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AN ANALYSIS AND APPRAISAL OF THE MEN'S INTRAMURAL
" SPORTS PROGRAM AT THE COLLEGE OF
WILLIAM AND MARY, 1948-1952

A Thesis

Presented to

the Faculty of the Department of Physical Education
The College of William and Mary

In Partial Fulfillment

of the Requirements for the Degree
Master of Arts

by

Harold B. King

August 1952

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CHAPTER I

THE PROBLEM

Statement of the problem. The purpose of this study is to determine the effectiveness of the Men's Intramural Sports Program at the College of William and Mary through an analysis and appraisal of the program in terms of its established objectives and, in the light of the analysis and appraisal, to make recommendations for the future program.

Significance of the problem. There has been a great deal of controversy concerning athletics in the colleges and schools throughout the country recently, and there are those who believe that intramural sports should be expanded to take the place of intercollegiate and interscholastic athletics. This problem is pertinent at William and Mary. To the knowledge of the writer, and to those in the Men's Department of Physical Education concerned with the program, there has never been a complete evaluation of the Men's Intramural Sports Program as it exists at the College of William and Mary. This alone is significant. On January 15, 1952, the President of the College proposed an institutional self-evaluation or survey covering every phase of college activity. This study could very well comply with the Faculty Advisory Council's proposal to evaluate the Men's Intramural Sports Program.

Scope and limitations. This study will deal with a four year period beginning September, 1948, to June, 1952. It is concerned only with the men students now in attendance at the College, as they have been exposed to this program from one to four years.

Definitions of terms. Popular use of the word "intramural" links it with all sports activities, other than in physical education classes, confined in one particular school. These may be either among individuals of that school or among various teams of that school competing against one another. As used in this study, intramural activities are "athletic contests and sports involving only students of the same institution."¹

Selected objectives are those objectives which were obtained from authorities in the field and from various intramural handbooks of colleges throughout the country.

Established objectives are those objectives which were derived from the selected objectives by a selected jury, and adopted as the objectives of the Men's Intramural Sports Program.

Sources of data. As stated above, the objectives

¹ Carter V. Good, editor, Dictionary of Education (New York: McGraw-Hill Book Company, 1945), p. 36.

selected were obtained from literature by well known authorities in the field and from various intramural handbooks of colleges throughout the country. Materials pertinent to the organization of the intramural sports program were obtained from reports to the faculty concerning the Department of Physical Education for Men at the College. Valuable information was obtained concerning the intramural sports program from the physical education department's annual reports to the President of the College. A questionnaire pertaining to the Men's Intramural Sports Program was developed and distributed to all men students living in the dormitories on campus in February, 1952, and data obtained from this was used where applicable.

Procedure. The objectives for the Men's Intramural Sports Program were established by a selected committee consisting of the present staff of the Men's Department of Physical Education, and the Dean of Men at the College. Questionnaires pertaining to the Men's Intramural Sports Program were distributed personally to all occupants of rooms in each of the men's dormitories on campus, and were completed in the presence of the writer. The results of the questionnaires were then tabulated. A discussion of these results in terms of the established objectives followed. Conclusions were drawn and recommendations were made.

Statement of organization. The remaining portion of this study is presented as follows:

Chapter II is a description of the Men's Intramural Sports Program and the establishment of its objectives.

Chapter III presents the results obtained from the student questionnaire.

Chapter IV is an interpretation of the data obtained from the student questionnaires in terms of the established objectives.

Chapter V is composed of conclusions and recommendations for the future program at the College.

CHAPTER II

A DESCRIPTION OF THE MEN'S INTRAMURAL SPORTS PROGRAM AND THE ESTABLISHMENT OF ITS OBJECTIVES

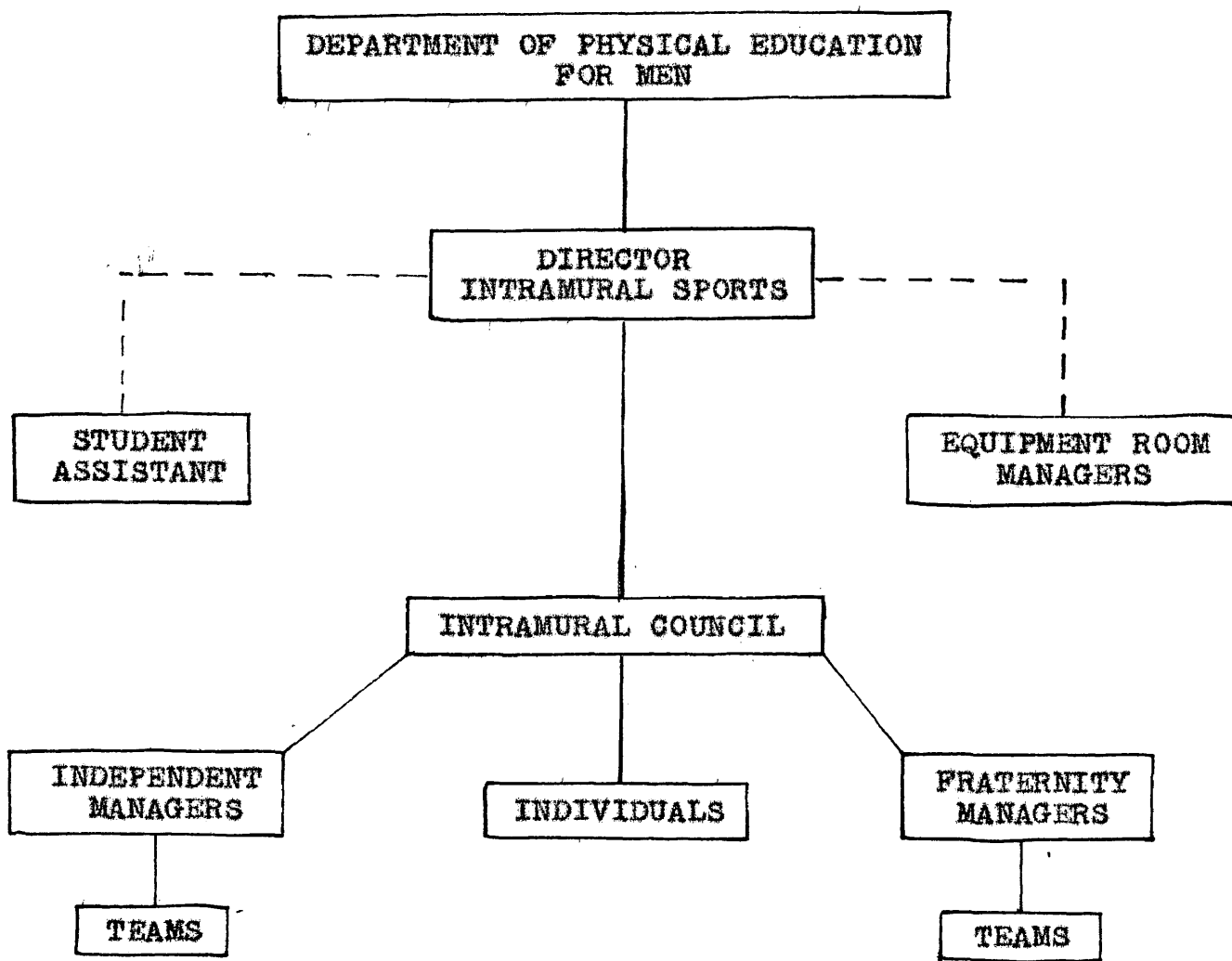
Organization of the program. The intramural sports program at the College is an integral part of the Department of Physical Education for Men (see Figure I, page 6). Since the Department of Physical Education and the Department of Athletics are two separate departments at the College, the intramural sports program is in no way connected with intercollegiate athletics. This program is directed by one member of the physical education staff, and he is responsible for the organization and administration of the program.

