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A STUDY OF INTRAMURAL PROGRAMS
WITH RECOMMENDED GUIDELINES

A Field Project
Presented to the
Department of Education
and the
faculty of the Graduate College
University of Nebraska at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

Peter Rigatuso

January 1969

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Accepted for the faculty of the Graduate College of the University of Nebraska at Omaha, in partial fulfillment of the requirements for the degree Specialist in Education.

Graduate Committee

Darrell Kellam Ed. Admin
Name Department

P. W. Gorman

Leo Leip

Kenneth Burkholder
Chairman

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CHAPTER I

INTRODUCTION

The deepening concern for the education and activities of children has characterized the decade of the sixties as the decade of drop outs, drop ins, and delinquents. Student unrest has spread from the colleges down through the grades. The schools are the major socializing influence outside the family and have accepted as their major purpose the development of self-supporting and contributing citizens. The role of extracurricular activities with proper supervision is becoming an important factor in the learning of responsibilities for ultimate citizenship.

The current concept of modern education is to produce a free man; one who "has a rational grasp of himself, his surroundings, and the relationship between them."¹ To be effectively free, an individual must be capable of basing his actions and choices upon understanding for which he continuously strives. He must be capable of analyzing situations and developing solutions to problems which confront him. He must learn that he is responsible for the consequences of his own decisions and actions. The individual must also have the basic skills and emotional background necessary for adapting himself to a changing society and for producing change within that society.

¹The Educational Policies Commission, "The Central Purpose of American Education," NEA Journal, (April, 1961), p. 14.

The democratic way of life is one of the most precious possessions. To preserve democracy it is necessary that each individual develop a sense of responsibility for his own conduct, develop self-discipline, and develop and maintain strong moral and ethical qualities which allow for carrying on his duties and obligations as a citizen in a democracy. It is therefore imperative that agencies in our society provide opportunities for youth to develop and maintain this democratic way of life.

A by-product of advancing technology in America is leisure time which may be a blessing or curse depending upon the manner in which it is used. It is a function of education to provide the individual with the knowledge, emotional stability, and skill for pursuing acceptable and satisfying leisure activities.

It is a responsibility of education to provide meaningful experiences for youth. If these experiences are to be effective, if they are to meet the discerning purposes of education, if they are to be sound, those who have the responsibility for their design must examine and functionalize empirical research of social and biological scientists. Such translation will insure a highly diversified-comprehensive program tailored to the individual.

Education either leads or follows society. Our non-static society impels us to think and rethink, scrutinize, and re-evaluate our goals and programs; it becomes the great commission of human endeavor to meet this challenge. Are we prepared to accept this challenge?

I. THE PROBLEM

Public schools have offered intramurals for the student body for years. There has been developed a wide variety of programs many of which are effective. The need to improve the quality of programs is being given great impetus now. Leisure time is becoming a millstone which drags down the level of efficiency for many students as well as adults. To be beneficial, every program innovation must be based on pertinent information gathered from the particular community it is to serve. The foundation of all good programs must incorporate certain basic principles. These principles should become the guidelines to establish successful intramural programs for any indigenous community.

Purpose of the Study

The purpose of the study was to formulate recommended guidelines for school systems which wish to operate a suitable program of intramural activities.

II. CHARACTERISTICS OF THE HIGH SCHOOL STUDENT

While there may appear to be fundamental differences in the characteristics of the high school student, generally speaking, the similarities are greater than the variations.

In the early high school period we recognize a desire to participate in self-testing activities and more interest in winning simple awards emblematic of individual excellence. We also know it is a period of sampling the first taste of team and individual activities. It seems the

younger high school student finds it easy to become loyal to competitive units and to change his loyalty and maintain enthusiasm. The senior high student has a slightly more sophisticated contribution to make with the same general program.

High school students are at an age level when awards and points or honors are important to them. In the intramural program, it should be decided by the local staff as to the importance of honors and awards as opposed to the extra record keeping and added work essential to adequate assignment of awards and honors. In some schools this system can provide motivation as well as maintaining interest and participation by the student body who are borderline participants.

The high school student is also in a period when new skills sufficient for participation in sports are important. The probability of leisure time use can be almost immediate for those students who terminate their education after high school. Those who go on to college will find new avenues of friends and interests through intramurals.

The body make-up of the high school student plays an important part in his existence and ability to survive in the group. Set characteristics also begin to appear at this time. The differences in individuals cause an accentuation of feeling among this peer group.

This is the age of peer group identity and the student's values tend to deviate very much from accepted adult or parent values. The high school years foster frustrations, loneliness, anxieties and many other feelings of not belonging.

The figure on the following page demonstrates the nature of youth.

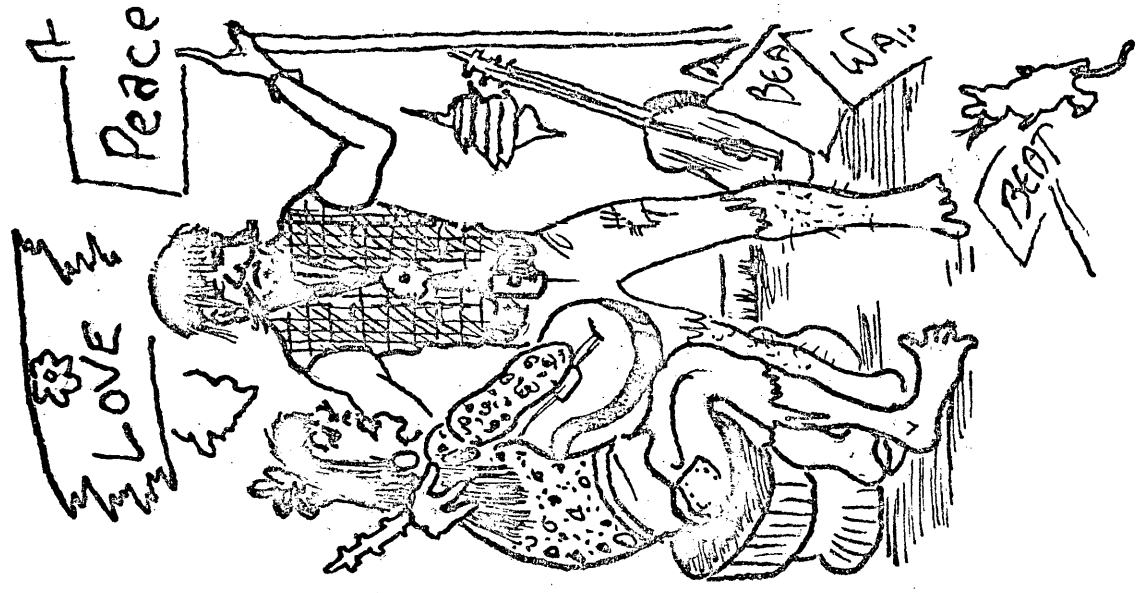
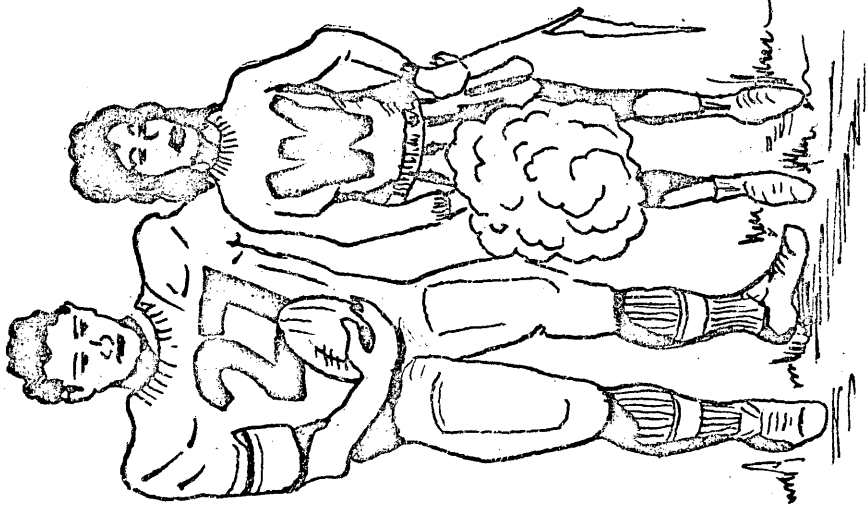
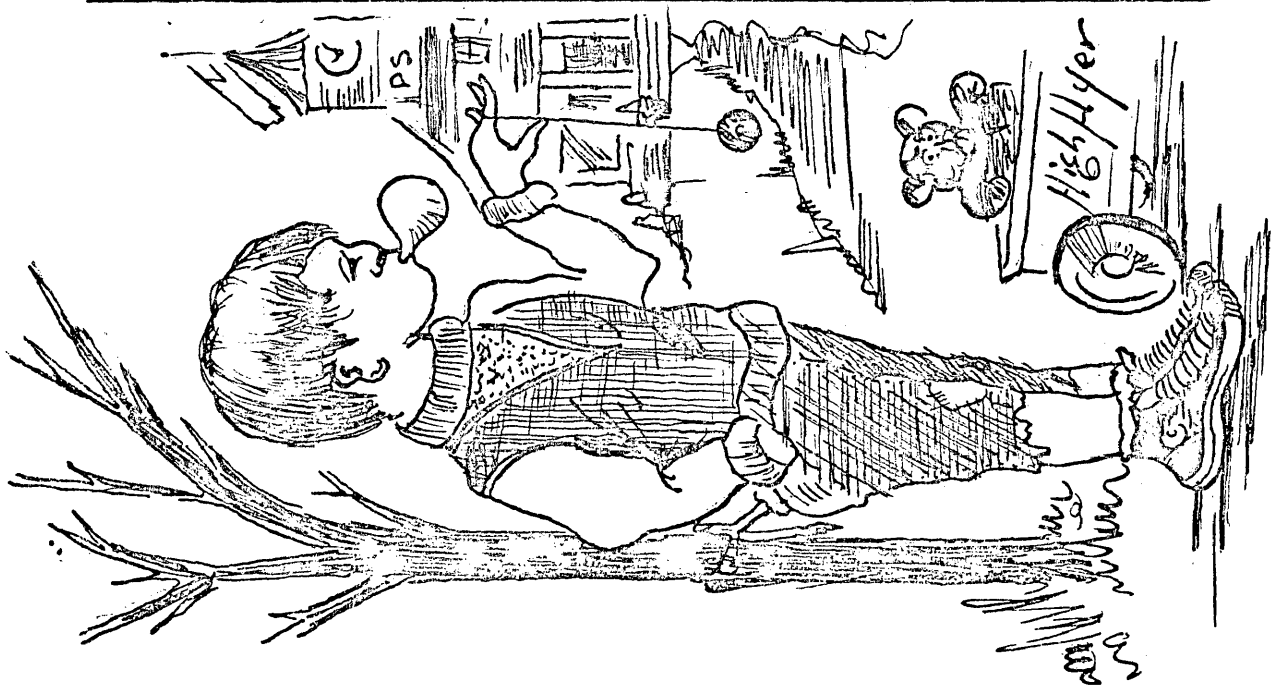


FIGURE 1

THE NATURE OF YOUTH

The intramural program can provide an experience for important interest and development at this time. If this program is well supervised, the stimulation of every student will cause them to strive for academic as well as physical and social acceptance. A program of this nature must be very broad and all encompassing, including team, individual, group, and co-intramural activities. The activities of the intramural program have different levels of value for the participants, providing sport skill, social activity and carry-over value into adult life with an appreciation for physical fitness.

The girls' department of the intramural program must be alert for:

- (1) rapid physical development;
- (2) secondary sex characteristics;
- (3) social climate control;
- (4) parental aspiration of adolescence; and,
- (5) sex relationships and "crushes".

The boys' department of the intramural program must be alert for:

- (1) late maturing boys' feelings;
- (2) secondary sex characteristics;
- (3) expression of aggression;
- (4) challenge of adult authority; and,
- (5) hero worship.

III. THE MEANING OF INTRAMURALS

Intramurals are organized programs in supervised team, individual or group physical activities in which children and youth in a school or agency participate or compete voluntarily.

At one time the word "intramurals" meant literally, "within the walls of a particular building." Today the walls have been expanded to mean the provision for supervised participation regardless of where the

"walls" or facilities are located. When this voluntary participation is under the jurisdiction of one administrative unit; i.e., school, community, church, YMCA, it is intramural in nature.

The concept of intramurals gives consideration to numerous social and creative activities which may be designed for and occur in the out-of-doors, in the gymnasium or any other suitable laboratory. A modern program provides for individual needs, differences, and interests.

The following definition of terms will aid in clarifying the meaning of intramurals:

- (a) Physical education class. This term is used to refer to the instruction which should lay the groundwork for the intramural program. Through intramurals the student is given the opportunity to reinforce the habits, knowledges, skills, and attitudes acquired in physical education classes.
- (b) Extramurals. This is the term used to describe situations when two or more administrative units involve participants in special events. These events enrich and complement the intramural program. Examples of extramural activities include field or sports days, and postal meets, wherein a host unit invites other units to participate or compete.
- (c) Interscholastic. This is a term which refers to extramural situations when two or more administrative units are represented by highly trained participants who have been selected and coached for competitive purposes in a specific sport.

(d) Special interest clubs. This is a term referring to situations where groups of individuals organize and pursue a particular activity. Examples of special interest clubs include bowling clubs where cooperative arrangements are made between the unit and the bowling alley liaison; outing clubs, tumbling clubs and dance clubs. If activities such as camera clubs, science clubs, and debating clubs fall under the supervision of the intramural director, advice should be sought from competent personnel within the respective interest field.

IV. OBJECTIVES OF THE INTRAMURAL PROGRAM

The objectives of the intramural program are:

1. To provide a varied program for boys and girls to satisfy the competitive urge.
2. To provide a varied program of activities and to include those activities which have carry-over value.
3. To provide the opportunity for social relationships.
4. To provide wholesome fun experiences which are conducive to the establishment of desirable traits.
5. To provide the opportunity for physical and mental health.
6. To establish a recreational program for those individuals who do not participate in inter-school athletics.
7. To develop scholarship and good attitudes toward academic portions of school life. There is a close relationship between intramural sports and high scholastic grades.²

²Pat Meuller and Elmer Mitchell. Intramural Sports. New York: Ronald Press, 1960, p. 41.

Figure 2 on the following page illustrates the role of intramurals in education.

V. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of the study has been organized into four chapters. Chapter two is a review of the literature. Six important areas were selected in the intramural program. Attitudes and procedures were gleaned from the most prolific writers concerning these six areas.

In Chapter III the questionnaire will be presented and examined for its purpose.

The findings and the guidelines formulated from the questionnaires sent to the selected schools will follow in Chapter IV.

The last chapter, Chapter V, will contain the recommendations for a successful intramural program.

