

---

Dissertations, Theses, and Masters Projects

Theses, Dissertations, & Master Projects

---

1950

## **An Analysis and Appraisal of the Women's Intramural Sports Program at the College of William and Mary, 1945-1950**

Inez Lois Smith

*College of William & Mary - School of Education*

Follow this and additional works at: <https://scholarworks.wm.edu/etd>



Part of the [Other Education Commons](#), [Social and Behavioral Sciences Commons](#), and the [Women's Studies Commons](#)

---

### **Recommended Citation**

Smith, Inez Lois, "An Analysis and Appraisal of the Women's Intramural Sports Program at the College of William and Mary, 1945-1950" (1950). *Dissertations, Theses, and Masters Projects*. Paper 1539272223. <https://dx.doi.org/doi:10.25774/w4-0wt4-9553>

This Thesis is brought to you for free and open access by the Theses, Dissertations, & Master Projects at W&M ScholarWorks. It has been accepted for inclusion in Dissertations, Theses, and Masters Projects by an authorized administrator of W&M ScholarWorks. For more information, please contact [scholarworks@wm.edu](mailto:scholarworks@wm.edu).

AN ANALYSIS AND APPRAISAL OF THE WOMEN'S INTRAMURAL  
..

SPORTS PROGRAM AT THE COLLEGE OF WILLIAM AND MARY, 1945-1950

by

INEZ LOIS SMITH  
=

SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS  
OF THE  
COLLEGE OF WILLIAM AND MARY  
FOR THE DEGREE  
MASTER OF EDUCATION  
1950

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Statement of the problem. . . . .	1
Scope and limitations . . . . .	1
Significance of the problem . . . . .	2
Definition of term . . . . .	3
Sources of data . . . . .	3
Procedure . . . . .	4
Statement of Organization . . . . .	4
II. DESCRIPTION AND ANALYSIS IN TERMS OF THE SELECTED OBJECTIVES OF THE WOMEN'S INTRAMURAL SPORTS PROGRAM AT THE COLLEGE OF WILLIAM AND MARY, 1945-1950 . . . . .	6
Selected Objectives of the Program . . . . .	6
Organization . . . . .	9
Activities . . . . .	14
Outcomes . . . . .	16
III. SELECTION AND VALIDATION OF THE CRITERIA . . . . .	38
Criterion I . . . . .	38
Criterion II . . . . .	40
Criterion III . . . . .	41
Criterion IV . . . . .	44
Criterion V . . . . .	47
Criterion VI . . . . .	49

CHAPTER	PAGE
IV. APPLICATION OF CRITERIA . . . . .	52
Criterion I . . . . .	53
Criterion II . . . . .	59
Criterion III . . . . .	62
Criterion IV . . . . .	64
Criterion V . . . . .	68
Criterion VI . . . . .	71
V. FINDINGS AND RECOMMENDATIONS . . . . .	72
Findings . . . . .	74
Recommendations . . . . .	75
BIBLIOGRAPHY . . . . .	77
APPENDIX A   Original List of Selected Objectives of the Women's Intramural Sports Program at the College of William and Mary as Submitted to the Jury . . . . .	81
APPENDIX B   Revised List of Selected Objectives . . . . .	85
APPENDIX C   Student Questionnaire, Women's Intramural Sports Program, College of William and Mary, April, 1950 . . . . .	87
APPENDIX D   Instructions for Giving Out Questionnaire . . . . .	94
APPENDIX E   Literature Used in Formulating Criteria for the Study . . . . .	96
VITA . . . . .	98

LIST OF TABLES

TABLE	PAGE
I. QUESTIONNAIRE DISTRIBUTION AND RETURNS IN NUMBER AND PER CENT . . . . .	16
II. REASONS FOR AND DEGREE OF PARTICIPATION AS STATED BY WILLIAM AND MARY COLLEGE WOMEN STUDENTS, 1950 . . . . .	19
III. NUMBER AND PERCENTAGE OF WILLIAM AND MARY COLLEGE WOMEN STUDENTS WHO PARTICIPATED IN INTRAMURAL SPORTS IN 1948-49 AND 1949-50 . . . . .	22
IV. ACTIVITIES, NUMBER OF PARTICIPANTS, NUMBER OF TEAMS, AND NUMBER OF CONTESTS OF SPORTS EVENTS IN THE INTRAMURAL SPORTS PROGRAM FOR WOMEN AT THE COLLEGE OF WILLIAM AND MARY, 1945-1950 . . . . .	34

FIGURES

	PAGE
I. Persons and Organizations Involved in Planning and Executing the Intramural Program . . . . .	10
II. Activities Offered in the Required Physical Education Program and the Intramural Sports Program for Women at the College of William and Mary, 1945- 1950 . . . . .	24

### ACKNOWLEDGEMENTS

The writer wishes to express her grateful appreciation  
to:

The members of her graduate committee, Dr. Caroline B. Sinclair, Chairman, Dr. George J. Oliver, and Dr. R. Lee Martin, for their guidance and helpful suggestions during the writing of this project; Dr. Katharine R. Jeffers, Dean of Women, for her continued encouragement; and Miss Lillian Cozart for typing the manuscript.



## CHAPTER I

### INTRODUCTION

In 1918 when the College of William and Mary became coeducational, physical education for women became a necessary part of the college curriculum. From this beginning, intramural activities have assumed an important role in the program of physical education. For a period of three decades these activities have undergone evolution and have been modified in terms of experience and present practices. Since up to the present time no complete evaluation has been made of the intramural sports program at the College of William and Mary, this seems an appropriate time to analyze and appraise the present program and to propose plans for the future.

Statement of the problem. It is the purpose of this study to appraise the women's intramural sports program at The College of William and Mary in terms of formulated criteria and, in light of this appraisal, to make recommendations for the future program.

Scope and limitations. The study deals with the five-year period, September, 1945 to June, 1950. It is concerned only with the intramural sports program for women; reference to the intercollegiate program or required physical education for women

was made only when considered necessary towards the solution of the stated problem.

The main problem was in setting up the criteria. The difficulty was determining those criteria which were neither too narrow nor too broad in scope and those which were practicable and possible to measure.

Significance of the problem. The national trend in women's athletics is toward a broad intramural program, and only as this affords opportunity for all students to participate should it be extended to a varsity program.

The N.S.W.A.,<sup>1</sup> which is the recognized standard-setting body in women's athletics, states that one of its major purposes is,

To encourage and promote expanded sports programs for girls and women, in the belief that participation in such activities contributes to total fitness, enjoyable use of leisure time, and to the development of the most desirable and attractive physical, mental, and social qualities. In order that these ends may be achieved emphasis should be on participation by many rather than by the few who are expert, in a variety of sports conducted so as to promote health, safety, and the all-round well-being and enjoyment of all participants.<sup>2</sup>

---

<sup>1</sup>N.S.W.A. National Section on Women's Athletics, of the American Association for Health, Physical Education and Recreation.

<sup>2</sup>Introduction to the Standards for Guiding Competition by Girls and Women in Various Sports, (Washington, D.C., National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation), p. 2.

The major emphasis in the extracurricular sports program for women at The College of William and Mary is on the intramural level. Since this involves a major percentage of women students, offers more activities than any other phase of the physical education program, and functions throughout the academic year it is important that the program should be as worthwhile as possible. Toward this end, it seems both desirable and necessary that the intramural program be analyzed and appraised, and that recommendations be made for the future program.

Definition of term. The term intramural was used in its broadest interpretation in this study. It includes not only "athletic contests and sports involving only students of the same institution",<sup>3</sup> but includes also those activities sponsored by the Women's Athletic Association and the Department of Physical Education for Women, such as: swimming club, fencing club, tennis club, modern dance group, and swimming plunge periods.

Sources of data. The selected objectives, organization, and outcomes of the program were obtained and derived from the intramural program for the years 1948-49 and 1949-50 as kept by the Acting Faculty Head of Women's Intramurals, the reports of the Faculty Advisors of Women's Intramurals as found in the Department's annual reports to the president. Agreement as to the

---

<sup>3</sup>Carter V. Good, editor, Dictionary of Education (New York: McGraw-Hill Book Company, 1945), p. 36.

program's objectives was obtained from a selected jury consisting of the current faculty of the Department of Physical Education for Women, the Assistant Dean of Women, who is Chairman of the Joint Committee,<sup>4</sup> and four students active in the W.A.A. A questionnaire pertaining to the intramural program, distributed in April, 1950, to all women students, was used also where the data were pertinent.

The criteria were derived in terms of common agreement of authorities in the field. The specific and detailed procedure describing the methods used in formulating these criteria will be explained fully in Chapter III.

Procedure. The women's intramural sports program at the College of William and Mary, as it has existed for the past five years, was analyzed in terms of selected objectives, organization, and outcomes. A questionnaire pertaining to the intramural program was distributed to the women students. Criteria were derived from authority and formulated and the current program was appraised. Conclusions were formulated and recommendations were made.

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

Chapter II is a description and analysis of the program

---

<sup>4</sup>Joint Committee - The governing body of the Women's Athletic Association is composed of three student members, elected by the women's student body, three faculty members, one of whom serves as chairman, appointed by the President of the College, and the Chairman of the Women's Physical Education Department, the Faculty Head of Intramurals, and the Student Head of Intramurals who serve as ex-officio members without vote.

as it has existed for the past five years in terms of selected objectives, organization, and outcomes.

Chapter III is a presentation of criteria and their validation.

Chapter IV presents an appraisal of the present intramural sports program at The College of William and Mary in terms of the established criteria.

The fifth and final chapter is devoted to findings, conclusions and recommendations for the future program.

## CHAPTER II

### DESCRIPTION AND ANALYSIS IN TERMS OF THE SELECTED OBJECTIVES OF THE WOMEN'S INTRAMURAL SPORTS PROGRAM AT THE COLLEGE OF WILLIAM AND MARY 1945-1950

Selected objectives of the program. Intramural sports, as a part of the total field, assume some contributions to the total education of the individual along with other phases of physical education. But, by the very nature of their being just a part of the whole, they also assume some unique contributions which no other part of the total field of physical education assumes. Since discussion of these shared contributions are considered in connection with the appraisal of the program in Chapter IV, the objectives set forth here are concerned only with the unique contributions of intramural activities.

Since a complete statement of objectives of the intramural program at the College of William and Mary could not be found, it was necessary to derive them. First, the objectives of the program which could be found in pertinent material of the Department of Physical Education and Women's Athletic Association were recorded. Supplementing these, all those objectives which applied to the particular situation were stated. These were derived from general reading of related literature together with the experience of the writer as an extensive intramural participant for four undergraduate years and as Acting Faculty Head of Women's Intramurals for two years

at William and Mary. The completed list was then distributed to a selected jury consisting of the current faculty of the Department of Physical Education for Women, the Assistant Dean of Women, who is the Chairman of the Joint Committee of the Women's Athletic Association, and four students: the President of the W.A.A., the President-elect of the W.A.A., the Student Head of Intramurals, and the Intramural Softball Manager. They reviewed the list and revised it by adding to and deleting from the objectives stated and then returned them to the investigator with such comments as they wished to make. From these revised lists the final group of objectives was derived by combining the elements of all the lists.

Appendix A shows the original list as submitted to the selected jury. Objective Number 6 was deleted, six of the jury supporting this deletion. Objectives Number 3, 10, and 11 were reworded.<sup>5</sup> Objective Number 7 (revised list) was added to the list at the suggestion of one member of the jury, and Objectives Number 8 and 9 (revised list) were suggested by another member of the jury.

The revised list was resubmitted to the jury for final approval. The list below which is the final list does not purport to present the objectives in order of importance. The order was determined arbitrarily with the section on outcomes in mind. Those objectives which had common elements were grouped together.

---

<sup>5</sup>These numbers refer to the final list. The corresponding numbers in the original list are 1, 7, and 8.

**Selected Objectives of the Women's Intramural Sports Program  
at the College of William and Mary in Terms of the  
Unique Contributions of Intramural Activities**

According to the judgments of the jury to whom the list was submitted, the intramural sports program was designed:

1. To serve as a voluntary continuation of the physical education program;
2. To provide an opportunity for the students to participate in those activities which they like and enjoy and yet may not be taking in a physical education class;
3. To provide an opportunity for the students to use in intramural competition the skills and knowledges learned in physical education classes;
4. To provide an opportunity for the students to participate in a variety of sports on a voluntary basis in college so that they may want to participate on this same basis after they leave college;
5. To provide an opportunity for a form of recreation for the students;
6. To assist the students to use leisure time wisely;
7. To conduct a program of organized activities through which the students may become familiar with desirable standards of competition in athletics for girls and women;
8. To find and develop leadership since the program is largely student operated;
9. To provide (especially through interest and club groups) for the acquisition of expertness through successive years of practice in one activity;
10. To help the students develop a feeling of organizational unity and cooperation;
11. To provide an opportunity for the students to get to know each other better and to extend their range of acquaintance.