The intramural director has one part-time student assistant. This assistant is responsible for the publicity given the entire program, the keeping of various records and statistics, and the distributing of all notices pertaining to the program. Publicity is given out verbally to fraternity managers, and in written form through the college newspaper. All notices are posted on bulletin boards in the men's gymnasium.

All equipment used in the various intramural activities is kept in the intramural equipment room at the men's gymnasium. The equipment room managers are responsible for the

FIGURE I

ORGANIZATIONAL CHART OF THE MEN'S
INTRAMURAL SPORTS PROGRAM



care and issuance of this equipment. These managers are part-time student assistants and are on duty in the equipment room from 2:00 P.M. to 6:00 P.M. Monday through Saturday, and from 7:00 P.M. to 9:00 P.M. on Tuesday and Thursday evenings.

An intramural council consisting of three intramural managers, the intramural director acts with the council in an advisory capacity only, helps with the organization and promotion of competition, and decides all debatable questions.

At the beginning of each school year, each fraternity and independent team must appoint an athletic manager. This manager acts as the contact man between his team and the intramural department. He is responsible for keeping his team posted on all pertinent data concerning the various intramural activities.

Figure I, page 6, shows an organizational chart of the persons involved in the planning and execution of the intramural program.

Activities. Below is a list of the activities that were offered in the intramural sports program during the 1951-52 school year. These activities were organized into three divisions. The first division activities -- touch football, basketball, volley ball, softball, and bowling -- were all team activities, and were held on a competitive basis for

fraternity and independent team play. Second division activities consisted of swimming, and track and field events. These activities were open to individual men students not belonging to an organization, and to teams or individuals from fraternity or independent organizations. Third division activities included tennis, free throws, handball, horseshoes, table tennis, badminton, and place kicking. These activities were not team activities, but were held on a competitive basis for individual men students belonging to either fraternity or independent organizations, or belonging to no organization.

<u>Activities</u>	<u>Division</u>
Touch Football	I
Basketball	I
Volley Ball	I
Softball	I
Bowling	I
Swimming	II
Track and Field	II
Tennis (singles)	III
Horseshoes	III
Handball	III
Place Kicking	III
Free Throws	III
Badminton (singles)	III
Table Tennis	III

Point system for determining awards. For the purpose of determining awards, a point system was used. The following material was presented verbally and in mimeographed form

to the freshmen men students at the beginning of the school year:

Entry Points:

- a. The entry points are the same for all sports, namely 20 points.
- b. Minimum number of contestants necessary for entrance points:

Touch football	11
Basketball	8
Volley ball	9
Softball	14
Swimming	2 (each event)
Track and field	2 (each event)
Free throws	5
Bowling	4
Place kicking	5
Tennis (singles)	5
Handball	5
Horseshoes	5
Table tennis	5
Badminton	5

Other points were awarded on the following basis:

Division I

- a. Five points for winning a game.
- b. One point for competing and not winning.
- c. One point per place from standing at the end of the season, i.e., 1 point for last place, 2 points for next to last, etc., leading team to be given the number of points according to the number of places in the league.
- d. Ten points to the team winning the championship of each league.
- e. Ten points to the team winning the all-college championship.
- f. If a team or individual forfeits a game to an opponent, he shall have the number of points deducted he would have received had he won the contest.

Division II

- a. Each team shall be awarded the total number of points won in an authorized track or swimming meet.
- b. Four places will count in track and swimming meets, scoring will be 5 - 3 - 2 - 1.
- c. Ten points will be awarded to the team winning the championship.

Division III

- a. Two points for winning a match or game.
- b. Fifteen points for winning the championship.
- c. Eight points for second place in college championship.
- d. Five points each to contestants left in semi-finals.
- e. If an individual forfeits a game to an opponent, he shall have the number of points deducted he would have received had he won the contest.

At the end of each Division I event, the winning team was awarded either a trophy or individual medals.

In Division II and Division III events, individual medals were awarded to the winner and runner-up in all events in which more than ten men participated. Individual medals were awarded only to the winners of each track and field event, and each swimming event.

At the end of the school year, an Intramural High Point Trophy was awarded to the organization which had amassed the greatest total of points based on the point system described above.

Basis for and establishment of objectives. It would

appear that many possible benefits should result from participation in soundly directed intramural sports activities. This can only be possible when the intramural sports program is moving in the direction of sound objectives.

Since there has never been a complete written statement of objectives for the intramural sports program at the College of William and Mary, it was necessary to derive one. This was accomplished by surveying related literature and intramural handbooks from various colleges and universities throughout the country. A composite list was made of the selected objectives, giving the source of information and the author. This composite list was then distributed to a committee consisting of the present staff of the Department of Physical Education for Men and the Dean of Men at the College. The committee reviewed the composite list and checked those objectives which they considered applicable for the intramural sports program at the College. The selected objectives were then ranked according to the number of votes received and the highest ten were established as a written statement of objectives for the intramural sports program at the College of William and Mary.

