

ADMINISTRATIVE PROBLEMS RELATED TO ATHLETICS  
IN THE SECONDARY SCHOOLS

by

ERIC JACOB FRIESEN

A. B., Bethel College, 1939

---

A MASTER'S REPORT

submitted in partial fulfillment of the  
requirements for the degree

MASTER OF SCIENCE

Department of Education and Psychology

KANSAS STATE COLLEGE  
OF AGRICULTURE AND APPLIED SCIENCE

1951

LD  
2668  
R4  
1951  
F912  
C.2  
Docu  
ments

## TABLE OF CONTENTS

INTRODUCTION .....	1
BACKGROUND OF ATHLETICS .....	2
EDUCATIONAL OBJECTIVES .....	6
CONTRIBUTIONS .....	13
OBJECTIONS .....	19
SUGGESTED SOLUTIONS .....	24
Athletic Associations .....	25
School Boards .....	26
Coaches .....	28
Community Relationships .....	29
Publicity .....	31
Sportsmanship .....	32
Drinking and Gambling .....	35
Athletic Officials .....	36
Health and Safety .....	39
Eligibility .....	42
Athlete and Coach Recognition .....	44
Participation by All .....	44
Elementary School Athletics .....	46
Out of Town Games .....	47
Tickets .....	48
Conducting Games .....	50
Concessions .....	51
Awards .....	51

Financial .....	53
Purchase and Care of Equipment .....	56
Filing .....	60
SUMMARY .....	61
ACKNOWLEDGMENT.....	
BIBLIOGRAPHY .....	

## INTRODUCTION

This study will concern itself primarily with the interscholastic aspects of athletics, and the word athletics shall denote interscholastic athletics unless otherwise stated. The definition which shall be used is one advanced by Johnsen (4): "Interscholastic athletics is all organized athletic activity by teams representing a school competing against outside schools or organizations." This report will consider only those problems that relate to boys. The secondary school will be defined as grades nine, ten, eleven, and twelve.

In choosing the interscholastic aspects of athletics for this study, the author is mindful that at the present time they dominate the school physical education program and absorb the greatest portion of public interest in the school. More and more use is being made of organized competitive games to reach the aims and objectives of the physical education program. Regardless of how valuable the contributions of various systems of calisthenics or health exercises, any one who has any extended experience in the administration of physical education courses in high school will know that these setting-up exercises soon prove very dull and uninteresting for the average American boy.

Athletics have grown immensely in popularity within recent years. With the growth and expansion of athletic programs, certain problems have arisen. Some of these will be discussed in the light of how they can be met to enable athletics to make their maximum contribution toward the development and growth of all students.

## BACKGROUND OF ATHLETICS

In order to understand better the many problems which have arisen with the development of athletics, a brief review of the evolution of physical education and interscholastic competition will be given. According to Harry C. McKown (5):

...The ideal of physical education was formalized by the Athenians, the Spartans, and the Romans and received a great deal of attention. ...Formation and marching techniques were taught. In Europe physical education later took the form of gymnastics and calisthenics. While formal gymnastics and calisthenics were being held inside the gymnasium, athletic games were in progress outside. Football, baseball, and track events became popular. Soon came interscholastic competition.

McKown continues by saying that as athletic games became popular, the formal gymnasium work became less so and the attention and time grudgingly given to gymnasium work were freely devoted to less formal athletic contests.

Athletic evolution has gone through five stages in the secondary school system. In the United States, athletics began with informal teams which played very few games so that there was no conflict with the school's function of academic education.

This was followed by a rapid growth with little or no supervision by school authorities. During this period athletic contests were ignored by educators who saw little or no educational benefits from competitive athletics.

Real opposition by school men developed about 1890. Boys were not permitted to participate in interschool athletics, although some boys continued to compete in spite of school regulations. In this period, the chief objectors were the school authorities who advocated that the school was a place to develop and improve the student mentally rather than physically.

