THE STATUS OF INTERSCHOOL AND INTRAMURAL ATHLETICS IN THE ELEMENTARY SCHOOLS OF OREGON

1962

by

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SAN FERNANDO VALLEY STATE COLLEGE

Approved by

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Date

Department in which degree is granted
Division of Education
Elementary Area
DEDICATION

To My Wife Who Encouraged
Me To Pursue
This Study
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ACKNOWLEDGEMENTS

So many persons have had a share in the completion of this study that I feel I must express my feelings in some small gesture of gratitude.

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Some twenty years ago the status of physical education had come under considerable attack from various quarters. This had been particularly true at the elementary school level. For many years the general trend had been away from highly organized athletic programs in grades one through six. However, since the "Sputnik" era, major attention has been accentuated not only in the fields of mathematics and science but in physical education and physical fitness as well.

Fitness of youth is a current problem and one of national scope as emphasized by the President's Committee on Youth Fitness and stated repeatedly in newspapers, magazines, and speeches. A study of the results of the recent Kraus-Weber test of fitness administered to school children in the United States and Europe found that 58 per cent of the American children failed to pass tests of strength and flexibility but only 9 per cent of the European children of this age failed to pass the same tests. Jean Mayer, in her article about the muscular state of the union, writes that, "Many different studies have been made including the Kraus-Weber
test, and all have shown youth is weak."¹ The importance of physical fitness programs for youth has been stressed by representatives of the armed forces and by educators. They have called upon the nation's schools to help prepare youth to perform their responsibilities as citizens and soldiers by emphasizing fitness training beginning in elementary school. Hence, one cannot deny the importance and desirability of establishing and maintaining a high level of physical fitness and well being especially in our young people.

This current interest in physical fitness has led to the initiation of the present study in which the status of intramural and interschool athletics in the elementary schools of Oregon will be examined.

Formal calisthenics and gymnastics are gradually disappearing and competitive athletics have come to the forefront. Greater emphasis has been placed on mass participation through our various intramural athletic programs, and selected participation for the more talented athlete through our interschool athletic programs. Today, even our preschool youngsters are engaged by the rapid expansion of non-school promoted programs such as: Little League Baseball, Biddy Basketball, Pee-Wee Football, Paper-weight Boxing, Kid's Wrestling, and various Olympic Developmental programs recently initiated, to mention just a few. It is believed that a major portion of

the physical training and development in our elementary schools today is taking place in the intramural and interschool athletic programs. Due largely to this rapid growth and expansion in physical fitness, a study of this nature is necessary.

It is expected that the present status of interschool and intramural athletics in the elementary schools of Oregon will be determined by this investigation. It is also hoped that suggestions and recommendations will be forthcoming which will be of assistance in bringing about a better basis and uniformity with which to develop athletic programs in our elementary schools.

I. PURPOSE OF THIS STUDY

The purpose of this study is to determine the status of interschool and intramural athletics in the public elementary schools in the state of Oregon in order to obtain possible recommendations for standardizations of elementary athletic programs in Oregon.

II. LIMITATIONS OF THE STUDY

The following are limitations of the study:

1. The limitations inherent in the questionnaire method of research are acknowledged.

2. The respondents of this study will include individuals presently active in elementary education in the official capacity of District Superintendent.
3. The differences between intramural and interschool athletics could conceivably be confusing to the selected participants of this study; but for the purposes of this study, the effect of these factors will be evaluated as carefully as is possible by the investigator.

4. No attempt will be made to evaluate other related segments of physical education and athletics, such as co-physical education, atypical physical education, in-service physical education, and organized or unorganized athletic programs outside of the elementary school program.

5. This study intends to obtain only the practices of District Superintendents in Districts of the first class and in Union High School Districts with a census of 1,000 or over. Private and parochial elementary schools will not be included in this research.

6. In selecting District Superintendents for this study, the investigator will make no prior attempt to determine the limitations of their knowledge or background in regard to interschool or intramural athletics.

7. This study is limited to the practices and opinions of 89 elementary school superintendents in the state of Oregon.

8. No consideration has been given to the large range in enrollments and the differences in the number of teachers and coaches per school.
9. Differences in district philosophy and principles will not be considered in this study.

10. The study is limited to male students in grades one through six. There will be no attempt made to include grades seven, eight, or nine. In situations where one through eight programs were utilized only athletic programs in grades one through six will be considered.

III. BASIC ASSUMPTIONS

1. It will be assumed that the information secured from this study may be beneficial to the elementary school principals, superintendents, physical education teachers, athletic coaches, school boards, governing bodies, and curriculum co-ordinators of elementary school districts.

2. It will be assumed that the majority of participants in this study had the necessary knowledge and background in elementary physical education and athletics to make this study valid.

3. It will be assumed that there is a sentiment in favor of intramural athletics, because of greater adherence to this portion of physical education and athletics in the past.

IV. TERMS AND DEFINITIONS

For purposes of clarification, certain terms are defined herein as they apply to this study:
**Administration:** Functions and responsibilities essential to the achievement of established goals through associated efforts.

**Age:** The term age indicates that there is a certain age at which the student becomes too old and hence is unable to participate.

**Awards:** Symbolic recognition for outstanding participation.

**Conditioning:** Running, calisthenics, or other physical activity used to attain a state of physical readiness for participation in elementary athletics.

**Pre-season:** The conditioning that is essential and is carried on during the organized turnouts from the opening day of practice in the fall until the first scheduled contest.

**Summer-Programs:** A voluntary program of conditioning carried on during the summer vacation months by the athlete with suggestions from the coach to insure some degree of readiness for the next season.

**Co-recreation:** A program of recreation for joint participation of both boys and girls for common enjoyment of recreational activities.

**Director of Intramurals:** Term used to indicate the member of the physical education faculty in charge of the intramural athletic program for boys.

**District of the First Class:** Also includes the Union County High School District, with a census of 1,000 population or over.
Eligibility: A condition in which the contestant is allowed to participate in alignment with rules and regulations.

Extramural Activities: Activities participated in by a group from within the institution with an outside group.

Grades: Refers to maintaining certain scholastic averages or receiving passing marks in an established number of courses.

Intramural Board: A group of representatives of the units entered in the intramural activities.

Intramural Sports: Those extracurricular activities that take place within the confines of a specific institution that supplement the total physical education program by providing equal opportunity to the mass of students for sport and athletic participation.

Intraschool Athletics: Athletic activities carried on between two different elementary schools.

Leagues: Grouping individuals or teams for competitive purposes.

Medical History: A report of past illnesses, symptoms, injuries, and immunizations, which also includes information about family background.

Medical Examinations: The examination of the health status of the elementary athlete conducted by medical personnel prior to participation.

Organization: An arrangement of groups of parts which may be dependent on another in one whole.
Participation: Activity of an entry in a game, contest, or match.

Policies: A pre-determined course that provides solutions for recurring difficulties.

Procedures: Appropriate courses of action used in meeting and solving problems.

Program of Activities: A list of all the sports and activities in the intramural program.

Residence: Refers to length of time that a student has attended a particular school; or, in cities where there is more than one school, it refers to whether or not he is attending an elementary school that is located in his district.

Seeding: A pre-determined placement of contestants in a tournament in terms of predicted high placement in the tournament.

Standards: A recognized agreement on minimal levels of acceptable efficiency.

Tournaments: Competition based on the elimination of all losing participants until the winner is determined.

Units of Competition: Organizations that form the basis of terms to compete in the program or activities.

V. NEED FOR THE STUDY

The study was deemed necessary for the following reasons:

1. Because one school may benefit from the practices and experiences of another school, and because chaotic
thinking exists in this field, a thorough survey of the athletics competition between and within the elementary schools of Oregon has been needed for some time.

2. Increasing emphasis upon athletic competition as the primary phase of physical education in the past 50 years has caused school administrators to ponder questions of how much emphasis should be placed on athletic competition, how much school time should be allotted, and in which field interschool and intramural competition should be carried on. While searching for the answers to these questions, school officials have wondered what other elementary schools in the state are doing in this area of athletic competition.

3. Insofar as it is known to date, there has never been any extensive research done in this area in Oregon.

4. In order for physical education and athletics to attain even greater popularity and support, it is important for all concerned to determine what is best for the elementary school students of our state.

5. A factual basis is needed to determine to what extent the elementary school administrators may wish to organize interschool and intramural athletic programs in the state of Oregon.

The purpose of this chapter has been to introduce the study and to provide the foundation on which it is based. The next chapter will briefly review the history of elementary intramural and interschool athletics and the literature pertinent to this study.
CHAPTER II
A BRIEF HISTORY OF ELEMENTARY SCHOOL INTERSCHOOL AND
INTRAMURAL ATHLETIC PROGRAMS AND A REVIEW
OF THE RELATED LITERATURE PERTINENT
TO THIS STUDY

I. INTRODUCTION
The purpose of this chapter was to develop a brief
history of interschool and intramural athletics as applied to
elementary school education. It seemed appropriate that be­
fore considering and investigating the status of interschool
and intramural athletics in the elementary schools of Oregon,
some concern be given to the history of these phases of phy­
sical education. Moreover, this chapter attempts to relate
certain other studies which might conceivably have a bearing
on this study.

II. HISTORICAL BACKGROUND OF ELEMENTARY
INTERSCHOOL ATHLETICS
The development of competitive sports is concurrent
with that of civilization itself. As man laboriously acquired
an intellect and learned to control his environment so that
he was increasingly relieved of the pressures of mere existence,
he began to organize the biological urge to play into objec­
tive games of various kinds. The Olympic Games began in
Greece in 776 B.C., and are considered by many historians to
be the first real progress made toward organized competitive
sports.
Voltmer and Esslinger have this to say about the early origin of sports in America:

There is ample evidence that boys participated in various sports in our early American schools despite the obstacle in the form of hostile teachers and the Puritan philosophy of the sinfulness and foolishness of play. As education institutions multiplied and the school population increased, informal play activities among students expanded. The haphazard nature of these activities gradually gave way to better organization. The students conducted their activities by themselves. The faculty was indifferent.¹

In 1873, the football-minded students of the University of Pennsylvania contacted the Cornell University President, Dr. R. White, and invited the Cornell players to play an intercollegiate football game in Philadelphia. President White returned the invitation with the following statement: "I will not permit thirty of my students to travel four hundred miles to agitate a bag of wind."

In 1821, Boston, Massachusetts had established a public high school, which was the first of the public high schools which now grace almost every community in our nation. This development was of tremendous importance to the growth of competitive sports. Since the high schools were institutions of and for the people, community interests were of necessity reflected in the educational curriculum. Games and sports had come to play a prominent part in the life of the community and it was inevitable that sooner or later these activities would become a part of the curriculum of the school.

Between the time of the Declaration of Independence and the Civil War, little progress was made in the development of competitive sports in the schools and colleges of America. Most of this development transpired after 1865. Since the athletic activities of the first half of the nineteenth century consisted of such activities as boxing, wrestling, track and field events, rowing baseball, and soccer football, it is logical to assume that students played these games first as unorganized and impromptu sports and later as organized intramural and interclass activities. As college and university students became more proficient in sports and as the number of schools increased so that they were geographically in proximity to each other, the next logical step was for students of one institution to challenge the students of a school close by to the contest in season. The first such contest was a rowing race between Yale and Harvard in 1852.

Following the same pattern established by the institutions of higher learning, high schools established athletic associations at the turn of the century in the majority of states, including Oregon. Educators were beginning to realize that it was desirable to cooperate with the students in their desire to foster programs of competitive sports. One of the significant turning points was in 1903, when the Director of Physical Training in the public schools of New York met with the Superintendent of Schools, members of the board of education, and a group of interested citizens to discuss the question of
school boy activities. This meeting resulted in the formulation of the Public School Athletic League which was influential in the establishment of similar leagues in other cities of the country. This program gained its financial support from contributions and membership fees from local citizens. Four community agencies, the Amateur Athletic Union, Young Men's Christian Association, school board members, and interested citizens, made up the board of control. The league conducted a field day in the early spring, classified contestants according to degree of maturity, and gave prizes to successful participants. These prizes were donated by local merchants and other public-spirited citizens.\textsuperscript{2}

Since that time, interschool athletics have been on a steady increase in all levels of education including the elementary schools. Professional coaches and teachers are now handling organized programs at all levels. In Oregon the various programs have able leadership from the Oregon State Activities Association which acts in the role of advisor. Prescribed policy is suggested by this organization which aids in an advisory capacity to the State Department of Education. The rapid expansion over the years of public elementary school athletics has been phenomenal.

\textsuperscript{2}Hammer, Lee F., 'Athletics in Public Schools,' \textit{Bulletin 72}, Department of Child Hygiene of the Russell Sage Foundation, 1910.
III. HISTORICAL BACKGROUND OF ELEMENTARY INTRAMURAL ATHLETICS

The term "intramural" is derived from the Latin word *intra*, meaning within, and the Latin word *muralis*, meaning wall. Presently we think of the term intramural as a word connected to one particular school, either among individuals of that school or among teams of the same school that compete with each other. In a sense such teams are representative teams; but they represent subdivisions of the school—never the school as a whole. ³

The physical education department of earlier days fostered a strictly formal gymnastics program. Until approximately 1925, the departments of physical education and varsity athletics were so concerned with their own needs that the athletic needs of the great mass of students was generally neglected. Hence, intramural athletics came into existence, and was characteristic of improper planning and organization. The colleges and universities have led the way in nearly all athletic developments, both varsity and intramural; and until recently, the elementary, junior, and senior high schools have generally followed in their footsteps. Actually, early American athletics were really intramural in nature. From 1875 to 1908, school athletics were almost totally interschool

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in nature, with little regard for sound, centralized, institutional control. Only since 1930 have high schools begun to develop real intramural athletic programs to suit local needs and age groups rather than to blindly follow the pattern of the college, which had been the practice so prevalent, during the early years.

As early as 1859, the undergraduates of Yale University were divided into a dozen intramural boating clubs for competitive purposes. Baseball games of intramural nature are recorded as early as 1865 at Princeton. The "Caledonian Games," brought to America by Scottish immigrants, soon became intramural track and field meets at Princeton and Yale. However, the intramural movement was slow, and it was not until 1930 that the organized program took effect in the American public schools. Prior to 1930, the development of standards in interscholastic athletics had engaged the major attention of physical education teachers and coaches in high schools; but, following this development, school superintendents turned their attention to the recreational needs of the great mass of students. With this new impetus, intramural sports gradually found their way into the secondary schools of our country. The intramural directors of Western Conference schools realized the importance of high school intramurals when, in 1930, special attention was given to this problem in their annual meeting. Intramural athletic programs are presently well organized in the majority of the
colleges and universities in America, and public and private high schools are constantly improving their situation. However, the intramural movement in our elementary schools is primarily new, and in Oregon the intramural movement is in its infancy.

IV. REVIEW OF RELATED LITERATURE AND SIMILAR STUDIES

There has been a limited amount of scientific research concerning the problem of competition for boys in the elementary organization.

School personnel, parents, and townspeople in hundreds of communities are seeking expert guidance on the problem of athletic competition for children of elementary school age. Programs are being sponsored by schools, recreation commissions, youth-serving agencies, service clubs and commercial concerns. The nature and quality of desirable programs needs to be defined. The effects of organized competitive activities on children need to be evaluated.

There seems to be little uniformity among school executives regarding administrative policies and practices on this problem nor is there close agreement among members of the medical profession.

Some schools have taken a definite stand against any form of interschool athletics for elementary school children. Most schools seem to be convinced that the benefits gained through interschool competition in the lower grades significantly outweigh any possible detrimental effects.
Dr. L.C. Wear, Associate Professor of Physical Education at the University of Nebraska, states:

All youngsters in all grades need vigorous physical activity daily. It is recommended for optimum organic growth and development and for best physiological functioning. Children from the upper elementary grades through high school should have instruction and frequent participation in competitive team games.¹

Dr. Wear states that this is a generally accepted belief of authorities on child growth and development, including physicians. The most frequently presented arguments against competition of the elementary level are the bad anatomical, physiological, and psychological effects on the individual, incidence of injury, and the small number of participants served. It is claimed that there is conclusive proof that the younger the athlete the more likely he is to be injured. Another objection is the effects on the elementary child of an unusual amount of publicity, cheering spectators, special awards, tournaments, and pressure from parents and other adults to win.²

However, doctors and educators realize that it is inherent within children to compete with one another. They frequently challenge their peers to equal or better their accomplishments. As Harry A. Scott writes in the Teachers

¹Wear, L.C., School Executive, "Competitive Sports Below the Tenth Grade", 77 (1937) 73.
²Ibid., p. 79
College Record:

For those who fear the evil effects of competitive sports, it should be pointed out that even if there were no athletics for children they would still be subject to the emotional disturbances resulting from thwarted ambitions in other activities or failure to achieve the levels expected of them by their parents, or teachers, and others who are intimately connected with them. Throughout their lives children compete for marks in school, and for recognition and social status. If the emotional scars resulting from these 'normal' activities could be measured, they would exceed the disturbances resulting from the comparatively healthy and innocuous game of baseball.6

The question, then, is what is the right kind of physical activity for elementary pupils? What kinds of experiences are best when the maturity level and developmental needs of a boy are taken into consideration? What kind of program is best for a boy during the period of his life when adventure, exploration, and self-discovery are so important?

During the 43rd Annual Convention of the National Association of Secondary School Principals, meeting in Philadelphia, February 7-11, 1959, a discussion group debated a formidable subject—"Should the elementary and junior high school have an interscholastic athletic program?"7 The discussion group scheduled for a two-hour session, broke up at the end of an hour and a half. Insofar as could be determined, the conclusion appeared to be that boys aged eleven should not be allowed to play interscholastics, while it


seemed to be satisfactory for boys aged twelve to do so. Some were against interscholastic athletics entirely in junior high school, preferring intramurals. Others vice versa. No one seemed to be what we'd call sure of his ground. One principal appealed to pronouncement of the American Association of Health, Physical Education, and Recreation, saying it was against junior high school interscholastic athletics; while another said, "Oh, no, the American Association of Health, Physical Education, and Recreation has reversed itself," etc. Finally, William J. Laramy, principal of the Haverford Junior High School, in Havertown, Pennsylvania, rose to state that he couldn't agree with all this, since Haverford had been playing interscholastic tackle football on the elementary level since 1931 without any cartilaginous damage, or even one broken bone. At this point the session began to break up. One thing was very apparent--these men were all principals. Many of them had been coaches. Not one of them mentioned physical education, the core program, in connection with interscholastic athletics. They represented schools all over the country, so it was not a regional reaction. Educators cannot, on one side, condemn "Little League" and on the other say, "If we can't lick it, let's join it," (meaning, it's all right if it's under school supervision). It's about time some facts were established and clear-cut answers set.