Organization. The women's intramural program is a vital part of the Women's Athletic Association and is subject to the jurisdiction of the Joint Committee. The Department of Physical Education for Women functions in close cooperation with the W.A.A. and all the Association's activities are under the supervision of the Department. Scheduled contests in the various sports are administered by a Faculty Head of Intramurals, appointed annually by the Chairman of the Women's Physical Education Department, and a Student Head of Intramurals, appointed annually by the Joint Committee. These two work cooperatively and are chiefly responsible for the conduct of the intramural program.

Each dormitory and sorority group elects a member to serve on the intramural council. These representatives, besides being responsible for the participation and conduct of their organizations in intramurals, act with the Faculty and Student Head of Intramurals in planning and carrying out the program and the policies of the W.A.A. with reference to the intramural program.

In addition to the above-mentioned council, a manager of each sport is appointed by the Joint Committee each year upon the recommendation of the previous manager and faculty advisor of that sport. It is the duty of each manager to assist the Faculty and Student Head of Intramurals with the planning and execution of intramurals in her sport, to be responsible for the equipment in her sport, to have the necessary equipment on hand before each contest,

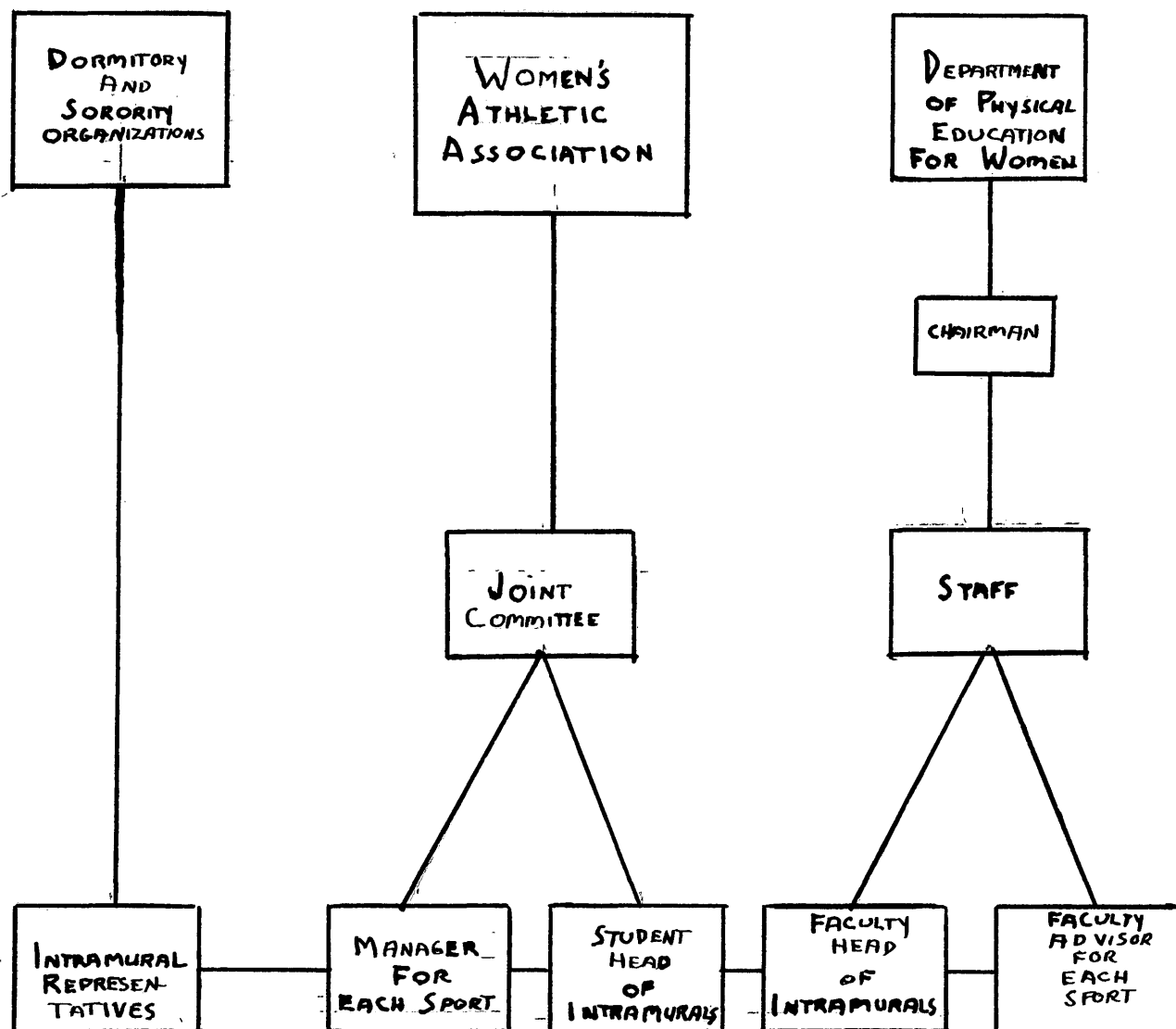


FIGURE I

PERSONS AND ORGANIZATIONS INVOLVED IN  
PLANNING AND EXECUTING THE INTRAMURAL PROGRAM

and to submit an accurate report with recommendations for the next year at the completion of the season. Supervision in each activity conducted is given by the Faculty Advisor of that sport who is appointed by the Chairman of the Women's Physical Education Department.

Activities not involving scheduled contests such as the fencing club, swimming club, tennis club, and dance club are also under the jurisdiction of the Joint Committee. These are under the supervision of the faculty head of the activity concerned, who acts as an advisor and who works in cooperation with the officers of the club.

The swimming plunge period is the only activity with which this study is concerned which is not under the jurisdiction of the Joint Committee. The Department of Physical Education for Women schedules the hours when the pools will be open for free swims. The college chapter of the American Red Cross appoints a Water Safety Corps Chairman who is responsible for the conduct of the plunges and for seeing that approved senior life savers are on duty. The Faculty Head of Swimming and the Chairman of Water Safety Corps jointly approve women students who hold the American Red Cross senior life saving certificate. Those on the approved list may open Jefferson pool for plunges under the regulations and conditions set up for this purpose.

Competitive intramural activities are conducted on two

bases: team competition and open tournaments. In team competition each organization, which includes the dormitories and sororities, enters a team or teams from its respective unit. These teams compete against each other and both individuals and organizations receive points relative to their positions in the league standings at the end of each activity. In open tournaments the women students enter as individuals with no organizational affiliation. They receive individual points based on their relative standings in the sport at the end of the competitive period.

In team competition the organizations are divided into leagues. In 1945-46 and 1946-47 each team activity was divided into three first-team leagues. The dormitories were in one league and the sororities were divided into two leagues. The division of the sororities was different for each activity; the membership of the two leagues was determined arbitrarily by picking names out of a hat. Each team then played a round-robin tournament with the other teams in its own league. At the end of the playing period the two teams which stood first in each sorority league played in finals for first and second places, and the two teams which placed second played for third and fourth places. Team points were then given to each organization relative to its standing in the leagues. Total points for each organization were tabulated at the end of the academic year and two trophies were awarded, one to the dormitory and one to the sorority which had amassed the greatest number of

total points for the year.

In 1947-48 the system was changed. At this time the sororities and dormitories were combined into two first-team leagues for each activity. The first and second place winners in each league then played for four places. Team points were given and at the end of the academic year one intramural trophy was awarded to the team with the greatest number of points accumulated during the year.

In 1949-50 the system was again revised to accommodate the addition of three new organizations, Ludwell 300, Ludwell 400, and Day Students. The dormitories and sororities were still combined but they were now divided into three first-team leagues. At the end of ~~each~~ of each sport there were no play-offs. The Joint Committee made this revision with the understanding that (1) there would be play-offs in swimming, as the nature of this activity seemed to require them, and that (2) if the number of first teams entered was not sufficient to warrant three leagues, the program would revert to the two league system, complete with play-offs. When the three league system was used, those organizations which placed first in their respective leagues all received first place points. There was no one winner but rather a winner in each league. The final play-offs between the leagues were eliminated in the three league system for two reasons: 1) a three way play-off is not conducive to a good tournament as one team is

always favored with a bye, and 2) the time and space elements would not permit a round-robin tournament among the three first place winners and the three second-place winners.

The number of teams an organization might enter, the type of tournament to be conducted, and the decision as to whether there should be both singles and doubles or just singles in those activities which permit both was determined by the facilities available and the amount of time allotted to the activity.

Activities. In 1945-46 the intramural program consisted of competition in eleven activities. Ten of these, tennis, swimming, basketball, softball, ping pong, badminton, song contest, hockey, archery, and bridge, were conducted on a team competitive basis. Fencing was conducted as an open tournament. The fencing club, dance club, and water safety corps were sponsored as club activities.

In 1946-47 the program was essentially the same as that in 1945-46. The status of hockey was changed from a team tournament to an open tournament. Teams were organized by college classes to facilitate administration of the tournament.

In 1947-48 the number of activities was the same, eleven competitive and three club. Fencing and hockey were once again offered, and badminton and archery were added as open tournaments. The remaining seven competitive activities were maintained on a team competitive basis.

A major revision was made in the program in 1948-49. Team

competition was limited to four activities: tennis, basketball, swimming, and softball. The remaining activities, archery, badminton, ping pong, bowling, fencing, and hockey, were conducted as open tournaments. The song contest and bridge were eliminated from the program and bowling was added. The song contest was omitted at the request of the Women Students' Cooperative Government Association which wanted to sponsor it in connection with the May Day celebration. Bridge was eliminated by student request as indicated in a questionnaire filled in by students in 1946-47. With the opening of the Williamsburg Bowling Alleys and with the addition of bowling to the physical education curriculum, it was felt by both student and faculty members of the Joint Committee that bowling would be a worthwhile addition to the intramural program. The water safety corps, fencing club and dance club functioned as in the past. Toward the latter part of the academic year a swimming club and tennis club were organized, bringing the total of club activities to five.

During the session 1949-50 the program functioned in duplication of the 1948-49 program with the exception of archery. Due to lack of participants, this tournament was not held.

Swimming-plunge periods have been conducted regularly over the five-year period under study. Those women students who wished to take advantage of the opportunity to swim have done so at the stated hours in Jefferson and Blow pools.

Outcomes. To determine the outcomes of the intramural program it was necessary in some instances to use student opinion as a part of the evidence presented. This was logical as the program was conducted for the benefit of the students. To determine student opinion a questionnaire (Appendix C) was distributed to the women students in April, 1950. This questionnaire was given to the 683 undergraduate women students; 545, or 79.6 per cent, were returned. This number included both those which were completely answered and those partially answered.

TABLE I  
QUESTIONNAIRE DISTRIBUTION AND RETURNS IN  
NUMBER AND PER CENT

Class	No. in Class	No. of Returns	Per Cent of Returns
Freshman	317	219	69.0
Sophomore	151	131	87.0
Junior	153	122	80.0
Senior	62	61	98.0
Unclassified		12*	
Total	683	545	79.6

\*These 12 students did not indicate the college year on the questionnaire.



A sample questionnaire was distributed to fifty-five women students; twenty freshmen, twelve sophomores, twelve juniors, and eleven seniors, all members of Kappa Kappa Gamma Sorority. The writer was present while they filled out the questionnaire. The participating students were given directions and told to ask any questions which might clarify the questionnaire statements. The results were then tabulated and from these tabulations and the questions asked revisions of the questionnaire were made.

The revised questionnaires were then distributed by the writer in the women's dormitories (Chandler, Barrett, Jefferson, Ludwell 300, and Ludwell 400) at a general compulsory house meeting in each dormitory. Because of the small number of students residing in each of the sorority houses, the presidents were asked to distribute the questionnaire to the occupants of their respective houses. The presidents were oriented by the writer and given a written set of instructions (Appendix D) to read aloud, the same set the writer used in each of the dormitories. The questionnaires were then collected and tabulated.

The outcomes of the program, as reflected in the questionnaire returns and present practices of the intramural program, are presented in terms of the selected objectives. The objectives with common elements are grouped and appraised together. In all other instances each objective is listed with the discussion of the

outcome immediately following.

Selected Objective 1. To serve as a voluntary continuation of the physical education program,

and

Selected Objective 2. To provide an opportunity for the students to participate in those activities which they like and enjoy and yet may not be taking in a physical education class.

The emphasis in the intramural program was on participation by many on a voluntary basis. The program was organized and administered on the principle of voluntary participation. The only involuntary participation that might have occurred would have stemmed from the organizations in the four team activities. This would probably have been for one of two reasons:

- 1) The organization insisted that all who were able to enter do so to increase the percentage of participation.
- 2) The girl, herself, felt an obligation to her organization and entered, not because she really wanted to participate, but because she felt it was her duty.