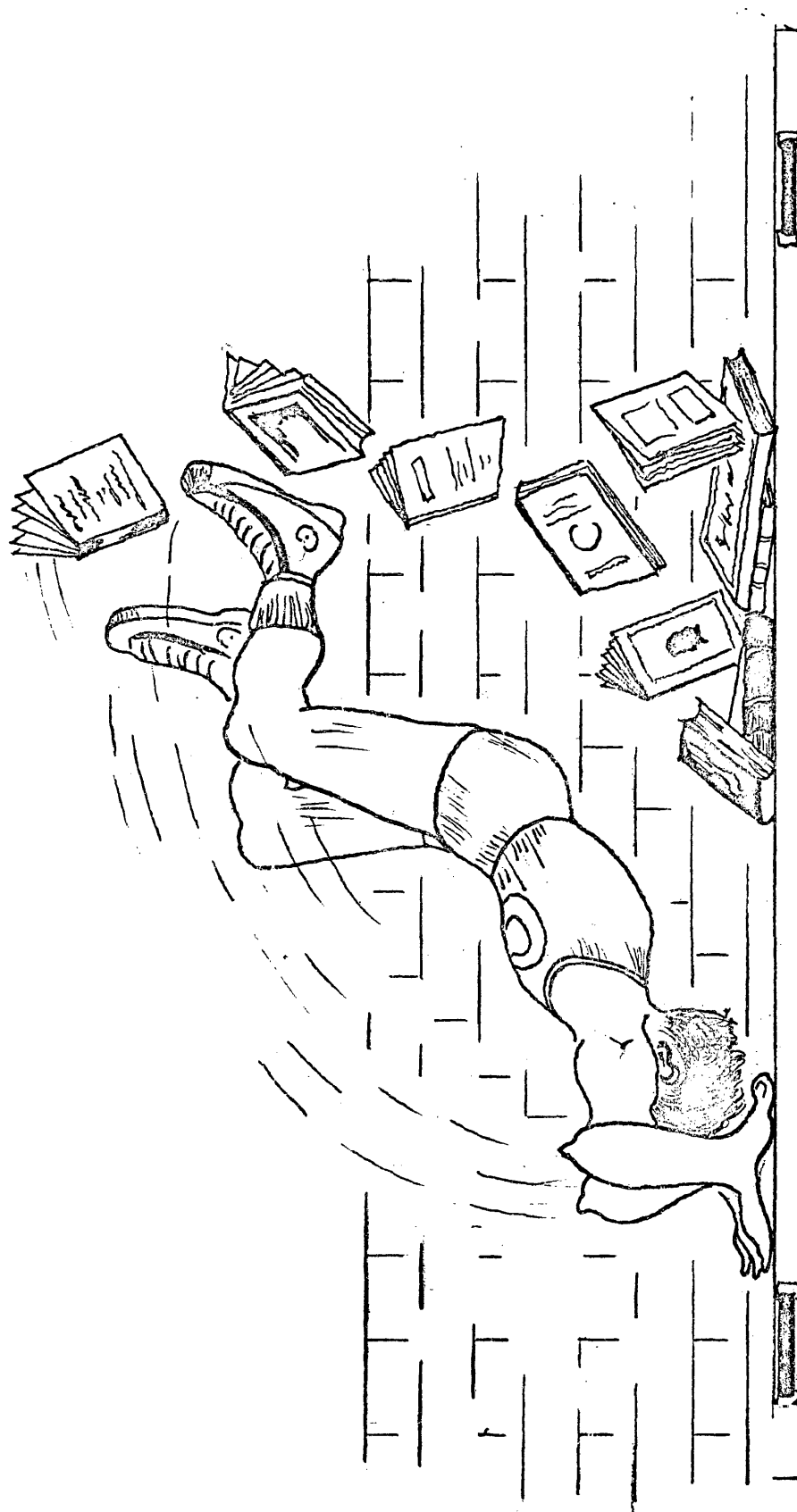


FIGURE 2
THE ROLE OF INTRAMURALS IN EDUCATION

CHAPTER II

REVIEW OF THE LITERATURE

An investigation of the literature indicates that most of the references involve justification of the program and staff organization.

The amount of literature available is meager. The intramural program is usually referred to as part of the general athletic program.

Material which is concerned only with intramural programs is the object of this review.

Louis E. Means is probably the most prolific author concerned with intramural education. "No young person should be deprived of his or her opportunity for participation in a great variety of recreational experiences in the school program which may contribute more than we can ever know to a long, happy and normal life."³ Intramural programs are as varied and diversified as there are schools that offer them. One basic rule that can now cover these numerous programs is that the program for any school must be founded upon a study of local problems, needs, interests, facilities, climatic and geographical conditions, and leadership possibilities. The program must also be based on sound principles and objectives that make a maximum contribution to the total educational scheme of the community.

³Louis E. Means, Intramurals Their Organization and Administration. Englewood Cliff, New Jersey: Prentice Hall, 1963, p. 54.

Charles Forsythe believes that mental and physical fitness are the desired result of a good intramural program. Intramurals contribute to physical fitness by developing weight, skill, and a desirable attitude toward play and exercise.⁴

Schools that conduct sporadic and unregulated programs do not achieve the desired ends. Programs should require health examinations and preliminary conditioning for the more strenuous activities. Developing the keep-fit attitude is an important part of any program. This attitude can contribute to health habits and practices in later life.⁵

Intramurals can become a tool to teach the most advantageous use of leisure time so that as an adult the student may have desirable avocations, interests, and hobbies. The schools should develop a close union between recreation and leisure time activities. Schools have the responsibility of developing habits and interests in the students which well enables them to use their leisure time to the best interest of themselves and society. The intramural program should be organized in such a way that any student may explore countless activities through frequent participation.

The social implications of the program are paramount among most authors. May and Doob state that "Western European and North American

⁴Charles Forsythe. Administration of High School Programs. Englewood Cliff, New Jersey: Prentice Hall, 1963, p. 377.

⁵Viola K. Kleindienst. Intramural and Recreation Programs for Schools and Colleges. New York: Appelton-Century Crafts, 1964, p. 298.

cultures are basically more competitive than cooperative."⁶ Our society accepts competition as desirable. Competition is a part of our way of life; a part to which we attribute a great deal of our progress and high standard of living. At the same time, we are a democratic nation which demands cooperation, self-sacrifice, and respect for others. Competition and cooperation must therefore be interdependent.

"Participation promotes association."⁷ The shy student in a small school or any student in a large school can receive recognition and identity vital to happiness and well being through intramural activities. The intramural program of activities is a testing ground of reality. The student learns to evaluate the character of others, to gather his own self-assurance and determination, and to know the deeper meaning of group loyalties and responsibilities. The student learns to sublimate the self in the best interest of the group and yet to retain the best of individual assertiveness and leadership.

The Des Moines, Iowa, Public Schools offer the physical education program as the primary vehicle of physical improvement and fitness. All students who are to attain optimum development must have several hours of enjoyable vigorous activity every day.

⁶Mark A. May and Leonard W. Doob. "Competition and Cooperation," Social Psychology. New York: Social Science Research Council, Bulletin No. 25, 1937, p. 83.

⁷C. Beutcher and R. Dupee. Athletics in Schools and Colleges. New York: The Center of Applied Research in Education, 1965, p. 42.

The intramural program implements sufficient practice and self-direction as an integral part of daily living. The program should also motivate further satisfactory types of activities. It provides practice in desirable conduct and influences accepted behavior. Schools cannot deny that intelligent use of leisure time and participation in regular recreation is beneficial to the improvement of scholarship. Studies conducted at the University of Nebraska for several years showed a close correlation between intramural participation and higher scholastic averages.⁸

Waskke found that students who participate regularly in intramurals at the University of Oregon over a five-year period had a higher grade-point average than did non-participating students who paralleled the participants in all control factors and had a still higher average than the general male student body.⁹

Bucher, Koenig and Barnhard, in their discussion of organizational procedures, stress the need for a master administrative plan to establish channels of responsibility and define relationships of students, teachers, committees, and interest groups. This plan, if diagrammed and interpreted ensures better understanding of program administration and facilitates communication between leadership and participants. The involvement

⁸Means, op. cit., p. 88.

⁹Paul Waskke. "A Study of Intramural Sports Participation and Scholastic Attainment," Research Quarterly. No. 2, 1950, p. 76.

of students should be decided early to ensure adequate preparation for student leadership and more vigorous interest.¹⁰

The best program should have a director of the intramural program in whom primary responsibility is vested. The background of such a director should follow along the path of a thorough knowledge of physical education and recreation. He must maintain excellent personal relations with students and staff, organize and administer with proficiency, and meet the students' needs and interests with appropriate intramural and recreational opportunities. The program should function as an integral part of the total program of both physical and general education. The budget must also be independent of the athletic gate receipts. The budget must be based on standards similar to those required for the budget for any academic department.

¹⁰Bucher, Koenig and Barnhard. Methods and Materials for Secondary Schools Physical Education. St. Louis: C. V. Mosby Company, 1966, p. 245.

CHAPTER III

THE INVESTIGATION

The investigation of the intramural program was accomplished by the questionnaire method. Thirty-six schools in the Omaha area were selected. The questionnaire consisted of six questions and was constructed to establish the practices and procedures and formulate adequate guidelines for an efficient intramural program. The inquiry was then sent to each of the selected schools in the Omaha area.

The first question was directed toward curriculum organization and activities. Inherent in the first question was the number of activities for boys, girls, and co-intramural programs. In order to determine a balanced and adequate program all three parts of the first question are essential. In order to insure adequate participation there should be built into the program some type of preparation time or practice time. In the case of sports activities, introduction could be accomplished during scheduled physical education classes. The program must determine if activities will: precede, coincide, or follow curriculum offering during school time.

The second question was used to examine the scheduling routine of the program. The schools were asked at what time their intramural activities took place: before school, at noon, or after school. The scheduling of boys and girls at the same time in different locations is called simultaneous scheduling. Simultaneous scheduling is an indication

of program balance between the sexes. The ordering of activities into a seasonal approach peculiarly renders program motivation and interest.

The third question was used to inquire if the intramural program maintained an assigned director to lead and organize the program. Intramural programs have often been a legacy that children inherit because of a lack of responsible leadership. The assignment of a director does not guarantee a resourceful up-to-date program but it does provide a person who can be held accountable for the existing program. The director can influence every facet of the program and certainly eliminate procedures that do not immediately appear deleterious to the participant or the school.

The next question was an attempt to interpret the organization and consistency of the program. The school intramural program should operate according to written guidelines in the possession of the director or the principal. The schools that indicate the presence of written guidelines were asked to further delineate the extent of these proposals by checking a list of categories. The schools were also provided an open category in the event that none of those provided applied.

Success of the program can depend on its popularity or its availability; consequently, provisions for publicity or an information system are a necessity. In this inquiry the examination of the promotional policies was established. This was done by a question which allowed the schools to select from a list of fundamentally sound information dispensing devices. In the circumstance of a school that used something not listed an open category was included for their use.

The final question was included to establish what each school felt was their most serious handicap. The schools were asked to rank in numerical order a list of common problems intrinsic to most intramural programs. The schools were again given an open category in the event that their program contained an unusual problem that did not fall under the heading of one of the categories provided.

CHAPTER IV

THE FINDINGS

In the questionnaire the first inquiry contained forty-one activities and an open category for the selected schools to choose from. (See Appendix for a copy of the Questionnaire.) No school added to the list; therefore, the list was all inclusive of the activities provided in the selected schools. The highest number of activities selected by anyone was twenty-nine and the least number was three. All of the children served by the selected schools were provided the important opportunity to participate in an intramural program. Boys as well as girls are equally provided activities to suit their particular interests. (See Figures 3 and 4.)

Co-intramural activities were provided by only ten of the thirty-three schools. The co-intramural activity program is significantly behind the remainder of the intramural program in terms of the numbers of schools that provide co-intramural opportunities. The number of co-intramural activities provided are not adequate because of the limited type of participation and the small number of activities. (See Figure 5.)

The schools have not made provision in the intramural program for practice of activities before actual intramural participation. The new student in the intramural program must gain experience during the actual time of scheduled intramural activity. New students may also gain experience