Appendix A, page 48, shows the original list of selected objectives as submitted to the committee for checking.

The list following is the final list of established objectives.

OBJECTIVES OF THE MEN'S INTRAMURAL SPORTS PROGRAM
AT THE COLLEGE OF WILLIAM AND MARY

1. To provide a broad competitive sports and recreational program so that as many students as possible may have the opportunity to participate in organized competition.
2. To develop through satisfactory participation a permanent interest in a variety of sports that will remain with the student after leaving the campus.
3. To promote physical and mental health through exercise.
4. To encourage self-participation, transforming one from a passive spectator into a very active performer.
5. To provide a welcome incentive to the far larger number of those most in need of competitive experience on an equalized group and individual basis.
6. To promote high standards of sportsmanship and fair dealing with all individuals and groups.
7. To provide an opportunity to make social contacts and develop friendship which could not be readily developed in the classroom.
8. To provide the opportunity, with facilities and equipment, for every man not engaged in varsity competition to play on a team in some sport.
9. To serve as a voluntary continuation of the physical education program.
10. To provide an opportunity for the students to use in intramural competition the skills and knowledges learned in physical education classes.

11. To provide an opportunity to develop group spirit and the sense of belonging to a group whether it be a dormitory, fraternity, or independent team.

CHAPTER III

MEN STUDENTS' APPRAISAL OF THE INTRAMURAL SPORTS PROGRAM, 1948-1952

The total male enrollment for the year 1952 was 830 and of this number 580 lived in the dormitories. Three hundred and twenty questionnaires were completed in the manner described in Chapter I. This return constituted 56 per cent of the men students living in the dormitories on campus.

Table I presents the questionnaire distribution with the percentage of returns from each class in terms of the total male enrollment.

TABLE I

QUESTIONNAIRE DISTRIBUTION AND RETURNS IN NUMBER AND PER CENT

	Fresh- man	Sopho- more	Junior	Senior	Unclass- ified
Number of men students	273	204	163	148	
Number of returns	105	86	61	51	17
Per cent of returns	38	42	37	34	

Since seventeen students failed to put their year in school on the questionnaire, their questionnaires had to be treated as unclassified. The data from these seventeen questionnaires are treated only in the tables dealing with

total figures and this accounts for the discrepancies found in Tables VII, VIII, IX, and X which deal with the individual classes.

Table II, page 16, presents the data and percentages acquired from questions 1, 4, 6, 7, 8, 9, 10, and 12 on the questionnaire (see Appendix B).

Table III, page 18, presents the activities currently offered by the Men's Intramural Sports Program and their rank according to the participation of the men students answering the questionnaire.

Table IV presents activities which are not being offered, but which were suggested as new activities for the program. These activities are ranked according to the number of men students desiring the activity. Table IV is to be found on page 19.

Table V, page 20, presents a list of reasons for non-participation in the Intramural Sports Program.

Table VI, page 21, presents a list of suggestions for improving the current intramural sports program.

Tables VII, VIII, IX, and X (pages 22, 23, 24, and 25) are duplications of Tables III, IV, V, and VI but give a more detailed appraisal of the Men's Intramural Sports Program through a breakdown according to classes.

Table XI, page 26, shows the number of participants

TABLE II

RETURNS IN NUMBER AND PER CENT ON DATA OBTAINED FROM THE QUESTIONNAIRES

Opinion	Number				Per Cent							
	Fresh- men	Sopho- more	Junior men	Senior more	Total fled	Fresh- men	Sopho- more	Junior men	Senior more	Total fled		
Students answering questionnaire	105	86	61	51	17	320	33	27	19	16	5	100
Intramural program is necessary	101	86	54	46	16	303	96	100	89	90	94	95
Intramural program is not neces-	3	0	7	4	1	15	3	0	11	8	6	4
Failing to indicate (sary)	1	0	0	1	0	2	1	0	0	2	0	1
Want more corecreational activities	81	74	43	37	10	245	77	86	70	73	59	77
No more corecreational activities	14	10	14	9	6	53	13	12	23	17	35	16
Failing to indicate	10	2	4	5	1	22	10	2	7	10	6	7
Favorable opinion of current program	86	64	39	32	12	233	82	74	64	63	71	73
Not favoring current program	13	17	19	14	3	66	12	20	31	27	17	21
Failing to indicate	6	5	3	5	2	21	6	6	5	10	12	6
Participating in program	61	68	48	37	15	229	58	79	79	73	88	72
Not participating	44	18	13	14	2	91	42	21	21	27	12	28
Failing to indicate	0	0	0	0	0	0	0	0	0	0	0	0
Favoring point system	73	65	36	36	12	222	70	76	59	71	71	69
Not favoring point system	1	9	16	7	2	35	1	10	26	14	12	11
Failing to indicate	31	12	9	8	3	63	29	14	15	15	17	20
Participating because of interest	56	65	44	35	15	215	53	75	72	69	88	67
Participating because requested	3	11	10	6	5	35	3	13	16	12	29	11
Failing to indicate	46	10	7	10	0	73	44	12	12	19	0	22
Facilities are adequate	69	46	28	28	7	178	66	53	46	55	41	56
Facilities are not adequate	29	33	31	20	9	122	28	38	51	39	53	38
Failing to indicate	7	7	2	3	1	20	6	9	3	6	6	6
Equipment is adequate	70	41	27	26	7	171	67	48	44	51	41	53
Equipment is not adequate	25	36	30	20	9	120	24	42	49	39	53	38
Failing to indicate	10	9	4	5	1	29	9	10	7	10	6	9

entered in each of the individual activities and the number of teams entered in each of the team activities. It compares fraternity participation with independent participation against the total participation in each activity.

Table XII, page 27, presents the percentages of fraternity, independent, and total male enrollment participating in each intramural sports activity offered during the 1951-1952 school year. In establishing these percentages, the following material was used:

Total men, first semester 1951-1952	830
Total men living in dormitories	580
Total fraternity men (initiates and pledges) first semester 1951-1952	528
Total non-fraternity men, first semester 1951-1952	302

This material was obtained from the Dean of Men at the College. The number of participants in each of the intramural sports activities was obtained from the intramural records for 1951-1952.