The writer asked at least four members of each sorority (president, intramural representative, and two participants) during informal conversations if the members of that particular organization were required to participate in intramurals. All the replies were in the negative. Three of the organizations admitted that they strongly

urged participation as this helped them to amass points toward the trophy,<sup>6</sup> and although they did not actually compel the members to take part in intramural sports, they did stress participation. The remaining six organizations stated that they urged participation but did not require it. The following question was included in the questionnaire: Question 4 asked "If you participate in intramurals do you do so, a) because you want to, always, sometimes, or never, or, b) because you are required to, always, sometimes, or never?"

TABLE II

REASONS FOR AND DEGREE OF PARTICIPATION AS STATED BY  
WILLIAM AND MARY COLLEGE WOMEN STUDENTS, 1950

Class	a) Those Participating Because They Want to			b) Those Participating Because They Are Required to		
	Always	Sometimes	Never	Always	Sometimes	Never
Freshman	77	45	3	7	43	46
Sophomore	47	40	3	5	36	29
Junior	40	39	2	6	33	22
Senior	20	22	2	1	16	17
Unclassified	4	1	0	0	2	3
Total	188	147	10	19	135	117

<sup>6</sup>A trophy is awarded annually to the organization which amasses the largest total of points in the four team activities plus percentage of participation. Percentage of participation is determined by dividing the number participating from each organization by the number of women students in the organization. In the case of dormitories the number of sorority women is subtracted from the total number of women living in each dormitory.

The dormitory and sorority questionnaires were tabulated together and the results shown in Table II include both sorority and non-sorority members. Therefore, there is no way of telling how the sorority girls as contrasted with dormitory girls answered. Also, of the number answering this question, some answered "a" and not "b" and some "b" and not "a", although the majority answered both "a" and "b". Some of the replies, therefore, are double answers and some are not. There is also the question of interpretation. To some the word "required" in part "b" may have meant forced participation, to others it may have meant strongly urged but not forced. In part "a" the words "because you want to" may have been interpreted literally, whereas, others may have interpreted it to mean wanting to participate because of a sense of duty.

The preceding discussion concerned voluntary participation in the four team competitive activities offered, but in Table II all activities are included. The program for the last two years also offered six additional activities. Since there was no organizational affiliation attached to participation in these, it is assumed that those participating did so on a strictly voluntary basis. This means that a majority of the activities offered in the intramural program had no relationship to the organizational affiliation of the participating students. The students entered these tournaments because they wished to enter and not because of

organizational pressure.

Lastly, Question 13 of the questionnaire was "State the things you like best about the present intramural program". Eighty-one freshmen, forty sophomores, thirty-two juniors and twelve seniors answered that "it gives all an opportunity to participate on a voluntary basis". Although this is not a significant number in terms of total number of returns, it is significant in the fact that out of thirty-four various items which were given as answers (the answers were not pre-categorized) this answer was mentioned more than any other in all four classes.

From the evidence presented it appears that a minimum amount of coercion is used by the organizations to get the students to participate in the team competitive activities; and, as a majority of the activities offered in the intramural program are open tournaments or clubs in which the student enters with no organizational affiliation, most of the students who do participate in intramurals usually do so on a voluntary basis.

By breakdown of college classes, data relative to participation in intramurals are available for the two year period 1948-49 and 1949-50.

TABLE III

NUMBER AND PERCENTAGE OF WILLIAM AND MARY COLLEGE WOMEN  
STUDENTS WHO PARTICIPATED IN INTRAMURAL SPORTS  
1948-49 and 1949-50<sup>7</sup>

Class	No. in Class		No. Participating		Per Cent Participating	
	1948-49	1949-50	1948-49	1949-50	1948-49	1949-50
Freshman	235	317	129	186	55.0	59.0
Sophomore	138	151	86	101	62.0	67.0
Junior	77	153	40	93	52.0	61.0
Senior	148	62	95	36	64.0	58.0

The 1949-50 sophomore class which stands first in participation was third in 1948-49 as freshmen. After one year in college their participation increased 12 per cent. Aside from this class, the other classes remained in the same relative position, the juniors were second in 1949-50 and as sophomores in 1948-49 were also second. The senior class was lowest both in 1949-50 and also in 1948-49 as juniors. This last might be attributed to the fact that the senior class of 1950 had only sixty-two women in it.

It is interesting to note also that the freshmen classes of both 1948-49 and 1949-50 stood third in percentage of participation.

<sup>7</sup>This includes the number of women students from each class who participated in at least one intramural activity.

In the opinion of the writer, this suggests a need for better freshmen orientation in the intramural sports program.

Selected Objective 3. To provide an opportunity for the students to use in intramural participation the skills and knowledges learned in physical education classes.

Each woman student is required to take two years of physical education. There is a distribution requirement of a semester each of a team sport, an individual sport, dance, and swimming.<sup>8</sup> This gives the student an opportunity to learn the skills and knowledges of six activities as the individual and team sports are divided into two activities each, one each half semester. The intramural program closely parallels the required program. From Figure 2 it can be seen that in 1945-46, 1946-47 the required program offered thirteen activities whereas the intramural program offered nine of these plus two related activities, fencing club and water safety. Soccer, lacrosse, adapted sports, and gymnastics were the four activities taught in the instructional program not offered in the intramural program. In 1947-48 lacrosse and soccer were deleted from the required program whereas the intramural program remained the same. This meant that

---

<sup>8</sup>Proficiency tests are offered in all of these categories. If the student passes these she may be exempt from taking the activities, electing another activity or a higher level of the activities she passed.

1945-46		1946-47		1947-48		1948-49		1949-50	
Required Program	Intramural Program	Required Program	Intramural Program	Required Program	Intramural Program	Required Program	Intramural Program	Required Program	Intramural Program
Hockey	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey
Soccer	Soccer	Soccer	Soccer	Soccer	Soccer	Soccer	Soccer	Soccer	Soccer
Basketball	Basketball	Basketball	Basketball	Basketball	Basketball	Basketball	Basketball	Basketball	Basketball
Softball	Softball	Softball	Softball	Softball	Softball	Softball	Softball	Softball	Softball
Lacrosse	Lacrosse	Lacrosse	Lacrosse	Lacrosse	Lacrosse	Lacrosse	Lacrosse	Lacrosse	Lacrosse
Dance	Dance	Dance	Dance	Dance	Dance	Dance	Dance	Dance	Dance
Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Water	Water	Water	Water	Water	Water	Water	Water	Water	Water
Safety	Safety	Safety	Safety	Safety	Safety	Safety	Safety	Safety	Safety
Archery	Archery	Archery	Archery	Archery	Archery	Archery	Archery	Archery	Archery
Tennis	Tennis	Tennis	Tennis	Tennis	Tennis	Tennis	Tennis	Tennis	Tennis
Badminton	Badminton	Badminton	Badminton	Badminton	Badminton	Badminton	Badminton	Badminton	Badminton
Adapted	Adapted	Adapted	Adapted	Adapted	Adapted	Adapted	Adapted	Adapted	Adapted
Sports	Sports	Sports	Sports	Sports	Sports	Sports	Sports	Sports	Sports
Fencing	Fencing	Fencing	Fencing	Fencing	Fencing	Fencing	Fencing	Fencing	Fencing
Club	Club	Club	Club	Club	Club	Club	Club	Club	Club
Ping Pong	Ping Pong	Ping Pong	Ping Pong	Ping Pong	Ping Pong	Ping Pong	Ping Pong	Ping Pong	Ping Pong
Bridge	Bridge	Bridge	Bridge	Bridge	Bridge	Bridge	Bridge	Bridge	Bridge
Song	Song	Song	Song	Song	Song	Song	Song	Song	Song
Contest	Contest	Contest	Contest	Contest	Contest	Contest	Contest	Contest	Contest
Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
Bowling	Bowling	Bowling	Bowling	Bowling	Bowling	Bowling	Bowling	Bowling	Bowling
Golf	Golf	Golf	Golf	Golf	Golf	Golf	Golf	Golf	Golf

FIGURE 2

ACTIVITIES OFFERED IN THE REQUIRED PHYSICAL EDUCATION PROGRAM AND THE INTRAMURAL SPORTS PROGRAM FOR WOMEN AT THE COLLEGE OF WILLIAM AND MARY, 1945-1950



nine activities plus two related activities in the intramural program were identical with those of the instructional program and only adapted sports and gymnastics were not offered in the intramural program. In 1948-49 bowling was added to both the instructional and intramural programs. In 1949-50 golf was added to the required program but not to the intramural program, and softball was deleted from the instructional program but not from the intramural program. Similarly two related activities, swimming club and tennis club, were added to the intramural program while archery and the water safety corps were eliminated. This means that out of the twelve activities given in the instructional program, eight of these plus three related activities were offered as intramural activities. Archery, adapted sports golf, and gymnastics were the activities offered in the instructional program but not in the intramural program. Archery was planned as an intramural activity but insufficient participants caused it to be cancelled.

From the evidence presented, it can be said that since the intramural program closely parallels the required program, the students are offered an opportunity to use in intramural participation the skills and knowledges learned in physical education classes.

Selected Objective 4. To provide an opportunity for the students to participate in a variety of sports on a voluntary basis in college so that they may want to participate on this same basis after they leave college.

There are no data available on the recreational physical

activities of the women graduates from 1945-1950. The collection of such data would involve a questionnaire to the women graduates of the college for the five-year period under study. This, for obvious reasons, is outside the scope of this study.

Selected Objective 5. To provide an opportunity for a form of recreation for the students.

and

Selected Objective 6. To assist the students to use leisure time wisely.

"Recreation is activity that is satisfying and engaged in for its own sake. In recreation the individual finds opportunity for self-expression and from it he derives fun, relaxation, or pleasure."<sup>9</sup> "Leisure is commonly thought of as the surplus time remaining after the formal duties and necessities of life have been attended to. It is free time enabling a person to do as he chooses. People use their leisure time in a variety of pursuits; however, recreational activities are the most frequently engaged in."<sup>10</sup> Activities commonly considered as recreation may be grouped under several categories, each representing a major type of interest; only active games and sports will be considered in this study.

---

<sup>9</sup>George D. Butler, Introduction to Community Recreation (New York: McGraw-Hill Book Co., 1940), p. 5.

<sup>10</sup>M. H. Neumeyer and E. S. Neumeyer, Leisure and Recreation (New York: A.S. Barnes and Co., Inc., 1936), p. 1.

The intramural program provided the opportunity for a form of recreation for the students. Whether or not it was recreation depended upon the attitude of the individual student who participated. The characteristics of recreation as given in Butler's<sup>11</sup> definition are:

- 1) It is satisfying.
- 2) It is enjoyed for its own sake.
- 3) It affords an opportunity for self-expression
- 4) The individual derives fun, relaxation, or pleasure from it.

Is the intramural program offered satisfying? This can be determined by the participants themselves. Question 11 of the questionnaire sought to find out if the students liked the intramural program as it now exists. One hundred and eighty-eight students who answered the question liked the program very much and 251 liked it some; while a much smaller number, fifty-two, liked it a little and only thirteen of the 504 answering the question did not like it at all. This appears to show that a significant number of participants derived satisfaction from the program, especially if the factor of human variability is considered. "Even in the case of the same individual, an activity that affords recreation at one time or under certain conditions does not always yield the satisfaction which would make it recreation."<sup>12</sup> Therefore, even those who liked the program just a little, at sometime may have derived satisfaction

---

<sup>11</sup>Butler, loc. cit., p. 5

<sup>12</sup>Ibid., p. 4.

from it.

Is the program enjoyed for its own sake? Voluntary participation has already been discussed. The only extrinsic motives might be the individual awards<sup>13</sup> or the team trophy (cf. footnote 6). The number of women students who received individual awards was small<sup>14</sup> in comparison with the number participating in intramural activities and the awards are not expensive; their material value is small. Therefore, this hardly appears to be an important factor.

Does the program afford an opportunity for self-expression? Webster<sup>15</sup> defines self-expression as "expression of one's personality by oneself, . . . assertion of individual traits". The intramural program by the very nature of its activities and its provision for operation afforded the participants a chance for this assertion of individual traits -- leadership, followership, and initiative being just a few.

Does the individual derive fun, relaxation or pleasure from it? Again this can be determined best by the participants themselves. According to the questionnaire returns, fifty-two

---

<sup>13</sup>Three different intramural awards are given, the 350 point monogram, the 500 point medal, and the 1,000 point blazer for an accumulation of individual points received for intramural participation.

<sup>14</sup>The number of women students who have received the three awards for the past five years are:

350 point monogram . . . . .	106
500 point medal . . . . .	21
1,000 point blazer . . . . .	10

<sup>15</sup>William A. Neilson, editor in chief, Webster's New International Dictionary of the English Language (second edition; unabridged; Springfield, Mass.: G. and C. Merriam Co., 1948), p. 2271.

freshmen, fifty-one sophomores, thirty-four juniors, eighteen seniors, and one unclassified student said that the program provided fun, relaxation, or pleasure. This is 28.6 per cent of the total number replying, but, as was mentioned before, the answers were not pre-categorized, so the students had complete freedom in answering and could have answered in innumerable ways.

