

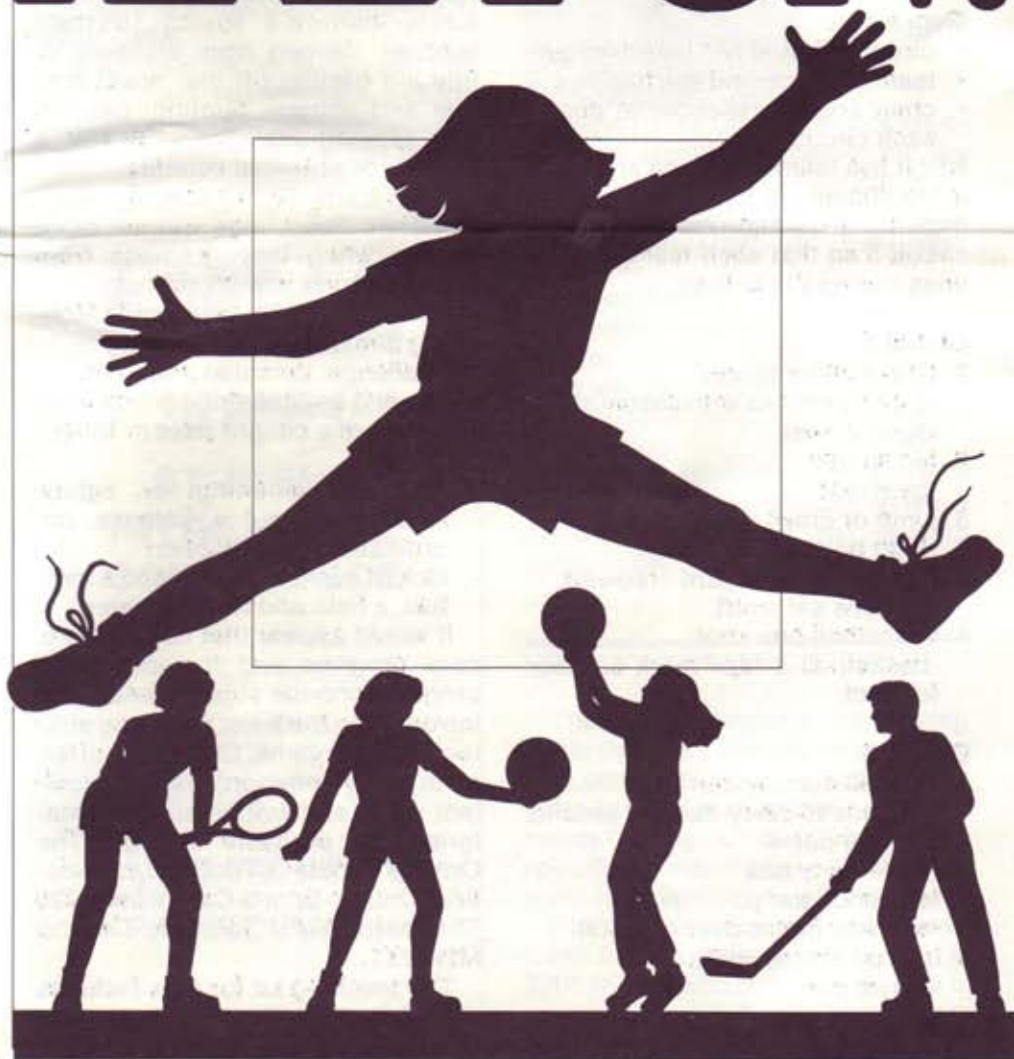
INPUT

OIRA

ONTARIO INTRAMURAL RECREATION ASSOCIATION

Vol. 7, No. 1 September 1986

INTRAMURALS ARE FUN!



The first and only intramural poster is in three bright colors — pink figure in centre, royal blue print and a yellow background on a glossy stock. Perfect for a new look for fall. (11x16 inches)

Cost is \$2.00 per poster or with orders of 10 or more, \$1.50 each.