TABLE III

RANK ORDER OF PARTICIPATION IN
INTRAMURAL SPORTS ACTIVITIES

Activities	Number of Participants	Rank	Percentile Rank
Touch Football	140	1	97
Basketball	120	2	91
Softball	110	3	85
Volley Ball	92	4	79
Table Tennis	74	5	74
Track and Field	68	6	68
Free Throws	60	7	62
Bowling (team)	54	8	56
Swimming	53	9	50
Tennis (singles)	45	10.5	41
Handball	45	10.5	41
Place Kicking	38	12	32
Horseshoes	37	13	27
Bowling (individual)	15	14	21
Badminton (singles)	9	15.5	12
Golf (individual)	9	15.5	12
Badminton (mixed doubles)	7	17	3

TABLE IV

RANK ORDER OF SUGGESTED ACTIVITIES

Activities	Number Desiring Activity	Rank	Percentile Rank
Wrestling	91	1	98
Boxing	76	2	93
Soccer	68	3	88
Archery	50	4	83
Lacrosse	39	5	79
Dancing	34	6.5	71
Bridge	34	6.5	71
Chess	33	8	64
Checkers	21	9	59
Squash	19	10	55
Fencing	7	11	50
Pool	3	13	41
Water Polo	3	13	41
Marksmanship	3	13	41
Baseball	2	15.5	29
Horseback Riding	2	15.5	29
Tumbling	1	19	12
Canoe Racing	1	19	12
Weight Lifting	1	19	12
Paddle Tennis	1	19	12
Field Hockey	1	19	12

TABLE V

RANK ORDER OF NON-PARTICIPATION
IN INTRAMURAL ACTIVITIES

Reason	Number Answering	Rank	Percentile Rank
Lack of time	61	1	93
Other activities conflict	27	2	79
Lack of interest in sports	16	3	64
Physically handicapped	5	4	50
Lack of suitable activities	4	5	36
Lack of knowledge of program	2	6	21
Like sports as spectator	1	7	7

TABLE VI

RANK ORDER OF SUGGESTIONS FOR IMPROVING
THE INTRAMURAL SPORTS PROGRAM

Improvement	Number Desiring Improvement	Rank	Percentile Rank
A wider system of publicity	154	1	94
A wider selection of activities	119	2.5	69
More corecreational activities	119	2.5	69
A change in the point system	32	4	56
Better organization	27	5	44
Promote better sportsmanship	5	6.5	19
Better officiating	5	6.5	19
More supervision	1	8	6

TABLE VII

RANK ORDER OF PARTICIPATION IN INTRAMURAL SPORTS ACTIVITIES
ACCORDING TO CLASSES

Activities	Number of Participants				Rank				Percentile Rank							
	Fresh-		Sopho-		Junior		Senior		Fresh-		Sopho-		Junior		Senior	
	man	more	man	more	man	more	man	more	man	more	man	more	man	more	man	more
Touch Football	30	44	32	23	2	1	1	1	87	97	97	97	97	97	97	97
Basketball	31	34	28	18	1	3	2	3	95	85	85	91	91	91	85	85
Softball	13	41	25	22	5.5	2	2	2	58	91	73	79	79	79	79	79
Volley Ball	17	25	22	17	3	5	4	4	79	73	79	79	79	79	79	79
Table Tennis	15	26	14	14	4	4	8	6.5	70	79	79	79	79	79	79	79
Track and Field	7	20	17	16	9	6.5	7	5	29	64	64	61	61	61	61	64
Free Throws	3	20	18	11	10	6.5	6	8	20	64	64	67	67	67	67	67
Bowling (team)	10	17	13	9	7	8	9.5	11.5	45	55	55	47	47	47	47	47
Swimming	2	12	19	14	11	10.5	5	6.5	12	41	41	73	73	73	73	64
Tennis (singles)	9	13	9	9	8	9	12	11.5	37	50	50	32	32	32	35	35
Handball	13	11	7	6	5.5	12	13	13	58	32	32	26	26	26	26	26
Place Kicking	0	10	13	10	0	13	9.5	9.5	0	26	26	47	47	47	47	47
Horseshoes	0	12	11	10	0	10.5	11	9.5	0	41	41	38	38	38	47	47
Bowling (individual)	0	5	6	3	0	14.5	14	14	0	17	17	20	20	20	20	20
Badminton (singles)	1	3	3	2	12	16.5	15	15.5	4	5	5	14	14	14	11	11
Golf (individual)	0	5	2	2	0	14.5	16.5	15.5	0	17	17	5	5	5	11	11
Badminton (mixed doubles)	0	3	2	1	0	16.5	16.5	17	0	5	5	5	5	5	2	2

TABLE VIII

RANK ORDER OF SUGGESTED ACTIVITIES
ACCORDING TO CLASSES

Activities	Number Desiring Activity				Rank				Percentile Rank			
	Fresh- man	Sopho- more	Junior	Senior	Fresh- man	Sopho- more	Junior	Senior	Fresh- man	Sopho- more	Junior	Senior
Wrestling	24	30	15	16	1.5	1	2	1.5	93	96	89	91
Boxing	24	23	8	16	1.5	2	4.5	1.5	93	90	71	91
Soccer	19	19	16	12	4	3	1	3	78	84	96	79
Archery	22	10	9	7	3	4.5	3	6.5	84	75	82	50
Lacrosse	11	10	7	8	7.5	4.5	6.5	5	56	75	57	62
Dancing	16	7	4	7	5	7.5	8.5	6.5	71	56	42	50
Bridge	12	7	8	5	6	7.5	4.5	8.5	65	56	71	33
Chess	11	9	4	9	7.5	6	8.5	4	56	65	42	70
Checkers	6	4	7	4	9.5	10	6.5	10	43	40	57	20
Squash	5	6	3	5	11	9	10	8.5	34	46	32	33
Fencing	6	0	1	0	9.5	0	12.5	0	43	0	14	0
Pool	0	3	0	0	0	11	0	0	0	34	0	0
Water Polo	0	1	1	1	0	14	12.5	11.5	0	15	14	8
Marksmanship	1	1	1	0	14	14	12.5	0	15	15	14	0
Baseball	1	1	0	0	14	14	0	0	15	15	0	0
Horseback Riding	1	0	0	1	14	0	0	11.5	15	0	0	8
Tumbling	0	1	0	0	0	14	0	0	0	15	0	0
Cane Ra cing	0	1	0	0	0	14	0	0	0	15	0	0
Weight Lifting	0	0	1	0	0	0	12.5	0	0	0	14	0
Paddle Tennis	1	0	0	0	14	0	0	0	15	0	0	0
Field Hockey	1	0	0	0	14	0	0	0	15	0	0	0

