THE INTRAMURAL HANDBOOK

by Carl D. Voltmer, Tom Scott and Vernon Lapp

for – E. R. Elbel

Thanks.

V. W. Laffs

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BURGESS PUBLISHING CO. - 426 SOUTH SIXTH STREET - MINNEAPOLIS, MINN.

ACKNOWLEDGMENT

The authors wish to express their gratitude to all those teachers of physical education whose cooperation make much of the content of this book possible. They wish particularly to thank Dr. C. H. McCloy of the University of Iowa, Miss Helen Manley of the public schools of University City, Missouri, and Professor Frank Martin of Central Missouri State Teachers College for their many helpful criticisms and advice.

The Intramural Handbook

This new book offers a concise but thorough discussion of a well rounded intramural program. It is a useful though inexpensive aid to instructors in this field and students preparing for this work. Objectives of the program are listed. Administrative problems such as organization of competition, corecreation, publicity and promotion, awards and records are considered. Tournament drawings of every sort and of various sizes are illustrated. Point systems are discussed. Suggestions are offered throughout which the authors have found practical in their own experience. This experience covers much active participation in athletics and teaching in grade school, preparatory school, public high school, college and university. The book is nothing if not practical.

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"The Game Is On"

CHAPTER I

PHILOSOPHY AND PURPOSES

It may be well to inquire first what is meant by the term, intramurals. We are using it as an abbreviation of the two words, Intramural sports. The many other fine activities sometimes included in the school point program, such as music and debate, are not included in this book.

Intramurals are our oldest type of school physical education. One is likely to think of intramurals as something new in the program; as a matter of fact, these contests within school communities were their first forms of competitive sport and preceded both the required program of physical education and the interscholastic and intercollegiate (varsity) teams of today. So, in seeking expansion in this field, as so many schools are now doing, they are only returning to their first love.

At the present time intramurals are growing rapidly throughout the country. They are without question the field of most rapid development in school physical education. Here is a field in which active sports practice is open to all who are interested. With adequate direction common, it is to be hoped that everyone who wishes it may find opportunity for engaging in interesting competition at his own level.

What reasons lie behind this growth? The history of intramurals antedates that of varsity competition. In these early days, of course, intramural programs were unorganized and at first entirely under student control. With the growth of varsity sports this field has been a little neglected by students and faculty alike. The interest which was focused on physical education and development, as a result of the information revealed by the medical examinations of the selective draft during the World War, resulted in a wave of enthusiasm throughout the country for a developmental activity program. The need for able bodied men for both military and civil life stood out clearly. It was evident a broader base for this program than that offered by the limited competition of varsity sports was required. This demand has done much to boost the development of the intramural programs. Present unsettled world conditions will work in the same direction. The growing realization among physical educators of the need for wider service to all has also done much to speed the growth of intramural athletics.

The age range at which intramural programs are suitable is wide. It starts with a period when boys and girls find competitive group games holding a steady and compelling interest for them. This is usually about the fifth or possibly sixth grade in school, and sports continue to hold the interest of the students from here on through high school and through college.

The relation of intramurals to the rest of the physical education program and the place of intramural athletics in this program are of interest. A big and growing part is being played by these activities. There are many reasons why this is true. Let us inquire into the philosophy behind intramurals. They are primarily recreational and primarily must be fun. America and Americans have thrived on competition, and friendly competition is the back-bone of the whole intramural program. After the student develops a taste for sport, there is every likelihood that he will develop a "carry over" interest in sports beyond school years. Participation in sports--an important part of living and getting fun out of it--is dependent upon one's philosophy and way of life. With the present emphasis on "worthy" use of leisure time, it is important to credit physical activities with recognized recreational values. Such values these sports certainly have.

There should be no conflict between varsity athletics and intramural athletics. The broad intramural program serves as a base for the intercollegiate apex of these activities which will find the most skillful and most gifted competing on varsity teams. Strong programs in both fields should go hand in hand, not conflict with each other. The most interested fans are those who know something about the sport being watched. The most enthusiastic rooters at sports contests are likely to be small boys who know something, on their own level, of competition in the same sport. Intramural competition is designed primarily for the non-varsity player. The varsity squad is closed to the majority of boys in a big school. The intramural program takes care of these boys by providing a broad base of competition adjusted to proper levels for each individual.

The time alloted in most required programs is so short that they must be used primarily for teaching programs. The opportunity to practice these teachings must come after class hours. Intramural programs and required work complement each other nicely in this respect. It is thus possible to get in the several hours practice daily of physical activities which are recommended at school age by Hetherington* and other authorities.

SPECIFIC OBJECTIVES

The general administrative aim for intramurals should be a broad service program which many students will engage in and enjoy. It is well to recognize that not all students able to participate will be interested. Some people seem constitutionally opposed to exercise. Any program whose participation depends upon interest alone will find many that cannot be reached. A well-rounded program should, however, reach the majority.

Administrative objectives can be listed as follows:

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

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

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

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

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* Hetherington, C. W. School Program in Physical Education

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

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

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

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

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

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

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

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

STUDENT OBJECTIVES

1. To experience competition. The competitive way has been largely the American way. It has a natural appeal. It is desirable that it should be turned into proper channels and made useful. Nearly all people enjoy competition if a contest is fairly even. Important disciplining on the social and character side results from the pressure of competition. This is a laboratory for citizenship.

2. To have fun. Relaxation and recreation are as necessary in school life as to any other phases of it. If, as a result of the intramurals program, students can learn to play, the program has been of real service.

3. To learn cooperation and self-control. These qualities are more and more necessary in daily life. Some group games will be necessary so that the individual can learn to submerge himself within the group and to do those things that serve team interest. Rubbing elbows on the field and around the locker-rooms with teammates and competitors furnishes an opportunity for learning things worthwhile socially. Friendship and comradeship developed incidentally, as a result of people's meeting in competition and among one's own team are some of the most enduring which result from school association. These benefits are not all inherent in this program but depend largely on proper management.

4. To learn to use leisure time wisely. Modern sedentary living requires a balance of physically active recreation. Probably the best recreation that can be obtained is that sort which will require exercise and outdoor play. The skills resulting from school competition can be the basis of carry-over interest here. It is important that we emphasize living in school as well as getting ready for living later.

5. To acquire a knowledge of and liking for sports. We tend to like the sports in which we excel. Some skill is necessary to develop sufficient interest to insure carry-over. The future wise use of leisure time then, may be partially guaranteed by this program.

6. To develop bodily grace, strength, and stamina. Good posture is a social, psychological, and physical asset. Sufficient strength to meet the ordinary demands and occasional emergencies of daily living is essential. Graceful and efficient use of the body in all types of physical activity is a worthwhile thing in itself. All of these may be aided by practice of physical activity. The most interesting practice is in sports competition.

CHAPTER II

ORGANIZATION, TOURNAMENT DRAWING, AND CLASSIFICATION

The organization of intramural competition depends upon many things; the facilities available, the type of sport or contest involved, the number of contestants, etc. The type of organization that is to be used should be well thought out and applied with dispatch. A tournament well begun is half done.

BASIS OF COMPETITION

It is constantly shown that students enjoy intramural competition in a direct ratio to the evenness with which they are matched. No team or individual likes to be badly beaten. If a team is continually defeated by big scores, that team will tend to disintegrate, causing an undue number of forfeits and a general mixup in the tournament schedules. For this reason one should try to set up and maintain teams of equal ability. There are several methods of equating teams though these vary with the various activities.

For both boys and girls in the elementary and junior high schools McCloy* developed a formula that has been checked by additional investigators in this field. The results are nearly identical when translated into the same terms. McCloy's formula is: 20A+6H+Wt. A is age in years, H is height in inches, and Wt is weight in pounds. The use of this formula is not a complicated technique as it involves only three simple additions. The age, height and weight can be quickly determined at the start of a semester and filed for use or can be taken from the records of the physical examination.

After the classification index has been computed, the contestant's score is placed in a single column ranging from high to low. The teams can be picked by any rotational method, which depends largely upon chance, and no charge of partiality can be held against the intramural director.

The same technique can be used for boys in the senior high school. It was used in the fall of 1938 by Mr. L. R. Perry, Director of Physical Education, for the Lawrence, Kansas public schools in his fall playground ball tournament. He reports that it worked very well and that all teams in the round robin won some of their games. In the high school range the age (in years) of the formula is limited to 17 years. If students are older than seventeen the formula becomes 20 X 17+6H+Wt.

A similar technique of classification has been worked out in California by Neilson and Cozens.** By use of an exponent system, they have reduced the formula depending on age, height and weight to a system of adding, and have their classifications worked out into eight groups. Their system also lends itself to the frequency distribution method of picking teams, and for all activities their groups can be modified to suit the local situations.

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* McCloy, C. H.: Tests and Measurements in Physical Education. New York: F. S. Crofts and Company, 1939.

** Neilson, N. P. and Cozens, Frederick W.: Achievement Scales in Physical Education Activities for Boys and Girls in Elementary and Junior High Schools. New York: A. S. Barnes & Co., 1934.

Satisfactory methods of classifying girls of high school and college ages have not been so well worked out. Some type of rotational method of choosing can be used fairly satisfactorily.

For the high schools and colleges a "Star list" has been used successfully. The use of a star list depends upon the team managers and intramural directors being acquainted with the group of students involved. A list of the best players is compiled by team managers, and posted as a "star list". Each team is then limited to two or three of the stars. This type of organization cannot be used successfully unless the tournament is open to all school members as contrasted with a system of inter-fraternity contests. If some such plan is not used, two or three managers are likely to "corner" all the available talent and ruin the competition in their leagues.

Other methods of organization are built around some central unit such as a club, a fraternity, a class, a home room, town ward, dormitories, etc. Each unit submits a team or a contestant and the tournament is drawn.

Another method of equalizing competition is on the basis of one round of play and then putting the poorer players in one league and the better ones in another. Where all are playing for fun anyway, both leagues will get more enjoyment out of this method of dividing talent.

TOURNAMENTS

Round Robin Tournament

The round robin tournament provides more competition than any other type for the contestants. It also takes longer to run and makes necessary more facilities if large numbers are involved. The round robin tournament is simple to draw by the rotational method. The technique is the same for both an even and an odd number of teams. The technique is shown for five and six teams.

For Six Teams

First Round	Second Round	Third Round	Fourth Round	Fifth Round
1-6	1-5	1-4	1-3	1-2
2-5	6-4	5-3	4-2	3-6
3-4	2-3	6-2	5-6	4-5

For Five Teams

First Round	Second Round	Third Round	Fourth Round	Fifth Round
1-bye	5-bye	4-bye	3-bye	2-bye
2-5	1-4	5-3	4-2	3-1
3-4	2-3	1-2	5-1	4-5

The only difference is that in an even number of teams the number "1" team is not moved while all others are rotated one place in a counter clockwise direction. In the odd number of teams the "bye" is held still and all others rotated.

If one keeps in mind that "1" or "bye" is not moved in the even and odd numbered tournaments respectively, there is no reason for mixing up the tournaments or for forgetting the method. Other methods for the drawing of round robin

tournaments can be found in print, but in recalling them, the memory may play tricks on one while he is in the process of making a tournament and his reference book is elsewhere. For tournament drawings using 4 to 12 teams see appendix. For finding the number of games necessary to play for any round robin, substitute into the formula, $\frac{N\ (N-1)}{2}$. For example, a 12 team round means $\frac{12\ (12-1}{2} = \frac{12 \times 11}{2} =$ 66 games. If you do not have the time or facilities to play 66 games some method other than the round robin must be used.

Combination Round Robin

A combination round robin and elimination tournament could be worked by dividing the 12 teams into 2 leagues of 6 teams. By applying the formula one can see that it would take 15 games for each league to play a round robin schedule. The two highest in each league could enter an elimination tournament and a championship could be reached in 3 additional games, or in this case, a total of 33 games would reach a championship. By this method no team would be eliminated until it had played at least 5 games. In other words, don't put many teams in a single league if the number of games must be held down.

Double Round Robin

In case of a smaller league like a 6 team league, where 5 games each are not enough, a double round can be played. This involves the playing of the same schedule over, thus allowing each team to play 10 games.

Partial Round Robin

Dr. Elbel of the University of Kansas has a scheme for playing a partial round robin tournament that works out well. For instance, a 44 team group will be divided into 4 leagues of eleven each and then a partial round is played in which each team plays 6 games in its league. The two or three teams standing the highest in their league are placed in the play off elimination tournament where a sport championship is determined. For drawings of the partial tournaments, see the appendix.

Single Elimination Tournament

The single elimination tournament is used when a quick championship is desired. The formula (N-1) will quickly tell how many games are necessary to be played to finish the contests. For example with 13 teams, substitute in the formula, 13-1= 12 games. In the actual drawing of a tournament some multiple of 2 must be used. For example, 4, 8, 16, 32, 64, etc. If you wish to play "N" teams then the next larger multiple of two must be used in the drawing. If N= 9, 13, or 16, a 16 team drawing must be used. If N=17, 21, or 30, a 32 team drawing is used. Assuming a 13 team contest the procedure would be as follows: (see figure 1)

1. The number of byes is determined by subtracting the number of teams from the multiple of 2 used. In this case 16-13=3 byes.

2. Place the byes on the drawing sheet so that an even number of byes is in the upper and lower halves of the tournament. In case of an odd number of byes the smaller number goes to the top. In this case, with 3 byes, one is placed on the top line and two are placed in the lower half as shown on the drawing sheet.

3. The 13 teams, numbers, or names are placed in a container and are drawn and placed in the remaining lines. The names are shown as letters with teams A, E, and D, advancing to the second round by virtue of drawing the bye positions.

By checking the number of games on the drawing sheet, one can see that it is necessary to play 12 games before L is crowned with the championship. This verifies the result obtained by the formula (N-1).

Seeding

It is sometimes desirable to seed some players or teams that are known to be much better than others. In the case of the 13 contestant size tournament, four players could be seeded so that they would not meet until after the second round games are played, provided that they survive. This prevents the good teams from eliminating each other in an early round. In seeding a 13 team tournament, let us assume that teams A, C, G, and L, are outstanding and are named in order of their excellence. (See figure two) The steps are as follows:

1. Place teams A and C on opposite halves of the drawing sheet, for example lines 1 and 16.

2. Place G and L in the quarter positions in lines 5 and 11 by drawing.

3. As there are 13 teams it is necessary to give 3 byes, one in the upper half and two in the lower half. Put the line numbers of 2, 3, 4, 6, 7, and 8 in a container and draw the bye. (Number 7 wins.)

4. Draw the other two byes from lines 9, 10, 12, 13, 14, and 15. (15 and 13 win.)

5. Draw the teams to the remaining lines.

The method of seeding outlined is not that of the United States National Lawn Tennis Association. Their method can be easily found in their publication, "The Annual Lawn Tennis Guide". In the method outlined, the seeded players are given byes only as they can draw them in competition with the remaining players. In other words a seeded player or team is not given any obvious advantage such as a bye, excepting on the basis of chance, which is also open to the other teams. This is more fair to all, especially to "Dark Horses" who are better than they were rated.

Consolation Tournaments

In one type of consolation tournament, the losers in each round play each other and remain in the running for the second and the third place in the tournament. This also means that all teams will play at least two games before they are eliminated from all tournament consideration.

In the other type of consolation tournament only the losers in the first round matches are allowed in the consolation matches. These are played supplementary to the main tournament. The losers can thus get on with the consolation playoff without holding up the play, waiting on second or third round losers. Both types are shown in Fig. 3 where the first round losers of the single 13 team elimination tournament illustrating seeding (Figure 2) have been placed in the brackets above the dotted line. In the brackets below the dotted line, the additional losers have been placed as the main tournament progressed. As the winners move to the right, they are matched with teams of equal standing. For example, in the C and D match, team D lost one game and won three, while C lost one game and won three. In the final game C is matched with A for second place in the tournament where C, the loser, was awarded third place.

Bagnell-Wild Tournament (Elimination)

The Bagnell-Wild tournament is a special type of elimination tournament that makes possible a more accurate picking of the second and third places. In the tournament showing the technique of seeding, Fig. 2, team G won the championship. It is possible that team G eliminated from competition some team that is better than team A, the other finalist. For this reason, all the teams that were beaten by team G previous to the championship game are placed in a new elimination tournament to see who shall play A for second place. In this case teams H, F, and C were defeated in the order named. H, F, and C play as shown in the drawing, Fig. 2A, and the winner plays team A for second place. Team C wins and is crowned the second place winner even though it was eliminated in the third round of the original tournament. Since C is the second place winner, it is possible that team C defeated some team that is better than team A. Since team I is the only other team beaten by C, team I and team A must play for the third place. Team I wins, making team I third and team A, which went to the finals, really in fourth place in the tournament.

Double Elimination Tournaments

The double elimination tournament has the advantage that each team must be defeated twice before it is out of the running, thus providing more play for the contestants. Figure 4 shows such a tournament drawn for sixteen teams. It is cumbersome to work out, but once blanks have been provided, this tournament is as easy to administer as any other. As drawn, it is necessary to play thirty or thirty-one games, depending on the number of games necessary in the final play-off. If team 14 had lost to team 8 the second time they played, it would have been necessary to have another contest before team 8 was eliminated the second time. An eight team double elimination can be played by using the top half of the drawing and taking team 3 back to the right for play with team 8.

Ladder Tournament

Ladder tournaments provide for continuous competition and are never really completed. A group of people or teams, for example 8, wish to participate in an activity. Drawings are made and the eight names are placed on pegs, nails, or suspended between two uprights like the rounds of a ladder, one above the other. Play is started by issuing a challenge to the team above. If the challenger wins, the two teams trade places. By challenging and winning, a team or player can work to the top, and after the tournament has continued for some time, the teams naturally arrange themselves on the basis of quality from the top down. This type of tournament must have set rules about playing dates, etc. A group of poor sports would soon ruin this method of play. Some of the usual rules provide for:

1. Play within 48 hours after a challenge.

2. After a challenger has been defeated, he must play some one else before rechallenging above.

3. A challenge may be for two places above. (This enables a good team to get to the top faster.)

4. The top team shall not have to defend its position more often than once a week.

5. After a team has been challenged, it must play, instead of issuing a challenge to the team above itself.

6. No excuses are accepted for not playing.

This tournament is suitable to individual competition and is frequently used in golf and tennis squads to determine who shall constitute the teams. The high five or six each week may be used for varsity competition. Another variation of the ladder tournament is to arrange the players in the form of a pyramid and then allow any contestant to challenge anyone in the next highest group. This sorts out the players faster and places more than one contestant in position to challenge for the pinnacle peak.

Ringer Tournaments

A tournament useable in archery and golf has been described by Mable Lee* as a ringer tournament. In archery the tournament consists of shooting a Columbia or some other round several times and drawing a ring about the best scores for each of the distances. (See Fig. 5) When these rings are added, they are compared with the ringed totals of other contestants. A ring tournament has the advantage in both golf and archery in that only the best scores are used. It might be used to combat an inferiority complex in these sports, as for example, the golf beginner who has a birdie on hole 7 the first round and a nine on the same hole next round.

ADMINISTRATION

In a single room or small school, one teacher can run the entire intramural program directly. As the number of contestants increases, it soon becomes impossible for one person to manage the equipment, the grounds, and the players. When this state of affairs has been reached, several courses are open. In a large intramural program, faculty assistants can be very useful. At Westport Senior High School, Kansas City, Missouri, this system is used without actually naming the cooperation instructors as intramural faculty assistants. The tennis coach ran an intramural elimination tennis tournament in the spring. Another instructor gave wrestling lessons and acted as referee for the tournament. Other faculty members cooperated during the boxing matches by acting as judges. The girls' instructor had men teachers for umpires during her softball games in the spring.

Student managers can make themselves very useful. Under proper direction students can be given tasks such as assigning officials, drawing schedules, checking participation and actually running tournaments. For the glory of wearing a school letter marked "Intramural Manager", students will do a large amount of routine work, thus freeing the intramural director for more important administrative duties.

The student council may have an intramural committee and, by asking its advice and assistance, a lot of help and publicity can be secured. Varsity players, while not eligible to some intramural sports, frequently have enough interest to help in athletic activities. The writer has in mind a school that ran intramural contests Saturday mornings. The basketball players who participated in varsity competition on Friday nights always turned up Saturday mornings to aid with the intramural basketball games.

Who and How Many Should Compete?

After the method of administration has been decided upon, many problems remain. How many players should constitute a basketball squad? More than the

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* Lee, Mable: The Conduct of Physical Education, New York; A. S. Barnes & Co. 1937.

legal game number will be necessary to take care of absences from school and players fouled out of the game. A squad of eight players will usually result in having a full team on the floor. Two extras for volleyball, three or four for softball prove satisfactory. A rule must be made to govern the amount of playing time that each substitute should play. Substitutes will fail to show up at game time if they do not get to take part in the activity. In basketball a good rule is that each squad member must play at least a quarter.

Another and easier method of handling team competition is to simply have a list of eligible players from each home room, fraternity, class or other unit of competition, and check to see that only players from the eligible list are used.

The problem of varsity eligibility for competition in intramural activities is usually decided by the rule that varsity athletes are ineligible in their sport and during their sport's season. Some schools have a scholastic requirement for intramural sports, but this seems to spoil one of the main purposes of these activities. It is the opinion of the writers that intramural activities should be open to all, regardless of scholastic achievements. One institution prohibits participation of its probationary students. This rule served to take away the main source of wholesome recreation that should have remained open to these pupils. Depriving the boy of fun is not an effective club anyway.

Equipment

Equipment is a problem that has to be met by all schools. How much should be furnished the students? The usual rule is to furnish equipment such as masks, shoulder pads and head-gear, nets, targets, bats, basketballs, baseballs, footballs, etc. In tennis, handball, and badminton, the players provide their own racquets, birds and balls. It is well if the school has money enough to furnish all items but a "bird" furnished by the school does not receive as good care as one owned by the player. Archery equipment may be school owned, but students who have an interest in this sport will soon want tackle of their own and should be encouraged to get it. Shooting in archery depends upon one's being acquainted with the individual variation in arrows, and school equipment used by many different students cannot be maintained in a constant state of repair and preservation. When equipment is school owned, careful records of it should be kept. This will enable the director to locate and keep track of it at all times, and should also enable him to check to see which equipment is giving the most use per dollar. Much equipment such as box hockey, and ping pong tables can be made. By cooperating with the manual training and home economics departments, many dollars can be saved. Whenever repairs are needed, they should be made at once. A few minutes spent in repairing an article such as a basketball, when a stitch is first broken, will save time in repair and may save a $10.00 ball for much more competition.

Safety

Accidents can be reduced by a campaign of safety education and the use of proper equipment. The administrator should see that the equipment is safe and that it is used. Games can be played on smooth fields free from stones. Benches can be removed from playing areas. Proper action should be taken in regard to slippery floors, and congested playing areas can be kept free from flying balls, etc. The officials should know their job and not tolerate any unnecessary roughness or other actions that will produce hazards not inherent in the activity. Lloyd, Deaver and Eastwood in their book, "Safety in Athletics", point out that about fifty percent of the accidents in high school athletics could be prevented by the proper administrative procedures and controls. Every student who participates

should be known to be in good health. A medical examination should be provided or required at least once a year. After illness a permit should be issued if the student is to take part in the activities. Games should be provided that are within the strength and age range of the groups involved. One should not expect 10 year old boys to run a two mile race or high school girls to play 20 minute halves in a basketball contest. First aid materials should be available at or near all activities and emergency treatment applied as befits the situation. Most cases of injury should be referred at once to a doctor for care. It is very easy not to do this. An infected wound can easily prejudice parents against all athletic activities. This is harmful to the school and to the teacher's standing in the community. Many colleges and universities have hospitals and doctors in their employ, and it is part of the routine to examine and take care of students. Some public school systems also maintain physicians on their payrolls to whom pupils can be referred with a minimum of expense. In the smaller school systems, a doctor very frequently follows all athletic contests and will volunteer his services. The injured student or the family may refer the case to the regular family physician.

