

DEVELOPMENT OF AN INTRAMURAL ATHLETIC PROGRAM  
FOR JUNIOR HIGH SCHOOL

by

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## INTRODUCTION

The President's Council on Youth Fitness, in its Suggested Elements of a School-Centered Program, Parts One and Two, states: "An effective school program provides basic instruction in vigorous activities and opportunity for participation for all students, regardless of age, sex, and physical ability. It also provides intramural and interschool sports competition at the appropriate levels as well as opportunity for active forms of recreation."<sup>1</sup> The council further recommends a minimum of one class period a day of physical education for every student in grades seven through twelve.<sup>2</sup>

In many junior high schools, a student has physical education every other day. This provides a maximum of three class periods a week and a minimum of two class periods, falling short of the Government's President's Council on Youth Fitness, recommended minimum standard of five class periods a week.

The American standard of living in 1966, provides every individual with an abundance of leisure time of which recreation can and should fill to a large extent. The American philosophy of education provides that preparation of students for worthy use of leisure time be included in the curriculum.

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<sup>1</sup>YOUTH PHYSICAL FITNESS, Suggested Elements of a School-Centered Program, Parts One and Two, President's Council on Youth Fitness. U. S. Government Printing Office, Washington 25, D.C. July 61.

<sup>2</sup>Ibid.

### STATEMENT OF THE PROBLEM

The primary concern of the physical education curriculum is teaching and developing the fundamental skills of the various sports and activities, imparting a knowledge of each sport or activity, and stressing physical fitness. It is the goal of the physical education instructor to leave with each student a desire to develop his skills and knowledge further in the many activities and sports initiated in the physical education class. The achievement of this goal may be, and quite often is, ascertained through a well rounded program of intramural athletics.

The varsity athletic program is for the highly skilled athlete. It fails to accommodate the majority of the student body, particularly the girls, from the participation stand point. While the varsity program is of tremendous value, it fails in scope and range to reach all of the student body with a wide enough variety of activities to interest everyone. Therefore, there is a strong need for a good intramural program in junior high school.

Most junior high schools, today, are faced with the problem of providing physical activity and recreation at a level beyond the physical education class but not as demanding as varsity athletics. This problem may be solved with an intramural program which provides an opportunity for every member of the student body to participate.

### PURPOSE

It was the intent of this paper to develop an intramural program for the junior high school. The program was designed to provide a complete intramural program for the junior high school and offer sound suggestions or alternatives for adapting the program to the various situations found in the secondary schools.

### LIMITATIONS OF STUDY

It is not the intent of this paper to cover intramural athletics in it's entirety, but rather specifically to cover intramural athletics at the junior high school level.

### BASIC ASSUMPTIONS

This intramural program was developed assuming that:

- 1) intramural athletics are an important phase of the physical education curriculum, which is an integral part of the total curriculum;
- 2) physical fitness and recreation are of great value to this particular age group;
- 3) a school is not looking for a program to use in lieu of a varsity athletic program.

### REVIEW OF LITERATURE

In a review of literature, the meaning of intramurals was expanded upon in practically every article and book read. One such meaning of intramurals was found in, Intramural for the Junior High Schools, by the Athletic Institute. "Intramurals are organized programs in supervised team, individual, or group physical activities in which children and youth within a school or agency unit participate or compete voluntarily. A modern program provides for individual needs, differences, and interests to help the participant find personal satisfaction and enjoyment."<sup>3</sup>

Louis E. Means, in his book, Intramurals: Their Organizations and Administration, stated that: "Intramurals are a pleasing combination of the elements of physical education and the modern concept of recreation. From the knowledges and skills learned in the physical education class to the voluntary utilization of these basic elements in the recreation setting, one realizes the scope and potential of the good program."<sup>4</sup>

Concerning activities to be offered in a Junior High School Intramural Program, Means, stated that we must recognize a great desire to participate in self-testing activities, and a greater desire to win simple awards emblematic of individual excellence. It is also a period of desire to sample and enjoy the first taste of team and individual activity in a

<sup>3</sup> Athletic Institute, Intramurals for the Junior High Schools, p. 1.

