td>77%</td>
</tr>
<tr>
<td>Medals</td>
<td>23</td>
<td>53%</td>
</tr>
<tr>
<td>Plaques</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>Ribbons</td>
<td>4</td>
<td>9%</td>
</tr>
</tbody>
</table>
Intramural Finances

Intramural programs are usually an inexpensive phase of the educational system of schools. Brammell reported that "school administrators and boards of education will probably realize more actual benefits per dollar invested in a well planned and well directed intramural program of sports than in almost any other activity in which pupils participate."¹⁰ Voltmer and Esslinger¹¹ agree that the cost per capita of intramurals is exceptionally small and the value received is large.

Source of Finances

Rather than request each school in the survey to make a lengthy financial report, questions were directed at the source of intramural funds used by each school. The method of obtaining intramural funds may prove more important than the sum of the funds.

There are several sources from which a school may obtain funds for financing its intramural program. Some of these sources are not as advisable as others.

Obtaining funds from the general education fund of the school seems to be the soundest method for financing


¹¹Voltmer and Esslinger, op. cit., p. 239.
intramural programs. Since intramural sports are to be considered as an important part of the educational system, it seems only appropriate that they should be supported in the same manner as the other parts of the school curriculum.

Sound budgeting procedures may be utilized by the intramural director if he knows that the program will receive a certain amount of money from the general education fund each fiscal year. Schools which realize the importance of financing intramurals from the general education fund will unlikely under-compensate the intramural program. Brownell\(^{12}\) found a noted trend toward schools purchasing non-personal equipment for both athletic and intramural sports from the general education fund.

Another means of obtaining financial backing for an intramural program is to use part of the appropriations given to the physical education program of the school. The big problem involved with the use of this method is rather apparent. With the physical education budget being partially distributed for intramurals, the intramural program may be given a "pauper's" share.

It may be possible to aid the intramural program

with physical education funds and still not combine budgets. This system seems more reasonable. Stankowski,\(^{13}\) in his study, found that while a few schools had equipment purchased specifically for intramurals, many schools depended entirely on equipment purchased for the physical education department. Gould\(^{14}\) found that the colleges of the Mid-West Conference utilized equipment purchased for the physical education and athletic departments for their intramural program.

Inter-collegiate athletic gate receipts are another source of funds for financing intramural programs. This method of finance is not recommendable since gate receipts are of a fluctuating nature. If a school's athletic teams draw poorly at the gate, the intramural program will probably also suffer as far as finances are concerned. It might be mentioned here that dependence on athletic gate receipts to provide wealth for the curriculum of a school is a good example for the cause of overemphasis of athletics by many colleges and universities.

\(^{13}\)Anton James Stankowski, "Intramural Sports Program of Colleges and Universities in Selected Mid-West States" (unpublished Masters thesis, Dept. of Physical Education, University of Iowa, 1941), pp. 7-9.

The last method for obtaining intramural funds to be mentioned is pupil sources of support. Intramural entry fees and student activity fees are the two main sources of pupil support for intramural programs. The uncertainty of pupils paying such fees is one of the chief problems involved with this method. There is also the feeling that pupils should no more have to pay extra fees for participating in intramurals than they should for attending academic classes of the curriculum. Maximum participation in the program could also be affected since some students might be unable to pay the fees required.

All of the previously mentioned sources for intramural finances were mentioned as being used by some of the schools which were surveyed. A few of the schools used more than one of these methods to finance their programs. Twenty-one of the 43 schools surveyed supported their intramural programs either completely or partially from the general education fund of the school. Nineteen schools obtained intramural finances from physical education appropriations. Eight schools listed intramural entry fees and 14 schools listed student activity fees as their source of finances. Consequently, the total number of schools using pupil sources of income is 22. Only 3 schools listed inter-collegiate gate receipts as a source of financing their intramural programs. One school listed
alumni gifts as a partial source of income.

The general education fund was the most popular source of income for the intramural programs of Catholic schools. The most popular source of intramural finances at non-Catholic schools was appropriations from the physical education fund. Both groups listed student sources of support as the second most popular source of intramural finances.

**Intramural Activities and Facilities**

**Activities**

The activities of an intramural program will vary from school to school due to such factors as size of school, location of school, facilities available, and the individual interests of participants.

The activities which make up an intramural program should be of a broad variety in order to provide for the interests of students who wish to participate. Naturally, there is the possibility of a program having too many activities in which there is no interest shown.

The size of a school may also play a big part in determining the number of activities needed in the intramural program. It is very likely that the larger a school's enrollment is, the greater the variety of interests will be, thus necessitating a greater number of activities in the
Certain activities are more suitable for one climate rather than another. Schools situated in the northern states will thus have more winter activities than schools located in the warmer southern states. Other sports are traditional in some areas rather than others. Eastern schools, for instance, are more enthusiastic about the game of squash than are the mid-western schools.

The average number of activities carried on by the schools surveyed was 11.6 activities. The average number of activities per Catholic school was 10.9, and the average per non-Catholic school was 13 activities. In all, a variety of 38 activities was reported by the 43 schools surveyed.

Basketball was listed by all 43 schools as being an intramural activity. Softball was listed on the programs of 42 schools, and touch football on the programs of 40 schools. The rest of the top ten most popular activities listed were, in order of popularity: golf, tennis, volleyball, bowling, table tennis, track, and badminton.

The three most popular activities of Catholic schools were the same as those listed by the total group of schools surveyed. The top three activities for non-Catholic schools were different from the total group, in that basketball, softball, and volleyball were listed by
all 23 schools, with touch football and golf being listed on 22 school programs. (Table 11)

Brammell, in his study, found that the six most popular intramural sports for boys in senior high school were basketball, track and field, tennis, softball, volleyball and football, respectively. Mitchell says that basketball is the most popular intramural sport, followed closely by softball. Results of the present survey were in exact agreement with Mitchell's statement. It is very interesting to note that the so-called carry-over sports are more popular in college intramurals than in high school intramurals.

