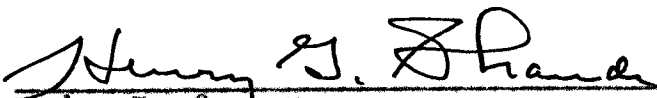



TO ORGANIZE AND EVALUATE AN INTRAMURAL SPORTS  
PROGRAM FOR BOYS AT SCHREINER INSTITUTE

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TO ORGANIZE AND EVALUATE AN INTRAMURAL SPORTS  
PROGRAM FOR BOYS AT SCHREINER INSTITUTE

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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

The purpose of this study was to evaluate the intramural sports program at Schreiner Institute, Kerrville, Texas, for the school year, 1947-48, to determine its adequacy in meeting the aims and objectives of a reorganized program of intramural sports set up in the school at the beginning of the year, 1947-48. Attention was directed to the special need for the program, to its aims and objectives, to its plan of procedure, and to the outcomes at the end of the year.

#### Need for the Study

Schreiner Institute is a military school. The majority of the students are quartered in barracks or dormitories on the school property. Because of its military nature, there are certain campus restrictions at the school. Since the students are on the campus most of the time, some provisions must be made for the worthy use of leisure time as well as for needed physical exercise. A group of growing boys accumulate a great deal of excess energy which must find an outlet in some way. If the outlet for energy is not directed, or is not wholesome, unsatisfactory conditions develop.

Due to conditions resulting from World War II, the intramural activities of Schreiner Institute have been neglected for a number of years. It has become necessary to reorganize the program in order to provide greater opportunities for participation of all the students in some form of healthful and wholesome physical activities, and to increase interest in the sports program as a whole. In order to plan an adequate organization, it was necessary to study the needs of the school, the previous work accomplished in intramural sports, and the possibilities of a present and future program. The need for this study, it was felt, justified the present research.

#### Limitations of the Study

The study was limited to the intramural sports program for the boys of Schreiner Institute, Kerrville, Texas. Since this school offers four years of high school work and two years of college work, the activities studied were limited to those of interest to students with an age variation from fourteen to twenty-four years.

All references pertaining to intramural sports which did not aid in furnishing data for this particular problem were excluded from the investigation. The literature studied was limited to that of fairly recent date. The books and professional periodicals in the field of intramural sports and physical education which were used in the study dated from 1932 through 1947.

This study differs somewhat from other research in the field of high school intramural sports. It was organized to meet the needs of a boarding school which offers high school courses plus two years of college training.

#### Source of Data

Data for the study were utilized from both primary and secondary sources. The educational principles underlying the program and the aims and objectives were based on readings in education and in the field of intramural sports. The need for a reorganized intramural program was determined by a survey of the school's present and past intramural program. Records of the school and college publications served as sources of data in this respect. Questionnaires were used to determine the attitudes of the boys toward different intramural activities and to measure outcomes. Data were also taken from a survey of previous research found in magazines, periodicals, bulletins, and books. A list of headings under which useful information was found follows:

1. Intramural activities
2. Sports
3. Athletics for boys
4. Organized sports for recreation
5. Methods (evaluation)
6. Tests and measurements
7. Methods and procedures

8. Activities in physical education
9. Physical education

#### Definition of Terms

In this study it was necessary to clearly define certain terms which might otherwise be confusing to the reader. The following definitions were used in explanation of these terms:

1. Organization:-Organization as used in this study meant a complete outline of the sports to be scheduled and the rules and regulations governing participation in each event.
2. Effective Intramural Program:-An effective intramural program was defined as one that was conducted in a smooth, efficient manner, was sound from the standpoint of health, morals, and social worth, and would create sufficient enthusiasm to cause a high percentage of participation by the students.
3. Intramural Activities:-Intramural activities studied were the activities scheduled by the intramural department and voluntarily participated in by the students for their own pleasure and relaxation.
4. Unit of Competition:-A unit of competition was considered as that area or dormitory in which the various students were quartered.
5. Intramural Director:- An intramural director was defined as the coordinator of the intramural sports program who worked with the unit managers and intramural council in a democratic and cooperative manner.

6. School Hours:-School hours were considered as those starting at 8:00 a. m. and ending at 4:00 p. m.

7. Leisure Time or Intramural Sports Hours:-Leisure time or intramural sports hours were considered the periods between 6:30 a. m. and 7:30 p. m. and 4:00 p. m. and 5:30 p. m.

#### Organization and Presentation of the Study

The study was divided into six main divisions. Chapter I presented the introduction which gave the purpose of the study, the limitations, the source of data, the definition of terms, and the method of procedure.

Chapter II described the situation at Schreiner Institute and gave a historical background of the intramural sports program since the opening of the school in 1923. Environmental conditions, special features of the school, and opportunities for an effective intramural sports program were given attention. The need for an intramural sports program for this school was also studied.

Policies for an intramural program based on the physical, mental, moral, and social development of boys through activities were discussed in Chapter III. In this portion of the research attention was given to standards mentioned by various writers for an adequate intramural sports program.

The plan of organization for an intramural sports program was presented in Chapter IV. This included the aims and

objectives, administrative functions, eligibility rules and regulations, sports calendar for the year, method of competition, forfeits and defaults, protests and appeals, substitutions, postponement of contests, officials, awards, point system, and general rules for all sports scheduled.

Data on the results of the program were presented, interpreted, and analyzed in Chapter V. An effort was made to evaluate the adequacy of the proposed plan and its outcomes in developing a more comprehensive, efficient program for intramural sports.

The conclusions resulting from the study were outlined in Chapter VI. Recommendations for an improved intramural program were offered in the light of the information presented in the study.

## CHAPTER II

### DESCRIPTION OF THE SITUATION AT SCHREINER INSTITUTE

#### Environmental Conditions

Schreiner Institute is located in Southwest Texas on the Guadalupe River one mile east of Kerrville, Texas. This part of Texas is known as the "heart of the hill country" where a favorable climate is enjoyed the entire year. Because of the high, dry climate, many students attend the school in the hopes of overcoming acute cases of sinus. Students find that they can be much more active and can participate in many more sports than where the altitude is low and humid. Favorable climatic conditions make it possible to schedule a wide variety of out-door activities which are recognized by authorities as being much more beneficial to participants than in-door activities.

The school for which this program is planned has approximately 434 students. Of these, more than three hundred are boarding students. Veterans, day students, and co-educational students comprise the remainder of the school population. The veterans make up one of the seven units of competition in the intramural program. Day students are given their choice as to the unit in which they

participate. No provision is made for co-eds to participate in the intramural program, since the only time they are on the campus is during classroom hours. Units of competition are formed according to dormitories and barracks in which the students are quartered.

In addition to having favorable climatical conditions and being in a good location, Schreiner Institute has other factors in its favor as follows:

1. An excessive amount of outside space available for playground activities
2. Four concrete tennis courts available
3. One soccer field--used for other sports as well
4. One practice football field
5. A 440 yard track circling the football field
6. One large swimming pool in town as well as available swimming spots on the Guadalupe River
7. One gymnasium with badminton, tennis, and volleyball court markings
8. One recreation room with facilities for bowling, table tennis, and pool.

Almost any situation has some disadvantages along with the advantages. Some of the disadvantages noticeable at the Schreiner Institute are as follows:

1. The gymnasium is too small and is used for interscholastic athletics at the time intramural athletics are scheduled.



2. The gymnasium equipment is old and needs replacing
3. Standard gymnasium equipment, such as matts, bars, and weights, is not available thus limiting the activities in the intramural sports schedule.

4. Schreiner Institute is a military school causing some students to be kept too busy with military duties to have any time left for intramural sports.

In spite of the few disadvantages, the advantages are enough to offer a challenge to any individual working in the field of intramural sports. An intramural sports program with the proper organization and supervision has many possibilities. The personnel working with intramural sports are given due recognition for their efforts put forth, and a feeling of great satisfaction can be had if the desired aims and objectives can be carried out.

#### Historical Background of Intramural Sports in Schreiner Institute

In collecting data concerning the historical development of intramural sports at Schreiner Institute, the following available sources of information were used:

1. Statements found in the school catalogue
2. Pictures and statements in the year book (Recall)
3. Articles in the school paper (The Mountaineer)
4. Memories of those who have been connected with Schreiner Institute for many years.

W. C. Weir, Athletic Director and Dean of Men at Schreiner Institute, checked the first three sources of information and assembled most of the data used in giving the historical background of intramural sports in Schreiner Institute. After a close examination of all catalogs issued by Schreiner Institute since June, 1923, it was found that very few gave any information concerning intramural athletics. The first statement concerning intramural sports that appeared in any of the catalogs was in June, 1935, and is as follows:

Athletics of all kinds are encouraged. The Schreiner "Mountaineers" have an enviable reputation in all forms of athletics and are known throughout Texas for their clean sportsmanship and fighting qualities. A majority of the students actively participate in one or more of these organized sports. For those who do not, there is a comprehensive intramural sports program. The Schreiner Institute holds membership in the Texas Junior College Conference.<sup>1</sup>

The same statement appeared in the catalogs of the school for the years, 1936, 1937, 1938, 1939 and 1940.<sup>2</sup> In June 1941 two statements were carried in the school catalog concerning intramural athletics. The first of these is a paragraph under the heading of "General Education" and is as follows:

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<sup>1</sup>Catalog of Schreiner Institute, Vol. XIII, June, 1935, p. 27.

<sup>2</sup>Ibid., Vols. XIV, 1936, XV, 1937, XVI, 1938, XVII, 1939, and Vol. XVIII, 1940.

The physical development of all students is provided for in a full program of athletics, including football, basketball, track, golf, tennis, and many minor sports activities under competent supervision. The regular inter-collegiate sports program of Schreiner Institute is conducted by an able staff of coaches; and the varied intramural sports program, under the direction of men who devote their full energies to it, provides an excellent course of physical training for each student. The physical development of each student is further benefited by a thorough course of military instruction and drill under the leadership of highly qualified officers. These officers have always kept the standards of military work done at Schreiner Institute at a high level. It should be added here that the physical training required of students in addition to the military training feature at Schreiner Institute, satisfies fully the physical training requirements of senior institutions.<sup>3</sup>

The following statements are found under the heading of "Student Activities" of the same bulletin:

The Athletic Program: Although the physical development of students at Schreiner Institute is rather adequately provided for by the military program, by the facilities readily available to all students who wish to follow their own sports program, and by the regulations governing physical training for designated individuals and groups, the Institute enthusiastically sponsors two comprehensive programs of group or team athletics: namely, intercollegiate athletics, and intramural athletics. Some of the regulations governing the former are set forth elsewhere in this catalog, and the plan of organization of the latter is given below. In the department of intercollegiate athletics, the Schreiner "Mountaineers" have achieved an enviable record for clean sportsmanship and hard fighting.

Intramural Athletics: During recent years the program of intramural athletics at Schreiner Institute has been considerably amplified. The work in intramurals is adequately comprehensive, carefully integrated, and competently directed. The student body falls naturally into team divisions on the basis of residential areas. There is competition in touch football, tennis, basketball,

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<sup>3</sup>Catalog of Schreiner Institute, Vol. XIX, 1941, p. 13.

boxing, bowling, track, softball, swimming, and golf. The dormitory or barracks group which amasses the largest number of points in competition during the school year is awarded a plaque at the end of the year.

Points are given to teams in each sport on the basis both of participation and victory. Individual winners are rewarded with attractive sterling silver medals bearing the seal of Schreiner Institute on one side and appropriate sport emblems on the reverse side. The student winning the distinction of being designated as the best all-round athlete in the intra-mural program is awarded a handsome trophy at the end of the school year.<sup>4</sup>

Other material giving more information about the intramural program of Schreiner Institute was taken from issues of the school annual, The Recall. Schreiner Institute was established in 1923, but the first annual issued was for the 1925-26 school year, and one was issued each year thereafter with the exception of the war years, 1943-44 and 1944-45, when the extreme shortage of paper prohibited its publication.

The first annual to carry any pictures of intramural activities was the one issued in the spring of 1940 for the 1939-40 school year. Pages of pictures were carried as follows:

1. West Barracks football team
2. A group of four individual boxing champions
3. The North and East Barracks volley ball team
4. Hoon Hall basket ball team
5. Intramural council
6. Dickey Hall table tennis double team

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<sup>4</sup>Ibid., p. 14.

7. Noon Hall bowling team
8. Group picture of four individual boxing champions
9. Group picture of two relay teams
10. Group picture of eight track medal winners

In addition there were nine pictures taken at random of the intramural activities. The 1941 annual had two pages devoted to pictures of some of the intramural winners and to various phases of intramural competition. The 1942-43 annual gave no space to the activities, and there were no annuals published in 1943-44 and 1944-45. The 1946 annual, however, had seven pages devoted to intramural athletics. Two of the pages, facing each other, were devoted to touch football and had six group pictures, one of each area team. Two of the pages were devoted to basket ball and carried six group pictures. A seventh page carried informal snapshots of intramural competition. The 1947 annual, likewise, had seven pages devoted to intramural activities; one page was given to each of the six competing areas, and there was one page of general activities in this field. The 1948 annual devoted six pages to intramural athletics; one page had general pictures and a brief statement of the principles of intramural athletics, while one page was given to each of the following sports: touch football, basketball, boxing, track, and softball. The amount of space given to intramural athletics in the school annual, The Recall, from 1925 to 1940 indicates a growing recognition of the value and pleasure to be derived from such activities.

