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## An Intramural Tackle Football Program Guide for Wapato Junior High School

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AN INTRAMURAL TACKLE FOOTBALL PROGRAM GUIDE  
FOR WAPATO JUNIOR HIGH SCHOOL

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Paul Alan Petty  
August 1963

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APPROVED FOR THE GRADUATE FACULTY

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## CHAPTER I

### THE PROBLEM, PURPOSE, AND LIMITATIONS OF THE PROBLEM

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study to (1) explore the general objectives of intramural sports and the general objectives, philosophy, and controversies of interscholastic athletics at the junior high school level; (2) comprehend the beneficial values of both intramural sports programs and junior high interscholastic athletics; and (3) develop an intramural tackle football program guide for the existing program at Wapato Junior High School.

Importance of the study. A situation to continue an opportunity for many boys to engage in active football competition at the junior high school level was the expressed desire of the Wapato School Board Directors when the interscholastic football program was no longer feasible. It was the intent of this study to provide a plan for the operation of this football program.

A guide of this nature could benefit other programs to avoid the time which this school lost through trial and error experiences.

Limitations of the study. The study has been specifically designed to satisfy the complex situation at Wapato Junior High School. The program is operated after the regular school day and is limited to the boys in grades seven and eight at Wapato. The ideas used and the procedures planned could be utilized elsewhere.

## II. DEFINITIONS OF TERMS USED

Intramural Sports. All participation in sports in which the teams, the league, and the competition is within the confines of the sponsoring school.

Interscholastic Athletics. The term "Interscholastic Athletics" shall be interpreted as meaning competition between separate schools within or outside a school system.

## CHAPTER II

### REVIEW OF THE LITERATURE

It is the intent of the writer to reorganize the discontinued interscholastic football program on an intramural basis. The intramural program will use all available facilities, equipment, space, and personnel that was utilized in the interscholastic program.

With this goal in mind, an exploration of the objectives of intramural sports in general is in order. Because the program is so similar to the interscholastic program, a query into the philosophies, objectives, and controversies of interscholastic athletics at the junior high level is also necessary.

#### I. THE GENERAL OBJECTIVES OF INTRAMURAL SPORTS

The general objectives of intramurals as a part of physical education are the same as for all physical education. The specific objectives may be grouped under three general headings: The development of skills and interests for leisure time pursuit; the development of social and ethical qualities; and the development of physical and mental fitness (14:11).

## Development of Skills and Interests

### Worthy use of leisure time in recreational pursuits.

Each student should be given occasion to participate in an activity suited to his physical condition and interests. Some activity should be available for everyone, keeping in view the fact that people like to do those activities which they do well and that sufficient skill is necessary to develop and maintain interest.

Forsythe (11:185) stated, "Physical activity should consume part of one's leisure time." All students should be afforded opportunities to participate in and enjoy wholesome supervised outdoor and indoor activities of value both now and in the years to come, long after the student has left school.

Permanent interest in sports. Mitchell and Mueller (15:16) wrote, "The spirit of play once acquired continues to demand expression." The intramural program gives a student the chance to discover and develop his skills. With these discoveries and developments comes a more permanent interest in many more activities (11:190). Mitchell and Mueller advance the thought that rarely does an adult become interested in any form of sport unless he learned the rudiments of it in his youth. Therein lies

the importance of school promotion of a wide variety of athletic activities that can be continued after one's school days are over (15:17).

### Development of Social and Ethical Qualities

Social education through social experiences. Social attributes are not suddenly achieved, but are the result of steady growth and development. Students should be given many opportunities to learn lessons of social conduct, under conditions that tend to produce natural, spontaneous friendships (14:12). A large number of friendships are desirable during the adolescent and pre-adult periods. Intramural sports offer additional opportunities for social experiences. If people play together, they should be better able to work and live together in and out of school (11:189).

Good sportsmanship. Good citizenship traits of teamwork, cooperation, respect for the abilities of others, and faith in people can be inculcated in most pupils by intramurals as they are now taught by interscholastic programs (4:9).

Each participant should be encouraged to learn to play to the best of his ability and win by fair means, to win and lose gracefully, and to acknowledge the skill of his opponents (14:12).

Democratic student participation and leadership.

Provision should be made for the optimum development of student responsibilities, group leadership, cooperation, and initiative (14:13). In athletic games, inter-school and intramural, life situations develop that may aid students to adjust themselves to the social order in which they live (11:189).

Group spirit and loyalty. Leavitt and Price (14:13)

state that competition should be promoted under favorable auspices to eliminate possibilities of growth of extreme hostility, rivalry, and antagonism. Social contacts promote tendencies toward experiences of group nature involving group spirit. A friendly spirit among student groups should be fostered rather than emphasis on divisions and distinctions among them.

Development of Physical and Mental Fitness

Relaxation. The establishment of wholesome recreational habits with satisfying outcomes affecting mental health as well as physical relaxation should be encouraged. Recreation through intramurals should be emphasized in this respect. Fun and relaxation are as necessary in school life as they are in pre-school and adult life (14:13).



Healthful and wholesome living. Vitality, physical development, neuro-muscular skills, endurance, bodily grace, strength, and stamina to meet the demands of life should be promoted through physical activity (14:12). The activity must be healthful in nature. Good health, the objective of any activity, should be consistent with this first of the cardinal principles of education, and should contribute to its realization. Since there should be many more students participating in intramurals than in interschool athletics, the opportunity exists for much more teaching in immediate and long-range health education programs (11:188).