However, an Oregonian staff writer, Frank Gianelli, points out some of the pitfalls of early athletic success. In
his Editor's Quotebook for the Arizona Republic, Gianelli wrote:

"Grammar school athletics can train youngsters to be stars..."
"And in some areas they also help make little crooks out of rascals.
"The conflict of ethics was pointed out during a coffee break chat with Midwest coaches in Chicago.
"They're going at these recruiting scandals at the wrong end," said Art Del Conti, pupil at Arizona State University.
"They complain about college boys being corrupted by coaches during recruiting and by gamblers. So where do the kids learn the lessons----. Down in the grade school ranks.
"Take Chicago for an example. There are no districts in the parochial league. A kid can go anywhere he pleases. So when it comes high school time, the teams and players go shopping.
"What does it take to land an eighth grade athlete? Most of them ask books, a hot lunch, and transportation to school. What's more they get it!"

A very comprehensive report, entitled Desirable Athletic Competition for Children, was published in 1972 by a joint committee composed of representatives of the American Association of Health, Physical Education, and Recreation; the Society of State Directors of Health, Physical Education, and Recreation; the Department of Elementary School Principals, the National Education Association, and the National Council of State Consultants in Elementary Education.

The purpose of this study was to re-define the nature and quality of desirable athletic programs for children of elementary school age, as well as to evaluate the effects of highly organized competitive activities on children. Following World War II, the tremendous growth of organized

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8Frank Gianelli, Editor's Quotebook for the Arizona Republic, reprinted in The Oregonian for April, 17, 1962.
athletic programs for children of elementary and junior high school age and the widespread interest of people throughout the Nation prompted these organizations to study this problem.

The committee proposed to utilize whatever facts of research on subjects that could be found. It was evident, however, that in this complex problem involving human relationships, social and cultural dynamics, and multiple individual motivations and responses, useful and definitive research would be limited. The alternative would be the opinions and beliefs of a number of fair-minded, professionally competent authorities in the field of medicine, psychiatry, psychology, education, child growth and development, and the like. They wanted people who had practical and clinical experience with a large number of children.

The problem was analyzed and divided into several major aspects. A sub-committee for each component part was asked to give full consideration to that phase of the problem. These phases were as follows:

Physiological Factors: This phase deals with the physical effects of competition, strenuous activity, and body contact in various sports.

Psychological Factors: This aspect studies the problems and practices relating to accidents and injuries, provision of protective equipment, adjustment in playing regulations and the like.
Economic Factors: This phase deals with the relative costs of interschool athletics as compared to intramural and other less-organized activities, the relative costs of outfitting teams for football and various other sports, the methods of financing, and similar matters.

Factors Relating to School Administration and School-Community Relationships: This phase relates to the effect of athletic competition upon school and community morale, the kind of interest and support, the realization of sound educational values, the effect on other phases of the school program, the kinds of recreation programs available to children and similar problems.

The Joint Committee of Desirable Athletic Competition for Children as a whole recommended that all high-pressure practices be avoided. These practices might include:

1. Highly organized competition in the form of leagues or championships. Overemphasis by means of newspapers, radio, television, or similar media. Stress on individuals rather than teams, such as selection of all-star teams.

2. Tournaments, frequent contests, long seasons, little bowl games; or other procedures that cause pressures or that make undue physical demands on boys.

3. Games or contests played at night or at other times, outside usual school or recreation hours.

4. Travel beyond the immediate neighborhood.

5. Encouragement of partisan spectators and supporters, and pressures that come from social situations that place undue value on an informal game.

6. Grooming of players for high school or college teams, proselytizing or inducements of any kind to cause a good player to leave his normal group and play with another team.

7. Commercial promotions which, under various guises, seek to exploit youth for selfish purposes.

8. Competitions in which a selected few players are given a large disproportionate share of facilities.
and the time and attention of staff members, with the resultant neglect of a large number of children.9

Phebe Scott of Bradley University, Peoria, Illinois, conducted a study entitled Attitudes Toward Athletic Competition in Elementary Schools. The purpose of this study was to examine and compare the attitudes of three selected groups--parents, teachers, and administrators--toward intensive competition in team games at the elementary school level by the use of an attitude scale. It was assumed that these groups were those influencing the conduct of school athletics.

Intensive competition on the elementary school level was defined as a program which follows a regular schedule of games with other schools in the city or surrounding area and which end in championship play-offs. The elementary school was defined as the fourth through the sixth grade.

To select the groups for use in this study, a preliminary canvass was made of all superintendents of cities of 10,000 or more population in the nine states of the Central District of the American Association for Health, Physical Education, and Recreation. Thirty-five per cent of the superintendents canvassed were willing to be included in the study.

These superintendents were sent a package containing fifty attitude scales, fifty answer sheets, and were asked to distribute the scale in this way: parents, 18-20; teachers, 15-20; and school officials, 10-15. The distribution was to be made by chance rather than by selection.

A revision of the McCue attitude scale was used to determine the attitudes of the three groups toward intensive athletic competition at the elementary school level. A total of 1,099 subjects responded to the scale. Of these 1,099 replies, 357 were parents, 508 classroom teachers, and 234 administrators, including special supervisors of physical education. The data revealed the following facts:

1. A majority of the three groups marking the scale tended to be favorable in attitude toward intensive competition at the elementary school level.
2. The wide range of scores indicated wide differences of opinion on this question. This difference is more apparent among teachers and administrators than among parents.
3. Statistically significant differences were found in the attitudes of parents, teachers, and administrators. The parents were most favorable toward intensive competition at the elementary school level and the administrators were the least favorable.
4. The men in this study indicated more favorable attitudes toward intensive competition than did the women.
5. Individuals in this study who have experience with competition expressed greater favorability toward it than those with no experience.
6. There is some agreement between attitudes of administrators and parent-teacher groups in the same city.
7. No definite geographic differences in the distribution of attitudes were discovered in cities or in the states included in this study.
8. Attitudes of all respondents toward outcomes of intensive competition in the four areas of development showed greater favorability in the skill area and less favorability in the safety area. Administrators and teachers did not differ in their estimate of the outcomes in human relations and personality development, but parents considered outcomes in all areas much more favorable than did the other two groups. 10

Elvera Skubic conducted a study aimed at producing evidence based on facts, not opinions. The study was entitled *Emotional Responses of Boys to Little League and Middle League Baseball*. The purpose of the study was to obtain by means of the Galvanic Skin Response Test scientific data regarding the emotional responses of boys in a variety of competitive situations. The study tested the emotional responses of boys before and after competition in physical education classes. It also compared the emotional responses of league players with those of a group of non-players. The study also determined whether there were differences in emotional responses of boys of various ages, and determined whether there were differences in emotional responses of boys to various intensities of competition. Finally, it determined the emotional reactions of boys to winning and losing games.

League players were those boys who were members of Little or Middle League teams. Non-players were those boys who were not members of league teams either because they did not choose to belong or because they did not have enough

skill to be chosen on teams. All boys who volunteered to take the tests in the school where the experiment was conducted were included as subjects.

The Galvanic Skin Response Test measures the changes in sweat gland activity. The Galvanic Skin Response gives an indication of the activity of the autonomic nervous system which is of major importance in the body changes associated with the emotional condition of a person. The author comments on her research as follows:

Many critics of Little League Baseball have stated that highly organized competition places physical and emotional strains on the boys which may be harmful to their general welfare. Insofar as the Galvanic Skin Response can be taken to be a valid measure of the emotional excitation of boys of this age level, the results of the present study suggest that youngsters are no more stimulated by competition in league games than they were by competition in physical education games.11

Forsythe and Duncan present the following objectives and comments for an after-school athletic program:

1. Health: The activity must be healthful in nature. The objective of any activity should be consistent with this first of the cardinal principles of education, and should contribute to its realization.

2. Leisure time and recreation: Physical activity should consume part of one's leisure time. The opportunity to participate in sports and games in school may open the way for a wise use of leisure time and a good choice of recreation activities during school days and afterwards.

3. Development of citizenship: In athletic games, interschool and intramural activities, life situations develop that may aid students to adjust themselves to the social order in which they live.

4. Social Contacts: In large and small schools alike, friendships are inevitable and invaluable. A large number of friendships are desirable during the adolescent and pre-adult periods. Sports offer an additional opportunity to achieve this objective.

5. Development of interest and skills: The after-school program gives the student a chance to discover and develop his skills. With these discoveries and developments comes a more permanent interest in more activities.

6. Pleasure of playing: The after-school program has little or no value if there is not genuine pleasure in the competition it affords. Games and activities should be varied so that the interest of different students may be served.

7. Integration with the physical education program: The after-school program should be a part of the physical education program. It is important, however, that the after-school activities be elective rather than compulsory.

8. Relation to the interschool program: The interschool program should be an outgrowth of the after-school program. Varsity players will inevitably be discovered or trained through their after-school competition, thus varsity competition may be the goal of some who take part in the after-school program.  

A national conference on children of elementary age recommended that the competent, professionally prepared physical educators and recreation leaders are the persons to whom communities should look for basic leadership. This personnel should provide the in-service training for the voluntary and potential leaders. Professional physical education and recreation personnel should be actively concerned with competitive athletics in their communities and should give leadership and direction to them.  

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It would seem, therefore, that the person in charge of this program should have training and physical educational background. Hence, the best person would be the physical education teacher. A classroom teacher with the background and interest would also be able to conduct a good program.

Elementary school children need to play and compete with others in wholesome activities that develop skill and daring. Youngsters need to discover their own physical abilities and develop confidence in the functioning of their bodies. During their early years particularly, children need direction in selecting activities. To grow and develop as normal, healthy, happy children free from unusual worries and problems they should come into contact with play situations with which they can cope.\footnote{14}\\

It would seem that a sports program of some form for boys in the elementary school is inevitable. The program should be controlled in such a way as will best benefit the boys involved and be provided by the agency with the best interests and needs of the children in mind.

This chapter has outlined a brief history of elementary interschool and intramural athletics. In addition a review of the related literature pertinent to this study was examined. Chapter III reports the procedures used in determining the status of interschool and intramural athletics in the elementary schools of Oregon.

\footnote{14}{McNeely, Simon, "What Kinds of Athletics for Children", \textit{Education Digest}, 18 (December, 1952), 43}
CHAPTER III

PROCEDURES USED IN DETERMINING THE STATUS OF
INTERSCHOOL AND INTRAMURAL ATHLETICS
IN THE ELEMENTARY SCHOOLS OF OREGON
1962

I. DATA REQUIRED

The purpose of this research was to determine the status of interschool and intramural athletics in the elementary schools of Oregon. The material was organized into the following sub-problem:

1. The present status of interschool and intramural athletics in the public elementary schools of Oregon.

2. This sub-problem necessitated determining the status of interschool and intramural elementary athletics in 107 public elementary school districts of the first class and in Union County High School Districts with a census of 1,000 or over. Only public supported elementary school districts in the state of Oregon were contacted. To do so it was considered desirable to prepare a questionnaire in order to obtain information in order to determine the status of these programs.

The information gathered in solving sub-problem One appears as Chapter IV of this study.
II. SOURCES OF DATA

An exhaustive and extensive search for information was conducted in the Reader's Guide to Periodical Literature, Education Index, the card catalogue, and selected related theses. The primary consideration was to discover studies, attempted or completed, concerning integration of the two sets of rules. In general, a lack of adequate information was discovered. It became necessary to acquire data by contacting outstanding educators in the field of elementary education throughout the state of Oregon.

After much deliberation, the investigator chose the broad survey method investigation utilizing specifically the questionnaire, since this technique made it possible to contact a greater number of district superintendents throughout the state. The questionnaire was divided into five sections. Part One included six areas of organization and administration of intramural and interschool programs; part Two included eighteen areas in dealing with school policies; part Three had nine distinct areas pertaining to specifically interschool sports; part Four comprised eight major areas in intramural athletics; and finally part Five contained sufficient space for the respondents to give comments and suggestions of a general nature. The questionnaire was organized into check list categories. To achieve quality and validity, preliminary copies of the questionnaire were sent to six elementary physical education authorities, selected with the assistance of Richard Gilberts.1

1Richard Gilberts, Instructor in Physical Education, University of Washington, Seattle, Washington.
They were: Kenneth Polo, Robert Litton, Laurence Cox, Joseph Singleton, and James Revello. The suggestions were incorporated in a revised questionnaire, which was presented to the investigator's thesis advisors for approval. A total of 107 elementary district superintendents were finally chosen by the investigator from The Oregon School Directory. These superintendents were selected because they represented districts of the first class or Union County High School Districts with a census of 1,000 or more. All sections of the state with districts of this size were represented.

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2 Kenneth Polo, Director of Elementary Physical Education, Logan, West Virginia.
3 Robert Litton, Director of Physical Education, Detroit, Oregon.
4 Laurence Cox, Director of Physical Education, Swarta School, Steelton, Pennsylvania.
5 Joseph Singleton, Chairman of Physical Education, Las Vegas, New Mexico.
6 James Revello, Instructor of Physical Education and Coach, Corcoran, California.
7 See Appendix A (questionnaire)
8 See Appendix B (list of participants)
III. METHODS OF OBTAINING DATA

Prior to mailing the final revised questionnaire, the investigator met personally with Dr. Margaret Morris,\(^9\) and Mr. Ralph Dysson,\(^10\) to discuss the content of the questionnaire and obtain their reaction to the study. They expressed a vital interest in the study and acknowledged its importance.

The investigator then proceeded to conduct further correspondence with elementary physical education authorities, including Joseph Singleton, Kenneth Polo, Robert Litton, Laurence Cox, James Revello, and Richard Gilberts, to obtain sponsorship and to assist in conducting certain aspects of the study. Each of these authorities is trained in physical education and is presently teaching and coaching on the elementary school level. It was suggested by Mr. Roland F. Hadden and approved by the State Department of Education that a progress report of the study be given at the Annual Elementary Principals Association meeting in Oregon.

Since they represent the most current sources available, the *Principles and Policies for Elementary School Athletics in Oregon* and the *Physical Education in Oregon*

\(^9\)Dr. Margaret Morris, Chairman of Elementary Physical Education, Eastern Oregon College, La Grande, Oregon.

\(^10\)Ralph Dysson, Consultant, Department of Health and Physical Education, Salem, Oregon.
Elementary Schools Guide were of particular value to the study. These assisted the investigator in determining the principles and policies of the Oregon Elementary Schools Guide from the Oregon State Department. The Oregon School Directory was utilized for the purpose of obtaining correct and accurate addresses of the participants. Data was obtained by distributing an extensive questionnaire which included material from these and other sources for comparative purposes. Some literature pertaining to the status of interschool and intramural athletics also provided a basis for questionnaire statements.

IV. DISTRIBUTION AND RETURN OF QUESTIONNAIRES

Prior to mailing out the questionnaires, the investigator ascertained in advance the willingness of individuals to participate by sending out a self-addressed post card.\(^{11}\) One hundred of the one hundred seven prospective participants returned their self-addressed post cards indicating their interest and willingness to participate in the study. There were no substitutions of names made for the seven individuals who did not care to participate.

One hundred questionnaires were mailed on April 20, 1962, accompanied by letters of transmittal.\(^{12}\) They were asked to return them prior to May 12, 1962.

\(^{11}\) See Appendix C (post card).
\(^{12}\) See Appendix D (letter of transmittal)
A total of 83 questionnaires were returned as a result of the original mailing. On May 14, 1962, seventeen follow-up letters with an additional mailing of the questionnaire were mailed to the participants not responding to the original mailing of the questionnaire.13 Six questionnaires were received as a result of the follow-up letter, making a total of 89 questionnaires returned. The total number of returns constituted 89 per cent of the questionnaires distributed. A map showing the distribution of the respondents by geographical analysis throughout the state of Oregon is included (Figure 1).14 It is interesting to note that the majority of the respondents came from the western half of the state. Eighty-seven respondents in the study indicated that they would like to have the results of the study sent to them upon its completion. One additional questionnaire was received on June 2, 1962. However, it was returned too late to be included in this study. In 26 instances the questionnaire was answered by either the assistant district superintendent, a building principal, or the director of physical education in the absence of the district superintendent.

V. ANALYSIS OF THE STUDY

The responses to each of the questions within the questionnaire were tabulated showing the range and frequency of answers. For purposes of tabulating, the questions were

13See Appendix E (follow-up letter).
14See Page 160.
arranged in categories pertaining to particular phases of interschool and intramural athletics in the elementary school.

Frequency distributions and percentage were used to analyze the data. The data was divided into the following 42 areas:

1. Male students enrolled
2. Physical education instructors
3. Scheduling Athletic Competition
4. Approval of Athletic Schedules
5. Financing Intramural Program
6. Financing Interschool Program
7. Physical Examinations in Intramural Program
8. Physical Examinations in Interschool Program
9. School and Family Physician
10. Financial Responsibility
11. Medical Insurance
12. Medical Finances
13. Medical Coverage
14. Academic and Scholastic Requirements
15. Present Academic Requirements
16. Residence Requirement
17. Present Residence Requirement
18. Age Requirement
19. Present Age Requirement
20. Age, Height, Weight Classification
21. Present Age, Height, Weight Classification
22. Grade Level
23. Age Group
24. Programs Sponsored
25. Interschool Activities
26. Number of Contests
27. School Time
28. Letter Awards
29. Interschool Competition
30. Officials and Referees
31. Additional Assistance
32. Release Time
33. Practice Time Allotted
34. Intramural Sports
35. Practice Time Allotted
36. Team and Individual Awards
37. Lack of Participation
38. Intramural Financial Compensation
39. Intramural Release Time
40. Umpires, Referees, and Officials
41. Uniforms and Equipment
42. Suggestions and Comments
This chapter has outlined the procedures used in developing and carrying out this study. Chapter IV reports and interprets the data. Chapter V contains the summary, conclusions, and recommendations. Whenever possible, tables and illustrations were prepared to make the material more meaningful to the reader.
CHAPTER IV
WHAT IS THE PRESENT STATUS OF INTERSCHOOL AND
INTRAMURAL ATHLETICS IN THE PUBLIC ELEMENTARY
SCHOOLS OF OREGON

I. INTRODUCTION

This chapter is particularly concerned with the
organizational and administrative practices currently being
utilized in intramural and interschool athletic programs for
boys in Class A public elementary schools (grades one through
six) in the state of Oregon.