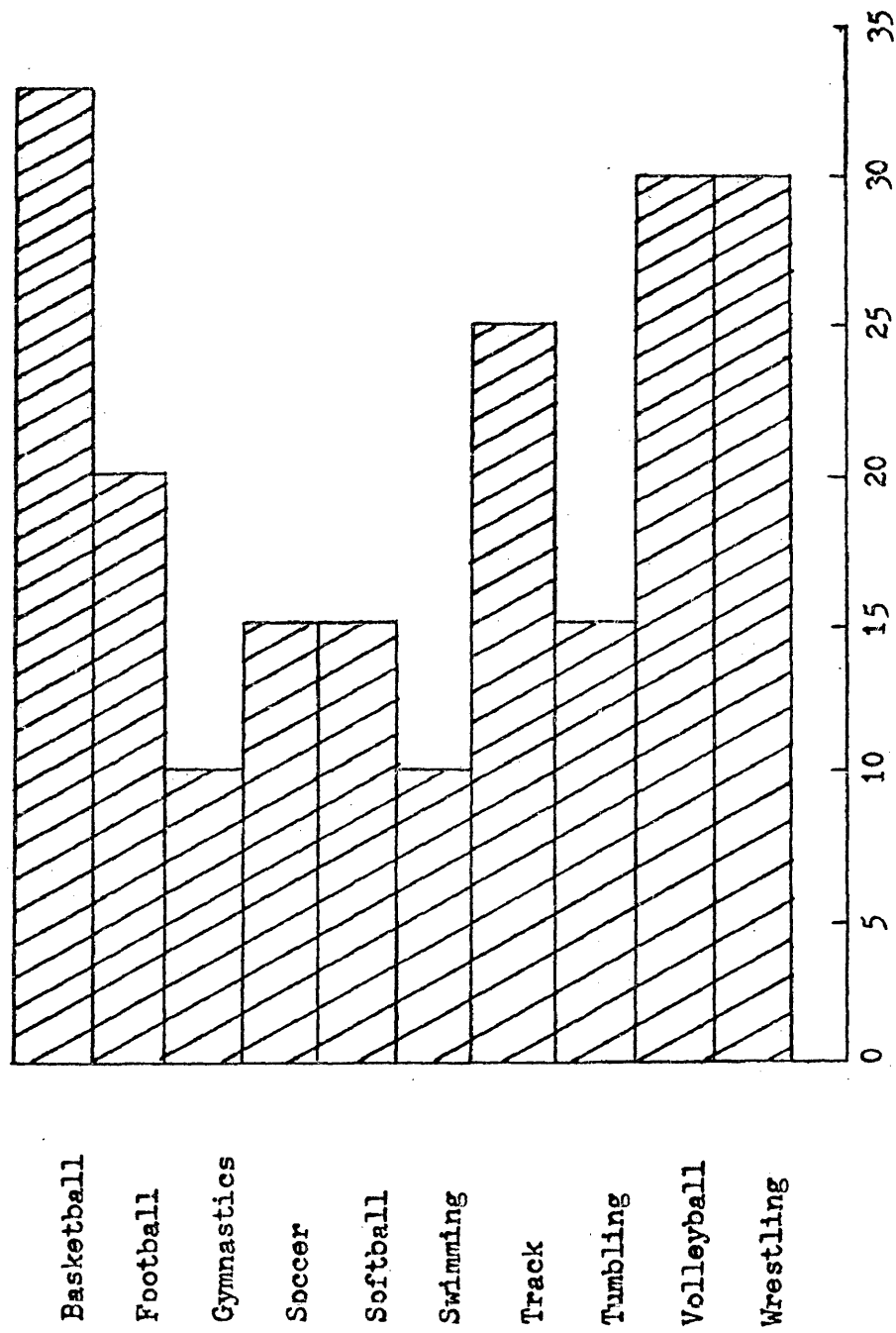


FIGURE 3
NUMBER OF SCHOOLS OFFERING ACTIVITIES FOR BOYS

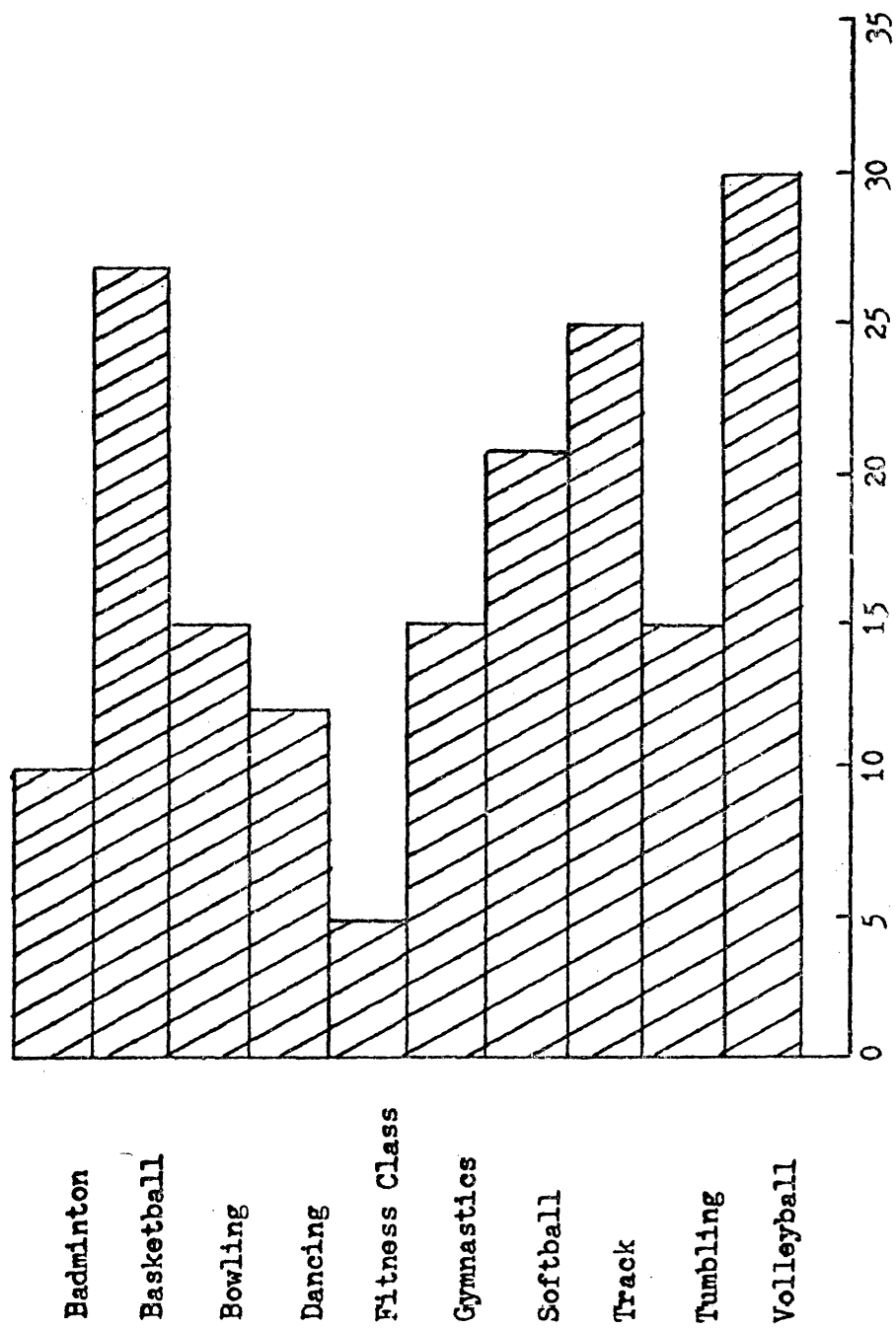


FIGURE 4
NUMBER OF SCHOOLS OFFERING ACTIVITIES FOR GIRLS

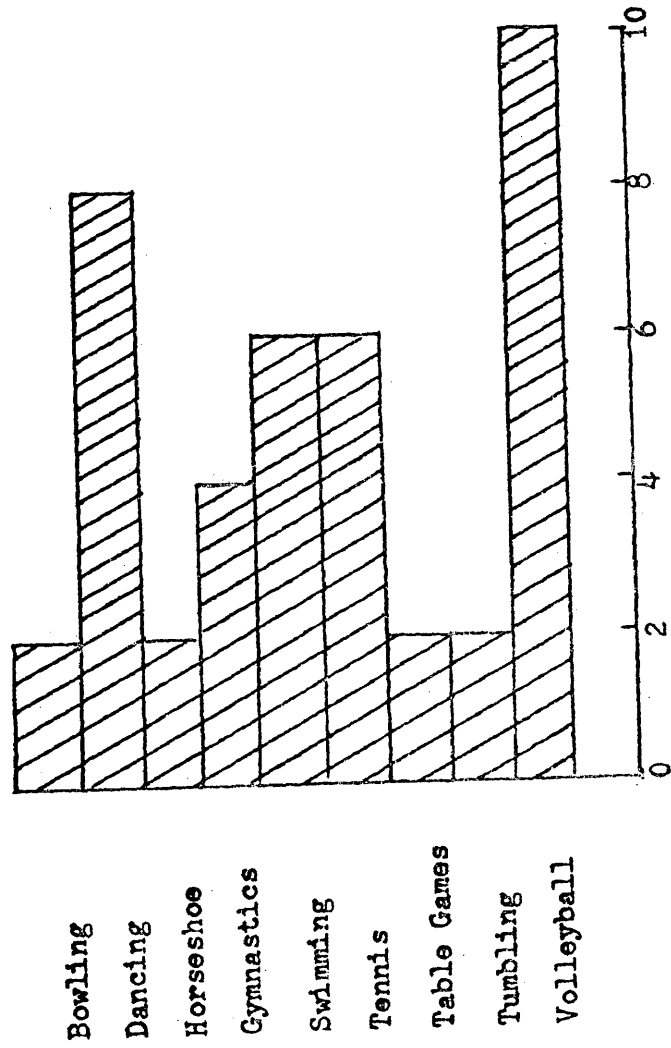


FIGURE 5

NUMBER OF SCHOOLS OFFERING CO-INTRAMURAL ACTIVITIES

on their own initiative since only a few schools provide adequate practice before intramural participation.

The intramural activities in the selected schools were almost exclusively an after school program. There were no noon hour activities represented by the schools. Two of the schools indicated before school programs and six indicated a combination of before school and after school programs. Figure 6 illustrates the scheduled times of intramural programs in the selected schools.

All of the schools indicated that seasonal and simultaneous scheduling was used in their programs.

Twenty-eight out of thirty-three schools indicated that they have assigned directors.

In question four relationships began to reveal themselves among other questions on the questionnaire. The schools that did not maintain written policies indicated a lower number of activities for the total intramural program. The co-intramural program was completely omitted. The activities of the schools without written policies were all after school activities.

The relationship to organization was evident. Schools without written policies invariably indicated that organization was the greatest handicap which drew their concern. There seemed to be a relationship between poor organization and whether or not a school had a written policy procedure.

The schools following written policies indicated that their programs were held before school as well as after school. These schools provided for training before the activity was offered in the intramural

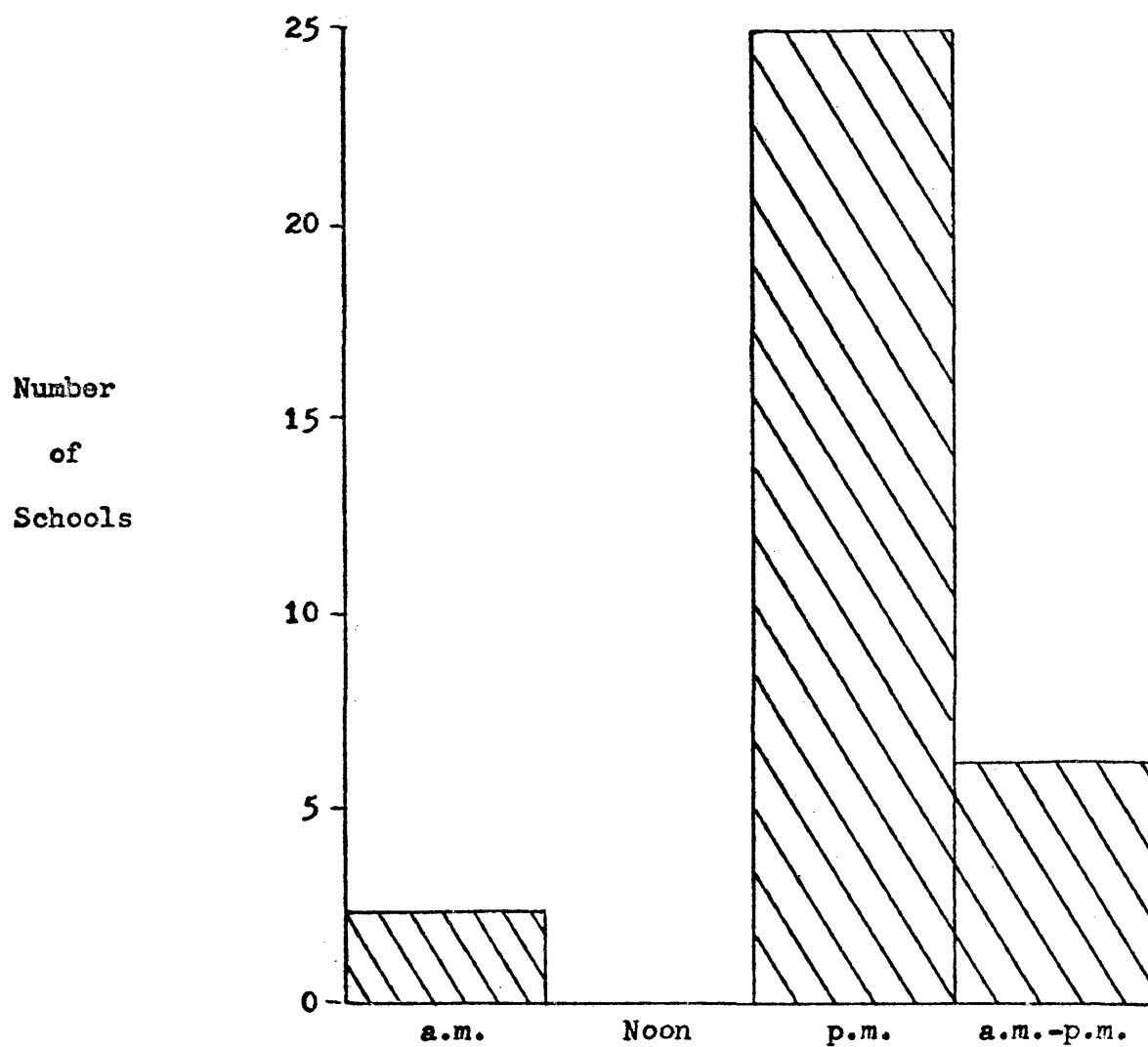


FIGURE 6
SCHEDULED TIMES OF INTRAMURAL PROGRAMS
IN SELECTED SCHOOLS

program. The training time was scheduled during a particular period to facilitate experience in participation. Written policies stimulated the use of promotional techniques to promote the program. All areas of the promotional techniques listed on the questionnaire were used for this group of schools except mass media which no school utilized for a promotional technique. (See Figure 7.)

The schools that utilized a variety of promotional techniques indicated a higher number of activities in the total program. Co-intramural activities were marked by schools utilizing two or more of the promotional devices. The device most used by the selected schools was the bulletin board.

The study revealed that when organization was marked last as a handicap, the number of promotional techniques used was highest.

The second most utilized technique was handbooks which was used by sixteen schools. Handbooks could not be evaluated because of the various uses that schools make of them.

Figure 8 on the following page illustrates the promotional techniques used in the intramural programs in the selected schools.

In the listing of handicaps there were very interesting relationships between questions. The handicaps that provided information when compared to other findings are the major significant items of this part because of their obvious results and because of the interdependence with other established information.

The comparatively obvious relationship occurred in the schools that ranked facilities as the major handicap. Schools selecting facilities