<sup>4</sup> Louis E. Means, Intramurals: Their Organization and Administration, p. 11.

great number of sports. The younger students find it easy to become loyal to improvised competitive units, or shift from one team to another and quickly gain enthusiasm for different groups as each sport approaches. Regrading organization of units for competition, Means felt that the homeroom unit is the most widely used today. Since this group remains set for a whole year, it is ideal as a competitive unit.<sup>5</sup>

Eugene L. Hill, in his article; Factors Involved in Selecting Units of Competition for Intramural Activities, said two factors are of vital importance to the growth and development of quantity and quality intramural programs. He called the two factors the "common bond" and "equalized competition" factors. The "common bond" might be defined as that something or feeling that holds a group together. "Equalized competition" is a factor more difficult to ascertain. Difficult as it is to achieve, we must constantly strive to equalize competition, as the realization of sound educational objectives is more apt to occur in contests involving equalized competition.<sup>6</sup>

#### DEFINITION OF TERMS

Doubles - contest in which two people comprise a team and compete against another team of two.

Homeroom - period in school used for all school activities such as Hi-Y and intramurals (same as an activity period).

Homeroom Representatives - student representing his or her homeroom for all matters dealing with the intramural program.

Intramural Director - person in charge of the intramural program (usually a teacher).

Officials - one who enforces the rules and regulation of a contest.

Participation point - point received for participating in an activity.

<sup>5</sup>Means, op. cit., p. 56-57.

<sup>6</sup>Eugene L. Hill, "Factors Involved in Selecting Units of Competition for Intramural Activities", National Intramural Association, p. 21.

Place point - point (s) received for placing in a tournament.

Singles - contest in which an individual competes against another individual.

### JUNIOR HIGH SCHOOL INTRAMURAL PROGRAM

#### (OBJECTIVES AND PRINCIPLES)

Every intramural program must be initiated by developing the objectives and principles for the program. Much thought and consideration should go into these objectives and principles as the program is developed. The following list of objectives and principles may be used as a guide.

**Recreation.** All participants should be able to enjoy a "recreating" experience, satisfying competition, and relaxation as result of physical activity and environment.

**Physical Health.** Participation and physical activity of the program should contribute to the improvement of health, physical vigor and total fitness.

**Mental and Emotional.** Mental and emotional stresses, strains, and frustrations should find expression and release in the physical activity and opportunities of the program's offerings.

**Social Development.** Participation with others as opponents, partners, team members, or individuals of mutual interests should develop worthy social skills and provide social satisfactions.

**Ethics and Values.** Participation in the program should have the effect of strengthening the participant's code of ethics: what is right, what is wrong conduct.

**Sports Interest's and Appreciations.** Increased sports and recreation interests and appreciations should be a product of the program which by its nature should stimulate this interest.

**Recreation Skills.** The practice, participation, and informal instruction should ensure improved skills.

**Appreciation of Physical Activity.** A greater sensitivity of the value of physical activity for the present and future should be gained.

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<sup>7</sup> Kleindienst, Viola, and Arthur Weston. Intramural and Recreation Programs for Schools and Colleges. p. 44.



### LIMITING FACTORS OF THE PROGRAM

Once the objectives and principles have been established, factors which may limit the program should be determined. As with any program, certain factors determine or limit the magnitude to which the program can be developed. According to many authorities in the field of physical education, factors which limit or determine to a great extent, the intramural program in an junior high school are:

1. Support of the administration.
2. Size of the school.
3. Facilities available.
4. Time available.
5. The physical education curriculum.
6. The varsity athletic program.
7. Equipment available.
8. Finances.<sup>8</sup>

The administration must be convinced of the value and place of intramural athletics in the curriculum. This does not always require a high powered selling job as many administrators are the first to realize the importance of the intramural athletic program. Fort Riley Junior High School may be used as an example in showing a case of strong administrative support for intramurals. Fort Riley Junior High School administrators support their program enthusiastically to the extent that three teachers are paid one hundred fifty dollars each, to organize and conduct the intramural program. The three teachers are also relieved of all homeroom responsibilities.

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<sup>8</sup> Sheriff, A.L. Interview. 1967.

The size of the school determines to a large extent the activities which may be offered. While all junior high schools, regardless of size, need an intramural program, the larger the enrollment the greater the range of activities that may and should be offered.

The available hours in a day which may be used for intramurals is a factor. Where the majority of the students travel to and from school by bus, the time factor is of particular importance. When the students travel by bus, it makes it impractical and virtually eliminates the use of the time after school, before school, Saturday mornings, and evenings. The only available time then, is the homeroom period. If most of the students are not transported by bus, all of the above mentioned times may be available for intramural athletics. However, many authorities feel that at the junior high school level the ideal time for intramural athletics is during the homeroom period.

Facilities and equipment available obviously enhance or curtail the intramural program, whichever the case may be. Most authorities feel that the larger schools today, have ample facilities and equipment to facilitate a good intramural program. The facilities and equipment need not differ from those of the physical education classes.