Next came the toleration period which was forced on school authorities by the enthusiasm of the students and their participation without regard to school regulation or restraint. There was considerable public support and demand for the thrills derived. It was an era of no coaches, little supervision, numerous injuries, and no assumption of responsibility by the school. In agreement with the toleration trend, President Lowell of Harvard once remarked that he failed to observe that the average college student who was interested in athletics devoted any more time to his books if he were deprived of an opportunity to train for the various competitions. It is the author's opinion that there is a closer application to academic work during the season of athletic training than during other periods of the year.

The present era in athletics is known as the cooperation period. In the early periods, athletic teams often brought discredit to the schools because of mismanagement by students and lack of school supervision. However, as a result of the demand for interscholastic athletics and the recognition of the need for adequate supervision, the National Collegiate Athletic Commission came into existence in 1905. This marked the start of a new era. This association formed a pattern which has since been followed by the state high school athletic associations.

The school has now assumed control, employs coaches, and does what it can to keep games and athletic relations respectable. Interscholastic athletic associations have been formed and help to set the rules and regulations necessary to make contests reputable. As the schools have reached this stage, keen competition has developed. Coaches are in great demand, large salaries are paid to them, and a wave of stadium and gymnasium building is taking place. World War II also has shown a great need for more physical education training for all students. Educational legislation in some states has made

physical education mandatory for high school graduation and has thereby been an influential factor in broadening the program on the secondary level.

Hughes (2) reviews the early growth of athletic activity in the colleges of our nation which in many ways parallels that of the secondary schools. In 1826, a German refugee, Charles Fuller, introduced the Jahn gymnastics to the students at Harvard; and the first college gymnasium in America was established. For a while there was great enthusiasm and many gymnasiums were built in the schools, but just four years later interest in gymnastics had so waned that scarcely any institutions were giving any attention to them. On the other hand, during the next twenty years, 1830-1850, many American educators began to believe that the body as well as the mind needed the attention of the schools. President Stearns of Amherst wrote in 1855:

...No one thing has demanded more of my anxious time than the health of the students. The waning of the physical energies in the midway of the college course is almost the rule rather than the exception among us, and cases of complete breakdown are painfully numerous.

The result of this vision by Amherst officials was the completion of a gymnasium in 1860 and a broad program of student health and physical education. A department of physical culture was established and a physician-professor was made director. His duties were to give instruction in gymnastics, to give lectures on hygiene and other topics pertaining to the laws of health and life, and to watch over the general health of the students.

Other schools soon adopted similar patterns, most of them developing their student health work around the gymnastic programs, although many schools went further by also establishing infirmaries for the care of sick students. It was soon discovered that something more than a gymnasium was needed to handle adequately the problem of health among students, and around 1900

schools began to employ physicians to carry on full programs of health education. During this period, which lasted until World War I, the emphasis was on care of diseases, correction of defects, body building, harmonious development, anthropometry, and militarism. Since World War I, the emphasis has shifted, and the present idea is to use physical activities and health instruction as a means of achieving the health objective of education.

Athletics, as a means of education and development, is a thought that is found in most recent literature concerning secondary and college athletics. At first opposed, despised, and rejected, and later tolerated as a necessary evil, athletics have since been recognized as an important auxiliary, and even as an integral part, of the educational program. Barely two generations ago, gifted athletes were looked upon with suspicion. Brains and brawn were believed to exist in an inverse ratio, and athletics in education was unthinkable.

Despite the grudging welcome, organized intercollegiate athletics grew rapidly. The growth was too rapid, evidently, for the young and inexperienced athletic managers made embarrassing mistakes which resulted in bickering and misunderstandings; and it was soon discovered that continuity and experience in management was needed. Athletics, then, came into colleges and universities, with some exceptions, solely because the institutions had to dominate or be dominated by them.

Hughes (2) continues:

...Partly for the sake of protection and partly because certain educational values were vaguely felt, athletics have increasingly been accepted as education. The more recent philosophy of education which recognized the unity of mind and body demands that institutions of higher learning develop "the whole student." Colleges are now considered as social-



izing agencies where young people are helped to develop their own best selves, physically, mentally, socially, and emotionally. We now believe that certain forms of development which may be obtained in no other way may come through the big-muscle athletic activities. Intercollegiate athletics, then, represent the peak of the physical education pyramid.

