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PRENTICE-HALL BOOKS ON HEALTH AND SPORTS

edited by ELMER D. MITCHELL

The Administration of High School Athletics

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Second Edition

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Preface

This book was prepared to aid two groups of people: first, those who expect to become teachers, supervisors, or directors of physical education and athletics; and, second, those who are already in the field administering high school athletic programs.

World War II demonstrated the importance of physically fit personnel for the armed forces. It also showed that civilians at war must be able to "take it" physically. In addition to physical fitness programs in the armed services, considerable emphasis was given to competitive athletics, both from training and morale standpoints. Our high schools and colleges, as well as the armed services, made valuable contributions to these ends during the war, and their experiences must be capitalized upon during the era through which we are now passing. If competitive athletics were good for a man or woman who was defending his country in war time, they are valuable experiences for those who are maintaining it during peace time.

The reader will not find this a treatise on coaching procedures. It is assumed that the coach comes to his job with both technical knowledge and playing experience. The purpose, rather, is to offer practical suggestions and guides for managing the business affairs of an athletic program, thus allowing the coach to devote major attention to the boys whom he coaches.

Items discussed deal with national, state, and local policies concerning athletic eligibility, contest management, equipment, awards, finances, budgets, safety, layout and maintenance of facilities, intramurals, girls' athletics, junior high school athletics, and current athletic trends. Figures and tables illustrating and explaining some of the more progressive policies now in effect in schools or state associations have been included.

The author is indebted especially to Dr. Elmer D. Mitchell, of the University of Michigan, for his inspiration and advice in prepar-

ing this book. Acknowledgment is made to Dwight H. Rich, Superintendent of Schools, Lansing, Michigan, and to Principal-Emeritus L. L. Forsythe, of Ann Arbor (Michigan) High School, for their suggestions concerning arrangement and content. The author also wishes to express his appreciation to those authors, publishers, and executives of state athletic and activity associations and schools who so kindly consented to the inclusion of some of their material.

The effort expended in the preparation of this book will have been justified, as far as the author is concerned, if it serves the single purpose of helping to raise the administrative standards of the athletic programs in American high schools so that they are of greater educational value to the students who participate in them than they otherwise might be.

CHARLES E. FORSYTHE

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Editor's Introduction

The need for a book giving a general treatment of high school athletics was so long felt that the appearance in 1939 of the first edition of the present volume was most timely. It was particularly appropriate, also, that this long-awaited book should have been prepared by a man who had many years of practical experience in this field.

Charles E. Forsythe, the author, was himself a player on athletic teams, both in high school and in college. Later he had experience as an athletic coach and as faculty manager of high school teams. In his present position, that of State Director of High School Athletics in Michigan, he has had the opportunity to gain experience in handling all types of athletic problems. His work in building up high standards of athletic competition in his state has won him the confidence of all individuals concerned with athletics—coaches, players, officials, and school administrators. Moreover, he has a broad viewpoint of athletics in their relation to the general program of education and has striven not only to perfect athletics for the select players but also to broaden the athletic program for the many.

During World War II Charles E. Forsythe (Comdr., USNR) was assistant officer-in-charge of the physical training program of the United States Navy. He was attached to the Training Division, Bureau of Naval Personnel, Washington, D. C., where his work was concerned with the naval recruit, service school, V-12, and rehabilitation physical training programs. He also had general charge of the preparation of the *Physical Fitness Manual for the U. S. Navy*, published in 1943.

As one reads the pages of this book, one is impressed by the importance of athletics as an institution of modern life. One finds that administrative duties and responsibilities are many and varied. The book explains the accepted practices and usages and also many

unusual ones as well. In this respect the author has done a tremendous amount of work not readily apparent on the surface. For the reader's convenience, a nation-wide collection of diverse rules has been boiled down into clear and concise form. The volume is characterized, then, not only by authenticity, but by clearness, conciseness, comprehensiveness, and splendid organization. All ideas pertinent to the subject of school athletics will somewhere be found incorporated in it.

Athletics have been called the *one* contribution of the students themselves to American education. The students brought to school life the buoyancy, enthusiasm, and zest for adventure that is characteristic of healthful youth. Nevertheless, under student administration the management of athletic finances and schedules early got out of control. Faculty friends, however, were present to exercise friendly guidance, to supply the necessary restraints, and to develop standards for control of this educational "orphan." The story of athletics in the schools is therefore the story of a long struggle to build up standards—standards under which competition can be carried on with ethical relation and high principles pervading the conduct of players, school officials, and crowds.

Such idealistic aims are not easy to realize in an activity accompanied by keen rivalry and emotional tension. Yet, to one who has seen athletics in their early settings, the standards of behavior and sportsmanship today are so high in comparison that it is easy to become an optimist in regard to the future of athletics in our schools. It must be remembered, however, that there are limitations to the power of rules. In the final analysis, only ethical idealism and mutual confidence of all concerned can bring to school athletics the fullest realization of the educational implications involved.

The benefits of athletic sports in regard to health, character, citizenship, and recreational enjoyment have been amply treated by the author in this book. It is sufficient here only to note that these educational advantages are attributed to athletics and other forms of physical recreation by progressive schoolmen of the day. This recognition accounts, in large measure, for the present emphasis placed on "Athletics for All." The intramural program, discussed by the author in a practical way, extends the benefits of athletics to larger and larger numbers of participants and attempts to find for

each student some athletic interest and some measure of satisfaction in physical prowess and accomplishment.

How this progress has been made and how local, state, and national athletic organizations are vigilantly seeking to promote school athletics throughout the United States is the theme of this work. To conclude, *The Administration of High School Athletics* is a practical book needed by the educational profession, and Charles E. Forsythe is ably qualified by experience and broad educational vision to write it.

ELMER D. MITCHELL

Chapter I

HISTORY AND OBJECTIVES OF HIGH SCHOOL ATHLETICS

Development of the Control of Athletics

It was not by accident that high school athletics came into existence. They have closely followed the trends of the times and have emerged in their present form through rather well-defined periods. Likewise, the objectives of high school athletics, both interscholastic and intramural, have changed during their development.

A challenge accepted. Athletic competition in our high schools has come to be an American tradition and institution. In no other country have intercollegiate and interscholastic athletics developed to the same extent as in the United States. Until comparatively recently, our major emphasis has been competition between schools with games played by a selected few. In English schools "the game's the thing," with interschool competition, in its limited way, being the outgrowth of what corresponds to our intramural programs. In some respects the English plan is more logical and defensible than ours has been. On the other hand, the higher degree of selectivity of students in English schools makes their athletic problems and policies vastly different from those in the United States, where the high school is a cross section of the community in which it is located.

Like most of the changes in policy, curriculum additions, and emphasis, athletics have come into the schools "from the outside." Communities, generally, have been instrumental in adding such courses as commercial work, mechanical and industrial arts, physical education, music, and the like to the curricula of their schools. Likewise, communities and student interest have added competitive

athletics to high school programs. It is significant that, although athletics came into our schools with a decidedly professional and perhaps questionable heritage, today our interschool games have reached unprecedented high amateur and ethical levels. This result is in large measure due to the unceasing efforts of schoolmen to develop and improve standards of athletic competition. In most schools it has been less than half a century since the "good old days," when everyone from the superintendent to the janitor played on the team. Experience showed that efforts should be made to establish an American sport heritage that would keep the games and players at their best. Once our colleges and high schools took over the job, it was not long before interscholastic athletics were established on an educational basis in the schools of the nation. Since then, the problem has been to maintain proper perspectives as they involve player, spectator, school, and community.

The high school athletic pattern. When this new phase of school activity came into being, it was not accepted alike by all. Many schools, in the smugness of their historical backgrounds, had no time for this new and nonacademic orphan. Others seized upon it as a means of bolstering their institutions and attracting interest and attention to them. Naturally, public and private high schools and preparatory institutions developed different ideas as to the functions of their athletic programs and activities. With these differences in aims came differences in methods of control, not only within schools but also in relations between schools.

As a result of these differences, schoolmen themselves throughout the country set up organizations to control as well as to settle their athletic problems. This movement dates from the end of the nineteenth century, but it received its real development in the early 1900's. Naturally, high schools took their athletic programs and, to a large extent, their policies from the universities and colleges of the country.

This emulation was fortunate in some respects but unfortunate in others. It was fortunate in that it enabled high school men to follow patterns that had been generally successful. It was unfortunate because some high schools attempted to take over en masse the athletic programs of institutions of higher learning. The consequent unbalanced growth of competitive athletics in many schools brought about legitimate charges of overemphasis. Schoolmen also soon

began to realize that, in the same proportion that there were academic and social differences between high school and college students, so there were corresponding differences in their athletic capacities and possibilities. It was a wholesome sign for high school athletics when these differences were realized and, as a result, new policies were formulated that had the high school student himself as their major consideration.

Four phases of direct athletic control. From a chronological standpoint it would be ideal to say that local schools first set up standards by which their interschool athletic competition was maintained. Such was not the case. *First*, schools were influenced by local communities to a large extent in the activities they sponsored as well as in the schedules and policies they adopted. Likewise, policies in effect in a school against which another school competed affected its standards and policies. Thus it would seem logical to assume that the *second* step was that two or more schools, or larger groups of schools, organized themselves into associations, leagues, or conferences that set up standards, policies, or regulations under which their competition was governed. This was only partially true. It is not to be inferred that no such groups were organized. Many were formed, but records do not reveal that they were especially influential in establishing general athletic eligibility regulations which exist today.

As athletics developed in interest and in scope, it was natural that contests were arranged between schools that did not belong to their local associations of limited membership. With greater range in competition, owing in many instances to improved means of travel, it became apparent that different groups had different standards for their athletic teams. These differences included scholastic regulations, age and previous play requirements, amateur standing, transfer and time of enrollment of students, and other criteria. If schools were to compete under uniform regulations, some form of organization larger than local units was imperative. The result of this need was the formation of state-wide athletic associations, which represent the *third* phase of control. Most of these were voluntary organizations, but they set up standards to which their members had to adhere in order to retain membership. It is an accepted fact that the development of high school athletics to their present high plane has been largely the result of outstanding pioneer work done by

schoolmen of the nation who were instrumental in the formation of state-wide organizations for the supervision and control of interscholastic athletic activities.

In the same way in which it was realized that benefit would result from local groups organizing into state groups, it was apparent that a national organization could serve a useful function. Thus, the *fourth* control agency appeared; and in 1920 the National Federation of State High School Athletic Associations was organized. As its name implies, this body is an organization of state athletic associations rather than of individual schools. It has done much to raise athletic standards in certain sections of the country as well as to promote greater uniformity in athletic regulations. Its organization and functions are detailed in Chapter 2.

A usually undesirable phase of athletic control. From the preceding statements it might be inferred that all the problems of athletics could be settled by tracing them to their conclusions through the four phases of athletic control which have been briefly outlined. Perhaps regrettably, this is not the case. Although educators very properly are promoting and defending athletics on an educational basis, it must be realized that there may be inherent differences between athletics and other school subjects. At least, athletics usually attract the attention of the public to a degree greater than most other school activities. In this connection, school authorities sometimes have become involved in difficulties of a serious nature when public or "downtown" interests have been a part of the policy-forming agency of the athletic program. Specifically, local nonschool groups have, in some instances, become dictatorial because of financial interests. Bond sales for the construction of local stadiums, sponsorship of high school teams by local merchants, organization of "downtown coaches' associations," and so on, all may seem proper at their time of inception, but they may have decidedly improper implications. That school which keeps the administration of its athletics on the same plane as its administration of its other functions will find itself much further ahead from an educational and scholastic standpoint. As a policy the school should keep the public informed and should invite the public to its contests, but it should keep control of its own athletics, impressing upon the public at all times that the athletic program is primarily for the participants and student body.

Objectives of Athletics

General objectives. As high school athletics became more firmly established as a part of the educational program, an appraisal of their objectives was inevitable. Although in some instances this appraisal has been a study in introspection, it has been valuable in that it has made possible the placing of emphasis on first things first. With interscholastic athletics as they exist at present in most sections of the country, it is apparent that a study of athletic objectives should include the participant, the school and student body, and the community. By "objectives" is meant the goal or the end to be realized, and in athletics, especially, it is important that the end be thoroughly understood by the three parties mentioned above. It is necessary, therefore, that the participant, the school, and the community know in advance what is anticipated during a specific season. This does not mean that the objective of a football, basketball, or baseball season should be to win a definite number of games or to place in a certain position in a league. Neither is it to be assumed that the season is to be considered a success or failure depending upon the number of victories. Rather, the goal might be set up as a series of contests with neighboring schools which have as their chief purposes friendly rivalry, new friendships, playing skills, good sportsmanship, and improved community relations. If objectives such as these, together with possible added benefits from each of them, are established, it is difficult to imagine a season in any sport that could not rightly be judged a success. These are general rather than specific objectives, but their generality actually makes them easier of attainment than more specific ends would be.

Athletic objectives for the participant. What should be the objectives or ends for participants themselves in any athletic program? One might answer this question by saying that what the participant realizes from the game will depend upon what he puts into it. The purpose here is to consider what we educators have set up as objectives for those who will be participating under our direction, rather than to leave the statement of aims or ends to the students themselves. The following list of participant objectives, while not all-inclusive, points out some possible achievements:

1. Opportunity to learn new games.
2. Improvement in playing skills.

3. Development of physical vigor and desirable habits in health, sanitation, and safety.

4. Opportunity to make real friendships with squad members.

5. Opportunity to widen a circle of friends by acquaintance with members of opposing teams and to visit and play in other communities.

6. A chance to observe and exemplify good sportsmanship.

7. Realization that athletic competition is a privilege that carries definite responsibilities with it.

8. Association with real gentlemen and true sportsmen in the persons of athletic coaches.

9. A chance to enjoy one of the greatest heritages of youth—the right to play.

10. A chance to learn that violation of a rule of the game brings a penalty—and that this same sequence follows in the game of life.

A significant statement of what participation in athletics meant to one student is summed up by Victor Kennard:[1]

1. I learned to control my temper.

2. I learned to exercise judgment, to think quickly and act decisively.

3. I learned the meaning of discipline, to take orders and to carry them out to the best of my ability without asking why.

4. Through the training I received I had regular habits knocked into me.

5. I learned to meet, know, and size up men.

6. I learned to smile when I was the most discouraged fellow in the great wide world.

7. I learned the importance of being on time.

8. I learned to better control my nerves and feelings and to demand the respect of my fellow-players.

9. I learned to work out problems for myself, and to apply my energy more intelligently.

10. I secured a wide friendship which money cannot buy.

Athletic objectives for the school and student body. As was said earlier in this chapter, athletics were not accepted alike by all schools when they first assumed their control and incorporated them in their programs. Many felt that they were just another burden in an already crowded program. Of course, this was not true in all

[1] Oklahoma High School Athletic Association *Bulletin*, March, 1929.

instances. James E. Rogers, former Director of the National Physical Education Service and now with the National Recreation Association, enumerates the four stages through which school athletics have, or will have, passed:[2]

> Today as we look over the country there are still a few superintendents and school administrators in the first period of opposition to the school athletic program. There are other school leaders that are simply tolerating athletics and are twenty years behind the times. There are others who are just beginning to cooperate as we started to do ten years ago. But in the next ten years, the final stage is to develop the educational possibilities of physical education and to make it a definite school subject under regular school authorities. This does not mean of course that we will have no high school athletic associations both local and state. It means that we will have student interest and student leadership and we will have committees and leagues, but actual administration of the athletic program will be treated for its educational values and hence will be relieved from the annoyance of outside interference.

Many times the question is asked of school administrators: "Why do you have, and what benefits are derived from, your interscholastic athletic program?" Answers vary with individuals. Some will condemn the program as being of no educational value. Others will, as indicated by Rogers, express an attitude of toleration. In most cases, however, the school administrator who has the athletic program under proper control is enthusiastic about it. One might well make the inquiry as to what constitutes "proper control" of the athletic program from the standpoint of the school or student body. Following are some of the salient factors:

1. Athletics should occupy a position in the curriculum comparable to that of other subjects or activities.
2. Athletics should be made educational.
3. Athletics should be used to promote a fine school morale.
4. Proper student interest should be created by enlisting student aid at contests.
5. All visiting schools should be treated as guests.
6. A school's program in athletics, and the sports that it sponsors, should be based on the following factors:

(*a*) The number of available students;

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[2] James E. Rogers, "Remove Athletics from the Extra-Curricular Class," *Scholastic Coach*, April, 1936, pages 5-7.

(*b*) The financial ability of the school to equip its teams properly and to furnish adequate facilities;

(*c*) Its ability to furnish competent instruction and wise leadership.

7. The athletic program should be an aid to school administration rather than a source of trouble.

8. There should be associated with the interscholastic athletic program a comprehensive plan for intramural activities.

9. The athletic program should be broad rather than narrow in its scope. It should include as many activities as possible in order to interest and be of benefit to more students.

10. In general, there should be no distinction between so-called major and minor sports. Each sport is of equal importance to the student participating in it.

11. The school policy should be definite so that athletes will not expect special privileges. If none are given, none will be expected.

12. Sportsmanship, fair play, and good school citizenship should be the objectives of all athletic programs.

Athletic objectives for the community. The community in which a school is located should realize that there are at least two parties that should be satisfied in the school athletic program before the interests of the community are to be given any consideration. These are the two that have just been discussed briefly, namely, the participant and the school with its student body. Under no circumstances should community interests be considered if they do not coincide with the well-being of the participant. In all cases his welfare should come first. If the wishes of the community fit in with generally accepted standards for participants, then the former may be reviewed. In other words, if the policies as set up by the school are in accord with community interests in a particular instance, then a happy and fortunate situation indeed exists. During the last few years an increasingly large number of schoolmen have been able to educate their communities to the fact that the athletic program is a phase of the school program. When that end has been realized, it not only has made control of the athletic program easier but also has made possible a much better approach to school patrons on other educational matters. Usually, the community will conduct itself athletically in accordance with the pattern that the school administration has set up for the athletic program educa-

tionally. To summarize community athletic objectives, the following might be listed:

1. Communities should realize that control of, and responsibility for, school athletics rests entirely with school authorities.

2. School athletics should furnish a recreational opportunity for the general public only insofar as a community is willing to see that program conducted solely for the benefit of student competitors and student spectators.

3. Communities should judge the success of the season on the number of participants and spectators, new skills acquired, and good citizenship and good sportsmanship taught, rather than on numbers of games won and lost.

4. Communities constantly should keep in mind the fact that, primarily, an athletic contest is a part of a school program because of its educational implications. When it ceases to have educational *value it should cease to be a school function.*

Chapter 2

THE NATIONAL FEDERATION OF STATE HIGH SCHOOL ATHLETIC ASSOCIATIONS

Formation of the National Federation

Inception and organization. With the formation of the original Midwest Federation of State High School Athletic Associations in 1920, there came into being the first cooperative effort of states to control high school athletics. This original organization of five states was the forerunner of the present-day National Federation of State High School Athletic Associations. The following background data are taken from the Federation's *Handbook* for 1947.

The national organization had its beginning in a meeting at Chicago on May 14, 1920. L. W. Smith, secretary of the Illinois High School Athletic Association, issued invitations to neighboring states and state association representatives came from Illinois, Indiana, Iowa, Michigan and Wisconsin. The primary purpose of the meeting was to discuss problems which had resulted from high school contests which were organized by colleges and universities or by other clubs or promoters. In many cases, little attention was paid to the eligibility rules of the high school associations or to other high school group regulations and chaotic conditions had developed. At this first meeting it was decided that the welfare of the high schools required that a more active part in the control of such athletic activities be exercised by the high school men through the state associations and that this control necessitated the formation of a national organization. A constitution and by-laws were adopted and the group decided on the name "Midwest Federation of State High School Athletic Associations." Principal George Edward Marshall, Davenport, Iowa, was elected President and Principal L. W. Smith of Joliet, Illinois, was elected Secretary-Treasurer.

In 1921, four states, Illinois, Iowa, Michigan and Wisconsin, continued their interest and became charter members through formal ratification of the constitution. Largely due to their efforts, the national organization grew during the early years.

In 1922 the Chicago annual meeting was attended by representatives from 11 states, and the present name of the National Federation was adopted. A number of college and university representatives who attended the meeting expressed sympathy for and interest in the efforts to introduce a high degree of order in the regulation of interscholastic contests.

Since that time the National Federation has had a healthy growth to its present nation-wide membership. By 1940 a national office with a full-time executive staff became necessary and such office was established in September of that year.

The legislative body is the *National Council* made up of one representative from each member state association. Such representative must be an officer or a member of his state board of control. The executive body is the *Executive Committee* of seven state board of control members from the seven territorial sections as outlined in the constitution. Their election is by the National Council at the annual meeting. Such meeting, prior to 1944, was held in February in connection with the National Association of Secondary School Principals of the N.E.A. The 1944, '45, '46 and '47 meetings were held in January in connection with other Federation standing committee meetings.

From time to time, regional conferences are sponsored. At these, the program is centered around some special phase of the work such as "Athletic Injury Benefit Plans," or "Eligibility Rule Modifications," or around problems of a specific group of state associations.

The following states were members of the National Federation during 1947-1948 (year of affiliation in parentheses):

Alabama (1924)
Arizona (1925)
Arkansas (1924)
California (1940)
Colorado (1925)
Connecticut (1926)
Delaware (1945)
Florida (1926)
Georgia (1929)
Idaho (1928)
Illinois[1] (1920)
Indiana (1924)
Iowa[1] (1920)
Kansas (1923)
Kentucky (1941)
Louisiana (1925)
Maine (1939)
Maryland (1946)
Massachusetts (1944)
Michigan[1] (1920)
Minnesota (1923)
Mississippi (1924)
Missouri (1926)
Montana (1934)
Nebraska (1924)
Nevada (1939)
New Hampshire (1945)
New Jersey (1942)
New Mexico (1932)
New York (1926)
North Dakota (1923)
Ohio (1924)
Oklahoma (1924)
Oregon (1931)
Pennsylvania (1925)
South Dakota (1923)
Tennessee (1927)
Utah (1927)
Vermont (1945)
Virginia (1948)
Washington (1936)
West Virginia (1925)
Wisconsin[1] (1920)
Wyoming (1936)

Affiliated member: New Brunswick, Canada (1943)

[1] Charter members.

The officers of the National Federation for the school year 1947-1948 follow. It will be seen that they represent a wide scope as far as the state association memberships are concerned.

Executive Committee

President: Supt. R. E. Rawlins, Pierre, S. D. Term of service 1929-1949.
Vice-President: Prin. C. A. Semler, Benton Harbor, Mich. Term of service 1944-1949.
Executive Secretary: H. V. Porter, 7 South Dearborn St., Chicago 3, Ill.

Members:

Dr. Thomas C. Ferguson, Baltimore, Md. Term of service 1948-1951.
Supt. S. F. Burke, Thomaston, Ga. Term of service 1944-1950.
Supt. William A. Fisher, Lynden, Wash. Term of service 1948-1950.
Supt. H. R. Dieterich, Maryville, Mo. Term of service 1948-1951.
Prin. Floyd Smith, Benton, Ill. Term of service 1946-1949.

Purpose of the National Federation

Protection of athletics. The National Federation has attempted, within proper limits, to effect the national regulation of high school athletics. Its purpose is in general similar to those of the state associations but has been projected nationally. The National Federation was a reflection of the feeling of schoolmen that they should make a nationwide effort to keep athletics in the schools. There was evidence that outside interests, both academic and commercial, had designs for their own advantage. Although local state athletic associations could control matters within their own borders, it was difficult to secure uniformity of action without uniformity and unity in organization. The constitution of the Federation reads:

> The object of this Federation shall be to protect and supervise the interstate athletic interests of the high schools belonging to the state associations, to assist in those activities of the state associations which can best be operated on a nationwide scale, to sponsor meetings, publications and activities which will permit each state association to profit by the experience of all other member associations, and to coordinate the work so that waste effort and unnecessary duplication will be avoided.

As indicated in the above statement, the National Federation has concerned itself largely with the protection and regulation of interstate interests of member schools of its organization. This has been

a most valuable service, and in it probably lies its greatest contribution. An annual meeting is held, known as the National Council meeting, and one representative from each member state may vote on all legislative matters. At the meeting of the National Council held in 1929, a set of Recommended Minimum Eligibility Requirements was adopted. These recommendations have been important factors in raising athletic standards in many states. The Minimum Eligibility Recommendations include rules dealing with the following: twenty-year age; eight-semester limitation; scholarship and consecutive semester attendance; amateur standing; independent team participation; transfer; recruiting; enrollment; athletic award; grades; physician's certificate; coaches; sanctions; and officials' registration.

Accomplishments of the National Federation

The assertion made by the Federation that it represents the largest organized body of amateur athletes in the world bears weight when it is considered that it has grown from a charter membership of four states in 1920 to include forty-four of the forty-eight state organizations in the United States and the Province of New Brunswick, Canada, as an affiliated member. It is significant also that its roster extends from the Atlantic to the Pacific and from the Gulf to the Great Lakes. The Federation as a national body has concerned itself with numerous matters. A brief review of some of the accomplishments of this gigantic athletic body will serve best as the basis for discussion of them.

Elimination of outlaw team competition. One of the early accomplishments of the National Federation was the elimination of outlaw teams by means of mutual agreement of state associations not to permit member schools to compete with such teams in other states. This agreement ultimately resulted in their disappearance, and credit must be given the National Federation for this accomplishment. Such a policy also was of benefit to state organizations because it resulted in emphasizing the importance and value of schools' membership in their local state associations.

Development of greater uniformity in eligibility rules. With the formation of the National Federation, opportunity was presented for exchange of eligibility and administrative procedures in effect in various states. The National Federation list of recommendations

for eligibility rules, a product of the pooling of many ideas, was prepared, and many state associations set up regulations conforming in general to national recommendations. Although there are variations in eligibility rules in different states, the great degree of uniformity that exists today is a result largely of the clearinghouse provided by the National Federation discussions.

Elimination of national championships. Among the first problems which came to the attention of the National Federation was the need for a critical appraisal of so-called national championships. A number of considerations led the Federation to action. Some states far from the scene of national tournaments or meets complained that loss in school time, extra competition, and the tremendous expense involved in sending their teams to participate in these games were not consistent with good educational procedure. There was a feeling, too, that possibly high school athletes were being exploited by the institutions or commercial interests sponsoring these events. It was felt also that the determination of state championships provided a sufficient climax to a season. In fact, some states still do not desire that athletic contests be carried even to that conclusion. As a result of these considerations the National Federation has taken action to prohibit schools that are members of state associations affiliated with the Federation from taking part in so-called national championship meets. For the most part, educational institutions and other interests that formerly conducted such meets or tournaments have cooperated in a fine manner, and now national interscholastic championships almost seem to be forgotten.

Sanction of interstate meets and tournaments. In some sections of the country there were interstate or regional meets and tournaments that had all the evils of national championships but were more local in nature. They were "wildcat" affairs in every sense of the word. Usually these events were conducted by some not too scrupulous institutions with little or no attention being paid to welfare of participants or generally accepted state association eligibility rules. Outlaw teams often were allowed to participate, and often the state associations concerned were powerless to stop their member schools from participating. This undesirable practice has been stopped almost completely by present National Federation regulations. Now a meet or tournament management that desires to invite schools from two or more states must have its plans ap-

National Federation of State High School Athletic Associations

Application for Sanction of Multiple Interstate Meet

NOTE: Make application in duplicate and send both copies to the executive officer of the state in which the meet is to be held. He will forward them to the National Federation office.

P. O. _____

National Federation of State High School Athletic Associations
7 South Dearborn St., Chicago, Ill.
H. V. Porter, Executive Secretary

Date _____ 194__

On behalf of _____
(Institute conducting the Meet)

I hereby apply for National Federation sanction for the _____
(Name and Kind of Meet)

_____ to be held at _____

on _____, 194__

The meet will be managed by _____
(Name of school conducting Meet)

We desire to invite schools from the following states only _____

_____

_____

The number of schools that will probably compete in this meet is _____

I agree to:

1. Admit competitors from only such high schools as are members of their own state high school association and to insure this by requiring use of the Federation Entry Certificate Blanks.
2. Receive eligibility certificate for each competitor on the official state high school association blank signed by the high school principal and where required endorsed by the executive officer of the state in which the certificate originates.
3. Limit competition to those who meet the minimum eligibility requirements which may be specified by the National Federation.
4. Limit prizes to such as are permitted by the most restrictive state high school association from which competitors enter.
5. Refrain from invoking competitors from any state or section of a state not included in the process for which sanction is granted.
6. Permit only boys to compete in this meet.

Signed _____ Official Position _____

RECOMMENDATION OF HOME STATE EXECUTIVE

P. O. _____ Date _____, 194__

I recommend that this meet be (SANCTIONED) (NOT SANCTIONED). I have sent endorsement blanks to each state named in the application.

Signature of State Executive _____

State _____

OFFICIAL ACTION OF NATIONAL FEDERATION

Chicago, Illinois, _____, 194__

This meet is hereby sanctioned for the states of _____

_____

You should not invite schools from states or sections not included in this list.

By _____
(Executive Secretary)

THE EXECUTIVE COMMITTEE
OF THE NATIONAL FEDERATION

(These blanks may be obtained from any state athletic office.)

FIGURE 1. Application Blank for Sanction of Multiple Interstate Meet.

proved by the Executive Committee of the National Federation. This sanction consists of approval by the association of the state in which the event is located as well as sanction by the associations of states from which schools are invited to attend.

The policy of sanctioning meets has resulted in the elimination

of numerous undesirable meets and tournaments and has guaranteed to competing schools that only bona fide schools that are members in good standing of their respective state associations will be competing. It also ensures that accepted regulations regarding competition will be followed. In general, a policy has been followed of sanctioning only such meets as are sponsored by educational institutions. States have appreciated this National Federation accomplishment because it has aided them in the administration of their local athletic programs, and they have been strict in insisting that their member schools adhere to this regulation. (See Figure 1, Application Blank for Sanction of Multiple Interstate Meet.)

Scheduling of interstate contests. With the growth in influence of the National Federation, it has made itself a valuable aid to state associations in connection with dual interstate contests. Its regulations simply provide that, in games between schools in different states, local state association regulations obtain for each school. No school, however, may compete against a school in another state unless that school is a member of its state association, provided it is eligible for membership. Inquiry may be made to executive officers of state associations concerned regarding eligible schools for interstate games or to the secretary of the National Federation, who will furnish this information. Schools may not compete in interstate tournaments, meets or dual contests which involve round trips exceeding 600 miles unless the events have been approved by all interested state associations through the National Federation. A school under suspension from its local state association, because of violation of state regulations or for other reasons, may not be scheduled for any athletic contest by a school in another state whose state association is a member of the National Federation. (See Figure 2, Interstate Game Contract.)

Writing of playing rules. In 1947, approximately three-fourths of the member states used football rules that were formulated by the Football Rules Committee of the Federation. This activity began as an experiment when, for various reasons, it was found impossible to effect the organization of a joint committee to write football rules for the colleges and high schools of this country. Some high schools felt that, because of the extent to which football is played in secondary schools, it was only just that there should be

National Federation of State High School Athletic Associations

CONTRACT FOR INTERSTATE GAMES OR MEETS

Place_____, Date_____, 194____

This CONTRACT is made and subscribed to by the Principals and Athletic Managers of the_____High School and of the_____High School, for_____contests in_____to be played as follows:

City Date Day Hour (Name of Sport) Hour

First Team Contest_____Preliminary Game_____

First Team Contest_____Preliminary Game_____

Financial Terms:_____

1. Each party guarantees its membership and good standing in its own state high school association and also guarantees that participation in this contest will not violate any rule of that association or of the National Federation. The contract is void if such membership is terminated or if participation is found to be contrary to the state or national rules.
2. Each contestant must be eligible under rules of his home state association and also under the minimum eligibility requirements which may be specified by the National Federation.
3. Contests covered by this contract will be administered under playing rules and safety requirements approved by the National Federation as meeting the specifications of the various athletic accident benefit associations.
4. If either party fails to fulfill its contract obligations, that party shall make amends in accordance with terms fixed by the National Federation executive committee after consultation with the executive officers of the states involved.
5. Only officials approved by the home state office shall be used. They will be proposed by the home school at least 5 days before the contest and approved by the visitors not later than the day before the contest.

(Principal)	(Manager)	(School)	(State)
(Principal)	(Manager)	(School)	(State)

NOTE 1. List suggested Registered officials on the back. The visitors should scratch those not acceptable and number the others in the order of preference.

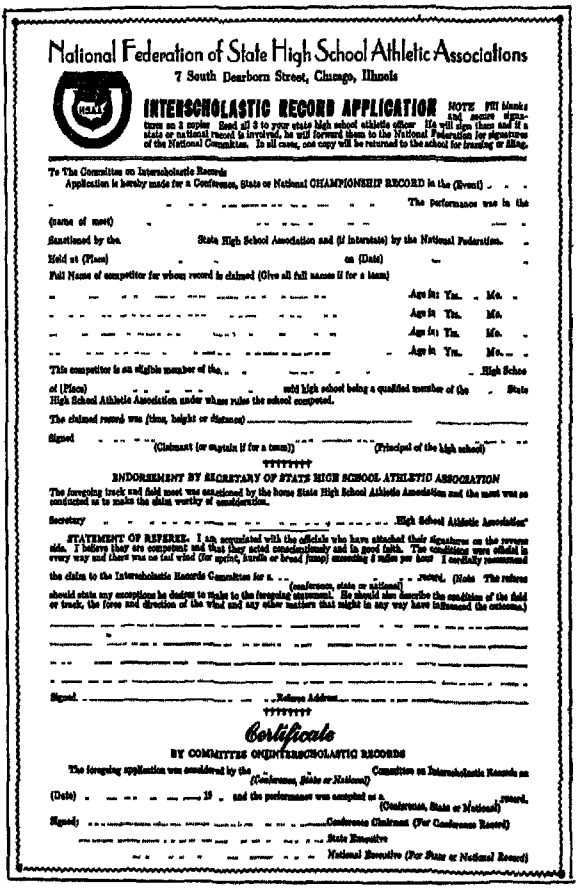
FIGURE 2. Official Contract Form for Interstate Games or Meets.

active high school members on the national football rules-making body. This cooperative effort did not materialize, and in 1932 the Executive Committee was authorized to proceed with preparation of playing rules in football for use in such states as desired them. This is the only separate rules-writing project which has been undertaken by the National Federation, inasmuch as joint committees composed of college and high school men have been set up for basketball, track, swimming, and wrestling. By agreement with professional baseball the National Federation publishes its own edition of the official baseball rules. There seems to have been no disposition to seek high school representation or to set up separate rules-writing bodies for high schools in tennis, golf, or hockey, although there is considerable participation in these activities by secondary schools.

While a principle is involved regarding high school membership on football rules-writing bodies, it must be recognized that football traditionally has been a college game and was developed in American colleges in its present form. Most states had little difficulty in making modifications to suit their needs. To some it has seemed unfortunate that differences should develop in the game of football as a result of the writing of different sets of rules by two educational bodies. In fact, it is regrettable that all playing differences, terms, or regulations could not have been arranged cooperatively, so that we might still be playing the same game rather than working toward what appears to be diverging ends. The fact that some of the member states of the National Federation have not adopted its football rules is indicative of a difference of opinion regarding this venture.

On the other hand, some feel that the differences are not so great as they were first thought to be and that the high school edition of the rules is serving well in those states in which it is being used. Certainly, the coaches and officials in these states are benefited because, in most of them, these individuals themselves are made rules-conscious by having helped to form them. This is one of the greatest values derived from the whole rules-writing project.

Cost and approval of athletic equipment. The National Federation became concerned with the cost of athletic equipment several years before the Second World War, especially in connection with prices paid for such merchandise by high schools of the country.



National Federation of State High School Athletic Associations

7 South Dearborn Street, Chicago, Illinois

INTERSCHOLASTIC RECORD APPLICATION NOTE Fill blanks and secure signatures as 3 copies Send all 3 to your state high school athletic officer He will sign them and if a state or national record is involved, he will forward them to the National Federation for signatures of the National Committee. In all cases, one copy will be returned to the school for framing or filing.

To The Committee on Interscholastic Records

Application is hereby made for a Conference, State or National CHAMPIONSHIP RECORD in the (Event) . . .

. . . . . The performance was in the

(name of meet)

sanctioned by the State High School Association and (if interstate) by the National Federation.

Held at (Place) on (Date)

Full Name of competitor for whom record is claimed (Give all full names if for a team)

. . . . . Age in Yrs. Mo.

. . . . . Age in Yrs. Mo.

. . . . . Age in Yrs. Mo.

. . . . . Age in Yrs. Mo.

This competitor is an eligible member of the . . . . . High Schoo

at (Place) said high school being a qualified member of the State High School Athletic Association under whose rules the school competed.

The claimed record was (time, height or distance)

Signed (Claimant (or captain if for a team)) (Principal of the high school)

ENDORSEMENT BY SECRETARY OF STATE HIGH SCHOOL ATHLETIC ASSOCIATION

The foregoing track and field meet was sanctioned by the home State High School Athletic Association and the meet was so conducted as to make the claim worthy of consideration.

Secretary . . . . . High School Athletic Association

STATEMENT OF REFEREE. I am acquainted with the officials who have attached their signatures on the reverse side. I believe they are competent and that they acted conscientiously and in good faith. The conditions were ideal in every way and there was no fair wind (for sprint, hurdle or broad jump) exceeding 4 miles per hour I cordially recommend the claim to the Interscholastic Records Committee for a . . . (conference, state or national) record. (Note The referee should state any exceptions he desires to make to the foregoing statement. He should also describe the condition of the field or track, the force and direction of the wind and any other matters that might in any way have influenced the outcome.)

. . . . . .

. . . . . .

. . . . . .

Signed. . . . . Referee Address. . . . . .

Certificate

BY COMMITTEE ON INTERSCHOLASTIC RECORDS

The foregoing application was considered by the (Conference, State or National) Committee on Interscholastic Records on (Date) . . . . . 19 . and the performance was accepted as a (Conference, State or National) record.

Signed) . . . . . Conference Chairman (For Conference Record)

. . . . . State Executive

. . . . . National Executive (For State or National Record)

FIGURE 8. Interscholastic Record Application Form.

Overtures were made to sporting-goods manufacturers to produce first-grade footballs and basketballs at lower costs to high schools. Some success was achieved in this venture and finally the Federation resorted to placing its approval on one brand of goods priced substantially lower than others. Now this interest has extended

to other manufacturers and to some extent to other than inflated goods.

The possibilities of safety equipment in athletics have been studied, and merchandise bearing the label "National Federation Approved" is now on the market. Whether or not this activity by the National Federation has met with general approval of schoolmen and of all member states, it is apparent that the interest given this matter has resulted in the saving of thousands of dollars to the schools of the United States. It directed attention to the possibilities of lower-priced athletic goods, on the part of both manufacturers and the schools themselves.

Approval of records. The National Federation has a records committee that passes upon applications for the awarding of national high school records in sports in which they are maintained. Activities in this connection have been chiefly in track, but there also has been cooperation with the collegiate swimming-records committee. It has been possible to set up a recognized list of national interscholastic records that actually have the approval of the high school men themselves. (See Figure 3, Interscholastic Record Application Form.)

National policies. During the last few years the National Federation very appropriately has concerned itself with national policies in connection with high school athletics. Because of its broad state membership, its activities in this direction have been powerful and far-reaching. Likewise, its pronouncements have aided local state associations to maintain standards that otherwise would have been difficult for them to establish individually. Among these have been the following: resolution on solicitation; agreement between organized baseball and the National Federation; national and sectional meets; post-season and all-star contests; and sanctioned meets and long-distance contests. These statements of policy are printed below as they appear in the National Federation *Handbook*.

Resolution on Solicitation

The National Federation of State High School Athletic Associations assembled at New Orleans February 20, 1937:

BELIEVES that solicitation of high school athletes by individuals and organizations representing institutions of higher learning is having a definitely detrimental effect: (1) upon the boys so solicited; (2) upon the

general high school student body; (3) upon the general public interest in the welfare of education.

FURTHER, that this solicitation of athletes is seldom directed, stimulated or fostered by those responsible for the management of the academic offerings of the institution of higher learning.

FURTHER, that certain institutions of learning, both secondary and higher, have discriminated against the accepted standards of academic accomplishment in favor of the athletically-inclined student, especially in regard to enforcement of entrance requirements by some of the institutions of higher learning.

FURTHER, that this solicitation of athletes is different in nature and effect from that used to attract students interested primarily in academic education.

IT IS RESOLVED, that the National Federation hereby earnestly requests the cooperation of all representatives of institutions of higher learning in the elimination of all forms of solicitation of boys of athletic ability which differ in manner or form from the ethical practices used by said institutions in attracting all students.

IT IS FURTHER RESOLVED, that the faculties of all such institutions are earnestly requested to hold the athletically-inclined students to the same academic requirements imposed upon all other students of the institution, either at entrance or during residence.

IT IS FURTHER RESOLVED, that each member state is requested to pass similar resolutions.

Agreement between Organized Baseball and the National Federation

A SOLICITATION AND CONTRACT AGREEMENT was drawn up by the Joint Baseball Committee to protect the eligibility of students attending any high school which is a member of the National Federation and of any student who has been eligible in such high school and whose class has not yet graduated. That agreement has been adopted by the Major and Minor Baseball Leagues and by the National Federation. The agreement follows.

"No student of a high school which is a member of the National Federation of High School Athletic Associations shall be signed to a professional baseball contract until the day following his graduation, or, if he has left school, until the day following graduation of his class; nor shall any representative of Professional Baseball initiate or participate in any negotiations which would violate such boy's high school athletic eligibility; except that a boy out of school one year or longer may, with the consent of his parents, apply to the Commissioner for permission to sign a contract and if, in the judgment of the Commissioner, the circumstances justify it, he shall approve the application and so notify all clubs. Such player may be signed to a professional contract (15) days subsequent to the date of the Commissioner's notice.

PENALTIES FOR VIOLATION

"A. For Professional Baseball Official: Any contract made in violation of above agreement shall be declared null and void, and the offending club shall be permanently prohibited from using such player. Also, any club which fails to establish that it did not know and by exercising reasonable care and diligence, could not have known, that the player was connected with high school baseball and was still eligible therefor, shall be fined $500. Any club official or employee conducting any such negotiations and who does not establish that he did not know, and by exercising reasonable care and diligence could not have known of such interference with player eligibility, shall be ineligilized for one year.

"B. For High School Official: Any school whose employee or official encourages or collaborates in such negotiations will be suspended from its state high school association and made ineligible to compete with other high schools or will be penalized in a similar manner in accordance with the state association policy relative to penalties.

ADDITIONAL HIGH SCHOOL FEDERATION RESPONSIBILITY

"The High Schools, through their National Federation of State High School Athletic Associations, shall use their best efforts to promote a uniform set of eligibility rules as such rules are related to professional baseball activity. The National Federation will further assist through providing a summary of those parts of the state high school eligibility rules which apply to baseball activities, and will make these summaries available for distribution to all Professional Baseball Clubs so that representatives of such clubs will be familiar with the limits under which negotiations may be made in any given state."

National and Sectional Meets

Because of the many difficulties which arose through the scheduling of meets purported to determine a national champion in a given sport, it was formally voted by the National Council on February 26, 1934 that no such meet should be sanctioned. This vote was the result of an overwhelming sentiment on the part of high school administrators that the high schools are provided with enough competition by their own leagues and state associations. If more competition is desired, it would be an easy matter for such leagues or state associations to prolong the season or to arrange post-season games or to increase the number of tournaments. If such action is not taken, it is because the high school educators believe that the additional competition is not desirable. Matters such as this *must be determined by groups rather than by individual high schools because if one high school is permitted to extend the season indefinitely or to travel an indefinite distance to an interstate event, it practically forces other high schools to do likewise, if they are to compete on equal terms* with the one which follows such practices. In this respect, the fundamental principle upon which the group action is based is exactly the

same as that which underlies statewide eligibility rules. If one high school were permitted to decide for itself whether it would play twenty-one-year-old boys, it would automatically force all other high schools with whom that school competes to do likewise. It is obvious that the will of the majority must apply in such situations.

After national meets and tournaments were stopped for member high schools, there were still problems because commercial clubs, recruiting divisions from some of the universities and other commercial promoters attempted to circumvent the rules against the national tournament by sponsoring tournaments for half of the country or for one quarter of the country. It became necessary for the high school groups to protect themselves against such efforts by adopting a very definite policy relative to the sanctioning of such meets. Basketball tournaments were most profitable to the promoters and caused most difficulty. After a careful study and after canvassing the sentiment of high school athletic groups and of the high school accrediting bodies, *it was voted to sanction no interstate basketball tournament except such as might be purely community in character* as in the case where a school is located in a panhandle division of a state or where neighboring schools in a compact area are so located that they form a natural conference or community.

In a number of states the practice of limiting meets and tournaments to those which are directly sponsored by the high school groups and which draw schools from within a limited area (50, 75 *or* 150 *miles*) *has been inaugurated.* There is much evidence to indicate that such restrictions have value. In the case of a large, widely publicized meet, attention is centered on a few outstanding performers. In places where a large meet of this kind has been discontinued, there have been many small meets substituted and at these meets, a greater number of athletes participate. The interest for the given territory is just as great and the meets can be held without any great amount of absence from school and without any diverting of coaching time and money to a few outstanding performers who probably have already had enough competition. Sections with a greater number of small meets tend to develop competition to the place where even the small schools are able to compete with their larger neighboring schools.

For events which require indoor facilities such as a field house, there is an incentive for larger high schools to acquire proper facilities and to become active in management when they are made responsible for sponsoring such meets.

Post-season and All-star Contests

Many evils have grown up because of the growing practice of holding charity, post-season and all-star contests. In most cases such contests are promoted by some organization not directly connected with the high school. The contests are used as an advertising medium to add to the prestige of the promoter. In general, the state high school associations have adopted regulations which limit the length of a sports season and

which discourage or prohibit the playing of post-season games. At various times, the National Federation groups have encouraged such regulations. One example is the action at a regional conference held at Memphis, Tennessee, in December 1940 and at the annual meeting in San Francisco, February, 1942, the group adopted a resolution "favoring the adoption by the state high school associations of limitations designed to reduce or prohibit post-season and all-star contests and recommending that every effort be made to discourage organizations with no direct connection with the high schools from promoting such contests either in the name of charity or for any other purpose."

Sanctioned Meets and Long-distance Contests

Meets or tournaments which involve three or more high schools should receive the sanction of the state association and if such a meet involves the schools of more than one state, it should receive the sanction of the National Federation. The *machinery for the sanctioning of meets is a safeguard against exploitation and the use of pressure by would-be promoters.* The better organized states have included this regulation in their state by-laws. State associations which are members of the National Federation are expected to require their schools to stay out of interstate meets which do not have the sanction of the National Federation.

The sanction policy of the state and national organizations has been supported by the various high school accrediting groups. The North Central Association of Colleges and Secondary Schools, the Southern Association of Colleges and Secondary Schools and the Northwest Association of Secondary Schools are among the accrediting groups which provide that *the accrediting of a high school will depend on whether it adheres to the sanction requirements in connection with athletic meets.* As far as the North Central Association is concerned, it has recently adopted a regulation which extends this sanction requirement to contests in music, literary and similar interschool contests. This appears in their regulations as Criterion 10.

The machinery for the sanctioning of interstate meets includes the following: A printed application form is supplied upon request by the state high school office. The application by the meet manager is sent to the home state executive officer. If he approves the meet, he sends the proper endorsement forms to the neighboring states which are involved. All of these are sent to the national office where final action is taken on the application. The meet manager is instructed to send invitations only to schools in the states or within the mileage limits for which the meet is sanctioned.

At the 1944 annual meeting at Chicago, it was unanimously voted that any interstate contest, for which the round-trip distance for one of the teams is 600 miles or more, can be legally played only when sanctioned by the two state associations through the National Federation. This is to prevent possible abuse in cases where promotional groups might use pressure methods to force local high school athletic groups to adopt

practices which would be detrimental to the general welfare of the schools.

Additional National Federation policies. At its annual meeting at St. Petersburg, Fla., Jan. 8-11, 1947, the National Federation was very much concerned with two matters that have been treated to some extent above. A joint committee representing the Federation and the American Association for Health, Physical Education, and Recreation prepared a set of Cardinal Athletic Principles which was adopted unanimously at the meeting. These principles follow:

Cardinal Athletic Principles

Adopted at National Federation Annual Meeting,
St. Petersburg, Fla., January 8-11, 1947

Schools provide opportunity for each individual to develop himself to the limit of his capacity in the skills, appreciations and health concepts which engender personal satisfaction and civic usefulness. A good school program includes the means for exploring many fields of activity. One such field is that which involves athletic performance. Participation in and appreciation of the skills in a sports contest is a part of enjoyable living. Ability to recognize degrees of proficiency in these skills is one important attribute of the well balanced individual. The perfectly timed and coordinated activities by which an individual, or a team, strives to achieve a definite objective is an exemplification of cooperation and efficiency. A good school program provides a mixture of benevolent restrictions and freedom; of mental growth and physical development; of liberties and restraints. Developing and maintaining a physically fit nation is one of its important aims.

For developing endurance, strength, alertness and coordination, contests and conditioning exercises have been made a part of the school program. Nature wisely insured a degree of physical development and social adjustment by endowing the individual with a desire to play. Around this desire, as a nucleus, can be built a complete program of beneficial exercises in which healthful and satisfying habits and attitudes are stressed.

To be of maximum effectiveness, the athletic program will:

1. Be closely coordinated with the general instructional program and properly articulated with the other departments of the school.

2. Be such that the number of students accommodated and the educational aims achieved justify the use of tax funds for its support and also to warrant the use of other sources of income provided that the time and attention which are given to the collection of such funds is not such as to interfere with the efficiency of the athletic program or of any other departments of the school.

3. Confine the school athletic activity to events which are sponsored

and supervised by the proper school authorities so that any exploitation or improper use of prestige built up by school teams or members of such teams may be avoided.

4. Be planned in such a way as to result in opportunity for many individuals to explore a wide variety of sports and to set reasonable season limits for each listed sport.

5. Be controlled in such a way as to avoid the elements of professionalism and commercialism which tend to grow up in connection with widely publicized "bowl" contests, barnstorming trips and interstate or intersectional contests which require excessive travel expense or loss of school time or which are claimed to be justified by educational travel values.

6. Be kept free from the type of contest which involves a gathering of so-called "all-stars" from different schools to participate in contests which may be used as a gathering place for representatives of certain colleges or professional organizations who are interested in soliciting athletic talent for their teams.

7. Include educative exercises to reach all non-participating students and community followers of the school teams in order to insure a proper understanding and appreciation of the sports skills and of the need for adherence to principles of game ethics.

8. Encourage a balanced program of intramural activity in grades below the ninth to make it unnecessary to sponsor contests of a championship nature in these grades.

9. Engender respect for the rules and policies under which the school conducts its program.

Recently there has been a limited growth of outside-sponsored all-star and out-of-season contests, especially in football and basketball. There have been differences of opinion regarding the cognizance of state athletic associations over these contests, especially those involving high school graduates of the previous year. As indicated on page 23, in general, state associations have been opposed to them because of their unfavorable implications in connection with high school athletic programs. At the 1947 National Federation meeting, unanimous action was taken opposing such all-star and out-of-season contests.

Statement Regarding All-Star and Out-of-Season Athletic Contests

Adopted at National Federation Annual Meeting,
St. Petersburg, Fla., January 8-11, 1947

1. This group is unalterably opposed to the principle of "all-star" and "out-of-season" athletic contests in which high school students or high school graduates of the previous year are participants, because:

A—Such contests do not harmonize with the generally accepted educational philosophy of high school athletics which emphasizes varied seasonal activities, broad participation, and school direction and supervision.

B—There are few tangible values apparent, either to the individual or to the selected team as a whole, resulting from such contests.

C—No practical or satisfactory method has been devised to date for the selection of members of "all-star" teams to insure that injustices are not perpetrated.

D—There has been growing evidence of commercialism and exploitation of high school athletes through their participation in such contests. In too many instances such games have been the "market place" in which their "wares" have been displayed before the highest bidder.

E—Further, it is the opinion of this group that the clothing of "all-star" and "out-of-season" contests in the garment of "sweet charity" is insufficient justification for their existence. Experience has revealed that often pitifully small proportions of receipts from such games have been realized for their avowed purposes.

F—Such contests are likely to imbue immature and inexperienced high school students selected for them with the false idea that their athletic prowess is something upon which they should capitalize commercially, rather than its being an endowed talent that is theirs to use for the pleasure and satisfaction they may receive from athletic competition.

G—In practically all "all-star" contests with which this group has been appraised, there have been insufficient and inadequate practice periods provided prior to the playing of the games. In football, particularly, it is impossible to condone a practice period of five or six days for a group of boys who previously have never played together, especially after a lapse of an eight or nine months period since previous football competition. Most high school, college and professional teams require a sufficient pre-game practice period.

2. In view of the growing number of "all-star" and "out-of-season" high school athletic contests, as well as the increased agitation for additional ones, it is recommended that each State Association canvass its member schools, or bring this problem to the attention of its regularly constituted governing body, to determine their attitude toward such contests.

3. Further, it is recommended that states subscribing to the attitude of this group, as indicated in (1), give consideration to the adoption of regulatory measures which will prohibit or discourage their member schools, administrative, coaching, or instructor personnel, and registered athletic officials from participation, management, supervision, player selection, coaching, or officiating in any "all-star" or "out-of-season" athletic contests in which high school students or graduates of the previous year are participants. Reference is made to such regulatory measures now in force in Illinois, Indiana and Iowa, as examples to be followed.

Conclusions. In conclusion it should be said that these accomplishments of the National Federation of State High School Ath-

letic Associations discussed here do not by any means represent the entire range of activities of the organization. Regional meetings have been held as aids to state associations in establishing higher athletic standards. Problems concerned with the improvement of eligibility and administrative regulations for interscholastic athletics, ways and means of securing better sportsmanship at athletic contests, the development of wider participation in interscholastic and intramural athletics, as well as the very important problem of keeping athletics educational, all have been matters of concern and consideration at national meetings of the Federation. It may well be said, "We've just begun to fight," as far as the accomplishment of objectives is concerned. No one denies that the National Federation of State High School Athletic Associations, as a body organized for the development and improvement of high school athletics, can accomplish almost anything it may attempt. It has a record of excellent beginnings, and the future is unlimited.

Chapter 3

STATE HIGH SCHOOL ATHLETIC AND ACTIVITY ASSOCIATIONS

Origin of State Associations

As indicated in Chapter 1, state high school athletic associations have been important factors in the improvement and maintenance of high standards for the administrative control of interscholastic athletics. In a typically American fashion, schools organized themselves into state associations because it was apparent that "in unity there is strength." It was also evident to schoolmen concerned with the growing importance of the interschool athletic program that better administrative regulations, tempered with greater uniformity and equity, would be the outgrowth of organizations larger than local or sectional groups.

Early state organizations. There is some question as to which was the first state-wide organization for the control of interscholastic athletics. Certainly Wisconsin was early in the list, since there a committee was appointed in 1896 to formulate rules to govern interschool athletic contests. In 1895 a state field day was held in Michigan in which schools competed under what were considered more or less uniform rules, and a committee of the state teachers' association was appointed to further the organization of the Michigan Interscholastic Athletic Association. Illinois apparently formed its state association just prior to the turn of the century, and Indiana set up its organization in 1903. It is apparent, therefore, that the beginnings of state-wide athletic associations were made in most states either in the years immediately preceding 1900 or within the next few years thereafter. Some of the organizations were not very strong for a number of years, but with the growth in

high school enrollments and the increase in amount and scope of athletic competition there were associations in all states by 1925.

Athletic and activity associations. There are athletic or activity associations in all the states at the present time. Not all state organizations are called athletic associations. Some of them embrace activities other than those pertaining to athletics. In fact, during the last few years there has been quite a tendency, in several Middle Western states especially, to form activities associations which include music, forensic, dramatic, commercial, academic, and other activities as well as athletics. The names of state associations other than those strictly athletic in nature follow:[1]

Arkansas Interscholastic and Contest Association; Colorado High School Activities Association; Georgia High School Association; Illinois High School Association; Kansas State High School Activities Association; Maine Association of Principals of Secondary Schools; Maryland Health and Physical Education Association; Massachusetts High School Principals' Association; Minnesota State High School League; Mississippi High School Literary and Athletic Association; Montana High School Association; Nebraska High School Activities Association; New Hampshire Headmasters' Association; North Dakota High School League; Rhode Island Secondary School Principals' Association; South Carolina High School League; Texas University Interscholastic League; Vermont Headmasters' Club; Virginia High School League.

The remainder of the state associations, including New Brunswick, Canada, are strictly athletic in nature and are called either interscholastic athletic or high school athletic associations, leagues, or conferences.

Purposes of state associations. Interesting and valuable information as to the purposes prompting the organization of state associations may be found by examining their constitutions. Almost without exception there are provisions in these documents of origin that set forth their reasons for existence. Typical purposes and objectives of state associations follow:

> The purpose of this association of public high schools shall be to promote the welfare of high school athletics in the State of Wisconsin. (Wisconsin Interscholastic Athletic Association)

[1] National Federation of State High School Athletic Associations, 1946 *Handbook*, pages 38-44.

To foster and develop amateur athletics among the Public High Schools and Private Secondary Schools of the State.

To equalize athletic opportunities by standardizing rules of eligibility for individuals, and by classifying for competitive purposes the institutions which are members of the Association.

To supplement the physical education program of the secondary schools of New Jersey by making a practical application of the theories of physical activity, and to promote uniformity in the arrangement and control of the athletic program.

To promote uniformity in the arrangement and control of contests.

To protect the mutual interests of the members of the Association through the cultivation of ideals of clean sport in their relation to the development of character. (New Jersey State Interscholastic Athletic Association)

* * *

The purpose of this organization is: (1) So to direct and control athletics (and other high school activities) of the State that boards and faculties will regard them as educational resources to be encouraged and fostered rather than to be decried and suppressed; (2) To locate the responsibility for their administration with reference to satisfactory supervision; (3) By means of constitutions, by-laws, and efficient organization to simplify and make definite their administration; (4) Through the observance of good standards of sportsmanship to cultivate more cordial and friendly relations between schools. (California Interscholastic Federation)

* * *

The objects of this Association shall be to secure uniform regulation and control of interscholastic athletics throughout the State of Colorado and to cooperate with the National Federation in the promotion of its policies. (Colorado High School Activities Association)

* * *

The object of the Association shall be to promote the best interests of the secondary schools of Maine; to encourage cooperation, professional efficiency and good fellowship among its members; and to regulate athletics in secondary schools. (Maine Association of Principals of Secondary Schools)

* * *

The Minnesota State High School League was originally organized in 1916 as a State Athletic Association for the purpose of unifying the high schools of Minnesota in the promotion of pure amateur sport and to strengthen and unify eligibility rules governing participation in interschool contests.

In March, 1929, the State High School Athletic Association changed

its name to the Minnesota State High School League and assumed control over all athletic activities as well as debate and speech activity contests. (Minnesota State High School League)

* * *

The purpose of this organization shall be:
(a) To promote sportsmanship in teams and spectators.
(b) To standardize eligibility requirements.
(c) To protect the interests of members of the Association.
(d) To promote as well as govern contests between schools. (Missouri State High School Athletic Association)

* * *

The object of this association shall be to promote pure, wholesome, amateur athletics in the schools of Ohio. (Ohio High School Athletic Association)

* * *

The object of this Association shall be for the betterment of athletics in the high schools of the State. (Oklahoma High School Athletic Association)

* * *

The object of this association shall be:
To organize, develop, and direct an athletic program that will promote and protect the health and physical welfare of all participants.
To initiate and pursue policies that will safeguard the educational values of interscholastic athletics and cultivate ideals of good sportsmanship.
To promote uniformity in interscholastic competition. (Pennsylvania Interscholastic Athletic Association)

* * *

The purpose of this organization of South Dakota Public High Schools is to promote high school athletics, to stimulate fair play and by means of rules and regulations equalize athletic opportunity by standardizing qualifications of contestants, coaching, treatment of visiting teams, and generally to promote the athletic welfare of member high schools. (South Dakota High School Athletic Association)

* * *

The object of this League is to foster among the public schools of Texas inter-school competitions as an aid in the preparation for citizenship. [(Texas) University Interscholastic League]

* * *

The object of this organization shall be to protect the interests of the high schools belonging to the Association and to regulate athletic com-

petition between members of the Association. (Washington High School Athletic Association)

* * *

This Association, through the employment of the instrumentalities hereinafter set up, shall (a) supervise and control all of the interscholastic activities in which its member schools may engage, and (b) perform such other educational functions as may from time to time be approved and adopted by the membership.

In the performance of these functions it shall be the aim of the Association (a) to stress the cultural values, the appreciations and skills involved in all interscholastic activities and to promote co-operation and friendship; (b) to limit interscholastic programs as to both character and quantity to such activities and such events as may reasonably be looked upon as promoting the generally accepted objectives of secondary education and as shall not unduly interfere with nor abridge the regular program of teachers and students in the performance of their regular day to day school duties; (c) to encourage economy in the time of the student and teacher personnel devoted to interscholastic activities; (d) to encourage economy in expenses of interscholastic activities; and (e) to discourage long trips for large groups of students. (Illinois High School Association)

* * *

To provide a central, voluntary, non-profit organization through which the public secondary schools of the state may cooperate for the following ends:

To develop intelligent recognition of the place of athletics and sports in the education of our youth.

To establish and unify policies of administration in interscholastic athletics and sports.

To offer a system that will provide for equitable competition.

To encourage the organization of recreational athletics and play for all students as an integral part of the educational program.

To assist member schools in securing competent officials.

To organize a force of opinion to keep interscholastic athletics within proper bounds, that will expressly encourage all that is honorable, sportsmanlike, and gentlemanly in all branches of athletics and sports. (Connecticut Interscholastic Athletic Conference)

* * *

The purpose of the Association is to approve, promote, develop and protect activities and contests among its member schools in Athletics, Music, Scholarship, Debate, Speech and Dramatics, and any other activities which the member schools may desire to sponsor; to maintain an Athletic Accident Benefit Plan for the assistance of pupils in the payment of fees for medical and hospital services, and to protect the interests of

the member schools by influencing the proper type of legislation, or through any other desirable means. (Kansas State High School Activities Association)

* * *

To foster and develop amateur athletics among the Public High Schools and Private Secondary Schools of the Province.

To equalize athletic opportunities by standardizing rules of eligibility for individuals, and classifying for competitive purposes, the institutions which are members of the Association.

To promote uniformity in the arrangement and control of contests. .

To protect the mutual interests of the members of the Association through the cultivation of ideals of clean sport in their relation to the development of character. [New Brunswick (Canada) Interscholastic Athletic Association]

* * *

To encourage athletics and to control our interscholastic competition.

To develop and direct a wholesome athletic program.

To initiate policies that will safeguard the educational values of school athletics.

To cultivate and stimulate fair play and good sportsmanship. (Delaware Association of Secondary School Administrators—Athletic Commission)

* * *

The object of this organization shall be promotion of education in Georgia from a mental, physical and moral viewpoint; to promote the study of public speaking; to standardize and encourage athletics; and to promote appreciation for music, home making and other cultural arts through District and State Contests. (Georgia High School Association)

* * *

The purpose of this organization is the encouragement and direction of athletics in the high schools of the state. No effort has been made to suppress or even to repress the athletic spirit that is everywhere in evidence in our schools. On the contrary, this organization gives recognition to athletics as an essential factor in the activities of the pupil and seeks only to direct these activities into proper and legitimate channels. (Indiana High School Athletic Association—Copied from Introduction to first printing of Constitution in 1904)

* * *

Its object shall be the development, regulation, and purification of athletic activities in the state. (Kentucky High School Athletic Association)

The purpose of this organization is to promote the general welfare of the high schools in their relations with each other. This is done through:

Planning, directing, and controlling contests, games, and field meets;

Defining and fixing responsibility;

Elevating the standards of sportsmanship by seeking to strengthen the moral fibre of all concerned;

Developing a higher standard of scholarship and encouraging pride in scholastic achievement. (Mississippi High School Literary and Athletic Association)

* * *

The object of the Virginia High School League shall be to foster among the public high schools of Virginia a broad program of supervised competitions and desirable school activities as an aid in the total education of pupils. (Virginia High School League)

* * *

To increase the educational value of interscholastic athletic programs throughout the state.

To assist in the regulation of competition so that there will be ample time both for study and athletics.

To regulate the interscholastic program so as to safeguard the physical welfare of students participating.

To insure a greater degree of physical fitness of high school students by providing opportunities for participation in vigorous competitive athletics, designed to meet the needs and abilities of all. (Michigan High School Athletic Association)

From these widely scattered statements of purpose of state associations it is apparent that common objectives were the protection of the athletic interests of member schools, promotion and regulation of amateur athletic contests, protection of health of contestants, and securing of greater uniformity in athletic regulations. It is singular that comparatively few organizations include the educational implications of athletics as reasons for their existence. It may be logical to assume, however, that the educational attributes of athletics and other activities were taken for granted by those associations not mentioning them.

Types of State Associations

State athletic or activity associations fall into three general classifications or types. The great majority are strictly voluntary in nature. The second type are affiliated in some way with state de-

partments of education. The third type consists of those whose control is under the direction of a state institution of higher learning. Each of these plans of organization will be discussed briefly.

Voluntary state associations. State associations in this classification are the most numerous. In them membership is voluntary but is usually dependent upon member schools' meeting specified requirements regarding the financial support of the school, its plan of organization, status of its coaches, and the payment of annual dues. Usually such organizations limit their competition to member schools. There are well-established regulations for the administration of athletic contests and eligibility of contestants. In most states, membership is open to public secondary schools accredited by state departments of education. Some states also allow private and parochial schools to join, provided that they meet the standards for membership. Generally there are elected boards of control, delegate assemblies, or legislative councils whose members are representative of geographical sections and often of schools of different sizes. In most cases there are the usual officers—president, vice-president, secretary, and treasurer. Often the secretary is the executive officer, although in other states he is called commissioner, manager, or state director. Typical states with this form of organization, in different sections of the country, are Washington, Colorado, Kansas, Illinois, Wisconsin, Indiana, Connecticut, Florida, and Alabama.

There are other states almost identical in form of organization with the type discussed and illustrated above except that a member of their boards of control (usually ex officio and without vote) is the state supervisor or director of physical and health education. There is an increasing tendency to include state physical education directors in the legislative or executive bodies of the state associations. Certainly it seems that nothing but mutual benefit to both agencies could result from such cooperative efforts. Athletics very properly should be considered as a part of the physical education program. California, Ohio, Pennsylvania, Delaware, Maryland, Virginia, and New Jersey are some of the states in which the state physical and health education director is a member of the state athletic executive or legislative bodies.

State associations affiliated with state departments of education. Michigan and New York are outstanding in this type of organiza-

tion. The Michigan association has been affiliated with the State Department of Public Instruction since 1924. In 1923 the Michigan legislature passed the following law:[2]

> The Superintendent of Public Instruction shall have supervision and may exercise control over the interscholastic athletic activities of all the schools of the state.

Provisions of this law have been carried out by the superintendents of public instruction by effecting a cooperative arrangement with the state athletic association. All junior, senior, private, and parochial high schools of the state are members of the state athletic association. A legislative body (representative council) is elected by schools on a geographical and school enrollment basis. Representatives also are elected by parochial and junior high schools. Two members represent physical education teachers and coaches. Eligibility and administrative regulations are formulated and activities are conducted by the state association with the approval of the state superintendent. The office of the state director of athletics is in the State Department of Public Instruction.

In the fall of 1938 New York began a new chapter in the general program of administration of interscholastic athletics in that state. Through action of the New York Board of Regents there have been established what are known as Regulations of the Commissioner of Education Governing Health and Physical Education.[3] These regulations make athletics in New York a definite part of the physical education program. The state athletic association actually is a voluntary organization with eight district divisions. Its general body is a central committee composed of district representatives, with an executive committee of five members serving in an executive capacity. The state athletic association has continued to function in furthering its studies of athletic programs, its bulletin publication, its Athletic Protection Fund plan, formation of new rules, and conducting district tournaments and meets. Since the basic athletic code has been given the force of law by action of the Board of

[2] Michigan High School Athletic Association, 1947-1948 *Handbook*, page 14.

[3] Hiram A. Jones, "Regulations of the Commissioner of Education Governing Health and Physical Education," New York State Public High School Athletic Association *Bulletin*, October, 1937, page 2.

Regents, it is the responsibility of that body, through proper state education department officials, to enforce it.

> It is not the responsibility of any state or local athletic association or league to enforce the Commissioner's Regulations governing athletics as approved by the Board of Regents. It is, of course, the responsibility of athletic associations and leagues to cooperate in seeing that both the spirit and letter of the Regulations are lived up to by the various school districts throughout the state.[4]

New York's innovation in defining and classifying athletics and the method of control of interscholastic contests is being watched with interest.

University-directed state associations. Texas presents a unique example of this type of organization. Membership in the University Interscholastic League of Texas is open to[5]

> . . . any public white school in Texas that is below collegiate rank and that is under the jurisdiction of, and receives apportionment from, the State Department of Education . . . except schools for defectives and corrective institutions.

The league is organized annually by the Extension Division of the University of Texas. It includes ward, grammar, rural, junior high, and high schools. The governing body of the league is a state executive committee appointed by the president of the University of Texas. There is an executive committee for each district and region, appointed by the state executive committee. Each county elects a county executive committee, and directors-general and directors of contests are appointed for all the eighteen activities that a unit may sponsor. During the peak years before World War II there were 5,500 member schools. It claims to be the nation's largest and most highly organized school association.[6] Evidently, the Texas plan presents an organization vastly different from that in most other states.

The North Carolina, South Carolina, and Virginia state associations also are affiliated with state institutions of higher learning, the

[4] *Ibid.*, page 5.
[5] Texas University Interscholastic League, *Constitution and Rules*, University of Texas *Bulletin*, July 15, 1946, page 9.
[6] *Ibid.*, page 5.

Universities of North Carolina, South Carolina, and Virginia, respectively. Although most of the affairs of their athletic associations are administered by the extension divisions of those universities, they are not handled as completely or as extensively as is the case in Texas. Virginia's interscholastic activities, however, are administered by an executive committee composed of the chairman of the Legislative Council; the chairman of each of the three Group Boards; the State Director of Secondary Education; the State Supervisor of Health and Physical Education; one superintendent of schools elected by the Legislative Council from the state at large; the Director of the Extension Division, University of Virginia; and the Executive Secretary. In the Carolinas the state universities aid in the direction of the programs, which are not so extensive as in Virginia and Texas.

In concluding the discussion of types of state associations, it is significant to point out examples of different organization plans and to note the scope of their extent. Illinois, Ohio, Indiana, Wisconsin, Kansas, and Pennsylvania have voluntary state-wide organizations with strong state executive officers and committees. New York and California actually are associations of district organizations within the states themselves. New York presents an innovation in the definition and control of athletics. Texas is controlled by an institution of higher learning in administering its athletic and other contest programs. Michigan has a state-wide organization of all schools closely connected by state statute with the State Department of Public Instruction. During the next few years it will be interesting to observe in which of these directions major emphasis will be placed in the administration and control of state-wide athletic and activity programs.

Functions of State Associations

Reasons for the existence of state athletic and activity associations are manifold. As new services have been added there have been increased administrative duties. This has been the case not only in activity associations, which include other than athletic programs, but also in those limiting their jurisdiction to athletics exclusively.

Activities in addition to athletics. Mention has been made previously in this chapter that a number of state associations include more than athletics in their jurisdiction and functional services.

No attempt will be made in this discussion to include all these activities, since we are concerned primarily with administration of athletics. It will be sufficient to list some of the activities in illustrative state organizations. Texas is the most inclusive in its program, and according to its Constitution[7] it holds contests annually in the following activities:

Basketball	Journalism	Spelling and plain writing
Choral singing	One-act plays	Tennis
Debating	Playground ball	Track and field
Declamation	Ready writers	Typewriting
Extemporaneous speech	Shorthand	Volleyball
Football	Six-man football	
	Slide rule	

As compared with this broad range of activities, many state associations remain strictly athletic in nature. Ohio, Louisiana, Michigan, California, Wisconsin, Connecticut, Pennsylvania, Oklahoma, and Alabama are examples of this large group. In Minnesota debating and speech activities, in addition to athletics, are under the supervision of the state high school league.[8] Nebraska calls its organization an activities association,[9] and it embraces declamatory, debating, and music contests as well as athletics in its activities. Kansas also is an activities association;[10] and, in addition to athletics, it directs contests in music, scholarship, debating, speech, and dramatics. The activities of these three state associations, as well as those of Texas, are examples of a type of service rendered to their schools that seems destined to receive more attention from other states in the next few years. The states that have adopted this plan have felt that they had the basic machinery set up in their athletic associations whereby they could efficiently handle these other activities. This assumption seems logical; and, provided sectional or state contests in these activities are desired, such organizations may well provide services broader in scope than athletics.

State athletic associations perform numerous functions other than

[7] *Ibid.*, page 12.

[8] Minnesota State High School League, 1946 *Official Handbook*, page 20.

[9] Nebraska High School Activities Association, *Twelfth Annual Yearbook* (1946), page 4.

[10] Kansas State High School Activities Association, 1946-1947 *Constitution, Rules, and By-Laws*, page 6.

matters pertaining strictly to eligibility of contestants. Among them are included the following:

Regulations for the conduct of contests. These are discussed in Chapter 5.

Interpretations of playing rules. This service has resulted in more uniformity in methods of play and officiating. In many states, rules committees have been set up and interpretation meetings are held for coaches, officials, and players. Football, basketball, baseball, track, and swimming are the most common sports for which such arrangements are made.

Athletic accident or insurance plans. Wisconsin has more data available and probably has made greater progress in the formation of an athletic accident benefit plan than any other state association. Since a more detailed discussion of such plans appears in Chapter 11, it is necessary here only to mention that the Wisconsin plan is a pattern that has been followed in many of the thirty other states that have inaugurated such schemes, which include Iowa, Kansas, Montana, Michigan, California, Minnesota, Nebraska, Mississippi, Ohio, Oregon, Florida, Oklahoma, North Dakota, South Dakota, Georgia, Pennsylvania, New York, and a group of New England states. Some other states have established contracts with commercial insurance companies because they have felt that they should not, or by local state laws could not, become involved in any form of insurance business.

Registration and classification of athletic officials. Michigan was the first state in the Middle West to establish a plan for registration and classification of athletic officials (1927). Similar plans have been set up in several other states. The feeling exists that athletic officials should be included as a definite and necessary part of the athletic program. The important consideration is the fact that the right to license implies the right to refuse to license, and thus it is possible to dispense with officials who do not meet standards or codes of ethics commonly established.

Registration has brought officials into close contact with state associations. Standards of officiating have been raised through rules-interpretation meetings and officials' knowledge that their license to officiate depends upon their maintaining established standards. In most state associations the fees hardly defray the costs of services rendered. Illinois, Kansas, Wisconsin, Pennsylvania, and Michigan

are among the leaders in officials' registration and rating plans. In some states there is affiliation by the state association with state officials' associations or local boards of officials.

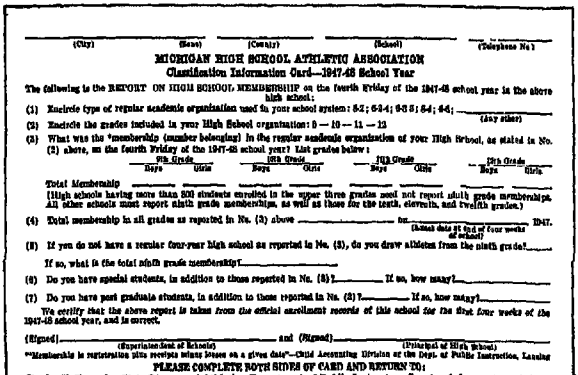
Publications. Most state associations publish monthly printed bulletins during the school year. In Pennsylvania and Texas a newspaper type of publication is issued. These carry activity announcements as well as general items pertaining to intramural and interscholastic athletics. A most important feature of such publications is the accounts of executive and legislative meetings concerning eligibility and administrative matters as they pertain to athletics. Decisions of eligibility cases as they are published often perform a double service in that they establish precedents as well as permanent records and provide schools with information regarding interpretations of state association by-laws. Many states also publish handbooks and yearbooks containing general interpretations, lists of officials, constitutions, committees, and records of activities. Record, report, and general eligibility blanks, contracts, and the like, are materials furnished by virtually all state associations.

Conducting tournaments and meets. In most of the states with strong athletic associations there are extensive programs of meets and tournaments managed by state associations. This policy already has been illustrated by reference to activities in Texas, Minnesota, Nebraska, and Kansas. Many others have tournament and meet programs limited to athletic events. In many states the income from tournaments and meets represents the chief source of revenue for operating the state association. As a result of this fact, tournaments, especially in basketball, sometimes have been criticized by schoolmen and others. In other states, tournaments have been worked out on a classification basis for schools. Receipts have been prorated among competing schools, entertaining schools, and the state association.

These arrangements generally have resulted in much saner views and administration of the whole program. In 1947 only six of the forty-eight states did not choose state champions in basketball,[11] These were California, Delaware, Maryland, Massachusetts, New York, and Michigan. In California and New York sectional champions in basketball are determined. From 1932 to 1947 Michigan

[11] "State High School Basketball Tournaments—1947," *Scholastic Coach*, May, 1947, pages 12-18.

held separate Upper and Lower Peninsula final basketball tournaments because of the geographical division of the state into two sections completely separated by Lake Michigan. Beginning with 1948, however, a state-wide final basketball tournament is to be held. In fourteen of the forty-two states holding state championships in basketball, class champions were chosen.[12] This fact is significant in that it shows a trend toward less emphasis on a single champion



(City) (State) (County) (School) (Telephone No.)

MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION
Classification Information Card—1947-48 School Year

The following is the REPORT ON HIGH SCHOOL MEMBERSHIP on the fourth Friday of the 1947-48 school year in the above high school:

(1) Encircle type of regular academic organization used in your school system: 8-4; 6-3-4; 6-3-3; 8-4; 6-6; _____ (Any other)

(2) Encircle the grades included in your High School organization: 9 — 10 — 11 — 12

(3) What was the *membership (number belonging) in the regular academic organization of your High School, as stated in No. (2) above, on the fourth Friday of the 1947-48 school year? List grades below:

9th Grade		10th Grade		11th Grade		12th Grade	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

Total Membership _____ _____ _____ _____ _____ _____ _____ _____

(High schools having more than 800 students enrolled in the upper three grades need not report ninth grade memberships. All other schools must report ninth grade memberships, as well as those for the tenth, eleventh, and twelfth grades.)

(4) Total membership in all grades as reported in No. (3) above _____ for _____ (School date at end of four weeks or school) 1947.

(5) If you do not have a regular four-year high school as reported in No. (2), do you draw athletes from the ninth grade?_____

If so, what is the total ninth grade membership?_____

(6) Do you have special students, in addition to those reported in No. (3)?_____ If so, how many?_____

(7) Do you have post graduate students, in addition to those reported in No. (3)?_____ If so, how many?_____

We certify that the above report is taken *from the official enrollment records* of this school *for the first four weeks of the* 1947-48 school year, and is correct.

(Signed)_____ and (Signed)_____
(Superintendent of Schools) (Principal of High School)

*Membership is registration plus receipts minus losses on a given date"—Child Accounting Division of the Dept. of Public Instruction, Lansing

PLEASE COMPLETE BOTH SIDES OF CARD AND RETURN TO:
Charles H. Forsythe, State Director of Athletics, Department of Public Instruction, Lansing 2, before Oct. 10, 1947.

FIGURE 4. Classification Information Form (*Michigan*).

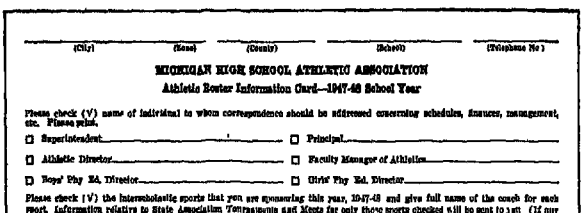
and results in greater equity in competition. (See Michigan Classification Information Card, Figures 4 and 5.)

Most of the state associations have tournaments or meets, either sectional or state-wide, in track, tennis, and golf, or in all three. Several have a series of baseball tournaments leading to state championships. Wrestling also is a tournament event sponsored by some state associations. Several states sponsor championship play-off series in football. Mississippi, Iowa, and Oklahoma report state championships in girls' basketball, while Arkansas determines a state junior high school basketball championship.[13] Swimming

[12] *Ibid.*
[13] *Ibid.*

and cross country likewise are activities in which some state championships are declared.

Some educators feel that such championships have outlived their usefulness and no longer are a necessary stimulus for the development of sports. Rogers[14] is certain that, as such, state championships have no educational value. Much may be said, undoubtedly, in support of that thesis. As indicated previously, however, in the many states that have championship series there may be circum-



(City) (Zone) (County) (School) (Telephone No.)

MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION

Athletic Roster Information Card—1947-48 School Year

Please check (√) name of individual to whom correspondence should be addressed concerning schedules, finances, management, etc. Please print.

☐ Superintendent _____ ☐ Principal _____

☐ Athletic Director _____ ☐ Faculty Manager of Athletics _____

☐ Boys' Phy. Ed. Director _____ ☐ Girls' Phy. Ed. Director _____

Please check (√) the interscholastic sports that you are sponsoring this year, 1947-48 and give full name of the coach for each sport. Information relative to State Association Tournaments and Meets for only those sports checked will be sent to you. (If any of the coaches below are not regular members of your faculty, please put an "A" after their names.) Please Print.

☐ Baseball _____ ☐ Hockey _____

☐ Basketball _____ ☐ Skiing _____

☐ Basketball (Girls) _____ ☐ Soccer _____

☐ Cross Country _____ ☐ Softball _____

☐ Football _____ ☐ Swimming _____

☐ Football (Six man) _____ ☐ Tennis _____

☐ Golf _____ ☐ Track _____

☐ Gymnastics _____ ☐ Wrestling _____

PLEASE COMPLETE BOTH SIDES OF CARD AND RETURN TO:

Charles E. Forsythe, State Director of Athletics, Department of Public Instruction, Lansing 2, before Oct. 10, 1947.

FIGURE 5 (*reverse of Figure* 4). Athletic Roster Information Form (*Michigan*).

stances that justify their existence. Plans whereby schools are classified for competition might be one. The experience of some states where there are no state association-sponsored championships has been that agencies outside the schools have taken over these activities. This result has been reported in at least one state where several leagues or conferences withdrew from participation in the state association series of basketball tournaments. Other agencies set up so-called independent tournaments for their teams.

Another important point should be kept in mind in considering the elimination of tournaments and meets. In each state there is

[14] Frederick Rand Rogers, *The Future of Interscholastic Athletics*. New York: Bureau of Publications, Teachers College, Columbia University, 1929.

some form of organization for the control of athletics. In every instance these organizations are under the control, either directly or indirectly, of the schoolmen of the state. If these men felt that state association-sponsored meets and tournaments generally were undesirable would they not attempt to do away with them?

It is not the purpose of this discussion either to condone or condemn the activity of state athletic associations in conducting tournaments or meets which may or may not lead to state championships. Rather, an attempt has been made to discuss what is being done, in the belief that existence of an institution of the magnitude of this one justifies some consideration of it. Athletics are in our schools, and with them there is the desire for competition. With competition having been brought relatively close to home through modern methods of transportation, we have seen it seek new and no longer far-off laurels. State-wide contests have been one of the apparent results of increased public interest whipped up by the press and radio. The National Federation of State High School Athletic Associations has aided states by helping them control the extent of their competition, with the consequent abolition of national championships for high school athletes. If state championships, or variations of them, are to remain, they must be so established and conducted that their purposes, methods, and results are educationally, physically, and financially sound. This is quite an order but it presents a real challenge to schoolmen themselves.

Establishment of athletic standards. In addition to the establishment of eligibility regulations, state athletic associations have performed valuable services to schools of their states by setting standards for the conduct of athletics. Although most state associations are the creations of schoolmen, after they are established they become somewhat of an impersonal agency. The point is that the state association, through its secretary, manager, commissioner, or director, may advise with schools as a disinterested party and may, as a result, be of aid to them. Schools frequently ask the advice of the state association on matters of athletic policy.

Opinions from the state association officer may be used to improve conditions and raise local standards. An especially fine opportunity is afforded in this respect if the state association is connected or has a close relation with the state education department or its physical, health, or recreation divisions. It is not to be inferred that

state associations which do not have, or do not choose to effect, any of these relations do not possess high ethical and administrative standards. Standards often are established by state associations in schedules, sanitation and safety, school-official relations, sportsmanship, relations between schools, scholarship, respect for and proper treatment of officials, the coach and winning of games, interscholastic-intramural relations, conduct of students, and similar matters.

As examples of recommended standards and codes prepared by state associations, those of Connecticut and Michigan are included. Such statements often aid local schools in establishing higher planes for the conduct of interscholastic athletics than otherwise might be possible.

Recommendations (*Connecticut*)[15]

The following recommendations were submitted by the Revision Committee, and adopted by the Conference on October 27, 1944.

1. That any student, who does not represent his school in a becoming manner, be excluded from competition with other schools.
2. That the use of intoxicants, tobacco or profanity shall cause the suspension of the athlete from competition for two weeks; a second offense shall bar the athlete from all competition for the remainder of that playing season.
3. That emphasis be placed upon health and physical fitness of all students and that opportunity for play be provided for all the students, not just the varsity players.
4. That games be played if possible on Friday afternoons, Saturdays, or holidays or on afternoons preceding holidays.
5. That games be scheduled so that the team can reach home not later than midnight of the same day.
6. That the principal or his authorized representative shall accompany his team to and from all contests.
7. That only teachers and coaches who have the highest ideals be employed.
8. That a coach be a member of the faculty of the school in which he is employed.
9. That no coach or athletic director receive any extra pay, salary, gifts, trophies, trips, or presents for his coaching services from any source other than the regularly applied funds of the Board of Education.
10. That all public secondary schools adopt the recommendations of the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation.
11. That the amateur rules be defined so that students will be per-

[15] Connecticut Interscholastic Athletic Conference, 1944-1945 *Constitution, By-Laws, Eligibility Rules, Recommendations*, pages 15-16.

mitted to earn money during the summer vacation as playground or camp instructors, providing they conform to scholarship and other rules.

12. That no student play on more than one school team during the same playing season.

13. That the school athletic association be under the control of the principal.

14. That no student be permitted to engage in varsity athletics without the written consent of a parent or guardian, and a certificate of physical fitness signed by a medical doctor.

15. That the first football game not be played until after three weeks of practice.

16. That fourteen games, exclusive of tournament games, be the maximum in basketball.

17. That post-season, benefit, or "charity" games not be played in any sport.

Codes for the Administration of Athletics (*Michigan*)[18]

Statement of Relationship

In the final analysis the superintendent is responsible for the athletic activities of the school system. His duties will vary according to the size of the school system, ranging from the larger schools, where all duties are delegated, to the smaller schools, where he may be both the administrative and the executive officer. In either case it is his duty to have set up a definite school athletic policy and have a complete understanding of that policy by all concerned.

The principal usually is the official representative of the school and is directly responsible for the general attitude of the student body and the conduct of athletic affairs by the business manager, athletic director, and the coach.

It is the duty of the above named officers to derive from the athletic program a full measure of educational value in developing good sportsmanship on the part of the student body, faculty, parents, and general public. Mutual cooperation is essential in order to carry out properly the work of any or all of these officers.

An Athletic Code for Superintendents and Principals

The Superintendent and Principal are the final authorities responsible for the athletic activities of the school. In realization of this responsibility these guiding principles should prevail:

For the Superintendent

1. I will use all means possible to bring to my community a full realization of the value of athletics as an educational tool in training citizens.

[18] Michigan High School Athletic Association, 1947-1948 *Handbook*, pages 8-11.

2. I will have a definite understanding with principals and athletic directors concerning the school athletic policy and expect and give mutual support in carrying out that policy.

3. I will judge the success of those in charge of the athletic program by the conduct and attitude of contestants and spectators rather than on the number of games won and lost.

For the Principal

1. I will have a complete understanding of the athletic policy of this school system and of the individual responsibility of all concerned.

2. I will be honest in my certification of contestants and base that certification on complete information concerning the student's athletic and scholastic status. Questionable cases will be referred to the State Director before the privilege of compotition is given.