In the introductory chapter, the value of carry-over sports in an intramural program was discussed. This survey showed that of the so-called carry-over sports, golf was the most popular, followed closely by tennis, volleyball, bowling, table tennis, badminton, swimming, handball, horseshoes and riflery.

Six of the top ten activities listed by schools in the survey were carry-over sports. It should be noted that four of the top 12 intramural activities for boys in senior

---

16 Mitchell, op. cit., p. 32.
<table>
<thead>
<tr>
<th>Activity</th>
<th>20 Cath. Schools No. Promoting</th>
<th>23 Non-Cath. No. Promoting</th>
<th>Combined No. Promoting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery ...........</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Badminton .......</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Basketball .......</td>
<td>20</td>
<td>23</td>
<td>43</td>
</tr>
<tr>
<td>Baseball .........</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Bowling .........</td>
<td>16</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>Boxing ...........</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Bridge ...........</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Chess &amp; Checkers</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Crew .............</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cross Country Track ....</td>
<td>5</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Darts ...........</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Fencing ...........</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Flag Football.</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Football Skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Foul Shooting ..</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Golf .............</td>
<td>15</td>
<td>22</td>
<td>37</td>
</tr>
<tr>
<td>Golf Cutting ..</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Gymnastics .......</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Handball .........</td>
<td>7</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>Hockey ...........</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
TABLE 11—Continued

<table>
<thead>
<tr>
<th>Activity</th>
<th>20 Cath. Schools No. Promoting</th>
<th>23 Non-Cath. No. Promoting</th>
<th>Combined No. Promoting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horse Shoes ....</td>
<td>7</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Pool ........</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Riflery .........</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Shuffleboard .....</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Skiing ........</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Soccer ..........</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Softball .......</td>
<td>19</td>
<td>23</td>
<td>42</td>
</tr>
<tr>
<td>Squash ..........</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Swimming .......</td>
<td>9</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Table Tennis .....</td>
<td>11</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>Tackle Football</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Tennis .........</td>
<td>16</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>Touch Football</td>
<td>18</td>
<td>22</td>
<td>40</td>
</tr>
<tr>
<td>Track ...........</td>
<td>9</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>Volleyball ......</td>
<td>13</td>
<td>23</td>
<td>36</td>
</tr>
<tr>
<td>Water Polo ......</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Weight Lifting</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Wrestling .......</td>
<td>1</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Total No. Activities</td>
<td>209</td>
<td>299</td>
<td>499</td>
</tr>
<tr>
<td>Avg. per school</td>
<td>10.9</td>
<td>13</td>
<td>11.6</td>
</tr>
</tbody>
</table>
high school, listed by Brammell,\textsuperscript{17} were carry-over sports. This may give some proof that a boy's interest turns to less strenuous sports as he grows older. (Table 12)

\begin{table}
\centering
\caption{Number of Schools Promoting Carry-Over Activities of Intramural Programs}
\label{table:12}
\begin{tabular}{lccc}
\hline
Activity & 20 Cath. Schools & 23 Non-Cath. Schools & Combined \\
& No. Promoting & No. Promoting & No. Promoting \\
\hline
Golf & 15 & 22 & 37 \\
Tennis & 16 & 20 & 36 \\
Volleyball & 13 & 23 & 36 \\
Bowling & 16 & 15 & 31 \\
Table Tennis & 11 & 18 & 29 \\
Badminton & 10 & 15 & 25 \\
Swimming & 9 & 13 & 22 \\
Handball & 7 & 14 & 21 \\
Horse Shoes & 7 & 11 & 18 \\
Riflery & 3 & 3 & 6 \\
\textbf{Totals} & \textbf{107} & \textbf{154} & \textbf{261} \\
\hline
\end{tabular}
\end{table}

Intramural Facilities

Without athletic facilities, an intramural sports program would be non-existent. Basketball games are not

\textsuperscript{17}Brammell, \textit{op. cit.}, p. 13.
played in hall closets nor are softball games played on roof tops. Proper facilities must be available in order to carry on such activities. Gymnasiums, ball diamonds, football gridirons and tennis courts are just a few of the facilities which are needed in order to carry on an intramural sports program.

Facilities, when possible, should be made available for intramural activities which are warranted by the interest of intramural participants. If these facilities are located on the school campus and are properly maintained, maximum student participation in the program will be enhanced. A few schools must carry out their intramural programs by using public facilities. Schools which are handicapped in this manner may find it difficult to maintain their programs successfully.

The number of facilities available for each activity is also important to an intramural program. For example, a school with three basketball courts can accommodate an intramural basketball program much more satisfactorily than a school with but one court.

Thirty-two schools in the survey reported the number of facilities which were made available for the following activities: basketball, bowling, football, golf, handball, softball, rifle, squash, swimming, tennis and track.
Tennis courts were the most numerous of the facilities mentioned. Bowling alleys and football fields were also abundant in the intramural programs. Table 13 shows the average number of each facility per school and the average percentage of participation for the 32 schools listing their facilities.

**Time Schedules**

When should intramural activities be carried on? This is a very important question and must be met intelligently by intramural administrators. It is rather obvious that time schedules are an important part in the success of an intramural program. Activities must be scheduled at a time which will allow a maximum number of the student body to participate. Time schedules will naturally be different for various schools. There are, however, a few periods of time for intramural activities which are common to most schools.