From the evidence presented, the intramural program appears to achieve desirable outcomes with reference to Selected Objectives 5 and 6.

Selected Objective 7. To conduct a program of organized activities through which the students may become acquainted with desirable standards of competition in athletics for women.

Since official women's rules as approved by the N.S.W.A. and other standard setting bodies were used in all the sports offered and N.S.W.A. standards were adhered to for guiding competition by girls and women in various sports, the participants become familiar with desirable standards of competition for women and learn to play the game according to approved women's rules. The intramural representatives were oriented concerning the standards upon which the intramural program was organized. They, in turn, were instructed to convey this information to their organizations.

Selected Objective 8. To find and develop leadership since the program is largely student operated.

"Student leadership is unusually good both in quality and quantity."<sup>16</sup> Although the qualitative aspect is difficult to measure as it is quite subjective, it is the consensus of the Department of Physical Education for Women and of related personnel working with the students in the program that the above statement is true.

Approximately<sup>17</sup> thirty students yearly shared responsibility for leadership in the intramural program. This number includes the officers of the W.A.A., the intramural representatives, the student head of intramurals, the managers, and the presidents of the interest clubs. This does not include managerial assistants, student officials, and many members of committees. A survey of the student leaders taken from the five categories mentioned above for the period 1945-50 shows that out of 115 leaders (this number does not include repeaters or duplications) only twenty-two held other major offices<sup>18</sup> concurrently with their W.A.A. positions. In a great variety of ways the intramural program either found or helped to develop ninety-three student leaders not otherwise recognized, over a five-year period.

---

<sup>16</sup> Caroline B. Sinclair, Chairman, "The Physical Education Program for Women," (unpublished committee report, College of William and Mary, Williamsburg, Virginia, June, 1948), p. 9.

<sup>17</sup> The work approximately is used because the number varies slightly each year depending on the number of organizations involved, the number of activities offered, and the number of students holding more than one position.

<sup>18</sup> This heading includes student government officers, class officers, club and sorority presidents, student assembly, and major publication's positions.

Selected Objective 9. To provide (especially through interest and club groups) for the acquisition of expertness through successive years of practice in one activity.

To determine if this objective has been fulfilled, the list of monogram winners in the fencing club was checked and their growth was followed in this activity. Growth is interpreted here as the acquisition of expertness. The swimming club and tennis club were not used since they have been in existence only one year. The dance club could not be used, as monograms are awarded to all the members who actively participate in the yearly concert and who have also been faithful members during the year.

The members of the fencing varsity team were chosen from the best fencers in the fencing club; those deemed worthy received monograms. For the year 1949-50 three students received monograms. The one senior who received a monogram received a similar award her junior year. Although she was a member of the fencing club her freshman and sophomore year, she did not receive a monogram either year. The two juniors who received the monogram were members of the fencing club the preceding year (1948-49) but did not get an award. As the list of monogram winners was checked for the past five years, it was noted that in all cases they had been members of the fencing club for two or three years prior to the year in which they received the monogram.

From the limited amount of evidence presented, it appears that club groups do provide for the acquisition of expertness through successive years of practice in one activity. It can also be assumed that expertness is acquired through successive years of participation under proper instruction. Since instruction is given in correct form, technique, and skill, then it may be said that the members of the club groups received this proper instruction.

Selected Objective 10. To help the students develop a feeling of organizational unity and cooperation.

There is no way within the scope of this study to determining objectively if this objective has been fulfilled. It can only be assumed that team activities by their very nature help the students who participate in them develop a feeling of organizational unity and cooperation. ". . . through playing together a spirit and attitude will be built up that will contribute to the 'togetherness' and pleasant living relations that are so desirable a part of college life".<sup>19</sup>

Selected Objective 11. To provide an opportunity for the students to get to know each other better and to extend their range of acquaintance.

---

<sup>19</sup>N.M. Leavitt and H.D. Price, Intramural and Recreational Sports for Men and Women, (New York: A.S. Barnes and Co., 1949), p. 258.



Once again to determine whether or not this objective is fulfilled reference is made to the questionnaire. Question 15 asked, "For those who have participated in any of the intramural activities: In what ways do you think participation in any of the intramural activities has contributed to your total college life?" With no pre-categorized answers fifty-seven of 123 freshmen, thirty-two of the 92 sophomores, twenty-three of the 81 juniors, and eight of the 42 seniors answered that "it helped them to know each other better and helped to know more people". This answer was most prevalent among the freshmen, forty-five per cent of whom answered in this way. In the remaining classes the percentage decreased progressively. This is logical as seniors have been in college longest and therefore have had more opportunity to meet other students, whereas freshmen have not had this opportunity to the same degree. If the intramural program can help forty-five per cent of the participating freshmen to increase their friendships and acquaintances, this appears significant. It may be assumed also that contact with so many other students in so many different activities through playing together would help the participants to become acquainted with other students.

From the evidence presented, the intramural program appears to achieve a desirable outcome, with reference to Selected Objective 11.

TABLE IV

ACTIVITIES, NUMBER OF PARTICIPANTS, NUMBER OF TEAMS, AND NUMBER OF CONTESTS OF SPORTS EVENTS  
IN THE INTRAMURAL SPORTS PROGRAM FOR WOMEN AT THE COLLEGE OF WILLIAM AND MARY, 1945-1950

Activity	No. of Participants					No. of Teams					No. of Contests or Events				
	1945-46	1946-47	1947-48	1948-49	1949-50	1945-46	1946-47	1947-48	1948-49	1949-50	1945-46	1946-47	1947-48	1948-49	1949-50
Archery	44	40	5	8	--	11	10	*	*	--	1	1	1	1	--
Badminton	98	94	18	28	38	56	24	*	*	*	46	42	28	39	45
Basketball	247	176	162	232	204	27	18	17	28	22	55	37	42	73	42
Bowling	--	--	--	9	10	--	--	--	*	*	*	*	*	27	30
Bridge	78	76	66	--	--	14	14	12	--	--	4	4	4	--	--
Fencing	10	16	14	22	15	*	*	*	*	*	na	na	24	65	31
Fencing Club	10	15	9	9	11	--	--	--	--	--	0	2	1	2	3
Hockey	111	29	41	39	40	8	3	3	*	*	12	4	3	3	3
Ping Pong	48	29	47	54	65	14	11	12	*	*	29	21	32	36	159
Softball	224	209	169	200	277	18	19	16	17	26	38	40	38	49	60
Song Contest	457	329	310	--	--	13	10	9	--	--	1	1	1	--	--
Swimming	84	61	52	65	140	15	11	8	11	25	4	4	3	3	4
Swimming Club	--	--	--	--	15	--	--	--	--	--	--	--	--	--	2
Tennis	90	70	91	75	109	30	23	25	20	28	91	40	45	67	60
Tennis Club	--	--	--	--	17	--	--	--	--	--	--	--	--	--	--
Orchestra	13	19	19	20	20	--	--	--	--	--	1	2	2	2	1
Water Safety	28	28	27	26	--	--	--	--	--	--	1	1	--	--	--
<b>Total</b>	<b>1542</b>	<b>1189</b>	<b>1028</b>	<b>767</b>	<b>961</b>	<b>186</b>	<b>143</b>	<b>102</b>	<b>76</b>	<b>101</b>	<b>283</b>	<b>199</b>	<b>224</b>	<b>367</b>	<b>440</b>

\*Conducted as an open tournament.

na - Figures not available.

Although 100 per cent participation is not stated as an objective of the intramural program, it is implied in a majority of the "selected objectives". Since no mention has been made of participation in the various activities offered over the five-year period with which this study is concerned, Table IV shows this breakdown. As can be seen from Table IV, the total number of participants has decreased from 1945-46 to 1948-49, whereas 1949-50 showed an increase. Total numbers, as such, are meaningless unless taken in relation to related factors. One relationship which shows this same pattern was the percentage of women participating each year. This was determined by dividing the number of women participating in at least one activity by the total number of women enrolling in college. The percentage of participation for the five-year period under study was as follows:

1945-46	80 per cent
1946-47	75 per cent
1947-48	68 per cent
1948-49	59 per cent
1949-50	61 per cent

Since this is not a study in cause and effect, no attempt has been made to determine the causes for these changes, but there are several possible reasons:

In 1945-46 and 1946-47 when the number and percentage of students participating was highest, the college was still in a state of transition from the war years to the post-war period. But as the enrollment stabilized with more men than women, as the veterans returned to college and as college activities as well as social life

began to return to pre-war levels the women students had a greater variety of recreational activities both on and near the campus from which to choose. The intramural program was competing with counter attractions and the percentage and number of students participating dropped.

In 1948-49 the percentage and number of participants dropped quite noticeably. This may have been due to the fact that the song contest was eliminated from the program. It can be seen from Table IV that this activity always attracted a large number of participants. If the average number of participants in this activity from 1945-48 is added to the total number participating in 1948-49 and 1949-50 it would increase the total number by 365 participants which would make a material difference. Also, it is quite possible that a large number of students who entered the song contest did not enter other activities. This condition, therefore, had the effect of reducing the percentage of participation for 1948-49 and 1949-50.

In 1948-49 the intramural program was changed from eight activities conducted as team activities to four. The other four were conducted as open tournaments. Since this was a new arrangement, the program was in a state of transition. The increase of 2 per cent may be an indication that now that this program is established the students are becoming accustomed to the idea of open tournaments and are participating in them more freely.

The National Association of Physical Education for College Women made a study in 1945 entitled "Competition for Women in American Colleges and Universities".<sup>20</sup> Questionnaires were sent to 335 institutions in all sections of the country. Sixty-four per cent were returned. For a coeducational college of medium size (500-999 women students) the range of percentage of participation in intramural activities was from 0-90 per cent. The mean was 34 per cent and the median was 25 per cent.

In summary, it should be noted that during the five-year period under study, 1) the intramural program for women at the College of William and Mary was in a state of transition from the war years to the post-war period; 2) one activity, the song contest, which always attracted a large number of students, was eliminated from the program; and 3) the intramural program underwent a major revision. If the percentage of participation in intramural sports for women at the College of William and Mary is compared with the figures of the study referred to above, it can be seen that for each of the five years under study the percentage of participation was substantially higher than either the mean or the median, for the nation-wide study.

The intramural sports program for women at the College of William and Mary, when analyzed in terms of the selected objectives of the program, appears to be fulfilling these objectives as set up by the selected jury.

---

<sup>20</sup>M. Gladys Scott, "Competition for Women in American Colleges and Universities," The Research Quarterly of the American Association for Health, Physical Education, and Recreation, 16: 49-71, March, 1945.

### CHAPTER III

#### SELECTION AND VALIDATION OF THE CRITERIA

In order to make an appraisal of the existing program, it is necessary to have certain standards of measurement or criteria. By using these criteria it is possible to determine the present status of the intramural program with relation to those standards deemed appropriate by authorities in the field.

The writer surveyed related literature in the field beginning with 1930. From this survey fifteen books, articles and pamphlets (Appendix E), selected from authorities in the field, and publications of recognized organizations, were chosen which contained pertinent material. Each criterion found in these sources was recorded on an individual card. The cards were then categorized. Upon analysis it was found that the criteria fell logically into six categories: participation, policies of educationally sound competition, administrative policies, social aspects, physical aspects, and mental aspects. After examining the six categories it seemed clear that each one might serve as a general criterion. From the discussions following, it seems evident that each of the general criteria may be sub-divided into specific criteria.

Criterion Number I. The intramural program should offer an opportunity for participation by all.

The intramural program serves as the broad base for the sports pyramid. It should not only be extended on a voluntary basis to all those who are physically able but should also offer different types of desirable activities to those whose participation may be restricted by a temporary condition or permanent disability. Although active participation may not be possible, it is necessary to provide jobs of interest to all those who wish them. Opportunity should be offered for both competitive activities with others of similar playing ability and for non-competitive activities. It is an accepted fact that interest is of prime importance. Not all students who are able to participate will be interested. Therefore, every effort needs to be made to advertise the program, and to offer as varied a program as possible. Thus a large number of students will be encouraged to take part in it so that they may discover by personal experience whether or not they like it. There is no value in having organization and service if people do not know about it nor make use of it. The purpose of intramural activities is to give students of all levels of athletic ability the low and average as well as the highly skilled, a chance to take part in the program.

Criterion Number I may be broken down into the following:

1. The intramural program should offer activities for both those who are physically able and for those with physical handicaps.

2. The intramural program should offer both competitive and non-competitive activities on a voluntary basis.

3. The intramural program should offer a variety of activities to interest as many students as possible.

4. The intramural program should promote educationally sound publicity.

5. The intramural program should offer a chance for participation in organized activities to students of all levels of ability.

Criterion Number II. The intramural program should be based on educationally sound competition.