Additional material on the development of the intramural program of activities in Schreiner Institute is found in the issues of the school newspaper, The Mountaineer, first issued in the years, 1923-1924. The paper at that time was called the Maroon and White. The first mention of any intramural activities found is in the issue of February 2, 1929, and is as follows:

Three volley ball courts have been added to the equipment of Schreiner Institute as a beginning to an extensive program of play-ground activities planned for the school. A special committee, headed by Coach Gully Gilstrap, and including Captain Mason, "Killie" Killingsworth, and Mr. Dickey, have taken under advisement the advantages to be derived by extending opportunities for physical training and participation in sports to every student of Schreiner. Track meets, volley ball tournaments, tennis, and indoor and outdoor baseball are some of the attractions which they hope to make possible for a greater number of students.

Volley ball is receiving the major share of attention just now. Each area of the campus has its own court, and will develop a team to compete against the other areas. Mr. Dickey and Mr. Norman will coach the Hoon Hall area, Mr. Younts and Mr. Morrison will have charge of the Schreiner and Dickey Hall squad, and Messrs. Williams and Killingsworth will take care of cottages and the barracks. Final tournaments will be held in the gymnasium.

There is already a keen spirit of rivalry between the various areas, and each is anxious to turn out the championship team.<sup>5</sup>

In the issue of The Mountaineer, December 14, 1929, there was an article describing intramural football. The issue of April 28, 1930 had an editorial on the values derived from

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<sup>5</sup>"Physical Expansion Now Under Way at Schreiner", The Mountaineer, February 2, 1929, p. 2.

the inter-company competition in football, basketball, baseball, and softball. A third article, May 24, 1930, reviewed the athletic program for the year and mentioned company football and inter-company baseball.

In the school year of 1930-31, three stories were published in The Mountaineer regarding intramural sports. The first under the date of December 6, 1930 mentioned the football play of the companies. Hampton Downs wrote an article entitled "Intramural Sports" for the issue of February 8, 1931, in which he gave the standing of six basket ball teams and a brief description of six games. A short story concerning inter-company basketball was carried in the November 14, 1931, issue, but this was the only mention made of intramural sports in the 1931-32 issues of the paper. No mention was made of this activity in the 1932-33 school year, and only one article was carried in 1933-34 on the subject.

More space was given to intramural sports by the paper beginning with the school year 1934-35. Four articles were published during the year. The first was under date of October 13, 1934, and was carried on the front page, the first time that intramural sports had achieved this distinction. This appears to be the first year that intramural sports had been an active part of the intercollegiate athletics. The story was as follows:

With the definite object in view of having every cadet take active part in some form of athletics, Mr. F.S. Springall, one of the new members of the Schreiner

faculty, is directing the program of intramural athletics for the coming year. Mr. Springall's reports show great interest evidenced by students in taking part in this physical training project. Approximately 150 boys have reported to him to be assigned to whatever sport they prefer.

Tennis and indoor baseball have the greatest number of applicants. About forty court aspirants are taking part in the annual fall tennis tournament which is now in progress. The baseball section has not yet been organized, but it is the intention of the men in charge of this division to organize into several teams and play a series of games for the championship. Inter-area rivalry will also increase interest in this sport.

The boxing division, under the able supervision of Cadet Ralph McReynolds of Waco, is beginning to take shape with the enrollment of about twenty-five men. Instructor Springall has announced his intention of arranging a series of bouts, the winners of which will contend for the title. This department is subdivided into light and middleweight sections.

Although there is comparatively little demand for bowling, there will be winter classes in the sport. A comparatively new sport of Schreiner will be initiated into the physical training course with the appearance of soccer. This sport will be under the direction of Coach W. M. Wilson.<sup>6</sup>

Additional stories on intramural sports appeared in the December 8, 1934 issue and in that of April 27, 1935. New impetus, it appears, was given to the intramural activities beginning with this period.

Jack Collins became director of the intramural sports program in 1935-36. The following issues of The Mountaineer had stories dealing with intramural athletics for that year: October 26; December 14; January 18; February 22; March 7; March 21; April 4; April 25; and May 9.

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<sup>6</sup>"Intercollegiate Athletics", The Mountaineer, October 13, 1934, p. 1.



Clarence V. Eckstrom was director on intramural athletics at Schreiner Institute during the 1936-37 school year. Few stories about the activities of the program were carried during the year. Lynn McCraw became director of the intramural program in 1937 and remained until he entered service with the United States Army in September 1941. He improved and developed the program and this improvement is reflected in the many stories carried in The Mountaineer concerning intramural sports. Arne Nelson had charge of the intramural program in 1941-42, and in 1942-43. He worked in cooperation with the Naval Aviation Cadets Training Program and developed the activities along the lines developed by McCraw. Nelson also entered the United States Army in 1943, and his work at Schreiner Institute was taken over by Dayton Stockman. The latter used a program similar to that developed by the two preceding teachers, but the number of sports included was gradually decreased until only touch football and basketball and soft ball were continued.

During the 1945-46 school year the writer of this study began his work at Schreiner Institute as director of the intramural activities. The first year's work convinced him that there was a need and an opportunity for an expanded program of intramural sports that could only be brought about by a reorganized program. During the summer of 1946 while in school he made a study of intramural sports with special reference to the needs of Schreiner Institute. With

the help and cooperation of his teachers in college and the staff and students of Schreiner Institute, he gradually developed a plan whereby he hoped to build a more adequate program of intramural sports. This plan was put into effect in the 1947-48 athletic program and constituted the base of this study. As previously mentioned, it is the purpose here to present this plan, give data on results, and evaluate them in the light of the aims and objectives set up in the plan.

Additional information and background material for planning the program were secured from the personnel at Schreiner Institute who had been connected with the institution for many years. The Athletic Director and Dean of Men, the Coach and Professor of History and Foreign Languages, the Director of Guidance, the Professor of Psychology, the Registrar and Business Manager, and the President of the School since its beginning in 1923, all contributed invaluable information from personal experience and observation concerning the need and opportunities for developing an adequate program. Much of the information secured confirmed the reports already presented from the records of the school.

Although no mention was made concerning intramural sports until 1929 in the other sources of information, the personnel connected with the school prior to this time recall competitive contests of various sorts among the students.

Volleyball, tennis, touch football, soccer, and basket ball were some of the team sports engaged in by the various groups. Pool, table tennis, bowling, and horseshoe pitching were some of the individual activities in which students participated.

Until the school year of 1934-35, the sports program, it appears, was directed by the physical education director in his regularly scheduled physical education classes. About this time the administration became more concerned in getting as many cadets as possible to participate in some form of athletics. As a result of this interest, a director on intramural athletics for the school year, 1934-35, was appointed. The director succeeded in creating more interest in the intramural sports than had been shown in the past history of the school, but he worked without any set plan for the intramural program. Succeeding directors likewise worked without any set plan, but they did do good work in keeping competitive spirit alive and in creating interest in a wide variety of sports.

Not until 1937 was there a well-organized intramural sports program put into operation at Schreiner Institute. Lynn McCraw, director of the program at that time, set up an organized plan for intramurals and was very successful in his operation of it. Conditions due to the war necessitated frequent changes after 1940 and the intramural program, along with other sport activities, was very much neglected. All instructors were overloaded with academic duties and competitive games were organized to a great extent by the students

themselves. This situation caused a gradual decrease in the number of sports offered in the sports schedule and interest in the program appeared to drop to a low ebb.

As far as historical data are concerned, this completes the picture of the situation as it exists at Schreiner Institute today. After World War II was concluded, the school took up once more the question of further developing and expanding its intramural program. It was considered necessary to reorganize the entire program according to the needs and desires of the students enrolled in the Institute.

## CHAPTER III

### A SURVEY OF SOME FUNDAMENTAL POLICIES AND BASIC TO A SUCCESSFUL INTRAMURAL SPORTS PROGRAM

#### Purpose of the Chapter

The purpose of this chapter was to present some fundamental principles and policies underlying a successful intramural sports program. Attention was directed to the opinions of experts in the field of education, physical education, recreation and intramural sports regarding the standards, policies, and the desired outcomes of intramural sports. Special stress was placed on the need for organization of the intramural sports program and the necessary requirements of a good organization.

#### Principles Underlying the Intramural Sports Program

Writers in the field of education, physical education, recreation, and intramural sports support the theory that competitive activities are very essential for the proper growth and development of individuals. Because the average high school athletic program provides opportunities for

intense training for only a few selected athletes, intramural programs are becoming more and more favored as the best medium for meeting the recreational needs of the pupils on the athletic field. Lipovetz has this comment regarding the selectivity of the ordinary athletic program:

Inter-scholastic and inter-college athletics refers to competition between schools and colleges. This form of competition naturally calls for highly organized athletics and for highly trained teams to represent the schools and institutions competing. It calls for intense formalized training for the few, the select group, and the so-called major sports, at the expense of the majority of the student body who are expected to show their enthusiasm and school loyalty by attending practices to watch the few highly trained individuals perform.<sup>1</sup>

Intramural sports, in the opinion of Lipovetz, furnish a solution to the problem of getting a majority of the students to participate in activities.<sup>2</sup> They are intended primarily to afford an opportunity for the majority of students to take part in competitive athletics in which not as much stress is placed on winning a game as on the well-rounded physical development of the student as a whole. The spirit of competition in the regular athletic program may be overdone to the extent that injury results to the players; in the intramural sports program the competitive spirit is utilized but excesses guarded against. Lipovetz states his opinion on this as follows:

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<sup>1</sup>F. J. Lipovetz, Recreation and Sports Handbook: Intramural Sports Handbook, p. 24.

<sup>2</sup>Ibid.

The craze of the day is competitive athletics. Twenty years ago such sports were confined to colleges and universities, but now the disease of 'athletic competition' has spread to the high schools and therefore to the undeveloped youth. The larger the boy, without regard to his age, the more the captain and the coach corral him for physical stunts and competitive strains. A boy who has rapidly grown to oversize may not have his heart developed to fit his bulk. Ordinary exercise, even if not competitive athletics, causes his heart to work all that it is well able to do, and hence competitive speed and endurance is absolutely inexcusable in his case. Doubtless many fine sturdy lads are damaged by high school athletics. A well administered intramural program can regulate the intensity of competition by a careful selection of the activities, by a careful regulation of the time of halves, and the amount of participation.<sup>3</sup>

Intramural sports provide many opportunities for different types of play. The values of play are discussed by Mitchell as follows:

Work has become highly specialized and chores and work of children have been eliminated to a certain extent. This increases leisure time and offers the physical education and recreation departments a chance to help the growing youth make the best of his leisure time.

Probably the first argument advanced for the introduction of playgrounds was that they would help to reduce the rapidly growing amount of juvenile delinquency. In order to prove this contention, a number of studies were undertaken. The conclusion to be drawn from the studies is that delinquency is very largely a matter of inadequate play facilities and leadership, and that this recreational need is felt proportionately as living conditions are found to be worse. On the playground, the child is free to express himself without any restraints save those of the rules of fair play. He becomes a very happy child, developing in a normal way and having an optimistic outlook on life. This atmosphere spreads to the homes and helps to create a similar congeniality there.<sup>4</sup>

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<sup>3</sup>Ibid.

<sup>4</sup>Elmer D. Mitchell, The Theory of Play, p. 171.

Escape of some sort from the day-by-day routine is absolutely necessary for all individuals. The prevention of harmful types of escape is the objective of the recreation movement, of which intramural sports are a definite part. In this respect the beneficial effects of exercise and competitive activities were mentioned by the report of the joint committee on "Health Problems in Education" of the National Association of Education and the American Medical Association in 1924:

It is apparent that exercise has beneficial effects on the following sets of organs: the heart and circulatory system, the digestive system, the excretory system, and the nervous system.<sup>5</sup>

Another value of intramural sports is that it furnishes opportunities for the development of individual differences and for self-realization of many unsuspected qualities. The hero of the volley ball team may be the weakest member of his mathematics class. The feeling of success engendered by his accomplishments in the field of intramural sports may have a carry-over into his academic activities and aid in promoting a better attitude and greater grade progress. Satisfaction in participation may lead to participation in a wide variety of games and in more of the school's activities.

Individuals also differ in physical fitness to engage in vigorous games. Other things being equal, vigorous games, such as speedball and touch football, would be best for those

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<sup>5</sup>Thomas D. Wood, Health Education, p. 50.



who are physically fit to engage in them because such activities stimulate and improve the vital systems of the body. There are other activities, however, which furnish interest and recreation to those not physically fit for the more vigorous activities. These are archery, horseshoes, miniature golf, and like recreational games.