Finance

Intramural activities should be considered a part of the educational system and should be financed directly from school tax levies. This is being done in an increasing number of schools every year. Some schools, especially the universities, use gate receipts from their intercollegiate athletic contests to help finance intramurals. In far too many cases, the athletic program cannot finance itself. Admission is sometimes charged at intramural contests and this money used to aid the budget. This method may serve occasionally as a stop gap but is not satisfactory if used long, and it will in some cases lead to undesirable practices sometimes found in interscholastic and intercollegiate competition. The management will find itself putting on a show to please the spectators instead of trying to provide the contestants with wholesome activities under good social conditions. Some schools put on circuses, programs, plays, or other entertainments to which admissions are charged. If enough children take part, usually enough parents will turn out to make the events show a profit. Some schools charge an entry fee for each activity in the intramural program. The fees in most cases are used to purchase small prizes for the contestants.

Officials

The proper selection of officials cannot be over-emphasized. Poor officiating will spoil an intramural program quicker than any other administrative problem. Students who are interested enough to take part in these activities show a remarkable desire to win. To control contests of keen rivalry, good officials should be provided. This is not always easy, but if players consider the officials fair, they may get along all right without being experts. Several methods of choosing officials are used at the present time. The writers have witnessed several groups of elementary school children umpiring games without any noticeable friction among any of the contestants. These children have been trained in good sportsmanship and were taught to respect the decisions of the leaders. In this case each team had an official who had to be ready to function when assigned by the director of officials. Since the Federal Government has been providing part time work in education, N.Y.A. or C.S.E.P. employees may be assigned to the intramural department and used for officials. Physical education majors are an excellent source for officials. Many varsity athletes are willing to serve. Schools that sponsor clubs could well have official's clubs where rules are studied and the fine points of officiating are discussed. Such clubs might be supreme courts of appeal from game decisions and rules interpretations. Before a new activity

season starts, all the officials should meet to go over general rules and learn local ground rules and modifications to be used. After this meeting, a copy of the rules should be available so that contestants will be familiar with them. Usually intramural participants are good sports; however, in the older groups, rivalry sometimes becomes very keen and may even be a reflection of the institution's attitude. In a school where the varsity coach shakes his fist at the officials, his players may have the same mind set. This will be reflected in the crowd which will boo at the officials. With proper training in attitudes from the elementary school through the university, the difficulties of officials can be very much reduced resulting in more enjoyment by the participants, officials, and spectators. Probably the most desirable method of selection of officials is by practical and written tests. By having funds available to pay officials a small wage, better qualified officials can be obtained. In the conduct of any activity, the official should have the final say and everyone concerned should understand that he is in charge of the contests. A Board of Review or Supreme Court can be organized to handle protests, forfeits, etc. The appeal should go through regular channels. No appeals should be possible on an umpire's judgment; for example, whether a certain pitched ball was a strike. Appeals should be possible only on rule interpretations such as the local ground rule, use of ineligible players, etc.

When Shall Contests be Played?

Now that teams are classified, the schedules drawn, good equipment and good officials chosen, and a place to play in safely provided, when shall we play? Probably the best time for contests is after school, but this depends largely upon the activity and the age of the children. The elementary school children are not encouraged to spend their after school hours about the buildings. They could well play some games during the regular recess periods and before school begins. The junior high school children can play after school. Some high schools have opened their gymnasiums in the evening for scheduled contests. Some schools schedule contests Saturday morning. In case of golf, where it is impossible to play near the building, the Saturday schedules have to be followed. In some senior high schools many of the contests are scheduled for the hour preceding the start of school in the morning. If students want to play badly enough to get to school an hour early, they should have a more convenient and hygienic schedule. The noon-hour program has been adopted by many schools as a solution to two problems: first, a free time in which to schedule intramural competition, and second, protection of the school and its equipment from noon hour lunchers. It seems best to have quiet games or activities not involving strenuous physical effort immediately after eating. Some schools have social dancing in the gymnasium during the noon hour. The speed of "Jitterbug" dancing, makes me wonder if this activity should not be classified with the two mile run, something too violent for a full stomach.

It was found, in a large city school, that as many as sixty-five percent of the students in boys' physical education classes were unable to participate in intramural athletics after school or on Saturdays, because of various kinds of outside work such as throwing papers, drug store delivery, and work in grocery stores. For this group, the daily physical education class should allow time for the actual playing of contests in addition to its teaching of sports fundamentals. Some of our most alert teachers feel that there should be more overlapping of required work and intramurals -- more play in required, some teaching in intramurals.

Of all the times available -- the noon hour, before school in the morning, evenings, Saturdays, and after school -- the period after school may be considered best, although it is possible that the other times may have to fit in many local situations.

SINGLE ELIMINATION TOURNAMENT

FOR 13 TEAMS

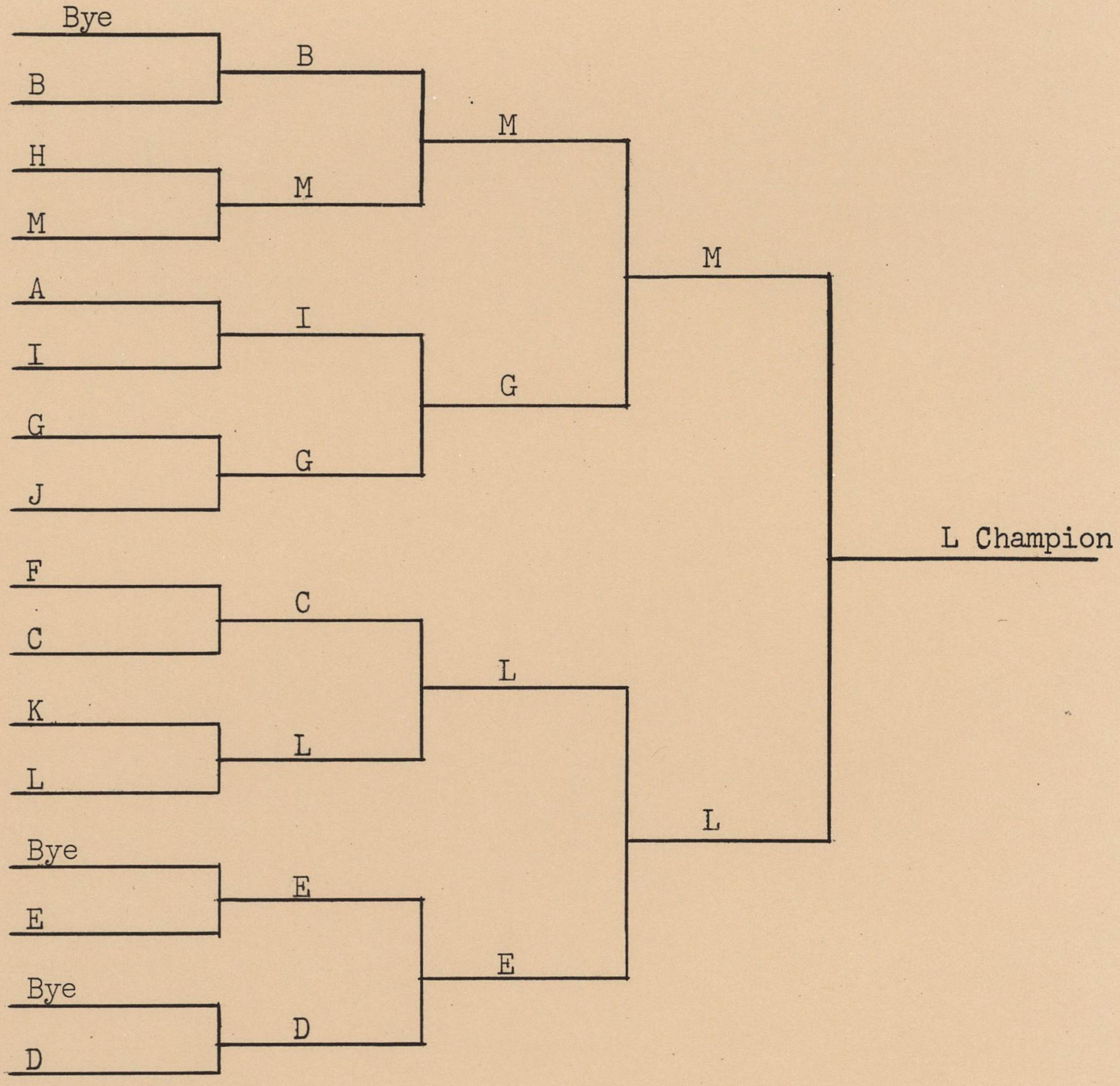
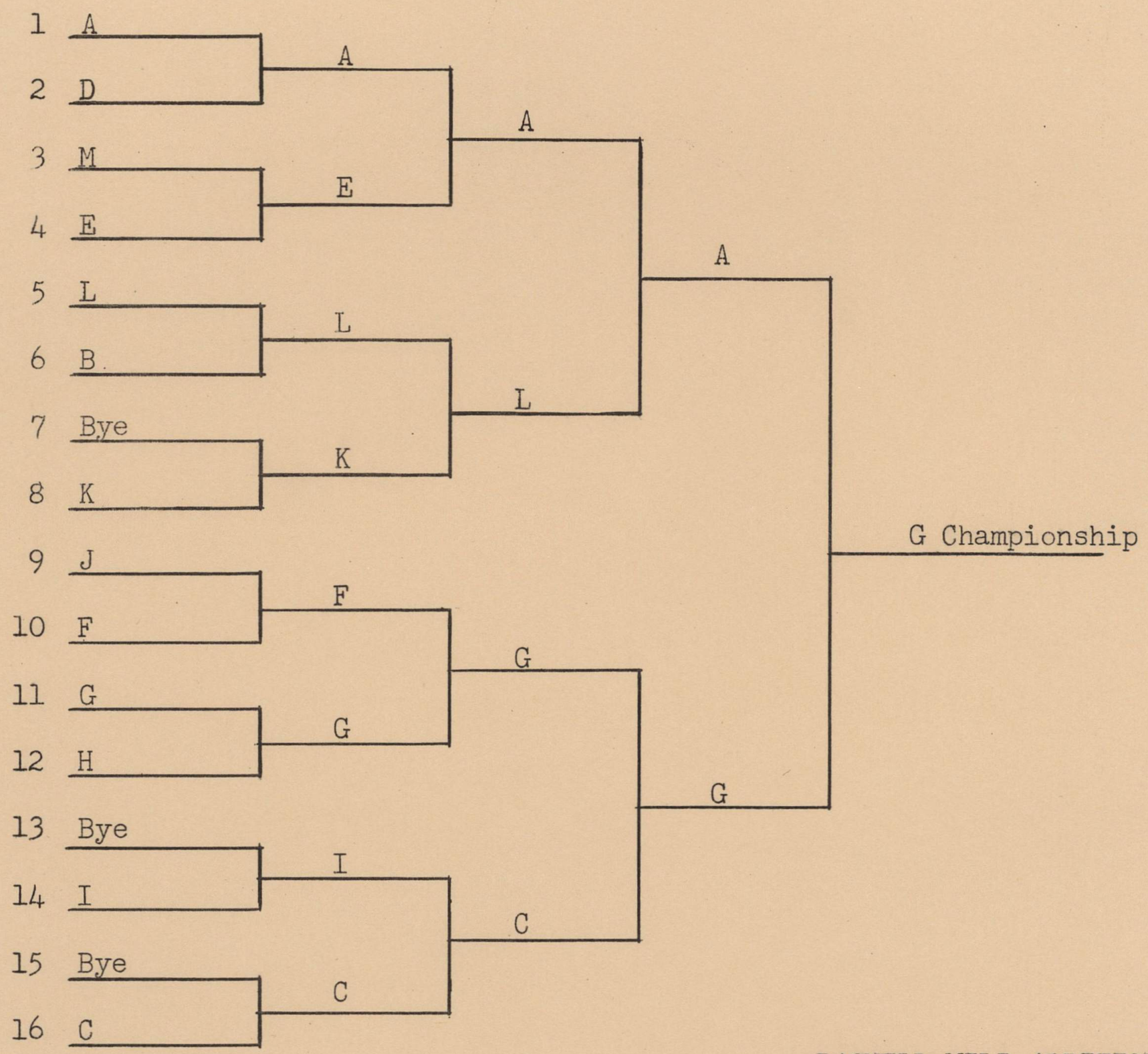


Figure 1

SEEDING

13 TEAM SINGLE ELIMINATION



BAGNELL-WILD ADDITION

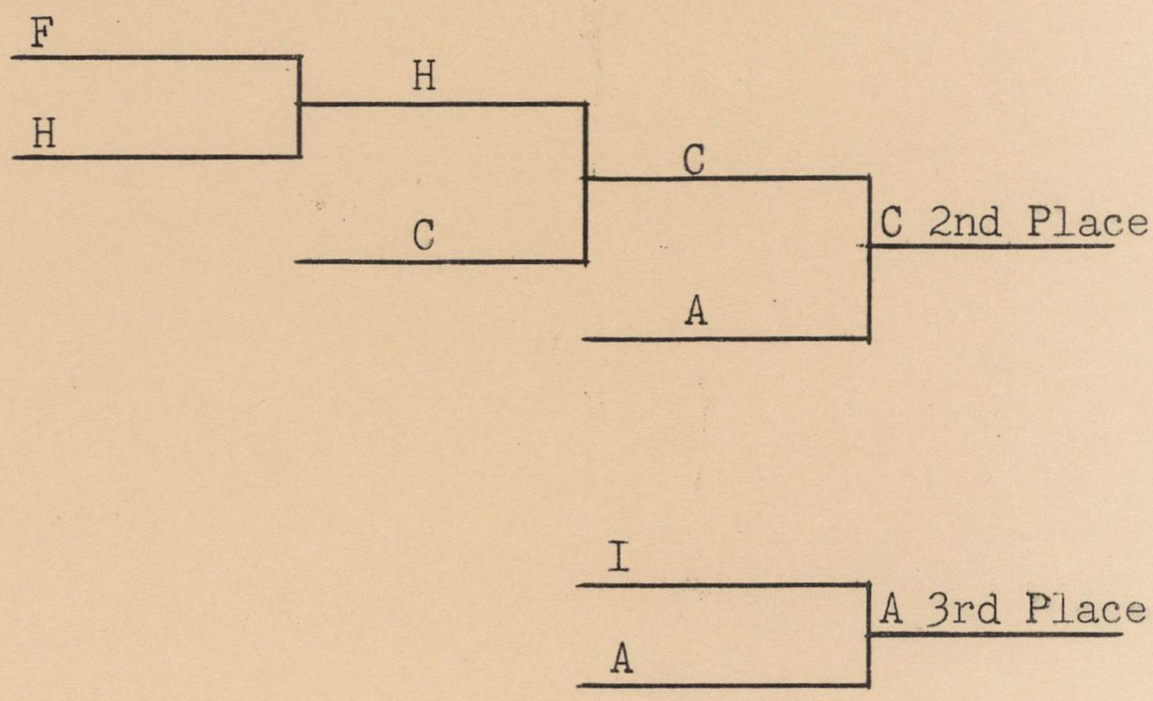


Figure 2

CONSOLATION TOURNAMENTS

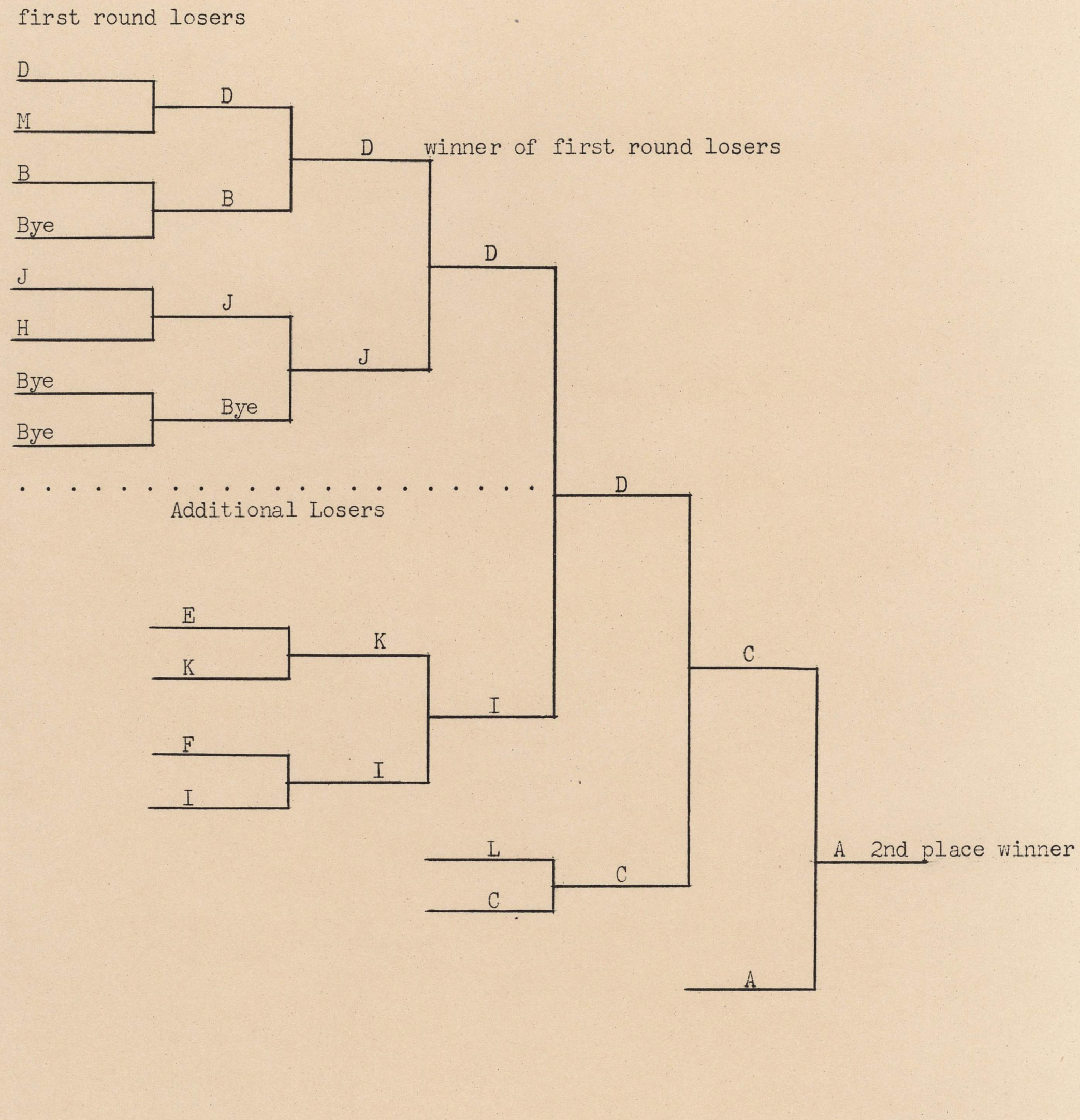


Figure 3

DOUBLE ELIMINATION TOURNAMENT
for 16 Teams

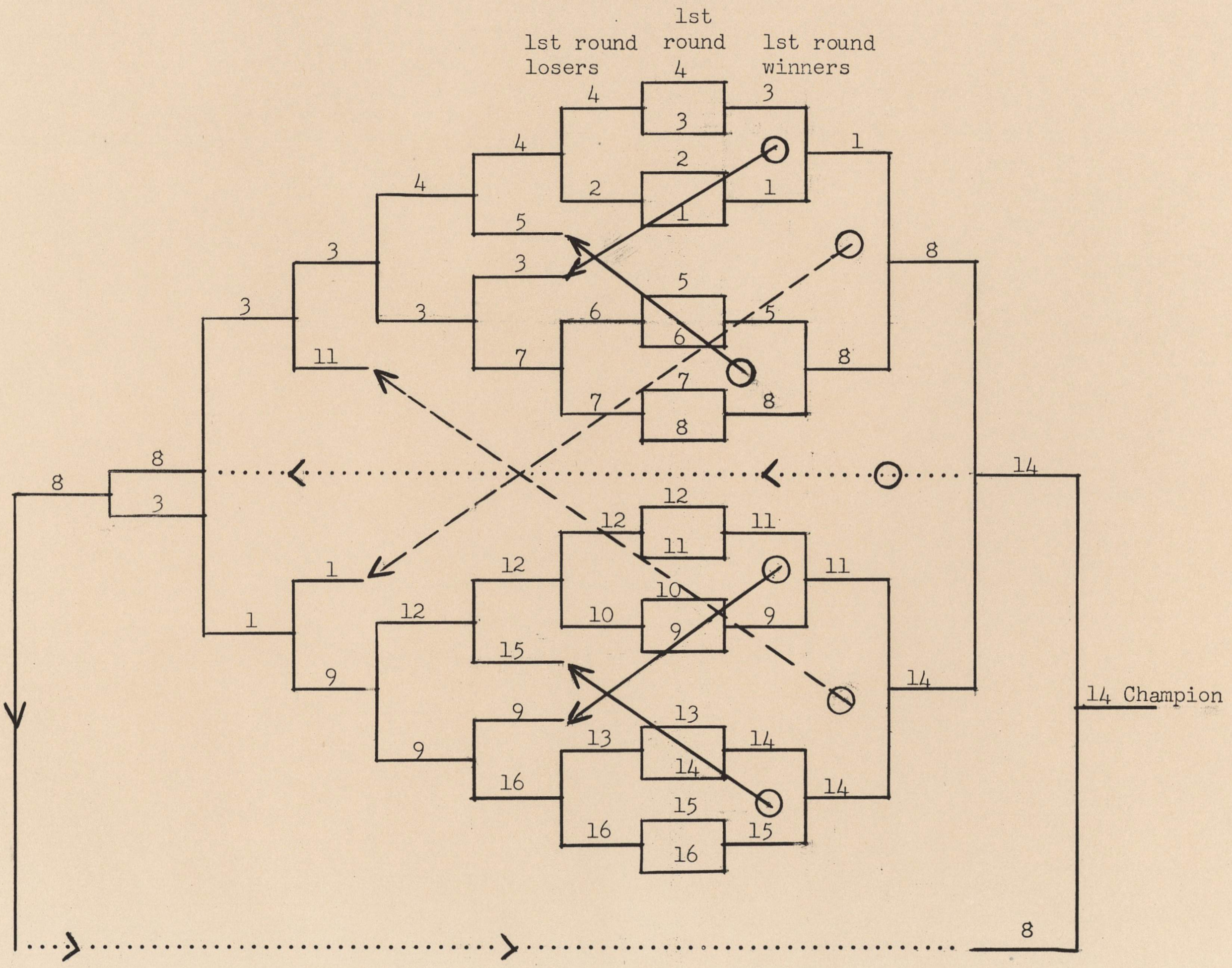


Figure 4

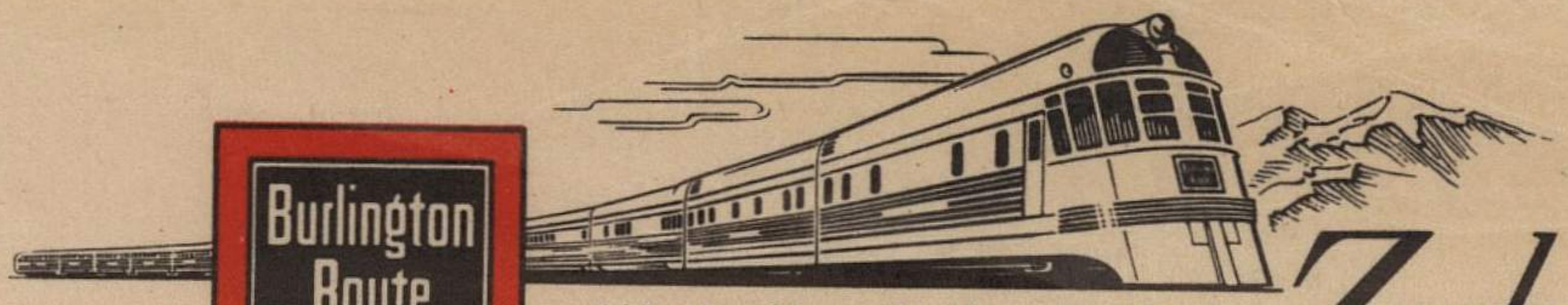
RINGER TOURNAMENT

Archery Scores Columbia Round

Mary Jones

	30 yard score	40 yard score	50 yard score	totals
June 8	(250)	199	145	584
June 9	198	179	(150)	527
June 10	210	201	125	536
June 12	225	(210)	149	584
Ringers	250	210	150	610

Figure 5



WAY OF THE *Zephyrs*

1031 GRAND AVE., KANSAS CITY, MO. — PHONE VICTOR 6710

ROUND ROBIN SCHEDULES

Round robin schedules are shown for the number of teams listed at the top of the column. Read down.*

Four teams
1-4 1st
2-3 day
1-3 2nd
4-2
1-2 3rd
3-4

6 games

5 teams
2-5 1st
3-4 day
1-4 2nd
2-3
5-3 3rd
1-2
4-2 4th
5-1
3-1 5th
4-5

10 games

Six teams
1-6 1st
2-5 day
3-4
1-5 2nd
6-4
2-3
1-4 3rd
5-3
6-2
1-3 4th
4-2
5-6
1-2 5th
3-6
4-5

15 games

Seven teams
2-7 1st
3-6 day
4-5
1-6 2nd
2-5
3-4
5-7 3rd
1-4
2-3
6-4 4th
7-3
1-2
5-3 5th
6-2
7-1
4-2 6th
5-1
6-7
3-1 7th
4-7
5-6

21 games

Eight teams
1-8 1st
2-7 day
3-6
4-5
1-7 2nd
8-6
2-5
3-4
1-6 3rd
7-5
8-4
2-3
1-5 4th
6-4
7-3
8-2
1-4 5th
5-3
6-2
7-8
1-3 6th
4-2
5-8
6-7
1-2 7th
3-8
4-7
5-6

28 games

Nine teams
2-9 1st
3-8 day
4-7
5-6
1-8 2nd
2-7
3-6
4-5
9-7 3rd
1-6
2-5
3-4
8-6 4th
9-5
1-4
2-3
7-5 5th
8-4
9-3
1-2
6-4 6th
7-3
8-2
9-1
5-3 7th
6-2
7-1
8-9
4-2 8th
5-1
6-9
7-8
3-1 9th
4-9
5-8
6-7

36 games

* The natural mathematical unit has been set off by solid lines. By using this spacing every team in the even number of team leagues can play daily. Where the natural unit is greater than four, a four game unit is shown by the dotted line. This four game unit provides about the same rest periods for all teams. In using these schedules, draw the numbers for the teams and assign playing dates down the columns.