It seems that at present the pyramid is being extended and the many professional teams of all sports have become the peak of our athletic programs. Almost every community of any size has professional or semi-professional teams of one kind or another. Interest in these teams often reaches the fever stage, especially if a championship is involved.

#### EDUCATIONAL OBJECTIVES

To determine what the administrator must do and to clarify his problem areas, it is necessary to define the general objectives of education and specific objectives of athletics in the educational program. The ten fundamental objectives of education set up by the Educational Policies Commission in 1937 are one of the better known sets of educational goals. These objectives are as follows:

1. Develop ability to use leisure time properly.
2. Develop physical fitness.
3. Develop social and religious consciousness.
4. Develop an understanding of citizens' rights and satisfactory relationship with others.
5. Develop saleable skills.
6. Develop an appreciation of art, music, and literature.
7. Develop the ability to think rationally.
8. Develop an understanding of family and home relationships.
9. Develop an understanding of the buying and selling of goods.
10. Develop an understanding of the influence of science.

Since physical education and athletics are a part of our education program, athletics should contribute towards many of these fundamental objectives. Surely, athletics, if they are to be justified, must do their part in helping students develop physically, mentally, socially, and emotionally.

Fretwell (1) made a survey in 1930 by means of a questionnaire to determine the goals toward which interscholastics were working. He found the following aims to be most emphasized by the administrators at that time:

1. Athletics should contribute toward better health.
2. Athletics should contribute toward the wise use of leisure time.
3. Athletics should strive for the development of citizenship and character traits such as sportsmanship, cooperation, scholarship, leadership, school spirit, loyalty, and school morale.
4. Other values to be achieved through athletics should be adaptability, aggressiveness, alertness, ambition, courage, courtesy, personality, physical development, respect, stability, self-reliance, unselfishness, self-confidence, and vocational opportunity.
5. Athletic competition should grow out of and form an integral part of the physical education program.
6. Individual athletes should not be exploited.
7. There should be a well balanced program providing opportunities for participation in sports which may carry over into later life.
8. Opportunity should be extended to all instead of intensive coaching to a few.
9. Administration of the program should be entirely controlled by the school officials.

10. As much as possible, the responsibility and management of the team should be transferred to the boys to teach initiative and self-confidence.

11. There should not be a sacrifice of fair play, courtesy, and self-control to the desire to win.

12. Sportsmanship ideals should apply to players and spectators--winner and loser alike.

13. Sufficient skill should be developed in one or more sports to create an abiding interest and to provide an enjoyable form of recreation in later life.

14. A liberal program of intramural competition in sports and games should be provided.

15. Practice sessions should not be so long or strenuous as to endanger health or detract unduly from study.

16. No more time should be given to promoting athletic support than to any other activity.

17. Contests should be held on Friday and Saturday nights as much as possible.

18. No pupil should participate without a thorough physical examination.

19. Care should be exercised in the selection and dealings with the game officials.

20. Cheer leaders and other prominent students should be given special instruction regarding conduct at games.

21. The method of financing should be fundamentally sound--not dependent on victory and not taking from other deserving activities.

Another listing of goals for the athletic programs has been made by Hughes and Williams (3) in their Bill of Rights for Athletics in Education. The standards listed in the seven articles of their bill are comprehensive and thorough in scope. They might well be incorporated into the thinking of every secondary administrator.

1. Athletics in educational institutions should be extensive rather than intensive providing an education in various skills for use in life rather than specialization in one form that is often of no functional value.

2. Athletics should never demand more than the able student interested in all aspects of fine living is willing to give; hence the pressure upon students to give more time or devote more seasons to a particular sport than he or his advisor considers wise is unreasonable, narrowing, and immoral.

3. Since the outcomes in athletics are always to be viewed as educative in character, the leadership must always be in the institution and should never be divided with alumni or student organizations. The latter may act in advisory capacities to cooperate for educational outcomes but the leadership and responsibility must reside in the faculty.