Integration of personality. Opportunity should be provided for the integration of the individual's personality. Values of cooperation, self-assurance, self-control, appreciation for sports, standards of conduct, ideals, and interests should be emphasized. The wise teacher treats each individual as a personality. The important thing is not the activity itself, but the attitude, purpose, and manner of participation.

Although skill and mastery of advanced techniques add much to the joy of playing, the spirit of play and the desire to participate should be most important (14:15).

## II. GENERAL OBJECTIVES OF INTERSCHOLASTIC ATHLETICS

The objectives of competitive athletics must parallel those of education in general and physical education specifically.

Some of the general objectives of junior high school interscholastic athletics may be stated as follows: (1) to develop and maintain a high level of physical fitness, (2) to develop needed and desirable neuro-muscular skills, (3) to develop a knowledge of the rules of play, (4) to develop desirable standards of conduct in competition.

The majority of those in favor of competitive athletic experiences agree with the following statements:

1. Competition furnishes incentives to improve performance.
2. Good competition encourages greater attention to skill perfection.
3. Emotions are aroused and action greatly intensified.
4. Rules of conduct curb the urge to win at all costs.
5. Group responsibility, cooperation, and teamwork are desirable outcomes.

6. Participants learn to face facts, and not to over or under-estimate opponents.
7. The athlete learns to think and act quickly under pressure.
8. The participants learn to accept the philosophy that if we lost today, we can win tomorrow.

Athletics must be kept within the framework of the total school program and not be the "tail that wags the dog." As an important facet to the total education program, every attempt should be expanded to include more competitive experiences for more participants in more sports (13:20).

Physical educators agree that a highly competitive sports program, as patterned after "big time" college methods, should not be permitted in junior high school. At the same time, a sound interscholastic program designed and scaled to junior high school age students does not fit into a "big time" category.

There are several conditions that are important in a sound and suitable interscholastic athletic program for junior high schools:

1. Uniform controls - A set of eligibility rules and regulations for junior high school athletes and athletics.

2. Proper facilities - If a boy wishes to play, he should play under the best conditions possible. The poorest school facilities are usually better than the best outside facilities available to junior high school students.
3. Proper leadership - The student will learn to play the game correctly, both as to the skills of the game and also the proper attitude.
4. Competition - Our society tends to be competitive by nature. By the time a boy is in his early teens, he should be exposed to some of this competition.
5. Intramurals not enough - The athletically gifted person should be further developed and advanced as he would advance in any other area of natural talent.
6. The related activities - The other program and projects that help to sustain the program have value in school spirit, loyalty, and sportsmanship (8:17-18).

### III. LOCAL PHILOSOPHY OF INTERSCHOLASTIC ATHLETICS

The Washington Interscholastic Activities Association, a body that controls junior high school athletics, states as general philosophy and aims to be considered in Interscholastic Athletic Programs for Junior High Schools:

A. The program must be suited to the needs of boys of junior high school age. It must contribute to desirable growth and development of these boys physically, socially and otherwise. The program must be justified on a basis of contributing to the desirable development of boys. The welfare of the boys concerned is of greatest importance. All other needs and problems should be secondary to this.

B. This inter-school competitive program should grow out of and be operated from as broad a base as possible to offer experience to many boys. Large squads should be carried in turn-out and experiences in inter-squad competition should be made available to all.

C. The committee favors an interscholastic program but feels that this program should be very carefully controlled, regulated, and limited. The inter-school competition will provide a good incentive to the program and training on the competitive side.

D. The program should place considerable emphasis on:

1. Companionship -- among boys on a squad and among squads of different schools.
2. Sportsmanship.
3. Physical skills and techniques.
4. Training.

E. Since there is a great range in individual differences among boys of junior high school age, the program planned should be based on the principle of "the greatest good to the greatest number of boys involved" (18:55).

The Washington Interscholastic Activities Association adopted the following resolution at the March 17, 1956, Representative Assembly:

Be it resolved that the Association requests the cooperation of all out-of-school groups in seeing that their programs are in uniformity with the spirit and provisions of the Association program for the age level group concerned. We feel it is definitely harmful to the young people concerned and to the school program to have out-of-school groups offer athletic activities providing excessive competition and awards.

#### IV. CONTROVERSIAL ISSUES OF INTERSCHOLASTIC ATHLETICS

The opponents and proponents of interscholastic competition at the junior high school level are quick to express their ideas on this issue. This segment of this paper attempts to express the points of view of both the opponents and the proponents.

Arguments advanced by opponents. The stresses and the strains associated with participation in interscholastic athletics are too severe for the junior high school youngsters. Such participation may result in injuries that are not immediately apparent, but that may cause trouble in later life.

Boys of junior high school age vary widely in respect to height, weight, and physiological maturity.

The strenuous exercise that accompanies participation in interscholastic athletics may have detrimental effects on the hearts of rapidly growing boys.

Participation in interscholastic athletics may interfere with the normal growth pattern of junior high school boys.

High pressure competition may lead to strong adverse emotional reactions in youngsters.

Interscholastic athletic programs tend to allow a few gifted boys to monopolize the school personnel, the time, and the facilities at the expense of the majority of the boys in the school.

Arguments advanced by the proponents. The A.A.H.P.E.R. report, Standards for Junior High School Athletics, (3:14-15) states that participation in poorly-planned or poorly-conducted programs can harm the student physically, whereas junior high school boys can profit--educationally, as well as physically--from participation in well-planned and well-conducted programs of athletic activities of a competitive nature.