The physical education curriculum plays an important role in determining the intramural program, as the intramural program is primarily set up to enrich the physical education class. The various activities and sports offered and the time they are offered should go hand in hand with the physical education program.

The sports or activities offered through the varsity athletic program will determine when certain facilities and equipment are available for the intramural program. Also, the number of students participating in an activity at the varsity level may be a factor when the same activity is

considered for the intramural program.

Finances play a definite roll in the complexity of the intramural program. Since intramural athletics are a part of the physical education curriculum, therefore both should be financed in the same manner and from the same source of funds. As stated above, much of the equipment and many of the facilities should be used for both programs. While other expenses such as finances for the intramural director or directors, hiring of officials, and purchasing awards are limited to intramural athletics along. However, these and other such expenses should still be paid out of physical education funds.

Sheriff feels the key to a successful intramural program is publicity. In an interview, July 7, 1967, at Kansas State University, Intramural Director, Sheriff, stressed the following essentials of publicity.

#### PUBLICITY

The success of an intramural athletic program, like any other program, depends largely on its' publicity. As a promoter, the intramural director should take advantage of the many opportunities and variety of media that is present in the school. Some of the various methods of promotion in a junior high school are:

1. Bulletin Boards
2. Posters
3. Teacher Interest
4. Assemblies
5. Announcements
6. Extrinsic Rewards
7. School Newspaper
8. Organization
9. Intrinsic Rewards

## (BULLETIN BOARD)

The bulletin board is of vital importance to a good intramural program. The effectiveness of a bulletin board depends on:

1. Proper location,
2. Sufficient size,
3. Accurate, dated, and concise information, and
4. Attractiveness.

The intramural bulletin board should be centrally located where the majority of the student body will pass sometime during their daily schedule, preferably in hallway. It should be sufficiently large enough to post the complete present tournament bracket; the results of the last activity; complete information on the up coming sport or activity; and any other information that may be of interest. This information should be kept up to date, presented in a neat attractive manner, and concise. Brackets should not be drawn free hand and all of the lettering should be typed or stenciled. Plastic letters and numbers with the points on the back provides an attractive board.

## (POSTERS)

Attractive posters presented in various places through out the building creates tremendous interest. These should be posted well in advance of actual program and not left up so long the students think they are a permanent fixture. They may be used not only to publicize the intramural program itself, but also to stimulate interest in a particular activity coming up.

## (TEACHER ENTHUSIASM)

Cooperation and interest of the teachers is a necessity if the program is to be a success. Enthusiasm is contagious. If the teachers are interested and enthusiastic about the results of each particular tournament

or activity, the student body will be.

#### (ASSEMBLIES)

Two assemblies should be scheduled for the promotion of intramural athletics. The first one should come as soon as possible, after school gets under way in the fall. This assembly would be to introduce the intramural director and his assistants and to explain the intramural program to the students. The other assembly would be an award assembly at the end of the school year.

#### (ANNOUNCEMENTS)

The intercom system should be used to announce upcoming dates for events of particular interest to the whole student body. It may be used to announce the schedule for the day occasionally, but should not be used every day for such or for any other information that can be posted on the bulletin board.

#### (EXTRINSIC REWARDS)

Recognition awards should be presented to all participants qualifying. There are two important aspects to be considered in the use of extrinsic rewards for intramural athletics. These awards should be: of nominal value, and require minimum achievement. Qualifications for these awards are presented under AWARDS, later in this paper.

#### (INTRINSIC REWARDS)

Enthusiasm for competition, loyalty to a group, and success in an activity, are some of the intrinsic rewards received from a good intramural program which in turn bring good publicity to the program.

### (ORGANIZATION)

The best publicity for any program is good organization. If the program is administered properly and run smoothly with out any glaring errors, the student body will be receptive. The importance of organization cannot be over stressed. The organization and program structure is discussed under ORGANIZATION.

### (ELIGIBILITY)

Authorities agree that every member of the student body should be eligible to compete in intramural athletics, regardless of age, academic achievement, varsity competition, sex, or size. Students who are too old for interschool competition, through the varsity athletic programs are some of the biggest benefactors of the intramural program and should not be denied the privilege of participation due to their age. They should be encouraged to participate.

Poor academic achievement should not prohibit a student from participation in the program. This less intelligent student will likely not be eligible for varsity competition because of his low grades. Since these students are just as much in need of the competition and since intramural teams do not practice every night, taking away a considerable amount of study time, he should definitely not be denied the benefits and value of a good intramural program.

Sex should not prevent a student from participation in the intramural program. A well rounded intramural program will provide activities for competition between girls, boys, and mixed groups or teams.

