

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.