The times which are often used for intramural activities are evenings, late afternoons, Saturday and Sunday afternoons, noon periods and free school periods. The time of the year and the activity which is being carried on often have much bearing on time schedules. For example, during the spring of the year, late afternoons may be used to advantage for such activities as softball.
<table>
<thead>
<tr>
<th>Schools</th>
<th>Baseball Diamond</th>
<th>Basketball Courts</th>
<th>Bowling Alleys</th>
<th>Football Fields</th>
<th>Golf Courses</th>
<th>Handball Courts</th>
<th>Softball Diamond</th>
<th>Rifle Range</th>
<th>Squash Court</th>
<th>Swimming Pool</th>
<th>Tennis Courts</th>
<th>Track</th>
<th>Per cent of Student Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>40%</td>
</tr>
<tr>
<td>C-2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>40%</td>
</tr>
<tr>
<td>C-3</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>30%</td>
</tr>
<tr>
<td>C-4</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>37%</td>
</tr>
<tr>
<td>C-5</td>
<td>-</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>4</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>60%</td>
</tr>
<tr>
<td>C-6</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>C-7</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
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<td></td>
<td>70%</td>
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</table>
## TABLE 13—Continued

<table>
<thead>
<tr>
<th>Schools</th>
<th>Baseball Diamond</th>
<th>Basketball Courts</th>
<th>Bowling Alleys</th>
<th>Football Fields</th>
<th>Golf Courses</th>
<th>Handball Courts</th>
<th>Softball Diamond</th>
<th>Rifle Range</th>
<th>Squash Court</th>
<th>Swimming Pool</th>
<th>Tennis Courts</th>
<th>Track</th>
<th>Per cent of Student Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-C</td>
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<td></td>
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<td>30%</td>
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<td>17</td>
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<td>1</td>
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<td>4</td>
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<td>50%</td>
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<td>18</td>
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<td>6</td>
<td>33%</td>
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<td>-</td>
<td>-</td>
<td>6</td>
<td>-</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Average No. Facilities per School**: 2.3 3.8 3.8 .59 17 3.1 .25 84 1 5.8 .62

**Average Per cent of Participation per School**: . . . . . . . . . . . . . . . . . . . . . . . . 48%
and tennis. During the winter season, nights are very popular for such activities as basketball and volleyball.

The use of Saturday and Sunday for intramural activities also has merit. After a week of tedious classroom work, the college student may find much joy and relaxation by participating in week-end intramural activities. Leavitt says, "The building that is found almost deserted on Friday afternoons, Saturdays and Sundays, is surely one wherein a department crowds its activities into the early days and evenings of the week. It may meet the demands of the suitcase students and teachers but neglects those not in this category."\(^{18}\)

The use of both afternoons and evenings during week days for intramural activities was shown by 18 schools in the survey. Fourteen schools used afternoons, evenings and week-ends for their activities. Six schools used week-day afternoons only, two schools used week-day evenings only, one school used afternoons and week-ends, one school used noon periods only, and one school used afternoons and three free periods a week, for the scheduling of their intramural activities. Table 17 shows the percentage of intramural participation per enrollment

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Intramural Participation and Corollaries with Other Phases of Program

Intramural Participation

Maximum participation in intramural sports has been mentioned several times previously in this text. Since participation is so important for a successful intramural program, the author thought it would be interesting to see what sort of participation the schools in the survey received and to also make a few correlations with other phases of the intramural program.

The average percentage of male students participating in the intramural programs of the 43 schools in the survey was 45 per cent. The percentage of male participants for Catholic schools was 38 per cent, and for non-Catholic schools 51 per cent was recorded. The average male enrollment for the 43 schools polled was 2,621 students. The average male enrollment for Catholic and non-Catholic schools was 2,509 and 2,718, respectively. (Table 14)

Participation and Eligibility Rules

It is evident that the strictness of a school's intramural eligibility rules may affect the number of students participating in the program. This survey showed
that Catholic schools were more strict with the eligibility of part-time students and students who were deficient in their academic studies than were non-Catholic schools. Such restrictions may be a partial cause for the non-Catholic schools having a better percentage of intramural participation than the Catholic schools of this survey. (Table 15)

**Participation and Units of Competition**

It has been mentioned previously that new units of competition should always be sought in order to enhance maximum participation in the intramural program. It stands to reason that, if a school has many units of competition, all things being equal, this school will have a greater...
number of students participating in intramurals than a school with very few units of competition.

TABLE 15
PERCENTAGE OF PARTICIPATION COMPARED WITH PERCENT OF PARTICIPANTS RULED INELIGIBLE FOR INTRAMURALS

<table>
<thead>
<tr>
<th></th>
<th>20 Catholic Schools</th>
<th>23 Non-Cath. Schools</th>
<th>Combined Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg. per cent of Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>per School</td>
<td>38%</td>
<td>51%</td>
<td>45%</td>
</tr>
<tr>
<td>Per cent of Varsity Lettermen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruled Ineligible</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Per cent of Varsity and Frosh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members Ineligible</td>
<td>90%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Per cent of Scholastic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deficients Ineligible</td>
<td>40%</td>
<td>26%</td>
<td>33%</td>
</tr>
<tr>
<td>Per cent of Pro. Ineligible</td>
<td>55%</td>
<td>96%</td>
<td>77%</td>
</tr>
<tr>
<td>Part-time Students</td>
<td>40%</td>
<td>35%</td>
<td>37%</td>
</tr>
</tbody>
</table>

The average number of units of competition for the Catholic schools surveyed was 1.25 units, while the
non-Catholic schools had an average of 2.52 units of competition per school. This may be another reason for the non-Catholic schools having a higher percentage of students participating in their intramural programs. (Table 16)

**TABLE 16**

**AVERAGE NUMBER OF UNITS OF COMPETITION AND PERCENTAGE OF PARTICIPATION IN INTRAMURAL PROGRAMS**

<table>
<thead>
<tr>
<th>Group</th>
<th>Avg. No. Units of Competition</th>
<th>Percent of Participation per School</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Catholic Schools</td>
<td>1.25</td>
<td>38%</td>
</tr>
<tr>
<td>23 Non-Catholic Schools</td>
<td>2.52</td>
<td>51%</td>
</tr>
<tr>
<td>Combined Schools</td>
<td>1.48</td>
<td>45%</td>
</tr>
</tbody>
</table>

**Participation and Time Schedules**

The time for which intramural activities are scheduled may have an effect on the percentage of students who are able to participate in the program. Each school must evaluate its own time problems and set up its time schedules accordingly.