"Play for plays sake" is an underlying principle of a good intramural program. Competition abounds in our society today. It is largely the American way, but there are degrees of competition. The intramural program should not attach undue importance to winning but rather should cultivate the idea that trying fairly and wholeheartedly to win is more important than winning. The competition that ought to be promoted should be that which stresses the enjoyment of the sport and the cultivation of desirable characteristics and traits. The making and breaking of records, the winning of championships, other than intramural, and the upholding of athletic reputations have little place in the intramural program. It is here, where there are no outside pressures that appreciation for amateur sports can be cultivated.



Opportunity to succeed should be equalized. It is no fun either to win or lose a one-sided game. Close competition makes the program more interesting and enjoyable for all the participants. Both sides either among teams or among individuals should have a good chance of winning. "It is constantly shown that students enjoy intramural competition in direct ratio to the evenness with which they are matched."<sup>21</sup> If a team is continually defeated by big scores, that team will tend to disintegrate, causing an undue number of forfeits and a general mix-up in the tournament schedule.

Criterion Number II may be sub-divided into the following:

1. The intramural program should provide competition that stresses the enjoyment of playing.
2. The intramural program should make provision for equalized competition.

Criterion Number III. The intramural program should adhere to certain administrative policies.

Administrative policies constitute a broad category, but for the purposes of this analysis they are delimited. Women's and girls' sports programs have for the most part been free from non-educational and professional influences. This has been due to the foresight and leadership of many capable and aggressive women physical educators. These women have recognized that unless

---

<sup>21</sup>Carl D. Voltmer, T. Scott, and V. Lapp, The Intramural Handbook (Minneapolis: Burgess Publishing Co., 1940) p. 5.

desirable standards and practices were set up and adhered to the women's program would degenerate from an educational enterprise to one that is unduly influenced by outside forces. Because of this recognition certain organizations such as the N.S.W.A. and the Athletic Federation of College Women have set up desirable standards and practices arrived at through constant evaluation and study. The lists of these standards are numerous and varied and take into account all phases of the women's program. Criterion III will deal with those aspects of administrative policies which are not mentioned in any of the other criteria.

Since it is generally recognized that physical education and its related programs of intramural and varsity athletics should be taught, coached and conducted by teachers of the same sex as the participants, it is important that well-qualified women direct the women's program. By "well-qualified" is meant those women who have been taught the essentials necessary for proper instruction of girls and women. This includes knowledge of physiological, physical, mental, psychological, and social characteristics of the participants. It is assumed that women trained in physical education will be well-qualified.

It is a scientific fact that the two sexes differ biologically and physically. The N.S.W.A. recognizing this fact has a Women's Rules and Editorial Committee. This committee has "set a pattern for the playing of games by girls and women in the

country, formulating rules, publishing official guides, . . ."<sup>22</sup> and establishing standards. Playing rules other than those set up by the N.S.W.A have been developed, such as those by the Amateur Athletic Union. These have not been developed by scientific study and experimentation with women and girls. Although many groups use these rules, especially professional and semi-professional groups, the intramural program should adhere to those rules developed or approved by the N.S.W.A.

The Rules and Editorial Committee has been responsible for the establishment of certain standards for the guiding of activities in seventeen sports. These standards were derived "from a broad sampling of expert opinion, an examination of scientific evidence, and a study of present practices".<sup>23</sup> These guiding principles take into account such things as length and amount of conditioning period, number of games played per week, and frequency of games played. An example of this is intramural basketball. The committee recommends at least four practice periods before actual competition, no more than two games per week, and no two games on successive days.

Administrators of women's intramural programs must

---

<sup>22</sup>Standards in Athletics for Girls and Women (Washington, D.C.: N.S.W.A. of the American Association for Health, Physical Education and Recreation, 1948) Revised Edition. p. 2.

<sup>23</sup>Standards in Athletics for Girls and Women, loc. cit.

recognize the above standards, and take advantage of the research done by the N.S.W.A. They should use approved women's rules for the conduct of sports and adhere to the standards and guiding principles set up by the N.S.W.A.

Criterion Number III may be sub-divided into the following:

1. The intramural program should be conducted by well qualified women leaders.
2. The intramural program should adhere to the desirable standards and practices for each individual sport as set up by the N.S.W.A.
3. The intramural program should use the rules developed or authorized by the N.S.W.A.

Criterion Number IV. The intramural program should promote social values.

"Contacts for the college student become one of the greatest values of education at that level, and particularly with students from various sections of the country."<sup>24</sup> By playing together students learn to live and work together better as social relationships are fostered through actual social situations. In life situations outside school it is necessary for people to evaluate the character of others, to gain self-assurance, and to put the best interests of the majority or group above personal interests

---

<sup>24</sup>Means, op. cit., p. 24.

and yet maintain individuality. Means states that, "Intramural sports provide this opportunity faster and more adequately than in any other way, because of the wide and continued contact with so many students in so many activities".<sup>25</sup>

College students are expected to possess common courtesy and to display good manners. These attributes should not stop abruptly on the athletic field or in the gym. The fostering of good sportsmanship is comparable to the fostering of courtesy and manners, as sportsmanship is no more than a combination of these in a playing situation. Intramural sports provide the setting for a carry-over of these social amenities to playing situations, and vice versa.

Everyone likes to have a feeling of "belongingness"; this is inherent in human nature. Working with others towards a common cause or goal builds up this feeling. Being a member of a team is sometimes the only way in which a student really gets the feeling of belonging. Playing as a member of a team builds group spirit and cooperativeness and develops friendship and comradeship. Although it is recognized that individual sports have more of a carry-over to later life the socializing influences present one good reason why team activities should be included in a well-rounded program.

"By social growth is meant courtesy, cooperation, loyalty,

---

<sup>25</sup> ibid.

followership, leadership, and initiative."<sup>26</sup> The first three items have been mentioned above; therefore, this discussion will be concerned with the last three. The intramural program should serve as a proving ground for social growth. This can partially be accomplished by giving the students an opportunity to choose, plan, and execute the intramural activities under faculty guidance. Those students with potentialities for leadership should be encouraged to assume positions which will help develop this quality. In the intramural program as in all phases of life we know that everyone cannot be a leader; therefore, it is the responsibility of the administrators of the program to be sure that those students who show potentialities towards leadership lead in such a way that the remainder of the students follow willingly and knowingly.

Criterion Number IV may be sub-divided into the following:

1. The intramural program should provide opportunity for good social contacts.
2. The intramural program should foster good sportsmanship.
3. The intramural program should provide an opportunity for the development of group unity.
4. The intramural program should provide an opportunity for student leadership.

---

<sup>26</sup>Department of School Health and Physical Education of the National Education Association (Washington, D.C.: National Education Association, 1933) p. 4.

Criterion Number V. The intramural program should promote physical health.

Although we know that health and physical education are not synonymous, we do know that physical activities can contribute to better health. The students' happiness and efficiency depend upon constitutional soundness and lack of exercise leads to muscular and organic flabbiness which hinders capacity for work and reduces efficiency. All physiologists tell us that increased activity of heart and lungs serves to eliminate waste products of the body and hasten rapid assimilation of the nutritive food elements. Since it is outside the scope of this study to determine if physiological changes do occur with physical activity this criterion will deal with what administrative practices should be followed in intramural activities to help the participants both to obtain and to maintain better health. It must be remembered that the health of the participant is of major consideration.

It is the consensus of the authorities that an examination by a qualified physician should be given at the beginning of each year of participation, and after a serious temporary illness a medical recheck should be given before the student is allowed to re-enter the activities of the intramural program.

Participation in athletics must depend upon a comprehensive and reliable evaluation of the health status of the participant; and upon a classification of fitness which takes into

account the quality and extent of participation as well as the type of activity, and individual differences as well as general organic normality.<sup>27</sup>

Either because of voluntary or involuntary inability to determine one's state of fatigue or physical condition many students will participate when they are not physically up to par. It is therefore the responsibility of the instructor in charge to be alert for signs of fatigue and injury. The student showing such signs should be removed from competition for an appropriate period if the situation warrants it.

If more healthful policies and practices are to be promoted, it is important that injury and infection be prevented as much as possible and that healthful surroundings be provided for the intramural program. This can be done by eliminating as many hazards as possible; projecting apparatus, slick floors, unprotected walls and field obstructions are examples. Adequate provision should also be made for proper facilities for showers after games, for the cleaning of floors and similar matters and for proper care of equipment. A healthful, safe, and sanitary environment should be maintained at all times. It is important that an attempt be made to prevent injuries and infections, but usually there will be some injuries in any type of active sport. This means that provision for first aid

---

<sup>27</sup> Standards in Athletics for Girls and Women, op. cit.,  
p. 20.



should always be available and that proper medical service should be available, too, if needed.

All active participation should be preceded by a conditioning period. The N.S.W.A. recognizes this fact and has gone far in developing it. The N.S.W.A. has issued standards for athletic competition in seventeen sports. Since this was discussed under Criterion Number 3, it will not be discussed again here.

Criterion Number V may be sub-divided into the following:

1. The intramural program should provide for medical examinations before each year of participation and for medical rechecks whenever necessary.
2. The intramural program should take into account a comprehensive and reliable evaluation of the health status of the participant and a classification of fitness to determine participation.
3. The intramural program should maintain a healthful, safe, and sanitary playing environment.

Criterion Number VI. The intramural program should promote mental health.

"The mental health aspects of the intramural program have received a great deal of consideration during the past few years."<sup>28</sup> Intramural activities tend to develop wholesome mental

---

<sup>28</sup>Elmer D. Mitchell, Intramural Sports (New York: A. S. Barnes and Co., 1939) p. 20.

attitudes. Mental hygienists everywhere are advocating the need for enjoyable, recreative activities. The nature of our society forces us to keep quiet, usually, about what we think and feel. Our minds become stored with fears, jealousies, disappointments, and thwarted efforts. One of two things then happens. The fact that these pent up emotions are there is recognized and getting rid of them becomes necessary, or the fact that they are present is not realized and they contribute to the development of complexes, inhibitions and maladjustments. Participation in active recreational activities serves as an outlet and a normalizer which can provide relaxation from work and study. Participation in these activities gives the student objective interests and outlooks; it takes her mind from herself and focuses it on outside and interesting things, and helps to combat the tendency to become moody, introspective, and introverted.

Physical play, even short periods of it, will discharge the tension that this complicated matter of present day living stores up. Even though the attic of our brains will again become filled up with pent up emotions and feelings, we can turn again to the safety valve of exercise which will prevent complexes and carry us through rough and stormy seas.<sup>29</sup>

---

<sup>29</sup>Means, op. cit., p. 18.

Relaxation and fun are as much a part of a student's everyday living as studying and working. College students spend a great deal of their time in classrooms and in study; therefore, it is important that they be given an opportunity to participate in active recreative activities which will serve as a form of relaxation and fun.

Criterion Number VI may be sub-divided into the following:

1. The intramural program should provide an opportunity for relaxation for the students.

2. The intramural program should provide an opportunity for a form of recreation for the students.

## CHAPTER IV

### APPLICATION OF THE CRITERIA

Before the criteria are applied to the current intramural program at the College of William and Mary it is necessary to consider three items:

To be effective in guiding action, standards must be sufficiently general to operate in many situations and sufficiently specific to indicate a course of action in any given situation. Furthermore, to insure their continued usefulness, standards must be flexible and subject to revision rather than fixed and traditional.<sup>30</sup>

The program will be evaluated in terms of the criteria, but application of the criteria will depend upon available data. In some instances, and wherever possible, objective data will be used. However, in some cases, either because of the nature of the criteria or of circumstances involved, subjective judgment will have to be employed.

Due to the very nature of the selected objectives there is some similarity between them and the criteria. Therefore, there will be some duplication in the section on outcomes and the application of certain criteria. For those that are similar, cross reference to the section on outcomes will be cited in this chapter.

Criterion I. The intramural program should provide an opportunity for participation by all.

---

<sup>30</sup>Standards in Athletics for Girls and Women, loc. cit.

Number 1. The intramural program should offer activities for both those physically able and for those with physical disabilities.

Since the intramural program offers fifteen activities (of. Figure 2) for the physically able, it can be assumed that the first part of Criterion I, Number 1 is fulfilled. No special program is conducted for those students unable to participate because of physical disabilities, but certain of the above activities lend themselves readily to a modified program for these students. The type and degree of disability determine which of the activities the individual student would be able to enter. For example, students, who for some reason, were not able to participate in the very active sports could take part in archery, bowling and ping pong. The program of activities for the physically handicapped is necessarily limited, but each student knows which sport or sports she can enter and is free to do so if she desires.

Besides taking part in actual competition in those activities in which they are able to participate, an opportunity is given to these handicapped students to participate in a non-playing capacity. Students are urged to volunteer for such jobs as scorers, timers, officials, and assistant managers. The Physical Education Department feels that since the intramural program is for the students it should be conducted by students under faculty supervision. There are many jobs connected with the intramural program

which physically handicapped students can perform if they wish.