Another outcome of intramural sports is the discovery and development of talent which may be utilized in the regular competitive athletic program of a school. There are rules and regulations to be learned which are necessary regardless of the qualifications of a player. Some students have outstanding ability as athletes but this ability must be discovered and trained. Some type of program is needed which will furnish all the boys a chance to participate and to offer opportunities for discovering various types of ability. The intramural sports program furnishes both the opportunity and the training facilities and practice.

Another value of the intramural sports program is the social element involved. Nordly states:

With proper leadership participants in team games, as members of social groups, have greater opportunities for developing standards of conduct than those participating in individual sports. Team games require group effort in planning the strategy and in actually participating in contests. Furthermore, team games satisfy urges for physical activity, association with others, and competition or the desire to excel.<sup>6</sup>

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<sup>6</sup>C. I. Nordly, The Administration of Intramural Athletics for Men in Colleges and Universities, p. 67.

The principles, then, underlying the establishment of an intramural program may be summarized as follows:

1. Intramurals offer opportunities for participation of all the pupils in sport activities.
2. They satisfy a natural urge for competition.
3. They offer healthful exercise and an outlet for excessive energy of growing youth.
4. They offer a wise and pleasant use of leisure time.
5. They offer beneficial, healthful exercise in the development of the physical body.
6. They offer opportunities for the development of individual differences and for the realization of individual success in achievement.
7. They develop material for the regular athletic games of the school.
8. Intramurals offer opportunities for the development of needed qualities of citizenship: leadership, teamwork, cooperation, and consideration of the rights of others.

#### Need for Strong Organization of Intramural Sports Program

The nature of the intramural sports program calls for an organized program. In the first place, intramural means games between competing groups, and, in the second place, it means any number of games. A brief survey of the growth of the intramural program will illustrate the need for organization along these lines.

According to Voltmer intramurals are the oldest type of school physical education. They existed long before the days of the "glorified" football teams of today.<sup>7</sup> Stress on them, however, has grown since the introduction and expansion of present physical education programs, and Voltmer states that intramurals are without question the field of most rapid development in school physical education. "Friendly competition is the backbone of the whole intramural program."<sup>8</sup>

This competition calls for the planning, scheduling, and presentation of a large number of games between schools or grades in school. It calls for the training of the different groups of students. There must be a directing head and some organized plan whereby the activities may be charted.

The wide diversity of sports included in the intramural program also calls for organization of the entire program. In a study made by Brammell it was found that interscholastic contests were limited primarily to five sports: basketball, football, track, baseball and tennis.<sup>9</sup> Golf and swimming were offered by a smaller number of schools, but deserved mention. The most common intramural sports for men, however, were found to be:

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<sup>7</sup>C. D. Voltner, The Intramural Handbook, p. 1.

<sup>8</sup>Ibid., p. 1.

<sup>9</sup>P. R. Brammell, Intramural and Interscholastic Athletics, p. 50.

Archery	Golf	Soccer
Badminton	Gymnastics	Softball
Baseball	Handball	Speedball
Basketball	Horseshoes	Swimming
Bowling	Ice hockey	Tennis
Boxing	Lacross	Touch football
Codeball	Rifle shooting	Track
Cross country	Ping pong	Volleyball
Fencing	Pistol shooting	Wrestling

The diversity of games included in the intramural program requires some form of organization to provide opportunities for the playing of them. Groups do not meet without any preconceived plan or program. This brings up the need for a plan and for the formulation of guiding principles.

#### Aims Fundamental to Organization of Intramural Program

Any program of intramural activities to achieve its ends must have well-formulated aims. These aims, of necessity, will vary from school to school and area to area. The number of competing schools or units, the geographical location, the amount of funds provided for the activities are all contributing factors. Certain schools are able to promote winter sports, such as ice hockey, skating and skiing, while others have no opportunity to do so. There are also differences among activities in the amount and kind of equipment required for participation. Another difference is found in the number of participants required for the games.<sup>10</sup>

In spite of these many differences, there are some basic administrative aims common to all organization. According

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<sup>10</sup>Nordley, op. cit., p. 66.

to one outstanding authority in the field of intramural sports, these administrative objectives may be listed as follows:

1. To interest as many participants as possible:- Every effort should be made to advertise the program and to get a large number of students to take part in it so that they may determine, at first hand, whether or not they like it. The well-managed program should be well-liked generally.

2. To manage in a way beneficial to students, socially and physically, and in a way that will make the participants boosters for the program:-This objective involves a proper working of most of the other points listed and is a practical measure of the success of the work.

3. To insure proper sanitary conditions:-Facilities should be present for bathing after contests. Provision should be made for sanitary control of laundry, exchange of playing equipment and clothing, cleaning of floors and similar matters, proper control of which go to make up a healthful playing environment.

4. To promote physical and mental health through exercise:-Intramurals are an important part of the activity program, perhaps the most important part. Required class time is too limited to do much except teach activities. The benefits to be derived through exercise should be reflected in intramurals. Paramount among these values is that of relaxation and recreation after the contension, to improve circulation, to clear the mind and prepare for a better adaptation to academic environment.

5. To promote safety education:-There are many practical applications of safety education in this broad program. Hazards to life and limb in the way of projecting apparatus, slick floors, rocky fields, insufficient warm-up, inadequate protective equipment, and obstructions such as trees, posts and poles on fields are just a few examples of the points to be stressed here. Wherever there are water sports, water safety must be emphasized.

6. To equalize competition:-It is no fun to be obliged to take a one-sided licking and it is no great sport to the winners to have this kind of contest. Close competition makes the program more interesting for all contestants. Means must be found to equalize competition among groups and among individuals in such a way that both sides in a contest have a good chance.

7. To provide necessary first-aid and medical attention:-There will always be some injuries in any type

of active sport, especially in body contact sports. The first thing to do is to prevent injury and infection as far as possible. Minor first-aid, disinfection of open cuts and the like, is often all that will be needed. If it can be provided, medical services should be available for all contestants. If the program is well-organized and managed, medical service should not be necessary often. Medical examination preceding competition is most desirable.

8. To provide both group and individual competition:- A well-rounded program should offer both types. The socializing influence of group contests ought to come within the experience of students. The individual sports generally have more carry over. It is well for as many students as possible to have some proficiency in both fields.

9. To provide equal opportunities, fairness:- Question of favoritism occasionally rises out of paying too much attention to particular groups, for example, college fraternities. Every student should have opportunities to participate, regardless of organizations to which he may or may not belong. No one group should monopolize attention or play space. By and large, independent organizations will offer the best opportunities for fairness. From the standpoint of student interest, however, it is well to identify the competitive groups with outside organizations as a class, home-room, or a fraternity.

10. To uncover varsity material:- This is only an incidental objective in the program but one that may occasionally be of some service to the varsity team. It should never be made a paramount purpose in intramurals.

11. To sell the program to the students and public:- There is no value having organization and set-up for service if people do not know about it and make no use of it. Various means of arousing school and public interest through the medium of posters, school papers, or prizes, are discussed in another chapter of this book. The intramural program should be made a recognized part of school life in the students' minds. Friends and parents may be interested rather than the general public.

12. To match competition:- Many groups or individuals in sports may have occasional time for recreation, if opposition and playing space is available. In large schools an important part of the intramural director's work could well be that of serving as a clearing house for this competition. Student recreation would be well served by this means.<sup>11</sup>

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<sup>11</sup> Ibid., pp. 67-68.

Overshadowing these specific aims, however, are the broader ones of general education. Any organization that is to serve as a part of the educational program of the school must have standards and purposes that are in line with educational purposes and principles. The importance of proper organization is shown by the emphasis placed on the purposes to be kept in mind and in organizing a program that is to function as an important part of the educational system. The purposes considered to be a sound foundation upon which to build this program are listed by the Educational Policies Commission as follows:

1. Self-realization
2. Human relationship
3. Economic efficiency
4. Civic responsibility<sup>12</sup>

#### Methods of Organization

The foregoing are the general and specific aims set up for an intramural sports organization. Once these are established, the methods of organization may be worked out. Mitchell states that there are several methods used in organizing a good sports program but agrees that some methods have decided advantages over others.<sup>13</sup> Within recent years the most favored plan has been that of appointing a specialized director to coordinate and promote the various phases of the

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<sup>12</sup>Educational Policies Commission, The Purpose of Education in an American Democracy, p. 156.

<sup>13</sup>Mitchell, op. cit., p. 24.

work. Regardless of the fact that intramural sports have been promoted successfully under various types of administration, it is undeniable that the big advance in this field has come since the adoption of the one-man plan.

Only the larger universities have so far seen fit to appoint a full-time director to conduct an intramural program, but the smaller schools are adopting the practice to the extent of having one man of the physical education or athletic staff responsible for administration of this work, although he may only devote a part of his time to it. Some of the high schools in the larger cities have progressed so far in this field that they decrease the class work of one of the physical directors and ask him to direct the intramural activities. It is customary, however, for each member of the physical education staff to share the supervision of intramural activities, although the direct responsibility may be designated to one of the staff. The smaller colleges are working out a very satisfactory arrangement whereby one of the assistant coaches, or the coach of one of the recreative sports, also acts in the capacity of intramural director. By combining the duties a school can secure a good man whose services they could not otherwise afford.<sup>14</sup>

#### Selection of Activities of Intramural Program

Regardless of the method of organization used, the

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<sup>14</sup>Ibid.



program will not be a success, or as effective as it should be, unless the selection of activities to be included in the schedule are very carefully made. Nordley sets up a criterion for selecting activities to be included in an intramural sports program. He states that interest in an activity is one of the most important elements to be considered in the selection. If there is an interest in an activity, eagerness and readiness for participation are also present. Other things being equal, those activities should be selected which are most interesting to the students. The results of learning will be more adequate and there will be more enjoyment in participation. However, it should be recognized that continued interest in an intramural activity may depend largely on how it is conducted.<sup>15</sup>

Hughes sets up the following criteria to be used in the selection of intramural activities:

1. Team games should be included
2. Individual "carry-over" sports should be included
3. Activities should be the type that are easily learned
4. Activities should be the type that are easily equipped
5. Activities should be suitable for large numbers
6. Activities should be suitable to the facilities available
7. Activities should be physically wholesome (vigorous; not too strenuous; safe for the novice)
8. Activities should be interesting to students.<sup>16</sup>

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<sup>15</sup>Nordley, op. cit., p. 64.

<sup>16</sup>W. I. Hughes, The Administration of Health and Physical Education for Men in Colleges and Universities, p. 96.

Team sports and individual "carry-over" sports, as mentioned by Hughes, should be included in the intramural program. Both of these types of sports make valuable contributions to the participating individuals. Nordly states:

With proper leadership participants in team games, as members of social groups, have greater opportunities for developing standards of conduct than those participating in contests. Furthermore, team games satisfy urges for physical activity, association with others, and competition or the desire to excel.<sup>17</sup>

The contribution that a sport will make to the need of the human organism for physical exercise should also be considered in the selection of activities to be included in the intramural program. La Porte has this observation on the individual's need for physical activity:

The ultimate aim of physical education may well be to so develop and educate the individual through the medium of wholesome and interesting physical activities that he will realize his maximum capacities, both physically and mentally, and will learn to use his powers under violent emotional stress.<sup>18</sup>

The following statement contains the same concept:

In general, it can be said that physical education makes a very distinctive and unique contribution to the individual, because it is the only phase of the educational program that deals directly with the need of the human organism for physical activity.<sup>19</sup>

<sup>17</sup>Nordly, op. cit., p. 67.

<sup>18</sup>William R. La Porte, The Physical Education Program, p. 63.

<sup>19</sup>R. R. Williams, "Intramural Program for Boys", Unpublished Master's Thesis, Department of Physical Education, North Texas State Teachers College, August, 1942, p. 16.

The following activities have been included in the intramural sports program of many schools and have been considered as having contributed worthwhile values in physical exercise as well as recreational exercise: swimming, tennis, football, basketball, squash, soccer, baseball, speedball, playground ball, golf, boxing, handball, water polo, volleyball, touch football, gymnastic games and relays, modified games, wrestling, track and field, tumbling, dancing, horse-shoes, archery, and free exercises. The variety and diversity of these games make it possible for a director, regardless of location or environment, to include some of them in an intramural program.

#### Summary

An intramural sports program, if it is based on the sound principles, policies, and purposes recommended by educators and writers in the field of intramural sports, should have the following objectives:

1. Recreation
2. Promotion of group spirit
3. Social contacts
4. Better health
5. Permanent interest in sports
6. Development of varsity material
7. Development of bodily prowess
8. Scholarship

Based on these objectives, the following factors should be considered in planning an intramural sports program:

1. Intramural sports should intend primarily to afford an opportunity for the majority of the students to participate, and to enable them to cultivate skills that will benefit them in school days and "carry-over" into adult activities.