Round robin schedules continued:

Ten teams

1st 1-10 1st
day 2-9 day
3-8
.... 4-5
5-6
2nd 1-9
10-8 2nd
.... 2-7
3rd 3-6
4-5
1-8
.... 9-7 3rd
4th 10-6
2-5
3-4
.... 1-7
5th 8-6 4th
9-5
10-4
.... 2-3
6th 1-6
7-5 5th
8-4
.... 9-3
7th 10-2
1-5
6-4 6th
.... 7-3
8th 8-2
9-10
1-4
.... 5-3 7th
9th 6-2
7-10
8-9
.... 1-3
10th 4-2 8th
5-10
6-9
.... 7-8
11th 1-2
3-10 9th
4-9
.... 5-8
12th 6-7

45 games

Eleven teams

1st 2-11 1st
day 3-10 day
4-9
.... 5-8
6-7
2nd 1-10
2-9 2nd
.... 3-8
4-7
3rd 5-6
11-9
.... 1-8 3rd
2-7
4th 3-6
4-5
....10-8
11-7
5th 1-6 4th
2-5
.... 3-4
9-7
6th 10-6
11-5 5th
.... 1-4
2-3
7th 8-6
9-5
....10-4 6th
11-3
8th 1-2
5-7
.... 8-4 7th
9-3
9th 10-2
11-1
.... 6-4
7-3
10th 8-2 8th
9-1
....10-11
5-3
11th 6-2
7-1 9th
.... 8-11
9-10
12th 4-2
5-1 10th
.... 6-11
7-10
13th 8-9
3-12
.... 4-11
5-10 11th
14th 6-9
7-8

55 games

Twelve teams

1st 1-12
day 2-11
3-10 1st
.... 4-9 day
2nd 5-8
6-7
1-11
....12-10 2nd
3rd 2-9
3-8
4-7
.... 5-6
4th 1-10
11-9
12-8 3rd
.... 2-7
5th 3-6
4-5
1-9
....10-8 4th
6th 11-7
12-6
2-5
.... 3-4
7th 1-8
9-7
10-6 5th
....11-5
8th 12-4
2-3
1-7
.... 8-6 6th
9th 9-5
10-4
11-3
....12-2

Twelve teams

10th 1-6
7-5
8-4 7th
.... 9-3
11th 10-2
11-12
1-5
.... 6-4 8th
12th 7-3
8-2
9-12
.... 10-11
13th 1-4
5-3 9th
6-2
.... 7-12
14th 8-11
9-10
1-3
.... 4-2 10th
15th 5-12
6-11
7-10
.... 8-9
16th 1-2
3-12 11th
4-11
.... 5-10
17th 6-9
7-8

66 games

USE OF PARTIAL ROUND ROBIN SCHEDULES

The partial round robin schedules have been divided so that they fall into two playing units. The natural mathematical unit has been set off by solid lines. Through using this spacing every team in the even number leagues can play every day. The other division is shown by the dotted line. This is a four game unit and provides about the same rest periods for all teams. Most of the schedules may be played in smaller units as shown in the illustrated schedule for ten teams.

Five game partial round robin tournament for ten teams

Units as shown in partial round robin schedules

Four game unit Natural Unit

	Team numbers	
	1-10	
1st day	2-9	
	3-8	1st day
....	4-7	
	5-6	
2nd day	1-9	
	10-8	
....	2-7	2nd day
	3-6	
3rd day	4-5	
	1-8	
....	9-7	
	10-6	3rd day
4th day	2-5	
	3-4	
....	1-7	
	8-6	
5th day	9-5	4th day
	10-4	
....	2-3	
	1-6	
6th day	7-5	
	8-4	5th day
....	9-3	
7th day	10-2	

Same schedule broken into smaller playing units

Two game unit

Team numbers	
1-10	1st day
2-9	
3-8	2nd
4-7	
5-6	3rd
1-9	
10-8	4th
2-7	
3-6	5th
4-5	
1-8	6th
9-7	
10-6	7th
2-5	
3-4	8th
1-7	
8-6	9th
9-5	
10-4	10th
2-3	
1-6	11th
7-5	
8-4	12th
9-3	
10-2	13th

Three game unit

Team numbers	
1-10	
2-9	1st day
3-8	
4-7	
5-6	2nd
1-9	
10-8	
2-7	3rd
3-6	
4-5	
1-8	4th
9-7	
10-6	
2-5	5th
3-4	
1-7	
8-6	6th
9-5	
10-4	
2-3	7th
1-6	
7-5	
8-4	8th
9-3	
10-2	9th

Schedules drawn for leagues composed of an odd number of teams, 7, 9, 11, etc. are drawn up by a different method so that in some cases the natural unit is smaller than the four game unit. It is impossible to draw partial round robin schedules for an odd number of games and an odd number of teams. For example, you cannot play 5 games each in a 7 team league, but you can play 5 games each in a 6 team league. For this reason only schedules for an even number of teams are shown in the odd number of game tournaments.

Partial Round Robin Schedules

Five game tournaments are shown for the number of teams indicated at the head of each column. Read down.*

Eight teams		Ten teams		Twelve teams		Fourteen teams		Sixteen teams	
	1-8		1-10				1-14		1-16
	2-7	1st	2-9	1st	1st	1-12	1st		2-15
1st	3-6		3-8			2-11		1st	
day	4-5	day	4-7			3-10			3-14
	.....		.....			4-9		...	4-13
	1-7		5-6			.....			5-12
	8-6		1-9		2nd	5-8		2nd	6-11
2nd	2-5	2nd	10-8			6-7			7-10
	3-4		2-7			1-11		...	8-9
	.....		.....			12-10			1-15
	1-6		3-6			2-9		3rd	16-14
3rd	7-5	3rd	4-5		3rd	3-8	2nd		2-13
	8-4		1-8			4-7		...	3-12
	2-3		9-7			5-6			4-11
	.....		.....			1-10		4th	5-10
	1-5		10-6		4th	11-9			6-9
	6-4		2-5			12-8	3rd	...	7-8
4th	7-3	4th	3-4			2-7			1-14
	8-2		1-7		...	3-6			15-13
	.....		.....		5th	4-5		5th	16-12
	1-4		8-6			1-9		...	2-11
	5-3		9-5		...	10-8			3-10
5th	6-2	5th	10-4			11-7	4th	3rd	
	7-4		2-3		6th	2-6		6th	4-9
	.....		.....			2-5			5-8
	20 games		1-6		...	3-4		...	6-7
			7-5			1-8			1-13
		6th	8-4			9-7	5th	7th	14-12
			9-3		7th	10-6			15-11
			.....		...	11-5		...	16-10
		7th	10-2			12-4			2-9
					8th	2-3		8th	3-8
		25 games		30 games	...	13-7	5th		4-7
						14-6		...	5-6
					9th	2-5			1-12
						3-4		9th	13-11
									14-10
						35 games		...	15-9
									16-8
								10th	2-7
									3-6
								...	4-5
									40 games

* Five game schedules cannot be drawn for an odd number of teams.

Six game tournaments are shown for the number of teams indicated at the head of each column. Read down.

Eight teams

	1-8
1st	2-7
day	3-6
...	4-5
	1-7
2nd	8-6
	2-5
...	3-4
	1-6
3rd	7-5
	8-4
...	2-3
	1-5
4th	6-4
	7-3
...	8-2
	1-4
5th	5-3
	6-2
...	7-8
	1-3
6th	4-2
	5-8
...	6-7

24 games

Nine teams
Natural units

	1-9 1st
	2-8 day
	3-7
	6-5
	7-4 2nd
	8-3
	9-8
	1-7 3rd
	2-6
	5-4
	6-3 4th
	7-2
	8-7
	9-6 5th
	1-5
	4-3
	5-2 6th
	6-1
	7-6
	8-5 7th
	9-4
	3-2
	4-1 8th
	5-9
	4-8
	3-9 9th
	2-1

27 games

Nine teams
Units of four

	1-9
1st	2-8
day	3-7
	6-5
	7-4
2nd	8-3
	9-8
	 2-6
	1-7
3rd	5-4
	2-3
	 6-9
	3-9
4th	7-2
	1-5
	 4-8
	6-1
5th	8-7
	4-3
	 5-9
	7-6
6th	8-5
	9-4
	 2-1
	6-3
7th	4-1
	5-2

27 games

Ten teams

1st	1-10
day	2-9 1st
	3-8 day
...	4-7
	5-6
2nd	1-9
	10-8 2nd
...	2-7
	3-6
3rd	4-5
	1-8
	.... 9-7 3rd
	10-6
4th	2-5
	3-4
	1-7
	8-6 4th
5th	9-5
	10-4
	 2-3
	1-6
6th	7-5 5th
	8-4
	 9-3
	10-2
7th	1-5
	6-4 6th
	7-3
	8-2
8th	9-10

30 games

Six game tournaments continued:

Eleven teams
Natural units

	1-11	1st
	2-10	day
	3-9	
	6-5	
	7-4	2nd
	8-3	
	11-10	
	1-9	3rd
	2-8	
	5-4	
	6-3	4th
	7-2	
	10-9	
	11-8	5th
	1-7	
	4-3	
	5-2	
	6-1	
	9-8	
	10-7	7th
	11-6	
	3-2	
	4-1	8th
	5-11	
	8-7	
	9-6	9th
	10-5	
	2-1	
	3-11	10th
	4-10	
	7-6	
	8-5	11th
	9-4	

33 games

Eleven teams
Units of four

1st	1-11	
day	2-10	
	3-9	
...	6-5	
	7-4	
2nd	8-3	
	11-10	
...	1-9	
	2-8	
3rd	5-4	
	6-3	
....	9-10	
	7-2	
4th	6-1	
	11-8	
....	4-3	
	1-7	
5th	5-2	
	9-8	
...	11-6	
	10-7	
6th	3-2	
	4-1	
....	5-11	
	7-8	
7th	10-5	
	9-6	
....	3-11	
	2-1	
8th	4-10	
	7-6	
....	8-5	
9th	9-4	

33 games

Twelve teams

1st	1-12	
day	2-11	1st
	3-10	day
...	4-9	
2nd	5-8	
	6-7	
	12-11	
....	1-10	
	2-9	2nd
3rd	3-8	
	4-7	
....	5-6	
	11-10	
4th	12-9	
	1-8	3rd
....	2-7	
	3-6	
5th	4-5	
	10-9	
...	11-8	
	12-7	4th
6th	1-6	
	2-5	
....	3-4	
	9-8	
7th	10-7	5th
	11-6	
...	12-5	
	1-4	
8th	2-3	
	8-7	
....	9-6	6th
	10-5	
9th	11-4	
	12-3	
....	1-2	

36 games

Thirteen teams

1st	1-13	1st
day	2-12	day
	3-11	
....	7-6	
2nd	8-5	2nd
	9-4	
	13-12	
....	1-11	3rd
	2-10	
3rd	6-5	
	7-4	4th
....	8-3	
	12-11	
4th	13-10	5th
	1-9	
....	5-4	
	6-3	6th
5th	7-2	
	11-10	
...	12-9	7th
	13-8	
6th	4-3	
	5-2	8th
....	6-1	
	10-9	
7th	11-8	9th
	12-7	
....	3-2	
	4-1	10th
8th	5-13	
	9-8	
...	10-7	11th
	11-6	
9th	2-1	
	3-13	12th
....	4-12	
	8-7	
10th	9-6	13th
	10-5	

39 games

Six game tournaments continued:

Fourteen teams

```
     1-14
1st  2-13
day  3-12  1st
.... 4-11  day
     5-10
2nd  6-9
     7-8
     ----
.... 1-13
    14-12  2nd
3rd  2-11
     3-10
.... 4-9
     5-8
4th  6-7
     ----
     1-12
... 13-11
    14-10  3rd
5th  2-9
     3-8
.... 4-7
     5-6
     ----
6th  1-11
    12-10
... 13-9   4th
    14-8
7th  2-7
     3-6
.... 4-5
     ----
8th  1-10
    11-9
    12-8
... 13-7
    14-6
9th  2-5
     3-4
     ----
.... 1-9
    10-8
10th 11-7  6th
    12-6
... 13-5
...
    14-4
11th 2-3
     ----

42 games
```

Fifteen teams

```
1st  1-15  1st
day  2-14  day
     3-13
     ----
.... 8-7   2nd
2nd  9-6
    10-5
    ----
    15-14  3rd
.... 1-13
3rd  3-12
     ----
     7-6
     8-5   4th
.... 9-4
     ----
    14-13
4th 15-12  5th
     1-11
     ----
.... 6-5
     7-4   6th
5th  8-3
     ----
    13-12
....14-11  7th
    15-10
    ----
6th  5-4
     6-3   8th
.....7-2
     ----
    12-11
7th 13-10  9th
    14-9
    ----
.... 4-13
     5-2   10th
8th  6-1
     ----
    11-10
... 12-9   11th
    13-8
    ----
9th  3-2
     4-1   12th
.... 5-15
     ----
    10-9
10th 11-8  13th
    12-7
    ----
.... 2-1
     3-15  14th
11th 4-14
     ----
     9-8
    10-7   15th
    11-6
    ----

45 games
```

Sixteen teams

```
1st  1-16
day  2-15
     3-14
...  4-13  1st
2nd  5-12  day
     6-11
     7-10
.... 8-9
     ----
3rd  1-15
    16-14
     2-13
.... 3-12  2nd
4th  4-11
     5-10
     6-9
.... 7-8
     ----
5th  1-14
    15-13
    16-12  3rd
.... 2-11
6th  3-10
     4-9
     5-8
.... 6-7
     ----
7th  1-13
    14-12
    15-11  4th
... 16-10
8th  2-9
     3-8
     4-7
.... 5-6
     ----
9th  1-12
    13-11
    14-10  5th
... 15-9
10th 16-8
     2-7
     3-6
.....4-5
     ----
11th 1-11
    12-10
    13-9   6th
... 14-8
12th 15-7
    16-6
     2-5
.... 3-4
     ----
13th

48 games
```

Seventeen teams

```
1st  1-17  1st
day  2-16  day
     3-15
     ----
.... 9-8
    10-7   2nd
2nd 11-6
    ----
    16-15
... 17-14  3rd
     1-13
     ----
3rd  6-7
     5-8   4th
.... 4-9
     ----
    17-16
4th  1-15  5th
     2-14
     ----
.... 8-7
     9-6   6th
5th 10-5
    ----
    14-13
....15-12  7th
    16-11
    ----
     5-4
6th  3-6   8th
.... 7-2
     ----
    15-14
    16-13  9th
7th 17-12
    ----
.... 6-5
     7-4   10th
8th  8-3
     ----
    12-11
... 13-10  11th
    14-9
    ----
9th  3-2
     4-1   12th
.... 5-17
     ----
    13-12
10th 14-11 13th
    15-10
    ----
.... 4-3
     5-2   14th
11th 6-1
     ----
    11-10
... 12-9   15th
    13-8
    ----
12th 2-1
     3-17  16th
.... 4-16
     ----
    10-9
13th 11-8  17th
    12-7
    ----

51 games
```

CHAPTER III

FALL ACTIVITIES

In considering the activities usually found in an intramural program, no detailed discussion is necessary. The activities will be discussed in alphabetical order and listed under the four seasons of the year. Our main purpose is to point out problems that will be encountered in certain sports in the program and to make a few practical suggestions here and there.

The program should be outlined at the first of the year so that students will know the order of the sports and can plan to participate in them. Since the weather must be considered in outdoor activities, the director should allow for an extra week or two when planning such schedules. Activities chosen should conform to the locality and fit into school life. It would be foolish to plan for ice boating in Florida or for soccer in a community which has been sold on touch football. If a change to soccer is planned, some missionary work is in order to induce students to take part. Many activities are used in more than one season of the year. Each available activity will be listed but it will be discussed only in relation to its main season.

ARCHERY

Archery is perhaps one of the oldest sports included in the intramural program as it has been practiced for about 50,000 years. It has a very interesting historical background which lends color and fascination to the sport. It satisfies the hunting and roving instincts of boys as well as meets the search for artistic beauty in girls. Archery may be adapted to the strength of each participant by proper selection of the bow for a wide range of ages. It seems to be most popular at the college level, but it is being introduced rapidly into the high schools. It may be made more interesting if those who participate are encouraged to make their own equipment. This can be done in connection with the industrial arts department and should furnish the basis for an adult hobby which may well become a family activity.

The objections to the inclusion of archery in the intramural program grow out of the expense and the danger resulting from careless shooting. If the students are sufficiently interested in the activity they can be encouraged to make their own equipment,* which would eliminate the financial objection and give them knowledge of a handicraft and instill into them a pride of ownership that would spur them on as archery enthusiasts.

If the equipment is to be school owned, it would be well to investigate steel and aluminum arrows. They are not very expensive, and although they bend, they can be straightened. They may be easily matched because arrows of the same length are identical and only need cresting to group them into sets. (A good archer who laughed at "tin arrows" found that the writer's aluminum arrows behaved favorably in competition with his expensive set of matched and footed Port Orford cedar arrows.)

To minimize the dangers of archery, a sodded embankment or other type of backstop should be constructed and a thorough lecture on safety regulations should be given and enforced with strict personal supervision. The range should be

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* Archery, Making Tackle and Shooting. Chicago, Recreation Division of the Chicago Park District. 1937 35¢

located where passers-by do not walk behind the targets. A 60 yard range will permit competition in the American and Columbia rounds. Competition may be by individuals or by teams and mixed matches may be held if co-recreational activities are approved in the community.

Archery can be practiced in both the fall and spring, and does not require special uniform.

BADMINTON

Badminton when played out-of-doors is a very fast game. Because of the lightness of the birds it is best played in a sheltered area where there is little wind. For a complete discussion see winter activities.

BICYCLING

Bicycling is an excellent activity that is rapidly becoming popular. It is not conductive to excellent posture but is a fine developer for the legs and thigh muscles. For a more complete discussion see spring activities.

CANOEING

Where water facilities are available canoeing can be used to provide many hours of recreation. It is discussed under summer activities.

FIELD HOCKEY

Field hockey is very definitely a fall activity, designed primarily for girls of senior high school and college age. It is played with eleven players on a side and requires equipment that is rather expensive. Field hockey offers physical hazards because of the sticks used and the running involved. For this game a preliminary training period should be provided to condition the participants. Because of the vigorous exercise it can be played until the weather becomes fairly cold. Field hockey is a highly organized game that does not appeal strongly to large numbers of girls. As a carry over sport it has no great value because of the limited facilities for playing the game.

GOLF

Golf is discussed among the spring activities.

HAND TENNIS

Hand tennis is played by both boys and girls from the intermediate grades up, but is probably most popular with children of the junior high school age. It can be played on any surface where a rubber ball will bounce. As it is used in Kansas City, Missouri, public schools, it is played on a court 10 feet by 20 feet. No net is necessary. A line painted or drawn on the playing surface serves as a net. The back serving line is 5 feet from the center or net line. The court is laid out like a singles' tennis court according to the dimensions just listed. Any good bouncing ball is satisfactory. The game can be played as singles or doubles and it lends itself to easy modification to suit local conditions. Because the courts are small, it is usually possible to have many of them. The game may be played and scored similar to regular tennis. It is very inexpensive and can be played outside wherever a dry surface can be found.

HORSESHOES

This activity is fully discussed with spring activities.

HORSEBACK RIDING

Horseback Riding is limited to the favored few who can afford it. Riding may be done by most age groups of either sex. It is probably best for older groups but has a place in some high schools. It should be conducted as a non-competitive sport and could be encouraged by a point system.

SIX-MAN FOOTBALL

This game should never be played without proper protective equipment. The shoes worn are cheaper than regular football shoes but otherwise the same good grade of equipment used for eleven man football is necessary. Six-man football is a good game but requires close supervision to prevent injuries. It is a strenuous game and training in fundamentals is essential as is conditioning of the participating boys. It probably should not be played by boys younger than the regular high school age. Points can be given for practice periods to encourage proper preparation for the contests. The chief drawback to Intramural use of this up-and-coming sport lies in the cost of playing equipment.

SOCCER

Soccer is an excellent activity and may be modified for use even in the elementary schools where line soccer, circle soccer, and rotation soccer are played. This game is unquestionably a fall game which may be played on into cold weather if the field is clear of ice and snow. It is not expensive; a ball and space are the main essentials. Some districts of this country do not have soccer traditions and for that reason it is hard to promote this sport. The game is usually played by boys but can be played readily by girls. Some practice in techniques of ball handling and team play is necessary and points given for practice will lead to a better turnout. Good officials are necessary to keep roughness to a minimum. At Central State Teachers, Warrensburg, Missouri, this game has been used satisfactorily on the football field after the football season.

SPEEDBALL

Speedball is an activity that is popular because it includes some of the skills used in soccer and basketball. It is adaptable to junior and senior high schools as well as colleges and universities. Because of the size of the official field, which is 260 feet by 140 feet, some schools may feel that it is impossible to include speedball in their intramural activities. In such cases it is suggested that the size of the field be reduced to meet the needs of the individual school, and that a basketball be used in place of the official speedball. The basketball cannot be thrown or kicked as far as a speedball and this tends to offset the shortened playing field.