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O.I.R.A. is committed to promote intramurals and provide support assistance to the intramural professionals in Ontario.

Annual Membership: \$25.00

RETURN TO:

RICK TURNBULL
CANADIAN INTRAMURAL
RECREATION ASSOCIATION
333 RIVER ROAD
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K1L 8H9



The Ontario Intramural Recreation Association acknowledges the financial support of the Sports and Fitness Branch of the Ministry of Tourism and Recreation.

Secondary School Contributing Editor Jennie Hood, Scarlett Heights Secondary School

Superteam Competition

Looking for an exciting, challenging team-oriented special event to start off the intramural year? Try a co-ed SUPERTEAM competition. It is simple to organize and run and builds motivation for participation in future activities.

Organization:

- 4 or 5 co-ed teams of 6 to 10 participants
- set-up/pull-down committee of eight students (need 10-15 min-

Halloween Happening

Try the great pumpkin relay. The event is divided into the pumpkin carving and the race. Teams of 4 to 8 compete.

Pumpkin Carving

On "go" — 1 team member runs forward to view (15 seconds) picture of face of pumpkin, runs back and carves what he/she can remember (30 second time limit). Second person then views pumpkin and returns to carve. All succeeding team members repeat this process until the carving is complete. Pumpkins judged on replication accuracy and time.

Pumpkin Relay

On "go" — 1 team member carries pumpkin out of the gym and through a planned circuit set up in the school (need course monitors). It is possible to set this up as an obstacle course — eg. person must go over the top of a table, but pumpkin must pass underneath, or a straight running race. When person returns to starting point they pass the pumpkin to the next person. The event is complete when the last team member returns with an intact pumpkin. Alternative — if using obstacle course, might have one situation where candle must be lit and carried to next station without going out.

Need — knives to carve pumpkins, pumpkins cleaned out before event, plastic bags, newsprint for carving area, clean-up crew, route monitors, stopwatches, judges.

- utes before and after the event)
- 30 minutes to run the event
- 4 stopwatches
- team instruction sheet for participating teams with detailed diagram/instructions (see below)
- master score sheet to record times for each team at each circuit
- 4 circuit judges who make errant participant redo activity or add penalty time

Object of the Activity:

to accumulate the least amount of time on all four circuits

Gym set-up

- circuits should run length of gym
- team stays behind starting line
- chair and scorekeeper at end of each circuit

NB: If five teams are used and there is insufficient space to create a fifth circuit, a rest station can be built into circuit 5 so that each team will rest once during the activity.

Circuit 1

1. Crawl under tunnel
 - 2 gym benches with cosom sticks taped across
2. ten sit ups
 - gym mat
3. jump or crawl over
 - high box horse
4. forward or backward crabwalk
 - 2 pilons set apart
5. basketball one shot
 - basketball & tape mark on floor for shot

Circuit 2

1. football dummy carry
 - 2 pilons to carry dummy around
2. crawl under
 - table - any size
3. ten bench jumps
 - sideway jumps over a bench
4. log roll across width
 - 1 gym mat
5. 30 skips
 - 1 skipping rope
6. chair sit break balloon
 - enough balloons for every participant
 - blow up balloons at pilon - run to chair and break balloon

Circuit 3

1. agility run
 - four chairs set alternatively
2. alternate foot steps
 - 8 hoops
3. parallel bar shuffle

(See SUPERTEAM, page 7)

Touch Football for Girls

The philosophy of a successful intramural program is that it responds to the needs of its "community". In many communities in Ontario, there is a dramatic growth in adult women's touch football leagues. Women from eighteen to fifty are casting off the "spectator" role and actively punting, passing and playing the game. It has a number of potential benefits:

- team comraderie and social interaction: two things women often miss when they graduate from team sports in high school
- activity skills: throwing and catching and disciplined running
- challenge: personal and team
- fun and excitement: the ecstasy/ agony of a caught pass or touch-down
- fitness/conditioning: cv, agility, muscle endurance, balance, coordination, fat reduction
- lack of expense: only need a football, a field and team markers

It would appear that both the p.e. core program and the intramural program provide superb venues for introducing the basic skills and strategies of the game. Clinics are offered in many communities and excellent visual and written teaching materials are available through: The Ontario Amateur Football Association, Ontario Sports Centre Inc. 1220 Sheppard Ave., Toronto, Ontario M2K 2X1.