3. I will give my loyal support to the coach in all his efforts to carry out the state and local athletic policies.

4. I will make every effort to instruct the student body in their responsibilities in making the athletic program a valuable one and point out desirable types of conduct at "home" and "away" games.

5. I will endeavor to foresee possible differences and misunderstandings with other schools and, as far as possible, settle them or provide means of settlement before they materialize.

6. I will insist that any misunderstandings that may arise be settled privately between official representatives of the schools concerned.

7. I will require the passing of a medical examination and parental consent before a student is allowed to compete.

8. I will have a definite understanding with the business manager or athletic director about officials, schedules, finances, care of fields and gymnasiums, handling of spectators, etc., and give him every assistance in carrying out his duties.

9. I will consider it unprofessional to withhold any seemingly authentic information from another school which calls in question the eligibility of any of its players.

10. I will attend as many of the athletic contests in which my school participates as school work will allow.

11. I will commend opposing schools for outstanding examples of fine citizenship.

AN ATHLETIC CODE FOR ATHLETIC DIRECTORS AND COACHES

The Athletic Director, or Business Manager, and Coach are the official representatives of the school in interscholastic athletic activities. In this important capacity these standards should be practiced:

By the Athletic Director

The athletic policy of the school should

1. Be definitely understood with director's responsibility clearly defined

2. Include only those schedules which are educationally and physically sound for the athlete
3. Cooperate with the community in making a character building athletic program
4. Refuse admission to athletic contests to persons who have shown a chronic lack of sportsmanship.

The securing of officials should include

1. Mutual confidence and agreement by both teams
2. Complete support of officials in cases of adverse rulings
3. Definite contractual agreements naming fee, expenses, and time and place of game.

Game preparation involves

1. Provision of programs giving rules changes, names of players and officials, and emphasizing good sportsmanship
2. Proper handling of crowds so there is no encroachment on playing space
3. Maintaining side lines for exclusive use of players, coaches and officials.

By the Coach

The school may expect

1. Work of the coach to be an integral part of the school system with its educational contribution
2. Mastery of the principles of pedagogy and consequent improvement in teaching as well as coaching
3. Loyalty to superiors in making athletics fit into the general school program
4. Insistence upon high scholarship and enforcement of all rules of eligibility.

The athletes may expect

1. A genuine and up-to-date knowledge of that which the coach proposes to teach
2. Fair, unprejudiced relationship with the boys
3. Careful attention to the physical condition of players at the time of each contest
4. Competent and trustworthy officials whose decisions will always be supported.

Sportsmanship includes

1. Teaching athletes to win by use of legitimate means only
2. Counteracting unfounded rumors of questionable practices by opponents.

The influence of the coach necessitates

1. His being the sort of man he wants boys under him to become
2. Discouragement of gambling, profanity, and obscene language at all times.

An Athletic Code for Officials and Athletes

Competent, impartial Officials and clean, hard-playing Athletes have made a place for interscholastic athletics in the educational program. Sportsmanship and fair play demand these practices:

By the Official

The contest demands

1. A professional relationship calling for the highest type of service
2. Thorough preparation
3. A rested body and an alert mind
4. Reporting for duty at least thirty minutes before time for the game
5. A neat, distinct uniform.

The rules demand

1. Rectifying mistakes in judgment without "evening up"
2. Adherence to right decisions despite disapproval of spectators
3. Control of temper at all times in warning crowds or inflicting penalties for unsportsmanlike conduct
4. Respect for and aid to fellow officials in making decisions
5. That interpretations and announcements be made clear to both teams
6. That plays or players of other teams not be discussed in the presence of prospective opponents.

The financial consideration demands

1. Fees and services should be a matter of explicit agreement
2. Charges should consider the ability of the school to pay and the type of service rendered
3. Willing consent of both original parties to a release before acceptance of a game paying a higher fee.

By the Athlete

The contest demands

1. Fair play at all times
2. A square deal to opponents by players and spectators
3. Playing for the joy of playing and for the success of the team
4. Playing hard to the end
5. Keeping one's head and PLAYING the game, not TALKING it
6. Respect for officials and the expectation that they will enforce the rules
7. That an athlete should not quit, cheat, bet, "grandstand," or abuse his body.

The school demands

1. Out-of-school and out-of-town conduct of the highest type
2. Faithful completion of school work as practical evidence of loyalty to school and team
3. Complete observance of training rules as a duty to school, team, and self.

Sportsmanship demands

1. Treatment of visiting team and officials as guests and the extension of every courtesy to them
2. Giving opponents full credit when they win and learning to correct one's own faults through his failures
3. Modesty and consideration when one's team wins
4. An athlete will not "crow" when his team wins or blame the officials when it loses.

The judicial function. As has been indicated in the discussion of publications in this chapter, state associations perform a judicial service to member schools. It is necessary that there be a final authority to whom questions may be addressed, controversies presented, and appeals made. The state association is invaluable in this connection. In fact, the ability to render such services has been both the cause of origin of most state-wide organizations and the reason for their continued existence. As a result of delegated powers by schools, they have made rules and regulations under which interscholastic athletic programs have been conducted. In most cases, also, they have been faced with the necessity for acting as the administrative body in connection with the enforcement of these judicial regulations.

Probably it is fortunate that associations have acted in this dual capacity because, knowing the background of the rules and regulations, they have been able to enforce them with the original intent in mind. In acting in a judicial capacity, state associations sometimes are faced with the unpleasant task of deciding disputes between schools. Again, a valuable service is performed in this way because an unprejudiced body can decide the case in question on its merits and by application of state association regulations. Hence, the exercise of the so-called judicial function of state associations may be one of their most valuable services.

Chapter 4

ATHLETIC ELIGIBILITY REGULATIONS

Purpose of Eligibility Regulations

In the conduct of any well-organized program of activities there must be generally accepted rules or regulations. Eligibility rules for contestants in high school athletics fall into this category. Not all authorities are in agreement as to the type and extent of state association eligibility regulations, and in this discussion opposed opinions will be presented.

Varying opinions. Sometimes there seems to be a paradox in the claims made for athletics and the manner in which the program is administered. Frequently it is said that if athletics are defensible from an educational standpoint, especially for the participant, then all students should be allowed to take part in them. Why have we built up sets of eligibility rules for contestants? Why have definite methods of procedure for the conduct of athletic contests, meets, and tournaments been established by state associations all over the country? The fact they are here is evidence that there must have been some need for them. Still, there are varying opinions concerning eligibility rules for participants. Rogers is very definite in his denunciation of eligibility rules in general.[1]

> The single eligibility rule which scholastic athletic associations may properly enforce is the presentation of a medical certificate of physical competence by each player before he may engage in games scheduled by the association. The wisdom of this requirement is so obvious that it should not have to be classified as a rule. Any local administrators who, in the past, have omitted this precautionary measure should immediately take steps to protect their pupils from avoidable strains, and themselves from blame by establishing this requirement.

[1] Frederick Rand Rogers, *The Future of Interscholastic Athletics*, pages 100-101. New York: Bureau of Publications, Teachers College, Columbia University, 1929.

Other eligibility rules ought to be abolished by interscholastic athletic associations. . . . Most of them are defended because they are supposed to prevent gross inequalities between teams; actually they do not accomplish this objective satisfactorily, but do seem to blind association officials to the need of active measures which will eliminate all but minor and insignificant inequalities between competitors. Moreover, many eligibility rules are unwarranted and cramping infringements upon prerogatives which local school authorities should guard most jealously. Finally, the administration of eligibility rules causes much social friction of a decidedly undesirable and unproductive nature.

Scholastic athletic associations cannot "leave well enough alone" in any event. They must either continue to add more interpretations, and a longer list of requirements, or simplify, or abandon those now in use. Improvement of social relationships in scholastic athletics can be accomplished only by taking the latter road. Along this same road also lie the greatest opportunities for protecting players' health and giving to local authorities the necessary freedom to determine eligibility requirements and "make exceptions" more in accordance with their own broader educational policies and programs.

If the above thesis were to be accepted in its entirety, it would result in no regulations or commonly accepted understandings for the conduct of athletics. Possibly such an ideal situation could exist in an ideal state. Likewise, it might be conceivable that, in such a state, no general laws for the conduct and protection of the lives and property of its people would be necessary. To pursue the point made by Rogers a little further, might it not be logical to ask why regulations were adopted and established by state associations? Local schools could, and did, establish their own rules long before state organizations were formed. The answer seems rather obvious in that individual conceptions of standards varied too greatly, and it seemed necessary and logical to have state-wide codes. Although state association codes may sometimes seem arbitrary, provisions usually exist for necessary flexibility in their interpretation and administration. Also, state associations are administered by, and are responsible to, the schools themselves, and changes can be made as desired.

In contrast to this view just presented, it is significant to note the opinions held by others. Wagenhorst discusses this subject as follows:[2]

[2] L. H. Wagenhorst, *Administration and Cost of High School Interscholastic Athletics*, pages 43-44. New York: Bureau of Publications, Teachers College, Columbia University, 1926.

If high school athletic teams are to contest on a basis of equality, it is necessary above all other considerations to hold the players of the contesting teams to the same standards in regard to their amateur standing, enrollment requirements, scholarship, age, duration of eligibility, residence, and character. While the playing field or gymnasium, the sportsmanship and courtesy of the home team, and the justice of the officials are also very important factors, yet in the final analysis it was, almost without exception, the lack of uniformity in eligibility standards that impelled high school principals to attempt a remedy which resulted in state-wide organizations for setting up uniform standards and the machinery to enforce them. As it is, there is still great disparity in eligibility standards between states.

The opinion expressed by Wagenhorst appears to be that generally held by the vast majority of schoolmen throughout the nation, as is evidenced by the presence of general eligibility standards established by state associations. This fact is further substantiated by Williams and Brownell.[3]

When schools began to assume responsibility for the control and supervision of interschool competition, regulations of eligibility were immediately set up. The system has developed until today practically all schools either accept the standards adopted by the state interscholastic athletic association or follow local regulations of their own.

Summary. Thus, it will be seen that these three eminent authorities in the field of physical and health education are of the opinion that interscholastic athletic eligibility standards serve a purpose in the administration of the athletic program. To summarize this discussion, the following are suggested as purposes of athletic association eligibility regulations:

1. They provide like standards for all schools belonging to the state association.

2. They set up definite regulations which may be made known both to students and patrons of the school.

3. They relieve individual schools of possible criticism that the standards of eligibility in their institutions are lower than, or vary from, those in other schools.

4. Individual school administrators are not called upon to settle

[3] J. F. Williams and C. L. Brownell, *The Administration of Health and Physical Education*, page 460. Philadelphia: W. B. Saunders Company, 1934.

doubtful cases when there are established regulations and state agencies to whom appeal may be made.

5. They often serve as minimum scholastic standards, which students must meet and sometimes surpass.

6. They aid in improvement of relations between schools because both sides know that certification of contestants has been made in accordance with common standards.

7. They present possibilities for better public relations as well as for better interschool relations.

8. While generally specific in their statements, eligibility regulations usually are elastic enough, especially from a scholastic standpoint, to allow local schools to adjust their standards to them. In most states allowance is made for individual differences, with the result that scholastic requirements can be met accordingly.

It seems reasonable to assume that there are inherent values in interscholastic athletic eligibility regulations. Some educators would open wide the door to athletic competition, justifying this action in the belief that what is good for one is good for all. Others believe that no scholastic requirement (credit hours during preceding or current semester) should be demanded of athletes. It also is maintained that all should be allowed to take part in athletics, not just those who come within the realm of state association eligibility rules.

These assertions all deserve consideration and usually are made in all sincerity. Athletics are provided for all in some manner in most schools in the form of intramural activities. These take care of the great mass of students from a competition standpoint. Properly, the interschool athletic program should be the apex of the intramural program. And with the ascendency in selection should go an ascendency in responsibility and standards. Two separate organizations—two schools—compete with each other. It is a privilege to engage in such competition, and there should be corresponding responsibilities. Good school citizenship is a requisite for membership on school teams. Scholastic attainment, in accordance with the standards of the school, is another responsibility of the contestant. There should be compliance with sound and tried regulations that have been found necessary to keep interscholastic athletics on their present high level. All in all, then, it does not seem unneces-

sary, unwise, or unsound educationally to have well-established eligibility regulations for the guidance and protection of the competitor, the school, and the spectator. These regulations have done a pretty good job and merit continued consideration until something that is better appears.

Common Eligibility Regulations

Two types of regulations pertaining to athletics will be considered in this and the succeeding chapter. This chapter will deal with those which are quite common and pertain to the athlete himself as far as his eligibility for interscholastic competition is concerned. Chapter 5 concerns itself with those regulations which pertain to the administration of the athletic program and naturally consider schools rather than contestants.

Age. The trend in the upper age limit for contestants is downward. Whereas several years ago the upper age limit was twenty-one in a majority of the states, now it is twenty, with nineteen years the limit in several states. Undoubtedly the number of states with the nineteen-year limit will be increased in the near future. New York established this limit in 1938. New Jersey's rules provide that a student is ineligible upon reaching his nineteenth birthday, except that he may finish the season in a sport concerned. Texas has an eighteen-year limit, provided that a student's birthday is on or before May 1. In some states a student becomes ineligible on his birthday; in others he may finish the season or semester after having reached his eighteenth, nineteenth, twentieth, or twenty-first birthday, respectively, as the state rule provides. It would seem that allowing a student to finish a season in a sport is fair, both to him and to the other members on the team.

Studies made in Michigan and Ohio a few years ago indicated that, proportionately, a small number (between 3 and 5 per cent) of those eligible to compete, and who take part in athletics, are over nineteen. With students finishing high schools younger than formerly, it is logical to assume that upper age limits for athletic competition should be lowered to ensure greater equality. Several states are giving consideration to lower limits for competition in various activities. In New York a boy must be fourteen years old before he may compete in any interschool athletic competition. In Michigan a boy must be fifteen before he may compete in cross

country or in any track event of 440 yards or more. Emphasis is being placed on minimum age restrictions that will protect contestants, as well as on regulations that should result in greater equality in competition.

Time of enrollment. Usually the time of enrollment during a current semester is within the first three weeks of the term. If a student enrolls during that period he is eligible for athletic competition that semester. New York provides that a participant must have been in regular attendance at least 80 per cent of the time. Pennsylvania and Oklahoma require a student to attend a school for a period of 60 days after he has been absent for 20 days or more during a semester. In general, enrollment in schools for a period of from 2 to 3 weeks constitutes a semester of attendance in most states. In California attendance of 10 weeks, or competing in one interschool contest, constitutes a semester of enrollment. In Illinois a student must be enrolled by the eleventh day of the semester unless late enrollment results from illness or quarantine, in which cases this regulation may be waived under prescribed conditions. Texas requires that a student must be in attendance for 30 days prior to a contest or have been enrolled by the first day of the second week of a semester. New Jersey has a similar rule, except that enrollment may be as late as the first Monday in October. Michigan requires that a student must be enrolled in a secondary school by Monday of the fourth week of the semester in order to be eligible during that semester. The general provision in most states is that failure to be enrolled in a secondary school by a prescribed time (6 days to 3 weeks) results in ineligibility during that semester.

Seasons of competition and undergraduate standing. Practically all state associations have regulations which allow participation by students in sports for four seasons in grades nine to twelve, inclusive. In virtually all states, postgraduate students are barred from membership on regular high school teams. In many states, however, students who have completed the graduation requirements in less than the allowed number of semesters may compete during the full number of semesters for which their regulations provide. Usually they must not have been voted their diplomas by the board of education or have accepted them.

Number of semesters of attendance. This regulation varies in different states, with the tendency toward a maximum of eight and

a limit of nine under certain conditions. Four years, in grades nine to twelve, inclusive, present the normal period of high school attendance. This is the equivalent of eight semesters of enrollment and, in most cases, takes care of the legitimate time during which a student should be allowed to compete in athletics. It is quite common to require that the last two semesters of attendance be consecutive. In most states a semester of attendance is not charged to a student if he withdraws from school within the period during which he must enroll in order to compete during that semester. The following states, selected at random, limit athletic participation of high school students to eight semesters: Oregon, Kentucky, California, Texas, Kansas, Nebraska, Minnesota, Iowa, Oklahoma, West Virginia, Pennsylvania, South Dakota, Michigan, Wisconsin, Colorado, New Jersey, and Alabama. Thirty-nine states have this regulation. Missouri allows nine semesters, provided the student is under nineteen. In Louisiana, South Carolina, and Tennessee the limitation is ten semesters. There is no limit in number of semesters of enrollment in Georgia, New York, North Carolina, Texas, and Vermont.[4]

In Connecticut a student may compete in his ninth semester, provided he is an undergraduate and has not reached his nineteenth birthday. Illinois, Washington, and Indiana allow a student to compete in basketball during his ninth semester in case he entered school at the start of a mid-year term and did not compete in the sport during his first semester of attendance. New York makes no reference to the number of semesters of enrollment of a student, provided he does not compete in a sport for more than four seasons. Some states report no limit in number of semesters of enrollment allowed, but it is evident that over three-fourths of the states have the eight-semester limit for interscholastic athletic competition. This is as it ought to be, because 4 years of high school attendance, with two semesters in each year, are regular. If the "thirteenth and fourteenth grades" are added to our school systems to any great extent, it will, of course, be necessary to revamp general athletic regulations relative to semesters of attendance as well as other matters.

Limited team membership. It is an almost universal rule among states that a high school student may not play on another team in

[4] National Federation, 1946 *Handbook*, page 13.

the same sport during the same season after he has represented his school in the sport concerned. There are a few exceptions to this regulation. Some states provide that there may be outside participation if the high school student has the written consent of the principal of the high school prior to the contest. Minnesota and Michigan allow dual participation in softball and baseball but in no other sports. Virtually all states rule a student ineligible if he has ever been enrolled in a college, or in an institution offering work above that usually pursued in high schools. Again, high school students are ineligible if they have competed on college athletic teams. In practically all states participation by high school students is allowed on independent teams during the summer vacations, provided, generally, that such teams are amateur. Exceptions are discussed under Amateurism, pages 76-86.

In some states permission must be obtained from the principal of the high school before a boy may play on an independent team during the summer. This requirement has merit as a safeguard to the boy because it protects him from possible violation of his state association amateur rule.

Parental consent and physical examinations. These regulations are not universal. Undoubtedly, one reason is the difference in court rulings on the liability of schools or school officials in case of accidents. A great many state associations, however, prepare regular Parent's Consent Cards and Physical Examination Forms, which are filed either in the school or the state association office. In a few states, Indiana, for example, and in those having athletic accident insurance or benefit plans, either a statement of receipt of parental consent must be sent to the state association office, or the actual parental approval and physician's examination card must be filed there.

There is no doubt that the securing of parental approval is a good public-relations gesture, if only because it acquaints the school patron with the athletic policy of the school regarding injuries. Not too much emphasis, however, should be placed on the legal value of such permissions in view of some court decisions involving schools or coaches in cases in which students have been injured in athletic competition. In very few states, if any, can local boards of education be held responsible for costs of injuries incurred by students while engaging in any school activity, athletic or otherwise.

This does not mean, however, that local school athletic associations, having funds, may not be sued with quite a possibility of obtaining judgments. Also, if negligence on the part of agents of the board of education—superintendents, principals, coaches, or assistants—can be proved, action is very likely against any or all concerned. This has happened in New York. The theory held by the courts is that no one has the authority to sign away the rights of a minor as far as his opportunity to recover for personal injuries is concerned. In most cases parental consent obviates any misunderstanding and

KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION
EXAMINATION AND PERMIT CARD—PHYSICIAN'S STATEMENT

I hereby certify that _____
Name
was examined by me on _____
Date
and found physically fit to engage in all sports except those crossed out below.

_____
Signature of Physician

PARENT OR GUARDIAN'S PERMIT

I hereby give my consent for _____
Name
to compete for _____ High School in K.S.H.S.A.A. approved sports, except those crossed out below, and to go with the coach or other representative of the school on any trips.

Football	Track	Golf	Swimming	Volleyball
Basketball	Baseball	Tennis	Wrestling	Softball

It is understood that neither the K.S.H.S.A.A. nor the high school assumes any responsibility in case an accident occurs. The K.S.H.S.A.A. expects to carry out the provisions of its accident schedule, altho this is not guaranteed. The undersigned agrees to be responsible for the safe return of all athletic equipment issued by the school to the above named pupil.

Date _____ _____
Signature of Parent or Guardian

Note:—The K.S.H.S.A.A. rules require that the above permit for competition be filed with the principal before a pupil may take part in high school athletics.

Return This Copy to the Commissioner of the K. S. H. S. A. A. (over)

FIGURE 6. Physician's and Parent's Certificate Form (*Kansas*).

means that the parent is assuming the obligation in case of injury, rather than the school or local athletic association.

Figures 6 and 7 show the Physician's and Parent's Certificate for Athletics forms used by Kansas and Wisconsin. It will be observed that both of these states require parent's consent as well as physician's approval. Indiana has a similar form except that the Parent's Certificate is on one side of the card and the Physician's Certificate is on the other. Indiana requires the high school principal to certify to the state association office that the Parent's and Physician's Certificate is properly filed in his office before a student is allowed to participate.

NO REQUEST WILL QUALIFY FOR BENEFIT UNLESS THIS EXAMINATION IS FULLY COMPLETED AND RECORDED BEFORE DATE OF INJURY.

1946 W.I.A.A. PHYSICAL EXAMINATION AND ATHLETIC BENEFIT QUALIFYING CARD 1947

I hereby certify that _____ was examined by me on _____ (date) and that I found as follows:

	Yes	No	Deformities: (List if any)
Hernia			
Pulmonary Lesion			
Good Physical Subject			
Weight			
Blood Pressure			
Recommendations			

I pronounce him physically fit to engage in all sports except those crossed out below:

Football	Baseball	Swimming	Wrestling	Boxing
Basketball	Golf	Tennis	Volleyball	Physical Ed.
Track	Skating	Hockey	Softball	Soccer

_____ Signature of Physician

I hereby give my consent for _____ to compete for the _____ High School in W I A A approved sports except those crossed out above and to go with the coach on any trips. The undersigned agrees to be financially responsible for the safe return of all athletic equipment issued to the above boy by the school.

Date _____

_____ Signature of Parent or Guardian

FIGURE 7. Physician's Statement and Parent's Permit Form (*Wisconsin*).

OHIO HIGH SCHOOL ATHLETIC ASSOCIATION

Athletic Participation Form

_____ High School Date _____

To the Principal of High School:

_____

has my permission to participate in high school athletics during the school year _____.

_____

Parent or Guardian

Date _____

To the Principal of High School:

I have examined _____

and find him / her _____ physically fit to participate in high school athletics.

_____

M. D.

(KEEP THIS CARD ON FILE IN ADMINISTRATIVE HEAD'S OFFICE)

(OVER)

FIGURE 8. Athletic Participation Form (*Ohio*).

SOUTH DAKOTA HIGH SCHOOL ATHLETIC ASSOCIATION

Name of high school

STUDENT'S STATEMENT

I, ..., hereby certify that I was born on the ..... day of ..... 19....., at (city) ..... (state) .....;

that I have not graduated from or met the graduation requirements of any four year high school or its equivalent; that I have not represented any high school or high schools in any athletic competition during four school years; that I have never accepted any remuneration or any award exceeding one dollar in value, for any athletic participation, except as provided for in the rules of the South Dakota High School Athletic Association; and that I shall willingly comply with all requirements of the South Dakota High School Athletic Association and regulations of the local high school and of the faculty representative in charge of athletic teams both while at home and away.

Date ..... 19..... Student's Signature .....

PARENT'S STATEMENT

I, ..., hereby certify that I am the parent or legal guardian of ..... that the date of birth given in the above statement is correct; and that I give my consent for him or her to take part in high school athletic competition.

Date ..... 19..... Parent's Signature .....

THESE STATEMENTS MUST BE FILED WITH THE SUPERINTENDENT OR PRINCIPAL OF THE HIGH SCHOOL BEFORE THE STUDENT IS ELIGIBLE FOR ANY ATHLETIC COMPETITION.

(Additional blanks may be secured from the Secretary)

FIGURE 9. Student's and Parent's Statement Form (*South Dakota*).

R. 15

JOHN R. ROGERS HIGH SCHOOL
Department of Physical Education

..... has my permission to participate in competitive school athletics in the John R. Rogers High School. I hereby certify that he was born at ..... in the year .....

Month ..... Day .....

While I expect school authorities to exercise reasonable precaution to avoid injury, I understand that they assume no financial or moral obligation for any injury that may occur.

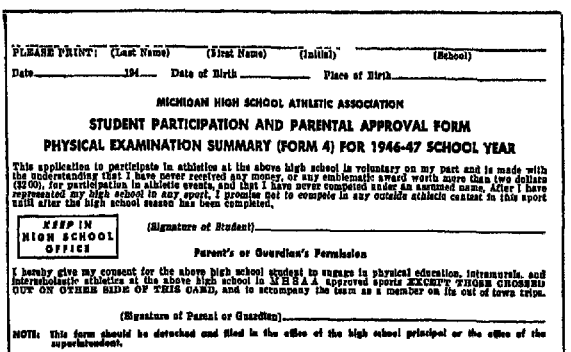
I am advised that students are held responsible for all players' equipment owned and issued by the school.

Date ..... 193.....

.....
Signature of Parent or Guardian

FIGURE 10. Parent's Permission Form (*John R. Rogers High School, Spokane, Washington*).

Wisconsin and Kansas have athletic accident benefit plans in effect. In connection with their plans three cards similar to Figures 6 and 7 are filled out and signed by the parent or guardian of the student and by the examining physician. One copy is forwarded to the state association office, one filed in the local school office, and one retained by the parent or guardian. On the reverse side of each of the three cards is a dental examination chart which must be completed and certified by a qualified dentist.



PLEASE PRINT: (Last Name) (First Name) (Initial) (School)

Date 194 Date of Birth Place of Birth

MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION

STUDENT PARTICIPATION AND PARENTAL APPROVAL FORM

PHYSICAL EXAMINATION SUMMARY (FORM 4) FOR 1946-47 SCHOOL YEAR

This application to participate in athletics at the above high school is voluntary on my part and is made with the understanding that I have never received any money, or any emblematic award worth more than two dollars ($2.00), for participation in athletic events, and that I have never competed under an assumed name. After I have represented my high school in any sport, I promise not to compete in any outside athletic contest in this sport until after the high school season has been completed.

KEEP IN HIGH SCHOOL OFFICE

(Signature of Student)

Parent's or Guardian's Permission

I hereby give my consent for the above high school student to engage in physical education, intramurals, and interscholastic athletics at the above high school in MHSAA approved sports EXCEPT THOSE CHOSEN OUT ON OTHER SIDE OF THIS CARD, and to accompany the team as a member on its out of town trips.

(Signature of Parent or Guardian)

NOTE: This form should be detached and filed in the office of the high school principal or the office of the superintendent.

46-753M

FIGURE 11. Student Participation—Parental Approval—Physical Examination Form (*Michigan*).

The Ohio High School Athletic Association furnishes its member schools with an Athletic Participation Form, which is a combination parental permission and physical examination blank (see Figure 8). On the back of this card are the following items for checking by the examining physician: age, height, weight, eyes, teeth, heart, glands, skin, hernia, ears, tonsils, lungs, adenoids, feet, posture, and inoculations.

South Dakota's form concerns only the student and his parent (Figure 9). It calls attention of students to general eligibility rules of the South Dakota High School Athletic Association before they sign the blank. This information also is made known to the parent or guardian because he signs the same blank.

The parental consent card in use at the John R. Rogers High

School, Spokane, Wash. (Fig. 10, page 00), is an excellent example of a local form of this type. It acquaints the parent or guardian with the local policy of the school in regard to responsibility for both injuries and care of athletic equipment used by the student.

Michigan has a combination Student Participation—Parental Approval—Physical Examination Form, which the state athletic association supplies to all schools in the state (Figures 11 and 12). Evidence of a physical examination of a participant during the cur-

PLEASE PRINT: (Name of Student) (City and School)

PHYSICAL EXAMINATION SUMMARY (Form 4)

(For use in compliance with provisions of Article I, Section 13, of the By-Laws)
To be filled out and signed by examining physician

KEEP IN HIGH SCHOOL OFFICE

1. Heart condition: SATISFACTORY-UNSATISFACTORY (Cross out one)
2. Lungs: SATISFACTORY-UNSATISFACTORY (Cross out one)
3. Is there evidence of hernia?_____ Would athletic competition be likely to be injurious?_____
4. Is the general condition of feet, ears, eyes, and nose satisfactory?_____
5. Are there apparent cavities in any teeth?_____ Is there a bridge or false teeth?_____

I certify that I have on this date examined the above student and recommend him (or her) as being physically able to compete in supervised athletic activities NOT CROSSED OUT BELOW:

BASEBALL	FOOTBALL	SOFTBALL	TRACK
BASKETBALL	GOLF	SPEEDBALL	TENNIS
CROSS COUNTRY	HOCKEY	SWIMMING	WRESTLING

_____, 194__
(Date) (Signature of Examining Physician)

NOTE: This form should be completely filled out and filed in the office of the high school principal or superintendent of schools prior to student's participation.

FIGURE 12 (*reverse of Figure* 11) Physical Examination Summary Form (*Michigan*).

rent school year must be on file in the school office prior to competition by the student.

The Virginia High School League has a Form for Athletic Participation (Figure 13) which appears to be very satisfactory. It gives the student more responsibility in making statements and furnishing information relative to his athletic eligibility.

Too much attention can hardly be paid to the importance of adequate physical examination of athletes or, in fact, of all high school students. Many schools are stressing this matter with excellent results. In some instances tuberculosis tests are required of all athletes as well as complete venereal disease examinations. These are important, and certainly heart and lungs should receive

VIRGINIA HIGH SCHOOL LITERARY AND ATHLETIC LEAGUE

EXECUTIVE OFFICE, UNIVERSITY OF VIRGINIA, EXTENSION DIVISION

FORM FOR ATHLETIC PARTICIPATION

TO BE FILED IN THE PRINCIPAL'S OFFICE

This form must be filled out completely and exactly and signed before a student becomes a candidate for participation in the first competitive sport sponsored by the League. No verbal statements of any official of a school can modify any part of this agreement.

PART I—STUDENT PARTICIPATION FORM

(To be filled out and signed by candidate)

Name_____

Date of birth_____ Place of birth_____

This is my_____ semester in high school.

I passed in_____ subjects last semester.

I am taking_____ subjects this semester.

As I understand the rules of the Virginia High School Literary and Athletic League, I am eligible to play on the_____ High School team.

I agree to make every effort to keep my work up and live up to the rules of the_____ High School authorities and of the Virginia High School Literary and Athletic League.

_____ (Date) _____ (Signature of Student)

PART II—PARENTAL APPROVAL FORM

(To be filled out and signed by parent or guardian)

It is with my approval and consent that_____ (Full name of student)

whose correct birth record appears above in Part I, participates in athletics sponsored by the_____ High School during the current school year in the sports NOT CROSSED OUT below:

BASEBALL	FOOTBALL	SOFTBALL	TRACK
BASKETBALL	GOLF	SWIMMING	TENNIS

OTHERS_____

I will not hold the school authorities responsible in case of accident or injury.

_____ (Date) _____ (Signature of parent or guardian)

PART III—PHYSICAL EXAMINATION FORM

(To be filled out and signed by examining physician)

_____ (Name of Student) _____ (Name of School)

I certify that I have on this date examined the above student and recommend him as being physically able to compete in the athletic activities NOT CROSSED OUT below:

BASEBALL	FOOTBALL	SOFTBALL	TRACK
BASKETBALL	GOLF	SWIMMING	TENNIS

OTHERS_____

Is there any abnormal condition regarding the items listed below which will interfere with his participating in the listed events?

1. Heart: ____ Yes ____ No
2. Respiratory: ____ Yes ____ No
3. Hernia: ____ Yes ____ No
4. Weight: ____ Yes ____ No
5. Feet, teeth, ears, eyes, nose and throat: ____ Yes ____ No
6. Bones, ligaments, or muscles: ____ Yes ____ No

Give recommendations for changing abnormal conditions found:

_____

_____

_____

_____ (Date) _____ (Signature of examining physician)

FIGURE 13. Athletic Participation Form (*Virginia*).

first consideration. Adequate physical examinations do at least three things: (1) they protect the participant; (2) they protect school authorities in case of any unusual occurrence; and (3) they maintain higher and safer standards for athletic competition. Certainly rules requiring physical examinations, which are found in practically all states, stand in the first rank of importance.

Current and previous semester scholarship. The problem of relation of scholastic standing to athletic competition is one of our oldest. We came through the period of early development in the control of interschool athletics, when there were no scholastic requirements for athletes, to the present time when, in virtually all states, to be eligible for athletics a student must be doing work of a passing grade in the prescribed amount of work. Durette found:[4]

> Forty-seven states require that a student be doing passing work for the current semester in at least three subjects (15 hours). Forty-six states demand the same scholarship for the preceding semester.

As stated previously, these data show the general and almost universal trend in thought and practice that participation in athletics and scholarship are complementary to each other. New York, however, has broken away from this tradition. With the application of the Regulations of the Commissioner of Education,[5] which became effective in September, 1938, there is no direct requirement regarding the previous or current semester's scholastic work of a contestant in interschool games. New York feels that the time has come when interscholastic athletics should become a definite and integral part of the physical education program of a school and has made this a reality by the Board of Regents' action. Commenting on the omission of the scholastic requirement in the Regulations, Dr. Jesse Feiring Williams has had this to say in its favor:[6]

> The regulations of the Commissioner of Education are a distinct advance in administrative procedure and I highly commend this forward

[4] W. P. Durette, *State High School Athletic Associations and their Effect on the School Program*, pages 157-158. Master's thesis, University of Iowa, 1930.

[5] "Regulations of the Commissioner of Education Governing Health and Physical Education," New York State Public High School Athletic Association, *Bulletin*, October, 1937.

[6] J. F. Williams, New York State Public High School Athletic Association, *Bulletin*, October, 1937, page 11.

move in education. I am particularly pleased that the requirement that boys must pass three subjects in order to participate was omitted. If athletics are desirable experiences for boys in schools, they should be allowed to gain the advantages of sport, precisely the same way they are allowed to engage in other parts of the school program.

The New York departure from traditional scholastic requirements for interschool competition has points in its favor as previously indicated. It assumes that school standards in that state generally will be uniform. Undoubtedly, New York is one of the best states in which to inaugurate such a plan because of its central educational control program as administered by the Board of Regents. Although there is some difference of opinion regarding the merits of this plan, the New York experiment is being watched with interest, especially in regard to the elimination of scholastic requirements for athletes. No one questions the logic that athletics may properly be classed as part of the physical education program. It is difficult, however, to reach the conclusion that scholastic requirements alone should be eliminated because they might interfere with the possibility of a student's competing in athletics, while the commonly accepted rules regarding duration of competition, time of enrollment, transfer, and limitations of competition are retained. The question might logically be asked why these restrictive regulations were not discarded.

In contrast to New York's departure from the traditional pattern for academic requirement, Wisconsin has specific regulations regarding scholarship.[7]

1. A contestant must have completed all his eighth-grade work.
2. A contestant must carry not less than twenty hours of work per week.
3. A contestant must do passing work in at least "fifteen hours" and must have an average for all subjects equal to the passing mark of the school. The requirements apply to both the current as well as the previous semester attended. In case, however, the last previous semester is not the one immediately preceding the period in which the boy desires to compete, approval must first be secured from the Board of Control before the individual becomes eligible.
4. A contestant's scholarship for athletic purposes shall be determined as follows:

[7] Wisconsin Interscholastic Athletic Association *Twenty-third Annual Year Book* (1946), pages 17-18.

a. In determining the averages required, multiply the standing in each branch by the number of periods given to the branch each week; add the products and divide by the total number of periods per week; e.g.:

	NO. PERIODS PER WEEK	STANDINGS	PRODUCT
Algebra	5	75	375
Civil Government	5	80	400
Latin	5	65	325
Music	2	70	140
Drawing	2	90	180
Rhetoricals	1	80	80
	20		1,500

Average: 75

b. When studies which require no preparation are certified, the number of hours per week must be divided by two. No one study may be counted for more than five hours. The full number of hours are required even from seniors regardless of credits gained.

c. When alphabetical grades are used, i.e., A, B, C, D, and E, the average for all must be at least D with not more than one failure. In case of one failure or F, it will require at least one C to produce a passing average. A condition or incomplete is considered a failure for athletic purposes.

The provisions in California regarding academic standing are quite generally those followed in other states except that the student must be doing satisfactory work in four rather than three subjects in order to be eligible for interscholastic athletic competition.[8]

No pupil shall compete in a game with another school who is not making a passing grade in four regular subjects of new work. (Physical education may be one of the four.) By new work is meant subjects which pupils have not already taken or in which they have not previously made a passing grade. (*Note:* For crediting purposes the semester closes with the last day of school in the given semester. For playing contests one semester does not end until the next one begins.)

Michigan's previous and current semester record rules indicate the period of enrollment involved in determining academic standing and also are illustrative of provisions in several other states whereby

[8] California Interscholastic Federation, *Constitution and General Rulings*, 1944, page 2.

students may make up work for which they were absent at the end of a term.[9]

Previous Semester Record

No student shall compete in any athletic contest during any semester who does not have to his credit on the books of the school he represents at least fifteen (15) credit hours of work for the last semester during which he shall have been enrolled in grades nine to twelve, inclusive, for a period of three weeks or more, or during which he shall have taken part in any interscholastic athletic contests.

In determining the number of hours of credit received during a semester under this Rule, the usual credit allowed by the school shall be given. However, reviews and extra-curricular work shall not be credited. Deficiencies, including incompletes, conditions, and failures from a previous semester may not be made up during a subsequent semester, summer session, night school, or by tutoring, for qualification purposes that semester.

The record at the end of the semester shall be final for athletic purposes, except that conditions or incompletes, resulting from inability to finish the work of the semester on account of disabling illness during the last two weeks of the semester, or for other reasons equally valid during the same period, may be removed after the close of the semester, provided application is made to the State Director by the superintendent or principal. In such cases it is to be certified that the student was in attendance and carried his work successfully and continuously up to within two weeks of the end of the semester.

Interpretations

The word "semester" as used in this Rule is defined as one of the two terms of the usual school year, exclusive of summer sessions.

The mark recorded in the usual manner is regarded as final for the semester for athletic purposes. In some instances it may be a card marking, teacher's class book, teacher's report, or a permanent school record. The record for athletic purposes is the mark given at the end of the semester.

Any change in the status of eligibility of a student under this Rule occurs at the beginning of the first full day of the new semester rather than on the last day of the previous semester.

Current Semester Record

No student shall compete in any athletic contest who does not have a passing grade, from the beginning of the semester to the date seven (7) calendar days prior to the contest, in studies aggregating at least fifteen

[9] Michigan High School Athletic Association, 1947-1948 *Handbook*, pages 31-32.

(15) credit hours of recitation per week. In determining the number of credit hours of recitation per week under this Rule, reviews and extra-curricular work shall not be counted.

Interpretations

"Credit hours of recitation" is defined as the number of hours of credit given for the course at the end of the semester.

Courses taken in a school other than the one in which a student is enrolled, which are not available to him in his own school, may be counted toward athletic eligibility, provided arrangements for current eligibility reports are made in accordance with the provisions of this Rule.

Only that work is to be counted for credit which is given in regular classes. Work taken by a student from a tutor or special instructor, exclusively, may not be counted for athletic eligibility purposes during a current semester.

Note: Attention is directed to the fact that a student's eligibility depends upon a "passing grade from the beginning of the semester to the date seven (7) days prior to the contest."

As indicated previously, it seems as though there is a defense for the scholastic, as well as other eligibility, requirements which such a large majority of the state associations of the country have seen fit to establish. True, athletics are activities in which all high school students should have the right to participate. With this right to participate, however, it should be recognized that certain responsibilities obtain. The situation in an athletic contest between schools is somewhat different from that in an activity within the school or class itself. Competition should not be considered as *against* another school but *with* that school. Since the interschool competition should be between teams that are the apex of broad intraschool programs, membership on those teams inevitably will be selective. Therefore schoolmen have felt that team members should meet minimum established standards, including character, school citizenship, and scholarship as well as athletic prowess. Also, it is apparent that the establishment of a state-wide minimum scholastic requirement has enabled local schools to use this standard to advantage in their own institutions.

Most schoolmen also have felt that, with a general regulation requiring successful work in at least three subjects, their schools have been relieved to some extent of possible question on the part of others regarding eligibility of some of their team members. In a

great many schools the members of athletic teams must be doing passing work in all their subjects. Experience seems to indicate that scholastic requirements for athletes have done considerable to improve school citizenship and maintain proper morale and attitude toward school subjects. Usually school standards within a local system are sufficiently flexible that no injustices are done. If this is the case, undoubtedly minimum scholastic standards have done a great amount of good in setting up achievement goals that athletes have had to meet in order to play.

Transfer and undue influence rules. In all states students are as eligible in a school to which they transfer as they were in the school they left, provided their parents or legal guardians have moved into the new school district, unless the exercise of undue influence can be proved. Undue influence is a phase of athletic transfers that has come to the attention of state associations comparatively recently, judging by the adoption of new by-laws dealing with this matter. Iowa has such a rule.[10]

> No student shall be eligible to participate in the contests of this Association if it shall be known that he, or any member of his family, is receiving any remuneration, either directly or indirectly, to influence him or his family to reside in a given school district in order to establish eligibility on the team of said school.

Illinois is another state that has seen fit to incorporate a rule of this type in its by-laws.[11]

> The use of undue influence by any person connected or not connected with the school to secure or retain the attendance of a student whose parents do not reside in the district where the student attends school, or to secure or retain the residence of the parents of a student in the district shall cause the student to be ineligible for a period to be determined by the Board of Directors, but in no case shall the period of ineligibility be less than one year.
>
> In the interpretation of this rule the Board shall, unless vital and impressive reasons to the contrary be submitted, accept as prima facie evidence of undue influence: The award of free tuition, free textbooks, allowance for transportation, priority in assignment of jobs or any other privileges or considerations not accorded to other students similarly con-

[10] Iowa High School Athletic Association, *Constitution and By-Laws*, 1944, page 7.

[11] Illinois High School Athletic Association, 1947 *Handbook*, page 17.

ditioned whether athletes or non athletes. However, since, in general, affiliated member schools or schools conducted by colleges or universities for purposes of educational experimentation, research and practice teaching have no "districts," the solicitation of beginning freshmen by representatives of those schools shall not be regarded as "undue influence."

Indiana also has a definite provision relative to undue influence.[12]

The use of undue influence by any person or persons to secure or retain a student or to secure or retain one or both of the parents or guardians of a student as residents, may cause the student to be ineligible for High School athletics for a period subject to the determination of the Board of Control and shall jeopardize the standing of the High School in the I.H.S.A.A.

Ohio has a rule which is almost identical in wording with the Indiana rule. Oklahoma refers to this problem as "recruiting of athletes." [13]

There shall be no recruiting of athletes. Recruiting shall include the influencing of a pupil or his parents or guardians, to move from one school district to another in order that the pupil might engage in athletics. If this rule is violated the pupil becomes ineligible.

At least these five states have had sufficient difficulty with this problem to adopt by-laws concerning it. It is very probable that other states may have been faced with cases of solicitation, recruiting, or exercise of undue influence and have handled such situations without the enactment of special by-laws.

When transfers are made between school systems, between schools in the same system, from public to private schools, and vice versa, not accompanied by change in residence of parents, regulations in various states are about equally divided as to whether there shall be a semester or full year of ineligibility. Transfer and undue influence rules have been designed to prevent the prevalence of "tramp athletes" and proselyting, and to make student athletic competition incidental to change in parental residence rather than an occasion for such change. Most states have found that the strict interpreta-

[12] Indiana High School Athletic Association, *Constitution, Rules and By-Laws*, 1947, page 19.

[13] Oklahoma High School Athletic Association, 1946-1947, *Constitution and Rules*, page 8.

tion of these rules has been instrumental in the improvement of relations between schools. It has practically eliminated the student who "shops around" for his athletic competition and reserves the opportunity for team membership to those legitimately entitled to it.

Awards. Theoretically, all sports participation should be for the love of the game and for the enjoyment of playing. Children play this way, and older people do not expect awards or rewards for participation in activities that, to them, are sport. It is almost an indictment of adults that they have been responsible for the establishment of award policies in schools and colleges and in independent and club competition. Of course, this practice has come about as a result of the desire of well-meaning groups to honor those to whom they felt honor was due. In some instances this practice has outstepped all realms of propriety and has given false importance to interschool athletic competition. The result has been that state athletic associations have set the limits for awards which may be presented to athletes, either by local schools or by outside individuals or organizations. Nearly one-half of the states limit the value of an award to $1, and the trend is to make them of little or no intrinsic value. Pennsylvania and Michigan limit specified awards to $2; Montana and Wyoming to $3. In West Virginia a student may accept a sweater awarded by the high school.[14] The unattached school letter is most commonly given and is all that may be accepted by a student in eleven states. Medals and certificates also are presented. A more complete discussion of awards and award policies followed in schools of various sizes will be found in Chapter 9, Athletic Awards.

Rather than enumerate all the states having different award regulations, the procedure to be followed here will be that of listing typical award rules with a few examples. These should not be confused with amateur rules which are discussed in a separate section of this chapter. Alabama's award rule is common in most of the states with the $1 limit.[15]

No reward of any kind having a utilitarian value of more than one dollar, other than medals, shall be made to players. Violations of this

[14] National Federation, 1946, *Handbook*, page 14.

[15] Alabama High School Athletic Association, 1946-1947 *Handbook*, pages 56-57.

rule on the part of school officials shall subject that school to suspension for one year. Acceptance of these rewards by a player from any source whatsoever shall disqualify him.

Note—Neither gold nor silver balls or such letters of any kind, pins or sweaters, are to be considered as medals.

No individual, club or organization of any kind shall present or give to players any awards of the above mentioned nature.

Group action in the raising of funds by such means as dances, shows, entertainments, sale of refreshments, pictures, etc., is regarded as a violation of this rule.

Purchase by pupils when any part of the purchase price is donated or raised through methods similar to those mentioned above is regarded as a violation.

Presentation of sweaters or similar athletic awards or trophies at graduation is regarded as an evasion of this rule and calls for disciplinary action.

Medals won in open competition such as track meets, swimming meets, etc., or in scholastic contests for athletes are not violations.

In line with these definite statements, other states indicate that outside organizations may not make such awards; students may not raise funds by shows, dances, and the like, for purchase of them; and the school may not present sweaters, other athletic awards, or trophies at graduation time. Medals and trophies won at state association-approved meets and tournaments are excepted in the administration of this rule. Iowa does not allow a student to accept anything for his competition "except the unattached letter, monogram, or other insignia of the school." [16]

Oregon has a similar award rule.[17]

Any student who has received any article, or compensation for athletic skill, other than the school's official athletic letter, or awards given by the Oregon High School Activities Association shall be declared ineligible.

Indiana is a little more lenient regarding awards, and its rule represents a policy followed by several other states.[18]

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[16] Iowa High School Athletic Association, 1944 *Constitution and By-Laws*, page 7.

[17] Oregon High School Activities Association, 1946 *Constitution*, page 10.

[18] Indiana High School Athletic Association, 1947 *Constitution, Rules and By-Laws*, pages 21-22.

Only one sweater, jersey, jacket, blanket or similar article may be given in each sport to a high school student for participation in athletics in high school.

The giving and receiving of prizes, awards, gifts, and articles shall be kept within reasonable bounds and such as are given or received shall have symbolic value only.

The giving and receiving of prizes, awards, gifts and articles shall be done by and with the consent and under the supervision of the high school principals concerned.

Awards such as a metal football, metal basketball, metal track shoe or similar article may be given in addition to the one award permitted in rule 1, provided the cost of the award shall not be more than the cost of the award in rule 1.

a. The word "reasonable" shall be understood to mean "sound," "sane," "sensible," "moderate," "proper" or "fitting" as these words apply to good school procedure.

b. The word "symbolic" shall be understood to refer to a symbol, an emblem, or a token rather than to an article having intrinsic value. A diamond ring, a gold watch, an automobile or similar awards do not fall under the term "symbolic" even if the award is duly inscribed. An inscription cannot validate such awards in the I. H. S. A. A.

c. The giving and receiving of awards by and with the consent and under the supervision of the high school principals concerned shall mean that the high school principal in each school shall have real control and supervision without pressure of any kind from outside persons or groups of persons.

Individual or group action in securing contributions by solicitation or in securing funds for the purchase of awards by such means as dances, shows, entertainments, sale of refreshments, etc., will be considered a violation of these sections.

The Board of Control shall have the authority to designate, give and control the medals and trophies to be given to the schools and to the individuals on state championship teams in any sport with the understanding that these be kept within reasonable bounds and confined to those having symbolic value.

Prizes, awards, gifts, medals, recognitions and honors shall not be accepted by players or schools from colleges, universities and higher institutions of learning or their alumni, the argument being that high school athletes should be permitted to complete their high school careers without being molested by outside sources.

Schools belonging to athletic conferences, or participating in tourneys and meets under the rules of the I. H. S. A. A., except in the championship series conducted by the I. H. S. A. A., may award prizes to the winning school or winning participants provided such awards are kept within reasonable bounds, and provided that such as are given shall have symbolic value only. The giving of all such awards shall be under

the supervision of the Principals of the high schools which participate in such conferences, tourneys or meets.

Pennsylvania's regulation is more varied in its scope.[19]

> No school shall award its athletes any prize or present other than the official school award and this award shall not exceed a value of two dollars, except that the presentation of sweaters, medals, or similar trophies to seniors, who have completed their competition, is considered ethical practice.

Oklahoma's rule[20] on this matter is similar to that in Pennsylvania, except that the award limit for all but one article is $1. Most states also provide that the acceptance of medals or trophies by outstanding students among athletes is not considered a violation. Some state associations make no mention of award regulations in their by-laws. In such cases, undoubtedly, they are handled through interpretations of their amateur rules.

In concluding this discussion on awards it may be significant to quote the recommendation relative to them from the Recommended Minimum Eligibility Requirements of the National Federation of State High School Athletic Associations.[21] It provides that

> A student is ineligible if he accepts from any source a sweater, jersey, or any other award exceeding one dollar in value other than those given, such as medals, trophies, fobs, letters, and other athletic insignia.

This recommendation apparently is indicative of the trend relative to awards; otherwise it would not have received favorable consideration, even as a recommendation, by this national organization.

Amateurism. When one begins to investigate the meaning of amateurism he is confronted with the ambiguity of the term. There seem to be almost as many definitions of it as there are types of organizations that seek to restrict their competition to what they term amateurs. International sports committees have set up standards that receive most attention during, or immediately preceding,

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[19] Pennsylvania Interscholastic Athletic Association, 1946 *Constitution and By-Laws*, page 18.

[20] Oklahoma High School Athletic Association, 1946-1947 *Constitution and Rules* page 6.

[21] National Federation, 1946 *Handbook*, page 12.

Olympic years. In turn, there are national and sectional organizations that maintain affiliations with international groups; and although their interpretations may vary for their local competition, they are definitely bound to these internationally established precedents. In the United States we are concerned chiefly with rulings on this subject as made by four bodies or groups of bodies: (1) National Amateur Athletic Federation; (2) Amateur Athletic Union of the United States; (3) National Collegiate Athletic Association, and its constituent bodies; (4) National Federation of State High School Athletic Associations, and its member state associations. The United States Golf Association and the United States Lawn Tennis Association are organizations with which high school athletic associations sometimes come in contact.

The definition of an amateur as formulated by the Amateur Athletic Union and the National Collegiate Athletic Association is one of the most general and universally accepted:

> An amateur sportsman is one who engages in sport solely for the pleasure and physical, mental or moral benefits to be derived therefrom and to whom sport is nothing more than an avocation.

This rule probably has been the basis for most of those concerning amateurism which have been formulated throughout the country. It also is the identical definition of an amateur as stated by the Intercollegiate Association of Amateur Athletes of America.[22] Because of violations and evasions of the spirit of this rule, organizations with local or sectional competition to control became more specific in their terminology. As an example, the Western Conference, in essence, declares a college student a professional if he participates in an outside game or contest for which admission is charged at the gate or if he receives pay for playing after his matriculation in the member institution. In most collegiate organizations as well as in the A.A.U. a boy may not compete with or against a professional in a match, game, or race. A professional, in such instances, is defined as one who is, or has been, paid for his athletic services. The United States Golf Association considers a boy a professional if he caddies for pay after having reached the age of eighteen years, but allows winners of its so-called amateur tourna-

[22] Intercollegiate Association of Amateur Athletes of America, *Constitution, By-Laws, and Athletic Rules* (1924), Art. XIX, Sec. 1, page 18.

ments to accept prizes of considerable intrinsic or commercial value. The Michigan Amateur Athletic Union, a few years ago, awarded winners of its amateur boxing matches merchandise orders for food and clothing and still felt that it was not violating its amateur code. Athletes have often competed for "expenses," which sometimes have been far in excess of actual expenditures.

From these examples it will be seen that variations in general rules pertaining to amateurism are natural and probably inevitable. Even among high school athletic associations there are differences. There are also a great many similarities, however. High schools are pretty much our most cosmopolitan organizations, especially in those states with compulsory attendance laws. Schoolmen have wanted their interschool athletics to be open to all who had average ability to play. They have tried to keep this principle inviolate by ruling out the boy who, because of his special athletic prowess, could improve himself by professional competition and at the same time receive pay for his services. Such boys, in most cases, are asked to make the choice of remaining amateurs, in accordance with the school or state athletic association definitions, or to participate in what would be nonamateur competition. If they choose the former, their participation would be more nearly on a par with those with whom and against whom they are likely to compete. If they choose the latter, they are merely stepping out of the high school competition and making room for other boys.

An attempt will be made here to list typical definitions of amateurism, together with some interpretations, as they have been set up by representative state high school athletic associations throughout the country. The recommended amateur rule of the National Federation of State High School Athletic Associations may be considered typical of the present trend.[23]

> A student is ineligible if he has used his athletic skill for personal gain, or has played on a team where one or more players received money for their services. Should he lose his amateur standing he may be reinstated by the State Executive body after the lapse of one complete year, provided he has not persisted in breaking the amateur rule.

It should be kept in mind that this is a recommended rule made by the National Federation and that the regulations of this body do

[23] National Federation, 1948 *Handbook*, page 12.

not require its member states to have rules that conform to it. However, the rule undoubtedly can be considered as indicative of the thought on this matter. The amateur rule as formulated by the Ohio High School Athletic Association illustrates the detailed manner in which many state associations have attempted to define *amateurism*.[24]

Only amateurs are eligible. Amateur standing must be determined in accordance with the following:

(*a*) A pupil is ineligible if he uses his athletic skill or knowledge of athletics for financial gain.

(*b*) Acceptance of money or other valuable considerations as expenses renders a pupil ineligible. No money is to be given to a contestant; however, his expenses may be paid by others.

(*c*) A pupil is ineligible if he competes under an assumed name.

(*d*) Caddying for pay shall not be construed as a violation of this rule.

(*e*) A professional in one sport is a professional in all.

(*f*) A pupil who has lost his amateur standing may be reinstated after the lapse of one complete high school season in the sport, provided he has not persisted in breaking the amateur rule.

(*g*) A pupil may play on summer baseball teams where one or more of his teammates may be paid and still be an amateur provided he accepts no compensation or money for expenses.

(*h*) The signing of a professional baseball contract causes a pupil to become ineligible in all high school sports.

This rule, with its specific interpretations as part of it, should leave no doubt in the minds of Ohio schoolmen regarding the status of amateurism in that state as far as high school athletics are concerned. Wagenhorst[25] found that in 71 per cent of the states a student rendered himself ineligible for high school athletics if he received, directly or indirectly, any money for playing which was above a reasonable expense allowance. Ohio, as will be noted, does not even allow expenses for outside competition. Not many states are quite so specific as Ohio in this regard, but certainly simon-pure athletics should be the result of such provisions. Many other states have provisions in their amateur rules, or interpretations of them,

[24] Ohio High School Athletic Association, 1946-1947 *Constitution and Rules*, pages 13-14.

[25] L. H. Wagenhorst, *Administration and Cost of High School Interscholastic Athletics*, page 44. New York: Bureau of Publications, Teachers College, Columbia University, 1926.

that are similar to the other parts of those listed in the Ohio rule. High schools are specific, with the result that they probably have less difficulty than some other organizations. Michigan's rule considers only actual competition for money or other valuable consideration, except the officiating of interscholastic athletic contests[26] (see Michigan Athletic Eligibility Poster, Figure 14):

No student shall be eligible to represent his high school who has received any money or other valuable consideration for participating in any form of athletics, sports, or games, or for officiating in interscholastic athletic contests.

A student ineligible under this Rule may not apply for reinstatement until the equivalent of one full school year of enrollment has elapsed following the date of his last violation.

Interpretations:

Under the term "valuable consideration" is included such items as sweaters, athletic equipment, wearing apparel, watches, or any similar articles or merchandise. No such items may be accepted by students as prizes or payments without incurring athletic ineligibility.

In general, students may work in school or other local recreation programs, on playgrounds, as golf caddies, at swimming pools, or at beaches and receive pay without incurring athletic ineligibility.

Oklahoma's amateur provisions are similar to the above except that additional restrictions concerning boxing and wrestling are included.[27]

Any student who shall appear on a bout or card for boxing or wrestling if, on the same bout or card a professional appeared, or who participated in any athletic contest where cash or merchandise is offered, given or paid to his team or individual members of his team, shall be ineligible for interscholastic contests in the sport in which he participated or appeared until such time as it has been proved to the satisfaction of the Board that he did not receive cash or merchandise prizes or gifts, because of such participation. If a student has appeared on a bout or card for boxing or wrestling where a professional appeared or has received a merchandise prize or gift, and refrains from further violations of rules of the Association and forfeits one year's eligibility, he may be reinstated by the Board of Control.

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[26] Michigan High School Athletic Association, 1947-1948 *Handbook* page 34

[27] Oklahoma High School Athletic Association, 1946-1947 *Constitution*, page 6.

Michigan High School Athletic Association

SUMMARY OF

ELIGIBILITY RULES FOR SENIOR HIGH SCHOOL STUDENTS

FOR THE 1947-48 SCHOOL YEAR

STUDENTS: You might better be "safe than ineligible," therefore—

1. Read these Rules carefully and be sure that you understand them.
2. If you have any questions ask them of your coach, athletic director, principal, or superintendent BEFORE you endanger your high school athletic eligibility rather than AFTER it is too late. Complete Eligibility Rules and Interpretations may be found in the 1947-48 Michigan High School Athletic Association Handbook.

TO BE ELIGIBLE TO REPRESENT YOUR HIGH SCHOOL IN INTERSCHOLASTIC ATHLETICS—

REGULATION I, SECTION 1

ENROLLMENT—You must have been enrolled in a high school not later than Monday of the fourth (4) week of the present semester.

REGULATION I, SECTION 2

AGE—You must be under twenty (20) years of age on the date of a contest.

REGULATION I, SECTION 3

PHYSICAL EXAMINATION—You must have passed a satisfactory physical examination during the present school year. Record of this examination must be on file in the high school office.

REGULATION I, SECTION 4

SEASONS OF COMPETITION—You must not have competed for more than four (4) first and four (4) second semester seasons in a sport in a four (4) year high school; or for more than three (3), each, first and second semester seasons, in a three (3) year high school.

REGULATION I, SECTION 5

SEMESTERS OF ENROLLMENT—You must not have been enrolled in grades nine to twelve (9-12), inclusive, for more than eight (8) semesters. The seventh and eighth (7 and 8) semesters must be consecutive. Enrollment in a school for a period of three (3) weeks or more counts as a semester. Participation in one (1) or more interscholastic athletic contests also constitutes a semester of enrollment.

REGULATION I, SECTION 6

UNDERGRADUATE STANDING—You must not be a high school graduate.

REGULATION I, SECTION 7

PREVIOUS SEMESTER RECORD—You must have received at least fifteen (15) credit hours for work taken during your four regular semester of enrollment.

REGULATION I, SECTION 8

CURRENT SEMESTER RECORD—You must be carrying successfully at least fifteen (15) credit hours of work during the present semester.

REGULATION I, SECTION 9

TRANSFERS—Your parents or guardian, generally, must have moved into the district or service area of the high school you are now attending. If you are a transfer student this semester.

REGULATION I, SECTION 10

AWARDS—You must not accept any award for athletic performance, except medals or similar awards which may have a value of not more than two dollars ($2.00).

REGULATION I, SECTION 11

AMATEUR PRACTICES—You must not accept any money or other valuable consideration (merchandise, etc.) for participating in any form of athletic sports or games, or for officiating in interscholastic athletic contests.

REGULATION I, SECTION 12

LIMITED TEAM MEMBERSHIP—(A) You must not participate in any athletic competition during the season in a sport not under the sponsorship of your high school, after you have represented your school in that sport; (B) If you represented your high school in basketball after February 15, you must not participate in any outside basketball competition after that date (February 15) during the remainder of the present school year; (C) You must not participate in any so-called "all-star" charity, or exhibition games in football or basketball.

NOTE TO SCHOOLS: Please post this information on your school bulletin boards. Additional posters, in limited quantities, are available upon request to the State Director of High School Athletics, Department of Public Instruction, Lansing 9, Michigan

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FIGURE 14. Athletic Eligibility Poster (*Michigan*).

In contrast to Oklahoma, California sets up these regulations:[28]

A professional is one who:

1. Coached or taught athletics for pay;
2. Competed in any game or contest where any member or members of his team received a compensation. A public tryout by an athlete for a professional team or solicitation of employment for gain of his athletic services automatically disqualifies such athlete from further amateur competition. When an athlete signs a contract for his services as an athlete, he automatically becomes ineligible for amateur competition;
3. Competed
   a. For cash, for merchandise, or for any other compensation;
   b. For a personal prize of any sort over $35.00 in value;
   c. Under an assumed name.

One who has been declared a professional shall automatically be debarred from competition during the remainder of that season and for one full year thereafter.

The California regulation is unique in allowing the acceptance of a personal prize with a value of less than $35. This refers to individual events only, inasmuch as athletes may not compete on teams and receive any pay for playing. Texas does not allow a boy to play "on a team with a paid player or contestant."[29] The amateur rule in Kansas is similar to the Ohio regulation except that

Ineligibility under the provisions of this rule holds for the entire period the student is in school, except as he may be reinstated by the Board of Control.[30]

Thus, in Kansas it would be possible for a freshman in high school to have violated the amateur rule and be ineligible for the rest of his high school career unless there is reinstatement by the executive board. In most other states the period is one year, but in Wisconsin

A contestant will be permanently ineligible in all sports if he has accepted money or equivalent for having participated in any sport approved by the W.I.A.A.[31]

[28] California Interscholastic Federation, 1944 *Constitution* page 2.

[29] Texas University Interscholastic League, 1946 *Constitution and Rules*, page 18.

[30] Kansas State High School Activities Association, 1946-1947 *Constitution, Rules, and By-Laws*, page 12.

[31] Wisconsin Interscholastic Athletic Association, *Twenty-third Annual Yearbook* (1946), page 18.

There are other provisions of the Wisconsin amateur rule, however, that render a boy ineligible for only one year if he violates them, as by playing under an assumed name or by playing in a game with professionals, in one played on an uneven winner-loser basis, or one where money or other articles are offered for prizes. Illinois regulations are similar to those in Wisconsin. New Jersey states: "Contestants must be amateurs as defined by the National Collegiate Athletic Association."[32] Then follows the definition of an amateur as it appears on page 77 and the acts which are considered violations of the amateur code by the National Collegiate Athletic Association. Colorado defines an amateur in a manner somewhat different from that in most other states:[33]

An amateur is a person who has never competed in an open competition or for money, or under a false name, or with a professional where gate money is charged. But nothing in this definition shall be considered to prohibit the competition between amateurs for medals, cups, or other prizes other than money. To prevent any misunderstanding in reading the above, the Conference draws attention to the following explanation and adjudications:

An athlete has forfeited the right to compete as an amateur and has thereby become a professional, by—

(*a*) Ever having competed in open competition, i.e., a competition the entries to which are open to all, irrespective as to whether the competitors are amateurs or professionals, and whether such competition be for a prize or not, in any athletic exercises, viz., football, basketball, running, boxing, wrestling, etc.

(*b*) Ever having competed for money in any athletic exercises.

(*c*) Ever having competed under a false name in any athletic exercises.

(*d*) Ever having knowingly competed with a professional for a prize or where gate money is charged in any athletic exercises.

(*e*) Ever having directly or indirectly accepted or received remuneration for engaging in any athletic exercises.

Nebraska exempts baseball, with certain exceptions, and other sports from the athletic activities in which a boy may engage and use his athletic skill for personal gain as follows:[34]

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[32] New Jersey State Interscholastic Athletic Association, 1946 *Official Handbook*, page 34.

[33] Colorado High School Activities Association, *Constitution* (1933), pages 17-18.

[34] Nebraska High School Activities Association, *Twelfth Annual Yearbook* (1946), page 10.

A high school boy can jeopardize his high school only if he participates on an organized baseball team or in any other organized forms of athletics during the season of that sport in his high school (an organized baseball team meaning any team affiliated with the National Association of Professional Baseball Clubs, such as the State League or the Western League of Nebraska, not semi-professional or "sand-lot" teams).

Any boy who plays on any baseball team belonging to a league affiliated with the National Association of Baseball Clubs (an "organized" baseball team) shall be ineligible for further athletic participation on the teams of schools which are members of the N.H.S.A.A.

A high school athlete is permitted to use his athletic skill for gain through baseball (other than so-called "organized baseball"), kittenball, basketball or other activities wherein money or material awards might be granted except during the season of the particular sport in his high school.

The Nebraska regulation regarding amateurism is a distinct departure from those most common in other state associations. Such a policy is not generally accepted by schoolmen, but apparently it works in Nebraska, where it has long been in effect. Pennsylvania's regulations are in general conformity with those of the state associations which are strict in their interpretations and do not allow students who might be classed as professionals to compete in high school athletics.[35]

A pupil must be an amateur in order to be eligible to participate in any contest. An athlete becomes a professional and is ineligible:

A. If he enters competition for money.

B. If he sells or pawns his prizes.

C. If he accepts a purse of money.

D. If he competes under a false name.

E. If he plays, or has played, on a team any of whose members have received, or are receiving directly or indirectly, compensation for their athletic services. This rule does not apply to a high school athlete who has participated in summer baseball where no player on his team received any form of remuneration for athletic services in that particular game. This rule does not apply to games played against the alumni of a high school where such games are sponsored by the high school authorities.

F. If he issues a challenge to compete for money or its equivalent.

G. If he receives a consideration for becoming a member of an athletic organization or school.

H. If he accepts money or any valuable consideration for teaching, training, or coaching any athletic sport other than acting as a summer playground instructor.

[35] Pennsylvania Interscholastic Athletic Association, 1946 *Constitution and By-Laws*, page 16.

Pennsylvania's exemption of playground instruction and supervision is generally accepted. Alabama adds a new thought in the consideration of amateurism when mention is made of wagers on athletic contests.[36]

> A pupil is ineligible if he has received money as a prize, or has sold a prize received in a contest, or has bet on a competition in which he is a participant.

Indiana allows students to accept expenses for athletic competition but explains very definitely the manner in which they may be accepted.[37]

> All contestants in the I.H.S.A.A. must be amateurs.
>
> Professionalism is defined in the I.H.S.A.A. as accepting remuneration, directly or indirectly, for playing on athletic teams, for officiating in athletic games or for managing athletic teams; or for playing, officiating or managing under assumed names. Reasonable meals, lodging and transportation may be accepted, if accepted in service and not in any other way.

Georgia defines an amateur in this manner:[38]

> An amateur is defined as one who has never violated his or her amateur standing by receiving money, tuition, board or pay of any description as compensation for playing on a professional athletic team or in a professional exhibition, or playing under an assumed name. This rule does not prevent a pupil from playing on a semi-pro ball team during the summer vacation or from participating in summer camp work. (*Note:* To violate any of the above will be interpreted as subsidization.)

Evidently there are wide variations in state high school athletic association conceptions of amateurism. Yet, it also is apparent that, in general, schools desire to keep their athletes from using their athletic skill as a means of livelihood or incidental remuneration. Athletics, with their definite place in the educational program, should be kept educational in nature. At the same time there are

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[36] Alabama High School Athletic Association, 1946-1947 *Handbook*, page 55.

[37] Indiana High School Athletic Association, *Constitution, Rules, and By-Laws* page 19.

[38] Georgia High School Association, 1946-1947 *Constitution and By-Laws*, page 16.

interschool relations to be fostered, and in all probability they will be better relations if the students who comprise athletic teams are of the rank and file of the schools concerned. For this reason state athletic associations, which in reality are schoolmen themselves, have said that athletes must be amateurs as they have chosen to define the term. The one nearly universal criterion is that pay shall not be given for play.

Special Eligibility Regulations

Nearly all the regulations that have been discussed in this chapter have been common to most states, or at least have been variations of the central themes found in most state association regulations. In this section it is proposed to list some of the most significant special or unusual rules that certain states have seen fit to establish. It would be interesting to know some of the reasons for these regulations, but it is safe to assume that there were "cases" that prompted most of them. After all, that has been the way that most of our laws, as well as athletic regulations, have been established.

Conduct or character rule. Regulations pertaining to this matter appear almost frequently enough in state association regulations to be classed as a regular rule. The Oklahoma rule is typical:[39]

> Any student who is under discipline or whose conduct or character is such as to reflect discredit upon the school, is not eligible.

Tobacco and liquor rule. Regulations specifically prohibiting the use of tobacco or alcoholic beverages appear in a few states. In others this matter seems to be left to local schools as a disciplinary problem for their settlement. The North Dakota rule is an example of this type of by-law:[40]

> He shall not use tobacco nor intoxicating liquors during the school term of two semesters.

Antifraternity-membership rule. In several states there are statutes prohibiting membership by high school students in fraternities, sororities, or other secret organizations. Some state associations

[39] Oklahoma High School Athletic Association, 1946-1947 *Constitution*, page 25.

[40] North Dakota High School League, 1946 *Official Handbook*, page 18.

have regulations that rule a student ineligible for high school athletics if membership in organizations of this kind is proved. The California rule is illustrative:[41]

Whenever it is shown that a member of a High School team is a member of a High School Fraternity, as defined by the State Law, all the games which that student participated in shall be forfeited, and the school may be debarred from further participation in that sport for one year.

Military service rule. Illinois, like most other states, made specific reference to the fact that a student was not to be ruled ineligible because of absence from school for military service.[42]

He shall not be ineligible through absence on account of military service to state or nation in time of war or in time of any national or state emergency.

Coaching school rule. This rule also is from Illinois and is the only specific reference to this subject found in the examination of numerous state association constitutions:[43]

He shall be ineligible for a period of one year immediately after having attended a regular coaching school in this or any other state.
Note: This rule shall not be interpreted to prohibit attendance at baseball schools during the summer vacation months.

Ineligibles barred from field of play rule. South Dakota's rule on this matter is similar to those of a few other states:[44]

No student shall be allowed on the field of play during an interscholastic contest in the athletic uniform of his school if he is not eligible.

Ineligibility of teachers rule. Texas, apparently, plans to take no chances of allowing teachers to take part in league contests, because it has a rather unusual rule:[45]

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[41] California Interscholastic Federation, 1944 *Constitution and General Rulings*, page 4.
[42] Illinois High School Athletic Association, 1947 *Handbook*, page 17.
[43] *Ibid.*
[44] South Dakota High School Athletic Association, 1946 *Rules and Regulations*, page 19.
[45] Texas University Interscholastic League, 1946 *Constitution*, page 20.

A person who is teaching whole or part time is ineligible for any League contest.

Unsportsmanlike conduct rule. A few states have definite rules concerning unsportsmanlike conduct of competitors. The regulation of the Kentucky High School Athletic Association is typical of the few which have such provisions:[46]

Any student using insulting language to another player, or to an official, in any interscholastic contest under the jurisdiction of the Association, or who has been ruled out of such a contest because of foul tactics, shall be disqualified for that game, and the Board of Control shall be immediately notified of such action by the principal of the home team school. When an official disqualifies a player, he shall report the name of the player to the principal of the home team school. If the Board of Control finds upon investigation that the offense was sufficiently aggravating, the offender shall be permanently disqualified.

Married students rule. Indiana has a rule that covers this matter, and similar ones are found in a few other states.[47]

Married students shall not be eligible for participation in inter-school athletic competition. (*Note*—Students who have been divorced or whose marriages have been annulled are bound by the above rule.)

Pupil suspension rule. Louisiana's rule in this regard is unique:[48]

A pupil suspended from one school is ineligible to take part in athletics in another school until he presents a clearance card from the school from which he has been suspended.

No letter award rule. Utah has an unusual award rule which allows the acceptance of medals only, the cost of which does not exceed $1. Specifically, the nonacceptance of school letters is provided.[49]

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[46] Kentucky High School Athletic Association, 1946-1947 *Constitution*, page 16.

[47] Indiana High School Athletic Association, 1947 *Constitution, Rules, and By-Laws*, page 20.

[48] Louisiana High School Athletic Association, 1944 *Handbook*, page 14.

[49] Utah High School Activities Association, 1946-1947 *Constitution and By-Laws*, pages 29-30.

No reward of any kind having value of more than one dollar ($1.00) other than medals shall be made to players participating in interschool activities.

No fabric letter of any kind shall be awarded by a school or by any other organization for activities. Nor shall students purchase and wear such letters.

Any member of the Association violating this rule shall be suspended for one year.

Summary

This summary of eligibility rules for contestants is an attempt to show general practices in effect in most states. There may be exceptions in some instances to the general conclusions indicated.

Age. The upper age limit of twenty years is the most common one, with several states lowering the age maximum to nineteen years. There is some tendency to establish lower age limits in some states for participation in certain sports.

Time of enrollment. In general, students must be enrolled at least by the third or fourth week of the semester to qualify for athletic eligibility during a current semester. In some states attendance from 30 to 60 days is required, after a continuous absence of 20 days or more, before a student regains his athletic eligibility.

Seasons of competition. In practically all states there is a limit of four seasons of competition in a sport in grades nine to twelve, inclusive.

Number of semesters of attendance. Eight semesters of attendance in grades nine to twelve, inclusive, is the common rule. Some states allow a ninth semester for students who first enrolled at the beginning of a midyear term, provided they did not compete in interscholastic athletics during the first semester of attendance.

Limited team membership. It is an almost universal regulation that membership on a team in the same sport, other than that of the high school, is prohibited during the season of the sport concerned.

Parental consent and physical examinations. Virtually all states require that a student must have passed a physical examination before he may compete in athletic activities. Some require a separate examination for each sport, but in most instances one examination during the school year is sufficient. In at least a third of the states, consent cards must be signed by parents or guardians before students may participate.

Current and previous semester scholarship. All states except one have requirements that students must have received credit in a specified amount of work (usually 15 hours) the preceding semester in order to be eligible. Likewise, virtually all states have regulations requiring a student to do passing work in at least 15 hours during the current semester. New York has removed its previous and current semester scholastic work requirements.

Transfer and undue influence rules. In general, a student is eligible in a new school if his parents or guardians have moved into the new school district. Usually a semester, but sometimes a full year, of ineligibility follows a transfer by a student from one school to another without an accompanying transfer of parental residence. Undue influence rules, with penalties of ineligibility for students, are making their appearance in many states.

Awards. Nearly half of the states limit the value of athletic awards to one dollar. In others, one sweater may be awarded during the year, in addition to the letter or medal award of the school. Some states allow the presentation of awards in excess of one dollar value to be made to seniors after their competition is concluded. The trend is definitely toward making awards for athletic team membership in high schools which have little or no intrinsic value.

Amateurism. With very few exceptions a high school student may not use his athletic skill or knowledge of athletics for personal gain. Many states do not allow a boy to compete with, or against, a team any of the members of which are paid for their services. Others require only that the student himself shall not accept pay or a valuable award.

Special rules. A few states in each instance have established regulations dealing with the following:

1. Conduct or character.
2. Tobacco and liquor.
3. Fraternity membership.
4. Military service.
5. Coaching schools.
6. Eligibles only in uniform.
7. Ineligibility of teachers.
8. Unsportsmanlike conduct.
9. Married students.
10. Suspended students.
11. No letter awards.

Chapter 5

ATHLETIC CONTEST REGULATIONS

Purpose of Contest Regulations

Chapter 4 was concerned with eligibility regulations pertaining to the student contestant. An attempt was made to show reasons for such regulations and to enumerate and illustrate those which were most common among the states as well as some which were rather special in nature. A similar plan will be followed regarding provisions governing contests as they affect schools.

Difference between contest and eligibility regulations. There is a definite distinction between eligibility regulations for contestants and contest regulations which apply to schools. The former have as their reason for existence the establishment of rules that not only serve the school but also present a code by which the student himself may determine his own eligibility. They set up regulations with which the contestant should be made familiar and in most instances he should be able to see the reasons for their establishment. Usually, athletic eligibility regulations have been set up as the result of experiences which have come to the state associations themselves. They are not theoretical, untried, or unworkable ideas that someone has attempted to put into practice. Their worth and value have been proved. Local schools are doing themselves and their students a real service when they acquaint their student bodies and school patrons with these regulations. Following such a policy makes the administration of their programs that much easier. (Figure 13 on page 65 is illustrative of such an attempt.)

The philosophies and reasons behind contest regulations are different from those which resulted in ordinary contestant eligibility rules. Two separate schools, two separate organizations, are involved when an athletic contest takes place. Experience has shown

that, for mutual harmony, it is necessary to have common understandings if a contest is to be successful. In the first place there is a common set of rules for playing the game. Competent and impartial officials are selected to officiate the contest. It has been found that numerous details also must receive attention before the contest takes place if it is to be the right kind of educational experience. So with this purpose, athletic contest regulations as they pertain to high school athletic association rules came into existence.

Contest regulations were adopted to ensure, as far as possible, the fulfillment of certain before-game responsibilities. They have become common codes within their states because they have worked well in most cases. They have not been imposed upon schools in order to display the powers of state associations, as sometimes is charged. Rather, they have been adopted by state associations, through schoolmen themselves, as aids to their own schools and to bring order out of chaos. Although the degree of success in this accomplishment may be a matter of opinion, the regulations in effect in most states must be agreeable to the majority of schools concerned; otherwise they could and undoubtedly would be changed.

Common Regulations

In the remainder of this chapter there will be presented common rules pertaining to the conduct of interschool contests. An attempt has been made to make the illustrations typical and representative of various sections of the country.

Contracts for athletic contests. It is an almost universal rule that state associations furnish standard contract forms for use of member schools. Some states require that arrangements for all games be made on such forms. Many state associations refuse to assume jurisdiction in disputes between schools regarding contract violations unless arrangements for games were executed on standard forms which were properly signed by authorized representatives of the schools concerned. In general, the essential provisions of state association contracts for games are similar. West Virginia's easily understood contract (see Figure 15) has provisions for either single or multiple contests. It provides for a forfeiture fee, as most state association contracts do, in case there is failure to fulfill contract provisions. In most states contracts may be canceled or their provisions altered only by mutual consent of the contracting schools.

WEST VIRGINIA HIGH SCHOOL ATHLETIC ASSOCIATION

OFFICIAL CONTRACT FOR GAMES

_____ W. Va., _____ 193____

The _____ High School of _____, _____
(Name of High School) (City) (State)

AND

The _____ High School of _____, _____

Hereby Enter into a Contract for

One Game of (or Contest in) _____ To be played at
(Sport)

_____, _____ OR _____, 193____
(City) (State) (Date)

OR

Two Games of (or Contests in) _____ To be played as follows.
(Sport)

One Game at _____, _____ on _____, 193____
(City) (State) (Date)

One Game at _____, _____ on _____, 193____

All games are to be played under the following stipulations:

1. The suspension or termination of its membership in the state association by either of the parties to this contract shall render this contract null and void.
2. The rules of the West Virginia High School Athletic Association are a part of this contract.
3. The school failing to carry out the provisions of this contract shall pay the other a forfeit of _____ dollars, unless the principal, or official in charge of visiting team, believes the home team from penalty of forfeiture on account of weather or other conditions which make playing practically impossible
4. This contract may be cancelled or altered only by mutual agreement of the contracting schools.
5. Financial agreement? _____

Both schools agree, also, that the team named shall waive all claims arising under this contract.

6. Officials shall be chosen as follows: _____

It is understood, unless stated otherwise, that the home team will bear the cost of securing the officials.

NOTE Officials for inter-scholastic contests shall be mutually agreed upon by the competing schools at least two weeks before the scheduled date of contest. Other arrangements such as hour of contest, prices of admission, etc., should be agreed upon at the same time

See sections in Constitution and By-Laws for rules governing Officials, Contracts and Eligibility lists

Signed in and signed in duplicate _____, 193____
(Date)

SIGNED _____ HIGH SCHOOL
By _____
Principal

Signed in and signed in duplicate _____, 193____
(Date)

SIGNED _____ HIGH SCHOOL
By _____
Principal

Important suggestions are listed on the back of this contract.

FIGURE 15. Official Contract Form for Games (*West Virginia*).

Payment of the forfeiture fee by a contracting school when a game is not played is deemed fulfillment of the contract in some states. In others, there must be very good reasons for the cancellation of a contest, even though the forfeiture is paid, unless both schools agree to it. Failure to fulfill contract provisions usually results in suspension. In most states the principal of the high school, or a faculty representative authorized by him, signs contracts. In many states the

Washington High School Athletic Association

(Party of the First Part____ Host Team for 193___)
(Party of the Second Part___ Visiting Team for 193___)

AGREEMENT

THIS AGREEMENT MADE THIS ____ day of ____ 193___, by and between the Associated Student Body of the ____ High School of ____, Washington, the party of the first part, and the Associated Student Body of the ____ High School of ____, Washington, the party of the second part, WITNESSETH:

THAT WHEREAS, the parties hereto desire to reach a definite understanding with relation to the athletic games between the teams of the schools represented by the parties hereto during the years of 193 and 193 ,

IT IS HEREBY AGREED that the rules of the Washington High School Athletic Association as PRINTED, shall be a part of this Agreement.

IT IS FURTHER AGREED that the____ team of the said party of the first part shall play the____ team of the said party of the second part at the City of ____ on the____ day of____ 193 , and that the team of the said party of the second part shall play the team of the said party of the first part at the City of____ on the____ day of____ , 193 .

AND IT IS FURTHER AGREED that the said party of the first part shall pay to the Treasurer of the said party of the second part, immediately at the close of said game, to be played at the City of____ on the said____ day of____ 193 , the sum of____ Dollars, for the expenses of bringing the players of said team to said city for said game.

AND IT IS FURTHER AGREED that the said party of the second part shall pay to the Treasurer of the said party of the first part, immediately at the close of said game, to be played at the City of____ on the said____ day of____ 193 , the sum of____ Dollars, for the expenses of bringing the players of said team to said city for said game.

AND IT IS FURTHER AGREED that: (Enumerate further conditions here.)____

AND IT IS FURTHER AGREED that in case a school fails to carry out the provisions of this agreement without giving the other school____ days notice of their desire to be released from its provision they shall pay a forfeit of ____ Dollars, unless the two superintendents or principals and the managers concerned, mutually relieve each other from this condition.

IN WITNESS WHEREOF, this agreement has been executed in duplicate this____ day of ____ , 193 .

ASSOCIATED STUDENT BODY OF THE ____ High School.	ASSOCIATED STUDENT BODY OF THE ____ High School.
By ____ Principal.	By ____ Principal.
By ____ President.	By ____ President.
By ____ Manager.	By ____ Manager.
By Party of the First Part.	By Party of the Second Part.

FIGURE 16. Official Agreement Form for Games (*Washington*).

contract is between the two schools as such, whereas in others it is in reality an agreement between the principals or other administrative officials of the schools concerned. The contract blank of the Washington High School Athletic Association brings an interesting factor into the provisions of its agreement (see Figure 16) when it states:

THIS AGREEMENT, made this ..... day of ....., 194.., by and between the Associated Student Body of the ..... High School of ....., Washington, the party of the first part, and the Associated Student Body of the ..... High School of ....., Washington, the party of the second part, WITNESSETH:

As will be noticed in examining the spaces for signing this Agreement the principal, president, and manager of the "Associated Student Body of the .. .. High School" all are signatories. This plan undoubtedly has considerable merit because of the educational implications in bringing representatives of the student bodies of schools into the guided management of athletic contests, as well as into the actual playing of them. It is desirable to have definite financial stipulations in contracts. Usually, flat guarantees are made, with the result that the visiting school may do as it sees fit in the entertainment of its team. This seems to be the best procedure, although the contracts of some state associations provide for definite numbers of players for whom expenses are to be paid by the entertaining school. In some states specific amounts are designated for meals, lodging, and transportation. The provision for listing officials for the game appears on many contracts. This usually is done by the entertaining school, and the visiting school is allowed to cross out the names of listed officials who are not acceptable to it. See Figures 17 (Missouri) and 18 (Ohio) for briefer types of athletic contest contracts.

Following are a few typical provisions of state association by-laws regarding contest contracts:

All contracts shall be in writing and drawn up in accordance with the official contract form. Disputes arising from verbal agreements on contracts will not be considered by the Association. (Pennsylvania)[1]

[1] Pennsylvania Interscholastic Athletic Association, 1948 *Constitution and By-Laws*, page 26.

MISSOURI STATE HIGH SCHOOL ATHLETIC ASSOCIATION

CONTRACT FOR GAMES WITHIN THE STATE
(Ask for special form for interstate games)

This contract, dated _____, 19____, is made and subscribed to by the authorities of the _____

High School and of the _____ High School for _____ contest(s) in _____ (Name of Sport) to be played as follows:

	PLACE	DATE	HOUR
First team contest at			
First team contest at			
_____ at			
_____ at			

A guarantee of $_____ is made that these contests will be played. In case either school fails to fulfill this contract, one-half the guarantee shall be paid by the offending school to the offended school.

Other clause(s) (if any) _____

It is further agreed that the rules of the Missouri State High School Athletic Association which are in force on the day of each contest will be obeyed by each school.

1. _____ Superintendent or Principal _____ High School

2. _____ Superintendent or Principal _____ High School

NOTE: List proposed registered officials on the back. The visitors should certainly have not acceptable and number the others in order of preference.

Form A-4—2M—7-40—3747 (To be made in duplicate)

FIGURE 17. Contract Form for Games (*Missouri*).

CONTRACT FOR ATHLETIC CONTESTS

OHIO HIGH SCHOOL ATHLETIC ASSOCIATION

MEMBER NATIONAL FEDERATION OF HIGH SCHOOL ATHLETIC ASSOCIATIONS

_____, Ohio, _____, 19____

This Contract is drawn under the supervision of the Ohio High School Athletic Association and must be used in arranging games participated in by schools of this Association.

THIS CONTRACT, Subscribed to by the Principals and Faculty Managers of the _____ High School and of the _____ High School, is made for _____ games of _____ to be played as follows:

One game at _____ on _____ at _____ P.M.

One game at _____ on _____ at _____ P.M.

All games to be played under the following stipulations:

The _____ High School agrees to pay to the _____ High School the sum of _____ dollars ($_____), and the latter school agrees that the sum shall cover all its claims arising by virtue of this contract.

1. The rules of the Ohio High School Athletic Association (in a part of this contract.
2. The membership or termination of its membership in the State Association by either of the parties to this contract shall render this contract null and void.
3. It is agreed that a registered list of men reported officials be made on the back of this contract sheet and by visitors. The principal of the visiting school should instruct the manager of those not registered to see that the rules of preliminaries on duty, the written list furnished. All officials used in football and basketball games must be registered.
4. Substitutes cannot should be substituted on National Federation State High School Athletic Association contracts which may be obtained free of charge from the Association.
5. Unless otherwise specified, this contract shall call for a five team game.
6. This contract cannot be changed without the consent of both parties.

_____ Principal _____ Faculty Manager _____ School _____ Date

_____ Principal _____ Faculty Manager _____ School _____ Date

(Additional copies of this form can be obtained from the Association Office, 311 E. Broad St., Columbus, Ohio.)

FIGURE 18. Contract Form for Athletic Contests (*Ohio*).