The most popular time for intramural activities as shown by the survey was week-day afternoons and evenings. The average percentage of students participating
in intramurals at the schools which used this time was
47 per cent. The schools using afternoons, evenings, and
week ends for intramural activities had an average par­
ticipation of 43 per cent. Just one school reported that
it used week-day afternoons and 3 free periods a week for
intramural activities. The participation percentage for
this school was 60. (Table 17)

<table>
<thead>
<tr>
<th>Time Schedules</th>
<th>Number of Schools</th>
<th>Percentage of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afternoons, evenings, and week ends</td>
<td>14</td>
<td>43%</td>
</tr>
<tr>
<td>Week-day afternoons and evenings</td>
<td>18</td>
<td>47%</td>
</tr>
<tr>
<td>Afternoons only</td>
<td>6</td>
<td>41%</td>
</tr>
<tr>
<td>Evenings only</td>
<td>2</td>
<td>53%</td>
</tr>
<tr>
<td>Afternoons and free periods</td>
<td>1</td>
<td>60%</td>
</tr>
<tr>
<td>Afternoons and week ends</td>
<td>1</td>
<td>30%</td>
</tr>
<tr>
<td>Noon period only</td>
<td>1</td>
<td>30%</td>
</tr>
</tbody>
</table>
Participation and Medical Examinations

Medical examinations are another factor which may affect the number of students participating in an intramural program. This writer believes that of all the factors which may limit participation in intramural sports medical examinations are the most justifiable. No boy should be allowed to participate in an intramural sports program if his health may be harmed in doing so.

The fact that 45 per cent of the Catholic schools and 17 per cent of the non-Catholic schools did not give physical examinations is not good. There is no excuse for any school not giving some sort of physical examination to its intramural participants.

Results of this survey lead one to believe that non-Catholic schools are doing more to enhance maximum participation in their intramural programs than are the Catholic schools. Facts previously mentioned as well as the fact that Catholic schools of this survey gave fewer medical examinations and yet had a smaller percentage of intramural participants confirm this theory.
CHAPTER II

SUMMARY OF A MODEL INTRAMURAL PROGRAM
AS SHOWN BY SURVEY

Organization and Administration of Program

An intramural director should be the chief administrator of the intramural program. The director should be selected for his ability and not his availability. Because his job is of importance and very time-consuming, the director should not be burdened with too many additional school duties. The number of additional duties should not exceed 1.74 additional duties if the average of the present survey is to be used as a guide. According to this survey, the additional duties of the director should be closely connected with the field of athletics, such as coaching or teaching physical education.

Experience in the field may prove of great value, so much so that schools should avoid changes in directorship as much as possible. On-the-job experimenting is not advisable in running an intramural program. The average number of years experience for this survey's model director is 11.2 years.

The duties of an intramural director are numerous. If possible, he should be given the assistance of an Intramural Board. The duties delegated to this board will
depend on the needs of the program. Most likely candidates to serve on this board are the intramural director, elected students, members of the faculty, interscholastic coaches and intramural captains.

Units of competition should depend on the local school situation. New units of competition should always be sought in addition to the units being used in the program. Units for the "model" intramural program are independent units, dormitory units, and fraternity units.

The procurement of officials for the intramural program should be handled with scrutiny. Officials should be obtained from the general student body, from members of the varsity teams, and from students who are majoring in physical education. The last mentioned source should definitely be utilized when present in the school.

Intramural officials should be paid in order to obtain top calibre officiating in the program. According to the survey, football officials should be paid $1.36. Basketball officials should be paid $1.38, and softball officials should be paid $1.31 per game.

Rules for the intramural program should be drawn up covering both the administrative procedures of the entire program and the technical points involved in the athletic games of the program. Varsity lettermen of the sport in question, varsity and freshman squad members of
the sport in question, and professionals of the sport in question should all be ruled ineligible for participation. Part-time students and students academically deficient should be allowed intramural participation.

Some form of medical examination should be given all intramural participants. Survey results show that the examination should be given to intramural participants at the beginning of their freshman year of school.

Intramural awards should be given to participants in the intramural program. Awards should be given to team champions in each sport. Individuals of each championship team should also be given separate awards. Awards for the over-all intramural team champion, the team showing the best sportsmanship, the individual showing the best sportsmanship, and the best intramural athlete, are also worth consideration. Awards should be made in the form of trophies, medals, plaques, and ribbons.

Finance of the Program

Intramural expenses should not be out of proportion to the expenses of other parts of the school curriculum. The source of finance of the intramural program should be the general education fund of the school. The financial backing of the intramural program should be of a stable nature so that long range budgeting may be used in administering the program.
Activities and Facilities

The activities of the intramural program should meet all of the major interests of intramural participants. According to the present survey, the program should have between 11 and 12 different activities. The twelve activities of the program are as follows:

1. Basketball
2. Softball
3. Touch Football
4. Golf
5. Tennis
6. Volleyball
7. Bowling
8. Table Tennis
9. Track and Field
10. Badminton
11. Swimming
12. Handball

If interest should decrease for any of the activities in this program, these activities should be dropped for activities which are of more interest to the participants. According to the survey, horseshoes would be the sport most likely to replace one of the above mentioned activities.

Facilities should be available for all of the activities sponsored by an intramural program. They should be made as attractive and convenient as possible for participants. If possible there should be enough facilities of one kind so as to allow a maximum number of students to participate at one time.