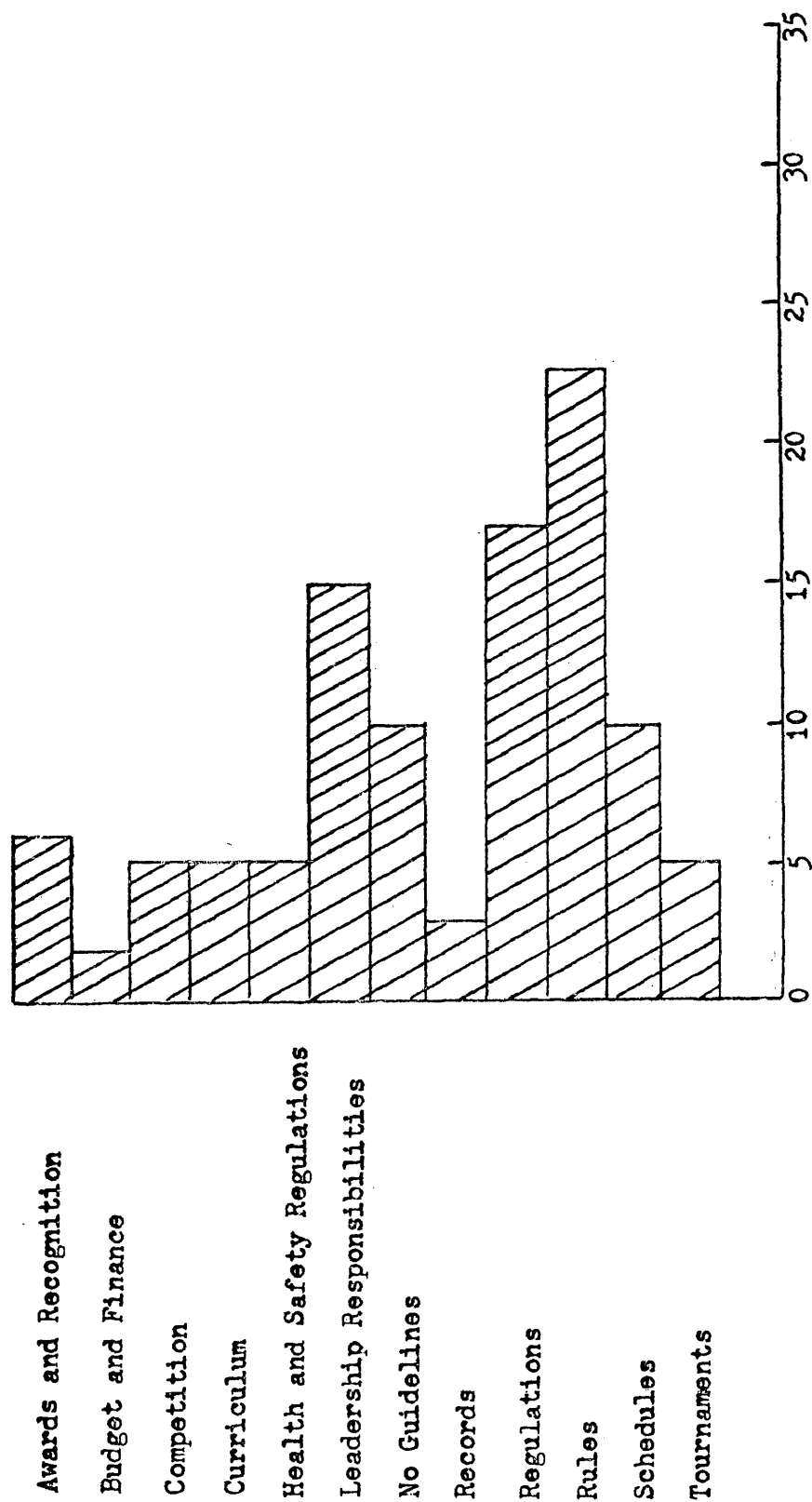


FIGURE 7
NUMBER OF SCHOOLS LISTING WRITTEN GUIDELINES

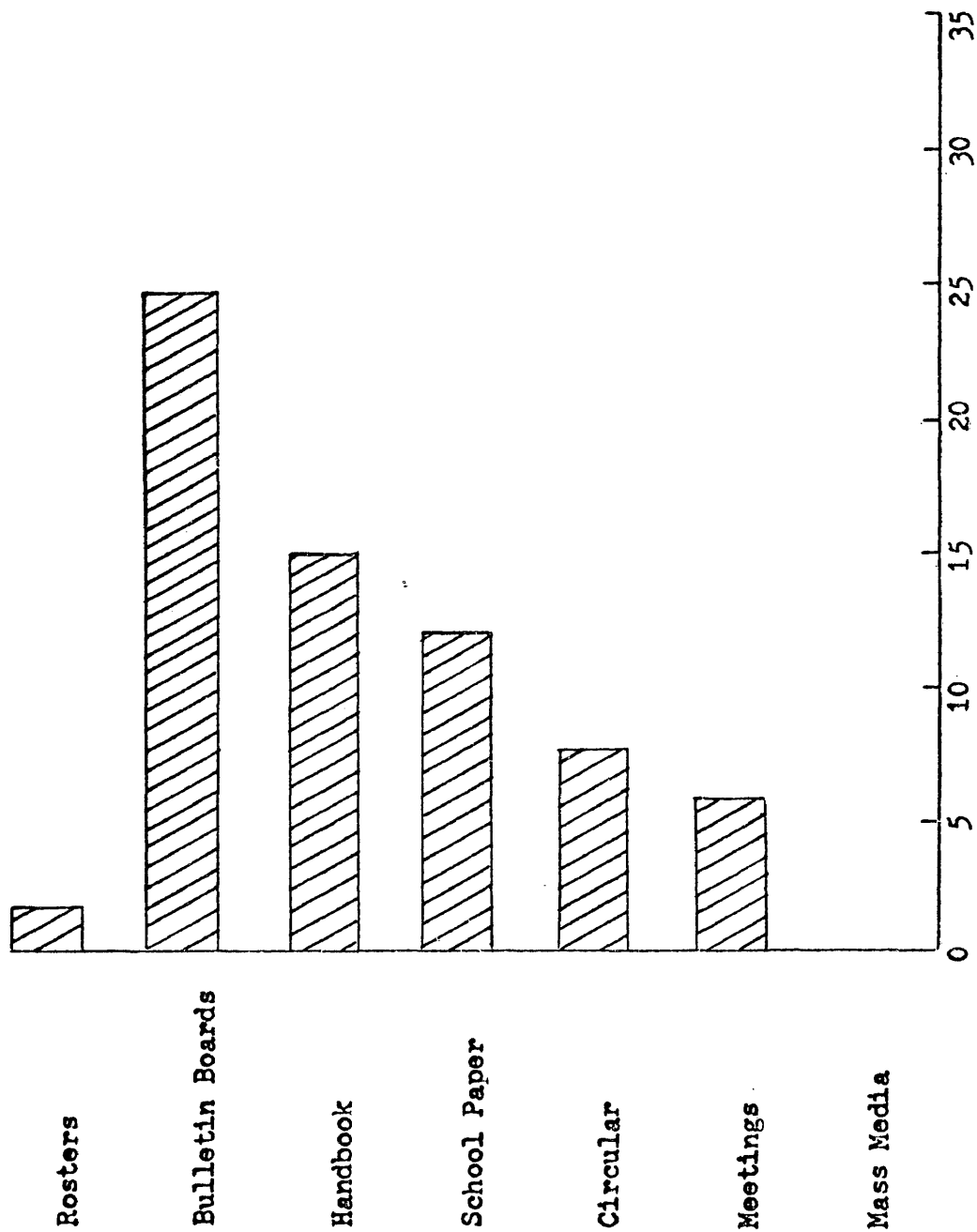


FIGURE 8
PROMOTIONAL TECHNIQUES USED IN INTRAMURAL
PROGRAMS IN SELECTED SCHOOLS

were discovered to have the most limited curriculum presentations. The remaining factors that were indicative in facilities were no co-intramural programs and only after school participation in the intramural program.

The relationships of significance for the money handicap was the consistency in marking the presence of a problem in supervision. The result of this predicament seemed to be that if money is scarce, then supervision will emerge as a problem.

The schools that marked organization as a second-place handicap displayed programs with no written policies or a complete absence of promotional techniques utilized in their programs.

The fourth statement of handicaps dealt with students. No school marked this as a first-place handicap; but all those who placed this item second or third, used very few promotional techniques in their program.

The supervision handicap was significant because schools who marked this as a second-place handicap did not display policy on leadership responsibilities.

The time handicap was interesting because all those who placed time second on the list of handicaps, placed facilities first. (See Figure 9.)

By enumerating the handicaps present in a particular school's intramural program, one can evaluate the effectiveness and success of the total program.

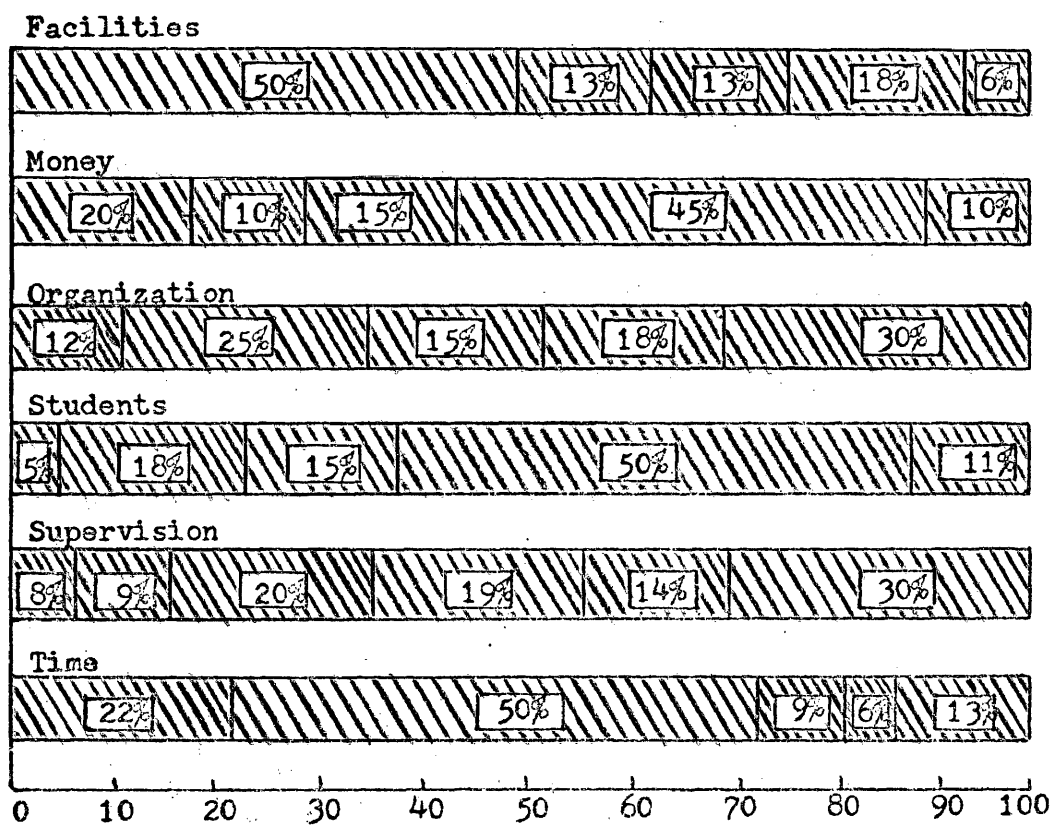


FIGURE 9

PERCENTAGE OF HANDICAPS FOR
LISTED HEADINGS IN THE
INTRAMURAL PROGRAM



First



Fourth



Second



Fifth



Third



Sixth

Based on the findings of the questionnaire the following guidelines have been formulated:

1. The programs in the selected schools indicated that leadership is necessary for a good intramural program. The first guideline therefore is the appointing of a director to be responsible for the total program.
2. The providing of enough activities for students dictated that the program must have a balance between boys' and girls' activities. The second guideline then is providing an equal number of activities for boys' and girls' participation.
3. The appropriate scheduling of activities provided a larger and more adequate number of activities for participation. The third guideline consequently calls for scheduling of activities before school, at noon, and after school.
4. The schools that provided practice time before participation in the intramural program indicated fewer problems in organization. The fourth guideline then is to provide adequate practice and organization time before intramural participation begins.
5. Student interest in activities helped provide participants for these activities. In order to increase student participation seasonal interest should be utilized. The fifth guideline is to provide a seasonal presentation of all activities when ever possible. If activities conflict, then both should appear in the curriculum so that the student has a choice.

6. The selected schools that maintained written policies in most of the ten areas of question four on the questionnaire had the highest number of activities marked on question one and the least number of handicaps marked on question six. The sixth guideline should be that all policies should be written and should include information on awards, budget, competition, curriculum, health and safety regulations, leadership responsibilities, records, rules and regulations, scheduling and tournaments.
7. The research findings indicated that promotional techniques influences much of the programs' operations. The seventh guideline is: The program must have a means to publicize and inform all of the administrators, staff, students, and spectators. The program should utilize bulletin boards, handbooks, circulars, and school newspapers.

CHAPTER V

RECOMMENDATIONS FOR THE GUIDELINES

The questionnaire contained six questions designed to provide information on procedures of the intramural program in the selected schools. Findings from the research were evaluated and discussed to determine guidelines. In this chapter recommendations and observations will be applied to the findings relevant to a good intramural program.

I. LEADERSHIP RESPONSIBILITIES

Intramural Director

The director of intramurals is a faculty member selected by the principal for the responsibility of the total intramural program. This director should have some background in physical education or recreation and an enthusiasm for the position. The director is completely responsible for the entire program. The director selects and promotes the activities; organizes and administers the program with utmost efficiency. Directors should integrate the work in their offices with the entire school program. Part of the director's program is the delegation of many of his duties and the selection of able and enthusiastic subordinates. The director then has more time to direct policies and coordinate work with other departments and serve on various school committees.

The director should examine all avenues for utilizing pupils and teachers in the different roles of the program.

Opportunities for students to serve in various positions will do much to contribute to the feeling that the intramural program belongs to the student body. The program will be more effective if students are allowed to plan and work together. Students who are outstanding in their duties can train junior assistants to take over when they graduate thus allowing a turnover and giving more students the opportunity to be an intrinsic part of the program. In some communities, a rotation plan for duties could be utilized to give experience to all who might gain from it in the program.

Proper guidance is vital to any child before he is assigned to any duty, and guidance should continue as long as he is responsible for a duty. Problems such as previous experience, maturity, and available time for guidance will determine the pupil's contribution to the program. Equally important is a continuous evaluation by everyone who exercises a duty and fosters leadership over the program.

Figures 10 and 11 are concerned with organization and administration of the intramural program. The first figure gives the relationship of those involved with leadership; the second figure demonstrates the importance of being organized.

Intramural Council

The council at the secondary school level should consist of as many differently represented student organizations as possible. Classes, clubs, hobby groups, sections may all be represented on the council. The representatives serve as an important link between the intramural office and the participating teams.

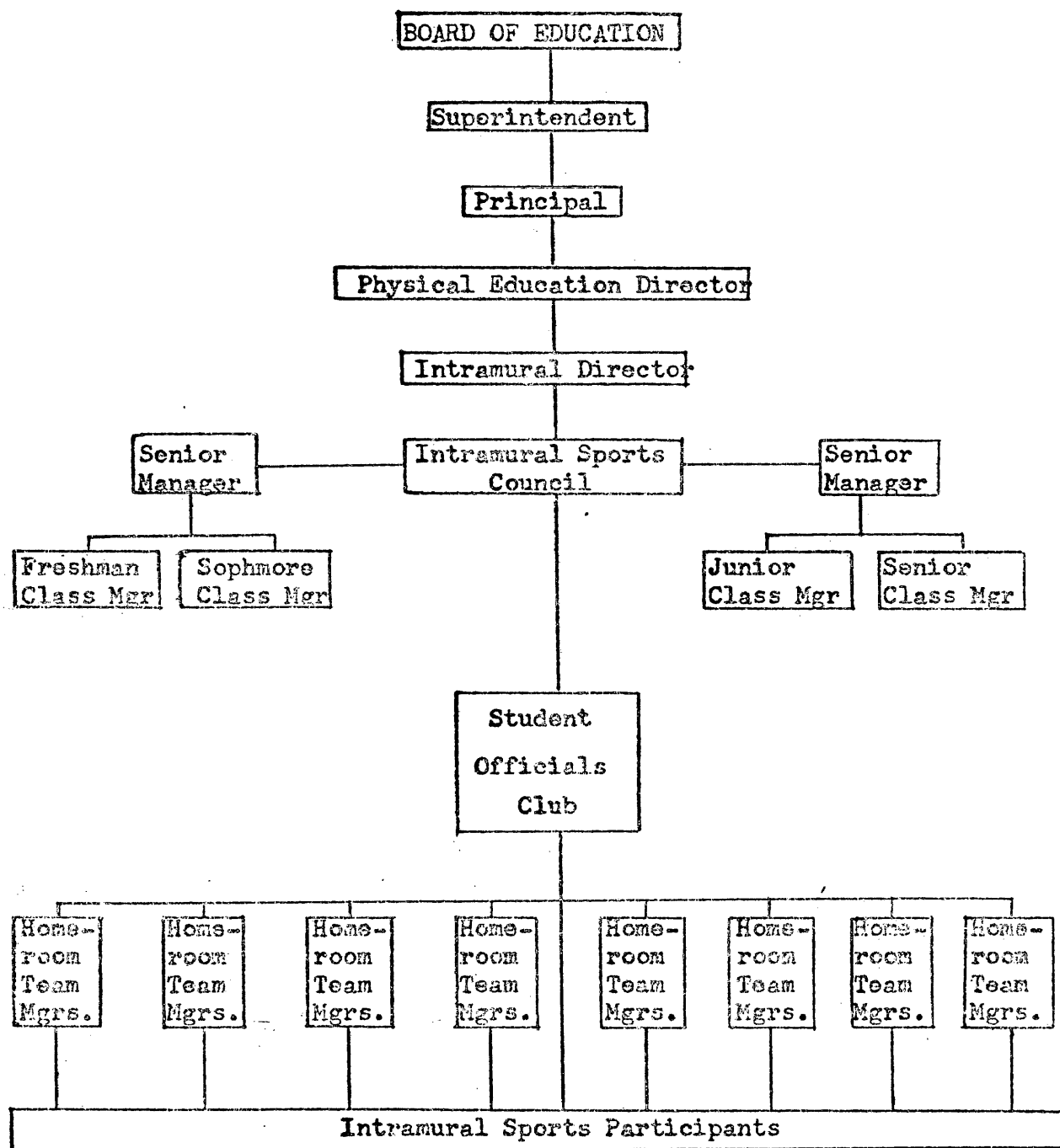


FIGURE 10

ORGANIZATION AND ADMINISTRATION OF
THE INTRAMURAL PROGRAM

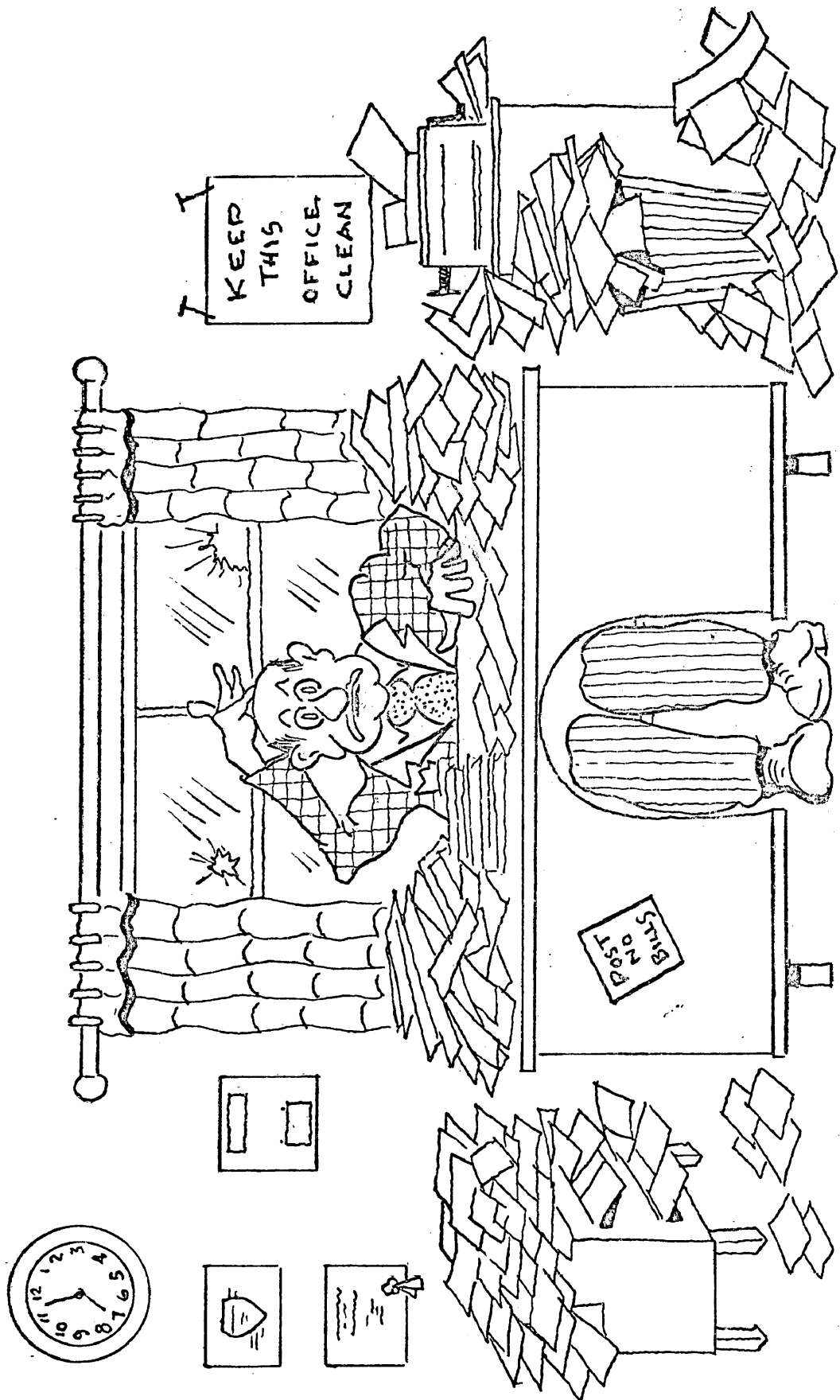


FIGURE 11
ORGANIZATION AND ADMINISTRATION

There are three types of managers in the intramural program:

(1) individual unit; (2) team managers; and, (3) overall program managers such as senior, junior, sophomore, and freshman managers which are in charge of the class structure. The senior manager assigns work to the various junior and sophomore managers; the work includes making out schedules, notifying participants of playing time, recording scores, and maintaining other office records and assisting and supervising play areas.