The one exception to this rule of not excluding any member of the student body would be the varsity athlete competing in the same intramural sport or activity as the one which he lettered in varsity competition. A letterman in varsity basketball should not be allowed to compete in the intramural basketball program. A varsity letterman in football should be eligible to compete in intramural basketball. Often, this exception is carried further to include any member of a varsity athletic team regardless of whether he is a letterman or not.

The idea of intramural athletics is to include every one of the student body and not to make eligibility requirements so strict students are discouraged from participating.

Many authorities agree on the following factors pertaining to the intramural director.

#### INTRAMURAL DIRECTOR

The intramural director need not be the physical education instructor, nor a physical education major in college. In most schools, however, the physical education instructor may be called upon to set up a program or is consulted in regard to it's development. Often he does act as the intramural director either as a part of his job, or for extra pay. If it is part of his job as physical education instructor, he should have sufficient time designated for the fulfillment of his responsibility. He is the logical person for the job, providing his other assigned responsibilities are somewhat limited. Since a good intramural program operates all year, he should attempt to be relieved of any coaching duties. He has ready access to and knowledge of all the equipment and facilities. Also, if he is acting

as the intramural director, it is easier to coordinate the intramural schedule so that it coincides, with the physical education program, which is of vital importance. However, the most important asset of a good intramural director is enthusiasm. Any interested faculty member who is enthusiastic can do a capable job as intramural director.

#### ORGANIZATION

In organizing the intramural athletic programs for competition, one of several types of units may be used. At the junior high school level the homeroom unit and class unit have proved successful. Kleindienst says either of these or a combination of both with the individual unit, works well.

#### (POINT SYSTEMS AND PARTICIPATION RECORDS)

A primary recommendation is to employ a good system of records and reports which is essential for an intramural program to function well and run smoothly from year to year. Good records indicate: 1) the growth of the total program, 2) the services and needs of the various divisions, and 3) the participation patterns of its membership. Good records are a must for effective evaluation of the program and for future planning.

Authorities also agree that forms for keeping track of intramural points should be devised which will best serve the needs of their particular situation. A point system is uniquely developed for each particular program. The importance attached to the point system varies and is reflected in the plan or structure adopted. It should be remembered that, while a definite point system should be adopted and adhered to, earning points should not be the primary purpose of participation in the intramural program.



Most point systems that have been developed are on: 1) a group basis in which points are awarded for team participation and team wins; 2) an individual basis in which individuals are awarded for participation, winning, or being a member of winning teams; 3) a combination basis of the group and individual plans. In every point system it is important that:

1. Simplicity characterizes the plan.
2. The plan requires minimal bookkeeping.
3. The weighting of points is in favor of participation rather than winning.
4. Participants of a variety of skills and interests have equal opportunities to earn points.
5. The points awarded for a variety of activities reflect the length of participation and number of participants.
6. The point system contributes to the achievement of defined objectives.<sup>9</sup>

#### (PARTICIPATION RECORDS)

Participation records serve two purposes. These records are necessary if points are given as a means of granting awards to the various participants. These records are also necessary as records to indicate growth of the program and interests of the group it provides recreation for.<sup>10</sup>

#### (ADMINISTRATIVE REPORTS)

Administrative reports have a stabilizing effect on an organization and also ensures progress in the direction of its goals. These reports vary with each situation. Some of the major areas for which reports should be kept, include the following:

Statement of Philosophy and Objectives. This record should be developed in printed form and periodically reevaluated and revised, if necessary, to meet changing needs.

Administrative Plan. The administrative structure of the organization and its responsible personnel is a necessary record for the teaching staff and personnel.

Job Analysis. Because of personnel changes, job analyses are invaluable records to insure continuity.

Number and Kind of Activities Offered. A list of program offerings should be recorded each year and also reevaluated each year. Changing needs and interests of the times should be reflected in the program offerings.

<sup>9</sup>. Kleindienst, *op. cit.*, p. 221.

<sup>10</sup>. *Ibid.*, p. 222.

Equipment Inventory and Purchases. An annual inventory record should be kept which indicates the number and condition of the items. Recommendations for new purchases should be determined from these records.

Expense and Income. Most programs will not derive much if any income from the program but adequate records of expenses should be kept.

Accidents. Accident reports may provide legal protection and indicate unsafe potentials in the program.<sup>11</sup>

#### (Homeroom Representatives)

Each homeroom elects an intramural representative. It may be either a boy or a girl who is interested and capable. The intramural directors should meet with the homeroom representatives at least once a month to solve any problems that may have arisen and to initiate new activities.