2. Intramural sports should provide leisure time recreation for the present and for the future as well.

3. The physical training aspect should be kept in mind.

4. Activities should be vigorous but should not be carried to excess since a long training period for the activities is not provided.

5. The program should be varied enough to provide for all the students.

6. The activities chosen for the program should appeal to the students and be of some value to the individual in developing leadership, good sportsmanship, fair play, and other social benefits.

7. Competitive sports and activities of various sports make for graceful and efficient use of the body which is a worthwhile purpose in itself. This fact is further substantiated by practicing to gain skills in the various physical activities.

8. All systems of the body function better if the proper amount of physical exercise and competitive activities are engaged in.

The foregoing principles and policies are recommended for any intramural sports organization. In the following chapter a program is recommended for Schreiner Institute which is based on these principles, but determined by the particular needs of this particular school.

## CHAPTER IV

### THE ORGANIZATION OF THE INTRAMURAL SPORTS PROGRAM IN SCHREINER INSTITUTE, MERRVILLE, TEXAS

#### Purpose of the Chapter

The purpose of this chapter was to outline the organization of a plan for conducting an intramural sports program at Schreiner Institute for the year of 1947-48. Attention was directed to the particular needs of this school, the methods of organization, aims of the plan, and to rules and regulations governing the games and competitive efforts. Special stress was placed on means of increasing the adequacy and efficiency of the program.

#### Particular Needs of Schreiner Institute in Intramural Program

As previously stated, the intramural program for Schreiner Institute was based on the general principles and policies outlined by authorities in the field, but details of the program had to be adjusted to meet the needs of this particular school. In this instance, the competitive activities were not between different schools but between groups from one school. The seven dormitories comprise a unit system which corresponds to that many competing schools in the ordinary

intramural program. Other factors that influenced the organization of the program were the added need of boarding students for physical activities, the need for worthwhile recreation, and the environmental conditions of the school. These have previously been presented in the study.

#### Administrative Aims and Objectives of the Intramural Sports Organization

The first step in the study was a review of the work previously done at the school in the way of intramural sports. This review was presented in Chapter II. The next step was a study of policies and aims recommended by authorities in the general field of education and intramural sports for an intramural sports program. The concluding step in this study of aims was to apply those set up in the general field to the particular situation at Schreiner Institute. The following objectives then were listed as those which the reorganized program was built:

1. To interest as many students as possible.
2. To benefit the students socially and physically, and to make them boosters for the program.
3. To promote physical and mental health, through cooperative activities.
4. To provide both group and individual competition.
5. To provide equal opportunities.
6. To develop leadership and initiative.

7. To provide matched competition.
8. To promote sportsmanship and fair play.
9. To motivate students and create competitive spirit.
10. To enable participants to cultivate skills and attitudes that will enable them to carry on not only during but after school days.
11. To provide for worthy use of leisure time.
12. To schedule sports that will create a desire for wholesome and purposeful activities that will carry over into adult life and have lasting social benefits.

Any program that is effective must have a definite and well-planned organization back of it. In intramural sports the director of the program determines more than any other individual or group of individuals whether the program is effective or not. Although the administration of any school aids in determining the policies, standards, and aims of the program, the responsibility for scheduling games, recreational hobbies, athletic tournaments and getting them started and carried out successfully rests squarely on the shoulders of the director of the program. One of the first points to be considered in the organization of the intramural sports program for Schreiner Institute then was the part that the director of the program would play.

The physical director plan was strongly considered as the best means for an effective organization. According to some authorities this plan has some weak points and these



were carefully studied in an effort to eliminate them. When the plan is working well, it is convenient to reach everyone who takes required work. There are many difficulties to contend with, however, in actual practice. In the first place, units of competition are frequently selected more or less artificially from gymnasium classes, making it difficult to equalize competition. The remedy suggested for this situation is selection according to some rating plan.

Schreiner Institute is a boys' boarding school and the units of competition are organized according to barracks and dormitories in which the students are quartered. Equalizing units, therefore, by a rating plan is not difficult in this situation. Therefore, this phase of the objections to the physical director plan was eliminated.

The amount of time that a director of intramural activities would have to give to the program was also another factor in the consideration of the physical director plan. At Schreiner Institute the intramural work has been placed upon the shoulders of the physical education director. This individual also coaches varsity basketball and assists with football. If he has complete charge of the intramural sports program his schedule would be unduly heavy. Democratic principles of administration, however, call for participation of the students in the administration of athletic activities to some extent. Therefore, this principle was followed in studying an organization plan for intramural sports at Schreiner

Institute. The cooperation of all faculty members was sought and duties and responsibilities were delegated to the students in the various units. The physical education director was responsible for the program, but many of the details of working it out were left to student leaders. The plan also held many desirable possibilities for developing leadership, one of the important aims of the organization as a whole.

The school too was fortunate in that a previous effective intramural organization fashioned along the physical director plan had been used in the institution previous to the breakdown of sports activities brought about by the war situation. This previous organization had been based on accepted policies, standards, and principles, and was invaluable as a basis of the proposed organization because it had been formulated for this particular situation.

These factors, aims, particular needs of Schreiner Institute, and methods of organization, were all studied in proposing a reorganized plan which it was felt would adequately meet the needs of the students and the school. The plan that follows was then set up and put into operation.

#### Plan for an Administrative Organization of Intramural Sports for Schreiner Institute

Since the general policies of the school are determined and approved by the president of the institution, this office was considered as the starting point for the general plan of administrative organization. The faculty committee on intramural sports act as adviser to the intramural director and

therefore should rightly be listed second in the organization. The intramural director will be the third factor in the set-up and underneath him will be the intramural council which is composed of the unit managers working under the direction of the intramural director. Officials and court and field managers are responsible directly to the intramural council while the team captains work under the supervision of the individual unit managers. Figure 1 shows in diagram form the plan of the organization of the intramural program for boys at Schreiner Institute and the relationship of the different units to each other.

The way in which this plan functions is outlined in detail in order to show the duties of each member of the organization. The outline is as follows:

President of the School:-The president is the chief executive of the school, and he sees that all departments work harmoniously together.

Faculty Committee:-The faculty committee on intramural sports shall consist of five faculty members, six including the intramural director. The committee shall advise the director concerning general procedures to be followed; it shall have final jurisdiction on all cases of appeal from the intramural council.

Intramural director:-The intramural director must see that the intramural program is conducted in the best way possible.

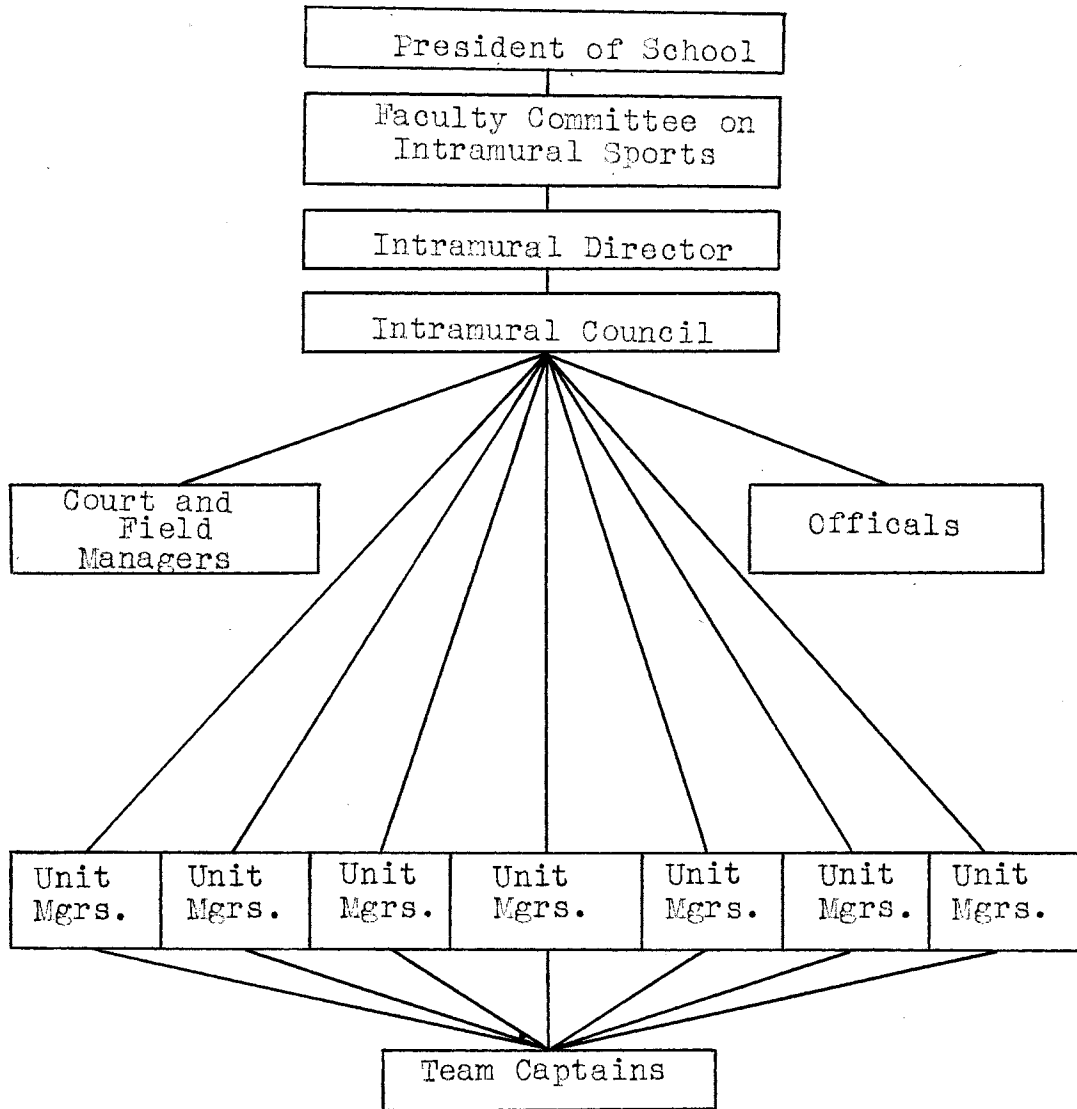


Fig. 1--Administrative organization of intramural sports for Schreiner Institute.

Intramural council:-The intramural council shall consist of the intramural director and the unit managers. The council shall decide on all rules governing the various sports and activities, shall decide all protests, and regulate the policies of intramural sports.

Unit managers:-The unit manager is the point of contact between the unit and the intramural department. It is his duty to see that his unit is duly and fully informed of all facts concerning the various schedules, rules of the sport, and anything that concerns the unit.

Team captains:-The team captain has charge of his own sport and must see that his team is ready to play as scheduled.

Court and field managers:-The court and field managers are responsible for the following: (1) see that all participants are duly informed as to where the match games are to be played; (2) make sure that playing courts and fields are in good playing condition (properly marked and lined off); and (3) help get officials.

The Officials:-The officials are responsible for the carrying out of rules and regulations during competition games and should be well versed on rules and regulations.

In the following outline the detailed functioning of the plan is given. Attention is given to units of competition, rules concerning eligibility, Intramural Sports Calendar, methods of competition, and general regulations and provisions.

### Units of Competition

The units of organized intramural competition shall consist of dormitories and barracks; namely, Hoon Hall, Schreiner Hall, Dickey Hall, South Barracks, West Barracks, North and East Barracks, and G. I. Quarters (Federal Housing).

In order to keep units of competition as equal as possible, it might be necessary for some personnel in the various units to be assigned to a unit other than the one in which they are quartered. The Intramural Director with the help of the Faculty Committee on Intramural Sports will be responsible for this change concerning personnel assignments to Unit of Competition.

Each unit shall elect a unit manager to represent it on the Intramural Council. He must see that the unit is properly organized and that each unit selects a team captain as well as a court and field manager for each sport or activity.

A student shall, unless otherwise assigned, compete in intramural sports with the area in which he is quartered.

Students who move from one area to another shall compete with the one to which they moved, but they must finish the sport that is in progress within the area that they were in when the sport began.

Cadets living in cottages and in town may compete with any unit that they choose, but they must remain with that unit during the entire academic year. (If a student moves

from a cottage or from town into an area, he must compete with that area.)

Veterans living in cottages and town shall compete with C. I. Quarters unless otherwise stipulated.

#### Rules Concerning Eligibility

All students of Schreiner Institute shall be eligible to compete in intramural sports except as follows:

1. Lettermen:-Men receiving the regular letter or the reserve letter at Schreiner Institute shall be ineligible in the associate sport of the one in which they received the letter. (Lettermen in football are ineligible in touch football, provided the letter was received during the present school year.)

2. Squadmen:-Squadmen on the intercollegiate athletic team at Schreiner Institute shall be ineligible in the sport in which they were squad members or the associate sport in intramural sports. (A student is a squadman if his name is listed as such by the coach of that particular sport when the first conference game is played.)

3. Individual champion:-Winners of the singles competition in individual sports shall be ineligible to compete in the doubles competition of the same sport in which they won the singles championships.