TABLE IX

RANK ORDER OF NON-PARTICIPATION IN INTRAMURAL ACTIVITIES
ACCORDING TO CLASSES

Reason	Number Answering				Rank		Percentile Rank			
	Fresh- man	Sopho- more	Junior	Senior	Fresh- man	Sopho- more	Fresh- man	Sopho- more	Senior	
Lack of time	26	14	12	8	1	1	91	87	90	91
Other activities conflict	12	8	2	4	2	2.5	75	62	60	75
Lack of interest in sports	7	4	2	2	3	2.5	59	37	60	50
Physically handicapped	2	0	1	2	4.5	4.5	33	0	20	50
Lack of suitable activities	2	1	0	1	4.5	4	33	12	0	16
Lack of knowledge of program	1	0	1	0	6	4.5	8	0	20	0
Like sports as spectator	0	0	0	1	0	0	5.5	0	0	16

TABLE X

RANK ORDER OF SUGGESTIONS FOR IMPROVING INTRAMURAL SPORTS PROGRAM
ACCORDING TO CLASSES

Improvement	Number Desiring Improvement				Rank				Percentile Rank			
	Fresh-	Sopho-	Junior	Senior	Fresh-	Sopho-	Junior	Senior	Fresh-	Sopho-	Junior	Senior
	man	more	man	more	man	more	man	more	man	more	man	more
A wider system of publicity	49	50	28	20	2	1	1	1	78	91	92	91
A wider selection of activities	50	32	20	12	1	3	3	3	92	58	64	58
More recrea-tional activi-ties	39	37	22	15	3	2	2	2	64	75	78	75
A change in the point system	0	8	17	5	0	4	4	5	0	41	50	25
Better organi-zation	1	6	8	10	6	5	5	4	21	25	35	41
Promote better sportsmanship	1	1	2	1	6	6	6	6	21	8	21	8
Better officiating	4	0	1	0	4	0	7	0	50	0	7	0
More supervision	1	0	0	0	6	0	0	0	21	0	0	0

TABLE XI

A COMPARISON OF FRATERNITY AND INDEPENDENT PARTICIPATION
IN INTRAMURAL SPORTS ACTIVITIES, 1951-1952

Activities	Fraternity			Independent			Participation		
	Per Cent	Per Cent	Total	Per Cent	Per Cent	Total	Per Cent	Per Cent	Total
<u>Team Activities</u>									
Touch Football	11 teams	58		8 teams	42		19 teams		
Basketball	11 teams	65		6 teams	35		17 teams		
Softball	11 teams	69		4 teams	25	6	16 teams		
Volley Ball	11 teams	100				1 team	11 teams		
Bowling	11 teams	100					11 teams		
<u>Individual Activities</u>									
Table Tennis	105	85		19	15		124		
Free Throws	84	100					84		
Tennis (singles)	74	90		8	10		82		
Handball	84	89		2	2	8	94	9	
Place Kicking	63	100					63		
Horseshoes	71	100					71		
Badminton (singles)	107	96		4	4		111		
<u>Team or Individual Activities</u>									
Track and Field	120	100					120		
Swimming	91	100					91		

TABLE XII

PERCENTAGES OF FRATERNITY, INDEPENDENT, AND TOTAL MALE PARTICIPATION
IN INTRAMURAL SPORTS ACTIVITIES, 1951-1952

Activities	Per Cent of Fraternity Participation	Per Cent of Independent Participation	Per Cent of Total Male Enrollment Participating
<u>Team Activities</u>			
Touch Football	41	25	35
Basketball	26	23	25
Softball	40	22	33
Volley Ball	39	0	25
Bowling	*	0	
<u>Individual Activities</u>			
Table Tennis	20	6	15
Free Throws	16	0	10
Tennis (singles)	14	3	10
Handball	16	1	11
Place Kicking	12	0	8
Horseshoes	13	0	9
Badminton (singles)	20	1	13
<u>Team or Individual Activities</u>			
Track and Field	23	0	14
Swimming	17	0	11

* The number of fraternity participants was not available. However, all teams entered in this event were fraternity teams.

CHAPTER IV

INTERPRETATION OF DATA IN TERMS OF THE ESTABLISHED OBJECTIVES

In Chapter III data obtained from the 320 questionnaires was presented in tabular form, representing an appraisal by the men students of the intramural sports program as it existed from 1948-1952.

In this chapter, the data obtained from the questionnaires is interpreted in terms of the eleven established objectives for the Men's Intramural Sports Program. Whenever possible, objectives with common elements are grouped together to prevent duplication of interpretation.

Objective 1. To provide a broad competitive sports and recreational program so that as many students as possible may have the opportunity to participate in organized competition.

The Department of Physical Education for Men reports annually on physical education and intramurals to the President of the College. Since this thesis deals only with the years 1948-1952, the following data taken from the annual reports to the President show the number of activities offered during each of these years and the approximate number of students participating from 1948-1951. The number of

individual participants in 1952 cannot be given since this information was not available at the time of this writing. However, Table XI, page 26, gives the total number of participants in each of the Division II and Division III activities.

<u>Year</u>	<u>Activities</u>	<u>Individual Participants</u>
1948-49	12	580
1949-50	12	580
1950-51	13	460
1951-52	14	---

It should be mentioned that although the activities in 1951 numbered one higher than in 1949 and 1950, the number of participants in 1951 decreased by 120 students. This decrease could be due to the decrease in male enrollment for the 1950-1951 school year.