Every homeroom representative is given two sign up sheets for each activity. They fill out both, keeping one for their own record and return the other to the intramural director for the official records. From this sign up sheet, the intramural directors and representatives can determine:<sup>12</sup>

- 1) eligible participants,
- 2) participation points of each individual,
- 3) games won and points for winning,
- 4) homeroom points,
- 5) total homeroom points, and
- 6) individual place points.

In addition to the sign up sheets, a master points sheet is kept by the homeroom representative and the intramural directors. This master point sheet lists every student in each homeroom and the points accumulated for each activity are recorded on it. The intramural director's copy if official and is used for designating those qualifying for awards.

11. Kleindieness, op. cit., p. 223-225.

12. Green, interview.

### AWARDS

In the use of awards, two factors should be kept in mind. The awards should be of nominal value and require minimum achievement for procuring one. Also, any intramural award should depict intramurals and in no way resemble a varsity athletic award. In addition to individual awards, homeroom awards and class awards are good for creating interest and competition. These also need not be expensive.<sup>13</sup>

### SCORING

The scoring in all activities is set up to encourage participation and facilitate record keeping.<sup>14</sup> Every individual may receive a point for participation in each separate activity he is competing in. To receive this participation point, however, in team sports, he must participate in fifty percent or more of the games his team plays in. This means in a single elimination tournament each player who plays on a team losing in the first round, may pick up one point for participation. For a player, on a team, playing in the fifth round of a tournament to receive a participation point, he must play in at least three of those five games. In addition to these participation points each player receives a point for each game his team wins, that he participated in. This provides a little extra incentive to participate in every game his team is playing. All of these individual points, count toward the homeroom total, also. In addition to these points, place points, are tabulated or credited to the homerooms. Place points are awarded as follows:

10 points	-----First Place
7 points	-----Second Place
5 points	-----Third Place
4 points	-----Fourth Place

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13. Voltmer, op. cit., p. 309.

14. Kleindienst, op. cit., p. 222.

Points for individual and double activities are scored in a similar manner. In singles or doubles, a person receives one participation point, if he or they continue to participate until he or they are eliminated from the tournament. If he forfeits a match or game, he forfeits his participation point also. The player receives any place points he may earn, in singles or doubles. His homeroom receives his participation point and any place points he achieves, also. Place points in singles and doubles events are as follows:

10 points	-----First Place
7 points	-----Second Place
5 points	-----Third Place
4 points	-----Fourth Place
3 points	-----Fifth Place
2 points	-----Sixth Place

Most authorities indicate that participation points tend to be an equalizer to offset ability, arbitrarily assigned in the various homerooms. It does not tend to maintain enthusiasm and encourage one hundred percent participation in each homeroom, particularly the smaller ones. Both the boys and the girls points are combined for use in figuring homeroom totals, so they encourage each other to enter as many activities as possible. They in turn enthusiastically support each other in the various activities, thus creating spirit and developing loyalty to a group. This group loyalty is extended even further as the homeroom totals are combined to represent each class for the class plaque.

#### ACTIVITIES

Activities that one may offer in an intramural program are determined largely by the facilities and equipment available, according to leaders in the field. Locality plays an important role, also. Participation in ice hockey for most junior high schools in Kansas would be impractical.

The intramural directors should plan the activities and their schedule for the entire year well in advance of the initial program. If possible, the schedule of activities should be analyzed and revised in the spring for use the following year. When this is not possible, the activities should be set up immediately in the fall. There are several reasons for the advance selection and scheduling of the activities. They are:

- 1) The facilities and equipment can be reserved.
- 2) Conflicts with other organizations and their schedules can be avoided.
- 3) The program can be correlated with the physical education classes.
- 4) It gives the appearance of organization which encourages cooperation from the teachers and the administration.

Activities offered in a junior high school may be categorized as:

1) team sports, 2) individual sports and activities, and 3) doubles activities. These are subdivided by sex and class.

A list of activities that may be offered at the junior high school and the seasons are:

#### Team Sports:

Girls Soccer	-----Fall
Boys Soccer	-----Fall
Girls Volleyball	-----Winter
Boys Volleyball	-----Winter
Girls Basketball	-----Winter
Boys Basketball	-----Winter
Boys and Girls Softball	-----Spring

All teams sports should be run off with round robin tournaments. Some, may of necessity, however, have to be run off in single or double elimination tournaments.

Individual and double activities are run off in single or double elimination tournaments. Whenever feasible, double elimination brackets should be used.