All contracts for high school games shall be made by principals of the high schools and shall bear their signatures. No school shall be held to any contract made by a student manager. In case of a breach of contract for athletic games, should the contract call for a specific amount, the team that cancels without the consent of the other school will be held for the full amount of the contract; where two teams play on a percentage basis, or on a home and home agreement, they shall specify in their contracts what shall be the amount of the forfeit. (Louisiana)[2]

* * *

Official contracts furnished by the Board of Control must be used for all contests between schools. Any school violating the contract may be suspended from membership for one year. No school suspended shall be reinstated until the superintendent shall make personal application to the Board of Control. (Iowa)[3]

* * *

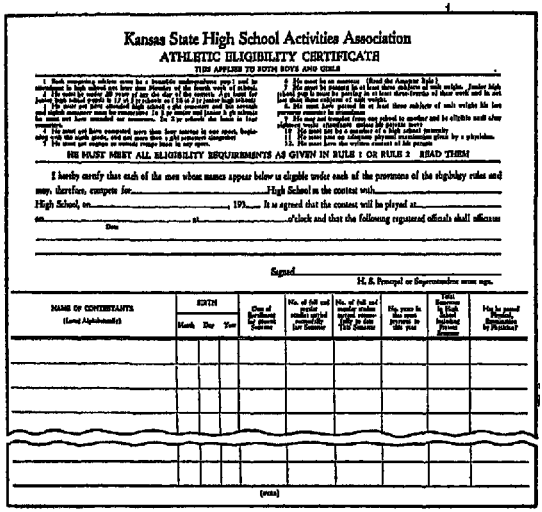
The final management of all interscholastic athletics shall be in the hands of some member or members of the faculty, who shall sign all contracts. (Michigan)[4]

Eligibility list procedures. All state associations have some procedure whereby lists of players are exchanged between schools prior to athletic contests. Upon these lists are the names of eligible student contestants and varying amounts of data regarding their scholastic and athletic histories. The time for exchange of eligibility lists, or eligibility certificates, as they are called in some states, varies from the filing of one blank at the start or close of the season to an exchange at the time of the contest. In most instances eligibility lists are exchanged between competing schools from within three days to a week prior to the contest. There are three general plans followed relative to eligibility list procedures which are typical of those in effect in most states.

The most common procedure is that of exchange of a form before each game which gives the complete history of all contestants. Such data usually include birth records; dates of enrollment during the current semester; indication that contestants have passed the required physical examinations; number of semesters enrolled in grades nine to twelve, inclusive; number of subjects carried success-

[2] Louisiana High School Athletic Association, 1944 *Handbook*, page 17.
[3] Iowa High School Athletic Association, *Constitution* (1935), page 15.
[4] Michigan High School Athletic Association, 1947-1948 *Handbook*, page 39.

fully during the preceding and current semesters; and number of seasons of participation in the sport concerned. In some instances space is provided on such blanks to indicate whether or not contestants are transfer students from other schools; and, if so, the names of the schools usually are stated. The Athletic Eligibility Certificate of the Kansas State High School Activities Association is used to illustrate this type of blank (see Figure 19).



Kansas State High School Activities Association

ATHLETIC ELIGIBILITY CERTIFICATE

THIS APPLIES TO BOTH BOYS AND GIRLS

HE MUST MEET ALL ELIGIBILITY REQUIREMENTS AS GIVEN IN RULE 1 OR RULE 2 READ THEM

I hereby certify that each of the men whose names appear below is eligible under each of the provisions of the eligibility rules and may, therefore, compete for ____ High School in the contest with ____ High School, on ____, 19__. It is agreed that the contest will be played at ____ o'clock and that the following registered officials shall officiate on ____ at ____

Date

Signed ____

H. S. Principal or Superintendent must sign.

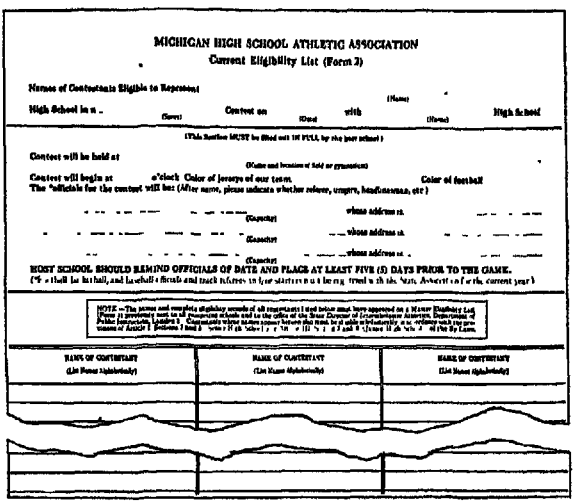
NAME OF CONTESTANTS (Listed Alphabetically)	BIRTH Month	Day	Year	Class of Enrollment (of present Semester)	No. of full and regular semesters carried consecutively Last Semester	No. of full and regular semesters carried consecutively This Semester	No. years in which present is this year	Total Semesters in High School including Present Semester	Has he passed Physical Examination by Physician?

(over)

FIGURE 19. Athletic Eligibility Certificate Form (*Kansas*).

Several points of this blank are especially desirable, and the forms used by the large majority of states are similar. Attention is called to the brief résumé of the eligibility rules for contestants that appears at the top. The next section of the blank provides for listing of pertinent information relative to the contest concerned. The location, date, hour, and officials for the contest may be listed by the entertaining school. Such information is essential, and although much of it may have appeared on the contract blank or in previous correspondence, it is an excellent administrative procedure to call it to the attention of all those concerned immediately preceding the contest.

The use of forms similar to the one in Kansas has the advantage of furnishing all data on contestants immediately preceding each contest. There has been some objection, however, to the amount of clerical work involved in the preparation of such detailed information on each contestant for each contest. In some instances, also, there has been the feeling that eligibility data would be more valuable if it were in the hands of all schools at the beginning of the



MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION
Current Eligibility List (Form 3)

Names of Contestants Eligible to Represent
High School in a ... (Town) Contest on (Date) with (Name) (Town) High School

(This Section MUST be filled out IN FULL by the year school)

Contest will be held at
(Name and location of field or gymnasium)
Contest will begin at o'clock Color of jerseys of our team. Color of football
The officials for the contest will be: (After name, please indicate whether referee, umpire, headlinesman, etc.)
... (Capacity) whose address is ...
... (Capacity) whose address is ...
... (Capacity) whose address is ...

HOST SCHOOL SHOULD REMIND OFFICIALS OF DATE AND PLACE AT LEAST FIVE (5) DAYS PRIOR TO THE GAME.
(* ... shall be in fall, and baseball officials and track officials in their districts ... during track in the Spring. Asterisk (*) for the current year.)

NOTE.—The names and complete eligibility records of all contestants [illegible] must have appeared on a Master Eligibility List. Prior to presenting names on [illegible] and to the office of the State Director of Interscholastic Athletics, Department of Public Instruction, Section 3, Chapter [illegible] ... Interscholastic Athletics, as adopted by the Representative Council of the Michigan High School Athletic Association, and in accordance with the provisions of Article [illegible] ... of the By-Laws.

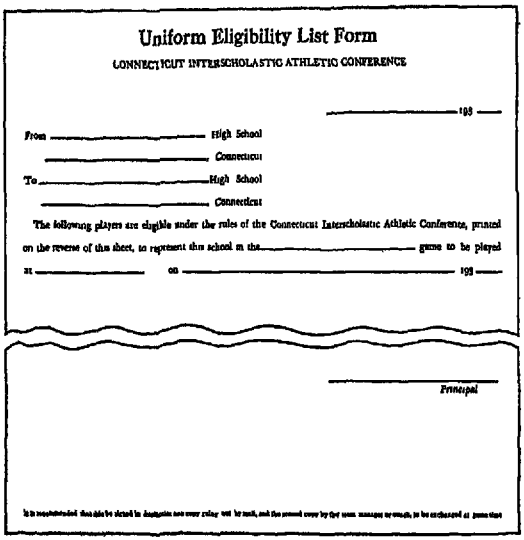
NAME OF CONTESTANT (List Names Alphabetically)	NAME OF CONTESTANT (List Names Alphabetically)	NAME OF CONTESTANT (List Names Alphabetically)

FIGURE 20. Current Eligibility List Form (*Michigan*).

season rather than just before a game, with the result that it does not reach some schools until the end of the season.

A second type of plan is used in Michigan. Virginia uses a variation. These two states have what are called Master Eligibility Lists. They are similar in form to the Kansas blank but are prepared by schools only once during the current season. In Michigan, copies are sent to all schools on the schedule at the beginning of the season and to the state association office; only the latter is done in Virginia. It is understood that all students whose names are on the first list remain eligible during the entire season unless a competing school is notified to the contrary by letter.

Subsequently, for each contest during the season in Michigan, a Current Eligibility List (see Figure 20) is sent to each school. This form contains only the names of those students who are eligible for the contest concerned. There is the stipulation that their names with complete athletic and scholastic data must have appeared on a Master Eligibility List previously sent to the school. This pro-



Uniform Eligibility List Form

CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE

_____ 193 ____

From _____ High School

_____, Connecticut

To _____ High School

_____, Connecticut

The following players are eligible under the rules of the Connecticut Interscholastic Athletic Conference, printed on the reverse of this sheet, to represent this school in the _____ game to be played at _____ on _____ 193 ____

_____

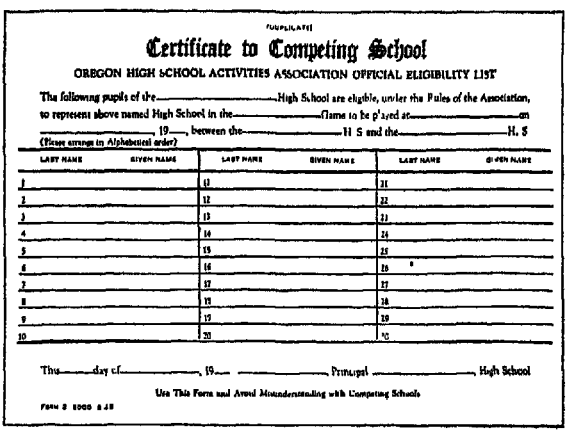
Principal

FIGURE 21. Uniform Eligibility List Form (*Connecticut*).

cedure has the advantage of furnishing all schools concerned with data on all contestants of a school at the beginning of a season. In Michigan this plan has resulted in better relations between schools. Questions concerning eligibility of contestants are brought up before the contests in many instances, with the effect of decreasing the number of protests after games have been played. Another advantage in using the Michigan type of blank for each contest is its ease of preparation. Only the names of students who are eligible for the contest are listed. These may be taken from the master list

after scholastic standings of students for the current contest have been determined.

A third procedure in the exchange of eligibility information is illustrated by forms used by the Connecticut, Oregon, and Indiana state associations. Plans used in these typical states are the easiest of all from an administrative standpoint (see Figures 21, 22, and 23). Procedure in these states simply provides that the competing schools shall exchange lists with only the names of eligible contestants on



[DUPLICATE]

Certificate to Competing School

OREGON HIGH SCHOOL ACTIVITIES ASSOCIATION OFFICIAL ELIGIBILITY LIST

The following pupils of the _____ High School are eligible, under the Rules of the Association, to represent above named High School in the _____ (Name to be played at _____ on _____, 19__, between the _____ H. S and the _____ H. S

(Please arrange in Alphabetical order)

LAST NAME	GIVEN NAME	LAST NAME	GIVEN NAME	LAST NAME	GIVEN NAME
1		11		21	
2		12		22	
3		13		23	
4		14		24	
5		15		25	
6		16		26	
7		17		27	
8		18		28	
9		19		29	
10		20		30	

This _____ day of _____, 19__ _____ Principal _____ High School

Use This Form and Avoid Misunderstanding with Competing Schools

FORM S 1000 8-28

FIGURE 22. Athletic Eligibility Certificate Form (*Oregon*).

them. It will be seen that the plan is similar to that followed in Michigan as far as use of the current list is concerned. But in these states no blank with complete data on contestants has been exchanged previously between the competing schools. The chief advantage claimed for this plan is its simplicity. In Maine no prepared forms are exchanged; the principals of competing schools send names of eligible students on school stationery, which they sign.

It is felt by some that responsibility for eligibility rests with each individual school and that no advantage is gained by compiling a great amount of data on contestants, much of which is never used. The other plans discussed here are defended by states and schools

Indiana High School Athletic Association

ELIGIBILITY BLANK

_____ 19____

Principal _____

_____ Indiana

DEAR SIR

I hereby certify that the following named students of the _____

High School are in good standing and are eligible to play under I H S A A rules with the _____

High School in the _____ game to be

played in _____ on _____ 19

Respectfully,

_____ Principal

NAME Last	First	NAME Last	First

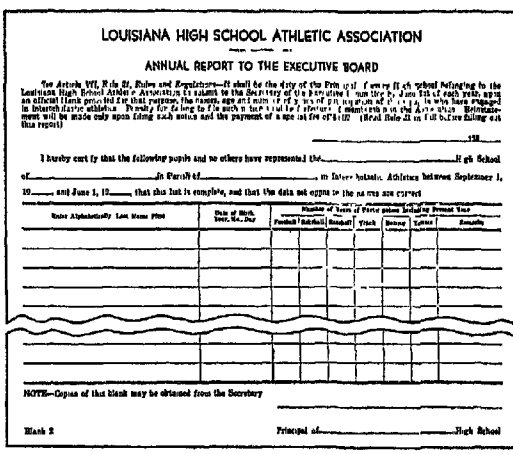
☞ NOTE—This blank properly filled out and signed must be given to the Principal of the opposing school prior to each contest

Form G—[illegible]

FIGURE 23. Eligibility Form (*Indiana*).

using them because they feel there is a distinct advantage gained by all concerned when all data on eligibility of contestants are common knowledge. Local schoolmen often feel that such a plan is good for them in that it is a constant check on their own procedures and information and obviates many difficulties that otherwise might arise later.

It should be kept in mind that some type of eligibility information must be sent to most state association offices either seasonally or annually. This requirement is fulfilled by the preparation, at either the beginning or the end of the season, of special blanks giving this information or by having copies of eligibility blanks forwarded. For example, Kansas, Oregon, Louisiana, Minnesota, and Oklahoma require that athletes' or participants' summaries for all sports be filed in the state association office by specified dates.



LOUISIANA HIGH SCHOOL ATHLETIC ASSOCIATION

ANNUAL REPORT TO THE EXECUTIVE BOARD

See Article VII, Rule 21, Rules and Regulations—It shall be the duty of the Principal of every High School belonging to the Louisiana High School Athletic Association to submit to the Secretary of the Executive Committee by June 1st of each year, upon an official blank provided for that purpose, the names, age and number of years of participation of the pupils who have engaged in interscholastic athletics. Penalty for failing to file such notice shall be forfeiture of membership in the Association. Reinstatement will be made only upon filing such notice and the payment of a special fee of $10.00 (Read Rule 21 in full before filling out this report)

_____, 193__

I hereby certify that the following pupils and no others have represented the _____ High School of _____ in Parish of _____, in interscholastic Athletics between September 1, 19____, and June 1, 19____, that this list is complete, and that the data set opposite the names are correct

Enter Alphabetically Last Name First	Date of Birth Year, Mo., Day	Number of Years of Participation Including Present Year						
		Football	Baseball	Basketball	Track	Boxing	Tennis	Remarks

NOTE—Copies of this blank may be obtained from the Secretary

_____

Blank 2 Principal of _____ High School

FIGURE 24. Form for Annual Report to Executive Board (*Louisiana*).

Alabama and Iowa follow such a plan and also require that a Permanent Book of Record for the School Year be kept on file by the school itself. This contains all eligibility information as well as results of all athletic contests and financial records. Such a procedure provides complete information for preceding years and should be valuable, especially when changes in the administration of schools occur.

Missouri requires that an Athletic Participation Report for each school year be sent to the state association office. This includes not only all eligibility and participation data for all contestants, but also all schedules and scores of all contests in which the athletic teams of

the schools competed during the year. The Annual Report to the Executive Board blank used by the Louisiana High School Athletic Association is an example of a participation survey as used in a number of states (see Figure 24).

Typical state association by-laws relative to the exchange of eligibility lists, as they apply to each of the three plans discussed, follow:

Not more than ten days and not less than five days prior to the contest each principal of the competing schools shall submit, upon an official blank, provided for that purpose, one to the other, a list of players qualified to represent his school and shall certify to such qualifications over his signature as follows: (1) Place and date of certificate; (2) Name of principal addressed; (3) The following students are eligible to represent this High School in the ..... game to be played at ..... on (date) .....; (4) Names of contestants; (5) Date of birth of each contestant; (6) Date of enrollment; (7) Number of full and regular studies carried successfully last semester by each contestant; (8) Number of full and regular studies carried successfully this semester to date by each contestant; (9) Number of years in high school athletics previous to this year, of each contestant; (10) Date of medical examination; (11) Name of school if previous experience in another school. No student not eligible five days before the contest can later become eligible for that contest. (South Dakota)[6]

This regulation illustrates a detailed by-law which establishes the data to be tabulated concerning each contestant for each contest (see the Kansas Athletic Eligibility Certificate, page 98). Blanks such as are used in Michigan are governed by the Michigan regulation concerned (see page 100 and Michigan Current Eligibility List on page 99).

Five (5) days prior to the first game in each season each high school shall submit to all scheduled opponents and to the office of the State Director, a Master Eligibility List (Form-1) of all students eligible for that sport under the provisions of the By-Laws, including current semester record. Additions to the squad will be certified at once to competing schools in a similar manner on an additional Master Eligibility List. Also, in those sports which carry over into two semesters, an additional Master List is to be submitted at the opening of the second semester to each remaining school on the schedule and to the office of the State Director.

[6] South Dakota High School Athletic Association, 1946 *Rules and Regulations*, pages 10-11.

Subsequently for each succeeding game, a Current Eligibility List (Form-2) carrying names of eligible students only will be submitted to schools concerned five (5) days prior to the contest.

These Lists shall be certified by the superintendent of schools or the principal of the competing high school. Certification shall be based on complete information concerning the student's age, athletic, and scholastic status. Questionable cases shall be referred to the State Director before the privilege of competition is given. (Michigan)[6]

The Indiana rule on exchange of eligibility lists is similar to the Connecticut and Oregon rules (see page 101).

The eligibility of all contestants shall be certified to by the Principal of the school in accordance with the rules hereby adopted. Such statements shall be submitted in writing prior to the beginning of any contest. (Indiana)[7]

The regulation which the Missouri State High School Athletic Association has in effect concerning a permanent record for the state secretary is typical of those which many other states have. Such a by-law illustrates the type of permanent record blank used by Louisiana (see Louisiana's Annual Report to the Executive Board on page 103).

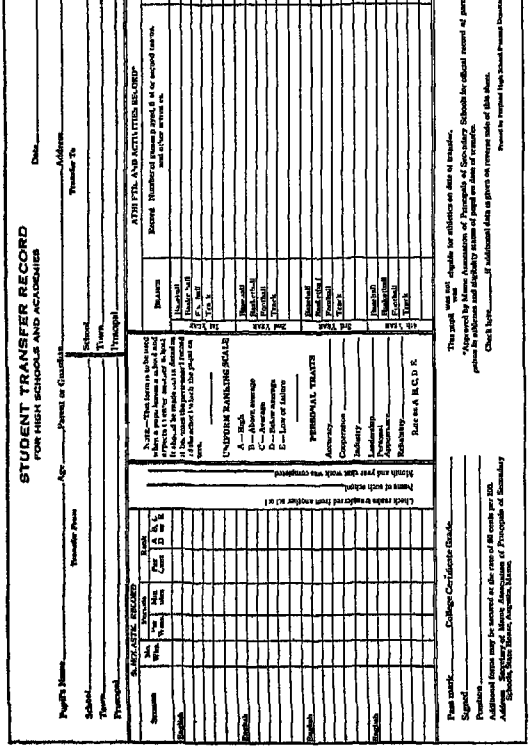
At the close of each school year each member school shall report to the Secretary on a standard participation blank a list of students who have represented that school during the year immediately preceding. Each new name shall be accompanied by a certificate of birth. Membership for the next following year shall not be continued after October 1st unless this record of participation has been filed with the Secretary. (Missouri)[8]

Records of transfer students. The discussion on pages 71-73 indicated that state associations have definite regulations on transfer and undue influence. Several states have prepared blanks that must be executed when a student who transfers from one school to another wishes to compete in athletics at the second school. These forms usually are in addition to the regular scholastic and child-accounting blanks which accompany a transfer student. The object

[6] Michigan High School Athletic Association, 1947-1948 *Handbook*, page 40.
[7] Indiana High School Athletic Association, 1947 *Constitution, Rules, and By-Laws*, page 15.
[8] Missouri State High School Athletic Association, 1946 *Official Handbook*, page 10.

of such forms has been to simplify the recording of athletic and scholastic information and to ensure the inclusion of all pertinent and necessary data.

The Student Transfer Record Form (shown below) used in Maine is an excellent example of a combination scholastic and athletic activities record blank. The blank itself indicates that it is "Approved by the Maine Association of Principals of Secondary Schools for official record of participation in athletics and eligibility status


STUDENT TRANSFER RECORD
FOR HIGH SCHOOLS AND ACADEMIES

Pupil's Name _____ Age _____ Parent or Guardian _____ Address _____ Date _____

Transfer From _____ Transfer To _____

School _____ School _____

Town _____ Town _____

Principal _____ Principal _____

SCHOLASTIC RECORD

Season	Subjects Pursued	Periods per Week	Rank	Check marks to right of first number in list	Name of each school	Month and year each was completed
	No. Wks.	No. Periods per Week	Pupil			
English						
English						
English						
English						
English						
English						

Note.—This form is to be used when a pupil leaves a school before the end of the school year. It should be made out in detail if the pupil has been in attendance at the school for a half year or more.

UNIFORM RANKING SCALE

A—Rank
B—Above average
C—About average
D—Below average
E—Low or failure

PERSONAL TRAITS

Accuracy _____
Cooperation _____
Industry _____
Leadership _____
Personal Appearance _____
Reliability _____

Rate as A. B. C. D. E.

ATHLETIC AND ACTIVITIES RECORD

Season	Seasons	Events	Number of times a pupil is of record in each event and other events	Year
1st Year	Football	Football		
	Cross Country	Cross Country		
	Basketball	Basketball		
	Indoor Track	Indoor Track		
	Baseball	Baseball		
	Outdoor Track	Outdoor Track		
2nd Year	Football	Football		
	Basketball	Basketball		
	Indoor Track	Indoor Track		
	Baseball	Baseball		
	Outdoor Track	Outdoor Track		
3rd Year	Football	Football		
	Basketball	Basketball		
	Indoor Track	Indoor Track		
	Baseball	Baseball		
	Outdoor Track	Outdoor Track		
4th Year	Football	Football		
	Basketball	Basketball		
	Indoor Track	Indoor Track		
	Baseball	Baseball		
	Outdoor Track	Outdoor Track		

Past work: _____ College Certificate Grade _____

Signed _____

Position _____

Additional items may be secured at the rate of 5¢ cents per 100.

Address Secretary Maine Association of Principals of Secondary Schools, State Normal, Farmington, Maine.

This pupil was not eligible for athletics on date of transfer.

"Approved by Maine Association of Principals of Secondary Schools for official record of games played in each athletic season and eligibility status."

Check here _____ if additional data as given on reverse side of this sheet.

Printed by Portland High School Printing Department

FIGURE 25. Student Transfer Record Form (*Maine*).

of pupil on date of transfer." The blank accompanies a transfer student to his new school and at once gives both his scholastic and athletic record. This seems to be a desirable feature in that the execution of two similar blanks is unnecessary.

The Transfer Blank in use by the Michigan High Athletic Association illustrates a strictly athletic transfer form (Figure 26).

MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION

TRANSFER BLANK

(Form 3)

(For use in connection with provisions of Article 5, Section 11, of By Laws)

To the Principal of _____ High School (City) _____ (State)

_____ (Name of inquiring school) High School sends the following information concerning a former student

in your school by the name of _____ In order to determine his athletic eligibility

The prompt return of this blank will be appreciated inasmuch as the student concerned cannot compete in interscholastic athletics until the information requested below is on file in our office.

Yours truly,

_____ (Superintendent or Principal)

Date _____ _____ Michigan

(To be filled in by superintendent or principal of school to which transfer is made.)

1. Our record of his date of birth is _____ (Month) _____ (Day) _____ (Year)

Source of this information _____ (School record, birth certificate etc.)

2. Our record of his number of semesters of enrollment in grades 9-12, inclusive, is _____ 'Enrollment in a school for a period of three weeks or more, or competing in one or more interscholastic athletic contests, shall be considered enrollment for a semester under this rule.' (Article 7, Section 2, of By Laws.)

3. The number of subjects he carried successfully in our school last semester was _____

This number would be equivalent to _____ Units of credit.

4. He WAS—WAS NOT enrolled in our school by Monday of the fourth week of the last semester he attended. (Cross out one)

5. He DID—DID NOT enter our school from another high school. (Cross out one)

The name of that school was _____

6. His parents or guardian HAVE—HAVE NOT moved from our district. According to our best knowledge they (Cross out one) MAY—HAVE NOT moved to your district. (Cross out one)

7. The date this student first enrolled in our school was _____

The date this student last attended our school was _____

8. Our school is a THREE—FOUR year high school. (Cross out one)

9 The number of seasons of participation for this student in our school in each of the following sports is

Football _____, Basketball _____, Baseball _____, Track _____

Swimming _____, Tennis _____, Golf _____, Cross Country _____

Remarks _____

(The above student DID—DID NOT play eighth grade baseball under provisions of Article 5, Section 1, of the By Laws.)

10 We WOULD—WOULD NOT have considered above student eligible for participation in athletics during the next semester had he remained in our school. (Cross out one)

Date _____ _____ (Superintendent or Principal)

NOTE Use other side of this sheet for explanation of any unusual circumstances which might be helpful in this case.

FIGURE 26. Student Transfer Record Form (*Michigan*).

Such a blank is necessitated in this and many other states because of the existence of standard academic record forms. It has served its purpose well in this state and, as indicated in the first section of the blank, it is executed by the school to which a student has transferred. The Michigan regulation also provides that a transfer student is not eligible for athletics in the school to which he transfers until his transfer blank, completely filled out, is on file there. The result is to expedite the forwarding of information concerning transfer students.

Certification of athletic coaches. It is an almost universal rule among the state associations that only regularly certificated and full-time faculty members of schools may be coaches of athletic teams. Several reasons are behind this policy. Most state associations are voluntary organizations; that is, they control their memberships by the validity of the regulations which they establish. Thus, it is possible to set up regulations that coaches must be full-time faculty members who receive their pay solely from public funds, and that only schools having such coaches may join the association. In Michigan, one of the very few states in which this general plan is not followed, all public, private, and parochial high schools in the state automatically are members of the state association by virtue of its relation with the Department of Public Instruction. Because of the lack of male teachers in some parochial and small public high schools who could act as coaches, Michigan was faced with the necessity of making this special regulation:[9]

> The person responsible for the immediate training or coaching of a high school athletic team should be a member of the regular teaching staff of the school. If a non-faculty member is used he must be registered by the school in the office of the State Director on a form provided for that purpose before he begins his duties.

Michigan prefers that all coaches be regularly certificated faculty members and will work toward this realization. In the meantime the registration of nonfaculty coaches has helped to fix responsibility for athletic coaching with school officials when outsiders are engaged.

As indicated previously, the Michigan situation is the exception rather than the general practice. Most state association by-laws

[9] Michigan High School Athletic Association, 1947-1948 *Handbook*, page 39.

are definite in establishing the status of coaches. From educational as well as administrative standpoints, it is important that the coach be a regular faculty member, because all faculty members should have the school point of view and its educational interests at heart. By and large, there is no question that athletics may be much better administered if the coach is a regular part of the school system. There should be much less possibility of "downtown influence" if all the control and policy making for athletics are administered in the same manner as other educational subjects. A few examples of state association by-laws relative to coaches follow. Oklahoma[10] provides that:

> The coach shall be in charge of the training and participation of contestants. He shall be a certified teacher regularly employed by the Board of Education and his entire salary shall be paid by that body. He shall have not less than three regular periods of classes, gymnasium, study hall, or administrative duty per day.

Wisconsin's regulation is similar except that it allows for certain emergencies.[11]

> No athletic team representing a school belonging to this Association shall be coached by any person other than a legally qualified teacher regularly employed in the school. However, the Board of Control shall have the power to give emergency relief or to permit a school team to be coached by some one other than a hired teacher for some one season provided that such person is not paid for his services.

Louisiana definitely rules that not even student teachers may be coaches.[12]

> The coach of any athletic team shall be a member of the school faculty. The Association will rule ineligible members of teams coached by student-teacher coaches.

The California rule on coaches is brief and clear.[13]

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[10] Oklahoma High School Athletic Association, 1946-1947 *Constitution and Rules*, page 9.
[11] Wisconsin Interscholastic Athletic Association, 1946 *Yearbook*, page 14.
[12] Louisiana High School Athletic Association, 1944 *Handbook*, page 18.
[13] California Interscholastic Federation, *Constitution*, page 4.

Any team, coached by an uncertified person, or by any person receiving any part of his salary from other than school funds, is ineligible under California Interscholastic Federation rules.

The Pennsylvania regulation concerning coaches brings the discussion of this subject to a close.[14]

Only full-time teachers certified by the State Department of Public Instruction of Pennsylvania for whose services the school district employing them is receiving state reimbursement for full-time service, shall coach, direct, or assist in coaching athletic teams of the member schools of this Association.

Registration of athletic officials. With the exception of a few states, among them being Pennsylvania and Connecticut in the East, Alabama and Louisiana in the South, and Oregon in the West, the policy of registration and classification of athletic officials by state associations is pretty much a Middle-Western development. The following states in this section have such plans in effect: South Dakota, Kansas, Nebraska, Minnesota, Iowa, Wisconsin, Indiana, Illinois, Missouri, Ohio, Oklahoma, and Michigan. The registration of athletic officials has had as its chief purpose that of improvement in officiating and effecting a closer and better relationship between officials and schools. State associations have sought to aid schools in effecting this improved relationship through registration requirements. This policy has given state organizations the opportunity to have control over officiating as well as to establish general rules interpretations in various sports.

Requirements that only registered officials be used by schools usually apply to football and basketball but often also to baseball, track, and swimming. Some states require registration in all sports. Registration usually is an annual matter. Fees range from $1 a year in one or all sports to $5 for registration for the first year and $3 to $4 a year thereafter. Officials usually receive sports rules books and state association publications, and often they are required to attend rules interpretation meetings. In some states they must take written examinations in various sports in order to reregister or be promoted to higher classifications. Frequently there are two or

[14] Pennsylvania Interscholastic Athletic Association, 1946 *Constitution and By-Laws*, page 28.

KANSAS STATE HIGH SCHOOL ATHLETIC ASSOCIATION
APPLICATION TO BOARD OF CONTROL

_____, 19____

E. A. Thomas, Executive Secretary,
Topeka, Kansas.

I hereby apply for certification as an approved K. S. H. S. A. A. Official and enclose fee of $_____
(Fee for one sport $1.00. More than one sport $2.00.)

Name _____ Street _____ Phone _____

City _____ Present Occupation _____

Experience—Player _____ Coach _____ Official _____
No. Years No. Years No. Years

Certification desired—Foot Ball _____ Track _____ Basket Ball _____ Base Ball _____

References:—Superintendents and High School Principals

Name	Position	Address
1.		
2.		
3.		

(Over)

FIGURE 27. Application Form for Registration of Official (*Kansas*).

three classifications of officials, membership in which is dependent upon the number of games for which they have officiated, examination grades, rules-meeting attendance, and ratings of schools for which they officiate Schools send in ratings on officials to the state association office after games or at the end of the season, and the average or individual ratings by schools are then generally available to officials. Lists of classified registered officials are published in

Rule XIII of the Rules and By-Laws of the K. S. H. S. A. A.

REGISTERED ATHLETIC OFFICIALS

Section 1. Only officials who are registered with the executive secretary and to whom registration cards have been issued may be used by member schools as officials in first team football or basket ball games. In order for an official to become properly registered the following requirements must be met.

A. There must be on file in the office of the executive secretary an application blank requesting registration as an official in the sport or sports in which the official desires to officiate, *and he must signify his intention of attending at least one official rules interpretation meeting in each sport.*

B. An annual registration fee of one dollar must be paid to the executive secretary for each sport for which the official is registered.

Section 2. The executive secretary shall prepare a rating list each year of the officials on football and basket ball. This rating shall be based on those sent in by the representatives of the schools in whose games the officials have officiated.

I agree to the above provisions which relate to requirements for registration and hereby signify my intention on attending at least one official rules interpretation meeting in each sport for which I am registered.

Signed _____

FIGURE 28 (*reverse of Figure* 27). Application Form for Registration of Official (*Kansas*).

state association bulletins or handbooks, which are available to schools.

The Kansas rules relative to registration of athletic officials, and the procedure to be followed, are typical of those in many states[15] (*see* Kansas Application and Renewal Cards, Figures 27-28, page 111, and Figure 29 below).

Only officials who are registered with the executive secretary and to whom registration cards have been issued may be used by member schools in first-team football or basketball games. In order for an official to become properly registered the following requirements must be met:

KANSAS STATE HIGH SCHOOL ATHLETIC ASSOCIATION
APPLICATION TO BOARD OF CONTROL

_____, 19____

R. A. Thomas, Executive Secretary,
Topeka, Kansas.

I hereby apply for reinewal of my certification as an approved K. S. H. S. A. A. Official and enclose fee of $ _____
(Fee for one sport $1.00. More than one sport $2.00.)

Name _____ Street _____ Phone _____

City _____ Present Occupation _____

Certification desired—Football _____ Track _____ Basket Ball _____ Baseball _____

I agree to the provisions which relate to requirements for registration and hereby signify my intention of attending at least one official rules interpretation meeting in each sport for which I am registered.

Signed _____

Only officials who are registered with the executive secretary and to whom registration cards have been issued may be used by member schools as officials in football or basketball games.

FIGURE 29. Application Form for Renewal of Registration (*Kansas*).

(*a*) There must be on file in the office of the executive secretary an application blank requesting registration as an official in the sport or sports in which the official desires to officiate, and he must signify his intention of attending at least one official rules interpretation meeting in each sport.

(*b*) An annual registration fee of one dollar must be paid to the executive secretary for each sport for which the official is registered.

In contrast to the simplified form used in Kansas for the registration of athletic officials, several other states require additional data.

[15] Kansas State High School Activities Association, 1946-1947 *Constitution, Rules, and By-Laws*, page 22.

The Illinois form used for this purpose is illustrative (see Figure 30, below).

As indicated in the Kansas rule, officials in that state must have registration cards for the current year in their possession to be eli-

ILLINOIS HIGH SCHOOL ASSOCIATION
11 SOUTH LA SALLE STREET
CHICAGO 3, ILLINOIS

REGISTRATION FOR MEMBERSHIP IN OFFICIALS' DEPARTMENT
(To be accompanied by $500 Registration Fee)

_____, 194__
(Date)

Name: _____

Mailing Address _____ _____ _____
(Street, Etc.) (Town) (State)

Occupation: _____ Age: _____ Height: _____ Weight: _____ Race: _____
(White or Colored)

Sports in which you are prepared to officiate: Basketball _____ Football _____ Track _____

Baseball _____ Swimming _____ Wrestling _____

ACADEMIC TRAINING

Names of High Schools Attended	Location	No. Years	Dates in Years	Major
Name of College or University Attended				

ATHLETIC TRAINING **PLAYING**

Name of High School	(Number Years You Played in)				(Number Seasons Won Letters in)			
	FOOTBALL	BASKETBALL	TRACK	BASEBALL	FB	BB	TR	BASE
College or University								

COACHING

Name of School	No. Years	Dates in Years	Sports

OFFICIATING

Number of years high school officiating _____ College officiating _____

Number of high school or college contests in last 3 years in FB _____ BB _____

BASE _____ TRACK _____

REFERENCES
On back of this sheet give names and addresses of three references who know of your character and ability as an official.

Mail this with application blank to the ILLINOIS HIGH SCHOOL ASSOCIATION
11 SOUTH LA SALLE ST., CHICAGO 3

FIGURE 30. Official's Registration Form (*Illinois*).

gible to officiate. This regulation is common in most states (see sample registration cards, Figures 31A, B, C, D). In addition to the use of cards as evidence that an official is properly registered with the state association for a current year, some states furnish officials'

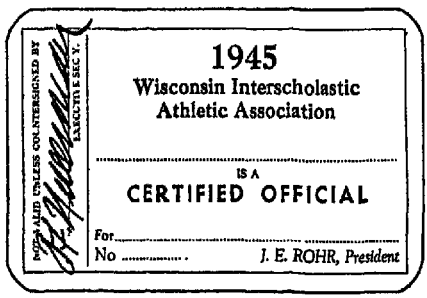


FIGURE 31A. Official's Registration Card (*Wisconsin*).

emblems that are worn on the shirt or sleeve. Iowa and Michigan have followed such a practice (see Figure 32, page 117). The general instructions to officials regarding wearing of the Michigan emblem which appear on the envelope containing it are as follows:

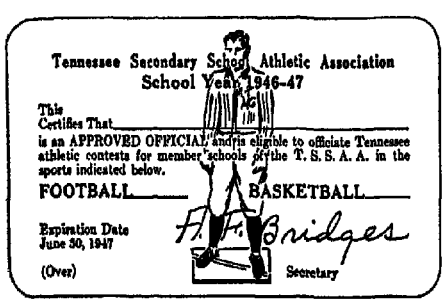


FIGURE 31B. Official's Registration Card (*Tennessee*).

To Registered Official:

This envelope contains official's emblem TO BE WORN BY EACH OFFICIAL REGISTERED with the Michigan High School Athletic Association during the current school year in football, basketball, baseball, track, and swimming.

GENERAL INSTRUCTIONS

Football and Basketball Officials—Emblem should be SEWED ON and WORN ON LEFT POCKET AREA of the official black and white striped shirt.

Baseball Umpires, Track and Swimming Starters or Referees, and Women Basketball Officials—An elastic band should be attached to emblem (unless sewed on) and it is to be WORN ON LEFT SLEEVE.

Gainesville, Florida

This is your registration certificate as an official under the regulations of the Florida High School Athletic Association for the UNPUNCHED sports and your receipt for $..... fee.

Dates of mailing: Rule books and play situations will be mailed August 15, if application for registration was received prior to that date, otherwise on same date herewith.

FHSAA—REGISTERED OFFICIAL

1946-47

is a registered official of the Florida High School Athletic Association for the year 1946-1947 for the UNPUNCHED sport or sports.

FOOTBALL BOYS

BASKETBALL GIRLS

No. 1011

Ex. Sec'y FHSAA

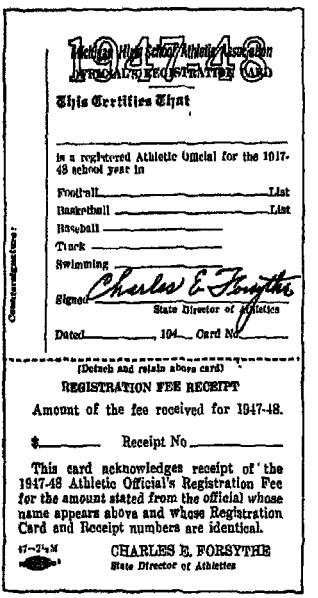
FIGURE 31c. Official's Registration Card (*Florida*).

Extra emblems (in addition to those furnished by the State Association) may be purchased by officials at a cost of 25¢ each, and orders may be placed through the State Association Office.

Emblems should be worn as directed, giving evidence that your registration has been completed for the current school year. It also indicates to school officials, players, and spectators that, as an official in the performance of your duties, you are affiliated with, and have the support of, the Michigan High School Athletic Association with its seven hundred mem-

ber high schools and annual registration list of over two thousand athletic officials.

The Illinois plan for registration and classification of athletic officials is an outstanding one. Its by-law follows:[16]


Michigan High School Athletic Association
1947-48
OFFICIAL'S REGISTRATION CARD

This Certifies That

_____

is a registered Athletic Official for the 1947-48 school year in

Football _____ List
Basketball _____ List
Baseball _____
Track _____
Swimming _____

Signed Charles E. Forsythe
State Director of Athletics

Dated _____, 194__ Card No. _____

Countersignature

(Detach and retain above card)

REGISTRATION FEE RECEIPT

Amount of the fee received for 1947-48.

$_____ Receipt No _____

This card acknowledges receipt of the 1947-48 Athletic Official's Registration Fee for the amount stated from the official whose name appears above and whose Registration Card and Receipt numbers are identical.

47-2*M

CHARLES E. FORSYTHE
State Director of Athletics

FIGURE 31D. Official's Registration Card (*Michigan*).

In all football and basketball games in which member schools are responsible for selection of officials, only officials registered with the Illinois High School Athletic Association may be employed. This requirement, however, shall not apply to officials who work without compensation.

There are five classifications of officials in Illinois. An elaborate promotional system exists, which includes examinations, ratings in

[16] Illinois High School Athletic Association, 1947 *Handbook*, page 23.

major and minor games, attendance at rules meetings, and number of years of registration (see the Illinois Form for Rating Officials, Figure 33).

In contrast the one form procedure for rating all athletic officials used during a season in Illinois, Alabama has an individual card for each official (see Figure 34, page 119). This plan has the advantage that each card is easily filed, but unless careful record is kept in the state association office of all schools from which cards are received, it is difficult to determine from which schools ratings have been forwarded.

It is common practice for state associations to provide contract

FIGURE 32A. Officials' Emblem (*Iowa*).

FIGURE 32B. Officials' Emblem (*Michigan*).

blanks for use of schools and athletic officials. The use of these is good administrative procedure and obviates many misunderstandings. A typical blank of this nature is one prepared by the Nebraska High School Activities Association (see Figure 35). It may be used as an agreement for a single game or for more than one. Attention is called to the fact that the contract is with a registered official and that the contract is void in case either the school or the official is suspended by the state association. Contracts are made out in duplicate, with the school and the official each keeping a copy. Some state association contracts for officials provide forfeiture fees for failure of either party to carry out the provisions of the agreement. In most instances, however, payment of this fee by one of the parties does not release it from contract responsibility unless there is mutual agreement to that effect.

SHEET FOR RATING ATHLETIC OFFICIALS

MAIL TO

ILLINOIS HIGH SCHOOL ASSOCIATION

11 S. LA SALLE ST., CHICAGO 3

NOTE: List officials for only ONE SPORT on a given Sheet. This is for.....
(Sport)

Please rate all major officials who have been used in your games either at home or away this season. These ratings will be transferred to cards in the state office and will have a bearing on the classification of the official.

SUGGESTED RATING SCALE: SUPERIOR:—Good enough for State Basketball Tournament or a Conference Championship Football game. ABOVE AVERAGE:—Qualified for a Lower Tournament or an important Conference Football Game. AVERAGE:—Acceptable for a game of average importance. BELOW AVERAGE:—Acceptable for a game of minor importance only. VERY POOR:—Not acceptable for any game.

CONDUCT OF THE GAME

1. Knowledge of the rules.
2. Care in supervising and signaling minor officials.
3. Quickness and sureness of decision.
4. Impartiality and fairness.
5. Extent to which his decisions are affected by comments of spectators, players or coaches.
6. Agility in following the ball or the play.
7. Extent to which he maintains complete control of game.
8. Strictness and consistency in his decisions and interpretations.
9. Extent to which his officiating promotes good sportsmanship, a clean, fast game and a festive feeling.
10. Self control and poise on the floor or field.

PERSONAL

a. Neatness of appearance at contests.
b. Degree in which his ideals are such as you would require in a high school teacher.
c. Promptness and business-like attitude in matters pertaining to his contract.
d. Tactfulness and modesty (as opposed to being overbearing and boastful).

NAME	ADDRESS	Month Used	Number of Games	YOUR ESTIMATE AS TO ABILITY					Needs Improvement in Items Number
				Superior	Above Average	Average	Below Average	Very Poor	
Sample—John Doe	Oquawka	Dec.	8		x				6-10-a

....., 19.... Signed:..... Principal or Ath. Director

(List Tournament Officials on Back) .....H. S.,.....Ill.

FIGURE 33. Form for Rating Officials (*Illinois*).

Alabama High School Athletic Association.

CARD FOR RATING ATHLETIC OFFICIALS

Official_____ Address_____

Rating for how many games?_____ Which sport?_____ Month_____ 192__

SUGGESTED RATING SCALE SUPERIOR—Good enough for State Basketball Tournament or a Conference Championship Football game ABOVE AVERAGE—Qualified for a Lower Tournament or an important Conference Football game AVERAGE—Acceptable for a game of average importance. BELOW AVERAGE—Acceptable for a game of minor importance only VERY POOR—Not acceptable for any game

Give your honest opinion of this man's ability as an official in the sport named	Very Poor	Below Average	Average	Above Average	Superior
Mark with an X					

Signature_____ Principal

_____ Athletic Director

School_____ Address_____

(Over)

FIGURE 34. Individual Form for Rating Officials (*Alabama*).

Form D 325

Nebraska High School Activities Association

CONTRACT FOR REGISTERED OFFICIALS

_____, Nebraska, _____, 19__

The_____ High School and

of_____ an official registered with the Nebraska High School Activities Association, hereby enter into the following agreement The said official agrees to be present and officiate games or meets to be played at_____ Nebraska, on the following dates during the school year 19____ 19____

Date	Teams Playing	Day	Hour	Total Payment
1.				
2.				
3.				
4				

The said school agrees to pay the said official the amount stated above for his services

This contract shall be null and void if either the school or the official becomes suspended from the NHSAA Signed in duplicate this __ day of. 19__

Superintendent or Principal_____ High School

Official_____ Address

FIGURE 35. Contract Form for Registered Officials (*Nebraska*).

Pennsylvania Interscholastic Athletic Association

REPORT OF OFFICIAL'S PHYSICAL EXAMINATION

(School Year 1946-47)

Consideration for the physical welfare of officials, due to deaths which have occurred on playing fields and in dressing rooms in the past, has prompted the Board of Control of the P. I. A. A. to formulate a requirement that all football and basketball officials, before entering upon an active season, shall subject themselves to a rigid physical examination. The examination may be conducted by the official's personal physician or other physician of his own selection.

There are many reasons why this examination is desirable. The official owes it to himself as a precautionary measure; to his reputation as an official; to his family; to the schools which employ him; to the boys whose games he administers; and to the public in general.

FOOTBALL OFFICIALS are required to return the physical examination blank, properly filled in and signed by a physician, BETWEEN THE DATES OF AUGUST 16 AND SEPTEMBER 1.

BASKETBALL OFFICIALS are required to return the physical examination blank, properly filled in and signed by a physician, BETWEEN THE DATES OF NOVEMBER 15 AND DECEMBER 15.

In case an individual officiates in both football and basketball, it will not be necessary for such an individual to undergo two physical examinations. The physical examination before the football season will be sufficient for both the football and basketball seasons.

150

NAME OF EXAMINEE _____ DATE OF BIRTH _____

ADDRESS _____

RECENT ILLNESS _____

Eyes R. _____ L. _____ Are eye glasses recommended for work as an athletic official? _____

Ears R. _____ L. _____

CARDIOVASCULAR SYSTEM: Blood Pressure S. _____ D. _____

PULSE: Sitting _____ After Exercise, Immediately _____ Two minutes _____

Is heart action clear and response to exercise normal? _____ Is there any murmur or enlargement? _____

Is pulse full, compressible and strong? _____ Is pulse regular? _____

What is the rate? _____ Is there any atheroma of the arteries? _____

CHEST: Normal _____ Inspiration _____ Expiration _____

ABDOMEN: Masses? _____ Hernia? _____ Measurement at umbilicus _____

FIGURE: (Good) (Fair) (Poor) FRAME (Heavy) (Medium) (Light) Height _____

WEIGHT: _____ Is this over or underweight for general make up? _____

HEMORRHOIDS _____ HERNIA? _____ VARICOSITIES? _____

URINALYSIS

Specific Gravity _____

Albumin: Presence _____ Absence _____ Sugar: Presence _____ Absence _____

Microscopic examination if there is any history of diseases that produce kidney damage _____

_____

_____

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Does examinee meet all physical requirements for employment as an official in strenuous athletic contests? _____

If not, in what way is he deficient and to what extent? _____

_____

Remarks and corrective measures: _____

_____

_____

_____ D. O.

Place _____ _____ M. D.

Date _____ Address _____

TO THE EXAMINING PHYSICIAN: Other information may be submitted in a separate letter. Such additional information will be treated as confidential.

FIGURE 36. Report Form for Official's Physical Examination (*Pennsylvania*).

Pennsylvania has introduced a new element into the requirements for registration of athletic officials. Briefly, it provides that football and basketball officials must submit to the state association office an annual Report of Official's Physical Examination (see Figure 36 pages 120-121). The reason for this regulation is indicated on the examination blank itself.[17]

Consideration for the welfare of officials, due to deaths which have occurred on playing fields and in dressing rooms in the past, has prompted the Board of Control of the P.I.A.A. to formulate a requirement that all football and basketball officials, before entering upon an active season, shall subject themselves to a rigid physical examination. The examination may be conducted by the officials' personal physician or other physician of his own selection. [See Figure 36, pages 120-121.]

There are many reasons why this examination is desirable. The official owes it to himself as a precautionary measure; to his reputation as an official; to his family; to the schools which employ him; to the boys whose games he administers; and to the public in general.

Faculty managers at contests. It is impossible to place too great importance on adequate faculty management of athletics. Usually this need is realized if the coach is a regular member of the faculty. Under no circumstances should athletic contests be arranged or managed by students without the active direction or supervision of adult faculty managers. Likewise, it should be a definite rule in all schools that a faculty member should be in attendance at all contests either at home or away. This statement may seem unnecessary, but its importance is indicated by the fact that numerous state athletic associations make such a requirement a part of their by-laws. Of course student managers and student assistants should be given a place in the program, but administrative duties or responsibility should never be delegated to them. In most states the superintendent or principal is charged with the responsibility of local athletic management. He may delegate it to faculty members who assume his immediate responsibility. In the last analysis, however, final responsibility in all cases goes back to the administration of the school. Ohio stresses this fact in this by-law:[18]

[17] Pennsylvania, 1946-1947 *Report of Officials' Examination.*

[18] Ohio High School Athletic Association, 1946-1947 *Constitution and Rules,* page 27.

inistrative head of the school or some authorized representative
ıpany the team to all contests.
inistrative head of the school shall be held ultimately responsi-
atters in his school which concern interschool contests.

ıe regulation pertaining to local management obtains in
ietts.[19]

cipal of the school, or his authorized representative, shall ac-
ny group of students representing his school at an interscholas-
or meeting.
cipal of the school, or teachers authorized by him, shall be the
managers of the teams or groups representing the school. All
nagers shall be under his direction.
ol shall engage in any athletic contest without the sanction of
al.

gton makes this direct statement:[20]

er of the faculty shall accompany each team on its trips.

and forfeitures. Machinery for hearing of protests is pro-
irtually all states. In most instances, however, it is rec-
d that contests be played, even under protest, and then
upon which the protest is based must be presented in
sually within a specified time and in a prescribed manner.
edure is not universally followed but is in effect in many
here is a growing tendency to look with disfavor upon
which are made after contests have been played and lost
ı undoubtedly would not have been made had the game
. Likewise, most states are definite in their dealings with
at remove their teams from field or court before the natural
ı of contests in which they are competing. Such a proce-
ly can be justified educationally.
ates rule that the use of ineligible players by a school
ally results in forfeiture of the game or games in which
ers participate. Usually this action results regardless of

husetts High School Principals' Association, 1946 *Constitution and*
age 11.
igton High School Athletic Association, 1944-1945 *Official Hand-*
23.

the circumstances under which the violation occurred. In Michigan, however, leagues or athletic conferences may act on forfeitures insofar as they affect the standings of teams in their own organizations. Circumstances regarding the violation, of course, are reported to the state athletic association and handled in the regular way. It has been felt in Michigan that leagues could do as they wished regarding standings of schools in games won or lost, even if a school had used ineligible players. If the schools competing in contests are not league members the games have been declared forfeited by the state association if ineligible players participated. It is interesting to note that, in virtually all cases, leagues have declared all games forfeited in which ineligible players have participated. They have hesitated to establish a precedent of nonforfeiture that might cause later embarrassment. The Michigan rule provides:[21]

> Accidental, intentional, or otherwise use of ineligible players may result in forfeiture by a junior or senior high school of all games in which that or those ineligible players participated. Any league or association of schools may, by notification to the State Director, determine the standing of schools within its own league or organization with reference to forfeiture.

In contrast to the Michigan policy, again it is significant to note that in most states, protests based on declaration of ineligibility of participants, usually result in automatic forfeiture. South Carolina has such a typical regulation:[22]

> Any school that violates any of the eligibility rules of this League may be suspended by a two-thirds vote of the Executive Committee. Charges may be brought at any time previous to or subsequent to a contest, and if the player or players are declared ineligible he shall be debarred from other participations and all games participated in by such ineligible player shall be forfeited to the team or teams using only eligible players, provided that if a team is eliminated before an inter-district game the district from which the eliminated team comes shall have the right to select another district champion in the place of the eliminated district champion. Provided, further that if a team is eliminated after the first inter-district game the ineligible team will be eliminated and the schedule of eliminations will continue as set up. If the team with the ineligible

[21] Michigan High School Athletic Association, *Handbook* (1947-1948), p. 63
[22] South Carolina High School League, 1946-1947 *Constitution*, pages 53-54.

player won the last elimination game previous to the time it is declared ineligible the game shall not count and the team with the eligible players shall continue in the elimination.

Indiana has had experience with court action in protest of the rulings of its state association.[23]

The Athletic Council deplores the action of any individual or individuals in resorting to court action in seeking redress in high school athletic difficulties in the I.H.S.A.A. and authorizes the Board of Control to secure legal advice and fight such cases through the Supreme Court of Indiana if deemed necessary.

The Montana High School Athletic Association sets up a definite procedure for handling protests, stating that they must be written in six copies and accompanied by a $5 deposit, which is returned if the protest is allowed. A protest must be filed within 10 days after a contest unless information which was the basis for it was not obtainable within that time. The school against which the protest is made is given a copy of the charges and allowed a reasonable time to answer them, after which the decision of the athletic board is made. Montana will allow protests for the following alleged grievances:[24]

A member school may protest another for violating the rules of the Association, for violating the spirit of fair play or good sportsmanship, for using an ineligible player, for breaking an athletic contract.

New York also has an established procedure for protests. Its rule on forfeitures is definite.[25]

If a school uses ineligible pupils in any interschool contests, such contests shall be forfeited to the opposing school or schools.

All cases of eligibility should be referred to the league president for decision. The league presidents should be guided by association rules and by-laws and may request help in their interpretation from the sectional board.

Appeal may be made without penalty from decisions of the league president to the sectional board, which will review arguments or evidence,

[23] Indiana High School Athletic Association, 1947 *Constitution, Rules, and By-Laws*, page 9.

[24] Montana High School Athletic Association, 1943 *Constitution*, page 19.

[25] New York State Public High School Athletic Association, 1946-1947 *Handbook*, pages 39-40.

and which will have power to confirm or reverse the judgment of the league presidents.

Appeals may be taken from the judgment of the sectional boards to the executive committee.

If a case cannot be satisfactorily determined by the Association officers, it shall be referred to the Director of the Health and Physical Education Division of the State Education Department.

Missouri makes this statement regarding charges or protests which one school may make against another:[26]

A school making charges against another school to be taken up at the meeting of the Board of Control shall make them in the form of writing and accompany them with a certified check of $15.00 which will be returned when it appears before the Board of Control to press the charges.

Minnesota's regulation regarding automatic forfeiture is typical of those in most states.[27]

The penalty for playing an ineligible player shall be forfeiture of the game and disqualification of the player from interschool athletics for one (1) year from date of offense.

South Dakota has an interesting by-law that has as its purpose the confining of athletic disputes strictly to school officials.[28]

In case of complaints against schools for violations of the rules the Board of Control may suspend for one year any school whose case is represented by lawyers or delegations of any sort other than bona fide school officials.

Some other states have similar regulations.

Approval of meets and tournaments. Regulations for approval of meets and tournaments not sponsored by state athletic associations are universal. They attempt to ensure that there will be equity in competition and protection to the contestants. In some states the approval procedure undoubtedly is a mere formality, whereas in others definite assurance must be given to state association authorities that certain required standards will be met.

[26] Missouri State High School Athletic Association, 1946 *Handbook*, page 11.
[27] Minnesota State High School Athletic Association, 1946 *Handbook*, page 31.
[28] South Dakota High School Athletic Association, 1946 *Rules and Regulations*, page 21.

Make out in duplicate. Mail both copies to League Office.

APPLICATION FOR SANCTION
OF INTERSCHOLASTIC ATHLETIC MEET

Minnesota State High School League
312 Plymouth Building
Minneapolis 2, Minnesota

Article V, Section 2. "No school shall participate in any tournament, athletic meet, or state championship contest which has not been sanctioned by the Board of Control."
Application must be placed on file at least 30 days previous to opening date of proposed tournament or meet.

City .....

Date ..... 194...

MINNESOTA STATE HIGH SCHOOL LEAGUE
312 Plymouth Building
Minneapolis 2, Minnesota

Dear Sirs:

On behalf of the ..... High School I herewith apply for the official sanction of the Board of Control of the Minnesota State High School League for the following meet (or tournament):

1. Nature of Tournament or Meet: .....
2. Proposed Place of Tournament: .....
3. Proposed Date of Tournament: .....
4. Manager of Tournament: .....
5. Participating Schools (list schools which will participate or the schools which you anticipate inviting):

.....

.....

.....

6. Sponsor of Tournament .....

In consideration of said application I herewith certify that:

1. The eligibility rules and regulations of the Minnesota State High School League will be required and followed by each participating school.
2. Schools which are not members of the Minnesota State High School League, or members of the state association of a neighboring state, will not be invited to participate.
3. The National Federation rule governing participation in inter-state meets (a limit of 600 miles round trip, will be observed.

.....
Superintendent

.....
School

FIGURE 37. Application Form for Sanction of Interscholastic Meet (*Minnesota*).

Minnesota and Illinois are examples of states that require filing in their state association offices of definite information regarding the type of meet, tournament, or interscholastic activity to be held. Their Applications for Sanction are prepared in duplicate by the entertaining organization. Approval is granted for the event, pro-

ILLINOIS HIGH SCHOOL ASSOCIATION

[illegible]

APPLICATION FOR SANCTION

OF

NON-ATHLETIC INTERSCHOLASTIC ACTIVITY

[illegible]

Conditions of Sanctions

[illegible] of the ILLINOIS HIGH SCHOOL ASSOCIATION [illegible]

Date to be Supplied by Applicant

Name of Manager and rest charge

Kind of Meet for which sanction is asked

Is participation with [illegible] to schools belonging to some interstate or national organization?

Give name of organization

On reverse side give names and addresses of judges to be used

Day and Beginning hour of each session

1st	4th	
2nd	5th	
3rd	6th	

AWARDS	Description	Approx. Cost
School		$
Individual		

List of Schools to Participate (List only schools that are members of the IHSA)

Illinois High School Association,
[illegible] South La Salle St.
Chicago, Illinois

, 19 .

I accept the foregoing conditions of sanction and on behalf of (Institution conducting the meet)

I hereby apply for sanction of the I.H.S.A. for the (Name of Meet)

to be held at at on , 19 .

(Building or Field, etc.)

Principal
High School

Sanction GRANTED WITHHELD Date acted on , 194

By Exec Sec
ILLINOIS HIGH SCHOOL ASSOCIATION

FIGURE 38 Application Form for Sanction of Non-athletic Interscholastic Activity (*Illinois*).

vided that it complies with state association and National Federation regulations (see Figures 37 and 38, pages 127 and 128). In Minnesota approval first must be granted by the District Committee and subsequently acted upon by the State Board of Control.

State association approval has also been a method by which undesirable meets have been eliminated. Sometimes the circumstances under which they have been held, or the sponsors of them, have been objectionable. By refusing to grant approval or by withholding sanction until requirements have been met, state associations have been able to provide better types of competition for high school contestants. The Michigan regulation, similar to those in most state associations, provides that:[29]

A junior or senior high school conducting or competing in any meet or tournament not approved by the State Director shall be liable to probation or suspension.

In some states meets or tournaments are defined as events in which three or more schools compete. In California the rule is strict in its intent to keep high school athletes from competing in any event except those directed by the schools themselves.[30]

All athletic activities, of whatsoever nature, involving more than two schools, must be under the direction, supervision, and control, of the Board of Managers of that section.

1. If the competing schools are restricted to one section, the event must be approved by the Section Board of Managers.

2. If the event involves competition between schools in more than one section, the event must be approved by the State Federated Council.

3. Any violation of the above rules will automatically suspend the competing schools from the California Interscholastic Federation.

In all tournaments, contests, competition, etc., in which high school boys participate as representatives of their high schools, such tournaments, contests, etc., must be held under the auspices of a member high school. All rules of the C.I.F. in regard to eligibility must prevail. Boys who are not members of C.I.F. high schools or approved high schools must not be allowed to participate. The sponsoring member school of the C.I.F. must have approval from its section of the C.I.F.

Limitation in number of contests and duration of seasons. Action in the direction of such limitation by state athletic associations

[29] Michigan High School Athletic Association, 1947-1948 *Handbook*, page 62.
[30] California Interscholastic Federation, *Constitution* (1944), page 3.

is comparatively recent. The thought has persisted in a great many schools that the number of games they should schedule is their own business. During the last few years there has been a tendency to establish limits in number of games, especially in football and basketball. Likewise, more requests have come to state associations to set up season limits in these two sports than in the others, because of outside pressure for postseason, interstate championship, so-called "bowl," charity, and all-star games. In order that exploitation and undue emphasis might be lessened, many states have set a maximum for the number of games that a school may play and have limited the time during which its contests may occur. In many states these regulations, as they affect basketball, pertain to the regular season and make allowances for state association-sponsored tournament competition. In football especially, the practice period is often defined in its relation to the season. New York's football rule is as follows:[31]

Interschool competition in football shall be limited to a maximum of eight games per season. At least three weeks of training shall precede the first game. All organized practice and games shall be limited to the fall season (September 1 through November 30). Interschool competition in football shall be permitted only in those schools which have 20 or more boys physically fit and eligible for participation. Interschool competition in six-man football shall be permitted only in those schools which have 12 or more boys physically fit and eligible for participation. All football games (6-man and 11-man) shall be played following the rules of the National Federation Code of Interscholastic Football Rules.

New Jersey has set up a regulation concerning all out-of-season practice:[32]

Out of season practice for any sport which occurs during the following school year is forbidden by this Association.

The school year is dated from September 1 to July 1 of the following year.

Any school proved guilty of any violation of this rule shall be suspended from the Association for not less than one year, and no ratings for championship awards be given to said school in any sport approved or sponsored by the Association.

[31] New York State Public High School Athletic Association, 1946-1947 *Handbook*, page 37.

[32] New Jersey State Interscholastic Athletic Association, 1946 *Handbook*, page 30.

Note: Football—No football equipment shall be issued except a ball. Naturally, this eliminates the use of pads, helmets, shoes, pants, etc. Furthermore, there shall be no instruction, nor shall there be any coach in charge of any group of boys using a football. This eliminates signal drill, instruction in passing and kicking, as well as any other kind of practice under any kind of supervision.

The object of this explanation is to make clear the fact that there shall be no practice in football from the time of the last game in the fall to the first of September. Any subterfuge or sharp practice shall be construed as a violation of the rule.

The Washington High School Athletic Association immediately suspends a school which competes in a post-season game. It defines its sport seasons as follows:[33]

The football season shall begin with the first day of September in the fall and close with the Saturday following Thanksgiving; the basketball season shall begin when the football season ends and close with the last day of the State Basketball Tournament; the track and baseball seasons shall begin when the basketball season ends and close with the 15th day of June.

Virtually all states have definite regulations against organized summer football practice or before-season training camps. Indiana limits the number of basketball games to eighteen during the regular season and allows teams to play in two tournaments in addition to the state association tournaments, provided that all the games played in one of the tournaments are counted in the season limitation. New York limits basketball to eighteen games, exclusive of sectional games and those necessary to break league ties. There must be two weeks of practice before the first basketball game may be played by a school in that state.

Michigan has a combination football-basketball schedule limitation. Its regulation limits the number of football games each team representing a school may play, but additional basketball games may be played up to an established maximum.[34]

A high school may have any number of teams but no school is to allow any team to play a combined schedule of more than twenty-four (24) games in football and basketball, not more than nine (9) games of which

[33] Washington High School Athletic Association, 1944-1945 *Handbook*, page 33.

[34] Michigan High School Athletic Association, 1946-1947 *Handbook*, page 37.

may be in football. (The Representative Council recommends a limit of eight (8) games in football.)

A high school which does not sponsor football may have a schedule of not to exceed eighteen (18) basketball games for each of its teams.

For schools sponsoring football, the basketball season may begin on any date during the week in which Thanksgiving Day occurs. Schools not sponsoring football may begin their basketball seasons November 15.

State association basketball tournament games are not included in these limitations. The basketball season ends with the start of tournament play by a school. Wisconsin and Kansas also have requirements that there must be at least three weeks of football practice in the fall prior to the first game.

The Virginia High School League bars spring football and before-season practice. The Virginia rule also specifies where practice should be held.[35]

No member school shall engage in regular practice or inter-school competition prior to September 1st in any athletic sport in which an interscholastic program is conducted by that school.

Recommendation: That, insofar as practicable, facilities provided by and under the control of the school be used for all athletic team practice purposes.

Girls' interscholastic athletics. Regulations relative to athletic activities for girls vary extensively in the different states of the nation. In recent years there has been a tendency to limit competition for girls, with some states having eliminated interschool play entirely. Nebraska and Ohio eliminated interscholastic basketball for girls. Illinois has the following rule concerning girls' athletics:[36]

No school belonging to this Association shall permit girls to participate in interscholastic contests, except that interscholastic contests in golf, archery, and tennis shall be permitted, provided they are conducted under the rules prescribed by the Illinois League of High School Girls' Athletic Association.

In New York the regulation is even more specific.[37]

[35] Virginia High School League, *Bulletin*, University of Virginia Extension Series, August, 1946, page 78.

[36] Illinois High School Athletic Association, 1947 *Handbook*, page 24.

[37] New York State Public High School Athletic Association, 1946-1947 *Handbook*, page 32.

Interschool competitive athletic activities shall be limited to boys only, enrolled in grades 9 to 12, inclusive.

From the extremes in these states there is the other limit in Oklahoma, Iowa and Mississippi, where state championships in girls' basketball as well as track in the latter state are held. In Iowa a separate state girls' high school athletic association conducts a series of regionals and a state basketball tournament. Further consideration is given to the subject of interschool athletics for girls in Chapter 14. In most states there are no regulations specifically prohibiting girls' athletics. In many of them, however, there are definite restrictions and recommendations. Apparently these are the result of dissatisfaction with the manner in which some of the competition has been conducted in the past, rather than of disapproval of competition as such for high school girls. A number of states limit schedules in certain sports and recommend that only women coaches be allowed to coach girls' teams. In virtually all states the eligibility regulations of the state association apply equally to interscholastic athletic activities for girls and for boys. In states where the interschool program has been eliminated or curtailed, there have been efforts to substitute something for it. Girls' play days, festivals, and the formation of girls' athletic associations are indicative of such efforts.

All-star Football and Basketball Contests. During the last few years so-called "all-star" football and basketball contests have appeared in various sections of the country. In no instances are they conducted by state associations themselves. Some states have approved them; others have assumed a hands-off attitude. In several states, however, definite action has been taken by state athletic associations to prohibit them, in the belief that such contests are generally not consistent with sound educational high school athletic programs. True, the contestants in games of this kind are high school graduates; but there is a definite connection between such events and high school athletics because of the usual methods of selection of players for the games, the coaching, management, and officiating, and use of school equipment and facilities.

This discussion of all-star out-of-season contests should not be confused with state association provisions that definitely prohibit participation by high school students in all-star games during the school year. Virtually all states have either direct or implied rules

to that effect. Here we are concerned only with football and basketball all-star games usually played during the summer.

Texas, Ohio, and Wisconsin are among the states that have had all-star football games conducted under the auspices of state coaches' associations. In Texas such a game has been held for several years and is the concluding event of a coaching school, as it also is in Ohio. In Indiana a summer basketball game between "all-stars" of that state and Kentucky has been conducted under the sponsorship of an Indiana newspaper. In Minnesota a state all-star game formerly was sponsored by two state newspapers, but regulations in that state now prohibit such contests. Illinois also has had a state all-star summer basketball game, sponsored by the state coaches' association. Approval for a limited period was granted for this game by the State Association of Illinois. An all-star football game for charity, promoted by a municipality and managed by an individual, has been played in the Upper Peninsula of Michigan.

Several state associations have adopted by-laws that discourage this type of contest, which usually assumes the aspects of a commercial venture.

Participation, directly, or indirectly, in the management, supervision, player selection, coaching or promotion, of all-star high school teams, high school championship teams, or similar teams in contests in any sport, having or not having definite seasons in the I.H.S.A.A., unless under the supervision and auspices of the I.H.S.A.A. by member schools, by their school officials or by their teachers, shall be considered a violation of the spirit and purpose, if not the actual wording of these rules and regulations, and schools violating the spirit, purpose or wording of these rules and regulations as indicated herein shall cause their school to be suspended from the I H S A A. for such length of time as the I.H.S.A.A. Board of Control deems advisable. Approved officials shall be suspended for promoting such contests. (Indiana High School Athletic Association)

* * *

Participation by member schools, by their school officials, by their teachers or coaches, directly or indirectly in the officiating, management, organization supervision, play selection, coaching or promotion, of "all-star" high school teams, high school championship teams or similar teams in contests or exhibitions in any sport, unless under the supervision, auspices, or approval of the I.H.S.A.A. shall be considered a violation of the spirit of the I H S A A. Violation of the rule by a school official, a teacher or coach shall cause that school where said school official, teacher,

or coach is employed to be suspended from membership in the I.H.S.A.A. Approved officials shall be suspended for promoting or officiating such contests. (Iowa High School Athletic Association)

* * *

No athletic director, coach, principal, teacher or other official of a member school or any athletic official registered with the Illinois High School Athletic Association shall assist, either directly or indirectly, with the coaching, management, direction, selection of players, promotion or officiating of any "all-star" or similar contest in which one or more of the competing teams is composed of high school players or players who, during the previous year, were members of a high school team, unless such contest is sanctioned by this Association. (Illinois High School Athletic Association)

* * *

A. No athletic director, coach, teacher, or administrator of a Michigan high school, and no athletic official registered with the Michigan High School Athletic Association shall at any time assist either directly or indirectly with the coaching, management, direction, selection of players, promotion, or officiating of any "all-star" or similar contest in football or basketball in which one or more of the competing teams is composed of a player or players, who, during the previous school year, were members of a high school football or basketball team.

B. Any high school which uses an individual as a coach or manager of an interscholastic athletic team who has violated the provisions of Section A of this Rule shall be subject to probation or suspension.

C. Any individual who violates the provisions of Section A of this Rule shall be ineligible for registration as an athletic official with the Michigan High School Athletic Association for a period of at least one year. (Michigan High School Athletic Association)

From the above it will be seen that these regulations in the various states actually do not prohibit all-star contests. Rather, their disciplinary action involves schools that employ violators of the rules concerned. It is also significant to refer to the Statement Regarding All-Star and Out-of-Season Athletic Contests adopted at the National Federation meeting at St. Petersburg, Fla., in January, 1947, inasmuch as it reflects the attitudes and basis for the state actions indicated (see pages 26-27).

Special Contest and Administrative Regulations

Some selected special regulations that have been adopted by state associations are listed below. They may seem somewhat unusual,

especially when the reasons for their enactment are not fully understood.

No football championships. In contrast to the thirteen states that decided championships in football in 1947, a few states have by-laws specifically prohibiting them. Most of the state associations, however, make no reference to this matter. The Wisconsin regulation is illustrative of those which do:[38]

There shall be no attempt to determine the state high school football championship and no team shall schedule games for that purpose.

Kansas, likewise, is opposed to the possibility of schools determining state championship in football and makes this additional restriction:[39]

No football games shall be played except those scheduled by and entirely under the control of the principals of the schools represented by the teams playing, or of the Board of Control. No games may be played upon a neutral field without the sanction of the Board of Control.

Note. The Board of Control disapproves the policy of playing games on neutral fields and is opposed to the sanctioning of games which are sponsored in any way by agencies outside the schools.

Conduct of coaches. A number of states have regulations relative to the conduct of athletes and possible penalties for unsportsmanlike actions. Alabama has such a rule which applies to coaches. It is also effective against a school that employs a man affected by the rule.[40]

A coach proven guilty of immoral or unsportsmanlike conduct may be disqualified by the Central Board of Control. Any school using a disqualified coach shall be subject to suspension from the Association.

Conduct of team followers. Several states have rules that make the home school responsible for the conduct of the crowd. Several others insist that a team is responsible for its followers wherever it plays. Minnesota has such a rule.[41]

[38] Wisconsin Interscholastic Athletic Association *Twenty-third Annual Year Book* (1946), page 14

[39] Kansas State High School Athletic Association 1946-1947 *Constitution, Rules, and By-Laws*, page 19.

[40] Alabama High School Athletic Association, *Handbook* (1945-1946), p. 70.

[41] Minnesota State High School League, 1946 *Handbook*, page 80.

Visiting teams shall be held responsible for the conduct of visitors from the home town regardless of where the contest is being played.

Nevada is a little less specific in its regulation.[42]

Officials should be provided to keep spectators off the field of play during contests; and it shall be the duty of all schools of this organization to cultivate a sportsmanlike attitude on the part of the pupils and public toward the visiting team.

No Decoration Day or Christmas Day games. California lists under the heading "Important Rulings" of the California Interscholastic Federation the following statement on this matter:[43]

No interscholastic games of any kind are to be played on Decoration Day or Christmas Day.

Midweek contests. Several states recommend that games not be played by high schools during school time or on evenings preceding a school day. In Ohio a definite rule requires that approval be secured from the Commissioner for all such games.[44]

The consent of the Commissioner must be secured before engaging in an inter-school contest on any day of the week when school is in session except Friday afternoon.

A request under this rule must be made or countersigned by the superintendent, principal, or faculty manager, and should reach the Commissioner not later than one week before the date of the proposed contest.

Application of athletic rules to all interscholastic extracurricular activities. The regulation concerning this matter apparently is implied in some states but is specifically stated for each activity in others. Some activities associations have specific eligibility and contest regulations for each activity. Texas makes a single statement on the matter as a preface to its eligibility regulations.[45]

The following eligibility rules shall apply to every contest held under the auspices of this League. School principals and superintendents are

[42] Nevada Interscholastic League, 1946 *Constitution and By-Laws*, page 14.
[43] California Interscholastic Federation, 1944 *Constitution*, page 3.
[44] Ohio High School Athletic Association, 1946-1947 *Constitution*, page 25.
[45] Texas University Interscholastic League, *Constitution and Rules*, University of Texas *Bulletin*, page 17.

charged with the responsibility of seeing that these rules are strictly observed in each and every contest in which their pupils engage.

Fees for athletic officials. Texas has established a scale for the payment of athletic officials which is based on the receipts of contests. Several states have established flat maximum fees and expense allowances. The Texas plan is unique.[46]

Receipts	*Fee*
If up to $100	$ 7.50
If $100 to $200	10.00
If $200 to $500	15.00
If $500 to $1,000	20.00
If $1,000 to $2,000	25.00
If $2,000 to $3,000	30.00
If $3,000 to $4,000	35.00
If $4,000 to $5,000	40.00
If $5,000 to $10,000	45.00
If $10,000 or above	50.00

Certain specified mileage is allowed, dependent upon the number of officials traveling together (5¢ to 8¢ per mile) as well as meals and lodging. Failure on the part of a school to adhere to the payment schedule ". . . shall carry the same penalty as the violation of any other eligibility rule; that is, forfeiture of the game." The District Committee, however, may decide that an emergency existed and waive the penalty.

Rhode Island has a different scheme.[47]

The fees for officials in football, baseball, and basketball are as follows:

Football	*Class A*	*Class B*	*Class C*
Saturdays and holidays	$10.00	$10.00	$10.00
Class B and C (3 officials)		10.00	10.00
Class B and C (4 officials)		10.00	10.00
All floodlight games	15.00	15.00	15.00
Weekday games	7.00	6.00	5.00

[46] *Ibid.*, page 78.

[47] Rhode Island Secondary School Principals' Association, 1944 *Manual of Committee on Athletics*, pages 14-15.

Baseball	*Class A*	*Class B*	*Class C*
Weekday games	$ 7.00	$ 6.00	$ 5.00
Games scheduled on or transferred to Saturdays, holidays, or evenings			
1 official	10.00	8.00	7.00
2 officials (each)	7.00	6.00	5.00
Basketball	*Class A*	*Class B*	*Class C*
Two officials required (each)	$ 9.00	$ 9.00	$ 9.00

In play-off games the fees in both baseball and basketball shall be $10.00 per official.

Four officials shall be assigned to all floodlight and Class A holiday football games. Three will be assigned to all others unless a fourth one is requested by the competing schools. This applies to non-league as well as league games, to which assignments are made by the Commissioner of officials.

Probationary officials in all sports are to be paid $1.00. The officials are to be assigned by the Commissioner only upon application by the home team involved.

Officials are entitled to one-half fee in case they report at the field for duty and no game is played. Schools which have made an attempt to communicate with officials before they leave home for the game are exempt from this charge. Such notification must be made not less than two hours before game time. The school's responsibility rests only in reaching the official by telephone. Postponed games retain the original fee regardless of date.

No combination of schools for athletic purposes. This rule is implied in most of the state association regulations. Louisiana states it definitely:[48]

No two high schools will be permitted to unite for athletic purposes.

Elimination of interschool boxing. A Michigan regulation that became effective in 1938 states:[49]

There shall be no interscholastic competition in boxing.

This rule was adopted because of difficulties that appeared inevitable if such action were not taken. It seemed apparent that interschool boxing ceased to be a sport of skill and became one of combat

[48] Louisiana High School Athletic Association, 1944 *Handbook*, page 18.
[49] Michigan High School Athletic Association, 1947-1948 *Handbook*, page 44.

in which punishment of one of the contestants was necessary in order that the other might win. Difficulties also were encountered in teaching and officiating the activity and at the same time keeping educational objectives in mind. Many communities had too keen an interest in boxing as an interschool activity. Usually it is fine as an intramural activity and may be encouraged. Within the school it can be controlled and kept on its right level as an activity of skill. Michigan was prompted in its action by the resolution adopted by the Society of State Directors of Physical and Health Education at its Twelfth Annual Meeting held at Atlanta, Ga., April 19, 1938, and reaffirmed at its St. Louis meeting, April 6-9, 1946, as follows:

WHEREAS, There seems to be an increasing tendency to promote interscholastic boxing in some communities and on the part of some individuals, and

WHEREAS, The activity on such a highly competitive basis is known to be potentially dangerous to the welfare of boys participating; and

WHEREAS, The Society of State Directors of Health and Physical Education desires to strengthen its resolution regarding interscholastic boxing adapted on April 19, 1938;

BE IT THEREFORE RESOLVED, That the Society of State Directors of Physical and Health Education again disavow all intention to give support to this development and again recommend that school officials in positions to control boxing matches between school teams, eliminate this activity from their athletic programs;

BE IT FURTHER RESOLVED, That this Society again encourage the National Federation of High School Athletic Associations to establish an official policy disapproving boxing as an interscholastic sport.

SUMMARY

This summary presents a few brief statements regarding each of the contest regulations discussed in this chapter. They are not necessarily conclusions but rather are attempts to show some of the actual common practices.

Contracts for athletic contests. Most state athletic associations supply contract forms and will not be concerned with disputes between schools involving contract violations unless standard contract forms were properly executed. Written contracts, properly signed by authorized school officials, should be in existence for all interscholastic athletic contests.

Eligibility-list procedures. Virtually all states have some plan for the exchange of lists of eligible players prior to contests. This varies from a formal letter in one state sent by one school principal to the other listing eligible boys for a game, to plans in other states for the preparation of complete scholastic and athletic data on all contestants, which are exchanged prior to each contest. In some states schools send complete data to each school on its schedule at the start of the season, with a supplementary list being sent later carrying names of eligible players only. In a few states, only the latter lists are sent. In many states data on all contestants are sent to the state association office, either at the start or the end of the season.

Records of transfer students. Such records usually are one of two types: (1) a combination scholastic and athletic blank, or (2) a strictly athletic record blank with only such scholastic information as is necessary to determine athletic eligibility. It is usual for state athletic associations to furnish transfer blanks, thus providing a common procedure for recording and forwarding athletic and scholastic information regarding students who transfer from one school to another.

Certification of athletic coaches. It is an almost universal regulation that only faculty members who receive their pay from public school funds may be engaged as athletic coaches. Usually, they must be regularly certificated teachers with specified teaching loads in addition to coaching duties.

Registration of athletic officials. Nearly one-half of the states require that athletic officials in designated sports must be registered with their state associations for the current year in order to be eligible to officiate in high school games. Usually, there are different classifications of officials, dependent upon a number of factors, including ratings from schools, experience, examination grades, attendance at rules meetings, and the like.

Faculty managers at contests. Regulations providing for faculty managers at contests are desirable. They have been incorporated in the by-laws of a majority of state athletic associations. Responsibility for the athletic program rests with the school administration, although phases of it are delegated to faculty managers. Student management always should be under the supervision of faculty managers.

Protests and forfeitures. Protest procedures are outlined definitely in a number of states. Protests usually must be in writing and be made within a specified time. It should be kept in mind, however, that the state association executive body always has the right to make investigations of alleged violations, even though no formal protest has been filed. In almost all states the use of ineligible players by a school automatically results in forfeiture of all games in which such contestants participated.

Approval of meets and tournaments. When three or more schools compete in an athletic event it is common practice in most states to require that there be state association approval of it. This procedure is to ensure that regulations will be in effect which are comparable to those under which regular state association events are conducted. Thus, competing and entertaining schools, as well as contestants, are protected to an extent greater than otherwise might be the case.

Limitation in number of contests and duration of seasons. There seems to be a tendency on the part of state associations to limit the number of games during regular seasons in certain sports, notably in football and basketball. Likewise, season limits are defined in these two sports as well as in some others. Practice periods, in relation to seasons, also are stipulated in several states.

Girls' interscholastic athletics. Most states have no specific regulations regarding interscholastic athletic activities for girls. There is some tendency to limit the program so that it will conform to standards established by national women's organizations. Commonly the general eligibility regulations of state associations apply alike to girls and boys.

All-star football and basketball contests. Such contests are held in several states, sponsored by various organizations or individuals, but by state associations. To stop these games, an increasing number of states are adopting regulatory measures that usually concern violations of established rules in this regard by school personnel who subsequently will be connected with interscholastic athletic programs.

Special contest and administrative rules. The following matters are the subjects of rather uncommon or unusual rules found in the by-laws of one or more state athletic associations:

1. Elimination of football championships.
2. Conduct of coaches.

3. Conduct of team followers.
4. No Decoration Day or Christmas Day games.
5. Midweek contests.
6. Application of athletic rules to all activities.
7. Fees for athletic officials.
8. No combination of schools for athletic purposes.
9. Elimination of interschool boxing.

Chapter 6

POLICIES AND ADMINISTRATION PLANS FOR LOCAL ATHLETIC PROGRAMS

Importance of the Local School Administrative Policy

Just as state associations must have well-defined policies to guide them in the performance of their administrative responsibilities, so a local high school should be certain that its local administrative policies concerning athletics are well understood. If all members of the staff have a thorough understanding of the procedures they are to follow, many pitfalls, embarrassing situations, and misunderstandings may be avoided.

Knowledge of problems necessary. Previous chapters have considered phases of administration of the athletic program from national and state viewpoints. In each instance there has been reference to the school itself, the local school athletic association, local boards of education, or the school administration. The reason for such consideration is self-evident. Without the local school and its organization for administering the athletic program, there would be no program. The importance of this seemingly trite statement cannot be overemphasized. The measure of success of athletics in our schools today is dependent upon the plans for handling them and the interest and integrity of the schoolmen responsible for the programs.

Many men and women come out of our teacher-training institutions with little or no intimation of the problems in athletics that they may be called upon to face. This is not an indictment of the colleges and universities. Rather, it is the statement of a condition caused by the seeming impossibility of including at least a cursory review of athletic matters in the busy college schedules of men and women who will assume administrative positions in education. In

every instance the prospective superintendent or principal will be the final authority for the administration of the athletic program in his school. He should receive some insight into this responsibility, which he is bound to assume. Even if he comes into a system in which much of his responsibility may be delegated, he still should know the problems in order that he may be familiar and sympathetic with them.

The day has gone when, because a man has played outstanding football, basketball, or baseball in college, he may be considered adequately prepared to administer an efficient educational athletic program. Such a program calls for well-defined organization and public relations, understanding of the relation of the school to the state athletic association, delegation of duties and responsibilities, understanding of eligibility and contest administrative regulations, relations with other schools—all these and many others, as well as the ability to coach one or more sports or to see that faculty members are secured who are able to perform such duties. The realization that all these matters may be in the day's work of the superintendent, principal, athletic director, faculty manager, coach, and assistant coach is reason enough that attention be given them before a person is placed in a situation where they are part of his job. Another most important matter in the establishment of the program is that of determining the place of athletics with relation to physical education. Likewise, the relation of interscholastics to intramurals should be definitely understood.

Internal control principles in athletics. Dr. Harlan C. Koch of the University of Michigan asked 88 students in a class in high school administration to list principles which they thought should be included in the internal control of high school athletics. Thirty-eight specific items were mentioned by five or more students. The following principles were included in those presented by at least one-third of the class. The number of students and the percentage of the class mentioning them are given in parentheses.[1]

1. Rules of eligibility for participation in interscholastic competition should be adopted under stipulations of the state athletic association. (80 students, 90.9% of the class)

2. Athletic competition should be developed by the department of

[1] Harlan C. Koch, "Proposed Principles of Internal Control of High School Athletics," *The School Review*, September, 1937, pages 525-528.

physical education as an integral part of its program. (78 students, 88.6% of the class)

3. The program of interscholastic athletics should be in harmony with objectives of secondary education. (76 students, 86.4% of the class)

4. The principal should have appellate jurisdiction in athletic matters. (75 students, 85.2% of the class)

5. The coach should be a full-time member of the teaching staff. (71 students, 80.7% of the class)

6. The development of good sportsmanship should be the major aim in competition. (53 students, 60.2% of the class)

7. Athletics should be financed by the board of education. (50 students, 56.8% of the class)

8. Physical examinations should be prerequisite to participation. (39 students, 44.3% of the class)

9. Teachers should not be exposed to pressure from any source with regard to matters of eligibility. (36 students, 40.9% of the class)

10. The principal should delegate the management of finances to a member of the faculty. (35 students, 39.8% of the class)

11. Both the school and the community should be educated concerning the basic values of interscholastic athletics. (31 students, 35.2% of the class)

12. Awards having intrinsic, rather than symbolic, value should be eliminated. (29 students, 33% of the class)

Establishing and Defining the Athletic Policy

If an established and well-defined athletic policy is in existence in a school it can be pointed to constantly as the objective of the athletic program. It should include both the interschool and intramural programs, as well as the attitude of the administration toward such common controversial problems as girls' and junior high school interscholastic athletics, awards, schedules, and finances. General policies known ahead of time may alleviate many difficult situations.

Relation of athletic policies and outside groups. Any school, regardless of its size, can and should define its athletic policy and inform its patrons accordingly. This statement simply means that the administration should decide on the program to be followed throughout the year and adhere to it. Circumstances and local situations often affect and sometimes either seriously inhibit or overstimulate school administrators in determining the number and extent of their schools' athletic activities. There are the "downtown" interests that frequently are more concerned with the athletic record

and superiority of the local high school team than with the educational values of athletics and the welfare of the participants. Also, there are those individuals who have no idea of the problems involved in some of the suggestions made by students themselves or by apparently well-wishing school patrons. The activities of such people present a real problem to the school administrator. They make it all the more important that the school's athletic policy should be understood, and it will not be unless it is discussed and brought out in the open. However, one should not be too intent upon an immediate change in the entrenched athletic policies of a community.