4. Professionalism:-A student barred from varsity competition because of professionalism shall be ineligible to compete in the sport in which he was declared a professional.

5. Health:-A student's health card must be marked "satisfactory" by the school physician before he may compete in intramural sports.

A student released from the infirmary may not compete in sports for twenty-four hours after released from the infirmary and has the approval of the school nurse or physician.

6. Special cases:-Men dropped from intercollegiate squads for various reasons not listed above will be eligible for intramural sports provided they are passed on by the intramural faculty committee.

#### Intramural Sports Calendar

Sports	Participation Starts
Fall quarter	
Tennis Singles . . . . .	September--29
Touch Football . . . . .	October--16
Horseshoe, Singles . . . . .	October---20
Cross Country Run. . . . .	November--10
Pool Singles . . . . .	November--17
Volleyball . . . . .	November--24
Table Tennis Singles . . . . .	Decmebr---8
Winter quarter	
Basketball . . . . .	January---5
Table tennis doubles . . . . .	January---12
Bowling . . . . .	February--9
Pool Doubles . . . . .	February--16
Boxing . . . . .	March ----2
Softball . . . . .	March ----15
Tennis Doubles . . . . .	March ----29
Spring quarter	
Track. . . . .	April-----19
Horseshoe . . . . .	April-----19
Golf Singles . . . . .	May-----3
Swimming. . . . .	May-----13
Tug-of-War. . . . .	May-----21



### Methods of Competition

Touch football, volleyball, basketball, bowling, and softball shall be conducted by a round-robin competition-- each team playing every other team, and the winner declared on the percentage basis.

Competition in the cross country run, track, and swimming shall be in the form of a meet. The winning team in track and swimming shall be determined by points won in each event.

Winners in golf, horseshoe pitching, tennis, table tennis, pool, and each weight division in boxing shall be determined by single elimination tournament. If time permits, there will be consolation tournaments for those eliminated in the first round of these sports.

Individual and team entries must be in the hands of the Intramural Director by the designated time or the entries will not be permitted to compete in that sport. All entries must be made through the Unit manager.

In individual sports individual names may be substituted on the entry list if such substitutions are made within twenty-four hours after the designated time for entries to be in. No individual may have a permanent substitution after he has begun competition in a sport.

### Forfeits and Defaults

Contests will be forfeited by the intramural department if the violation of any rule is discovered within ninety-six hours after the violation occurs.

A team must default if it appears more than ten minutes late for a contest unless the default is waved by the opposing team. (Individual contests are governed by the same rules; except when both individuals fail to appear, a time of twenty-four hours is given for them to play the contest.)

If both teams fail to appear, both will be given a loss and a default and they may not reschedule the contest. ((The same rule applies to individuals after twenty-four hours.)

#### Protests and Appeals

All official protests must be made in writing to the Intramural Council within forty-eight hours after the contest is played.

Protests of game rules and anything that occurs on the field of play must be made on the field of play and written protest must follow within forty-eight hours. (Both teams or individuals must be notified that the contest is being played under protests.)

Teams or individuals not satisfied with the decision of the Intramural Council may appeal to the faculty committee, but the appeals must be made in writing within forty-eight hours after the decision of the Intramural Council has been received. The decision of the Faculty Committee shall be final.

All protests and appeals must be made through the Unit Manager.

### Substitutions

Players may be substituted in touch football, volleyball basketball, bowling, and softball as specified by the rules on these sports.

In all contests where entries must be turned in, substitutions may be made within forty-eight hours after the closing time for entries. (In boxing the substitutes must be approved by the Intramural Department.) In track and swimming, substitutes must be approved by the Intramural Department and may be made during the meet.

After the first round each player may have one substitute for one contest in tennis singles, and doubles; horseshoe pitching; table tennis, singles and doubles; and golf.

A man who is already competing in an individual sport or who for any reason is ineligible for the sport may not substitute for another man in that sport.

### Postponement of Contests

Postponement of any contest may be made with the consent of both team captains or both individuals involved and the Intramural Director. The postponement must be made at least six hours before the scheduled time of the contest.

### Officials

Officials for team games and meets will be furnished by the Intramural Department. In individual contests players must furnish their own officials or play without them.

Timers and score keepers will be furnished by the Intramural Department.

#### Awards

An intramural plaque is given each year to the team accumulating the most points in all-year competition. This plaque with the names of the winners on it is hung in the school trophy case.

Members of championship teams in touch football, and softball, will be given individual medals. The number of medals for each sport is as follows; touch football, nine; softball, nine. There will also be given three medals for the three best tennis players based on competitive basis.

Medals will be given to the twenty men accumulating the highest number of points in intramural sports based on point system for individuals.

A trophy will be given to the best all-round intramural athlete, based on the point system for individuals.

#### Individual Point System for Best All-Round Athlete

Points for participation:-Three points will be given for participation in major sports and two points will be given for participation in minor sports and individual sports. In team sports a player must play in at least half of the scheduled games to receive the participation points, and in individual sports, one must play all the scheduled matches to receive the points. If for any reason an individual

is not able to participate in his scheduled match, the Intramural Department does not assume the responsibility for the cause of the absence.

Points for winning:—Members of championship teams in touch football, basketball, softball, volleyball, bowling, winners of individual competition in tennis, table tennis, horseshoe pitching, golf, and winners of each weight division, in boxing will receive points as follows: First, five; Second, three; Third, two; Fourth, one.

The high point man in track and in swimming as determined by the point system in each sport will receive ten points; the next eight men will receive from eight to one points respectively.

An individual must have played enough to be a medal winner in a team sport assuming his team is a champion in that sport for winning first, second, third, or fourth. (Example: he must be one of the first nine in football, one of the first nine in softball.)

Table 1 presents the plan to be followed in awarding the all-year plaque and individual trophy. Presentation of these awards is made near the close of the school year. The ceremonies are designed to call attention to the athletic achievements of different students and to foster further participation by a larger number of the young men.

TABLE 1

POINT SYSTEM FOR THE ALL YEAR PLAQUE AND  
INDIVIDUAL TROPHY

Sports	Participation Points	Victory Points	Bonus Points	Maximum Entries
Major Sports				
Touch Football	100	20	1st-150	1 team
Basketball	100	20	2nd-100	1 team
Softball	100	20	3rd-70	1 team
Track	100	3 for each pt. in Meet	4th-50 4th-50	1 team 1 team
Minor Sports				
Bowling	100	15	1st-100	1 team
Volleyball	100	15	2nd-70	1 team
Swimming	100	3 for each pt. in Meet	3rd-50	2 in each event
Tug-of-War	100	15	4th-30	1 team
Cross Country Run	100	15		1 team
Boxing	100	6		2 in each division
Individual Sports				
Tennis Singles	100	5	1st-75	4
Tennis doubles	100	5	2nd-50	8
Table tennis singles	100	5	3rd-30	4
Table tennis double	100	5	4th-20	8
Horseshoe singles	100	5		4
Horseshoe doubles	100	5		8
Golf singles	100	5		2
Pool, singles	100	5		4
Pool, doubles	100	5		8

Participation points will be deducted for each default in team sports in proportion to the number of possible games.

In all sports and in meets the possible number of participation points will be based on the percentage of men entered, and participation points will be deducted for each default in proportion to the number of possible participation points.

#### General Rules for Individual Sports

1. All contests shall consist of two best out of three sets or games.

2. Each contestant is allowed a substitute for one contest only. If a substitution is made, the player will not receive participation points toward the best all-round athlete.

3. The winner in each sport will be determined by a single elimination tournament. Entrants are not allowed to change positions on the flight sheet.

4. Matches may be played before or after the scheduled time, but the result of each match must be given to Intra-mural Director within twenty-four hours after the scheduled time.

Tennis, Singles and doubles:-Organizations are limited to four entries in singles and eight in doubles.

Pool, Singles and doubles:-Organizations are limited to four entries in singles and eight in doubles.

Horseshoe Pitching:-Organizations are limited to four entries in singles and eight in doubles.

Pitcher's boxes will not be used.

One ringer counts three points; a shoe closer to the stake than the opponet's shoe counts one point.

Table Tennis singles and doubles:-Rules of the Table Tennis Corporation of America shall govern play in matches. Organizations are limited to four entries in singles and eight in doubles.

Golf:-Players will be placed on the flight sheet according to scores in qualifying rounds. Only two men from an organization may qualify.

#### General Rules for Meets

1. Organizations are limited to three men in each event and to one team in each relay.
2. Organizations must be represented in at least three-fourths of the events in order to receive participation points.
3. The team winner in each sport shall be determined by points in each even. The points shall be five, three, two, one; except in relays which shall be eight, six, four and two.

#### General Rules for Team Sports

1. Organizations are limited to one team in each sport.
2. The winner in each sport will be determined by a round-robin competition on the percentage basis.
3. Officials will be furnished by the intramural department.



4. If a team is as much as ten minutes late for a contest, it shall forfeit the game. However, the forfeiture may be waived by the team obtaining such a decision.

Basketball:-Spalding's new approved rules will govern all intramural basketabl games except as follows:

1. All games shall be of twelve minutes halves with five minutes between halves.
2. Every man on the floor must wear shoes with rubber soles.
3. Only those men who are to play will be allowed on the floor to practice before game time.

Softball:-Spalding's official softball rules shall govern all games.

1. A game shall consist of seven innings.
2. Should a game be discontinued before four full innings have been played, the game shall be rescheduled.
3. Players will not be allowed to wear metal spikes if objected to by opponents.

Volleyball:-

1. A team shall consist of five men. A team must have at least three men in order to play a match, and the four or three men must alternate for the fifth man.
2. Three games shall constitute a match.
3. Players must arrange for their own pin setters in case matches are played on campus.
4. Players must keep their own scores.

Touch Football:—Rules of the national collegiate association shall govern all contest except as follows:

1.1 The field shall be zoned into strips of twenty yards each, all of which are parallel to the goal lines.

2. Each team shall consist of nine men. On offense a team must have five men on the line of scrimmage and four men at least one yard back of the line of scrimmage when the ball is snapped.

3. Players are prohibited from wearing shoes with metal cleats of any design, padded suits or special protective devices; such as, shoulder pads or helmets. Players are urged to wear shirts with long sleeves and long pants in order to protect themselves from minor burns and bruises.

4. When the ball is first down in a zone, the team in possession is allowed four downs in which to move it from that point into the next zone.

5. Four periods, each of eight minutes duration, shall constitute a game.

6. A tie game shall count a half game won and a half game lost for each team concerned.

7. Any player on the field is eligible to receive a forward pass.

8. A forward pass may be made from any point behind the line of scrimmage.

9. A player may enter the game any time the ball is dead but must remain in game for duration of at least one play.

10. A touch (tackle) occurs when an opponent touches the ball carrier with both hands simultaneously. The toucher must be on his feet throughout the touch, and no part of his body other than his feet may be in contact with the ground during the touch.

11. In blocking (line play as well as in the open), no part of the blocker's body except his feet shall be in contact with the ground throughout the block. An unnecessary roughing penalty will be called against a player who continues to throw his body against his opponent after the whistle has blown or piles on a player who has fallen to the ground.

12. Linemen of both teams must start with only the feet touching the ground.

13. Substitutes may communicate immediately without penalty.

Penalties:

1. Linemen starting with hands on the ground, five yards.
2. Illegal use of hands by defensive players, fifteen yards.
3. Parts of body other than feet in contact with the ground in blocking, fifteen yards.
4. Unnecessary roughness in "touching" a player, fifteen yards.
5. Unnecessary roughness, fifteen yards.
6. Leaving of feet in touching the ball carrier, fifteen yards.

Cross country run:-The cross country run shall consist of five men from each unit. First place shall score one point, second place two points; third place, three points. All men who finish the course shall be ranked and tallied in this manner. The team score shall then be determined by totaling the points made by first four men of each team to finish.

If less than four finish the race, the places of all members of that team shall be disregarded.

The winner of the Cross Country event will be determined by the unit totaling the least number of points.

Tug-of-War:-Each team of the tug-of-war event shall consist of not more than eighteen nor less than twelve men. The winner will be determined in a single eliminations meet. The losers in the first round will try for consolation points.

#### Consolation Points for Singles Elimination Events

If time permits consolation tournaments to be run off, points will be given in tennis, pool, horseshoe pitching, table tennis, golf, and the tug-of-war event.

Points given to first, second, and third place consolation winners will count as one-fourth the usual value for winners in the events.

#### Culminating Activities

At the end of each sports quarter (winter, fall, spring)

there will be a sports night scheduled. The public as well as the Schreiner Institute faculty and students will be invited to attend exhibition matches and games. The games and matches participated in on that night will be sports scheduled during the quarter that has just been completed.