The proponents of interscholastic athletics in junior high schools present the following statement (3:10):

Pre-adolescent and adolescent boys are growing, developing organisms; and injuries do occur in programs of athletics for this age group. However, there is no

evidence that boys are injured more frequently or more seriously in well-organized and well-conducted programs of interscholastic athletics in junior high schools than in such programs in senior high schools.

Leaders in the Division of Men's Athletics of A.A.H.P.E.R. in a platform statement concerning junior high school interscholastic athletics said, "Limited programs of interscholastic athletics that are adapted to the capacities and the needs of junior high school boys are desirable. The physical and emotional immaturity of the junior high youngster requires that such programs be controlled with extreme care to ensure that primary emphasis is placed on providing educational experiences for the participants rather than on producing winning teams and that the physical welfare of the participants is protected and fostered" (4:11).

Admittedly, boys of junior high school age vary widely in respect to height, weight, and maturity, however, competition at the junior high school level is many times separated on a classification plan to curb domination by a few physiologically advanced boys.

The view that the normal heart may be injured by excessive exercise is not shared by a number of medical authorities who hold that the inability of the body to meet the demands of the exercise will cause the person to diminish or cease the exercise before the normal heart is



placed in jeopardy because of excessive strain. Dr. Joseph B. Wolffe, in an address delivered at a Kansas City, A.A.H.P.E.R. Convention, April, 1958, said, "It is vitally important to dispel misconceptions that vigorous physical activity and athletics may injure the heart, particularly of the growing child. I have not seen a single instance of injury to the cardiovascular system as a result of physical activity or athletics in adults or children when such activity is under expert supervision" (19:3).

The provision of an adequate physical education and intramural program is an administrative problem, the solution to which is dependent upon the personnel and facilities that are available in each school and upon the administrative policies concerning the manner in which the time of the school personnel is spent. The removal of interscholastic athletics from the school scene would not necessarily result in improved physical education and intramural programs (1:95-101).

Points of general agreement. The opponents and the proponents of interscholastic athletics in junior high schools, after many claims and counter claims, are in general agreement on four basic points:

1. The schools should contribute to the opportunities provided for participation

- in vigorous physical activities.
2. That all youngsters can profit from participation in competitive athletic activities appropriate to their age group.
  3. That to provide opportunities for all youngsters to profit from participation in athletic activities of a competitive nature, the school must provide adequate programs of required physical education, intramural, and recreational activities of a physical nature.
  4. Athletic competition for youth should be carefully supervised and controlled to ensure a safe, educational experience (2:10-13).

While opponents and proponents of the competitive junior high school program have argued the relative merits of the program, the number of schools promoting interscholastic athletics has increased steadily. A survey in 1958 of 2,329 separately organized junior high schools (representing an estimated 90 per cent of the total junior high enrollment) indicated that a little more than 85 per cent have some program of interscholastic athletics (8:20-22).

In Washington State, more than two hundred sixty junior high schools are members of the Washington Inter-

scholastic Activities Association. Of the junior high schools reporting to the Washington Interscholastic Activities Association, the following figures were tabulated concerning the various interscholastic sports and the number of schools that sponsored each for the year 1961-62

(18:14):

Basketball	-	249 schools
Football	-	182 schools
Track	-	178 schools
Baseball	-	167 schools
Wrestling	-	29 schools
Tennis	-	24 schools

## CHAPTER III

### METHOD OF INVESTIGATION

It is the purpose of this paper to prepare a guide for an intramural tackle football program for seventh and eighth grade boys at Wapato Junior High School. Before this is attempted, an understanding of the background and reasons for such an unusual program must be described.

#### I. BACKGROUND OF THE LOCAL SITUATION

Prior to 1956, Wapato Junior High School participated in an interscholastic football program for ninth grade boys only. In that year, a program of interscholastic football for seventh and eighth grade boys was organized with all the schools in the existing league participating. All teams played a minimum of three games with a maximum of five. Wapato Junior High School, as did the other schools, lacked the proper equipment to handle all the boys that were interested. Wapato had a turnout of nearly seventy in the three grades and each level had a coach and its own schedule. This was the pattern for two years.

The third year, our equipment problem was eased somewhat by aid from our high school. They gave us used equipment and some financial help for additional equipment. We were fortunate where others were not. After the third

year, two teams dropped because of interest and equipment difficulties.

In 1960, our turnout had grown to over 100 and interest had increased each year, but only two schools of the original six could sustain a full compliment of teams for competition.

At the end of the 1960-61 school year, the School Board Directors recommended that all interscholastic football at the seventh and eighth grade levels be discontinued and that an intramural program of football be organized. The Board approved the salary for two additional coaches and gave its approval for a tackle football program on an intramural basis.

A three year expansion plan to add enough equipment to raise the total units to 125 was presented and additional funds from high school student funds was granted to the junior high school to initiate this expansion plan.

## II. INVESTIGATION PROCEDURE

A library investigation of various recognized authorities on the general objectives of intramural sports and the objectives, philosophy and issues of junior high school athletics was made. The program to be organized at Wapato is a revised interscholastic athletic program

broadened to intramural basis. With this in mind, the program guide attempts to unite the best qualities of both types of organization that could be adapted to meet the specific situation. Any ideas and methods of procedure used by other schools were observed, noted, and incorporated in the plan where they might aid in our operation.

The many points of skill technique instruction is a culmination of reading, study, personal competition, and teaching experience with junior high school age boys.