The teaching kit for girls includes literature on skills, drills, rules and game strategies. Posters and a VCR tape on Women's Touch Football have also been developed.

Touch football is already a popular fall intramural activity for boys. Why not introduce it to the girls!



Rick Turnbull

Rick is the Executive Director of the Canadian Intramural Recreation Association.

Rick has been Editor of the CIRA Bulletin from its very beginning. He has been one of the key people in the growth of CIRA, and became its first executive director.

A participant, presenter - provincially and nationally from the early 70's, Rick is a charter and life member of CIRA.

Rick is married to Susan and has two children. His hobbies include woodworking, squash and photography.

Honorary Awards

At the Directors Conference in April, the first OIRA awards were presented to eleven people who have been involved with OIRA from its very beginning in the early 1970's.

In this issue three more award winners are highlighted!



Warren Campbell

Warren is the Coordinator of Physical and Health Education for the Scarborough Board of Education.

He has been involved with intramurals and OIRA from its very inception.

He has been a dynamic and positive leader and speaker for intramurals.

He was also one of the founders of the Canadian Intramural Recreation Association.

Warren is married to Lorraine and has 2 sons. Both Warren and his opponents consider his squash game to be "incredible".



Dave Copp

Dave is the Director of Athletics at the University of Guelph.

From 1970-1978 he was the Intramural Coordinator at the University of Toronto and he was the Co-founder of the Intramural Directors Conference in 1969.

He has been a presenter and participant of many conferences - provincially and nationally.

Dave is married to Linda and has three children.

OIRA

17TH ANNUAL

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Mohawk College
Hamilton, Ontario

FEB 6 & 7 / 87

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ALL THAT JAZZ A HIT!

Delegates at the 1986 Directors Conference unanimously agreed that the April Conference was again a "Best Ever". Committee members Chuck Mathies, Barb Smith, Chris Cuthbert-Hunt, Fred Batley, and Chairperson Duane Shadd are to be congratulated on the total presentation.

Forms are attached to this issue to complete and send in for more information. If you need more information write:

PRFO
1220 Sheppard Ave. East
North York, Ontario
M2K 2X1
416-495-4088



The OIRA Computer Scheduling Aid is designed to work on an IBM or IBM compatible computer. The program schedules round robin tournaments for any number of teams at a specific time and place. Teams may enter their conflict dates and times.

Statistics are kept for each team. Cost for program and manual is \$200.00. A demo disk and manual is available for \$20.00. For more information write OIRA, c/o PRFO, 1220 Sheppard Ave. East, North York, Ontario M2K 2X1.

Post Secondary Contributing Editor Meg Innes, York University

THE NEW AEROBICS

Rosie Posca - Fitness Coordinator, York University

"The aerobics boom drew 24 million enthusiasts out of their homes to tone up, trim down, jump around and feel great. It was a phenomenon rich with physical and emotional benefits. As exercise to music classes continue to grow in popularity, the structure and content of the classes will be expanded to include a wide variety of interpretations with regard to routines."

One of the hottest new exercise spin-offs, that of Low Impact Aerobics, surfaced on the West Coast more than two years ago. This form of exercise gives hope to exercise newcomers, new mothers, women with large breasts, people with physical disabilities or high blood pressure and people who have orthopedic, heart and overweight problems. It is also very popular with people who are considered to be in good shape as they are now making an effort to avoid injuries.