## Individual Activities:

Tennis	-----Fall
Boys Horseshoes	-----Fall
Girls Shuffleboard	-----Fall
Boys Table Tennis	-----Winter
Girls Deck Tennis	-----Winter
Boys Deck Tennis	-----Winter
Boys and Girls Chess	-----Spring
Badminton	-----Winter

## Double Activities:

Tennis	-----Spring
Boys Horseshoes	-----Spring
Girls Shuffleboard	-----Spring
Boys Table Tennis	-----Spring
Girls Deck Tennis	-----Spring
Badminton	-----Winter

These activities planned, do not eliminate the possibility of others.

Suggestions should be made to the intramural directors and consideration will be made on the basis of, 1) student interest, 2) facilities, 3) time, and 4) feasibility administratively. Any activity with proper planning can be a success, but care must be taken not to make any hasty decisions and plans.

Every intramural program should provide a program for the girls equal to that of the boys. Some co-educational activities should also be offered.

## (TOURNAMENTS)

In organizing competition, one of the first and most important steps, is selecting the tournament best suited to the situation. In many sports and activities, only one particular form of tournament is suitable, while some adapt to many different types of schedules or brackets.<sup>15</sup>

In the preliminary stages of every individual tournament, there are certain factors that will determine the type of tournament to be set up. Factors determining the type of schedule to be used are the:

15. Rawlings Sporting Good Co., Intramural Handbook, p. 12.

1. Number of entries;
2. Time allotted for playing the tournament;
3. Facilities that are available;
4. Advantages and disadvantages of each tournament structure;
5. Type of activity;
6. Interest and age of the participants;<sup>16</sup>

#### (ELIMINATION TOURNAMENTS)

An elimination tournament is one in which all competitors are eliminated until only one winner remains. While there are several types of elimination tournaments, two of these are used much more successfully in intramurals.

Seeding plays a very important role in elimination tournaments. A team or player that is "seeded" is considered to be highly rated in skill and a definite contender for the championship. The purpose of seeding is to prevent the highly skilled entries from eliminating each other in the early rounds of the tournament. This is accomplished by placing the seeded teams, or players, in separate brackets. Two or four entries may be seeded. Usually the four best are seeded in tournament bracket of sixteen teams.<sup>17</sup>

#### (SINGLE ELIMINATION TOURNAMENTS)

While the single elimination tournament is the quickest method of determining a winner, it has the disadvantage of providing fewer opportunities for contestants to play. A team or individual continues to play as long as he wins. This particular type of tournament is good when there is a limited amount of time for the activity and where there is an equalization of skill for playoffs, such as following a round robin tournament with the winners of each round robin tournament participating.<sup>18</sup>

16. Ibid., p. 12.

17. Rawlings, op. cit., p. 12.

18. Ibid., p. 13.

The number of games to be played to complete the tournament can be figured by subtracting one from the number of entries. With sixteen entries, then, there would be fifteen games to be played. To determine the number of rounds to be required, the total should be the same number as the power to which two must be raised to equal the number of entries. For example with eight entries, two must be raised to the third power, this indicates there will be three rounds.<sup>19</sup>

If there are an uneven number of entries, the total must be raised to the next highest power of two. An uneven number of entries or contestants introduces the "bye".

Whenever a team is awarded advancement into the next round without having to compete against an opponent, he is considered to have received a bye. Seeded teams if there are any in the tournament, should be awarded the byes. When the original number of contestants or entries is an exact power of two, there is no need for byes. Byes, then, are used to make up the difference in the number of contestants and the next greatest power of two. For example; a single elimination tournament with thirteen teams entered would have three byes in the first round. Thirteen teams entered would have three byes in the first round. Thirteen (number of teams entered) taken from sixteen (next greater power of two) leaves three.<sup>20</sup>

Whenever feasible, the losers in the semifinals should play for third place. This places the top four teams.

19. Ibid., p. 13.

20. Rawlings, op. cit., p. 12.



## (DOUBLE ELIMINATION TOURNAMENT)

A double elimination tournament requires a much longer time than the single elimination tournament, as each team must be defeated twice before being eliminated. The number of games to be played in a double elimination is determined by subtracting one from the number of entries and multiplying by two. Add one to this total for a possible championship play-off. Any byes necessary in the losers bracket should be arranged to avoid being matched with an entry which drew a bye in the championship bracket. Also, in the losers bracket, avoid pairing entries that have met in earlier rounds.<sup>21</sup>

## (ROUND ROBIN TOURNAMENT)

When sufficient time and facilities are available, the round robin tournament is the best and should be used. In addition to producing a true winner, it also ranks the other competitors, and permits all participants to continue play until the tournament ends.