However, some of these students feel that they should be entitled to an award comparable to that which active players may receive. By the point system in use, students may receive red or blue points according to the type of their participation and the other jobs they perform, such as managers, assistant managers, referees, or umpires. Participation in intramural activities gives the player red points; all other participation in athletics and all non-playing jobs receive blue points. For 350 red points the students receive monograms. The physically handicapped students, therefore, have no way of earning monograms. Since the Physical Education Department urges these students to partake in non-playing ways and encourages student operation of the program, in the opinion of the writer, a comparable point system should be evolved for them. This might serve as a form of motivation and since the monogram is not expensive, materially speaking, the degree of extrinsic motivation would be slight.

From the above discussion, it may be said that the intramural program meets the requirement of Criterion I, Number 1 in part, but that more adequate provision should be made for the handicapped students.

Criterion I, Number 2. The intramural program should offer both competitive and non-competitive activities on a voluntary basis.

The intramural program offers ten activities on a

competitive basis, both team sports and individual sports, and five activities on a club basis; swimming plunge periods are included in this category. The competitive activities allow all those women students, who wish, a chance to compete. Voluntary participation in competitive activities has already been discussed, (cf. pp. 16-18, for this discussion). Two of the club activities are organized on the basis which allows all those women students, who wish, a chance to participate. The tennis club has no restrictions for membership except the willingness to practice regularly at scheduled times. Plunge periods are open to all women students. The three remaining club activities, fencing club, swimming club, and dance club, are organized on a different basis. They require certain standards for membership and have try-outs from which new members are selected. This does not allow all students who want to join an opportunity. It restricts membership to a higher level of proficiency than a number of women students have. It has been said that this serves as an incentive for the student to practice and become more proficient and then re-try for membership as the number of times one may try-out is unlimited. This may be true but, nevertheless, those students who do not reach the membership standards and who wish to take part in these activities have no opportunity to do so.

From the above discussion, it may be said that the intramural program meets the requirements of Criterion I, Number 2, partially, but that more club activities should be offered for the

students who do not meet the requirements for membership in the existing clubs.

Criterion I, Number 3. The intramural program should offer a variety of activities to interest as many students as possible.

The intramural program offers five team activities, five individual sports, and five club activities. This appears to afford a large enough variety to cover most of the interests the students might have.

From the above discussion, it may be said that the intramural program meets the requirement of Criterion I, Number 3 satisfactorily.

Criterion I, Number 4. The intramural program should promote educationally sound publicity.

In the opinion of the writer, the publicity pertaining to the intramural program is not adequate. The Flat Hat, which is the student weekly newspaper, devotes a minimum of space to women's intramurals. This can be ascertained by checking the notebook of intramural clippings for the past year. The Flat Hat could serve as an excellent medium of information to interest students as it is read by a majority of the students, but due to lack of proper coverage and the small amount of space allotted to women's intramurals the dissemination of information through this means is inadequate at most times.

The bulletin board should serve as another means of



publicity to interest students, but here inadequate facilities prevent it from being of maximum use. A large bulletin board is provided in the hall outside Jefferson Gym. The Department tries to make the display on this board interesting and informative and always devotes a major portion of the space to intramurals. But here again the dissemination is limited. Those students who have physical education classes in the gymnasium see the board, but in the fall and spring this number is a small percentage of the student body. Those juniors and seniors who participate in extracurricular activities which take place in the gymnasium also see it, but the other juniors and seniors are not reached by this means. One small bulletin board is available for outside use. This has two drawbacks: 1) Because of its small size, by the time class notices and other pertinent material have been posted there is very little room for publicity for the intramural program. At the most, schedules and routine announcements can be posted in the remaining space. 2) About 160 upperclass women students live in sorority houses which are located on the opposite side of the campus. Since the academic buildings are between the gymnasium and the sorority houses, many of these students never pass the outside bulletin board.

Each year the Joint Committee appoints a chairman of publicity and she, with a committee, is responsible for the publicity of the W.A.A., which includes intramurals. Unfortunately, due to lack of organization and stimulus the committee has not carried out

its duties adequately. If organized properly this committee could serve as an excellent means of publicity, especially as a means of promoting interest in the intramural program.

Each week a bulletin is posted on the bulletin boards listing the athletic activities for the week. At the beginning of each month a W.A.A. calendar is distributed, at the Woman's Student Cooperative Government Association meeting, to the women students. This calendar lists the W.A.A. activities for the month.

From the above discussion, it may be said that the intramural program meets the requirement of Criterion I, Number 4 partially, but the methods of dissemination of publicity can be improved.

Criterion I, Number 5. The intramural program should offer a chance for participation to all levels of ability.

Since in Criterion I, Number 2 participation by levels of ability in club activities has already been discussed, and since Criterion II, Number 2 will discuss ability in relation to team and individual sports in some detail, it will suffice here to say that any student, regardless of her level of ability, may enter into competition in any of the team activities or open tournaments. She may also swim in plunges and if she so desires, become a member of the tennis club.

From the above discussion and with the references cited to the other criteria, it may be said that the intramural program

meets the requirement of Criterion I, Number 5 partially, but that more adequate provision should be made for club activities.

Criterion II. The intramural program should be based on educationally sound competition.

Number 1. The intramural program should provide competition that stresses the enjoyment of playing.

The intramural program attempts to inculcate in the participants the idea that trying fairly and wholeheartedly to win is more important than winning. Undue importance is not placed upon winning by the faculty and usually not by the players themselves. The winning of championships is not stressed. Although a winner is determined for each individual sport, she receives no special award. However, she is given points toward her intramural monogram. No individual awards are given and no champion is declared, rather first, second, third and fourth place standings are awarded. In the team competitive activities, when there are three leagues, there are no play-offs and, therefore, no one champion but rather a first, second, and third place is awarded in each league. When there are only two leagues there is a play-off if time permits and then the same policy is adhered to as for individual sports.

The making and breaking of records has no place in the intramural program; competition is provided for the enjoyment of playing. Although records from previous years are kept for administrative purposes, they are not mentioned and the activity

is over. No comparison is made from year to year. Each activity is conducted for the benefit and enjoyment of the participants and not for the making and breaking of records.

Since no undue importance is placed upon winning, no extra publicity is given to the winners. When the games and tournaments are written up in the Flat Hat no one girl or team is singled out. The activity as a whole is reported and the individual winners or winning teams are given credit along with other information in the course of the story.

The making and breaking of records, the winning of championships, and the making of champions do not have a place in the women's intramural program at William and Mary, but, instead, friendly competition and fun for all is stressed.

From the above discussion, it may be said that the intramural program meets the requirement of Criterion II, Number 1 satisfactorily.

Criterion II, Number 2. The intramural program should make provision for equalized competition.

To determine whether or not this requirement is being met the intramural program is considered in three phases: team sports, individual sports, and club activities. Each phase is discussed separately.

1. Team sports: An unlimited number of teams from each organization are permitted to enter the four team competitive sports. It is assumed that the best players who

are participating from each organization will be on the first team, the next best on the second team, and so on. Since the first teams play against each other, likewise the second teams etc., it is therefore assumed that players of like ability will compete against each other. This is true to some extent but there are two factors which might influence this.

- a) The larger organizations have more members participating, and, therefore, they can put their best players on the first team, their next best on the second team, and so on down the line. The smaller organizations, however, have less participants to choose from and therefore their first team may be composed of the best and next best players.
- b) From "a)" it can be seen that, although two first teams play each other, the levels of ability are not always the same for both. But there is an attempt to equalize competition by allowing an unlimited number of teams from each organization, and having teams of the same levels play each other.

2. Individual sports: Since these are conducted as open tournaments anyone who wishes may enter. Therefore, competition is not equalized as each participant competes against other participants regardless of her level of ability. Four

places are awarded at the end of each tournament. If competition were to be equalized, winners would have to be determined for each level of ability. (The literature surveyed does not give helpful suggestions as to how an open tournament could be conducted to equalize competition.)

3. Club activities: Since certain standards of performance must be met before a student may become a member of the swimming club, fencing club or dance club, competition is equalized.

From the above discussion and from the reference cited, it may be said that the intramural program meets the requirement of Criterion II, Number 2 only partially. Although in individual sports the program does not make provision for equalized competition, it seems to serve the students satisfactorily.

Criterion III. The intramural program should adhere to certain administrative policies.

Number 1. The intramural program should be conducted by well qualified leaders.

All activities in the intramural program are supervised by members of the staff and all instruction in club activities is conducted by the club advisor. Although all the members of the Department of Physical Education for Women share in the conduct and supervision of the intramural program, the Executive Secretary of the Women's Athletic Association is primarily responsible for the administration of it. She is the Acting Faculty

Head of Women's Intramurals and works directly with the student leaders. All the members of the Department and the Executive Secretary can be deemed well qualified, (cf. p. 33 for a definition of well qualified). The Chairman of the Department holds the degree of Doctor of Philosophy with specialization in physical education. Two of the remaining members of the Department have Master's degrees and the fourth member of the Department and the Executive Secretary have Bachelor's degrees with concentration in physical education. Both the latter have also done graduate work. The amount of experience ranges from three years to twenty-nine years.

From the above discussion, it may be said that the intramural program meets the requirement of Criterion III, Number 1 satisfactorily.

Criterion III, Number 2. The intramural program should adhere to the desirable standards and practices for each sport as set up by the N.S.W.A.

On page 25 there is a discussion which shows how the intramural program does adhere to these standards and practices.

From the reference cited, it may be said that the intramural program meets the requirement of Criterion III, Number 2 satisfactorily.

Criterion III, Number 3. The intramural program should use the rules developed or authorized by the N.S.W.A.

The intramural program does use the rules developed or authorized by the N.S.W.A. On page 25 there is a discussion of this.

From the reference cited, it may be said that the intramural program meets the requirement of Criterion III, Number 3 satisfactorily.

Criterion IV. The intramural program should promote social values.

Number 1. The intramural program should provide the opportunity for broad social contacts.

As has been mentioned several times in the course of this project report, intramural activities, by their very nature, offer wide and continued contacts with many students in many different activities, and provide the opportunity for social contacts for the students. Playing both together and against each other, the participants are offered a chance not only to become more familiar with members of their own team, but to become better acquainted with other students. It gives the participants a chance to become better acquainted with students from other dormitories, from other college classes, and with other students who share a common interest, that of the activity in which they are participating, or in athletics as a whole. The students, themselves, feel that intramural activities have increased their range of acquaintanceships and have helped them become more familiar with each other. (cf. p. 27 for evidence to support this statement).

From the above discussion and from the cited reference, it may be said that the intramural program meets the requirements of Criterion IV, Number 1 satisfactorily.



Criterion IV, Number 2. The intramural program should foster good sportsmanship.

Because of the intangible character of good sportsmanship, it is difficult to prove that the intramural program meets this requirement. There is no objective means of determining this outcome. In reference to good sportsmanship, it can only be said that:

1. The intramural program does try to foster good sportsmanship and places a high value on it. If the faculty notices students who display poor sportsmanship, this unsportsmanship like conduct is called to their attention and the reasons why it should be discontinued are explained to the students.
2. The participants themselves value good sportsmanship highly as can be seen by their usual behavior on the playing field or court. Therefore, it is not always necessary that a breach of this desired behavior be brought to the erring student's attention by a member of the faculty, for in many instances teammates will correct the situation themselves. The students realize that one bit of unsportsmanlike behavior reflects on the whole organization.
3. Any breach of rules, however unintentional -- such as use of ineligible players, is discussed by the Faculty Head of Intramurals with the intramural representative of the organization concerned. Also, at the beginning of the year at the first intramural representatives meeting sportsmanship and adherence

to the rules is discussed.

From the above discussion it may be said that the intramural program meets the requirement of Criterion IV, Number 2 satisfactorily, as far as can be ascertained by the limited amount of objective evidence available.

Criterion IV, Number 3. The intramural program should provide an opportunity for student leadership.

The intramural program provides extensive opportunity for student leadership as it is largely student operated. (cf. p. 8-9 for explanation of the students' roles and for further reference to student leadership cf. p. 25-26).

From the references cited, it may be said that the intramural program meets the requirements of Criterion IV, Number 3 satisfactorily.

Criterion V. The intramural program should promote physical health.

Number 1. The intramural program should provide for medical examinations before each year of participation and for medical rechecks whenever necessary.

and

Criterion V, Number 2. The intramural program should take into account a comprehensive and reliable evaluation of the health of the participant, and a classification of fitness to determine participation.

The policy at the College of William and Mary is to administer to all new students a medical and physical examination

upon entrance. The college physician gives the medical examination and the faculty of the Department of Physical Education for Women gives the physical examination. These examinations are not repeated annually; however, a medical recheck is administered to a participant when deemed necessary by the college physician before participation in tennis, hockey, or basketball, and before the start of the season of the tennis club, swimming club, fencing club, and dance club. Before the first game of each of the above activities a list of participants is obtained. This list is then given to the department member in charge of health counseling. She makes comments next to the names of those students whom she thinks should not compete or who should have limited competition according to their medical and physical examination cards. The list is then sent to the college infirmary where the college physician reviews it, paying particular attention to the comments made. All those students whom the physician thinks should be re-examined are given a recheck and final judgment is made as to the amount and extent of participation which is permissible.