In Table II, page 16, it can be seen that 229 out of 320 students answering the questionnaire, or 72 per cent, participated in the intramural sports program. Although 73 per cent of the students had a favorable opinion of the current program, twenty-one new sports and recreational activities were suggested as desired additions to the activities currently offered. These were listed according to rank in Table IV, page 19. It is significant that of this number dancing, bridge, chess, and checkers, which may be classified as social or recreational activities, ranked above the

fiftieth percentile, denoting a substantial amount of interest. No activities of this type were offered from 1949-1950. Moreover, Table II points out that 77 per cent of the men students favored more corecreational activities. In Table VI, page 21, this preference ranked second among suggestions for improvement of the intramural program.

Objective 2. To develop through satisfactory participation a permanent interest in a variety of sports that will remain with the student after leaving the campus.

Determining the amount of permanent interest maintained in a variety of sports by the men students from 1948-1952 would entail study beyond the limits of this thesis. However, interest and participation in carry-over sports offered at the College during these years can be measured according to the results of the questionnaire distributed.

Carry-over sports are those sports and recreational activities which may remain with the student after leaving the campus and become an active source of recreation in later life. In Table III, page 18, it can be seen that eight of the fifteen different intramural activities listed have carry-over value. These are table tennis, bowling, swimming, tennis, handball, horseshoes, badminton, and golf.

According to participation, only three of these eight

sports ranked above the fiftieth percentile. Table tennis placed fifth in the over-all ranking, but in no other instance did participation in a carry-over sport equal more than half that in any of the three leading team sports which have no carry-over value. A total of 348 participants took part in the eight carry-over sports while 628 participants were in the remaining seven sports.

As shown in Table VII, page 22, the eight carry-over sports had a total participation of 50 from the freshman class. This may be explained by the fact that six of the eight carry-over activities had not been offered by February, 1952, when the questionnaire was distributed. There was no opportunity for the 105 freshmen who answered the questionnaire to participate in these six activities.

In each of the carry-over sports, entries were limited to 128. Table XI, page 26, points out that in 1951-1952 the total number of participants in each of these sports fell below this number. The highest per cent participation in any one carry-over sport was 15 per cent as compared to 35 per cent for the highest ranking team sport. This is shown in Table XII, page 27, which was based on the number of men students enrolled at the College in the fall of 1951.

Objective 3. To promote physical and mental health through exercise.

In exercise, the musculature of the body is employed. This has an important bearing on health since the muscles themselves are developed, and circulation of the blood and elimination of waste products are increased. This tends to develop organic and nervous vigor and emotional stability.¹

Objective 4. To encourage self-participation, transforming one from a passive spectator into a very active performer.

It was stated earlier in this chapter that 72 per cent of the men students answering the questionnaire participated in the intramural sports program. Moreover, Table II, page 16, points out that 67 per cent of the students participated because they were interested and not because they were requested to do so. (Eleven per cent did participate because they were requested to do so by their organizations).

Reasons for non-participation were recorded in Table V, page 20. Approximately 64 per cent of the students not participating lacked the time to participate. Only one student preferred spectator interest over active participation. It should be added that according to Tables III, XI, and XII, pages 18, 26, and 27 respectively, a majority of

¹ Health Education. Report of the Joint Committee on Health Problems in Education (Washington, D.C.: National Education Association, 1930), p. 108.

men students preferred those sports which might impregnate spectator interest rather than active participation.

Objective 5. To provide a welcome incentive to the far larger number of those most in need of competitive experience on an equalized group and individual basis.

and

Objective 11. To provide an opportunity to develop group spirit and the sense of belonging to a group whether it be a dormitory, fraternity, or independent team.

In Table III, page 18, the four leading activities listed according to participation were touch football, basketball, softball, and volley ball -- all team sports. In these four sports there were 462 participants as compared to 514 participants in the remaining thirteen activities which included individual and team sports. According to the rank order of participation, all team sports placed above the fiftieth percentile, while eight of the ten individual contests fell below the fiftieth percentile. Track and field and swimming cannot be identified with either team or individual sports since each was offered on a team and/or individual basis.

In considering Objective 11, Table XI, page 26, shows that out of the 73 student teams taking part in the intramural

program for 1951-1952, fifty-five were fraternity and eighteen were independent. In individual activities and individual or team activities, well over 75 per cent of the participants were fraternity men. This would seem logical since 64 per cent of the men students belong to fraternities. However, in Table XII, page 27, per cent participation was figured within the group, and it was found that the percentage of independent men participating fell substantially below the percentage of fraternity men participating. This contrast was especially noticeable in individual activities.

Objective 6. To promote high standards of sportsmanship and fair dealing with all individuals and groups.

Since no questions relating to sportsmanship were asked in the questionnaire, it is impossible to interpret Objective 6 with any amount of accuracy. It might only be assumed, according to Table VI, page 21, that the majority of students answering the questionnaire felt satisfied with the standards of sportsmanship set by the program, since only five students suggested the promotion of better sportsmanship as a means of improvement. In a similar manner, only five students felt that better officiating is needed.

It should be noted, as recorded in Table VI, page 21, that 154 students out of the 320 answering the questionnaire,

or 48 per cent, suggested the need of a broader system of publicity. This can be regarded as significant since publicity is considered a favorable means of promoting good sportsmanship.²

Objective 7. To provide an opportunity to make social contacts and develop friendship which could not be readily developed in the classroom.

The stated objective cannot be interpreted in terms of the questionnaire results since it does not deal with the habits and attitudes of the men students. However, the development of social contacts through intramural activities is well expressed in the following statement:

The intramural player . . . engages in many sports, participates in various contests, and establishes friendships with large numbers of fellow players and opponents in his own school. . . . All that is needed is a willingness to get into the game on a play level; the beneficial results of participation including socialization follow as a matter of course.³

Objective 8. To provide the opportunity, with

² Elmer D. Mitchell, Intramural Sports (New York: A. S. Barnes and Company, 1939), p. 305

³ Paul R. Washke, "Some Objectives of Intramurals," Journal of Health and Physical Education, 10:2, February, 1939, p. 87.

facilities and equipment, for every man not engaged in varsity competition to play on a team in some sport.

Those sports which offer the student an opportunity to participate in intramurals on a team basis may be found in Tables III, XI, and XII on pages 18, 26, and 27 respectively.