One objection to speedball is that it is complicated by a great number of rules. It is adaptable to any point system and a round robin tournament is suggested as the type of contest to use.

TENNIS

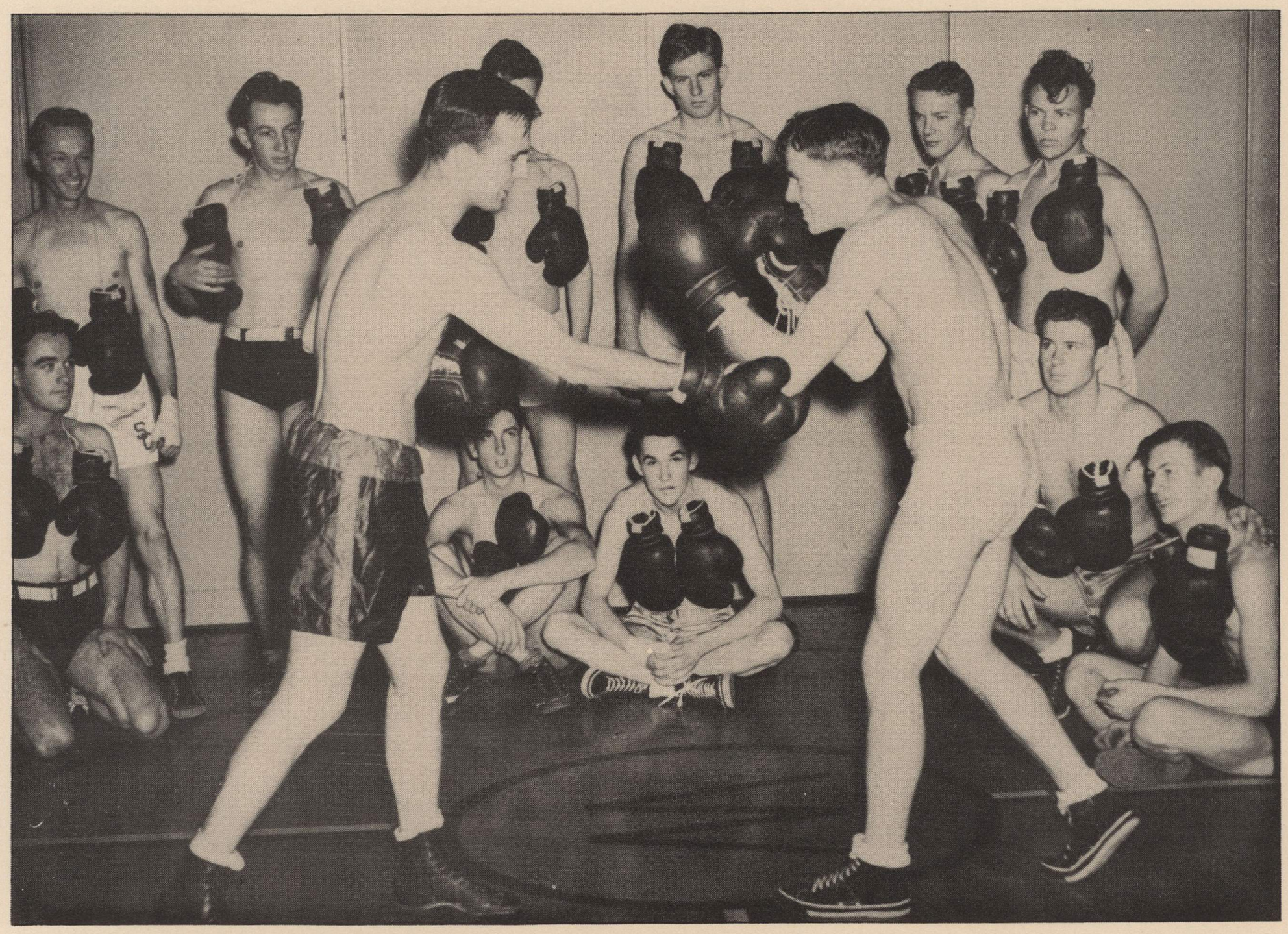
Tennis is usually considered a spring activity although it is used in many intramural programs in both fall and spring. See spring activities for a complete discussion.

TOUCH FOOTBALL

This game is universally accepted in the middle west as a fall activity for boys. Its use in grades below junior high schools is questionable. The technique of play should be taught either in practice periods or in the regular physical education program. Some conditioning is considered necessary. This game demands high class officials if injuries are to be minimized. Touch football is listed as having more accidents per 1000 exposures than any other activity in the high schools.* If the rules are followed carefully and the sport supervised with diligence, the accident rate can be cut down to that of less hazardous activities.

The number of officials necessary may be cut down by allowing extra downs in a series instead of four and requiring the team possessing the ball to make a touchdown instead of a yardage requirement. This does away with the chains and sticks on the sidelines and simplifies the officiating of the games. The field size can be modified considerably for the younger players. A smaller field has been used with university students with much success by Dr. Elbel at the University of Kansas. The game may be played under regular time rules or a definite number of plays may be used to determine the quarters, halves, etc. The use of a definite number of plays makes stalling tactics unnecessary and has been used in high schools with considerable success. Boys play this game vigorously, so protective equipment is desirable but not as imperative as in regular or six-man football. The number of players may also be modified so as to use less players on a side. As few as six players have been used in university competition by making all the players eligible to catch passes. This tends to make the game more open with less accidents. In the interest of safety and fun the writers recommend that this game be played by less than the regulation number of eleven players. Headguards will prevent many of the scalp wounds and concussions which make up a considerable percentage of injuries.

* Lloyd, Deaver and Eastwood, Safety in Athletics, Philadelphia, W. B. Saunders Co. 1936.



"Instruction Precedes Competition"

CHAPTER IV

WINTER ACTIVITIES, INDOORS AND OUT OF DOORS

The winter season is a time when the intramural program is very much needed in the school. Students are likely to have the normal outdoor activities of daily living restricted during these months. There is a real need for active recreation. A well-rounded program can now be of great service to a school. The big difficulty is likely to be a lack of sufficient play space indoors. Because of congested facilities, close cooperation is needed between the various phases of the physical education work. Boys' and girls' required work, varsity athletics, and intramurals must be carefully programmed in order to allow fair opportunity for all. A well considered outdoor program will serve to relieve indoor crowding. In view of this we shall first take up outdoor activities, desirable because they relieve the crowding inside and give the benefits of outdoor environment, thus justify their growing popularity on both scores.

OUTDOOR SPORTS

1. Bob sledding and tobogganing are fine outdoor sports if certain safety precautions are observed. A regular course free from such obstructions as stumps, boulders, and ditches, should be found. The danger from using streets and highways for these sports is considerable and it increases in proportion to the number of open intersections. If a city street must be used for this purpose, it should be entirely shut off to regular traffic. These sports are particularly well adapted to co-recreation. They fit intramurals best if a point system is used, since they are not well adapted to competition. The big administrative difficulty is the weather. Generally speaking these sports are not of very much use except in northern states or in high mountain areas.

2. Ice boating is an interesting sport and fine recreation. The dangerous features are spots of open water and thin ice or ice unsafe in other respects. This sport is restricted to cold climates. Like most of the other outdoor winter sports, ice boating lends itself to co-recreation. Competitive racing is good. Cost of equipment cuts down participation.

3. Ice skating. Competitive ice skating and hockey offer interesting and invigorating sports for those who are skilled skaters. Skating is probably the most popular winter sport outdoors. It is well suited to recreational non-competitive sport. Open river or lake ice needs to be tested carefully for safety. A good many schools are now flooding tennis courts or other play areas during the winter months for use in skating and hockey. A climate with real winter weather is needed unless artificial ice is used. Artificial ice is satisfactory but expensive.

4. Skiing appeals to many people of both sexes. Equipment is a little expensive and there is some danger of injury. After a rudimentary knowledge of the sport has been acquired, it offers a very good recreational activity. It is not so well adapted to a competitive basis, except by a very few unusually proficient in the sport. It fits a point system best for school intramurals, points based on hours of participation, course traversed, etc.

5. Soccer. The sports mentioned previously will be found most popular in cold climates. Soccer is an outdoor sport well adapted to milder winter climates, particularly if the region is rather dry. The Southwest has suitable weather generally. Since there is little use of the hands, soccer is well suited to mild

winter weather and makes a fine outdoor sport both for the intramural program or for required physical education. Warm-up clothing of some sort must be provided, but heavy clothing is not needed. The school athletic fields are usually available at this season as they are not in use for anything else.

The basketball floor is crowded at this time of the year. A sport like soccer which leaves the crowded gymnasium for the otherwise deserted football field fits in well. A soccer group was initiated at Warrensburg Missouri State Teacher's College during the winter of 1938-1939. It worked out very satisfactorily, especially as the winter was mild in this region. Speedball was alternated with soccer. The following severe winter was not so satisfactory for this activity.

6. Winter sports carnivals featuring participation in a variety of events have proved very popular in a few places. The carnival at Dartmouth is best known. The comparatively severe winter weather at Hanover has been made an asset. Such a carnival might well be made the crowning event of the season wherever there is an outdoor sports program which offers such activities as skating, skiing, sledding, and so on.

7. Winter camping is not suited to a competitive basis but may well be included where there is a point system for intramurals which recognizes participation. It is particularly good where a school owns or has access to a winter lodge. Under these conditions winter camping will be very popular with students on week-ends. Not only is this beneficial because of the recreational values of a change of scene and routine, but because considerable time will be spent in fresh air out of doors.

INDOOR WINTER SPORTS

An almost infinite number of indoor games are suitable to intramurals. The activities which follow are not an exhaustive list but some which prove popular and seem especially well suited. A well rounded program will include a number of activities, both team and individual. A common fault is to make the winter program practically all basketball. Selection of activities depends a good deal on their local popularity.

1. Badminton is a game similar in many respects to tennis but having the very great advantage indoors of not requiring a great deal of space. The court dimensions, 20' x 44', are such as to fit readily on the cross court of the ordinary basketball floor. The sport is well suited to competition between mixed groups and is a good sport for intramurals because it can be played with pleasure by those who have little skill and by those who are expert. The expense of equipment is a big initial hurdle in popularizing the sport. Gut rackets will last for years if well cared for. A wooden paddle similar to those used in table tennis can be substituted for the more expensive racket. The other item of expense, the birds, may be reduced by care in use, to avoid breaking feathers. Home made birds cut costs still more.

2. Basketball is the universal team sport for the winter program and by far the most popular winter sport throughout the country. The round robin schedule is recommended for basketball and the size of the leagues should be kept down to a playable number of games. For example a round robin of a 10 team league will require 45 games. A round robin of a 5 team league will require only 10 games, or 20 games for the same ten teams divided into two 5 team leagues. The difficulties are chiefly in securing playing space and the fact that the contestants

are not in as good condition physically as are the varsity players. Both point toward the need for shortening playing time. Where a great number of games are to be run off, it is fairly satisfactory to "dove tail" games and play the first half of the game following between the halves of the first game. Where there is an independent system of organization, it will usually be found desirable to publish a star list. At Central Missouri State Teachers College with 30 teams participating, a star list of some 40 players is selected by agreement among the various team managers. Not more than two of these good players may then play on any one team. When teams are organized it is well to allow only three extra players which will generally assure sufficient substitutes and at the same time eliminate some bench warmers.

3. An adjunct of basketball that proves popular in many places is a "free throw" or "foul shooting" contest. This can usually be run off in conjunction with the basketball play and does not take a great deal of time. Fifty, seventy-five, or one hundred throws may be allowed each competitor.

4. Box hockey is an inexpensive sport which is growing in popularity. It is a sort of "miniature shinny" for dual competition. Its great advantage indoors is that only a few square feet of space are required. Homemade sticks can be made of old broomsticks and rubber hose. With a homemade box 4' x 10' and an old base ball or golf ball, equipment is complete and very inexpensive. Elimination tournaments handle this activity satisfactorily.

5-6. Boxing and wrestling are taken together since their management in tournaments is so much alike. Activities of this strenuous sort should have their tournaments at the close of the season. Participation is of very doubtful value unless it is preceded by a training period of not less than one month; preferably 6 weeks or more. Since the best intentioned competitors go home at times with black eyes or other injuries it is best to have parental permits for all boys who wish to compete. The regular classification by weight helps to equalize the contests and make them safe. If the boys will work at these sports they are some of the best available from the standpoint of development. They will command a real interest from the boys and even the fans. Clean mats are essential to avoid the spread of boils and other infections.

7. Gym scooters were invented by Mr. Ralph Titus of Winfield, Kansas, as a new type of gymnasium equipment. Each scooter is eleven or twelve inches square and has a ball bearing castor on each corner. The scooter is about five inches high and will move freely in any direction. Mr. Titus has described many activities adapted to use of the scooters. They may be used for any age group starting with the kindergarten where they are a vehicle on which to ride, up to college men. Many novelty relays can be run by using one or two students to the scooter. Where two pupils work together, one rides and the other pushes. They change places on the return trip. One relay is run where two contestants sit back to back and attempt to progress across the gymnasium. Scooters are used by both sexes. They lend themselves to novelty stunts suitable for the intramural program.

8. Hand ball is an exceptionally good sport for intramurals. There is a fine carry over to after school years from this activity. Little equipment is required. The contest is not dangerous and it is a fine all around exercise. Every up to date school should be equipped with at least one or more hand ball courts depending upon the size of school population. An elimination tournament is most rapidly run off, but a double elimination tournament is recommended, if there is sufficient time. The contestants can get together and arrange their playing dates if the drawings are made early in the season and considerable time

is allowed for the tournament to run itself off. Any tournament of this sort will take much longer to finish than would at first appear necessary. Individual procrastination multiplied by N (number of contestants) causes some large numbers to appear in the formula.

9. Indoor softball requires considerable space and in the majority of cases is not so well adapted to the intramural program as other sports. If space is available, softball is always an interesting game. A more detailed discussion of it is given under the chapter on fall activities.

10. Physical efficiency tests are an effective and interesting activity for boys. The winter season is the time best suited for this work. The various badge tests etc., up to the requirements for Sigma Delta Psi[1], are interesting because they give a boy a chance to measure himself against others. Where a point system is in effect, points may be scored varying with the score made on tests, or the self testing program may be motivated by awards for the program alone. A good many schools and colleges give small cups or similar awards to the year's winners of physical efficiency tests. If record plaques are kept about the gymnasium showing the annual winner and his score, they will do much to stimulate interest.

11. Shuffle board has been growing in popularity with young and old alike. It has the advantage of rounding out the program by offering an activity which is not at all severe but does hold interest. It is especially suitable for noon hour play. If a corridor or other space is available, this sport is better placed there than on the main floor where too frequently basketball or other sports practice is in session.

12. Squash rackets is not widely used because of its expense. Somewhat loosely described as "handball with rackets," squash is a fast and interesting game somewhat similar to handball but using a light gut racket instead of the hand for striking. It will be about as popular as facilities allow. It is a fine carry over sport for after school days, and one gaining in popularity.

13. Swimming is a popular winter sport wherever indoor pools are available. Competition in intramurals should come toward the close of the indoor season. The importance of everyone learning to swim as a safety measure can not be over emphasized although this is, of course a problem of the required program rather than intramurals. However, intramurals can do much to form recreational habits in swimming. This sport is covered in more detail in the chapter on summer activity.

14. Table tennis is ideally suited to co-recreational activity. The competition in intramurals which should be either single or double elimination should come toward the close of the season. It will be more satisfactory to keep the tennis away from the main gymnasium floor if possible. The problem here, as with so many sports in this program, is that everyone wishes to engage in activity at his free hours which frequently coincide at noon or after school.

15-16. Tenniquoit and hand tennis are interesting games adapted to a small playing space and requiring only very inexpensive equipment.

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[1] See Appendix

17. Volley ball is one of the best and most popular team games. Not strenuous and adapted to varying skill levels, it is suited to nearly all ages and both sexes, making a fine sport for co-recreation. The rules are designed to allow girls to hit the ball twice and men only once. When teams are organized, allowance is made for 8 players. This allows for one girl and one man as substitutes. Here as in other team intramurals there should be enough substitutes to insure a full team but few enough to permit all to play. Volley ball makes about the best use of floor space as to numbers playing, of any of the popular indoor games. Satisfactory tournaments may be arranged by round robin if there is enough time, or by elimination, if time is short.

CHAPTER V

SPRING ACTIVITIES, INCLUDING TRACK AND FIELD

After the winter season, which necessitates indoor activities, comes spring with all its invigorating splendor giving impetus to intramural work. The freshness of the outdoors is the greatest incentive that can be provided for an intramural program. The young man's fancy turns to baseball as well as love. The students have the desire to enter into activities which take them out-of-doors and we, as intramural workers, must see that a well-rounded program is provided for this group, in order that they may let off some of the stored-up energy that has accumulated during the winter season. The activities should be started as early as possible, and should be planned to be finished two weeks before the close of school to allow for any inclement weather.

The time to start spring activities will depend largely on the geographical location of the individual schools. For example, in Helena, Montana the school year is divided into three seasons: Fall, Winter, and Spring, the latter being from the Easter recess until the close of the school year. In the Middle West our outdoor work may be started sometime in March. The deciding factor is Mother Nature herself and we must arrange our out-of-door activities to comply with her demands.

Now let us consider some of the activities that go to make up a well balanced spring program.

BASEBALL

Although baseball is considered the outstanding American sport, it does not hold an important place among intramural activities. Baseball requires a large playground space, and, since in many schools this is not available, baseball is omitted.

In schools where facilities are no problem, baseball can be included in the program as it is a wholesome activity. Baseball can be adapted to any type of a point system and a round robin schedule is recommended.

BICYCLING

Bicycling is a sport that is rapidly gaining popularity in this country, not only for elementary and secondary grade children but also for college students and adults. The fact that the sport itself is so popular should influence physical education teachers to include it in the intramural program.

The objection will arise that all students do not possess bicycles and no school can provide them; however, many of the students will have bicycles and a program can be set up for them. Another objection is from the safety angle but this may be overcome by organized participation provided by the instructor. Bicycling should be conducted as a non-competitive group activity under the direct supervision of a member of the department who should lead groups on their trips, choosing byways into the country, rather than highways where automotive traffic is great.

This activity can be used as a part of the intramural program, points being awarded for entering and additional points given for each ride. The length of these rides will probably vary in each school, but a ten-mile round trip is recommended. These trips may be taken weekly or as often as the group desires.

The sport of bicycling provides good out-of-door activity, requires little promotion because of its popularity, has outstanding carry-over value, aids in muscular development, and is suitable for students of the elementary grades on through college. It will prove very successful as an intramural activity.

FLY CASTING

Fly casting is a good outdoor sport that will appeal to high school and college students.

Mr. V. C. Dunder, supervisor of Physical Education for the public schools of Duluth, Minnesota, has had remarkable success with this activity in his program. Classes are conducted in the high school for the purpose of teaching the students how to cast, in addition to stream technique, and care of equipment. At the conclusion of the year, the classes take an over-night field trip together and climax the activity with a tournament. In the tournament national rules as set up by the National Association of Scientific Angling Clubs are used.
The events include:

Bait Events

1. Accuracy -- Quarter ounce weight.
2. Accuracy -- Three-eighths ounce weight.
3. Accuracy -- One-half ounce weight.
4. Accuracy -- Five-eighths ounce weight.
5. Distance -- Quarter ounce weight.
6. Distance -- Three-eighths ounce weight.
7. Distance -- One-half ounce weight.
8. Distance -- Five-eighths ounce weight.

Fly Events

9. Accuracy Fly -- 5 3/4 ounce rod.
10. Dry Fly Accuracy -- 5 3/4 ounce rod, at unknown distances.
11. Distance Fly -- 5 3/4 ounce rod.
12. Salmon Fly.

Miscellaneous

Delicacy and Accuracy Fly
Surf Casting

GOLF

Golf ranks high among the activities in regard to its carry over value. The sport is best suited to high schools and college men and women and has a place among interscholastic and intercollegiate sports in many high schools and most colleges and universities.

Because of lack of facilities and the expense required to carry on a program of golf, many of the smaller high schools will probably be unable to include the sport in their intramural program; however, a number of high schools and most colleges and universities may do so. Many colleges and universities have golf courses of their own, so facilities are no problem to them. In many of the communities there are municipal or club owned golf courses and often times a satisfactory agreement may be made with the officials of these courses so that schools may take advantage of them. For example, the Central Missouri State Teachers College at Warrensburg, has no course of its own but pays a small fee to the golf

club which entitles all of the students of the college to play free. This procedure may be followed by high schools and other colleges, or arrangements may be made where students may secure a reduced green fee. Furnishing clubs and balls would require a great deal of money, but many young men and women who have no equipment may possibly use the equipment of their parents. If the schools were in such a position financially, they might buy a few golf sets and rent them out to the students for a small fee.

Our problem is to provide a varied program of activities in order that we may include all of the students in at least one sport. For that reason golf deserves every consideration. It is an invigorating out-of-door activity and one we hope most students will carry over into adult life.

Either a single or double elimination tournament, using medal play rather than match play, or a Ringer tournament, is suggested as a method of conducting this activity.

HOPSCOTCH

Hopscotch will appeal to both boys and girls of the elementary grades. It requires no equipment and very little in the way of facilities as it can be played on the sidewalks or in hallways.

There are different types of this game, the English, square, snail, question mark, ladder, and several others, but they all have the same purpose -- hopping from one square to another. This activity is good for the development of leg coordination and is similar to dancing in that respect.

Hopscotch can be conducted in the form of an elimination tournament.

HORSESHOES

Horseshoe pitching appeals to men especially, and may be carried on successfully in the junior and senior high schools and in the colleges and universities. Indoor horseshoes, adaptable to gymnasium use will probably interest the girls as well as the boys and may be included in the indoor season program. Equipment and facilities are no problem in this activity, facts that should appeal to the intramural department.

Tournaments may be conducted for both single and double entries. Double elimination tournaments are found to be most satisfactory.

The younger boys of junior high school age will probably be more interested in and enthusiastic over the game of horseshoe if the weight of the official shoes is reduced and the pitching distance shortened.

This sport is adaptable to any type of point system.

JACKS

Jacks, an activity for both boys and girls, is probably best suited to the elementary grades, but may be used in the junior high schools as well. This game is one of nationwide popularity among the children and for that reason does not need much promotion. They will enter into a jacks program wholeheartedly.

Nearly every child has his own jacks and ball so equipment in this activity is no particular problem for the physical education director.

The double elimination tournament is recommended for this activity. If there is more than one school in the community, the individual school winners can come together in an elimination tournament to decide a city champion.

KITES

Kite making and flying is an activity that appeals to boys of the elementary grades as well as to those in junior and senior high schools. No expense is involved, facilities for kite flying are no object, and the activity usually is enthusiastically received both by the students and the public.

The activity is adaptable to any point system but it is suggested that credit be given also for the different types of kites, their construction, size, ability to stay aloft, and the distance a kite may be "let-out".

Model airplanes may also be included with kites and points given craftsmanship, and ability to stay aloft.

MARBLES

Marbles is a sport that appeals to boys of the elementary level on up through high school. It requires no financing and very little playground space.

It is also a sport which will bring much publicity to the intramural department if held as a city championship. A tournament -- double elimination recommended -- can be held in each school after which the individual school champions may meet for the city championship. With the support of the local newspaper, the townsfolk will undoubtedly turn out to see the event which should boost the intramural department and create much interest among the participants.

The type of game will depend largely upon the community. The circle game is recommended.

ROLLER SKATING

Much impetus has been given to this activity during the past few years by the commercialized rinks set up over the country. It has much appeal to the children of the elementary grades but junior and senior high school students also participate in it.