## CHAPTER IV

### THE INTRAMURAL FOOTBALL PROGRAM PROCEDURES, RULES, AND REGULATIONS

#### I. ELIGIBILITY

The football program is open to all seventh and eighth grade boys that are able to qualify on the following points: (1) He must be enrolled as a student in the junior high school. (2) He must be a member of the Associated Student Body. (3) He must be adequately insured, either through the school plan or by other adequate means. (4) He must submit a completed Parent Consent Form for athletic participation. (5) He must meet the requirements of the physical examination provided by the school. (6) He must agree to and follow the district-wide rules for athletic training.

#### II. GENERAL ORGANIZATION

The football program is to be conducted after school between the hours of 3:35 P.M. and 5:30 P.M. The intramural program will start the first week of school and will conclude at the close of the interscholastic season or before.

Provisions have been made for three coaches, in addition to the program director, and each coach is responsible for his own team.

### III. PLAYER CLASSIFICATION

In an attempt to equalize the competition, each boy is classified that turns out for football. Each boy will be assigned exponent values based on his weight, height, and age. The formula of exponent classification as described by the Washington Interscholastic Activities Association will be used (18:60).

An attempt to administer a skill test for the purpose of classification will not be made. It is thought that with this age group, time spent on a skill test for classification could well be spent on learning basic football skills.

Each boy will be assigned to a team on the basis of his grade in school, football experience and his total exponent value. (See Table I). All team assignments will be made as follows: (1) Eighth graders with experience from the highest exponent total to the lowest exponent total. (2) Eighth graders without experience from the highest exponent total to the lowest exponent total. (3) Seventh graders from the highest exponent total to the lowest exponent total.



TABLE I

CLASSIFICATION PROCEDURE OF PARTICIPANTS  
BY AGE, HEIGHT, AND WEIGHT

Age	Exp.	Height	Exp.	Weight	Exp.
11:9-12:2	24	47 down	22	53-59	9
12:3-12:8	25	47 $\frac{1}{2}$ -49	23	60-65	10
12:9-13:2	26	49 $\frac{1}{2}$ -51 $\frac{1}{2}$	24	66-71	11
13:3-13:8	27	52 -53 $\frac{1}{2}$	25	72-78	12
13:9-14:2	28	54 -55 $\frac{1}{2}$	26	79-84	13
14:3-14:8	29	56 -57 $\frac{1}{2}$	27	85-90	14
14:9-15:2	30	58 -59 $\frac{1}{2}$	28	91-96	15
15:3-15:8	31	60 -62	29	97-103	16
15:9-16:2	32	62 $\frac{1}{2}$ -64	30	104-109	17
16:3-16:8	33	64 $\frac{1}{2}$ -66	31	110-115	18
16:9-17:0	34	66 $\frac{1}{2}$ -68	32	116-121	19
		68 $\frac{1}{2}$ -70	33	122-128	20
		71 -72 $\frac{1}{2}$	34	129-134	21
		73 -74 $\frac{1}{2}$	35	135-140	22
		75 up	36	141-146	23
				147-153	24
				154-159	25
				160-165	26
				166-171	27
				172-178	28
				179-184	29
				185-190	30
				191 up	31

The sum of the individual exponents given for each age, height, and weight will determine a participant's exponent total.

Each team, by using this method, will have an equal number of experienced eighth graders, inexperienced eighth graders, and an equal number of seventh graders. On a man-for-man basis, each team will be approximately the same size and equal in football background. A further division of play is explained under the section headed League Play.

#### IV. EQUIPMENT ORIENTATION

Each participant will be responsible to furnish his own tennis shoes, sox, gym shorts, and athletic supporter. The school will furnish all other protective equipment as the supply lasts. As an added measure of safety, and to keep individual player expense to a minimum, cleated football shoes will not be permitted. The regular gym or tennis shoe used in all physical education classes will be recommended.

The coaches will exhibit a sample of all the equipment to be issued to the boys at a mass meeting. Each item will be identified and explained as needed for clarification and use. One participant will be outfitted during the process of this demonstration. This will demonstrate how each item is put on and taken off, how the uniform is packed for daily storage and drying.

The coaches and managers will attempt to fit all boys that have completed their eligibility requirements. Each boy then must submit his completed equipment check-out card to the head manager.

Equipment will be issued as follows: (1) Eighth graders with experience and all eligibility requirements met. (2) Eighth graders without experience and all eligibility requirements met. (3) Other eighth graders with office clearance for eligibility. (4) Seventh graders with all eligibility requirements met. (5) Seventh graders with office clearance for eligibility. (6) Other eighth and seventh graders as they become eligible.

#### V. TEAM ORGANIZATION

After all boys have been assigned to a team, each coach will be responsible for his team for the rest of the season. Each team will have a color and a nickname for group identification purposes. The team, as a group, will select their own nickname. Red, gold, and blue scrimmage vests are provided for game play and each team will keep its assigned color for the entire season. No game uniform as such will be provided. All players wear white shirts and the colored vest will be the only team indication.

## VI. DAILY PROCEDURE FOR LOCKER ROOMS AND DRESSING

A specific and detailed procedure is necessary because of limited dressing and shower facilities. All boys, both seventh and eighth, will follow the described procedure of dressing for practice:

Pick up whites (shorts, socks, supporter) and shoes and change in either dressing area "A" or "B". Areas "A" and "B" will be assigned to each boy according to the area in which they have regular physical education classes. School clothes and school supplies are to be left in the dressing area. All personal valuables are checked in to the manager or coach in that area. The player then picks up a school-furnished "T" shirt and proceeds to obtain his football gear from the drying room. He then takes his football equipment to the main gym area and dresses for practice. All boys from both "A" and "B" dressing areas use the main gym to change into their football equipment. All seventh graders will use the north half and the eighth graders the south half. All players will use the main west door going to and from either the west or south practice fields.