The data were the findings from questionnaires that
were sent to the schools taking part in the study. Data
concerning the nature and background of the reporting schools
are presented first, followed by a report of their practices.
These practices included the following areas: organization
and administration, school policies, interschool sports, and
intramural sports.

II. BACKGROUND OF PROGRAMS SURVEYED

The schools responding to the questionnaire repre­
sented eighty-nine cities and thirty-one counties throughout
the state of Oregon. Appendix F reveals the distribution of
schools by counties reporting interschool and intramural
athletic programs for male students.

The greatest number of returns came from three
counties: Multnomah, Marion, and Lane counties with 10 each;
followed by Douglas, Clackamas, and Washington counties. The fact that only 22 or 27.0 per cent of the respondents were located east of the Cascade Mountains is indeed significant.

Of the 89 respondents, 76 or 76.0 per cent stated they sponsored an organized intramural athletic program, while 41 respondents, or 41.0 per cent of those surveyed, reported having an organized interschool athletic program. It was interesting to discover that 38 school districts had both programs.

Only 13 respondents reported that they sponsored neither an intramural nor an interschool athletic program. It should be mentioned, however, that in all 13 instances a physical education program was administered. The response is shown in the following analysis:

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interschool Athletics</td>
<td>41</td>
<td>41.0</td>
</tr>
<tr>
<td>Intramural Athletics</td>
<td>76</td>
<td>76.0</td>
</tr>
<tr>
<td>Both Programs</td>
<td>38</td>
<td>38.0</td>
</tr>
<tr>
<td>Neither Program</td>
<td>13</td>
<td>13.0</td>
</tr>
</tbody>
</table>

Twelve respondents took the initiative in sending the investigator their particular "Policy for Elementary School Athletics," which related to their respective districts. In each case the material was quite extensive and undoubtedly took much time and considerable work to construct. For this the investigator was grateful. Several of the "policy and standards" regulations were included as appendix material.
Table I is provided to indicate the pupil-coach ratio in the public elementary schools of Oregon represented in this study. It can be seen that for each physical education teacher, coach, or supervisor, there were 371 male students. The 89 school districts that responded to the study had a total of 94,266 elementary male students and 375.5 individuals serving either in the capacity of physical education teacher, supervisor, or coach.

In summation, 89.0 per cent of the distributed questionnaires were satisfactorily returned. Most of those responding held the position of district superintendent, with 26.0 per cent serving in the capacity of elementary school physical education supervisor or principals of individual schools.

The background of the reporting schools has been established. The remainder of this chapter will present information concerning the status of elementary school intramural and interschool athletic programs in Oregon.

III. ORGANIZATION AND ADMINISTRATION

Scheduling

Table II is provided to show who assumes the responsibility of scheduling interschool athletic competition. Forty-one respondents, or 41 per cent, indicated that an organized interschool program was in operation in their district. Eleven, or 26.8 per cent, of these respondents indicated that the individual coach of each sport assumed the responsibility
<table>
<thead>
<tr>
<th>Number of Male Students</th>
<th>Number of Physical Education teachers and coaches</th>
<th>Pupil-teacher ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>94,266</td>
<td>375½</td>
<td>1:278</td>
</tr>
</tbody>
</table>
### TABLE II
**SCHEDULING INTERSCHOOL ATHLETIC COMPETITION**

<table>
<thead>
<tr>
<th>Individual Responsibility</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Instructor</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Individual Coach of each Sport</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Superintendent</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Principal</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Board Representative</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Faculty Representative</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>41</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Based on 41 respondents.*
of scheduling. It was interesting to note that the scheduling responsibility in the 41 districts was actually handled in six various ways.

**Final Approval**

Twenty-six districts, or 63.4 per cent of the 41 districts, indicated that they sponsor an interschool program and permit the individual coach of each sport to give final approval of interschool athletic schedules. Table III further substantiates these findings.

**Financing Interschool and Intramural Athletics**

According to Table IV, the financial assistance necessary to operate the intramural and interschool athletic programs comes from designated school district funds. Twenty-eight, or 68.3 per cent of the districts reporting an interschool program, received the majority of their financial aid from school district funds. Likewise, 60, or 78.9 per cent of the 76 school districts reporting an organized intramural program, indicated that the major portion of their financial assistance was derived from school district funds. It was intriguing to note that neither the intramural nor the interschool athletic programs received any financial assistance through private donations.

**Required Physical Examinations**

Thirteen respondents, or 32.0 per cent, reported that physical examinations are required for interschool athletic competition as compared to 28, or 68.3 per cent, of the 41 respondents giving a negative response. Table V further shows
TABLE III
APPROVING INTERSCHOOL ATHLETIC SCHEDULES*

<table>
<thead>
<tr>
<th>Individual Responsibility</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Instructors</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Individual Coach of each Sport</td>
<td>26</td>
<td>63.4</td>
</tr>
<tr>
<td>Superintendent</td>
<td>3</td>
<td>7.4</td>
</tr>
<tr>
<td>Principal</td>
<td>3</td>
<td>7.4</td>
</tr>
<tr>
<td>Student Council</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Principal's Committee</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 41 respondents.
TABLE IV
METHODS OF FINANCING INTERSCHOOL AND INTRAMURAL PROGRAMS

<table>
<thead>
<tr>
<th>Interschool Athletics*</th>
<th>Methods of Financing</th>
<th>Intramural Athletics**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>28</td>
<td>68.3</td>
<td>School District Funds</td>
</tr>
<tr>
<td>2</td>
<td>4.8</td>
<td>Gate Receipts</td>
</tr>
<tr>
<td>5</td>
<td>12.1</td>
<td>Activity Cards</td>
</tr>
<tr>
<td>1</td>
<td>2.5</td>
<td>Work Day</td>
</tr>
<tr>
<td>2</td>
<td>4.8</td>
<td>Senior High School</td>
</tr>
<tr>
<td>1</td>
<td>2.5</td>
<td>Public Donations</td>
</tr>
<tr>
<td>1</td>
<td>2.5</td>
<td>Participants Pay</td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>Private Donations</td>
</tr>
<tr>
<td>1</td>
<td>2.5</td>
<td>Student Body Funds</td>
</tr>
</tbody>
</table>

41 100.0 TOTALS

76 100.0

*Based on 41 respondents

**Based on 76 respondents
TABLE V

PHYSICAL EXAMINATIONS REQUIRED FOR INTERSCHOOL AND INTRAMURAL PARTICIPANTS

<table>
<thead>
<tr>
<th>Classification</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interschool*</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>Intramural**</td>
<td>11</td>
<td>65</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>24</td>
<td>93</td>
</tr>
</tbody>
</table>

*Based on 41 respondents.
**Based on 76 respondents.
that only 11, or 32.0 per cent of the participants, reported that physical examinations were mandatory for the participation in the intramural athletic program. A high percentage of 65.0 evidenced that physical examinations were not deemed necessary in order for youngsters to take part in their respective intramural programs.

It was interesting to see (Table VI) that our of 76, or 76.0 per cent of the respondents who sponsor either interschool athletics, intramural athletics, or both programs, that 52 or 68.3 per cent of the participants do not require a physical examination. In only 11 cases was the responsibility of the physical examination assumed by the school principal. Thirteen, or 17.1 per cent of the respondents, replied that the family physician handled their physical examination responsibilities.

Financial Responsibility for Physical Examinations

As evidenced in Table VII, the financial responsibility of physical examinations is vested by the individual participant in 16 or 21.2 per cent of the reported districts. However, to the investigator's surprise, only 7 or 9.1 per cent of the 24 respondents who require physical examinations paid for these examinations with school district appropriations. One respondent reported that the medical examinations are given by a local physician who is financially reimbursed through the Dad's Athletic Organization.
TABLE VI
RESPONSIBILITY OF ADMINISTERING PHYSICAL EXAMINATIONS*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Family Physician</th>
<th>School Physician</th>
<th>Physical Examination Not Required</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number.........</td>
<td>13</td>
<td>11</td>
<td>52</td>
<td>76</td>
</tr>
<tr>
<td>Per Cent.......</td>
<td>17.1</td>
<td>14.6</td>
<td>68.3</td>
<td>100</td>
</tr>
</tbody>
</table>

*Based on 76 respondents
TABLE VII

FINANCIAL RESPONSIBILITY OF PHYSICAL EXAMINATIONS*

<table>
<thead>
<tr>
<th>Classification</th>
<th>School District</th>
<th>Individual Participant</th>
<th>Other Agency</th>
<th>No Exam</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number.........</td>
<td>7</td>
<td>16</td>
<td>1</td>
<td>52</td>
<td>76</td>
</tr>
<tr>
<td>Per Cent.......</td>
<td>9.1</td>
<td>21.2</td>
<td>1.3</td>
<td>68.4</td>
<td>100</td>
</tr>
</tbody>
</table>

*BASED on 76 respondents
Medical Insurance

The respondents were asked to indicate whether medical insurance was mandatory in order for the individual to participate in either program. Seventy-six respondents, or 86.4 per cent, answered this question. Nineteen school districts, or 25.0 per cent, reported that mandatory medical insurance was deemed necessary. Fifty-seven, or 75.0 per cent of the school districts replying to this question, reported that medical insurance was optional. One school replied that an adequate medical insurance program was available for only a token payment to participants of the interschool program. Table VIII illustrates the investigators findings.

Financial Responsibility for Medical Insurance

The respondents were requested to indicate the person or agency responsible for handling the financial aspects of medical insurance. It was interesting to discover that 11 out of 19 school districts placed the financial responsibility with the local school district. One school district, or 5.3 per cent, reported that the Parent-Teacher's Association assumes the financial responsibility for Medical Insurance. Table IX reveals these practices as they applied to medical insurance.

Medical Coverage Program

It was determined that three out of four school districts, or 75.0 per cent of the 76 school districts in the survey, did not have a medical coverage program for its athletic participants. Only 19, or 25.0 per cent of the respondents, indicated that the medical coverage program was
TABLE VIII
MANDATORY MEDICAL INSURANCE*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Insurance</td>
<td>19</td>
<td>57</td>
<td>76</td>
</tr>
<tr>
<td>Per Cent</td>
<td>25</td>
<td>75</td>
<td>100</td>
</tr>
</tbody>
</table>

*Based on 76 participants
### TABLE IX

**FINANCIAL RESPONSIBILITY FOR MEDICAL INSURANCE**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District..........</td>
<td>11</td>
<td>57.9</td>
</tr>
<tr>
<td>Individual Participant</td>
<td>7</td>
<td>36.8</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>19</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 76 respondents*
was available for its students through the district. Table X clearly shows this trend.

**Academic Requirements**

A question was asked to whether or not there were academic and scholastic requirements which prospective participants must adhere to in order to be eligible in either the intramural or interschool programs. The response is portrayed in the analysis in Table XI. The investigator discovered that 36 or 87.8 per cent of the respondents had some type of academic or scholastic requirement which was mandatory in the particular district. One school did not provide an answer. The majority of school districts surveyed designated that a youngster had to be passing in all subjects and be receiving a satisfactory in grade citizenship in order to be eligible to participate.

**Residence Requirements**

Table XII was provided to present the results of the question, "Are residence requirements required for participation in intramural and interschool athletics?" It may be of interest to note that a majority of 72.4 per cent of the respondents answered this question "No" as compared to only 27.6 per cent answering "Yes" concerning the residence requirements for intramural participation. In this connection, an overwhelming majority of 92.7 per cent or 38 of the 41 school districts sponsoring an interschool program reported specific residence requirements had to be met. In most instances, the residence requirement was nothing more than a stipulation that
TABLE X
MEDICAL COVERAGE PROGRAM*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Coverage Program.......</td>
<td>19</td>
<td>57</td>
<td>76</td>
</tr>
<tr>
<td>Per Cent.......................</td>
<td>25</td>
<td>75</td>
<td>100</td>
</tr>
</tbody>
</table>

*Based on 76 respondents
TABLE XI

ACADEMIC REQUIREMENTS FOR INTRAMURAL AND INTERSCHOOL PARTICIPATION

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intramural Program*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>40</td>
<td>52.6</td>
</tr>
<tr>
<td>No</td>
<td>36</td>
<td>47.4</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
<tr>
<td>Interschool Program**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>36</td>
<td>87.8</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>No Report</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 76 respondents

**Based on 41 respondents
### TABLE XII

**RESIDENCE REQUIREMENTS REQUIRED FOR PARTICIPATION**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intramural Program</strong>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>21</td>
<td>27.6</td>
</tr>
<tr>
<td>No</td>
<td>55</td>
<td>72.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>76</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Interschool Program</strong>**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>38</td>
<td>92.7</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 76 respondents

**Based on 41 respondents
the athlete reside in the school district for a minimum length of time.

**Age Requirements**

The data concerning the age requirements for participation are revealed in Table XIII. The data showed that the intramural programs generally haven't any age requirements. Only 12 respondents out of 76 surveyed reported that they had an age requirement regulation. However, in all but three cases the contestants participating in interschool athletic programs were restricted to a certain age group. Actually 28, or 92.7 per cent of the respondents, reported that they had age requirements to adhere to. In most cases the school districts reporting age restrictions in either or both programs set the maximum at 13 years 10 months. In all but one instance the minimum age was 6 years 6 months.

**Age-Height-and Weight Requirements**

The respondents to the questionnaires were requested to report whether or not an age, height, and weight index was utilized in the school district. In both the intramural and interschool athletic programs the majority of districts did not utilize age, height, and weight classifications. Actually only 4, or 5.3 per cent of the respondents, had a set of standards in their intramural programs while only one-fourth, or 24.5 per cent of the respondents, had a set of standards in their intramural progress. Four school districts which use this form of classification sent the investigator the requirements for his personal reference. Table XIV exhibits what was reported by the respondents.
<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intramural Program*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>12</td>
<td>15.8</td>
</tr>
<tr>
<td>No</td>
<td>64</td>
<td>84.2</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
<tr>
<td>Interschool Program**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>38</td>
<td>92.7</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 76 respondents

**Based on 41 respondents
TABLE XIV
AGE, WEIGHT, AND HEIGHT STANDARDS FOR PARTICIPATION

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intramural Program</strong>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
<td>5.3</td>
</tr>
<tr>
<td>No</td>
<td>72</td>
<td>94.7</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Interschool Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>10</td>
<td>24.5</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>75.5</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 76 respondents

**Based on 41 respondents
Grade Level Requirements

In both the intramural and interschool athletic programs, the greater number of school districts controlled participation by grade level. Table XV bears this out. Thirty-six or 87.8 per cent of the school districts sponsoring an interschool athletic program, acknowledged that participation in their program was according to grade level. A high percentage (84.2) of the respondents conducting intramural programs likewise had a district regulation making grade level participation mandatory. The majority of institutions supported programs which were divided into three categories for purposes of regulating competition. They were: grades one through three, in lower classification; grades four and five, in the middle classifications; and grade six in the higher of varsity level classification.

Age Group Requirements

In 47 instances, or 61.8 per cent of the cases, the respondents reported that participation within their intramural program was regulated by age groups. It was the opinion of 26 respondents that athletic programs must be regulated so the older youngsters were not participating with or against the younger students. In 22 instances, or 53.7 per cent, the school districts sponsoring interschool athletic programs regulated competition according to age groups. Table XVI reveals the practices as they applied to age group participation.
<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intramural Program*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>64</td>
<td>84.2</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>15.8</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
<tr>
<td>Interschool Program**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>36</td>
<td>87.8</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>12.2</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 76 respondents

**Based on 41 respondents
TABLE XVI
PARTICIPATION BY AGE
GROUP ONLY

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intramural Program*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>47</td>
<td>61.8</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>38.2</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
<tr>
<td>Interschool Program**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>22</td>
<td>53.7</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>43.9</td>
</tr>
<tr>
<td>No Report</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 41 respondents
**Based on 76 respondents
Organized Athletic Programs

Table XVII reveals that all or 89 of the respondents had some form of physical activity within the curriculum. However, 76 or 85.4 per cent of the respondents, sponsor an organized intramural program, while only 41, or 46.1 per cent of the districts contacted, support an interschool athletic program. Only those school districts which supported one or more athletic teams who play organized competition outside the boundaries of their district, or within the district but between institutions within said district, were considered as having an interschool program.