In the remaining activities, the students may participate without this check. The members of the Department are, however, familiar with those students who have physical handicaps and limitations and are always on the alert for students who should not be competing. These students are required to obtain permission from the college physician to compete. After a serious illness a participant

is required to have a recheck before competing.

From the above discussion, it may be said that the intramural program meets partially the requirements of Criterion V, Numbers 1 and 2, but that adequate provision needs to be made for annual medical examinations.

Criterion V, Number 3. The intramural program should maintain a healthful, safe, and sanitary playing environment.

To determine whether or not this criterion is being met, each playing area will be evaluated separately.

1. The gymnasium: Since the gymnasium is small, it is necessary to use one wall as a boundary. The players are protected from injury by wall mats. This allows for a cushioned and safe jolt if any of the players run into the wall. The equipment cabinets at one end of the gymnasium are far enough back to allow enough space beyond the boundary lines to prevent injury. To help insure this the doors of the cabinets are kept closed. At the other end on either side of the wall mentioned above are two alcoves in which the piano, indoor standards, and gymnastic equipment are kept. These are pushed far enough back so as not to constitute a hazard.

The floor has a permanent finish, which is not slick and is swept daily by the janitor. There are enough windows in the gymnasium and in the balcony to insure adequate ventilation,

and the lighting system allows for good illumination.

First aid equipment and running water are available in the office adjoining the gymnasium. For each student who receives any sort of an injury, an injury blank is filled out and kept on file. Except for minor bruises the injured student is referred to the infirmary and a check is made to see that she actually goes. In case of serious injury the student is taken to the infirmary immediately.

The equipment is always kept in good condition. Faulty equipment is either repaired or, if beyond repair, discarded. When protective equipment is needed, such as in fencing or for basketball players who wear glasses, the students are not permitted to compete unless they are adequately and properly protected.

2. Softball diamonds and hockey fields: Since there is sufficient space outdoors for these, the only hazard which needs to be considered in relation to the fields themselves is the condition of the playing areas. The grass is kept cut and rolled. This prevents entanglements and ruts. The students are not permitted to play if the grass is too wet or the diamonds so muddy as to make them slippery.

First aid equipment and running water are available in the field house which is a short distance from the playing areas. A first aid kit is kept on the scorer's table during all hockey games. The same procedure for injuries, the same

rules and regulations concerning protective equipment, and the same care of equipment is adhered to here as in the gymnasium.

3. The archery range: Except for the fact that strict observance of the rules for shooting and retrieving arrows is maintained here at all times the procedure is the same as discussed previously.
4. The tennis courts: Both for the safety of the individual and for their preservation, the courts must be dry and properly rolled before the students may use them. The procedure for everything else is the same as above.
5. The swimming pools: Blow Pool is used for all intramural swimming activities. The only activity carried on in Jefferson Pool is the plunge period. Blow Pool is under the care and jurisdiction of the Men's Department. However, acceptable procedure preliminary to swimming is adhered to in both pools. Each student must take a shower and step through the foot bath before she enters the pool. No one wearing street shoes may walk on the pool deck. Jefferson Pool is kept clean by the janitor and the water is changed when deemed necessary by the Chairman of the Women's Physical Education Department. The Biology Department takes a bacterial count regularly.

6. Dressing and shower facilities: The dressing room and shower facilities in Jefferson Gymnasium are inadequate. There are no regular and permanent dressing rooms provided and the only showers are those in Jefferson Pool. The participants who live across campus or off campus have no place in which to keep their gymnasium suits or playing equipment, nor do they have the proper facilities in which to dress.

From the above discussion, it may be said that the intramural program meets the requirement of Criterion V, Number 3 satisfactorily in regard to its playing areas, but that it does not meet the requirement satisfactorily in regard to dressing and shower facilities.

Criterion Number VI. The intramural program should promote mental health.

Number I. The intramural program should provide an opportunity for a form of relaxation for the students

and

Number II. The intramural program should provide an opportunity for a form of recreation for the students.

The intramural program does provide an opportunity for a form of relaxation and recreation for the students. For a discussion which shows how this is achieved, see pages 22-24.

From the references cited, it may be said that the intramural program meets the requirements of Criterion VI, Numbers 1 and 2 satisfactorily.

## CHAPTER V

### FINDINGS AND RECOMMENDATIONS

Findings. In this study the women's intramural sports program at the College of William and Mary was appraised in terms of criteria, based on the opinions of authorities in the field. There were six general criteria, and each one of these was sub-divided into specific criteria. In all, eighteen specific criteria were considered. In view of the findings the present women's intramural sports program at the College of William and Mary seems to meet the requirements of ten criteria satisfactorily, but can be improved in the requirements of eight criteria. It is important to note that among the criteria which are not met satisfactorily all of these are met partially.

In general, the program, as it now exists, meets the needs, interests, and most of the abilities of the physically able students. A modified program for the physically handicapped students needs to be evolved. As evidenced from the replies to the questionnaire, a large percentage of the women students like the program as it now exists. The activities offered are numerous and varied; the program is largely student conducted, and supervised by well qualified women teachers, who adhere to N.S.W.A. standards, practices, and rules.

It may be said, from all the evidence presented, that the women's intramural sports program at the College of William and Mary, appraised in terms of the formulated criteria, is in general a satisfactory program.



The criteria which are met satisfactorily are:

1. The intramural program should offer a variety of activities to interest as many students as possible.
2. The intramural program should provide competition that stresses the enjoyment of playing.
3. The intramural program should be conducted by well qualified leaders.
4. The intramural program should adhere to the desirable standards and practices for each sport as set up by the N.S.W.A.
5. The intramural program should use the rules developed or authorized by the N.S.W.A.
6. The intramural program should provide the opportunity for broad social contacts.
7. The intramural program should foster good sportsmanship.
8. The intramural program should provide an opportunity for student leadership.
9. The intramural program should provide an opportunity for a form of relaxation for the students.
10. The intramural program should provide an opportunity for a form of recreation for the students.

The criteria which are not met satisfactorily are:

1. The intramural program should offer activities for those physically able and for those with physical disabilities. The program should make more adequate provision for the physically handicapped students.

2. The intramural program should offer both competitive and non-competitive activities on a voluntary basis. The program needs to be improved and expanded in the area of club activities.
3. The intramural program should promote educationally sound publicity.
4. The intramural program should offer a chance for participation to all levels of ability. The intramural program meets this requirement satisfactorily with reference to competitive activities but can be improved with reference to club activities.
5. The intramural program should make provision for equalized competition. The intramural program meets this requirement with reference to team conducted activities but not with reference to open tournaments.
6. The intramural program should provide for medical examinations before each year of participation and for medical rechecks whenever necessary.
7. The intramural program should take into account a comprehensive and reliable evaluation of the health of the participant and a classification of fitness to determine participation. Without yearly medical examination the intramural program cannot do this adequately.
8. The intramural program should maintain a healthful, safe, and sanitary playing environment. The intramural program meets the requirements of this criterion in regard to playing areas and equipment but it needs to be improved with reference to dressing rooms and shower facilities.

Recommendations. In view of the above findings the following

recommendations are made:

1. It is recommended that the physically handicapped students be urged to participate in those activities in which they can compete and that they be urged to take part, more, in the intramural program by assuming non-playing responsibilities.
2. It is recommended that a comparable point system to that of active participants be established for the physically handicapped, so that they may have a chance to earn an intramural monogram.
- ✓ 3. It is recommended that a junior club be organized in the club activities for those students who wish to take part, but, who cannot meet the standards and requirements for admission to the already established clubs.
4. It is recommended that the intramural program promote more and better publicity for dissemination of routine announcements and schedules and for the presentation of other interesting materials and items dealing with the intramural program.
5. It is recommended that a medical examination be given to all participants before each year of participation.
6. It is recommended that adequate dressing room and shower facilities be provided in Jefferson gym. If this can only be done through the construction of a new women's gymnasium, a gymnasium should be built.

From the outcomes of the program determined by analysis of the selected objectives of the program it is further recommended that more and better orientation be given to the freshmen women students

concerning the intramural program.

The recommendations, as proposed by the investigator, are very similar to the ones suggested by the students. In question 14 of the questionnaire the students were asked "In what ways do you think the intramural program can be improved?" The recommendations receiving the largest number of votes, in order, were:

1. More and better publicity.
2. More adequate gym and dressing facilities.
3. Encourage freshmen and transfers to participate.
4. Promote more interest.
5. Better system of notice distribution.

**BIBLIOGRAPHY**

## BIBLIOGRAPHY

## A. Books

- Cassidy, Rosalind, New Directions in Physical Education for the Adolescent Girl in High School and College. New York: A. S. Barnes and Company, 1938, 231 pp.
- Good, Carter V., editor, Dictionary of Education. New York: McGraw Hill Book Company, 1945, 495 pp.
- Hughes, W. L., Administration of Health and Physical Education in Colleges. New York: A. S. Barnes and Company, 1935, 368 pp.
- La Porte, W. R., The Physical Education Curriculum. Third edition; Los Angeles: The University of Southern California Press, 1943, 86 pp.
- Leavitt, Norma and Hartley Price, Intramural and Recreational Sports for Men and Women. New York: A. S. Barnes and Company, 1949, 323 pp.
- Lee, Mabel, The Conduct of Physical Education. A. S. Barnes and Company, 1937, 561 pp.
- Means, Louis, The Organization and Administration of Intramural Sports. St. Louis: C. V. Mosby Company, 1949, 442 pp.
- Mitchell, Elmer, Intramural Sports. New York: A. S. Barnes and Company, 1939, 324 pp.
- Neilson, William, editor-in-chief, Webster's New International Dictionary of the English Language. Second edition; Springfield: G. and C. Merriam Company, 1948, 3210 pp.
- Neumeyer, Martin and Esther Neumeyer, Leisure and Recreation. New York: A. S. Barnes and Company, 1936, 405 pp.
- Nixon, E. W., and F. W. Cozens, An Introduction to Physical Education. Third edition; Philadelphia: W. B. Saunders Company, 1947, 262 pp.
- Rivlin, Harry, editor, Encyclopedia of Modern Education. New York: Philosophical Library, Inc., 1943, 902 pp.

- Somers, F. A., Principles of Women's Athletics. New York: A. S. Barnes and Company, 1930, 151 pp.
- Voltner, Carl, Tom Scott, and Vernon Lapp, The Intramural Handbook. Minneapolis: Burgess Publishing Company, 1944, 88 pp.
- Wayman, Agnes, Education Through Physical Education. Third edition; Philadelphia: Lea and Febiger, 1934, 356 pp.
- Williams, J. F., and W. L. Hughes, Athletics in Education. Second edition; Philadelphia: W. B. Saunders Company, 1937, 472 pp.

#### B. Periodical Articles

- Ainsworth, Dorothy, "Recreation and College Life," Journal of the American Association for Health, Physical Education, and Recreation, 3:136, March, 1936.
- Christenson, L. B., "Building Good Intramural Sports Programs," School Management, 13:86, November, 1943.
- DeWitt, R. G., "Developing an Intramural Program," Journal of the American Association for Health, Physical Education, and Recreation, 17:470, October, 1946.
- Leavitt, N., and M. Duncan, "The Status of Intramural Programs for Women," Research Quarterly of the American Association for Health, Physical Education, and Recreation, 8:68, March, 1937.
- McDonough, T. E., "The College Intramural Program," Journal of the American Association for Health, Physical Education, and Recreation, 17:471, October, 1946.
- Midwest Association of College Teachers of Physical Education for Women, "Policies for Sports Days and Intramural Athletics for College Women," Journal of the American Association for Health Physical Education, and Recreation, 13:295, May, 1942.
- N.S.W.A., "Desirable Practices in Athletics for Girls and Women," Journal of the American Association for Health, Physical Education, and Recreation, 12:422, September, 1941.

Schraver, Alice, "Competition: N.S.W.A. Face the Issue," Journal of the American Association for Health, Physical Education, and Recreation, 20:451, September, 1949.

Wagner, M., "Intramurals and the W.A.A.," Research Quarterly of the American Association for Health, Physical Education and Recreation, 11:206, January, 1936.

Washke, P. R., "Some Objectives of Intramurals," Journal of the American Association for Health, Physical Education, and Recreation, 10:87, February, 1939.

Wayman, Agnes, "Women's Division, N.A.A.F.," Journal of the American Association for Health, Physical Education, and Recreation, 3:3, March, 1932.

#### C. Miscellaneous

Department of Physical Education, The Woman's College of the University of North Carolina, Physical Education Syllabus. Greensboro: University of North Carolina, 1947.

Department of School Health and Hygiene of the National Education Association, Athletics for Girls. Washington, D.C.: National Education Association, 1933.