The lack of facilities offers the greatest obstacle to roller skating as an intramural sport. However, it should be encouraged by a point system, non-competitive in nature.

Many schools award points for a certain number of hours of skating. This plan is satisfactory since it includes roller skating in the program, and, at the same time requires no facilities as the skating is done on the sidewalks.

SOFT BALL

Softball is one of the most popular team activities on the spring intramural program and therefore deserves much consideration. It is a good sport for both boys and girls of the upper elementary grades, high schools, colleges, and universities.

As interest in softball is great, a large number of teams will enter. Different leagues should be organized with an elimination tournament of the league winners at the completion of a round robin schedule.

In elementary schools the winners of each school might play in an elimination tournament with the winners of other schools of the city to determine a city championship.

This activity is adaptable to any point system that may be used by the individual schools.

TENNIS

Tennis is the most popular of the individual sports on the spring program for both young men and women and is recommended for students of junior and senior high schools, colleges, and universities.

The program should not be started too early in the spring because of inclement weather conditions. There should also be some allowance for a practice period from the time it is possible to get out-of-doors until the start of the tournament, to arouse interest and allow for individual improvement.

The double elimination tournament is recommended for singles and doubles play for both men and women. The mixed doubles are also popular. It is adaptable to any point system.

TRACK AND FIELD

Track and field events are popular as a boys' sport and are recommended for the upper elementary grades through colleges and universities. This activity is usually carried on as an inter-class activity but can be conducted in accordance with any system of classification.

The meet should be preceded by a training period for every boy who desires to participate in it. The meet is very useful to the track coach for discovering new talent; therefore, the recommended time of the meet is rather early in the spring.

As the intramural track and field meet is not held for members of varsity teams and the fact that most of the boys will not be in perfect physical condition, the distance of the running events should be cut down so the health of the competitors will not be endangered. The meet should also be carried on over a period of three days, not restricted to one day. Events a boy can enter should be limited possibly to four, no more than two of which may be running events, including the relay.

The activity is adaptable to any point system.

CHAPTER VI

SUMMER ACTIVITIES

CAMPING

Overnight hikes of all types are popular with groups of both boys and girls. Hikes may be taken to various points of interest near by. A park, natural camp site as a large cave, island or sandy beach is especially good if an approved supply of drinking water is available. These hikes or camping trips may last from one day to a week depending on age of group, adaptability of camp site, etc. Any number of tests for the point system can be passed during this time on nature lore, wood craft, cookery tests and even swimming and life saving.

If boats and canoes are available, a camping trip of several days can be taken, each night spent in a different place. Over night trips should be planned far enough in advance for thorough investigation of camp sites for supply of drinking water, sanitation, depth, current, etc. of bathing places, frequency of animals and insects and dangers of sharp cliffs, sand bogs, poisonous plants, and other safety hazards. Poison ivy adds little to camping benefits; rattle-snakes even less.

Many schools own lodge sites or such can be arranged for through public subscription, clubs or P. T. A. organizations. Lodges can often be built by manual training classes or Boy Scout organizations and furnished by different groups that spend time at the lodge. Permanent lodges are very desirable for many activities since equipment can remain there from time to time and the afore-mentioned safety measures can be taken care of as a matter of routine rather than having each leader check on them before each hike or camping session.

Where a building is available, competition in dancing, stunts and tumbling can be carried on during a camping session. Folk dancing festivals may be held as a whole camp activity or as a part of the regular camp program.

Rope hikes are interesting for more advanced hikers and may last from one-half day to several days. A long rope is used in all descents and climbs, each person being required to be in contact with the rope at all times it is in use either by being tied to a loop affixed to the rope or holding to a knot in the rope. This type of hiking is especially useful in rough densely wooded sections.

Bicycle hikes are enjoyable and can be as extensive as equipment and age of cyclers permit. Because of the hazards of auto traffic, it is well to avoid main highways and plan never to be on a wheel after dark.

BOATING AND WATER SPORTS

Safety is a big problem in water sports. No one should be allowed in a canoe who cannot swim. There should be instruction in the sport before a canoe is taken out and the first lessons should be in shallow water. For those un-familiar with the canoe the point should be emphasized that canoes are not for use in rough water. Students should be cautioned against leaving a capsized canoe and trying to swim to shore in water soaked clothing. After these pre-cautions are observed, canoeing is a fine sport. It fits most satisfactorily into intramurals where there is a point system. Credit can be given for time spent in paddling, miles covered, ability in handling as in righting and

splashing out a capsized canoe in deep water, and so on.

Where there is experience with canoes, canoe races will be interesting. They are frequently included in spring programs. Where there is suitable water, canoe trips, all day, overnight, or longer are popular.

An adaptation of the Eskimo's kayak can be similarly used, and is increasing in popularity. Still another departure is the collapsible boat which is being utilized to put the walking tour afloat. Like the canoe these are good inventions if kept away from rough water. They have been more popular so far in Europe than in America.

Row boats are the safest of small water craft, and although rather bunglesome and slow they will accommodate the most passengers per craft. Rowing is excellent exercise and safer than canoeing for passengers.

Boat regattas are very popular, using all kinds of contests -- distance races, sprint races, and novelty races as retrieving watermelons. Water pageants are good if well organized. Sail boats, out board motors, and speed boats are too expensive to have much place in intramurals.

SWIMMING

Swimming is one of the most popular of summer activities and should receive an important place on a program of activities.

At regular intervals a tournament may be held between groups of like development as beginners, intermediate, and advanced swimmers.

Swimming meets, like track meets, may easily become "draggy" affairs so all planning should be carefully done well in advance; plenty of officials should be on hand to run off events with competent starters, judges, and qualified life guards on hand at all times.

WATER BASKETBALL

Water basketball is an excellent game for advanced swimmers and well adapted to competition. There is some danger of sinus infection in such water games, and generally they are not suited to any except experienced swimmers who are at home in deep water.

WATER POLO

Water polo is a game suited to advanced swimmers and to intramural competition only if there are a large number of good swimmers.

PLAYGROUND AND CITY PARK ACTIVITIES

Play grounds and city parks may be organized in a number of ways for summer but should always be under the direction of a thoroughly qualified and capable leader preferably a competent physical education director, who can plan the program for the entire summer before the season begins. The director should be assisted by a paid group of senior boys and girls who have had experience and training in the type of the program planned for the season.

The season may be divided into sessions of different lengths, depending on the type of children served and the length of time the children are available.

A community where the children are transients for any reason necessitates planning for short complete units. Such a program will be difficult to organize because most likely only a minority will remain for the entire season.

There are numerous ways of handling the matter of attendance but a record of attendance should be kept throughout the entire season. This record serves as a safety record, legal record and above all as a very good means of popularizing the program.

Squads, with squad leaders if possible, with a definite job for each squad member are perhaps the most satisfactory way of keeping attendance records and promoting an activity. Care must be taken to see that all squads or teams are equally divided as to members and ability of the individual members. If one group is permitted to have all the "good" athletes, the spirit of competition will be weak between groups. Squad leaders may be chosen by the group or by the director and his or her assistants. If the playground or park is sponsored by a civic group or club a committee from this group well acquainted with all the children may choose the squad leaders. If there are children not attending the activities, a membership campaign may be a part of the program with points for new members. If this is done, then squads at the beginning should be small since at no time should squads or teams be too large to permit all members to take an active part in all activities. The squad leader should have at least two named assistants to take over his duties in case the leader is absent. If the program must be broken into short sessions, squad or team leaders should be changed at the beginning of each new session.

There are many other methods of dividing the group into working units. Having a general roll call by members and new teams selected each day is a rather lengthy and dull process. It does away with keeping of cumulative scores except for individuals. This ruins the feeling of sharing and team work.

A system of checking in and out at a common entrance may also be used. Punching an imitation clock, transferring of a name or number card from an "out" board to an "in" board, or being checked in and out by a leader on a roll card or book are all time wasting and uninteresting. None of these take care of a group organization for the day or session.

There is no limit to the number of kinds of activities and tournaments that can be held on play grounds and in city parks. If school or civic owned equipment is not available, necessary equipment can be secured by subscription or a small daily attendance charge. Much equipment can be made by the children forming the group.

ACTIVITIES

Hobby and Pet Shows

These shows may be added features to the intramural program, not a part of it. They may be given points either for individual or team scores.

If hobby shows are new to the group, it may be well to combine them with a pet show and have one big display of both. There may be in the vicinity such attractions as a trained dog, or pony, or some one who has a particularly interesting hobby, such as a collection of toy sail boats, coin collections, etc. Such persons may be invited to give a short exhibition, either on the day of the show or a week in advance to add interest to the pet and hobby show of the children.

Play Days

Competition between groups may be carried on by inviting another playground or day camp group for a day of competition in one activity as folk dancing, soft-ball, soccer, etc. If the day is given to one activity, a cumulative score should be kept throughout the day and **rest periods** observed at regular intervals.

"Soap Box" Derby or Wheel Derby

All types of wheel toys are represented in these races as well as all ages of entrants. Rules and kind of races should be announced and clearly explained well in advance as many of the machines will be made for the day. Rules must be clearly stated and all events well planned so that the day will move on a clock-like schedule and accidents will be limited to minor "spills". Lanes for each race should be clearly marked and judges should have a definite understanding of their jobs. There should be a definite place for spectators during each race. One place should be used for as many races as possible to avoid confusion of audience and participants moving from one location to another. Races of a type should be grouped together and run in order.

To create interest in this type of contest it may prove worthwhile to have a derby near the beginning of the contest since the degree of skill required is not very great.

Telephone and Telegraphic Meets

Inexpensive meets may be arranged by competing with another group in the same town or a near by town, or even triangular meets may be arranged by telephoning or telegraphing the results of a given activity at a definite time to the leader of the opponents. Appropriate activities are track, golf, basket-ball shooting for goal, baseball batting for accuracy or distance, top spinning, etc.

Toy Boat Races

If shop or craft work is a part of the regular program, a day, or a half day, may be given to boat races, the boats of course being made by the child at camp and by the others who enter the boat or boats. There should be at least two races for each type of boat entered. Winners may be given recognition by various methods: posting a list of the winners by name of the boat and owner; giving of ribbons, buttons or badges or other such prizes not of intrinsic value, or giving a certain number of points to the team of which the owner of winning boat is a member.

TOURNAMENTS OF INDIVIDUAL SPORTS

Aerial Darts or Paddle Badminton

See Chapter III Page 26

Archery

See Chapter III Page 26

Badminton

See Chapter III Page 27

Baseball

See Chapter V Page 35

Bowling

May be used indoors or out of doors with regular ten pins and almost any kind of ball.

Box Hockey

See Chapter IV Page 32

Dodge Ball

This is a good game for younger children and can be used for competition between groups. There are a number of different ways of playing dodge ball -- square, round, individual, etc.

End Ball

This is a game of low organization that takes care of large groups. It is a very good game to play indoors on rainy days. Protect the end wall of gym 4' high instead of basketball goal.

Field Hockey

See Chapter III Page 27

Hand Ball

See Chapter IV Page 32

Hand Tennis

A miniature tennis court is marked on two sidewalk squares, the floor or hard level ground and a regular tennis game is played using the palm of the hand for a racquet. The only variance from regulation tennis is that the ball is dropped and served on the first bounce instead of the regular tennis serve.

Heels

A game similar to shuffleboard since the marking of the target and scoring is the same. The contestant stands about 10 feet away and each tosses 2 large rubber heels in turn the same as the order used in horseshoe tossing. These may be purchased at a dime store.

Jacks

Use the same types of tournaments as marbles either between teams or on a point system basis. See page 37.

Marbles

A tournament between members of the different teams may be held and the winners play the winners of other teams or a tournament between all teams entered may be held. Each spring in Atlantic City a national marbles tournament is held and if interest is sufficient this might be kept in mind for winners and runners up. See page 38.

Pin Ball

This is a very good game for boys using basketball technique but knocking down a ten-pin instead of shooting a goal.

Shuffleboard

Pushers and discs may be either home-made or commercial products. This sport is particularly adaptable if part of the playing space is concrete or if a level concrete driveway can be found that is not in use.

Soccer

See Chapter III Page 28

Softball

See Chapter V Page 38

Speedball

See Chapter III Page 28

Table Tennis

See Chapter IV Page 33

Target Darts

Darts may either be home-made or commercial products. There is some chance of accidents among target throwers and those standing near.

Strict rules must be made for the game and adult supervision must be in force at all times. Participants should remain behind a given mark until all darts are thrown. No player should stand directly behind the thrower. Targets may be easily made on soft wood or plaster board, the inside circle being 2" on the same plan and scored the same as is an archery target. If target darts are used indoors, the target should be well surrounded by gymnasium mats.

Tenniquoits

This is a single or doubles game. It may be a popular tournament game even where equipment is limited since a rope or heavy string may be used as a net and a rope ring made to use in place of the regulation rubber ring. It is a good game for intramural tournaments.

Tops

Three trials are allowed each contestant, the time of the spin is taken and the owner of the top with the longest time of spinning is the winner. Few if any points are awarded the winner of this contest since the degree of skill required is not very great.

Volley Ball

See Chapter IV Page 34



"Sports for All"

CHAPTER VII

RECREATION AND CO-EDUCATIONAL ACTIVITIES

In recent years recreation has come to occupy a more and more prominent place in programs of physical education. The national professional association in this field has recognized this fact by adding the term to its official title. This certainly was not done because the previous title was too brief to be dignified.

Various factors have tended to call attention to the importance of recreation. Technical advances in industry have shortened working hours and increased leisure time. The alarming increase in mental cases leads to a search for safety valves to decrease nervous tension. Education generally is showing more concern for the total development of the individual. Daily life is increasingly sedentary for many individuals. Active recreation is needed to secure the bodily benefits of exercise. In view of the above, it is not surprising that recreation has come to the fore in the mind of those concerned with physical education.

A factor which has held back the development of recreation programs has been the shortage of facilities at the times available to students. There is a peak load in late afternoon because of intramurals and varsity athletics meeting at this same time -- a time usually best suited to recreation. The pressure of inter-school athletics has taken time and money in many cases so that intramurals and recreation have had difficulty in getting much attention.

A disposition has developed to separate intramural activities and recreation on this basis. Intramurals have been considered as having to do with competitive activities. Many think of recreation as non-competitive, where participation is relaxing and engaged in for fun, for a change of scene, etc. Activities such as canoeing, fishing, horseback riding, social dancing are entered into without the strain of competition. But when viewed in a little broader way, the purposes of recreation and of intramurals are essentially the same. The activities are engaged in for fun, there is little serious practice involved, and the end results of all such activities well conducted are recreational. Since the underlying philosophy is so much the same, it would be well for intramural departments to give more emphasis than has been usual to the various types of non-competitive recreational activities. If there is any necessity for this, nearly all these activities can be adapted to a point system anyway -- so much credit for a ten mile hike, for an hour of horseback riding, or for meeting certain standards of knowledge or performance in any activity. An example of what can be done in a competitive way with a non-competitive activity is well illustrated in public school music. Some of these art competitions attract thousands of competitors annually.

The primary concern in any activity program should be the welfare of the contestant. So long as he has a good time and feels that he is getting something out of it, he is not going to be very much concerned about whether what he participates in is called recreation or intramural competition. The need is for an activity that will help him. Some of the most effective mental hygiene hinges around recreation. This point is amply demonstrated in the remedial programs of mental institutions. There is a need for physically active pursuits that will help to balance our generally indoor and sedentary type of life. The various parts of the entire program in health and physical education should supplement each other. The required classes, the intramural and recreational activities, the varsity athletics, the health service, supervision and instruction should all dovetail in such a way as to meet the needs of the individual.

A very important function of the intramural office could well be that of a matching service for recreational competition. This could, but need not be, for any other purpose than playing for fun. Many groups have difficulty in meeting on a regular time schedule because of other after school activities. At times, when they can get together, it would be well if the intramural director could contact another team of like ability and reserve playing space for a game. This service would dovetail well with elimination tournaments. Many teams get organized in such tournaments, are beaten right away, and get to play only one game. Such clubs could be matched against each other and get a lot of fun out of the sport. Individual sports take care of themselves on competition pretty well. However, scheduling of tennis courts and like facilities saves a lot of waiting on turns to play. Matching service here would broaden competition beyond personal acquaintances in these sports -- a useful service in large institutions.

A number of activities are particularly suited to recreation which are not so well suited to competition. A few of these are suggested in the following:

Swimming and water play are unusually good. Careful supervision is necessary for safety, particularly in open water away from regular supervision. There is less danger around supervised pools except from infection. Long distance swimming is an especially good developmental activity, interesting to many people.

Canoeing and boating are very good where water is available. Instruction in handling of these craft should precede their use. It is best not to allow anyone in a canoe who cannot swim.

Hiking and camping are related to outdoor activities. Scout training is an excellent preliminary for appreciation of these activities. Cross country jogging is a fine out-of-door exercise suitable for a wide range of age groups.

There are numerous activities related to hunting and fishing. One may or may not take to the woods and streams with archery, rifle and pistol shooting, flycasting, etc. The application of the sport, so to speak, is generally more interesting than its isolated practice.

Outdoor winter sports include ice skating (which is probably the most popular), sledding, and skiing. All are fine sports. The lack of equipment and uncertainty of weather are the greatest handicaps to their more general adoption.

Horseback riding and bicycling are deservedly popular but somewhat handicapped by their cost and the lack of bridle paths or restricted areas for cycling. Bicycling on city streets is a somewhat dangerous activity.

Physical efficiency tests prove to be a popular activity. The individual gauges his skill against the standard or the record. The Athletic Badge Test for youngsters, the requirements of Sigma Delta Psi for college men are examples of these popular self-testing activities.

Social dancing, folk dancing, and like activities are always popular and some of our best recreational activities.

CO-EDUCATIONAL ACTIVITIES

Co-Educational sports fit readily into much of the recreational program. They are excellent for social training. They can be very popular. They should be more widely used.

In most schools, the boys and girls play together and recite together up to and including the sixth grade; thereafter, they recite together. There are many good reasons why boys and girls should have separate physical education classes and separate parts of the playground, but there is no reason why they should not play together occasionally under school supervision. Social ease is important and promoted by acquaintance. The boys can learn consideration in their attitudes toward girls, and the girls can learn sportsmanship in their play relationships with the boys. Many activities lend themselves to joint participation. Points may be given, if desired, in the intramural setup to those who take part. Play days or sports days seem to be the usual method for handling co-education as part of the intramural sports program. Social dancing has played a large role in co-education and, at the present time, it is being accepted as a legitimate activity for the school to sponsor.

Whenever anyone suggests co-educational activities, social dancing is thought of first. This activity is excellent if it is handled properly. In some sections social dancing is a moral issue in the minds of many people, and for that reason the heads of school systems must know their community before introducing social dancing as a curricular activity or even as an extra-curricular activity. About two years ago the newspapers carried accounts of local school turmoil in a fairly large city in the middle west. A woman teacher of physical education was giving free lessons in dancing after school to a group of voluntary pupils. It was necessary to stop the lessons, and dancing became a major issue in the school election.

In the winter of 1936 the physical education teachers of a large high school with an enrollment of 2000 students decided to put the boys' and girls' physical education classes together for social dancing lessons each Friday for a ten-week period during the winter season. The classes were combined and lessons in social dancing were given. From the standpoint of the teachers, the lessons progressed very nicely and the pupils were apparently enthusiastic. But on Monday morning the Superintendent's office called and said, "No more dancing". However, the principal asked the teachers to give lessons after school. This was done and 300 boys and girls were given lessons in the girls' gymnasium. These lessons were considered an intramural activity and each student was credited with participation in social dancing in the spring intramural reports.

At the Oread Training School, University of Kansas, co-educational activities, including folk dancing, have been provided on Fridays during the winter months. Two Fridays were spent in a recreational sports day in which badminton, deck tennis, tether ball, ping pong and free throwing were the activities. Social dancing came in for several lessons and the activities were finished by a reception and tea, at which dancing had a part. Here the students manage the activities and display their abilities to act correctly at social functions.

The University of Kansas has its department of physical education for both men and women in the same building, and co-educational activities have been run in the regular physical education classes for several years. A similar arrangement is found at Springfield, Missouri State Teachers and a number of other

schools. Fencing is taught to mixed classes. This is also true of archery, tap dancing, badminton, and social dancing. Saturday night parties are popular in some schools using mixed games, swimming, etc. Students from the community recreation classes can be used to aid those who need help. The games and activities are open to all and the students enjoy the co-recreational fellowship. Shuffle board, archery, and croquet prove to be the popular "easy" activities.

Central Missouri State Teachers' College at Warrensburg, Missouri, in the summer of 1938, organized teams for competition in mixed volley ball. Twenty-nine teams were entered and the competition proved popular. The Teachers' College at Denton, Texas, has a large and well equipped area that is devoted to recreation. The University of Iowa has for several years used its facilities and community recreation classes for the benefit of the student body. There the evening is usually rounded out with social dancing.

In the spring of 1938, the writer attended a co-educational play day at Washburn College, Topeka, Kansas, which was participated in by several Kansas colleges. As the guests arrived, they registered and paid a small fee which covered the cost of the noon meal. The students were then divided into color groups and given their choice of activities. For those who wished to stay inside, deck tennis, volleyball and aerial darts were provided. After this the luncheon was served and the various leaders and their groups were introduced. In the afternoon tennis and badminton were played, and later on social dancing and the awarding of the prizes to the winning color were features. It was a very enjoyable day for all the students. These are but a few examples of a trend toward greater use of co-educational activities.

The first requirement for such activities is complete cooperation between the boys' and girls' teachers in charge of the activities. Usually the women teachers are in much better position to teach the dancing activities while men teachers can handle the sports. In the play day or sports day program it is necessary to list the contests and have all equipment ready with the proper courts marked, everything in place so that no time is lost after the contestants are ready to play. Students can help with the organization and the more they have to do with the management, the more interest they will show in the success of the undertaking.

High schools could use this sports day type of program much more than they do at present. In some schools the idea seems to be prevalent that there is no party unless dancing is the main-stay of the evening. The same sort of poverty-stricken view calls for bridge and nothing but bridge.

High Schools could open up their gymnasiums and playgrounds once or twice a week and encourage mixed games and activities. Mixed tournaments could well be run in such activities as table tennis, archery, golf, badminton, tennis, etc. The object is to participate for fun and to create a feeling of mutual ease and understanding between players.

Many modern homes are being constructed with recreation rooms. The public is becoming more recreation minded. Many houses can be found with ping pong tables, small pool tables, etc. This means fun for both young and old. The school should prepare its product for better use of its leisure time. Boys and girls do play together, so why not give them a background of sports that they can enjoy when they are together. In later life they will be able to enjoy each others company without patronizing commercial entertainments so heavily. The avenues

of mixed activity with carry over values will be open to and understood by all who have the will to take part in them. The following list of activities, while not exhaustive, will undoubtedly suggest something to readers interested in co-education from the intramural standpoint.

Archery
Badminton
Bicycling
Billiards
Bounce Ball
Bowling
Cageball
Coasting
Croquet
Dancing
Deck Tennis
Free Throwing
Giant Volleyball
Golf
Hand Tennis
Hiking
Horseback Riding
Hop Scotch
Ice Skating
Marbles
Pool
Putting
Shuffleboard
Skiing
Swimming
Table Tennis
Tennis
Tether Ball
Tobogganing
Volleyball

CHAPTER VIII

PROMOTION AND PUBLICITY

Promotion

Intramural athletics have enjoyed a rapid growth in the past few years, and, considering the need they have fulfilled and the important place they now hold among the extra-curricular activities of our schools, there is no doubt but that they have a proper and important place in the program of our educational system.

An example of the growth of intramural athletics is shown by the statistics compiled by the University of Missouri.