The formula used for determining the total number of games to be played in a round robin tournament is  $\frac{n(n-1)}{2}$ . N represents the number of teams in the tournament. The easiest method of charting a round robin tournament is to arrange the teams in two vertical columns. With an even number of entries, the position of #1 remains stationary while the other numbers revolve counterclockwise until the original combination is reached. With an odd number of entries a bye is used and placed at the top of the second column. With this arrangement, the bye. The number at the top in each round draws a bye.<sup>22</sup>

21. Rawlings, *op. cit.*, p. 14.

22. *Ibid.*, p. 14.

In addition to these tournaments, there are many others which might work well in a particular situation, but which are not as commonly used.

#### (CHALLENGE TOURNAMENT)

A challenge tournament is often a good tournament when the activity can be carried on by players without formal schedules. It is also good when the players are of near equal ability. The ladder tournament is a challenge type of tournament where the names are listed vertically. Players may challenge the person in the positions above him in accordance with predetermined rules. If the challenger wins he moves up the ladder by exchanging positions on the ladder with the loser. The winner of this tournament is the person whose name is at the top of the ladder at a predetermined date for termination.<sup>23</sup>

Generally speaking, an excellent tournament to be used for intramural athletics should:

1. provide for even or well matched competition,
2. be neither too long nor too short,
3. exclude none from competition after a game or two,
4. require few or none competitors to play a great many more games than other participants,
5. select a true champion, and
6. rank all other competitors in the tournament.<sup>24</sup>

#### OFFICIALS

Good officiating is essential for a successful intramural program. Poor officiating deprives participants of much of the pleasure of competing in a sport. It also creates or causes many protests. Good officials are hard to find in most jr high school.

23. Voltmer, Edward F., and Auther A. Esslinger, The Organization and Administration of Physical Education. p. 319.

24. Rawlings, op. cit., p. 11.

The most frequent and successful source for officials is the varsity athlete. The varsity athlete, ineligible for the intramural program, makes a good official, with proper instructions. Prior to using these athletes for officials, instruction periods must be conducted. When these athletes are not available, members of the coaching staff and other faculty members may be used. Often, the intramural directors will do the officiating. Whenever funds are available, the best qualified officials should be hired. As a last resort, each team can furnish the game with an official.

#### EQUIPMENT CARE

While most of the equipment will come from the physical education department, the intramural directors have a responsibility for the care and repair of items they use. Utmost care must be taken of all the equipment used by the intramural program. It should be put away clean and all the repairs that are needed, should be taken care of immediately. Intramural directors should follow all the practices of good equipment management that the physical education instructors do.

#### SUMMARY

According to Kleindienst, a list of objectives should precede the development of every intramural program. The objectives of the intramural program should be in keeping with the over-all objectives of the school. This list of objectives used to develop the intramural program should be printed on paper and used as a guide through out the school year.

Mean, states that factors which may enhance or curtail an intramural program for a particular school should be identified before the actual development of the intramural program.

The success of an intramural program, much like any other program depends largely on publicity. The intramural director should make use of all of the media available in the school setting.

Voltmer feels that all members of the student body should be eligible to participate in the intramural program regardless of age, academic achievement, varsity competition, sex, or size. The exception to this rule, would be the varsity athlete who has lettered in the same sport as is being offered in the intramural program.

The point systems and participation records are essential for the smooth operation of an intramural program. They should be devised to facilitate the particular program and be as simple as possible to keep.

Voltmer says that intramural athletic programs at the junior high school level, may be organized using any type or types of units. Mean feels that the homeroom unit and class unit have proved successful at this level.

Extrinsic awards are important. Voltmer says that two factors should be kept in mind when awards are involved at the intramural level. The awards should be of nominal value and require minimum achievement for procuring one.

Kleindienst feels that scoring in all activities should be set up to encourage participation as well as to facilitate record keeping. Every program should have it's own point system, suited to it's individual needs.

Selection of activities that may be offered in an intramural program are determined largely by the facilities and equipment available. Both, Nixon and Mean feel that most activities offered through the intramural program should come out of the physical education course. Mean says that activities and their schedule should be planned for the entire year, well

in advance of the initial program.

Voltmer says that in organizing competition, one of the first and most important steps, is selecting the tournament best suited to the situation. There are many different tournament brackets and certain factors should be considered before selecting one for a particular activity.

Kleindienst states that while good officials are essential for a successful intramural program, they are hard to find at the junior high school level. The varsity athlete, properly instructed, is the best source for intramural officials.

Green says that equipment care is a responsibility the intramural director must not neglect. All equipment should be put away clean at the end of a season with repairs taken care of at this time.