The functions of the intramural council are:

1. Formulating rules and regulations for program activities
2. Establishing codes of conduct
3. Identify needs of students
4. Appointing necessary committees
5. Determining functions

The council must also provide leadership in planning and conducting the program, serve as a governing body and give the students an opportunity to promote their own ideas and interests. Provisions should be made for officials and other helpers to be represented in the council.

Intramural Manager

Senior managers with subordinate aid organize and promote some individual and dual tournaments. Final approval of the tournament structure rests with the intramural director or assistant director. Junior managers are selected by the intramural director and the senior managers from the class manager's staff and should be those students who have demonstrated outstanding ability in their duties. Sophomore managers

are picked by the selection committee from students who show interest in "trying out" for the positions. The only prerequisite for any candidate is an earnest desire and enthusiasm for the job.

Sport managers usually take charge of a particular sport or group of activities. These managers could be interested varsity athletes who are interested in organization and procedures.

Principal

The principal is the chief administrative officer. The ultimate success or failure of the program depends on his understanding and cooperation with the intramural department.

The principal is responsible for:

1. Approving all policies and plans.
2. Facilitating the program.
3. Providing or securing financial support.
4. Receiving and scheduling facilities required by the program.
5. Enlisting the services of staff members.
6. Communication with officers, community, and students.
7. Supporting the activities and interpreting the activities.

Team Captains

The captains should be elected by the group he represents. The director will usually determine if a captain can be re-chosen for other activities during the year. This practice should be discouraged in order to give more students the opportunity to lead his team.

Team captains are responsible for team organization and strategy, keeping the team informed of the proper time and location of contests, and are to represent the team and serve as its spokesman. The captain should attend all appropriate meetings and should be responsible for equipment.

Equipment Manager

The extent to which an intramural department has its own equipment depends upon the school community. The majority of intramural programs will use the physical education equipment and facilities. All equipment should be furnished. The intramural department should furnish what is not personal equipment and then inform participants what they must obtain in order to participate. Any equipment considered personal must be furnished by the participant; service equipment, such as towels, swim suits and other equipment provided for physical education classes should also be provided for intramural activities.

Game supplies for practice and for informal free play participation should be issued on the same basis as for scheduled contests. The department's equipment should be available at all times. (See Appendix for a copy of Equipment Check Out Form.)

Equipment managers should make complete lists of activities in order that all material will be on hand and ready for use before the contest. The equipment manager must also be available for readying fields, correcting hazards, establishing ground rules, and making a general survey of equipment and facilities.

The equipment must be stored and cared for by the managers. All school facilities must be surveyed as well as equipment. When this is

completed a schedule assigning activities to the appropriate space should be posted and circulated around the school.

The intramural department should acquire some type of uniform for participation; however, this may not be possible in all cases. The main consideration is a clean, appropriate, and identifiable uniform for team participants.

Officials

There should be an official's club in which all interested students may be members. Varsity athletes in their specialities could be members of the Official's Club. Student officials not only administer events and games according to prescribed rules but also are in excellent position to notice if a player participates on more than one team in the same sport and other eligibility infractions. They should report any possible clues of illegal participation to the intramural office for further investigation.

Good officiating is the most crucial phases of an intramural program. Most participants have their only contact with the intramural staff through student officials. Many unnecessary protests are prevented through good officiating. Officials can be selected from physical education classes, varsity athletes, or interested students. Because of the importance of officiating, candidates must be properly trained in rules and officiating techniques.

The good official must attend training sessions, work games, and contests and report any problems of conduct to the intramural council or the director.

II. CURRICULUM

Scope of the Program

All schools should have an intramural program open to students and faculty for participation. The program should be free to anyone interested in participating.

The program is usually designed for the student of low-average ability, activities of all kinds should be offered so that every student, regardless of ability can take part in some phase of the program. Both boys and girls and all nature of the handicapped should have a part in an intramural program; all the student needs is a desire to participate--the degree of his skill is of no consequence.

The program must be well balanced with team sports, individual sports, dual sports, co-intramural sports, and informal group participation. Free play is as vital as scheduled games and must be incorporated in the program. In addition to participating in the intramural program the student should have a hand in operating it. Students can plan and supervise segments of the program. Athletic councils usually have student representation. Students will occupy managerial positions in the organization and in some programs officiating duties. Students can also serve as instructors for various sports not in the usual program.

The figure on the following page demonstrates the vast scope of the intramural program.

Intramural Planning Community Participation

To adequately establish any intramural program in any community it is imperative that a complete survey of the community be made. This



FIGURE 12

THE INTRAMURAL PROGRAM

survey must search out and inventory all facilities. The ends served will be:

1. Community support.
2. Coordination of the program.
3. Planning of the budget.
4. Evaluation of community interest in the program.
5. Providing of an opportunity to all interested participants in the community.

The question as to whether the intramural season for an activity should follow the season in which the activity is taught in physical education classes or whether they should run concurrently is a question that must be determined by the activity and the situation in the local school. If the activity is relatively new to the community or students, it would probably be best if it were presented first in physical education classes. Local factors determine when the activity should start. If the community and student body are familiar with the activity, it is not as essential that the activity have previous physical education instructions. Many individual schools carry on more than one activity simultaneously which may or may not require physical education class instructions.

Intramural Activities

Ideally, the intramural program should be as broad as possible with offerings in as many different areas as possible. The program has to reach various interest and abilities of the high school student. The suggested list of activities would be limited only by local facilities;

and it must be commensurate with student ability and interest. The program must, again, be sure to serve the needs of the locality and the participants.

The suggested list below is by no means complete; and depending on the weather, activities can be mixed differently in different areas. The ideal program must contain as many possible activities as is represented by the interest and abilities of the high school students.

Suggested Curriculum:

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Archery	Badminton	Archery
Baseball	Basketball	Baseball
Basketball	Basket-Volleyball	Bicycling
Bicycling	Bowling	Casting
Cross Country	<u>Fitness Tests</u>	Field Hockey
Football (Flag, Touch)	Free Throws	Hiking
Golf	Gymnastics	Rifle Shooting
Horseback Riding	Handball	Rowing
Horseshoe	Hockey	Skating
Rifle Shooting	Newcomb	Softball
Soccer	Shuffleboard	Tennis
Softball	Skating	Volleyball
Speedball	Swimming	Volley Tennis
Tennis	Tumbling	Track
Tetherball	Weight Lifting	Wisket
	Wrestling	
	Volleyball	

Co-recreational activities can include as a guideline the activities listed below. Free play activities should also be a part of the high school intramural program.

Co-recreational Activities:

Bicycling

Bowling

Dancing (Social and Square)

Golf

Horseshoe

Newcomb

Shuffleboard

Skating (Roller and Ice)

Swimming

Tennis

Volleyball

A brief description of various activities which can be included in an intramural program will follow:

Archery. Archery has very good co-recreational appeal and can be used for types of handicapped recreation. The archery target has different color areas: gold--9 points, red--7 points, blue--5 points, black--3 points, white--1 point. An End consists of six arrows shot at the target. Each archer usually shoots an End before retrieving his arrows.

There are four different types of archery competitions:

1. Junior American Round, 30 arrows from 50 yards, 40 yards
2. Columbia Round, 24 arrows from 40 yards, 30 yards, 20 yards
3. Metropolitan Round, 30 arrows from 50 yards, 40 yards, 30 and 20 yards
4. Scholastic Round, 24 arrows from 30 yards, 20 yards

(For further information see: 1954-56 Mandel's Archery Workbook)

These are several safety precautions which must be taken:

1. Knock arrows only after given signal to shoot.
2. Retrieve only after given the signal.
3. Always wear armguard and finger tabs.
4. Step back three yards after shooting period is over.
5. Never step across the shooting line to reach an arrow that has fallen from your bow.
6. Only shoot when there is supervision by an archery teacher or qualified archer.

Badminton. Badminton has its greatest success in co-intramural activity. Singles, doubles, and team match competitions can easily be arranged. Team leagues are often organized with a number of singles and double matches played simultaneously.

Basketball. This activity, in most cases, draws the largest number of participants. Modifications will have to be made if all participants are to be included in the program and the game is to be interesting.

If necessary it might be possible to limit the game to half-court and provide just as much interest. This method will allow more individuals to participate at the same time.

Shortening of the playing time is another method to speed up the intramural program of basketball. So that the game will not "bog down", free throws can be eliminated and the team fouled against can put the ball in play from out of bounds.

Body Mechanics. This unit has been successfully accomplished through a developmental program in some situations. Here the appeal is to the overweight or underweight individuals. Much emphasis on posture (dynamic and static), figure or body build and diet should be considered. This unit of endeavor may be accomplished through Posture-Fitness Clubs, a weight-training program, etc. Films, skits, guest lecturers; i.e., a charm instructor or model may be used.

Bowling. The promotion depends almost entirely on facilities. Open singles or doubles can be held, but the interest centers around four and five man team vents. The establishment of an entry list is the first step. Then the list can be broken up into small leagues to be followed by elimination of league winners. The use of handicapping in bowling can be used to interest poor bowlers and new ones alike. Additional information on handicapping and bowling charts, etc., may be obtained by contacting the American Bowling Congress in Milwaukee, Wisconsin.

Cross Country. A cross-country intramural meet is a popular and easy event to include on your calendar. This meet can be scheduled at anytime during the school year; but it is probably the best in the fall during the regular cross-country season.

This event is best when it is conducted as a team sport. In this way the event will draw a larger number of participants and it will become a much more interesting activity.

A simple set of rules should be drawn up well in advance of your meet so that the event will be well publicized and participants may train properly.

Shown below is a sample of what can be included in the intramural cross-country unit:

1. Each team may enter every man on their team roster. The team that enters the most men will stand the best chance for a team victory.
2. The standard method of scoring cross-country races is the method that should be used with each team's first five finishers to be counted in the team scoring.
3. Some type of individual award should be presented to the top six finishers.

Dancing. This particular unit is good because it will draw many girls into the program who do not excel in team sports. One may want to offer three different sections, such as (1) Folk Dance Unit, (2) The Modern Dance Unit, (3) Miscellaneous Rhythm Unit.

The Rhythm offering may include: exercising to music, use of properties--wands, balls, hoops, etc. These are good for demonstrations and programs.

Field Hockey. Field hockey is an activity for the older high school student. This activity will be successful if the intramural program is run with the instructions for this unit.

Rules may be modified accordingly to maintain interest and offer an enjoyable game situation to all students. The regulation size could be altered to smaller dimensions. The number of players may be cut by two or three.

The most desirable type tourney would be "Round Robin" when possible to run off.

Flagball. With the modification of rules, proper supervision, and good officiating, flagball is a sport's activity which becomes reasonably safe for participants.

The first modification is that of the playing area. The field should be cut in size from 50 yards x 100 yards to a field of 40 yards x 60 yards. This provides higher scoring and more interested play.

Other modifications recommended are those involving safety factors. They include:

1. Limit the number of players to seven. This tends to make the game more open and reduces injuries.
2. Do not let the defensive player leave his feet in blocking.
3. Have the offense notify the defense when they are going to punt.
4. Prohibit defense from rushing when punting takes place.
5. A First Down will occur when the offensive team advances to a flag instead of 10 yards.

6. The offensive player cannot leave his feet in administering a block.

Football punts for distance and football passes for distance are two events that might provide interest in the flagball intramural unit.

Golf. The activity of golf will depend upon facilities and equipment; however, transportation may also cause a problem if a park or recreation center is the only available golf course. Activities such as putting, driving, and golf specialty meets are interesting and will be well-received. Improvised golf greens can be arranged on the school grounds for golf pitching contests. Concentric circles can be laid off and flags to add color to the event. Indoor putting contests can be arranged with shop-made inclines, holes can be cut in a putting platform, into these are placed tin cans to simulate regulation golf cups. Carpets can be laid over the surface to simulate grass and to make the putting more interesting.

Competition is in medal play or match play. In the medal play tournament, the players play a certain number of rounds, usually four, and the winner is the person with the lowest total score.

In match play tournaments, two players are matched against each other and the competition is by holes. The person with the greatest number of holes is the winner of the tournament.

Gymnastics. Gymnastics as we know the effort consists of tumbling, vaulting, climbing, balancing, and performing stunts.

Gymnastics is an activity that requires a very high degree of skill. This presents a formidable obstacle to forming units of competition in an intramural program. The most practical plan of organization is to have an all-school intramural gymnastics tournament. Individual champions would be crowned. This tournament should be preceded by comprehensive instruction periods in physical education classes and a sufficient practice period to develop skills.

This procedure is very beneficial in introducing the sport and stimulating interest in gymnastics.

Handball. The number of courts will influence participation in handball. Open tournaments of single and double matches are easily conducted because of the nature of the scoring and type of competition.

In tournaments between units, one or two boys should represent each unit; however, four-man teams, each consisting of two singles and two double players will work as well. In four-man teams, the winning of each match counts one point. For example, the number one singles player plays three matches, totaling three points. Matches involving the number two singles player and the doubles player are also worth three points. Total number of possible team points is nine, such as 9-0, 7-2, 6-3, etc.

Horseshoe or "Barnyard Golf". For the local community that lacks time and facilities for an intramural program, the game of horseshoe is ideal. This sport is also fine for co-recreational and handicapped participants in the community.

Tourneys may be organized into singles or doubles or as team matches in tourney elimination or round robin league styles.

Rifle Shooting. Shooting can be done in cooperation with ROTC units wherever they exist. Equipment can in most cases be furnished free of charge with the exception of ammunition. Qualifying periods may be open to all students for a required length of time during which qualifying scores must be attained if the student is to become a member of a Rifle Club.

The year's program may include tournaments within a group or between boys and girls clubs.

The National Rifle Association issues materials that may be of value in expanding the club program. The best type of competition would be round robin. Free equipment, along with a program of instructions, can be obtained from Government agencies.

Soccer-Speedball. Soccer or speedball is a relatively new activity as far as popularity is concerned in our high schools. The same type method that was outlined for flagball can be used in soccer and speedball.

A number of rule changes will have to be improvised to make it a safe and successful activity at the intramural level. This activity could be very successful at the high school level and some method of rotation may be worked out between flagball and soccer from one year to the other.

Softball. Almost every boy or girl has had some experience and enjoys the game of softball. This is especially true when they can compete with organized teams.

Because softball rules may be modified to fit almost any program since less space is required, more participants may be included. The game itself requires little equipment to be played which also makes it very convenient.

Some advantages of softball as an intramural activity are: easy to administer, being able to play the game on any level surface, and finally its carry-over value.