According to the present survey, there should be between two and three basketball courts available for intramural use. Six tennis courts, four football fields,
four bowling alleys, three softball diamonds, and one swimming pool should also be available for intramural activities.

**Participation in the Program**

There should be at least 45 per cent of the male enrollment of the school participating in the intramural program. The director should endeavor at all times to increase the percentage of students participating in the program. Should participation decrease, an examination of the entire program should be made, paying special attention to eligibility requirements, activities offered in the program, units of competition utilized and time schedules for activities. Medical examinations should never be eliminated in order to increase participation in the program.
CHAPTER III

SUGGESTED IMPROVEMENTS FOR THE INTRAMURAL SPORTS PROGRAM OF CREIGHTON UNIVERSITY

Organization and Administration

Intramural Director

The intramural program of Creighton University is headed by an intramural director. The director of the program is an energetic and enthusiastic leader. Much of Creighton's success with intramural sports may be credited to the competent guidance of its director.

Creighton's director has only two years experience in the field of intramural administration in comparison to the average of 11.2 years experience of the directors polled in this survey. Since the intramural program has shown a marked improvement under the two-year leadership of the present director, it would seem that his lack of experience has not been a hindrance to the program. The selection of the right man and not just the man most available for the job has decreased the value of experience in this particular case.

Creighton's director is a Jesuit priest and, in addition to his intramural directorship, he teaches a full academic schedule, carries out his duties as a priest, and serves as the moderator of interscholastic athletics.
His additional duties total three, in comparison to the average of 1.74 additional duties shown for directors of schools which were surveyed.

Suggestions for Improvement

In order for the intramural program of Creighton University to reach the peak of success it must have a director who can devote the major share of his time to the administration of the program. The University should, therefore, relieve its intramural director of a few of his additional duties so that he may devote more of his time to the program.

If the University finds it impossible to relieve the director of his additional duties, a second plan might be utilized in order to improve the situation. This plan would require the University to hire or name one of its faculty members as an assistant intramural director. Such an assistant should have the same personal qualifications required of the athletic director and he should be able to aid in the supervision of the intramural program.

Intramural Board

Like the majority of schools which were surveyed, Creighton has an intramural board. This board has been very helpful in establishing and promoting many of the policies of the intramural program. This board has aided in such tasks as ruling on protested games, establishing
units of competition, setting up rules of play and rules of eligibility, and promoting student interest in the program.

The intramural board is composed of the intramural director and four members of the student body. The members of the school athletic staff serve in an advisory capacity. Student members of the board are selected by the intramural director and each student must represent a different school within the University. There is no set term of office for members of the board and a student may serve as many years as the intramural director desires.

Suggestions for Improvement

The intramural board at Creighton is a well functioning unit and there are no major suggestions for improvements to be made. However, one possible suggestion might be considered. This would be to eliminate two of the three members of the athletic staff as advisers to the intramural board and add members from other departments of the school. Such an arrangement would add more unity to the intramural program and other branches of the school.

Units of Competition

The male student body at Creighton is broken down into three units of competition for intramural participation. Independent units, dormitory units, and fraternity units participate in the intramural program. Under these
conditions, any boy attending the University has an opportunity to participate on an intramural team.

Three intramural leagues are formed by the three units of competition. At the end of the season for each activity, the champions of each league have a playoff for the school intramural championship.

In using three units of competition, Creighton rates higher than the average of 1.48 units of competition shown for the schools surveyed. Creighton has no problem as far as units of intramural competition are concerned. There is considerable opportunity for a boy to participate on an intramural team since a great number of teams may participate in the program.

Securement and Payment of Officials

Intramural officiating at Creighton is performed by members of the student body who are selected by the intramural director. Varsity and freshman athletes occasionally officiate intramural contests but the major share of this work is done by other students. The University does not offer a major in physical education so the possibility of obtaining officials from this source is eliminated. Although a minor in physical education is offered, the physical education department does not offer a course dealing with the art of officiating athletic games.
Any student who wishes to officiate intramural games must turn his name into the intramural office and the director will choose his officials from these applicants. There is not an intramural officials association nor any similar organization at Creighton. The assignment of all officials is made by the intramural director. It is the duty of the director to screen and evaluate the work of all officials.

Intramural officials are paid for officiating touch football games, basketball games, and softball games. Officials for the other activities of the intramural program are not paid. Touch football officials at Creighton are paid $1.25 per game; basketball and softball officials at the University receive $1.00 per game; officials receive cash payments for their services and all payments are made through the intramural office.

Touch softball officials were paid an average of $1.36 per game by the schools which were surveyed. These schools also paid their basketball officials an average of $1.38 per game and their softball officials an average of $1.31 per game. In comparison, Creighton's pay scale for intramural officials is not too much lower than the average pay-scale of the total number of schools surveyed, but it is considerably lower than the average payments made to intramural officials at the Catholic schools which
were surveyed. The average per game payments for officials at the Catholic schools were: $2.04 for touch football, $2.12 for basketball, and $1.85 for softball.

**Suggestions for Improvement**

It would be advisable and would no doubt aid the University intramural program if the method of securing officials for the program were improved. Since the greatest share of the officials for the intramural program must be obtained from the student body, it would be well worth while to conduct clinics for all students desiring to be officials in the program.

These clinics would be conducted at the beginning of each sport and the candidates would be instructed in the mechanics of officiating as well as the rules of the game. Members of the coaching staff could conduct the clinic and also evaluate each candidate. At the conclusion of the clinic, each qualified candidate would receive a certificate allowing him to officiate in the program. Students receiving certificates would be required to renew their certificates each year by taking a written test over the rules of the games which they wish to officiate.

In order to improve the calibre of intramural officiating in the program, the pay scale for intramural officials should also be altered. In order to keep experienced officials in the program, it would be wise to increase the pay of officials for each year they serve in
the program. Rookie officials for touch football and basket­
ball should receive $1.25 per game and first year offi­
cials for softball should be given $1.00 per game. A five-
cent raise per game should be given to an official each 
year he serves the program.