Upon return from practice, the players will change in the main gym and return their football gear to the drying room. They will then proceed to the shower area where they

may exchange their "T" shirt for a clean towel and then to the dressing area and shower. In this manner, each player is afforded a clean shirt and towel each day on an exchange basis.

## VII. BASIC FOOTBALL TECHNIQUES

Each coach will organize his team and place the players in positions as he sees fit. There are many basic skill techniques that should be stressed in teaching young beginners basic elementary football fundamentals.

It is not the writer's intent to tell people how and what to teach, but only to mention a few basic skills that should be learned by the beginner. It is essential that all players on the football squad learn some of the common basic fundamentals, namely, blocking, tackling, and fumble recovery. These skills are basic to all eleven positions on the football team.

Stance. A house is no better than the foundation upon which it is built (7:7). This principle holds true for football players. The three point stance, a basic starting position that will teach the players correct body control for efficient performance, will be used on offense. When this basic stance is perfected and understood by the players, the fundamental blocking and tackling maneuvers can

be introduced with relative ease.

There are four basic parts of the three point stance:  
(1) leg and feet position; (2) hand and arm position;  
(3) head, shoulder, and hip alignment; (4) distribution  
of weight (7:7).

The toe of one foot is in line with the instep of  
the other foot with a spread between the feet about equal  
to the shoulder width of the player.

The right arm and hand, for a right handed player,  
form the apex of the tripod position. The right hand  
should contact the ground directly under the right shoulder.

The plane of the body should be parallel to the  
ground. This position better enables the player to drive  
up and through the opponents when making contact. Both  
shoulders should be "square" and parallel to the scrimmage  
line.

The body weight should be slightly forward on the  
hand. Most all the blocking will be straight ahead type  
with little pulling by linemen.

Blocking. The most frequently used block in football  
is the straight shoulder block. The shoulder block has four  
primary uses in football: (1) To move an opponent; (2) To  
screen an opponent from the path of the ball; (3) To check  
an opponent in pass protection; (4) To apply power to a

two-on-one block (7:9). The blocker attempts to make contact at about the belt-buckle of his opponent for proper opponent control. The charge is low, to dip under the opponents hands to beat the opponent in making contact. Once contact is made, driving power is necessary to keep him under control. This driving action consists of taking rapid, short, driving, digging steps with feet well spread and under the body.

The cross-body block is another kind of block often used in football on the scrimmage line, on linebackers and in downfield situations. The object is to put the body between the opponent and the path of the play. To execute the block, run directly at the opponent as if to use a straight shoulder block. When within a stride of the opponent, throw the body across his thighs and into the waist by snapping the hips and upper leg hard against him. The arms are extended with the hands on the ground. To make a successful block, the blocker's body must not go to the ground. Only the hands and feet are in contact with the ground.

Tackling. Teaching young players how to tackle is a major problem in coaching football, A tackler must be alert and full of desire if any success is to be experienced. If any one phase of football playing takes more courage than

all the others, tackling should certainly head the list.

Most tackles made in football are side tackles; seldom do the tackler and opponent meet head on. The objective of the side tackle is to get the tackler's body between the opponent and the tackler's goal line. The ball carrier is approached as if to execute a shoulder block. To make contact, the tackler drives his head in front of the ball carrier, driving his arms around each side of the opponent. The ball carrier is then turned by a vigorous body twist, causing the tackler and ball carrier to roll to the ground. The ball carrier's momentum will cause both players to go to the ground.

To execute a head-on tackle, the movements fundamental to a shoulder block are used; however, at the moment of contact, the arms are driven hard around the opponent in an attempt to grasp hands in a locked position behind him. The follow through of this tackle is upward, to lift the man off his feet and then down, to drive him to the ground.

Fumble recovery. Possession of the ball is all important in football. The team that can recover its own fumbles, and the fumbles of its opponents, stands the best chance of being successful.

Most fumbles occur around the line of scrimmage amid the mass of players. The primary object is to gather



in the ball securely before the opponent recovers. To fall on the ball properly, the player dives for the loose ball. The dive is low, dragging the hip close to the ground. One arm is extended to gather in the ball, by scooping it with the extended hand so that it comes into the pocket formed by the legs and body. The knees are drawn up to help protect the player from the impact of other players also after the ball. It would be advisable to instruct the players to attempt to roll over after scooping the ball. This rolling action will lessen the possibility of landing on the point of the shoulder.

Passing the ball. Teaching the young player something he already likes to do is often an enjoyable task. The technique of passing consists of four basic parts: (1) the grip; (2) throwing position; (3) the release; and (4) the follow through.

The most popular method of gripping the football is to spread the fingers over the laces of the ball. This is done by contacting the laces with the fingers. The object is to have a grip that will be secure and will cause the ball to spiral with its nose slightly up.

Immediately upon receiving the ball and preparatory to the pass, the ball is brought up to the throwing position just behind the ear. The side of the body is facing the

intended receiver. The feet are shoulder width apart with the weight mostly on the back foot.