## CHAPTER V

### EVALUATION OF THE INTRAMURAL PROGRAM IN SCHREINER INSTITUTE IN 1947-48

#### Purpose of the Chapter

The purpose of this chapter was to evaluate the intramural sports program in Schreiner Institute in 1947-48 to determine the extent to which it met the desired aims and objectives set up in the plan of reorganization of intramural sports at the institution. Attention was given to the need of appraisal, to the means used for appraisal, and to the outcomes of the plan as measured.

#### Need of Appraisal

"School appraisal is not only desirable; it is unavoidable."<sup>1</sup> This statement was made by a committee in preparing the Sixteenth Yearbook of the National Elementary Principal. Judgments of some kind are always formed on any phase of work that a person or group of persons undertakes to conduct. If the strong or weak points of a program are to be discovered, some means of appraisal should be made in order to learn what these are.

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<sup>1</sup>The National Elementary Principal, Sixteenth Yearbook, p. 6.

The use of standard tests as a means of evaluation was once considered the most effective means of appraisal. In a large number of instances such tests are used very effectively, but in an activity program like the one organized and conducted in this study they do not measure the outcomes in an adequate manner. Some other means must be sought.

In appraising the outcomes of this particular intramural sports program at Schreiner Institute for the year 1947-48, an effort was made to find an instrument for measuring the extent to which the outcomes met the aims and objectives of the plan as listed in Chapter III. Four means of evaluation of these outcomes were used: questionnaires to a representative sample of the student body at Schreiner Institute, personal opinions of teachers who observed the program in action, records kept on the total number and percent of participants, and personal observation of the program in action.

The questionnaires were formulated and data assembled in the following manner: After the general aim and objectives for the organization had been decided upon, the writer formulated the question to be asked and made them relative to the aims and objectives set forth as the purpose of the organization. These questionnaires were personally given to all the physical education students in the first, second, third and fourth sections, 126 students in all.

The questionnaires were filled out by the students at the last class meeting of the year and after all intramural

activities had been conducted. The questions asked could be answered by writing "yes" or "no", or checking certain statements that fitted the particular case. The person who gave out the questionnaires explained how they should be answered, the purpose in making the survey, and the use to be made of the data. It was also stressed that each and every student's personal opinion was desired in order to get a true picture of the effectiveness of the program in the opinion of the student body.

The data from the questionnaires to the 126 boys were assembled and tabulated. Wherever possible the results were put in table form for presentation and discussion in this chapter. Table 2 shows the attitude of the students toward a number of questions asked for the purpose of ascertaining the interest of the students in the program and the extent to which it met the first expressed aim: "To interest as many students as possible."

The data in Table 2 indicate that more than 95.0 per cent of all the boys contacted thought Schreiner Institute had an effective and active sports program for its students. More than 90.0 per cent said they had participated in the program. One hundred and twenty-eight, or 98.3 per cent said they thought the variety of sports presented was wide enough to make the program appealing to all. The program, therefore, can be considered effective in meeting the first aim.



TABLE 2

ANSWERS MADE BY THE 126 STUDENTS TO THE QUESTIONS  
CONCERNING DEGREE OF INTEREST SHOWN IN  
THE PROGRAM

Question	Answer to Question			
	Yes	Per Cent	No	Per Cent
Does Schreiner Institute give an effective and active sports program for its students?	120	95.1	6	5.4
Did you participate in intramural sports in any way?	115	91.1	11	8.9
Was there a wide enough variety of sports offered to make the program appealing to all?	121	95.1	3	4.9

The second expressed aim of the program was phrased as follows: "To conduct the program in such a way as to benefit the students socially and physically, and in a way that would make them boosters for the program." Table 3 presents the questions regarding these aims and the per cent of the students answering "yes" or "no".

The data in Table 3 indicate that only 1.5 per cent of the boys thought that their participation in the intramural competition had taken time needed for study. Almost 75.0 per cent thought that they were in better physical condition because of participation. Over 50.0 per cent of the boys

stated that their interest in intramural sports had increased since the beginning of the year.

TABLE 3

ANSWERS MADE BY THE 126 STUDENTS TO THE QUESTIONS CONCERNING THE DEGREE TO WHICH INTRAMURAL PROGRAM MET THE SECOND AIM OF THE ORGANIZED PLAN

Question	Answer to Question			
	Yes	Per Cent	No	Per Cent
Have intramural sports caused you to make low and failing grades due to too much time spent in participating?	2	1.5	122	98.5
Has participation in intramural sports had anything to do with your keeping in better physical condition?	97	74.7	26	25.3
Has your interest in intramural sports increased any since the first of the year?	105	83.2	20	16.8
Has the intramural sports program caused you to participate in sports you had never taken part in before?	60	47.5	65	52.5
Do you feel that cadet officials can keep a competitive game under control as easily as officials chosen from the faculty?	32	25.3	94	74.7
Should each unit have a court and field manager in order to keep his particular unit informed as to when and where the various games are to be played?	121	95.1	3	4.9

TABLE 3--Continued

Question	Answer to question			
	Yes	Per Cent	No	Per Cent
Does intramural sports competition cause the unit in which you are participating to become better organized and better relationship between various individuals one with the other?	121	95.1	3	4.9
Is a good intramural sports program of any benefit to the student body?	84	66.6	36	36.4
Do you know any individual in your unit not participating in any way in the intramural program?	112	88.8	13	11.2
Do the individuals that participate in sports seem to get along with their associates better than the individuals that have little or nothing to do with the sports activities?	99	78.5	22	21.5
Has participation in one activity caused you to continue participation in other sports offered?	102	80.8	22	19.2
Do you feel that you are much better acquainted and understand some of your associates better after having taken part in some competitive games with them?	109	86.4	11	13.6
Has there been any sport engaged in this year that has caused ill will among participants?	45	35.6	74	64.4
Have you derived any benefits from program as conducted?	109	86.4	15	13.6

Faculty officials, it is indicated by the data in Table 3, were regarded with more favor than cadet officials by almost 75.0 per cent of the boys. One hundred and twenty-one boys or 95.1 per cent, said that they thought each unit should have a court and field manager. A high per cent, 95.1, of the boys said that intramural sports had caused their particular unit to be better organized. More than 65.0 per cent of the boys, considered a good intramural sports program to be of benefit to the student body. Only thirteen boys reported that they knew individuals not participating in the intramural sports program. Ninety-nine of the boys, or more than 75.0 per cent, thought that the individuals that participated in the intramural games got along better with their associates after having taken part in some competitive games with them.

One rather discordant note was indicated. Forty-five boys, or 35.6 per cent, stated that some of the sports had caused ill will among the participants. More than 85.0 per cent of the boys, however, thought that they had derived benefits from the intramural program.

These results indicate that in the opinion of a high percentage of the boys the reorganized program had satisfactorily met the second expressed objective of aiding the boys both physically and socially.

The third objective was stated as: "To promote physical and mental health, through competitive activities." Questions

14, 46, and 50 dealt with these aims. Table 4 presents the questions and the answers that the boys gave.

TABLE 4

ANSWERS MADE BY THE 126 STUDENTS TO THE QUESTIONS CONCERNING THE DEGREE TO WHICH THE INTRAMURAL PROGRAM MET THE THIRD AIM OF THE INTRAMURAL PROGRAM

Question	Answer to Question			
	Yes	Per Cent	No	Per Cent
Has participating in intramural sports had anything to do with your keeping in better physical condition?	97	76.9	26	23.3
Do you feel better after taking part in a normal amount of competitive activity such as engaged in intramural sports?	113	89.1	8	10.9
Have you derived any benefits from the intramural sports program as carried on here in Schreiner Institute this school year?	109	86.4	15	13.6

More than 75.0 per cent of all the boys contacted answered "yes" to all these questions. One hundred and thirteen, or 89.1 per cent, stated that they felt better after participating in intramural sports; ninety-seven boys thought that participation had caused them to be in better physical condition.

The fourth aim of the reorganized program was: "To provide both group and individual competition." Questions 7

and 8 concerned these aims. Table 5 states the questions and gives the answers of the 126 boys.

TABLE 5

ANSWERS MADE BY THE 126 STUDENTS TO THE QUESTIONS CONCERNING THE DEGREE TO WHICH THE INTRAMURAL PROGRAM MET THE FOURTH OBJECTIVE OF THE INTRAMURAL PROGRAM

question	Answer to question			
	Yes	Per Cent	No	Per Cent
Does the program offer team sports?	123	97.4	3	2.6
Does it offer enough individual sports?	108	85.2	17	14.8

According to the data in Table 5, in the opinion of the majority of the boys, the intramural program offers enough team sports and individual sports as well; in this respect, it satisfactorily meets the objectives as set up.

The fifth objective was: "To provide equal opportunities, fairness." Questions 5, 6, 13, 17, 19, 21, and 34 were based on this objective. Table 6 presents the answers the 126 boys made to these questions.

The data in Table 6 furnish food for serious thought on the part of all concerned in the intramural sports program.

TABLE 3

ANSWERS MADE BY THE 126 STUDENTS TO QUESTIONS CONCERNING  
THE DEGREE TO WHICH THE INTRAMURAL PROGRAM MET THE  
FIFTH OBJECTIVE OF THE INTRAMURAL PROGRAM

Question	Answers to Question			
	Yes	Per Cent	No	Per Cent
Have you had a chance to participate in all the sports scheduled?	62	49.1	60	50.9
Do you feel that there are enough sports offered where the smaller boys will have an opportunity to show their skills?	81	64.2	46	35.8
Did you ever feel that you were forced to take part in some events rather than participate of yours own free will?	19	35.7	106	64.2
Do you feel that you have been treated fairly in all sports that you have competed in?	85	67.4	36	32.6
Has there been continuous instances where the officials and the men in charge of intramural sports have shown prejudice towards individuals or teams?	29	23.7	94	76.3
Do you feel that group intramural competition by units as done here this year, gave each unit a fair chance to win in the various competitive sports?	99	78.5	26	21.5
Are the various team captains usually fair in their selection of the players to participate in the various games played?	83	65.8	41	34.2

Almost 50.0 per cent of these 126 boys stated that they

had not had a chance to participate in all the sports scheduled. Eighty-one of the boys, or 64.2 per cent, stated that they did not feel that there were enough sports offered where the smaller boys had an opportunity to show their skills. Nineteen boys, or 35.7 per cent, stated that they felt that they had been forced to participate in some events. Thirty-six boys, or 32.6 per cent, stated that they did not think they had been treated fairly in all sports that they competed in. Twenty-nine, or 23.7 per cent of the total number of boys, said that they had noticed continuous instances where the man and officials in charge had shown prejudice towards individuals or teams. Likewise, 21.5 per cent of the boys, did not think each unit had had a fair chance to win in the various competitive sports. Forty-one boys, or 34.2 per cent, did not think the team captains were fair in their selection of players.

In any program, there will be a certain per cent of dissatisfied participants. There appear to be a certain amount of cohesion, however, in these criticisms. The program, it is evident, in the opinion of some of the boys, failed in a number of instances to meet the announced aim of providing fair competition and equal opportunities for all in participation in the events.

The sixth objective as listed was: "To provide matched competition." questions 6, 21, 32 and 42 dealt with this objective. Table 7 presents the answers the boys gave to these questions.



TABLE 7

ANSWERS MADE BY THE 126 STUDENTS TO QUESTIONS CONCERNING  
THE DEGREE TO WHICH THE INTRAMURAL SPORTS PROGRAM MET  
THE SIXTH OBJECTIVE OF THE PROGRAM

Question	Answers to Questions			
	Yes	Per Cent	No	Per Cent
Do you feel that there are enough sports offered to where the smaller boys will have an opportunity to show their skills?	81	64.2	45	35.8
Do you feel that group intramural competition by units as done here this year, gave each unit a fair chance to win in the various competitive sports?	99	78.5	26	21.5
Should all lettermen in the various sports be barred from participating in not only the associate sport in intramural competition, but from all intramural activities?	28	45.9	67	54.3
Are our facilities such that we could have more sports included in our program for another year?	60	47.5	63	52.5

The first two questions have previously been considered and answered in considering other aims. Considerable feeling, it was indicated, prevailed that competition was not always matched. More than 50.0 per cent of the boys were in favor of barring all lettermen from the intramural program in associate sports. Likewise, more than 50.0 per cent thought the program could be enlarged for another year.

The seventh objective listed in the aims of the program was: "To develop leadership and initiative." Questions 12, 33, 34, 45, and 50 dealt with this phase of the aims. Table 8 presents the answers given by the boys to these questions.

TABLE 8

ANSWERS MADE BY THE 126 STUDENTS TO QUESTIONS CONCERNING  
THE DEGREE TO WHICH THE INTRAMURAL PROGRAM MET THE  
SEVENTH OBJECTIVE OF THE PROGRAM

Question	Answers to Questions			
	Yes	Per Cent	No	Per Cent
Did the fear of ridicule from your classmates often keep you from trying out and participating in some of the events you were less skilled at?	19	35.7	104	64.3
Are unit managers selected in the proper manner at the beginning of the school year?	91	72.6	32	27.4
Are the various team captains usually fair in their selection of the players that are to participate in the various games played?	83	65.8	41	34.2
Do the individuals that participate in sports seem to get along with their associates better than the individuals that have little or nothing to do with the sports activities?	99	78.5	22	21.5
Have you derived any benefits from the intramural sports program as carried on?	109	86.4	15	13.6

According to the data in Table 8, the intramural sports program was fairly satisfactory in developing leadership and initiative. The negative answers, however, are enough to warrant serious consideration of the weak sports indicated.