4. Since athletics should contribute to the promotion of democratic ideals, democratic standards should be applied in coaching, in classification and in rewards. Social distinctions, fraternity membership and such undemocratic practices should not be recognized in selecting teams.

5. Athletics should be promoted widely for girls as well as boys, with clear recognition of the unique and characteristic biologic differences of the sexes and with vocational and avocational futures in mind.

6. Athletics should be organized and directed by and under the staff of physical education.

7. At all times and under all conditions of participation the health of athletes should be carefully guarded both as to examinations to determine fitness for a training schedule and as to demands in practices, contests, and seasonal participation.

The National Association of Secondary School Principals, the American Association for Health, Physical Education, and Recreation, and the National

Federation of State High School Athletic Associations are working together to guide interscholastic athletics in the right direction. All three are vitally concerned with the development and administration of a desirable plan for athletics. They have set up three broad purposes which recognize the fine progress already made in the establishment of athletic standards, and hold up for all to see the best practices that have been evolved, as well as to do all in their power to bring about a clear understanding of the underlying and substantiating reasons for these principles.

To promote further the development of athletics, the National Federation of State High School Athletic Associations, together with the American Association for Health, Physical Education, and Recreation have listed ten cardinal principles to serve as guide posts for the athletic program. An abbreviated version of them is found following:

1. Be a well coordinated part of the secondary school curriculum.
2. Justify the use of tax funds and school facilities because of the educational aims achieved.
3. Be based on the spirit of amateurism.
4. Be conducted by secondary school authorities.
5. Provide opportunities for many students to participate in a wide variety of sports in every sport season.
6. Eliminate professionalism and commercialism.
7. Prevent all-star contests or other promotional events.
8. Foster training in conduct, game ethics, and sportsmanship for participants and spectators.
9. Include a well-balanced program of intramural sports.
10. Engender respect for local, state, and national rules and policies under which the school program is conducted.

A number of other authorities have expressed their thoughts concerning the aims of athletics. Fretwell (1) has made a broad statement relating to the goals of athletics and of physical education. He states:

...The problem of physical education (and athletics) is to establish right habits of living. Right living must result in such a high level of vitality as to enable the individual to keep well, to be mentally and physically efficient in performing his school work, to have the power, speed, endurance, and nerve control to work consistently on a high level of accuracy and efficiency, to have the vitality to see problems clearly, to see them whole, to have the stamina to make moral decisions, to be free from nervous irritability, and to have a reserve of nerve power when facing complex problems and in moments of sudden emergencies. This high level of vitality must exist if the high school pupil, or the adult in later life, is to do efficient work in society.

...Sane athletics is worthwhile here and now, but much is lost if athletics does not carry over into behavior, emotional, mental, and physical, in later life.

...The school must guide athletics rather than be guided by athletics if it wishes to go forward. There should, for example, be just as many physical education teachers as there are English teachers.

Wilbur R. Sulzbach (44) asks:

...If the experience of interscholastic athletics is good for one tenth of the students enrolled, would it not be good for many times that number?

Franklin J. Gray (26) adds:

...Athletics should be an integral part of a program of physical education. Its aims are parallel with those of general education. Educational objectives should be kept foremost. Because of the strong appeal that athletics make to growing youth, the school has an unusual opportunity to develop and strengthen such qualities as loyalty, individual courage, cooperation, courtesy, and good sportsmanship. The public should be interested in high school athletics because it is a part of the school program.

C. W. Whitten (46) expresses this opinion:

...But the finest outcome of athletics are to be found in the realms of social control and ethics. It is my firm

conviction that we today have no other high school activity that approaches athletics in opportunities for the development, through actual practice, of all of those social virtues that are so essential to the art of "living together." For in addition to the personal qualities of alertness, determination, persistence, and courage, the successful team athlete must practice the virtues of self-control, team work and cooperation, the submergence of the self in the interest of the group, the unselfish devotion and loyalty to a social unit, virtues of which all society stands in so much need. Then there are the further virtues of courtesy to opponents, the attitude and practice of fair play; the cultivation of the amenities that govern the conduct of gentlemen, and, in short, of all of those virtues which we popularly sum up in the term "good sportsmanship" which may be briefly defined as the golden rule in the competitive activities of life.