The ball is thrown from behind the ear with wrist snap. As the ball leaves the hand, the wrist action is applied by vigorously turning the palm down toward the ground. The power of the pass comes from the following rhythmical action: the body weight shifts from the back foot to the front foot; the shoulders are rapidly brought to face the receiver; the elbow is extended; and the wrist is snapped with fingers pointing toward the receiver. The passer should try to make the hand follow the ball to the spot where he wishes it to go.

Catching the ball. To catch the ball, the receiver extends his hands so that the palms are facing the ball with the little fingers almost touching each other. The elbows should be close together and form a basket with the hands. The hands give with the force of the ball as a fielder gives with a hard hit baseball. The receiver should watch the ball until it is securely held in the hands.

Kicking the ball. The art of kicking a football can be broken down into four basic elements: (1) the grip and ball release; (2) the steps; (3) the knee snap; and (4) the follow through (7:24).

There are many ways of holding the football prior to the kick. As the ball is received from the center, extend the arms waist high with the palms parallel and facing each other. The left hand will very lightly hold back half of the ball. The point of the ball should be in the heel of the right hand. The heel of the left hand rests lightly on the ball at about the middle of the ball. There should be an equal amount of pressure at all points of hand-ball contact. Hold the ball about waist high with a slight bend of the right elbow to keep it directly over the kicking foot. It is essential that the hand be a little lower than the elbow. The ball is now pointing slightly downward and slightly to the left. To release the ball, remove all points of contact simultaneously by drawing the arms apart by action of the shoulders. This motion is used most advantageously with the parallel hand grip.

From a staggered stance, the kicking foot six or so inches behind the other foot, the step is taken first with the kicking foot. This step is short and directly at the spot where the ball is to go. The next stride is slightly longer than the first. As the non-kicking leg goes forward, the kicking foot is cocked by bending the knee. As the non-kicking foot hits the ground, the ball is released.

The kicking power is produced by a vigorous snap of the kicking leg at the knee. The kicker should watch the foot kick the ball. As the ball is met by the foot, the arms are extended sideways, and the body weight is on the ball of the non-kicking foot.

Backfield three-point stance. This stance is very similar to that taken by a lineman. The back foot is staggered slightly with the toe in line with the heel of the front foot. If the right foot is back, the right arm should contact the ground in line with the right foot and be perpendicular to the ground. The opposite forearm rests on the leg just above the knee. The head is up with the weight balanced on all three points.

The T-formation center stance and ball exchange. The feet are staggered, toe to instep. The hips of the center are as high as possible to allow the quarterback to stand almost erect. The grip on the ball is the same as that used by the passer. The head of the center is up, the same as for all linemen. The snap technique is to drive the ball back and up, allowing the hand and wrist to take its natural course. This will cause the ball to take a quarter turn to the left as it is placed in the quarterback's hands. As the center snaps the ball back and up,

his body weight starts forward. As contact is made with the quarterback's hands, the center takes his first step.

The T-formation quarterback stance and ball exchange.

The quarterback assumes a position close to the center. The right foot, for a right handed boy, is back of the left foot in a toe-heel position with the feet slightly apart.

The quarterback receives the ball from the center in a direct exchange. The back of the right hand is in contact with the center's "tail." The left hand thumb is placed along the thumb of the right hand. The palm and fingers of the left hand are perpendicular to the ground and is in such a position to allow a smooth exchange. The left hand is a guide for the ball to get to the right hand.

Receiving a hand-off and holding the ball. The player to receive the hand-off should lean forward and keep the pocket open for correct ball placement. The inside elbow is held high and out in front of the body. The outside hand and arm should make a shelf just below the belt with the back of the hand against the body and the palm up. As the ball is placed in the formed pocket, the receiver places his hands firmly over the ends of the ball. From this position, the ball is pulled into the arm pit and held by one hand.

## VIII. LEAGUE PLAY

It will be the duty of each coach to organize his team and to prepare for competition in the league. All rules of interscholastic football are to be followed with the specific situation rules added to complete the rules for intramural play.

A specific plan of calisthenics and exercises for the intramural program will not be described for the coaches to follow. A pre-season orientation session for the discussion and demonstration of appropriate conditioning activities will be held for all intramural coaches. These activities will include drills and exercises to give added emphasis to strengthen muscle groups in the following body areas: (1) the neck; (2) anterior, superior, and posterior areas of the shoulder; (3) the abdominals; (4) the knee; (5) the ankle and foot. The required daily physical education program attempts to develop the recognized weakness areas that exist in boys of this age group. The intramural coaches will attempt to further this practice by using the conditioning drills and exercises that will better prepare boys for the demands of tackle football.

All boys must play in each half of each game. Free and open substitution is permitted. A portion of each half is set aside for the "B" units to compete against each other.

This "B" unit or "Biddy Squad" shall consist of the smaller boys on each team.

All games are to be played after school on the school practice field.

Each game will consist of two halves of 25 minutes each with no time outs on the game clock. A period of 10 minutes will be allowed at half time. The kick-off and receiving teams will be noted in the schedule as no coin toss will be used.

A regulation size field will be used, but only a minimum of field lines will be used. These lines are to include side lines and end lines, kick-off point and receiving line. After every scrimmage play, the ball will be returned to the mid-line of the playing field, a point equal distance from the sidelines. This eliminates the need of hash marks at both sides of the field.

A first down is earned in the usual manner, but the 10 yard mark, as paced out by the referee, is kept on the mid-line of the field. This will eliminate the need of a chain crew at the side line. The head linesman will spot the original line of each scrimmage play with the provided marker should there be any need to make reference to that point.