Many modifications can be made to help prevent unnecessary injuries to players:

1. Sliding should be eliminated.
2. Catchers should wear a mask.
3. No runs can be scored on a passed ball at home.
4. Spikes should be prohibited.
5. Players should be allowed to leave and re-enter the game.
6. A minimum and maximum number of players should be set.
7. A time limit on games or reduced number of innings should be incorporated.

Swimming. If your school offers swimming in your physical education program, an intramural swimming meet should be included in the intramural program.

Events should be practiced in class and much of the training could also be accomplished in and out of class.

Organization should be much the same as the intramural track meet. A set of rules and regulations should also be prepared to accommodate the facilities of your school.

The figure on the following page can be used as a promotional technique when introducing swimming in the intramural program.

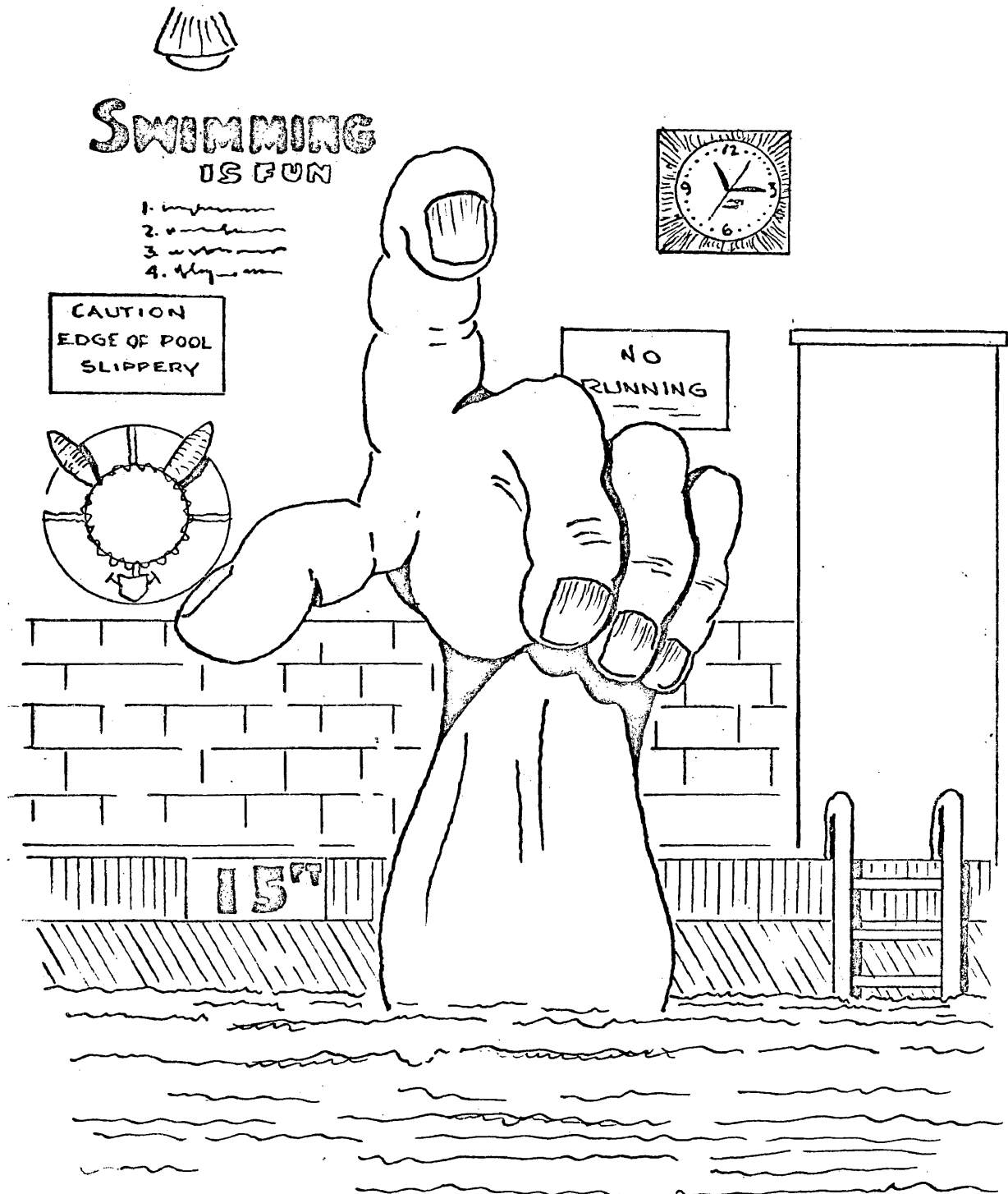


FIGURE 13

SWIMMING

Synchronized Swim Club. This is an excellent opportunity for the girls' program to assist the girls in grace, poise, and talent. The organization of this club can come in the fall or after Christmas vacation. Basic fundamental stunts and skills can be introduced. Skills with strong intermediate or advanced swim ability can be criteria to qualify for the synchronized club.

Once the qualifying group is decided, basic strokes are reviewed. Then comes introduction of stunts of simple category along with forward and backward sculling. The stunts of a more difficult category should be left for last. Other areas which should be practiced are methods of water entree, porpoise, shark, combing strokes and stunts, working in groups and formations, as well as analysis of music, counting measures, etc. The girls will enjoy working in groups composing routines and gaining new skills.

Culminating activity may be a demonstration at Open House, short program for PTA, and eventually a "Water Show" or Synchronized Swim Show. For the very talented, one may want to avail to them the time and date of the AAU Synchronized Swim Meet in the area.

Table Tennis. Table tennis lends itself well to co-intramural and noon hour activity. Individual and dual championships can be sponsored as well as team matches. Contests are often played on tables in recreational gymnasiums, utility rooms, and intramural facilities of any kind. This game lends itself very well to the handicapped. Participation in competitions can be arranged by individual single's or double's

tourneys. Five man teams are used between competitors with line-up seeded and five single matches played to determine a team winner.

Tennis. Competition in tennis can be accomplished by:

1. Open single, single elimination.
2. Ladder tournament for singles and doubles.
3. Open doubles tournament by single elimination.
4. Double elimination tournament in single or double.
5. Mixed co-intramural double's tourney.
6. Team tourney single elimination, three or five on a team.
7. Team Round Robin Leagues. Each team playing three or five singles or two singles and one double for each match.

The Bridge Tournament also has merit in any individual activity or double's team. Tennis is very well suited for the Bridge Tournament.

Example:

1 & 2	5 & 6	9 & 10	13 & 14
vs	vs	vs	vs
3 & 4	7 & 8	11 & 12	15 & 16

Games are played on time limit; only completed games count.

To determine the winner, award each contesting side the number of points they actually won while playing the game.

Changing courts is done in the usual bridge procedure. Winners at the head court stay; losers at the head court move to foot court. All other winners move up one court; all other losers stay.

Track and Field. A sport which gives many individuals an opportunity to excell in individual competition is track and field. This sport should be included in all well-rounded intramural programs. Many individuals find satisfaction in this type of competition. A period of instruction should be provided before the intramural track meet.

An intramural track and field meet requires a great deal of planning. Some of the necessary things to be done in planning for an intramural track meet are preparing ribbons for winners, finding officials, selecting events, and determining a suitable date for the meet.

The facilities available and the grade level of the participants will determine the events for the intramural track meet.

In some instances, varsity athletes may be used as officials in an intramural track meet. Notifying the varsity coaches far enough in advance so these athletes may have an opportunity for this type of experience will lessen the problem of acquiring officials.

Volleyball. Volleyball facilities can be improvised in any situation. Volleyball lends itself to allowing a large number of participants in a small area. This is one of the few sports in which girls can play almost on an equal basis with boys so it is a natural for a co-ed activity.

Volleyball can be readily adapted to any intramural schedule. If the interest is great, it can be played in the regular round robin type tournament; however, if major sports are more popular, then volleyball may be scheduled as single or double elimination type tournaments.

Volleyball rules may be modified to accomodate the facilities, the number of participants, and the equalization of competition. For example, if co-ed volleyball is played, girls may employ the double hit rule and be given an extra serve at the lower high school level.

It is recommended that volleyball, as a valuable addition to the total intramural program, can be introduced to include a larger number of participants and varied interest groups.

Weight Lifting. Weight lifting is so potent in its effect that the beginner should exercise under the direction of someone who thoroughly understands its application to body building.

In the intramural program, the weight classes can be divided to suit the participants, starting with Bantom, Feather, Light-Middle, Light-Heavy, and Heavy Weights. The weight program can swing into action after a period of conditioning and orientation. Again, facilities and equipment will have an influence over the program. Program tournaments can be established just as in other individual sports.

Wrestling. High school and junior high school intramural wrestling has been extremely popular in some sections of the country. The only prerequisite for presenting this type of program on an intramural basis is that wrestling be offered in your regular physical education classes.

The program should be carefully planned and supervised with faculty as well as student help. Standard safety precautions should be observed.

A team would be limited to one wrestler in each weight classification and could enter as many weight classifications as they could fill. The team winning the most matches would be declared wrestling champions. In this manner, second, third, and fourth places could also be determined and team points awarded accordingly as in other sports.

A single elimination or double elimination tournament could be held as in individual-type tournament if a team approach was not successful.

III. PROGRAM PROCEDURES

Program Scheduling

The intramural program must be carried on at the time that is most conducive to the most participants along with utilizing facilities, personnel, and equipment.

The season of the year is also an important consideration. The program is usually arranged around fall, winter, spring, and summer activities. The time that is available often determines the type of competition used in the program. It is obvious that the director must anticipate all of the ramifications involved in the program and then plan accordingly. Varsity activities and physical education must be scheduled around in many cases.

After School Hours. This time is perhaps the best time for the program. The majority of students are present and there are no extra costs. Building maintenance costs are low, lighting is seldom needed,

and supervision is most available. The students have been doing sedentary tasks all day for the most part and appreciate the intramural program more.

Noon Hour. This time is gaining in popularity--it seems to fit the duty-free lunch period. This plan permits students who work after school to be a part of the program.

The use of strenuous activities during the noon hour intramural period is not recommended. Activities of a co-intramural nature are very good. If activities that are considered strenuous must be used, then some form of modification of the activity is advised.

Suggested activities for the intramural noon hour program are:

1. Badminton
2. Bowling
3. Checkers
4. Chess
5. Croquet
6. Deck Tennis
7. Free Throw Contests
8. Golf Putting
9. Horseshoe
10. Shuffleboard
11. Dancing (Social and Square)
12. Softball
13. Tetherball

The program should start at the beginning of the lunch period rather than after lunch. Students may want the activity before they eat.

School Hours. School hour programs are usually arranged when students are bussed or the staff is inadequate to promote the afternoon or evening program. There are four methods of accomplishing this schedule: (1) using gym squads for competition during regular gym periods; (2) setting aside one period of allotted physical education time expressly for the intramural program; (3) arrange an additional period during the school day for the intramural program; and, (4) the most difficult method to administer, is the creation of a free period during the day in which all activities would be free-play activities.

Evening Hours. This time allotment is not very successful for a number of reasons; and therefore not recommended unless there is no other possibility.

The augmentation of a yearly program of activities must be inculcated in the program if it is to insure continuity and establish an overall picture of the intramurals for evaluation. This type of scheduling eliminates the period of inactivity and stimulates a smooth transition from one sport to the next.

Promotional Techniques

The motivation of an intramural program must be organized very carefully. The big problem becomes getting to the smaller segments of

the student body, particularly the individual who is uncoordinated, clumsy, not too popular, and highly unskilled. This student is usually amazed to find that the intramural program is for him too.

The other need of the program is to instill greater participation by those already involved and to increase the level of efficiency in each individual along with the program.

Bulletin Boards. The bulletin board is very difficult to keep. The reason being that they are all too often allowed to deteriorate and are not kept current. The intramural department must have its very own board for intramurals only with no varsity or physical education information ever displayed on it. The bulletin board that is attractive, unique, and constantly current will attract a continuous audience and serve its purpose. The bulletin board should be conspicuously placed, well lighted, and available to the greatest number of students.

Posters placed in strategic positions are especially good for putting a program in the limelight. Posters can be constructed in any fashion; the only criteria being attractive, colorful, and informative.

Circulars. An excellent promotional technique is the use of circulars. This service works well to solicit entrants, give details of coming programs, or give results of past events. These circulars which can be issued periodically by the intramural department are circulated to each room during the school day. A title and school format that remains constant over the year might effectively be assigned to the circular. Copies of all circulars must be sent to the Board of Education, principals, and all other administrative personnel.

Handbooks. The intramural handbook should have as many photographs and illustrations concerning intramural action as possible. The handbook should have a section devoted to individual and group champions in every sport and activity throughout the year. Records and outstanding achievement should also have a prominent place in the handbook.

Mass Media and Meetings. Use of the mass media or other scheduled meetings can serve as an excellent device for promoting the intramural program. Information to be announced can be conveniently taken from the circulars.

Demonstrations about the intramural program at such meetings as PTA or Open House also serve as valuable promotional techniques.

For added interest, a faculty team may be organized to play against the intramural teams. These games may be used to raise funds for special intramural projects.

Rosters. Rosters serve as a valuable means for revealing the activities which are available in the intramural program. Rosters may be used as a questionnaire at the beginning of the school year. Students may be asked to check the activities in which they are interested in participating; thus, the program can be organized accordingly.

School Paper. The school paper should have a column for the intramural activities. Standing in leagues and performance records can be illustrated in the paper. A reporter from the paper should be invited to organizational meetings and be involved in some of the plans.

Units of Competition

Interclass Competition. Every high school student should have some sports activity available which is organized on the interclass basis. The interclass idea also offers one more place where separate records could be maintained for further motivation and participation in striving for excellence.

Homerrooms. The homeroom is used as a unit of competition for academic and administrative purposes. The groups usually remains for at least a semester and in some cases a whole year. This type of organization precipitates loyalties and enthusiasm.

Physical Education Sections. The physical education class is a fine place to organize a unit of competition. The physical education class should not become a period of intramural contests; however, the organization of teams might well be started there.

Residential and Geographical Location. This plan works well when there are well-defined community sections. This plan must be used with care when there are different socio-economic and racial areas involved.

Church Groups. The community may want a church group representation in the program. If the situation warrants, this could be used.

★ Arbitrary Units. It is sometimes necessary to arrange teams arbitrarily by designating leaders and giving them a team name. This type of organization can be used in low-organization activity.

"Choose-up Teams" or Jamboree Organization. Announcement of a tournament on a special day, all interested students appear, captains are chosen on the spot, teams are selected by captains--this can develop into a very popular type of highlight for an annual program and can be done for many sports. This method cannot be the major part of the program but rather provide a change of pace.

Dividing by Alphabet. The names of the participants can be alphabetized, then divided up evenly. The letters are designated team names.

Organization by Grade. The entire school is divided into grade sections such as 7A-1 through 7A-10 for the entire year.

Clubs, Sports, Etc. The various sports and interest clubs provide their own teams. The big drawback is that many students do not belong to any organization and are therefore left out.

Classification Index. The students in physical education classes are very often classified on the basis of ability grouping or classification index. If this is the case the intramural department can follow in the same manner. Some examples of the classification index are as follows:

1. Classification index for boys and girls. This is based on age, weight, and height.
2. Sport skill tests to classify students for competition. In order to insure the capabilities and potentialities for proper placement.

3. AAHPE test grouping on the basis of the seven fitness test composite scores for physical education and intramural programs. Using the criteria, basic, general, accelerated for the competitive groups.

In order to use the AAHPE test the following procedure must be used:

- a. Each test score must be converted to a percentile score.
- b. Add the percentile and divide by seven.
- c. Rank all pupils from top to bottom according to composite score.
- d. Teacher judgment will rank a pupil within a composite score range either up or down according to attitude and effort.

4. Five-item Omaha fitness test

- a. Push ups
- b. Pull ups
- c. Sit ups
- d. Squat through
- e. Jump-reach

5. The use of various motor ability tests

- a. Brace Motor Ability Tests
- b. McCloy Classification Index
- c. Rogers Physical Fitness Index

Health and Safety Regulations

The intramural program should require of all parents an approval card which is applicable to both inter-school and intramural participation.