IV. INTERSCHOOL SPORTS

Interschool Athletic Competition

Table XVIII reveals the interschool athletics, the number of school districts sponsoring various activities, and the average number of contests per year per activity. The most frequently offered activity was basketball. Thirty-eight programs indicated that it was offered in their interschool programs. Touch or flag football, with 33 responses, was indicated as the second most frequently offered activity. The third most frequent offering was track and field with 29 responses. Softball was fourth with 28 responses. Twenty-six schools indicated that baseball was offered, while twelve offered wrestling. Eleven schools replied that volleyball was included.
TABLE XVII
NUMBER OF ORGANIZED ATHLETIC PROGRAMS*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intramural Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>76</td>
<td>85.4</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>14.6</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>100.0</td>
</tr>
<tr>
<td>Interschool Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>41</td>
<td>46.1</td>
</tr>
<tr>
<td>No</td>
<td>48</td>
<td>53.9</td>
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<tr>
<td>Total</td>
<td>89</td>
<td>100.0</td>
</tr>
<tr>
<td>Both Programs</td>
<td></td>
<td></td>
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<tr>
<td>Yes</td>
<td>38</td>
<td>42.7</td>
</tr>
<tr>
<td>No</td>
<td>51</td>
<td>57.3</td>
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<tr>
<td>Total</td>
<td>89</td>
<td>100.0</td>
</tr>
<tr>
<td>Physical Education Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Including Recess Periods</td>
<td>89</td>
<td>100.0</td>
</tr>
<tr>
<td>No Report</td>
<td>11</td>
<td>12.4</td>
</tr>
</tbody>
</table>

*Based on 89 respondents out of 100 questionnaires distributed
### TABLE XVIII

ACTIVITIES AND NUMBER OF CONTESTS INCLUDED IN INTERSCHOOL ATHLETIC PROGRAMS*

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of school districts participating...No.41</th>
<th>Per Cent</th>
<th>Average number of contests per activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>38</td>
<td>42.7</td>
<td>10</td>
</tr>
<tr>
<td>Touch or Flag football</td>
<td>33</td>
<td>37.0</td>
<td>6</td>
</tr>
<tr>
<td>Track and field</td>
<td>29</td>
<td>32.6</td>
<td>2</td>
</tr>
<tr>
<td>Softball</td>
<td>28</td>
<td>31.5</td>
<td>10</td>
</tr>
<tr>
<td>Baseball</td>
<td>26</td>
<td>29.2</td>
<td>7</td>
</tr>
<tr>
<td>Wrestling</td>
<td>12</td>
<td>13.5</td>
<td>2</td>
</tr>
<tr>
<td>Volleyball</td>
<td>11</td>
<td>12.4</td>
<td>5</td>
</tr>
<tr>
<td>Soccer or Speedball</td>
<td>9</td>
<td>10.1</td>
<td>4</td>
</tr>
<tr>
<td>Tackle Football</td>
<td>4</td>
<td>4.5</td>
<td>4</td>
</tr>
<tr>
<td>Tennis</td>
<td>4</td>
<td>4.5</td>
<td>2</td>
</tr>
<tr>
<td>Golf</td>
<td>3</td>
<td>3.4</td>
<td>1</td>
</tr>
<tr>
<td>Swimming and Diving</td>
<td>2</td>
<td>2.2</td>
<td>2</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>2</td>
<td>2.2</td>
<td>2</td>
</tr>
<tr>
<td>Cross-Country</td>
<td>2</td>
<td>2.2</td>
<td>2</td>
</tr>
<tr>
<td>Hockey, Judo, and Boxing</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Skiing, Archery</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Weight Lifting, Bowling, Rifle</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Badminton, Pistol</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

*Percentages based on the number of schools offering each activity
The eighth most frequent offering was soccer or speedball with 9 responses. Tackle football and tennis each received 4 responses. Other noteworthy activity offerings were reported as follows: golf with 3 responses, swimming and diving, gymnastics and crosscountry, each with two responses. Boxing, judo, and hockey were included on the check list but were not reported.

Table XVIII also reveals the average number of contests per activity per season as regulated by the school district. Softball and basketball were the most frequently played with an average of 10 regulation games per season. Of the fourteen sports reported, the least amount of competition was found to be in golf, where only one match per season was permissible. It is interesting to note that tackle football is presently played in four school districts, where an average of four games per season per school are contested.

Allotted School Time

It was widely acclaimed by 19, or 45.1 per cent of the forty-one respondents, that there should be no school time allotted for individual team practice. In all 19 instances, the school districts concerned reported that practice took place either before school in the morning or after school in the late afternoon. One school district reported that approximately one hour and a half each day was devoted to interschool practice in lieu of the physical education program for those students involved in interscholastic competition. It was of much concern to discover that 21, or 51.1 per cent of
the respondents, actually allowed one or more hours per week for interscholastic athletic practice. Table XIX illustrates the testimony of the respondents toward this important question.

Letter Awards

As indicated in Table XX, letter awards for interscholastic athletic competition proved unfavorable with 31 or 75.7 per cent of the respondents. Only 9, or 21.8 per cent of the respondents, awarded a felt letter to a deserving athlete. It was general opinion that letter awards are not necessary in this caliber of competition and grade level. Also of interest was the fact that 25, or 61.0 per cent of the respondents, were not giving any varsity letters for competition, nor any award of any type such as certificates, ribbons, medals, or trophies.

Lack of Interschool Competition

It was interesting to discover the reasons why 48, or 53.9 per cent of the respondents, did not sponsor interschool athletic competition. The most popular reason for lack of such a program was determined as administrative and educational philosophy. Twenty-six, or 21.3 per cent of the respondents, gave this as their reason for not sponsoring a program. Fewest respondents, 4, or 3.3 per cent, gave as another reason, lack of qualified coaches. It is noteworthy that the respondents gave twelve distinct reasons for a lack of an organized program. The results of this question are included in Table XXI.

Financial Assistance

When the respondents were requested to indicate whether or not they gave financial assistance to responsible
### TABLE XIX

SCHOOL TIME ALLOTTED PER WEEK FOR INTER-SCHOOL PRACTICE*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>19</td>
<td>45.1</td>
</tr>
<tr>
<td>1--2 hours</td>
<td>10</td>
<td>24.5</td>
</tr>
<tr>
<td>3--4 hours</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>5--6 hours</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>7--8 hours</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>9--10 hours</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>11--12 hours</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13--14 hours</td>
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<td>---</td>
</tr>
<tr>
<td>15 or more</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>No report</td>
<td>1</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Total................. 41 100.0

*Based on 41 respondents
### TABLE XX
LETTER AWARDS FOR INTERSCHOOL ATHLETICS*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Awards:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>21.8</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>75.7</td>
</tr>
<tr>
<td>No report</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>41</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates</td>
<td>7</td>
<td>17.1</td>
</tr>
<tr>
<td>Ribbons</td>
<td>6</td>
<td>14.6</td>
</tr>
<tr>
<td>Medals</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Trophies</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>None</td>
<td>25</td>
<td>61.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 41 respondents
<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative and Educational Philosophy</td>
<td>26</td>
<td>21.3</td>
</tr>
<tr>
<td>Lack of Financial Support</td>
<td>23</td>
<td>18.9</td>
</tr>
<tr>
<td>Lack of Proper Facilities</td>
<td>18</td>
<td>14.8</td>
</tr>
<tr>
<td>Travel is to Great</td>
<td>17</td>
<td>13.9</td>
</tr>
<tr>
<td>Other Agencies Handle the problem</td>
<td>12</td>
<td>9.9</td>
</tr>
<tr>
<td>Lack of Suitable Competition</td>
<td>7</td>
<td>5.7</td>
</tr>
<tr>
<td>Lack of interest and no concern</td>
<td>6</td>
<td>4.9</td>
</tr>
<tr>
<td>Lack of Proper Equipment</td>
<td>6</td>
<td>4.9</td>
</tr>
<tr>
<td>Lack of Qualified Coaches</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>122</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Based on 48 respondents; 38 respondents gave more than one reason.
personnel handling their program, replies indicated that 24, or 58.5 per cent of the officials (umpires and referees) were given financial compensation. Table XXII further indicates that according to 25, or 61.0 per cent of the respondents, professional physical education instructors and coaches do not receive additional compensation in the majority of cases. In only four situations was the student manager given additional compensation for his efforts.

Release Time

It was interesting to find that a great majority of school districts did not give release time to physical education teachers or coaches as well as other school personnel. Actually 33, or 80.5 per cent of the districts, gave no time off even when financial compensation was rendered. Only 8, or 19.5 per cent of the respondents, allowed release time. Table XXIII fully shows the respondents' practices.

V. INTRAMURAL SPORTS

Activities Included in Intramural Program

Table XXIV reveals the activities conducted in the various intramural programs. A total of 17 activities were reported with basketball receiving the greatest support. Basketball was offered by 55, or 72.4 per cent of the school districts. Touch football was indicated as the second most frequently offered activity, with 39 responses. The third most frequent offering was track and field with 28 responses. Volleyball was fourth, with 20 responses, as was flag football which also had 20 responses. Softball received 19
<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officials and Referees:</td>
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<td></td>
</tr>
<tr>
<td>Yes</td>
<td>24</td>
<td>58.5</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>41.5</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
<tr>
<td>Physical Education Instructors and Coaches:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>16</td>
<td>39.0</td>
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<td>No</td>
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<td>61.0</td>
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<tr>
<td>Total</td>
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<td>100.0</td>
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<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Managers:</td>
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<td></td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>90.2</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
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</tr>
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</table>

*Based on 41 respondents
## TABLE XXIII

**Release Time Compensation for Physical Education Teachers and Coaches**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Instructors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Coaches:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>No</td>
<td>33</td>
<td>80.5</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodians:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>No</td>
<td>38</td>
<td>92.7</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 41 respondents*
### TABLE XXIV

**ACTIVITIES INCLUDED IN INTRAMURAL ATHLETIC PROGRAMS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of School Districts</th>
<th>Per Cent of School Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>55</td>
<td>72.4</td>
</tr>
<tr>
<td>Touch Football</td>
<td>39</td>
<td>51.3</td>
</tr>
<tr>
<td>Track and Field</td>
<td>28</td>
<td>36.8</td>
</tr>
<tr>
<td>Volleyball</td>
<td>20</td>
<td>26.3</td>
</tr>
<tr>
<td>Flag Football</td>
<td>20</td>
<td>26.3</td>
</tr>
<tr>
<td>Softball</td>
<td>19</td>
<td>25.0</td>
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<tr>
<td>Wrestling</td>
<td>17</td>
<td>22.4</td>
</tr>
<tr>
<td>Soccer or Speedball</td>
<td>17</td>
<td>22.4</td>
</tr>
<tr>
<td>Badminton</td>
<td>16</td>
<td>21.1</td>
</tr>
<tr>
<td>Tennis</td>
<td>11</td>
<td>14.5</td>
</tr>
<tr>
<td>Baseball</td>
<td>10</td>
<td>13.2</td>
</tr>
<tr>
<td>Swimming and Diving</td>
<td>6</td>
<td>7.9</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>3</td>
<td>6.6</td>
</tr>
<tr>
<td>Cross-Country Running</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>Handball</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>Archery, Golf, each with</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td>Rifle, Pistol, Skiing</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>Squash, Hockey, Judo, and Boxing</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>Horseshoes, Bicycling</td>
<td>---</td>
<td>----</td>
</tr>
</tbody>
</table>

*Based on 76 respondents*
responses, with wrestling and soccer-speedball each receiving 17 responses.

Other noteworthy activity offerings were reported as follows: badminton; 16 responses; tennis, 11 responses; gymnastics, 5 responses; cross-country running and handball each with 3 responses; and archery and golf each with 2 responses. In addition, eight of the activities on the questionnaires were not included in the 76 school district intramural programs.

**School Time Allotted for Practice and Competition**

Table XXV is provided to show the amount of school time which is allotted for practice and competition in the intramural programs. It was found that 27, or 32.9 per cent of the respondents, gave from one to two hours per week for individuals or teams to practice or participate in athletics during the actual school day. Also of interest was the fact that 23, or 30.3 per cent of the respondents, did not allow any time for this type of activity during the normal school day. These participants mentioned that the program took place either: (1) before school; (2) during required physical education periods; (3) noon time; or (4) after school and on weekends. One school district allowed from nine to ten hours per week practice and game time was during normal curriculum hours. This particular respondent further mentioned that intramural athletics play an integral part in the school's curriculum construction.
### TABLE XXV
SCHOOL TIME ALLOTTED FOR PRACTICE AND COMPETITION IN INTRAMURAL PROGRAM*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>23</td>
<td>30.3</td>
</tr>
<tr>
<td>1--2 hours</td>
<td>25</td>
<td>32.9</td>
</tr>
<tr>
<td>3--4 hours</td>
<td>22</td>
<td>28.9</td>
</tr>
<tr>
<td>5--6 hours</td>
<td>4</td>
<td>5.3</td>
</tr>
<tr>
<td>7--8 hours</td>
<td>1</td>
<td>1.3</td>
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<td>9--10 hours</td>
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<td>1.3</td>
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<tr>
<td>11--12 hours</td>
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<tr>
<td>13--14 hours</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>15 or more</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 76 respondents
Letters and Awards

Table XXVI reveals the various team and individual awards provided for intramural participation. It may be seen that the most frequent group of team awards provided were letter awards as indicated by 9 school districts or 11.8 per cent. Certificates were reported to be provided to contestants by 7 school districts or 9.2 per cent. Six schools disclosed that ribbons were awarded to teams or groups. The table shows that medals and trophies are the least used form of award. Actually, a far greater majority of respondents indicated that they do not provide any form of awards or letters. In approximately 9 out of 10 instances respondents evidenced a strong dissatisfaction with any type of award system; they believed that it was neither necessary nor educationally sound.

Reasons for Lack of Intramural Participation

Table XXVII reveals the factors that prevent the inclusion of intramural athletics in the 13 or 14.6 per cent of the school districts not sponsoring the program. It may be seen that the most frequently mentioned was lack of adequate facilities. Four respondents, or 30.3 per cent, indicated this as the reason for non-inclusion. In this connection, three respondents, or 23.1 per cent, replied that the lack of proper equipment prevented the inclusion of the program. It was reported by two schools, or 15.3 per cent, that lack of financial support was a limiting factor in regard to including the proper program. One respondent indicated that the lack
<table>
<thead>
<tr>
<th>Nature of Individual Awards</th>
<th>Instances Reported</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Awards:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>11.8</td>
</tr>
<tr>
<td>No</td>
<td>67</td>
<td>88.2</td>
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<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
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<td>Other:</td>
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<td></td>
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<tr>
<td>Certificates:</td>
<td></td>
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<tr>
<td>Yes</td>
<td>7</td>
<td>9.2</td>
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<tr>
<td>No</td>
<td>69</td>
<td>90.8</td>
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<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
<tr>
<td>Ribbons:</td>
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<td></td>
</tr>
<tr>
<td>Yes</td>
<td>6</td>
<td>7.9</td>
</tr>
<tr>
<td>No</td>
<td>70</td>
<td>92.1</td>
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<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
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<tr>
<td>Medals:</td>
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<td></td>
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<tr>
<td>Yes</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>No</td>
<td>73</td>
<td>96.1</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
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<tr>
<td>Trophies:</td>
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<td>Yes</td>
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<td>2.6</td>
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<tr>
<td>No</td>
<td>74</td>
<td>97.4</td>
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<tr>
<td>Total</td>
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<td>100.0</td>
</tr>
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</table>

*Based on 76 respondents*
<table>
<thead>
<tr>
<th>Limitations</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Proper Facilities</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>Lack of Proper Equipment</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Lack of Financial Support</td>
<td>2</td>
<td>15.3</td>
</tr>
<tr>
<td>Lack of Qualified Coaches and Instructors</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Lack of Interest and Concern</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Lack of Suitable Competition</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Administrative Philosophy</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Travel Expense</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Lack of Sufficient Time</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Local Agencies Handle the Program</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Other</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 13 respondents*
of qualified instructors and coaches hindered his particular program. Other reasons mentioned by at least one respondent were: lack of interest and concern; lack of suitable competition; and administrative philosophy in the district. Four other probable limitations were included on the check list but were not reported.

Financial Compensation

Table XXVIII is provided to present the number of school districts which gave additional financial compensation for supervisors, instructors, and coaches in the intramural athletic program. It may be of interest to note that 58 respondents, or 76.3 per cent, replied that no financial compensation was provided for the services of supervisors, instructors, and coaches in the intramural program, even though they may work after normal school hours. Eighteen of the reporting school districts compensated their supervisors, instructors, and coaches financially. Ten school districts replied that the coaches receive special recognition as compensation for their services.

Release Time

In answer to the question concerning whether release time was given the supervisors, instructors, and coaches in the intramural program, seven, or 9.2 per cent, did give release time in lieu of financial compensation. However, a much larger majority, 69 respondents, or 90.8 per cent, replied they did
TABLE XVIII
ADDITIONAL FINANCIAL COMPENSATION FOR SUPERVISORS, INSTRUCTORS, AND COACHES IN THE INTRAMURAL PROGRAM*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Compensation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>18</td>
<td>23.7</td>
</tr>
<tr>
<td>No</td>
<td>58</td>
<td>76.3</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 76 respondents
give release time to the responsible faculty members. Table XXIX further exemplifies the district practices. The investigator might also mention that eight school districts include teaching, coaching, or supervising in the intramural program as a portion of the teaching load or schedule.

Financial Compensation Given Officials

The respondents were requested to indicate whether provisions were made for giving financial compensation to umpires, referees, or officials in the intramural program. Twenty-three school districts, or 30.3 per cent, reported that provisions were made for such expenditure. On the other hand, 53, or 69.7 per cent of the respondents, replied that provisions of this nature were not made in their district. Seven school districts further mentioned that various community and civic organizations handled this phase of the program. The results are included in Table XXX, on page 83.

Uniforms and Equipment

It was generally reported that adequate uniforms and equipment were supplied to participants at no extra charge. Fifty-one of the respondents indicated this to be true. Only 25 respondents, or 32.9 per cent, compelled the participants in the intramural program to pay all or a certain portion of the uniform and equipment expenses. Table XXXI shows this analysis.

Additional Comments and Suggestions

The respondents were requested to make additional comments and suggestions which they believed pertinent to this
TABLE XXIX

RELEASE TIME GIVEN TO SUPERVISORS, INSTRUCTORS, AND COACHES IN INTRAMURAL PROGRAMS*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release Time:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes..................</td>
<td>7</td>
<td>9.2</td>
</tr>
<tr>
<td>No....................</td>
<td>69</td>
<td>90.8</td>
</tr>
<tr>
<td>Total..................</td>
<td>76</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 76 respondents
TABLE XXX

FINANCIAL COMPENSATION GIVEN UMPIRES OR OFFICIALS IN THE INTRA-MURAL PROGRAM*  

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Compensation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>23</td>
<td>30.3</td>
</tr>
<tr>
<td>No</td>
<td>53</td>
<td>69.7</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 76 respondents
TABLE XXXI
UNIFORMS AND EQUIPMENT SUPPLIED TO PARTICIPANTS AT NO EXTRA CHARGE*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms and Equipment:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes........................................</td>
<td>51</td>
<td>67.1</td>
</tr>
<tr>
<td>No........................................</td>
<td>25</td>
<td>32.9</td>
</tr>
<tr>
<td>Total....................................</td>
<td>76</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Based on 76 respondents
### TABLE XXXII

**PERTINENT COMMENTS AND SUGGESTIONS MADE BY RESPONDENTS***

<table>
<thead>
<tr>
<th>Request</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need more studies of this nature</td>
<td>53</td>
<td>60.0</td>
</tr>
<tr>
<td>Questionnaire difficult to answer effectively</td>
<td>12</td>
<td>13.5</td>
</tr>
<tr>
<td>Request a summary of the results of this study</td>
<td>81</td>
<td>91.0</td>
</tr>
</tbody>
</table>

*Based on 89 respondents
study. Table XXXII shows the distributions of the various comments and suggestions which were reported. Fifty-three respondents, or 60.0 per cent, believed more studies should be instigated concerning this subject. It was interesting to discover that 12 respondents mentioned they thought the questionnaire was difficult to answer effectively. The investigator was pleased to find that 81, or 91.0 per cent of the respondents, requested a summary of the results of this study.