John K. Archer (12) states:

...Unguided, or lacking good leadership, the high school athletic movement may lead to excesses and very undesirable outcomes. It can be "the tail that wags the dog" unless we have the good sense and foresight to maintain good standards based on the fundamentals of secondary education. We need banners to follow to keep on the right path.

Ralph W. Haskins (27) says:

...It is the concern and obligation of all of us in education to make all of its parts educational; that we need to go in and wrestle control of athletics from the barber shop, the gutter, commercial interests, and coaches with more vanity than sense; that it can be done and we'll do it. Education, not athletics, is the whole dog.

Educators seem to agree that the objectives of physical education are substantially the same as for general education. Educators are seeking to develop those commonly accepted virtues that seem essential to efficient citizenship in a democracy. One needs careful and rigid control of interscholastic athletic activity in the interest of our educational objectives. The objectives which the various authorities have brought to our attention can well serve as guide posts for the administrator to help make athletics an integral, worthwhile, and well controlled part of the total educational program.

To achieve these objectives, it is necessary, first of all, to develop good leaders. These leaders must be educated to the end that they understand the aims and methods of our athletic programs. The public must also be trained so that they are willing to place the administration of athletics, along with other educational activities, in the hands of educational experts.

### CONTRIBUTIONS

Many claims have been made as to the benefits that are derived either directly or indirectly from properly conducted interscholastic athletics. The first of these is the health contributions. The large muscle activity, the training rules, the hygiene and sanitation practiced, and the mental and physical stimulation contribute toward better health. According to some authorities, not the least of these healthful benefits is obtained by the fans at athletic contests through the lung exercise while cheering. The emotional release at games is thought to be excellent physical and mental hygiene.

Whitten (46) has this to say about the athletic contribution toward health:

...It takes a much more immediate goal than an abstract ideal of future physical efficiency to stimulate the average high school boy to correct physical habits. The athlete, stimulating as he does a certain factor of hero worship, always present in the normal high school boy, affords exactly the immediate aim necessary to incite to effective efforts in the acquisition of strength and energy. So that through the athlete we set up a practical and very alluring ideal of physical efficiency that undoubtedly promotes health training throughout the schools.

Dr. Harry C. McKown (5) believes that the most important value of athletics to student and spectator is recreational. The student needs



rest from mental activity. If properly controlled, he "lets loose" his energy and comes back to regular school work refreshed in mind and body. Recreational interests should be awakened and the student should be taught activities in which he will have an interest either as a spectator or participant as he grows older.

One of the finest contributions is that it supplies a leisure time activity for participant and spectator alike. M. L. Staples (41) writes that "The American athletic scene is rapidly becoming a social device." Typical of the American way of life is our nearly unanimous interest in sports. The real red-blooded American boy thinks of little else; and his sister, mother, and particularly his dad are also well versed in the jargon of the sports writer. In no other country is there so much participation in so many kinds of athletic contests, nor so great an attendance to these same events.

Use of leisure time is one of the biggest social problems. Undirected leisure time is a menace to society. Physical education and athletics can be listed among the desirable leisure time activities. Hughes and Williams (3) state:

...Students need to play, not merely for exercise or health, or for a moral prophylaxis, but for its own sake, for the satisfaction that goes with it, and for its educational aspects. The world is full of college graduates, tense and hurried "physical illiterates" who do not know how to play. The play attitude is characterized by joy, happiness, enthusiasm, confidence, and a sense of security that comes with achievement. These qualities, like health, are by-products of interesting activity. They are builders of morale, a trait much needed in America today.

C. W. Whitten (46) says further:

...In most cases athletics are a godsend as they demand practically all of his leisure time. Still further, by furnish-

ing a legitimate outlet for the surplus energy of the boys, through the sheer weariness imposed by the athletic activities the boys are saved from numerous types of excesses with which the educational forces have to control. I venture that in four cases out of five, under our modern organization of society, if the boys were not at their athletics, they would be frequenting some objectionable resorts or occupying themselves with trifling or corrupting activities.