## IX. SCHEDULE

After all teams are organized, a minimum of ten practices must be completed before the first game. After at least ten practices, each team may arrange a practice scrimmage with each of the other teams. Score will not be kept in these very informal scrimmages. The coaches will be on the field helping where needed. These games will not count in league standings.

A double round-robin schedule of league play will be used. Each team will meet each of the other teams on a "home-and-home" basis. The league schedule will follow the prescribed rotation for a three team league as listed in Table II (17:14). This tentative schedule will be followed as closely as possible, weather and other school activities permitting. All games shall be played in the listed order. If a postponement is necessary, that game must be made up before subsequent games may be played.

The team listed on the left side of the schedule sheet will have the option of kicking off or receiving and the team listed on the right, the option of goals. This option will be reversed for second half play.

Kick-off time for each game will be 4:05 P.M. All games must conclude by 5:15 P.M. to allow ample dressing time for those riding the activity bus.



## TABLE II

## GAME SEQUENCE FOR A THREE TEAM

## DOUBLE ROUND-ROBIN LEAGUE

- Game 1. Red vs. Blue  
Gold - bye
- Game 2. Gold vs. Red  
Blue - bye
- Game 3. Blue vs. Gold  
Red - bye
- Game 4. Blue vs. Red  
Gold - bye
- Game 5. Red vs. Gold  
Blue - bye
- Game 6. Gold vs. Blue  
Red - bye

The team listed on the left side of the schedule sheet will have the option of kicking off or receiving. The team listed on the right will have the choice of defensive goals. This option will be reversed for second half play.

## X. MANAGERS AND DUTIES

Four managers are used in the intramural football program. A "head" manager and three team managers.

The "head" manager will be in charge of security of all equipment rooms, dressing areas, and in charge of the keys for these areas. He will be responsible to all coaches and to the program director.

The "team" managers will be responsible to the coach of the team he is assigned. He also takes care of that team's equipment and daily needs.

## XI. ACTIVITY BUS

The school district provides a late bus for any student to use when the student stays after school for extra-curricular activities. Over 65 per cent of the students in our school district ride a bus to school. Without the late bus, many students could not participate in after school activities because private transportation is not available.

All boys in the intramural program are permitted to ride the activity bus as practice and games are concluded by "bus time." Approximately 14 minutes is allowed to store equipment, shower, dress, and catch the bus.

Three buses cover a partial route of the entire school district and takes each rider within at least two miles of home.

## XII. AWARDS

At the conclusion of the season, each boy that met eligibility requirements and completed the season shall receive a certificate for participation in intramural athletics.

The intramural certificate is patterned after the varsity letter award certificate and is furnished by the Associated Student Body. The award will be made by the players' coach at the Fall awards assembly. Each certificate will be signed by the coach, program director, and the junior high school principal.

## CHAPTER V

### SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

Summary. Since it was evident that there is enough interest in the intramural football idea, this paper has been written to: (1) formulate an over-all understanding of the values of both intramural sports and interscholastic athletics; (2) provide a plan of organization for the new program; (3) assist the people operating the program with details of procedure and skill instruction; and (4) provide a set of regulations for play and policies of operation.

Recommendations. This guide is a result of an existing need and not a plan to initially organize a new plan. Many factors of the plan are such, only because of the limiting circumstances.

If the interest level is sustained in the future:  
(1) another team should be formed; (2) another coach added to the program to reduce the player-coach ratio to a more desirable level; (3) more financial support from the school district should be encouraged; (4) delay the activity bus departure time during the Daylight Saving period; (5) encourage more financial support from the local service club that supports other sports programs in the community.

Conclusion. It has been the purpose of this paper to develop an operational guide for the football program in the junior high school at Wapato. If this program can operate in an efficient coordinated manner, with more understanding among the co-workers in the program, to aid in the instruction of fundamental skills of football, a step in the right direction has been made.

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APPENDIX



## APPENDIX A

## FOOTBALL EQUIPMENT CHECK-OUT CARD

NAME \_\_\_\_\_ DATE \_\_\_\_\_

	<u>No. Out</u>	<u>No. In</u>
1. Helmet	_____	_____
2. Pants	_____	_____
3. Shirt	_____	_____
4. Sh. Pads	_____	_____
5. Hip Pads	_____	_____
6. Thigh Pads	_____	_____
7. Knee Pads	_____	_____

Date Turned In \_\_\_\_\_ Checked By \_\_\_\_\_

APPENDIX B  
TRAINING RULES FOR ATHLETES  
WAPATO PUBLIC SCHOOLS

Revision: September, 1962

Athletes shall not smoke or drink while they are eligible for athletic competition in the Wapato Public Schools, as it is recognized that the use of tobacco and alcohol is detrimental to the well being of athletes.

Athletes are also subject to the particular training rules established for each season.

VIOLATIONS:

The athlete will be suspended for the remainder of the sport season and will not be allowed to turn out during this period. To participate in any ensuing season, the athlete must submit a written request for reinstatement of eligibility to the board of appeal. The board of appeals will review the request for reinstatement and will render the decision.

ATHLETIC BOARD OF APPEALS:

Organization

The board shall be composed of the Principal, Athletic Director, Coach(es) concerned, and student representatives as designated by each building board.

Function

1. Accept information and inquire into reported training violations as requested by the Athletic Director.
2. Review appeals and render a decision.

APPENDIX C  
 TRAINING RULES FOR ATHLETES  
 WAPATO PUBLIC SCHOOLS

In accordance with the policy as adopted by Wapato Public Schools, it is necessary for a student who has violated the rules to accept the following conditions before he is permitted to engage in competitive athletics.