**Brief Chapter Summary**

The purpose of this chapter has been to summarize the findings concerning the status of interschool and intramural athletic programs in the public elementary schools of Oregon. It was discovered that 85.4 per cent of the schools responding to this study, included organized intramural athletic programs within their curriculum. In comparison 46.1 per cent of the respondents sponsored an organized interschool athletic program. Also of significance was the fact that 42.7 per cent of the respondents sponsor both programs, as compared to 14.6 per cent of the respondents who did not sponsor either program. Basketball was reported as being the most popular activity in both programs. Both programs were basically supported from school district funds. Individual and team practices as well as the actual games and contests were carried on outside the regular school day.

Chapter V will present the summary, conclusions, and recommendations of this study.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study has been to determine the nature, organization, and administration of interschool and intramural athletic programs for elementary boys in Class A public elementary school districts in the state of Oregon. The study was based on the questionnaire and divided into four parts, the first of which dealt with the organizational and administrative procedures utilized in connection with the intramural and interschool programs. The second dealt with school district policies. The third included the scope of interschool sports, while the fourth included intramural sports. At the conclusion of the questionnaire, sufficient space was provided for the respondents to make additional comments and suggestions.

It was hypothesized that interschool and intramural programs for boys were frequently organized and directed on a varied and haphazard basis. A second hypothesis stated that both programs considered in the study frequently lacked a broad program of activities. A third hypothesis conjectured that both programs considered in the study often failed to include adequate means of motivating and promoting the programs.

This chapter will begin with a summary of findings of the study. Conclusions will be drawn and reported as the
material was summarized. A list of recommendations based on the summary and conclusions will be proposed.

I. BASIS OF DATA

The background of the reporting schools will be presented and followed by a summary of the organizational and administrative techniques, school district policies, interschool sports, and intramural sports. Conclusions will be drawn from the findings.

Description of Programs Surveyed

One hundred seven preliminary post cards were sent to all the Class A public elementary school districts in the state of Oregon. One hundred post cards were returned indicating interest in taking an active part in the study. Of the one hundred questionnaires mailed to prospective elementary school district superintendents, 89, or 89.0 per cent were returned. It was disturbing to note that 13 school districts sponsor neither an interschool or intramural athletic program. Also especially shocking was the fact that only 41 school districts sponsored an interschool athletic program. More encouraging, however, was the fact that 76 districts sponsor an organized intramural program, and 38 districts sponsor both athletic programs. Larger elementary school districts would normally be expected to provide intramural and interschool programs for boys to a greater extent than would be the case in smaller districts. The investigator could find no evidence to support this conclusion.
It may be concluded from this data that both intramural and interschool athletic programs for boys were not adequately provided in a large percentage of Class A public elementary school districts in the state of Oregon. There were, however, several exceptions to this rule.

Eighty-nine school districts, or 89.0 per cent, reported a total of 94,266 boys to be enrolled in the reporting school districts. Forty-one school districts, or 41.0 per cent, reported a total of 40,236 boys participating in the interschool athletic programs. Seventy-six districts reported a total of 81,372 boys participating in the intramural programs. Also of interest is the fact that 38 districts sponsoring both programs, have a total of 38,903 male students. Because of the lack of adequate records in 97.0 per cent of the school districts, the above totals, with reference to interschool and intramural athletics, should be interpreted as meaning total male enrollment. It can be assumed that all youngsters are given adequate and equal opportunity to participate in one or both programs.

The 89 school districts responding to the study, included 89 towns and cities from 31 counties, with a larger number of respondents coming from west of the Cascade Mountain range, geographically the western Oregon Coastal region.

Organization and Administrative Procedures

The report of the remaining data is based on information obtained through the use of questionnaires from school districts that were chosen for this study.
Scheduling interschool athletics. The respondents indicated the person responsible for scheduling, in order of frequency, as follows: individual coach of each sport, physical education instructors, individual building principals, district superintendents, school board representatives, and faculty representative.

It may be concluded that it was commendable practice to have the scheduling of interschool athletics under the jurisdiction of the individual coach of each sport. It would seem logical that the coach could better regulate the caliber and fairness of competition because of his closeness to the situation.

Final approval of athletic schedules. It may be of interest to note that 63.4 per cent of the reporting programs stated that the final approval of scheduling was the responsibility of the individual coach of each sport. This would seem highly commendable since these persons were most likely to have the professional preparation needed to determine proper scheduling with a high degree of proficiency. Only one school district mentioned that an athletic director approved athletic schedules.

The evidence seems to indicate that the individual coach of each sport should have the responsibility of approving schedules.

Financing the interschool athletic program. Twenty-eight school districts indicated that school district funds provided between 80.0 and 100.0 per cent of the cost of
conducting the interschool athletic programs. Only two respondents replied that a source of revenue was athletic gate receipts.

The data indicated that while a variety of sources was utilized, a majority of programs were financed through the school district budget which also supports the required physical education programs. It would follow that this is desirable, since it prevents domination of the interschool activities by temporary money-raising campaigns.

**Financing the intramural athletic program.** Sixty school districts indicated that the intramural athletic programs received from 90.0 to 100.0 per cent of the cost of conducting the programs from school district funds. Only seven respondents replied that a source of revenue was from participant donations.

The data indicates that, while a variety of sources was utilized, a majority of programs were financed either through the physical education budget or separate school district appropriations. It would follow that this was desirable since it prevents domination of intramural activities by the interscholastic program.

**School Policies**

**Physical examinations for interschool participation.** Provisions for physical examinations were found to be generally lacking. Only thirteen school districts out of forty-one taking part in interschool athletics reported that physical examinations had to be taken prior to the activity season.
It would seem to follow that the responding schools did not adequately supervise and cover medical examinations.

**Physical examinations for intramural participation.** Under supervisory practices, physical examinations for participants in the intramural program were greatly neglected. Only 14.5 per cent of the school districts sponsoring an intramural athletic program made it mandatory that participants have a medical examination prior to the start of each school year or activity.

Every indication seems to show that the responding school districts placed only minimum importance on the physical examination.

**Responsibility of administering physical examinations.** In thirteen cases the responsibility of administering the physical examinations was under the jurisdiction of the individual family physician. In eleven cases the responsibility was vested with the school district physicians.

The generally accepted practice for a school district was to make provisions for either the family physician or the school district physician to administer the physical examinations.

**Financial responsibility of physical examinations.** Sixteen school districts replied that the individual participant was held responsible for financial payment of his physical examinations. Seven respondents reported that the school district assumes this responsibility.

It may be concluded that responsibility of payment for physical examinations was that of the individual participant.
Mandatory Medical Insurance. A form of medical insurance was reported to be emphasized by only 19 out of 76 school districts. An overwhelming majority of respondents, 57 or 75.0 per cent, reported that they had absolutely no form of medical insurance available for their participants.

The evidence reveals that mandatory medical insurance was not adequately emphasized.

Financial responsibility for medical insurance. When mandatory medical insurance was in existence, 57.9 per cent of those districts enforcing medical insurance assumed the financial responsibility. Only seven, or 36.8 per cent of the districts, made the individual participant assume this responsibility.

It may be concluded that when medical insurance was made compulsory, the school district then assumed all financial responsibility along with the private insurance companies.

Medical coverage program. The respondents were requested to indicate whether or not their district had a separate medical coverage program for athletics. Fifty-seven respondents, or 75.0 per cent, replied that there was no provision made for this type of medical coverage.

It would seem to follow that the majority of respondents had little or no medical coverage in their program.

Academic requirements. It was generally reported that academic requirements for participation in the interschool program were more rigid than those in the intramural program.
Thirty-six, or 87.8 per cent of the respondents, reported that the students participating in the interschool athletic program must adhere to reasonable academic requirements. However, students participating in the intramural program were not required to meet separate academic requirements, with the exception of four, or 9.8 per cent of the respondents, who had specific intramural academic requirements.

This would seem to indicate that the majority of school districts require a minimum amount of scholastic achievement in order to participate actively in interscholastic competition, whereas for participation in intramural athletics, scholastic or academic achievement is optional.

**Residence requirements.** Thirty-eight, or 92.7 per cent of the respondents who sponsor an interschool athletic program, had a definite set of residence requirements. Whereas, only 21 or 27.6 per cent of the respondents sponsoring an intramural program, had any residence requirements whatsoever.

The generally accepted practice for school districts was to have residence requirements for interschool competitors, and no residence regulations for intramural participation.

**Age requirements.** The majority of respondents reported that participants were classified by age for purposes of participation in the interschool athletic program. Actually, 92.7 per cent of the districts supporting an
interschool program had a minimum and maximum age requirement. It was indeed interesting to note that only 15.8 per cent of the respondents had minimum and maximum age requirements.

This could well indicate that interschool athletic programs require participation according to age classification, whereas, intramural participation was considerably more lax in this aspect.

**Age, height, and weight standards.** In both the interschool and intramural athletic programs, the majority of respondents do not classify contestants according to age, height, and weight standards or norms. Seventy-two respondents, or 94.7 per cent replied that age, height, and weight classifications were not utilized in their intramural program.

It may be concluded that age, height, and weight standards were the exception rather than the rule.

**Grade level requirements.** The investigator discovered that respondents sponsoring both an intramural and interschool athletic program, regulated their competition to a certain extent according to grade level. Actually, 87.2 per cent of the interschool programs and 84.2 per cent of the intramural programs are regulated by a grade level classification.

From this it may be concluded that athletic competition was normally according to grade level.

**Participation by age group only.** Both the intramural and interschool athletic program have a stipulation which
emphasizes participation by age group only. Forty-seven respondents, or 61.8 per cent, reported that age group participation was advisable in intramural athletics. A majority likewise, endorsed the same philosophy with regard to interscholastic athletics.

It may be concluded that age group participation was the recommended way in both intramural and interschool athletics.

**Number of organized athletic programs.** An overwhelming number of school districts, 76 districts or 85.4 per cent, sponsored intramural athletic programs, whereas, only 13 or 14.6 per cent, of the school districts failed to sponsor at least one program. Forty-one districts fielded interschool programs, while 38 respondents, or 42.7 per cent, sponsored both the interschool and intramural athletic programs.

The investigator was led to believe that intramural athletic programs are a necessity.

**Interschool Sports**

**Activities and number of contests.** The respondents were requested to indicate the seasonal offerings in their program. A total of 203 responses were received indicating the activities offered per year. Thirty-eight respondents reported that basketball was offered. Thirty-three respondents indicated that they offered either flag football or touch football. Track and field was indicated by twenty-nine responses. Baseball was reported to be included by twenty-six
respondents. Other sports that were frequently indicated were wrestling with twelve responses, volleyball with eleven responses, soccer or speedball with nine responses, tackle football and tennis with four responses each, golf with three responses, and swimming, gymnastics, and cross-country each had two responses. Nine other individual and team sports were included on the check list, but none of these were checked by the respondents.

It may be concluded that these individual and team sports which were checked by the respondents should be considered for inclusion in the interschool program.

The average number of basketball games per season was ten, as was the average number of softball games. The average number of baseball games was seven, touch and flag football games was six, and volleyball was five games, tackle football and tennis four games each, and wrestling, tennis swimming-diving, and gymnastics, and cross-country average two meets per season each.

It may be concluded that competitive games should be played in each activity. Another conclusion could be that more competition is advisable for non-contact sports per season than contact sports.

School time allotted for practice and games. The respondents were requested to indicate the amount of time spent each week in practice or in actual competition. Nineteen respondents reported that absolutely no time was allowed to be spent in actual competition or practice during the normal school day.
There was reason to believe, therefore, that the respondents considered it a desirable practice not to allow time for the purpose of interscholastic athletic games or practice.

**Letter awards.** Letter awards were reported to be provided by 21.8 per cent of the reporting school districts. Other awards included are listed, in order of frequency, as follows: certificates, ribbons, medals, and trophies. However, 31 respondents, or 75.7 per cent, gave no individual or team awards.

The evidence indicates that the provision for individual and team awards was considered a distasteful technique to give added incentive to students to participate in the interschool athletic program. It could further be stated that school districts, in general, should not raise any additional finances to provide individual or team awards.

**Reasons for lack of interschool athletic participation.** Twenty-six respondents replied that administrative and educational philosophy in their particular school district forbade them to operate an interschool athletic program. Eight school districts reported lack of financial support. Other limitations reported, in order of frequency, were: lack of proper facilities; travel; other agencies handle the responsibility; lack of suitable competition; interest; proper equipment; and lack of qualified coaches.
It may be concluded that administrative and educational philosophy was generally inadequate to promote an all-inclusive interschool program.

**Financial assistance given to officials, referees, instructors, and coaches:**

The majority of respondents reported that the officials and referees were compensated for each event or activity they officiate. Twenty-four respondents, or 58.5 per cent, indicated that they gave a token payment to show their gratitude.

The data suggests that the majority of school districts believed that a token payment for their efforts after officiating each event or activity was a desirable means of compensation for the services rendered by officials and referees.

Only 16 respondents, or 39.0 per cent, gave financial compensation to physical education teachers or coaches. A majority of 25 school districts, or 61.0 per cent, received no compensation at all.

It may be concluded that physical education teachers and coaches did not receive financial compensation for their efforts.

Student managers likewise were not given additional financial compensation. The evidence seems to indicate that student help was not paid.

**Released time compensation:** Release time compensation seemed to be unpopular with an overwhelming majority of respondents. This included release time for physical education
instructors, coaches, and custodians. Accordingly, the teaching load of a coach was not affected regardless of the position he may hold in the interschool program. It may be concluded that release time was not appropriate compensation for individuals handling interschool athletic programs.

**Intramural Sports**

Activities included in the intramural program:

Fifty-five school districts reported that basketball was offered and consequently was the most popular activity. Seventeen activities were reported as being a part of intramural activities. Other sports that were frequently indicated were touch football, track and field, volleyball, and flag football each with over 20 responses.

It would seem that these individual and team sports should be considered for inclusion in the intramural program.

School time allotted for practice and competition:

Little or no time was allotted for intramural athletic practice or competition during the normal school day. Actually, 63.2 per cent of the respondents allowed between zero to two hours per week school time for practice and competition.

Evidence seemed to indicate that utilization of school time was not necessary in order to carry out an intramural athletic program.

Letters and awards: According to the majority of responses, letters and awards for intramural participation and excellence were not popular. Only 9 respondents, or 11.8 per
cent, awarded a letter for intramural participation. Other
types of awards such as medals, certificates, ribbons, and
trophies proved even less popular.

The investigator was led to believe that letters
and awards were not necessary in intramural athletic competi-
tion.

**Reasons for lack of intramural participation:**
According to the respondents, the major reasons for the lack
of intramural sports in the majority of school districts were
lack of proper facilities, lack of proper equipment, and lack
of financial support. These three reasons accounted for the
69.2 per cent of the 13 schools not sponsoring an intramural
program.

Evidence seems to indicate that lack of proper
facilities, proper equipment, and financial support were the
major factors concerned with limiting intramural athletic
programs.

**Additional financial compensation:** According to 58,
or 76.3 per cent of the respondents, additional financial
compensation over and beyond their normal salary was not given
to instructors, supervisors, or coaches who organized and
administered the intramural athletic program.

It may be concluded that additional finances were
not deemed necessary for instructors, supervisors, and coaches
in the intramural athletic program.

**Release time given to supervisors, instructors, and coaches:** A tremendous majority of situations showed that
umpires, referees, and officials received no financial compensation for their efforts or labor. In only 30.3 per cent of the school districts were the officials given financial compensation.

Apparently financial compensation was not necessary and advisable for umpires, referees, and officials in the intramural athletic program.

Uniforms and equipment: According to the responses of 57.1 per cent of the participants of this study, uniforms and equipment were supplied to participants at no extra charge. In the majority of cases the school district furnished everything necessary to properly participate, free of charge to the participant.

It is safe to conclude that equipment and uniforms should be furnished without charge to the participants.

Comments and suggestions: A substantial majority of respondents mentioned that they believed we need more detailed studies and a greater number of studies instigated in this area. Almost nine out of ten respondents, requested a summary of the results of this study. Only 12 respondents, or 13.5 per cent, believed the questionnaire was too difficult to answer.

From this information, it can be concluded the respondents were interested in participating in this research and were interested in the results.
II. RECOMMENDATIONS

The following recommendations are based upon the data derived in the study.

Recommendations for inclusion of principles and objectives.

It is recommended that:

1. Class A public elementary schools in the state of Oregon provide adequate interschool and intramural programs for boys involving staff guidance, broader activity offerings, and more sizable budgets.

2. Intramural programs continue to conduct the activities on voluntary and extra-curricular basis.

3. Interschool programs formulate and adhere to clearly defined and meaningful objectives.

Recommendations for Organizational and Administrative Practices.

It is recommended that:

1. Intramural programs be administered under the jurisdiction of the physical education department.

2. The individuals in charge of interschool and intramural programs be professionally trained in the organization and administration of the program.

3. The person in whom responsibility for the conduct of the intramural or interschool program is vested be assigned the title of Athletic Director.

4. Provisions be made for adequate faculty assistance in the administration of both interschool and intramural programs.
5. Interschool and intramural competition be organized according to age and grade classification to produce competition among equals.

6. Hours immediately after school be utilized to a greater extent to conduct the interschool and intramural programs.

7. Coaches, supervisors, and instructors should be compensated with a yearly salary adjustment. The referees, umpires, and officials should be given an hourly wage rate.

8. The intramural and interschool program be financed by the physical education budget from school district funds.

9. School districts be encouraged to obtain accident insurance.

10. School districts finance physical examinations for all participants.

11. Officials be certified, trained adults, assigned and paid by the athletic or physical education department.

12. Accurate records be kept from which meaningful reports and appraisals may be obstructed.

13. Adequate clerical assistance be provided to keep records and statistics.

14. A written constitution be formulated and adopted for both programs.

15. The individual coaches schedule their own competition.

16. The athletic director, with the assistance of the individual coaches, approve athletic schedules.
17. School districts should sponsor both the interschool and intramural athletic program.