The 8th and 9th objectives of the program differ but little from some of the other objectives already considered. Objectives 10 and 12 likewise are very similar and 11 is also related to them. For this reason, the questions to objective 10 will be considered as representative of those for objectives 11 and 12.

Table 9 presents the answers to the questions dealing with the objective: "To enable students to cultivate skills and attitudes that will enable them to carry on not only during but after school days." questions 15, 23, 38, 47 and 50 deal with this aim.

According to the data in Table 9, the intramural sports program as conducted at Schreiner Institute in 1947-48, met the objective of cultivating skills which would enable students to participate in school day athletics and build a "carry-over" interest for later recreation fairly well. There were some dissenting opinions but the per cents of approval were all well over 70.0 per cent, with some much higher. More than 85.0 per cent of the boys said they believed they had derived benefits from the intramural sports program as a whole. In this respect, the program can be considered effective.

TABLE 9

ANSWERS MADE BY THE 126 STUDENTS TO THE QUESTIONS CONCERNING THE DEGREE TO WHICH THE INTRAMURAL PROGRAM MET EIGHTH AIM OF THE ORGANIZED PLAN

Question	Answer to questions			
	Yes	Per Cent	No	Per Cent
Have you developed skills in the various sports in which you have participated?	93	73.7	28	26.3
Have the students had a chance to learn the rules and regulations of the various sports offered well enough to know whether they are being treated fairly or not?	91	72.6	35	27.4
Have you developed skills in activities you can use in later life?	90	71.3	31	28.7
Has participation in one activity caused you to want to continue participating in other sports offered?	102	80.8	22	19.2
Have you derived any benefits from the intramural sports program?	109	86.4	15	13.6

Summary of Data as Taken from Questionnaires to 126 Boys

According to the data taken from the questionnaires, the intramural sports program as conducted at Schreiner Institute, Kerrville, Texas, succeeded, in the opinion of the majority of the boys, in creating greater interest in the program and in securing greater participation by the boys. The objectives of better physical and mental health were achieved satisfactorily.

Greatest dissatisfaction was expressed with the program in regard to matched competition, development of leadership and initiative, and the use of students as unit leaders and officials in the games.

Data Taken from the Records of the Intramural  
Program Showing Participation of all  
the Students in Intramural  
Sports

The total number of students enrolled in Schreiner Institute in 1947-48 was 443. This number included all the female as well as the male students and the day students. The latter came to school only for their classes and were employed in town or other places and did not have the time to consider taking part in the intramural sports program. Excluding the female and the day students that did not participate in the program, there were 323 students eligible for participation in intramural sports and this number was the one on which percentages were figured in the reports on participation.

As previously stated, there were seven units or barracks at Schreiner Institute. The students in each one of these was considered a competing group. In addition to the boarding population, twenty day students took part in the intramural sports. They selected the unit that they wished to play with. Of the twenty day students participating in 1947-48, three played with Dickey Hall, three with Schreiner Hall, four with Hoon Hall, six with the Veterans Unit, three with

North and East Barracks, and one with West Barracks. The totals for each unit are shown in Table 10.

TABLE 10

TOTAL AVAILABLE PARTICIPANTS IN INTRAMURAL SPORTS  
FROM ALL THE UNITS AT SCHREINER INSTITUTE

Name of Unit	Number of Boys
Dickey Hall . . . . .	35
Schreiner Hall . . . . .	40
Hoon Hall . . . . .	60
Veterans Unit . . . . .	42
North and East Barracks . . . . .	57
South Barracks . . . . .	40
West Barracks . . . . .	49

In reporting the number of these students from each unit that participated in intramural sports, only those will be counted that took an active part in the matched games in competitive play against the competing units. A small per cent of students tried out for the activities in their various units but for varied reasons either quit or were eliminated when competitive play among the competing teams got under way. Since these students did not complete the prescribed scheduled they were not counted in the total roster of students competing in intramural sports. This statement is made to make it clear that actually more students took part in intramural sports than is indicated by the different charts. Only the data are shown here which can actually be taken from students engaged in competitive games.

Table 11 shows the number and per cent of students that participated in one or more sports in the different units.

TABLE 11

NUMBER AND THE PER CENT OF STUDENTS THAT PARTICIPATED  
IN ONE OR MORE OF THE SPORTS RECORDED  
BY UNITS.

Units of Competition	Number of Students in Unit	Number of Actual Participation	Per Cent of Participation
Dickey Hall	35	30	85.7
Schreiner Hall	40	33	82.5
Hoon Hall	40	41	69.3
Veterans Unit	42	31	73.8
North and East Barracks	57	37	62.8
South Barracks	40	34	85.0
West Barracks	49	32	65.0
Total	323	238	73.6

According to the data in Table 11, 238 or 73.6 per cent of all the eligible students in Schreiner Institute participated in one or more intramural sports during the year, 1947-48. The per cent of participation in three of the units was less than 70.0 while that of three other units was more than 80.0 per cent.

Table 12 shows the number of team sports offered, the number of unit organizations, the possible number of team participants, and the actual number of teams that participated in the team sports.

TABLE 12

THE NAMES OF TEAM SPORTS OFFERED, THE NUMBER OF UNIT ORGANIZATIONS, THE POSSIBLE NUMBER OF TEAM PARTICIPANTS, AND THE ACTUAL NUMBER OF TEAMS THAT PARTICIPATED IN THE TEAM SPORTS

Item	Team Sports												
	Touch Football	Cross Country Run	Volley ball	Basketball	Table Tennis Doubles	Bowling	Pool Doubles	Softball	Tennis Doubles	Track	Horse-Shoes-Doubles	Tug-of-war	Total
Number of Organizations	7	7	7	7	7	7	7	7	7	7	7	7	7
Teams Allowed in each unit	1	1	1	1	4	1	4	1	4	1	4	1	24
Number of Teams entered	7	7	7	7	22	6	22	7	24	7	28	6	150
Number of Teams Competing	7	6	7	7	13	3	14	7	17	7	19	6	118

The data in Table 12 indicate that the number of teams participating in intramural sports showed a good interest in the sports by the different units and an excellent degree of participation.



Table 13 shows the number of sports participated in by the boys in the different competitive units. There were eighteen different sports conducted in the program and some of the boys participated in more than one sport.

TABLE 13

THE NUMBER OF SPORTS CONDUCTED AT SCHREINER INSTITUTE IN 1947-48, THE NUMBER OF POSSIBLE PARTICIPANTS FROM EACH UNIT, AND THE NUMBER AND PER CENT OF ACTUAL PARTICIPANTS IN EACH SPORT

Number of Sports Conducted	Units of Competition								
	Dickey Hall	Noon Hall	North and East Barracks	South Barracks	Schreiner Hall	Veterans Unit	West Barracks	Total	Per Cent
18	0	0	0	0	0	0	0	0	0.0
17	0	0	0	0	0	0	0	0	0.0
16	0	0	0	0	0	0	0	0	0.0
15	0	0	0	0	0	0	0	0	0.0
14	0	0	0	0	0	0	0	0	0.0
13	0	0	0	0	0	0	0	0	0.0
12	0	0	0	0	0	0	1	1	0.61
11	1	1	0	1	0	0	2	5	1.54
10	2	3	1	3	0	0	3	12	3.71
9	4	5	3	6	1	0	7	26	8.05
8	6	8	6	9	3	2	11	45	13.9
7	12	13	10	14	6	4	15	74	22.7
6	14	16	15	16	10	5	17	90	27.8
5	17	16	15	18	14	7	20	107	33.1
4	20	23	21	23	21	14	23	145	43.9
3	25	30	27	26	25	18	27	178	55.1
2	27	38	33	30	29	25	30	213	65.5
1	30	41	37	34	33	31	32	238	73.6
Total Number of Students	35	60	57	40	40	42	49	323	

The data in Table 13 show that a total of 234 boys participated in one intramural sport and 65.5 per cent participated in two sports. More than 50.0 per cent participated in three different sports.

Table 14 shows the combined participation in all the intramural team sports during the year 1947-48.

TABLE 14

NUMBER OF STUDENTS THAT PARTICIPATED IN DIFFERENT TEAM SPORTS IN THE INTRAMURAL PROGRAM IN SCHREINER INSTITUTE IN 1947-48

Name of Team Sport	Number of Students Participating	Per Cent of Students Participating
Touch Football	173	53.5
Basketball	195	60.3
Cross country run	61	18.8
Table tennis doubles	102	31.5
Volleyball	171	52.9
Bowling	58	18.9
Pool doubles	100	30.9
Softball	176	53.3
Tennis doubles	139	43.03
Track	121	37.4
Horseshoe doubles	92	28.4
Tug-of-war	128	39.6

Basketball, it is indicated by the data in Table 14 was the team sport with the highest participation, and touch football was the second. Volleyball, softball, and tennis doubles were next in order of participation. These overall figures indicate that a large percentage of the student body participated in some form in intramural sports and that the intramural sports program had been effective in creating interest and participation on the part of the students.

#### Summary of Data from School Intramural Sports Record

The findings from the data taken from the intramural sports records of Schreiner Institute may be summarized as follows:

1. There were 323 possible participants at Schreiner Institute in 1947-48 for the intramural sports program.
2. The percentage of boys who took part in competitive games during the year was 73.6.
3. The number of teams participating in intramural sports during the year was 118 which indicated a high degree of interest.
4. More than 50.0 per cent of the boys participated in three different sports, while more than 20.0 took part in seven sports during the year.
5. In ten of the eighteen sports offered, each unit participated.
6. Basketball was the most popular sport from the

standpoint of participation in team sports and touch football; softball, and volleyball were next in order, respectively.

Evaluation of Intramural Program at Schreiner  
Institute 1947-48 as shown from State-  
ments of Faculty Members

One method of evaluating the program of intramural sports put into operation in Schreiner Institute in 1947-48 was the use of comments from the faculty who saw the program in operation and who knew the situation as it was and had been previous to this time. These comments are offered here as a part of the evaluation of the program.

The registrar and business manager of the school made the following statement:

The school spirit to a great extent has been kept alive through the intramural sports program. When an unsuccessful year in inter-scholastic athletics occurs, an effective intramural sports program as was conducted at Schreiner this year is the best means possible to keep the students athletic-minded and in high spirits.<sup>2</sup>

Another member of the teaching staff stated:

The intramural program might have been more effective had the students and cadets had more time to devote to competitive activities. Not having any more available time for the running off of the various events, the program definitely served its purpose and accomplished its aim of getting a majority of students to participate in a wide variety of sports.<sup>3</sup>

An instructor and supervisor of one of the barracks made this observation:

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<sup>2</sup>Statement from Registrar of Schreiner Institute.

<sup>3</sup>Statement from member of teaching staff.

The intramural sports program has done a fine job in keeping the students well-occupied during their leisure time. The students have not only been kept busy but have derived many benefits from their participation in the various events offered. The boys in my barracks seem to have better school spirit and more consideration toward their fellow students as a result of taking part in competitive activities.<sup>4</sup>

Another faculty member stated:

The program has proven beyond a doubt its importance in the educational system. The program was effective in many ways and could be even more effective if more facilities were available to work with. More financial support should be given the intramural sports program and less emphasis placed on the intercollegiate athletic program.<sup>5</sup>

Two faculty members made the following statement and offer some constructive criticism:

The intramural sports program was well-organized and there seems to be a wide variety of sport offered. Much interest was shown by a majority of students and there was a display of good sportsmanship in fair play by the students that participated. However, some of the activities were not conducted in too favorable a manner. The officials used were very poor when it came to making decisions where rules and regulations were concerned. The activities should be conducted by some faculty member if possible that knows the rules of the game being engaged in.<sup>6</sup>

One faculty member who also served as a member of the faculty committee on intramural sports stated:

The program as conducted this year was very effective and worked very smoothly in spite of everybody concerned being actually too busy to devote too much

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<sup>4</sup>Statement from Barracks Supervisor.

<sup>5</sup>Statement of member of teaching staff.

<sup>6</sup>Statement of two faculty members.

time to it. A few rules concerning eligibility of participants might be improved upon but in general the program served its purpose and accomplished its aim and objectives to a great extent.<sup>7</sup>

In summarizing these opinions from faculty members who were acquainted with the situation and with the aims and objectives of the reorganized program, it may be said that they were all in substantial agreement with the data as developed in this study. From their own personal observation they had concluded that the program had been conducted in such a way as to challenge the interests of the boys and to call out their participation in the various sports.