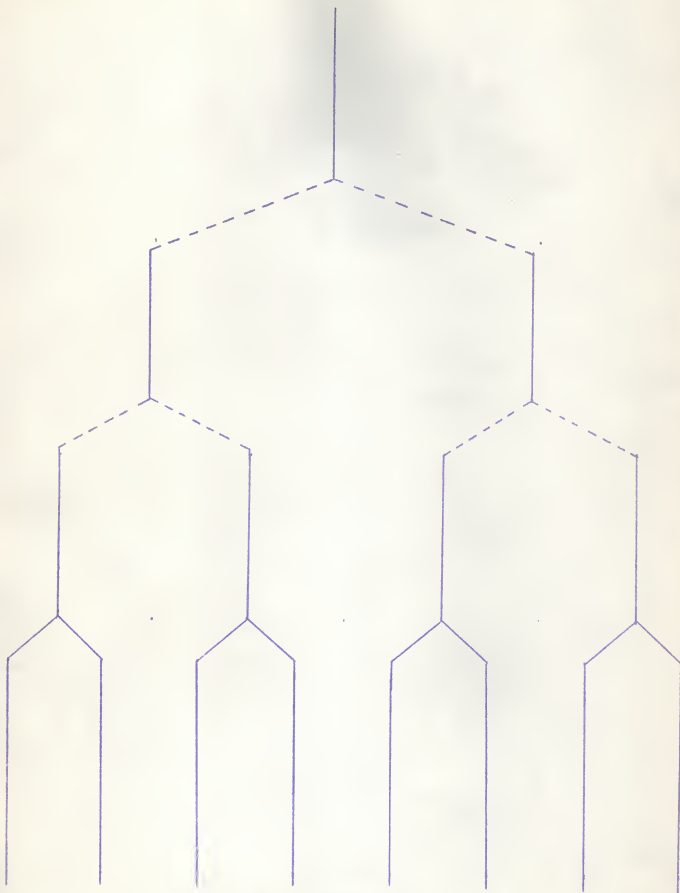
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## APPENDIX IV

ORGANIZATION OF INTRAMURAL PROGRAM FOR JUNIOR HIGH SCHOOLS

BOARD OF EDUCATION

SUPERINTENDENT

PRINCIPAL

INTRAMURAL DIRECTOR

ASSISTANT DIRECTOR ASSISTANT DIRECTOR

HOMEROOM REPRESENTATIVES

STUDENTS

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ABSTRACT

of

DEVELOPMENT OF AN INTRAMURAL ATHLETIC PROGRAM  
FOR JUNIOR HIGH SCHOOL

by

Paul B. Bowles Jr.,

B.S., KANSAS STATE UNIVERSITY, 1963

A MASTER'S REPORT

submitted in partial fulfillment of the requirements  
for the degree

MASTER OF SCIENCE

DEPARTMENT OF PHYSICAL EDUCATION

KANSAS STATE UNIVERSITY

MANHATTAN, KANSAS

1968

A list of objectives should precede the development of every intramural program. Factors which may enhance or curtail an intramural program for a particular school, should be identified before the actual development of the intramural program.

The success of an intramural program, much like any other program, depends largely on publicity. The intramural director should make use of all of the media available in the school setting.

All members of the student body should be eligible to participate in the intramural program regardless of age, academic achievement, varsity competition, sex, or size. The exception to this rule, may be the varsity athlete who has lettered in the same sport as is being offered in the intramural program.

Point systems and participation records are essential for the smooth operation of an intramural program. They should be devised and kept as simple as possible in order to facilitate the particular program.

Intramural athletic programs at the junior high school level, may be organized using any type or types of units. The homeroom unit and class unit have proved most successful at this level.

Extrinsic awards are important. Two factors should be kept in mind when awards are involved at the intramural level. The awards should be of nominal value and require minimum achievement for procuring one.

Scoring in all activities should be set up to encourage participation and facilitate record keeping. Every program should make out their own point system, suited to their individual needs.

Selection of activities that may be offered in an intramural program are determined largely by the facilities and equipment available. Activities and their schedule should be planned for the entire year, well in advance of the initial program. An intramural program should include activities for the girls equal to those for the boys. Co-educational activities should also be offered.

In organizing competition, one of the first and most important steps, is selecting the tournament best suited to the situation. There are many different tournament brackets and certain factors should be considered before selecting one for a particular activity.

While good officials are essential for a successful intramural program, they are hard to find at the junior high school level. The varsity athlete, properly instructed, is the best source for intramural officials.

Equipment care is a responsibility the intramural director must not neglect. All equipment should be put away clean at the end of a season with repairs taken care of at this time.