**Recommendations for the inclusion of school policies:**

It is recommended that:

1. Activities be equally distributed among the seasons of the year.
2. Selected team and individual sports be included.
3. Academic and scholastic minimum requirements must be met by participants in both programs.
4. A wide range of activities be offered to provide opportunity for pleasant experiences for as many students as possible.
5. Minimum conditioning periods be provided prior to participation.
6. Facilities and equipment for the activities be provided by the school.
7. Activities difficult to administer be provided with additional faculty assistance, or be closely scrutinized as to their desirability for inclusion.
8. More and better facilities be constructed so that more students may actively participate.
9. Activities for handicapped students be included.
10. Both individual and team sports be provided.
11. Both contact and non-contact sports be provided.
12. More special sport day activities be provided to promote a better balanced program.
13. Publicity in school publications, bulletin boards, classroom announcements, advertisements in physical education classes, and student leader influence be provided.

Recommendations for methods of promoting and motivating interschool and intramural sports.

It is recommended that:

1. As many activities as possible be provided in order to give students a chance to participate in a variety of activities.

2. A set rule or regulation on the number of contests or matches be required for each activity per season.

3. Practice and games take place after regular school hours.

4. No letter awards be made.

5. Present activities be expanded and improved to permit the addition of desired activities in the interschool program.

6. Only when financial compensation is impossible should release time be made available.

7. Motivational and promotional techniques be utilized to develop the intramural program.

Recommendations for further research.

It is recommended that:

1. Similar investigations be made of schools other than Class A public elementary schools in the state of Oregon.

2. Studies be conducted for purposes of developing standard practices for interschool and intramural programs.
3. A study of the same nature be made on a national level.
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BIBLIOGRAPHY

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C. UNPUBLISHED MATERIALS


Interschool and Intramural Athletics are an integral part of the total Physical Education Program.
APPENDIX A

QUESTIONNAIRE
QUESTIONNAIRE
THE STATUS OF INTERSCHOOL AND INTRAMURAL
ATHLETICS IN THE PUBLIC ELEMENTARY SCHOOLS OF OREGON
1962

Name ____________________________________ Principal of ______________ School

city ____________________________________ County ________________________________
total Enrollment __________________________ in grades one through six

ORGANIZATION AND ADMINISTRATION
1. The total number of male students presently enrolled in your school
district in grades one through six _____.
2. The total number of physical education instructors (including the intra-
mural director and coaches) is _____.
3. The scheduling of interschool athletic competition is arranged by:
   (please check correct response or responses)
   ____ physical education instructor
   ____ individual coach of each sport
   ____ Superintendent
   ____ principal
   ____ other (please designate)
4. The final approval of athletic schedules is in charge of:
   (please check correct response)
   ____ physical education instructor
   ____ individual coach of each sport
   ____ Superintendent
   ____ Athletic Council
   ____ other (please designate)
5. The financing of the Interschool Athletic Program is handled by:
   (please number in correct order)
   ____ school district funds
   ____ gate receipts
   ____ student body activity cards
   ____ private donations
   ____ work day campaigns
   ____ senior high school support
   ____ public donations
   ____ participants defray own expenses
   ____ other (please designate)
6. The financing of the Intramural athletic program is handled by:
   (please number in correct order)
   ____ school district funds
   ____ gate receipts
   ____ student body activity cards
   ____ private donations
   ____ work day campaigns
   ____ senior high school support
   ____ public donations
   ____ participants defray own expenses
   ____ if other (please designate)
SCHOOL POLICIES

1. Are physical examinations required in order for a student to participate in the interschool program? (please check correct response) yes no

2. Are physical examinations required in order for a student to participate in the intramural program? (please check correct response) yes no

3. Are the physical examinations handled by the school physician or by individual family physicians? (if physical examinations are required, please check appropriate response) school physician family physician

4. Who pays or handles the financial responsibility of physical examinations? (if physical examinations are required, please check appropriate response) school district participant other (please indicate if other)

5. Is medical insurance mandatory in order to participate? yes no

6. Who handles the financial responsibility for medical insurance? (if medical insurance is required, please check the appropriate response) school district participant other (please indicate if other)

7. Does the school have a medical coverage program for all participants? yes no

8. Are there academic and scholastic requirements which prospective participants must adhere to in order to be eligible in your intramural program? yes no; interschool program? yes no

9. If any of the above programs is answered "yes," please explain briefly what the academic requirement is in order to be eligible to participate.

10. Is there a residence requirement which a participant must adhere to prior to being eligible to participate in the intramural program? yes no; interschool program? yes no

11. If any of the above programs is answered "yes," please explain briefly what the residence requirements are in order to be eligible to participate.

12. Do you have minimum or maximum age requirement in order for a student to participate in your intramural program? yes no; interschool program? yes no

13. If there are minimum and maximum age requirements, please explain briefly what they are.

14. Do you have standards for participation based on age-height-weight? yes no
If you have standards based on age-height-weight classifications, please explain briefly what they are.

Do you have a regulation which enforces participation by grade level only? yes no

Do you have a regulation which enforces participation by age group only? yes no

Please indicate by checking athletic program or programs which your school sponsors. Interschool Intramural

INTERSCHOOL SPORTS

1. In what sports do you compete with other elementary schools? (please check appropriate activities)

   ___ Tackle Football ___ Baseball ___ Wrestling
   ___ Touch Football ___ Softball ___ Boxing
   ___ Soccer ___ Track and Field ___ Judo
   ___ Basketball ___ Tennis ___ Golf
   ___ Volleyball ___ Swimming ___ Cross-country
   ___ Other ___ Other ___ Other

2. Do you have a set rule or regulation on the number of contests that may be played per year in each interschool sport? yes no (if yes, please indicate the number per year)

   ___ Tackle Football ___ Baseball ___ Wrestling
   ___ Touch Football ___ Softball ___ Boxing
   ___ Soccer ___ Track and Field ___ Judo
   ___ Basketball ___ Tennis ___ Golf
   ___ Volleyball ___ Swimming ___ Cross-country
   ___ Other ___ Other ___ Other

3. Approximately how much school time is allotted per week for practice? (please circle the nearest correct number)

   0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 or more hours

4. Are school letters awarded individual participants? yes no (if "no," please state briefly why)

5. If your school does not participate in interschool athletics, please indicate below by checking the reason or reasons.

   ___ Lack of proper facilities ___ Lack of interest and concern
   ___ Lack of proper equipment ___ Administrative philosophies
   ___ Lack of financial support ___ Lack of suitable competition
   ___ Lack of qualified coaches ___ Travel is too great
   ___ Other local agencies handle the problem ___ If for any other reason please indicate below.
6. Do you give financial assistance to officials and referees?  yes  no

7. Do you give additional financial assistance to your physical education instructor or coach for their efforts?  yes  no

8. If additional financial assistance is not given, do you give your physical education teachers or coaches release time for their additional efforts and time?  yes  no

9. If team practice and contests are carried on during the normal school day, is the coach given any release time?  yes  no

INTRAMURAL SPORTS

1. In what sports do you compete within your school? (please check appropriate activities)

- Touch Football  - Baseball  - Wrestling
- Flag Football  - Tennis  - Judo
- Soccer  - Badminton  - Boxing
- Basketball  - Track and Field  - Skiing
- Volleyball  - Swimming and Diving  - Golf
- Handball  - Rifle and Pistol  - Cross-country
- Softball  - Squash  - Gymnastics
- Speedball  - Archery  - Fencing
- Hockey  - Other (please indicate if other sports are also included)

2. Do you allow school time to be utilized for practice and competition?  yes  no  (if yes, please circle nearest approximate school time allowed)

3. Are letters or awards given to teams or individuals in your intramural program?  yes  no  (if "no," please state briefly why not)

4. If your school does not participate in intramural athletics, please indicate below by checking the reason or reasons.

- Lack of proper facilities  - Lack of interest and concern
- Lack of proper equipment  - Administrative philosophy
- Lack of financial support  - Lack of suitable competition
- Lack of qualified instructors and coaches  - Travel expense
- Other local agencies handle the problem  - Lack of time

5. If for any other reason please indicate below:

6. Do you give additional financial compensation to the supervisors, instructors, or coaches in your intramural program?  yes  no

7. If you do not give financial assistance to supervisors, instructors and coaches, do you allow for "release time"?  yes  no
7. Do you give any financial compensation to umpires, referees, or officials in your intramural program? yes__ no__

8. Are uniforms and equipment supplied to the various individuals and teams in your intramural program at no charge to the participants? yes__ no__

GENERAL

1. Please make any other comments and suggestions you would like below:

THANK YOU FOR YOUR KIND CONSIDERATION AND INTEREST AND BEST WISHES FOR A SUCCESSFUL SCHOOL YEAR.

Please mail to:

KENNETH M. COX
INSTRUCTOR IN PHYSICAL EDUCATION
AND ATHLETIC COACH
EASTERN OREGON COLLEGE
LA GRANDE, OREGON

Do you want a copy of the results of this survey? yes__ no__
### APPENDIX B

**A List of District Superintendents Participating in This Study**

(In Districts of the First Class and in Union High School Districts with a Census of 1,000 or Over.)

<table>
<thead>
<tr>
<th>District</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Albany, Linn County, #3</td>
<td>A. E. Palmer, Elementary</td>
</tr>
<tr>
<td>2. Ashland, Jackson County, #5</td>
<td>Stanley C. Jobe, Pierre Roberts</td>
</tr>
<tr>
<td>3. Astoria, Clatsop County, #1</td>
<td>D. V. Olds</td>
</tr>
<tr>
<td>4. Baker, Baker County, #5</td>
<td>James R. Evans</td>
</tr>
<tr>
<td>5. Bandon, Coos County, #54</td>
<td>Roland R. Parks</td>
</tr>
<tr>
<td>7. Beaverton, Washington County, #48J</td>
<td>D. Herbert Armstrong</td>
</tr>
<tr>
<td>8. Bend, Deschutes County, #1</td>
<td>R. E. Jewell, L. Richard Geser</td>
</tr>
<tr>
<td>9. Bethel, 4640 Barger Avenue, Eugene, Lane County, #52</td>
<td>Tom Powers</td>
</tr>
<tr>
<td>10. Brookings-Harbor, Curry County, #17</td>
<td>Gene Allison</td>
</tr>
<tr>
<td>11. Burns, Harney County, #1</td>
<td>Henry L. Salter, Elementary</td>
</tr>
<tr>
<td>12. Canby, Clackamas County, #86</td>
<td>Paul Ackerman, Elementary</td>
</tr>
<tr>
<td>13. Cascade, R-1, Turner Marion County, UH 5</td>
<td>Louis Uhrhammer, G. E. Benedict</td>
</tr>
<tr>
<td>14. Central Linn, Linn County, #552</td>
<td>Bruce Hitt, Charles Shearer</td>
</tr>
<tr>
<td>15. Central Point, Jackson County, #6</td>
<td>Charles A. Myer</td>
</tr>
</tbody>
</table>
17. Clackamas, Clackamas County

18. Concord, 3811 SE Concord Road, Milwaukie 22, Clackamas County, #28

19. Coos Bay, Coos County, #9

20. Coquille, Coos County, #8

21. Corvallis, 501 Madison St. Benton County

22. Creswell, Lane County, #40

23. Crowfoot, Linn County, 550 Cascade Drive, Lebanon, #89

24. Dallas, Polk County, #2

25. David Douglas, 2900 Se 122nd Avenue, Portland 33, Multnomah County, #40

26. Dillard, Box 667, Winston Douglas County, #116

27. Eagle Point, Jackson County #9

28. Estacada, Clackamas County, #108

29. Eugene, 275 E. 7th, Lane County #4

30. Fern Ridge, Lane County, #28J, Veneta

31. Florence, Lane County, #97J

32. Forest Grove, Washington County, #15E, UH 5

33. Gladstone, Clackamas County, #115

34. Glendale, Douglas County, #77

Superintendent

Walter Bilquist, Elementary

Anton A. Byrant, Elementary

M.B. Winslow

Wayne McMurry

Gerald R. Wallace

J.L. Oslund, William Lane

Keith Hanson, Charles Shearer

Ellis H. Neal

Floyd Light, Richard Miller

George Corwin

Glen D. Hale, Robert G. Work

Robert E. Cody, Elementary

Millard Z. Pond, W.E. Burke

Nile D. Williams

R.G. Shollenberger, Dale Harp

L.W. Marshall

Walter L. Kraxberger, Elementary

Marlen D. Yoder, Charles Clark
<table>
<thead>
<tr>
<th>District</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. Glide, Douglas County, #12</td>
<td>Donald Fluke</td>
</tr>
<tr>
<td>36. Gold Beach, Curry County, #3</td>
<td>Robert Lund, Frank Ellis</td>
</tr>
<tr>
<td>37. Grants Pass, Josephine County, #7</td>
<td>Ralph Jones, Fenton McAllister</td>
</tr>
<tr>
<td>38. Gresham, Multnomah County, #4</td>
<td>Gordon A. Russell, Elementary</td>
</tr>
<tr>
<td>39. Hermiston, Umatilla County, #8</td>
<td>Armand Larive</td>
</tr>
<tr>
<td>40. Hillsboro, Washington County, #7</td>
<td>Alton Smedstad, Elementary</td>
</tr>
<tr>
<td>41. Hood River, Hood River County, #1</td>
<td>Donald Shelton, W. J. Tobin</td>
</tr>
<tr>
<td>42. John Day (Grant Union), Grant County, UH #3</td>
<td>Frank R. Doyle, Vernon Peterman</td>
</tr>
<tr>
<td>43. Junction City, Lane County, #69J</td>
<td>Edward M. Buck</td>
</tr>
<tr>
<td>44. Klamath Falls, Klamath County, #1 E UH#2</td>
<td>Ray Hunsaker, James Johnson</td>
</tr>
<tr>
<td>45. La Grande, Union County, #1</td>
<td>Harold V. McAbee</td>
</tr>
<tr>
<td>46. Lake Oswego, 2455 SW Country Club Road, Oswego, Clackamas County, #7</td>
<td>Lawrence D. Fish, Rod Matthews</td>
</tr>
<tr>
<td>47. Lakeview, Lake County, #7</td>
<td>John Orr</td>
</tr>
<tr>
<td>48. Lebanon, Linn County, #16 UHI</td>
<td>J.W. King</td>
</tr>
<tr>
<td>49. Lynch, 16301 SE Division, Portland 36, Multnomah County, #28</td>
<td>Harold E. Oliver, Elementary</td>
</tr>
<tr>
<td>50. McMinnville, Yamhill County, #40</td>
<td>Fred J. Patton, James Lockett</td>
</tr>
<tr>
<td>51. Madras, Jefferson County, #509 J</td>
<td>Gerald Newton, Elementary</td>
</tr>
</tbody>
</table>
district