The author feels that the methods mentioned for im­
proving the officiating of the University intramural pro­
gram could be utilized without any difficulties and that 
the results would be very beneficial to the program.

Medical Examinations

Medical examinations are given to each boy when he 
enters Creighton University as a freshman. This is the 
only examination given to boys who will probably compete 
in the school intramural program for four years. Actu­
ally a boy may participate in intramural activities even 
though he is shown unfit by his medical examination, since 
he is not required to turn in a health certificate to the 
intramural department.

Even though Creighton and the majority of schools 
surveyed required medical examinations for intramural par­
ticipants at the beginning of their freshman year only, it 
is agreed upon by most educators that physical examinations 
should be given to intramural participants annually. The 
health of a boy may change in a year's time, and participa­
tion in intramural activities could be very harmful to such
Suggestions for Improvement

In order to prevent intramural sports from endangering the health of its students, Creighton University should make an effort to change its policy concerning physical examinations for intramural participants.

It is suggested that the school require each student to pass an annual physical examination before being allowed to participate in intramural sports. It is also recommended that each boy be issued a health card which would be given to the intramural director along with each team roster. Any boy whose name appears on a team roster and is not accompanied by a certified health card should be ruled ineligible for intramural competition until the situation is remedied.

Since Creighton has a school of medicine, it should not be too difficult to arrange for intramural physical examinations to be given by members of the school staff or possibly by senior medical students. The cost of these examinations could be kept to a minimum if this plan could be realized. It is suggested that each participant be required to pay twenty-five cents each school year for intramural physical examinations and that any further expenses be defrayed by the intramural department.

The author believes that Creighton University would
be making a big step in progress by requiring annual physical examinations for intramural participants and that it would be a step which many other colleges and universities should make in order to improve the status of their intramural programs.

**Intramural Rules**

Rules for the athletic games and the administrative procedures to be followed by the intramural program at Creighton are published in an intramural handbook. This handbook is issued to any student who may wish to have a copy. Intramural handbooks are a very good method of introducing the intramural program to the students and it is a mark of progress for Creighton's program. Twenty-one of the 43 schools which were surveyed reported that they issued intramural handbooks, but just three of the 20 Catholic schools surveyed reported having intramural handbooks.

The eligibility rules for intramural participants at the University are very much like the consensus of rules endorsed by the majority of the schools surveyed. Professionals and varsity lettermen of the sport in question and varsity and freshman squad members of the sport in question are ineligible for intramural sports at Creighton. Part-time students are also ineligible for intramural sports at the University, but were ruled eligible by the majority of the schools in the present survey. Due to the
many part-time students attending the University and the lack of unity of this group, Creighton has wisely ruled that they should not be eligible for intramural activities.

The intramural rules of the University have been established intelligently and administered prudently. Consequently there are no suggestions to be made for this phase of the program.

**Intramural Awards**

Creighton University, as the majority of the schools which were surveyed, tries to create greater student interest and increase the spirit of competition in the intramural program by giving intramural awards. The expense of the awards which are given is kept to a minimum and the award system of the school's program has functioned with success.

Awards are given in each activity to the team or individual winning league championships and also to the team or individual winning the University championship which is decided by a play-off among the league champions. Individuals on each league championship team and each University championship team also receive awards.

Awards are made in the form of trophies, plaques, medals and ribbons. These four forms of trophies were also found to be the most popular among the schools of
the present survey. Teams winning league and university championships are given trophies and each member of these teams usually receives a medal or a ribbon. Plaques, medals and ribbons are used to award individual champions in such activities as handball, tennis, golf, swimming, and track and field.

There are no suggestions to be made for the intramural awards system functioning at the University.

Intramural Finances

Source of Finances

The financial backing for the intramural program of Creighton is obtained from the general education fund of the school. The intramural program receives a budget each fiscal year just as the other segments of the school’s curriculum.

Although each intramural team is required to submit a five-dollar entry fee for each activity in which it participates, the objective is not to solicit funds for the intramural program but to decrease the number of forfeited games in the program. For each of the first two times a team forfeits an intramural contest it also forfeits two dollars of its entry fee (two dollars per forfeiture). The third time a team forfeits an intramural contest it loses the remainder of its entry fee and is
automatically suspended from the respective intramural activity. Entry fees are returned in whole or in part, depending on the number of games forfeited, at the end of each activity.

Personal items of equipment, such as shoes, socks, athletic supporters, uniforms, and ball gloves, are furnished by each intramural participant or team. The major items of equipment, such as footballs, basketballs, softballs, ball bats, and catcher's equipment, are furnished by the intramural department. The intramural department also furnishes each participant with an equipment basket, towel, and soap.

**Suggestions for Improvement**

Although it is financially impossible at the present time, Creighton should attempt to appropriate enough funds in the future to be able to furnish each intramural participant gym shoes, athletic socks, an athletic supporter, and one gym suit. This equipment would be signed out to those participants who desired it, and they would be held accountable for the equipment issued to them.

The author feels that the convenience of having equipment available and being able to exchange it for clean equipment at proper intervals plus the unity which could be gained from having intramural gym suits would increase the percentage of students participating in the intramural program.
Activities and Facilities

Activities

Nine activities are sponsored by the University intramural program. These activities are basketball, bowling, golf, handball, softball, swimming, touch-football, tennis, and track and field.

The average number of activities carried on by the schools which were surveyed was 11.6 activities; consequently, Creighton in comparison to the schools surveyed does not offer enough intramural activities. It should be noted that even though the average number of activities reported for the Catholic schools was only 10.9, Creighton still has fewer intramural activities.