The practice of health examinations is highly recommended for avoiding health injuries to unfit participants. The measures that the school must take involve supervision of activities, periodic examination of playing equipment, and areas for safety hazards.

In the more strenuous activities there should be a pre-season practice preparation for vigorous competition.

The intramural department must determine a central location for the housing of first-aid equipment and have available on file emergency numbers, parents' numbers, hospital, rescue squad, doctor, and principals' home telephone numbers. The emergency area must also have accident reports available which should be filled out immediately on all accident cases. (See Appendix for form for Accident Report.)

The policy of the school system determining accident reporting and handling of such problems must be available in the centralized intramural area. All staff people are held responsible for knowing the procedures.

All parents should be encouraged to obtain some type of accident insurance that offers complete student coverage.

Rules and Regulations

Orientation. It is impractical and often impossible to formulate rules and regulations that will meet the need of every school and their

intramural programs. The only justifiable approach to the problem is an orientation as to the students' needs and the aims of the rules and regulations to insure agreement with the purposes of the intramural program.

The rules of an intramural program fall into two distinct avenues. These avenues are: Modification of various sports to meet the facilities and the time allotment of this individual school's program. The first avenue must be an outgrowth of a well-guided intramural program alined to the needs of the local school and community participants. The second avenue is for the control and protection of the participants in the intramural program. It is a basic consideration of the overall rules that establish and guide an intramural program to accomplish a goal of meeting individual needs at the local level.

Students who have received varsity letters should not participate in the sport in which they received their award. It may be that award winners should be kept from other activities because of their ability and training which usually ranks them superior in several activities in the program. Rules must be devised for those who drop from the inter-school teams. The rule would involve a waiting period before the participant can become eligible for intramural participation. It is also possible that a player's participation after he is dropped or cut could possibly depend on the decision of the coach who will have a meeting with the director to determine the quality of the player in question for the intramural program.

Limiting Factors. In a sport such as track and swimming, the individual school must decide upon how many events each participant may enter. Three events including a relay is customary in most programs.

Protests. The protest usually arises from officiating difficulty. Pick good officials, train them well, and then back them in every protest difficulty. The other main reason for protests is ineligible participants, either varsity athletes or participants on more than one team.

If a protest does occur, procedures should require that it be first made in writing. The protest must be within a specified time after the contest. The director and/or a committee can investigate the protest and determine the necessary action.

Protests can be held at a minimum of the proper spirit if the program is understood by all the participants and a clear cut line is drawn concerning eligibility of participants. The director and his committee must resolve all problems concerning the protest. All of the protests that come to the director should be handled immediately by either the director or a special committee.

Postponements. The director of the intramural program should make every effort when scheduling games and tournaments to work with other school department sponsors so as to avoid postponement because of a school conflict. As many as possible reasons should be anticipated by the program director to avoid postponements. Unless absolutely necessary, postponements

should not be accepted later than twenty-four hours prior to game time and not at the inconvenience of one team.

Every effort should be made by the intramural director to arrange legitimate postponements. More practice for a team or the absence of a star player are not legitimate reasons. These reasons must be weighed by the intramural director. When an event is postponed, officials and teams must all be informed and ideally, a new playing time adopted. A bulletin board in a centrally located place is ideal for this information.

Forfeits. The general policy must include a time limit by which both teams must appear or forfeit the game. One alternative might be to let the punctual team start with a designated number of points. If the program is using community facilities, then a deposit should be charged each team to discourage any forfeit. If the teams do not forfeit, the deposit can be returned at the end of the year.

Forfeits shall also be assigned when a team or individual violates the rules covering eligibility of participants. The number of forfeits a team has will also determine if that team will be allowed to continue in the intramural program. The director and council will have to determine that number. If both teams are late to a contest, then those teams will play a shortened game. When a forfeit occurs, the team should be immediately contacted to determine the cause of the forfeit. This procedure aids in preventing future forfeits. They appreciate the personal attention of the staff and are pleased to know that an effort is being made to understand their problems.

Rosters. Rosters are a qualification in the intramural program. Each team must file with the director's office a complete team roster with all required information. This roster is due before the season begins. For the fulfillment of this rule there should be a mimeographed form for managers to fill out and submit before a deadline date. Only members of groups for competition in good standing are eligible.

Uniforms. The gym suits and shoes suitable for the activity should be required of all participants in an activity that requires a change of costume. If a change of costume is not required by the participant's activity, then he should be encouraged to wear clean appropriate clothing for participation. The intramural program should provide scrimmage vests or athletic shirts of some kind for participation. Good taste in sport's attire is a part of the intramural instruction program and should be encouraged at every possible opportunity.

Spectator Involvement. Spectators should be welcomed to the intramural program activities. A place to stand or sit should be provided for all events. The spectators at the intramural games are conscious of the caliber of play from intramural teams; they recognize that they are vastly inferior to the varsity.

Spectators should not be charged admission fees and consequently should be informed of their guest role at intramural contests. They should be informed as to the expected behavior; and if they fail to meet expectations, should be dismissed from watching the contest.

The watching of girls' intramural programs by boys may present some problems. The boys are usually very critical of the girls' ability and may tease and harrass them.

The utilization of an event that is less familiar to the boys (field hockey) will cause the boys to become interested in the skill of the game without the usual criticism. In such a case, the boys will be good spectators. This attitude may then along with co-intramural participation provide a good atmosphere for a complete spectator program.

Tournaments. A very important factor in intramural competition is the assignment of the proper type of tournament competition for the specific activity. The optimal objective is competition as long as possible during the particular season or activity period.

It is desirable to vary tournament competition to avoid monotony and to give the participants a wider experience in types of tournaments.

Examples and explanations of various types of tournaments can be found in the Appendix. Also in the Appendix are the forms for the Tournament Report and the Entry Blank for Intramural Tournaments.

Awards and Recognition

Pleasure and satisfaction derived from accomplishment of certain goals is often times sufficient incentive to insure completion of a task. Awards should be used as the means to an end rather than the end itself. From this point of view awards are justified or at least appear to be. The intrinsic values are the important values and they are achieved through the activity.

The awards should consist of ribbons and certificates and possibly a project from a shop or art class for the team effort. Pictures of teams on display may also serve as an award. The school policy on honors convocations might include intramural efforts and be recognized at the end of the semester or year.

The point systems are considered awards because points are awarded on the basis of participation and achievement in the various sports throughout the semester or year.

There is a question as to whether or not the point system is advisable for an intramural program. The merits of the system must be evaluated by each intramural program in their own situation. The system should be simple, fair, uniform, and adaptable. The director must constantly evaluate the system to keep it tuned to the total program. The basic point systems are: (1) intramural only; and, (2) all activities in which students participate. A suggested system is the intramural only. The conclusion of the sport will bring each team points in relation to the order of finish. If ten teams were competing, then first place would receive ten points; second place nine points; third place eight points; etc. This same system may be used for individual activity. Insofar as possible, the system should augment the intramural program so that it adds interest and encourages participation but does not become the participants main objective. The major consideration is the equality of participants to earn points and the fairness with which points are distributed. Another major consideration is that the system must be very simple for all to understand. It should be simply recorded as an up-to-date

ranking of teams at the conclusion of each sport. There are many arrangements possible; these problems must be worked out by the local intramural director and his council.

Budget and Finance

It is recommended that the entire intramural program be financed by funds allotted by the school system on the basis that intramurals are an integral part of the whole educational program. Intramural programs at the public school level augment the physical education program and the objectives of education.

It is further recommended that each intramural program will sponsor either one or two fund raising activities during the entire year in cooperation with community resource people. The funds will be used to cover expense of awards and other miscellaneous fees. In general, intramurals will function best when no admission is charged. Budget considerations that must be examined for any program are:

1. Leadership. The intramural director may be assigned intramural responsibilities as a part of his teaching assignment. Directors may be hired on a part-time basis. He may be granted extra pay or allowed time off from other duties during the regular school day.
2. Equipment and Supplies. The equipment and supplies should be part of the physical education budget. Five to ten percent of the total physical education budget should be for the intramural program.

When facilities and equipment are used for intramural activities apart from the school location, it may or may not be necessary for expenses to be borne by the participants; i.e., for bowling, skating, etc.

All financial matters of the intramural program must be in writing. Accounting procedures should be utilized concerning all cash transactions.

Records

The director who is interested in his program will be interested in keeping records. Record keeping, however, should never become so important that time is devoted to lengthy tabulation that could better be devoted to working with students.

Records should not be kept merely for the purpose of having available figures but should be meaningful and of value to the director, managers, sponsors, students, and advisors.

A system of record form cards should be established by the director and the council. An example of the form cards will be found in the Appendix (sample forms).

Records for the intramural program should:

1. Provide material for measuring the extent of the program.
2. Provide material that is informative to complete staff personnel.
3. Provide reports that justify provisions of needed equipment, facilities, and personnel.
4. Indicate order of popularity of activities.

5. Present an accurate picture of the intramural program.
6. Provide aids in administering the program.
7. Provide indication of percent of participation among the student body.
8. Provide a basis for guidance counseling.
9. Show interest and growth in different activities.
10. Serve as a stimulating device to certain groups.
11. Provide for awards or other honors among participants.
12. Illustrate the use of facilities.
13. Indicate officiating personnel.
14. Provide sports' information in certain activities.
15. Show evidence of parental permission.

IV. SUMMARY

The investigation in the selected schools discovered guidelines pertinent to each program. The effect these guidelines had on their schools were examined and evaluation in Chapter IV. Guidelines to determine the essential program builders were then proposed.

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APPENDIX

A. Forms

B. Tests

C. Records and Samples

Forms

INTRAMURAL QUESTIONNAIRE

81

This questionnaire is designed to determine the type of programs offered in the Omaha metropolitan area.

Please check the appropriate blanks in the questions below and return it as soon as possible in the enclosed envelope. Thank you.

Peter Rigatuso

1. If the following activities are a part of your program, indicate by placing a check () in the appropriate space whether it is designed for boys, girls or is co-intramural. Also, if the activity is taught before it is offered in the intramural program, indicate by placing an "x" in the appropriate space.

Activity	Boys	Girls	Co-Int.	Activity	Boys	Girls	Co-Int.
Archery				Hockey			
Badminton				Horseshoe			
Baseball				Iceskating			
Basketball				Rifle Shooting			
Bicycling				Rollerskating			
Bowling				Rope Jumping			
Casting				Rowing			
Checkers or Table Games				Shuffleboard			
Cross Country				Sledding			
Dancing-Social or Square				Soccer			
Drill Team				Softball			
Field Hockey				Speedball			
Fitness Class				Swimming			
Football(Touch)				Table Tennis			
Four Square				Tennis			
Golf				Tetherball			
Gymnastics				Track & Field			
Handball				Tumbling			
Hiking				Volleyball			
Horseback Riding				Weight Lifting			
				Wisket			
				Wrestling			
				Other			

2. A. When are your intramural activities scheduled ? A.M. ___ Noon ___ P.M. ___
 B. Do you have simultaneous scheduling*? Yes ___ No ___
 C. Are your activities seasonal? Yes ___ No ___

*Simultaneous scheduling is the scheduling of both boys and girls activities at the same time but in different places.

3. Does your program have a director? Yes ____ No ____

4. If your program has written policies, in which area do they operate?

Awards and Recognition	_____
Budget and Finance	_____
Curriculum	_____
Health and Safety Rules	_____
Leadership Responsibilities	_____
Promotional Techniques	_____
Records	_____
Rules and Regulations	_____
Scheduling	_____
Tournaments	_____
Units of Competition	_____

5. What promotional techniques are used to promote your program:

Bulletin Boards	_____
Circular	_____
Handbook	_____
Mass Media	_____
Meetings	_____
Roster	_____
School paper	_____
Other _____	_____

6. Place the following headings in numerical order according to their degree of handicap in your program:

Facilities	_____
Money	_____
Organization	_____
Students	_____
Supervision	_____
Time	_____
Other _____	_____

MAINTENANCE REQUEST

Physical Education Department

Instructor _____ Date _____

The following work is needed on _____
(area or equipment)_____
for intramural activities _____ (date) _____ (hour)
physical education class work _____

Specific Instructions:

ENTRY BLANK
FOR
INTRAMURAL TOURNAMENT

Name of Sport _____ Season _____

Group _____ Manager _____ Phone _____

Total Number of Members in Group _____ Participating _____

	Team Members (last name, first name)	Year of Grad.	Participation Practices	Record Games	Medical Approval
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

League _____ Standing _____

No. Games Won _____ Points Received _____

No. Games Lost _____

Note: Entry blank must be returned to the Office of the Department of
Physical Education not later than _____

Sports Manager _____

Telephone No. _____

INDIVIDUAL POINT RECORD

Name _____ Year of Graduation _____

Local Address _____ Phone _____

[illegible]

Officiating	Term	Year	Pts.	Term	Year	Pts.	Term	Year	Pts.	
Referee										
Umpire										
Scorer										
Timer										
Total Points				Total Points				Total Points		
Total Officiating Points										

EQUIPMENT CHECK OUT FORM

Location

Leader in charge of
Equipment & Supplies

Week or Month

Received by	Supplies or Equipment	Activity	When		Leader or Person Checking in Equip.
			Out	In	

PARENTAL PERMISSION FORM

ACTIVITY FOR PARTICIPANT

PERMISSION IS HEREBY GRANTED _____ BOY GIRL
 (Name of Participant) (Circle One)

TO PARTICIPATE IN A PHYSICAL-RECREATIONAL ACTIVITY PROGRAM SPONSORED BY

 (Name of sponsoring unit)

WHILE UNDER THE SUPERVISION OF THE PERSONNEL ASSIGNED BY THE ABOVE SPON-
 SORING AGENCY, I WILL NOT HOLD THE ABOVE UNIT RESPONSIBLE FOR ANY IN-
 JURIES INCURRED WHILE PARTICIPATING. REALIZING THAT ALL PRECAUTION WILL
 BE TAKEN, I WILL NOT HOLD THE ABOVE AGENCY RESPONSIBLE FOR ANY AND ALL
 PERSONAL GEAR LOST.

 Signed by: PARENT GUARDIAN
 (Circle One)

ADDRESS OF SIGNER _____ TELEPHONE _____

* * * * *

NAME OF PHYSICIAN _____

ADDRESS OF PHYSICIAN _____ TELEPHONE _____

* * * * *

PARENT: Please sign and have your youngster return the permission form
 to the Intramural Leader. Your interest and consideration in
 this activity is appreciated.

ACCIDENT REPORT

Name of Student _____ Name of Instructor _____

Time of Injury _____ Date of Injury _____

Activity participating in when injured _____

Instructional Class _____

Intramural _____

Extramural _____

Description of how the injury occurred and the nature of the injury:

Procedure Followed:

1. Health service called _____ By whom _____

2. Student taken to health service _____ to hospital _____

By what method was student moved? _____

3. Physician reported to care for the case _____

Name of physician _____

Reason called: At request of student injured _____

By reference from health service _____

Other _____

Follow-up:

1. Nature of injury _____

2. Recommendation as to time out of activity _____

3. Student returned to activity _____

4. Additional remarks _____

TOURNAMENT REPORT

Name of Sport _____ Year _____

List names of teams and number of participants on each team: _____

Number of leagues or sections _____

Number of teams in each league or section _____

Total number of teams participating _____

Total number of individuals participating _____

Number of Seventh Graders _____

Number of Eighth Graders _____

Number of Freshmen _____

Number of Sophmores _____

Number of Juniors _____

Number of Seniors _____

Number of Graduate Students _____

Method of selecting participants (include requirements for eligibility): _____

Games started _____ Games finished _____

Type of Tournament _____

Officials _____

Attach alphabetical list of participants, grouped according to teams.
Indicate year of graduation.