Year	Sports	Teams	Contests	Men
1926-27	12	268	665	1727
1927-28	12	284	1003	1927
1928-29	11	289	897	2039
1929-30	12	280	814	1863
1930-31	14	352	789	2249
1931-32	15	351	747	2550
1932-33	15	321	745	2328
1933-34	16	321	908	2366
1934-35	16	321	759	2673
1935-36	14	376	1734	3316
1936-37	15	374	2285	4474
1937-38	14	428	2022	4117
1938-39	15		2318	4796

The figures for men represent the total number of participants for all activities. The total number of individual participants, however, shows about the same increase.

1935-36	1318
1936-37	1513
1937-38	1646
1938-39	1809

Another example of increased intramural participation is shown by the record of the University of Illinois.

COMPARISON OF ENTRIES FOR
1936-1937, 1937-1938 and 1938-1939

TEAM SPORTS

Sport	1936-1937 Teams	1936-1937 Men	1937-1938 Teams	1937-1938 Men	1938-1939 Teams	1938-1939 Men
Ice Hockey	17	153				
Softball						
Fraternity	54	630	55	671	55	634
Independent	10	120	7	84	10	214
Soccer	23	318	35	445	31	367
Water Polo	24	213	28	270	28	256
Volleyball						
Active	38	321	45	325	45	407
Pledge	38	316	44	310	43	371
Basketball						
"A" Team	57	436	57	409	57	345
"B" Team	49	421	48	398	43	301
Independent	37	304	47	354	44	264
Bowling	26	166	36	216	38	312
Spring Baseball						
Fraternity	34	481	25	275	17	188
Spring Softball						
Fraternity			26	286	30	348
Independent	16	212	8	88	12	147

INDIVIDUAL SPORTS

Fall Golf		140	4	180	4	176
Fall Tennis						
Singles		109		192		258
Doubles	35	70	70	140	82	164
Fall Track	27	308	32	220	25	186
Wrestling		103	22	180		154
Free Throw	22	137	27	134	18	127
Ping Pong						
Singles		116		189		310
Doubles	37	74	70	140	104	208
Swimming	14	137	20	110	24	102
Handball						
Singles		75		142		172
Doubles	31	62	64	128	73	146
Horseshoes						
Singles		78		161		213
Doubles	27	54	65	130	109	218
Spring Tennis						
Singles		127		163		247
Doubles	54	108	80	160	103	206
Spring Golf		129	4	129	4	105
Turkey Run	11	22	11	22	14	28
Spring Track	30	307	31	250	24	217
Archery				9		18

SUMMARY

	1936-1937		1937-1938		1938-1939	
	Teams	Men	Teams	Men	Teams	Men
Total of Team Sports	423	4091	461	4132	453	4154
Total of Individual Sports	288	2161	490	2779	580	3079
Total	711	6252	951	6911	1033	7233

Intramural athletics are showing such rapid growth because most students like to play. It is not a program that needs as intensive promotion as do some of our extra-curricular activities, nevertheless, it demands more than it is now receiving to insure increased individual participation.

The following table shows the individual participation as compiled by the Men's Intramural department at the University of Missouri for the year 1938-39. This table is representative of most records that might be examined. There are twelve sports (listed horizontally) in which there were fifty-one separate contests. The number of men participating are listed at the bottom and right hand side. It is interesting to note that of the total of 1809 men, only one entered all twelve sports and a total of fifty-one contests. Three hundred forty-five men entered one sport in which they participated in only one contest.

Missouri

INTRAMURAL SPORTS
Sports

Contests	1	2	3	4	5	6	7	8	9	10	11	12	Men
51											1	1	2
50													0
49													0
48													0
47												1	1
46													0
45													0
44											1		1
43								1					1
42								2		2			4
41													0
40										2			2
39							1			1			2
38								1					1
37						1	1						2
36							1						1
35					1		2		1	1			5
34							1	1					2
33						1							1
32						1		1	4				6
31						2	1	2	1	1			7
30					1	1	1			4			7
29						3	3		1				7
28					2	2		1					5
27						2			2	1			5
26				1	2	2	2	1					8
25				1		2	1	3		1			8
24			1	1	2	3	3	2		1			13
23			1	1	4	1	2						9
22			1	2	4	1	5	2	1				16
21				1	2	1	2	1					7
20			1	2	7			1	2	2			15
19		1	2	2	4	2			3				14
18			1	7	5	4	3						20
17		2	2	2	3	3		1					13
16			1	4	5	6	5	3	1	1			26
15			1	9	10	12	5	2	2				41
14			2	4	6	7	4	2	1	2			28
13			2	6	6	5	2	1	1				23
12			12	14	14	4	4	1					49
11			7	12	6	5	5	1					36
10			13	20	10	9	6						58
9		2	14	14	16	7	1	1					55
8		8	28	23	12	3	1		1				76
7		18	32	23	13	7	1						94
6		39	33	26	11	5	1						115
5		48	44	22	10	2							126
4		66	55	33	6								160
3		101	56	16									173
2		141	78										219
1		345											345
		768	381	235	145	109	67	40	26	18	16	2	2	1809
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	

This table shows that over one-third of the men are entering only one sport and participating in only one contest. As intramural workers it is our object to try to lessen this percentage by interesting the men in more than one sport. We feel that this can be done through better promotion.

A good program is the best type of promotion that can be found. The colleges, perhaps are better equipped to offer a more satisfactory type in intramural program than the secondary and elementary schools, because of better financing, better facilities and a larger teaching staff. Many educators on the secondary and elementary level, however, are realizing the importance of intramural athletics and are doing all in their power to see that their programs are being developed. It is up to us, as intramural enthusiasts to see that a sound program is organized and having been organized, extended to reach the greatest number of students possible.

Some devices that aid in promoting activities include home room notices, articles in the student papers, illustrated announcements on well-placed bulletin boards in locker rooms, and intramural publicity in the year book.

PUBLICITY

Publicity is an important phase of the intramural program. One of the first things that should be done by the director is to organize a publicity bureau within the department whose duty it is to see that all the necessary information regarding the program is made available to all the students and publications. This bureau may be composed of one or more members whose qualifications are interest, ability to write, and the recognition of a news story. If there is a school paper, an intramural column should be created to give all the information that is of importance to the student body. If there is no school paper, the bureau should cooperate with the local newspapers to see that the intramural news gets to them.

One of the first duties of the bureau should be publication of a calendar for the year. This calendar should list all of the events that are to be included in the program for the year and the date of each event. This calendar could be printed in the school paper or be mimeographed and distributed to home rooms and placed on bulletin boards.

Below is an intramural sports calendar that is being conducted by the Municipal University of Wichita, Kansas.

SCHEDULE OF INTRAMURAL SPORTS
1939-40

Fall Season	Type	Entries Close	Play Starts
Soccer	League	Sept. 22	Sept. 26
Tennis (singles)	Elim.	Sept. 22	Sept. 25
Tennis (doubles)	Elim.	Sept. 22	Sept. 25
Touch Football	League	Oct. 17	Oct. 19
Handball (singles)	Elim.	Nov. 16	Nov. 20
Handball (doubles)	Elim.	Nov. 16	Nov. 20

Winter Season	Type	Entries Close	Play Starts
Bowling	League	Dec. 5	Dec. 7
Volley Ball	Dbl. Elim.	Dec. 5	Dec. 7
Ping Pong	Elim.	Dec. 11	Dec. 13
Badminton	Elim.	Jan. 5	Jan. 9
Basketball	League	Jan. 30	Feb. 1
Foul Throwing	Meet	Jan. 30	Feb. 1
Boxing	Meet	Feb. 9	Feb. 14
Wrestling	Meet	Feb. 16	Feb. 21
Swimming	Meet	Mar. 1	Mar. 6
Spring Season			
Track	Meet	Apr. 3	Apr. 5
Tennis (singles)	Elim.	Apr. 4	Apr. 8
Tennis (doubles)	Elim.	Apr. 4	Apr. 8
Horseshoe (singles)	Elim.	Apr. 5	Apr. 8
Horseshoe (doubles)	Elim.	Apr. 5	Apr. 8
Softball	League	Apr. 5	Apr. 9
Golf	Meet	May 8	May 10

The intramural calendar of activities during the year 1939-40 for the women of the University of Arizona includes:

First Semester		
Oct. 2	Tennis Singles	Elimination
Oct. 9	Tennis Singles	Consolation
Oct. 12	Swim meet	Inter-group
Oct. 16	Tennis, Advanced	Round Robin
Oct. 18	Badminton and Ping Pong	
Oct. 23	Hockey	Inter-group
Nov. 2	Golf	Fall open
Nov. 6	Archery	Advanced Round Robin
Nov. 13	Hockey	Inter-class
Nov. 13	Tennis	Beginners stepladder
Dec. 4	Golf	December flight
Dec. 16	Fall "Sports Day"	
Jan. 4	Bowling	Inter-group
Jan. 4	Basketball	Inter-group
Jan. 6	Tennis, Mixed Doubles	
Jan. 8	Golf Handicap	
Second Semester		
Feb. 10	Tennis	Inter-group
Feb. 12	Golf	Inter-group
Feb. 26	Baseball	Inter-group
Mar. 2	Tennis	Stepladder
Mar. 4	Basketball	Inter-class
Mar. 9	Golf	Mixed Doubles
Mar. 11	Baseball	Inter-class
Mar. 11	Badminton	Mixed Doubles
Apr. 8	Golf	Beginners and Intermediates
Apr. 8	Golf	Spring open
Apr. 12	Tennis	Mixed Doubles
Apr. 15	Bowling	Inter-class
May 14	Swimmers pageant	

Another duty of the publicity bureau would be the posting of schedules for each activity that is being carried on. These schedules should be given to each team manager and also placed on bulletin boards for the students.

Following is an example of a section of basketball schedule at Iowa State College.

INTRAMURAL DEPARTMENT

WARD BASKETBALL SCHEDULES WINTER 1938

Section 21	Won	Lost	Pct.
1. XI Troopers			
2. NU Sox			
3. IOTA Dark Horses			
4. ZETA Hot Shots			

Section 22	Won	Lost	Pct.
1. Gamma Toreadors			
2. Kappa Hot Shots			
3. DELTA Devils			
4. ZETA Wildcats			

Date	Teams	Court	Time
Jan. 27	1 vs. 2	2	7:00 p.m.
"	3 vs. 4	3	"
Jan. 31	2 vs. 3	1	8:30 p.m.
"	1 vs. 4	4	"
Feb. 7	1 vs. 3	2	8:30 p.m.
"	2 vs. 4	3	"

Date	Teams	Courts	Time
Jan. 27	1 vs. 2	1	7:00 p.m.
"	3 vs. 4	4	"
Jan. 31	2 vs. 3	2	8:30 p.m.
"	1 vs. 4	3	"
Feb. 7	1 vs. 3	1	8:30 p.m.
"	2 vs. 4	4	"

Section 23	Won	Lost	Pct.
1. GAMMA Sizzlers			
2. LAPPA Rangers			
3. LAMBDA			
4. BETA Hottentots			

Section 24	Won	Lost	Pct.
1. GAMMA Wildcats			
2. XI Oilers			
3. KAPPA Rockets			
4. ALPHA			

Date	Teams	Court	Time
Jan. 27	1 vs. 2	2	7:45 p.m.
"	3 vs. 4	3	"
Jan. 31	2 vs. 3	1	9:15 p.m.
"	1 vs. 4	4	"
Feb. 10	1 vs. 3	2	8:30 p.m.
"	2 vs. 4	3	"

Date	Teams	Courts	Time
Jan. 27	1 vs. 2	1	7:45 p.m.
"	3 vs. 4	4	"
Jan. 31	2 vs. 3	2	9:15 p.m.
"	1 vs. 4	3	"
Feb. 10	1 vs. 3	1	8:30 p.m.
"	2 vs. 4	4	"

ATTENTION!

INFORMATION!

Courts are numbered from West to East. No one on gym floor without Basketball shoes. This includes managers, scorers and timers. Spectators must use the Balcony!

Each team furnishes a scorekeeper and timekeeper, who report on the floor to the referee. It is understood that these men also wear basketball shoes.

At the completion of the round robin schedule in each of these sections, four tournaments, namely Class A, B, C, and D, will be conducted. The rank of each team in its respective section will determine the tournament class in which it will play, i.e., all section winners will play in Class "A" second ranking teams in Class "B", third in "C" and fourth in "D". In cases of ties for a ranking, teams so tied will both be entered in the tournament of that rank.

MEMBERS OF ALL CLASS CHAMPIONSHIP TEAMS WILL BE AWARDED CHARMS.

HIGH LIGHTS ON RULES: Time of halves-12 minutes; time-outs-1 minute, intermission between halves-5 minutes. Center jump is eliminated except at start of

game after double fouls, technical fouls, and at start of second half. All held balls will be thrown up at either free throw line or the center, dependent upon which point is nearest. There will be no three-second offensive free throw lane rule. There will be no ten-second back court rule, except that when the stalling situation arises the official shall declare a violation.

Other duties of the publicity bureau would include publishing the box scores of games, award winners, feature stories about final games and unusual happenings, information concerning different activities and arranging for the use of photographs whenever possible. Publishing box scores of games tends to increase the importance of intramural games and encourages the participants. In turn this publicity will increase the number of participants and make public the number of students that the intramural department is reaching.

Photography can add much to the publicizing of the intramural department and much of this should be done if at all possible as pictures are always the best type of publicity. Pictures of winning groups or individuals and action pictures can be used in the student paper or yearbook, and the local newspapers always welcome this type of publicity. Of course, photography will include an added expense and should not be used if it will restrict the program, but if equipment is available it will add much to the publicizing of the department.

Following are some examples of intramural publicity from different schools:

Plan as used at Iowa State College. Adopted from similar plan used at Michigan and Ohio State.

THE LEAGUE - ELIMINATION TOURNAMENT PLAN

Leagues

Leagues are formed from entrants by random draw except in cases of some other definite set policy. In our case, we separate league winners and runnersup of one year in the competition the following year.

Four (or three) team leagues are formed and a round robin schedule in each is arranged.

At the completion of the regular league round robin schedule, the teams of each league are definitely ranked on a percentage basis.

Elimination Tournament

All of the competing teams are now drawn into tournaments of four classifications: A, B, C, and D, (or whatever designation you care to give them), according to rank in league play. The point is you have all the league winners now competing in Class A, your second ranking teams in B, third in C, and fourth in D. Teams tied for a ranking are placed in the same tournament classification.

Teams forfeiting in the league round robins are not included in the tournament play.

Advantages

The plan very definitely increases the interest of all teams. If they are drawn into a league of teams far superior to them, they have the consolation of equalization in the elimination tournaments.

Forfeits are reduced to a minimum. This past season we experienced but six forfeits in a total of two hundred and seventy-five scheduled games under the operation of this plan.

Disadvantages

The possibility of a team losing intentionally so as to gain a lower classification. An act of this type, I am sure, will be very rare, and can be readily combatted if sufficiently evident.

Participation Point Distribution with use of Plan

Group I	(Major sports apportionment)				Points		
	Touch Football)	Class A:	150;	140;	130;	120;	110.
	Basketball)	Class B:	120;	110;	100;	90;	80.
	Volleyball)	Class C:	100;	90;	80;	70;	60.
	Softball)	Class D:	80;	70;	60;	50;	40.

Group II	(Minor sports apportionment)				Points		
	Table Tennis)	Class A:	100;	93;	86;	80;	73.
	Bowling)	Class B:	80;	73;	66;	59;	52.
		Class C:	66;	59;	52;	45;	37.
		Class D:	52;	45;	37;	30;	23.

FINAL SCORE AND RANK

Intramural Department
University of Minnesota

FRATERNITY	1936-37		Rank					
	Score	Rank	1935-1936	1934-1935	1933-1934	1932-1933	1931-1932	1930-1931
Acacia	460	29	35	42	29	..	55	55
Alpha Beta Phi	25	53	..	..	..	..	..	..
Alpha Chi Sigma	554	19	45	49	32	28	20	15
Alpha Delta Phi	435	30	16	12	23	17	22	42
Alpha Epsilon Pi	...	..	..	..	..	..	57	59
Alpha Gamma Rho	1130	2	6	6	14	9	5	29
Alpha Kappa Kappa	350	39	22	23	33	33	41	53
Alpha Kappa Psi	581	14	38	51	51	42	24	27
Alpha Rho Chi	293	42	..	39	27	34	7	3
Alpha Sigma Phi	...	..	..	..	..	41	27	13
Alpha Tau Omega	577	15	18	4	2	7	18	5
Alpha Theta Phi	...	..	..	..	..	58	..	..
Beta Theta Pi	706	8	5	1	9	6	10	6
Chi Phi	219	49	32	..	..	49	26	41
Chi Psi	542	20	15	32	19	4	8	16
Delta Chi	639	10	3	2	15	53	51	45
Delta Kappa Epsilon	475	25	44	20	13	24	4	21
Delta Sigma Delta	392	35	34	45	50	35	47	31
Delta Sigma Pi	698	9	19	19	26	37	37	52
Delta Tau Delta	270	45	27	25	28	29	23	17
Delta Theta Phi	131	51	43	44	..	48	..	..
Delta Upsilon	566	16	21	43	47	40	32	30
Farm House	474	26	32	46	41	50	52	..
Gamma Eta Gamma	154	50	47	40	40	57	42	50
Kappa Eta Kappa	271	44	30	28	12	15	19	40
Kappa Psi	...	..	..	..	..	54	53	51
Kappa Sigma	517	21	13	22	21	51	38	34
Lambda Chi Alpha	...	2.	48	46	30	21	29	9
Mu Beta Chi	461	28	24	..	..	..	..	..
Nu Sigma Nu	462	27	50	34	31	36	48	49
Omicron Sigma	...	..	..	..	..	..	58	58
Phi Beta Delta	...	..	..	..	..	..	44	36
Phi Chi	769	5	12	8	10	5	3	2
Phi Beta Pi	401	33	42	21	34	26	12	28
Phi Delta Chi	258	47	25	41	44	47	39	33
Phi Delta Epsilon	355	36	28	30	35	43	40	..
Phi Delta Theta	1324	1	1	7	5	3	1	1
Phi Epsilon Kappa	613	11	36	9	..	59	30	26
Phi Epsilon Pi	990	3	4	11	11	30	..	..
Phi Gamma Delta	327	41	41	35	37	32	59	22
Phi Kappa Psi	709	7	8	13	16	14	9	8
Phi Kappa Sigma	411	32	17	37	45	38	31	24
Phi Rho Sigma	285	43	20	16	25	19	15	32
Phi Sigma Kappa	477	24	9	17	8	8	46	10
Phi Tau Delta	...	..	..	..	..	39	56	60
Pi Kappa Alpha	...	..	51	48	48	55	35	46
Psi Omega	429	31	40	29	43	25	43	38
Psi Upsilon	612	12	14	15	6	12	11	39

FRATERNITY	1936-37 Score	1936-37 Rank	1935-1936	1934-1935	1933-1934	1932-1933	1931-1932	1930-1931
Scarab	41	52	..	..	..	..	..	..
Sigma Alpha Epsilon	745	6	7	10	4	11	14	11
Sigma Alpha Mu	558	17	2	14	7	2	16	12
Sigma Alpha Sigma	...	..	..	..	49	46	..	..
Sigma Chi	582	13	23	18	17	10	13	6
Sigma Nu	556	18	10	3	3	1	2	4
Sigma Phi Epsilon	506	22	..	24	18	22	28	20
Sigma Rho	...	..	52	..	..	..	50	..
Tau Delta Phi	239	48	..	..	..	..	..	..
Tau Kappa Epsilon	900	4	29	5	1	13	6	7
Tau Phi Delta	266	46	31	38	22	52	34	23
Theta Chi	394	34	26	33	36	20	17	19
Theta Delta Chi	354	37	39	27	20	27	21	14
Theta Kappa Nu	...	..	..	..	..	..	54	47
Theta Kappa Psi	...	..	..	..	42	31	33	25
Theta Tau	336	40	46	36	24	16	25	43
Theta Xi	...	..	37	31	45	60	..	..
Triangle	351	38	49	50	38	44	36	56
Xi Psi Phi	...	..	..	..	..	..	45	56
Zeta Psi	491	23	11	26	39	23	49	18

PUBLIC SCHOOLS, DULUTH, MINNESOTA

RECREATION DEPARTMENT

OVERHEAD CAST

As a matter of review to those who were present at the first two sessions and to acquaint those who are present for the first time with work already covered, an attempt will be made to outline and explain the fundamentals of the overhead cast. The overhead cast is considered the fundamental cast. Once it is learned one can cast at any angle.

We will take up each step of the cast in order. We will assume that the rod is assembled and that 25 to 30 feet of line is stripped from the reel and extended out in front of the caster.

THE GRIP

The rod should be gripped with thumb pointed toward tip of rod. This position of thumb gives better control and is also less fatiguing. Avoid wrapping thumb around rod as is done in the so called baseball grip.

THE PICK-UP

The tip of the rod is slowly raised to the position of a 45° angle. This not only gives caster control of the line but also enables the caster to get proper height to the back cast by starting at this point. Start the back cast from this point by snapping rod up to vertical position.

THE BACK CAST

The rod really should move backward less than 45 degrees from pick-up of line at start of back cast to vertical position or point where rod is checked. This is very important. Too often the back cast is begun from horizontal position of rod. A properly executed back cast insures a good forward cast.

PAUSE

A slight pause is necessary at the end of the back cast to permit the line to practically straighten out behind the caster. This pause is very brief and, of course, varies with length of line, wind resistance, and power put into the back cast.

FORWARD CAST

After the slight pause mentioned in the preceding paragraph, the forward cast is begun. Not much power is necessary on the forward cast. Rod is checked above horizontal position to allow fly to light first.

IMPORTANT THINGS TO KEEP IN MIND

1. Keep elbow close to side in order to avoid bringing arm action into the cast.
2. All action is supplied by the wrist.
3. Strive for a high back cast. A high back cast gets you into less trouble and insures a fine forward cast.

4. Don't worry about distance. Most fishing is done with 30 to 35 feet of line.

5. If your flies are snapped off on the back cast, it means that you do not pause long enough at end of back cast.

6. If your line hits water continually ahead of leader and fly, you can correct this by either raising tip slightly at end of forward cast or by pulling in a little line at that point to check line momentarily in the air to permit the leader to roll out and settle in the water first.

STUDENT CONTROL

The trend in intramural athletics is toward student control. One of the reasons for this is the desire to make the student feel that it is his program. If the student has the feeling of individual ownership he will accept more responsibility and do everything in his power to make the program a success. This tends also to develop leadership among the students.

Another reason for increasing student control is that it relieves the director of many routine duties, enabling him to spend more time supervising and developing his program.

Now let us consider some of the positions and duties that can be assigned to the students.

Publicity Bureau

The personnel of this group should be selected in cooperation with the Journalism or English departments of the school. Their duties have been discussed earlier in this chapter.

Intramural Council

This council should include in its personnel the intramural director, the student manager, a faculty member and the intramural secretary. Their duties would include the formulating of a body of rules and regulations effecting eligibility, and protested games.

Student Manager

The duties of the student manager are very important; therefore they call for a student who is completely dependable. He works with the director and is directly responsible to him. His duties include the notification of the team managers of the schedule, and the field managers concerning their duties, and the assignment of officials, scorekeepers and timekeepers.

Intramural Secretary

The duties of the intramural secretary include the recording of points earned by each individual and each team in all activities included in the program. It is also his responsibility to make public the standing of teams from time to time. The results of all contests are in his hands, and he is directly responsible to the student manager.

Team Manager

The team manager should be elected by his team or organization; he is directly responsible to the student manager. It is his duty to see that his team is organized and ready to appear when it is scheduled to play. Ohio State University lists the following duties of a good team manager.

A good manager will:

1. Keep in close and frequent contact with the Intramural Office, attend meetings, and place before his group all important information received.