52. ^Medford, Jackson County
   500 Monroe, #549

53. ^Milwaukie, Clackamas
   County, #31, UH #3

54. ^Milton-Freewater, Umatilla
   County, #1

55. ^Molalla, Clackamas
   County, #35

56. ^Monmouth-Independence,
   Polk County, #13 J

57. ^Morrow County School
   District, #1, Heppner

58. ^Myrtle Creek, Douglas
   County, #19

59. ^Myrtle Point, Coos County,
   #41

60. ^Newberg, Yamhill County,#29

61. ^North Bend, Coos County,#13

62. ^Nyssa, Malheur County, #26

63. ^Oak Grove, Clackamas County,
   #103

64. ^Oakridge, Lane County, #76

65. ^Ontario, Malheur County, #8

66. ^Orient, Rt.#2, Box 341,
   Gresham, Multnomah County,#67

67. ^Oregon City, 1417 12th
   Street, Clackamas County,#62

68. ^Parkrose, 10612 NE Prescott,
   Portland 20, Multnomah County
   #1

69. ^Pendleton, Umatilla County,
   #16

Superintendent

Leonard B. Mayfield
Arthur Kiesz, Elementary
John Thrasher
Thomas L. McBride, Elementary
Clifford C. Morris
Robert Van Houte
Al M. Neet
Hubert E. Armstrong
Loran A. Douglas
Henry H. Hartley
W.L. McPartland, Clarice Poor
Earl Ladd, Elementary
Howard Balderstone
Thomas W. Calkins
Charles Carlon, Elementary
Edwin C. Ditto
Victor C. Cullens
Wallace W. McCrae
<table>
<thead>
<tr>
<th>District</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>70. Phylomath, Benton County, #17</td>
<td>Henry O. Pete</td>
</tr>
<tr>
<td>71. Pine-Eagle, Halfway, Baker County, #61</td>
<td>Joe H. Stewart</td>
</tr>
<tr>
<td>72. Phoenix, Jackson County, #14</td>
<td>E.R. James</td>
</tr>
<tr>
<td>73. Pleasant Hill, Rt. 2, Creswell, Lane County, UH#1</td>
<td>Charles Funk (HS) Robert Llewellync</td>
</tr>
<tr>
<td>74. Portland, 631 NE Clackamas, Portland 8, Multnomah County, #1</td>
<td>Melvin W. Barnes, Elden I. Jennecc</td>
</tr>
<tr>
<td>75. Port Orford-Landlois, Curry County, #2J</td>
<td>Lloyd M. Rice, Jr.</td>
</tr>
<tr>
<td>76. Ranier, Columbia County, UH #3</td>
<td>Norman Greene (HS)</td>
</tr>
<tr>
<td>77. Redmond, Deschutes County #2</td>
<td>Hugh Hartman, Elementary</td>
</tr>
<tr>
<td>78. Reedsport, Douglas County, #105</td>
<td>Thomas Huelner, Elementary</td>
</tr>
<tr>
<td>79. Reynolds, Rt. #2, Box 496 Troutdale, Clackamas County, #7</td>
<td>Eugene Silke, O.L. Johnsonc</td>
</tr>
<tr>
<td>80. Rockwood, 19501 NE Davis St. Portland, Multnomah County, #27</td>
<td>Theodore Land, Elementary</td>
</tr>
<tr>
<td>81. Roseburg, Douglas County, #4</td>
<td>M.C. Deller</td>
</tr>
<tr>
<td>82. St. Helens, Columbia County #502</td>
<td>Wayne Foster</td>
</tr>
<tr>
<td>83. Salem, 1309 Ferry St. Marion County, #24 CJ</td>
<td>Charles Schmidt, George Sirmoc</td>
</tr>
<tr>
<td>84. Sandy, Clackamas County, #46</td>
<td>Clyde Sutherland, Elementary</td>
</tr>
<tr>
<td>85. Seappoose, Columbia County, #1J</td>
<td>J. Marion O'Brien, Elementary</td>
</tr>
<tr>
<td>District</td>
<td>Superintendent</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>86. aSeaside, Clatsop County, #10 UHl</td>
<td>C.E. Young</td>
</tr>
<tr>
<td>87. aSilverton, Marion County, #14 UHlJ</td>
<td>Dr. Milt Brum</td>
</tr>
<tr>
<td>88. aSpringfield, Lane County, #19</td>
<td>Walter Commons</td>
</tr>
<tr>
<td>89. aSouth Lane, Cottage Grove, Lane County, #45J</td>
<td>Jesse V. Fassold</td>
</tr>
<tr>
<td>90. aStayton, Marion County, #77J</td>
<td>Adrin J. Dickson, Jr. Elementary</td>
</tr>
<tr>
<td>91. eStayton, Marion County, UH 4J</td>
<td>Merling L. Morey, Elementary</td>
</tr>
<tr>
<td>92. eSutherlin, Douglas County, #130</td>
<td>A. L. Lorets</td>
</tr>
<tr>
<td>93. aSweet Home, Linn County, #55</td>
<td>George Kontos</td>
</tr>
<tr>
<td>94. aSylvan, 1849 SW 58th Ave., Portland 1, Multnomah County</td>
<td>Ralph A. Nelson</td>
</tr>
<tr>
<td>95. eThe Dalles, Wasco County, #12</td>
<td>David E. Bates</td>
</tr>
<tr>
<td>96. aTigard, Washington County, #23 EUH 2J</td>
<td>Delbert Fennell</td>
</tr>
<tr>
<td>97. aTillamook, Tillamook County, #9</td>
<td>John G. Jensen</td>
</tr>
<tr>
<td>98. aVale, Malheur County, #15</td>
<td>Frank Ellis, Jack Leafgreen</td>
</tr>
<tr>
<td>99. aWest Linn, Clackamas County #3</td>
<td>Chester Tunnell, Sam Nixon</td>
</tr>
<tr>
<td>100. aWillamina, Yamhill County, #30</td>
<td>Donnell Mitchell, Elementary</td>
</tr>
<tr>
<td>101. aWhitaker, 1535 NE Columbia Blvd., Portland 18, Multnomah County, #17</td>
<td>Ernest F. Huber, Elementary</td>
</tr>
<tr>
<td>102. aWoodburn, Marion County, #103</td>
<td>Frank P. Doerfler</td>
</tr>
<tr>
<td>District</td>
<td>Superintendent</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>103. <strong>Yamhill-Carlton, Yamhill,</strong>&lt;br&gt;Yamhill County, UH #1</td>
<td>Theodore Stensland (HS)^b</td>
</tr>
<tr>
<td>104. <strong>Grants Pass, Josephine</strong>&lt;br&gt;County</td>
<td>Elmer W. Fleming</td>
</tr>
<tr>
<td>105. <strong>Klamath Falls, Klamath</strong>&lt;br&gt;County</td>
<td>Cliff Robinson</td>
</tr>
<tr>
<td>106. <strong>Newport, Lincoln County</strong></td>
<td>M.C. Huff</td>
</tr>
<tr>
<td>107. <strong>Prineville, Crook County</strong></td>
<td>Cecil M. Sly</td>
</tr>
</tbody>
</table>

^a Denotes respondents in the study.

^b Denotes questionnaire not applicable to district

^c Denotes questionnaire answered in the absence of district superintendent.

^d Denotes that this particular school did not respond to the original introductory post card.

^e Denotes follow-up questionnaire was not returned.

^f Denotes questionnaire was received too late to be included in this study.
APPENDIX C

PRELIMINARY POST CARD SENT TO SELECTED PARTICIPANTS

EASTERN OREGON COLLEGE
La Grande, Oregon

January 3, 1962

Dear Educator:

You have been selected to participate in one of the most important elementary physical education and athletic surveys ever undertaken in the state of Oregon. This survey is endorsed by many of the outstanding educators in the nation, including Oregon's State Director of Physical Education.

If you think you would like to be a participant in this statewide survey, with regard to THE STATUS OF INTERSCHOOL AND INTRAMURAL ATHLETICS IN THE ELEMENTARY SCHOOLS OF OREGON, please indicate by marking the appropriate space below with an (x).

Thank you.

_____________ I will participate
_____________ I will not participate

_____________ Additional Comments

__________________________ (signature of Participant)

Sincerely yours,

Kenneth M. Cox
Instructor in Health and Physical Education
April 20, 1962

Dear District Superintendent:

You are being asked to participate in one of the most timely and pertinent surveys ever undertaken in the interest of elementary physical education and athletics in Oregon. It concerns the problem of THE STATUS OF INTERSCHOOL AND INTRAMURAL ATHLETICS IN THE ELEMENTARY SCHOOLS OF OREGON. It is believed that elementary school superintendents have valuable opinions on the issues existing and that their reactions will do much to effect an overdue compatibility between educational philosophy and what is actually being practiced in this area.

The investigator has therefore selected 107 public elementary school district superintendents, who have had considerable experience in both elementary physical education and athletics. Your reactions are necessary to achieve the validity necessary for the study.

The enclosed questionnaire is sent to you as part of a survey to determine to what extent an interschool and intramural physical activities (athletic) program is offered for boys in elementary. For the purposes of this study, elementary school will include grades one through six. The survey extends throughout the entire state of Oregon; no specific names will be used in this study. The results of this study will be sent to you if you so desire.

It is extremely important that you return the questionnaire prior to May 12, 1962. Please use the enclosed self-addressed stamped envelope for this purpose. Thank you for your cooperation and consideration.

Sincerely yours,

Kenneth M. Cox
Instructor in Physical Education
Athletic Coach

KMC:sw
Enclosure
May 14, 1962

Dear District Superintendent:

The response to the questionnaire concerning THE STATUS OF INTERSCHOOL AND INTRAMURAL ATHLETICS IN THE ELEMENTARY SCHOOLS OF OREGON has been most gratifying. To date 83 per cent of the one hundred and seven questionnaires sent out have been returned.

In a recent conversation with Mr. Ralph J. Dyson, Consultant, State Department of Health and Physical Education, he expressed interest in this study. Also the editor of Elementary Teaching News is desirous of receiving the results as soon as they are available.

I fully recognized your difficulty in completing the questionnaire due largely to the time and energy which is required of you in the midst of the current school year. However, the participants of this study were hand-picked to represent the best interests of elementary physical education and athletics. Failure to receive one of the questionnaires creates an imbalance that distorts the findings of the elementary district superintendents throughout Oregon.

Realizing fully the imposition, I will be particularly appreciative if you will devote the time necessary to complete the questionnaire and return it to me.

Enclosed you will find an additional questionnaire in the event you misplaced your original questionnaire.

Thank you for your interest and cooperation.

Sincerely yours,

Kenneth M. Cox
Instructor in Physical Education
Athletic Coach

KMC:sw

Enclosure
APPENDIX F

NOTEWORTHY COMMENTS OF A GENERAL NATURE
EXTRACTED FROM THE QUESTIONNAIRES

In every instance, returned questionnaires contained additional comments, many of which are of interest to all district superintendents, principals, physical educators, and coaches. The comments are quoted below exactly as they appeared.

1. "A study of this nature is of utmost importance. I would have liked to see you pursue the study even further."

2. "How can an administrator justify expenditures for interschool athletics?"

3. "I'll go the entire route with interschool athletics as long as I can find qualified personnel."

4. "This has been one of the finest questionnaires circulated on this topic I have come across, we need much more done in this area."

5. "Interschool athletics is a constant headache for an administrator, but I honestly believe it is a necessity, as youngsters must have the experience of participating in organized competition."

6. "Ken, I sure hope Educators, especially people in your field will wise up and accept the reality that there is and always will be an interschool program to content with, and the sooner Educators begin to meet their responsibilities in this area the better off everyone will be. Let's get the
control and responsibility back with the school and out of the hands of private agencies who many times do not have professional backgrounds or viewpoints."

7. "I would favor highly organized interschool athletic programs for our youngsters if the AAHPER and Principal's Association would advance in their thinking."

8. "Some mention in your questionnaire should have been made concerning the attitudes and opinions of parents and teachers concerning this controversial subject. Engage the PTA's thinking and ideas."

9. "Congrat's to you on this splendid effort, I'm looking forward to reading the results of the study."

10. "This is an important piece of research you are taking on. I only hope that professional people including physical educators and administrators can get together and think in one channel. Differences in philosophies is terrific."

11. "Intramural athletics are our mainstay in physical education and athletics."

12. "We confine our program solely within our district - Intraschool is strictly after school and on Saturday."

13. "Distance kills us as far as interschool athletics are concerned."

14. "I believe that elementary schools should all discontinue playing interschool contests during the regular school day. All such contests should be after school or on Saturdays or Sundays, as most high schools have done."
15. "We operate no intramural or athletic programs, I am sorry to say. Some programs are conducted by the schools, however, strictly in accord with - 'Principles and Policies for Elementary Schools Athletics in Oregon'."

16. "Interschool athletics takes place largely between those smaller elementary schools that are too small for a good intramural program. We look upon our interschool program as really intramural. Games are limited to four in each sport."

17. "We don't allow any participation in interschool athletics below the 6th grade level."

18. "I am unequivocally opposed to any athletic participation between schools in different school's districts in grades 1 through 8."

19. "Good questionnaire."

20. "Letters place too much emphasis on sports."

21. "Letters might discourage those of less ability."

22. "Letters and awards are an unnecessary added expense."

23. "Your questionnaire should have been split into 3 parts: Elementary, Jr., and Sr. High; as it is now written, too many questions can be answered in several ways."

24. "I sincerely believe we should have a more definite set of state wide regulations in interschool and intramural school competition for the elementary schools as far as Track and Field is concerned."
25. "Concerning letters, extrinsic motivation should not be necessary."

26. "Our physical education program takes the place of interschool and intramural athletics. We're not running an athletic factory here."

27. "An interschool athletic program is a waste of time, it only includes the more gifted youngster, we believe, in mass participation."

28. "We function largely upon weight in wrestling and by grade level otherwise and with common sense basing our selection in other skills."

29. "We don not wish to involve sixth grade students in interschool activities. We have a fair program working with grades 7 and 8 and an excellent intramural program for 4th, 5th, and 6th grades and excellent facilities to do these. Students in grades one, two, and three spend their time in play, games, and rhythms."

30. "This is difficult to answer adequately for we have a good program in grades 6, 7, and 8. Only upper grades take up interschool activities. We do provide awards for intramurals in upper two grades. We feel our program is ample and we cover a good variety of activities at all levels. Our interschool activities are now confined to basketball, baseball, wrestling, and track and field. Travel and competition is difficult in this area."
31. "Our athletic council governs all athletic policy in the district. This council is composed of a principal or faculty representative from each school in the district. Athletics are part of our school philosophy, with intramural athletics playing the leading role."

32. "In organizing our grade school activities athletic programs, we have stressed activities and sport events which will provide and develop individual physical abilities."

33. "The emphasis on interschool competition has been minor, but it is included in our program to provide some team sport experiences. Our main emphasis is on a well-balanced physical education program which promotes student growth and development."

34. "Our afterschool program includes both the intramural and interschool program combined."

35. "A study of this nature is of the utmost importance; we need this type of research to determine the direction we will go."

36. "We want the student to compete because he wants to not for a letter. State recommends no letters."

37. "A difficult questionnaire to answer. The terms interschool and intramural needed defining, also there seemed to be much repetition."

38. "We operate no intramural or interschool athletic programs."
39. "The St. Helens School district believe in a strong physical education program from grades one through six inclusive. Go back and read some of the recommendations that have come out of the state department on elementary athletics in the last ten years."

40. "Do you believe in an athletic program in the primary grades?"

41. "Release time for coaches is ridiculous."

42. "Are you acquainted with a study at Linfield College by John Oravec in 1948, in which he made a study of 87% of all Oregon elementary schools grades one through eight?"

43. "I question the validity of this questionnaire. You have no provision for indication what grades might be involved in the various sports, one could assume 1st grade playing tackle football on the basis of your questions."

44. "Our profession is split down the middle concerning interschool athletics, we need more work and studies similar to yours."

45. "Are you acquainted with the Principles and Policies for Elementary Athletics for Oregon, 1956? This was published by the state board of education. If not, I suggest that you study them before analyzing any results of this questionnaire. It seems that you are attempting to apply secondary school wording to an elementary school situation."

46. "We have no athletic competition handled by the school. The school district furnishes balls, suits, and a place to play. The coaching is done by the fathers and other
interested persons. The coaches schedule the games and handle the transportation, they do not receive money for this. The teams practice two nights a week and play games on Saturday; the only sport that this is done in is basketball.

47. "We don't feel a student should be rewarded in athletics."

48. "Athletics are a vital part of our educational program."

49. "Ken, this report covers a variety of schools which have differing situations. Our district has 16 schools with a range in size of 65 students to 1,500 students. We have a district population of 6,760 students. Our program in physical education in grades one through six is a 45 minute period three days a week. Recess is additional. Our intramural and athletic programs are not entirely separate, but instead, one in the same. We are most interested in a strong developmental program in physical education at the elementary and primary level. The results of this will invariably prove to be winning teams. We believe in an athletic program but only after all students are given a chance to compete in activities.

Marshfield High School has done quite well with this philosophy."

50. "Our school carnival supports a good portion of our intramural and athletic programs."

51. "We operate on a school policy of Class A, B, and C."

52. "In track and field, we utilize the very fine Columbia County Track Classification, this gives us a height-
weight-age standards classification to go by." (See Appendix J).

53. "Our district rules, regulations, and standards took years to develop and construct, please read and study them. Would be nice material to include in your survey." (See Appendix K).

54. "Competitive athletics if supervised correctly is a necessity, even on the elementary level. We only wish we could do more in this area."

55. "Our P.T.A. takes an active role in all forms of athletics and helps in its support."

56. "In our interschool program there isn't much cost--school furnishes ball, transportation, and coaches. Teams usually have a colored sweat shirt; usually high school district pays a couple of dollars per year in form of theater tickets for refereeing. We find some real fine boys who like sports but don't go out at the varsity level."

57. "We don't award letters, etc. This is, in our opinion, an activity designed (a) to introduce boys to playing as a team, (b) any and all may play. We have the most inept and do not care about winning or points or lettering."

58. "We award letters, and occasionally trophies or ribbons. There must be recognition for accomplishment either in the classroom or on the athletic field. Agree....We do."

60. "It's easy to turn your back on interschool or any form of school athletics, and say it's no place in the elementary school. It is our policy to participate in athletics to a reasonable extent, they're important."

61. "Intrinsic value of participation is sufficient, letters, and awards are unnecessary."

62. "We try to stay as closely to the Oregon State Activities Association, as best we can."

63. "Our state regulations need an overhaul and to be brought up to date, their philosophy and ideas are 10 years behind the times."

64. "Enclosed and attached to the back of this questionnaire you will find a copy of the regulations for Klamath Falls Track and Field meets." (See Appendix M).

65. "The program is too large to give you an accurate picture by these short objective questions. Use our handbook for a good program."

66. "All children play for the fun of participation. All children participate. There is no point in Lettering."

67. "Kenneth, under separate cover we are sending our Handbook of Elementary Athletics, for your reference."

68. "Let's make an extensive study of this type, nation-wide."
APPENDIX G

LETTERS FROM AUTHORITIES
Dr. Leon P. Minear
Superintendent of Public Instruction
300 Public Service Building
Salem, Oregon

Dear Dr. Minear:

I am writing in reference to securing a copy of the "Oregon School Directory--1961-62", published and issued by the State Department of Education. Please forward me a copy at your earliest convenience. Thank you for your cooperation and consideration.

Sincerely yours,

Kenneth M. Cox
Instructor in Health
and Physical Education
January 7, 1962

Dr. Leon P. Minear
Superintendent of Public Instruction
State Department of Education
Public Service Building
Salem 10, Oregon

Dear Dr. Minear:

I am writing in reference to securing a copy of "Principles and Policies" for Elementary School Athletics in Oregon (approved by the State Board of Education, June 6, 1956.... issued by the State Department of Education, Salem, Oregon, 1956). This is a supplement to the handbook, "Physical Education in Oregon Elementary Schools".

I would also like to have a copy of the handbook, "Physical Education in Oregon Elementary Schools, 1953.

Thank you for your cooperation and consideration.

Sincerely yours,

Kenneth M. Cox
Instructor in Health and Physical Education
Dr. Leon P. Minear  
Superintendent of Public Instruction  
300 Public Service Building  
Salem, Oregon

Dear Dr. Minear:

I am writing in regards to securing your approval for my proposed research study, "The Status of Interschool and Intramural Athletics in the Public Elementary Schools of Oregon, 1962". I sincerely believe this is a vital area in elementary education and is in need of extensive study and research. The co-advisors for this graduate project will be, Dr. A. Ewing Konold, Chairman of the Education Division, and Dr. Martha L. Brockman, Associate Professor of Elementary Education, at San Fernando Valley State College, Northridge, California.

Any additional assistance or cooperation you could give me would be greatly appreciated. Thank you for your consideration.

Sincerely yours,

Kenneth M. Cox  
Instructor in Health and Physical Education
Office of the Principal                       Jan. 26, 1962
Tunkhannock, Pa., Schools
Physical Education Department

Mr. Ken Cox
Department of Physical Education
Eastern Oregon College
La Grande, Oregon

Dear Ken:

I spent considerable time reviewing your questionnaire. The results of my labor is enclosed. As you probably know, "Biddy Basketball" was founded by Jay Archer, a graduate of East Stroudsburg State College and the program was organized in Scranton, Pa. The "Piggy Bank" football bowl was originated in Easton, Pa., by local business and professional people. In this area youngsters tend to participate in organized competitive athletics at a younger age. This is partly true because "Little League Baseball" got its start in Williamsport, Pa.

Educational guidance and leadership are mandatory for successful programs.

Sincerely,

Charles Shaw, Chairman
Health and Physical Education Department

CS/hjp
Kenneth M. Cox
Physical Education Instructor and Coach
Eastern Oregon College
La Grande, Oregon

Dear Ken:

Very interesting study. I hope the changes I made on your questionnaire will be of some value. We have, I believe, a progressive elementary school athletic program here and over in the West Las Vegas School District also. Our situation is probably quite different than yours but similar in many ways I'm sure.