Seven of the nine activities offered by the University intramural program rank in the top ten most popular activities listed by the schools of the present survey. Five of the activities of the Creighton intramural program may be listed as "carry-over sports."

Suggestions for Improvement

It is evident from results shown by the present survey that Creighton University must add at least two intramural activities to its intramural program. It is recommended that a survey be taken of the male student body in order to discover which activities are desired for the program.
There is a noted absence of such sports as volleyball, badminton, horseshoes, and table tennis in the intramural program of the University. Consequently, it is recommended that special attention should be given to these activities in seeking possible additions for the intramural program.

Facilities

It has been mentioned previously that it is very important that a school have facilities of its own in order to carry on intramural activities, but that sometimes due to necessity private or public facilities must be utilized for intramural activities. For example, although golf was one of the most popular intramural activities listed by the schools of the present survey, very few of these schools had golf courses of their own.

Nine activities compose the intramural program at Creighton and there are facilities owned by the University to carry on six of these activities. Public facilities are obtained for intramural golf and tennis activities and private bowling alleys must be rented in order to carry on the intramural bowling activities.

The intramural facilities which are owned and operated by the University are as follows:

1. Two Basketball Courts
2. One Football Field
3. Two Handball Courts
In comparison with the average number of facilities made available for intramural participation by the schools of the present survey, Creighton is in need of additional athletic facilities. It is ironical that tennis courts were the most numerous of all facilities reported in the survey and Creighton is without a single tennis court.

**Suggestions for Improvement**

There is a definite need for additional athletic facilities at Creighton University, yet the intramural program has been quite successful, despite this handicap.

It is evident that Creighton University must provide several new athletic facilities in order for its intramural program to rank on a level with the programs of the schools which were polled in this survey. When financially possible, the University should construct at least six tennis courts, four bowling alleys and improve the facilities available for basketball and softball.

It is suggested that in order for the University to improve its intramural program, in spite of the need for additional facilities, the school should continue to use public and private facilities and to make further use
of the facilities at hand. It is suggested that such activities as volleyball and badminton be promoted since they may be carried on in the gymnasium which offers ample space for mass participation.

It is also suggested that the basketball courts which run horizontally on the main courts of the gymnasium be used for intramural basketball games rather than using the entire main court. This would allow more students to participate in basketball games during the same period of time. In order for this plan to be put to use the University should purchase an army surplus canvas to hang from the gymnasium ceiling and divide the large basketball court in half. The gymnasium bleachers would also have to be removed after each varsity basketball game but this is a project which should be practiced regardless of whether this plan is accepted or rejected. The entire area of the gymnasium should be utilized at all times.

**Time Schedules**

Although the University is lacking intramural facilities, every effort is made to allow maximum use of the facilities. Intramural activities are carried on during week-day evenings and week-end afternoons and evenings. Free periods are also utilized to carry on intramural competition in individual activities.
The most popular time for intramural activities as shown by the schools which were surveyed was week-day afternoons and evenings.

Since the University makes every possible effort to utilize its facilities and meet the time requirements desired by intramural participants, there are not any suggestions to be made for improving the intramural time schedules of the program.

Intramural Participation

Approximately 32 per cent of the total male enrollment of Creighton University participate in the school's intramural sports program. The average participation percentage for the schools surveyed was 45 per cent. Creighton also ranks lower in its percentage of intramural participants than the 38 per cent average reported by the Catholic schools.

Suggestions for Improvement

The author believes that the percentage of students who participate in the University intramural program may be increased considerably if the suggestions for improvement, previously mentioned in this chapter, are fulfilled.
Summary of Suggestions for Improvement

1. The University should relieve the intramural director of a few of his additional duties or appoint an assistant intramural director to assist the director.

2. Two of the three members of the University athletic staff, who act as advisory members of the intramural board, should be replaced by faculty members from other departments of the school.

3. Instructional clinics should be conducted for all intramural officials and no official should be allowed to officiate in the program without a certificate of completion from a clinic.

4. The pay scale for intramural officials should be altered so that officials are paid a bonus for each year of service to the program. The base pay per intramural touch football and basketball games should be $1.25 and $1.00 per softball game. A five-cent raise should be given to an official each year he serves the program.

5. Annual physical examinations should be required for each intramural participant. Services of the University School of Medicine should be solicited in giving intramural physical examinations. Each participant should be required to pay twenty-five cents each year for intramural physical examinations.

6. Personal items of athletic equipment such as
gym shoes, athletic socks and gym suits should be made available by the University for the use by intramural participants. Participants would be held responsible for all equipment issued to them.

7. A survey of the male enrollment of the University should be made in order to determine what additional activities should be promoted by the intramural program.

8. The University should provide several new athletic facilities for the intramural program. Priority should be given for the construction of tennis courts and bowling alleys.

9. Intramural activities which may take advantage of the limited facilities available should be promoted by the program. Badminton, volleyball and horseshoes are activities which might serve this purpose.

10. The University should attempt to increase the percentage of male students who participate in the intramural program.
INTRAMURAL SPORTS QUESTIONNAIRE

(The following questions may be answered with short answers or by checking the proper answer.)