2. Enter his team in the desired sports on or before the announced closing date for entries.

3. Register all the members of his organization or team on the official blank.

4. Notify his team members of the date, time, and place of each contest.

5. See that team members are on hand for all contests at the scheduled time.

6. Be thoroughly familiar with the eligibility rules as contained in the handbook and abide by them.

7. Write the full name of each player on the score sheets before each game.

8. Make every effort to play games on the dates scheduled.

9. Make every effort to have his team members play according to the rules of the game and conduct themselves as gentlemen and good sports.

10. Remember that winning at all costs is too costly.

Officials

Officials include the referees and umpires. This group needs some training under the director as he knows the rules of the various activities. Special conferences should be held and examinations given to the group to determine their ability. Upon them depends very largely the success of the program. They must be fair at all times and their integrity should never be questioned by the players. Because of this such positions should not be given to students who are in the activity for which they are officiating. In many schools, varsity players or faculty members are used.

Scorekeepers

Their duties are to keep score and see that the results are given to the secretary.

Timekeepers

As their names imply, their duties are to keep time for the activities.

Field Managers

The duties of the field manager include the marking off of fields for the activities that are to be played and to see that the necessary equipment is on hand.

Trainers

The trainer applies first aid treatment to bruises and minor injuries. He should be on hand for all contests. It would be wise, if possible, to choose a trainer who at one time has had a course in first aid.

As it is desirable to use as many students as possible in your program the suggestion is offered that students who are handicapped or physically unable to participate in contests be used in many of these student positions.

Athletic associations and womens' athletic or recreation associations which are closely related to the intramural program are also organizations where student leadership can be developed.

A study of girls' athletic associations in the Secondary School Objectives, Organization Program, a bulletin published by a committee of the Boston group of the Women's Division, National Amateur Athletic Federation, lists some objectives which attempt to express what an athletic association should hope to accomplish. One of these objectives is "To develop student-conducted activities, thus encouraging leadership." Outstanding girl athletes with an interest in such activities are the moving spirits in most such organizations. These clubs, like all others, can use those people who are willing to work for the common benefit of all.

Bulletin boards, school papers, assembly announcements, etc. are valuable avenues of publicity.

There is some feeling against awards because of the taint of commercialism. With the finances usually available, this is a very faint taint indeed; and awards do much to interest competitors.

CHAPTER IX

AWARDS, POINT SYSTEMS AND RECORDS

SYSTEM OF AWARDS

The purpose of an award system in the intramural program is twofold, namely; motivation and recognition of achievement.

Award systems are not universally used, as there are some physical education leaders who think the system is stressing the award rather than participation for enjoyment. However, there are arguments for giving awards by proponents of the plan.

Awards create interest, and, as a result of the increased student interest, there will be a greater percentage of participation, which is a step toward the realization of our objectives.

There is an opportunity for each student to win an award. If an award plan is used (which is recommended for junior high and high schools) it places all students upon the same level of opportunity and encourages all of them to participate. In other words, we are not only encouraging the physically superior students but those whom we might call physically inferior by participation awards.

Intramural athletics is only one of the many extra-curricular activities that are being carried on in the school program. The activities are made as appealing to the students as possible in an attempt to gain their individual participation but at the same time the awards are also given to make it more attractive.

In giving awards we recognize individual achievement in that we give the students something that is of little monetary value but, at the same time, gives credit for their interest, participation, and physical prowess and proves to them and shows the world that they have the physical and mental capacities to turn in a creditable performance.

Those who feel that we are stressing the wrong thing by giving awards present as their arguments the following points:

The individual should be taught to participate for the enjoyment he can derive from the activity. This argument is worthwhile and no doubt many students would enter into the program if no awards were given. However, there are others that are not participating who will be attracted by the award. We strive for 100% participation in the program and if the awards will attract some of those students who would not otherwise be in the program, surely the award system is all right.

Awards are an added expense. This is true and if the awards system takes away from or limits the type of program that is carried on, it is an argument that deserves every consideration. Awards, however, need not be very expensive as cheaper ones will successfully accomplish the same purpose.

If each individual can win an award, awards mean very little. In this argument one thing is not taken into consideration and that is, we are not recognizing ability as such, but participation. In interscholastic and intercollegiate athletics awards are given for ability, as the individuals are the outstanding

representatives of the school. In intramural athletics we are not dealing with students in regard to their abilities, as that is for more highly organized teams; but with the individuals who cannot make these teams, the objective we are striving for is participation.

If awards are given, some individuals will attempt to win at any cost, even by unfair tactics. This argument is of importance but does not confine itself only to award systems. It arises wherever there is competition. We should encourage the spirit of fair play in all of our activities and it is our duty to see that all activities are properly supervised and conducted under capable officials in an attempt to enforce fair play.

PLANS FOR GIVING THE AWARDS

Many different systems are used where awards are given. The most commonly used one is the point system, in which the students are given points for participation, winning, and officiating. Some of the schools give individual awards, others give team awards and some give both individual and team awards. The awards are given when a certain number of points are accumulated. These points may accumulate during the student's enrollment in the junior high school or in the senior high school, or in college but are not carried over from one school to the other. In this plan each individual may win an award.

Another plan is to give awards only to the winners in each activity, either team or individual.

A third point system used is to give points for participation, and winning, and then to give awards at the close of the year to a certain number of students with the greatest total of points.

Another plan closely related to this is the sweepstake award that is given to the home room, class, or organization that accumulates the most points during the school year.

TYPES OF AWARDS

The most common types of individual awards include letters, certificates, medals, charms, sweaters, cups, ribbons, and medallions. Of these, letters are perhaps the most popular. They are usually made of colors that do not resemble a varsity letter with the word INTRAMURAL on it. The letters are not expensive and at the same time are something that each boy takes pride in wearing. Medals and charms are perhaps a little more expensive but are very satisfactory. Sweaters and cups are almost too expensive but are given in a number of schools. They are probably more satisfactory for colleges and universities.

Certificates are something that the boys cannot display and for that reason are not very popular, but they are, however, inexpensive. Ribbons are perhaps the cheapest type of award and are very popular in schools were finances present a great problem. They can be made by the school, which makes them still cheaper.

Medallions are another type of individual award that can be given. They are very popular. They can display a school or activity insignia and with a little initiative can be made into a very attractive award. They can be made in the industrial arts department at a minimum cost.

The most common types of group awards include cups, plaques and shields. Of these the plaques and shields are most popular. They are inexpensive and in many schools are made by the industrial arts department. The plaques are made of wood upon which the event and the names of the group are printed, over which is applied a coat of varnish. Cups are more expensive and probably best suited to colleges and universities.

POINT SYSTEMS

The most common method used in giving awards is on the basis of a point system. Although all point systems have the same common goal of giving credit for participation, they are nevertheless different in construction.

The principles to be maintained in setting up point systems have been clearly outlined by the Womens' Section of the Iowa Physical Education Association for the Iowa State High School Girls Athletic Association.

1. Simplicity.
2. Participation weighted more than skill and winning.
3. Program especially adapted to girls' interests, including team and individual sports and less highly organized competition.
4. No division into "major" and "minor" sports.
5. Skill, leadership, health, sportsmanship, participation -- all recognized.
6. No material awards.
7. First 500 points in local system should be about the same difficulty as first 500 points under state standards.
8. Local standards should be especially adapted to local needs.
9. Interscholastic competition should receive no points.

Another item to be considered in setting up a point system is the scaling of points that are to be awarded for activities and achievement. The study of Athletic Associations and Secondary Schools in a bulletin prepared by a committee of the Boston Group of the Women's Division, National Amateur Athletic Federation suggests the following:

"In apportioning the actual numbers of points to be awarded in recognition of various achievements and standards, the elements of time, effort, availability to all, and relative difficulty must be determined for each subdivision of the point system. The scale of points should preferably be kept to a small sum. For example, if the number of points awarded for given specific activities be kept to a range of 1 to 10 according to difficulty of achievement, the then sum total for an award may be set at 100 points. The computation of point-records for individual students is simplified when the totals are kept within a relatively small range instead of running into the hundreds or up to a thousand as is sometimes the case. If an award is to be made for 100 points, then the most difficult achievement (time, effort, skill and other elements given due consideration) should be limited to 10 points. Other activities may be assigned lesser point values, for example, 8, 5, and 1, in accordance with their relative "difficulty" as compared to the achievement most demanding as to time involved, continuity of participation, personal skill required and other qualities which enter in. When all activities and achievements have been assigned tentative values, the entire plan should be surveyed and necessary readjustments made, so that relative values are maintained between the activities (or achievements in them) and the points awarded fairly distributed.

In assigning point-values to activities or achievement standards, the availability of each of the several items must be considered. One which is limited to a small group such as golf, should not be assigned an inordinately high value, for in such a case the favored few would have a great advantage over the larger group. It should be a principle to award points on an equitable basis for certain standards of achievement or of participation, and to add small bonuses for winners of tournaments or for very superior achievement in highly specialized lines. The whole student group should be provided equal opportunity to receive recognition. The winning of a championship, or the performance of "stars" are to be considered less than participation as such, by <u>many</u> individuals."

ATHLETIC POINT SYSTEM - PUBLIC SCHOOLS, UNIVERSITY CITY, MO.

FOURTH GRADE

To receive the award 125 points must be earned within the year and students must be making a passing grade in all subjects. All points involving a period of time are to be kept for eight consecutive months.

1.	Sportsmanship (decided by Teacher, Principal & P. E. Teacher) - -	10 pts.
2.	Posture	
	a. Grade A -	10 "
	b. Grade B -	5 "
3.	Scholarship	
	a. Average grade of A -	10 "
	b. Average grade of B -	5 "
4.	Weight (not over 10% over or under weight) - - - - - - - - - - - - -	10 "
5.	Member of intramural team and present at every game (each sport)-	10 "
6.	Member of winning intramural team - - - - - - - - - - - - - - - - -	5 "
7.	Play day participation -	5 "
8.	Member of Athletic Council -	10 "
9.	Officer of Athletic Council -	5 "
10.	Stunts - 1 point for each stunt - - - - - - - - - - - - - - - - - -	10 "
11.	Line Soccer	
	a. Dribble around three obstacles, 50 yds. in 18 seconds - - -	5 "
	b. Place kick - 10 yds. - three out of five - - - - - - - - - -	5 "
12.	Dodge Ball	
	a. Throw basketball 40 ft. - three out of five - - - - - - - - -	5 "
	b. Dodge a basketball - three out of five - - - - - - - - - - - -	5 "
13.	Long Base	
	a. Batting - underhand pitch - 20 ft. - two out of five - - -	5 "
	b. Hit target underhand pitch - 20 ft. two out of five - - -	5 "
14.	End Ball	
	a. Throw basketball 30 ft. - three out of five - - - - - - - - -	5 "
	b. Catch ball thrown 25 ft. - three out of five - - - - - - - - -	5 "
15.	Punch Ball	
	a. Catch ball and pass accurately while playing as 1st, 2nd, and 3rd basemen -	5 "
	b. Bat and make successful run - three out of five - - - - - - -	5 "

ATHLETIC POINT SYSTEM - UNIVERSITY CITY SCHOOL - FIFTH AND SIXTH GRADES

Fifth Grade, 135 points, sixth grade, 160 points - earned in a year. No awards to students not passing all subjects. Points must be kept for eight months.

1. Sportsmanship (decided by Teacher, Principal & P. E. Teacher) - - - 10 pts.
2. Posture
   a. Grade A - 10 "
   b. Grade B - 5 "
3. Scholarship
   a. Average grade of A - 10 "
   b. Average grade of B - 5 "
4. Weight (not over 10% over or under weight) - - - - - - - - - - - - - 10 "
5. Member of intramural team and present at games (each sport) - - - - 10 "
6. Member of winning intramural team - - - - - - - - - - - - - - - - - 5 "
7. Member of school team and present at games - - - - - - - - - - - - - 10 "
8. Member of winning school team - - - - - - - - - - - - - - - - - - - 5 "
9. Play Day Participation - 10 "
10. Member of Athletic Council - 10 "
11. Officer of Athletic Council - 5 "
12. Tumbling (1 point for each stunt) Possible - - - - - - - - - - - - - 10 "
13. Track - placing 1st, 2nd, or 3rd in intramural meets - each - - - - 10 "

GIRLS' POINTS

14. Folk Dancing (knowing three) - - - - - - - - - - - - - - - - - Each 10 "
15. Game Skills
   A. Fist Ball
      1. Catching correctly three out of five - - - - - - - - - - - - 5 "
      2. Placing hit two out of five - - - - - - - - - - - - - - - - 5 "
   B. Dodge Ball
      1. Hit target three out of five, throwing correctly 20 ft. 5 "
      2. Throw the ball across the circle, 30 ft. - - - - - - - - - 5 "
      3. Catch the ball across the circle, 30 ft. - - - - - - - - - 5 "
   C. Captain Ball
      1. Recover a bounce 8 feet - - - - - - - - - - - - - - - - - - 5 "
      2. Vertical jump of 12 inches - - - - - - - - - - - - - - - - - 5 "
   D. Base Ball
      1. Catch three out of five - - - - - - - - - - - - - - - - - - 5 "
      2. Bat three fair hits out of five - - - - - - - - - - - - - - 5 "
      3. Hit target overarm throw three out of five, base distance 5 "
      4. Hit target pitching three out of five, pitcher's box - - 5 "

BOYS' POINTS

16. Tap Dances (knowing two) - - - - - - - - - - - - - - - - - - - Each 5 "
17. Game Skills
   A. Soccer
      1. Dribble and kick goal from 30 ft., three out of five - - 5 "
      2. Head ball three out of five - - - - - - - - - - - - - - - 5 "
   B. Dodge Ball
      1. Throw correctly at target four out of five, 25 ft. - - - 5 "
      2. Same as 2 and 3 of girls' points - - - - - - - - - - - - - 5 "
   C. Pin Ball
      1. Pivot and pass correctly - - - - - - - - - - - - - - - - - 5 "
      2. Vertical jump of twelve inches - - - - - - - - - - - - - - 5 "

BOYS' POINTS - Continued

D. Base Ball

1.	Catch four out of five -	5 pts.
2.	Bat three outfield balls out of five - - - - - - - - - - - -	5 "
3.	Hit target overarm throw three out of five, base dist. -	5 "
4.	Hit target pitching three out of five, pitcher's box - -	5 "

The Junior High Schools of Fargo, North Dakota, list the following rules for boys and girls to obtain an intramural letter.

1. Pupil must have a total of 1500 points earned.
2. No pupil may earn more than ONE intramural letter.
3. Service stripes will be awarded for each 500 additional points after letter is earned.
4. Playing on winning team or event 5 extra points. Being captain of a team 5 extra points.
5. 5 mile hike 50 points. 10 mile bicycle hike 50 points.
6. Roller skating 25 hours outdoors 50 points.
7. Horseback riding 25 hours 50 points.
8. 75 hours iceskating 50 points. (About 2 hrs. per day during season.)
9. Tobogganing 50 hours 50 points.
10. Officiating in 5 games of sport 50 points.
11. 50 points will be awarded for each activity each season except pupils entering school in the 8th or 9th grades who will use as a basis 75 and 100 points respectively.
12. A pupil's citizenship must be approved by the principal in order to be eligible for a school letter.
13. Eligibility rules will govern only in awarding letters.

The Junior High Schools of Long Beach, California are experimenting with a point system for boys. Although not in its final form the plan is as follows:

LONG BEACH CITY SCHOOLS

DEPARTMENT OF PHYSICAL EDUCATION

PROPOSED REQUIREMENTS FOR THE JUNIOR HIGH SCHOOL BOYS' ATHLETIC AWARDS

To earn the 4-inch shaded school letter a boy must earn 300 points as follows:

At least 100 points in Participation
At least 100 points in Service
(To include at least 50 points for officiating)
100 additional points in Participation, Service or Leadership

A star will be awarded for each 200 points beyond the required amount for letter award. These points to be earned as follows:

At least 75 points in Participation
At least 75 points in Service (40 of which must be in officiating)
50 additional points in the field of Participation, Service or Leadership

The 5-inch shaded school letter will be awarded to boys having a total of 900 points. Points may be earned as follows:

Participation -	Competing in one complete intramural season (90% attendance including practice) - - - - - - - -	50 pts.
	Winning team or individual in an intramural season	20 "
	2nd place -	15 "
	3rd place -	10 "
	4th place -	5 "
	Competing in an all-city event - - - - - - - - - -	15 "
	1st place in an all-city event - - - - - - - - - -	50 "
	2nd place in an all-city event - - - - - - - - - -	40 "
	3rd place in an all-city event - - - - - - - - - -	30 "
Service -	Officiating (per game) referee or umpire - - - -	5 "
	Timekeeper (per game) - - - - - - - - - - - - - -	2 "
	Scorekeeper (per game) - - - - - - - - - - - - - -	2 "
	Grounds manager (after school one semester) - - -	100 "
	Supply monitor (after school one semester) - - -	100 "
	Participation in school programs - - - - - - - - -	Optional
Leadership -	Intramural team captains (per season) - - - - - - -	10 pts.
	Athletic Commissioner (per semester)- - - - - - -	100 "
	Sport manager (per season) - - - - - - - - - - - -	50 "
	Recorder of points (per semester) - - - - - - - - -	75 "
Class Leadership -	Class Commander (per semester) - - - - - - - - - -	50 "
	Assistant Class Commander (per semester) - - - -	40 "
	Squad Leader -	30 "
	Outside leader or grounds manager - - - - - - - - -	40 "
	Inside leader or equipment monitor - - - - - - - -	40 "

Points may be transferred from one school to another and from one semester to the next.

POINT SYSTEM FOR IOWA HIGH SCHOOL GIRLS

1. Participation. 1 hour (60 minutes) of participation -- 4 points; with supervision, and instruction 1 additional point will be granted. Points will not be granted more than two hours of activity in one day, or less than ½ hour of activity at any one time. Not more than one-third of total participation for the year may be in one activity.

2. Skill. Points will be awarded for evidence of skill in certain activities.

3. Leadership.
   1. Organize and lead a group of at least eight girls in any listed activity for 5 meetings - 30 points. Before receiving first award this is done under supervision of the instructor. After receiving first award, it may be done independently. It is not advised, however, to allow student leaders to conduct groups in basketball, soccer, track or hockey without supervision because of danger of accident.
   2. Officiate well in at least two games of any highly organized team sports. 15 points.

4. Health.
   1. Keep Health Code -- every four weeks' period - 15 points (have 135 checks out of the possible 140 checks)

2. Health Examination (may be repeated yearly)

5. Sportsmanship. Habitual good sportsmanship is important, but difficult to give points for. Therefore, no points will be given for this section. However, it will be required that the record of points sent in for the state award must be accompanied by a statement that the applicant has shown habitual good sportsmanship throughout the earning of her points and signed by a committee composed of the principal, G. A. A. advisor and at least three students.

POINT SYSTEM

SCORING OF INDIVIDUAL POINTS

HELENA HIGH SCHOOL, HELENA, MONTANA

The records of each student in intramural competition shall be kept by the Intramural Department and the student having the highest number of points at the end of the school year will be awarded the Intramural gold medal. The student having the second highest number of points will be awarded the Intramural silver medal.

The following sports are divided into the divisions as below, and are to be considered in the collection of individual points.

Division I -- Basketball, Volley Ball, Indoor Baseball, Diamond Ball.

Division II -- Track.

Division III -- (a) Boxing, Wrestling, Tennis (single and double), Golf.
(b) Cross County, Foul Throwing, Goal Shooting.

Division I -- 1. Five points for playing on a winning team.
2. Two points for playing, but not winning.
3. Loss of five points for forfeiting.

Division II -- 1. Each student will be awarded the points he makes in any of the organized races or events in class track meet.
2. Each student not placing will be given one point for competing.

Division III -- (a) 1. Five points for winning match.
2. Each student will receive one point for competing but not winning.
3. Five additional points for 1st place. Three additional points for 2nd place.
Two additional points for 3rd place.
One additional point for 4th place.
Loss of 5 points for forfeiting.

(b) 1. For winning 1st place - 15 points.
For winning 2nd place - 12 points.
For winning 3rd place - 9 points.
For winning 4th place - 6 points.
For winning 5th place - 3 points.
2. One point for competing but not placing.

The Central Missouri State Teachers' College, Warrensburg, Missouri, uses a point system in which the eight high point men during the year receive a light sweater. The point system is as follows:

Sport	Entrance Points	Points per Win	Winners Points	
Archery	20	20	100	
Basketball (A)	50	10	50	league, 50 playoff
(B)	30	10	50	
Boxing	20	30	100	
Foul Throwing	20	20	100	
Golf	20	20	100	
Handball	20	20	100	
Horseshoes	20	20	100	
Softball	50	10	50	league, 50 playoff
Swimming	20		5	points for each 1 on 5-3-2-1 basis
Table Tennis	20	20	100	
Tennis	20	20	100	
Touch Football	20	10	50	
Track	20		5	points for each 1 on 5-3-2-1 basis
Volleyball	20	20	100	
Wrestling	20	20	100	

The point system used by the Intramural Department of the University of Michigan.

POINT SYSTEM USED IN AWARDING INTRAMURAL NUMERALS

RULES AND REGULATIONS

Entrance points are those points which an individual may earn by entering a sport and not forfeiting any matches.

Additional points are those points which an individual may earn by advancing farther in a tournament.

Winner's points are the number of points given an individual for going through the tournament undefeated.

The highest 10 percent of point winners will receive a combination Intramural Monogram and Numerals.

Points may be accumulated from any 10 of the 34 sports, team or individual.

Members of gymnastic, archery, boxing and fencing squads who meet regularly under the supervision of an instructor and who take part in meets, etc., will receive 500 points at the end of the respective sport season toward their total number of points.

Individuals are limited to the number of points they may earn in any one sport. For example, tennis tournaments are run in the fall, winter and spring; singles and doubles; all campus, independent, and fraternity divisions. It is only possible to earn points in one tournament (singles or doubles), in one division, each period of the year.

In team sports an individual participating in all games will receive the same number of points as earned by his team. However, if he participates in part of the games he will only be awarded points in proportion to the number of games in which he played.

For example, if his team is awarded 150 points for winning basketball and there were 5 games played, an individual playing in one game would receive one-fifth of the 100 additional points, or 20 points. This twenty, plus the 50 entrance points, would allow him a total of 70 points.

SCORING CHART

Sport	Entrance Points	Additional Points	Winners' Points
1. Archery	35	65	100
2. Badminton	35	65	100
3. Baseball, Soft	50	100	150
4. Baseball, Dart	20	30	50
5. Baseball Field Meet	30	45	75
6. Basketball (A)	50	100	150
7. Basketball (B)	50	25	75
8. Bowling	35	65	100
9. Boxing	35	65	100
10. Codeball	20	30	50
11. Cross Country	30	45	75
12. Fencing	35	65	100
13. Football, Touch	50	100	150
14. Foul Throwing	20	30	50
15. Golf	35	65	100
16. Gymnastics	35	65	100
17. Handball	25	50	75
18. Horseshoes	25	50	75
19. Ice Hockey	50	100	150
20. Paddle Ball	20	30	50
21. Relays	20	30	50
22. Riding	25	50	75
23. Rifle Shooting	25	50	75
24. Sigma Delta Psi	25	50	75
25. Skating	25	50	75
26. Soccer	50	100	150
27. Speedball	50	100	150
28. Squash	25	50	75
29. Swimming (Dual)	25	50	75
(Championship)	30	45	75
30. Tennis	35	65	100
31. Track	40	60	100
32. Twenty-one	20	30	50
33. Volleyball	35	65	100
34. Water Polo	25	50	75
35. Wrestling	35	65	100

AWARD RECORDS

Award records are an important as well as necessary part of the intramural program and require some bookeeping by the director. From these records is determined the total number of points an individual or organization has amassed during the year, the number of individuals or groups in each activity, percentage

of individual participants, and records set up in individual activities such as track and field, swimming and golf.

Most of the work will be in the listing of points from which is determined the individual or organization winners.