Dr. Harold E. Jones (28) has another thought on the values to be found in athletics:

...Prowess in athletics is one of the chief sources of prestige among adolescent boys, and this is partly related to the fact that strength and other aspects of physical ability are closely joined to such favorable traits as activity, aggression, and leadership.

...Psychological kinks which often develop in men deficient in physical ability might be avoided if more attention were devoted in childhood and adolescence to improving skill in athletics.

Joseph E. Raycroft (37) furthers this statement:

...They lead, if rightly directed, to an all-around development that is otherwise unattainable. The boy who learns to control himself in hard situations, to play the game, and to act the good sportsman under trying conditions, is gaining an emotional control, an ability to subordinate himself, and a training in adapting himself to rapidly changing conditions that make for character.

...No one sneers at the drama as a means of relaxation of great recuperative value for the general public. Why sneer at the recreational value of witnessing a football game? Athletics, in its present meaning, is one of the social activities of the school. As such, it occupies a very important place, and is easily justifying its existence. By representing the school as a whole, the athletic team whether of football, baseball or track, makes for a strong school spirit as no other agency can. It makes the school a concrete thing that all students can pledge their loyalty to; and at a period when the age interests of youth demand pledges of loyalty to something.

The required subjects and the usual classroom work offer little opportunity for individual expression. It is in the extraclass activities, such as athletics, music, and drama, that pupils have good opportunities to show

and perform in ways that society approves and applauds. For example, if the big awkward boy pushes the smaller ones around or is rude to the girls or makes funny remarks to secure attention in school time, he will be reprimanded and may develop an inferiority complex. However, if this same boy is put on the athletic field where he can use his physical energy to good advantage and secure the attention and approval he so badly needs, he is much more likely to develop a wholesome and attractive personality.

Shannon (40) is one of many who have studied the success of those who were prominent in school activities. He has found that those who were prominent in school activities far surpassed the non-activity group in four of the criteria used in his research and equaled it in the other two. Frederick B. Kutz (31) puts the same idea this way:

...Many of our leaders and prominent men in various fields of activity can point back to lessons in self-control, self-reliance, and cooperation learned through athletics as important steps on their road to success.

There are thousands of young American athletes who are earning their living through the use of skills developed in athletic competition. Some of the activities are the many professional and semi-professional baseball, football, basketball, hockey, golf, and tennis teams. Also, whether we like it or not, athletic ability has enabled many a boy, who would otherwise not have been able to do so, to attend a school of higher education.

Hughes and Williams (3) mention several other contributions of athletics;

...Athletics make for fairness and honesty. A boy's companions overlook many things, but the boy who is unfair or cheats in his games soon becomes an outcast. ...Athletics make for self-control and patience. No one who does not master and control himself can ever make a great athlete. Athletics stand for democracy, self-control, honesty, patience, and temperance.

Other claims made are that in athletic activity the youth learns to subordinate his desires, he learns to lead and to follow, and he learns self-reliance. The coach who permits and encourages his players to do their own thinking is giving them a great educational opportunity although at the same time he may be decreasing his chances to win. Athletes may also contribute toward teaching self-control. The student learns through experience that it does not pay to "lose one's head" when in a game. The motivation of school work is another possible contribution. It is frequently found that the student will work harder when the stimulation of team membership is present. Helping to develop a cohesive and strong school spirit and the advertisement of the school are other likely contributions of athletic activity. Joseph Raycroft (37) says further:

...Properly managed, athletics should contribute to the scholarship standing of those competing. ...Athletics should develop character as scarcely anything else will. On the athletic field he learns cooperation in a way he will never forget. ...The athlete must develop self-control and will-power. Dissipation of all kinds must be dispensed with for the good of the team. ...The long hours of hard practice on the field. ...all these things develop courage and stick-to-itiveness.