Remarks and recommendations for next year: _____

Sports Manager _____

Activity Advisor _____

Tests

1. Circulatory-Respiratory Tests

Cureton All-Out Treadmill Test
Henry Test of Vasomotor Weakness
MacCurdy-Larson Organic Efficiency Test
Schneider Cardiovascular Test
Turner Test of Circulatory Reaction to Prolonged
Standing
Tuttle Pulse-Ratio Test

2. Anthropometric, Posture, Body Mechanics Measurements

Cureton-Holmes Test for Functional Fitness for Feet
Cureton-Gunby Conformateur Test of Antero-Posterior
Posture
Cureton-Wickens Center of Gravity Test
Cureton Technique for Scaling Postural Photographs and
Silhouettes
Cureton-Grover Fat Test
Cureton-Tissue Symmetry Test

3. Muscular Strength, Power and Endurance Tests

Anderson Strength Index for High School Girls
Carpenter Strength Test for Women
Cureton Muscular Endurance Tests
Larson Dynamic Strength Test for Men
MacCurdy Test of Physical Capacity
McCloy Athletic Strength Index
Rogers Physical Capacity Test and Physical Fitness
Index
Wendler Strength Index

4. Flexibility Tests

Cureton Flexibility Tests
Leighton Flexometer Tests

5. Motor Fitness Tests

Bookwalter Motor Fitness Tests
Cureton-Illinois Motor Fitness Tests
O'Conner-Cureton Motor Fitness Tests for High School
Girls

6. General Motor Skills Tests

Brace Test of Motor Ability
Carpenter Test of Motor Educability for Primary Grade
Children
Cozens Test of General Athletic Ability
Humiston Test of Motor Ability for Women
Larson Test of Motor Ability for Men
Johnson Test of Motor Educability
Iowa Revision of the Brace Motor Ability Test
Metheny Revision of the Johnson Test
Pwell-Howe Motor Ability Tests for High School Girls
Scott Test of Motor Ability for Women

7. Sports Skills Tests

Borleske Touch Football Test for Men
Cureton Swimming Tests
Cureton Swimming Endurance Tests
Dyer Backboard Test of Tennis Ability
Johnson Basketball Test for Men
Lensten Basketball Test for Men
Rodgers-Health Soccer Skills Test for Elementary Schools
Russell-Lange Volleyball Test for Girls
Schmithals-French Field Hockey Tests for Women
Young-Moser Basketball Test for Women

Records and Samples

SAMPLE

METHOD OF KEEPING INDIVIDUAL AND TEAM COMPETITION STANDINGS

Team record information may be acquired from the game-to-game schedule or from daily game score cards. This information can then be figured on the percentage basis or on a point system.

The results of the individual and team standings should be posted on a bulletin board or at other designated areas.

SAMPLE: TEAM STANDINGS

(Point system used)

LEAGUE: AMERICAN

ACTIVITY: SOCCER

SEX: G B (Circle One)

GRADE LEVEL: 7 8 9 10 11 12 (Circle One)

AGE: 13 14 15 16 17 18 (Circle One)

TEAM	WON	LOST	FORFEITS	TIES	TOTAL
ROBINS	5	1	0	0	16
CROWS	4	2	0	0	14
CATBIRDS	3	3	0	0	12
CARDINALS	2	3	1	0	8
BLUEBIRDS	1	3	2	0	4

Three points for win; one for loss; two points for tie; minus one point for forfeit.

Percentage system: Win divided by games played

Similar systems may be worked out for individual competitive activity.

S A M P L E P R O G R A MHigh SchoolSpecial Events

1. Track and Field Meets
2. Softball and Field Meets
3. Basketball Skill Contests
4. Relay Carnival
5. Play Days

Fall ProgramBoys (Field-2 times per week)

Football

Tetherball

Tennis

Girls (Field-2 times per week)

Soccer

Speedball

Archery

Boys (Gym- 2 times per week)

Volleyball

Table Tennis

Girls (Gym-2 times per week)

Volleyball

Kickball

Co-recreational (once per week)

Dance (Social or Folk)

Tennis

Badminton

Shuffleboard

SAMPLE-INSTRUCTOR'S EVALUATION SHEET

(Answer Yes or No)

- () 1. Are the purposes of the program clearly stated and understood:
 () a. by pupils?
 () b. by personnel?
 () c. by parents?
 Comments:
- () 2. Have the purposes been achieved?
 Comments:
- () 3. Has the use of staff, officials and pupil leaders been satisfactory?
 Comments:
- () 4. Are public relation and communication devices sufficient for reaching parents, pupils, and personnel?
 Comments:
- () 5. Is the program of activities adequate and varied?
 Comments:
- () 6. Are changes needed in schedules and time allotment?
 Comments:
- () 7. Are modifications in playing rules and areas needed?
 Comments:
- () 8. Have health and safety of pupils been protected adequately?
 Comments:
- () 9. Are methods for keeping records satisfactory?
 Comments:
- () 10. Are facilities, equipment, and supplies adequate?
 Comments:

RECOMMENDED DIMENSIONS FOR GAME AREAS

	Jr. High	Sr. High	Area Size (sq.ft.)
Basketball	42' x 74'	50' x 84'	5,000
Volleyball	25' x 50'	30' x 60'	2,800
Badminton		20' x 44'	1,800
Paddle Tennis		20' x 44'	1,800
Deck Tennis		18' x 40'	1,800
Tennis	36' x 78'	36' x 78'	7,200
Field Hockey		180' x 300'	54,000
Horseshoe	10' x 40'	10' x 50'	1,000
Shuffleboard		6' x 52'	648
Lawn Bowling		14' x 110'	7,800
Tetherball	10' circle	12' circle	
Croquet	38' x 60'	38' x 60'	2,275
Handball	18' x 26'	20' x 34'	1,280
Baseball		350' x 350'	122,500
Archery	50' x 150'	50' x 300'	20,000
Softball (12" ball)	200' x 200'	250' x 250'	62,500
Football			
440 yd. track			
220 straight away		300' x 600'	180,000
Touch Football	120' x 300'	160' x 360'	68,400
Six-Man Football		120' x 300'	49,500
Soccer		165' x 300'	57,600

TOURNAMENTS

Single Elimination

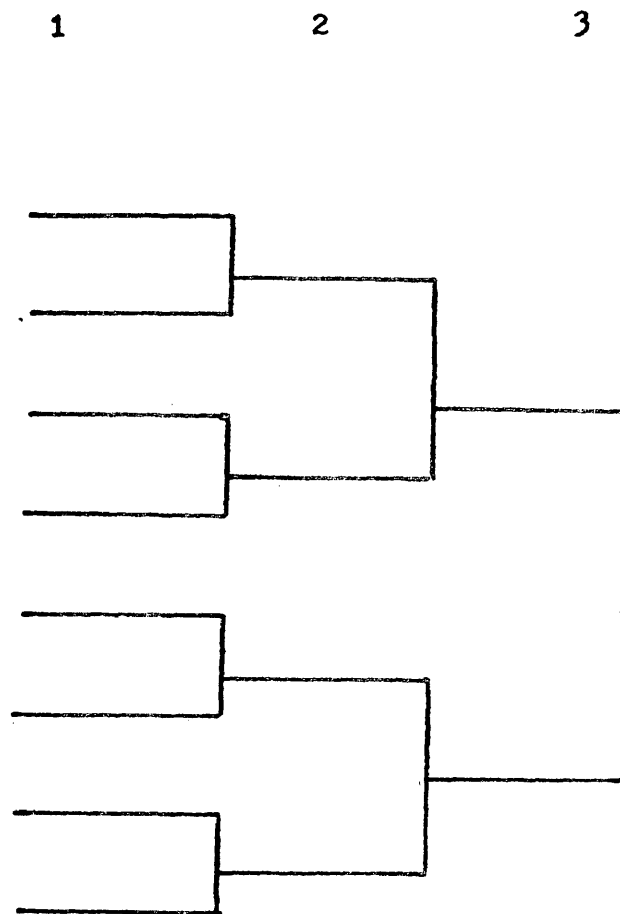
Single elimination is the shortest route to a team or individual championship. Single elimination is recommended for lack of time and inadequate facilities to determine the winners. The single elimination teams in a tourney should be posted on bulletin boards with names and telephone numbers and deadline dates listed.

In this tournament the first round losers or beyond are permitted to compete for the consolation championship. The other interesting aspect of this type of tournament is the practice of seeding of opponents. This practice is to select the best teams or individuals and place them in a bracket so that they will not meet in the early rounds of the tournament. Two or four entries may be seeded usually the four best are seeded in a sixteen bracket tournament.

Tournaments that have an odd number of teams require the bye system to establish rounds. The team in the bye bracket does not play a game in the first round. All byes must be in the first round. To determine the number of byes for a given tournament, the number of entries must be subtracted from the next higher perfect power of two. For example, if there are thirteen teams, the next power of two is sixteen, and thirteen from sixteen will allow three byes. The byes should be placed at the top and bottom of the tournament draw sheet.

The single elimination works best if participants are all strong or their strength is completely unknown.

The figure below illustrates the manner in which a single elimination tournament is structured:



Double Elimination

This tournament may have either odd or even entries in competition. Two defeats eliminates an entry from the tournament. The losers in round one, two, and three move to a lower class or losers bracket. The teams which advance farthest in either bracket meets each other in the final game. Should the winner of the loser's bracket defeat the winner of the first round bracket, the teams are rematched for the championship until one team will have lost twice.

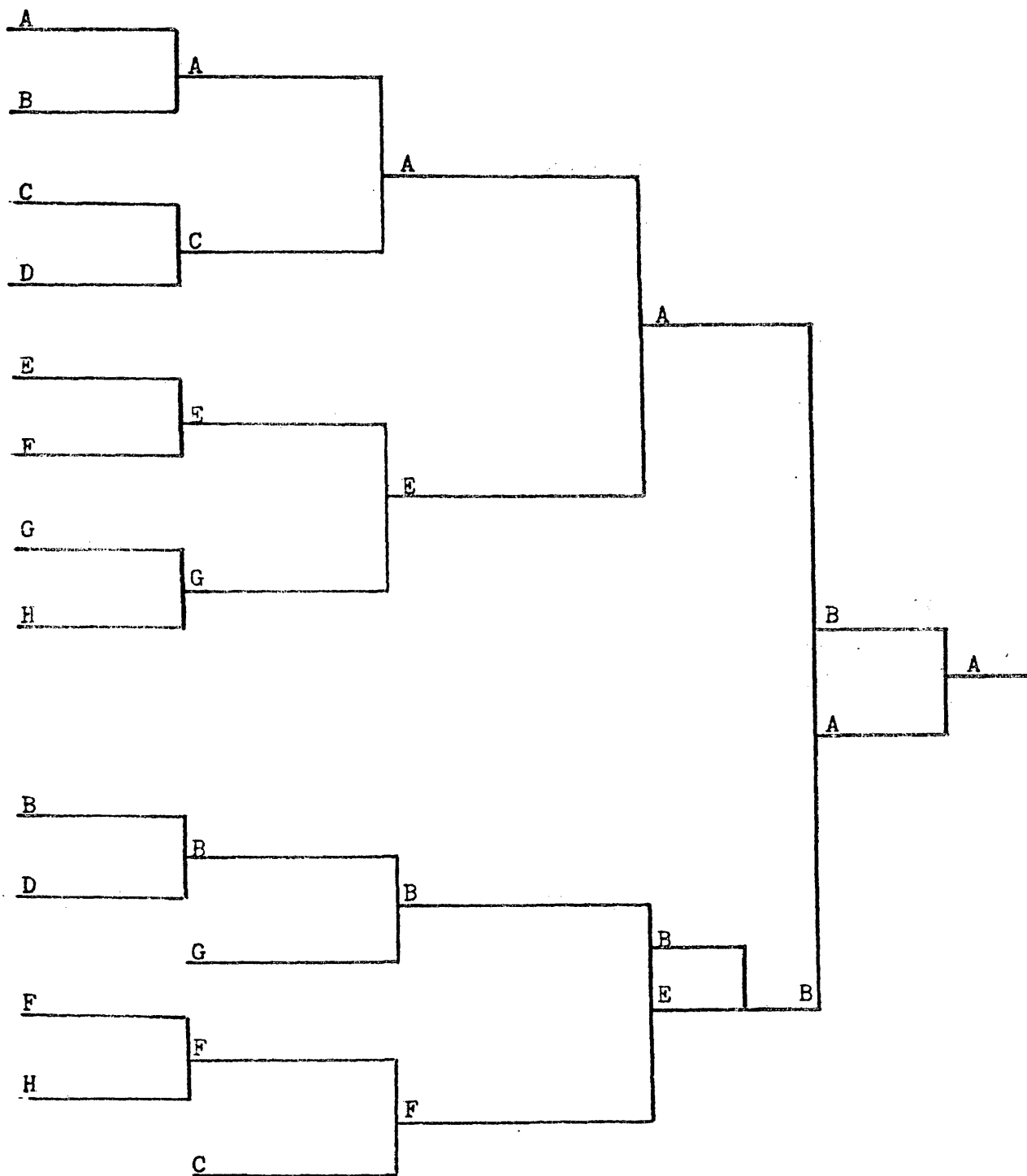
This type of tournament is seldom used when the number of entries is over eight teams or individuals.

The figure on the following page demonstrates the procedure used in the double elimination tournament.

Ladder Tournament

This type of tournament is almost self operative once it is organized and started. If a champion is to be declared, there should be a deadline date established at the onset of the tournament so that all players have an equal opportunity to reach the top and stay there by virtue of their superiority.

The best procedure is to seed the best participants at the ladder top. If this procedure is followed, then any participant in the ladder may challenge any of the first three. When the higher participant loses, he is placed below the place of his challenger. If participants are placed by lots, then they can only challenge the step above them. If the lower wins, they exchange positions. Ordinarily, any player above



that receives a challenge must play within a stipulated length of time or forfeit his position. Once the participants have met, they cannot meet again until each has played with one other contestant.

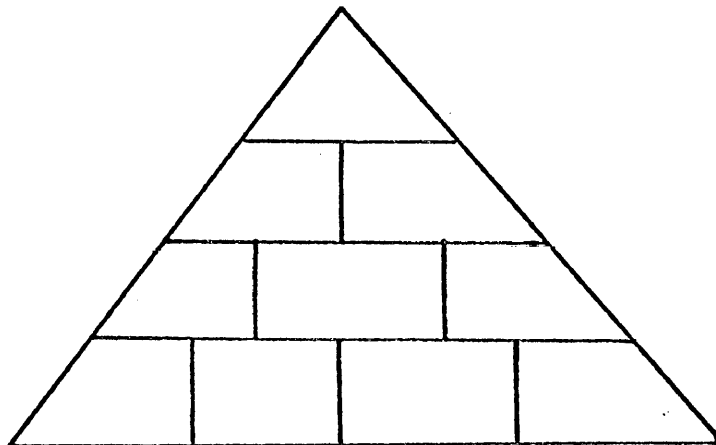
The figure below is an example of how the ladder tournament functions:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Pyramid Tournament

This is actually a different form of the ladder tournament. One participant may challenge any other participant in his own horizontal row; and if he is successful, he may challenge anyone in the row above. If the participant is again successful, the two change places, up and down. Before a participant can move up, he must win the horizontal challenges.

The figure below illustrates the use of a pyramid tournament:



Round Robin Tournament

The most satisfactory method of organization for a tourney, if time and facilities allow, is the round robin tournament. A round robin tournament can either be a single or a double schedule. The teams provide the best competition if they are divided into balanced leagues.

In the single round robin, each team plays other teams once and in the double round robin each team twice.

Round Robin Schedule for Even Numbered Teams

1 vs 2	1 vs 8	1 vs 7	1 vs 6	1 vs 5
8 vs 3	7 vs 2	6 vs 8	5 vs 7	4 vs 6
7 vs 4	6 vs 3	5 vs 2	4 vs 8	3 vs 7
6 vs 5	5 vs 4	4 vs 3	3 vs 2	2 vs 8

Round Robin Schedule for Odd Numbered Teams

7 vs Bye	6 vs Bye	5 vs Bye	4 vs Bye	3 vs Bye
6 vs 1	5 vs 7	4 vs 6	3 vs 5	2 vs 4
5 vs 2	4 vs 1	3 vs 7	2 vs 6	1 vs 5
4 vs 3	3 vs 2	2 vs 1	1 vs 7	7 vs 6