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<sup>7</sup>Statement of member of Faculty Committee on Intramural Sports.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

After organizing an intramural sports program as given in Chapter IV, putting the program into operation for the school year of 1947-48, and evaluating it in Chapter V, the following conclusions were reached:

1. All activities scheduled on the sports calendar were conducted with the exception of swimming. Facilities were such that this activity could not be conducted without endangering the health of the participants.
2. The students showed an increased interest in the sports activities as the program progressed.
3. All students had a chance to participate on a willing and voluntary basis.
4. Students developed skills in all activities in which they took an active part.
5. Team sports seemed to be enjoyed more than individual sports by the students.
6. The students' leisure time was well taken care of by having intramural activities scheduled.
7. Even when officials were doing a poor job of officiating, good sportsmanship and fair play were displayed by the majority of the students.

6. Units of competition were not kept as well informed as they could have been.

9. Officials were not carefully selected and as a result, some activities were not supervised in the best manner.

10. Students enjoyed activities they helped to plan more than those forced on them in a dictatorial manner.

11. The available equipment was used to best advantage by the students.

12. Physical, mental, and social benefits were derived from the activities conducted.

13. There were some indications that younger students and smaller boys did not have an equal opportunity to participate in some activities.

14. Unit managers did not perform their duties as well as they could have.

15. More and better equipment was needed in conducting the scheduled activities.

16. The intramural director needed more assistance from the faculty. He was too heavily loaded with extra-curricular activities.

17. Intramural sports needed to improve on its method of publicity.

18. The intramural director and staff did not spend enough time, at the beginning of the school year, indoctrinating the students as to the importance of intramurals.

19. Competitive activities scheduled were not too



strenuous but seemed to be invigorating and gave the participant a chance to benefit physically, to use initiative, and to be stimulated in most cases.

#### Suggestion and Recommendations

From the difficulties encountered in developing and carrying on an intramural program in this study, and after the strong and weak points have been brought out in the chapter on evaluation, the following suggestions and recommendations are made:

1. A better means of keeping the participants in the various units informed concerning scheduled sports should be worked out.

2. An inventory of all available intramural equipment should be made and orders for needed equipment for another year should be turned over to the proper authority at the end of the school year.

3. It is recommended that the director on intramurals have additional faculty assistants to see that all activities are conducted in the proper manner.

4. Units of competition should be more equally organized.

5. The sports scheduled should vary according to the needs and interests of the majority of the students.

6. Intramural sports should have a publicity staff that concerns itself with keeping the public informed as to the happenings in the intramural program.

7. Intramural activities must be considered as an important phase of the educational program in the school system and as many students and faculty members as possible should take an active part in the planning of the program.

8. The sports schedule should give the units more time for inter-unit try out and practice sessions.

9. Unit managers should be selected after recommendations are made by the students to the intramural director and after the students are well informed as to the duties that go along with this title.

10. More outdoor space should be used for volleyball, basketball, softball, and football courts and fields.

11. A sport that might continuously have ill effects on the individual participants should not be included in the sports schedule for another year.

12. More time should be allotted for the sports activities after the evening meal such as basketball, volleyball, table tennis, pool, and bowling.

In spite of some weaknesses brought out in the evaluation concerning the program as organized and conducted at Schreiner, Institute it has been definitely shown that the results of the years work in intramural sports were favorable to student growth and development in many ways.

The results of this study will be used in organizing and conducting a more effective intramural sports program at Schreiner Institute for another year, 1948-49.

APPENDIX

QUESTIONNAIRE

Intramural Sports Program for Boys at  
Schreiner Institute

Each of you are well acquainted with the intramural sports program for boys here in Schreiner Institute. Your personal opinion, after due consideration of the questions and statements are read, is to be given by answering the questions YES or NO just to the left of the question and by placing a check mark to the left of the statements that fit your case.

By giving due consideration to these questions asked and your answering them by giving your honest opinion, I will be able to collect data that will help me in evaluating the Intramural sports program here at Schreiner Institute. THANKS

1. Does Schreiner Institute have an active and effective Sports program for its students?
2. Did you participate in Intramural Sports in any way? If your answer is yes, check the following events in which you took an active part:
- |                       |               |
|-----------------------|---------------|
| A. Tennis             | H. Basketball |
| B. Touch football     | I. Bowling    |
| C. Horseshoe pitching | J. Boxing     |
| D. Cross country run  | K. Softball   |
| E. Pool               | L. Track      |
| F. Volleyball         | M. Golf       |
| G. Table Tennis       | N. Swimming   |
|                       | O. Tug-of-war |

If your answer is NO, state reasons for not participating in the space below-----

Reasons for not Participating:

3. Was there enough sports events scheduled in the intramural sports program?

- \_\_\_\_\_ 4. Was there a wide enough variety of sports offered to make the program appeal to all sports enthusiasts?
- \_\_\_\_\_ 5. Have you had a chance to participate in all the sports scheduled? If your answer is NO, check the following statements that might have had a bearing in your case:
- a. Unit manager did not turn your name in as a participant.
  - b. You did not keep up with the sports schedule.
  - c. Had too much academic work to do.
  - d. Lack of proper unit organization.
  - e. Favoritism shown toward individual participants.
  - f. Lack of cooperation on your part with unit manager and Intramural department.
- \_\_\_\_\_ 6. Do you feel that there are enough sports offered where the smaller boys will have an opportunity to show their skills?
- \_\_\_\_\_ 7. Does the program offer enough team sports?
- \_\_\_\_\_ 8. Does it offer enough individual sports?
- \_\_\_\_\_ 9. Have intramural sports caused you to make low and failing grades due to too much time spent in participating?
- \_\_\_\_\_ 10. Were the sports events in which you participated carried on in such a way that you felt stimulated during the activity?
- \_\_\_\_\_ 11. Were you more interested in team sports than you were in individual events?
- \_\_\_\_\_ 12. Did the fear of ridicule from you classmates often keep you from trying out and participating in some of the events you were less skilled at?
- \_\_\_\_\_ 13. Did you ever feel that you were forced to take part in some events rather than participate of your own free will? If your answer is YES, check the following statements that might have caused you to feel that you had to participate?
- a. Too part so your unit would be represented in that event.
  - b. Pressure from boys in your unit.
  - c. Felt that your unit would have a better chance of winning if you took part.

- d. The scheduling of competitive games with the various units.
  - e. Limitation of number of participants from the various units.
  - f. Not enough time allotted for the completion of tournament play.
- \_\_\_\_\_ 18. Has the intramural sports program caused you to participate in sports that you had never taken part in before?
- \_\_\_\_\_ 19. Has there been continuous instances where the officials and the men in charge of intramural sports have shown prejudice toward individuals or teams?
- \_\_\_\_\_ 20. Do you feel that cadet officials can keep a competitive game under control as easily as officials chosen from the faculty?
- \_\_\_\_\_ 21. Do you feel that group intramural competition by units (West Barracks, South Barracks, Moon Hall, etc.) as done here this year, gave each unit a fair chance to win in the various competitive sports?
22. Check the following system of unit competition you feel would be the most satisfactory to use in our organization of intramural sports for next year:
- a. Units organized by barracks and dormitories as was the case this year.
  - b. Units organized by students class level (Freshmen, Sophomores, etc.).
  - c. Units organized according to age, experience, and ability level.
  - d. Units organized according to military companies and platoons.
- \_\_\_\_\_ 23. Have the students had a chance to learn the rules and regulations of the various sports offered well enough to know whether they are being treated fairly or not?
- \_\_\_\_\_ 24. Do your fellow students seem to understand the general principles of fair play?
- \_\_\_\_\_ 25. Has good sportsmanship been stressed and put into action here at Schreiner Institute?
- \_\_\_\_\_ 26. In losing a closely contested match, do you feel that the defeated members of a team benefit nevertheless by learning how to take defeat in a sportsmanship sort of way?

- \_\_\_\_\_ 27. In the heat of hard competition have you ever forgotten your rules of good sportsmanship and valued winning above being a good sport about the situation?
- \_\_\_\_\_ 28. Should good sportsmanship come ahead or be considered of more importance than winning?
- \_\_\_\_\_ 29. Do you feel that individual sports give better training in good sportsmanship than team sports?
- \_\_\_\_\_ 30. Can you see how good sportsmanship learned on the baseball field in intramural sports might have any bearing on future business transactions?
- \_\_\_\_\_ 31. Does the following statement sound logical to you? "It matters not whether you have won or lost, but rather how you played the game that counts."
- \_\_\_\_\_ 32. Should all lettermen in the various sports be barred from participating in not only the associate sport in intramurals competition, but from all intramural activities?

If your answer is YES, check the statements that might have helped in your making the above answer?

- a. Gives the student that is not proficient enough to compete in varsity sports a better chance to participate in intramural sports.
- b. Will cause less skilled participants to enjoy taking part in the various sports and they will feel more at ease.
- c. Competition will be on a more equal basis.
- d. More interest will be taken in intramural sports if the better athletes are barred from participating.
- e. Fewer injuries will occur in intramural competition.
- f. It will cause less friction among the participants, officials, and intramural council.
- g. Lettermen and the better athletes try to dominate the activities and don't give the other students a chance to develop leadership.

If your answer is NO, check the following statements that might be in favor of allowing lettermen to participate in all but the associate sport in which he has received a letter:

- a. The athletes are better organizers and will create additional interest in intramural sports in the units in which they are assigned to participate.
- b. Keener competition will exist among the various units with a few key men to talk and encourage others to participate in the sports offered.
- c. The students that are not proficient enough to participate in varsity competition will become more skilled in the different sports by having a few of the better athletes participating with them and helping them to learn the art of the game.
- d. Competitive games will be more enjoyable to watch when the game is being played according to the rules and regulations, and the lettermen can do a lot toward helping this situation.
- e. After watching closely contested games, and games that have been well played, the individual participants will work harder on individual skills and become more proficient in the various sports.
- f. Lettermen, being eligible to participate in all but the associate sport in which they received the letter, will be more friendly toward the intramural program and can be of much more help to intramural sports department than they would if they were barred from competing.

- \_\_\_\_\_ 33. Are unit managers selected in the proper manner at the beginning of the school year?
- \_\_\_\_\_ 34. Are the various team captains usually fair in their selection of the players that are to participate in in the various games played?
- \_\_\_\_\_ 35. Should each unit have a court and field manager in order to keep his particular unit informed as to when and where the various games are to be played?
- \_\_\_\_\_ 36. Does intramural sports competition cause the unit in which you are participating to become better organized and better relationship between the various individuals one with the other?
- \_\_\_\_\_ 37. Have you derived any social benefits from participating in intramural sports this year?
- \_\_\_\_\_ 38. Have you developed skills in activities that you can use in later life?
- \_\_\_\_\_ 39. Should winners in individual or singles events be eligible to compete in doubles of the same event?

- \_\_\_\_\_ 40. Should organizations be allowed more than one team in each team sport?
- \_\_\_\_\_ 41. Check the following sports that you consider as having lasting benefits so far as being able to carry into later life:
- |                 |                      |
|-----------------|----------------------|
| a. Basketball   | h. Softball          |
| b. Track        | i. Golf              |
| c. Bowling      | j. Boxing            |
| d. Tennis       | k. Cross country run |
| e. Table tennis | l. Touch football    |
| f. Swimming     | m. Pool              |
| g. Tug-of-war   | n. Volleyball        |
- \_\_\_\_\_ 42. Are our facilities such that we could have more sports included in our program for another year?
- \_\_\_\_\_ 43. Is a good intramural sports program of any benefit to the student body?
- \_\_\_\_\_ 44. Do you know any individual in your unit at the present time that has not participated in any way in the intramural sports program?
- \_\_\_\_\_ 45. Do the individuals that participate in sports seem to get along with their associates better than the individuals that have little or nothing to do with the sports activities?
- \_\_\_\_\_ 46. Do you feel better physically after taking part in a normal amount of competitive activity such as engaged in in intramural sports?
- \_\_\_\_\_ 47. Has participating in one activity caused you to want to continue participating in other sports offered?
- \_\_\_\_\_ 48. Do you feel that you are much better acquainted and understand some of your associates better after having taken part in some competitive game with them?
- \_\_\_\_\_ 49. Has there been any sport engaged in this year that has resulted in causing ill will among the participants as well as the different units?
- If your answer is YES, name the sport below and state the reason for this existing feeling.
- \_\_\_\_\_ 50. Have you derived any benefits from the intramural sports program as carried on here in Schreiner Institute this school year?



If your answer is YES, check the following benefits you feel you have received?

- a. Physical benefits.
- b. Caused you to think and react quicker.
- c. Helped you develop better muscular coordination.
- d. Helped you become better acquainted with your fellow students.
- e. Has increased your knowledge of the various sports.
- f. Has improved your skill and art in being able to play the game better.
- g. Has made you realize the importance of staying in good physical condition.
- h. Caused you to value sportsmanship and fair play above winning.
- i. Made you realize the many social benefits that can be derived from participating in clean, wholesome activities.
- j. Helped you in recognizing a good sport and a person that wants to play the game fair in all walks of life.

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