Most low-intensity workouts use the same four basic principles:

- 1) The key element in Low-Impact workouts is maintaining contact with the floor (with at least one foot at all times). Dance-walk combinations, marches and side steps take the place of hopping, jumping and jogging. With low-impact there is more extensive movement across the floor as opposed to jumping up and down in place. The idea is to work the muscles instead of pounding the joints.
- 2) Another ingredient is powerful arm work which is sometimes augmented by weights for a greater aerobic benefit. Exercises would include overhead arm presses, bicep curls, tricep extensions and a multitude of broad, circular movements. To increase intensity, the arms should be kept in constant motion at shoulder level or higher so as to make the heart work harder. By keeping the arms moving, the participant could increase their cardiovascular load by twenty percent.
- 3) The tempo of a jump aerobics class would usually range from 130 to 160 beats per minute. Low-impact classes on the other hand tend to use music in the range of 110 to 130

beats per minute. The slower pace allows for deep breathing which will improve the muscles of the spine and abdomen, as well as releasing tension throughout the body.

- 4) Sinking or lowering the body and pushing away from the floor creates resistance that strengthens the muscles, enhances flexibility, and increases stamina without stressing the joints.

The program must include ten minutes of warm-up and cool-down routines which would elongate the muscles in order to prevent tightening. The instructor should have everyone check his or her pulse during peak aerobic activity in order to monitor cardiovascular health. In addition, many of the same safety precautions you would take with a standard aerobics class would apply to a Low-Impact class such as making sure the participants have the proper shoes, working on a good floor and incorporating the correct stretches into the program.

Benefits of Low-Impact Aerobics

- 1) Ironically, the slower pace may actually mean that you burn more fat. "Research has indicated that people who work out at 60 to 65 percent of their heart capacity use more stored fat than those who work out at 85 percent." The enzymes used to process stored fat are oxygen-activated. When you get winded, you get less oxygen and start using your blood glycogen stores instead.
- 2) Low-impact will reduce stress on the body and lower the injury potential.
- 3) Low-impact is more deliberate and the pace is slower because it takes more time and effort to lift your limbs with your muscles and return them before the next beat. This benefit would certainly be realized by the newcomer.
- 4) Gives a better total muscular workout.
- 5) A full range of movement is experienced when the actions are controlled.
- 6) It makes individuals more aware of what area they are actually using.

- 7) Slower and controlled movements help participants become more aware of the body's alignment and correct body positioning.

Do Low-Impact Classes Deliver The Same Aerobic Benefit As Traditional Programs?

With the added emphasis on lifting and bending as opposed to jumping, the energy demand shifts from the calves to the upper leg muscles, quadriceps and hip flexors. These are among the body's largest muscle groups and when you add arm movements you should be able to maintain an oxygen demand high enough and long enough to satisfy the cardiovascular requirements.

Debbie Bender and Carlos Rosas have developed various Low-Impact routines. Their research spanned a wide range of disciplines, each with an eye toward movements that could be adapted for use in an aerobics class. Flexibility, balance and relaxation are the criteria for each movement.

1. Martial Arts — a combination of high energy and cardiovascular benefits of aerobics with the upper body speed and control, as well as the basic flow and power that are derived from the Oriental skill.
2. Tai Chi — teaches controlled strength.
3. Yoga — involves many theories of movement in theory of reverse action.
4. Ballet — extension from the ball of the foot defines the calf, strengthens feet and ankles and elongates the muscles of the leg.
5. Modern Dance — playing in space allows you to let your self-expression come through. Move your body within your limits and imagination.
6. Jazz — uses isolations to work each individual part of your body.

"Now You Can Bop to the Beat Without Jarring Your Joints", Women's Sports Fitness. 7:27-29 December 1985.

"Soft aerobics: Gain Without Pain?" Ms. 52,54. May, 1986.

McGovern, S. "The New Aerobics", Verve, 22-25 March 1986.

"New No-Pain Non-Impact Aerobics", New Body, 24-33. March 1986.