To insure that there is complete understanding on the part of all parties, the following contract is to be drawn up and signed by the athlete's parents or the legal guardian of the student concerned, and a representative of the School District.

-----

We request that \_\_\_\_\_ who has violated the "No Smoking, No Drinking" training rule, be permitted to resume participation in athletics. We understand and agree to the following provisions concerning his athletic program in the Wapato Public Schools:

- (1) He will turn out for the complete season but will not be permitted to participate until half of the season, as determined by the schedule, has been completed.
- (2) Student and parents realize that the coach's time will primarily be devoted to the boys who are eligible.
- (3) Student's attitude both in class and in the sport must be above reproach in every respect.
- (4) Student and parents realize that a second violation will result in the student being dropped for a minimum of one calendar year, and not being allowed to participate or turn out during this time.

\_\_\_\_\_  
 (STUDENT)

\_\_\_\_\_  
 (REPRESENTATIVE OF SCHOOL)

\_\_\_\_\_  
 (PARENT OR GUARDIAN)

\_\_\_\_\_  
 (DATE OF CONFERENCE)

## WAPATO PUBLIC SCHOOLS Home Signature Form — Athletic Eligibility

### 1. Medical Questionnaire to Be Completed by Parent

Has your son ever had any of the following:

- |                            |                           |                          |
|----------------------------|---------------------------|--------------------------|
| a. Hernia (rupture)? _____ | d. Heart Disease? _____   | f. Kidney Disease? _____ |
| b. Diabetes? _____         | e. Rheumatic Fever? _____ | g. Epilepsy? _____       |
| c. Tuberculosis? _____     |                           |                          |

Has he serviceable vision in both eyes? \_\_\_\_\_

What serious illnesses, injuries, or operations has he had? \_\_\_\_\_

### 2. Parent's Permit for Athletic Participation

I have read the eligibility requirements for athletic participation in the Wapato Public Schools as stated on the reverse side of this card and I hereby request that you permit my son \_\_\_\_\_

to participate in athletics for the season of 19\_\_\_\_. I agree that the School District, any employee of the School District, or any student organization of the District, shall in no way be held liable for any accident or injury in any way received by him on account of or while engaged in any athletic activity. I further agree that the School District or any employee of the School District, or any student organization of the School District, will not be responsible for the payment of any bills rendered for medical service.

Date \_\_\_\_\_ Signed \_\_\_\_\_  
(name of parent)

3. I have examined the above named athlete and find him physically fit to participate in:

Football _____	Date _____	Track _____	Date _____
Basketball _____	Date _____	Baseball _____	Date _____
Tennis _____	Date _____	Other _____	Date _____

Date \_\_\_\_\_ Signed \_\_\_\_\_  
(Physician)

**3. Declaration of Eligibility Status**

1. What is your full legal name? \_\_\_\_\_  
 Print

2. What is the date of your birth? \_\_\_\_\_  
 Month Day Year

3. What is the address of your bona fide residence? \_\_\_\_\_

4. Do you live with your parents at the above address? \_\_\_\_\_

5. If you do not live with your parents, do you live with a legally-appointed guardian at above address? \_\_\_\_\_

6. If the answer to Question 5 is "yes", give the date of the court's appointment of this guardianship \_\_\_\_\_

7. Do you understand that, after joining an athletic squad of Wapato high school for the first time and after having signed this Declaration of Eligibility Status, you may not participate during that squad's season as defined below, in any other organized athletic activity without forfeiting your eligibility to compete for your school? \_\_\_\_\_

NOTE: Season limits are defined as follows:

Football—Opening of school in September to and including the last officially scheduled contest of the school's season

Basketball—December 1 to and including date of last officially scheduled contest of the school's season (includes state tournament games).

Baseball—March 15 to and including date of last officially scheduled contest of the school's season (includes games of baseball play-off).

Track—Same as for baseball.

Golf—Same as for baseball.

Tennis—Same as for baseball.

8. Do you understand that, unless previously approved by school authorities, you may not, without forfeiting eligibility, accept an award having intrinsic value from any person, persons, or organization other than the official representatives of your school, if such award or gift is offered in consideration for team membership or athletic achievement? \_\_\_\_\_

9. Do you understand that the proper procedure in cases of doubt regarding the acceptance of a gift or an award for athletic team membership or athletic achievement is to refer the matter to your coach or principal? \_\_\_\_\_

10. Do you understand that athletic eligibility may be affected by:

a) disposing of any medal or trophy won in athletic competition for a consideration;

b) dishonesty in giving information relative to your eligibility;

c) participation in any athletic activity under an assumed name;

d) participating, during a sports season, in any team activity while not under the supervision of the coach or some other faculty member of your school;

e) a citizenship record unsatisfactory to the principal of your school? \_\_\_\_\_

NOTE: Other eligibility requirements pertaining to scholastic achievement, number of semesters in school, etc., will be checked by the school's clerical staff. Your responsibility is to give accurate information when called upon to do so. In cases of doubt concerning your eligibility, consult your coach.

Date \_\_\_\_\_

\_\_\_\_\_  
 (Signature of Squad Member)

WAPATO JUNIOR HIGH SCHOOL

# Intramural Award

*Presented to*

\_\_\_\_\_

*for*

\_\_\_\_\_

During the \_\_\_\_\_ School Year

\_\_\_\_\_

DIRECTOR

PRINCIPAL