N.S.W.A., Introduction to the Standards for Guiding Competition by Girls and Women in Various Sports. Washington, D.C.: N.S.W.A.

\_\_\_\_\_, Standards in Athletics for Girls and Women. Revised edition, Washington, D.C.: N.S.W.A., 1948. 54 pp.

Report of the Second Workshop for College Women Teachers of Physical Education. Estes Park, Colorado: National Association for Physical Education of College Women, 1947.

Sinclair, Caroline, Chairman, "The Physical Education Program for Women." Unpublished committee report, College of William and Mary, Williamsburg, Virginia, June, 1948.



\_\_\_\_\_, Chairman, "Women's Physical Education Department Reports to the President." Unpublished reports, College of William and Mary, Williamsburg, Virginia, June, 1945 - 1950.

W.A.A., "Constitution of the Women's Athletic Association." Unpublished constitution, College of William and Mary, Williamsburg, Virginia.

APPENDIX A - ORIGINAL LIST OF SELECTED OBJECTIVES  
OF THE WOMEN'S INTRAMURAL SPORTS PROGRAM  
AT THE COLLEGE OF WILLIAM AND MARY AS  
SUBMITTED TO THE JURY.

May 14, 1950

TO THE SELECTED JURY:

In my thesis it is necessary for me to state some selected objectives of our intramural program. The word selected is inserted because the objectives are to deal only with the unique contributions of intramurals as opposed to those which intramurals share with the whole field of physical education.

Since no complete list is available it will be necessary to derive one. First, the objectives of the program which I could find in pertinent material of the Department of Physical Education for Women and the Women's Athletic Association were recorded. These were supplemented by all those objectives which I thought pertained to the particular situation at William and Mary. These were obtained from the reading of related literature and from my experiences as an extensive intramural participant for four undergraduate years and as Acting Faculty Head of Women's Intramurals for two years.

I am now submitting the list of selected objectives to you, a selected jury, for your opinions. Please read them over carefully in terms of our program. After you have done this I would appreciate it if you would add to or delete from the attached list if you do not agree with it. Any helpful comments you wish to make will also be appreciated.

Thank you,

I.L. Smith

SELECTED OBJECTIVES OF THE WOMEN'S INTRAMURAL SPORTS PROGRAM AT THE COLLEGE OF WILLIAM AND MARY IN TERMS OF THE UNIQUE CONTRIBUTIONS OF INTRAMURAL ACTIVITIES

Overall Objective:

To provide a chance for all women students to participate.

Selected Objectives:

1. To provide an opportunity for the students to benefit from instruction in classes in intramural participation.
2. To provide an opportunity for the students to participate in those activities which they like and enjoy and yet may not be taking in a P.E. class.
3. To serve as a voluntary continuation of the physical education program.
4. To provide an opportunity for the students to participate in a variety of sports on a voluntary basis in college so that they may want to participate on this same basis after they leave college.
5. To provide an opportunity for a form of recreation for the students.
6. To provide an opportunity for an outlet for physical energy.
7. To provide an opportunity for the students to learn to use leisure time wisely.
8. To provide an opportunity for the students to develop a feeling of organizational unity and cooperation.
9. To provide an opportunity for the students to get to know each other better and to increase their number of acquaintances.

**APPENDIX B - REVISED LIST OF SELECTED OBJECTIVES**

June 1, 1950

## TO THE SELECTED JURY:

Below is the revised list of "Selected Objectives of the Women's Intramural Sports Program at the College of William and Mary in Terms of the Unique Contributions of Intramural Activities." I am resubmitting them to you for final approval. Please read them carefully and indicate your approval by checking the appropriate column.

Approve

Not approve

## Selected Objectives:

1. To provide an opportunity for the students to use what is learned in physical education classes in intramural participation.
2. To provide an opportunity for the students to participate in those activities which they like and enjoy and yet may not be taking in a physical education class.
3. To serve as a voluntary continuation of the physical education program.
4. To provide an opportunity for the students to participate in a variety of sports on a voluntary basis in college so that they may want to participate on this same basis after they leave college.
5. To provide an opportunity for a form of recreation for the students.
6. To assist the students to use leisure time wisely.
7. To help the students to develop a sense of organizational unity and cooperation.
8. To provide an opportunity for the students to get to know each other better and to extend their range of acquaintances.
9. To conduct a program of organized activities through which the students may become acquainted with desirable standards of competition in athletics for women.
10. To find and develop leadership since the program is largely student operated.
11. To provide (especially through interest and club groups) for the acquisition of expertness through successive years of practice in one activity.

Signed:

---

Inez L. Smith.

APPENDIX C - STUDENT QUESTIONNAIRE  
WOMEN'S INTRAMURAL SPORTS PROGRAM  
COLLEGE OF WILLIAM AND MARY  
APRIL, 1950.

STUDENT QUESTIONNAIRE  
 WOMEN'S INTRAMURAL SPORTS PROGRAM  
 COLLEGE OF WILLIAM AND MARY  
 WILLIAMSBURG, VIRGINIA  
 SECOND SEMESTER 1950

College Year \_\_\_\_\_

Date \_\_\_\_\_

The purpose of this questionnaire is to obtain the opinions of the women students concerning the present intramural program. The results will be considered carefully and will be incorporated in a Master's thesis dealing with "A Study and Appraisal of the Women's Intramural Sports Program at the College of William and Mary". The results will also be made available to the Department of Physical Education for Women and The Women's Athletic Association, sponsor of the questionnaire.

Please follow directions and answer each question carefully and sincerely.

Read the whole statement, then place one check in the blank opposite the item which best indicates your answer.

1. Do you participate in any intramural activities? (This includes the extra class activities of basketball, swimming, softball, tennis hockey, ping pong, badminton, bowling, fencing, archery.)

Yes \_\_\_\_\_

No \_\_\_\_\_

2. If so, in about how many different activities yearly? \_\_\_\_\_

3. If you answered "no" in question 1, please check why

a. Lack of time \_\_\_\_\_

b. Lack of interest in athletics \_\_\_\_\_

c. Lack of suitable activities \_\_\_\_\_

d. Other activities conflict \_\_\_\_\_

e. Other reasons:

\_\_\_\_\_  
 \_\_\_\_\_



4. If you answered "yes" in question 1, when you do participate do you do so:

a. Because you want to?

Always \_\_\_\_\_

Sometimes \_\_\_\_\_

Never \_\_\_\_\_

b. Because you are required to do so by your organization?

Always \_\_\_\_\_

Sometimes \_\_\_\_\_

Never \_\_\_\_\_

5. Check those of which you are a member

Orchasis \_\_\_\_\_

Fencing Club \_\_\_\_\_

Swimming Club \_\_\_\_\_

Tennis Club \_\_\_\_\_

6. Do you go swimming during the schedule plunge periods? (Tuesday, 8:00-9:30, Blow Pool; Wednesday, 8:00-9:30, Jefferson Pool)

Often \_\_\_\_\_

Seldom \_\_\_\_\_

Never \_\_\_\_\_

7. In what ways do you think the plunge periods can be improved? (Check as many as you deem necessary)

a. Have them more often \_\_\_\_\_

b. Have them at different times \_\_\_\_\_

Times preferred \_\_\_\_\_

\_\_\_\_\_

c. Have them on different nights \_\_\_\_\_

Nights preferred \_\_\_\_\_

\_\_\_\_\_

d. Provide instruction for those who wish it \_\_\_\_\_

e. Other: \_\_\_\_\_

\_\_\_\_\_

8. The activities listed below are offered as team competition in the present intramural program:

Instructions: Please check only one column for each activity.

- a. In column 1 check the activities you think should be kept as team competition.
- b. In column 2 check the activities which you think should be conducted as open tournaments instead of as team competition.
- c. In column 3 check the activities which you think should be eliminated from the present program.
- d. Add to the bottom of the list any other activities which you think should be offered as team competition.

Team Competition	1	2	3
tennis			
basketball			
swimming			
softball			

Other:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. The activities listed below are offered as open tournaments in the present intramural program.

Instructions: Please check only one column for each activity.

- a. In column 1 check the activities which you think should be kept as open tournaments.
- b. In column 2 check the activities which you think should be conducted as team competition instead of as open tournaments.
- c. In column 3 check the activities which you think should be eliminated from the program.
- d. Add to the bottom of the list any other activities which you think should be offered as open tournaments.

Open Tournaments	1	2	3
hockey			
ping pong			
bowling			
badminton			
archery			
fencing			

Others:

---



---



---

10. What other activities not already mentioned do you think would be desirable in the intramural program?

---

---

---

---

11. Do you like the intramural program as it now exists?

- a. Very much \_\_\_\_\_  
b. Some \_\_\_\_\_  
c. A little \_\_\_\_\_  
d. Not at all \_\_\_\_\_

12. State the things you like best about the present intramural program.

---

---

---

13. State the things you are not satisfied with in the present intramural program.

---

---

---

14. In what ways do you think the present intramural program can be improved?

---

---

---

15. For those who have participated in any of the intramural activities:

In what ways do you think participation in intramural activities has contributed to your total college life? (What benefits do you think you have received?)

---

---

---

Comments:

**APPENDIX D - INSTRUCTIONS FOR GIVING OUT  
QUESTIONNAIRE**

INSTRUCTIONS FOR GIVING OUT QUESTIONNAIRE

## TO THE PRESIDENT:

1. Please be sure that each girl living in the house fills a questionnaire out.
2. I will collect them Wednesday morning between 9 and 10 A.M. If you are not going to be at the house at this time please leave them in the folder on the hall table or instruct someone else to give them to me.
3. MANY THANKS FOR ALL YOUR TIME AND TROUBLE.

## GENERAL INSTRUCTIONS:

1. First tell them that I appreciate their cooperation and thank them very much for their time, I hope it's not too much trouble.
2. Tell them that the results are a necessary part of my thesis. The purpose is given at the top of the questionnaire.
3. All women students are being asked to fill one out.
4. Stress the fact that each question should be answered carefully and sincerely as valid and reliable results are necessary if they are to mean anything.
5. College year such as soph., junior, or senior and not name should go in the left hand corner.
6. The questionnaires when collected, will be put by classes and then tabulated so that there will be no way of telling how specific groups answered.
7. Stress the fact that each girl should fill her questionnaire out individually; PLEASE NO COOPERATE WORK.
8. Fill it in as soon as possible but do not rush through it. THINK it through.
9. The questionnaires will be collected between 9 and 10 A.M. Wednesday so please have it handed in before then.

## SPECIFIC INSTRUCTIONS:

1. In questions 8 and 9 only one column should be checked for each activity.
2. Be sure they all know what an open tournament is. (No team affiliation, each girl enters as an individual)
3. Questions 12-15 pertain to the intramural program only.
4. Question 14 includes all phases of the intramural program, leagues, schedules, equipment, facilities, etc.
5. Question 15 pertains to the individual filling out the questionnaire, please answer it in the first person.

THANKS VERY MUCH

APPENDIX E - LITERATURE USED IN FORMULATING  
CRITERIA FOR THE STUDY



## LITERATURE USED IN FORMULATING CRITERIA FOR THE STUDY

- Department of Physical Education, The Woman's College, University of North Carolina, The Physical Education Syllabus.
- Department of School Health and Hygiene of the National Education Association, Athletics for Girls.
- LaPorte, William Ralph, The Physical Education Curriculum.
- Leavitt, Norma, and Hartley Price, Intramural and Recreational Sports for Men and Women.
- Lee, Mabel, The Conduct of Physical Education.
- McDonough, Thomas, "The College Intramural Program," Journal of the American Association for Health, Physical Education, and Recreation.
- Means, Louis, The Organization and Administration of Intramural Sports.
- Midwest Association of Physical Education for College Women, "Policies for Sports Days and Intramural Athletics for College Women." The Journal of the American Association for Health, Physical Education, and Recreation.
- Mitchell, Elmer, Intramural Sports.
- Nixon, E. W., and Frederick Cozens, An Introduction to Physical Education.
- N.S.W.A. of the American Association for Health, Physical Education, and Recreation, "Desirable Practices in Athletics for Girls and Women."
- \_\_\_\_\_, Standards in Athletics for Girls and Women.
- Somers, Florence, Principles of Women's Athletics.
- Voltmer, Carl, The Intramural Handbook.
- Wayman, Agnes, Education Through Physical Education.

## VITA

Inez Lois Smith

Born January 13, 1926, in Brooklyn, New York.

Graduated from Sewanhaka High School, Floral Park, N. Y.  
June, 1943.

Graduated from the College of William and Mary, June, 1947,  
with a Bachelor of Science degree.

Taught in the Staunton Public School System, Staunton, Virginia,  
September, 1947 - June, 1948; Walsingham Academy,  
Williamsburg, Virginia, October, 1948 - June, 1950.

Served as Executive Secretary, Women's Athletic Association,  
College of William and Mary, October, 1948 - June, 1950.