I handle the Little League program, and feel it is a good program if controlled by the right people and administered correctly.

Let me know how you make out. See you.

Yours truly,

Joseph Singleton
Director of Physical Education Department
Kenneth M. Cox  
Instructor in Physical Education  
Eastern Oregon College  
La Grande, Oregon

Dear Coach Cox:

   Enjoyed working on your questionnaire. This is a very fine project you are undertaking. I believe you should make this a little longer and be more conclusive.

   Our program is small, but includes any youngster who wishes to participate.

Very truly,

Bob Litton  
Elementary Physical Education
Corcoran Public Schools  
Corcoran, California  
February 10, 1962

Kenneth Cox  
Athletic Coach  
Eastern Oregon College  
La Grande, Oregon

Dear Mr. Cox:

Suggested materials are enclosed for your reference. Hope my comments and suggestions will be helpful. The study should reveal quite a lot and shed a light on new developments in this controversial field.

If convenient, please forward me the results, conclusions, and recommendations. Best of Luck.

Sincerely,

James Revello  
Physical Education Director
Kenneth M. Cox
Instructor in Physical Education
Eastern Oregon College
La Grande, Oregon

Dear Coach:

Enclosed is the completed questionnaire with additional comments and suggestions. I hope this is some assistance and please feel free to call on me as you so desire. Athletics are important here at Logan.

You have the basis for a fine study. Good Luck.

Yours truly,

Keno Polo
Athletic Director
Dear Ken:

I'm sending you my completed questionnaire. It contains very few new ideas. I believe it is difficult to make a questionnaire of this nature without going into one that is extensive and long in length and depth. Most questionnaires of this type are usually difficult to answer.

This subject is one worthy of much research, and I wish you the best of luck. Please keep me informed of your progress.

I remain

Respectfully,

Laurence F. Cox
Physical Education Director

Swarta School District
Steelton, Penna.

Feb. 24, 1962

Ken Cox
Athletic Coach
Eastern Oregon College
La Grande, Oregon
March 1, 1962

Kenneth M. Cox
Instructor in Health and Physical Education
Eastern Oregon College
La Grande, Oregon

Dear Ken:

Read my status study on Class A High School Intramural Programs in the State of Washington, 1960-61. My questionnaire covers a little more ground and is easier to interpret. However, I believe your questionnaire with one or two minor changes will be more satisfactory. I believe it can be assumed that high school athletic programs are more complex and detailed than those on the elementary school level.

Your study could be outstanding (the topic is important) with some changes which I penciled in on the returned questionnaire. Our department will undoubtedly be interested in the findings of your study. Other professional individuals also will be curious as to the results. I might mention that you should always stencil your work rather than ditto it.

Best of luck on your returns.

Respectfully submitted,

Richard Gilberts
Dept. of Physical Education

P.S. For your interest, I will be the vice principal (guidance counselor) for the Marsing, Idaho, schools next year.
March 7, 1962

Mr. Kenneth M. Cox, Director
Health and Physical Education
Eastern Oregon College
LaGrande, Oregon

Your letter to Doctor Minear in regard to a research study you wish to make has been referred to me. We would agree with you that interschool and intramural athletics is an important area in the elementary program and one worthy of study and research; however, the State Department is unable to give you blanket approval at this time, primarily because of lack of information. We would need to have information about the purposes, the design, and the data and the means whereby you expect to gather it. It would also be helpful to you and to us if you could come in and discuss it personally with Mrs. Betty Owen and Mr. Ralph Dysson, our consultants in physical education and health.

Before approving any studies we want to be certain that the schools are not asked for information that may be available within our Department or elsewhere, and also that the information obtained will be useful to the Department as well as to any others researchist may have in mind.

We shall be happy to be of further assistance to you.

H. IRENE HALLBERG
Acting Director
Elementary Education

HIH: pw
MYRTLE CREEK PUBLIC SCHOOLS
DOUGLAS COUNTY DISTRICT
Number 19
Myrtle Creek, Oregon

Al Neet, Supt.
April 24, 1962

Kenneth M. Cox
Instructor in Physical Education
Eastern Oregon College
La Grande, Oregon

Dear Mr. Cox:

Re: Elementary Athletics

I do not believe your questionnaire sent out on April 20, 1962, is applicable to our district. Myrtle Creek is a unified district with grades 1 through 12. The only interschool athletics for the elementary youngsters would be limited to grades 7 and 8.

Our district operates under the 8-4 plan. I would be pleased to answer any questions in regard to our 7th and 8th grade program that we should have.

Sincerely yours,

Al M. Neet
Superintendent
Molalla Consolidated Grade School
Clackamas County - District #35
Molalla, Oregon

April 27, 1962

Mr. Kenneth M. Cox
Instructor in Physical Education
Eastern Oregon College of Education
La Grande, Oregon

Dear Mr. Cox:

With the help of our physical education teachers and coaches we have completed the questionnaire as carefully as we knew how.

We have been aiming at a balanced program including both intramural and interschool competition. We played flag football for a number of years but were of the opinion that there really was less risk in tackle football than in flag football. We started playing tackle football this year and feel that with good protective equipment which we provide for the players that there are fewer injuries than we would have from flag football. Flag players do everything that players playing tackle ball do except tackle and there is no protection for the flag players.

We have a feeling that interschool athletics does have a place in our educational program, if the program is broad enough to give as many students the opportunity of participating as possible.

We try to keep in mind that our athletic program is for the benefit of the participants and not for the spectators. The Down-Town Quarterback Club does not worry us.

Yours truly,

Thomas L. McBride
Principal

TLM:1w
Dear Ken:

This questionnaire is a little difficult to fill out adequately as it definitely seeks scheduled competition. Ours is so casual as to be a misfit on a questionnaire of this kind.

We have ten elementary schools, varying in size from 13 (at Sumpter) to 250. Half of these are in the smaller range; 13, 19, 31, 33, and 70. In order to have any teams at all, these must use all their boys (sometimes girls also).

Our theory is that organized team play is desirable. We attempt to teach "playing together" rather than "playing against".

In basketball, we have 5th grade teams (which include as many 4th graders as wish to play) which have a schedule. Each town school will play each other town school at least two games at 3:30 in the afternoon. Coaches agree to use their best boys against best and then halt the game, and the blind against a like group. (We actually have spastics and a one-legged boy who have played). We denied only the blind boy (small window of sight) for fear of jolting him. No championship is kept, no scores to the papers; no crowds; and no advertisement. When necessary larger schools loan players to smaller schools.

Soccer is a casual sport in which boys go on invitation, to other schools. This is during the time of year we are teaching soccer as a sport in physical education. Softball is also this way. In one or two cases, small country schools use their girls to play when invited in - such as Durkee being invited to play at Brooklyn.

We play no football. Flag football tended to become tackle, so we substituted kickball as a yard activity.

In short, we favor organized games open to all on an interesting but non championship basis. I will not say a non-competitive basis. We keep competition within bounds, but actually of course, to play is to compete to an extent.

James Evans
Superintendent of Schools
May 15, 1962

Dr. L. B. Mayfield
Elementary School Superintendent
Medford Public Schools (Jackson County)
Medford, Oregon

Dear Dr. Mayfield:

I would like to take this opportunity to thank you for answering my questionnaire and taking an active part in my study. I am grateful for the Medford Elementary School district policy and additional material which you sent me to aid in the study. Could you send me four additional copies of the following: Policy of Elementary School Athletics; Physical Examinations; Parents' Athletic Permit; Rules and Regulations for each sport; Activity Schedules; and any additional material which you might think would be helpful?

The results of this study will be sent to you as soon as it's completed. Thank you for your interest and cooperation.

Sincerely yours,

Kenneth M. Cox
Instructor in Health and Physical Education
May 16, 1962

Dr. Frank B. Bennett
President
Eastern Oregon College
La Grande, Oregon

Dear Dr. Bennett:

Enclosed for your information, is material regarding the personal research project I am now undertaking.

The response to the questionnaire has been excellent. As of today, 85% of the District Elementary Superintendents in Class A School Districts in the state of Oregon, have returned completed questionnaires. I am confident the results of this research, when completed, will be of tremendous value not only to educators but also to parents of elementary school youngsters.

This research is under the guidance and direction of Dr. A. Ewing Konold and Dr. Martha L. Brockman, of San Fernando Valley, California, State College.

Sincerely yours,

Kenneth M. Cox
Instructor in Health and Physical Education
APPENDIX H

MCMINNVILLE PUBLIC SCHOOLS

Elementary School Sports Program Policy

1962


It has been recognized by education, health, and medical authorities that boys and girls of elementary school age have a need for vigorous physical activity to promote growth and development. Our elementary schools have assumed part of the responsibility for meeting this need through an organized program which includes physical education classes, intramural activities, and afterschool sports activities.

The directed activities of the physical education program include participation in rhythm activities, self-testing activities, (including stunts and conditioning exercises) relays, and games. The intramural program permits youngsters of equal ability to participate in team and individual games during recess periods. As a natural outgrowth of this program, boys and girls in grades 4, 5, and 6 may participate in a voluntary afterschool sports program.

The objectives of a sports program for these youngsters include the opportunity:

1. To develop motor skills

   a. To develop skills needed for satisfactory participation in the various sports.
b. To provide for the development of certain motor skills which the regular physical education program and intramural program do not necessarily provide.

c. To develop an appreciation for the skills and spirit of the game.

2. To develop desirable attitudes.

   a. To further develop good qualities of sportsmanship and teamwork.

   b. To develop attitudes toward school that will help children to put forth their best effort in all educational areas.

   c. To develop the ability to give his or her best effort and strive to win within the rules and spirit of the game.

   d. To develop the attitude that playing for enjoyment is most important.

3. To develop desirable health habits.

   a. To help children grow into strong, healthful adults.

   b. To meet the natural drives of children for activity leadership.

   c. To stress the importance of desirable appearance and good grooming.

4. To provide wholesome activity.

   a. To provide worthwhile activities under trained leadership.

   b. To meet the natural drives of children for activity and competition.

   c. To provide for worthy use of leisure time.

General Considerations

All normal youngsters in all grades need vigorous physical activity daily. Vigorous exercise is recommended for optimum organic growth and development and for best
physiological functioning. The needs of the majority of elementary youngsters for activity can be adequately met through a properly supervised program through the school. Indeed, if the school does not meet these needs, youngsters, will, on occasion, attempt to find satisfaction in situations which are neither supervised or wholesome.

Competition and cooperation are also a need of grade school youngsters. Not only are competition and cooperation important in the development of children but they are presented in most forceful ways of our society.

Cooperation must be a tool by which children are taught to live together in harmony and strive together to better adjust to their environment.

Competition, however, needs careful consideration. If competition in a sports program is a desire to humiliate a human opponent, then competition is poorly directed. Competition should be the struggle of the self to better one's own adjustment to one's environment.

This struggle is to realize self gives fiber to the personality that is important to mental growth. When the sports program becomes a competitive situation for the individual that causes him to struggle for power over his peers, or personal humiliation when the power is not achieved, the program should be reconsidered. Children involved in this type of struggle need special care exactly as do others who are timid, shy fearful, vain, etc. However, the sports program should not be the cause of such problems, but rather
the device to help eliminate such problems. For those who lose, there should be no humiliation.

Greeneberg shows that age groups 6-7 years old show critical judgement of their own work when competing with others. It is important that children in a grade school sports program be able to judge their own development and improvement. They need to be encouraged in self judgment and assisted whenever problems arise, in the processes of self judging or in comparison of their abilities with others.

The educational value of afterschool activities is one of the most important reasons for maintaining this program. This program offers an opportunity to exercise abilities and skills learned in the regular physical education program. More important, however, is the increased interest that is created in the school. Many children who have a difficult time adjusting to school find their place with the team after school and thus become a member of the group. This often times has a good carry over to the classroom where psychological adjustment mechanisms are not needed so extensively after acceptance by the group on the practice and playing field.

In working with children in this program, health considerations are very important. Teachers working in this

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area must be sure that the rules of the game are such that a child is never pushed beyond the level of his emotional and anatomical maturity. If youngsters are known to be in good health and if proper attention is given to their anatomical immaturity, clinical and empirical evidence indicates that they will not be harmed physically or emotionally by participation in well conducted vigorous activity.  

Elementary sports should not be considered as a program to enhance the high school programs. Such a program may benefit a high school but it has been found that boys of this age change so rapidly that it is difficult to tell just who should be singled out for special attention. Therefore it is better to give all an opportunity to participate in a wide variety of activities.

Generally speaking, this program is designed to meet certain specific needs of children. These needs should always be the guides upon which the program is maintained. Values such as cooperation with the team, development of both individual and team skills, the development of wholesome mental attitudes, and the development of good health habits are the major goals.

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Regulations for elementary school pupils to meet the above purposes:

1. The after school sports program shall be considered a natural outgrowth of the schools physical education, intramural program.

2. The sixth grade may participate in scheduled games within the school district. Fourth and fifth grades shall play other schools only through well organized sports days.

3. A pupil may participate in the program only with the written consent of a parent or legal guardian.

4. All pupils taking part in the after school sports program shall be examined by a doctor before participation in the sports program each school year.

5. Following an illness of five days or more, or any disabling injury or other type of incapacity, further participation by a pupil will be permitted only on the written recommendation of a physician.

6. A pupil should have a period of practice adequate to insure proper physical condition before engaging in a contest.

7. Practices should be conducted immediately following school hours. Practices should be conducted in a manner to take into consideration the physical and emotional development of the child. Children should be on their way home by 5:00 p.m.

8. Physical education class time shall not be used for athletic team practice. However, it is desirable to teach leadup skills to all pupils and to provide the necessary
practice of these skills as a part of the regular physical education program.

9. A pupil shall participate in one sports contest per week.

10. A pupil shall participate on one team in the same sport during a playing season.

11. Interschool sports contests shall not be scheduled during school hours, except in cases where bus pupils would be deprived of the opportunity to participate if this regulation were enforced. These exceptions should be held to a minimum.

12. Night games shall be discouraged.

13. Elementary school games shall not be played in conjunction with other games. This applies especially to preliminary games and contests played during the half-time intermission of high school and college contests.

14. Outdoor games should not be played in bad weather.

15. Team organization in the elementary school program will be patterned as follows:

   a. Squads shall not be cut.

   b. All pupils who turn out for practice will participate during the games.

   c. Teams organized in a building with more than one room per grade should have a team for each room of nearly equal ability.

16. Elimination tournaments leading to a championship will not be held.

17. Any game ending in a tie will not be played off.
18. Publicity shall be discouraged, especially of an individual. No schedule of games shall be published for the public.

19. All scheduling will be done under the supervision of the Elementary Sports Director with the help of all coaches involved.

20. The coach is responsible for the behavior of his team at all times. The coach should expect good behavior of spectators from his school. Attendance at games by spectators should not be encouraged.

21. Coaches of teams shall be certified teachers employed by the school district with special training in physical education.

22. The elementary sports program shall be in agreement with the policies and wishes of the local School Board and the School District Superintendent.

23. Adequate protective equipment shall be required. All participants shall wear gym shoes that cover the ankles. Spikes or cleats of any type will not be allowed.

24. Limitation of sports and types of events. (For further information, see the rules for each sport.)

   a. Boys sports

      1. Flag football (Junior size football)
      2. Basketball
      3. Softball
      4. Track

   b. Girls sports
1. Volleyball
2. Softball
3. Other sports with the consent of all coaches and the Director of Elementary Sports.
FIGURE 1
GEOGRAPHICAL LOCATION OF RESPONDENTS*

*Denotes numbered locations were respondents in the study.
AUTOBIOGRAPHY
VITA

Kenneth Mervin Cox, son of Susan Carolyn and Walter Mervin Cox, Allentown, Pennsylvania, was born on August 31, 1933, in Williamsport, Pennsylvania. Kenneth was educated in the Bethlehem, Pennsylvania, public schools, and graduated from Bethlehem, Pennsylvania, High School, in the college preparatory course in June, 1951. While in high school, Mr. Cox was active in athletics and won varsity letters in football, wrestling, and track. After high school graduation Kenneth entered Pennsylvania State College at East Stroudsburg where he earned the B.S. degree in Health and Physical Education. While in college, Mr. Cox served as captain of the wrestling team his junior year; co-captain of the track team his senior year; and won four varsity letters in football. During his high school and undergraduate days, Mr. Cox was active in Boys' Club, Varsity Club, Health Education Club, and Young Mens Christian Association, activities. Mr. Cox did his student teaching in both the elementary and secondary school levels.

After college graduation, in May, 1955, Mr. Cox entered the United States Army for two years. While in the service, he served as wrestling coach at Fort Ord, California, and also played guard for the All-Service Football Championship, Fort Ord team. During 1956, Ken won the All Army Heavyweight Wrestling Championship and was a finalist in both Greco-Roman and freestyle wrestling in the Olympic Trials in Los Angeles.
Ken was honorably discharged in March, 1957, and entered New Mexico Highlands University for the spring term to begin graduate study. Ken entered the Army as a private and is now a First Lieutenant in the Michigan Army National Guard. During the summer of 1957, Ken served as an elementary instructor and supervisor at the New Mexico School for Boys.

From September, 1957, until August, 1960, Mr. Cox served as an instructor in physical education, mathematics, and social studies, in addition to being football, wrestling, and track coach at Simi Valley High School, Simi, California. While at Simi, Ken studied in the graduate school of San Fernando Valley State College, where he earned the California General Secondary Credential, Special Physical Education Credential, as well as completing the course requirements for the Master of Arts degree in Elementary Teaching.

During the school year of 1961-62, Mr. Cox studied at the University of Washington. While at Washington, he served as a teaching assistant in the physical education department, along with assuming the duties of freshman wrestling coach. Ken graduated from Washington in June, 1961, with a Master of Science degree in Physical Education.

During the 1961-62 academic school year, the candidate was an instructor in physical education, assistant football and head wrestling coach at Eastern Oregon College, La Grande, Oregon. Presently Mr. Cox is assistant intramural director, assistant football, and head wrestling coach at
Michigan College of Mining and Technology, Houghton, Michigan. In addition to his teaching, administrative, and coaching responsibilities, Kenneth is active in many civic and professional organizations. The candidate is married to the former Glenda Gay Garrett, Springer, New Mexico, and is the father of six wonderful children. Permanent address: 305 Willson Memorial Drive, Chassell, Michigan.

Typist: Mrs. Kenneth M. Cox, Chassell, Michigan