According to Table II, page 16, 56 percent of the students answering the questionnaire indicated that the facilities for the intramural sports program were adequate; 38 percent indicated they were not adequate, and 6 per cent failed to give an opinion. Fifty-three per cent indicated the equipment was adequate; 38 per cent indicated it was not adequate, and 9 per cent failed to give an opinion.

In the breakdown by classes, the majority of students in each class, with the exception of the junior class, considered the equipment adequate. Forty-nine per cent of the junior class stated that the equipment was not adequate; 44 per cent stated that it was adequate, and 7 per cent failed to give an opinion.

From the data available as a result of this study, the number of varsity athletes who participated in the intramural sports program cannot be determined. However, it seems logical that more non-varsity men would be given the opportunity to compete if varsity athletes were banned from those activities in which they have competed on a varsity level.

*all varsity
athletes were
banned from all
intramural sports activities*

Objective 9. To serve as a voluntary continuation of the physical education program.

and

Objective 10. To provide an opportunity for the students to use in intramural competition the skills and knowledges learned in physical education classes.

The Men's Intramural Sports Program was organized for the purpose of participation by as many students as possible on a voluntary basis. In Table II, page 16, it is recorded that 67 per cent of the men students answering the questionnaire participated because they were interested. It was also stated that 11 per cent of the men students answering the questionnaire participated because they were requested to do so by their organization. This involuntary participation might be due to one of two reasons:

1. The organization insisted that all who were able to participate do so in order to obtain entry points.
2. The boy himself felt an obligation to his organization and entered, not because he really wanted to participate, but because he felt it was his duty.

With the exception of R. O. T. C. registrants, each of the men students in school is required to take two years of physical education. In these required physical education classes they are given the opportunity to acquire knowledge

of and skill in a variety of different sports activities. Figure 2, on the following page, gives a comparison of the sports activities offered in the required physical education classes during the 1951-1952 school year and the intramural sports activities offered during the same period. From Figure 2 it can be seen that the required physical education program offered twelve activities. The intramural sports program offered eight of these activities, two related activities -- place kicking and free throws -- and one additional activity -- track and field.

FIGURE 2

ACTIVITIES OFFERED IN THE REQUIRED PHYSICAL EDUCATION
PROGRAM AND IN THE INTRAMURAL SPORTS PROGRAM FOR MEN
1951-1952

Required Program

Adapted sports
 Archery
 Bowling
 Horseshoes
 Shuffleboard
 Table tennis
 Badminton
 Basketball
 Golf
 Handball
 Life saving and intermediate
 swimming
 Soccer
 Softball
 Swimming (beginners)
 Tennis
 Touch football
 Volley ball

Intramural Program

Bowling
 Horseshoes
 Table tennis
 Badminton
 Basketball
 Free throws
 Handball
 Softball
 Swimming
 Tennis
 Touch football
 Place kicking
 Volley ball
 Track and Field

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions. The evidence, as presented in this study, indicates that the Men's Intramural Sports Program at the College of William and Mary provided an opportunity for the majority of the men students to participate in organized competitive sports. Other significant findings are:

1. Seventy-two per cent of the men students answering the questionnaire participated in the intramural activities.
2. The highest per cent participation in any one carry-over sport was 15 per cent as compared to 35 per cent for the highest ranking team sport.
3. The program of intramural sports was deficient in the following aspects: publicity; selection of activities; co-recreational activities.
4. The program reached a larger proportion of fraternity men than independent men.
5. Sixty-seven per cent of the men students answering the questionnaire participated voluntarily in the intramural program.
6. The activities offered in the intramural sports program closely paralleled those taught in the required physical education classes.

Recommendations. On the basis of the foregoing

material, the following recommendations are made:

1. A broader selection of activities should be offered in the intramural program.
2. A wider system of publicity should be established by:
 - a. Placing posters in various sections of the campus.
 - b. Posting notices and bulletins on each floor of each dormitory.
 - c. Sending invitations to members of the faculty and administration.
 - d. Announcing events at student meetings.
3. More emphasis should be placed on individual sports, especially those with carry-over value, to develop well-rounded participants.
4. Additional co-recreational activities, chosen according to student preference, should be offered.
5. Certain standards of sportsmanship should be established and presented as a positive phase of the program.
6. The intramural program should be reorganized on a dormitory, fraternity, and town group basis to better promote group spirit and a sense of belonging to a group among independent men.
7. The number of leagues in team play should be increased so that students with less skill may be encouraged to participate.
8. An Intramural Handbook should be printed and distributed in its first publication to all men students. In subsequent years it may be distributed to freshmen only. This would include a description of the program and an explanation of its procedures and policies.

9. A "Sports Day" should be held in the spring of each year to climax the year's intramural activities. This would provide an opportunity for the men students at the College to get together in informal recreation.

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BIBLIOGRAPHY

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APPENDIX

APPENDIX A

ORIGINAL LIST OF SELECTED OBJECTIVES AS
SUBMITTED TO THE SELECTED COMMITTEE

ORIGINAL LIST OF SELECTED OBJECTIVES AS
SUBMITTED TO THE SELECTED COMMITTEE

Below is a list of objectives which apply to various intramural programs. Please check those you think would be of value as objectives for the intramural program here at the College.

From: "The Intramural Handbook" by Voltmer and Lapp.

1. To manage in a way that will make the participants boosters for the program.
2. To interest as many players as possible, and provide for them an outlet for surplus energy in wholesome recreation.
3. To promote physical and mental health through exercise.
4. To provide both group and individual competition on an equalized competitive basis.
5. To provide equal opportunities for all students.
6. To promote safety education.
7. To insure proper sanitary conditions.
8. To provide necessary first-aid and medical attention. To provide for a medical examination of all participants preceeding competition.
9. To recruit varsity material.
10. To sell the program to the students and administration.

From: University of Nebraska.

1. To encourage self-participation, transforming us from passive spectators into very active performers.
2. Offering a variety of activities balanced between vigorous and light exercise, team and individual sports, adolescent and adult sports to meet present interests and future needs.
3. Seeks to provide a welcome incentive to the far larger number of those most in need of competitive experience on a reasonably equal basis rather than limiting participants to the few super-performers on varsity teams.