Elementary School Contributing Editor Dave Schlei, Queensmount Senior Public School

Individual Intramural Activities

There are some students in elementary schools who tend to avoid highly organized team intramural activities. There may be a variety of reasons for this - lack of confidence in their own abilities; not wanting to be embarrassed in front of their peers or the skill level demanded by the activity is either too high or too low. These people who shy away from team activities will often readily enter intramural activities that require only that they compete against themselves or a standard, or a one-on-one activity where they can select their opponent. These individual activities can be interspersed with traditional activities each term. They could be a one-shot, one day only activity or they could take place over a five or six day period. They could also be held one day per week for a one month or six week time period.

Most team sports that are offered during the year can also be used for individual activities by selecting specific skills and offering single elimination or double elimination tournaments using these skills. Target shooting, one-on-one showdown type activities and superstars competition are all excellent individual events that can encompass many different skill areas.

Entry into these tournaments can be by sign-up where the entrant signs just himself on a tournament board or he can choose someone to play in the first round who is close to his ability level. This method works well for target and showdown type activities. For superstar competitions or any activity that involves a number of different events or tasks, many methods of entering are possible, including sign-ups on the intramural bulletin board, sign-up in class or conscription.

Possible Activities

A. Target Shooting

Any individual target activity is limited only by your imagination. Whatever the sport, if an elimination tournament is being used, the targets can be made to suit the

skill level and age level of the competitors.

1. **Soccer:** The obvious and most convenient targets to use are soccer goals. Cones can be placed inside to make the target smaller or to change the target. For kicking the ball between the cone and the post, two points can be awarded and one point for kicking the ball between the two cones. More points can be given for scoring "on the fly" than when the ball bounces before entering the goal.

I	X	X	I
Post	Cone	Cone	Post

Dribbling can also be incorporated by using an agility type approach before the shot is taken. Kicking from different distances is also an added challenge. Five metres is an easy distance, ten metres is more difficult and fifteen metres is even more challenging.

2. **Football:** Passing is the skill used most often and this can be done indoors or outdoors. The target can be a square made of masking tape on a wall, or a basketball backboard or a hoop held by another contestant. Once again, more points can be awarded for hitting a smaller target inside a larger one. Moving targets are also a possibility using hoops or old tires that swing. The problem here is keeping the target facing the thrower since they tend to spin as they swing.
3. **Volleyball:** Serving is the skill best suited to a volleyball target activity although volleying and bumping can be used as long as the throw prior to contact is standardized. Targets can range from areas outlined on the court to chairs or garbage cans placed on the court.
4. **Basketball:** The most common basketball game is "21". However, other activities can also be used which require passing accuracy. Having to hit a moving target with different types of passes is a possibility but the difficulty here is keeping

the target moving at a constant speed. Rolling tires or hoops are good targets with points given for hitting the target and for going through the tire or hoop.

Hot-shot is another popular basketball activity. This involves five places on the court where a shot may be taken from, with different point values for each spot. Thirty seconds is the usual time limit, however, any time limit is possible. The idea is to score as many points as possible in the allotted time. One shot must be attempted from all five spots and two lay-ups, each worth two points, are also allowed. Hoops are easy ways to mark the five scoring areas.

Free-throw shooting tournaments are also good individual activities and can be easily altered to suit skill level by moving the free throw line closer to the basket.

B. One-On-One Activities

1. **Showdown:** The most popular one-on-one type of competition is the showdown style made famous during NHL hockey telecasts. Cosom hockey and soccer are best suited to this event. Each competitor takes five shots then plays goal for five shots then takes five more shots and finally plays goal again. The rules are flexible and you can decide whether or not "deking" is allowed, how far the goaltender can come out and what constitutes a shot.
2. **One-on-one Volleyball:** This can be played on a badminton court or you may make up your own court. The ball is served with a throw and the other rules can vary. Depending on skill level, you may want only volleys to be used or both volleys and bumps. Spiking should be a "no-no" since this usually gives a physical advantage to the taller competitors. Games can be played to five, ten or fifteen points. Standard volleyballs, nerf volleyballs or beach balls are all possibilities for the ball involved.