It is easiest for the superintendent or principal in a small community to be the leader—if he actually takes the lead. This statement means that he may discuss with his board of education, social and civic groups, influential townspeople, and school student bodies the athletic program to be sponsored during the year. Policies in other progressive communities should be cited. National trends may be quoted. Advice is available from state or national officials on matters pertaining to athletics. The same procedure holds true for schools in larger communities. In larger cities, however, usually there is not the attempt by the public to dictate policies regarding athletics that is to be found in the small town, because urban students and patrons have more varied interests, with the result that there often is not the keenness of interest in athletic details or management found in smaller schools. In large schools, interest in team members is likely to be less personal.

Athletic policy considerations. Problems in determining a school's athletic policy will vary with its locality. However, there are some common matters to which school administrators may well give consideration in establishing their athletic programs and policies:

1. The relation and division of available facilities and personnel between intramural and interscholastic athletics.

2. The number of sports activities in which the school can offer (*a*) proper teaching and coaching; (*b*) adequate equipment; and (*c*) satisfactory playing facilities.

3. Educationally justifiable athletic schedules—length of them and frequency of games.

4. Methods of financing the athletic program.

5. Determining whether girls' interscholastic athletics should be a part of the program.

6. The place of junior high school athletics in the general athletic program.

7. The student and faculty relation in the organization for the control of athletics.

8. Understanding of the relation of the local school to its league and state athletic association.

9. The policy of the school in the care of, and payment for, athletic injuries.

10. Delegation of authority to coaches or faculty managers in matters pertaining to contracts, eligibility, equipment, schedules, officials, and the like.

Division of Responsibility in a Local School

It has been stated previously that the local superintendent of schools in virtually all states is, in the last analysis, responsible for the athletic program of a school. In some instances the principal is charged with this responsibility; but ostensibly his authority is derived from the administrative head of last resort, the superintendent, regardless of the size of the school. If the school is a one-man institution, the superintendent acts in all capacities and there is no division of responsibility. If it is larger, the principal assumes control and in turn delegates part of the immediate responsibilities to athletic directors, faculty managers, or coaches. The relation of these officials to each other, their responsibilities, and the place to be filled by student managers and athletes will be discussed here.

The superintendent of schools. In the first place it is the duty of the superintendent to keep before the community the fact that athletics are one of the component parts of the educational program. If the athletic program cannot be justified educationally, as are other phases of the curriculum—both in school and outside of school—then it has no excuse for existence. Athletics should always be so conducted that emphasis may be placed on their value as an educational tool for the training of citizens. The superintendent should be instrumental in the formation of the school's athletic policy. He should have a definite understanding with principals, athletic directors, or coaches concerning it, and then expect

and give support in carrying out that policy. Also, the superintendent should take the responsibility for seeing that the board of education is kept informed on the athletic program and policy of the school or schools. The success of the program is no longer to be measured in terms of number of games won or lost. Rather, it should be evaluated both on the attitude of contestants and spectators and on the harmony with which it fits into the remainder of the curriculum.

The high school principal. The relation of the high school principal to the athletic program is more definite and detailed than that of the superintendent of schools in most instances. Athletics are a part of the curriculum of the principal's school. Actually, athletics should be considered a subject to be taught and one from which educational experiences are to be derived, both by contestants and student spectators. It is only natural, therefore, that the principal will be charged with many details, part of which he may delegate if the school is of sufficient size. He should thoroughly understand the athletic policy of the entire school system. If his school is one of several in the system, the athletic program in his institution should be conducted in accordance with the general scheme advocated or in effect in the city concerned. Early in the school year, all concerned with the program should understand their individual responsibilities. The principal should make sure that they do and then should give his unqualified support to each individual.

Chief among the details for which the principal is responsible is that of eligibility of contestants. Such certification always should be based on complete information concerning students' athletic and scholastic histories. Also, student bodies should be instructed in their responsibilities for contributing to the value of the athletic program. The principal may do much to bring about better relations between schools by attempting to foresee and forestall any possible differences or misunderstandings. Attempts should be made to settle them before they develop, and for most of them every possible effort should be made to avoid publicity. As evidence of his interest in the athletic program, the principal should attend as many of the contests as possible. Commendations of outstanding examples of good sportsmanship or fine citizenship should be given to visiting schools. There should be a definite under-

standing with all school athletic officials regarding their responsibilities concerning game officials, finances, schedules, care of playing facilities, control of spectators, care of contestants, and so on. Usually it is the principal's duty to proportion existing facilities of the physical plant of the school between intramural and interscholastic athletics, as well as between boys' and girls' activities. The principal should see that athletics are an integral part of the school's physical education program.

The athletic director or coach. In this discussion these terms will be used synonymously. In some large high schools faculty managers perform many administrative details delegated to them by the principal, but in the vast majority of schools the athletic director is the coach. Responsibilities listed for both might thus be considered as applying to the one concerned. The athletic policy of the school should be understood completely by athletic director or coach. It would be futile for either of them to advocate or conduct a program not in accord with the policy of the administration. Either the director should influence the superintendent and principal to adopt the policies proposed, or he should follow theirs. There is neither room nor justification for two athletic policies in one school system.

The proposed athletic schedules should be considered first from the welfare standpoint of the students who will be competing. Likewise, they should be educationally sound. The coach or athletic director may do much to enlist the aid of the community in establishing a character-building program. There should be agreement that persons guilty of exhibiting unsportsmanlike conduct be refused admission to athletic contests. Minute attention should be given to such matters as securing qualified, neutral game officials and complete preparation of all details for athletic contests. The coach, as such, should bring real educational technique into his coaching of each sport and should remember that at all times he is a pattern for the behavior and sportsmanship of the boys under his direction, as well as for many student and adult spectators. The athletic director or coach may develop a relation with other members of the school faculty that will be most beneficial to the program, keeping them informed of schedules, important rulings, eligibility regulations, state association policies, and interesting anecdotes con-

cerning the sport in season. In short, he should keep the school and all its divisions informed regarding athletics. Here a word of caution may be necessary in this connection. The position of coach, faculty manager, or athletic director should never be used to influence a teacher to declare a student eligible. Students soon will learn of such procedures and will seek aid in obtaining special concessions.

The student manager. Student managers should be not only necessary but valuable aids in administering a local school athletic program. They may be made the connecting link between faculty control of athletics and the student body and athletes themselves. In this capacity a student manager may be invaluable to his coach or faculty manager. He has the students' point of view and may be of real aid in making the program run smoothly. His responsibilities should be delegated ones entirely and should not extend beyond the school. The care of equipment and the attending to specific details in connection with visiting teams, game officials, home-game arrangements, and practice sessions—these and many more should be jobs performed most efficiently by student managers.

Some student managers are elected to their positions; others are appointed by the principal, athletic director, or coach. Sometimes they are boys who, because of being over age or having too many semesters of enrollment, are ineligible for further athletic competition. Evidently, though, the most successful type of student manager is not the ex-athlete who has become ineligible. Too many times he is too likely to concern himself with practice and play instead of performing his duties. The student manager should remember that he has been selected for his job because of his honesty, faithfulness, and dependability. In many cases he will have access to records and to equipment valued in hundreds or thousands of dollars. He should treat such material as his own and attempt to safeguard it accordingly. He also should remember that the coach and faculty manager are busy men. Wherever they assign a task to him, it should be possible for them to consider it as good as done.

An efficient organization for carrying on the athletic program is as important as a well-coached and well-balanced team. The student manager always should remember that his contribution is a

vital part in the whole athletic scheme of things even though it may not be very conspicuous. Schoolmen should keep the fact in mind also that we learn to do by doing and that more students will be brought into the program by use of the student manager system. In virtually all instances they are more than glad to be of service. Usually they need not be paid, but they should be given recognition by being awarded a school letter or some other suitable emblem.

The student athlete. Certainly no athletic policy of a school would be complete without consideration of the individuals for whom the program is planned. Rules, regulations, detailed plans—all these are valueless unless the student himself makes his contribution. If we consider him only as the contestant, the real educational implications of athletics are lost. Life in a democracy is the ability to counterbalance one's privileges with one's responsibilities. So it is in athletics. When a student is granted the privilege of playing on his school team, he must assume some responsibility in connection with it. Fair play and courtesy to opponents are basic fundamentals. Playing for the joy of playing and not quitting always should be foremost. A student athlete should play according to the rules of the game, and he has the right to expect that his opponent will do likewise. Officials of the game must be respected, and it should be known that they will enforce the rules.

Faithfully completing his school work is only one of the ways an athlete may give evidence of his loyalty to both his school and his team. To be true to them and to himself, an athlete must follow in their entirety all training rules laid down by the coach. At all times the conduct of the athlete should be such that it will bring credit and honor to his school. He is its student ambassador when he plays games out of town. The world has little use for the athlete who offers an alibi for his defeat. Neither does it esteem the victorious braggart. The good student athlete is modest and considerate in victory; and when his team loses, he will attempt to correct his faults. Above all, he should be a good sportsman, learning all the implications of the word.

Organization Plans

The preceding discussion has dealt with responsibility for the athletic program and phases of it that might be delegated to various school and student officials or agencies. Recognition of such re-

sponsibility is important in the formulation of plans for organization of the athletic division. Reed and Campbell point this out:[2]

> One of the first questions to be settled in planning an athletic program is that of responsibility. Some one must be responsible for the policy of the school, the arrangement of games, the handling of finances, and the general supervision of the entire program. Before attempting to organize the physical education department, the school board and the superintendent of schools (or the principal), should arrive at a very definite understanding of what they want the department to stand for and what they want it to contribute to the life of the school. The agreement upon this aim is of paramount importance.

It follows from this quotation that these authors believe the athletic program should be a definite part of the physical education program. That is the thesis also held in this discussion. Further, it is apparent that the breadth of participation and student interest often make the athletic program an entire school program. That is what the term "interscholastic" means—representatives of one school program in competition with representatives of another school program. It is realized that in many small schools there is no regular physical education program, largely because of lack of funds and facilities. Small high schools rather than larger ones are common throughout the nation. In Michigan, for example, over 500 of the 700 high schools which engage in interscholastic athletics have enrollments of less than 325 students; 250 have fewer than 100 students. Another 100 schools have enrollments of 325 to 800. Only about 70 high schools in Michigan have more than 800 enrolled in them. However, nearly half of the high school students in Michigan attend these 70 larger city schools.[3] It is reasonable to assume that the spread in Michigan is fairly typical. It will vary, of course, in accordance with the degree of urbanization and industrialization.

All the above goes to show that suggested plans of organization for athletics in schools of such varying sizes must, of necessity, be

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[2] William G. Campbell and Ralph King Reed, *Coaching High School Athletics*, page 59. Los Angeles: C. C. Crawford, University of Southern California, 1932.

[3] According to information obtained from Michigan High School Athletic Association Classification Information Cards, Michigan high schools in 1947-1948 which sponsored interscholastic athletic activities had an enrollment of 225,000.

different. Although they all have certain fundamentals in common, it is self-evident that the athletic setup in a school with 100 students will be different from that in a school with 1,500 to 8,000. The chief distinction, however, does not arise so much from the number of students, after a certain minimum is reached, as from the number of coaches in the school. It is obvious, of course, that more teachers are used and more coaches are available in schools with large enrollments. However, after a school has its personnel of athletic director, faculty manager, coaches, and assistant coaches, there is not much difference in the plan of organization for athletics, whether 600 or 6,000 students are enrolled. The plans discussed here will deal with (1) the small school with virtually a one-man organization for coaching and managing athletics; (2) the medium-sized high school with a superintendent, principal, one coach, and possibly another member of the faculty who acts as an assistant coach; and (3) the large high school with a principal, athletic director or faculty manager, and a corps of coaches and assistant coaches, all of whom usually are members of the physical education department of the school.

Organization plan for athletics in a small high school. In a discussion of an organization plan in a small high school, the assumption is made that it is usually a "one-man" school. By this is meant that the superintendent is the only man on the faculty or, at least, that he has to do the athletic coaching. In such schools there seldom, if ever, is a physical education program as such. Regardless of the smallness of the school it seems desirable to bring as many faculty members and students as possible in close contact with the program. Good school administrators do this with other curriculum activities and school programs. Obviously, the school superintendent will have to take the initiative and act as athletic director and coach. He may well form an athletic council which could meet at least informally from time to time. The problems of the small school athletic program generally are not of sufficient magnitude to require regular meetings of this group. It seems advisable that the council be composed of:

1. The superintendent of schools.
2. The three to six additional members who usually constitute the remainder of the faculty in the average small high school.

3. A member of the local board of education.[4]

4. An elected or appointed representative of the student body.

The value of establishing a permanent organization of this type in the small school lies in the fact that it is ready to function whenever called upon to do so. It can be the policy-making body if desirable. Such items as schedules, equipment, awards, and finances are other matters which may be given consideration by this group. Even though these matters may seem to be routine, the most important point is that an actual permanent athletic organization has been established.

Some small schools may be faced with the problem of having to seek the coaching services of someone who is not a member of the faculty. Others may find that some individual in the town has in the past offered his time and services to the school as coach or assistant coach and wishes to continue. Arrangements of this kind should be entered into only after considerable thought. Many state athletic associations do not allow their member schools to employ or use coaches who are not regularly certificated and full-time faculty members.[5] Others allow nonfaculty members to work only if they receive no remuneration for their services. In the event a small school finds it necessary to allow a nonfaculty member to coach a team or to assist in its training, his duties should be only those of technical instruction. He should have no voice in the establishment of athletic policies of the school or in the management of its teams other than in matters pertaining strictly to their coaching. The safest and most justifiable policy from an educational standpoint is not to use any individuals in any capacity in the administration of the athletic program, or the coaching of teams, who are not regularly certificated, full-time, school faculty members. Seldom are nonfaculty members used for regular curricular duties by schools, or even for other extracurricular activities. The same policy should be in effect for interschool athletics.

Years may pass without anything unusual coming before the

[4] There is a difference of opinion on this point. Some school administrators do not favor the presence of board of education members on any school committees. Their feeling is that the board delegates its managerial duties to the superintendent or principal and should have no more to say regarding athletic management than regarding other branches of the high school curriculum.

[5] See pages 108-110.

school athletic organization; but when an emergency does arise, the machinery for handling it should run more smoothly than if no organized plan were in existence. In most small schools there will be not more than one sport in operation at one time, and in some schools not more than one during the year. This type of schedule does not call for an elaborate organization, but the formation of a council will give the opportunity to effect a public-relations program as well as to establish a democratic agency for administering school athletics.

Organization plan for athletics in a medium-sized high school. What is meant by a medium-sized high school? For the purposes of this discussion, the medium-sized high school will not, in some respects, be considered to differ greatly from the small school in the previous discussion. In addition, however, the high school of medium size will be understood to mean one with a faculty of from eight to twelve or fifteen members, in addition to the superintendent. In virtually all cases the principal is a man and there are at least three or four male faculty members. One man usually does most of the athletic coaching, with another member of the faculty possibly acting as his assistant or coaching one or more sports himself in case two activities are sponsored by a school during overlapping seasons. Schools in this classification will be assumed to have enrollments of 150 to 300 to 400 students. In such schools it will be considered the exception rather than the rule if there is a regularly organized physical and health education department with its definite physical activity, health instruction, and health service programs. It is obvious that schools as described in this general grouping will represent the great mass of American high schools engaging in interscholastic athletic competition.

An organization plan for the control of athletics in the medium-sized high school presents unlimited educational possibilities. Chief among them is the opportunity to keep the athletic program in its proper place in the curriculum. Sometimes, in the "nearly big" towns, overemphasis on the importance of athletic teams, winning ones especially, is likely to develop. In the same way that it is valuable in the smaller schools, so an athletic council may function well in schools of this size. Recommendations for the personnel of such a body in the medium-sized high school are as follows:

1. The superintendent of schools.
2. The high school principal (who should act as chairman).

3. The athletic coach and the assistant coach, if any.

4. One or two additional members of the high school faculty. (They should be different individuals each semester or year, so that more members of the faculty may have firsthand information concerning the school's athletic policy and program.)

5. One member of the local board of education.[6]

6. One or two representatives of the student body (preferably elected).

It will be seen that the suggested form of organization for schools in this group is, naturally, more elaborate than that for smaller schools. It should not be assumed, however, that proper administration of the program is more important in one instance than in another. It simply is that the larger school system generally lends itself to more efficient organization for the administration of all educational matters, including athletics. It will be noted that the principal has been designated chairman of the athletic council in place of the superintendent. The principal is in charge of the administration of other high school subjects; hence it is logical that he should have immediate responsibility for the athletics. In schools of this size the relations and contacts between superintendent and principal are very close, and ideally they work as a unit. In most cases, however, superintendents are glad to delegate immediate responsibility for the athletic program to their high school principals. The athletic coach and assistant coaches should be members of the council because of their obviously vital connections with the program. In considering matters of policy or procedure it is recommended that the head coach only should vote. One high school faculty member, and possibly two, should serve on the council in addition to the principal and coaches. As was indicated in the list of recommendations it is desirable to rotate this faculty membership frequently in order that more faculty members may understand the school's athletic program and its objectives.

Council membership need not necessarily be limited to men members of the faculty, regardless of the policy of the school concerning interschool athletics for girls. Again, a member of the local board of education is recommended as a member of the athletic council. In most communities in which schools of this size are found, at least one of the board of education members is anxious and

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[6] See footnote 4, page 155, regarding difference of opinion on this point.

willing to serve. Here is a fine opportunity to acquaint a representative of the lay public with problems involved in school athletics. At the same time, if a member of the board of education is accorded the courtesy of acting as a member of the athletic council, such membership may pave the way for financial or other aid from the board for the athletic program. However, as was indicated in footnote 4, there are two sides to the question whether a board of education member should serve on the athletic council in an active capacity. The inclusion of a student representative, or representatives, to membership on the council has a democratic motive because it brings in the student body of the school, other than participants, as a functioning agency. This is a valuable consideration, and provision should be made for it.

It is desirable that the meetings of the athletic council in schools of this size be more formal than those in smaller schools. Usually, there are more matters of policy to be discussed as well as decisions to be made. Accounts of the meetings should be kept, and it may be advisable to publish them in the local newspaper or school paper, if one is issued. If publication is not feasible it is suggested that reports of council meetings be made to the student body at assembly periods. The purpose of these suggestions is that of keeping students and public informed of the athletic policies and program of the school. It is common knowledge, of course, that school athletics, dramatics, forensics, musical activities, and the like, attract the attention of both students and school patrons to an extent greater than do most other school functions. Keep everyone informed regarding the things for which the school stands in all these activities. Precedents can be established and publicized much easier through regular procedures than when unusual circumstances arise.

As to routine business, the council should consider and approve all schedules. Athletic equipment should be authorized and purchased on its order. Recommendations for athletic awards should be received by it from the coach or coaches, and be either accepted or rejected. The coach and school officials often may protect themselves from criticism and embarrassment if all awards are granted by action of the athletic council on the basis of character, school citizenship, and athletic ability.

Complete reports of all finances, both receipts and expenditures,

should be made to the council by the treasurer. Generally, this officer should be a faculty member. It is impossible to take too much precaution in the handling of the athletic finances of a school.[7] It is recommended, although it may not seem necessary in all cases, that the approval of engagement of athletic officials for home contests be a matter of council record. Such a procedure has value because, if attention is given this important matter sufficiently in advance of the contest, it is probable that better officials will be secured and mutual satisfaction of competing schools will thus be more nearly assured. Likewise, school action in securing an athletic official makes him the school's guest, an important fact for students and school patrons to understand.

Organization plan for athletics in a large high school. The large high school has much the same setup as the medium-sized high school discussed in the preceding section, except that it has a well-established physical and health education program and usually sponsors a much greater range of athletic activities. Much of the detail work in administering the athletic program is delegated to the athletic director or faculty manager, the title of this official being dependent upon school terminology. Several coaches and assistant coaches make up the athletic coaching staff. School policies vary as to whether these men are members of the physical education department. As indicated previously, the enrollment is not an especially important consideration beyond a recognized minimum; it may vary from a few hundred to several thousand.

As in the suggested plans for athletic organization in the small and medium-sized high school, it also is recommended that an athletic council, board of control, or governing board be established. Its personnel should include:

1. The superintendent of schools. (Undoubtedly his connection with the administration of the athletic program in the high school will be entirely advisory.)
2. The high school principal (who should act as chairman).
3. The athletic director or faculty manager of athletics.
4. The head coach of each sport sponsored by the school. (Assistant coaches should meet with the council, if possible, but only in an advisory capacity and in order to be familiar with all action relative to the school athletic policy.)

[7] See pages 234-250 for further discussion of athletic finances.

5. One or two members of the high school faculty, to be appointed by the principal. (The head of the physical and health education department should be included if he is not the athletic director or a head or assistant coach.)

6. One member of the local board of education.[8] (This courtesy should be extended to the board with the request that it appoint a member.)

7. The supervisor of physical and health education for the local school system.

8. A boy and girl to be elected by the student body as its representatives.

This may seem like quite an extensive membership list for an administrative board to handle a high school athletic program. The scope of activities, however, should justify the inclusion of all these individuals when the factors that they represent are considered.

The *superintendent of schools* should be a member of the council by virtue of his office. If there is more than one school in a system it is doubtful if he will take a very active part in the athletic deliberations of any of them. He should always be consulted in an advisory capacity because of his final responsibility for the entire program. As the nominal head of all the divisions of the school system he should be extended the courtesy of exercising his prerogative relative to athletics if he desires to do so. The least that may be done is to see that copies of the accounts of council meetings are forwarded to him for his files.

Many details of responsibility for athletics will, of choice and necessity, be delegated by the *high school principal*. This is as it should be. The faculty usually is large enough in these schools so that responsibilities can be delegated in athletics the same as in dramatics, music, and forensics. It is essential, however, that final authority and responsibility for the high school athletic program be kept under close supervision by the principal. He should be permanent chairman of the council, which usually should meet at least once a month or oftener, subject to his call. Frequently the principal in larger high schools actually will be not much more than the presiding officer at the council meetings, especially if the athletic director or faculty manager, coaches, and treasurer are efficient.

The athletic director or *faculty manager of athletics* should be the

[8] See footnote 4, page 155.

representative of the high school principal in all athletic matters involving the school. In some respects he might be classified as the head of the business division of the athletic department. When his work is considered from that angle, the term "faculty manager" is more fitting and is properly descriptive. His job should be that of handling all business details relative to the athletic program except that of coaching the teams. All reports should be made to him by coaches and assistant coaches and in turn forwarded by him to the principal or reported to the athletic council. School stenographic services should be at his disposal in order that he may carry on correspondence regarding schedules, officials, game arrangements, and other details. At council meetings the athletic director should have all information at hand regarding matters to be considered at that particular session. Preparation of agenda for such meetings is recommended.

Some schools may find it feasible to combine the duties of the head coach in one or two sports with those of the athletic director or faculty manager. In this event the individual concerned could quite properly be called the athletic director, because his work would be sufficiently inclusive enough to give the term its proper connotation. General experience seems to indicate that a large school's athletic program may be administered more efficiently when the two jobs are not combined. In the present-day large high school there is considerable athletic clerical work, and the inclusion of a faculty manager as a member of the athletic administration staff seems to be a wise procedure. The faculty manager's duties in seeing that athletic eligibility data on each candidate for teams are compiled is usually a job in itself.

In many large high schools there is no head coach as such but a head coach for each sport. In others one man coaches two or three sports. The tendency seems to be for a coach to handle not more than two sports during the academic year, usually sports that are not in successive seasons. In many cases a man acts as head coach for one sport and assists in another. As stated previously, the *head coach in each sport* should be a member of the athletic council. Assistants should sit in on the meetings, if possible, in an advisory capacity. Many coaches feel that they do not have enough to say regarding the making of athletic policy. If they are a part of the athletic council, they have the right to help in the formulation of the

program policies. If their suggestions are not adopted, the complete discussion of them in the council meetings should show them the reasons for their nonacceptance.

The coach may add much of value to matters that will come before the council because he is the person who deals most directly with the students for whom the entire program is drafted. Often the coaches are younger members of the athletic staff, and they may bring with them some of the newer ideas relative to athletics in education. The coach always should be used in every possible capacity because it not only broadens the program but also tends to broaden him. It acquaints him with athletic administrative problems involving the entire school, with which he probably would not become familiar in any other way.

At least *two other faculty members,* in addition to the principal, athletic director or faculty manager, and coaches should be members of the athletic council. Preferably one of them should be the dean of boys or the assistant principal of the high school, to provide for continuity in policy and procedure in the principal's absence. The other faculty member of the athletic council should be the school or athletic association treasurer. He should have information available relative to receipts and expenditures, both factors being important items in any athletic program. It is not recommended that these two members be alternated with other faculty members, as was suggested for the medium-sized high school; such an arrangement would not be feasible, owing to the size of the faculty. Information regarding the athletic program of the school or important regulations concerning it that affect faculty members must be prepared in announcements, presented at faculty meetings, or carried in the school paper. In the unlikely event that the head of the physical education department of the school is not the athletic director, faculty manager, or head coach, he should be a member of the athletic board of control. Every year, the relationship between physical education and athletics becomes closer, and rightly so. Certainly, the man who heads the physical and health education program in a school should be a valuable asset to any administrative or policy-making body in interscholastic athletics.

In spite of varied opinions on the matter it is recommended that the *board of education* be advised of the plan for control of athletics in the high school and invited to appoint a member to attend the

council meetings if it desires to do so. This arrangement not only gives the board information to which it is entitled but also may be a very valuable connection for high school athletics in a great many ways. It is just good business to see that a copy of all accounts of the athletic council meetings, as well as periodic financial statements, is sent to the secretary of the board of education.

Where there are two or more high schools in a city, the *supervisor of physical and health education* for the school system should be a member of the athletic council of each of the high schools. He may be a very valuable member. At least he may represent the superintendent of schools and see that the latter is kept informed of matters that should come to his attention. The supervisor also may aid in helping to keep the athletic policies and procedures of all the schools in one system more nearly uniform. Moreover, the supervisor usually is a man of considerable athletic and physical education experience and should be decidedly valuable counsel.

Two students are suggested as athletic council members, a boy and a girl. It is recommended that they be elected in connection with student council or all-school elections. This procedure brings attention to the student body that athletics are a democratic all-school function. Often the girl who is elected to the council may serve as its secretary. This is valuable training for her and at the same time may be assurance that complete records of all council meetings are kept.

Meetings of the athletic council should be conducted in a business-like manner. Agenda should be prepared for each session. As has just been indicated, complete records of all meetings should be kept. It is obvious that matters which will come before the council for consideration in the large high school will be similar to those of the medium-sized school. Many of these also will be the same basic ones that are important to the smallest high school sponsoring inter-scholastic athletics. The chief differences will be in their number and extent. The following are among the matters that should receive athletic council consideration and approval:

1. *Policies.* The athletic policy of the school should have formal approval of the council. This should be the guiding principle for the school's annual program.

2. *Schedules.* Schedules in all sports should be submitted to and approved by the council prior to their announcement.

3. *Contracts for games.* All game contract provisions should be presented to the council by the faculty manager for approval.

4. *Budgets.*[9] Estimated budgets of receipts and expenditures should be discussed and the latter approved. Complete financial reports should be made to the council.

5. *Equipment.* Purchases of all athletic equipment should be authorized by the council.

6. *Officials.* Final approval of athletic officials for all home games should be a matter of council record.

7. *Awards.* The council should receive recommendations from head coaches and authorize all awards to student athletes and student managers.

8. *Athletic injuries.* A definite statement of the policy of the school regarding the care and expense of athletic injuries should be made and well understood.

9. *Duties of administration.* The athletic director or faculty manager should be instructed as to specific duties he is to perform, subject to the approval of the principal.

10. *Unusual circumstances.* Any unusual circumstances regarding home- or away-game arrangements, officials, equipment, and the like, should be explicitly understood and approved by the council.

A critical examination of the items listed for consideration by the athletic council of a large high school will show that they are nearly all-inclusive, as was intended. The council should be, as its name implies, the body that counsels on athletic matters. Whether the school is large, medium-sized, or small, emphasis should be placed on the importance of having the program-governing board a well-informed organization that actually knows what is taking place. It should be the "board of directors" of interscholastic athletics of the school. Someone might raise the question why an elaborate organization should be accorded the athletic program if it is to be considered as having only its regular place in the educational scheme of things in a school, since no such arrangements are made for music, social studies, sciences, or other regular school subjects. The answer is that the organization is formed so that the athletic program will be kept in its logical place. The nature of athletics, with their wide student and adult interests, is such that sometimes overen-

[9] See pages 231-270 for further discussion regarding athletic budgets.

thusiasm might raise havoc with an otherwise sane program. For this reason the athletic council organization in a school may serve as a governing as well as an administering body. Again, the council very conveniently may be used by the high school principal as an agency for making final decisions on requests regarding which he may not care to make a statement. In summation, the athletic council, board of control, or governing board has a valuable place in the high school athletic program because it can be:

1. A policy-making organization.
2. An administrative body.
3. A counseling group.
4. A contact organization.
5. A body for making the athletic program coherent.

Plans for the Control of Interschool Athletics in Large Cities

In most instances each local high school in a large city will have an organization in effect for handling its athletics which may be similar to one discussed under "Organization plan for athletics in a large high school." In several cities, however, there are central agencies for determining and governing the athletic program for local interschool competition. Many such cities feel that they have sufficient competition among their own schools, so that very few or no outside games are played. A brief presentation of salient facts in connection with four such cities will be presented. Detroit, Chicago, Philadelphia, and Los Angeles have been selected because their organizations represent four rather distinct plans, although the Philadelphia and Chicago plans seem to have greater similarity than the others. Detroit sets up a board of athletic control, or athletic council, by appointment of the superintendent, in which the identity of individual schools in controlling their programs is somewhat overshadowed by the central organization. In Chicago the board of control is made up of a representative of each school, in addition to the director of physical education and his men assistants. Philadelphia has a supervisory committee on athletics appointed annually by the superintendent of schools. The director of physical and health education is general chairman. Los Angeles has an advisory committee on athletics, with the physical education section of the public schools being responsible for the general pro-

gram. Significant parts of the plans or organizations of these four city systems will be quoted and followed by brief summaries and comments.

Detroit. The Detroit organization is called the Detroit Public School Athletic League, but in addition to the seventeen high schools in the Detroit system there is included the University of Detroit High School. The following statements explain the administration plan in Detroit: [10]

The Assistant Director may call upon the three following groups for advice concerning matters in connection with the work in this department, namely the Athletic Council, the high-school principals, and the Athletic Directors' Committee.

The schedules for all games and contests are made by the Assistant Director of Health Education in Charge of Athletics. All outside games involving expenditures must have the signatures, on the contracts, of the Assistant Director and the Director of Educational Expenditures before being operative.

The Board of Athletic Control or Athletic Council is composed of the following: the Divisional Director of Health Education, the Assistant Director of Health Education in Charge of Athletics, the Supervising Director of Instruction, the Director of Educational Expenditures (who is treasurer of the Detroit Public School Athletic League), two high-school principals, two assistant principals, one house principal or group teacher, two athletic directors, and two athletic coaches. No two of the members are to be from the same high school. The Assistant Director of High-School Health Education shall be chairman of this group.

This body has power to settle individual eligibility problems for the city high schools and to advise concerning financial matters and policies regarding the general athletic situation.

The Athletic Directors' Committee consists of the Assistant Director of Health Education in Charge of Athletics and one member from each high school who has been appointed by the principal. This committee has power to recommend to the Assistant Director of Health Education in Charge of Athletics on matters relative to schedules, playing fields, officials, athletic programs, and other details involved in games and contests. The Assistant Director shall be chairman of this group. The same system of control applies to girls' athletics, the Director being represented by a woman, Supervisor of Health Education.

The Detroit *Athletic Manual* goes on to explain the handling of finances and purchases of athletic equipment through the board of education. Funds realized from athletic contests are sent to the

[10] Detroit Public School Athletic League, 1947-1948 *Athletic Manual*, page 7.

department of educational expenditures. Supplies are requisitioned to the supervisor and bought on bid through the board of education purchasing department. Game officials are assigned by the assistant director's office on the basis of ratings from the preceding season. The account of the Detroit plan has been stated in detail because it is an outstanding one illustrative of rather highly centralized control. Its success has helped to make the health and physical education department of the Detroit Public Schools known throughout the country.

Chicago. The plan of organization for the control of athletics in Chicago high schools is somewhat different from that in Detroit. Each school maintains its own program, controls its own finances, and purchases its own equipment in much the same manner as single high schools do in larger cities. Mr. August Pritzlaff, Director of Physical Education in the Chicago public schools, says:[11]

> The athletic program is an integral part of the Physical Education program. The Board of Education supplies such equipment as bats and balls but does not supply uniforms. These are purchased out of gate receipts by the individual schools. The coaching of all sports is done by teachers of Physical Education. The coaches receive time compensation hour for hour with classwork.

The Chicago organization is called the Chicago Public High Schools Athletic Association. Membership is limited to high schools under the supervision of the Chicago board of education. A board of control is the governing board.[12]

> The Board of Control shall consist of the Director of Physical Education and his men assistants and one representative from each high school in this Association, who shall be appointed by the principal of that school.
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> * * *
>
> The Director of Physical Education shall be the Secretary-Treasurer.
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> * * *
>
> The Board of Control may charge each member an entry fee not to exceed $5.00 for each team in any sport in which the school competes.

[11] Letter to the author, July 29, 1947.

[12] Chicago Public High Schools Athletic Association, Boys' Division, 1946 *Constitution and By-Laws*, pages 1, 2, 4, 10.

The fee must be in the hands of the Secretary-Treasurer on or before the committee meets to arrange a schedule for that sport.

Financial receipts are divided equally between competing schools in Chicago unless mutually agreed otherwise in the contract. Protests by schools may be made to the secretary-treasurer if accompanied by a $5 deposit (returnable if protest is allowed). Sports committees are set up for each activity, and complete eligibility lists of competing schools must be sent to the supervisor's office two weeks before the opening of the league schedule. As is the case with Detroit, the Chicago plan seems to have worked satisfactorily, and the athletic program, with its relation to physical education, is well and favorably known.

Philadelphia. In Pennsylvania the school code of the state sets up provisions regarding the conduct, management, and control of interschool athletics in public high schools. The Philadelphia board of public education has adopted the following resolution in this connection:[13]

> Resolved, That the Superintendent of Schools shall appoint annually a supervisory committee on athletics, to serve without compensation, to consist of representatives from various types of public schools, together with such persons engaged in work in physical education in the public schools as the Superintendent may select. And the Superintendent may also appoint others in an advisory capacity. This committee, acting under the direction and control of the Division of Physical and Health Education, shall prepare regulations and schedules governing interschool athletic activities throughout the school system, and otherwise assist in the conduct of school athletics, subject to the approval of the Superintendent of Schools.

The Philadelphia plan also provides that the director of physical and health education shall be a member of each of the four sections of the supervisory committee, of which he is chairman. The committee sections are as follows: Boys' High School, Girls' High School, Junior High and Continuation High Schools, Elementary Schools. Under general regulations the Philadelphia rules make provision as follows.[14]

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[13] Board of Education, School District of Philadelphia, 1947 *Rules for the Control and Management of Boys' Interschool Athletics*, page 4.

[14] *Ibid*, page 6

The Supervisory Committee on athletics shall prepare regulations governing interschool athletic activities throughout the school system including:

(*a*) The number and nature of the contests arranged for or played under its jurisdiction.

(*b*) The schedules for such contests or games.

(*c*) The eligibility of the participating contestants and officials.

(*d*) The length and character of the games or events.

(*e*) The basis and mode of awarding honors to the participants.

No athletic team composed of pupils in any public school or schools of this district, or in any capacity representing such school or schools, shall enter into or play any contest or game of any kind with any team of or from any organization or institution located outside of this School District unless the proposed arrangements for such contest or games shall meet the approval of a majority of the Committee and the Superintendent of Schools.

In order to be eligible to participate as an official or contestant in any interschool game or contest, a pupil in a public school in this district must maintain in school such standards in conduct, scholarship, and physical fitness as may be prescribed by this Committee.

The direct control of interschool athletics in each school shall be vested in an authorized body, which authorized body in the case of any school having an incorporated alumni may be its Committee on Athletics as now constituted, subject in each case to the rules laid down by the Board of Education, the Superintendent of Schools, and the Supervisory Committee on Athletics.

The Philadelphia regulations also set up the approved sports, with special rulings on each of them as to their conduct and participation by contestants. The setup is complete and apparently has proved quite satisfactory.

Los Angeles. The Los Angeles plan for control of athletics represents a six-league organization of the senior high schools in the Los Angeles city school district. The regulations ". . . are the result of various rules passed by the Board of Education, the Superintendent's office, the Vice-Principals of the six leagues and compiled by the Physical Education Section."[15] The Policy-Determining Committee, which is the athletic board for the Los Angeles City High School District is charged with the responsibility of administering the athletic program.

Unique among the Los Angeles regulations is the four-class com-

[15] Los Angeles Board of Education, 1939 *Rules and Regulations Governing Inter-School Athletic Contests.*

petition provided in sponsored activities. Teams are organized on the basis of an age-height-weight classification for all sports. Another unusual regulation in Los Angeles is the requirement that there are to be no night contests. Several outstanding regulations indicative of policies in effect are given below.[10]

No individual or school athletic team may participate in night contests. All outdoor contests must close not later than 10 minutes after sundown. All indoor contests must close by 6:00 P.M.

* * *

Instruction in athletics is permitted on school days only, and for a period not to exceed two hours daily. There shall be no directed organized practice, scrimmage or contest on Saturday, Sunday, holidays or during any institute or vacation period.

* * *

Schools may not protest a game because of decisions involving judgment of officials. Any protest must be made in writing within 48 hours of close of contest.

* * *

(1) Only those persons holding California Teachers' credentials shall officiate at contests in which high schools of the Los Angeles School District are involved. Teachers, upon approval of Principal, may leave their schools without loss of salary in time to start the game as scheduled.

(2) Teachers may not leave their schools to officiate at athletic contests other than those in which at least one Los Angeles School District team participates, before the official teaching day has been completed unless salary deduction is made.

* * *

All questions pertaining to high school athletic contests, not fully covered in the rules and regulations adopted by the Board of Education shall be referred to the Policy-Determining Committee.

Rules governing the conduct of athletics in the Los Angeles High School District may not be changed or suspended except by the Policy-Determining Committee upon approval of the Deputy Superintendent.

Los Angeles regulations for interschool competition apply to nine sports, and definite rules for participation in each of them are established. Schools may not play outside the Los Angeles district ex-

[10] *Ibid.*, pages 7-9.

cept in a few specified cases. Net funds realized from athletic contests are divided equally between competing schools. Championships in leagues are determined on a percentage basis in some sports and are city-wide in others. Subject to the general regulations in effect, it is apparent that other matters pertaining to athletic competition are handled by local schools in Los Angeles.

Policies of Some Large Cities in the Administration of Athletics

Several years ago a most interesting and informative study concerning important athletic policies in several of the larger cities of the nation was conducted by James E. Rogers of the National Physical Education Service. Four questions were asked of twelve city administrators of physical education. The questions follow, together with the summaries for each of them as formulated by Mr. Rogers:[17]

1. In what major cities of the country does the Board of Education supply adequate playing spaces, fields, halls, courts, etc., their maintenance, repairs, and policing, as part of its curricula?

Conclusion summary—Facilities are becoming better and more adequate and school boards are assuming more responsibility in this direction.

2. To what extent does the trained leadership or coach get roster compensation or financial remuneration over and above his regular teacher roster or salary for such work?

Conclusion summary—Trained leadership is in demand but there is no extra compensation for coaching. There is a less curricular load for those who coach.

3. To what extent is personal equipment, football uniforms, helmets, footballs, shoes, bats, balls, track shoes and all personal playing material furnished free to the members of the school squads?

Conclusion summary—The practice is divided. The majority of Boards of Education give supplies and equipment such as balls and bats; the different cities vary in degree—some more, some less. Personal equipment comes from the athletic fund. The funds are raised through gate receipts. The students pay a very small, nominal season fee. However, some schools give money for personal equipment from school funds.

[17] James E. Rogers, *Study of Important Policies in the Administration of School Athletics*, National Physical Education Service Pamphlet, 315 Fourth Ave., New York, 1938. Cities included in this study were Baltimore, Chicago, Cleveland, Denver, Hartford, Minneapolis, Pasadena, Philadelphia, Pittsburgh, Providence, St. Louis, and Wichita.

4. To what extent is the student body admitted free to see all contests, both as to "Home" games and those of other schools in the same community?

Conclusion summary—Practically all cities make a small, nominal charge, usually $1.00, for a season ticket.

There is a tendency therefore to make athletics educational in content and in administration. There is a tendency to make provision for it like any other subject as regards facilities and equipment. There is a desire that someday athletics will be free from gate receipts so that it will be placed on the same basis as any other subject in the curriculum. These are wishful tendencies. The practice varies as the various answers show.

The City Administrative Directors Section of the American Association for Health, Physical Education, and Recreation has conducted three national surveys on interscholastic athletic standards. In the most recent of these, made in 1945, the country was divided into sections and replies were received as follows from 189 cities:[18]

1. Should high school teachers of physical education be paid extra for coaching interscholastic sports? *Yes:* 160. *No:* 29. The trend is strongly toward paying extra for after school coaching and the committee recommends that an equable system be adopted.

2. Should high school teachers of classroom subjects be paid extra for coaching interscholastic sports? *Yes:* 172. *No:* 17. When teachers of classroom subjects not directly connected with physical education are required to coach a sport, the trend is ten to one in favor of awarding extra pay in addition to the base salary. The committee recommends that either money or reduced class periods should be given.

3. If 1, 2, or both is checked *Yes*, should the pay be in money? *Yes:* 92, or in reduced teaching classroom or gymnasium periods? *Yes:* 52, or both? *Yes:* 69. Although the comment shows that a majority of coaches prefer monetary payment, there is a growing trend to require teachers of education to take some reduction in class periods and the balance in money. Many women who coach prefer reduced class periods rather than monetary remuneration. The committee recommends that if any coaches are paid, all should be. Coaches should be paid either in money when there are not enough teachers to carry the standard gymnasium load or in reduced periods when the staff is large. Periods off during the day are not the equivalent of extra pay.

4. What is actually being done for coaches of athletics in your schools? *Paid in money:* 121. *Paid by reduction in class time:* 23. *Paid by combining both methods:* 27. *No payment of any kind:* 18. The trend is

[18] Administrative Directors Section of the American Association for Health, Physical Education, and Recreation, St. Louis, *Report of Committee on Interscholastic Standards*, April, 1946.

five to one in favor of payment in money varying according to the interest shown by the participation of students and the nervous energy expended by the coach. The committee recommends that special teachers of physical education should coach three hours weekly in addition to the regular class load; beyond that they should receive cash in accordance with their roster pay.

5. What is actually being done for coaches of music or dramatics? *Paid in money:* 71. *Paid by reduction in class time:* 28. *Paid in money and reduction in time:* 10. *No payment of any kind:* 87. The returns show that most schools do not pay teachers who work after school in music or dramatics. The trend, however, is to pay those who conduct entertainments for which an admission charge is made. The committee recommends that coaches in dramatics or those teachers who must work long hours after school with a band, orchestra, or chorus should receive money or reduced periods or both. This method will eliminate a source of ill will in many schools.

6. Do all interschool contests in athletics require a coach? *Yes:* 173. *No:* 16. Sports—Aquatics, Archery, Badminton, Baseball, Basketball, Boxing, Bowling, Cross Country, Fencing, Field Hockey Football, Football-Six Man, Golf, Gymnastics, Ice Hockey, Lacrosse, Rifle, Soccer, Softball, Tennis, Track, Volleyball, Wrestling. Principals are almost unanimous in requiring at least a faculty adviser for all interschool contests. The committee recommends that a coach be assigned from the faculty for all contests in team games and that an adult adviser be present at individual contests of less interest.

7. Do all groups of students playing away from their own school require a teacher accompanying? *Yes:* 187. *No:* 2. Practically all schools require a teacher to accompany a representative student group when players leave the school premises. The committee recommends that the principal should assign faculty members to attend every contest because mature judgment is needed for safety. Teachers should see that students have a proper means of returning home after the contest.

8. Do girls compete in athletics with other schools? *Yes:* 28. *No:* 161.

9. List sports used by girls—Archery, Aquatics, Badminton, Basketball, Bowling, Cageball, Croquet, Dodgeball, Fencing, Fieldball, Golf, Field Hockey, Lacrosse, Rifle, Shuffleboard, Skating, Soccer, Softball, Speedball, Table Tennis, Tennis, Track, Volleyball. Although five of every six girls' schools have no interschool contests, there were twenty-three different sports in use by those who do compete. Play days are listed by several cities. The committee recognizes that carefully managed contests in charge of women teachers have been successfully conducted for thirty years in some cities and that the trend is to allow contests without awards or admission fees.

10. Does your Board of Education own any enclosed athletic field? *Yes:* 150. *No:* 39. School authorities in most of the larger cities have found it necessary to own and control athletic fields. When privately

owned fields are rented, schedules are often disrupted by better paying attractions. The committee recommends that modern fields should have seats and lights and should be owned or controlled by the Board of Education. Each high school should have its own field adjacent to the building and fenced for protection against unauthorized use. The care of fields, running track, pits, and equipment should be in charge of caretakers responsible directly to the Board of Education.

Athletic Leagues and Conferences as Administrative Agencies

During the past two decades especially, high schools have grouped themselves into leagues and conferences for athletic and other interscholastic competition. These leagues have established principles and policies as far as their interschool athletic relations are concerned. Their chief purposes, however, have been the arrangement of schedules, declaring of league championships, maintenance and preservation of records, and assignment of athletic officials. High school conferences have been patterned very much after similar collegiate athletic associations and have performed like functions. The one exception is in the matter of interpretation and enforcement of athletic eligibility and contest regulations. In most instances these come from state athletic associations.

Optimum size. Usually, the league or conference includes a comparatively small geographical section of the state, with its membership composed of schools of comparable size and sponsoring similar or identical activities. Preferably, leagues should be small in size (five to eight or ten schools), because an unwieldy organization is ineffective. All member schools should meet each other in all sports sponsored by the league during the season. If they cannot, it is safe to say that the organization is too large. Schools are then likely to "shop around" for games when league schedules are set up so that they may determine their league standing by playing what they consider to be the weaker schools. Invariably this practice leads to dissension; thus it seems wise to advocate that league membership be kept small.

Services of athletic conferences. The value of the services rendered to member schools by athletic conferences and leagues depends on their local administration. Athletic conferences may serve to:

1. Enable member school officials to become better acquainted with each other through their league meetings.

2. Provide opportunities for schools of comparable size to compete with each other.

3. Allow the determination of league championships through comparatively local competition and without excessive team travel.

4. Provide methods for keeping league records of individual achievements and school standings.

5. Assign contest officials by league officers and establish uniform fee rates.

6. Develop definite ways for the improvement of sportsmanship at athletic contests through programs, exchange assemblies, and the like.

7. Ensure full schedules of all member schools in league-sponsored sports.

8. Conduct league meets and tournaments in appropriate sports.

9. Act in an advisory capacity with state athletic association officials on matters of general athletic importance.

10. Establish local league regulations for the conduct of games, including student and spectator control, admission prices, complimentary tickets, program arrangements, and so on.

Chapter 7

ATHLETIC CONTEST MANAGEMENT

Importance of Efficient Management

The management of a school's athletic contests may be the barometer by which the administration of its entire athletic program is indicated. Efficient management demands respect for the event itself. Inefficient management, or lack of attention to seemingly minor or unimportant details, lessens the educational value of a game both to contestants and student spectators. At the present time, in most localities, schools carry on their athletics with the help of public support through gate receipts. Probably we all hope for the time when it will be unnecessary to charge for interschool athletic contests and when boards of education will support athletics in their entirety. That day is not yet here. It therefore behooves schoolmen to establish their athletic programs and conduct them in such a manner that they will command the type of support and respect from the public which the coaches and school officials have the right to expect.

Well-managed contests. The well-patronized, successful enterprises in the community usually are those which are well organized and are managed efficiently. Every athletic contest should be handled in such a manner. Of course, the interest and concern of student participants and student spectators should receive first consideration. Following these, however, the public must be kept in mind. To do so should not cause any difficulty in the general scheme of things, especially if the policies of the school concerning interschool athletics have been definitely established and well publicized. Make the athletic contest a businesslike, attractive, and well-organized sports event. The public will recognize it as such, and its educative and good-sportsmanship implications will be primary achievements almost to be taken for granted. In many in-

stances, the reputation of a school may be measured by the manner in which its athletic contests are conducted. Certainly the importance attached to such events offers an opportunity to establish the good name of the school in a community which should not be overlooked by schoolmen.

Size of school. The size of the school and the extent of its athletic program make absolutely no difference in the importance of management of contests. Small schools have smaller squads, smaller student bodies, and smaller communities from which to draw adult crowds. The necessity for efficient management, however, is just as great as for the largest city schools. Games can start on time in these schools, crowds can be controlled, and squads can be neatly uniformed and completely coached just as well as in large city schools. Both students and adults in small communities will be just as appreciative if educated to an experience of this kind as will those who attend larger school contests.

In the attention given to details of management of athletic contests it will be assumed that schools of different sizes will consider only those items which are applicable to themselves. Some matters to be discussed, naturally, will not be of interest or concern to small schools. For example, publicity is not an important matter in connection with small-school athletic contests. An announcement made in the school assembly will reach virtually all the patrons and followers of teams in a village school. This is not true in larger schools. Thus, a publicity program is important in order that details of a given contest may be known to those who are interested in it.

Responsibility. No attempt will be made here to designate every individual responsible for certain details, which will be assigned according to the organization in the school itself. In some schools the superintendent may serve; in others, the principal or athletic director. Often the coach or a student manager will have particular jobs to perform. These persons should be kept in mind when considering the suggestions offered, because plans for administering athletic programs differ to such an extent in schools of various size. The specialized function of coaching is not considered in the administrative sense. That the team will be trained and instructed to the best of the coach's ability is taken for granted.

Phases of contest management. The other matters to be dis-

cussed are those additional to the actual handling of the team at the time of the game or contest. Contest management for home games will be considered under three headings: (1) before-game preparation; (2) game responsibilities; (3) after-game responsibilities. Management details for out-of-town games are discussed separately. The last part of this section will deal with general management items which must receive attention during the course of the year. No attempt has been made to list topics in chronological order. Their importance will vary in different schools, depending upon the individual or individuals who are assigned definite responsibilities in the athletic program, but they will serve as a check list of reminders. It is recognized, of course, that some management details may have been omitted because, again, of variations in local situations.

Before-Game Preparation (Home Contests)

Well-managed athletic contests are not the result of accident. Attending well in advance to all the details pertaining to a home game is evidence of efficient administration and of good planning. It should be possible, in most instances, to have the following items included in this category ready well in advance of the rush of last-minute details.

Contracts. Complete check should be made of dates and days appearing on contracts. Be sure that a game scheduled for Friday, February 10, actually is Friday, and that it is February 10. Both the date and day should appear on the contract. If contracts are made for two or more years, write in actual days and dates for games each year and not "Return game on corresponding date next year," which is bound to lead to confusion and misunderstanding. Contracts should be typewritten in duplicate and signed in all places indicated. Many state associations require that their standard contracts be used for all games, including league schedules. Discrepancies in a contract should be made known to the other school immediately upon discovery. Have a regular filing place for all athletic contracts, so that they will be available at the time of contests.

Eligibility records. A list of students eligible to participate in the approaching contest should have been received from the visiting school. Check to see that it has arrived. Be certain that the eli-

gibility list of the home school has been sent out in accordance with state association regulations. The coach should have a copy of the eligibility list in order that there may be no misunderstanding regarding who are eligible for a particular game. Eligibility lists of both schools should be at hand for possible reference at the time of a game.

Methods of securing current eligibility data vary in schools. In some cases a list of all candidates for teams is kept in the school office, to which teachers come on a designated day and check students in their classes for eligibility for athletics. In others, teachers are given a list of athletes in their classes. They mark this list and return it to the office or faculty chairman of eligibility. Still another plan is that of having each athlete, on eligibility-marking day, take to all his classes a special eligibility card which the teachers sign, indicating his eligibility or ineligibility in each subject. Absences of athletes on this day are checked by student managers, who take the cards of the absentees to the teachers concerned.

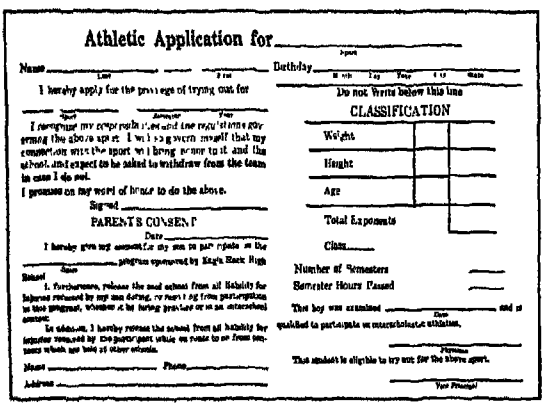
Claims are made for the value of each scheme. Local conditions, size of school, and precedents are undoubtedly the determining factors. Apparently the most generally efficient plan is that which places in the hands of each teacher a list of students in his or her class who are candidates for an athletic team. The teacher then may mark the list and note ineligible students or those whose work is of such low grade that ineligibility at the next marking period is inevitable unless there is a change in attitude or accomplishment. Students should be warned before they are marked ineligible. In most states eligibility grades are considered as running from the beginning of the semester to a date approximately a week prior to the contest.

Physical examinations. Make certain that records of physical examinations of all contestants are on file. It is good practice to require that the physical examination record of a student be received and filed before equipment is issued to him. Report the filing of physical examination records for all contestants to state athletic associations requiring it.

Parents' permission. It is good policy to secure parents' permission for all contestants. Such procedure clarifies athletic injury policies. Permission cards should be on file before a student is allowed to report for practice. Report the filing of parents' per-

mission cards for all contestants to state athletic associations requiring it. Eagle Rock High School, Los Angeles, has developed a form for recording parents' consent for participation in athletics, which also includes the signature of the student. The contents of the card furnish valuable information both to student and parents (see Figure 39).

Athletic officials. Contracts should be checked with all officials prior to games. Be certain that the officials are registered for the current year, if registration is a state association requirement. A week or ten days before a contest, the entertaining school should



Athletic Application for _____
Sport

Name _____ Birthday _____
Last First Month Day Year City State

I hereby apply for the privilege of trying out for

_____ _____
Sport Semester Year

I recognize my responsibilities and the regulations governing the above sport. I will so govern myself that my connection with the sport will bring honor to it and the school, and expect to be asked to withdraw from the team in case I do not.

I promise on my word of honor to do the above.

Signed _____

PARENTS CONSENT

Date _____

I hereby give my consent for my son to participate in the _____ program sponsored by Eagle Rock High School.
Sport

1. Furthermore, release the said school from all liability for injuries received by my son during, or resulting from participation in this program, whether it be during practice or in an interschool contest.

In addition, I hereby release the school from all liability for injuries received by the participant while en route to or from contests which are held at other schools.

Name _____ Phone _____

Address _____

Do not Write below this line

CLASSIFICATION

Weight		
Height		
Age		
Total Exponents		

Class _____

Number of Semesters _____

Semester Hours Passed _____

This boy was examined _____ and is
Date
qualified to participate in interscholastic athletics.

_____
Physician

This student is eligible to try out for the above sport.

_____
Vice Principal

FIGURE 39. Athletic Participation Form (*Eagle Rock High School, Los Angeles, California*).

remind the official of the date, time, and place of the game and the capacity in which he is to officiate. It is courteous to inform him also who the other officials in the game are to be. All officials' contracts should be explicit regarding the amount of the fee and the number of games on a given date. Officials' contracts should be made out in duplicate, signed, and filled out in all places provided, with the school and official each keeping a copy. Schools should keep such contracts filed in a regular place, and those involving officials for a particular game should be accessible at that time. Some schools have found it convenient to place game contracts, eligibility lists, and officials' contracts in a large envelope for each game.

They also may be filed in this manner. All this information and other pertinent data concerning a definite contest may thus be kept in one place.

YOUR GAME OFFICIALS[1]

(Test Yourself)

1. Do I carefully check the list of proposed officials to be sure they are registered for the current year?
Yes..... No.....

2. Do I secure men who are well trained in the administration of the interscholastic rules and familiar with the interpretations as prescribed by the I.H.S.A.A.?
Yes..... No.....

3. Do I use the contract forms supplied by the state office, secure sanction from the opponent, and take care of the details connected with securing officials in a businesslike manner?
Yes..... No.....

4. Do I supply the officials with details relative to exact time and place for the contest?
Yes..... No.....

5. Do I provide a suitable dressing room for the official apart from the teams?
Yes..... No.....

6. Do I effect measures to prevent players and spectators from attempting to influence the officials' decisions by words or actions?
Yes..... No.....

7. Do I arrange business matters so that the official will be able to leave promptly after the game?
Yes..... No.....

8. Do our contests start promptly at the time specified?
Yes..... No.....

9. Do our coaches attempt to influence the official before the game by calling attention to the faults of the opponent players or by dictating what type of officiating is required if he is to be employed again?
Yes..... No.....

10. Are our officials chosen because of their officiating ability or because they are good prospects for a trade?
Yes..... No.....

Equipment. Personal playing equipment usually furnished by the school will be discussed in Chapter 8, pages 211-223. In this discussion, equipment includes whatever is necessary, in addition to uniforms, for playing the contest. Each school official charged

[1] *The Illinois High School Athlete*, January-February, 1937, page 77.

with the responsibility for having all items on hand for a game should have his own check list.[2] Often a student manager may be delegated to take care of these details. They are most important factors in efficient management.

Field or court. Unusual locations or temporary circumstances may make special arrangements necessary concerning fields or courts where contests are to be held. Confirm all such arrangements in writing in order that misunderstandings may be obviated. Be sure that the visiting school is fully informed regarding any such changes in plans. If a game or meet is to be held at another school, rather than at the host school, be certain that all details are thoroughly understood by the administration of the school concerned. Athletic directors and coaches, especially, should be certain that the complete schedules of athletic events or special athletic functions are in the hands of the principal or superintendent so there will be no conflicts in assignments of gymnasiums, fields, or other facilities on specific dates.

Publicity. The regular and accepted means of publicizing athletic events of a school should be followed. The extent of the advertising will depend on school policy, seating capacity, and interest in the game on the part of student body and adults. The news-releasing agency should be either the coach, athletic director, or principal, as they may agree among themselves. Paid advertisements in newspapers may be advisable in some instances. Radio "spots" and theater notices are other advertising mediums. Since the athletic program should give first consideration to the students themselves, they should be made as familiar as possible with it. Athletic assemblies offer this opportunity. This does not mean that student interest should be fanned to a white heat prior to each game. One or two athletic assemblies during each season will provide a means by which the student body may be educated and advised regarding different games. By this method not only is their interest aroused, but they also become more intelligent spectators; and the athletic program becomes an educational experience for them as well as for the participants. Successful athletic assemblies have been held at the Dubuque, Iowa, Senior High School.[3]

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[2] See pages 189-190 for suggested game equipment lists.

[3] Wilbur Dalzell, "Athletic Assemblies," *Scholastic Coach*, September, 1936, page 27.

The analysis of four plays and a demonstration football game were the basis of a star football assembly. The entire student body, eleven hundred strong, was seated in the bleachers. Yell leaders were on hand for the game. A public address system owned by the school was put into use.

Two full teams were used for demonstration purposes. An off-tackle play, a reverse, a punt and a simple forward pass were analyzed. After an explanation, each boy did his part separately in slow motion. Then the whole eleven executed the play together.

The student body soon realizes that there are other players on the team besides the ball carrier and the forward pass receiver. The value of tackles, guards and blocking backs was impressed upon them. In the game that followed, common fouls were explained and then demonstrated by specific individuals.

The students were made acquainted with the personnel of their team and the details of executing four simple plays.

Similar assemblies in track and basketball have been held at this school, which stresses the following points: "These assemblies must be thoroughly planned in order to carry out their purpose. They must be simple and they must be explained. They should be short and well executed." Since a great amount of adult interest in high school athletics is stimulated by the interest and enthusiasm of a son or daughter, it is apparent that school athletic assemblies may be good means of publicity as well as good educational devices. Some schools have held public clinics in various sports for students and adults, usually before the first game of the season.

Courtesies to the visiting school. The visiting school should be written to a week or ten days prior to a contest and advised concerning the location, time, date, and officials for the game. A number of state athletic association eligibility blanks carry this information and, of course, this obviates the necessity for an additional letter. It is important to be sure that the visiting school has all the necessary data regarding the game. It should be advised concerning admission prices for students and adults, number of complimentary passes it is to receive, and arrangements for its band if it is to be brought to the game. Exact directions as to the dressing place for the visiting team should be sent. The Southwestern Michigan High School Conference[1] has devised a form (Figure 40) that is sent each week with the Current Eligibility List used in that state.

[1] Includes the following Michigan high schools: Benton Harbor, Grand Haven, Holland, Kalamazoo-Central, Muskegon, Muskegon Heights.

It not only furnishes pertinent data and information for the game but also supplies the host school with names and numbers of contestants, which it may use for program purposes. On the reverse of the form is a request that this team personnel information be listed.

Reserve games. If a reserve game is to precede or follow a varsity-team game, complete arrangements should be made for it. Many schools find it more convenient to play outdoor reserve games on dates other than those on which varsity or first-team games are

SOUTHWESTERN MICHIGAN HIGH SCHOOL CONFERENCE

Participants..... vs.....
Date of game..... Place of game.....

Preliminary Game	*Main Game*
Referee.....	Referee.....
Umpire.....	Umpire.....
Head Linesman.....	Head Linesman.....
Time.....E.S.T.	Time.....E.S.T.
Color of jerseys.....	Color of jerseys.....
Ball to be used.....	Ball to be used.....
Admission.....cents for students; .....cents for adults	

This sheet to be mailed on Monday along with the Current Eligibility List.

FIGURE 40. Pre-Game Team and Personnel Information Form (*South-western Michigan High School Conference*).

held, especially if fields are likely to be in poor condition for main games. Where schools are in the same or near-by cities such reserve-team games usually can be played without interference with school time. Arrangements should be definite for such games, good officials should be secured, and participants should be properly equipped. Precautions against injuries should be just as definite, or even more so, in these games as in any others, because the participants usually are less experienced. If two games are held the same afternoon or evening, they both should be started on time as announced and advertised.

Tickets. If special, season, or complimentary tickets are to be prepared and distributed, do it early. Tickets should be distinctive but not necessarily expensive. Have a definite method of charging them out to student salesmen if that plan is followed. Insist on

businesslike methods in handling this and all financial matters pertaining to tickets. This point is of particular importance because of Federal and, in some instances, state admissions tax reports which have to be prepared. If agreement has been made accordingly, be sure that the visiting school has an available supply of tickets for advance sale to its student body. Keep duplicate records of all ticket releases and sales. Have a definite policy in effect regarding complimentary tickets. The athletic council or board of control usually can remove considerable pressure for complimentary tickets by adopting a list of persons entitled to them and then adhering strictly to this list. In most cases those who make themselves nuisances in seeking complimentary tickets are not entitled to them, and athletic council action can provide a legitimate reason for not granting them. Adequate provision should be made for the selling and taking of tickets at the contest. Adults usually should serve in these capacities.

Contest programs. In general, an athletic contest is raised to a little higher plane if a simple, informative program can be placed in the hands of spectators. A program composed of nine-tenths advertising does not accomplish this purpose. Names and numbers of contestants, names of officials, and a few major rules interpretations are sufficient. If a small amount of legitimate advertising is necessary there should be no objection to it. Sometimes more ill will is engendered in advertisers, if they are continually asked to contribute to school athletic programs, than the receipts from such advertising are worth. The type of contest and the interest taken in it, as well as the size of the school and community, are determining factors in the furnishing of programs. In most instances they should not be sold. Reliable, trustworthy students should be assigned to distribute them.

Concessions. If concessions are to be handled by the local school athletic association, usually a faculty member should be in charge of them. If city or board of health permits for such matters are necessary, they should be arranged for in sufficient time prior to the season or contest. Uniformed vendors add to the neatness and appearance of the project. If the concession rights are sold to a club or commercial firm, the high school should know what is to be offered for sale and the methods to be employed. Many schools find that local high school clubs or student organizations are glad to

take charge of the concessions. Usually, such organizations are worthy ones, and often they perform services for the athletic department that more than offset what might be realized from concession sales if they were handled by the school itself. Regardless of the method of handling the concessions, the athletic association should insist on sanitation, neatness, and the employment of businesslike methods.

Ushers. Ushers are valuable adjuncts at an athletic contest. They not only assist the paying public to find their places in the stadium, gymnasium, or bleachers, but also actually help to enforce laws and rules. Definite arrangements for ushers should be made for all contests where a stadium or bleachers are used. They need not necessarily be uniformed, but they should have some distinctive apparel or button as an identification. Students may be delegated and trained in ushering, and they can do much to maintain a high level of conduct at athletic contests. Some schools use varsity lettermen in sweaters as ushers. Others use boy scouts, girl reserves, or boys and girls from other uniformed organizations for ushering. Some recognition, other than financial remuneration, should be given to ushers. This may be made in the form of school letter awards, invitation to the athletic banquet for the sport, formation of an ushers' club, or the like.

Police protection and parking. As public servants, city and state police should be used at athletic contests for handling crowds, directing traffic, and parking. Most local police departments are willing to detail special officers for duty at a high school game. Some schools feel that the presence of an officer at their contests is an indictment against them. This is not true. Law-enforcing officers are present at all large gatherings, and their presence may be defended because of any emergency which might arise. In too many instances school officials have not taken advantage of this public service, which is usually theirs for the asking. The presence of a uniformed officer also adds dignity to a contest and provides a method for enforcing local regulations regarding conduct of spectators and sportsmanship at contests. When individuals buy tickets for a high school athletic contest, they should realize that its purchase is with the understanding that they may, under certain circumstances, be asked to leave the stadium, field, or gymnasium.

The management reserves the right to refund the purchase price of the ticket and, with the aid of an officer of the law if necessary, to eject an unruly spectator who does not conduct himself in accordance with established standards. An occasional justified ejection has a wholesome effect on the general conduct of the crowd. For this reason, if for no other, the presence of uniformed officers at high school athletic contests is justified.

Reserved areas. If the stadium or bleachers are to have reserved sections, these should be plainly marked and roped off or guarded. When a patron buys a reserved seat, he is entitled to it. Likewise, he should be free from molesting students. Adults often hesitate to attend high school games because of the rowdyism of younger students. Reserved areas for bands, parking, or players' spaces should be provided and plainly designated prior to the game.

Cheer leaders. Well-uniformed and courteous cheer leaders can do a great deal to keep the crowd in the right frame of mind. Considerable attention ought to be given to the selection of cheer leaders, who can be sportsmanship leaders as well. Their big job should be that of securing recognition of outstanding plays and examples of good sportsmanship on the part of both teams, and of aiding the school and game officials as the contest progresses. They may also help much in maintaining proper order, and in assisting ushers and officers. A school letter award should be granted to cheer leaders who do the right kind of job.

Score boards. Score boards are almost essential pieces of equipment in modern high school athletic contests. Some excellent electric types are on the market, but these are not a necessity. Usually it is sufficient to have a device that shows the score of each team and the inning or the time remaining to be played in the period. Definite arrangements should be made to have one or two students manage the score board regularly.

Condition of stadium, bleachers, or gymnasium. Upkeep of facilities should be a janitorial rather than an administrative duty. In certain cases, however, some member of the athletic staff may have to see that these facilities are in proper order for a contest. The stadium and bleachers should be clean. Out-of-date notices and paper and other debris should be removed. Rest rooms should be fully equipped, sanitary, and available. Temperature controls

for indoor games should be inspected and regulated so that they are working properly at the time of the contest. Be sure that temporary bleachers have been properly inspected by authorized officials to ensure their safety.

Bands and half-time arrangements. If bands are to be present at a game, make certain that reserved seats are provided for them in the bleachers or stadium or on the field. Advise each band of the amount of time it will have for maneuvers between halves. If a flag-raising ceremony is to precede the game, make arrangements for all details and advise band directors accordingly. At football games especially, the local school band often can be of service in protecting the playing field from encroachment by spectators, which sometimes occurs near the end of the game if the field is not well roped off. The members should be instructed concerning this service and made to realize that spectators will respect their uniforms.

Decorations. If the field or gymnasium is to be decorated for a contest, include the color schemes of both schools. Be sure that decorations do not interfere with playing facilities. Crossbars of football goal posts or basketball backboards never should be decorated or marked in any manner.

Public-address system. Some schools own their public-address or loud-speaker systems. Often they may be used to advantage at athletic contests, outdoor ones especially. A regular policy relative to their use should be established. If the announcers are high school students, they should be trained in their job before the contests. Public address announcements regarding athletic events generally are most effective when made sparingly. Pertinent information regarding completed plays, substitutions, and explanations of penalties usually are sufficient. Do not attempt to give a running account of a contest for those who are seeing it.

Physician at contests. Arrangements should be made well in advance of a contest to have a physician present. In most cities and towns there are physicians who are interested in athletics and like to attend the games. Sometimes it may be necessary to pay for the services of a physician in order to have one present. In either case payment is a desirable policy and protects both the contestants and the school. Often, the physicians in a community are willing to arrange their schedules so that one of them is free to attend one or

more home games, and thus little hardship is imposed on any one of them. Complimentary tickets, of course, should be available to cooperating physicians as the least courtesy which could be shown them.

Scorers, timers, judges. Adequate provision should be made to have these officials at any contests that require their services. In football some schools keep track of all substitutions and time played by each contestant. Scorers and timers in basketball are very important officials. Members of the faculty usually are most satisfactory for these assignments. Use the same men regularly if possible. Timers and judges for track and swimming meets are difficult to secure. Plan to ask more than are needed, because some usually fail to be present.

Game Responsibilities (Home Contests)

The items listed and discussed in this section will be those to which attention must be given at the time of the contest. Preparation for some of them will have been made previously, but when the day of the game comes around, time is limited and every detail must have received its proper attention. In some instances the check-list items under Game Responsibilities will be restatements of those appearing under Before-game Preparations. It seems advisable to follow this procedure because in both instances they are matters which necessitate consideration at the time indicated.

Supplies and equipment. These items refer to game supplies and equipment, exclusive of uniforms for players. The following is a suggested list of supplies and playing equipment which should be available at game time for the common sports:

Baseball

Balls	Drinking water	Resin
Bases	First-aid kit	Score book
Bats	Lime	Towels
Catcher's outfit	Official rules book	

Basketball

Balls	First-aid kit	Score book
Cartridges	Gun	Towels
Drinking water	Horn	Watches
Electric score-board controls	Official rules book	Whistles

CROSS-COUNTRY

Cartridges	Gun	Watches
Drinking water	Official rules book	Whistles
First-aid kit	Towels	Yarn

FOOTBALL

Balls	Head linesman's box	Score-board equipment
Cartridges	Head linesman's chain	Towels
Drinking water	Horns	Watches
First-aid kit	Official rules book	Whistles
Goal-line flags	Participation record book	Yard markers
Gun	Resin	

GOLF

Balls
Local course rules
Official rules book
Score cards

SWIMMING

Cartridges	Lane markers	Towels
Diving judges' cards	Official rules book	Watches
False start line	Rope finish line	Whistles
First-aid kit	Score sheets	
Gun		

TENNIS

Balls
First-aid kit
Nets
Official rules book
Towels

TRACK

Batons	Hurdles	Spade or shovel and rake
Cartridges	Javelins	Starting blocks
Crossbars	Javelin board	Tape (measuring)
Drinking water	Judges' stands	Towels
Drums	Jumping standards	Vaulting poles
First-aid kit	Lime	Vaulting standards
Gun	Official rules book	Watches
	Score sheets	Whistles
	Shot (12 lb.)	Yarn

Tickets. Tickets should be at booths with sellers and takers stationed as previously assigned.

Ushers. Ushers should be at stations previously assigned.

Contest programs. Supplies of programs should be in hands of

distributors who have previously been instructed as to their stations. Distribution of programs never should be wasteful. It is better to have unused programs turned in after a game than to let the stands be littered with them during a contest.

Officials' quarters. Officials should have private dressing rooms apart from either team. A student manager should be assigned to direct officials and be at their service.

Visiting-team quarters and courtesies. At least one student manager should be assigned to the visiting team. He should show the visiting school officials their team dressing quarters and the method of reaching field or gymnasium, inquire if they have all the equipment they need, furnish them a supply of drinking water (individual cups or bottles if a fountain is not available on field or in gymnasium), and remain on constant call for any services the visiting coach or athletic director might desire.

Flag raising. Be sure that the American flag is on hand and that students are instructed as to their functions in the flag-raising ceremony. Bands also should understand their part in the program.

Intermission program. If a program is planned between halves of the game, be certain that all arrangements are completed and that student managers know their duties.

Players' benches. Reserved areas for substitute players and coaches of visiting and home teams should be roped off or protected by student guards. No one else should be allowed on these benches.

Physician. Check to see that the physician expected for this contest is present.

Bands. Reserved seats or benches should be provided for visiting-school and home-school bands. Check to see that they are available. Student managers may be assigned to this detail. Be sure that band leaders know the time allotted them between halves, and also what is expected of them after the game.

Contracts. The principal, athletic director, or coach should have game and officials' contracts in his possession at game time for possible reference.

Contract guarantees and payments. Have school athletic association checks available for the visiting school (if contract calls for a guarantee) and also for officials. These should be given to the persons concerned during the intermission period or immediately

after the game. In some instances local school policy will provide for mailing checks after the contest.

Eligibility lists. Have the eligibility lists for both competing schools accessible at the time of the contest.

Score-board arrangements. Student managers should be assigned to score boards. Generally, they should be students who have had experience in this work.

Guards for dressing rooms. It is advisable to have a guard on duty in the visiting and home-team dressing rooms during the progress of the game. Even though valuables should be checked, clothing and other articles sometimes disappear if the locker rooms are left unguarded. An alternative is to assign the visiting team to a room that may be locked and then give the key to the coach or faculty or student manager.

Extra clothing for substitutes. Adequate clothing is especially important in football. Parents legitimately object if their boys are insufficiently protected while sitting on the bench. Have a sufficient number of warm coats or blankets for all substitutes, or else have fewer substitutes. Treat them all alike.

Concessions. Check to see that concessions are being handled properly.

Cheer leaders. Cheer leaders should be on their assignments at least a half hour before game time.

Police. Police officers assigned to duty at the game should be available before or soon after gates or doors are opened. An officer stationed near the main gate or stadium entrance has a good psychological effect.

Public address system. Check the public-address system prior to the start of the game to see that it is working properly.

Rest rooms. Make certain that rest rooms are properly equipped and are available when the gymnasium door or field gates are opened.

Guarding extra equipment. Student guards should be assigned to see that extra equipment, such as balls, bats, helmets, jackets, sweaters, blankets, and pads, is not lost during games.

After-game Responsibilities (Home Contests)

After a game is over, there are still several things to be done. Usually it will be the faculty manager, athletic director, or coach

whose responsibility it is to see that they are finished. These items will be indicated in the form of a suggested check list.

Payment of officials. The official or officials should be paid between halves, or immediately or soon after the game. An official should be free to leave the school as soon as he desires after the contest. Do not make it necessary for him to hunt up someone in order to get his fee. It should be ready for him without his having to ask for it, unless it is to be mailed.

Payment of visiting school. Again, if this detail was not attended to during or before the half it should be done immediately after the conclusion of the game. Be sure that the payment is in accordance with contract guarantee provisions.

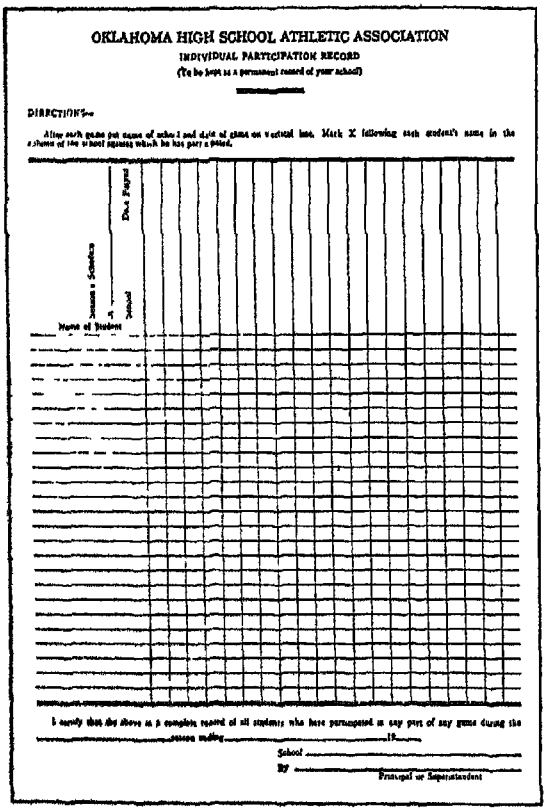
Storage of equipment. Student managers should be assigned the responsibility of collecting and storing all field, court, or game equipment after each contest.

Contest receipts. At least within a day or two after a game the athletic director, faculty manager, or coach should check receipts for the contest. Such a report should be received from the individual in charge of ticket sales at the game.

General financial statement. It is only good business to have a complete financial statement, showing receipts and expenditures, ready within a week after each game. The reports should be placed in the hands of the high school principal or superintendent of schools, who may dispose of it as he sees fit.

Concessions report. If the concessions are handled by the high school athletic association, there should be a complete report of receipts, expenditures, and inventory after each game. If concessions are in charge of local school clubs or organizations, a financial report still should be made to the athletic director or high school principal. School officials have the right to know the financial status of this agency in order that they may be in a position to answer inquiries concerning it.

Record of officials. Many state athletic associations ask that schools rate officials either after games or at the end of the season. In the latter case it is desirable to keep a record of all officials until the state blank is received. A simple method is to list the name of the official, the game in which he worked, the date of the game, a rating for him based on the state rating plan, and a few remarks about his work. This record also will be of value when officials for



OKLAHOMA HIGH SCHOOL ATHLETIC ASSOCIATION

INDIVIDUAL PARTICIPATION RECORD

(To be kept as a permanent record of your school)

DIRECTIONS—

After each game put name of school and date of game on vertical line. Mark X following each student's name in the column of the school squares which he has participated.

Name of Student

Season's Schedule

Date Played

School

I certify that the above is a complete record of all students who have participated in any part of any game during the season ending _____ 19__

School _____

By _____

Principal or Superintendent

FIGURE 41. Individual Participation Record Form (*Oklahoma*).

another year are being considered. Such records should be kept for out-of-town as well as for home games.

Participation records. Shortly after each game a record of all participants should be made, usually by the coach. This may be used for award purposes, if that policy is followed in the school, and also for final season reports to the state athletic association in states where such reports are required. Oklahoma supplies an Individual Participation Record form typical of those used in states de-

siring such information. A copy of this information also is retained as a permanent record of the school (see Figure 41).

Filing of contest data. Usually it is desirable to have all the information concerning a particular contest available in one place. Such a filing procedure is possible if data regarding a game are compiled shortly after its conclusion, while it still is fresh in mind. Such a plan has been developed at Iron Mountain, Mich., High School. A large envelope is used as the filing unit. In it game and official contracts are filed, together with all correspondence and school and newspaper clippings concerning the contest. On the outside of a 14½ by 9-inch envelope, reading the short way, the following is printed:

Iron Mountain High School vs. .....
At ..... Date .....
Score.....
(I. M.) (Visitors)
Referee.....
Umpire.....
Head Linesman .....
Gate Receipts.....
Guarantee .....

PRELIMINARY GAME

..... vs. .....
Score.....
Officials .....
Remarks .....
.....
.....

Obviously, such a system enables data concerning any contest to be found readily. It requires only a minimum of effort, but the information must be filled in soon after the game has been played. Some schools keep record books of all games, with satisfactory results. Whatever system is used, the important thing concerning it is regularity and keeping it up to date. Records become valuable with age and they should be kept faithfully.

PREPARATION FOR OUT-OF-TOWN GAMES

Definite preparation must be made by visiting-school officials for athletic contests to be played away from home. Coaching of the team is not included in this discussion. Regardless of the size of

the school, there are numerous matters regarding the trip, management of the team, and financial considerations to which attention must be given. In the smaller schools the superintendent, principal, or coach will attend to them. In larger schools the athletic director or faculty manager usually will take care of these administrative matters. The items presented here may be considered as a check list of duties from which schools may select, or to which they may add, those pertaining to their local situations.

Transportation. Transportation of an athletic team is the most important item in connection with games away from home. Often, especially among small schools, teams cannot be transported in the most acceptable manner because of lack of funds. If at all possible, school athletic teams should be carried only by bonded, public common carriers. School busses also are highly desirable, but some states have questioned the right to use such vehicles for out-of-school activities as they have defined them. Private cars driven by adults are the most common means but should not be used unless absolutely necessary. Schools and private car owners should be sure they understand the public-utility and public-liability laws of their states where such an arrangement is in effect.

Under no circumstances should student drivers of private cars be allowed to transport athletic teams. Where such a policy is followed, school authorities may be charged with negligence in case of accident, with subsequent court action a possibility. Team members should be required to go to the entertaining school together and return the same way. The one exception to this rule is where parents personally request permission of the school official in charge of the team to take their son or daughter home with them. Have a definite time for starting the trip. Plan a definite range in time for the return trip, and notify parents accordingly. Usually team members, student managers, coaches, and school officials only should make up the party if a bus is chartered for the trip. The same applies if a school bus is used. Discipline problems are lessened to a considerable degree if no students other than team members, student managers, and possibly cheer leaders are allowed.

Parents' permits. Some schools do not think it is desirable or necessary to require permission of parents of students for each out-of-town trip that the school athletic team takes. They feel that the original permission for the student to participate covers scheduled trips as well as actual play. This opinion is reasonable. Other

schools have forms that they require the student to take home, have signed by one of the parents, and return to the coach, faculty manager, or principal before he may go on the trip with the team. These forms usually state the location, date, and time of the contest. They also indicate the type of transportation to be used, hour of departure, probable hour of return, and a source where information may be obtained in case the return trip is delayed. In signing such a form the parent usually indicates that the school is released from any liability in case of accident. Just how much this apparent release of liability amounts to is questionable. The chief justification for a procedure of this kind is that it keeps parents informed of the school's efforts to cooperate with them in the care and safety of their son or daughter. Following is the type of information appearing on a form of this kind that is used by Three Rivers, Mich., High School. This form is mailed to the parent and is not returned unless the student may not accompany the team on the trip.

PARENTS' NOTIFICATION OF CONTEST

Your son has been selected to represent Three Rivers High School in .....on.....in competition with.....High School.

He will need.....

He should be neat in appearance.

He must be at the gymnasium not later than..... He will leave at.....by.....and return at approximately.....

Should he not return by this time, information may be obtained by calling..... Every care will be taken for his safety.

If for any reason your son will be unable to compete on this date please note the reasons and return the card by him.

Signed.....
Coach

Finances for trip. The member of the faculty in charge of the trip should be the custodian of all funds. Sufficient money should be withdrawn from the school treasury to take care of meals, lodging (if necessary), and incidentals. A strict accounting of all expenditures should be made to the principal, superintendent, or athletic director immediately after the return. Bus charges should be paid by the school by check. Contract guarantee checks should not be cashed by schoolmen on trips unless absolutely necessary. It is much better to have them pass through the regular financial channels of the school or athletic association treasury.

Equipment. Each player should be charged with responsibility for his personal playing equipment. Duffle bags, with names or numbers on them, are satisfactory means for carrying it. Game equipment, bats, balls, helmets, first-aid supplies, extra shoes, cleats, jerseys, sweaters, coats, and the like, should be the responsibility of one or two student managers. They should see that they are properly assembled, placed in trunks or bags, and loaded at the start of the trip, assume responsibility for their safekeeping during the game, and check to be sure that they are returned. If additional equipment is issued to a player on a trip, it should be charged to him by the person issuing it.

Game details. Complete information should be available before the start of the trip regarding game details. Know the time of the game, the place where it will be played, the location of dressing rooms, who is to officiate, the price of admission, and the regulations concerning complimentary tickets for the visiting team. Band, manager, and cheer-leader arrangements should be understood. Having this information ahead of time will lessen the confusion upon arrival.

Eligibility records. Be sure that all players making the trip are eligible for the contest to be played. Make certain that their names appear on the eligibility list. Take this list, and the one received from the competing school, on the trip for possible reference.

Game contract. The game contract should be accessible for reference in case any differences of opinion concerning it arise. It should be in the possession of the individual in charge of the trip, together with special correspondence concerning the game, and both eligibility lists.

Trip personnel. Have a definite time when the coach will post a list of team members and student managers who will make the trip. State the time the team will leave and then leave at that time. If players know this hour is the deadline they will be on time.

Participation record books. If it is the policy of the school to keep an accurate record of all participants, the record book should be carried on the trip. Responsibility for compiling data in it may be delegated to a student manager.

General Management Duties and Policies

In the preceding sections of this chapter administrative or management matters have been discussed involving before-game, game,

and after-game duties. Likewise, items necessitating attention concerning out-of-town games have been considered. Obviously, they all are administrative or managerial functions. In addition, however, there are matters which are not specifically allied with any one event but which concern the whole program. They are what might be classified as school athletic policy administrative functions. Most of them will be or have been submitted to the athletic council or board of control for its approval. Insofar as it is possible to distinguish them from those matters previously considered, they will be presented here. It is obvious that most of the items discussed under the headings previously mentioned also will have been approved by the athletic board.

Permanent athletic eligibility, participation, and scholastic records. The amount of clerical work necessary in compiling eligibility-list data may be lessened considerably by centralized records. Some local schools and state athletic associations have devised forms to accomplish this end. In some instances copies of the regular eligibility lists are retained and filed by schools for use the following year in compiling athletic data and statistics. This is an excellent procedure if no other plan is in effect. Iowa is one of the state athletic associations which require that a Permanent Book of Record [5] be kept on file in each school. The information requested or contained in it includes eligibility data for all athletes during the year; rules and regulations of the Iowa High School Athletic Association; data concerning athletes representing the school during the year; personnel of various teams; results of games and contests held in each sport; school track records; schedules for the ensuing year; high school athletics cash book; notes on each athletic season during the current year. This record book becomes a permanent school record and must be completed upon penalty of loss of membership by the school. In Oregon, a Report to Secretary is made by designated dates, with a copy being retained by each school. In this way a permanent record of athletics, and considerable scholastic data are centered in one place, thus resulting in easier access to sources of information for the preparation of subsequent eligibility lists. [See Eligibility Report to Secretary (Oregon), Figure 42.]

As an example of a central filing system for data on athletes that has been worked out by a local school, the Permanent Record Card

[5] Iowa High School Athletic Association, 1946-1947, *Permanent Book of Record For the School Year.*

formerly in use at Central High School, Lansing, Mich. is cited (see Figure 43). This card is most complete; and, if it is kept up to date, the complete athletic and scholastic histories of a student are

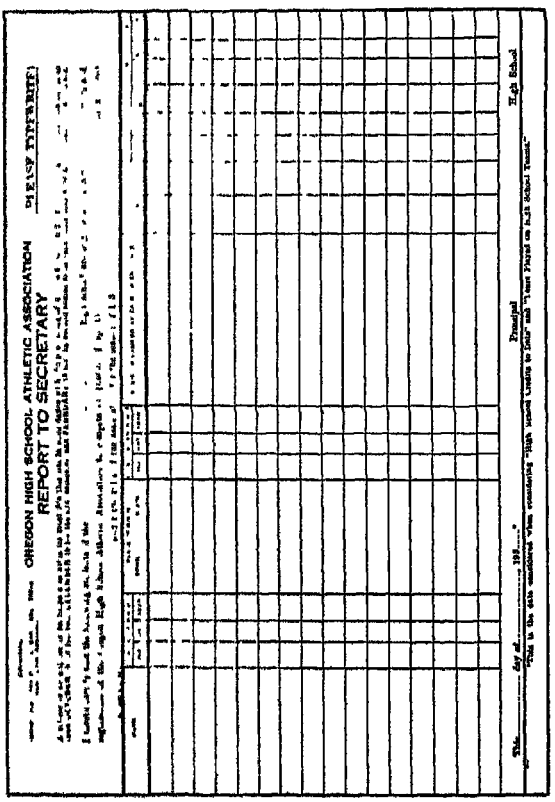

OREGON HIGH SCHOOL ATHLETIC ASSOCIATION
REPORT TO SECRETARY

FIGURE 42. Form for Eligibility Report to Association Secretary (*Oregon*).

immediately accessible. Such a form should be of considerable aid to those in charge of the clerical work in making out eligibility lists for each sport.