1. How many years of experience in Intramural work have you had as a Director? ______

2. In addition to your duties as director of Intramurals, what are your other duties?
   1. Coach_______
   2. Phys. Ed. Instructor_______
   3. Athletic Director_______
   4. Other Faculty_______
   5. Others_______

3. Do you give a Physical Education Major or Minor at your institution? Maj._____ Min._____ None_____ 

4. Do you have an Intramural Board of Control? Yes___ No___

5. Please check any of the following who may serve on your Intramural Board:
   1. ____ Intramural Director
   2. ____ Coaches
   3. ____ Other Faculty
   4. ____ Student Manager
   5. ____ Team Captains
   6. ____ Team Coaches
   7. ____ Other Students
   8. ____ List any others

6. Do you have an Intramural Handbook? Yes___ No___
   (Would you please send us a copy of your handbook?)

7. Approximately what per cent of your male enrollment participates in your Intramural Program? ____%
   or Total Participants_______

8. Intramural activities are scheduled during:
   1. ____ Evenings
   2. ____ Afternoons
   3. ____ Saturdays
   4. ____ Other Times

9. Please check the activities which make up your Intramural Program:
1. Badminton
2. Basketball
3. Baseball
4. Bowling
5. Boxing
6. Cross Country
7. Canoeing
8. Fencing
9. Flag Football
10. Foul Shooting
11. Golf
12. Handball
13. Hockey
14. Horse Shoes
15. Riflery
16. Skiing
17. Softball
18. Soccer
19. Squash
20. Swimming
21. Table Tennis
22. Tackle Football
23. Tennis
24. Touch Football
25. Track
26. Volleyball
27. Wrestling
28. Others

10. Please check and list the number of facilities available for your Intramural Program:

1. Baseball Diamonds
2. Basketball Courts
3. Bowling Alleys
4. Football Fields
5. Golf Courses
6. Handball Courts
7. Softball Diamonds
8. Rifle Ranges
9. Squash Courts
10. Swimming Pools
11. Tennis Courts
12. Tracks

11. Are your Intramural officials paid? Yes____ No____

12. How much are your officials usually paid for officiating the following activities:


13. Intramural officials are obtained from:

1. Coaching Staff
2. Phys. Ed. Majors
3. Varsity Athletes
4. Ineligible Athletes
5. Faculty
6. Student Managers
7. Other Students

14. List those not eligible for Intramural competition:

1. Professionals in sport in question
2. Varsity lettermen in sport in question
3. Freshmen and Varsity squad members
4. Part time students
5. Scholastic ineligibles, but still in school
6. Others
15. Intramural athletes are given physical examinations:

1. ___At the beginning of each school year
2. ___At the beginning of freshman year only
3. ___Before competing in the strenuous sports
4. ___No examinations
5. ___Others

16. Intramural program is financed by the following means:

1. ___Inter-collegiate athletic gate receipts
2. ___Appropriations from general education funds
3. ___Entry fees for competing groups
4. ___Student activities fees
5. ___Physical Education appropriations
6. ___Others

17. Intramural teams or units are grouped according to:

1. ___Fraternities
2. ___Year of school
3. ___Colleges within school
4. ___Dormitories
5. ___Alphabetically
6. ___Colors given on registration cards
7. ___Others

18. Intramural awards are given to:

1. ___Winning teams in each sport
2. ___Individuals on each championship team
3. ___Team compiling best record for year in all activities
4. ___Team showing best sportsmanship
5. ___Player showing best sportsmanship
6. ___Most outstanding athlete
19. Awards are given to individual and team winners in the form of:

1. Trophies
2. Plaques
3. Medals
4. Ribbons
5. Others

Submitted by
In order to obtain an advanced degree, I am making an evaluation of our intramural sports program at Creighton University. This will require a comparison of our program to those of several other universities and colleges in the United States.

I hope to obtain the needed information by means of the questionnaire which is enclosed with this letter.

I would appreciate it very much if you would take the time to fill out this questionnaire and return it by using the self addressed envelope also enclosed with this letter.

Thank you very much for your time and co-operation.

Sincerely,

Bill Fitch
Baseball Coach

BF/jb
LIST OF SCHOOLS SUBMITTING INTRAMURAL HANDBOOKS FOR USE IN SURVEY

1. Iowa State College: Ames, Iowa
2. Mankato State Teachers College: Mankato, Minnesota
3. North Dakota University: Grand Forks, North Dakota
4. Princeton University: Princeton, New Jersey
5. Toledo University: Toledo, Ohio
6. Tufts University: Medford, Massachusetts
7. Southern Methodist University: Dallas, Texas

LIST OF SCHOOLS USED IN TABULATING SURVEY DATA

Boston College
Bowling Green University
Bradley University: Peoria, Illinois
Dayton University: Dayton, Ohio
Depau University: Chicago, Illinois
Detroit University: Detroit, Michigan
Drake University: Des Moines, Iowa
Duke University: Durham, North Carolina
Gannon College: Erie, Pennsylvania
Iowa State College: Ames, Iowa
Le Moyne College: Syracuse, New York
Loyola University of Chicago: Chicago, Illinois
Loyola University of Los Angeles: Los Angeles, California
Maine University: Orono, Maine
Mankato State Teachers College: Mankato, Minnesota
Mississippi Southern College: Hattiesburg, Mississippi
North Dakota State College: Fargo, North Dakota
North Dakota University: Grand Forks, North Dakota
Oklahoma City University: Oklahoma City, Oklahoma
Omaha University: Omaha, Nebraska
Oregon University: Eugene, Oregon
Princeton University: Princeton, New Jersey
Rhode Island University: Kingston, Rhode Island
San Francisco University: San Francisco, California
Seattle University: Seattle, Washington
Siena College: Londonville, New York
South Dakota University: Vermillion, South Dakota
South Eastern Louisiana Institute: Hammond, Louisiana
Southern Methodist University: Dallas, Texas
Spring Hill College: Mobile, Alabama
Springfield College: Springfield, Massachusetts
St. Bonaventure University: St. Bonaventure, New York
St. Joseph's College: Collegeville, Indiana
St. Joseph's College: Philadelphia, Pennsylvania
St. Louis University: St. Louis, Missouri
St. Mary's College: St. Marys, California
St. Michael's College: Winooski Park, Vermont
St. Peter's College: Jersey City, New Jersey
St. Thomas College: St. Paul, Minnesota
Texas Western College: El Paso, Texas
Temple University: Philadelphia, Pennsylvania
Toledo University: Toledo, Ohio
Vermont University: Burlington, Vermont
BIBLIOGRAPHY