The records will determine which activities have been the most popular, which is important in that it helps in planning the activities for the following year. These records also disclose the percentage of students that are engaging in the activities. This is important as we want to know how well our program has been accepted by the students which might lead us to discover why we are not receiving unanimous support.

As these records are necessary there should be some type of a card that would allow for all of the information desired that can be filed for further reference.

An example of one used in the junior and senior high schools at Moorhead, Minnesota, is shown in the following.

INTRAMURAL RECORD

Sports	7Gr.	8Gr.	9Gr.	10Gr.	11Gr.	12Gr.	JUNIOR HIGH
Badminton							LETTER AWARDED
Basketball							JUNIOR HIGH
Boxing							STRIPES AWARDED
Free Throw							SENIOR HIGH
Golf							LETTER AWARDED
Horseshoe							SENIOR HIGH
Ice Hockey							LETTER AWARDED
Officiating							ATTITUDE
Ping Pong							
Push Ball							JR.H.S. SEN.H.S.
School Letter-Basketball							7 10
School Letter-Football							8 11
							9 12
School Letter-Track							TOTAL TOTAL
Soccer							
Soft Ball							Remarks
Touch Football							
Tennis							
Track-Field							
Wrestling							
Total							

These records should be filed in a place that can be locked, eliminating any chance for them to be lost or tampered with. The students will naturally desire to know from time to time how many points they have accumulated. This not only requires a lot of time to look up but also tends to become quite monotonous. To eliminate this and also to satisfy the student, a public record is recommended. The record should include all of the students' names with spaces for each activity that is offered in which points may be recorded. It will show at a glance the number that participated in each event and the number of boys who participated in the program throughout the season. It is further recommended that this record be placed in a case with a glass door so that it may not be marked up.

The job of recording points may be done by the director or Intramural secretary.

An example of a public record:

FRESHMEN

	Basket Ball	Badmin-ton	Golf	Horse-shoes	Offici-ating	Ping Pong	Soc-cer	Soft Ball	Ten-nis	Track	Wrest-ling	Total
Ashley, J.												
Boyer, A.												
Collins, M.												
Davis, E.												
Ellis, F.												
Funk, L.												
Geyer, H.												
Harris, M.												

LIMITATION OF AWARDS

There should be a limitation of the awards given by an intramural department, as the greater share of the finances provided for this extra curricular activity should go to the program itself and not for awards. The point system should be organized with such a degree of difficulty that each individual cannot win too many awards, but at the same time we must try to hold their interest in the program after they have won their first award.

The Moorhead, Minnesota program realized this point and set up a plan whereby the student could not win an award in less than a period of about two years. To hold the interest after that time, service stripes were awarded for an additional number of points.

The Long Beach, California schools give a 4" letter for the first 300 points, a star for each additional 200 points and a 5" letter for a total of 900 points.

The Highland Park, Illinois G. A. A. allow for five different awards in an attempt to hold the girls' interest. The first one, for winning 35 points, is a white numeral on a blue circular base. The second award, a blue H.G.A. emblem on a white base is granted to any girl who has earned 70 points. The third award, a small H.G.A. emblem in the form of a silver pin, is granted to any girl who has earned 100 points. The fourth award, a blue H.G.A. and class numeral on a white shield, is granted to any girl who has earned 150 points. The fifth award, the name of the girl on a plaque to be placed in the rest room, is granted to the senior girl having the highest number of points at the end of her senior year. In case of a tie both names are placed on the plaque.

CHAPTER X

FUTURE

It is always interesting, if not always profitable, to speculate on the future. The future of education depends, of course, on the future of society. And no one knows what it will be. What will be our form of government? Is Democracy outmoded as Hitler and Stalin would have us believe? Most Americans think not. If so, is either of the systems represented by these two a lasting replacement? What effect will scientific progress have on our way of life? For example, assume that sky flivvers will be the future means of travel for all. What then will be the education needed to make everyone a pilot? There is not need to enlarge further on the difficulties a crystal gazer must face in this field.

Moreover, education is often said to lag twenty years behind, and some will say on the wrong track even then; so that we are not now actually getting our children ready even for 1920. The philosophy shaping physical education faces these same uncertainties. For what shall we prepare?

There is as general agreement on aims in physical education as in any other educational field. All students are familiar with, and most accept, the general aims of organic vigor, neuro-muscular skill, recreational learnings, and training in character qualities and in a social way. We all want health, character, sportsmanship, recreational skills, grace and so on. A basic working philosophy has been reasonably well stated - providing life does not change too rapidly. More than ever before people need nervous stability and "constitution". Worthy use of leisure concerns many social thinkers. And so with all the other points emphasized in physical education objectives; how are these goals to be attained?

Commercial sport has come in for much criticism by physical educators. The general public shows less concern. The parallel with ancient Greece is often drawn. Professional athletes are criticized as of no use to society. Gambling and other evils are deplored. Most of all the tendency to make spectators of the majority, "spectatoritis", is strongly condemned. Similar criticisms are made of much of our interscholastic and intercollegiate program. Many of these latter criticisms are not well considered. Some are. Certainly the interschool program is not adequately serving all. No more of course does school debate or music serve all.

Nearly all our students do come in contact with physical education through direct experience in the required program. As a rule, the time here is so limited that this program should be primarily one of teaching. Where, then, shall these teachings be applied? This is the primary function of the intramural program. Here the student should find his recreation for the present and his recreational training for the future. With these points in mind, let us examine intramurals with a view to their future tendencies.

One of these trends will likely be toward more out-of-door play. Gymnasiums are viewed more and more as emergency quarters for inclement weather which do not give all the benefits available in out door air and sunlight. Especially in the winter program is this change likely to be apparent. There should be a considerable expansion in outdoor winter sports, not only sports on snow and ice, but soccer, speedball, etc., in milder winter climates. One marked exception is the indoor swimming pool, which is becoming more common in schools. Aquatic activi-

ties should increase in popularity. Sports with a good recreational carry over, away from the cities and closer to nature, are due for more emphasis. Examples are archery, hunting, canoeing, rifle shooting, fly casting, woodcraft, and the like. Many of these sports are adapted to competition. Others can be encouraged through point systems.

Another trend is toward co-recreation. Much of the present attitude toward isolation of boys and girls in play carries back to separation of the sexes in all education. To a large extent this is as it should be. The two sexes do not seek entirely the same ends in education, but after school they will not be isolated. Recreational training that will enable them to play together helps the individual to fit in socially. The tennis court, swimming pool, golf course, the archery range, and the home recreation room with its table tennis, billiards, and other games are a few examples of sports that make for better adjustment socially and encourage active participation of the family group.

Still another tendency is a greater emphasis on safety. The public conscience is increasingly aware of the need for conservation of these most vital of our resources, human life and health. This is as it should be. Both patriotism and common humanity demand it. Further this is coming to be a practical necessity because, to quote a classic:

"Babies are strangely out of style
You may travel the country for many a mile
Without the light of a baby smile
Unless with the Dutch or Irish."

And even the Dutch and the Irish are falling down of late. Moreover, respect for human personality demands such consideration as we can give to human welfare. In sports this involves a number of points. The playing environment must be as safe as may be. Sanitation must be enforced, dangerous obstructions removed. In short, the hazards to health, life and limb must be removed. Safe playing equipment must be provided. Preliminary medical examination will keep a check on weak hearts, tendency to hernia, incipient disease and the like. Prompt first aid and medical treatment if necessary must be available. The dangers of insufficient warm up and of exhaustion must be guarded against. Great progress has already been made in this field. Much remains to be done.

The fact that relaxation and recreation are coming to the fore in discussion concerning the use of leisure time will do much to promote intramurals in the school program, because these sports are recreational in character. The close relation of play to mental hygiene and the promotion of mental health lend further significance to intramural sports.

Another point to consider is the relative importance of team and individual sports in the total program offered. Team sports are useful in teaching co-operation and good sportsmanship. They are an important laboratory for citizenship. The individual sports, generally speaking, carry over better for recreational use after school days are over. Two adjustments in present practice that will be beneficial are to get girls participating more in team games; and to get boys' varsity players to learn more of individual recreational sports for use in later life. Point systems encourage the recreational sports for use in later life. Point systems encourage the recreational sports which may be less strictly competitive, and as such are good. They involve considerable bookkeeping and are therefore something of a headache to administer. While they are probably not so passé as some physical educators believe, this extra trouble in administration does hold down their popularity.

The status of awards in the future of intramurals is of interest. The laurel wreath is as far as many idealists would go. This view is extreme. Human nature being as it is, prizes hold a wide appeal. These prizes need not be at all expensive. Their intrinsic value should be kept down. But contestants value a tangible and visible token of their prowess for the world to see. Such awards will help a program. They need not and should not be expensive.

The future relation of varsity and intramural sports is an intriguing subject. There is no reason why the two should be antagonistic. In fact, some of the liveliest and most extensive programs have grown up together in universities such as Michigan and Ohio State. In many of these situations money from intercollegiate receipts has gone into facilities for intramurals. In smaller schools this is not generally true. The two programs, similar at many points, serve somewhat different ends. Varsity sports concern school publicity and alumni interest. They are a public show. The keen competition demands sacrifice and discipline that many intramural players are unwilling to make. Intramurals on the other hand, are of interest chiefly to contestants, involve little practice; they are for fun and they must be fun. Good varsity competition stimulates intramural interest and vice versa. Intramural basketball will be popular in a "basketball" school; baseball will hold interest in a "baseball" town. Intramural and varsity programs do not substitute for each other satisfactorily because of the different directions which they take. Following the reform wave in intercollegiate athletics in 1906 many colleges tried this type of substitution. It was but a short time until nearly all had returned to inter-school competition. This detracts nothing from the place of intramurals in the general program, encouraging as they should the opportunity of participation for all, rather than only a few as players, while the majority remain as onlookers.

In a general way, the growth of intramurals depends largely on the progress of Physical Education as a whole. As the public becomes familiar with the educational aims served through this field, and have opportunity to observe the practical effects of good work done there is every reason to expect continued growth of Physical Education in general and of intramural sports in particular.

APPENDIX

REQUIREMENTS FOR FULL MEMBERSHIP

SIGMA DELTA PSI TEST

1.	100 yd. dash	11 3/5 sec.	9.	100 yd. swim	1 min. 45 sec.
2.	120 yd. low hurdles	16 sec.	10.	1 mile run	6 min.
3.	Running high jump	5 ft.	11.	Front hand spring, landing on feet	
4.	Running broad jump	17 ft.			
5.	16 lbs. shot put	30 ft.	12.	Hand stand	10 sec.
6.	20 ft. rope climb	12 sec.	13.	Fence vault	Chin high
7.	Baseball throw	250 ft.	14.	Good Posture	
	or Javelin throw	130 ft.			
8.	Football Punt	120 ft.	15.	Scholarship - Eligible for varsity competition	

Substitutions: A candidate who has won the varsity letter or an intramural championship in any sport may substitute this letter for any one requirement in Sigma Delta Psi, except swimming. A substitution may be made but once for one sport; for example, the candidate may substitute the football award but once, even though he plays on the varsity team three years. The privilege of substituting varsity letters is limited to two official varsity sports and one intramural championship.

An intramural championship shall consist of at least sixteen competitors to a tournament and at least eight men to a division, class, etc.

THE ATHLETIC BADGE TESTS

Test for boys

First test:

1.	Pull-up (chinning)	4 times
	or	
	Rope-climb (using both hands and legs)	12 feet
2.	Standing broad jump	5' 9"
3.	60-yard dash	9 seconds
	or	
	50-yard dash	8 seconds
4.	Baseball throw (accuracy)	3 strikes out of 6 throws at 40 feet
	or	
	Baseball throw (distance)	130 feet

Second test:

1.	Pull-up (chinning)	6 times
	or	
	Rope-climb (using both hands and legs)	16 feet
2.	Standing broad jump	6' 6"
	or	
	Running broad jump	12 feet

3. 60-yard dash	8 seconds
or	
100-yard dash	13 2/5 seconds
4. Baseball throw (accuracy)	3 strikes out of 5 throws at 45 feet
or	
Baseball throw (distance)	195 feet

Third test:

1. Pull-up (chinning)	9 times
or	
Rope climb (using hands only)	16 feet
2. Running high jump	4' 4"
or	
Running broad jump	14 feet
3. 220-yard run	28 seconds
or	
100-yard dash	12 3/5 seconds
4. Baseball throw (accuracy)	3 strikes out of 5 throws at 50 feet
or	
Baseball throw (distance)	220 feet
or	
8 lb. shot put	28 feet

Test for Girls

First test:

1. Balancing (1 deep knee bend)	24 feet, 2 trials
2. Potato race	22 seconds
or	
All-up Indian club race	30 seconds
or	
50-yard dash	8 seconds
3. Basketball throw (distance)	35 feet
or	
12-inch indoor baseball throw (accuracy)	2 strikes out of 5 throws at 25 feet
4. Volleyball serve	2 in 5
or	
Tennis serve	3 in 6
or	
Basketball goal throw (10-foot line)	2 in 5
or	
12-inch indoor baseball throw and catch	3 errors allowed

Second test:

1. Balancing (book on head; 1 deep knee bend)	24 feet, 2 trials
2. Potato race	20 seconds
or	
All-up Indian club race	28 seconds

	or	
	Run and catch	19 seconds
	or	
	50-yard dash	7 3/5 seconds
3.	Basketball throw (distance)	45 feet
	or	
	12-inch indoor baseball throw (accuracy)	3 strikes out of 6 throws at 30 feet
4.	Volleyball serve	3 in 6
	or	
	Tennis serve	3 in 5
	or	
	Basketball goal throw (12-foot line)	3 in 6
	or	
	12-inch indoor baseball throw and catch	2 errors allowed

Third test:

1.	Balancing (book on head, 3 deep knee bends)	24 feet, 2 trials
2.	Potato race	18 seconds
	or	
	Run and catch	17 seconds
	or	
	50-yard dash	7 1/5 seconds
3.	Basketball throw (distance)	55 feet
	or	
	12-inch indoor baseball throw (accuracy)	3 strikes out of 5 throws at 36 feet
4.	Volleyball serve	3 in 5
	or	
	Tennis serve	3 in 4
	or	
	Basketball goal throw (15-foot line)	3 in 5
	or	
	12-inch indoor baseball throw and catch	1 error allowed

INTRAMURAL ACTIVITIES FOR 18 HIGH SCHOOLS

ACTIVITIES	Baltimore, Md. *	Chicago, Ill.	Columbia, S. C.	Des Moines, Ia.	Detroit, Mich. *	Helena, Mont.	Little Rock, Ark. *	Long Beach, Calif.	Louisville, Ky.	Milwaukee, Wis.	Minneapolis, Minn.*	Portland, Ore.	Providence, R. I.	Richmond, Va.	Sioux Falls, S. D.	St. Joseph, Mo.	Trenton, N. J. *	Wichita, Kans.	TOTAL
Archery	x				x		x								x				4
Badminton	x				x		x	x	x		x		x					x	8
Baseball	x				x		x	x			x		x			x	x		8
Basketball	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	17
Bicycling									x		x								2
Bowling	x				x				x		x					x			5
Boxing	x				x		x				x								4
Cage Ball									x										1
Cross Country	x					x							x						3
Croquet	x																		1
Deck Tennis	x				x		x	x	x		x								6
End Ball																	x		1
Fencing	x						x				x		x						4
Field Hockey							x		x		x						x		4
Football	x						x				x	x					x		5
Free Throw		x				x			x	x									4
Goal Shooting					x	x					x								3
Golf	x			x	x	x	x		x		x		x					x	9
Gymnastics	x										x		x					x	4
Handball					x			x	x		x		x				x		6
Hit Pin Baseball					x														1
Hockey	x										x								2
Hop Scotch	x																		1
Horseshoes	x	x		x	x	x		x	x						x	x		x	10
Ice Skating					x						x								2
Kickball					x				x		x								3
Lacrosse	x																		1
Line Basketball											x								1
Nine Court B B					x														1
Paddle Ball	x																		1
Paddle Tennis	x							x	x										3
Passing & Punting	x																		1
Ping Pong	x	x			x		x				x					x	x	x	8
Quoits	x				x														2
Rifling	x																	x	2
Ring Tennis	x				x				x										3
Roller Skating											x								1
Servus Ball											x								1
Shuffleboard					x		x												2

* Activities for both girls and boys

INTRAMURAL ACTIVITIES FOR 18 HIGH SCHOOLS (continued)

ACTIVITIES	Baltimore, Md. *	Chicago, Ill.	Columbia, S. C.	Des Moines, Ia.	Detroit, Mich. *	Helena, Mont.	Little Rock, Ark. *	Long Beach, Calif.	Louisville, Ky. *	Milwaukee, Wis.	Minneapolis, Minn. *	Portland, Ore.	Providence, R. I.	Richmond, Va.	Sioux Falls, S. D.	St. Joseph, Mo.	Trenton, N. J. *	Wichita, Kans.	TOTAL
Soccer	x	x		x	x		x		x	x	x	x	x				x	x	12
Softball	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	17
Speedball					x			x			x								3
Swimming	x			x	x				x		x						x	x	7
Tenniquoits									x		x								2
Tennis	x	x		x	x	x	x	x	x		x		x				x	x	12
Tether Ball																		x	1
Touch Football	x		x	x	x			x	x		x		x			x		x	10
Track	x	x		x	x	x	x	x	x	x	x	x	x			x	x	x	15
Tumbling				x															1
Twenty-one		x							x										2
Volley Ball	x	x	x	x	x	x		x	x		x	x		x		x		x	13
Water Polo											x								1
Wrestling	x				x		x				x		x				x	x	7
Total Activities	32	10	4	11	28	10	17	13	23	5	32	6	13	3	3	8	13	17	

* Activities for both girls and boys.

INTRAMURAL ACTIVITIES FOR COLLEGES AND UNIVERSITIES

ACTIVITIES	Arizona, U. of	Calif. U. of	Chicago, U. of	Colorado State	Ill., U. of	Iowa State	Mich., U. of	Minn., U. of	Miss., U. of	Mo., U. of	New Mex., U. of	Nev., U. of	Ohio State U.	Okla., U. of	Penna., U. of	Pitts., U. of	Purdue Univ.	Tenn. Univ.	Texas, U. of	U.S. Mil. Ac.	Va., U. of	Wbg. Teachers	Wash., U. of	Wichita Univ.	Wis., U. of	TOTAL
Archery					x	x	x							x			x					x				6
Badminton	x	x	x	x			x	x	x				x	x		x	x		x		x		x	x	x	16
Baseball	x	x			x	x	x	x			x	x	x	x			x		x	x			x		x	15
Basketball	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	25
Billiards		x	x																							2
Bowling	x	x	x		x	x	x	x			x		x	x	x	x	x							x	x	15
Boxing	x	x		x			x	x	x	x				x	x		x		x		x	x	x	x		15
Codeball							x																			1
Crew		x																							x	2
Cross Country	x						x				x	x				x	x	x		x			x			9
Dart Baseball							x																			1
Fencing		x	x				x	x			x		x				x		x				x			9
Football																	x			x						2
Free Throw	x	x		x	x		x	x	x					x	x	x	x		x			x	x	x		15
Golf		x	x		x	x	x	x	x	x	x		x	x	x	x	x	x	x			x	x	x	x	20
Gymnastics		x		x	x		x						x			x										6
Handball	x	x	x		x	x	x	x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	22
Horseshoes	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x		23
Ice Hockey							x	x																	x	3
Lacrosse																				x						1
Paddle Ball							x																			1
Pistol			x							x																2
Polo										x																1
Pool		x																								1
Putting														x												1
Relays						x	x	x		x	x				x			x								7
Riding							x																			1
Rifle			x				x	x	x																	4
Sailing		x																								1
Shuffleboard								x										x								2
Sigma Delts Psi	x				x	x	x	x					x				x									7
Six Man Football		x		x																						2
Skating								x	x																	2
Skiing		x						x				x											x			4
Soccer		x			x		x									x				x			x	x		7
Softball	x	x	x	x	x	x	x	x	x	x	x		x	x	x		x	x	x		x	x	x	x	x	22
Speedball						x	x				x		x		x	x										6
Squash		x	x				x	x					x			x										6
Swimming	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x	x	x	x	x	23
Table Tennis		x	x		x			x	x				x	x	x	x	x	x	x		x	x	x	x		15
Tennis	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	25
Tobogganing								x																		1
Touch Football		x	x	x		x	x	x		x			x	x	x	x	x		x		x		x	x	x	17
Track	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	24
Twenty-one							x																			1
Volley Ball	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	23
Water Polo				x	x		x								x				x						x	6
Weight Lifting		x						x																		2
Wrestling	x	x	x	x	x	x	x	x		x			x	x	x		x		x			x	x	x		17
Total	16	28	18	15	19	17	34	28	12	16	15	9	20	19	17	17	23	13	18	8	11	14	20	17	15	

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Badminton	Active Games and Contests, Mason & Mitchell, A. S. Barnes Co., New York City.
Baseball	Spalding's Athletic Library, No. 322 (Women, No. 413)
Basketball	Spalding's Athletic Library, No. 700 R (Women, No. 17 R)
Boating	Sports for Recreation, Mitchell, A. S. Barnes Co., New York City.
Bob Sledding	Sports for Recreation, Mitchell, A. S. Barnes Co., New York City.
Box Hockey	Active Games and Contests, Mason & Mitchell, A. S. Barnes Co., New York City.
Boxing	Spalding's Athletic Library, No. 128 R.
Bicycling	
Bowling	Active Games and Contests, Mason & Mitchell, A. S. Barnes Co., New York City.
Camping	
Canoeing	Active Games and Contests, Mason & Mitchell, A. S. Barnes Co., New York City.
Croquet	Spalding's Athletic Library, No. 119 R.
Diagram of Playing Fields	The Athletic Plant, Lamar, Whittlesey House Pub. Co., New York City.
Dodge Ball	Active Games and Contests, Mason & Mitchell, A. S. Barnes Co., New York City.
End Ball	Active Games and Contests, Mason & Mitchell, A. S. Barnes Co., New York City.
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Fly Casting	Active Games and Contests, Mason & Mitchell, A. S. Barnes Co., New York City.
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Golf	Spalding's Athletic Library, No. 129 R.
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Handball	Spalding's Athletic Library, No. 114 R.
Hand Tennis	Spalding's Athletic Library, No. 43 R.
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Hop Scotch	Active Games and Contests, Mason & Mitchell, A. S. Barnes Co., New York City.
Horseshoes	Spalding's Athletic Library, No. 86 R.
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Skiing	Active Games and Contests, Mason & Mitchell. A. S. Barnes Co., New York City.
Soccer	Spalding's Athletic Library, No. 108 R (Women No. 116 R)
Softball	Spalding's Athletic Library, No. 412.
Squash Rackets	Active Games and Contests, Mason & Mitchell, A. S. Barnes Co., New York City.
Speedball	Spalding's Athletic Library, No. 126 R (Women, 116 R)
Swimming	Spalding's Athletic Library, No. 91 R.
Table Tennis	Active Games and Contests, Mason & Mitchell, A. S. Barnes Co., New York City.
Target Darts	Active Games and Contests, Mason and Mitchell, A. S. Barnes Co., New York City.
Tenniquoits	Active Games and Contests, Mason and Mitchell, A. S. Barnes Co., New York City.
Tennis	Spalding's Athletic Library, No. 357.
Tobogganing	Sports for Recreation, Mitchell, A. S. Barnes Co., New York City.
Tops	Active Games and Contests, Mason & Mitchell, A.S. Barnes Co., New York City.
Touch Football	Active Games and Contests, Mason & Mitchell, A. S. Barnes Co., New York City.
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Track and Field	Spalding's Athletic Library, No. 411 (Women, 115 R)
Volleyball	Spalding's Athletic Library, No. 120 R (Women, 413)
Water Basketball	Active Games and Contests, Mason & Mitchell, A. S. Barnes Co., New York City.
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