4. Furnishes a wholesome outlet for our otherwise repressed play instincts and acts as the most effective safety valve against other dangerous and anti-social practices.
5. Reasonably safeguarding health by choice of activities, preparation for them, medical examinations, safety rules, good equipment, and proper supervision.
6. Believing that social relations and attitudes can be developed through intramural participation by upholding high standards of sportsmanship, fair dealing with all individuals and groups and providing multitudes of opportunities for leadership and cooperation.
7. The program should act as a proving ground for the discovery and development of high class athletic performers who might fill the gaps left by graduation, or otherwise, in our athletics.

From: Handbook of Intramural Sports for Men, Kansas University, 1947.

1. To provide an opportunity to make social contacts and develop friendship which could not be readily developed in the classroom.
2. To provide an opportunity to develop sportsmanship of the highest order.
3. To provide an opportunity to develop group spirit and the sense of belonging to a group.

From: Intramural Handbook of the University of Missouri.

1. Recreation -- To provide an opportunity for students to spend their leisure time in supervised, competitive play.
2. Social contact -- To provide an opportunity for students to meet and participate with other men of their own age from various sections of the country.
3. Permanent interest in sports -- To develop through satisfactory participation an interest in a variety of sports that will remain with the student after leaving the campus.
4. Group spirit -- To develop a feeling of belonging to a group by providing an opportunity for cooperation with other in a play situation.

5. Physical fitness -- To provide an opportunity for students to develop a healthy body along with an alert mind. This includes the qualities of strength, endurance, agility, and coordination which indirectly give inner confidence and self-assurance.

From: "Intramural Sports" by Mitchell.

1. To contribute to the recreation of youth.
2. To provide the opportunities for social contacts.
3. To provide the opportunities for group spirit.
4. To contribute to better health and better health habits.
5. To provide a more lasting and permanent interest in sports.
6. To contribute toward the development of varsity material.
7. To contribute toward scholarship by building up one's energy rather than dissipating it.
8. To contribute toward body prowess.

From: "The Teaching of Physical Education" by Sharmon.

1. To provide opportunities for all boys and girls to participate in highly organized competitive physical activities.
2. To provide opportunities for the development of fair play, cooperation, and courtesy in sports.

From: Intramural Handbook of Princeton University.

1. Give opportunity, with facilities and equipment, for every boy not engaged in varsity competition a chance to play on a team in some sport.
2. To teach sportsmanship, fair play, self-reliance, and respect for the will of others.
3. To promote leadership and encourage student control.
4. Through practice a boy will develop a fondness for a sport which provides him with the physical fitness so vital to carry on life's work, as well as a sport habit which will serve as a wholesome recreation for his leisure time.

From: "Intramural and Recreational Sports for Men and Women" by Leavitt and Price.

1. The development of skills and interests for leisure time pursuit.
 - a. Worthy use of leisure time in recreational pursuits.
 - b. Sports for all.
 - c. Permanent interest in sports.
2. The development of social and ethical qualities.
 - a. Social education through social experiences.
 - b. Good sportsmanship.
 - c. Democratic student participation and leadership.
 - d. Satisfaction of desire for competition.
 - e. Group spirit and loyalty.
3. The development of physical and mental fitness.
 - a. Relaxation.
 - b. Healthful, wholesome living.
 - c. Integration of personality.

Others:

1. To serve as a voluntary continuation of the physical education program.
2. To provide an opportunity for the students to use in intramural competition the skills and knowledges learned in physical education classes.

APPENDIX B

**STUDENT QUESTIONNAIRE
MEN'S INTRAMURAL SPORTS PROGRAM
COLLEGE OF WILLIAM AND MARY
FEBRUARY, 1952**

APPENDIX B

STUDENT QUESTIONNAIRE

MEN'S DEPARTMENT OF PHYSICAL EDUCATION

Year in school _____

Date _____

This questionnaire has been devised for the purpose of determining the opinions of the men students regarding the intramural program at the College of William and Mary. The results will be analyzed and incorporated in a Master's thesis dealing with "An Analysis and Appraisal of The Men's Intramural Sports Program At The College Of William and Mary." The results will also be considered as a source of reference for improving the current intramural program at The College of William and Mary.

Please read carefully the whole statement and then place one check mark () following the item which best expresses your opinion.

Your sincere cooperation in answering the following questions will be greatly appreciated.

1. Do you participate in any of the intramural activities offered at the College?

Yes _____
No _____

2. If so, in which of the following?

- a. Touch football _____
b. Tennis (Singles) _____
c. Horseshoes _____
d. Place kicking _____
e. Swimming _____
f. Free throws _____
g. Volley ball _____
h. Bowling (Individual) _____
i. Bowling (Team) _____
j. Basketball _____
k. Table tennis _____
l. Badminton (Singles) _____
m. Badminton (Mixed doubles) _____
n. Handball _____
o. Track _____
p. Softball _____
q. Golf (Individual) _____

3. If your answer to question number one was "no," please indicate your reason.
- Lack of time _____
 - Lack of interest in sports _____
 - Lack of suitable activities _____
 - Other activities conflict _____
 - Other reasons (Please state) _____
-
4. If your answer to question number one was "yes," do you participate because
- You are interested? _____
 - You are requested to do so by your organization? _____
-
5. Check below the activities you think should be included in the program but which currently are not being offered.
- Archery _____
 - Dancing _____
 - Lacrosse _____
 - Soccer _____
 - Boxing _____
 - Wrestling _____
 - Squash _____
 - Bridge _____
 - Checkers _____
 - Chess _____
 - Others (Please list) _____
 - _____
 - _____
 - _____
 - _____
6. Would you like to have more co-recreational* activities?
- Yes _____
- No _____
7. Do you have a favorable opinion of the intramural program as it now stands?
- Yes _____
- No _____
8. Do you think the facilities available are adequate?
- Yes _____
- No _____

9. Do you think the equipment available is adequate?
Yes _____
No _____
10. Are you satisfied with the point system for determining awards?
Yes _____
No _____
11. In which of the following ways do you think the present intramural program can be improved?
a. A wider selection of activities _____
b. A change in the point system _____
c. More co-recreational activities _____
d. A wider system of publicity _____
e. Other ways (Please state) _____
-
12. Do you think the intramural program is necessary?
yes _____
No _____

* co-recreational - mixed groups of men and women.