Regardless of the scheme followed in recording permanent athletic records of students, be consistent and faithful. New admin-

istrators and coaches coming into schools should find complete records available. Also, there are many cases when information is desired concerning the athletic participation of former high school students several years after they have graduated. The school athletic department is the place from which it should be obtainable.

Athletic finances and budgets. These items will be discussed in Chapter 10, pages 234-270. They are mentioned here, however, because of their proper inclusion under general administrative duties. It is impossible to overemphasize the importance of sound financial policies and accurate bookkeeping in connection with a

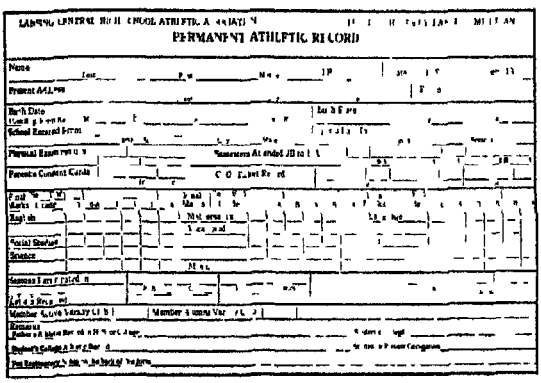

PERMANENT ATHLETIC RECORD

FIGURE 43. Permanent Athletic Record Form (*Central High School, Lansing, Michigan*).

high school program of interscholastic athletics. That is one reason why an entire chapter is devoted to the subject.

General reports. In some instances the general report for the athletic year may be the permanent records. In others part of it may be in the school paper or school annual. It is highly desirable, however, that a brief but complete, athletic report be placed in the hands of the superintendent or principal at the close of the school year. It is good information for either or both of them to have and is in line with policies in many schools that teachers shall report their year's work at the end of the final semester. The report should include at least (1) financial statement; (2) results of games and

meets; (3) number of participants; (4) outstanding features of the year's activities; and (5) proposed schedules for the ensuing year.

Contracting officials. Athletic officials for home games for the following year should be engaged as soon as possible. There always are many officials, but sometimes there are not enough good ones. It is not to be inferred here that great emphasis should be placed on the official or officials in a game. Ninety-nine per cent of them are honest and eager to do a good job because that is their best method of receiving other assignments. It is a fact, however, that certain officials are better known, handle games in a more satisfactory manner than others, and generally are acceptable to all schools. These are the men whose services have to be contracted for early. Home schools should submit lists of officials to visiting schools. Names of officials mutually agreeable should be submitted to the athletic council for approval. Officials then should be approached concerning their availability and contracts sent them. In some cases it may be desirable to ask officials to hold a date or dates tentatively for later confirmation. This procedure will enable the securing of formal approval of the visiting school.

Keep a file of all correspondence regarding approval of officials. As far as possible, officials should be secured from six months to a year in advance of the games in which they are to work. It should be understood that contracts are binding only in case an official is properly registered with the state association, if state regulations require such a procedure. Do not use the same official in too many games. This is not a good policy either for players or spectators. There is question regarding the "trades" in officiating as practiced by some athletic coaches, in which a coach from one school works in a game for another school with the understanding that the coach of the latter school will work a contest for the coach of the former institution. Sometimes this policy leads to difficulties.

A word to the athletic official may not be amiss in this discussion. He has an important part in the successful conduct of an athletic contest. He should be businesslike in his correspondence, be on time, know the rules, and, above all, be honest and fearless. When he reports to officiate a game between two schools, he might well do so with the following thoughts in mind:

I am your official.
I was selected to officiate in this game upon your mutual consent.

I bring to this game a rested body and an alert mind.

I shall endeavor to be fair, always to be honest, and I shall exercise my best judgment.

I have attempted to master the rules of the game to the best of my ability.

I shall make my decisions so they will be clearly understood by players and spectators; and, having made them, I shall expect the support of school authorities.

I shall consider this contest a success if each team plays its best and exemplifies the highest type of sportsmanship.

I shall give my best to the good of this game.

Officials whose reputations are best do not solicit games. School officials know which men they want to officiate in their games. If an official's work and reputation are what they should be, he will receive his share of assignments. He should not make himself a nuisance or cause embarrassment to athletic directors or coaches by asking them for games. His job is that of officiating games, and usually, that is all schoolmen or coaches want of him. Krieger offers some sound advice to officials concerning their conduct after games. Although it is directed to football officials, it is applicable to all postgame officiating.[6]

The Ball—In the majority of instances the winner is entitled to the ball and will lose no time in claiming it; but unless the officials are definitely aware of this fact, it is good policy to grab and hold the ball. Following an incident involving much grumbling and threats to deduct the cost of the ball from my fee, I always make it a point to learn if the ball is at stake.

The Spectators—There may be instances when spectators take exception to a ruling and a nasty situation develops at the end of the game. Men who officiate football must school themselves to entirely ignore the comments of spectators during the game, and this seems the best policy to pursue should an unpleasant situation arise when the game is over.

The Coaches—Never ask a Coach for his opinion of your work; you know whether you worked hard and efficiently or whether your work failed to come up to expectations. . . . On occasion, a Coach will approach the officials before he has regained his normal temperament. In these instances there is nothing to do but be courteous or silent, and if anything is said that is to later be regretted, let it be said by the other fellow, not you.

When a Coach inquires about the ruling of a questionable play the

[6] E. C. Krieger, *Football Officiating*, Chap. IX. Athens, Ohio: The Lawhead Press, 1937.

official or officials who were responsible should make such answer as is required without involving or implicating the others. "Passing the buck" is the best way I know of for a man to let himself quickly and quietly out of officiating.

Who of us has not "gone to bat" for another official who was in a tough spot? If you haven't, you have not been long in the game. I have observed instances where these attempts to help have been carried to an extreme which destroyed the entire value of the gesture and resulted in discrediting the "good Samaritan."

Among the officials—The customary "you worked a nice game and I enjoyed working with you" is sometimes far from a sincere statement. . . . If contact during a game does not give sufficient opportunity in which to judge the ability and personality of an official, I know of no other test which will reveal it; and what is said, if anything, can well be based upon the facts.

If You Stay Over—When an official remains in the city in which the game was played, his good sense should dictate that his conduct, even though hours after the game, may be the index by which he will be judged for the entire day.

Talking about the game, the players, formations, or the strategy employed is always to be avoided. In the first place, an official who is working efficiently knows much less about these things than any of the spectators, and to those who are "in the know" a detailed description by an official marks him as better fitted for some capacity other than officiating.

Schedules and practice. As indicated previously, schedule making should receive the approval of the local school athletic council or board of control. Generally, it should not be the final responsibility of any one individual. Of course someone will have the task of making arrangements for schedules, but this always should be done subject to the final approval of the council. Schedules usually should be made at least a year in advance. In some sports in which yearly home-and-home games are played, two years will be involved. In general, games should be arranged as nearly as possible so that home contests alternate each week with those away from home. Likewise, they should be arranged so that they do not interfere with school time. The North Central Association of Secondary Schools and Colleges recommends that no high school athletic contest be scheduled for an evening preceding a school day. Leagues, conferences, or local athletic associations can aid schools in establishing regular schedules and deciding on days of the week on which games will or will not be played.

Schools are beginning to get away from the policy of playing "setup" games at the beginning of seasons. Usually, the public is not interested in such contests, there is decided inequity in the competition, and schoolmen, both in the large and small schools concerned, often are opening themselves to severe criticism by scheduling such games. Schools should confine their competition pretty much to their own class in order that there may be greater assurance of safety, equality of teams, and real fun for the players.

When schedules have been approved they should be mimeographed or printed for student and adult distribution. This is an effective means by which a school's policy regarding its athletic schedules may be publicized. By this method it also is possible for a school to protect itself from pressure for postseason games, especially in those states in which games other than those regularly scheduled are prohibited.

There are differences of opinion as to length of schedules. There is a tendency on the part of some state athletic associations to aid schools in establishing maximum limits in the number of games to be played in some activities.[7] Local schools themselves, or local leagues, frequently set up limits as to the number of games. Such a procedure seems justifiable, as pointed out by Campbell and Reed:[8]

> The length of athletic schedules should be definitely limited. Boys participating in interschool athletics are under great mental and physical strain. This in itself is not bad; it is a test of the boys' stamina and moral fibre; it is a part of the man-building process which we want. The objection arises, however, when the strain is too long continued. For that reason, boys should not be allowed to play excessively long schedules. Experience has shown that not more than four games should be scheduled for which the boys must put themselves on edge—games to be "pointed for." In addition to these games, three or four games of lesser importance might well be arranged. These games do not place the boys under a heavy mental strain and, therefore, do not interfere with the regular work of the classroom. Ordinarily, not more than eight interschool games should be scheduled, and the season should end well before the season for the next sport opens.

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[7] See pages 129-132.

[8] W. G. Campbell and R. K. Reed, *Coaching High School Athletics*, page 162. Los Angeles: G. C. Crawford, University of Southern California, 1932.

Although the limit in the number of interschool games stated above may seem rather small for all sports, it may be considered as an average. There is no question that many schoolmen have not heeded their better judgment in setting up athletic schedules, usually from lack of thought rather than from lack of forethought. This same criticism may be made concerning the frequency and length of practice periods:[9]

> The tendency in high school athletics is to work boys too hard and too long. Practice periods are arranged daily, the schedule of games extends over a period of many weeks, and the number of contests played is, in most cases, entirely too many. Those who are responsible for high school athletics should remember that herein lies a flagrant source of overemphasis.
>
> The local athletic council should adopt standards and policies governing practice periods and schedule-making compatible with rules of the state association. Since the state association must adapt its standards to meet all sorts of varying conditions throughout the commonwealth, the more enlightened local districts will usually plan fewer games and shorter practice periods than the parent organization allows.

The number and length of practice periods will vary with the discretion of coaches, experience of the team, and availability of facilities. Undoubtedly the claim that high school players are "burned out" is a greater indictment against practice policies than against the number of games played. A coach properly trained in the science of physical education should understand the elements of fatigue in growing boys and the degree of strenuousness occasioned by participation in various sports. His practice periods should be governed accordingly. In general, it will be a safe rule to practice a shorter period than had been planned. The following suggestions as to number of regular season games are based largely on state association recommendations or regulations. They may be of aid to schools in setting up schedules in the more commonly sponsored activities.

Baseball. One or two games per week with at least two or three days between games. (No high school player should pitch more than one game per week.) Recommendation of twelve to fifteen games.

[9] J. F. Williams and C. L. Brownell, *The Administration of Health and Physical Education*, page 466. Philadelphia: W. B. Saunders Co., 1937.

Basketball. Generally one game per week with possibly one or two weeks during which two games are played. Recommendation of fifteen to eighteen games during regular season. (Girls' basketball—one game per week with a season maximum of six to eight games.)

Cross-country. One meet per week. Recommendation of five to seven meets.

Football. One game per week. (At least three weeks of practice prior to first game.) Plan an open date near mid-season if possible. Recommendation of seven- or eight-game maximum.

Golf. Physical nature of the sport not important in determining number of scheduled meets.

Swimming. One meet per week. Recommendation of six to eight meets.

Tennis. One meet per week. (Limit competition of individuals either to singles or doubles, not both.) Recommendation of eight to ten meets.

Track. One meet per week. (Limit number of events for individuals.) Recommendation of five to seven meets.

Wrestling. Not more than one meet per week. Recommendation of six to eight meets.

The matter of sectional or state tournament and meet competition, naturally, is closely associated with schedule making. A number of state association regulations regarding maximum number of games to be played by schools have been established, with tournament or meet competition in mind. Local schools should adopt their own policies relative to such participation. In all states participation in tournaments is voluntary. If the schoolmen of the state feel that the state association-sponsored tournaments and meets fill a need, undoubtedly they are set up and controlled with that end in view.[10]

Athletic alumni and varsity clubs. Schoolmen hold different opinions regarding the advisability of encouraging the activities of varsity, lettermen, or alumni athletic clubs. Some feel that such organizations may attempt to dictate the athletic policy of the school and hence should not be recognized. Others see in them the opportunity for another contact in the proper administration of the athletic program. The latter view seems to be the more prevalent. The varsity and lettermen of a school should have had enough ex-

[10] See pages 42-45.

perience in athletics to understand some of the problems connected with them. This observation may not be valid for alumni athletic clubs. It seems best to work more closely with the two former organizations than with the latter. Keep them informed of school athletic policies, send them copies of schedules, aid in the arrangement of details for their meetings, and advise them concerning special athletic functions and banquets. By following such a procedure, generally, it will be possible to use such organizations for the purposes desired by the school rather than vice versa.

Athletic equipment. The purchase and care of athletic equipment represents the largest item of expense, except salaries, in the administration of the athletic program. It is mentioned here under general administrative duties and policies because of its major importance. Discussion of this subject appears in Chapter 8, pages 211-223.

Local league or conference obligations. Many schools find it advantageous to join leagues, athletic associations, or athletic conferences. As long as membership is maintained in such an organization, all obligations should be fulfilled. Attend meetings of the league, maintain full league schedules, remit dues promptly, and be loyal to the group of schools in the association. If these responsibilities and courtesies cannot be maintained, ask for release from the organization.[11]

Athletic banquets. Have a definite policy regarding athletic banquets. They should be regarded as regular affairs if a school is going to have them at all. Teams that lose all their games have as much, or more, reason to be banqueted as those whose records constitute what is considered as a "highly successful season." The athletic banquet should be a school, or school and community, affair, rather than something to which the athletes are entitled. The school owes the athletes nothing, a fact they should be made to realize early in their athletic careers. Instead of limiting an annual or seasonal banquet to members of an athletic team alone as the honored guests, it seems more justifiable to recognize all the activities of the school during the period. Include music, forensics, dramatics, and scholarship as well as athletics. Such an array of talent really gives a community an opportunity to see the broad scope of the school's program.

[11] See pages 174-175 for league membership benefits.

Athletic blanks and forms. Each local school uses blanks and forms in the administration of its athletic program. It prepares these forms itself or receives them from the state athletic association. The supply of both these types should be checked frequently. Schools may receive excellent suggestions by exchanging samples of blanks and forms. If forms, reports, or accounts of meetings are to be printed, be sure that the copy is correct before it is sent to the printer. It is much easier and cheaper to make corrections before the type is set than after.

Selection of student managers. Some of the qualifications of student managers have been discussed previously (see page 151). It also was pointed out that they might be elected or appointed but that they should not be members of athletic squads. Eagle Rock High School (Los Angeles, California), lists the following as qualifications for student athletic managership:[12]

The candidate for the managership must be of unquestioned honesty, as he has access to large quantities of supplies and equipment. He must be intelligent and have the capacity and willingness to accomplish his assignments. A boy of congenial nature possessing the fundamental qualities of leadership is to be desired. The following specific rules are enforced:

1. No boy shall be eligible to compete for an assistant managership until he is a B10 student in full standing.
2. No boy who is a candidate for an athletic squad engaging in interscholastic competition shall be eligible to compete for a managership during the same semester. (This rule has been found desirable because of the overlapping of the various sport seasons, and it also tends to bring out the boy who is interested in athletics, but who is not of the caliber necessary for interscholastic competition.)
3. All managers of an athletic squad shall be required to maintain the same scholastic standing as other members of the squad; namely, that they have passed in three solids the previous semester, and are passing in three solids during the current semester, in addition to maintaining the proper standing in citizenship.

High school students interested in athletics usually are eager to be of help. Make the selection of them a definite and businesslike procedure. Let it be known that the jobs are open to those interested who meet the qualifications. Usually an apprenticeship

[12] John B. Shepard, "Job Analysis Applied to High School Athletic Managers," *Athletic Journal*, February, 1936, page 24.

period should precede full managership appointment. Student managers should be eligible for school letter awards. Definite requirements for senior, junior, and assistant manager awards should be established and understood, if that many are necessary. Generally, student athletic managers should not be paid by the school for their services. It is a good policy to provide a distinctive shirt, coat, or jersey to be worn by student managers when on duty.

Award recommendations. Each school should have a definite policy relative to athletic awards. Certainly it is an administrative policy of first rate importance. Recommendations regarding awards, standards, and policies followed in schools are discussed in detail in Chapter 9, pages 224-233.

Familiarity with state athletic association regulations. It is the local school's responsibility to know and understand the state athletic association eligibility and contest regulations. This should be done for its own protection. In addition to this, however, state association posters concerning eligibility regulations should be displayed on school bulletin boards. Make copies of the monthly state association bulletin (if one is issued) available in school libraries. These devices will increase student and faculty interest in and respect for the school and state association athletic activities, and also will help them to see that local school athletics are a part of a state-wide educational athletic program.

Chapter 8

ATHLETIC EQUIPMENT

The Purchase of Equipment

The purchase and care of equipment for high school athletics represents one of the major problems confronting those in charge of the program. In most schools funds are limited, squads are as large as facilities and equipment will permit, and safety precautions require the purchase of the best quality of merchandise for the money available. Many boards of education purchase general playing equipment (balls, bats, nets, and the like) but are prohibited by law from furnishing personal equipment. In most cases this material must be purchased from other than tax money. Thus, sometimes it is possible to buy, not that which is needed, but only that for which there are sufficient funds. Serious question can be raised as to the justification for sponsoring football, for instance, by a school unless it properly and adequately equips the boys who play on its teams. Good, substantial, and safety-approved equipment in all sports is a minimum essential. The athletic association's dollar must be spent well in order to get the most it can for its money.

General policy. The buying of athletic equipment should not be a haphazard affair. There should be a regular time and procedure for this important transaction. Items never should be bought just because they are cheap, nor should they be bought from unknown firms. Experience will show that recognized and legitimate sporting-goods dealers are the safest ones from which to purchase materials. They need not necessarily be local merchants; but if athletic supplies can be bought as cheaply from them as from anyone, they should be given the business. Equipment should be bought only after needs are known. Regular inventories should be maintained. Purchase orders should be on regular school forms for that purpose

and authorized by the athletic council or board of control. Usually the athletic director, faculty manager, or coach will be given authority by the council to issue such purchase orders.

Some of the suggestions in the preceding paragraph may seem superfluous as far as small schools are concerned. Actually, they are not entirely so. Instead of having the responsibilities assumed by the individuals mentioned, they will be retained by the superintendent or principal. There is every reason for the small school to be businesslike in its athletic purchases. Usually there are less funds, proportionately, and equipment has to be used longer. Likewise, the more frequent changes in administration in small schools is an even greater reason why athletic purchases and the handling of funds in connection with them should be entirely clear and justified. Generally it is safe to advise that equipment be purchased with school athletic association money in the same careful way that one's personal funds would be used. Williams and Hughes summarize five fundamental guiding principles for purchasing athletic equipment.[1]

1. Equipment purchased should conform to specifications; it should be official and should be suitable for the service for which it is intended.
2. Prices should be consistent with market conditions. Cut prices are to be avoided.
3. Purchases should show consideration of the needs of all activities.
4. Every purchase should show that the interests of the school have been preserved.
5. Every purchase should be made on regulation forms and in such manner as will insure legality of contract, prompt delivery and payments, and sufficient management.

Equipment inventory. At the close of each season an inventory of all equipment on hand should be made. A form of inventory blank is shown in Figure 44. By comparing this with the inventory made at the close of the same sport season a year ago, and adding any material bought since then, it should be possible to account for all equipment. Of course, due allowance will have to be made for worn-out items. Such an inventory will show four things:

1. How much equipment is on hand for the next season of this sport.

[1] J. F. Williams and W. L. Hughes, *Athletics in Education*, pages 169-170. Philadelphia: W. B. Saunders Co., 1931.

INVENTORY OF EQUIPMENT

_____ High School

Close of _____ Season Year: 19____

(Sport)

Articles Used For This Sport	Previous Inventory Count	Number Purchased During Year	Total Number To Be Accounted For	Present Inventory (First Class Shape)	Present Inventory (Need Repairs)	Number Articles Not Accounted For	Estimated Number New Articles Needed Next Season

Date of inventory, _____ 19____ Coach _____

Athletic Director _____

Student Manager _____

FIGURE 44. Suggested After-Season Inventory Form.

2. What equipment has to be repaired or replaced.

3. How much new personal or game equipment will have to be purchased prior to the start of the next season in this sport.

4. Whether managers or equipment men are efficient, and indicate whether or not athletic equipment is being lost or stolen.

In large schools especially, it seems desirable to have the coach of each sport responsible for turning in the inventory to the faculty manager or principal. In this way the coach can have first-hand information regarding the equipment for the sport he coaches. As a result of this inventory he should be in a better position to present his requisition for equipment when the next annual budget is being prepared.

Purchase orders. After equipment needs are known, samples have been inspected, or bids received, comes the formality of placing the order. When a purchase has been authorized by the athletic council it is much better to have one individual in the school responsible for placing the orders. He should sign the purchase-order form, which should be made out in duplicate at least. In some schools triplicate purchase order blanks are used so that copies of all orders placed by the faculty manager or coach are accounted for as follows:

Original—Sent to the firm with whom the order is placed.

First duplicate—Retained by the individual signing the purchase order.

Second duplicate—Filed in the high school principal's office.

This procedure provides a double check on all school purchases and is especially valuable if the school is large and there are numerous agencies placing purchase orders payable out of general school activity funds. A typical purchase order, from the Ishpeming, Mich., High School is shown in Figure 45. This is used for purchase of all goods authorized by the student council. Special attention should be given to the fact that the orders are numbered serially, so that it is possible to account for all of them. They also are made out in duplicate and punched so they may be filed in a two-post binder for ready reference.

Issuing Equipment

An efficient method for issuing and keeping records of equipment is an essential factor in athletic management, in order that equip-

ment may be preserved and the expenses for such items kept to a minimum. It also is imperative that business methods be employed in this phase of management because of the effect they have on students participating in athletic competition. Respect for, and care of, property should be one of the lessons to be derived from athletics. If students are made to realize that the material furnished them by the school is merely lent, that the management keeps an

PURCHASE ORDER No. 435

Ishpeming High School Student Council

Ishpeming, Michigan

To_____

Date_____ 191__

Please fill the following order and send invoice to the Student Council

Deliver to _____ Ordered By

Ship Via: _____ Principal—Ath. Dir.

FIGURE 45. Equipment Purchase Order Form (*Ishpeming High School, Michigan*).

accurate check, and that they are held accountable for it, they will learn a valuable lesson. By this method, proper habits may be taught high school students, and every effort should be made to avoid situations in which carelessness, destructiveness, dishonesty, or thievery may develop. Have definite places for all equipment, with someone charged with the responsibility for it. If equipment is issued to a boy with the understanding that it is to be returned

by him at the close of the season, insist that it be returned or that restitution be made. It is a worse than idle gesture to go through the motions of charging athletic material to students and then, when only part of it is returned, to disregard the losses. Due allowance in all instances, of course, must be made for natural depreciation of equipment because of normal usage. It will be surprisingly gratifying to observe how careful high school students can be of equipment issued to them if they are made to understand that they are responsible for it. In this connection, however, every effort should be made by the athletic management to aid them in making it easy to take proper care of their equipment.

Marking equipment. Various schools have different systems of marking their game and personal athletic equipment. India ink and stencil paint are most effective on cotton goods and practice equipment. Usually, the name of the school, a number, and the size should appear on each garment. Quite often the number is the only identification mark for the equipment issued to a boy. Inexpensive number or school identification labels may be sewed on the inside of woolen or silk jersey seams if no other numbers or marks appear on them. Game jerseys, of course, will be numbered for football and basketball in accordance with rules provisions, but some other identification usually is necessary for baseball, swimming, and track uniforms. Leather goods should be numbered and sized with India ink on white cloth or should have numbers or marks burned in them.

Equipment cards. Every piece of equipment issued to a student should be charged to him on a permanent athletic equipment card, which he should sign. The signature is especially important if he takes the material to his own locker and keeps it there. This plan is not recommended, but of necessity it has to be followed in some schools. Separate equipment cards often are prepared for each sport. In other cases a general card is used that is applicable for all sports. When equipment is issued it is desirable to know that certain other matters have been taken care of by the team candidate. Hence it is advisable to have some place on the card to record that the student is eligible scholastically, has passed his physical examination, and has filed his parents' consent card, if that is a school policy. A general equipment card containing some of the above information is used by the Lansing, Mich., Eastern High School (see

Figure 46). It does not have a space for student signature for equipment received. This may be considered an unnecessary formality but the performance of it at least has the psychological effect of a contractual agreement entered into between the student and the school for his athletic equipment.

Sport ___ Physical Examination [ ] Parents' Consent [ ]

Locker ___ Lock No ___ Combination ___ Deposit ___

Article	Issued	Returned	Article	Issued	Returned
Jersey			Track Shirt		
Shoulder Pad			Track Pants		
T-Shirt			Sweat Shirt		
Pants			Sweat Pants		
Hip Pads			Swim Suit		
Stockings					
Socks					
Shoes					

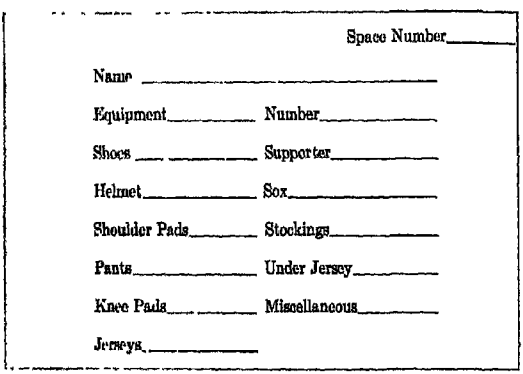
Room ___ Grade ___ Name ___ Date of Birth ___

FIGURE 46. Equipment Card (*Eastern High School, Lansing, Michigan*).

Daily care of equipment. Athletic equipment deteriorates more rapidly because of ill treatment than it does from excessive use or wear. The method of taking care of it between practice sessions and between games is the greatest factor in determining its durability and appearance. Wet and perspiration-soaked cotton and woolen

equipment must be thoroughly dried between practice sessions or games. Also, it must be laundered or dry-cleaned frequently. Shoes should be brushed with a stiff brush and oiled. Pads should be dried thoroughly, washed with saddle soap, and painted with shellac. Helmets should be aired, dried, and kept painted and shellacked.

Obviously, these duties cannot be performed by team members themselves. Neither does such a plan work well if athletes keep their equipment in lockers. Although some locker rooms have elaborate locker ventilation systems, seldom are they efficient enough to do a drying job such as is required for athletic equipment. The


Space Number_____

Name _____

Equipment_____ Number_____

Shoes _____ Supporter_____

Helmet_____ Sox_____

Shoulder Pads_____ Stockings_____

Pants_____ Under Jersey_____

Knee Pads_____ Miscellaneous_____

Jerseys_____

FIGURE 47. Equipment Card (*Danville High School, Kentucky*).

recommended plan is to have a separate equipment room in which a special space is provided for the material issued to each team member. No one is to be allowed in this room except the coach, athletic director, or student manager in charge of equipment. It is suggested that the room have cross ventilation (or be a drying room) if possible. A hook or two should be provided for each athlete. All the material issued to him should be turned in after each practice. The student manager can check it daily by consulting the student's equipment card, which should be above the number of his hook. At the next practice session or game he calls his number at the equipment room window and receives his material. On days

of games the game uniforms are substituted for those used in practice.

A system similar to the one described here is in effect in the Danville, Ky., High School. The equipment card, shown in Figure 47, has the items for football. (Other sport items would be listed accordingly.) This appears above the space number.

RECORD CARD

Space Number	Name	Shoes	Helmet	Shoulder Pads	Pants	Knee Pads	Jersey	Supporter	Socks	Stockings	Under Jersey	Miscellaneous
1												
2												
3												
4												
5												
42												
43												
44												

FIGURE 48. Master Record Card (*Danville High School*).

A master record card used at Danville High School contains a complete check list of all material issued to each team member. It also lists the space on the equipment racks in the drying room that has been assigned to each student. Its general make-up is shown in Figure 48.

The advantages of the system used at Danville have been listed by the Athletic Director:[2]

[2] J. R. Mountjoy, "The Care of Athletic Equipment," *Athletic Journal*, December, 1937, page 37.

1. The uniforms are given an opportunity to dry before the next practice. This results in cleaner equipment and causes the garments to wear longer.

2. The boy is able to have clean clothes more often. This keeps infection down to a minimum.

3. When a boy leaves school or is dropped from the squad, his clothes are already in and need only to be checked off his name. Thus, he has no opportunity to take something with him.

4. When a boy is sick or injured and does not use his uniform, it remains on its hanger and no other boy can get to it to borrow or steal any part of it. When he returns to practice his uniform is just as he left it, whether it is one day or one month later.

5. The system teaches the boy to be careful with his uniform or pay a severe penalty.

6. It does away with the temptation to steal or break in and use someone's property.

7. It promotes harmony among the boys by not allowing the big boys to take all the better equipment from the small boys.

8. It relieves the coach of practically all worries caused by equipment.

9. The system makes it possible for the small school to maintain first class equipment for a large squad; furnish every detail of equipment for the boys and yet work within a very limited budget.

General Care of Athletic Equipment

The value of an efficient system for the purchase and issuing of equipment is lost if proper care is not given to the equipment during and after the sport season. This observation applies to repair of equipment during the season as well as storage of it after the season is concluded. The old adage that a stitch in time saves nine may be literally true with athletic equipment, since repairs sometimes will save a school several times the cost of purchasing new equipment. In some of the larger schools a faculty manager is placed in charge of the purchase, care, and repair of all athletic equipment. Such a plan is in effect at Waite High School, Toledo, Ohio, with most satisfactory results both from the standpoint of efficient management and also from the standpoint of reduction of the athletic equipment budget.[3] Judgment, of course, must be exercised as to what to repair and the method to be used.

Repairing and cleaning athletic equipment. Check equipment periodically. This should be done frequently to discover tears,

[3] "Equipment Management," by Arthur P. Mills, *Scholastic Coach*, June, 1938, pages 7-11.

breaks in leather, or broken parts. Some schools will have their own cobbler's outfits for minor repairs to shoes and leather goods. Others will have arrangements with local cobblers or leather-goods repairmen. Shoes especially should be checked frequently, because those in poor condition may cause foot injury or infection. Helmets also receive a great amount of abuse. When rips appear in them, have them sewed up at once. This injunction also applies to jerseys and pants. Keep them dry, clean, and in repair.

White goods and towels should be laundered frequently. Football pants also can be washed. All laundry service should include mending. By this method clean material in the equipment room will be ready for use. Most woolen goods should be dry-cleaned to prevent shrinkage. It is not advisable to use bleaching materials on white equipment. Generally they do not aid in cleaning the equipment and may be injurious to it. Supplying clean, well-fitting athletic equipment to boys on teams is one of the surest means of preventing infection epidemics. Insist on each boy using only his own equipment, keep it clean for him, and repair or replace it if it becomes damaged. Some schools have had considerable success in having their repair work on athletic garments done by home economics (sewing) classes. In such instances the equipment has been thoroughly cleaned before being sent for repairs. In some cases the class members have been paid a small fee for their services, and in others a sewing club has taken over the work as a project for raising funds. Variations of these plans may be worked out for minor repairs at considerable saving to the athletic department.

Storage of athletic equipment. When the season in a sport has been concluded, have the equipment cleaned. Sort out those items which need repairs and which are worth repairing, and send them to repair firms whose workmanship and service are known. All other equipment should be properly conditioned for the off seasons and stored. Airtight bins or trunks for the woolen goods, and special cases or racks for the leather equipment, should be provided. Cotton material may be wrapped and stacked on shelves or in bins. Following are suggestions for conditioning and storage of athletic equipment:

Leather shoes.—Clean thoroughly. Brush with neatsfoot oil. Replace laces and cleats. Renumber. Rub track shoes with vaseline. Store in dry place (bins or shelves).

Helmets.—Buff or sandpaper and repaint. Follow with a coat of shellac. Place on a wooden form on a rack, or stuff inside of helmet with paper and tie ear flaps together with string. Do not fasten elastic strap, because it will stretch. Clean felt or sponge rubber inside of helmet with soap and water. Tag for size. Renumber. Store in dry place.

Hip, shoulder, and knee pads.—Wash leather hip, shoulder, and knee pads with saddle soap. Renumber. Clean felt or sponge rubber with soap and water. Shellac leather portion of pads. Tag for size. Store in dry place.

Inflated balls.—Clean with standard ball cleaners on the market. Deflate to three to five pounds pressure. Store in dry place.

Canvas shoes.—Thoroughly dry and brush. Tag for size. Replace laces. Store in dry place (bins or shelves).

Woolen garments.—Clean thoroughly (dry cleaning rather than laundering recommended). Repair rips and mend holes. Tag for size. Store in airtight bins or trunks. Sprinkle naphthalene, paradichlorobenzene, or camphor crystals throughout the garments. Be certain that the container is airtight.

Cotton garments.—Launder thoroughly. Inspect for repairs. Renumber and indicate sizes. Store in dry place.

Silk garments.—Launder or dry-clean. Tag for size. Pack in boxes or bundles. Store in dry place.

Football pants.—Launder thoroughly. Inspect for repairs. Renumber. Tag for size and grade. Save best of worn pants for mending. Store in dry place.

Wrestling mats.—Launder thoroughly, repair, and fold for storage in dry place.

Football linesman's markers, box, yard line markers.—Repair, repaint, and store in dry place.

Football dummies and charging machines.—Clean former and store in dry place. Repair and repaint charging machines and store inside, in dry place.

Baseball bats, balls, bases.—Wipe off bats and store in dry place. Save used baseballs for practice. Clean bases and store in dry place.

Hurdles, benches, toeboards, and take-off boards.—Repair, repaint, and store in dry place.

Javelins.—Hang from a height with point downward to prevent warping. Store in dry place.

Vaulting poles.—Lay in straight position to prevent warping. Store in dry place.

Discus and shot.—Store in a moderately dry place.

Tennis nets.—Fold or roll around wooden pole. Store in dry place.

First-aid kit.—Clean kit and bottles. Relabel bottles. Replenish stock as inventory indicates when season opens. Store kit in clean, dry place.

Ticket booths.—Clean and repaint. Store in dry place if removable.

Score boards.—Clean and repaint. Renumber and paint individual placards if necessary. Check mechanical device and wiring if electrical score board is used. Store removable parts in dry place.

Public-address system.—Check transmitters, amplifiers, and wiring. Store in safe place.

Chapter 9

ATHLETIC AWARDS

General Award Policies

Since time began it has been customary for victors to receive emblematic or actual evidences of their success. In some instances the reward was wealth, position, or decoration. In others it meant power. These same traditions have been carried on in athletic competition, but in most instances the award is emblematic rather than actual. American high schools have waged determined campaigns through many of their state athletic associations to ensure that awards will be of nonutilitarian value, or practically so. This general policy is pointed out by Voltmer and Esslinger:[1]

> The school letter has replaced the olive wreath of the ancient Greeks as the award for athletic performance. In high schools the letter constitutes the customary form of award, although some schools also award a sweater with the letter. The majority of states follow the rule of the National Federation of State High School Athletic Associations and limit the cost of their awards to one dollar or less. In colleges the sweater and letter are usually presented to the boy who qualifies.

Sometimes it is difficult for people to understand why awards are presented to athletes. This confusion is only natural because there have been so many policies in effect. The idea used to prevail that awards were given to boys because of services they rendered to their schools. Nothing could be further from the truth if the athletic program is an educational one. Participants should be the greatest recipients of benefits because of having had the chance to play. Anything they may think they have done for the school becomes

[1] E. F. Voltmer and A. A. Esslinger, *The Organization and Administration of Physical Education*, page 236. New York: F. S. Crofts & Co., 1938.

insignificant in comparison with the opportunities and experiences they have had. When the athletic program is considered part of the general school curriculum, participants in it become regular class students in the sport concerned. From that standpoint there is not much justification for rewarding them for their participation in an activity which benefits them. In an address some years ago before the high school principals of Massachusetts, Principal Mitchell, of Lynn, pointed this out:[2]

> I have tried to point out that football, baseball, basketball, etc., are nothing more or less than regular subjects in our scheme of physical education taught by teachers hired by the School Board and paid out of the school funds; that these teachers are or should be held in the same light as any other teacher and the sports themselves considered of the same importance as the other subjects. No principal would consider presenting a sweater or any other wearing apparel, a gold football or any other piece of jewelry to a pupil who does unusually well in mathematics, in debating, musical organizations, or any other activity of the school. Why should we give the subject of athletics any more prominence in our school than we do mathematics, history, English or any other subject? Why should we try to advertise the school to "put the town on the map" any more ardently through success in the subject of athletics than through success of the pupils in other subjects?
>
> I have never yet been able to understand just why sweaters in preference to any other sort of wearing apparel are given by these schools that make awards to athletes. Certainly the boys should not wear them in the school building nor in their homes on account of their undue warmth at *any* time of the year. Why should not shoes be donated or hats or some other article just as frequently as are sweaters? Furthermore, I have never been able to understand just why jewelry, more commonly in the form of a football, is awarded.
>
> . . . . . .
>
> I believe we have over-emphasized in many cases the idea that the athlete is rendering service only to the school. In other words, we have carried to excess the "school spirit" idea. Of course, a boy should do his best in athletics as in any other school subject because by so doing he best serves his school and himself. Boys, in general, when properly taught by their teachers in physical training have the right attitude towards school athletics. They acquire the right school attitude through *natural* school methods without any fake stimulus from artificial incentives.

[2] Fred C. Mitchell, Principal, Lynn (Massachusetts) Classical High School, in a paper presented before the State Conference of High School Principals at Amherst, Mass., March 24, 1926. (Distributed by vote of the Conference.)

The problem of awards from outside sources confronts schoolmen frequently, especially when a high school team has had an outstanding season when measured by number of games won or lost or championships annexed. Teams often are feted on numerous occasions. Unless the situation is watched, some well-intentioned, community-minded individual, or groups, will want to present team members with awards having intrinsic values greater than school or state association regulations allow. They seem to think that the boys must be given something for what they have done. Recognition of honor brought to their school or to themselves may be all right if kept within reason. Rewards for having done that which was a benefit and pleasure for them to do are not only unnecessary but unjustifiable.

State athletic association regulations relative to awards[3] are helpful limitations to which local school administrators may refer when community interests desire to give excessive gifts to team members. It behooves schoolmen to have their local athletic and other activity award policies well understood by student bodies and public alike. Publicizing them in advance will be an effective means by which the athletic program of a school may be kept in its proper place in relation to the other educational phases of the curriculum. It will help keep athletics on an even keel no matter whether a school team wins or loses all its games or finishes first or last in its city, league, section, or state standings.

School and Sport Award Policies

The policy of granting school awards for interscholastic athletic or activity participation should not be a haphazard one. Definite policies and participation requirements should be established, tempered in most cases by recommendations of school authorities concerned. These will enhance the significance of the award and make it actually one of school recognition.

General trends. As indicated previously, state athletic associations in a majority of the states have set up limits as to cost of awards. If the value exceeds one or two dollars, usually the number that may be received is fixed. It is obvious, however, that the determination of standards for award qualifications have been left to individual schools themselves in most cases. Policies vary in accordance with

[3] See pages 73-76.

state regulations. They also are dependent upon the size of the school. In a survey made in 125 Michigan high schools of all sizes, some interesting information was revealed as to general practices within one state. Following are the conclusions from this survey:[4]

1. In the larger schools awards are being limited to one letter in a sport during a student's high school career, with subsequent recognition usually being a certificate.
2. A majority of the schools award letters of the same size for all sports.
3. Most schools do not limit the number of sports in which a student may compete during the year.
4. In many schools awards are not made until the end of the semester and then are dependent upon the recipient's school citizenship and scholastic standing as well as his athletic ability.
5. Awards generally are made on the basis of a combination of factors including recommendation of the coach, faculty committee action, and a required amount of competition, with exceptions for extenuating circumstances.
6. Schools are not distinguishing between major and minor sports as much as they did a few years ago.
7. In general, schools are paying between seventy-five cents and one dollar for athletic awards.
8. Only six of the one hundred twenty-five schools advocated any change in the present provisions of the Award Rule. (The Michigan award limit now is two dollars.)
9. In schools where a point system is used the points earned in each sport usually are cumulative, that is, they apply in successive seasons toward the award requirement.
10. Schools vary in the policy of making awards for intramural athletics. Some feel that such activities should be for competition only, while others believe that inexpensive, individual awards are beneficial.
11. Some schools which have general organization or student union plans require that members of athletic teams be holders of such school tickets before they may be members of teams, and thus be eligible for athletic awards.
12. A few schools give a senior, or the winner of a second or third letter, the choice of the letter, or a medal, or a key, the cost of which is comparable with the letter.
13. Schools quite generaly are making awards to students for other activities as well as athletics They usually include dramatics, forensics, and music.

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[4] "A Study of Athletic Award Policies in 125 Michigan High Schools (1935-1936)," Michigan High School Athletic Association *Bulletin*, March, 1936, pages 167-172.

The trend, as evidenced by the Michigan study, undoubtedly may be taken as fairly indicative of the general policy in effect in schools throughout the states. The one exception might be the plan in some states that allows a school to award a sweater or a blanket to a boy once during the year or at the completion of his high school athletic career. Other states definitely rule against such a practice. In general, the most desirable policy to follow seems to be that of making awards of little or no intrinsic value. Some schools find that certificates serve this purpose. Certainly, giving a school letter to a boy is a manifestation of trust in him. He should consider the receipt of it in this light and wear it with honor because his school has given him that privilege. In reality, the awarding of the school letter to a student is giving him the second highest recognition of which the school is capable, the highest, of course, being the diploma. More than mere athletic ability should be the basis for awarding a school letter.

Some schools feel that awarding a great many letters defeats the purpose intended and tends to cheapen them. The award limits as to costs in many states make more expensive awards impossible as well as undesirable. Ann Arbor, Mich., High School has developed a combination scheme of letter and certificate awards that seems worthy of consideration.[5]

> The first year a boy wins a letter in any sport, he is awarded that letter. The second and third years, if he again earns his letter, he is given a certificate. Certificates are awarded to all second team and reserve players. Varsity team players are the only ones eligible for a letter. This means that a boy can receive only one letter for each sport. In other words he could not receive over three letters in all his high school athletics while he is a member of the school. This has practically the same effect as awarding only one letter a year regardless of the number of sports in which a boy participates. We like this system because it gives a letter to a boy who makes the varsity team for the first time.

Method of granting awards. In a previous discussion of awards[6] it was suggested that awards (letters) be granted by the athletic council or board of control in a local school. The following procedure is recommended:

[5] *Ibid.*, page 188.
[6] See page 164.

1. At an early season practice session the coach should advise all team candidates of the award policy of the school.

2. Records of the amount of competition of each individual should be kept if that is a requisite on which awards are granted.

3. Recommended list of those to receive the school award should be prepared by the coach and submitted to the athletic director and principal.

4. The athletic director and the coach should confer with the principal in order to check on school citizenship, attitude, character, and scholastic standings of those recommended.

5. Combined recommendation should be submitted to the athletic council or board of control for final approval.

6. Letter awards should be made at a school assembly as near the end of the semester as possible.

Basis for granting awards. There are different plans in effect which form the basis for granting athletic awards in various schools. In some instances they are given solely on the recommendation of the coach. In others this recommendation is combined with those of other school officials. Certain schools pay much attention to the amount of participation as the basis for awards. They set up definite requirements that a boy must have played in so many quarters or innings or have won a required number of points. Another plan is that of awarding only a limited number of letters per year and determining the recipients on the basis of a point system which includes all the sports sponsored by the school. Most schools require that, to receive awards, students must be good school citizens, receive passing grades in their work, have been regular in attendance at practice sessions, and have observed training rules as formulated by the coach.

Examples of award systems. Three examples of award systems merit discussion. They illustrate (1) an award system based largely on participation in individual sports; (2) a point award system including consideration of participation in more than one sport sponsored by a school; and (3) a general recommendation award system. The basis of each of these is discussed below.

1. Participation in individual sports. This is the system followed in the Detroit Public School Athletic League. The athletic award regulations follow:[1]

[1] Detroit Public School Athletic League, 1947-1948 *Athletic Manual*, pages 38-39.

Track

1. Letters shall be awarded in track as follows:
   a. 1.5 points average for the number of dual meets scheduled, or
   b. seconds in 50 per cent of the meets scheduled, or
   c. two points in league meets, or
   d. a point or fraction thereof in city meets.

2. The "Champion Stripe" 1¼ inches wide, to run from the right shoulder to the left hip, and to be worn only on gym shirts shall be awarded to place winners in city meets.

3. Ribbon awards suitably printed, commemorative of the event, order of place and the date shall be awarded to city meet winners as follows:

1st place—blue
2nd place—red
3rd place—white
4th place—orange
5th place—yellow
6th place—green

Football

Letters shall be awarded in football for the following: Play in at least three city-league games with a total of five quarters, two of which must constitute a half in one game; or play in two city games a year for three years, playing at least one full quarter in each of the games.

Basketball

Letters shall be awarded for playing six full quarters against league teams.

Baseball

Letters shall be awarded as follows: play in four league games with a minimum of nine innings; pitchers, five innings in two games, and part of one other game.

Swimming

All awards the same as for track and field except as to emblem imbedded in the letter and the championship stripe on the swimming suit.

Golf

1. Letters shall be awarded in golf as follows:
   a. Play in ¾ of the dual matches; or
   b. Finish among the first six in the spring medal tournament.

Cross Country

1. All awards the same as for track and field except as to emblem imbedded in the letter.

2. Awards made in accordance with the stipulations as follows:
   a. Place in the first five contestants from his school in the city meet or,
   b. Place in two quadrangular, triangular or dual meets.

TENNIS

1. Letters shall be awarded in tennis as follows:
   a. Play in ¾ of the dual matches; or
   b. Finish in the quarter finals, in the east or west side meet; or
   c. Finish in the quarter finals in the city tournament.

STUDENT MANAGER AWARDS

1. The boy must conform to the eligibility rules the same as the team which he manages with the exception that he need not pass a physical examination.

2. The boy must serve at least one year as a house manager and as team manager one season, or as assistant manager one season and then manager, or serve as manager of the same sport for two seasons, or manage two sports in the same school year. The coach and athletic director must also agree that his work has been satisfactory.

2. Consideration of all sports participation. This is the basis of the point award system of the Buckley, Ill., High School, with an enrollment of approximately 40 boys. The regulations follow:[8]

Ten (10) letters will be awarded to the ten (10) boys who earn the most points in athletics during the year on the following basis:

1. Baseball:
(*a*) Two (2) points for each complete inning—spring and fall.
2. Basketball:
(*a*) Three (3) points for each quarter entered in a first team game.
(*b*) One (1) point for each quarter entered in a second team game.
(*c*) Twelve (12) points is the maximum for any one season.
3. County Track Meet:
(*a*) Fifteen (15) points for a first.
(*b*) Ten (10) points for a second.
(*c*) Five (5) points for a third.
4. District Track Meet:
(*a*) Twenty-five (25) points for a first.
(*b*) Twenty (20) points for a second.
(*c*) Fifteen (15) points for a third.
5. State Track Meet:
(*a*) A letter for winning any place.

[8] "Athletic Awards at Buckley," *Illinois High School Athlete*, October, 1936, page 23.

6. Any other Track Meet:
(*a*) Five (5) points for each first.
(*b*) Three (3) points for each second.
(*c*) One (1) point for each third.
7. General Points:
(*a*) Ten (10) points each calendar week for being "up" in all subjects.
(*b*) Five (5) points for each complete practice.
(*c*) Twenty (20) points negative for each training rule violation.
(*d*) Twenty (20) points negative for any unsportsmanlike conduct.
8. General Rules:
(*a*) All points must be earned in the Buckley Community High School.

3. General recommendation. This is the basis of the Grosse Pointe, Mich., High School award system. The regulations follow:[9]

1. In order to receive an award in a varsity sport the boy must be recommended by the coach of that sport. In making recommendations *for varsity awards, the coach must take into consideration*—(*a*) Conduct; (*b*) Attendance; (*c*) Ineligibility periods.
2. All awards will be made at the end of the semester in which the competition took place.
3. In order to receive either a varsity or intramural award, the boy must pass 15 hours of academic work the semester in which the participation took place.
4. Varsity letters or honor sweaters are not to be worn during any period of ineligibility. (Note—Except after school hours.)
5. Varsity letters or honor sweaters are not to be worn by anyone that has not been awarded a varsity letter. The school reserves the right to withdraw any letter award found in the possession of a person other than the one to whom it was awarded.

Student manager awards. Student managers should receive school letter awards that are distinctive of the type of service rendered by them. In many schools there are various ranks of athletic managers, and it is well to have awards indicative of this fact. The student manager award system in effect in the Detroit schools follows:[10]

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[9] "A Study of Athletic Award Policies in 125 Michigan High Schools," Michigan High School Athletic Association *Bulletin*, March, 1936, page 169.
[10] Detroit Public School Athletic League, 1947-1948 *Athletic Manual*, pages 40-41.

1. The boy must conform to the eligibility rules the same as the team which he manages, with the exception that he need not pass a physical examination.

2. The boy must serve at least one year as a house manager and as a team manager one season, or as an assistant manager one season and then manager, or serve as a manager of the same sport for two seasons, or manage two sports in the same school year. The coach and athletic director must also agree that his work has been satisfactory.

The plan in effect at Eagle Rock High School, Los Angeles, for making suitable managerial awards has proved satisfactory there and merits consideration:[11]

1. The senior manager, upon the successful completion of his duties, shall be awarded the school monogram with an "M" superimposed. Only one such monogram shall be awarded.

2. The junior managers, upon the successful completion of their duties, shall be awarded the middleweight letter with an "M" superimposed. The number of such letters awarded shall not exceed the number of junior managers specified for that sport.

3. The assistant managers, upon the successful completion of their duties, shall be awarded the lightweight letter with an "M" superimposed. Not more than four such letters shall be awarded.

The physical education department has also added to the distinction of the managerial office by providing the occupants with jerseys of appropriate color.

These two plans relative to student manager awards offer suggestions that may be followed to a certain extent in schools of various sizes. It seems evident that an award for efficient student manager service is highly desirable.

[11] John B. Shephard, "Job Analysis Applied to High School Athletic Managers," *Athletic Journal*, February, 1936, page 26.

Chapter 10

ATHLETIC FINANCES AND BUDGETS

Athletic Finances

Any consideration of the high school athletic program would be incomplete without attention being given to the method of financing it. One of the first things a school should do in the planning of such a program is to ascertain its approximate cost and then determine, as far as possible, the sources of income from which finances may be expected. Various considerations of this problem are presented in this chapter.

Finances and the athletic program. Since athletics first came into our high schools, methods have been sought by which they could be financed. We have gone a long way in raising the status of the program. In at least one state (New York) athletics, by Board of Regents' action, are a definite part of the physical education program of schools. It is the duty of the local boards of education in that state to provide facilities for conducting them. Facilities mean equipment of all kinds. In many other states boards of education buy general game equipment but not that for the personal use of contestants. There is no doubt that in hundreds of other schools, boards of education make up deficits in high school athletics from balances in "emergency, revolving, or contingent" funds, sometimes illegally by strict interpretation of the law.

All this has come from the humble beginning which athletics had when they first were placed among school activities. Of course, gate receipts still furnish the great bulk of revenue for financing the athletic programs in high schools. There has been a tendency during recent years, especially among the larger schools, to form activity associations or general student organizations as a means of financing

athletics and other school activities. In the investigation of sources of athletic income in 327 high schools Brammell found the frequencies shown in Table 1.[1]

TABLE 1

SOURCES OF ATHLETIC INCOME, 327 HIGH SCHOOLS

Source	*Frequency*
Board of Education	32
Ticket sales	276
Pools of funds derived from all extracurricular activities	67
Donations	5
Athletic association membership fees	14
Student council, student union, and student body fees	12
Plays, entertainments, and special efforts	16
General organization dues	2
Assessing home rooms	1
Department of physical education	1
Profits from magazine subscriptions	1
Candy sales	1

There is no doubt that schoolmen in general would prefer to have athletics financed the same as any other school subject. Certainly, from an educational standpoint, athletics can be justified as having as great, or greater, possibilities for teaching citizenship, sportsmanship, character, self-discipline, health, and use of leisure than any other school subject. As was pointed out by Principal Riley of Oswego (New York) High School:[2]

> There is real educational value in athletics. The guidance possibilities of competitive games are unlimited. The rules of football, the formations, the plays themselves are as challenging to the mind as are the rules of algebra, the formations in geometry or the experiments in science. Football rules, formations and plays, however, have the added educational advantage of immediacy. We learn them readily because we see an immediate use for them. The football guide book is as comprehensive and specific as any text book used in our schools today. The discipline of the athletic field contributes something to the boy that he can get in no other way. Many boys earned a high school diploma because of their interest in athletics. All this would seem to indicate that the athletic program is a very important part of the educational pro-

[1] P. Roy Brammell, "Intramural and Interscholastic Athletics," U. S. Department of Interior *Bulletin* 17, Monograph 27 (1932), page 82.

[2] Charles E. Riley, "Financing Athletics," New York State Public High School Athletic Association *Bulletin*, April, 1937, pages 2-3.

gram and should be taken from the exhibition class and placed in the regular curriculum where it belongs.

It is legal for Boards of Education (New York) to purchase athletic equipment for athletic teams. It is legal for them to provide the playing fields and other expenses of the program. It is also the undeniable right of every boy and girl in school to see his team play without paying an admission fee. Therefore, we should work for the subsidization of the athletic program by the local Boards of Education. The program can never be educational as long as it remains commercial.

Riley states the situation well. The development of interscholastic athletics in New York is being watched with interest as a result of the broad construction applied there.

Since the time has not yet arrived when gate receipts, in general, can be eliminated, it is imperative that schools control them for their own ends. It seems most advisable that student fees and student admission prices be kept to a minimum or abolished whenever possible. Since gate receipts are still in effect in the schools of most states (including New York), they should be so adjusted that the adult public pays the bulk of them. Student considerations come first. To adults, athletic contests are a means of entertainment, and adults generally expect to pay for their entertainment. The problem, therefore, is that of striking the proper balance between educational service to high school students and the offering of a program of entertainment to the interested adult patrons of the school. The following discussion recognizes the ideal to be attained. Obviously the administration of the athletic program would be greatly simplified if it could be completely subsidized by the board of education. This goal, however, does not appear to be possible at the present time.

Wagenhorst found these evils arising from the situation:[3]

The manner of financing interscholastic athletics accounts for most of the existing evils that must be overcome if the maximum benefits are to be derived. So long as the present plan of financing continues, high school athletics will be saturated with commercialism; winning teams will be coveted, even by school men, if only to replenish the athletic treasury; and there will be over-adulation of athletes on the part of the school and community. This does not mean that the desire to win

[3] Lewis Hoch Wagenhorst, *The Administration and Cost of High School Interscholastic Athletics*, page 103. New York: Teachers College, Columbia University, Contributions to Education, No. 205, 1924.

should not be strongly present in all games. It does mean, however, that it should not loom as the dominant aim. It is in the anti-educational aims that the undesirable features of high school athletics originate. Here lies a serious ethical problem which will remain a powerful influence for evil so long as high school interscholastic athletics are not adequately financed through regular school funds. In the final analysis, even under the present system, the community must pay the bills. If gate receipts and other sources of income are insufficient to carry out scheduled programs, special "drives" in one form or another are invariably made upon an already over-burdened public. Complete financial support through the regular school funds is the only method for solving the problem. Utilizing any other means of financial support necessitates a compromise with an ethical principle.

The actual situation as it exists today will be considered in this chapter. It will be taken for granted that finances have to be raised for interscholastic athletics, in most cases without a major portion of them being furnished by boards of education. Furthermore, it will be assumed that those responsible for athletic programs are interested in methods followed in other schools for obtaining, handling, and spending finances most judiciously. In short, the reality of financing a successful interschool athletic program will be the main thesis.

Methods of raising athletic funds. The methods of raising athletic funds are almost as numerous as are the schools that use them. No denial of the fact can be made that the easiest method of raising funds, except by board of education grant, is by having a successful team. Usually public and students alike will pay to see a winner. This seems to be an American tradition. In most schools, however, more than chance gate receipts are necessary to assure successful operation of the program for the year. Some of the methods followed in such schools will be presented. A word of qualification, however, is offered concerning them. Not all the plans mentioned here necessarily are recommended; the ones cited are those which apparently have been successful where they have been tried. They are offered only as suggestions.

Many schoolmen legitimately are opposed to consuming too much school time in "selling" campaigns for financing athletics. In considering this matter, a committee of superintendents of schools in California said:[4] "The reduction to an absolute minimum of ticket

[4] Adopted by California School Superintendents' Association (*Superintendents' Recommendations on Interscholastic Relations*).

selling within the school for athletic contests should be effected." There is no doubt that too often school time is used unnecessarily for ticket selling of all kinds. Such a practice is not necessary. It can be done at other times, expeditiously and in a businesslike manner. The whole scheme of raising, handling, and disbursing athletic funds in a high school should be made the basis of educational experiences for numerous students that would be good, practical business training for them. It should not become too much of a job for a few people, and it should include methods that are acceptable to students and public alike.

Admission prices. Keep admission prices to athletic contests at a minimum as far as high school students are concerned. They should be the first ones to have the opportunity to see their teams in action. Sometimes it is necessary to limit attendance at indoor contests because of limited seating capacity. In this case take care of students first, and make the admission charges as low as possible, consistent with assurance of reasonably sufficient funds to finance the program. Educationally, it is much more justifiable to fill gymnasiums and playing-field accommodations with students than with adults. Such a policy emphasizes to the public the real individuals for whom the program is maintained. In some instances, also, such a policy has been instrumental in awakening school patrons to the need for additional school facilities.

Season tickets. The sale of season athletic tickets to students and adults is a recommended procedure. This accomplishes at least five things:

1. Prices for season tickets to students can be made much lower.
2. The plan assures the school of a definite minimum fund for program operations.
3. It obtains funds early in the season for use in getting the sport under way.
4. Season-ticket sales reduce the weather hazard that occurs when athletic funds depend entirely on game-day admissions.
5. In smaller communities, especially, season tickets are appreciated by interested adults. They offer a tangible way by which they may support the program. Such individuals are usually the more substantial citizens, and their presence lends a wholesome influence.

Two types of season tickets are recommended: the booklet form

and that which has a detachable part to be removed when the ticket holder enters the gymnasium or field. The athletic booklet for students is numbered on the cover which has a space for the name of the owner. There is a separate slip with a number for each contest. Usually a space for the owner's signature is provided on each event slip. For identification purposes the signature may be compared with the cover signature, although some schools are not particular in this regard. The event slip must not be detached from the book prior to presentation at the gate or door. The entire book is then handed to the ticket taker, who tears out the appropriate slip and returns the book to the owner. A similar plan works out very well with adult season tickets and ensures that only one admission is obtained for each event on each ticket. This arrangement also is faster than ticket punching, in which a single ticket with designated punch spaces is used.

Student activity or general organization tickets. In schools in which student activity or general organization ticket plans are in effect, it seems as though, generally, there is a better balance between athletics and other school activities. This is as it should be. Of course athletics appeal to many students, either as participants or as spectators. It is natural and proper to capitalize on this interest to aid in support of other school activities. The common practice in schools having general student tickets is to include some or all of the following, either entirely or partially, among the activities represented:

1. Admission to all home athletic contests.
2. Admission to special school assemblies or programs.
3. Admission, or part admission, to school plays, concerts, and operettas.
4. Subscription to school paper.
5. Part payment on the school annual.
6. Admission to debates and other forensic contests.
7. Admission, or part admission, to all-school parties.

This plan definitely centers finances for all the activities of a school; and, as in the case with season ticket sales in athletics, it establishes a working minimum for all school projects. Usually this arrangement is so set up that students buy their activity tickets by paying from ten to twenty-five cents a week until purchased. In other cases a small fee is paid each week during the entire school

year. Generally, it has been found more desirable to arrange the payment schedule so that most of the ticket is paid for before the home football or basketball seasons are concluded. Schools have found frequently that payments on tickets lag considerably if they extend over a very long period. It is necessary to devote only a few minutes during a homeroom, record or utility period for collection of payments. Sometimes activity ticket stamps are sold on payment days to be placed in student folders. The bookkeeping system need not be elaborate; it need merely include the name of the ticket purchaser and spaces for payments on collection dates.

The division or proportioning of receipts from activity ticket sales will depend upon a number of different factors. A general board composed of representatives of all activities concerned should review the requests of each prospective recipient from the funds. Probable additional income to be realized by some of them during the year should be taken into consideration when making apportionments. When the total amount to be received has been estimated as nearly as possible and budgets for the activities of the year have been approved, it is a comparatively simple matter to apportion the percentages. Usually, no single activity should be allowed to exceed its apportionment without the approval of the general activities board. Such a policy will insure that all projects will have their allotted funds, and when balances from certain of them accrue, they may be placed in reserve for future use of all activities.

The idea of the "Ten Cents a Week" student activity plan is supposed to have originated in the Omaha Technical High School. The division of the "activities dollar" at this school is shown in Table 2, and the outline of this plan follows:[5]

As used by Omaha Tech, each student has a folder or card on which are as many spaces as there are weeks in the school year. Stamps are printed and the teachers sell them each week, one teacher being responsible for a certain class weekly. When a boy or girl pays ten cents, the teacher then turns the money over to the Activities Association. As long as the card indicates the owner is paid up it will admit the student free to any school activity whether it be an athletic contest, a school play, a debate or the swimming privilege.

[5] *Successful Financial Plans For School Athletic Departments* (booklet), pages 3-4. Lowe and Campbell Athletic Goods Company, Kansas City, Mo.

TABLE 2

DIVISION OF ACTIVITIES DOLLAR AT OMAHA TECHNICAL HIGH SCHOOL

Recipient	*Amount*
Senior play and school annual	21.0¢
Artists	10.4
Football	10.2
Baseball	7.5
Track	6.5
Basketball	5.1
School paper	5.0
Operettas	4.9
Bands and orchestras	4.8
Swimming	3.9
Mass athletics	3.1
Spring festival	2.8
Assemblies and movies	2.7
Wrestling	2.7
Debating	2.4
Honor roll	2.1
Stamps and supplies	1.3
Song books	1.2
Miscellaneous	1.2
Greenhouse	1.2

The student activity or general organization ticket plan in high schools seems to offer the following advantages as a method of financing athletics and other activities:

1. Unifies all school activities.
2. Aids in keeping athletics in their relatively proper place in the school activities program.
3. Capitalizes on student interest in athletics to aid in financing other justifiable school activities.
4. Reduces ticket-selling campaigns to a minimum through regular organization plans.
5. Provides an early-season and known working capital for all activities.
6. Provides accessible funds at the beginning of the school year.
7. May be sponsored as a student activity project.
8. Should result in considerable saving to students because prices may be reduced if sufficient tickets are sold.

Student fee plan. This plan apparently has been borrowed from colleges and universities. Many of the latter charge a definite sum

for athletics, which is included when tuition payments are made. Some high schools have found it successful, but generally it is not used or recommended. The plan assesses each student in a high school a certain amount for the athletic program and admits him to all home contests. It is defended on the ground that textbooks have to be purchased and laboratory fees must be paid by students; therefore, an athletic fee from all is justifiable. If such a plan is to be workable in any school, it is certain that its inauguration should be preceded by an extensive educational campaign among school patrons and parents of students.

Other athletic finance plans. Schools frequently find it necessary to put on special functions in order to raise funds to finance athletic programs. In fact, some schools use this method entirely as a means of support, with the result that gate receipts have been eliminated. Sometimes this procedure has been forced on them because of inadequate facilities where athletic contests are held. Quite often it is not possible to accommodate spectators or charge admission, and resort to other finance methods has been necessary. Schemes which apparently have been successful are listed here. Again it is not to be inferred that all the procedures necessarily are recommended. However, they may offer helpful suggestions.

1. Tag sales—preceding or at time of games.
2. Athletic carnival—may be held either indoors or outdoors.
3. School dance—with special athletic or other activity features.
4. School circus—an all-school affair, held in gymnasium.
5. School plays, operettas, minstrels, shows.
6. Band and orchestra concerts.
7. Debating and forensic contests.
8. Moving picture benefits—arrangements with local theater for percentage of advance sale of tickets.
9. Candy and soft-drink sales—at school or community functions.
10. Magazine subscription campaigns.
11. School workday—students work at odd jobs and turn in earnings to activities fund.
12. Pie or cake socials or suppers—auction off pies or cakes made by girls of the high school.
13. Sponsoring of professional entertainments—plays, musicals, athletic events.

14. School newspaper sales day—sell special edition of school paper at school and downtown. Make it a good edition.

15. Popularity or sponsor contests—votes with sale of activity tickets.

16. Old-paper day—students bring old papers and magazines from home. Proceeds from sale go to activities fund. Give prize to homeroom or class collecting most paper.

17. Cooperative enterprises with parent-teacher association or other civic organizations—These groups are interested in the school program. Their cooperation usually can be secured.

18. Water carnivals—very effective in school swimming pools or near-by rivers or lakes.

19. Town cookbook—mothers of students furnish proved recipes. Mimeograph or print for sale.

20. Special auditorium programs—each class being responsible for a program for which a small student admission fee is charged.

The handling of athletic funds. The most important rule in handling athletic or any school activity finances is to have a simple, understandable system and then follow it. Nothing can cause more embarrassment or difficulty to a schoolman than inefficiency or carelessness in handling school or athletic funds. In dealings with someone else's money no transaction should be left unrecorded or unexplained. Be definite and brief, but be complete. At all times the entire records showing receipts, disbursements, balances, or deficits should be open to inspection.

Internal accounting records. In some school systems, board of education accounting divisions handle all financial transactions pertaining to high school athletics. Such a procedure relieves school officials entirely from keeping records of this type and centers financial matters in an agency that is expected by the public to have jurisdiction over them. In other schools, however, boards of education do not feel disposed to assume these duties. They think that athletic and other school activity funds should not be handled by them because they are not tax moneys and do not properly come within their scope of duties. Whether or not board of education officials have expressed themselves definitely on this matter, it is significant that in a great majority of large and small schools, high school activity funds are handled by the schools themselves. Most of them have their own internal accounting systems. Separate

bank accounts are established, and funds are disbursed only on order of authorized school executives. In connection with such plans it is an excellent procedure to make regular reports of school activity funds to the finance officer or finance division of the board of education. These reports serve as an additional check on the accounting system of the school's athletic or activity program. Likewise, it is highly desirable to ask that board of education auditors annually examine and certify the recorded transactions of the activity fund accounts.

As far as athletic finances are concerned, it seems immaterial whether a school has a separate athletic association treasurer or a central internal accounting system in effect, with a general school treasurer. In order that each activity may be considered as a part of the entire school program, it is recommended that the latter plan be followed. A central accounting system for all high school activities presents the following advantages over the scheme of having separate systems for each activity:

1. Responsibility for disbursement of all school funds may be delegated to one individual.

2. It is in harmony with the plan of having all school activities under the general supervision of an all-school committee.

3. It enables the school administrator to have a composite picture of the general condition, financial and otherwise, of all the school activities.

4. It provides the possibility for a much more accurate audit of school activities funds than otherwise might be the case.

5. The purposes for which expenditures are to be made may be more easily checked to ascertain if they are in accordance with authorization.

6. Local banking institutions usually will prefer a single school deposit account rather than separate ones for each school activity fund.

7. By its nature, the plan appeals to students and school patrons as being more businesslike.

Schemes in local schools will vary with their plans of general organization and their size. Some of the most successful ones usually have a general faculty treasurer. It is recommended that the treasurer be someone other than the superintendent or principal. He should receive all funds from the proper officer of each activity

organization on a regular form prepared for that purpose. (See example of internal account deposit blank used at Mount Clemens, Mich., High School, Figure 49.) This blank is made out in duplicate, with the activity officer and general organization treasurer each having a copy. The amount of this deposit is placed to the credit of the appropriate activity. When funds are received in sufficient quantities from several activities, the general organization treasurer may make one deposit in the bank where the school account is kept. When an activity wishes to make a purchase or to pay an account that has been authorized by its officers or the general activities committee, an order for a check is issued. This is presented to the general organization treasurer (see Figure 49). Upon receipt of this request for money, the general school organization treasurer issues a school check that has remittance advice information attached explaining the items covered (see Figure 49).[6]

Obviously, the general school activities treasurer and his student assistants will do most of the bookkeeping in a centralized system of this type. Funds will be allocated for each of the activity organizations of a school. In turn, within each activity there will be allocations. The extent of these details will depend upon the number of activities within a school as well as the divisions within each activity.

Publication of financial reports. At regular intervals—monthly, seasonal, term, or semester—statements should be prepared for submission to each activity organization and to the officials concerned. To illustrate a maximum policy in this respect, a list of statements which might be included in a seasonal report for football is given below.[7] Each of these could be prepared from the fund allocation heading in the bookkeeping procedure. Other sports would be comparable to this example.

1. Seasonal Summary Football Statement of Receipts and Disbursements.
2. Bar Graph Showing Receipts and Disbursements.
3. Detailed Statement of Football Gate Receipts.

[6] The three forms illustrating accounting procedures at Mount Clemens (Michigan) High School have been used by permission of that school. They are typical of general forms of this nature used in schools in which a central activities accounting fund system is in operation.

[7] E. F. Burmahlin, "Accounting Procedure for High School and College Athletics," *Athletic Journal*, October, 1935, pages 29-30.

HIGH SCHOOL BANK
Mount Clemens, Michigan

Account No.

19__

Deposited by _____ (Organization) $_____

Receipts of _____

_____
Student Treasurer

Date _____
To _____
For _____
Balance $_____
Credited $_____
Total $_____
This order $_____
Balance forward $_____

Mount Clemens High School
Organization Request for Money

Organization Account No.
Requisition Number_____
Date_____

To the Faculty Treasurer:
Please issue check to_____
Name of Firm
for_____Dollars ($)
to pay these items_____

Name of Organization Signed_____
Organization Treasurer

_____
Faculty Advisor

No money will be paid for any account without the Principal's signature. _____
Principal

GENERAL STUDENT FUNDS

Mt. Clemens High School
Mt. Clemens, Mich.
TO THE
Mount Clemens Savings Bank
Mount Clemens, Michigan

No 552
Date_____
74-204

PAY TO THE ORDER OF

$_____

_____ DOLLARS
ACCOUNT CHARGEABLE TO Mount Clemens High School

By_____
FACULTY TREASURER

DETACH HERE BEFORE DEPOSITING ABOVE CHECK

REMITTANCE ADVICE NO RECEIPT DESIRED

We issue herewith our check No. 552 for $_____ in full settlement of the following items. If not correct please return all papers with explanation.

DATE INVOICE	DESCRIPTION	AMOUNT	DISC	AMOUNT

Issued by Mount Clemens High School
Mount Clemens, Michigan

FIGURE 49. Organization Deposit Slip, Request for Money, and General Student Funds Check (*Mt. Clemens High School, Michigan*).

4. Detailed Statement of Football Guarantee Income.
5. Detailed Statement of Adhesive Expense.
6. Detailed Statement of Football Equipment Purchased.
7. Detailed Statement of Food Expense for Football Season.
8. Detailed Statement of Goodwill Expense.
9. Detailed Statement of Hotel Expense.
10. Detailed Statement of Laundry Expense.
11. Detailed Statement of Medical Expense.
12. Detailed Statement of Medical Supplies Expense.
13. Detailed Statement of Miscellaneous Expense.
14. Detailed Statement of Officials' Expense.
15. Detailed Statement of Office Supplies Expense.
16. Detailed Statement of Opponents' Guarantee Expense.
17. Detailed Statement of Printing Expense.
18. Detailed Statement of Scouting Expense.
19. Detailed Statement of Sock Expense.
20. Detailed Statement of Telephone Expense.
21. Detailed Statement of Towel Service Expense.
22. Detailed Statement of Transportation Expense.
23. Detailed Statement of X-Ray Expense.
24. Bar Graph Showing Profit or Loss on Each Football Game.
25. Schedule of Football Games (with Scores).
26. Names of Football Players (with Position).

It is advisable to see that records of finances are known to the public, especially if the public is partly responsible for some of the funds by which the athletic program is conducted. In dealing with this subject elsewhere, it was suggested that reports of receipts and disbursements for all athletic contests be placed in the hands of the superintendent or principal shortly after each game. Further, it is recommended that the school policy provide that such reports be placed on the school bulletin board and published frequently in the school or local newspaper. In this connection, however, be sure that reports of expenses for activities from which there is no income also are listed. These will show some of the expenses for activities that have to be supported out of the income from other sources.

Some schools have regular policies of publication of all financial reports on athletics. There is no reason why their status should not be made known. If funds are low, a published report may be a means by which interest can be aroused for their replenishment. An unreasonably large surplus undoubtedly is indicative that more athletic or other school activities should be sponsored or that student

admission fees should be lowered. There is no advantage in maintaining an unnecessarily large athletic or activity fund surplus. Reasonable working and emergency reserve funds are all that are necessary.

As illustrative of a type of complete athletic report, the one pub-

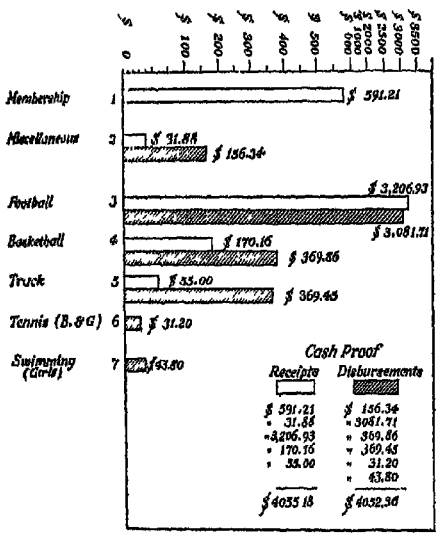

FIGURE 50. Bar Graph of Athletic Receipts and Disbursements (*Class Senior High School, Lynchburg, Virginia*).

lished by Iron Mountain, Mich., High School for the 1945-1946 school year is shown in Table 3. It appeared in the local daily paper (Iron Mountain *News*) and was included in the financial proceedings and transaction notices of the City of Iron Mountain and the Board of Education of the Iron Mountain School District. It is complete and understandable.

The bar graph is another effective way of showing receipts and disbursements so that the athletic financial picture may be comprehended at a glance. Graphs of this type may be made projects for advanced members of mechanical drawing classes. A composite

TABLE 3

SUMMARY OF RECEIPTS AND DISBURSEMENTS
IRON MOUNTAIN HIGH SCHOOL ATHLETIC ASSOCIATION
YEAR ENDED JUNE 30, 1946

Cash Balance July 1, 1945			$ 624.50
Receipts:			
Gate Receipts—Football		$2,149 89	
—Basketball		2,177.99	
—Baseball		13 60	
Contracts with Other Schools—Football		160.00	
School Share, District Basketball Tournament		63 10	
Insurance Premiums from Athletes		61 40	
Sale of Equipment		7.05	
Miscellaneous		20 35	
Total Receipts			4,693 38
			$5,317 88
Disbursements:			
Football Games:			
Game Contracts	$271.00		
Officiating	215.00		
Medical Expense	58.25		
Transportation and Other Travel Expense	320.05		
Equipment Purchases, Repairs, and Cleaning	590.78		
Guard and Ticket Service	143.00		
Admissions Tax	404.49		
Insurance	113.25		
Miscellaneous	153.38	$2,279.10	
Basketball Games:			
Game Contracts	25.00		
Officiating	263.00		
Medical Expense	35.00		
Transportation and Other Travel Expense	335.60		
Equipment Purchase, Repairs, and Cleaning	286.88		
Guard and Ticket Service	48.00		
Admissions Tax	339.18		
Miscellaneous	60.49	1,413.15	
Track:			
Medical Expense	11.00		
Transportation and Other Travel Expense	112.53		
Equipment Purchase, Repairs, and Cleaning	65.92		
Miscellaneous	34.51	223.96	
Baseball:			
Officiating	20.00		
Traveling Expense	26 00		
Equipment	43.61		
Admissions Tax	2.61		
Miscellaneous	1.00	93 22	
Unclassified Miscellaneous Expense		115 02	
Total Disbursements			4,123 03
Cash Balance June 30, 1946			$1,194.85
Balance in First National Bank on June 30, 1946			$1,479.77
Less: Checks Outstanding			88.94
Cash Balance as above			$1,394.83

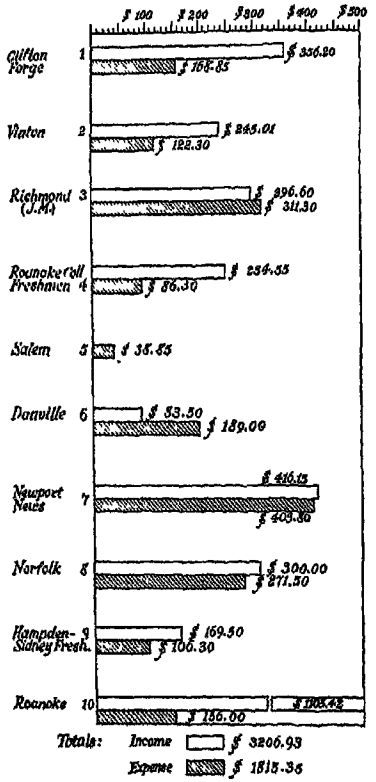

FIGURE 51. Bar Graph of Football Income and Expenses (*Glass Senior High School*).

graph may be made for receipts and disbursements for all activities. Individual sports graphs may be prepared to show income and expenses for each home game. Such a plan has been used effectively at Glass Senior High School, Lynchburg, Va., and is illustrated in Figures 50 and 51.[8]

[8] E. F. Burmahln, *op. cit.*

Athletic Budgets

If projects, activities, or programs are to be successful, their approximate costs must be calculated in advance. Within schools, budgets are necessary not only for athletics but also for the operation of the entire school system itself. If several athletic activities are supported from a central source of funds, a budget is especially important because it gives each division reasonable assurance of the amount that will be available to it.

Purpose of an athletic budget. A budget merely is an estimate of probable income and expenditures. Its preparation is of value to those in charge of high school athletic programs because it necessitates that they anticipate, as far as possible, all the probable factors involved. Thus, constructive planning is necessary. Many schoolmen say that their athletic programs are so small that no budget is necessary. Some others assert that they have no time to prepare budgets. Usually these are not legitimate excuses. Although there may be some question about the amount of income to be realized from athletic contests, there can be no doubt as to the absolute minimum necessary to finance an activity or program. This matter should be discussed by all those concerned before the program is established for the year. Then everyone will know the status of the activity or activities with which he is concerned. If funds insufficient for the minimum essentials of an activity are predicted, it is probable that it should not be sponsored.

It is obvious that changes in budget allowances will have to be made in certain instances. Likewise, it is illogical to assume that a budget, once adopted, should be a hard and fast limit to which there must be blind adherence. In general, a budget should not be too specific or detailed. It should allow for flexibility within each activity. In the final analysis, then, an athletic budget simply is an attempt to balance receipts and expenditures, and its adoption should be the result of past experience in both of these matters. If accurate records of income and expenses for one year have been kept, it is a relatively simple matter to establish a budget for the program for the next year. Williams and Brownell point out some of the factors to be kept in mind in budget making.[9]

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[9] J. F. Williams and C. L. Brownell, *The Administration of Health and Physical Education*, pages 550-551. Philadelphia: W. B. Saunders Company, 1937.

In keeping with a principle previously suggested that budgets should be planned by schools, every high school should have an athletic budget representing estimated receipts and expenditures for each event. If correctly organized the athletic council may prepare this budget which is approved by the proper administrative authority. The person in charge of a given activity such as football or track then knows exactly the amount of money he has to spend and conducts his sport accordingly.

It is difficult to suggest a satisfactory method of determining the budget for each athletic activity owing to the range in amount of equipment needed, the varying cost of this equipment, the popularity of the sport and its education value. These items are never comparable. Football is much more expensive than track, and basket ball costs more than tennis, but expense is not the sole criterion. Intramural athletics usually provide more educational value than interscholastic competition, but the latter affords outcomes that the former can never provide. Under our present system of gate receipts the sport which contributes the largest number of dollars to the athletic fund receives the lion's share of the budget. This is unfortunate because it assumes that money pouring into the athletic coffer is synonymous with the educational value of the activity to the community. It would be just as logical to argue that the person paying the largest tax for the support of education should receive the greatest benefit therefrom.

The athletic budget for one activity has more than the mere sport itself to consider. The budget must be balanced in the sense that it takes all the activities of the athletic program into consideration and sees that funds for their operation are properly proportioned.

Preparation of a budget. No general rule for the preparation of an athletic budget can be formulated that is applicable to schools of all sizes. General estimates of probable receipts from home games may be made from previous records. If there is a student or general organization ticket sales plan in effect, the probable amount forthcoming from that source may be estimated. Any amount to be received for athletics from the local board of education also may be included, and thus a probable total of all income may be determined. A suggested form for a composite report of estimated receipts to be used in preparation of an athletic budget appears in Figure 52. It presents a simple method by which this information may be shown.

Estimating details of probable expenditures may involve more time and effort than estimating probable receipts from athletic con-

BUDGET SUMMARY OF ESTIMATED INCOME

School: _____ School Year: 19 -19

Sport	Home Games		Away Games		Total Estimate
	No.	Receipts	No.	Guaranteed	
Baseball		$		$	$
Basketball					
Football					
Hockey					
Swimming					
Track					
Other					
(1) Total estimated receipts		$		$	$

(2) Estimated amount to be realized from student or general organization ticket sale ..... $_____

(3) Total amount, if any, to be received from the board of education for purchase of playing equipment ..... $_____

(4) Grand total of estimated receipts for present year (Sum of 1, 2, 3) ..... $

(5) Grand total of estimated expenditures for present year ..... $

(6) Estimated surplus for year (Difference between 4 and 5) ..... $

or

(7) Estimated deficit for year (Difference between 5 and 4) ..... $

FIGURE 52. Suggested Form for Budget Summary of Estimated Income.

tests. A school must know what equipment it has on hand, its condition, and the amount of new equipment to be purchased. This information may be obtained from the seasonal inventories.[10] Also to be considered are such items as general administration; game officials; contract guarantees; expenses for games away from home; equipment repairs; new equipment; training, first aid, and medical supplies; awards; and incidentals, including pictures, meet and league fees, and the like. (See suggested Budget Summary of Estimated Expenses, Figure 53.) This suggested form will not show all the details necessary under each item; but if it is completely filled out for the sports sponsored by a school, it will disclose the general budget figures for each activity and the totals.

Obviously, one can devise other ways of preparing athletic budgets with possibly more successful application to individual school problems, than the suggestions mentioned in this discussion. The purpose of the forms shown here is to present relatively general ones from which schools may select the parts that pertain to their situations. In some instances, no doubt, schools will add items to those suggested. As stated previously, it will be necessary to set up divisions under each heading. For example, the item "Cost of New Playing and Game Equipment" must be divided into various sports. Each sport then would be subdivided into different equipment items, with the estimated number of each that are needed and the cost price. In such a manner, total estimates may be obtained that would constitute the total as it appears on the budget summary blanks. Too much emphasis cannot be placed on the importance of correct inventories. Also, it is imperative that prices for sports equipment and material to be purchased be exact. These are items of the budget that can be estimated accurately, and their correctness makes the budget valuable. Budgets from year to year should be preserved for reference and statistical purposes.

Survey of athletic budgets.[11] Before the Second World War, the author conducted a survey of the athletic budgets of schools in fifty cities in six states, including Connecticut, Illinois, Minnesota, New York, Texas, and Michigan. Schools were divided into three classifications: (1) schools with enrollments of less than 500 students;

[10] See suggested inventory form on page 213.

[11] Based on Charles E. Forsythe, "A High School Athletic Budget Survey," Michigan High School Athletic Association *Bulletin*, May, 1938, pages 232-236.

BUDGET SUMMARY OF ESTIMATED EXPENSES

School:__ _____ School Year: 19 _ -19

Sport	Administration: Cost of Bleachers, Guards, Tickets, Field, Printing, Postage, etc.	Cost of Officials for Home Contests	Home Game Contract Guarantees	Away-Game Expenses	Cost of Equipment, Repairs, and Maintenance	Cost of New Playing and Game Equipment	Cost of Training, First-Aid, and Medical Supplies	Cost of Awards	Incidentals: Team Pictures, Meet or League Fees, etc	Total Estimate for Sport for Year
Baseball										
Basketball										
Boxing										
Cross-Country										
Football										
Golf										
Hockey										
Swimming										
Tennis										
Track										
Wrestling										
Others										
TOTAL ESTIMATE										

FIGURE 53. Suggested Form for Budget Summary of Estimated Expenses.

(2) schools with enrollments of between 500 and 1500; and (3) schools with enrollments of over 1500.

Questions were asked first concerning general athletic financial plans in effect in each school and average receipts from athletic contests (see Tables 4 and 5 below). This information was signifi-

TABLE 4

GENERAL FINANCIAL INFORMATION

ITEM	SCHOOL ENROLLMENT		
	Less than 500 (22)[a]	500-1500 (16)[a]	Over 1500 (12)[a]
Schools having student or general organization tickets	18	11	0
Schools receiving financial aid for athletic programs from boards of education	16	4	8
Schools anticipating a "balanced budget" or surplus during current school year	14	14	11
Schools anticipating an athletic deficit during the current school year	8	2	1

[a] Number of schools included in survey.

cant in indicating the proportion of schools having some student or general organization ticket plan that aided in the support of athletics and other activities. This seemed especially true in schools with enrollments of less than 1500. It also was significant that a

TABLE 5

AVERAGE SEASON RECEIPTS FROM HIGH SCHOOL ATHLETIC CONTESTS

SPORT	SCHOOL ENROLLMENT		
	Less than 500	500-1500	Over 1500
Football	$461.25 (12)[a]	$1,783.12 (16)[a]	$3,706.38 (12)[a]
Basketball	275 00 (22)	692 81 (16)	900.00 (12)
Track	43 50 (2)	33.75 (4)	226.66 (3)
Baseball	36.00 (5)	66.00 (5)	187.50 (2)
Swimming	.....	.....	63.33 (6)

[a] Number of schools included in survey.

majority of the smaller high schools reporting stated that they received some aid from boards of education toward financing their athletic programs.

Football, of course, is the sport furnishing the greatest amount of income and, as would be expected, the receipts seem to increase in direct proportion to the size of the school. Basketball, track, baseball, and swimming follow in the order named.

Table 6 (pages 258-259) shows the average of budgets in eight activities submitted by schools in the three enrollment classifications. It will be seen that there are nine divisions under each sport for which estimates of expenditures are given. It is not to be assumed that figures in the table are all-inclusive or necessarily indicative of what budgets in those sports should be. This limitation is to be expected when averages are considered rather than median expenditures or those at the upper and lower limits of the schools concerned. This does, however, show general trends and gives a general idea of averages in finances, receipts, and individual sports budgets in schools of various enrollment ranges. During the 1937-1938 school year an investigation of high school athletic expenditures in seventy-eight of the ninety-seven high schools belonging to the Connecticut Interscholastic Athletic Conference was made by John McGrath of East Hartford High School.[12]

The total amount of money spent by the 78 schools which made replies was $88,181.54. This amount of money was raised in the following manner:

Student Dues	14%
Season Tickets	10
Gate Receipts	47
Miscellaneous Money-making Activities	16
Board of Education	13

This information is significant when compared with that in Tables 4 and 5.

Types of budgets. For the guidance of the athletic director in preparing his budget, examples of various budgets are set forth below.

A suggested medium-sized school budget for four sports. It has

[12] John E. McGrath, "A Study of Income and Expenditures for Interscholastic Athletics in Connecticut High Schools," Connecticut Interscholastic Athletic Conference *Bulletin*, May, 1938, pages 99-100.