(See INDIVIDUAL, page 6)

PROFESSIONAL DEVELOPMENT

OIRA is an association that requires involvement from its members. Involvement can be large or small, and with it comes a personal satisfaction and a knowledge that the association's aim is to involve every student in some level of participation.

Executive: 1986-1988

<i>President</i>	Sharon Bradley	Legislation	Chuck Mathies
<i>Past President</i>	John Catterick	Government Relations	Jean Kennedy
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<i>Conference</i>	Barb Smith		

Conferences:

Intramural Directors Conference		
Barb Smith	Janice Kominek	Frank Erle
Jim Bialek	Chris Bridges	Barb McCauley

Secondary School Conferences

York University	Meg Innes
Ottawa Valley	Kent Smith
Northern Ontario	Paul Prevost

Post Secondary School Conference

Mohawk College	Michelle Long
----------------	---------------

Publications:

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	Jennie Hood
	Meg Innes
	Dave Schlei
Sports Club Directory	Bob Zeisner
Media Slide File	Michelle Long
Book Resource Centre	Carol Sybenga

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Nancy McCormick	

Regional Advisors - list appears in Vol. 6 #5

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Bob Boucher	CIRA President
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Jim Weese	Marketing
Sandy Henderson	
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Ontario Coalition of Women in Educational Sport

- Sally Kemp

Youth Fitness Consultant - Jerome Drayton

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Barb Bridle
1220 Sheppard Ave. East,
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(416) 495-4088

Individual Intramural Activities

(Continued from page 5)

C. Superstar Competitions

These activities usually require at least a week to do although running them on the same day each week over a five or six week period is also a possibility. The events that can be used are limited only by your facility and your imagination. Some of the more traditional events are timed sit-ups, timed push-ups, flexed-arm hang, timed bench stops, skipping, basketball free-throws out of ten, a timed basket-shooting event, any other type of target event (football, soccer, volleyball, darts, bean bag throw, golf putting, cosom hockey shoot, etc.) and an obstacle course including some agility

running, jumping over, crawling under and travelling along something and shooting something. Some of the not-so-traditional events can be things like orange peeling, peanut or popcorn catching using the mouth, colour sorting anything from jellybeans to socks and the egg-in-the-spoon run or water balloon run.

The easiest way to score this type of competition is to rank the results in each event so that if there were forty competitors the top score would be ranked one and the bottom forty. After all the events are completed, the person with the lowest total ranking is the champion.

Conclusion

Individual intramural events can be a fun activity fit in between two highly organized team activities or they can be run at the same time in a different location. It should be evident by now that they are easy to organize and to run. Some motivational tools that can be used are novel trophies or small trophies that cost \$3.50 each and can be easily financed by charging a 10¢ entry fee. Whether a prize is given to the eventual winner or not, the number of people who will take part and enjoy the activity will probably surprise you the first time you offer it. You may find yourself trying to find more time and more space to make individual intramural activities a regular part of your well-rounded program.

Motivating Employees and Students

According to Maslow's Hierarchy, everyone has a need that should be satisfied. The physiological need for food, clothing and shelter is the most basic; followed by the need for security or safety. People work in a job not only to meet these needs but also in order to find a challenge in life. They have a need for independence, influence and recognition which Maslow has categorized as the Ego need.

If people are identified with the Ego need, they are the ones who DEMAND rather than seek recognition. In simplistic terms, these are the argumentative, haughty, pompous and grating people. If you seem to recognize these traits in yourself, it is time to begin the climb to self-actualization.

The Self-actualized individual also has a need for influence, dominance, challenge and recognition but this type of person performs a task rationally and with caring for other people.