TABLE 6

AVERAGE HIGH SCHOOL BUDGETS IN EIGHT ACTIVITIES

Budget	Enrolment of School	Average: Administration costs, bleachers, guards, ticket takers and sellers, care of field, etc.	Cost of officials for home contests	Cost of home-game contract guarantees	Away-game expenses	Cost of new playing and game equipment	Cost of training and first-aid supplies	Cost of awards	Cost of incidentals, team pictures, meet or league fees, etc.	Average of total budgets
Baseball	Under 500	$ 10.87 (3)[a]	$ 17.50 (7)[a]	$ 20.00 (1)[a]	$ 19.62 (9)[a]	$ 45.41 (12)[a]	$ 5.11 (9)[a]	$ 9.57 (7)[a]	$ 4.17 (3)[a]	$ 85.13 (12)[a]
	500 to 1500	25.00 (1)	23.91 (6)	32.50 (2)	62.92 (9)	125.58 (9)	10.67 (3)	11.40 (5)	8.05 (5)	226.70 (9)
	Over 1500	5.00 (1)	38.33 (9)	60.00 (2)	78.37 (8)	188.78 (9)	15.40 (5)	26.00 (5)	30.74 (5)	350.74 (9)
Basketball	Under 500	21.60 (13)	73.77 (20)	50.30 (10)	66.15 (17)	99.56 (20)	17.22 (19)	11.25 (17)	7.10 (11)	293.38 (20)
	500 to 1500	105.65 (8)	132.20 (16)	123.70 (9)	202.40 (16)	153.37 (16)	27.00 (10)	19.57 (11)	28.96 (11)	683.19 (16)
	Over 1500	201.70 (11)	187.45 (11)	113.33 (6)	226.40 (12)	265.58 (12)	43.78 (9)	29.94 (8)	92.20 (9)	801.27 (11)
Cross-country	Under 500	20.00 (1)	10.00 (2)	.....	10.00 (3)	12.50 (2)	4.00 (2)	11.50 (2)	3.50 (2)	53.25 (4)
	500 to 1500	.....	.....	28.00 (1)	19.35 (4)	11.50 (1)	10.00 (1)	4.00 (1)	5.88 (2)	28.66 (4)
	Over 1500	.....	.....	15.00 (2)	68.00 (5)	19.75 (4)	12.00 (3)	6.33 (3)	31.67 (3)	119.80 (5)

Football	Under 500	111.99 (10)	80.44 (12)	118.00 (8)	47.18 (11)	355.97 (12)	22.05 (12)	36.80 (10)	22.00 (7)	735.11 (12)
	500 to 1500	236.23 (10)	154.13 (16)	432.64 (15)	166.97 (16)	616.78 (16)	86.25 (13)	27.07 (12)	81.92 (11)	1660.06 (16)
	Over 1500	358.04 (11)	210.08 (12)	392.86 (7)	252.01 (12)	1220.51 (12)	146.89 (10)	67.87 (8)	185.37 (9)	2775.49 (12)
Golf	Under 500	10.00 (1)	.....	.....	17.50 (2)	10.00 (1)	.....	.....	.....	27.50 (2)
	500 to 1500	10.00 (1)	.....	.....	36.33 (9)	16.36 (7)	.....	4.50 (4)	6.25 (4)	54.94 (9)
	Over 1500	40.00 (1)	.....	25.00 (1)	31.68 (7)	25.71 (6)	5.00 (1)	6.25 (4)	27.50 (2)	64.00 (9)
Swimming	Under 500	.....	15.00 (1)	.....	60.00 (1)	25.00 (1)	.....	7.50 (1)	.....	107.50 (1)
	500 to 1500	.....	.....	.....	199.00 (1)	32.00 (1)	6.00 (1)	10.00 (1)	3.00 (1)	250.00 (1)
	Over 1500	101.25 (4)	35.40 (5)	29.00 (2)	82.00 (10)	67.93 (8)	35.00 (3)	15.00 (3)	28.25 (4)	226.64 (10)
Tennis	Under 300	5.00 (1)	10.00 (1)	.....	12 73 (4)	20 33 (5)	.....	5.00 (1)	.....	34.51 (5)
	500 to 1500	.....	.....	.....	42.75 (6)	24 25 (8)	5.25 2	7.00 (3)	9 81 (4)	38.47 (9)
	Over 1500	12.00 (1)	.....	15.00 (1)	51 19 (8)	33 50 (9)	5.00 (1)	7.13 (4)	15.50 (4)	79 85 (10)
Track	Under 300	12.50 (2)	5.00 (2)	.....	17.93 (14)	27.50 (12)	7 28 7	8 10 (10)	9.58 (6)	38.70 (15)
	500 to 1500	17.50 (2)	5.00 (1)	.....	84 51 (13)	75 72 (14)	17 38 4	13.25 (4)	18 87 (8)	178.00 (14)
	Over 1500	62.50 (4)	20.25 (4)	35.00 (2)	95.11 (11)	158 28 (12)	16 38 (8)	23.33 (6)	40.61 (7)	327.41 (12)

* Figures in parentheses indicate number of schools included in survey.

been stated previously that general budgets for schools of various sizes are difficult to prepare. There are so many individual factors involved in different schools that general estimates applicable to all may become meaningless. As a guide for high schools that might be classified as medium-sized, Mr. William Healy of Sycamore, Ill., High School has prepared what he considers a standard budget[13] (see Table 7).

TABLE 7

A STANDARD BUDGET FOR SCHOOLS OF FROM 300 TO 600
(FOUR SPORTS)

Item	Football	Basketball	Baseball	Track
General equipment[a]	$525	$325	$112	$80
Trips	270	170	77	88
Awards	27	25	4	36
Printing	32	25		
Maintenance	46			
Scouting	9			
Rentals	...	121		
Medical	83	23		
Total (Grand total, $2,100)	$992	$689	$193	$210
Per Cent to Each Sport	46	35	9	10

[a] Includes balls, jerseys, pants, pads, socks, shoes, helmets.

A complete large-school athletic budget. In order that a complete athletic budget in all its details may be studied, one that was prepared for the consideration of the athletic board of Ann Arbor, Mich., High School for the 1946-1947 school year is included (see Table 8). It is representative of the budgets that are the basis for the management and financing of the athletic programs in larger high schools. (Ann Arbor High School has an enrollment of approximately 1100 students.) Although such a budget may seem too detailed for small schools, it contains suggestions that merit their attention.[14]

[13] William Healy, "Financing an Athletic Program," *Scholastic Coach*, June, page 20.

[14] "Ann Arbor Senior High School Tentative Budget Suggested to the Board" was prepared under the supervision of L. H. Holloway, Director of Physical Education and Interscholastic Athletics. It is reproduced here with permission.

TABLE 8

ANN ARBOR SENIOR HIGH SCHOOL
TENTATIVE BUDGET SUGGESTED TO THE ATHLETIC BOARD
1916-1917

ESTIMATED RECEIPTS	
Student activity plan: 1017 signers @ $3.50 per year = $3375; Athletic Board share = 48.8%.	$1650.00
4 home football games [average, $750 per game (first team)].	3000.00
Reserved seats: established price $0.83, tax 0.17, total $1.00	
Adult admission: established price $0.62, tax 0.13, total $0.75	
High school students: established price $0.42, tax 0.08, total $0.50	
Grade school: established price $0.42, tax 0.08, total $0.50	
Adult football season tickets (400 @ $5).	1932.00
Established price $3.33, tax 0.67, total $4.00	
Children football season tickets (200 @ $2).	342.00
Established price $1.00, tax 0.34, total $2.00	
4 home football games [average, $50 per game (second team)]	200.00
High school students: established price $0.42, tax 0.08, total $0.50	
Grade school: established price $0.42, tax 0.08, total $0.50	
General admission: established price $0.42, tax 0.08, total $0.50	
7 home basketball games (average, $100 per game).	700.00
General admission: established price $0.50, tax 0.10, total $0.60	
Senior high school students: established price $0.42, tax 0.08, total $0.50	
Grade and junior high: established price $0.42, tax 0.08, total $0.50	
Adult basketball season tickets (25 @ $2.40).	50.00
Established price $2.00, tax 0.40, total $2.40	
Children basketball season tickets (20 @ $2).	33.20
Established price $1.66, tax 0.34, total $2.00	
Home swimming meets.	10.00
Total estimated receipts.	$7307.20
ESTIMATED EXPENSES (RECAPITULATION)	
Emergency treatment of athletes.	$ 150.00
Cross country.	117.00
Football.	4001.61
Basketball.	2254.99
Swimming.	498.00
Gymnastic team.	10.00
Track.	445.00
Cheer leaders.	34.50
5-A league.	82.00
Baseball.	792.65
Golf.	177.00
Tennis.	246.00
Omega.	30.00
Rifle Club.	118.00
G.A.C.	40 00
Total estimated expenses.	$9877.75

TABLE 8 (*Continued*)

ESTIMATED EXPENSES (ITEMIZED)

Emergency Treatment of Athletes:				
Student registration fees, all sports, 250 participants @ $1			$250.00	
Athletic Board contribution			150.00	
Board of Education contribution			200.00	$ 600.00
Cross Country:				
Meets:	DATE	HERE	THERE	
Lansing	Oct. 5		$ 25.00	
Jackson	Oct. 12	....		
Ypsilanti	Oct. 16		2.00	
Dearborn at Ypsilanti			2.00	
3-X meet	Oct. 19	....		
State	Oct. 26		8.00	$ 37.00
Equipment:				
6 sweat suits @ $4			$ 24.00	
6 track shoes @ $4			24.00	
Cleaning			15.00	
Telephone			1.00	
Picture			1.00	
Letter and pin awards			10.00	
Supplies			5.00	80.00
Total cross-country expenses				$ 117.00
Football:				
Officials (first team): 4 games, 3 officials per game @ $17.50			$210.00	
Officials (second team): 6 games, 2 officials per game @ 7.50			90.00	$ 300.00
Administration:				
Cost of electricity for night games and practice sessions			105.00	
Cost of public address system—announcer, scorer, and timekeepers			50.00	
Cost of guards, ticket sellers, ticket takers, and supervisor for first team for 4 games			275.00	
Cost of guards, ticket sellers, ticket takers, and supervisor for second team for 6 games			50.00	
Cost of turning lights—install P.A. system, remove covers and reflectors			50.00	530.00
Games (first team):	DATE	BUS	MEALS	TOTAL
Flint Central ....T	Sept. 21	$59.86	$100.00	159.86
Saginaw A.H.....H	Sept. 27	....	.....	.....
Ferndale .....T	Oct. 4	46.40	100.00	146.40
Lansing Sexton.....H	Oct. 11	....	.....	.....
Battle Creek.....H	Oct. 18	....	.....	.....
Lansing Eastern.....T	Oct. 25	65.20	100.00	165.20
Ypsilanti Central.....H	Nov. 1	....	.....	.....
Jackson.....T	Nov. 8	41.01	100.00	141.01	612.47

(Meals are figured on a basis of $1.75 before game and $1.50 after game)

TABLE 8 (*Continued*)

Games (second team):					
Pinckney	(T or H)	Oct. 4	22.60	22.60	
Dexter	H	Oct. 12	....	.....	
Brighton	H	Oct. 19	....	.....	
Dearborn	H	Oct. 25	....	.....	
Manchester	T	Nov. 1	30.88	30.88	
Jackson	H	Nov. 9	....	.....	53.48
Games (sophomores):					
Milan	T	Oct. 5	22.60	22.60	
Milan	H	Nov. 2	....	.....	22.60
Visual Education				$ 70.00	
Scouting of 10 games @ $10				100.00	
Training and first-aid supplies				140.00	
Letter awards				25.00	
Pin awards				10.00	
Certificate awards				7.50	
Telephone				15.00	
Pictures				7.50	
Printing of single-admission tickets, season tickets, and student tickets				75.00	
Newspaper advertising				30.00	
Nine months' subscription to newspaper				0.00	486.00
Equipment for first and second teams:					
50 game jerseys @ $9.25				$462.50	
50 game pants with thigh guards @ $10.85				542.50	
9 doz. game socks @ $4.25				38.25	
12 pr. game shoes @ $9.95				119.40	
6 blocking dummies @ $16.45				98.70	
50 practice pants @ $3.95				197.50	
18 footballs @ $9.89				178.02	
2 doz. scrimmage shirts @ $6.50				13.00	
8 shoulder pads @ $10.50				84.00	
24 rib pads @ $5.25				126.00	
72 thigh pads @ $1.85				133.20	
72 ankle wraps @ 30¢ pr.				21.60	
50 sets regular cleats @ 55¢ set				27.50	
1 gross black shoelaces @ 8¢ pr.				11.52	
1 gross white shoelaces @ 8¢ pr.				11.52	
24 game belts @ $1.40				33.60	
8 headgears @ $12.50				100.00	
5 doz. practice jerseys @ $21.00				108.00	
5 doz. sweat socks @ $4.25				21.25	
Blank cartridges for gun				1.00	
2 1-gal. cans shoe dressing @ $4				8.00	
Cleaning and repairing football equipment				375.00	
Repairing headgears				85.00	
Nose-guard repairs				10.00	
Repair blocking dummies				30.00	2837.06
Total football expenses					$4901.81

TABLE 8 *(Continued)*

Equipment furnished by Board of Education:				
8 headgears #15 @ $12.50			$100.00	
8 shoulder pads (Rawling #CP36) @ $10.50			84.00	
5 footballs @ $9.89			49.45	
			$233.45	
Basketball:				
2 officials per game @ $17.50 for 6 home games			$210.00	
2 officials per game @ $10 for 5 games			100.00	$310.00
Games:	DATE	HERE	THERE	
Adrian	Dec. 6		$ 85.00	
Windsor	Dec. 13	....		
Dearborn	Dec. 20	....		
Alumni	Dec. 21	....		
Windsor	Jan. 3		100.00	
Eastern	Jan. 10	....		
Battle Creek	Jan. 17		120.00	
Jackson	Jan. 24	....		
Sexton	Jan. 31		110.00	
Eastern	Feb. 7		110.00	
Battle Creek	Feb. 14	....		
Jackson	Feb. 21		85.00	
Sexton	Feb. 28	....		
Regional	March		140.00	
State	March		100.00	850.00
League of the Lakes games away:				
Tentative			$ 60.00	
Pinckney			60.00	
Brighton			65.00	
Manchester			65.00	
Dexter			50.00	300.00
Equipment:				
12 pr. practice pants @ $1.25			15.00	
12 pr. practice shirts @ $1			12.00	
12 practice sweat shirts @ $1.35			16.20	
20 purple game shirts @ $3.75			75.00	
20 purple game pants @ $4			80.00	
20 pr. basketball shoes @ $4			80.00	
20 game sweat shirts @ $2			40.00	
4 doz. shoestrings @ 8¢			3.84	
2 doz. sweat socks @ $6			12.00	
5 rulebooks @ 35¢			1.75	
2 basketballs @ $16.85			33.70	
Cleaning and repairing of equipment			60.00	
Training supplies			20.00	
Letter awards			12.00	
Bleachers			30.00	

TABLE 8 (*Continued*)

Cleaning gym floor			25.00	
Guards and ticket takers			100.00	
Subscription to 5-A papers			6.00	
Telephone calls			1.50	
Advertising			10.00	
Scouting 7 games @ $8			56.00	
Towel-rage attendant			75.00	
Student activity tickets			30.00	794.99
Total basketball expenses				$4254.99
Equipment furnished by Board of Education:				
8 basketballs @ $16.85			$134.80	
Swimming:				
Meets:	DATE	HERE	THERE	
Royal Oak	Dec. 13		$35.00	
	Dec. 17			
Ypsilanti Central	Dec. 19	....		
	Jan. 3		30.00	
Ypsilanti Central	Jan. 7		10.00	
Flint Central	Jan. 10		45.00	
Battle Creek	Jan. 17	....		
Jackson	Jan. 24		40.00	
Saginaw A.H.	Jan. 31	....		
Sexton	Feb. 4		40.00	
Flint Central	Feb. 7	....		
Eastern	Feb. 14	....		
5-A meet	Feb. 22		70.00	
State meet	Mar. 1		60.00	$ 330.00
Equipment:				
12 new robes @ $6.50			$ 78.00	
Cleaning bill			25.00	
Telephone			5.00	
Letter awards			15.00	
Pin awards			5.00	
Certificate awards			2.50	
Picture			5.00	
Training supplies			2.50	
Officials for meets			24.00	
Subscription to newspaper			6.00	168.00
Total swimming expenses				$ 498.00
Equipment furnished by Board of Education:				
Rental of union swimming pool			$430.00	
Gymnastic team				$ 10.00

TABLE 8 (*Continued*)

Track:				
Meets:	DATE	HERE	THERE	
Flint	March 29	....		
River Rouge	April 5		$ 55.00	
R. R. Inv.	April 12		5.00	
Dearborn	April 22	....		
Pontiac	April 25		60.00	
Jackson	May 2		60.00	
Eastern	May 9	....		
S-A meet	May 17			
State	May 23		35.00	$ 215.00
Equipment:				
1 doz. sweat suits @ $4			$ 48.00	
1 doz. track shoes @ $5			60.00	
Cleaning			30.00	
Telephone			2.00	
Yarn, shells, leather dressing, etc.			5.00	
Letter and pin awards			15.00	
Vaulting poles			15.00	
Supplies			15.00	
Visual education supplies			15.00	
Officials			15.00	
Indoor shot			10.00	230.00
Total track expenses				$ 445.00
Cheer leaders:				
5 cheer-leading uniforms @ $6			$ 30.00	
2 large megaphones @ $4			8.00	
2 small megaphones @ $1			2.00	
6 letter awards @ $2			*12.00*	
2 pin awards @ $1			2.00	
2 certificate awards			0.50	
Total cheer leader expenses				$ 54.50
Five-A League:				
League fee			$ 20.00	
2 trips for meetings			12.00	
Total Five-A League Expenses				$ 32.00
Omega:				
Athletic pictures for Omega				$ 50.00
Tennis:				
Matches:		HERE	THERE	
Ypsilanti Central			$ 3.00	
Ypsilanti Roosevelt			3.00	

TABLE 8 (*Continued*)

Ypsilanti Central	....		
Ypsilanti Roosevelt	....		
Lansing Sexton		25.00	
Battle Creek	....		
Jackson		25.00	
Lansing Eastern	....		
Lansing Sexton	....		
Battle Creek		35.00	
Jackson	....		
Lansing Eastern		25.00	
Regional		25.00	$ 141 00
Equipment:			
8 doz. balls @ $5		$ 40 00	
Picture		2.00	
Letter awards		5.00	
Pin awards		5.00	
Certificate awards		5.00	
Telephone		5.00	
Restring rackets		10.00	
Newspaper		3.00	105.00
Total tennis expenses			$ 246.00
Equipment furnished by the Board of Education:			
2 doz. balls @ $5		$ 10.00	
Baseball:			
2 officials @ $5 each for 3 games		$ 30.00	
1 official @ $5 for 4 games		20.00	$ 50.00
Games:	HERE	THERE	
Pinckney	....		
Ypsilanti Central	....		
Sexton	....		
St. Thomas	....		
Jackson		$ 55.00	
Ypsilanti Central		8.00	
Battle Creek	....		
St. Thomas	....		
Eastern		51.00	
Pinckney		10.00	
Jackson	....		124.00
Equipment:			
18 caps @ 65¢		$ 11.70	
12 sweat shirts @ $1.35		16 20	
5 doz. baseballs @ $19.85		99 25	
3½ doz. bats @ $19		66 50	
9 game pants		44 75	

TABLE 8 (*Continued*)

Training supplies	5.00	
Letter awards	14.00	
Telephone	2.00	
Picture	.75	
Cleaning equipment	60.00	318.15
Total baseball expenses		$ 402.15
Equipment for the League of the Lakes:		
Supplies	$100.00	
Equipment	150.00	
Travel and meals	100.00	$ 350.00
Equipment furnished by the Board of Education:		
2 doz. balls @ $19.85	$ 39.70	
1 doz. bats @ $10.40	10.40	
	$ 50.10	

Golf:

Matches:	HERE	THERE	
Jackson	....		
Sexton	....		
Eastern		$ 20.00	
Battle Creek	....		
Ypsilanti Central	....		
Royal Oak		20.00	
Pontiac	....		
Ypsilanti Central		5.00	
Plymouth		5.00	
5-A match		20.00	
State match	5.00		$ 75.00
Equipment:			
3 doz. golf balls @ $8		$ 24.00	
Green fees		25.00	
Letter awards		3.00	
Pin awards		2.00	
Cleaning and new equipment		45.00	
Telephone calls		2.00	
Certificate awards		1.00	102.00
Total golf expenses			$ 177.00
Equipment furnished by the Board of Education:			
2 doz. golf balls @ $8		$ 16.00	

Rifle Club:

Letter awards	$ 20.00	
Dues N R A	5.00	
4 shooting coats @ $10	40.00	
Omega picture	8.00	
Transportation	15.00	

TABLE 8 (*Continued*)

Ammunition issued	$5.00	
Match entry fees	5.00	
Total Rifle Club expenses		$ 118.00
G.A.C.:		
Letter awards	$ 25.00	
Pin awards	10.00	
Certificate	5.00	
Total G.A.C. expenses		$ 40.00

Annual "per sport" budgets. The discussion concerning athletic budgets is brought to a close here with the inclusion of some data prepared by the Department of Health and Physical Education, Detroit Public Schools, regarding the "per sport" costs of four common sports.[15] The information contained in the Detroit figures will give schools a chance to compare their sport costs with a central system in which athletic equipment is bought for seventeen schools on the basis of competitive bids (see Table 9).

TABLE 9

DETROIT ANNUAL BUDGETS IN FOUR SPORTS
1947-1948

Basketball—12 players:	
Uniforms	$240.00
Referees	75.00
Transportation	90.00
Bleachers	125.00
Balls	100.00
Game expense	250.00
Awards	24.00
Miscellaneous	50.00
Total	$1054.00
Cross country and track—50 boys:	
Uniforms	$700.00
Transportation	75.00
Awards	100.00
Equipment, hurdles, shot, tape, etc.	200.00
Miscellaneous	50.00
Total	$1125.00

[15] The material in Table 9 was prepared by George Mead, Assistant Director of Health and Physical Education, in Charge of Interscholastic Athletics, Detroit Public Schools, and is used with his permission.

TABLE 9 (*Continued*)

Football 40 *players:*	
Uniforms	$3280.00
Transportation	150.00
Officials	250.00
Balls	100.00
Bleachers	250.00
Field maintenance and game expense	300.00
Total	$4330.00
Baseball 18 *players:*	
Uniforms	$756.00
Umpires	75.00
Transportation	90.00
Bleachers	50.00
Field maintenance	250.00
Balls	90.00
Bats	100.00
Catcher's outfit	80.00
Game expense, tickets, ticket takers, sellers, guards, etc	150.00
Awards	36.00
Miscellaneous	50.00
Total	$1677.00
Grand total per school	$8180.00

It is quite probable that these "per sport" budget estimates in baseball, basketball, cross country and track, and football may vary somewhat from costs paid by average schools. In some instances they will be greater and in others less, dependent, of course, upon the quality of merchandise purchased. It is probable, however, that schools will be able to effect considerable savings if they combine their wants and submit them to competitive bidders. By buying in quantity it is possible to secure better prices.

Chapter II

SAFETY AND SANITATION IN ATHLETICS—ACCIDENT BENEFIT AND PROTECTION PLANS

The Safety Program

Contribution to the health of participants is one of the claims frequently made for athletics. It is pointed out that regularity of habits during training seasons, eating proper foods, and exercise following an adequate training period all are health aids. No denial is intended of these claims. Certainly it is excellent from a physiological standpoint for high school students to eat, sleep, exercise, and play properly and regularly. Moreover, there is a real educational benefit in the opportunity to learn the fundamental skills of a new game. In what other manner may a boy better learn the rules of a game, its lessons in cooperation and sportsmanship, and its disciplinary implications than through the high school athletic program? The possibilities of athletics are unlimited in their opportunities to teach good habits—in health or in other ways.

School people, however, in their zeal to teach the game itself, must not be guilty of overlooking some of the common things that pertain to health of participants. Safety in athletics and improved standards in sanitation, as well as health habits, are important. Today as never before there is a health and safety consciousness among school students and adults. The athletic program provides a fine opportunity to emphasize these factors. Safety, probably more than anything else at the present time, catches the attention of the general public. Motivated largely by traffic accidents and fatalities, people are looking for safer ways of doing things. It behooves schoolmen, therefore, to set up safety programs. Many schools, state-wide organizations, and state departments of education have definite safety courses of study that are available for the

asking. Athletics in any school may be made a phase of this attention that is being given to better and safer living. Be safe, sanitary, and sane in the conduct of athletics, and the program will be improved immeasurably.

A safety program check list. The whole school, rather than isolated parts of it, should be the unit in operation of the safety program. Someone has said that health and safety cannot be taught but that they have to be experienced. Numerous opportunities for such experiences should be provided. A suggested check on the way a safety program in a school works and its accomplishments has been prepared by the Division of Health and Physical Education, Department of Public Instruction of Delaware.

Is your safety program "clicking" or does it "bog down" in spots? Can you show tangible results because of your efforts in the promotion of safety education? These and other similar questions may logically be put to you at any time by school officials, parents, and the public. As a reminder and to enable you to promote an efficient and comprehensive safety program, emphasis, where needed, should be placed on any one or all of the following aspects of safety education:

Type of Safety	*Methods of Promotion*
1. Physical Safety	Safety patrols, leaders' corps, safety councils, student monitors, graded play areas, teach guidance, playground supervision, and equipment inspection.
2. Moral Safety	Instructional courses, i.e., home economics, biology and related sciences, hygiene, physical and health education, guidance by Dean of Girls-Boys, home room teachers, and biographies of famous people.
3. Social Safety	Selection of companions, school socials, dramatics, chaperonage, assemblies, directed interschool contests, teacher-parent-pupil contacts, and modern, attractive sanitary schools.
4. Mental Safety	Tests and measurements, periodic evaluation, decreasing or increasing assignments, supervised study, grouping (slow, medium, fast), committee work and pupil participation in appealing projects.

It will be observed from the Delaware suggestions that safety has a broad construction in the school program and comes in contact

with students through numerous agencies. Although this discussion deals primarily with activities in athletics, even within this subject itself there are many teaching and experiencing possibilities. Safety from the athletic standpoint often means only being free from accident or injury. This is only one of the points to be kept in mind. Safe doing, safe planning, safe thinking—these and many more are safety phases of athletics.

Athletic Safety Essentials

Much has been written about the inculcation of safety habits in high school students and adults by various methods. In the discussion of such possibilities in athletics, several contributing factors will be considered and an attempt made to show their importance.

The well-trained coach. There are proper and accepted methods for the teaching of all athletic activities. In order that athletics may be taught properly, the teacher should be one who is well trained and experienced in his field. Frankly, if a school cannot provide a man or woman who is properly trained to teach the sport desired, that sport should not be an activity in its athletic program. It has been stated previously that the best procedure is that of confining the coaching position to men in the physical education field. This seems desirable because, in general, such men will be better trained in fields allied with the physical activity incident to participation in athletics, and hence they should know more about human anatomy, physiology, fatigue, exercise, and body mechanics, and their relation to the sport they are teaching.

In most cases, the coach should be a man who has had actual experience in playing the game himself. This may sound like an unnecessary statement, but quite often members of faculties, in small schools especially, have to coach teams in sports in which they have had no experience. The point of emphasis about the training of the coach is that as a result of it he may be an important safety agency. The better training a coach has had, the greater is the probability that the boys under his care will receive good instruction. Generally speaking, members of better instructed teams receive injuries less frequently than do those who don't understand how to play and to protect themselves in a sport. Obviously, this is true especially in football and basketball. A school's first contribution to a program of greater safety in athletics is insistence

that its teachers in athletics or coaches be well trained in their activities.

Adequate equipment. The second safety essential in an athletic program is adequate playing equipment for the members of a team. This factor is one of first consideration for football especially. Nearly every one of us has seen a frail high school boy on some small-school football team with possibly no headgear, insufficient shoulder, hip, and thigh pads, and improper shoes. After each tackle that he made, we wondered if he would ever get up, and when he did we were impressed with the remarkable recuperative powers of the youthful body and its ability to withstand shock. In our largest colleges and universities we do not ask even the most hardy and robust members of football squads to subject themselves to such dangers as confront some of our high school football players. This is not an indictment against high school football. It is an indictment against the lack of common sense, or safety sense, on the part of some high schools concerning the type of equipment that they furnish their teams. If only improper or insufficient equipment for football is available, for safety's sake, eliminate football from the program.

In other sports commonly sponsored by high schools, the factor of playing equipment is not so important relatively as it is in football. These, theoretically, are not body-contact games; football is. It is essential, however, that proper shoes be furnished by either the school or participant, because many foot, ankle, knee, and leg injuries in all sports are traceable to faulty footwear.

Proper playing facilities. Cross-country running and golf are the only commonly sponsored high school athletic activities that do not require smooth surfaces. In cross-country the path of the course, however, must be smooth for the runners. In golf the fairways should be free from ruts. Football and soccer are supposed to be played on a smooth, grass playing area. The baseball diamond should be smooth and generally level, outfield as well as infield. Tracks and tennis courts, of course, must be smooth. Under no circumstances should football fields have stones, hard surfaces, or ruts. Keep them smooth with a good turf. Obstructions should be well back from boundary lines. Gymnasium floors should be kept clean, not allowed to become slippery, and playing areas should be free for several feet from dangerous obstructions such as posts,

stoves, walls, stairways, bleachers, drinking fountains, and tables. Be safety-conscious as far as all playing facilities, both outdoor and indoor, are concerned. It is much easier to prevent an accident in athletics than it is to explain to parents that their son's misfortune was caused by someone's carelessness. All safety and sanitation precaution should be observed just as faithfully during practice sessions as during regular games, because generally there are between four or five times as many opportunities for accidents during practices as during games.

Adequate training. Strictly speaking, adequate training is a phase of athletic coaching. Good coaches always have insisted on members of their teams being in good physical condition. The necessity for state association regulations requiring minimum training periods in certain sports (see page 129) apparently came about because poor coaches in some schools were not particular about the training periods of their teams. True the normal human body possesses remarkable qualities to withstand unusual demands made of it, and its ability to recuperate from strain is almost unbelievable at times. Athletic competition, however, should not rely or call upon this reserve unnecessarily. Coaches should set up training and conditioning schedules for boys in each sport that will ensure that they will be in proper condition to compete. After all, training is not difficult; it is simply getting into condition to play by means of common-sense living and intelligent hard work. The relation between injury and fatigue is more than an assumption. We know we are less able to perform normal functions when we are tired. It is only logical, then, that injuries are more apt to occur when we are fatigued. As a safety measure, therefore, it is essential that boys be in the best possible physical condition and go through an adequate training routine before they are allowed to compete in interscholastic athletic contests.

Sufficient number of reserve players. It is difficult to set definite standards as to the number of reserve players necessary for each activity. Individual capacities and abilities of boys vary, as do also the policies of different coaches in the use of reserve players. As mentioned in the previous section, there is a definite relation between fatigue and the possibility of injury. It is apparent, therefore, that there should be sufficient reserves on a squad to enable substitutes to be used when necessary from a safety standpoint as

well as in consideration of the playing ability of the team. It is reasonable to assume that, in general, there should be at least two members on the squad for each position on the team. Coaches know that competition between players for team positions makes a better team. However, that result is not the purpose in making this recommendation. It is made for the good of the boy and to ensure his safety in participation. A great many schools do not attain even this minimum number of players. When this is the case, grave doubt may be raised as to the advisability of conducting the activity, especially in football, basketball, and soccer.

If a boy becomes injured, tired, has been ill, or is not in proper condition to play, he should not be in the game. His physical safety and health are endangered by competition under such circumstances. Be especially careful of boys after serious or prolonged illnesses. Athletic coaches will be raising the standards of the coaching profession and their own reputations, as well as primarily protecting the welfare of the boys entrusted to their care, if they maintain policies of frequent substitutions in athletic contests. It is an old adage that an athletic team is no stronger than its reserves. It is equally true that the best insurance against too much competition, which is likely to result in injuries or harm to a boy, is to have a sufficient number of reserves available—and then not hesitating to make substitutions.

Proper officiating. Great improvement has been made during the last few years in the standards of officiating in high school athletic contests. State athletic associations have had much to do with this through their rules-interpretation meetings and insistence that games be handled with the protection of the participant uppermost in consideration. Opinions of coaches vary as to what constitutes good officiating from a strictly rules-interpretation standpoint. Good coaches, however, usually are in agreement that an official should handle a game in football or basketball so that the physical welfare of contestants has been protected. Officials must know the game rules, be alert physically and mentally, and through their handling of the contest, keep it under control at all times. The day has gone when officials considered that they had properly discharged their duties when they had controlled a game simply by calling technical violations of the rules. While the play is in progress, the boys actually are under their care, especially in high school

games. Good officials realize this, and that is an important reason why they are good officials.

Equitable competition. A safety precaution of first importance is the policy of providing as nearly equitable competition as is possible in all athletic contests. Specifically, this means that the scheduling of games between large and small teams generally is undesirable. This observation applies especially in football. Schools invite criticism if those with large squads schedule games with others incomparable in size, and vice versa, especially if injuries occur in such games. Often these contests appeal to large schools as openers. Smaller schools often are interested because of the financial guarantees. Some high schools also play college and independent teams in football, with decidedly unsatisfactory experiences. Although this criticism is not necessarily true in other sports of noncontact nature, in general it is a safe and wise procedure for a school to limit its athletic competition to other schools relatively comparable in size. It is one more safety precaution to which schools are beginning to give more attention than they did a few years ago, and the results will be justified.

Prompt reporting and attention to injuries. As in many activities in which both old and younger people engage, injuries are a part of athletic competition, especially of the body-contact type. Although every possible precaution should be taken to prevent injuries, experience shows that they do happen. When they do, the school should have a definite policy for handling them. Students should be instructed to report injuries to their coaches immediately. This requirement should be as much a part of the training regulations as the playing rules are of the sport concerned. It should be a "must" regardless of membership by a school in an athletic insurance or athletic protection or benefit plan. Participation by a school in any of these usually requires that all injuries must be reported officially within ten to fifteen days. In reality such a requirement is most beneficial to the student himself because he is the one who receives the necessary treatment. It also is important to him because, in most instances, his rehabilitation is more rapid when there is prompt and proper treatment that enables him to return to competition sooner. The old adage "A stitch in time saves nine" is applicable to athletic injuries.

Summary. In brief, a school may consider that its general athletic

safety policy is consistent with good educational procedure if the following are considered:

1. Employment of a well-trained coach or coaches to have charge of the activities in the athletic program. Preferably, coaches should be members of the physical education staff.

2. Adequate, properly fitting equipment should be available for all players. If it cannot be provided, the activity should not be sponsored.

3. Playing facilities should meet common-sense standards. Boys should not be expected to play under conditions and with facilities admittedly unsafe or dangerous. Playing areas should be free from hazards.

4. Adequate training is a requisite for all participants. They should not be allowed to play until they are in proper physical condition.

5. Sufficient reserve material is an essential for good teams but it is a greater safety essential. Generally, there should be at least twice as many members on a squad as there are playing positions on the team.

6. Competent officiating is an added means by which athletic contests may be made safer activities. Engage officials who are known to be strict in their enforcement of rules devised for the protection of participants.

7. Fair and equitable competition in all athletics is a safety essential. In general, schools should limit their athletic competition to schools of comparable size. By so doing there is greater assurance that squads are more nearly equal in size, with the result that competition will be better and safer.

8. There should be insistence that all injuries be reported promptly by members of athletic squads. Frequently, an injury that appears to be inconsequential at the time it occurs later turns out to be serious. Many coaches insist that there be at least a cursory inspection of squad members following each practice session and game in order to check on minor injuries that students might have failed to report. Many serious infections as well as later injury developments may be prevented by this policy.

Safety Suggestions for Various Sports

In many instances safety suggestions are made too late. Great strides in safety education have been made in industry by making

workers safety-conscious. This same policy should be followed in athletics as well as in all other phases of the school program. Contestants, as well as those administering athletic programs, have many opportunities to make safety a tangible rather than a theoretical part of athletics.

General safety suggestions. Prior to discussing a few safety suggestions that pertain to the sports more commonly sponsored in American high schools, it is well to consider the individual participant himself. There are many things he may do to further the safety program in any school. In the final analysis much of the success of any safety campaign depends upon his contribution. Schools may well keep their student bodies and athletics safety-conscious by means of safety posters, safety assemblies, and the like. The following list of personal safety habits, suggested by Lloyd, Deaver, and Eastwood,[1] should be learned by all individuals—students and adults:

1. Never continue playing a game when fatigued.
2. Do not attempt a hazardous new skill unless under the direction of a qualified person.
3. When jumping see that the landing surface is sufficiently soft for the height of the fall and that there are no obstructions or uneven surfaces.
4. Proper personal equipment should be worn for protection at all times.
5. Refuse to play the game if the equipment is improperly erected, the floor or field is slippery, rough or has obstacles which may lead to injury.
6. When participating in an activity always keep in a position away from flying equipment, such as bats, discus, javelin, shot, etc.
7. Never enter the water unless supervisor is present.
8. See that all injuries are given immediate and adequate attention.
9. Never try any stunts beyond your range of ability.
10. Select activities which are within the range of your physical capabilities, i.e., cross-country running with an organic heart condition is dangerous.
11. Avoid partaking in activities in overcrowded space.
12. Never take advice or instruction from an unqualified person.
13. "Warming-up" before participating in strenuous activities is a wise precaution in preventing strains and sprains.
14. Demand a physical examination before entering physical education activities and a recheck before going out for any arduous sport

[1] F. S. Lloyd, G. G. Deaver, and F. R. Eastwood, *Safety in Athletics*, pages 215-216. Philadelphia: W. B. Saunders Company, 1936.

15. It is desirable that those participating in sports be protected against the cost of serious injuries.

In the following enumeration of safety suggestions for high school sports, it will be assumed that methods dealing with safety in each sport, as far as techniques and skills of the game itself are concerned, have been properly covered by the coach. It is part of the coach's job to instruct his players in proper safety methods in sliding, tackling, pivoting, serving, blocking, falling on the ball, and so on. Physical factors pertaining to personal and playing equipment will be the items of chief consideration in the suggestions offered. In all cases it is recommended that a physician be present at contests, and it is assumed that all participants have passed physical examinations.

Baseball safety suggestions. These also apply to other outdoor ball games.

1. Playing areas should be smooth and free from stones and ruts.
2. Spectators should be kept a reasonable distance from playing area.
3. Players' benches and extra equipment should be well away from the base lines.
4. Keep all substitutes seated on benches.
5. Have a first-aid kit on hand and someone who knows how to use it.
6. Be sure that catcher's protective equipment is adequate.
7. Proper sliding pads should be provided for all players.
8. Immediate attention by a physician should be given to all injuries and infections.
9. Practice sessions should be well supervised.
10. Be sure of proper conditioning of all players.

Basketball safety suggestions. Many of these suggestions will apply to volleyball, badminton, indoor tennis, and other gymnasium activities.

1. Be sure of proper conditioning of all players.
2. Practice sessions should be well supervised and of not too great length.
3. Have a smooth, clean, but not slippery, floor.
4. Posts, players' benches, scoring tables, bleachers, and the like should be removed as far as possible from playing areas.

5. Give immediate attention to all injuries and infections. Report them immediately to a physician.

6. Keep all substitutes seated on benches.

7. Have ample space at end of court between end line and bleachers or wall.

8. Have first-aid kit on hand at all games and practice sessions.

9. Allow no injured players to participate in practice or games.

10. Check on proper equipment, especially shoes.

11. Keep players warm prior to participation.

12. Make frequent substitutions and instruct teams to take allowed rest periods.

Cross-country and track safety suggestions. These are also applicable to other running activities.

1. Proper conditioning in cross-country and track is by far the most important safety consideration.

2. Be sure that contestants are thoroughly warmed up before they enter their events.

3. Limit the participation of each individual, as to number and type of events, in accordance with recommendations of best authorities on the subject.

4. Have a first-aid kit on hand at practice sessions and meets.

5. Keep spectators a safe distance away from track and field events, both at practice sessions and at meets. Remember that the discus, javelin, and shot may cause serious injury to spectators. Keep discus and javelin areas roped off and allow no one in them. (Several state high school athletic associations have eliminated the discus or javelin events, or both, from their lists of field activities largely because of danger in conducting them.)

6. Be sure that vaulting and jumping pits are so constructed that they provide a soft landing place for vaulters and jumpers. Keep them spaded constantly.

7. Give immediate attention to all injuries and infections. Report them to a physician.

Football safety suggestions. The majority of these suggestions are also applicable to soccer and touch football.

1. Use only slaked lime or other noninjurious substance for field marking.

2. Insist on properly fitting equipment, especially pads, helmets, and shoes.

3. Keep field in good condition—sodded, level, and free from stones.

4. Be sure that substitutes are warmed up before they enter games.

5. Keep substitutes seated on benches.

6. Keep chairs, substitutes' benches, extra equipment, and band instruments a safe distance (5 to 10 yards) from side and end lines.

7. Place yard-line markers a safe distance from side lines.

8. Use flexible-staff goal-line flags.

9. Provide sweaters or jackets for substitutes.

10. Require that helmets be worn during all scrimmages and games.

11. Team members should be thoroughly warmed up before the start of each half.

12. Keep spectators off the field during practice sessions.

13. Immediate medical attention should be given to all injuries and infections. Instruct players to report injuries at once.

14. Do not allow a boy who has been injured to practice or play until permission is received from the physician in charge of his case.

15. Remove fatigued and injured players from games.

16. Conduct well-organized and well-supervised practice sessions.

17. Check weights of squad members daily if possible.

18. Use tackling dummy instead of "live bait" in tackling practice as much as possible. Be sure that the mechanical release works properly.

Some of the regulations of the Football Committee of the Pittsburgh Public School are offered herewith as excellent safety guides for the start of football season in the fall:[3]

1. No work of a hazardous nature shall be permitted any individual until he is in *proper condition;* and then only when wearing all the necessary safety equipment.

2. No rolling blocking, or blocking in the open, shall be permitted until *after* the *third* day of practice.

3. No tackling, either live or dummy, shall be permitted until *after* the *fifth* day of practice. If tackling "under punts" is given at all, it shall be permitted only once a week and then only under the coach's personal direction.

[3] Dr. Harry B Burns and C. Lawrence Walsh, "Reducing the Number and Severity of Football Injuries," *Athletic Journal*, October, 1937, pages 36-37.

4. No scrimmage shall be permitted until *after* the *sixth* day of practice.

5. No "falling on the ball" shall be permitted until *after* the *second week* of practice.

6. Sufficient "warming-up" exercises shall precede each day's practice, and all boys shall be *kept* "warmed-up" by a continuous and varied program during the entire period. A short, snappy practice is more beneficial and interesting than a long "hit or miss" session.

7. The scrimmaging, tackling and similar fundamentals shall be given before the "tired" or exhaustion point is reached.

8. Strict compliance with the training program (sleep, diet, rest) is absolutely essential.

9. Boys shall be encouraged to keep in good condition all summer, but discouraged from heavy work which will use up the energy they need for normal growth.

Swimming safety suggestions. These apply to class as well as competitive swimming.

1. Have adequate supervision at all times.

2. Proper conditioning for speed and distance swimmers is most essential.

3. Limit entries of contestants to the minimum number of events recommended by the best authorities in the field.

4. Give proper attention to diet.

5. Do not allow swimmers to swim alone.

6. An hour to two hours should elapse between eating and swimming times.

7. Surfaces at sides and ends of pool should not be slippery.

8. Life preservers or "fish poles" should be available at all pools.

9. Bacteria counts in pools should be frequent and accurate.

10. Report all injuries immediately and refer them to a physician for medical attention.

Indiana's safety suggestions. It does not seem feasible to list additional sports activities with possible safety suggestions. Tennis and golf, generally, are not considered hazardous games. Comparatively few schools sponsor hockey as an interscholastic activity. In conclusion, there are listed below some general suggestions for the prevention of athletic injuries from the Indiana High School Athletic Association:[3]

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[3] "Athletic Injuries," Indiana High School Athletic Association *Bulletin*, September, 1937.

1. Thorough examinations of all candidates for athletics by regularly licensed and reputable physicians prior to practice periods in any sport.

2. Periodic examinations of all athletes following sickness, operations, lack of vitality, etc.

3. Elimination of all students from participation in any sport when in doubt regarding the physical fitness of the students for the sport.

4. Parental consent for all students prior to practices and games in any sport.

5. Proper and adequate equipment of the right quality for participants in all practices and games.

6. Proper training of sufficient duration prior to participation in games and strenuous practices.

7. Careful attention to the condition of play fields, tracks, gymnasiums, courts and pools, together with their equipment, facilities and accommodations.

8. Good officiating in practices and games. The rules should be observed but if not they should be enforced rigidly at all times. Good officiating is not merely fair, it is efficient.

9. Insistence on fair competition. Schools often go out of their class to compete. Often the matured, the skilled, the trained, the hardened, the experienced, the well-coached boy or team is placed in competition with the boy or team having few if any of these advantages.

10. Removal of players from participation in practices and games when fatigued or injured. Some excellent coaches request the game officials to inform them when their players should be removed from the game on account of injuries or fatigue.

11. First aid service at all times. Minor injuries—cuts, bruises, infections, blisters, abrasions, boils, etc., should be given early and careful attention. Minor injuries can quickly become major ones.

12. Medical attendance at games and scrimmages. Someone has said that a limping football player has no business in the game. The physician should be able to speak with authority and his recommendation should be followed.

13. Coaching of the highest type. This does not mean "goody" or "softy" coaching but it means good coaching, rigid coaching, competent coaching. Mollycoddling is not recommended.

14. Relative sizes of squads. Numbers are not all-important but the football coach who uses 22 players, equal man to man with the 11 players of the opponent team, has a distinct advantage in many ways and in all probability will reach home with fewer injuries. The length of time in a game per player has a bearing on injuries, in all probability.

15. Warm-up periods prior to scrimmage or game entrance. A few bendings are not sufficient along this line.

16. Attention to weather conditions.

17. Proper conditioning of players. This point concerns the mental as

well as the physical condition of the player and the morale condition of the whole team.

This list may look long and forbidding but injuries in athletic games are too numerous and too severe. The whole situation can be changed for the better and attention to the points given will effect desirable changes. If we cannot afford to protect—we cannot afford to play.

Safety in Transportation

The subject of transportation has been discussed at length in Chapter 7, page 196. It seems advisable to consider it again, however, as an item to receive safety attention. Common carriers or school busses are recommended. In themselves they provide lessons in safety because of the unusual safety precautions of practically all drivers of such vehicles. Members of athletic teams should be cautioned regarding adherence to safety regulations and common courtesies while on the streets of cities or towns in which away-games are played. Definite discipline rules, likewise, should be in effect while en route to and from schools for games.

A problem of considerable importance is that of impressing students with the need for following safety rules in traveling to and from practice sessions. Of course this is not a problem when practice and playing fields are adjacent to the school, but in many instances they are widely separated. If students travel from the school to the practice field in private cars, insist that the number of passengers carried is not in excess of the intended capacity of the car. For violation of this regulation, suspend the offenders from the squad for a definite period. Allow no fast driving or racing from the school to the practice field, and any violation of this rule punish by the same penalty. Emphasize these regulations and enforce them if possible by an honor code. Insist that street parking be in accordance with city traffic regulations. Park cars in the practice field enclosure if possible. The ideal arrangement where a transportation problem of this kind exists is to use a common carrier bus to and from the school and field before and after practice sessions. Many schools follow such a procedure. Insistence on following the best-recognized safety traffic regulations in athletics is just another means of emphasizing safety throughout the entire school safety program.

The Sanitation Program

It was previously stated in this chapter that one of the purposes of interscholastic athletics is to develop health habits in participants. Lessons in sanitation also are important and certainly should become health habits. Ordinarily the athletes of a school are the finest of physical specimens. They come to coaches with almost perfect physiques. We must be sure that, when they have finished their high school athletic competition, they still are physically fine young men. They should have learned how to play; how to cooperate; how to give and take; know what it is to be a good sportsman; and, above all, know more about how to live and take care of themselves physically. It is folly to think that an athlete will develop habits of health if these habits are not practiced by the athletic-team squad and those in charge of it. When rules of sanitation and safety are disregarded, some of the most valuable "carry-over" lessons of athletics are lost.

Experiences in sanitation. Probably all of us have shuddered on seeing at athletic contests things which flaunted all the common-sense rules of health and sanitation. We have seen the single lemon that all the boys used, supposedly to quench their thirst. What about the common towel that all the members of the team used to wipe perspiration from their faces? Surely we remember how the towel went sliding across the floor and then was used to wipe everyone's face and neck. Then there was the common water bucket with its dipper or sponge that everybody used. Often, after the game was over, several boys used the same towel following the shower. Sometimes this towel was not laundered for several weeks. On occasions it was necessary (we thought) to exchange between team members items of personal playing equipment, such as socks, shirts, jerseys, and helmets, without sterilizing them, not to mention washing them.

There were times when cuts, infections, sprains, and bruises were laughed off and not reported because it was thought that an athlete should be able to take it. All these practices and probably many more could be cited. But suffice it to say that we do not want these to remain in the experiences of participants as some of the things they learned in high school athletics. They should remember that at times, the coach, director, or trainer seemed overscrupulous in

his enforcement of safety, sanitary, and cleanliness regulations; that the physical welfare of the boys on the team meant more to him and to the school than did all of the possible victories during a season.

Of course, no one willfully intends to be negligent in matters of sanitation in athletics. It just happens and sometimes a check-up is needed in order to take stock of one's methods.

A sanitation self-analysis. A self-evaluating check on practical sanitation in high school athletics, part of which is listed herewith, has been prepared by C. O. Jackson of the University of Illinois.[1] How would your school stand?

1. Are medical examinations for varsity athletes required seasonally? ..... After illness? .....

2. Do varsity athletes receive some protective, or nutritive food, such as cod-liver oil, orange juice, hot chocolate, or milk after each practice? .....

3. Is a sanitary type of floor finish used in your gymnasium? .....

4. Is it cleaned daily? ..... By accepted sanitary standards? .....

5. Are locker and shower rooms cleaned and disinfected daily? .....

6. Are toilets and urinals cleaned and disinfected daily? .....

7. Do you provide sanitary drinking facilities in your gymnasium? .....

8. Do you furnish personal athletic equipment (socks, supporters, jerseys)? ..... Are these cleaned adequately each week? .....

9. Do you clean gym mats frequently, using approved sanitary methods? ..... Are flannel mat covers cleaned frequently? .....

10. Do you furnish clean towels daily for your athletes? ..... Are these laundered by accepted sanitary standards? .....

Can you conscientiously and whole-heartedly answer "Yes" to every question? Now, can you give a loud and emphatic "No" to the next two?

1. Do you approve of such practices as:

(*a*) Exchanging personal equipment (sweat clothing, practice jerseys, socks, supporters, or helmets)? .....

(*b*) Sharing a common water bottle, sponge, or towel? .....

(*c*) Sucking a common lemon or orange? .....

(*d*) Spitting on the floor or behind wall pads? .....

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[1] C. O. Jackson, "Practical Sanitation in High School Athletics," Illinois High School Athletic Association *Bulletin*, December, 1930, pages 50-51.

2. Has any epidemic of boils, colds, sore throat, or athlete's foot occurred among your teams during the past two years? .....

If you were able to answer all the questions as suggested, you are to be congratulated for giving the students of your school a real opportunity to participate in sports under clean and healthful conditions. If you have skipped certain items because they worried you, or because you couldn't answer them honestly, perhaps the time has come to study your entire athletic set-up and policies. Certainly any "BILL OF RIGHTS" in athletics should include first of all, definite attention to the health and safety of participants, and secondly, just as close attention to their surroundings, and their equipment.

It is said that "confession is good for the soul." If a school's athletic policy does not require practically all the approved practices advocated in the first set of questions prepared by Jackson, there is something wrong with it. If so, straighten it out, and make the next season the latest time for starting things anew.

Sanitation suggestions. In addition to physical examinations, which it is assumed that all students have had prior to athletic competition, there are numerous other health and sanitation regulations that are imperative. The safety suggestions recommended for various sports[4] in many respects also dealt with health and sanitation. Primarily, however, they were offered as ways of avoiding excessive accident incidence in athletics. Included herewith are several common axioms for health and sanitation as they apply to the average high school athletic program:

1. Insist on properly fitting equipment. It lessens the chance of infection by irritation from loose or tight apparel.

2. Sterilize personal equipment prior to any interchange between players.

3. Provide sanitary drinking facilities. Use individual half-pint pop or milk bottles or paper cups on the field, and a fountain in the gymnasium.

4. Always have a first-aid kit on hand.

5. Keep personal equipment aired and dry between practice sessions.

6. Be sure players are cooled off and have thoroughly dried themselves before leaving locker rooms.

7. Inspect shoes regularly for nails and breaks that might cause infection.

[4] See pages 278-285.

8. Inspect showers frequently and keep them adjusted so that the possibilities of scalding and hot-water burns are reduced to a minimum.

9. Insist on the use of individual towels.

10. Provide or insist upon clean, dry towels every day.

11. Permit no exchange between players of personal equipment without coach's permission, penalty to be dismissal from squad.

12. Provide proper facilities in gymnasium for spitting.

13. Insist on a warm shower being followed by a cold one.

14. Keep players off wet ground between halves of football or soccer games.

15. Provide side-line sweaters or jackets for substitutes on rainy, cold days and during outdoor night contests.

16. Inspect players regularly for infections or injuries.

17. Insist that injuries, no matter how slight, be reported immediately after they are received.

18. Clean lockers, showers, and toilets frequently and scientifically.

19. Be sure that taping and bandaging are done correctly.

20. Do not allow ill or injured players to participate in practice or games.

21. Check weights of squad members frequently.

22. Provide a separate towel for each team member for use at time-outs or between halves of contests. Hand it to him or provide a sanitary receptacle for it. Don't allow it to touch the floor.

23. Launder uniforms and sweat clothes frequently.

24. Provide foot baths or other accepted treatment for the prevention of athlete's foot.

25. Provide a lemon or orange for each member of the squad.

26. Keep gymnasium floors scientifically clean.

Medical Supervision of Athletics

Schools are treading on dangerous ground indeed if they have not made adequate preparation for medical supervision in connection with their athletic and physical education programs. This statement does not mean, necessarily, that a full-time school physician is required before an athletic program is launched. Rather, it implies that a qualified, licensed physician should be accessible in case of serious injuries. Likewise, he should be available for

treatment of the less severe injuries that are incident to athletic competition and physical education.

Methods in effect. Nothing should be construed from any of the suggestions already mentioned that they are to take the place of adequate medical supervision of athletics. There are hazards in virtually everything we do. Competition in athletics, of course, is not an exception. The advantage that athletics offer is the ability to make some preparation for them before they occur. It should be a rule of first importance that arrangements for medical attention be available for all athletic competition; that is, provision should be made for at least first-aid or emergency treatment in case of accident. Policies of schools vary in this particular. Boards of education in some states employ school physicians who are assigned to athletic teams. In certain instances school nurses also are available. In some schools the athletic association or athletic department of the high school employs a physician who takes care of all physical examinations of athletes and injuries. The school athletic association usually pays the physician a flat fee for his work plus the cost of medical supplies and hospitalization in such an arrangement. Other school systems operate on the theory that the physician of the student's family should take complete care of any injuries he may receive. This does not mean that first-aid and emergency treatment should not be given an injured boy at the direction of the school athletic authorities. Any professional services, however, should be at the expense and direction of the student's family.

Still another arrangement is that whereby the physician is a volunteer as far as his services are concerned. This plan is quite common, especially in small schools. Probably arrangements are not complete in many cases and are not ideal, but they exist because school athletic departments do not have the money to employ physicians at regular fees. Many state courts have decreed that public tax money raised for educational purposes may not be spent to defray cost of athletic or other school activity injuries. In hundreds of high schools throughout the nation public-spirited and interested physicians have given freely of their time and services in order that there might be at least a minimum of medical supervision of athletic programs. Without discounting the well-intentioned and much-appreciated philanthropies of such physicians, it may be

pointed out that their services do provide them opportunities for contacts that would be impossible for them to make in any other way. High school students are members of families, all of whom need medical attention. In a few years after their graduation a majority of the boys on athletic teams will marry and have families of their own. Experiences of physicians indicate that many of these boys later employ them as their family physicians. Hence such voluntary service may be considered as a long-range type of professional advertising. Plans are in effect in many states whereby an athletic accident plan or injury insurance[1] is provided for athletes. Fees received from such plans are used to aid in defraying the cost of care of injuries. The formation since 1930 of athletic accident benefit and protection plans operated by state associations has been a major development in nearly thirty states.

Place of coach and trainer. Neither of these individuals should consider themselves doctors. Without exception, diagnosis and medical treatment should be referred to a competent physician. First-aid treatments should be exactly what the name implies and nothing more. The so-called trainer in many high schools often is a student manager or an ex-athlete, and his functions should be those in keeping with his experience. The coach, who should have had training in first-aid work, should direct any bandaging, taping, or emergency treatments administered to team members. The word of the physician in charge of an injured player, not the judgment of the coach as to how badly he thinks he needs the player for a certain game, should make the absolute and final decision in determining whether a player may compete. The use of faculty trainers is advocated.

Athletic Accident Benefit and Protection Plans

From the beginning in 1930, when an athletic accident benefit plan was established in Wisconsin, there has been a steady growth in the number of states sponsoring such benefit or protection plans. In this chapter there are presented typical data from the operation of benefit plans in three selected states as well as the complete regulations of two plans operated by state associations.

General consideration. There are differences of opinion among

[1] See pages 291-325 for complete discussion of athletic injury benefit and injury insurance plans.

various state athletic associations as to the advisability of state-wide plans for covering the expense of athletic injuries. Local schools in some states apparently are not interested because of the existence of their own plans for handling injuries, which are satisfactory to them. Some state athletic associations feel that they should not get into the insurance business and that their energies and funds should be directed toward prevention of athletic injuries rather than paying for them after they occur. Schools hesitate to place themselves in the position of appearing to assume responsibility for injuries sustained by high school students who are participating voluntarily in an athletic activity. In many other cases state associations and schools have not been in a financial position to guarantee payment for athletic injuries.

On the other hand, over three-fifths of the states belonging to the National Federation of State High School Athletic Associations have some form of athletic accident benefit or protection plans in effect. Some states, although not having plans of their own, have made data available to their member schools concerning reliable commercial insurance companies that are interested in offering athletic-injury coverage. Other states have waged campaigns for greater protection and safety in conducting the athletic program. State associations that have benefit or protection plans in effect point to the fact that they are for the actual benefit of the injured player and are not theoretical matters. They, too, feel that safety campaigns should be waged, but they also consider that the major interest should be for the boy or girl who has been injured in a game conducted by a school included in their membership.

Athletic-injury data. Regardless of personal or professional opinions regarding athletic insurance plans, their administration has been a valuable method by which data on athletic injuries have been obtained. Prior to 1930, information on the subject was apt to be guesswork. Under the direction of Paul F. Neverman, Executive Secretary, the early data collected by Wisconsin, followed closely by New York and scattered information in other states, has presented valuable statistics for study. Classifications of injuries have been made which have aided materially in the construction of equipment as well as changes in playing rules that have made games safer.

The data also may be a basis for serious consideration as to the

advisability of sponsoring some of the present high school athletic activities because of their high incidence of injuries. Football, of course, is the most hazardous interscholastic sport. It is bound to be because of the nature of the game. Statistics concerning the incidence of injuries in various athletic activities have been collected by practically all states operating benefit or protection plans. As an indication of some of the information obtained in this connection that from Wisconsin covers the longest period. Beginning with the 1930-1931 school year and concluding with 1945-1946, reports of injuries for which claims were paid in Wisconsin indicate the following percentages:[6]

Football	57.1%
Basketball	23.8%
Boxing	3.5%
Physical education	7.0%
Other sports	7.0%
Travel	0.1%

During these sixteen years of operation in Wisconsin there were 360,172 students covered and 19,523 claims were paid for a total $238,729.43. This represents claim payments for approximately 5 per cent of all registered students during this period.

Minnesota breaks down its injury payments from 1937 to 1946 as follows:[7]

Baseball	3.8%
Basketball	22.8%
Football	63.9%
Hockey	0.1%
Physical education	6.1%
Track	2.2%
Wrestling	1.1%

In the nine-year period covered in Minnesota there was a total of 103,969 student registrations and 13,670 claims allowed. Payments amounted to $125,765.71. The percentage of allowed injury claims to number of registered students was approximately 12 per cent.

[6] Wisconsin Interscholastic Athletic Association, *Twenty-Third Year Book* (1946), pages 24-27.

[7] Minnesota State High School League, 1946 *Official Handbook*, page 92.

Michigan has compiled the following information from six years' experience of benefit plan operation:[8]

Football	71.7%
Basketball	14.7%
Physical education and intramurals	7.3%
Baseball	4.2%
Track	1.8%
Swimming	0.2%
Wrestling	0.05%
Transportation	0.05%

During these six years' existence of the benefit plan in Michigan, 86,519 students were registered and 6,111 claims were paid for a total of $93,206.24. Thus the ratio of injury payments to student registration was approximately 7 per cent.

The experiences in these three states may be taken as fairly typical of those in others. It should be pointed out, however, that variations of percentage ratios in different states are probably caused by different schedules on which payments are allowed. One state may allow a claim for a reported injury that might not be paid in another; thus its percentage of injuries would appear considerably higher than that in other states.

As an indication of the spread of types of injuries received during the 1945-1946 school year in athletic competition, the reports of Wisconsin, Minnesota, and Michigan are included. They represent different methods of tabulating this information.

The figures included in the Wisconsin, Minnesota, and Michigan reports may appear to be staggering, but it must be kept in mind that they represent a comparatively small percentage of injuries for the 69,500 boys participating. Thus, strictly from a percentage standpoint, the proportion of injuries, including negative X-ray report, to number of players was not alarmingly large, being approximately 12 per cent.

Purposes of athletic benefit and protection plans. Much has been said about athletic accident benefit and protection plans and the role they are playing in athletic safety. Their development is undoubtedly in keeping with the philosophy of the times, that group

[8] Michigan High School Athletic Association *Bulletin*, annual August issues since 1941.

TABLE 10

SUMMARY OF INJURIES REPORTED IN WISCONSIN, 1945-1946[9]

Both bones of either leg broken between ankle and knee	12
Both bones of either arm broken between wrist and elbow	20
Either leg broken above the knee and in cast	6
Either arm broken above the elbow	12
Either bone of either leg broken between ankle and knee	76
Either bone of either arm broken between wrist and elbow	56
Broken collarbone	63
Broken jaw	6
Broken nose	107
Dental injuries	430
Broken bone in hand	145
Broken bone in foot	38
Fractured tarsal	1
Broken shoulder	1
Broken hip	2
Cerebral hemorrhage	38
Fractured vertebra	3
Fractured ribs	43
Dislocated knee	10
Dislocated shoulder	33
Dislocated ankle	4
Dislocated elbow	11
Dislocated wrist	3
Acromio-clavicular Separation	9
X-ray & fluoroscope examinations and medical attendance	2,190
Aspiration of knee	8
Fractured sternum	1
Fractured skull	3
Ruptured kidney	4
Injured knee requiring surgery	5
Cut	208
Total number of injuries	3,537

provision should be made for the mishaps and eventual infirmities of individuals. Social Security, retirement plans, group hospitalization, and insurance are examples of this trend. Probably the development of benefit and protection plans on the part of state ath-

[9] Wisconsin Interscholastic Athletic Association, *Twenty-Third Year Book* (1946), page 25.

TABLE 11

ANALYSIS OF CLAIMS IN MINNESOTA, 1945-1946[10]

	Fractures	Injuries	Sprains	Dislocations	Totals
Head and neck:					
Skull head	5	28	....	....	31
Concussion	....	31	....	....	31
Eye	....	31	....	....	31
Ear	....	14	....	....	14
Face	....	25	....	....	25
Nose	81	77	....	....	158
Jaw	2	8	....	....	10
Cheekbone	1	3	....	....	4
Neck	....	12	....	....	12
Teeth	90	108	....	....	198
Total	177	337	....	....	514
Arm and hand:					
Humerus	14	....	....	....	14
Radius	24	....	....	....	24
Ulna	5	....	....	....	5
Radius-ulna	13	....	....	....	13
Elbow	7	73	12	2	94
Wrist	15	30	47	1	93
Hand	1	64	13	....	78
Fingers	119	88	58	27	292
Arm	....	47	....	....	47
Total	198	302	130	30	660
Leg and foot:					
Femur	4	....	....	....	4
Fibula	29	....	....	....	29
Tibia	15	....	....	....	15
Fibula-tibia	13	....	....	....	13
Knee	1	244	95	0	340
Ankle	6	75	238	1	320
Foot	9	78	25	....	112
Toe	31	25	4	2	62
Heel	....	12	....	....	12
Leg	....	149	....	....	149
Total	108	583	362	9	1062

[10] Minnesota State High School League, *Official Handbook*, 1946, pages 94-95.

TABLE 11 (*Continued*)

ANALYSIS OF CLAIMS IN MINNESOTA, 1945-1946 (*Continued*)

	Fractures	Injuries	Sprains	Dislocations	Totals
Body:					
Shoulder	....	67	16	41	124
Scapula	2	....	....	....	2
Clavicle	58	....	....	1	59
Chest	....	73	....	....	73
Rib	60	31	....	....	91
Back	....	147	5	....	152
Side	....	12	....	....	12
Pelvis	5	5	....	....	10
Sternum	1	1	....	....	2
Spine-vertebrae	2	10	....	....	12
Abdomen	....	31	....	....	31
Kidney, spleen	....	11	....	....	11
Hip	....	40	2	....	42
Total	128	428	23	42	621
Miscellaneous:					
Lacerations	....	97	....	....	97
Infections	....	39	....	....	39
Other	....	14	....	....	14
X-rays	....	21	....	....	21
Death	....	1	....	....	1
Total	....	172	....	....	172
Hospitalization	....	....	....	....	(53)
Grand total	611	1822	515	81	3029

letic and activity associations during the past ten or fifteen years will be remembered as one of their greatest contributions to high school athletics. These plans represent an intelligent approach to, and attempt at solution of, the injury problem that is always present in athletic contests.

As was said previously, over three-fifths of the National Federation states operate some form of benefit or protection plans. It is of interest to inquire into the reasons why these state associations

TABLE 12

SUMMARY OF BENEFIT-PLAN INJURY CLAIMS ALLOWED IN MICHIGAN, 1945-1946[a]

Medical injuries total claims 1533	Football	Basketball	Baseball	Physical education and intramurals	Track	Total all sports
Arm—both bones fractured between wrist and elbow	5			2		7
Arm—fractured above elbow	13(1)	1		1	1	16(1)
Arm—either bone fractured between wrist and elbow	53	7	2	4	3	69
Artery—operation for ligating	1					1
Bone operation—injured portion removed	(1)					(1)
Cheekbone—fractured	2(1)					2(1)
Collarbone—fractured	52(3)		2	4		58(3)
Concussion—cerebral	25(9)	3	3	1(2)		32(11)
Complete dislocations (15-day disability) (Total)	60(15)	13	1	2	3	79(15)
Ankle	4(2)				1	5(2)
Wrist	6(5)	6				12(5)
Hip	28(3)	3		1		31(3)
Elbow	8	1	1			10
Knee	(3)					(3)
Shoulder	12			1	2	15
Acromio clavicular	2(2)	1				3(2)
Eye-injury treatment	6	4	1			11
Foot—fractured bone (X-ray plate made)	10(3)	4	2	1	2	19(3)

[a] Michigan High School Athletic Association *Bulletin*, August, 1946, pages 49-51. Numbers in parentheses indicate that the major portion of such claims were paid under another schedule.

TABLE 12 (*Continued*)

SUMMARY OF BENEFIT-PLAN INJURY CLAIMS ALLOWED IN MICHIGAN, 1945-1946 (*Continued*)

Medical injuries—total claims 1533	Football	Basketball	Baseball	Physical education and intramurals	Track	Total all sports
Foot—fractured bone (no X-ray plate made)	4(1)	4	4	1	1	14(1)
Hand—fractured bone (X-ray plate made)	46(3)	13	8	1		68(3)
Hand—fractured bone (no X-ray plate made)	10	2	3	5		20
Hospitalization	40(111)	5(16)	4(9)	1(6)	4(1)	63(143)
Jaw—fractured	3(1)		1			4(1)
Kidney — ruptured, positive blood in urine	3(1)					3(1)
Knee—injured and requiring surgery	7(2)	2(1)	1	1	2	13(3)
Kneecap—fractured	4					4
Knee—fracture or injury to semilunar cartilage	14(1)	4				18(1)
Laceration—suture	62(5)	31(2)	13(1)	8(1)	10(1)	124(10)
Leg—both bones fractured between ankle and knee	12	(1)	3	2		17(1)
Leg—fractured above knee and in cast	5(3)					5(3)
Leg—either bone fractured between ankle and knee	57(2)	6	7	4	4	78(2)
Nose—fractured	67(3)	10	7(1)	5		89(4)
Pelvis—fractured					1	1
Ribs—fractured	20	1	1			22

TABLE 12 (*Continued*)

SUMMARY OF BENEFIT-PLAN INJURY CLAIMS ALLOWED IN MICHIGAN, 1945-1946 (*Continued*)

Medical injuries—total claims 1533	Foot-ball	Basket-ball	Base-ball	Physical education and intramurals	Track	Total all sports
Scapula fractured	2					2
Skull fractured	2	1				3
Skull—fractured, with cerebral hemorrhage						
Sternum—fractured	1					1
Tendon—separation from bone		1(1)				1(1)
Vertebra—fractured	6(1)					6(1)
X-ray—to determine fracture or dislocation	474(38)	111(6)	44(8)	36(3)	18(1)	683(51)
Dental injuries—total claims 204						
Fracture of enamel not requiring restoration	3(1)	2				5(1)
Broken facing	6	4		1		11
Replacing loosened or displaced restoration	5(1)	5		1		11(1)
Loss of one tooth	42	16	5	5		68
One fractured tooth	58	14	3	4		79
Small restoration	2					2
Maximum dental injury	15	4	2	6	1	28
Transportation injuries—total claims 2						
Principal sum—1 claim paid						
Maximum hospital benefit						

SUMMARY OF BENEFIT-PLAN INJURY CLAIMS ALLOWED IN MICHIGAN, 1945-1946 (*Continued*)

Transportation injuries—total claims 2	Football	Basketball	Baseball	Physical education and intramurals	Track	Total all sports
Maximum medical care						
Maximum dental care						
Nonscheduled injuries allowed by Administrative Committee—total claims 45	33	7	3	1	1	45
Leg	13	3		1		17
Knee	4	2				6
Foot	2					2
Toe	1		1		1	3
Spleen	1					1
Hernia	1	2				3
Wrist	1					1
Elbow	1					1
Clavicle	1					1
Tooth	2					2
Nose	2					2
Arm	1					1
Hand			1			1
Finger			1			1
Scrotum	1					1
Jaw and cheek	1					1
Lip Laceration	1					1
Total number allowed claims	1239	275	118	98	52	1791
Percentage of all allowed claims	69.3%	15.3%	6.6%	5.4%	3.5%	100%

have seen fit to take on this added job. California begins its articles of incorporation as follows:[12]

This is a corporation which does not contemplate pecuniary gain or profit to the members thereof.

The purposes for which this corporation is formed are:

1. To provide for pupils of the public schools who are members of this corporation such benefits and relief, in whole or in part, as may properly be given under the laws of the State of California by a benefit and relief association formed by public schools or officers of public schools, the privileges of which are and applications for membership in which are confined to pupils of the public schools.

Note that the California Interscholastic Federation Athletic Protection Fund is a corporation engaging in the insurance business in that state. Iowa and New York are organized likewise, the former being called the Iowa High School Insurance Company and the latter the New York State High School Athletic Protection Fund, Inc. In California and New York the schedule of benefits in effect under the state employees' compensation laws obtains for their protection plans. In Iowa a schedule of benefits established by the insurance company is operative.

Kansas states the purpose of its Athletic Accident Benefit Plan as follows:[13]

The purpose of the Benefit Plan is to assist member high schools which carry on inter-school or intramural athletic programs, or physical education and physical fitness activities, to meet the costs of medical attention for injuries listed on the schedule, provided the activities are conducted according to benefit plan regulations.

The Benefit Plan is not injury insurance. That is, there is no contract between the Association and the individual pupil or member school guaranteeing that claims will be paid. Neither the member school nor the Activities Association accepts any liability for accidents or the payment of claims. All statements and bills issued by physicians for the care and treatment of athletic injuries should be charged against the injured party, but upon presentation of claims in proper form to Association headquarters, payments will be made in full according to the schedule and the regulations governing it.

There is no legal provision whereby the Association can actually guaran-

[12] California Interscholastic Federation Athletic Protection Fund, *Articles of Incorporation and By-Laws* (1944), page 5.

[13] Kansas High School Activities Association, 1946-1947 *Constitution and By-Laws*, page 34.

tee the payment of claims—the plan being merely a mutual benefit agreement—but all claims presented in proper order since the plan was started have been paid and we have a healthy surplus on hand to insure the payment of claims in the future.

New York's Protection Plan purpose is stated briefly:[14]

. . . to provide medical and dental services to boys and girls injured in athletic activities and games in the high schools of New York State at a per capita cost which makes these services available to every boy and girl whatever his economic status. It is characteristic of every insurance plan in that it is "the joining together of many people to pay for the unpredictable and unforeseen things which may happen to some of them."

In Wisconsin, as in several other states, the Athletic Accident Benefit Plan is an integral part of the state association itself. Although the purpose of the plan is not specifically stated in the association's regulations, it is included in the constitution of the Wisconsin Interscholastic Athletic Association under its "general welfare" clause:[15]

The purpose of this association of public high schools shall be to promote the welfare of high school athletics in the State of Wisconsin.

As indicated previously, Wisconsin has been the "father" of state association-operated benefit and protection plans in athletics. With the exception of those states using workmen's compensation codes, most benefit schedules today, both in state and in commercial insurance company policies, are based upon or are modifications of the Wisconsin schedules. Data compiled in that state since 1930 has been the basis for a large amount of the information now available concerning high school athletic injuries. The extent to which other states have established benefit and protection plans is indicative of their value and is a tribute to the pioneer work done in this field by Secretary Paul F. Neverman.

To date the only example of states combining to handle the athletic injury problem has occurred in New England. Here, the

[14] New York State Public High School Athletic Association, 1946-1947 *Handbook*, pages 64-65.

[15] Wisconsin Interscholastic Athletic Association, *Twenty-Third Yearbook* (1946), page 8.

Council of the New England Secondary School Principals Associations sponsors a plan known as the Athletes Accident Benefit Fund. Its establishment largely was the work of the late Walter B. Spencer of New Haven, Connecticut. The statement of the New England plan of organization and purposes is both interesting and inclusive.[10]

The Athletes Accident Benefit Fund is a non-profit, cooperative type of financial benefit society for boys and girls who are injured in athletic games or exercises carried on as a part of the program in physical education or the athletic schedule of the school and supervised by high school officials. The Fund derives its money from a registration fee collected from each member school, and from a small fee from each individual boy or girl who joins the plan. Benefits are paid from this fund in accordance with a schedule set up and approved by the sponsor of the Fund, the Council of the New England Secondary School Principals Associations. Your own high school principal is a contributor to the policies and activities of the Council through his membership in the Secondary School Principals Association of his own State.

The Fund has these major purposes beside its primary function as a group benefit society:

It aims to lessen the dangers and risks of athletic games by urging the utilization of every safety device possible. It impels pre-season physical examinations, and encourages safe playing fields and halls, good protective equipment, competent coaching and good officiating. It requires that a physician should be on the ground or quickly available at every strenuous athletic contest.

When a boy or girl is injured, prompt and adequate medical care should be given. It is here that the Benefit Fund functions. By providing a schedule of payments which closely parallels the usual Workmen's Compensation schedule of your state the Fund offers some assurance that an injured student will receive adequate care and the physician or dentist will be assured in most cases of a fair return for his services. The fee schedule, however, represents *maximum* amounts for specific injuries. If all accidents should reach the maximum payments, the present low cost of this protection would need to be doubled, and more. The Fund must maintain the widest possible "spread of risks" in order to pay for those who are unfortunate in their injuries. By following the Group Insurance idea, covering large numbers of pupils and adhering rigidly to the schedule of benefits it has been possible to meet all claims and still keep the cost to an individual member at the low rates indicated.

Everyone has the right, of course, to purchase *extra* medical and dental care if they are financially able to do so. This Benefit Fund, however, is set up to relieve suffering; to assist parents and schools in meeting doctors'

[10] Council of New England Secondary School Principals Associations, Athletes Accident Benefit Fund, *General Information Bulletin*, 1945-1946, pages 2-3.

or dentists' bills; and to restore the injured boy or girl, as nearly as possible, to his normal physical condition.

It does not contemplate expensive remedial care.

The schedule of benefits provides payments which are often adequate, although not necessarily so, for medical and dental charges following injuries sustained in all types of supervised play or exercise—charges which otherwise most frequently revert to parents, since no school may be held legally responsible for such charges.

As a concluding example of a statement of the purposes of benefit or protection plans for those taking part in athletics and physical education, that given by the Michigan High School Athletic Association follows:[17]

The purpose of the Athletic Accident Benefit Plan is to assist member high schools having physical education, intramural, or interscholastic athletic programs to meet at least part of the costs of scheduled injuries incurred by registered students, provided the activities involved are conducted in accordance, and that there has been school compliance, with Benefit Plan regulations. The Benefit Plan is not injury insurance. No contract is entered into between the participating individual and the Michigan High School Athletic Association or the Benefit Plan division of it. Neither the State Association nor the Benefit Plan guarantees the payment of costs of all or any injuries. It is expected that claims for scheduled benefits made by member schools will be paid in full, but it must be understood that it is impossible to distribute more money for injury claims than is paid in by schools in membership and registration fees. The experience of seven years of operation of the Benefit Plan in Michigan, however, and that in other states, indicates that the schedule of membership and registration fees effective for 1947-48 will be adequate to meet the adopted benefit schedules for the activities included.

In Michigan the Athletic Accident Benefit Plan is under the general supervision of the Representative Council of the state athletic association. Actual administration, however, is vested in an Administrative Committee of five members elected for five-year terms, the term of one member expiring each year. A superintendent, two senior high school principals, one junior high school principal, and one director of physical education, coach, or physical education teacher constitute this Committee. The State Director of High School Athletics is secretary-treasurer of the Benefit Plan.

[17] Michigan High School Athletic Association Athletic Accident Benefit Plan, 1947-1948, *General Information Bulletin*, page 1.

Essentials of the Wisconsin Athletic Accident Benefit Plan. Wisconsin's 1946-1947 plan of benefits for athletic injuries is presented in part because Wisconsin was the first in the field and as has been indicated previously, has furnished the general pattern for many other states[18] and for most commercial companies offering this type of coverage. The plan sets up two definite schedules of payments for specified injuries, depending on the coverage purchased.

W.I.A.A. INDIVIDUAL ATHLETIC ACCIDENT BENEFIT PLAN FOR 1946-47

Dues. The dues for 1946-47 will be as follows:[19]

Class A—Schools of more than 1,000	$50.00[20]
Class B—Schools of from 600 to 1,000	40.00
Class C—Schools of from 250 to 600	20.00
Class D—Schools of from 100 to 250	15.00
Class E—Schools of less than 100	7.50

The Athletic Accident Benefit Plan adopted by the W.I.A.A. sixteen years ago and amended as experience suggested will be operated during the coming year under the following rules and regulations:

I. Registration Fees:

	Schedule "A"	Schedule "B"
All Sports	$1.00	$2.00
All Sports except football	.50	1.00

Note:

If a school for a period of 3 years immediately before the preceding year for which coverage is desired has an average of 75% or less of benefits received compared to registration fees actually paid, Schedule "B" will be available to said schools at the cost of "A." In other words, schools who maintain a 75% average for a period of three years immediately before the preceding year in which coverage is requested will receive Schedule "B" coverage for the cost of "A." Due to the fact that the actual cost figures can not be determined until after the beginning of a school year, the average for the 3 years immediately before the preceding year for which coverage is desired had to be used instead of the 3 years immediately preceding.

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[18] See pages 41 and 252.

[19] "Athletic Accident Benefit Plan for 1946-47," Wisconsin Interscholastic Athletic Association, *Twenty-Third Yearbook* (1946), pages 86-90.

[20] The amounts are the regular Wisconsin Interscholastic Athletic Association annual dues for member schools.

II. 1940-47 Schedule of Benefits:

The W.I.A.A. Schedule of benefits is the maximum which the association can afford to pay. The schedule does not intend to determine or limit the charges of the physician.

MEDICAL SCHEDULE

Schedule:	"A"	"B"
Principal Sum (Not to exceed)	$300.00	$300.00
Entire sight of one eye if irrevocably lost	200.00	200.00
Fractured Pelvis	100.00	100.00
Fractured body of vertebrae		100.00
Both bones of either leg fractured between ankle and knee	100.00	100.00
Both bones of either arm fractured between wrist and elbow	85.00	85.00
Fractured skull with cerebral hemorrhage	80.00	80.00
Cerebral Hemorrhage	75.00	75.00
Fractured Knee Cap	50.00	75.00
Either leg fractured above the knee and in cast	75.00	75.00
Either arm fractured above the elbow	60.00	60.00
Fractured vertebrae	60.00	
Injured knee requiring surgery	60.00	60.00
Fractured skull	50.00	50.00
Fractured process of vertebrae		50.00
Ruptured kidney—positive blood in urine	50.00	50.00
Ruptured spleen		50.00
Ruptured liver		50.00
Either bone of either leg fractured between ankle and knee	45.00	45.00
Either bone of either arm fractured between wrist and elbow	35.00	35.00
Fractured sternum	25.00	35.00
Fractured collar bone	30.00	30.00
Fractured scapula	30.00	30.00
Fractured cheek bone	30.00	30.00
Operation for ligating of artery	25.00	25.00
Fractured nose	15.00	25.00
Fractured carpal or tarsal bone		20.00
Fractured ribs—two or more	15.00	15.00
(one rib only - $7.50)		
Fractured bone in hand—requiring banjo splint		25.00
Fractured bone in hand--radiograph required	12.50	12.50
Fractured bone in hand—no radiograph	10.00	10.00
Fractured bone in foot—radiograph required	12.50	12.50
Fractured bone in foot—no radiograph	10.00	10.00
Dislocated hip	35.00	50.00
Dislocated vertebrae	35.00	50.00
Dislocated knee	25.00	25.00
Dislocated knee—requiring cast		35.00

MEDICAL SCHEDULE (Continued)

Schedule:	"A"	"B"
Dislocated shoulder	17.50	25.00
Acromio-Clavicular dislocation	17.50	25.00
Dislocated ankle	15.00	15.00
Dislocated ankle—requiring cast		30.00
Dislocated elbow	15.00	25.00
Dislocated wrist	10.00	15.00
Aspiration of knee	10.00	15.00
X-ray examination to determine fracture of extremities (Negative to fracture or dislocation)	5.00	7.50
X-ray examination to determine fracture of Head, Chest or Abdomen (Negative to fracture or dislocation)	7.50	10.00
Fluoroscope examination to determine fracture (Negative to fracture or dislocation)	2.00	5.00
Separation of tendon from bone	5.00	10.00
Suture of laceration	3.00	5.00
(Under Schedule B an additional $1.00 will be allowed for each suture over three)		
Suture of laceration—requiring tetanus	6.00	8.00
Hospital Benefit	75.00	100.00
Medical Attendance, Maximum	12.00	18.00
If an injury does not come under the above schedule of Benefits but requires treatment by a legally qualified physician or surgeon, not including treatment on the field at the time of play or practice, an allowance of...	2.00	3.00
for the first treatment and	1.00	1.50
for each subsequent treatment will be made with the maximum	12.00	18.00

MEDICAL REGULATIONS

1. Benefits on green stick fractures will be limited to half the amount listed on the Schedule. The non-return to competition shall also be one-half of the time listed for full breaks.

2. Where open reduction of a fracture or dislocation is required, an additional benefit of $25.00 will be allowed.

3. When surgery is required in connection with medical attendance, an additional benefit not to exceed 50% of the medical attendance allowance will be paid.

4. A radiograph may be required on all injuries scheduled at $20.00 or more. If a radiograph is requested on other scheduled injuries, an allowance of $3.00 for each picture will be made in addition to the scheduled benefit.

5. The amount actually allowed will not exceed the itemized state-

ment filed by the physician which must accompany every request for benefit. The listed amount is the maximum in each case.

6. In case of multiple injury at one time, the maximum benefit allowance shall be the scheduled benefit for the most serious injury plus one-half of the other injury benefits. In cases where more than one bone is broken in the hand or foot, full allowance will be made for the first bone with a maximum of $18.75 for more than one bone in hand or foot.

7. Examination for physical fitness must be made by the family physician except in cases where the Board of Education or the City employ a full time physician for that purpose.

8. No medical attendance benefit will be paid for any cause unless a certified statement is filed with the request stating that the boy did not participate in any form of the activity—practice, scrimmage, or contest—for a period of 5 full days from time of injury. Medical attendance may be allowed in addition to the X-ray or Suture of Laceration benefit.

9. In order to be eligible for benefit for broken bones in the hand, foot or nose, boys are required to remain out of athletic participation for a minimum of 14 days from time of injury.

10. No benefit will be paid for boys qualifying for a ruptured kidney, spleen or liver, an injured knee requiring surgery, operation for ligating an artery, a broken arm, leg, collar bone, shoulder, vertebrae, sternum, skull, knee cap, pelvis or serious internal injury unless the boy has remained out of all athletic activity for at least 90 days from date of injury. The boy's benefits will also be cancelled for the balance of the school year until a physician's certification of physical fitness after full recovery is filed.

11. No benefit will be paid for other fractures, concussions or aspiration of knee unless the boy refrains from athletic competition for at least 30 days.

12. A boy requesting benefit for suture of laceration will not qualify unless a certified statement is filed stating that he has not participated in any form of activity including practice for a period of five days after injury. This will substantially reduce the danger of infection.

13. No benefit will be paid for dislocations of hip, vertebrae, shoulder, knee, ankle, elbow, clavicle or wrist unless the boy remains out of athletic competition for a period of not less than thirty days from date of injury.

14. Under no conditions will a single injury qualify for benefit under more than one classification.

15. A boy having boils should not be permitted to participate in athletic activity.

Note: Return to purely physical education activities other than competitive will be permitted providing a physician's statement is filed with the W.I.A.A. recommending such return to classes.

Dental Schedule

The W.I.A.A. schedule of benefits is the maximum which the association can afford to pay. The schedule does not intend to determine or limit the charge of the dentist.

Schedule:	"A"	"B"
1. Fracture of enamel not requiring restoration	$ 2.00	$ 3.00
2. Broken facing	4.00	5.00
3. Re-setting loosened or displaced fillings	3.00	4.00
4. One fractured tooth (additional with pulp involvement - refer to No. 11)	12.00	15.00
5. One fractured anterior tooth where too much tooth structure has been lost for replacement by gold filling (additional with pulp involvement—refer to No. 11)	20.00	30.00
6. Loss of one tooth	30.00	45.00
7. Single or simple fracture of jaw	30.00	45.00
8. Multiple fracture of jaw (Cases requiring hospitalization qualify for additional benefit)	50.00	75.00
9. Maximum fee for one dental injury other than the fractured jaw involving more than one fractured tooth	50.00	75.00
10. Ordinary small restoration	3.00	4.00
11. Injury to tooth—not fractured but requiring root canal treatment	10.00	12.00

Dental Regulations

1. Where a dental x-ray is deemed advisable, a fee of $2.00 will be allowed. If progressive x-rays are deemed advisable an additional fee of $1.00 will be allowed for each additional x-ray, not to exceed a total fee of $5.00 for all x-rays.

2. The amount actually allowed will not exceed the itemized statement filed by the dentist, which must accompany every request for benefit. The listed amount is the maximum amount which the W.I.A.A. can allow and its share of any requested amount cannot exceed the amount allowed.

3. Dental work must be completed before an adjustment will be made.

4. No payments will be made for dental injuries unless the required dental card was filed with the Secretary.

5. Dental benefits will not be paid for teeth reported as defective on examination unless restored or in the process of being restored and so certified before the date of injury.

6. Dental benefits will not be paid where the dental chart has not been properly made out and where a question on allowing the claim might arise as a result.

7. Dental examinations must be made by the family dentist or the dentist chosen by the boy.

Note: To save time, work and misunderstanding after dental injuries,

it is suggested that a new chart be sent in to the Secretary's office immediately after a boy has his defective teeth repaired.

Transportation Benefit

The Transportation Schedule initiated for the 1938-39 season is now a permanent part of the Benefit Plan. In order to participate in Transportation Benefits the individual must first be covered under the Benefit Plan.

While the schedule is not extensive, it does promise to be comprehensive.

Transportation Schedule

Principal Sum	$300.00
Maximum Hospital Benefit	100.00
Maximum Medical Care	60.00
Maximum Dental Care	30.00

Transportation Regulations

1. Transportation benefits will apply only for groups from grades seven to twelve if representing a school in a scheduled contest, with another school, if such transportation is in a recognized public conveyance or regular school bus under the supervision of a teacher. The benefit will be paid even though the injury is compensated for through coverage supplied by regularly licensed, bonded carriers, or likewise insured carriers.
2. The Principal Sum shall constitute the maximum benefit in any individual case.
3. The maximum benefit for any one accident shall be $1500.00. Individual benefits will be pro-rated in this case.
4. All rules applying to the Athletic Accident Benefit Plan apply also to participation in the Transportation Schedule.

In addition to the above individual plan, Wisconsin also has a group coverage plan. It provides for the "Schedule B" payments indicated and fixes two types of flat rates for schools; one covering students participating in all interscholastic sports including football, the other covering all sports except football. However, this flat rate can be obtained only by schools participating in a third plan. This is the pupil coverage plan, which costs fifteen cents for each student enrolled in a school or school system and covers the student for scheduled injuries that may occur at any time he is under the jurisdiction of the school, except in interscholastic athletic practice or competition.

To summarize, Wisconsin has (1) the regular benefit plan that applies to athletics only; (2) a separate plan for pupil coverage without reference to athletic competition; and (3) a combination of the athletic and pupil coverage plans with flat rates to schools for the former, provided all students in the school are registered under the latter. This pupil coverage plan is an innovation on the part of Wisconsin that will be watched with interest because of the information concerning school injuries that it will show. After only one year's trial in Wisconsin this plan has supplied valuable data from 974 injury claims that had been completed as of June, 1946.[25]

California Pupil Protection Fund. California also operates a Pupil Protection Fund which has been incorporated as a part of the California Interscholastic Federation Protection Fund. It will be seen that its cost (65¢) per pupil is considerably higher than that in Wisconsin, but in most instances the benefits are greater since they conform with the Industrial Accident Commission's fee schedule in that state. The following information regarding the Pupil Protection Fund in California consists of excerpts from its *General Information Bulletin* that is distributed to superintendents, school principals, and boards of education and that was applicable during the 1947-1948 school year.

The Pupil Protection Fund has been set up under the California Interscholastic Federation Protection Fund—C.I.F.P.F.—a corporation to operate as a benefit and relief service in order to provide hospital, medical and dental services for pupils injured "while in or on buildings and other premises of the district during the time such pupils are REQUIRED to be therein or thereon by reason of their attendance upon a regular day school of such district or while being transported by the district to and from such school or other place of instruction."—Education Code, Sec. 16,424. The clause, "during the time such pupils are REQUIRED to be therein or thereon . . . ," is interpreted to mean the time that such pupils are REQUIRED to be at school between the opening of school in the morning and the closing of school in the afternoon.

Membership is offered to pupils in public high schools, junior high schools, and elementary schools of California whose districts do not employ at least five physicians as full time supervisors of health. Pupils of these schools are eligible for membership in the Pupil Protection Fund of the C.I.F.P.F., providing that high schools hold membership for their athletes in the Athletic Protection Fund of the C.I.F.P.F. and junior high

[25] Wisconsin Interscholastic Athletic Association, *Twenty-Third Yearbook* (1946), pp. 105-106.

TABLE 13

PUPIL COVERAGE INJURIES IN WISCONSIN, YEAR ENDING JUNE, 1946

INJURY	GRADE IN SCHOOL													TIME OF DAY			
	K	1	2	3	4	5	6	7	8	9	10	11	12	Before School	During School	During Noon	After School
X-rays & Medical Attendance (591)	7	12	19	18	26	28	45	41	54	76	99	93	78	30	444	83	34
Cuts (160)	9	13	17	10	14	9	11	3	7	10	24	17	16	11	101	35	13
Broken Arm Above Elbow (12)		1	2	1	1		3		1	1	1		1		8	2	2
Broken Arm Below Elbow (42)		5	4	7	6	3	1	1	3	7	3	1	1	1	31	8	2
Broken Leg Above Knee (4)									1	2			1		3	1	
Broken Leg Below Knee (16)			1			3	2		2	3	3	2			10	6	
Broken Bone in Hand (32)	1	1	1	2	4	1	2	4	3	3	5	3	2	2	24	6	
Broken Bone in Foot (9)					1		1	2	1	1	2	1		1	7	1	
Broken Rib (6)											2	3	1		3	1	
Broken Nose (7)	1		1		1			1			1	1	1		6	1	
Broken Clavicle or Shoulder (13)		2	2	2		1	1	1	2	1		1		1	9	2	1
Broken Hip or Vertebrae (3)									1	1		1			2	1	
Fractured Skull or Cheek Bone (2)			1							1						2	
Dental Injuries (55)		1	4	3	7	4	4	3	5	2	5	3	4	2	33	13	5
Concussion (17)		1	4	1	1		1	3	1	2		1	2		10	4	3
Dislocations (5)						2	1				1	1		1	4		
Totals	18	36	56	49	61	46	72	59	81	110	146	133	107	49	699	166	60

PLACE OF INJURY

Location	Number	Location	Number	Location	Number
Playground (organized)	114	Classroom	96	Gymnasium	384
Playground (unorganized)	241	Hallway	67	Laboratory	7
		Stairway	65		

schools which carry on an intramural or interscholastic athletic program hold membership in the Athletic Fund of the C.I.F.P.F. for pupils so participating. Coverage will not be extended to junior college students. Coverage for professional services enumerated above is available to both BOYS and GIRLS. For the ensuing year, membership in the Pupil Protection Fund of the C.I.F.P.F. will be $1.00 per pupil based on the ADA for the previous school year. This does not include coverage for junior high school pupils nor senior high school pupils during the time they are engaged in practice for and/or participation in intramural or interschool athletic programs. Athletic coverage for the pupils of junior and senior high schools will still be under the Athletic Protection Fund and will require the higher fees. Schools may take money from school district funds to pay for membership of the pupils in the Pupil Protection Fund of the C.I.F.P.F.

Providing sufficient funds are available, benefits will be paid according to the rates of the Industrial Accident Commission's fee schedule, with a maximum of $125.00 for hospitalization, $125.00 for medical attention, and $60.00 for dental service. If funds are not sufficient to pay claims in full, the moneys in the benefit fund will be prorated by the Board of Directors for payment of claims. (This provision was made when the Athletic Protection Fund was instituted in the fall of 1939. The Athletic Protection Fund now has a surplus and no bills have been prorated.) Payment of claims will be made within a reasonable time after claims are completed. The decision of the Board of Directors of the Fund on the amount to be paid is to be final.

It is to be understood by member pupils, their parents or guardians, and school officials that participation in the Pupil Protection Fund is not to be construed as an acknowledgment by the schools themselves of liabilities for injuries incurred. Likewise, the California Interscholastic Federation Protection Fund, its officers or agents, or the Pupil Protection Fund under its jurisdiction, do not assume or acknowledge liability for injuries incurred. The execution of forms required in connection with claims for scheduled benefits shall neither be an acknowledgment of any liability on the part of the Pupil Protection Fund, nor a waiver of any of its rights, whether said forms are called for by a member or officer of this organization. (This statement is made in order that all may understand that the benefits which will be paid under the Pupil Protection Fund are not to be considered as paid because of a public liability. The California Interscholastic Federation Protection Fund cannot assume liability for damages, loss of time due to an injury, etc. The Pupil Protection Fund undertakes to pay the benefits in order to assist member pupils in securing professional services.

Essentials of the New York Athletic Protection Plan. The New York State High School Athletic Protection Plan, Inc. is presented and discussed here for three reasons: (1) It is an example of a non-

profit corporation dealing with athletic injuries; (2) its benefit schedule is based on the state workmen's compensation code with both payments and fees for student premiums somewhat higher than those in states which have established their own schedules; and (3) it offers a "per sport" plan as well as one offering full yearly coverage in all sports.

It will be observed that Wisconsin's Athletic Accident Benefit Plan, as do those of most other states, provides full coverage for the school year for interscholastic sports and physical education activities, with the option of including football or not as the individual student may desire. The rate in such instances is adjusted accordingly. In New York, in addition to the all-sports coverage, there are specific rates for certain sports if they are desired in lieu of the former. The essentials of the New York plan concerning rates and benefit schedules are presented in detail.[22]

PREMIUM RATES

Interscholastic:	PER STUDENT PER YEAR
All Sports (Coverage A)	$3.00
All Sports, except football (Coverage B)	$1.50
Cheer-leading	$1.00

	PER STUDENT PER SPORT
Football (11 and 6 man), wrestling	$2.50
Hockey, lacrosse and skiing	$2.00
Basketball and soccer	$1.00
Track, tennis, baseball and golf	$ .50
Cross country and volley ball	$ .50

Intramural:	PER STUDENT PER YEAR
Football, wrestling, hockey and lacrosse	$2.00
All other games, sports and contests	$ .60

[22] New York State High School Athletic Protection Plan, 1946-1947 *Schedules and Directory.*

Maximum Medical Indemnity Schedule

	NOT TO EXCEED
*Dislocations:**	
Shoulder	$ 35.00
Elbow	30.00
open**	50.00
Wrist closed	15.00
open**	40.00
Finger reduction and splint	5.00
open**	30.00
Ankle	30.00
Astragalus	40.00
Toe	5.00

Any dislocation injury which does not keep a student out of competition for a period of at least 20 days is limited to a maximum payment of $5.00.

*Sprains:**	
Knee	$ 15.00
Elbow	15.00
Wrist	10.00
Ankle	20.00

Any sprain which does not keep a student out of competition for a period of at least 10 days is limited to a maximum payment of $5.00.

*Eye, Kidney and Knee Injuries:**	
Medical treatment for injury to eye or eyes	$ 75.00
Kidney injury	50.00
Injuries to internal knee ligaments	50.00
If operative	100.00
Fractures:	
Fractured skull (operative case)	$100.00
Concussion of skull*	35.00
Upper jawbone (Maxilla)	35.00
Lower jawbone (Mandible)	50.00
Broken nose	25.00
Broken nose**	40.00
Shoulder (Clavicle)—closed	30.00
open**	50.00
Scapula	30.00
Broken rib or ribs	5.00
Vertebral process (non operative)	40.00
Vertebrae open**	100.00
Pelvis (one bone)	50.00
Multiple	75.00

* Services to be determined on a per visit basis of $3.00 for office calls and $3.00 for house calls with $1.00 extra for strapping when required for dislocations or sprains.
** Surgical or special treatment.

	NOT TO EXCEED
Arm Fractures:	
Humerus—closed	$100.00
open**	125.00
Radius or ulna—closed	50.00
open**	75.00
Both radius and ulna—closed	100.00
open	125.00
Broken elbow involving joint	75.00
Colles fracture—closed	60.00
open	100.00
Wrist carpal—closed	50.00
open	75.00
Wrist metacarpal—closed	30.00
open	60.00
Finger—one	20.00
multiple on one hand	35.00
Leg Fractures:	
Femur—closed	$125.00
open	150.00
Knee cap (Patella)—closed	50.00
open	100.00
Tibia—closed	75.00
open	110.00
Fibula—closed	50.00
open	75.00
Oscalis—closed	50.00
open	100.00
Tibia and Fibula—closed	100.00
open	150.00
Metatarsal (ankle) bones—closed	30.00
open	60.00
Astragalus—closed	40.00
open	80.00
Tarsal—closed	30.00
open	60.00
Toes—single	20.00
several	35.00
Potts fracture—closed	75.00
open	100.00

Compound Fractures:

Indemnity limits listed in the provisions captioned "Fractures," "Arm Fractures," and "Leg Fractures" shall be increased 50% in the event of compound fractures.

** Surgical or special treatment.

*Lacerations, Cuts and Contusions:**

Physician's fee plus $1.00 for each suture	$ 50.00
Tetanus Ant. treatment when given at first office call	$ 1.00

MAXIMUM X-RAY INDEMNITY SCHEDULE

X-ray demonstration by physician with:	*XD Qualification*** NOT TO EXCEED	*SD Qualification*** NOT TO EXCEED
Single finger or toe	$ 3.50	$ 5.00
Hand, wrist, forearm, elbow, humerus, ankle, foot, leg, knee, femur	6.00	8.00
Shoulder, clavicle or scapula	8.00	10.00
Nasal bones, mandible	8.00	10.00
Pelvis, hip joint, skull	11.00	15.00

MAXIMUM DENTAL INDEMNITY SCHEDULE

	NOT TO EXCEED
Chipped tooth	$ 2.00
Broken back tooth	6.00
One front tooth knocked out or broken	40.00
More than one front tooth knocked out or broken, per tooth	30.00
Fillings knocked out of front tooth—replaced	3.00
Broken front tooth facings—replaced	3.00
Dental X-ray	2.00
Tooth not fractured but requiring root canal treatment	12.00

The cost of restoring artificial teeth, crowns or peg teeth will be restricted to one-half the scheduled payments.

* Services to be determined on a per visit basis of $2.00 for office calls and $3.00 for house calls with $1.00 extra for strapping when required for dislocations or sprains.
*** See Workmen's Compensation Code.

LIMITATIONS

I. No benefits will be paid for diathermy treatments.

II. No benefits will be paid for lacerations or abrasions unless prompt medical attention was given.

III. No benefits will be paid for any treatment after the treating physician has approved in writing the injured student's return to the activity in which the injury was received.

IV. Unless a student has the physician's written permission to return to the squad, he shall not be eligible for benefits in the event of subsequent injury.

GENERAL REGULATIONS

1. In case of injury, a notice signed by the Principal or Athletic Director giving the date, place and type of injury must be mailed to the

Executive Secretary of the Corporation within twenty days of the injury. Such notice, given by or on behalf of the insured to the corporation with particulars sufficient to identify the injured student, shall be deemed to be notice to the corporation. Failure to give notice within the time provided in this subscription contract shall not invalidate any claim if it shall be shown not to have been reasonably possible to give such notice and that notice was given as soon as was reasonably possible. Upon receipt of such notice, final blanks necessary to complete the claim will be furnished which must be filled out by the principal, coach, attending physician or dentist; and the injured student, and returned to the Executive Secretary of the Corporation, with the physical examination card and either the physician's permission card, completely filled out, or a written statement by the attending physician explaining why the pupil may not return to the squad, on or before the date for filing proofs of claim. Proof of claim shall be filed within 90 days from date of loss. The amount actually allowed will not exceed the physician's or dentist's itemized statement which must accompany every request for benefit.

2. No claim will be paid until the end of the regular playing season (as established by the New York State Public High School Athletic Association Handbook) of the sport in which the injury occurs.

3. Payment of claims shall be made to the Principal of the school, who shall pay the parent or guardian of the injured student. Payment to the Principal of the school shall be a full discharge of the liability of the corporation.

Michigan's nonscheduled injuries provision. Apparently, Michigan has procedure for handling nonscheduled injuries that is somewhat different from those in other states. This state does not pay benefits for minor injuries such as sprains and bruises. Rather, it has felt that schools whose students receive serious or unusual injuries that often run into high costs should be given assistance. With this principle in mind, Michigan's plan has this provision.[23]

NON-SCHEDULED INJURIES

1. Allowances and payments will be made for scheduled injuries under Medical, Dental, and Transportation Schedules before consideration is given any others by the Administrative Committee.

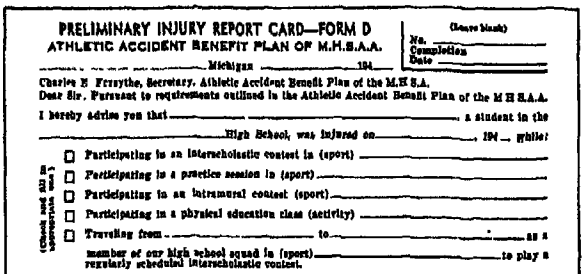
2. Schools may report non-scheduled injuries in the regular manner, and provided Benefit Plan funds are available, they will be considered by the Administrative Committee after all claims for payments of scheduled injuries for a current year have been settled.

3. Non-scheduled injury benefit requests will not be considered by the

[23] Michigan High School Athletic Association Athletic Accident Benefit Plan, 1947-1948, *General Information Bulletin*, page 5.

Administrative Committee until the end of a current school year or until it is definitely assured that ample funds will be available to cover them or make prorations possible in accordance with such limitations and regulations as it may establish.

Since the establishment of the Benefit Plan in Michigan in 1940, approximately $20,000 has been paid to member schools for injuries that were not on the scheduled list. Such injury charges have not



PRELIMINARY INJURY REPORT CARD—FORM D
ATHLETIC ACCIDENT BENEFIT PLAN OF M.H.S.A.A.

(Leave blank)
No. ____
Completion Date ____

_____ Michigan _____ 194__

Charles E Forsythe, Secretary, Athletic Accident Benefit Plan of the M.H.S.A.
Dear Sir. Pursuant to requirements outlined in the Athletic Accident Benefit Plan of the M H S.A.A.

I hereby advise you that _____ a student in the _____ High School, was injured on _____, 194__, while:

(Check and fill in appropriate item.)

- ☐ Participating in an interscholastic contest in (sport) _____
- ☐ Participating in a practice session in (sport) _____
- ☐ Participating in an intramural contest (sport) _____
- ☐ Participating in a physical education class (activity) _____
- ☐ Traveling from _____ to _____ as a member of our high school squad in (sport) _____ to play a regularly scheduled interscholastic contest.

The best available information shows that his injury is a _____

and he is being attended by _____ (Indicate Name of Physician or Dentist)
Kindly forward required Forms for benefit request.

Yours truly,
_____ (Superintendent)—(Principal) (Cross out one)

(NOTE: THIS CARD MUST BE MAILED WITHIN FIFTEEN (15) DAYS AFTER INJURY OCCURS.)
Form D—(16 30M

FIGURE 54. Preliminary Injury Report Form (*Michigan*).

been paid in full and the percentage of payment has been determined after all scheduled benefits had been paid and the amount of money available from the current year income was known. This policy has been very well received by the schools of the state participating in the plan.

Usual benefit plan injury claim procedures. Although it must be realized that the operation of accident benefit and protection plans involves considerable clerical work, both on the part of the member school and the state association office, every effort is made to reduce this paper work to a minimum. If statistics are to be reliable, however, and the funds of all member schools are to be protected, a certain amount of essential information is required. Usually a preliminary injury report card must be mailed within a specified number of days after an injury occurs (see Figure 54 above).

Form E—46—1M
(Football)

ATHLETIC ACCIDENT BENEFIT PLAN
OF THE
MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION
Request For Accident Benefit—Form E (Football)

Completion
No. _____ Date _____
Registered Student _____
School _____
Claim must be completed by above date.

TAKE NOTICE: This Form is one of a series furnished by the Athletic Accident Benefit Plan of the M.H.S.A.A. to a member school desiring to make a request of said Benefit Plan for an accident benefit involving a registered student; the furnishing whereof, or the request for further assets, shall neither be an acknowledgment of any liability on the part of the member school, or said Benefit Plan of the M.H.S.A.A., nor a waiver of any of the rights of either whether said Form is taken for by a member or officer of this Benefit Plan Athletic Association, or otherwise.

(PART I) STATEMENT OF REGISTERED STUDENT

1. I, _____ certify that the statements herein made, and the answers to the questions herein propounded, are true and correct.

2. I am _____ years of age in the _____ grade, and weigh _____ pounds. 3. I was injured on _____ (Date) while:

☐ Participating in a practice session in football ☐ Participating in an interscholastic game in football

☐ Traveling from _____ (City) to _____ (City) as a member of our high school football squad to play a regularly scheduled interscholastic football game

(Check and fill in appropriate item.)

Date _____ (Of this Report) _____, 194__ _____ (Signature of Registered Student)

(PART II) STATEMENT OF SUPERINTENDENT OR PRINCIPAL

1. I certify that the above named regularly enrolled, registered student was accidentally injured on _____ (Date) _____, 194__

2. Nature of injury _____ (Description of Injury)

3. Cause of injury _____ (State How Accident Happened—Type of Play, Etc.)

4. I was notified of said injury on _____ (Date) by _____ (Name of Informer)

5. This student has been treated professionally for this injury by _____ (Name of Physician or Dentist) _____ (City)

6. This student was out of school _____ (Number) days because of this injury. He returned to practice on _____ (Date)

7. There is hereby requested of the Athletic Accident Benefit Plan of the M.H.S.A.A. the sum of $_____ as per approved Benefit Plan Schedule No. _____ (Schedule No.) for the current school year. (See General Information Bulletin, pages 5-6.)

8. I have examined the statement of this Registered Student (Part I) and of the Coach (below), as well as that of the Physician or Dentist (Itemized statement for professional services included thereon) and feel that as a member school, we are entitled to this benefit according to the Athletic Accident Benefit Plan Schedule as approved for the current school year.

Date _____ (Of this Report) _____, 194__ _____ (Signature of Superintendent or Principal—Cross Out One)

NOTE: Forward this Form to CHARLES E. FORSYTHE, Secretary, Athletic Accident Benefit Plan of the M.H.S.A.A., Department of Public Instruction, Lansing 2. This Form must be accompanied by Form F (Statement of Attending Physician) or Form L (Statement of Dentist). All requests must be completed within 60 days from date of injury. (Completion date indicated in upper right hand corner).

IMPORTANT—In case this injury occurred in a regularly scheduled football game the following information MUST BE SUPPLIED:

(a) I certify that the following men officiated in the football game during which this injury occurred.

Referee _____; Umpire _____;

Head Linesman _____;

(b) This injury occurred during a football game played at _____ (City) _____

on _____ (Date) _____

Date _____ (Of this Report) 194__ _____ (Signature of Coach)

PLEASE LEAVE BLANK

Amount of Check . . . . $_____

Schedule No. . . . . _____

Description of Injury _____

N.S.D. _____

FIGURE 55. Request for Accident Benefit Form (*Michigan*).

Proof of injury blanks then are sent to the school by the benefit plan office. These blanks generally are filled out by the injured student and the principal of the high school, as well as by the attending physician or dentist (see Figure 55 above, and Figures 56 and 57 on pages 322 and 323). In some instances a report form is required of

Form F—[illegible]

ATHLETIC ACCIDENT BENEFIT PLAN
OF THE
MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION

Statement of Attending Physician—Form F

No. _____ Completion Date _____
Registered Student _____
School _____
Claim must be completed by above date.

NOTE The following statements must be made by the physician who attended the recipient of the injury for which request by a member school or benefit fund for the Athletic Accident Benefit Plan of the M H S A A is hereby being made If more than one physician attended the recipient of said injury additional Forms will be furnished for statements of such other physicians or surgeons as required

The purpose of these statements is two fold First to establish proof of injury, Second to give such information concerning the injury personal history of the recipient of the injury and other matters of importance as will be valuable in tabulating statistics.

The attending physician or surgeon is requested to give under General Remarks any information on matters which in his judgment exceed said [illegible] and which were not otherwise included in this statement

TAKE NOTICE This Form is one of a series furnished by the Athletic Accident Benefit Plan of the M H S A A to a member school [illegible] a request of said Benefit Plan for an accident benefit involving a registered student the furnishing whereof or the request for further proofs shall neither be an acknowledgment of any liability on the part of the member school or said Benefit Plan of the M H S A A nor a waiver of any of the rights of either whether said Form is called for by a member or officer of this Benefit Plan, Athletic Association or otherwise

1 I _____ am a legal practitioner of medicine and surgery in the state of Michigan My office address is _____ City _____
(Number and Name of Street)

2. I was called on the _____ day of _____ 19__ to attend _____
on account of _____
(Here State Nature of Injury to Recipient)

3. Did you render first medical surgical services to said recipient for said injury? _____

★4. If an X ray plate (not Fluoroscope) was made (1) ATTACH COPY OF THE X RAY READING to this sheet, OR (2) COMPLETE THE REVERSE SIDE of this Form. Request for X ray allowance WILL NOT BE CONSIDERED unless there is compliance with EITHER (1) OR (2) (See other side.)

5. Describe your treatment and operation, if any performed on recipient of the injury by you on account of said injury _____

6. Is there any evidence of an old injury of a similar character? _____

7 State how often you examined his injury and the date or dates of examination or treatment _____

Itemized Statement of Physician's Fees

( ) Office Calls @	$	
( ) Home Calls @	$	
( ) Operation	$	
( ) X ray (See 4 above, and other side.)	$	
	$	
	$	
	$	
Total	$	

★ Hospitalization
If there are hospital charges an itemized hospital statement must be attached to this Form.

8. Prognosis _____

9. To your knowledge when did the recipient of this injury again participate in athletics? _____

10. Did you authorize this participation? _____

General Remarks _____

★ NOTE TO PHYSICIAN: This report completely filled out, IS TO BE GIVEN TO THE HIGH SCHOOL PRINCIPAL OR SUPERINTENDENT The statement of Physician's Fees must be completely filled in as indicated

Date _____ , 194__ _____ (Signature of Physician)

★ NOTE TO PRINCIPAL OR SUPERINTENDENT Forward this Form completely filled out which contains the itemized statement for services of physician to CHARLES F. BURSTRIM Secretary Athletic Accident Benefit Plan of the M H S A A, Department of Public Instruction Lansing 2 This Form is not to be accompanied by Form E (Request for Accident Benefit) All requests must be completed within 60 days from the date of injury (Completion date indicated on upper right hand corner)

FIGURE 56. Statement of Attending Physician Form (*Michigan*).

the coach (see Figure 58 on page 324). After proof of the injury has been established, and provided it is a scheduled benefit, payment then is made by check to the school, or to a combination of payees, usually the school principal and the physician or dentist. Iowa is an exception in this respect in that its plan provides for in-

Form No. 1

STATEMENT OF DENTIST

Note The following statement must be made by the dentist who attended the claimant for the injury for which request for benefit from the Wisconsin Interscholastic Athletic Association is now being made If more than one dentist attended claimant for said injury, additional forms will be furnished for statements of each other dentists, if required

The purpose of these statements is two-fold First to establish proof of injury Second, to give such information concerning the injury personal history of claimant and other matters of importance as will be valuable in tabulating statistics

The attending dentist is requested to give under "General Remarks" any information of matters which in his judgment caused said accident not otherwise included in this statement

TAKE NOTICE This blank is one of series of blanks furnished by the Wisconsin Interscholastic Athletic Association to persons who desire to make request of said Association for accident benefits, the furnishing whereof or the request for further proofs, shall neither be an acknowledgment of any liability on the part of said Association nor a waiver of any of its rights, whether said blanks are called for by a member or officer of this Association or otherwise

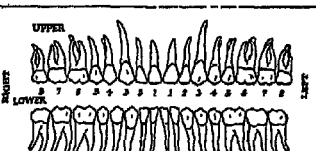
State of Wisconsin, }
County of _____ } ss.

I, _____ a legal practitioner of dentistry and dental surgery, and have graduated from _____ (Here state the dental college) in the year _____

I _____ of _____ High school presented _____ suit at my office on the _____ day of _____ 19__ on account of _____ (Here state the nature of injury to claimant)

2 From information received it appears that the manner in which said injury or accident was received was as follows _____

3 Describe the injury, giving the character, extent and complications. State specifically exact location of the injury and mark chart _____



4 Describe your treatment and operation, if any performed on claimant by you, on account of said injury _____

General remarks _____

STATEMENT FOR SERVICES RENDERED

Date	Services	Amount

(Kindly itemize your account.)
(If additional space is needed, use other side of this blank.)

I hereby affirm that the foregoing is true.

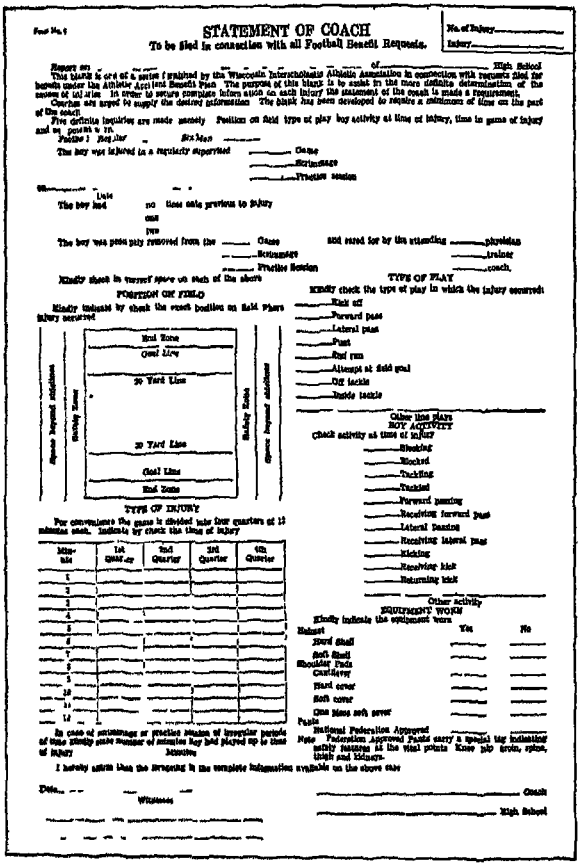
_____
(Print Name Here)

_____
Signature

FIGURE 57. Statement of Dentist Form (*Wisconsin*).

dividual policies for each student and payment is made directly to him. In Iowa there is also part payment of the student's premium to the Iowa High School Insurance Company by the Iowa High School Athletic Association.

Commercial athletic injury insurance. A few commercial insur-



Form No. 1

STATEMENT OF COACH

To be filed in connection with all Football Benefit Requests.

No. of Injury _____

Injury _____

Report on _____ of _____ High School

This blank is one of a series furnished by the Wisconsin Interscholastic Athletic Association in connection with requests filed for benefit under the Athletic Accident Benefit Plan. The purpose of this blank is to assist in the more definite determination of the causes of injuries. In order to secure complete information on each injury the statement of the coach is made a requirement.

Coaches are urged to supply the desired information. The blank has been developed to require a minimum of time on the part of the coach.

Five definite inquiries are made namely: Position on field, type of play, boy activity at time of injury, time in game of injury and equipment worn.

Position 1 Regular _____ Sub Man _____

The boy was injured in a regularly supervised _____ Game

_____ Scrimmage

_____ Practice session

On _____ Date

The boy had _____ no _____ time only previous to injury

one

two

The boy was promptly removed from the _____ Game and cared for by the attending _____ physician

_____ Scrimmage _____ trainer

_____ Practice Session _____ coach.

Kindly check in correct space on each of the above

POSITION ON FIELD

Kindly indicate by check the exact position on field where injury occurred

TYPE OF INJURY

For convenience the game is divided into four quarters of 12 minutes each. Indicate by check the time of injury

Minute	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

In case of scrimmage or practice session of irregular periods of time kindly state number of minutes boy had played up to time of injury _____ Minutes

TYPE OF PLAY

Kindly check the type of play in which the injury occurred:

_____ Kick off

_____ Forward pass

_____ Lateral pass

_____ Punt

_____ End run

_____ Attempt at field goal

_____ Off tackle

_____ Inside tackle

_____ Other line plays

BOY ACTIVITY

Check activity at time of injury

_____ Blocking

_____ Blocked

_____ Tackling

_____ Tackled

_____ Forward passing

_____ Receiving forward pass

_____ Lateral passing

_____ Receiving lateral pass

_____ Kicking

_____ Receiving kick

_____ Returning kick

_____ Other activity

EQUIPMENT WORN

Kindly indicate the equipment worn

	Yes	No
Helmet		
Hard Shell		
Soft Shell		
Shoulder Pads		
Cantilever		
Hard cover		
Soft cover		
One piece soft cover		
Pants		
National Federation Approved		

Note: Federation Approved Pants carry a special tag indicating safety features at the vital points. Knee pip, groin, spine, thigh and kidneys.

I hereby assure that the foregoing is the complete information available on the above case

Date _____ _____ Coach

Witnesses _____ High School

FIGURE 58. Statement of Coach Form (*Wisconsin*).

ance companies have become interested comparatively recently in athletic injury coverage. In most cases their schedules of benefits are similar to that of the Wisconsin plan. Their rates vary but, in general, range from $2.50 to $5 or $6 for the same schedule of benefits as in effect in state association-operated plans. Many old-estab-

lished casualty and liability companies have not been interested in entering the field of athletic injury insurance because of lack of experience and available data. This situation may be changed now that more accurate facts are being accumulated.[24]

Summary. In concluding this discussion on safety and sanitation in athletics and the consideration of accident benefit and protection plans, several significant developments should be noted. Greater protection is being given to students before practice or playing of athletic contests through safety and sanitation precautions. Also, there is a definite trend toward the assumption of greater moral or social responsibility on the part of schools by the establishment of athletic accident benefit and protection plans. These developments should aid in raising the standards of physical education and athletic programs and at the same time provide valuable experiences in health education for high school students in general, as well as for members of athletic teams.

It is interesting to consider the attitude of state directors of health and physical education on this matter. Considerable time was spent in discussing the development and growth of these plans at the twenty-first annual meeting of the Society of State Directors of Health and Physical Education, held at Seattle on April 19-22, 1947. It will be observed from the resolution adopted by this group that its members were interested not only in athletic accident coverage but also in the extension of such plans to include all school pupils.

WHEREAS, There is need for adequate insurance of all school children as well as athletes against accidents on playgrounds, athletic fields, and in the school building; and,

WHEREAS, Some states already have developed adequate and inexpensive coverage available to large numbers of students in the school; therefore,

BE IT RESOLVED, That the Society of State Directors of Health and Physical Education recommend consideration of such plans by the various states and encourage the state high school athletic associations that already have some coverage for athletes to consider a broader plan to include all children.

[24] The following commercial companies, with which the author is familiar, offer athletic injury insurance: Income Guarantee Company, South Bend, Ind.; Illinois Mutual Casualty Company, Peoria, Ill.; Central Casualty Co., Columbus, Ohio; Sportsman's Mutual Association, Washington, D. C.; Continental Assurance Co., Chicago, Ill.; and Security Life and Accident Company, Denver, Colo.

Chapter 12

ATHLETIC FACILITIES—LAYOUT AND MAINTENANCE

General and Indoor Facilities

In considering athletic facilities it will be assumed that the problems contronting those in charge of the athletic program deal chiefly with layout and maintenance rather than with construction. Separate treatment would be needed for the consideration of construction data and plans pertaining to the gymnasium, swimming pool, or stadium. Strictly speaking, these are engineering problems concerning which the physical education and athletic men in a school system should be sought for consultation. Experiences that they have had in teaching classes or in coaching teams, as well as observation of outstanding facilities in schools in which they have worked or visited, are the best sources of information to be passed on to architects or engineers.

Questions will be raised in schools with which physical education men are connected concerning the layout and dimensions of playing areas for different games. Also, information should be available regarding the most efficient methods of maintenance and repair of common athletic facilities. The presentation of information of this general type is the purpose of this chapter.

Size of playing areas. The minimum amount of space required for various games is well defined in the official rules books. In most cases, however, certain sports may be played under better conditions if more than minimum requirements in space are available. For example, it is desirable to allow for extra outfield space in baseball and softball. Indoor game areas, of course, must accommodate themselves to the gymnasium space available. In constructing gymnasiums, more than minimum rules-book recommendations

TABLE 14

COMPARATIVE AREAS NEEDED FOR VARIOUS SPORTS
(Ranked in ascending order of space required per player)

GAME	AREA PER PLAYER (Square Feet)	NO. OF PLAYERS	MINIMUM SIZE (Feet)	TOTAL AREA (Square Feet)
Volleyball	150	12	30 × 60	1,800
Handball (single wall)	170	4	20 × 34	680
Basketball (boys)	210	10	35 × 60	2,100
Badminton	220	4	20 × 44	880
Basketball (girls)	245	10	35 × 70	2,450
Softball (playground)	451	20	95 × 95	9,025
Soccer (girls)	1,300	22	120 × 240	28,800
Tennis	1,500	4	50 × 120	6,000
Field hockey	1,564	22	135 × 255	34,425
Soccer (boys)	2,250	22	165 × 300	49,500
Football	2,618	22	160 × 360	57,600
Baseball (hard)	5,000	18	300 × 300	90,000

should be allowed if possible, in order that spectators may be accommodated. This extra space also will make play safer because it will allow the playing area to be laid out so that the out-of-bounds areas are at a safe distance from walls or other obstructions. LaPorte[1] has compiled data concerning the areas needed for different sports as shown in Table 14.

Indoor playing facilities. However, once the gymnasium has been built, it is necessary to use the space as it is provided. Care should be taken to remove all possible hazards. Floors should not be allowed to become unsanitary or slippery. Special finishes for

[1] William Ralph LaPorte, *The Physical Education Curriculum* (prepared by The College Physical Education Association) page 40. Los Angeles: The Caslon Printing Company, 1937.

gymnasium floors are popular and some good ones are on the market. The floor should be thoroughly rinsed and dried before another coat of finish is applied. Regardless of the type of finish used

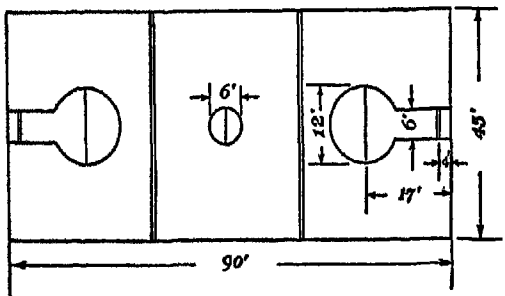


FIGURE 59. Basketball Court (Boys).

on the floor, it should be one that may be washed with soap and water. Caustics should be avoided. Arrange and inspect temporary bleachers so that they are safe for spectators, and keep them as far away as possible from side and end lines. Cover unused bleach-

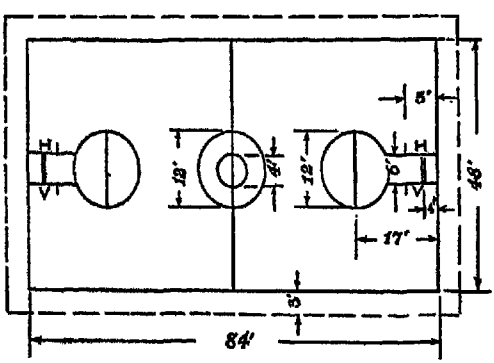


FIGURE 60. Basketball Court (Girls).

ers at the end of basketball courts with gymnasium mats. Keep scoring tables off the playing court. Cover lights with wire guards, paint gymnasium ceilings a light color, and keep the windows clean. Figures 59 to 66 show diagrams and court dimensions for boys' and

girls' basketball, volleyball, indoor baseball, badminton (singles and doubles), handball (four-wall and single-wall), and shuffleboard.

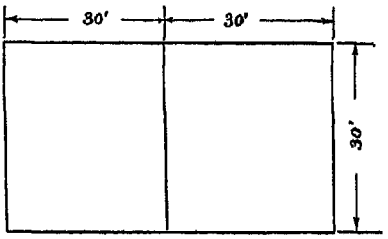


FIGURE 61. Volleyball Court.

Outdoor Playing Facilities

Many more athletic contests are conducted outdoors than indoors. Often it has been the case that when indoor athletic and physical education facilities have been constructed, outdoor facilities have

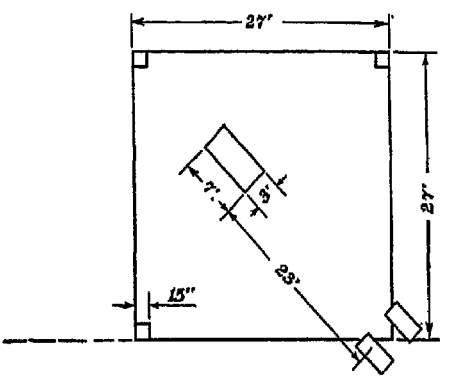


FIGURE 62. Indoor Baseball Diamond.

been built improperly or laid out incorrectly. Generally accepted minimum space requirements for various sports are indicated on page 327, together with dimensions and suggestions for construction of fields, diamonds, and track.

Football field. Generally it is desirable that a football field ex-

tend north and south so that punt and pass receivers do not have to face a late-afternoon sun. Since drainage of the field is of most importance, a gravel subsoil is the best base. Drainage tile, 4 or 5 inches in diameter, should be laid diagonally across the field every

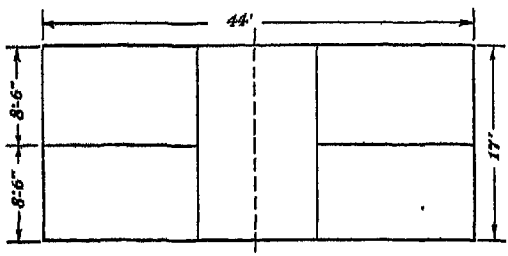


FIGURE 63. Badminton Court (Singles).

15 or 20 feet. Frequently these run into a drainage system encircling the gridiron and emptying into catch basins at each of the four corners of the field. The trenches holding the drain should be nearly filled with coarse stones so that water may quickly reach the

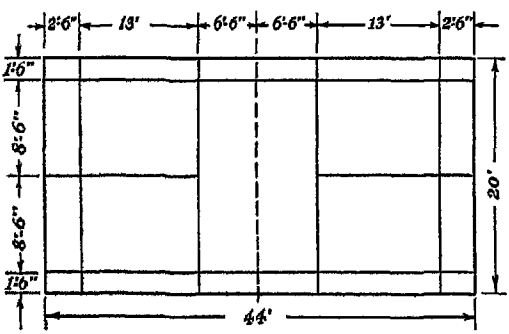


FIGURE 64. Badminton Court (Doubles).

tile. The field should have from 8 to 12 inches of loam topsoil and then should be sodded if possible. It is desirable from the standpoint of drainage facilities to have the field graded so that the center is about a foot higher than the side lines.

If a track encircles the gridiron, the curb should be low enough

so that it is not a hazard for football players who are thrown out of bounds. It is obvious, of course, that six-man football, soccer, field hockey, lacrosse, and speedball may be played on ordinary football gridirons with minimum changes in markings. Football

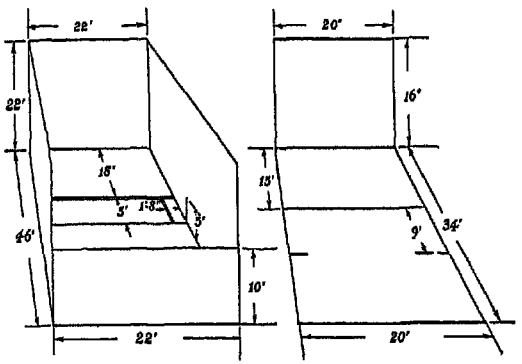


FIGURE 65. Handball Court (4-wall and Single-wall).

fields should be kept mowed during the season, watered if necessary and cut turf replaced. Practice should not be held on game gridirons if avoidable. (See Table of Maintenance Directions for Athletic Fields, page 342.) Figures 67 to 72 show diagrams and dimen-

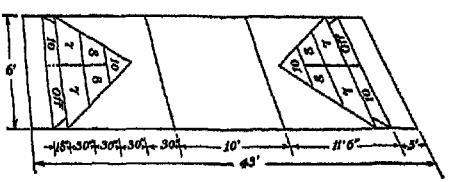


FIGURE 66. Shuffleboard Court.

sions of playing areas for football (eleven-man and six-man), field hockey, lacrosse, speedball, and soccer.

Baseball field. Often it is necessary to locate the baseball diamond on part of the football gridiron because of lack of space for separate layouts. This practice is not recommended where it may be avoided, for the reason that a track often is built around the football

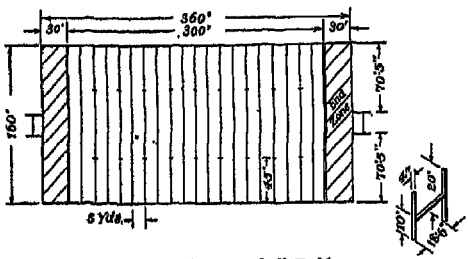


FIGURE 67. Football Field.

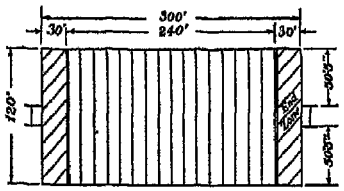


FIGURE 68. Football Field (6 Man).

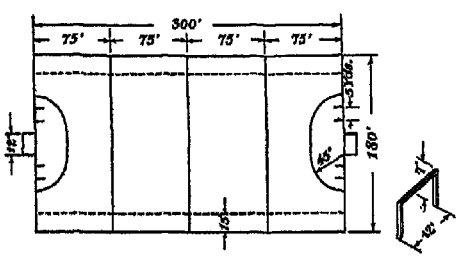


FIGURE 69. Field Hockey.

field, and a conflict arises because baseball and track both are spring sports. Also, the recommended grading of the baseball diamond and preparation of a "skinned" infield, if one is used, do not fit in well with gridiron construction. Drainage for the baseball field should be virtually the same as for the football playing area. Sometimes it is desirable that tile be placed directly under the base lines because they are used most and also because they may be a trifle lower than the remainder of the infield, especially if it is sodded.

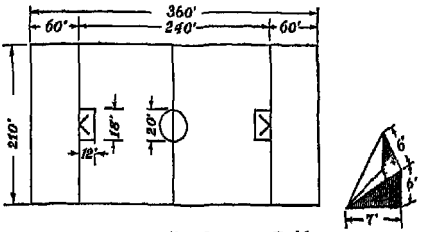


FIGURE 70. Lacrosse Field.

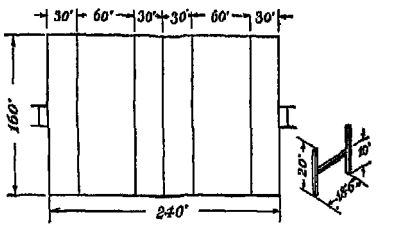


FIGURE 71. Speedball Field.

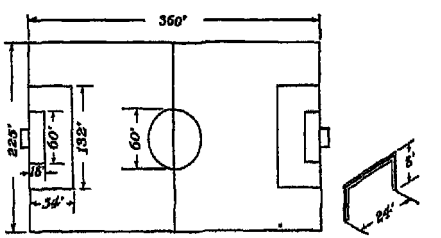


FIGURE 72. Soccer Field.

If the diamond is laid out so that the direction from home plate to first base is due west, a minimum number of players will have to face the sun. The batter will be facing the sun but he does not have to look at high balls, and only the catcher is called upon to do so when going after high foul balls. There is, however, a difference of opinion in the major leagues as to the general direction scheme for layout of baseball diamonds. Often the field is arranged in major league parks so that spectators, rather than players, do not have to face the sun.

Usually home plate should be slightly higher than the surrounding area, sloping to infield level in 6 to 8 feet. The plate itself should be flush with the ground. The pitcher's box may be no more than 15 inches above the base-line levels and must be on a gradual, sloping mound. The pitcher's and batter's boxes, because of their hard usage, should be of clay mixture in order to be firmer than other parts of the field. Of course they must receive extra protection if it rains because they become sticky sooner than other parts of the infield. If the entire infield is bare, it should be kept absolutely smooth. Roll it every day, raking lightly, if necessary. A large street brush or heavy wire-mesh screen may be used for grading purposes. Such care will "soften" ground-hit balls and make them bound truer. If the infield is covered with grass, it should be watered daily and kept mowed. Grass should be removed from an area of 10-foot radius around home plate. Usually a comparatively small oval or circular area around the pitcher's box is without grass. A path 2½ feet wide between home plate and first base and between home plate and third base should be devoid of grass. As much area as is desired, in addition to the base lines, between first and second base and between second and third base may be "skinned." This includes the area on which the infielders usually play. Minimum distances of 300 feet from home plate to obstructions down the first- and third-base lines are recommended. Figures 73 and 74 show diagrams and dimensions of a baseball diamond, baseball home plate and batter's boxes, and a softball diamond.

The track. As stated previously, the track often encircles the football field. In such cases drainage for the two is the same. Sometimes a string of tile is laid under the curb. In other instances tiles are laid under the center of the track itself below the so-called cushion layer. Crushed rock should form the bottom of the track, about 2 feet below the surface. A layer of coarse cinders, rolled on top of the rock, furnishes the next layer. Fine, hard cinders are next, with a top surface of equal parts of clay or loam and fine, hard sieved cinders. The track should be kept rolled and sprinkled regularly. A 25- to 35-foot width for the track is recommended. High-jump and pole-vault pits should be 14 to 16 feet square, with approaches on either side. The broad-jump pit ought to be 25 feet long and 6 to 8 feet wide and be filled with a good grade of beach sand. The high-jump and pole-vault pits should be filled with shavings, saw-

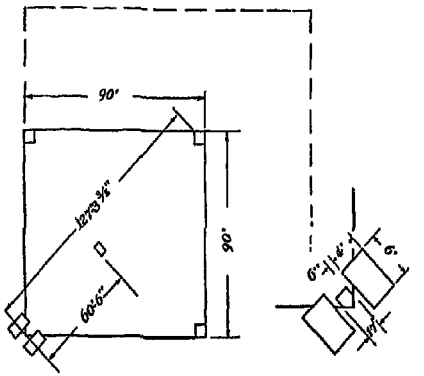


FIGURE 73. Baseball Diamond, with Home Plate and Batter's Boxes.

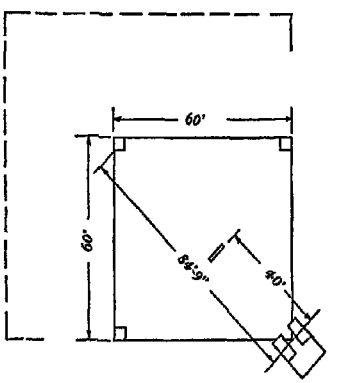


FIGURE 74. Softball Diamond.

dust, or a combination of the latter and sand (2 parts of sand and 1 of sawdust). To lessen the shock in landing, a false bottom in the pole-vault pit may be made of planks 18 to 20 inches below the surface. In general, the shot-put area needs no special construction, except that the event should not be conducted on the football playing field. Since the discus and javelin areas are located on the regular gridiron, they need no specific consideration.

A track and field layout separate from the football gridiron was completed a few years ago at Michigan State College, East Lansing. Some special features of the arrangements are listed below, inasmuch as the arrangement is outstanding and, according to Director Young,[2] "was built according to the best information obtainable."

1. The track is 35 feet wide at all points, permitting eight to twelve individual lanes.

2. Each of the two straightaways is 250 yards long. The oval part of the track is 440 yards.

3. It has "railroad" curves of 104 feet radius. Each curve and

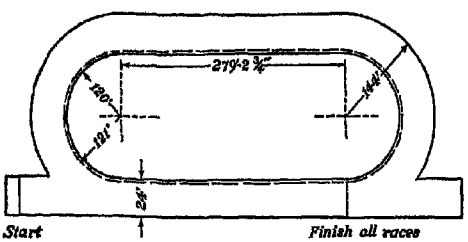


FIGURE 75. Quarter-Mile Track.

straightaway is approximately 110 yards.

4. Catch basins are staggered on both sides of the track every 35 feet, 3 feet from the curb.

5. All six field events are laid out with permanent runways, pits, rings, and the like, in the infield in such a way as to permit the holding of all field events simultaneously. Warm-up runways, pits, and rings, are located between the two straightaway legs.

6. The broad-jump and pole-vault pits are approached by runways from two directions.

7. The high-jump pit is in the center of an 80-foot circle.

8. The javelin runway is built of cinders and is 75 feet by 25 feet.

9. The running track, field-event runways, circles, pits, and landing areas are 3 inches higher than the adjacent level of the field to provide drier conditions in wet weather.

[2] General information regarding Michigan State College track furnished by Ralph H. Young, Director of Athletics

10. The pole-vault landing pit has a false bottom of plank 2 feet below the ground level for extra "give."

11. Portland cement was mixed with the top dressing of cinders and clay for the field-event rings and runways, in order to provide for better wear.

12. Portland cement was mixed with the top dressing for the shot-put landing area in order to provide a hard landing area so the competitors may be given the maximum credit for their efforts.

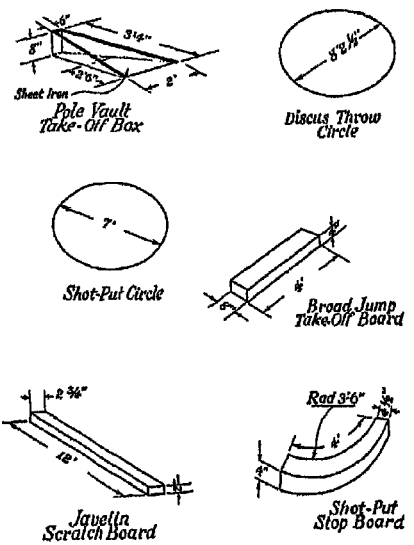


FIGURE 76. Track and Field Equipment.

13. There are two separate rings for meet competition in both the discus and shot.

14. The pole lane is used only for the distance events. The dash and hurdle races are held in the lanes farther away from the pole.

15. The top dressing for the running track is a mixture of 2 parts of fine cinders to 1 part of black soil. The soil is a loam containing about 15 per cent organic matter. This type of soil has excellent resilient binding qualities and will not bake like clay.

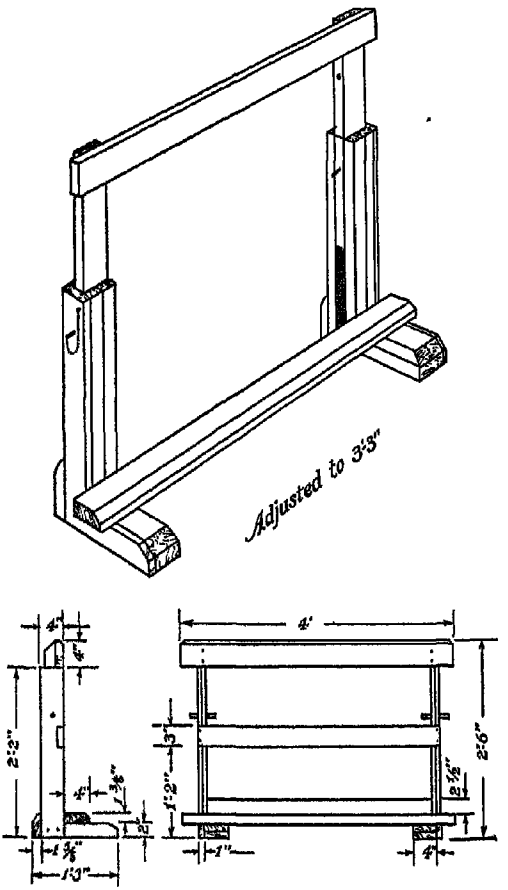


FIGURE 77. L-Type Hurdle and Details.

16. The stands are placed 25 feet from the track at an angle to the straightaway.

Figures 75 to 77 show diagrams and dimensions of a track, shot-put circle, shot-put stopboard, broad-jump take-off board, discus-throw circle, javelin scratch board, a pole-vault take-off box, and an L-type hurdle, with details.

Tennis courts. Tennis courts with the greatest utility are made of concrete[3] or asphalt. There is practically no upkeep cost to them,

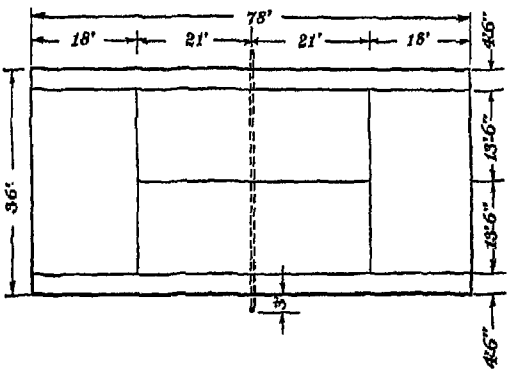


FIGURE 78. Tennis Court (Doubles and Singles).

they may be used much more extensively than other types, and it is practically impossible to damage them. From an ideal playing standpoint the clay court is most desirable. Adequate drainage of clay courts is essential. The court itself should slope at about a 3-inch grade from the net to the back line. There should be a coarse gravel or stone base of approximately a foot in thickness, below which should be placed drainage tile. Six to eight inches of heavy clay should be rolled on top of the base. If necessary, light sand may be sprinkled on the clay. A calcium chloride preparation improves playing conditions and preserves the clay. Figure 78 shows a diagram and dimensions of a tennis court.

[3] The Portland Cement Association, Chicago, furnishes a complete pamphlet and drawings for the construction of concrete tennis courts free of charge.

Seeding and Maintenance of Athletic Fields

Seeding of athletic fields and their care will depend upon the section of the country in which they are located. Soils also are an important factor in determining the procedure to be followed. It should be realized that more attention must be given an athletic field than to an ordinary lawn or campus because of the much harder usage it receives. In general, athletic fields must be continually "built up" by the most approved methods. Wherever possible there should be separate practice and playing fields in order that the game field may be saved as much abuse as possible. As a general guide to those in charge of athletic fields, Tables 15 and 16, which give concise directions, are reprinted on pages 341 and 342.

Outdoor Lighted Areas

Despite improved lighting facilities there still is considerable argument for and against outdoor athletic contests being held at night under lights. Many people feel that, generally, football and baseball games or track meets are better events if held in the daytime. In some situations, however, it has seemed necessary to hold these contests at night. An increasing number of schools have become interested in the cost, construction, and possible uses of lighted fields as well as in the opinion of schoolmen whose teams have played under the lights. Recently the author conducted a survey of night football in a number of schools in Ohio, Pennsylvania, Kansas, and Michigan. A summary of the information obtained from a half dozen schools in each state is indicated in the following paragraphs.

The common construction practices followed in lighting fields are: (1) from 4 to 8 poles are used on each side of the field, with 5 or 6 being the most common number (towers are used in some instances); (2) poles run from 40 feet to 85 feet high, with 60- to 70-foot poles used most; (3) the most recent practice seems to be that of using single lights in single reflectors, with several reflectors (6 to 12) on each pole: (4) the better lighted fields seem to have from 10-12 to 15-18 foot-candles on the playing field; (5) attention is given to lighting fences, entrances, exits, and spectator stands.

Purposes other than football for which lighted fields were reported in use were: (1) commencements; (2) band concerts, festivals; (3)

TABLE 15

ATHLETIC FIELD SEEDING DIRECTIONS[4]

Sport	Soil	Drainage	Grasses (Never any Clovers)	Reseeding
Football and Soccer	Medium to light	1% surface and underground	Mixture of fescue, bluegrass and creeping bent	February, March, or April
Baseball	Medium to heavy	Pitcher's box not over 10 in. above bases provides surface drainage; underground drainage usually needed.	Infield good proportion of bent with fescue, bluegrass; outfield possibly without bent, to lower cost	September, October
General Playgrounds	Medium to heavy	½% surface may be sufficient	Mixture of fescue and bluegrass predominating	September, October, or early spring
Lawn tennis	Medium to light	½% surface and underground	Same as for football	September
Polo	Medium to heavy	½% surface; underground with main line laid just outside playing field on low side of field	Mostly fescue with bluegrass and bent	September, October
Bowling greens	Medium to light	Facilities for rapid underdrainage; cinders sand in ditches	Creeping bent with fescue and bluegrass	September, February, March
Croquet	Medium to light	Good underground	Fescue and bluegrass with bent	September, February, March

[4] Reprinted from the manual "Campus and Athletic Field," 1932, page 62, by permission of O. M. Scott & Sons Co., Marysville, Ohio.

blossom-week pageants; (4) softball games; (5) annual sports-day programs; (6) baseball games; (7) track meets; (8) winter skating; (9) physical education demonstrations; (10) boxing exhibitions; (11) soccer games; (12) school reviews; (13) church pageants; (14) May Day festivals; (15) Boy Scout pageants; (16) fraternal

TABLE 16

ATHLETIC FIELD MAINTENANCE DIRECTIONS[1]

Sport	Rolling	Mowing	Fertilizing	Special Treatment
Football and Soccer	Early spring; possibly light treading or rolling after each game to press roots into ground	Long (1½ in.) except during season	Early spring and possibly light summer applications	Replace loosened turf after each game
Baseball	Early spring	Short during season but let go into winter with 3 or 4 in.	September or early spring	
General playgrounds	Early spring	Long—2 to 3 in.	September or early spring	
Lawn tennis	Early spring, possibly lightly during season	Same as for baseball	September and early spring	If soil packs, spring dressing of powdered charcoal, 150 lbs. to 1000 square feet
Polo	Early spring	Long	September or March	After play replace torn places. Fill bare spaces with topsoil and seed
Bowling greens	Early spring	Same as for baseball	September and early spring	Charcoal as for tennis courts
Croquet	Early spring	Same as for baseball	September and early spring	Charcoal dressing in early spring

[1] *Ibid.*, page 83.

festivals; (20) county fairs; (21) Halloween celebrations; (22) outdoor motion pictures.

The schools included in this survey were virtually unanimous in indicating that there was no difference in the number or severity of injuries received in night football as compared with the daytime game.

Some interesting comments concerning night games were received from schoolmen who sent in reports. A few of them are listed anonymously.

We are satisfied that night football is not so good as day football, but from a financial standpoint and public relation angle it really is a fine thing. Our town is really strong for it and it presents a fine chance to keep the school before the public.

We are quite enthusiastic about night football here. From a standpoint of spectators it is much superior to the daytime affair since more of the businessmen and more stable people of the community may attend without neglecting their business.

Our student body, faculty, townspeople, and team are very enthusiastic about night football. Lights for night tennis were well received by our people last summer so we followed with night football. In not more than three years the increased profits will pay for the lights.

Generally speaking, I would prefer by all means to play football in the daytime rather than at night. However, I believe we can say that the playing conditions at night are as good, or may even be better, than on a hot September or October afternoon. With the experience of two years of playing football I see no reason why such games, properly administered, can be any more injurious to high school boys than day games. Night football games also generally reduce practice periods to four days per week. This may have advantages as well as disadvantages as far as players are concerned.

Night football, in my estimation, is one of the greatest forward steps made in the past fifteen or twenty years. We used to play our games on Friday afternoon and it meant that our school work on Friday didn't amount to very much. Now we have school the full five days a week. I am very much sold on night football.

I was opposed to night football for many years because I attended several games and was uncomfortable all evening. (I have since bought a suit of long underwear.) I objected to our night trips. That is now past history. Last week about 2,000 of our townspeople accompanied our team to a neighboring town fifty miles distant and I was fearful of the discipline problem. There just wasn't any. At home our crowds are well policed and are easier to handle under the lights than in the afternoon. Night football is much superior to day football as long as the weather is favorable. Then, too, we schoolmen can attend some college games now.

I am not enthusiastic over night football for the following reasons: (1) places scholastic athletics more and more on a commercial basis; (2) students do not receive the benefit of sunshine and fresh air. Usually the weather is cold, damp, and foggy in this locality at night.

I feel that night football should be abolished because the air is harder to breathe. Players are always playing on the ground which is wet and there are more colds among them. It has taken the glamor from the game and commercialized it to such an extent that many problems are arising that otherwise would be eliminated.

. . . Our boys look forward to night games with a little extra enthusiasm. . . . My personal attitude toward night football is that I would prefer to play on Saturday afternoons unless it came to a question of having to make more money in order to continue the sport. Under those conditions I would be perfectly willing to play our home games at night. My preference is slightly in favor of the daytime game.

My impression over three years has been that night football offers a single advantage. It is possible for more adults to attend the games, and consequently the receipts may be somewhat increased. On the other hand, I think several rather serious disadvantages attend night games: (1) adds to an already undesirably large number of night activities; (2) greater difficulty in controlling the student body at night games than at day games; (3) a serious automobile problem is presented. I know of no situation in which I have seen as wild and reckless driving as that following the few night football games I have attended.

From our coach we have the following advantages and disadvantages in relation to night football: Advantages—larger crowds; less interference with school work; boys like to play at night; coaches may see and scout other games. Disadvantages—visiting team may be handicapped by lights; difficult for boys who wear glasses during day to adjust eyes to lights at night; visiting teams travel late at night and if a doctor is needed on return home it is difficult to get one; large high school crowds follow team and crowded cars present a real danger in relation to number of accidents which might occur.

I like the game better in the daytime because of better light but have no serious objections to night games. I haven't noticed any mistakes that could be attributed to poor light. Night games are a novelty to our boys and they get a kick out of them. There may be some objections to having the students following the team at night but we did not have any trouble, although about 150 of our students accompanied our team on a recent out-of-town game. We are very glad to play schools at night if they think it is to their advantage financially to do so.

In 1945 Floyd Rowe, then Directing Supervisor, Bureau of Physical Welfare, Cleveland Board of Education, made a survey of reactions to night football by representative schoolmen he contacted. This survey summarizes the subject under four general headings, from which he makes several significant conclusions.

1. Have you had experience with night football?
   81% Yes—of those replying
2. As an athletic event, what is your reaction to it in terms of:
   a. Size of crowd
      75% reported larger
      25% reported *much* larger
      One reports 500% increase
   b. Ease of handling crowd
      55%—no difference
      45%—slightly more difficult
   c. Conduct of pupils following games
      40% report more difficulties
      40% report same as for day games
      20% report "Noisy but not destructive"
      "We have no complaints"
      "Could be improved upon"

Under Comments on Question 2 are the following:

"Night high school football is a fine community activity"

"The Baltimore Board of Education is building three more (two now in use) lighted athletic fields"

"Would favor night games if receipts were the same as a public relations proposition"

3. Do you think night football is justified educationally?
   53%—Yes
   47%—No

Comments:

"No difference educationally"

"Financial returns much greater. Can spend increased funds on other school activities"

"Night football provides opportunity to stress importance of sportsmanship and it has worked"

"Night football is accepted as exploitation—which may be justifiable"

"Tends to commercialize and professionalize the contest"

4. If you have not had direct experience with night football, are you contemplating equipping fields for night football?
   30%—No
   70%—Yes

If so, why?

a. Desire of schools for financial return?
   50%—Yes
   30%—Partly
   20%—Incidental, but pleasing

b. There is no evidence that night football is being promoted by the makers of lighting equipment.

c. There are two educational values mentioned:
   (1) Same as day football, and

(2) Less interference with classes

Conclusions:

On the whole, the questionnaire results simmer down to:

1. Highly increased receipts
2. More difficult to control actions of spectators, particularly following the game
3. Good community relations promoted, as parents can attend with children
4. Night football has not been promoted by sales pressure of manufacturers
5. Educational values same as for day programs, plus the fact that night games interfere much less with the regular school program

The following is an added thought not brought out directly by any of the replies. The duty of the schools is to educate for living and life. Does our responsibility for educating for proper behavior cease at sundown or any other particular time? If it does not, then night football is just another laboratory for the educator to use in the general educational program.

Most schools have night basketball as an accepted part of the program. Why not night football?

Although the information in this investigation may not be all-inclusive, it does show, among other facts, that increased revenue is a definite outcome of the night game in virtually every instance. If this factor is of sufficient importance to a school to overshadow other possible disadvantages, then games under the lights are justifiable. Apparently, new problems may be added and others eliminated. It is a matter of adjustment. Night contests not only in football but also in baseball, softball, track, tennis, hockey, and skating seem to be here to stay. Many schools have installed their lighting systems in cooperation with city recreation departments and consequently get much greater use of them at a considerable reduction in outlay.

Chapter 13

INTRAMURAL ATHLETICS

Place in the Program

This chapter will concern itself with the place of intramural athletics in our schools, consideration of some of the objectives to be realized from the intramural program, and presentation of the major policies involved in it. Attempts will be made to point out suggestions to be kept in mind in the administration of intramurals in high schools.

Intramural vs. interschool athletics. The word "intramural" means "within the walls"; therefore, intramural athletics are athletic activities conducted within a school itself as contrasted with athletic contests played between two or more schools. There is no conflict between properly conducted programs of intramural and interscholastic athletics; in fact, they both are a part of the same program. Each group of activities should be complementary to the other. Each has a place in the school program; each may be defended educationally; and each offers opportunities not necessarily possessed by the other.

Intramural activities form the basis of all athletics. All students should have the opportunity to compete regardless of their degree of skill. They have an inherent right to play or to attain self-expression through intramural games. As part of the physical education program of a school, intramurals should receive the major attention of those in charge of the department. Primarily, intramural competition is for the contestants themselves. Of course, this purpose also is the major objective of interschool athletic competition; yet there are school, student spectator, and community interests that must be given consideration as well. The intramural program should be set up so that the boys and girls themselves may play the

games in which they are interested individually. They also should have the opportunity to learn new games and, as a result of having learned them, to acquire new skills and new interests.

Interschool athletics by their very nature are more selective than intramurals. This is not an indictment against the former if all the facts are kept in mind. Under no circumstances should a school consider that its interscholastic athletic program is a legitimate substitute for intramural games. As stated previously, each serves different purposes and achieves different ends. Intramural athletics may be likened to the general courses that must be taken because, by so doing, students lay the groundwork for other activities and interests. So it is with intramurals.

The intramural athletic program may be viewed in another way. When a student engages in intramurals, which should be under the direction of the physical education department of a school, such participation may be likened to taking part in general courses such as music, debating, public speaking, and dramatics. Out of these general courses the more proficient students are selected to make up the bands, orchestras, and choruses of the school, as well as the debaters, public speakers, and the actors in school plays. They all have been grounded in general fundamentals through the course they have taken. Then, those who show greater skills than others or who possess greater aptitudes or natural abilities are selected for further training and often become their school's representatives if competition in any of these activities is a part of the school program or policy. Ideally, that is the way the athletic program should work. The interscholastic athletic program should represent the training program for those individuals in a school who are most proficient in particular sports. It should be the outgrowth, not the antecedent, of the intramural program, which should have as its objective the teaching of many games whereby new skills are taught to all the boys and girls in a school. In both instances students will have had the chance to play, which is the most important consideration.

To carry the analogy further, interscholastics very properly may be considered in the light of the elective courses allowed in the school's curriculum. Certain students, very naturally, are more proficient in athletic activities than are other students. They should be allowed to continue their athletics by means of interschool competition. The entire athletic policy, therefore, very easily may be

in complete harmony with general objectives of the school program. Intramurals provide the opportunity for play experiences for all. Interscholastics allow for selection and concentration on comparatively few students as far as instruction is concerned, but there are consequent benefits in interests, activities, and sportsmanship opportunities which may be realized by the student body as a whole. The important thing in the school program policy is to be certain that one activity does not crowd out or overshadow the other. Each should have its proper degree of emphasis; the problem is to find and maintain it. In many instances there is no need to de-emphasize interscholastic athletics but rather to build up and give proper emphasis, attention, and recognition to the intramural program. Make intramurals attractive and worth while and they will pay big dividends in interest on the part of the great mass of high school students who merely want a chance to play.

Brammell points out that intramural and interscholastic athletics need not necessarily conflict.[1]

> There is no necessity that intramural athletics be carried on in conjunction with interscholastic athletics; neither is it true that both types of athletic activity cannot prosper within a single school. The purposes of each, however, are distinct, although they should both contribute to the larger objective of pupil recreation and health. Intramural athletics are organized specifically for the purpose of extending the opportunity—and the delight—of participation in sports to all pupils within the school. Intramural athletics, rightly conceived, are directed for the benefit of the student body as such, impartially and completely.

This view is a logical and defensible one to take because it may give the chief emphasis to the intramural program. That is as it should be if there is any conflict between the two because, when only one program is possible in a school, it should be the one which reaches the greater number of students. In virtually all instances, however, it should be possible for both intramurals and interscholastics to be included in the general program.

World War II showed us conclusively that physical education and intramural programs in our high schools and colleges had failed miserably in teaching a variety of games and skills. True, we found

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[1] P. Roy Brammell, *Intramural and Interscholastic Athletics*, U. S. Department of Interior *Bulletin* No. 17, *Monograph* No. 27 (1932), page 10.

many men who came into the armed forces who knew how to play, and could intelligently watch, football, basketball, and baseball games. However, many more could watch than could play these games. As far as other athletic activities were concerned, even mass games of low organization were generally unknown. During periods of basic or recruit training in the armed forces many opportunities were offered to men and women to engage in athletic competition. Those who had had intercollegiate or interscholastic competition usually did. But this number was small compared to the number who did not play. Why? Because they did not know the games or failed to possess the elementary skills necessary to play them. It was indeed sad to see several hundred men at a training center participating in organized games and then to observe that there were several times this number standing idly around *because they did not know how to play.* In most cases these men and women could have learned something about games and their attendant skills if our school, college, and recreation programs had been organized and administered correctly and had included broad physical education and intramural activities. As a result of intramurals it is possible to make more and better participants as well as better informed spectators.

General Intramural Objectives

As schoolmen came to realize that interscholastics did not achieve all the possible objectives in athletic competition, the development of intramurals began. This phase of the program also has been given great impetus as a result of the attention which it has received comparatively recently in our teacher-training institutions. Men and women graduating from them have been prepared for the handling of intramurals and the establishment of necessary objectives. It is obvious that play for the masses will not be on so high a level of skills in intramurals as in interscholastics. The games to be included, therefore, should be selected in accordance with some of the following criteria:[2]

The activities should be easily learned, interesting to students and adapted to average facilities. They should not require elaborate equipment or prolonged conditioning. Team games as well as individual sports should be promoted and all should be physically wholesome.

[2] J. F. Williams and W. L. Hughes, *Athletics in Education*, page 109. Philadelphia: W. B. Saunders Company, 1931.

The intramural program must appeal to the student, and the opportunity to play must be the objective most obvious to him. Among other objectives usually advanced for intramurals are the following:

Health. The activity must be healthful in nature. The objective of any activity should be consistent with the first of the cardinal principles of education and contribute to its realization. The same general principles regarding safety and sanitation should obtain for the intramural program as apply to interscholastic athletics. Since there should be many more students participating in intramurals than in interscholastic athletics, the opportunity exists for teaching much more both in immediate and long-range health-education programs. Insist on compliance with common-sense safety and sanitation standards. (See Chapter 11, pages 271-325.)

Leisure time and recreation. Physical activity should consume a part of one's leisure time. The opportunity to participate in sports and games in school may open an avenue to a wise selection of use of leisure-time and recreation activities both during school days and afterward.

Development of citizenship. In athletic games, interscholastic and intramural, life situations develop that may aid in helping students adjust themselves to the social order in which they live. The realization of a group spirit which results from team competition is a valuable experience to participants. It teaches responsibility as well as cooperation. Sportsmanship, fair play, truthfulness, and courage are attributes of citizenship that may be realized from intramural competition.

Social contacts. In both large and small schools, friendships are inevitable and invaluable. A broad friendship list is desirable during the adolescent and preadult periods. Intramurals offer an additional opportunity for realization of this objective. Washke states this very well.[8]

Participation in intramural athletic sports has socializing values which are not always fully recognized by school people. It is generally recog-

[8] Paul R. Washke, formerly Assistant Director of Intramural Sports, University of Michigan, now Professor of Physical Education, University of Oregon. This quotation appeared in School of Education *Bulletin*, University of Michigan, March, 1930, and was entitled "The Socializing Effect of Intramural Athletics."

nized that the "varsity" athlete develops a companionship with his fellow teammates and perhaps with his opponents in rival schools, but the number participating in the socializing experience is comparatively small. The intramural player, however, engages in many sports, participates in various contests, and establishes friendship with a large number of fellow players and opponents in his own school. In intramural sports the establishment of cordial social relations among opponents, officials, and the few interested spectators is practically inevitable. . . .

Most school administrators would do well to make greater use of their play facilities for promoting intramural sports as an aid in attaining the social objectives in education. If people play together, they will doubtless be better able to work and live together, in and out of school.

Most of the recent criticism of athletics is really not criticism of the athletic activities. It is aimed at the administrations which place a premium on the determination to win. In intramural sports the urge to defeat opponents is materially lessened, and the realized objectives become "sports for sports' sake" and "athletics for all."

Development of interest and skills. Usually one enjoys doing best those things which he does well. Especially is this true in athletics and recreational activities. The intramural program gives a student the chance to discover and develop his skills. With these discoveries and developments there is bound to be a more permanent interest in many more activities than otherwise could be the case.

Pleasure in playing. The intramural program has little or practically no value if there is not genuine pleasure in the competition it affords. Games and activities should be of varied types so that different interests of students may be served. Make the program afford joyous participation. Special attention should be paid to the inclusion of as many individual sports as possible in the intramural program. This feature is important because it will give the student who is not especially team-minded an opportunity to participate. In this connection, it should be kept in mind that many of us have the time and chance to engage in activities or hobbies only when we are alone or with comparatively few others present. Most highly organized team games offer little chance for participation after high school or college.

Academic standing. There is no definite proof of high correlation between athletic prowess and academic or scholastic standing. In fact, the opposite sometimes is claimed to be more obvious. Neither premise is entirely correct. It is safe to say, however, that wholesome, well-directed athletic activity is a contributing factor to good

health. It is also reasonable to presume that an alert body and mind will make for better academic work. Intramurals, therefore, can have a part in this general situation and at the same time be enjoyable experiences for participants.

Integration with the physical education program. Intramurals should be a part of the physical education program. There should be definite correlation between the skills in physical education classes and in intramural games and contests. It is important, however, that intramural athletics be elective, because the student should want to participate in the activity instead of being forced to do so. The physical educator's problem is to make the intramural program one of such varied and interesting activities types that students are attracted to it because they want to play. In reality, the learning may be incidental but the playing should be basic.

Relation with the interschool athletic program. As stated previously, the interschool program should be the outgrowth of the intramural program. When this is realized, each is a contributing factor to the success of the other. Inevitably, varsity players will be discovered through their intramural competition. Thus, varsity competition may be the goal of some who take part in intramural play, but it should not be the dominant one.

Administration of Intramural Athletics

Some of the major problems involved in the administration of an intramural athletic program are discussed briefly below. Naturally, the administrative details will vary according to the size and plan of organization of the school itself. They will be quite different in a school of a hundred students or less from those in a school with several hundred to a few thousand. Further, available facilities and faculty personnel will be most important factors.

Responsibility. Preferably, whoever is in charge of the intramural program should not have the major responsibility of coaching and interscholastic team. In a small school in which this policy may not be feasible, the faculty member in charge should be impressed with the fact that the intramural program is of equal importance with the interscholastic competition. The purpose in recommending that the person in charge of intramurals not be a major interscholastic coach is to ensure that interscholastic interests will not overshadow intramurals. It is advisable to have an intramural athletic council in a school, with a substantial number of its member-

ship composed of students. The principal and the director of intramural athletics should be permanent council members, with one or two additional faculty members who serve for annual or staggered two-year terms. The intramural director should be the executive in active charge of the program. He should be a member of the physical education staff, if possible, and be aided by faculty and student manager assistants.

Organization. Units of organization will vary with individual schools. Class, homeroom, gymnasium class squads, clubs, color groups, study groups, and the like, are possible units to serve as a basis for competition. Wherever possible, competition should be based on other than class teams, to ensure greater equity in competition. Often it is desirable to select teams using a coefficient involving an age, weight, height, or grade combination, or some one of them. Equal strength of teams is almost essential to the success of intramurals just as it is in other types of competition. As far as possible the intramural program should be a part of the school-day program. Many times an activity period during the day can be utilized for the playing of intramural contests. Noon-hour periods may be used for the less strenuous activities, and in some cases the school day may be lengthened by the addition of an extra class period. Evening, Saturday, and late-afternoon periods usually are not satisfactory.

Program of activities. Following are lists of seasonal activities from which selections may be made:

SENIOR HIGH SCHOOL BOYS

Fall

Archery	Golf	Speedball
Cross-country	Horseshoes	Swimming
Football	Playground ball	Tennis
Football field meet	Soccer	*Touch football*
		Volleyball

Winter

Badminton	Handball	Skiing
Basketball	Ice hockey	Swimming
Bowling	Ping-pong	Track activities
Boxing	Relay carnivals	Twenty-one
Fowl shooting	Shuffleboard	Water polo
Gymnastics	Skating	Wrestling

Spring

Archery
Baseball
Golf
Horseshoes
Softball
Swimming
Tennis
Track activities
Volleyball

SENIOR HIGH SCHOOL GIRLS

Fall

Archery
Deck tennis
Fieldball
Field hockey
Golf
Handball
Horseshoes or quoits
Newcomb
Softball
Soccer
Speedball
Swimming
Tennis
Volleyball

Winter

Archery
Badminton
Basketball
Bowling
Deck tennis
Fencing
Foul shooting
Handball
Ping-pong
Quoits
Shuffleboard
Skating
Skiing
Stunts
Swimming
Twenty-one

Spring

Archery
Deck tennis
Fieldball
Field hockey
Golf
Handball
Horseshoes or quoits
Hurdles, 17 to 24 in.
Newcomb
Softball
Sixty-yard dash
Soccer
Speedball
Swimming
Tennis
Volleyball

JUNIOR HIGH SCHOOL BOYS

Fall

Archery
Golf
Horseshoes
Softball
Soccer
Speedball
Swimming
Tennis
Touch football
Volleyball

Winter

Basketball
Boxing
Foul shooting
Gymnastics
Handball
Ice hockey
Ping-pong
Shuffleboard
Skating
Swimming
Twenty-one
Wrestling

Spring

Archery	Horseshoes or quoits	Tennis
Fieldball	Newcomb	Track activities
Golf	Softball	Volleyball
Hit-pin ball	Swimming	

JUNIOR HIGH SCHOOL GIRLS

Fall

Archery	Horseshoes or quoits	Paddle tennis
Fieldball	Kickball	Schlagball
Golf	Kick-pin ball	Swimming
Hit-pin ball	Newcomb	Tennis
		Volleyball

Winter

Archery	Ping-pong	Skiing
Basketball	Quoits	Swimming
Foul shooting	Shuffleboard	Twenty-one
Newcomb	Skating	Volleyball

Spring

Archery	Horseshoes or quoits	Schlagball
Fieldball	Kickball	Swimming
Fifty-yard dash	Kick-pin ball	Tennis
Golf	Newcomb	Volleyball
Hit-pin ball	Paddle tennis	

Eligibility. In general, there should be as few as possible, and preferably no, eligibility regulations in effect for participation in intramural athletic activities. The only exceptions might be those pertaining to violations of discipline rules of the school and the requirement that all contestants must have successfully passed physical examinations. In no sense of the word should rules of scholastic eligibility, as they apply to interschool games, be effective for intramurals. Such a policy would defeat the aim of having as nearly 100 per cent participation as possible. Individuals who are varsity-letter winners in one sport should not be allowed to compete in intramurals in that activity unless their participation does not prevent any other high school student from taking part in that sport. At the same time, intramural competition should be equitable.

Awards. It does not seem necessary or desirable that individual

awards be given for intramural competition. In intramurals the competition should be for the pleasure of playing, not for an award, be it of little or considerable intrinsic value. It is suggested that for individual or team competition points be allowed which might lead to the awarding of an individual school letter or a unit trophy, provided that a sufficient number of points are earned. This incentive should result in a wider range of activities on the part of individuals or units.

Intramural competition. Most intramural competition is arranged so that round-robin schedules may be played. These allow for a maximum amount of competition. In such cases, generally, it is desirable to set up leagues of not more than eight teams each, because with more teams than this number, competition is likely to be quite drawn out with consequent loss of interest. If additional competition is necessary, another round may be played, and so on in order to provide as much competition as is desirable. With a large number of teams it usually works out well to arrange for play-offs between league winners, and often runners-up are included in the post-league competition. Table 17 is a schedule for round-robin competition for teams up to and including eight in number.

Another type of competition is single or straight elimination. In this scheme of play the number of byes must be known before competition starts, in order that all of them may occur in the first round. Entries first should be numbered. The bracket must be arranged for 4, 8, 16, and so on in geometric progression, the byes being arranged to fill out the bracket to the next greater number in the progression. To illustrate, suppose there were 11 entries. The bracket would be for 16 teams, the next greater member in the progression above 11. There will be 5 byes, 2 at the top and 3 at the bottom of the bracket. If the number of byes is even, there is an equal number of them at the top and bottom of the bracket. If not, the extra bye is placed at the bottom. An illustrative 11-team single elimination bracket is shown in Table 18 (page 359).

A double-elimination or double-"knockout" schedule is seldom used unless the number of teams or individuals is small, usually eight or less. This arrangement provides a maximum amount of tournament play because two defeats are necessary before a team is eliminated. With an eight-team entry the schedule as included in

TABLE 17

ROUND-ROBIN SCHEDULE

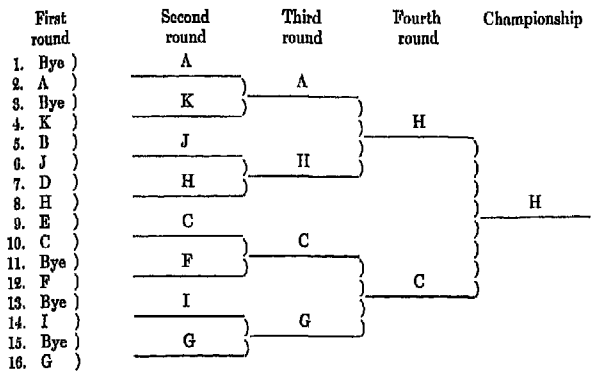
	3 Teams	4 Teams	5 Teams	6 Teams	7 Teams	8 Teams
First-date games	1 plays 2 3 bye	1 plays 2 3 " 4	1 plays 2 3 " 4 5 bye	1 plays 2 3 " 4 5 " 6	1 plays 2 3 " 4 5 " 6 7 bye	1 plays 2 3 " 4 5 " 6 7 " 8
Second-date games	1 plays 3 2 bye	1 plays 3 2 " 4	1 plays 3 4 " 5 2 bye	1 plays 3 2 " 5 4 " 6	1 plays 3 2 " 5 4 " 7 6 bye	1 plays 3 2 " 4 5 " 7 6 " 8
Third-date games	2 plays 3 1 bye	1 plays 4 2 " 3	1 plays 4 2 " 5 3 bye	1 plays 4 2 " 6 3 " 5	1 plays 4 2 " 6 3 " 7 5 bye	1 plays 4 2 " 3 5 " 8 6 " 7
Fourth-date games			1 plays 5 2 " 3 4 bye	1 plays 5 2 " 4 3 " 6	1 plays 5 2 " 7 3 " 6 4 bye	1 plays 5 2 " 8 3 " 7 4 " 6
Fifth-date games			2 plays 4 3 " 5 1 bye	1 plays 6 2 " 3 4 " 5	1 plays 6 2 " 4 5 " 7 3 bye	1 plays 6 2 " 5 3 " 8 4 " 7
Sixth-date games					1 plays 7 3 " 5 4 " 6 2 bye	1 plays 7 2 " 6 3 " 5 4 " 8
Seventh-date games					2 plays 3 4 " 5 6 " 7 1 bye	1 plays 8 2 " 7 3 " 6 4 " 5

Table 19 is operative. If there are only seven teams there is a bye in game 4, and this bye is carried into game 6 or 8. If there are only six teams, byes obtain in games 1 and 4 and then are carried into games 5, 6, 7, and 8. Teams should be given letters A to H. Draw them from the hat and follow the schedule listed in the table. This procedure will bring the two winners into the finals, all losers having been defeated twice.

In addition to the types of competition discussed here there are the ladder and pyramid tournaments as well as consolation series of eliminations. Ladder and pyramid tournaments work better with

TABLE 18

SINGLE-ELIMINATION BRACKET



individual competition (see Figures 79 and 80 on page 360). A player challenges one directly above him on the ladder after drawings have been made. In order to advance, a player must defeat the one above him, in which case their names change places on the

TABLE 19

DOUBLE ELIMINATION SCHEDULE (8 TEAMS)

Game	1—A plays B						Game	2—C plays D	
"	3—E " F						"	4—G " H	
"	5—Loser	game	1	plays	loser		game	2	
"	6— "	"	3	"	"		"	4	
"	7—Winner	"	1	"	winner		"	2	
"	8— "	"	3	"	"		"	4	
"	9— "	"	5	"	loser		"	7	
"	10—Loser	"	8	"	winner		"	6	
"	11—Winner	"	7	"	"		"	8	
"	12— "	"	9	"	"		"	10	
"	13— "	"	11	"	"		"	12	(winner is champion; loser is runner-up)
"	14—Loser	game	11	plays	loser		game	12	(winner wins 3rd place; loser wins 4th place)

ladder. In a pyramid tournament a player may challenge anyone in the same horizontal row with his name. The successful one in the match may challenge anyone in the row above him. Almost unlimited competition is provided in the ladder and pyramid arrangements—sometimes so much that interest is lost because of inability to conclude. A consolation tournament simply is matching first-round losers in a straight or single-elimination bracket; then a procedure identical with that shown in Table 18 is followed.