You are probably wondering why I have taken you back to your first year psychology course and re-iterated Maslow's Hierarchy of Needs. Quite honestly, an article on motivation had to be written, and the hierarchy jumped out at me when I was frantically looking for motivational ideas.

We are all in the position of supervising and motivating both employees and students. The question we must ask ourselves is what motivates the student to come into our offices and volunteer for a job?

If we could determine a person's need and the payoff or reward they want from the work performed we would have all kinds of motivated helpers!! Rewards come in two forms: tangible and intangible. We have control over the tangible items such as rate of pay, etc., and it is important to be aware that we also control the "intangible rewards". What am I saying? I am simply saying that we have control over the intangible rewards such as praise, recognition, additional responsibility and authority.

Often, we forget that we can control rewards simply by saying "good job!", or "you did such a good job with the basketball league, I would

like you to organize the hockey league." These are things that we tend to forget because we get so bogged down with other things, but remember — that student is helping you because they have a NEED to satisfy! Therefore, your objective is to help them meet their needs through rewards while, at the same time, providing them with incentives to meet your institutions goals and objectives.

I have discussed the intangible rewards and I would be remiss if I did not suggest the tangible rewards that could be used to help your program. When considering the tangible rewards, the first step is to establish what these rewards will do for the employees.

Are they medals, certificates, pins or trophies? Are they something that gives the employee instant recognition? Is that what the employee needs?

For arguments sake, let's picture this scenario: the student is male, 5 feet 2 inches tall, 20 years of age, and in second year. He is an excellent

leader but it is his first year of involvement with your program. He has a good working knowledge of basketball and he seems to NEED recognition, authority and responsibility.

If this were my student, I would ask him to organize the basketball league (responsibility). I would then give him a shirt (recognition), and finally, I would have him train and organize the referees (authority). Hopefully, these rewards would meet the needs of this particular student.

As far as the other tangible rewards are concerned, I am sure that you are already using quite a few, but for those of you that would like a few more suggestions, I have prepared a list of ideas:

1. Shirts (golf, rugby, t-shirt)
2. Jackets
3. Sweats
4. Lapel pins
5. Baseball hats
6. Athletic bags
7. Socks

It may cost a few dollars the first year that you order these types of rewards, but believe me, it is worth it to both help the students and promote your program.

Weiss, D. How To Be A Successful Manager.

Superteam Competition

(Continued from page 2)

- mat and parallel bars set so one end is higher
- 4. hurdle jump
 - 2 hurdles at low setting
- 5. badminton bird hit
 - badminton racquet & birds
 - hit 2 birds over tape on wall

Circuit 4

1. backward push along bench
 - 1 bench - push self while lying on stomach along bench
2. stick handle and shoot
 - three pilons and goal
 - hockey stick, ball - stick handle through pilons and shoot at goal
3. feather or ping pong ball blow
 - blow either between 2 pilons
4. ladder traverse
 - 2 horses, 1 ladder with ladder secured to horses & safety mats
 - crawl across from one horse to another
5. bleacher run
 - run up bleachers and ring bell

Judges

one judge per circuit to ensure that a semblance of the activity is being done (can use repeat activity penalty or (10-sec time) penalty if necessary)
-judge brings the stopwatch to the master scorer to record the time

All the circuits take a slightly different amount of time to do well or badly. The circuits are all started at the same time, but will finish only when all team members have finished their particular circuit.

When all the teams have completed Round 1, they rotate to the next circuit and Round 2 begins as above.

Master Score Sheet

Use a large blackboard (for final records of the event take a polaroid snapshot of the board at the completion of the activity)

PROFESSIONAL DEVELOPMENT



CANADIAN INTRAMURAL RECREATION ASSOCIATION
ASSOCIATION CANADIENNE DE LOISIRS INTRAMURAUX

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MURDER ON THE OIRA EXPRESS

APRIL 26, 27, 28, 1987



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Edited by Jean Kennedy - Ryerson Polytechnical Institute, 350 Victoria St., Toronto, M5B 2K3