Suggested Intramural Policies and Practices

As a check list for the conduct of the intramural athletic program, the following suggested policies and practices are included. It may

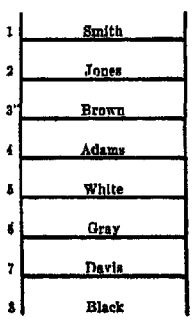


FIGURE 79. *Ladder* Tournament.

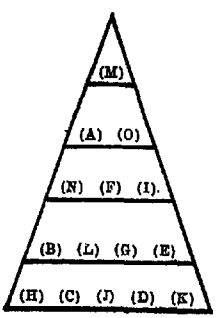


FIGURE 80. Pyramid Tournament.

not be possible to realize them in all schools or under all circumstances, but at least they may provoke thought or provide policy stimulation.

1. The intramural program should be an integral part of the physical education program.

2. There should be a director of intramural athletics whose chief interest is the development and administration of these activities.

3. The intramural program should be dignified by its regularity, completeness of schedules, and definiteness of policy.

4. An intramural athletic council should exist in the school.

5. The cost of intramural athletic supplies should be met by the board of education.

6. The local school paper should give an appropriate amount of space to intramural activities.

7. Constant emphasis should be placed on the parity of intramural and interscholastic activities.

8. Keep the school-patron public informed concerning the scope, size, and objectives of the intramural program.

9. No matter how small the school, there is a place for intramural athletic competition in it.

10. Combine the intramural and physical education activities as far as possible but maintain intramurals on an elective or voluntary basis.

11. Use the intramural program as a method of fixing health, safety, and sanitation habits in the lives of participants.

12. Broaden the program to include individual activities as well as team sports.

Chapter 14

ATHLETICS FOR GIRLS

General Criticism

Consideration of the subject of girls' athletics is included in this discussion because in many schools it is a part of their general athletic program. There are decided differences of opinion as to the place, if any, which an interscholastic athletic program for girls should have in present-day high schools. The greatest amount of interschool competition for girls remains in the smaller high schools of the country, those pretty largely rural in nature. The objections most frequently heard are leveled against the manner in which the present program is conducted rather than against the policy of athletic competition between girls. In discussing the problem of athletics for girls and the differences in opinion regarding it, Williams and Brownell make the following comment:[1]

> Widespread differences of opinion exist relative to athletic competition for girls. At one extreme, there are those who favor an interscholastic program of sports for girls which would approximate the type of *organization* found in the average boys' senior high school. At the other extreme we find a group which contends that competition for girls should be restricted to participation in social games with the "desire to win" element largely removed. Between these two points of view there are many variations, concerned primarily with such factors as: The extent of competition to be permitted; adequate control over such functions; teams coached by well-trained women; games conducted by competent women officials; girls' contests not to be used as an added or preliminary attraction for boys' games; provision for the athletic participation needs of the average girl who lacks the unusual skill required for school teams; and other problems of similar nature.

[1] J. F. Williams and C. L. Brownell, *The Administration of Health and Physical Education*, pages 424-425. Philadelphia: W. B. Saunders Company, 1937.

No condemnation of competition for girls is intended here, but definite objection will be taken to some present practices. Views of leaders in the field of physical education and women's athletics will be presented in order to show trends in thought. Suggested substitutes for present objectionable practices also will be presented.

Viewpoints of Leaders and Organizations

It seems wise to turn to women's organizations themselves for the best thought on the problem of athletic competition for women and girls. This policy has been followed by the author in an attempt to present an unprejudiced viewpoint on this somewhat controversial subject.

An athletic platform. The Women's Division, National Amateur Athletic Federation of America, was one of the early organizations representing a great many girls and women, many of whom are beyond high school age. About 1938, however, several state high school athletic associations became members of this now defunct organization and endorsed its general objectives to promote:

> Athletic activities for all girls and women, suited to the individual's age and capacities;
>
> The individual enjoyment of sport and the development of sportsmanship and character rather than competitive athletics which stresses the enjoyment of spectators or the athletic reputation or gate receipts of institutions or communities;
>
> Publicity and awards which emphasize the sport and its values rather than competitors;
>
> The use of medical examinations, "follow-up" and supervision as the basis for participation in athletic activities and the training and employment of women leaders qualified to assume responsibility for the physical education and recreation of girls and women.

The purpose of mentioning and quoting the Women's Division is to present the attitude of this early national organization itself regarding competition in athletics by girls and women. From allusions in the preceding resolution it is apparent that this organization recognized that there had been attendant evils in previous types of girls' athletics. Against these it took its stand. The Women's Division went further and published its specific aims.[2]

[2] *Play for Girls* (pamphlet). New York: Women's Division, National Amateur Athletic Federation. This platform was adopted at Detroit, April, 1931.

Our Platform

1. Promote such programs of athletic activities for all girls and women as shall meet their needs, and as shall stimulate interest in activities that are suited to all ages and capacities.

2. Promote competition that stresses enjoyment of sport and the development of good sportsmanship and character rather than those types that emphasize the making and breaking of records and the winning of championships for the enjoyment of spectators or for the athletic reputation or commercial advantage of institutions and organizations.

3. Promote interest in awards for athletic accomplishment that have little or no intrinsic value.

4. Promote educational publicity that places the emphasis upon sport and its values rather than upon the competitors.

5. Promote the use of suitable costumes for athletic activities.

6. Promote the provision of sanitary and adequate environment and facilities for athletic activities.

7. Promote the apportionment of adequate time allotment for a physical education program such as shall meet the needs of the various age groups for growth, development and the maintenance of physical fitness.

8. Promote the training and employment of women administrators, leaders and officials who are qualified to assume full responsibility for the physical education and recreation of girls and women.

9. Protect the health of girls and women through the promotion of medical examinations and medical "follow-up" as a basis for participation in athletic competition, and of a system of supervision that shall assure a reasonable and sane attitude toward participation in activities at times of temporary physical unfitness.

10. Protect athletic activities for girls and women from the dangers attendant upon competition that involves travel, and from their commercialization by interest in gate receipts.

11. Promote the general adoption of approved rules for the conduct of athletics and games for girls and women.

12. Promote the study of the existing rules of all sports to the end that they may be changed to meet the specific needs of girls and women.

In order that there might be no misunderstanding regarding what was meant by the word "competition," it was clarified by Agnes Wayman, then chairman of the Executive Committee of the Women's Division.[3]

The Women's Division believes wholeheartedly in competition. It believes that competition is the very soul of athletics, of sports and of

[3] Agnes R. Wayman, *Competition*, New York: Women's Division, National Amateur Athletic Federation, July, 1932.

games, and that without it they could not exist. What it disapproves of is the intense highly specialized type of competition such as generally prevails when we have programs of interschool and intergroup competition, open track meets, open swimming meets and certain types of tournaments with important championships at stake. The danger in connection with these events lies not so much in the competition itself as in the emphasis which is placed upon winning and which makes that the paramount issue. The danger further lies, not alone in the competition at the actual time of the game or meet, but in the whole process which produces the few experts who battle for supremacy. The same opportunities for overemphasis on winning might exist in an intramural program, but are not so likely, as the stakes are not so large. Too often the few have been developed at the expense of the many as well as at their own expense.

The Women's Division has two big missions:

First to encourage the promotion of sports and games for all girls and women.

Second to establish such ideals and principles in connection with sports and games as will make it certain that these sports and games are being wisely chosen, wisely promoted, and wisely supervised.

It wishes to encourage a nation-wide opportunity for competition for girls with the emphasis upon participation rather than upon competition. It looks toward the development of play among girls and women on a nation-wide basis. It does not feel that for the school girl or the college girl, or for girls of like age, the intense, intercompetitive system is productive of better girls or better women. This does not by any means mean that it disapproves of two schools or colleges or communities meeting occasionally in friendly rivalry providing the girls and the activity have been properly safeguarded. But this should be the exception, not the rule, with emphasis upon the social side and not upon the championship.

In furthering its ideals and principles, it offers the "Play Day" as now being worked out and experimented with all over the United States, as the type of event in which several schools or colleges or clubs or organizations living within commuting distance might meet on a friendly basis for Play, with emphasis upon Play with us not against us. Such an affair might include land and water sports, and both less highly and highly organized games and sports. "A Game for Every Girl and Every Girl in a Game" would place the emphasis where it belongs, less upon winning and more upon participation; less upon "beating someone" and more upon achievement.

Standards for organization of competitive activities. One of the most comprehensive publications concerning standards in athletics for girls has been prepared by the committee on standards of the National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation. This committee

has prepared a complete pamphlet on Standards in Athletics for Girls and Women,[4] and from it an adaptation has been made, entitled "Desirable Practices in Athletics for Girls and Women."[5] These practices, quoted verbatim below, have been the basis for statements prepared by many state physical education and athletic associations concerning their policies in connection with interscholastic athletics for girls. As will be noted from the recommendations of the National Section on Women's Athletics of this organization, suggestions are made concerning standards, leadership, health, sports seasons and practice periods, types of competition, general policies, publicity, and education of spectators.

We believe that, for the welfare of the girls and women who participate in sports, certain practices should be followed. We therefore present the following suggestions for your guidance in conducting athletic programs.

Standards: Standards in athletic activities should be based upon the following guides:

1. Athletic activities for girls and women should be taught, coached, and officiated by qualified women.

2. Each girl who is physically able to do so should be given a chance to participate in a variety of activities, both team and individual, and an opportunity to be a member of a team in those sports for which teams are organized.

3. Recognition should be given to every opportunity to secure acceptable results in all situations in which competition is carried on.

4. The results of competition should be judged in terms of benefits to the participants rather than by the winning of championships, or the athletic or commercial advantage to schools or organizations.

Leadership: Administrators, teachers or coaches, and players should be primarily concerned with the outcome of the program.

1. The administrator is directly responsible for:

a. Selecting qualified women to direct the program.

b. Providing facilities, equipment, and finances necessary to carry on the program.

c. Providing equal use of facilities and equipment for boys and girls.

d. Providing health safeguards.

e. Guiding publicity to emphasize the educational and recreational values of the program.

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[4] *Standards in Athletics for Girls and Women*, National Section on Women's Athletics, American Association for Health, Physical Education and Recreation, Washington, D. C. 1937.

[5] Reprinted from *The Journal of Health and Physical Education*, September, 1941, Vol. XII, No. 7.

2. The teacher or coach is responsible for:

a. Encouraging skillful play for full enjoyment of the game.

b. Emphasizing the importance of trying to win fairly rather than "winning at any cost."

c. Establishing the attitude that defeat is not humiliating.

d. Carrying out the practice and establishing the concept of treating the opposing team with courtesy.

e. Emphasizing the importance of health and periodic examinations.

3. The player is responsible for her own conduct as shown through:

a. Intelligent health practices.

b. Courtesy, fair play, and good sportsmanship.

c. Quality of leadership within her own group.

d. Emotional control in all game situations.

e. Playing to the best of her ability.

Health: Careful supervision of the health of all players must be provided.

1. Require an examination by a qualified physician at the beginning of each year of participation.

2. Require a written statement of approval for playing, by a qualified physician, following the serious illness of a player.

3. Prevent those girls from playing who should not play during their menstrual periods, and remove from the game players who suffer injuries or show signs of fatigue or undue emotional strain.

4. Make every effort to teach players to relax during the game and in rest periods.

5. Provide a healthful, safe, and sanitary environment for the conduct of athletic activities.

Sport Seasons and Practice Periods:

1. Plan a limited season for each sport so that a varied program may be offered during the year.

2. Offer more than one sport in each season whenever possible, and include individual, dual, and team sports and games.

3. Conduct practices for each sport over a period of time sufficient to meet the demands of the particular sport before formal competition begins.

a. Schedule not less than two practice periods a week of not more than one hour each day.

b. Schedule practice periods during the daytime hours for girls of high school age.

Types of Competition: The type of competition selected should be judged in terms of desirable outcomes, rather than by the method of organization.

1. Intramural (intraschool)—Competition between teams made up within the school, recreational group, club or organization. Team divisions should be formed from the natural units within the group, such as: classes, homerooms, sororities, dormitories, business girls, married women, and other units.

2. Extramural (interschool, interclub, interorganization)—Competition between teams representing schools, colleges, organizations, business groups, industrial teams, and adult groups. Several forms of extramural competition which have proved successful are:

a. Play Days—A type of organization particularly suited to girls of elementary and high school age. Teams made up of representatives from several groups are designated by names, colors, or other means, and play together in a variety of games and sports. Playday organization may be used with success with college or adult recreation groups.

b. Sport Days—A type of organization particularly suited to colleges, recreation centers, industrial teams, and similar groups. One or more sports may be included in the program. There is usually more than one team representing each organization participating in this form of competition.

c. Telegraphic Meets—Teams compete against each other by means of establishing records against time, or for score, while performing in their own locations. Such records are sent to a central committee for comparison, and each item is then ranked according to recorded performance. Archery, pistol and rifle, swimming events, and bowling are activities adaptable to this type of competition.

General Policies: 1. Select the members of all teams so that they play against those of approximately the same ability and maturity.

2. Arrange the schedule of game so that there will be no more than one highly competitive game a week for any one team or girl in any one sport.

3. Allow no player to participate in more than one full-length game or match in a vigorous activity, or its equivalent, in one day of organized competition.

4. Provide a program of competition for girls that is separate from that arranged for boys (eliminating such events as double-header games), except in those activities in which boys and girls are encouraged to play together on mixed teams.

5. Discourage any girl from practicing with, or playing on a team for more than one group while competing in that sport during the same sport season.

6. Promote social events in connection with playdays, sport days, and all other forms of competition.

7. Have first-aid equipment and service available for immediate use during practices and games.

8. Secure written parental permission for girls of high school age to play on teams engaging in competition of any type with other groups.

9. Provide safe transportation.

a. Use only bonded carriers or provide for individual insurance.

b. Assign only the number of passengers to a carrier or car that is allowed by legal capacity.

c. Provide responsible chaperones for each carrier or car.

10. Make financial provision for adequate medical supervision, good equipment, qualified women officials, and similar needs.
11. Eliminate expensive awards.
12. Educate players concerning appropriate sport costumes.
13. Limit all extramural competition to a small geographical area.

Publicity: Good publicity should have as its aim the promotion of a better understanding on the part of the general public of the purposes, standards, and outcomes of the athletic program.

1. Stress the whole program rather than one activity; give each activity desirable and interesting publicity during its season.
2. Emphasize the achievement of the whole group rather than that of individuals.
3. Emphasize the recreational values of athletics rather than the winning of championships.
4. Cooperate with news reporters by giving and interpreting news that will educate the public toward an appreciation of the most desirable type of program for girls in athletic activities.

Education of Spectators: Educate spectators toward an appreciation of the game and its skills.

1. Arrange pre-season demonstration games. Explain fouls, current rule changes, and team plays.
2. Use various forms of publicity to establish interest and an understanding of the program.
3. Encourage recognition of skillful play by members of either team.

Guideposts to an athletic program. To continue the presentation of national viewpoints regarding athletic competition for women and girls, the attitude of the Department of School Health and Physical Education of the National Education Association is included. It sets up a number of factors that should be considered in the establishment of a girls' athletic program which sometimes are overlooked. The suggestions apply equally to the physical education, intramural, or any other type of girls' athletics in which a school might engage.

Guide Posts to an Athletic Program Which Promotes Physical, Mental and Social Growth[6]

Every girl finds something in the program which gives her an opportunity to play an active and satisfying part.

All competitors show a keen enjoyment when they participate.

The games are not planned and carried on for:

[6] Department of School Health and Physical Education, National Association, *Athletics for Girls* (bulletin), page 11, 1938.

The enjoyment of spectators.
The reputation of the school.
Gate receipts.

The games are planned and carried on for the benefit of the individual girl. For her:

Physical development.
Mental stimulus.
Enjoyment in action.
Development of sportsmanship.

Awards of no intrinsic value, such as ribbons or certificates instead of valuable rewards, such as medals, pins, sweaters, and so forth, are given.

Publicity emphasizes the sport and its value, rather than the competitors and the school. If photographs are used, they include the whole team rather than a star performer.

Environment and facilities are sanitary and adequate, that is, clean, light and sunny, free from dust, room to play the game according to the rules, room for enough games to take care of all children.

An adequate time allotment which takes into account the necessity for shower and change of clothing is made.

Women are employed who not only understand the games and are able to play well themselves, but who are leaders and educators able to take full responsibility for organizing, teaching and supervising the activities.

Each girl should have a health examination and follow-up; the examination should include heart, lungs, urinalysis, feet, eyes, menstrual function, teeth, skin, throat and weight. It should be given by a licensed physician, preferably a woman. If a girl is found to have some abnormal condition, the character and amount of exercise should be adjusted. If players show signs of over-fatigue or if they lose weight continuously, they should be excused from the program until the family or school physician has been consulted. All students returning to school after an illness, should secure permission from a physician before taking part in athletic activities.

A reasonable attitude is shown toward participation during times of temporary physical unfitness. No blanket ruling is sane. It is a safe precaution for a girl to keep out of vigorous athletic sports during menstruation. She is better, however, for some exercise, particularly out-of-doors, unless her condition is abnormal.

An interest is aroused in the games among the home school teams by means of a well organized intramural program.

Girls' Rules are used in all games having two sets of rules.

Physiological considerations. The comment regarding athletics for girls thus far has been general and has included numerous reasons why their athletic activities should be carefully supervised and directed. Mention has been made of physiological differences be-

tween boys and girls which must be considered in participation by the latter in an athletic program. There is nothing inherently wrong in competition. The problem is to so arrange the competition that it is beneficial to all concerned. In adopting a competitive program the general physical make-up of participants is an important factor. Boys of certain physical types play football, other distinct physical groups are sprinters or distance men, or they enter weight events. To a greater extent, activities should be adapted to girls because differences in their anatomical and physiological make-ups are greater than those in boys. It is thus more difficult for them to choose sports on the basis of superficial or natural selection. Miles points this out.[7]

1. The construction of the female pelvis is shallow, broad, loosely hung and not suited to pushing, lifting and so forth.

2. The female must, because of her reproductive functions, expect to be physiologically different from the male and more restricted.

3. While women of today engage in business and professional life and marry later, they still marry, keep house and have children and will probably continue to in spite of economic stress and scientific inventions. Competitive athletics foster a kind of brusqueness and keenness which is not agreeable to the male of the species when carried into the home. It does not contribute to a woman's preparation for better, happier, living.

4. The strongest argument in favor of interschool and intercommunity competition for girls and women is advanced by men seeking to commercialize women's athletics. The opportunities for socialized participation so strongly emphasized by these promoters can be more fully, soundly and agreeably presented in a play day or sports day.

5. When any team is coached for outside competition, the instructional efforts and money are invariably devoted to the few skilled athletes who compose the squad. True recreation according to democratic principles of government requires a more equal distribution of opportunity.

6. Girls and women should play for the fun alone and should have activities provided for all.

Girls' athletics platform of the Society of State Directors of Physical and Health Education. As indicated previously, this organization is composed of the men and women who are responsible for administration of state programs of physical and health education

[7] Caswell M. Miles, *Play and Recreation for Children and Adults*, page 104. Physical Education and Recreation *Bulletin*, Book VI, The University of the State of New York, Albany, 1936.

in approximately twenty-five states. In numerous instances the handling of state recreation and safety programs also comes within their scope of duties. Various resolutions concerning girls' athletic problems, as they have come from practical experience, have been adopted. Those included below are significant because they concern themselves with actual school and policy situations.

Platform on Girls' Athletics[8]

(Society of State Directors of Physical and Health Education)

1. The Society of State Directors looks with favor on steps being taken in various states at the present time toward the protection of the physical welfare of girl students by the drawing up of regulations which limit and safeguard competition in girls' basketball.

2. The principle that girls should participate in athletics is wise and good, but the problem is one of control and conduct. The program should include more than basketball. It should be a varied program of all kinds of sports including volleyball, captainball, dodgeball, fieldball, soccer, swimming, hiking, etc.

3. Girls' games should not be staged with boys' games. The pernicious habit of having girls' games serve as curtain raisers and as interludes for boys' games should be stopped.

4. Girls should have a program of activities that is broad and the environment in which they play and compete should be conducive to their health and well being, and no one but trained women leaders should be in charge. The great need, therefore, is for a right program under scientific leadership.

In addition to the above platform subscribed to by this society several years ago, the following resolution concerning the girls' physical education and athletic programs was adopted at its 1947 Seattle meeting.[9]

WHEREAS, Approximately fifty percent of the public school enrollment is girls; and

WHEREAS, It is generally agreed that athletics are a part of the regular physical education program; therefore,

BE IT RESOLVED, That we, The Society of State Directors of Health and Physical Education, work in close harmony with the National Section

[8] Resolutions (in part) as modified and adopted at the Annual Meeting of the Society of State Directors of Physical and Health Education, New York, Dec. 31, 1930.

[9] Society of State Directors of Health and Physical Education, Twenty-First Annual Meeting, Apr. 19-21, 1947 *Report of Resolutions Committee*, page 4.

on Women's Athletics of the American Association for Health, Physical Education, and Recreation to mutually work out a satisfactory program in agreement with the accepted standards of physical education.

Statement of National Federation of State High School Athletic Associations. From a practical and actually existing standpoint, the National Federation has been in a position to summarize the situation concerning girls' interscholastic athletics as it exists in the several states. It has no specific standards or regulations for such programs, and if it had, they would have to be in the form of recommendations because of the nature of its organization. It does, however, present a rather comprehensive picture of the manner in which the problem is handled in general throughout the nation.[10]

The National Federation has based its policy on interscholastic athletics for girls on the findings of the various groups of women's physical training directors. In general, widespread intramural activities have been encouraged and interscholastic athletic activities in the major sports have been discouraged. Play days and camp activities have been recommended as a substitute for the more strenuous contests which result when the reputation of the school is based on the outcome of the contest. This applies especially to games such as basketball, football, baseball and soccer. At the present time 12 states prohibit interscholastic basketball for girls and 25 states prohibit basketball tournaments. In addition to these, there are fifteen other states which do not have a rule to prohibit such tournaments but where no tournaments are reported. In the states of Georgia, Maryland, Missouri, Iowa, South Carolina and Tennessee, tournaments for girls are held and interschool contests are common. As far as the National Federation is concerned, *the Executive Committee has been instructed to refuse to sanction any interstate basketball tournament in which girls' teams compete.*

Those states which have eliminated interscholastics for girls base their action on the following observations: Most of the women physical training directors advise against such activities. This includes the Women's Division of the American Association of Health and Physical Education and Recreation. There are several objections. One of these is the matter of health. It is felt that the strenuous activities involved in games such as girls' basketball can be justified from the health standpoint only when the contest is not associated with the intense nerve and emotional strain which accompanies contests where the reputation of the school is involved. When these conditions surround the contests, it is a very difficult thing for the director of athletics to strictly enforce health

[10] National Federation of State High School Athletic Associations, 1946 *Handbook*, pages 32-33.

rules. When the reputation of the school is at stake, the immediate physical condition is too often considered a minor matter. There are too few school systems where adequate health examinations are required and where good health conditions are made a part of the contest. In the opinion of many physical directors the interscholastic factor causes the recreational value of the game to disappear and too often leads to the breakdown of good sportsmanship.

It is felt further that all of the benefits which may be attributed to interscholastic contests for girls may be derived from games and play days which are not designed to attract a large crowd. It is doubtful whether the skills and mental characteristics which result from engaging in strenuous widely publicized contests is conducive to the development of those characteristics which are associated with cultured womanhood. Under ideal conditions and expert supervision, there may be a place for such activity but under existing circumstances there may be better ways of securing the values of such games. The contests are too often sponsored with the chief interest on the amount of gate receipts, rather than on the problem of whether desirable holdover characteristics are being engendered in the participants. Gate receipts can not be increased without giving the public what it desires. It desires plenty of action and consequently the boys' rules or a modification of them and men officials and coaches are often demanded.

These states which have eliminated interscholastic activities for girls have usually substituted a desirable program of intramural and social and play day activities designed to promote the development of the social graces and health practices which will have a lasting influence on the lives of the participants.

State Sponsored Girls' Association

A number of the states have a department of the state high school association devoted to girls' activities. Illinois has a full-time girls' athletic director who sponsors a statewide program for girls. The state league is made up of 355 girls' athletic associations in the member high schools. These individual associations engage in a widely diversified program for which points are awarded. Honors and awards are granted for the winning of a specified number of points. Health practices are stressed. The program also includes a telegraphic basketball tournament in which each basketball group competes against certain standards. A series of play days are held in the spring and fall and all member associations have an opportunity to attend one or more of these play days. The program also includes a series of camps which are sponsored during the summer and are attended by representatives who are chosen by each of the local member associations. The following states have a somewhat similar organization sponsored as a part of the state high school association but without a full time girls' executive: Alabama, Connecticut, Florida, Georgia, Kansas, Louisiana, Maine, Michigan, Missouri, Nebraska, Nevada, Oklahoma, Oregon, South Carolina, Tennessee and Texas.

State Association Girls' Athletic Regulations

It is not sound educationally to condemn any of the present undesirable types of athletics for girls without offering something in their place. Complete or partial prohibition of the playing of interscholastic contests between girls' teams may be one way of solving the problem. Ohio, New York, Wisconsin, Nebraska, and Illinois are among the states which have enacted such regulations. In Nebraska and Illinois, however, substitutes for interschool games have been provided (see Recommendations for Girls' Athletics, pages 377-380).

As indicated above, some states prohibit only certain types of interschool competition for girls. Ohio's limitation concerns basketball.[11]

Girls' interscholastic basketball was discontinued September 1, 1940. The penalty for violation is suspension.

A. This rule has been interpreted to apply to any interscholastic game in which the basketball is used.

B. Games between high school girls and the alumnae are considered violations of this rule.

The New York provision is all-inclusive.[12]

Interschool competitive athletic activities shall be limited to boys only, enrolled in grades 9 to 12, inclusive.

Wisconsin indicates the following among the duties of its Board of Control:[13]

It shall prohibit girls from participating in interscholastic athletic competition in the major sports.

The regulation in Nebraska is similar to that in Ohio, but in Illinois there are restrictions in some sports and regulatory measures in others (see page 390 for specific rules).

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[11] Ohio High School Athletic Association, 1946-1947 *Constitution and Rules*, page 22.

[12] New York State Public High School Athletic Association, 1946-1947 *Handbook*, page 32.

[13] Wisconsin Interscholastic Athletic Association, *Twenty-Third Yearbook* (1946), page 11.

No school belonging to this Association shall permit girls to participate in interscholastic athletic contests; except that interscholastic contests in golf, archery, and tennis shall be permitted provided they are conducted under the rules prescribed by the Illinois League of High School Girls' Athletic Associations.[14]

Other states that prohibit or restrict interscholastic athletic activities for girls have regulations similar to those above. In some states, however, nearly complete programs are maintained. In such cases usually all eligibility regulations which apply to boys' athletics also are in effect for girls' interschool competition, except for specific modifications. In Iowa there is a separate state girls' athletic association that is not affiliated with the Iowa High School Athletic Association. During the 1946-1947 school year at least seven states conducted state basketball championships for girls (see page 43). It is apparent, therefore, that in basketball at least, interschool competition for girls varies from those states which definitely prohibit the activity to those which sponsor state championships in it.

Indiana states that the regulations of its state association apply to girls' athletics except in regard to play days.[15]

Rule 1. Girls' athletics are bound by the rules and regulations of the I. H. S. A. A. except for participation in Girls' Play Day program.

Rule 2. Rules for girls' contests shall be those published for the National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation.

Rule 3. Inter-school basketball games and tourneys are not recommended for girls.

Rule 4. It is recommended that women coaches and officials be employed for girls' contests and Play Day programs.

Rule 5. Girls' basketball teams may not play in state or national tourneys.

Rule 6. Play Day program for Girls:

a. A Play Day is a meeting of more than two schools where the program consists of games, sports, folk dancing and social entertainment. Participation is on the basis of color or mixed teams chosen by lot and does not represent specific schools.

b. Parents' and physicians' certificates are required for Play Days.

c. Scholarship, out of season, age, and enrollment requirements are the same as for inter-school competition.

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[14] Illinois High School Association, 1947 *Handbook*, page 24.

[15] Indiana High School Athletic Association, 1947 *Constitution and By-Laws*, page 15.

d. Play Days shall be approved by the principals of the schools involved and certification given for the girls participating in them.

e. Girls who play on color or mixed teams in a Play Day program which may include swimming, archery, tennis, track, volleyball, basketball, softball, etc., do not make themselves ineligible for their own high school teams in these sports in regular inter-school games.

In Pennsylvania the situation is regulated by a code entitled "Standards for Girls' Athletics," which consists of three specific rules and a series of recommendations for use by schools sponsoring girls' athletics.[16]

The Aim: It is the aim of the Advisory Committee to promote higher standards in athletics for high school girls in conformity with the most acceptable standards recognized by those groups who are leaders in this movement such as the Women's Division of the National Amateur Athletic Federation and the American Physical Education Association (Now known as the "American Association for Health and Physical Education") as well as other educational groups.

It is not the aim of the committee to promote interschool competition but rather to encourage schools to eliminate some of the undesirable features where such competition exists, giving particular attention to the protection and welfare of the *individual girl.*

RULES

The following are recommended for adoption as rules by High Schools engaging in Interscholastic competition:

Rule 1. That the total number of games used for interscholastic competition be limited to *one* game per week per team.

Rule 2. That the standard for scheduling games in the following activities should not exceed 8 *games* in basketball, 8 *games* in soccer and 8 *games* in hockey per season.

Rule 3. That no game be scheduled that would necessitate being away from home overnight.

RECOMMENDATIONS

In order to provide the maximum of protection for the *individual girl* in interschool contests, the following recommendations should serve as a guide for standards:

Concerning general precautions:

Recommendation 1

That the person in charge of athletics use every opportunity to promote the practice of health habits and attitudes relating to sufficient

[16] Pennsylvania Interscholastic Athletic Association, 1946 *Constitution and By-Laws,* pages 39-48.

sleep and rest; fresh air; nutrition; cleanliness; posture; proper amount of exercise; suitable wearing apparel; the hygiene of the menstrual period; the care and prevention of colds; emotional, mental and social health.

Recommendation 2

That schools plan activities for girls which will meet their special needs as girls rather than copy activities which are suitable for boys, giving proper consideration to anatomical and physiological limitations and to emotional strains.

Recommendation 3

That schools provide a program of athletics which will offer an opportunity for all girls to participate, and a program which will meet the abilities of all girls.

Concerning persons in charge:

Recommendation 1

That so far as possible only properly trained women instructors and officials be placed in charge of girls' athletic contests.

Recommendation 2

That wherever possible officials be secured who are on the approved list of the Women Officials Rating Committee.

Recommendation 3

That where it is absolutely necessary to have a man coach or officiate in athletics for girls, a woman be appointed as advisor or chaperon.

Recommendation 4

That women teachers of physical education where employed, or the advisor for girls be consulted when schedules for girls' games are being planned.

Concerning practice in athletics:

Recommendation 1

That practice periods be limited to two periods per week, except in those situations where facilities are ample and where the time of the teacher is available for additional practice without depriving other girls of opportunity for participation. To have the representative team use the gymnasium or athletic field after school hours for more than this number of periods, or to require more than this amount of the instructor's time is a great factor in preventing the development of an intramural program for all girls.

Recommendation 2

That the total length of the practice period, exclusive of drill on fundamentals, should not exceed the length of the playing of the regulation game at any one time; that rest periods be observed as in the regulation game.

Recommendation 3

That a minimum period of four weeks of training precede the playing of any interschool game. This regulation should apply to each individual player.

Miscellaneous:

Recommendation 1

That interschool games be played in the afternoon.

Recommendation 2

That for the sake of placing athletics on an educational rather than a commercial basis, admission to games be by invitation instead of fee. Girls' athletics should be financed through the school athletic association.

Recommendation 3

That schools take the necessary precautions to prevent undesirable publicity of girls' athletics. Publicity should stress the sport or sportsmanship of the team rather than the individual player.

Recommendation 4

That recognition for athletic accomplishments be restricted to awards which are symbolical and in no case exceed the value of one dollar.

Recommendation 5

That a girl be removed from the game at the first signs of emotional strain.

Recommendation 6

That a woman teacher assist the girls in the selection of appropriate attire for athletic activities. An appropriate costume has the following general qualities: (1) is washable; (2) fits well but not too close to the figure; (3) is made of good wearing quality of material; (4) is modest; (5) is neat; (6) is not cumbersome; (7) does not create vaudeville impressions.

Recommendation 7

That special attention be given to the section on athletic courtesy in the Constitution and By-Laws of the P. I. A. A.

Recommendation 8

That where track and field activities are used, the following shall serve as a guide in the selection of such activities:

APPROVED EVENTS

Running Events—Dashes

Up to 50 yards for junior high school
Up to 75 yards for senior high school

Relays

Up to 50 yards for junior high school
Up to 75 yards for senior high school

Novelty Races

Obstacle	Walking race
Potato	Relays

Jumping Events[*]

Running high jump (soft pit)
Standing high jump (soft pit)
Standing broadjump (soft pit)
Hop, skip and jump (soft pit)

As there is some question as to the amount of danger for girls involved in jumping, it is advisable to eliminate all jumping for height or distance in competition and to confine contests to low jumps for form for the adolescent girl. The mature girl should indulge in jumping for height or distance in competition only under the most favorable circumstances and never when the landing pit is not soft.

[*] No jumping without soft pit.

Throwing Events

Basketball—distance—accuracy
Baseball—distance—accuracy
Volleyball for distance

General Events

Finals of intramural tournament in dodgeball, volleyball, basketball, tennis or other games.

EVENTS DISAPPROVED OF

Throwing heavy weights	Shot Put
Long runs for speed	Hurdles

In concluding this phase of discussion of athletic programs for girls, Girls' Interscholastic Athletic Regulations in effect in Michigan are included because of differences from the above that they contain.[17]

Note: Regulations relative to girls' interscholastic athletics which have been adopted by the Representative Council appear below. They are effective for all junior and senior high schools sponsoring interscholastic athletics and were recommended to the Representative Council by the Girls' Athletic Committee at its meeting May 16, 1947. It should be understood that all eligibility and contest regulations appearing in Articles I-IV, inclusive, of the State Association Regulations apply alike to boys and girls except as herein modified.

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[17] Michigan High School Athletic Association, 1947-1948 *Handbook*, pages 67-68.

1. Teams in all sports are to be in charge of and under the direct supervision of a woman member of the faculty and shall be coached by women.

2. Each squad shall number at least ten (10) players, preferably fifteen (15) to twenty (20), or more.

3. Practice periods in a sport shall be limited to four (4) hours per week with a maximum of one and one half (1½) hours per period. A maximum practice period of one (1) hour is recommended.

4. Not more than one (1) game in any one sport per calendar week shall be played by a school.

5. There shall be a thorough medical examination of each girl on the squad of the sport concerned during the current school year and prior to interscholastic athletic competition in that sport. In any questionable cases the student is to be withheld from competition. After any protracted period of illness of a student there is to be an additional medical examination before she is allowed to compete.

6. It is recommended that weight charts be kept for the entire squad in any sport, and that close attention be given to them. Continual loss of weight should call for lighter practice, more sleep and rest, and closer attention to diet and regular habits.

7. Girls are not to engage in interscholastic athletic contests when part or all of the membership of one or both of the competing teams is composed of boys.

8. Official girls' rules are to be used in all sports as recommended by the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation.

9. Officials used in all girls' interscholastic athletic contests must be registered with the Michigan High School Athletic Association during the current school year. It is recommended that women officials be used in all girls' interscholastic athletic contests. (Registration fee for women officials is one dollar ($1.00).

Girls' Basketball Regulations

1. The girls' basketball schedule of a senior high school is to be limited to a maximum of eight (8) games. Junior high schools may have a school schedule of five (5) games, none of which may be intercity.

2. Girls' basketball games shall consist of four (4) six (6)-minute quarters with no limitation on the number of quarters to be played by any one girl, except that in cases of mutual agreement by the competing schools, the game may consist of four eight (8)-minute quarters, in which case a girl may not compete in more than three (3) quarters.

It is apparent that interschool competition for girls will continue in many schools for some time to come. In situations in which it is carried on in accordance with the above recommendations, the pro-

gram may be very satisfactory. Again, the important considerations are the methods of administration and policies upon which the program is founded. It seems as though the preponderance of evidence is toward a modification of interschool athletic competition for girls, or its elimination entirely. A few plans will be discussed that have been substituted for the commonly understood interscholastic athletic program for high school girls.

Invitational contests. Invitational contests generally do not comprise part of a schedule that is drawn up at the start of the season. Rather, the games are usually impromptu and decidedly informal. Often they are the outgrowth of the intramural program in a particular activity, and three or four games are played near the end of the season between near-by schools. One school invites another to send over a hockey, volleyball, or basketball team. The affair is social rather than strictly athletic. This type of competition for girls is most applicable where there are several schools in the same city or in metropolitan areas. It furnishes a stimulus for intramurals, allows a limited amount of controlled competition, and results in the games being played for the benefit of the girls themselves. These games usually take place in the afternoon before a restricted student audience.

Intramurals. There is not much doubt that intramural athletics have made greater strides in girls' programs than in boys', largely because fewer schools have had interscholastic programs for girls. Whereas a few years ago regular interschool contests were played between girls' teams, intramurals have taken their place in many schools. LaPorte says:[17]

> The athletic program for girls should be maintained as an intramural activity supplemented by an occasional play day. Progressive educators throughout the country are frowning definitely upon organized interschool competition for girls. The majority of up-to-date schools are now following the practice of limiting girls' competition within the school. . . . All instruction, coaching and officiating should be under the direct charge of women leaders and not men. Both of these standards are frequently violated in less progressive schools but their adoption is progressing rapidly throughout the country.

[17] William Ralph LaPorte, *The Physical Education Program*, page 56 (prepared by The College Physical Education Association). Los Angeles: The Casion Printing Company, 1937.

In many small schools the point is made that there are not enough girls for both an intramural and an interscholastic program. In such cases the girls' games usually are combined with the boys' game program, which results in various problems and objections. Since most interschool competition for girls still remains in the small schools, these schools should be the first to substitute intramurals or something else. Usually there is an insufficient number of girls to ensure that enough are physically fit to compete at times of scheduled games. Men often do part or all of the coaching. Playing conditions at home or away often are not satisfactory in small schools. It appears much more sensible to attempt to protect high school girls from competing under unfavorable conditions by arranging a local intramural program that may be much more easily controlled. Broady presents both sides of the question involving intramural and interschool competition for girls.[18]

1. Intramurals are democratic, including all girls in the program whether they be skilled or awkward, athletic or of less rugged ability. The timid girl who would never consider coming out for the school team, may enter into intramural games with zest and pleasure, without fear of ridicule.

2. Intramurals do not involve loss of school time for trips to other towns, which are difficult to chaperone, even under the best of conditions. Interschool games are usually played at night before mixed audiences who are far more interested in the winning or losing of the game than they are that the girls should enjoy the wholesome sport. Playing at night involves late trips back to the home town and the girls are often too fatigued to do well in the school work of the next day.

3. For health reasons, interschool games are detrimental to the girls' welfare. Strain from over-exertion to win the game; play during the menstrual period which may result in injury vital to later happiness in life, nervous excitement keyed to such a pitch as to last several days, are negative factors in health education.

4. It is usually impossible to have both types (interschool and intramural) of athletic programs in a small high school. This is essentially true because (1) there is but one gymnasium for practice, and that must be shared with the boys; (2) one teacher cannot take charge of two separate activities, especially when the activities consume as much time and attention as the development of interschool teams; (3) facilities are generally inadequate.

[18] Lois Pederson Broady, *Health and Physical Education for Small Schools*, pages 124-125. Lincoln, Neb.: Teachers College and University Extension Division, University of Nebraska, 1937.

Play days. Mention has been made of a close connection between intramural athletics for girls and athletic play days. The latter are an outgrowth of the former. What is a play day? There are two general types. In one instance students from one or more schools engage in competition in which the identity of the individual school is lost. Teams are composed of members of all the schools concerned. Usually, names of colors, animals, or the like are selected for the team. The other type of play day is one in which the play is between schools whose identities are maintained. Varied activities take place and emphasis is placed on social rather than on competitive aspects. An occasional play day between two or more schools has a valuable social effect on the girls who participate—it gets them acquainted with other girls; all compete because of the wide range of activities; and such play is for the pleasure of playing, not for the benefit of an audience.

Telegraphic and postal meets culminating in play days sometimes are held. In such cases the competition is arranged so that it is in accordance with established standards. One school competes against the other for high score. This plan is especially effective in competition for achievement standards.

Previous discussion (see page 368) indicates the high value that the National Section on Women's Athletics places on play days, sports days, and telegraphic meets for girls' athletic competition. These events have so many definite values that they should be used extensively. They may be carried on with little or no expense, but they do require efficient organization. Among the greatest benefits derived from this type of competition for girls is the broad scope of activities. Incidentally, it may be pointed out that the potentialities of school play day and interschool sports day competition for boys are as yet pretty much unexplored.

Girls' athletic associations. Outstanding among the substitutes for interschool athletics for high school girls has been the successful operation of state girls' athletic associations. At least three states—Illinois, Nebraska, and Oregon—have done considerable work in the development of this project; and in these states the organizations are part of the state athletic or activities associations. Illinois and Nebraska do not allow interscholastic athletic competition for girls' teams except in tennis, golf, and archery. In Illinois a woman is manager of the girls' association; a section of the state activities

association bulletin is devoted to girls' activities; and the state association aids in financing the girls' organization.

In general, the procedure followed is the formation of local high school girls' athletic associations which then affiliate with the state organization by payment of a small membership fee. The basis of awards is the earning of points. Local, telegraphic or postal contests and games are held, achievement standards are set up, and usually certain health standards are established whereby girls may earn points in their own schools toward state letter awards. Schools are divided into different groups, dependent in most cases upon the physical education facilities offered by the school; and the points a girl may earn in schools in each group are weighted accordingly. The scope of activities in girls' organizations includes play days in the fall and spring; telegraphic basketball-shooting contests; track and field meets, and the like; skill tests; and a health program. Illinois also has developed the summer camp plan, with numerous camps located throughout the state. Girls receive points for participation in activities that lead toward the receipt of the state association awards.

In some instances, schools in states which do not have girls' athletic associations have local organizations and award school letters for proficiency in many of the activities listed above. This is an excellent plan, but the state award undoubtedly adds some incentive. Often such factors as scholarship, sportsmanship, posture, and adherence to health rules are factors for which points may be received. Women physical education teachers, through local girls' athletic associations, may set up these standards. When everything is considered, it seems that some form of organization for high school girls that gives them an incentive to play and at the same time betters their general health is highly desirable. It appears to have many advantages over the rather traditional types of girls' athletic competition.

Organization of girls' athletic associations. In the three states mentioned above the girls' athletic associations are part of their local state associations. In reality, they are leagues of local high school girls' athletic associations. In all of them, emphasis on interschool competition is reduced to the minimum and in its place programs of local achievement standards, play days and festivals, and telegraphic, telephonic, and postal meets are conducted.

Illinois affiliated its League of High School Girls' Athletic Association with the Illinois High School Association in 1927. In 1944 the League became a definite division of the I.H.S.A. The supervision and control of the League rests with the board of directors of the state association but the policy has been followed of calling upon the elected officers of the League for necessary technical advice and assistance. The organization of the Nebraska Girls' Athletic Association is not so elaborate as that in Illinois but its objectives are similar. In that state an advisory committee is appointed by the Board of Control of the Nebraska High School Activities Association to work with the secretary in formulating general policies. As a guide to state associations, as well as local high schools contemplating changes in their girls' athletic programs, the complete provisions in effect in Illinois are presented because this state has been the leader in this field.[19]

THE ILLINOIS LEAGUE OF HIGH SCHOOL GIRLS' ATHLETIC ASSOCIATIONS

Until such time as the rules shall be amended, the following provisions shall govern the participation of members of the IHSA in the League program.

Article I—*Object*

The object of the League shall be to stimulate interest in girls' athletics and gymnastics and to standardize and promote ideals of health and sportsmanship.

Article II—*Membership*

Sec. 1. Local associations may be organized in any high school which is a member in good standing in the Illinois High School Association.

Sec. 2. Such local associations may become participating members in the League by meeting the following requirements:

(1) Adopting the provisions governing the participation of members of the IHSA in the League program.

(2) Securing the approval of the League Executive Committee upon a local constitution which is drafted in conformity with the outline given in the League Manual.

(3) Making application for participating membership using the League application blank.

(4) Adopting the Point System of the League,

OR

submitting for the approval of the League Executive Committee, a point system which meets the qualifications stated herewith:

[19] Illinois High School Association, 1947 *Handbook*, pages 61-64.

(a) Such point system shall have been established and functioning for at least two years preceding application for participating membership in the Illinois League of High School Girls' Athletic Associations.

(b) The requirements to be fulfilled for all awards shall be comparable to those stated in the League Point System.

(c) Steps shall be taken toward a gradual change to the adoption of the Awards and Point System of the League, which change shall be completed within three years from date of participating membership.

Note of Explanation: This should not be construed to mean that a period of probation is necessary. On the contrary, local associations may be formed at any time.

(5) Paying the annual participating fee to the Treasurer.

Sec. 3. No local association shall permit girls to participate in interscholastic athletics, except in golf, tennis and archery. Interscholastic tennis, archery and golf shall be subject to the regulations found in the Appendix to the League Manual.

Sec. 4. Local associations may hold only play days (and other interscholastic activities which involve pupils from four or more schools) that are sanctioned by the Board of Directors of the IHSA and no pupil belonging to a local association may attend such activities unless they are sanctioned by the Board. No play days or other interscholastic activities requiring overnight trips will be sanctioned.

Sec. 5. Any local association failing to comply with any of the requirements of the League shall forfeit its participating membership.

Article III—*Meetings*

Sec. 1. A meeting of delegates of the local associations shall be held once a year for the purpose of making recommendations to the Board of Directors of the IHSA and for conducting the general business of the League. This meeting shall be held at the time of the annual High School Conference at Champaign or in case no Conference is held, the Executive Committee of the League shall decide the time and place of the meeting.

Sec. 2. Each local association shall be entitled to one voting delegate to the annual meeting. This delegate shall be a teacher eligible to membership on the Executive Committee or the principal of the high school.

Sec. 3. Any other meeting may be called by a majority vote of the Executive Committee and shall be called upon petition of twenty participating members acting through their official representatives.

Sec. 4. Thirty days before any meeting, the Secretary shall notify all members of the exact time and place of meeting.

Sec. 5. Meetings of the Executive Committee may be called by the President.

Article IV—*Quorum*

Sec. 1. The official delegates present at the annual meeting shall constitute a quorum for the transaction of business.

Sec. 2. A two-thirds vote of all participating members shall be necessary for the transaction of business by correspondence.

Sec. 3. Two-thirds of the members of the Executive Committee shall constitute a quorum.

Article V—Officers

Sec. 1. The officers of the League shall consist of a President, a Vice President, a Secretary and five additional members of the Executive Committee. The Assistant Executive Secretary in charge of the League shall be appointed by the Board of Directors and she shall serve as Secretary of the League.

Sec. 2. The President, Vice President and three members at large shall be women actively engaged in teaching physical education to girls in high schools.

Sec. 3. The Executive Committee shall consist of the officers of the League, and the Secretary and the Executive Secretary of the Illinois High School Association.

Article VI—Election of Officers

Sec. 1. The President, Vice President and three members at large shall be elected at the regular annual meeting provided for in Article III to serve for three years.

Sec. 2. The President shall appoint a Nominating Committee which shall propose names of suitable candidates for various offices. Candidates may also be nominated from the floor.

Sec. 3. Any vacancies occurring on the Executive Committee shall be filled by the Executive Committee, except that a vacancy in the Presidency shall be filled by the promotion of the Vice President, the latter's place being filled by appointment.

(a) The Vice President shall serve the unexpired term of the President.

(b) Officers appointed to fill vacancies on the Executive Committee shall serve only until the next Annual Meeting of the League, when a permanent member shall be elected to serve the unexpired term.

Article VII—Duties of Officers

Sec. 1. It shall be the duty of the President to preside at all meetings of the League and to see that all the business of the League is conducted in accordance with the provisions outlined by the Board of Directors of the IHSA. To assist in the conduct of this business, the President shall appoint from the women members of the Executive Committee the following sub-committees:

(1) A committee on points, of which one of the members at large shall be chairman.

(2) A committee on publicity, of which one of the other members at large shall be chairman.

(3) A committee on camps and play days, of which the Vice President shall be chairman.

Note: The President and the Secretary shall be members Ex-Officio of all committees.

Sec. 2. The committee on points shall:

(1) Decide technical questions.

(2) Pass on all suggestions for changes in the activities and point system before these are presented to the participating members for a vote.

Sec. 3. The committee on publicity shall:

(1) Take charge of publicity.

(2) Serve as correspondents to the INTERSCHOLASTIC.

Sec. 4. It shall be the duty of the committee on camps and play days to have charge of the details of the management of the summer camps and play days under the general supervision and management of the Secretary.

Sec. 5. The Vice President shall, in case of the resignation, absence or disability of the President, assume all the duties of the President; she shall serve as chairman of the committee on camps and play days.

Sec. 6. The Secretary shall:

(1) Keep a careful record of all proceedings of the League and Executive Committee meetings.

(2) Conduct all correspondence of the League not otherwise provided for.

(3) Keep an accurate account of all receipts and expenditures of the League.

(4) Check and keep a record of all League awards.

(5) Return decisions on technical questions to local associations.

(6) Attend to other duties prescribed by the Board of Directors of the IHSA.

Sec. 7. The Executive Committee shall serve as an Advisory Committee to the Board of Directors of the IHSA and shall make recommendations to the Board concerning the expenditure of funds, the requirements for membership in local associations, the number and kinds of medals and trophies to be awarded and to assist the Board in any other way it may deem advisable in conducting the general business of the League.

Article VIII—*Fees*

Sec. 1. The annual participation fee shall be based upon the enrollment of the school and shall be as follows:

$1.50—schools whose total enrollment is 99 or less.

$2.50—schools whose total enrollment is 100 through 299.

$5.00—schools whose total enrollment is 300 or more.

Sec. 2. Annual participating fees are payable before December 1 of each year. A penalty of $1.00 a month shall be assessed for late payment.

Article IX—Awards and Pins

Sec. 1. Each local association shall be permitted to give two awards. They shall consist of felt or chenille emblems of size and quality appropriate for attachment to sweaters.

Sec. 2. Two higher awards shall be granted by the League. 1600 points shall entitle the winner to the STATE LEAGUE AWARD, and 2000 points to the highest award which shall be known as the STATE LEAGUE EMBLEM. These awards are to be paid for by students winning them unless the local association provides otherwise.

Sec. 3. Any member of a local G.A.A. in good standing who has earned at least 50 points in some elective activity is entitled to purchase the State League Pin.

Article X—Amendments

The foregoing provisions governing the participation of member schools in the League program may be amended by the Board of Directors of the IHSA. It shall, however, be the policy of the Board to seek the advice and assistance of the Executive Officers of the League before making major changes in these provisions.

Note: Additional information concerning the League program will be found in the League Manual. Copies of the Manual may be secured upon request from the Illinois High School Association, 11 South LaSalle Street, Chicago 3, Illinois.

As indicated on page 376, the only interscholastic athletic competition for girls permitted in Illinois is in golf, tennis, and archery, and only then if the contests are conducted under the following League regulations:[20]

REGULATIONS GOVERNING GIRLS' INTERSCHOLASTIC COMPETITION IN ATHLETICS

1. Each participant shall be eligible in all respects under the rules of the Illinois High School Association and in addition shall be required:

(a) to file with the high school principal a statement from her parent or guardian approving her participation in interscholastic athletics.

(b) to have on file with the high school principal a certificate of physical fitness issued by a competent physician.

2. Only women officials shall be used in the contests and each school entering one or more competitors must send with the competitors a woman member of the faculty to serve as chaperone and coach.

3. No admission may be charged spectators and no girls' matches may constitute a part of any program at which admission is charged.

[20] *Ibid.*, page 64.

4. Official Rules for Women except that in Tennis:
(a) No deuce sets or "games all" shall be played.
(b) A set shall be terminated by team first winning six games.
(c) Winners of 2 out of 3 sets shall win match.
(d) A rest period of five minutes shall be allowed after each set.

In Oregon the Girls' Section also is a division of the State High School Activities Association. Its handbook presents rather complete information on suggested methods for organizing local high school girls' athletic associations as well as suggesting program periods, rules for earning points, awards, and specific information for conducting activities. There also are included suggestions for constructing facilities, sports rules, and a typical constitution for a local high school girls' athletic association. The sections of this publication dealing with organization, rules for earning points, and awards are presented here because of their interest to schools desiring to establish girls' athletic programs somewhat different from the traditional type.[21]

How to Organize

The organization and administration of an athletic program is a task that requires time, effort, and elaborate planning. Technical information as related to the individual school and community must be used as a basis for planning such a program. Talk to your superintendent on administrative problems and their relationship to other affairs of the school; know your physical plant, the amount of space available both indoor and outdoor, the equipment in the community, the pupils and previous policies followed. With these in mind, it is suggested that you begin your program within your physical education classes with the situation as it exists, and move forward toward the accomplishment of broader and more comprehensive goals as provided in the complete plans. Advance as rapidly as possible in accomplishing skills as planned, but make certain that you are always well within the educational policies established by the Superintendent of Schools.

The program must be flexible and adaptable in order to meet the needs of various communities and the socio-economic conditions, otherwise there can be no working basis for planning a long time program. Such a program requires a leader with vision and initiative, an individual who has a sound philosophy of health and physical education, and a thorough knowledge of youth problems.

A planned program, based upon the knowledge of suitable activities

[21] Oregon High School Activities Association, *Handbook for Girls' Section* (1942), pp. 4-9.

and good group organization, assures order on the scene, happy participants, and the establishment of acceptable health habits. There should be an activity for every student, and every student should be in an activity. See that each one has an opportunity to participate in an activity which she enjoys or in which she excels.

It is the hope of the committee that each school, regardless of size, will organize its girls' athletic program under the Oregon Point System in a manner most useful to that particular school. The system of awards of the Oregon Point System can be used in the following ways:

1. In conjunction with regular physical education classes.
2. For organizations of after-school or noon programs.
3. For organizations of out-of-school leisure time activities.
4. As a basis for organizing a program for girls: if a trained physical education director is not available.

The organization can be as formal or as informal as desired. Each organization should have a constitution and by-laws and an initiation ceremony should be held for all new members. When first adapting the plan it may be desirable for the one in charge of the girls' program to keep the records and plan all activities. A club should be formed as soon as possible. Officers should be assigned who can head each activity, keep record sheets, help instruct, and plan programs and events. The members of such an organization should be limited to those who have earned a definite number of points, and who keep earning points.

The handbook lists a number of activities from which to choose, others may be added as desired. Select the activity which you would like to use in starting your program and start from there. It is not advisable, or even desirable, to attempt to cover the entire group during any one year. Provide the proper equipment for each activity. If equipment is scarce, select the activities which can be adapted to limited equipment.

The following is a suggested outline which may be used as a guide in setting up a program. Modifications may be made as desired.

	Gym Class	*After School*	*Outside—Leisure Time*
First 6 weeks	Horseshoe Paddle Tennis Circle Games	Volleyball Archery Kick Pin Baseball	Golf Tennis (Lawn) Swimming
Second 6 weeks	Volleyball Tag Games Self-testing Act.	Volleyball Archery Badminton	Golf Tennis Bowling
Third 6 weeks	Tumbling and Stunts Folk Dances Softball	Basketball Archery Informal Ball Games	Golf Techniques Ice Skating Bowling
Fourth 6 weeks	Bound Volleyball Ping Pong Tap and Clog Dancing	Basketball Musical Games Informal Dances	Skiing First Aid Bowling

	Gym Class	*After School*	*Outside—Leisure Time*
Fifth 6 weeks	Baseball Self-testing Act. Camp Craft and Camp Rhythmics	Baseball Archery Hiking Formal Teas	Golf Tennis Horseback Riding First Aid
Sixth 6 weeks	Ring Tennis Darts Relay Games Squash	Baseball Archery Roller Skating Hockey	Golf Tennis Swimming Bicycling

The dues shall be paid annually, as follows:
$1.00 for schools with less than 500 enrollment.
$2.00 for schools with 500 or more enrollment.

Rules for Earning Points

1. A maximum of ten points in any one activity may be won in each sport each year. Depending on the skill and the competition an instructor should judge whether 10, 5, or 3 points be offered for the activity.

2. Points earned in the last year of junior high school may be carried over into senior high school provided that they have been earned in the same way required by this system; and provided that the senior high school instructor wishes to accept them.

3. Wherever possible the degree of skill should be taken into consideration in giving points. The instructor should be cautious about awarding points too freely. An award too easily earned is of less value to the student than one which has been difficult to obtain.

4. Official Sports Library for Women should be used whenever possible.

5. Any member of a team, inter-class or intramural, who has had at least six supervised practices with a total of 270 minutes preliminary to the games played, and who plays two or three games, shall earn her points.

6. The number of teams should be determined by the size of the school and interest in the sport. In small schools if there are not enough for class teams, the division might be upperclass vs. lower class, town vs. bus students, etc. In larger schools each class may have several teams, as freshman A, B, and C and so on. A guide for determining the number necessary might be to have enough teams so that each girl of at least average skill can play, and yet keep making the team an honor.

Awards

1. The first award, which is granted for 50 points, is a diamond-shaped felt emblem in the local high school colors. This emblem will be 4½ inches high and 4¼ inches wide bearing the numeral of the girl's high school class.

2. The second award is granted for 100 points. It may be the regular 5-inch school letter, or one designed by the school. (In some schools the student body grants this award.) Some schools prefer a pin symbolic of their club such as a winged foot with the letters G. A. A. or G. L. C.

3. The third award is granted for 150 points. This can be a 5-inch or 7-inch letter of chenille, depending upon the school's selection of the second award. Approximate cost is 50 cents.

4. The fourth award is an honorary one. It is a symbolic pin awarded to seniors. Rules for obtaining this honorary award are as follows:

(a) Candidate must be a senior.

(b) Candidate must have earned 200 points in a four-year high school, or 150 points in a three-year high school.

(c) Candidate must have maintained a scholastic standing higher than the average for her school.

(d) Candidate must have demonstrated a high standard of sportsmanship in all her activities.

(e) Candidate must be considered an outstanding girl.

(f) The council of the girls' athletic association, or a similar committee, shall prepare a list of all the girls who are eligible for the fourth award.

(g) A committee, of which half the members shall be members of the club (or girls who have earned points under this system) and the other half shall be faculty members, will decide upon the winners of the fourth award. The final selection shall be made on the basis of sportsmanship, cooperation, attitude toward health habits, and consideration of the candidate as an all-round girl.

The list of activities suggested in the Oregon publication includes other activities as well as those strictly athletic in nature, and the whole program is tied in very closely with physical and health education. Following are the activities listed:[22] aerial darts, apparatus, archery, badminton, basketball, bicycling, bound volleyball, bowling, dancing (folk, clog, tap, etc.), deck tennis or tenikoit, field hockey, first aid—junior and standard, golf, handball, handbat, health examination, hiking, hit-pin baseball, home nursing, horseback riding, horseshoes, marksmanship, paddle tennis, Ping-pong or table tennis, play day participation, shuffleboard, skating (roller or ice), skiing, soccer, softball, speedball, sports skills, swimming, tennis, track, tumbling and stunts, and volleyball.

The Challenge of the Future

In concluding the discussion of girls' athletics, it should be understood that emphasis has been placed on changes in method rather

[22] *Ibid.*, pages 9-22.

than upon their entire elimination. School people are making progress because they are studying all forms of athletic competition—boys' as well as girls'. We should not condemn unless we can suggest something different. With this thought in mind the following points are listed as they were made before the Women's Division, National Amateur Athletic Federation at Atlanta, Georgia:[23]

1. Continue to place our emphasis on recreational forms for the masses.
2. Continue to stress the educational and recreational aspect of all sports for women as against spectator sports.
3. Continue to oppose the control and promotion of sports for girls and women by publicity-seeking agencies, whether they be groups of men or women.
4. Continue to strive for adequate supervision of sports.
5. Study our standards constantly that they may be kept ever attuned to the best educational philosophy.
6. Change our emphasis against men coaches in general to one of disapproval of those men coaches who are not trained physical educators, acknowledging that a man coach who is trained in the educational implications of his task is superior to a woman coach not so trained, i.e. place the emphasis on training rather than on sex alone.
7. Avoid duplication of effort with other organizations whose standards and aims match ours.
8. Wherever possible make our approach positive rather than negative.

Considerable thought is contained in the above quotation, and schoolmen of the nation will do well to give it their attention. Girls' athletics are and should be in the school program. The problem is one of proper administration.

[23] Mabel Lee (University of Nebraska), "The Challenge of the Future," Women's Division, National Amateur Athletic Federation, *News Letter*, No. 79, June, 1938.

Chapter 15

JUNIOR HIGH SCHOOL ATHLETICS

Characteristics of the Junior High School

The junior high school development has had its greatest impetus during the last thirty-five years. It came about largely as the result of two things: first, the rapid growth in high school attendance; and second, the realization that a large percentage of those attending high school either would not finish the twelfth grade or, if they did, between 85 and 90 per cent of them would not attend college. Thus, the junior high idea was fostered in order that a new type of school could be created in which the great mass of students might be given a broader and more fundamental education than the traditional four-year high school had offered. Seventh, eighth, and ninth graders made up the new organization, so that the later elementary and early high school traditions have contributed to it. The curriculum was enriched, terminal courses were introduced in limited numbers, and sampling or exploratory courses were offered. In fact, much of the philosophy upon which the junior high school has been founded has been based on the idea that it is primarily an exploratory or career-acquainting institution.

Development of athletics in junior high schools. As might be expected, the junior high schools in their early periods of establishment turned to the high school pattern for suggestions much more than to the elementary schools. In many cases the junior high schools became young high schools during the first few years of their existence. This tendency was especially noticeable in their athletic programs. Many junior high schools introduced the accepted athletic activities that had been sponsored for years in high schools and colleges. Junior high school football (Rugby) developed; track and field events, baseball, and basketball became parts of the inter-

scholastic program; and junior high school swimming teams were sponsored where facilities permitted. Rules for games and sports activities were modified so they more nearly met the level of competition for students in grades 7, 8, and 9. In other words, our interscholastic program was simply stepped down from the nine-to-twelve grade level to the seven-to-nine grade level.

Since about 1930, questions have been raised regarding the advisability of considering the junior high school as a young high school as far as its athletic program is concerned. Similarly, many educators have questioned the extent to which the traditional or senior high school should follow the colleges and universities in its athletic activities. Modifications have been forthcoming all along the line. The feeling seems to be coming more prevalent, however, that the chief athletic interest of the junior high school should be largely intramural in nature, because such a policy is more in keeping with the principles of the junior high school. It enables more students to play more games, to extend and broaden their interests, and to improve their skills. Moreover, usually it is possible to satisfy the desire of students of this age for competition if the intramural program is handled properly.

Interschool vs. Intramural Athletics for Junior High Schools

There are differences of opinion among physical educators and educators in general regarding the advisability of interschool athletics for junior high school students. Many state high school athletic associations do not recognize that there is such a thing as interscholastic athletic competition by students below the ninth grade or in schools that do not include the upper grades. A few states, among them Pennsylvania, Kansas, and Michigan, have definite regulations for junior high school athletic competition. Such states have felt that it was preferable to set up standards, knowing that certain schools would engage in interschool play. As an indication of differences in opinion among junior high school men themselves relative to interschool athletics, Brammell found the following situation in 126 systems:[1]

[1] P. Roy Brammell, *Intramural and Interscholastic Athletics*, U. S. Department of Interior *Bulletin* No. 17, *Monograph* No. 27, pages 72-73.

Thirty-nine schools report interscholastic contests for the junior high school grades, 38 report that such contests are not allowed, and 49 schools did not specify, perhaps not having faced the issue. . . .

Some question arises concerning the desirability of encouraging interscholastic competition in athletics for junior high school pupils. Certainly much attention should be given to the matter of physical fitness, and to the selection of appropriate sports in which contests are to be held. Eligibility for competition during subsequent years in high school is also to be considered. Some schools allow interscholastic competitions among junior high school pupils, and at the same time guard against the idea of a junior high school "varsity" team. This is done by making these competitions an extention of the intramural program. For example the interschool competitions among the junior high schools of Des Moines, Iowa, are described in Bulletin No. 22 of the Bureau of Physical Education of the Des Moines Public Schools, as follows: "One school may find it desirable to invite one or more other schools to join in a play program of several sports or for one sport only. Such invitations are permitted but the teams which play are to be selected from the intramural play and there is to be no varsity team with special coaching for such contests."

From this study it appears that the schools reporting in Brammell's study were about equally divided on the matter of interscholastic games for junior high schools. That study was published in 1932, and it is safe to say that since then there has been a gradual decrease each year in the number of junior high schools sponsoring complete interscholastic athletic programs. Much of this change in policy has come about as the result of rechecking the objectives of the junior high school. It is felt that intramurals offer broader opportunities for growth than does a concentrated program of interscholastic activities. Most significant among the expressions of opinion regarding interscholastic athletics for junior high school students is the position taken by the American Association for Health, Physical Education, and Recreation.[2]

Inasmuch as pupils below the tenth grade are in the midst of the period of most rapid growth, with the consequent bodily weaknesses and maladjustments, partial ossification of bones, mental and emotional stresses, physiological readjustments, and the like, be it therefore resolved that the leaders in the field of Physical and Health Education should do all in their power to discourage interscholastic competition, at this age level, because of its strenuous nature.

Be it further resolved that where school systems continue to foster a

[2] Adopted by Legislative Council at Atlanta, Ga., April 22, 1938.

program of interscholastic sports competition for pupils below the tenth grade, that they be urged to limit it to pupils who are physiologically mature as measured by roentgen pictures of the degree of carpal bone ossification, advanced chronological age plus beard growth, or some other such indication of physiological maturity.

This action taken by recognized leaders in the field of physical and health education and recreation should bear considerable weight because its chief consideration is the physiological aspect of the problem. It is not an attack against competition but against some of the circumstances under which competition is conducted for children of this age and grade range.

During the last few years there has been a noticeable interest in the development of interscholastic competition for junior high school boys. Particular interest seems to have centered around football. *Studies are lacking that definitely prove whether this activity, with* suitable modifications in rules and regulations because of the age of contestants, is desirable. If the purpose solely is to make better senior high school football players, its sponsorship is not justified. Under no circumstances should junior high school football be conducted unless the best possible instruction (coaching) is available; adequate, new (not handed-down) equipment can be furnished; first-class playing facilities are provided (not the school playground); games are limited in number and confined exclusively to junior high schools (weight classifications are recommended if the game is to be played).

That there currently is a search for documentary evidence regarding junior high school athletic competition is evidenced by the consideration of this matter by the Society of State Directors of Health and Physical Education at its 1947 Oregon meeting. Several years ago the following resolution was adopted by this group; at the above meeting, however, when its readoption was proposed it was "moved for further study." [3]

WHEREAS, there is a trend to foster interscholastic competition in the junior high school, and
WHEREAS, pupils below the tenth grade are in the midst of the period of most rapid growth, with consequent body weaknesses and maladjustments, mental and emotional stresses, physiological readjustments, and the like,

[3] Society of State Directors of Physical and Health Education, Committee on Resolutions, Seattle, 1947.

THEREFORE, be it resolved, that the Society of State Directors of Health and Physical Education do all in its power to discourage interscholastic competition at this age level because of its strenuous nature. (Moved for further study.)

Administrative problems. In any school the problem of administering the athletic program is a major one. The junior high school situation is no exception. One of the most difficult considerations is that of equipment. Boards of education, as a rule, do not subsidize the interscholastic athletic program in such schools to any greater extent than they do in senior or four-year high schools. In general, public support is limited because of lack of interest in outcomes of junior high school games; thus contest attendance by adults is comparatively small and provides little revenue with which to conduct the program. The opposition of nearly all physical education authorities to junior high school football (Rugby) adds to the difficulty of securing revenue. It is difficult to arrange schedules so that proper playing time is available. Generally it is recommended that interschool games, if played, not be held in the evening. In case they are, no overnight trips are to be allowed if the usual recommendations are followed. There is difficulty here because of interference with school time if long trips are to be made.

Coaching of teams. The coaching of teams is another problem because available men on the physical education staff usually are busy with intramural activities. Frequently it is difficult to secure the place and time to arrange for "varsity" practice during and after a busy school day. As stated above, there is likely to be interference with the intramural program if there is an extensive interschool athletic setup. If it is possible to make the interscholastic activities the outgrowth of the intramural program and to limit the contests to a few in number, it should be possible to harmonize the two so that neither the services of the coach nor facilities are unreasonably usurped for interscholastics.

Another phase of this entire program, varying in different localities, must be kept in mind. Sometimes the claim is made that junior high school boys are bound to be engaged in some type of competition; hence it is desirable that it be under the direction of school authorities. There is considerable merit in this position. If a school is one of several in a city or metropolitan area and if it has a tradition or feels that interscholastics will fill a need additional to

its intramurals, then, perhaps, they have a place in its program. There also are instances where informal "challenge games" are played. Many such schools, however, spend all their energies in developing a well-rounded junior high school intramural program with outstanding success.

Some program principles for junior high school athletics. It is generally recognized that the purposes and accomplishments of the junior high school differ considerably from the traditional high school, as far as most students are concerned. Junior high schools are composed of younger students, for many of whom the school is the terminal in formal education. Since there is a common conception that education is life rather than a preparation for life, it is obvious that the junior high school athletic program has great possibilities of service toward this objective. Boys and girls of the junior high school age are in the period when cooperation, team play, and organization are more prominent in their thinking than when they were in the elementary schools. Junior high schools have made much of these factors, and rightly so. Since they are so important, the opportunity to share in them should be afforded as many students as possible through a broad athletic program that is largely, if not entirely, intramural. In considering objectives of the junior high school in relation to its athletic program, a committee of Michigan junior high school principals formulated the following which still obtain:[4]

GUIDING PRINCIPLES FOR AN ATHLETIC PROGRAM IN JUNIOR HIGH SCHOOLS

Athletics exist for the sole benefit of boys and girls who participate in them.

Athletics exist to keep alive the fun-spirit of youth; to provide a vigorous type of recreation in which abide pleasure, happiness and joy; to prolong the playtime of youth and preserve the joyous zest of living.

Athletics exist to contribute to a healthier type of citizen—the building of sound bodies, the disciplining of character, development of personality and leadership and the stabilizing of emotional control.

Athletics should offer a broad and diversified program of activities which are adapted to the immediate and future needs of the individual boy or girl.

[4] "Guiding Principles For An Athletic Program in Junior High Schools in Michigan," Michigan High School Athletic Association *Bulletin*, December, 1929, page 13.

In order to test the types of activities to comprise such a program constant experimentation is needed on every playground and athletic field.

In addition to remaining a place for fun-getting, the playground should become a laboratory in trying out the possibilities which inhere in each new type of activity or sport; and for the individual to discover his or her own interests, abilities, and skills in a wide range of activities.

Because the traditional program of athletics is narrow in scope, specialized in its practices, and fails to meet the needs of the majority of students, it cannot be accepted as a pattern for the construction of a junior high school athletic program.

That form of athletics is best for a student which most satisfies his needs. This principle abolishes the distinction between majors and minors in athletics and places all sports on the same level of importance to the participant and to the school.

The keynote of junior high school athletics is participation-by-all, participation in the games on the field and not on the side lines and the bleachers.

To this end, each school should construct a comprehensive intramural athletic program which will make the slogan "Every Pupil on a Team" easy of achievement.

In this type of athletic program interscholastic teams and interscholastic contests assume a secondary importance.

In this type of program those games which have a high "carry-over" power—games which can be played long after graduation and into adulthood—should be featured: tennis, golf, archery, hand ball and swimming are only a few examples.

If a program of educational guidance were established in each school and faculties understood and accepted the peculiar purposes of our separate institutions; if pupils were correctly assigned to curricula and courageously readjusted when deemed wise, the problem of scholastic eligibility would vanish from athletics, from the school, and from the home.

General Recommendations

The junior high school athletic program, like that in any high school, may be both a blessing and a detriment. Its general policies and their administration are the factors which will determine the contributions it will make to the boys and girls concerned. It is essential that policies be well understood and followed within local schools. Since junior high school organization is more common in larger cities, it is imperative that a general school system policy regarding athletics be formulated. If all activities are to be intramural, that policy should be understood. In the event that there are to be both intramural and interschool contests, such procedures

should be well defined. It is practically impossible to conceive how there could be only interschool contests with no intramurals in junior high schools. In city systems it seems desirable that the supervisor of physical education be in general charge of the athletic programs of all the junior high schools concerned. The policy-making body, of course, would be the school administration heads, supplemented by the physical education staffs in each school. Physical education men and women should have supervision and direction of the program in their respective schools.

In concluding the discussion of the junior high school athletic program there are listed below several policy-making considerations. Circumstances vary in different schools and in different parts of the country. Density of population, proximity of schools, size of enrollments, and racial or other characteristics of student bodies all are determining factors in the establishment of athletic as well as general educational principles. It is with these variations in mind that these alternatives are offered for consideration.

Intramurals. The first recommendation is that junior high school athletic programs be intramural in character. Both boys and girls may be served equally if this policy is adopted. It will acquaint and expose large numbers of students to new games. The services of physical education instructors and school facilities will be available to all.

Intramurals with a few interschool games. This policy is a continuation of the intramural program. It may be worked out in cities where there are several junior high schools. Long trips and night games should be avoided. Interschool games, if played at all, probably should come at the end of the season as a possible recognition of intramural prowess.

Point and award systems. Most educators are opposed to an extensive system of awards for athletic competition, and rightly so. They are neither advisable nor necessary. In many instances, however, a point system which is a part of the general physical education and intramural program is beneficial. A school letter award of no intrinsic value will suffice. It is a record of achievement rather than reward for services. Boys and girls of junior high school age are interested in such acknowledgments, and well-organized point systems are excellent substitutes for interscholastic competition.

Play days. Where junior high schools are located favorably there

have been very successful play days arranged. Again, these are extensions of the intramural program and have the added advantages inherent in guest-host school relations. With boys it may be more desirable to maintain school identities in team competition, but this feature is not so important in girls' games. Make the occasion one of social and sportsmanship importance and competition *with* the other school rather than *against* it.

It is not to be inferred that the reasons advocated for an intramural program as the basis for junior high school athletics are a condemnation of interschool games. They are different types of competition and serve different ends. It seems more desirable to postpone intensive interscholastic competition to a later period in the child's life. The point might be raised that interschool competition will not be realized by many junior high school students because they will not attend high school. That is true; but it seems more desirable for such students to have many varied experiences in athletic competition in intramurals than concentration in one or two activities that are interscholastic in nature. The whole point is that concentration should be on intramurals in the junior high school, with interschool games, if played, being incidental.

If a school is considering a change in its athletic policy, which may include interscholastic competition for boys, it would be well for it to review the areas enumerated by McCristal of Michigan State College:[5]

1. Classification according to weight and experience.
2. Provision of regulation equipment.
3. Provisions for preliminary physical examinations and supervision by a medical doctor during actual competition.
4. Provision for adequate and qualified leadership in setting up policies for competition.
5. Provision for adequate and qualified leadership in supervising activities.
6. Examination of the policy of excusing competitors from all other physical education.
7. Provision for reaching a large number of boys in the activity instead of just the few who demonstrate the greatest proficiency.

[5] King J. McCristal, Michigan State College, East Lansing, "What About Junior High School Football?" Michigan Association for Health, Physical Education, and Recreation, *The News*, Vol. 2, No. 1 (1947).

Chapter 16

TRENDS IN HIGH SCHOOL ATHLETICS

To prophesy developments in any field of endeavor over a long period of years usually is hazardous for the prognosticator. To review the past for quite a length of time and then to point out significant happenings that may be considered trends is not so risky. That is the purpose of this chapter, which is somewhat of a review of those preceding. Conclusions drawn and inferences made are based on developments that actually are taking place, or they are conclusions that have been included in the policies and programs of national authorities. They may be of interest and value to the men and women in high schools who have, or will have, the all-important jobs of directing the athletic activities of millions of American boys and girls.

The war's disclosures. World War II taught us many things about the values of physical fitness and athletics. It showed that, at the beginning of the war, our young men of high school and college age were not in good physical condition. Arm, shoulder-girdle, and abdominal muscles were woefully weak. Thirty per cent of the white men coming into the Navy were unable to swim fifty yards. Among Negroes the percentage was half again as high. The leg condition of men was better than anticipated, probably because we are primarily a nation of "leg" games—football, basketball, baseball, track, tennis, and golf. But the discouraging revelation was that there was a very large proportion of men who neither knew nor had had any experience in any types of games or organized competition. They simply did not know how to play, even games of low organization. Somewhere along the line the schools or recreational agencies had failed to provide this important training which stood out so glaringly when the spotlight of war was thrown upon them.

It is not contended here that a man necessarily had to have experience in athletics to be a good soldier, sailor, or marine. Thousands

of the best we had were deprived of that opportunity before coming into the service. It is contended here, however, that a good soldier, sailor, or marine was a better one if he had taken part in athletic competition during his school days. Such an experience "did something" for him which manifested itself so clearly during his training period, and in his campaign record as well.

A trust to keep in athletics. We are in the so-called postwar world now, and hundreds of thousands of young men and women have come home. Many other thousands are sleeping in foreign lands or in the oceans. It was they who helped with their all to make it possible for the rest of us to have homes, and it was they who helped to preserve the America we love and rightly think to be the greatest nation in the world. We must prove that America is strong morally, socially, and physically. There is a job to be done, and not the least consideration is the assurance that our athletics are what we claim them to be. Professional athletics have a place in our scheme of things, but they should not be confused with the amateur athletics that have flourished so well in our high schools and colleges, where play should be for "play's sake" and the valuable educational lessons that accrue to the student participants and spectators. We must keep an even keel in our high school athletic programs. Already there are indications that undesirable promotional schemes are in the offing. Our athletics should be broadened to be more inclusive, both as to numbers competing and varieties of sports. It is just as important to provide opportunities for students to compete in tennis, volleyball, or swimming, as in football, basketball, or baseball. There are no such things as minor sports: they are major to the competitor, or else he is not worthy of being called a competitor. By the same token, there should be more than varsity teams in competition, and the lead taken by some schools in having as many as four teams in league competition is an indication of what can be done. *More students in more sports* should be our goal.

Permanence of athletics. It is a truism that nothing mortal is permanent. But, in the sense that we consider permanence, it seems safe to say that competition will be as nearly permanent in American life and tradition as anything we have. When we take competition out of business, out of our individual achievements, out of our very lives, we will indeed cease to be Americans in the generally accepted sense of the word. In play and recreation we are

bound to have competition and in competition we have athletics. They are inseparable. Equality of opportunity and competition are the essence of our educational system. The late Fielding H. Yost said:[1]

> It is, then, in the building of men that competitive sport displays its real significance. I am convinced that because of properly supervised athletics, there are more men in the world than there otherwise would be, who measure up to the standard of true manhood.

The emphasis made by Yost has not changed during the years since these statements were made. They are truer than ever today. It behooves those in charge of athletic programs to see that the right kind of opportunities for competition are provided. For most boys and girls these opportunities will be intramural. For some they will be interschool. Many will be "spectator competitors." They all have their places in the general scheme of things in the athletic as well as in the educational patterns. Regimentation never progressed to any great extent in those countries whose people engage in competitive athletics.

Place of the National Federation of State High School Athletic Associations. The National Federation has performed valuable service since its inception in 1920 and seems destined to increase its scope of influence in the future. It has great possibilities as a coordinating organization in unifying standards for control of high school athletics in the various states. The organization does not seek to usurp local state association powers. It should concern itself with the formation of public opinion throughout the United States as to what the educational outcomes of high school athletics ought to be. It has more possibilities in this field than in any other. When one realizes what the combined judgments of schoolmen in eleven-twelfths of the states of this nation might be, one sees that the possibilities of making interschool athletics really educational are unlimited.

Values of state associations. Properly organized and controlled, state athletic and activity associations may be the guarantee that athletics will achieve the educational goals for which they are intended. It seems desirable that such organizations have definite

[1] In an address delivered in Bloomington, Ill., before the Illinois Schoolmasters Club, Feb. 26, 1925.

or affiliated connection with state education departments, or at least the physical education divisions of them. There is a trend toward the development of state activity associations that control other programs as well as athletics, as evidenced by approximately twenty states so organized at present. These seem to be performing satisfactory services in those states where such supervision is desired.

Age limits for competition. There is increased interest in fixing both maximum and minimum age limits outside of which a student may not compete. Such regulations protect individual competitors as well as those against whom they compete. Nearly one-third of the states now have an upper age limit of nineteen years; approximately two-thirds of the states allow interscholastic competition until a student reaches his twentieth birthday; in one or two states the age limit is eighteen and in three or four participation is allowed until a student is twenty-one years of age. The trend seems to be toward the nineteen-year limit. Several states require that a student must be fourteen years old before he may be a member of an interscholastic athletic team, and in a few the lower age requirement is fifteen years.

Number of season contests. Annually more states are limiting the number of regular season contests that schools may play. This policy has been inaugurated because local pressure in some communities has resulted in scheduling games not desired by school authorities. The first and last dates during the season on which games may be played are being established in more states each year. Definite stands are being taken regarding postseason, all-star, and out-of-season games, as well as nonschool or nonathletic association-sponsored games with which high school students, recent high school graduates, or school coaching staff personnel are connected.

The local athletic program. Increased attention is being given to the establishment and management of the local athletic program. It is being considered as part of the physical education program, and definite policies determine the manner in which it functions. Added attention is accorded to contest management details, with the result that a more desirable educational experience is provided for both competitors and spectators. It is significant to realize that less emphasis from a commercialized publicity standpoint is being placed on interscholastic athletics than was the case ten or fifteen years ago. In spite of this fact, however, nearly every high school

of any size reports increased interest in athletics and the sponsoring of more sports than formerly.

Safety standards and benefit and protection plans. More attention is being paid to the safety of participants in athletics today than ever before, as is evidenced by the use of better equipment, insistence on health and physical examinations for all participants, improvements in playing rules, better officiating, and the provision of athletic accident benefit and protection plans in nearly thirty states. Schools, also, are paying more attention to sanitation standards in the conduct of their athletic programs. It is very probable that, in the near future, an accounting will be taken to determine whether high schools are sponsoring athletic activities that do not properly belong in the high school category of sports. One of the most important contributions of athletic accident benefit and protection plans has been the accumulation of valuable data indicating when, where, and how injuries occurred. From this information it has been possible, to some extent, to determine the cause of injuries which may be the result of playing rules or types of equipment worn. In this way it has been, and will continue to be, possible to make modifications in rules and improve playing equipment so that the safety of participants is increased.

Board of education support. Boards of education continually are doing more to aid in the maintenance of the athletic program, both interscholastic as well as intramural. Statutes and court opinions vary in different states regarding the legality of use of public funds for interschool contests. In most of them, however, public funds are used for general equipment. It is significant that boards of education are aiding in the athletic programs of schools because it puts these activities in their proper educational place.

Intramural athletics. Broad programs of intramural athletics for boys and girls will continue to receive increased emphasis. They are basic both for education generally and for the interschool program which properly may be an extension of intramurals. The two are complementary to each other in most secondary schools. Intramurals should be a part of the physical education program; but, as such, they are generally maintained on an elective basis. In the concluding paragraph of his study Brammell says:[2]

[2] P. Roy Brammell, *Intramural and Interscholastic Athletics*, U. S. Department of Interior *Bulletin* No. 17 (1932), Monograph No. 27, pages 142-143.

When the complete data for intramural and interscholastic athletics presented in this report are scanned in the large, one has the feeling that the general program of intramural sports is in the process of establishment, while the program of interscholastic athletics is in the process of adjustment. Both are being appraised in the light of educational outcomes, and, rightly selected and administered, both are felt to contain definite educational values. The schools in this study which seem to be setting the pace in this field are headed definitely in the direction of dovetailing these activities and making both of them parts of a larger program which includes not only them, but also the health work in the schools and the work in physical education.

Athletics for girls. Interschool athletics for girls are being sponsored by fewer high schools annually. In their place comprehensive intramural programs are being substituted. In connection with the intramurals there are interschool play days and local and state girls' athletic associations that have point award systems. Some state athletic associations have eliminated all interschool athletic competition for girls and made the substitutions mentioned. The general criticism has not been so much against competition for girls as against some undesirable circumstances under which it has been held. Several women's divisions of national organizations have formulated policies regarding athletic competition for girls and women. They are most constructive in that they have come from women themselves, and in practically all cases their recommendations have been for a much higher type of competition than practices advocated when men have been in charge of the program. Several state athletic associations have made real beginnings in the encouragement and formation of local school girls' athletic associations that do not advocate the old, traditional types of girls' interscholastic athletic contests.

Community responsibilities of athletic coaches and physical education teachers. The athletic coach and physical education teacher of the future will not consider their work as being confined entirely to school assignments. With enforced increase in the leisure time of many people, the community will look to school athletic and physical education people for the direction of their recreation activities. Those teachers will be doing themselves real favors by being prepared and willing to handle this work. It also is an effective means by which they may make themselves indispensable to the school and community.

In several states it is the practice to continue regular interscholastic athletic schedules by high schools throughout the summer months. This movement seems destined to grow, because students of high school age undoubtedly will not find employment during the summer as they did during the war years. Schools are employing members of their physical education staffs, as well as other teachers, on a full-year basis and they direct these summer programs besides working in recreation programs during this period. Iowa and Minnesota have made beginnings in this program and have sponsored some baseball, track, tennis, golf, and swimming activities through their schools.

Classification of schools. There is an increasing tendency on the part of state athletic associations to classify member schools for athletic competition. The result is greater equity in meet or tournament play, and often schools of comparable size form leagues for season schedules.

Meets and tournaments. Because of the influence of the National Federation of State High School Athletic Associations, national meets and tournaments no longer exist. Comparatively few interstate meets are held and then only upon receipt of approval of states concerned and the National Federation. Two tendencies are developing in state tournaments and meets. In a few states, only district or regional competitions are held. In an increasingly large number of states each year, schools are being classified for meet and tournament play. Such classification not only equalizes competition but also de-emphasizes a single class championship. Honors are divided and taken more as matters of course. There are differences of opinion as to the educational value of state championship meets and tournaments in general. In most cases, however, the criticism seems to be against methods of control and the sometimes attendant undesirable situations rather than against the actual competition itself.

Junior high school athletics. Differences of opinion exist as to the advisability of interschool competition for junior high school students. The Legislative Council of the American Association for Health, Physical Education, and Recreation has gone on record as being opposed to such a policy. Better practices seem to obtain in schools with broad intramural programs or variations of them, with possibly a limited amount of carefully supervised interschool play.

It is significant to note, however, that since the war, there has been increased emphasis on the establishment of more intensive interscholastic athletic competition in junior high schools. Whether or not this agitation is based on sound educational principles, or merely on the desire to develop junior high school students in order that there may be better senior high school teams, remains to be seen. Many factors must be considered carefully before there is widespread acceptance of too much stepping-up of the junior high school interschool athletic program.

Sportsmanship and citizenship in athletics. Rules, regulations, policies, and programs are valueless unless the individuals affected by them are made better by the experiences they have had. We have definite ways of observing whether or not our athletics are paying dividends in good sportsmanship and better citizenship. The values of "carry-over" activities in education may be debatable, but who can question the value of knowing the rules of a game, playing fair, hard, and clean, and being a good sportsman? The potentialities of teaching character and cooperation are unlimited, as is indicated in this concluding analysis of the word "athletics."

The *A* stands for ambition—ambition to be the best possible player in one's position on the team.

The *T* stands for training—the first requisite of any athlete.

The *H* stands for honesty—honesty to oneself and one's teammates.

The *L* stands for loyalty—loyalty to team and to school.

The *E* stands for eligibility—without which an athlete is valueless to his team.

The *T* stands for trustworthiness—a trait all good athletes possess.

The *I* stands for improvement—which is always observable in good athletes.

The *C* stands for courage—courage to do the thing that is right regardless of how the game is going.

The S stands for stick-to-it-iveness—the best trait in any athlete.

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