Another possible result is given by B. T. Pash (35) who believes that "one of the greatest contributions of an athletic program should be an understanding between father and son." Father's Day games are not uncommon. It is quite possible that the practice of having the fathers in the dressing room before and after the game and on the bench during a game will give the dads a better understanding of the school and its athletic program and will help to bring about a closer and finer relationship between father and son.

Athletics may be used to create community interest in schools and to promote good will and friendly feeling between different communities and

schools. Various authorities also claim that they are beneficial to the school by fostering a wholesome school spirit, school loyalty, enthusiasm, and pride as well as tending to improve discipline and to help pupils in school.

In the present school program, education leaders are striving for general participation of all students in sports. Interscholastic athletics are not necessarily a hindrance to this goal as some claim. They are often a stimulus. More facilities are built, perhaps primarily for the athletic teams, but which the average student can and does use. There is greater interest in developing skills and hence greater participation as a result of interest aroused in watching games.

Athletics also are furnishing the context of considerable conversation for youth. They furnish the source of much entertaining and virile literature. They tend to preserve the qualities of physical energy, strength and courage in our race. They are creating the desire to be fit and to do the best.

Julia Johnsen (4) summarizes a number of the contributions of properly controlled athletics claimed by various groups of educators.

Physically, they promote improved health, impart ideals of hygienic living, develop technical skills and control of powers. They also tend to curb dissipation by proving an outlet for excess energy, and training rules are an incentive for following laws of health and physical fitness.

Mentally, the exercise promotes better mental powers, greater mental alertness, resourcefulness, and initiative.

Socially, they impart social ideals of cooperative effort, service, loyalty, self-sacrifice, self-subordination, and promote ideals of public

spirit and good citizenship. Travel opportunities give occasion to meet people, make acquaintances, and learn about other schools and localities.

Morally, athletics tend to develop certain valuable character traits, such as courage, decision, self-control, obedience, restraint, good temper, responsibility, dependability, ideals, good sportsmanship, fairness, and courtesy.

### OBJECTIONS

The administrator needs to have the other side of the picture also in order to have a sound basis for organizing and administering interscholastic athletics. A review of the conferences of college groups and of state high school associations, and attendance at a dozen college and secondary school contests selected at random will convince anyone that the great values which are claimed for athletics are not always present. C. W. Whitten (46) says:

...those who condemn athletics unquestionably find a substantial basis for their attitude in actual conditions. In the first place, and possibly most important of all, they see athletics advanced to the position of primary interest in the prestige of athletic accomplishment. They see frequent lavish expenditures for purposes that in their judgment, at least, are fantastic and absurd. They see coaches rewarded both materially and socially on a scale of magnificent extravagance far in excess to the rewards accruing to those who are bearing the burdens of what they esteem to be the more substantial and abiding factors of education.

...They see influential alumni, coaches of wide distinction, "educational scouts" exerting the full weight of their popularity...to secure for their colleges those choice students who, in their high school careers, have made an enviable record--always in athletics.

...They see vast mobs of athletic "boosters" demanding a voice in the management of high schools to the end that their irrepressible passion for winning teams may be gratified. They see newspaper editors and correspondents similarly demanding that the school achieve distinctive success in athletics in order to "put the town on the map!"

...As an inevitable concomitant of these destructive attitudes they see a multiplication of the thrills through the practice of betting on the games. ...They profess to see the so called "red-blooded he-man" attitude of the propagandist as exalting brute force over intellectual and spiritual influences, as promoting vulgarity and contempt for the culture and refinements attained through a long and tedious struggle for the supremacy of idealism in human relationships and, in general, as subverting and negating the ideals and methods of education which have through long and wearisome effort been brought to such a standard of perfection as, until recently, seemed full of promise for a nobler and kindlier association of men.

Julia Johnsen (4), who has previously listed four major contributions of athletics, has also brought out several undesirable conditions that may exist in athletics.

Physically, there is a tendency to injury and strain through overemphasis and overexertion in athletics. Too arduous practice while fatigued and too many games unduly tax the heart, lungs, and other organs. Athletics are not well adapted to teach hygienic needs and proper bodily development. They do not benefit the whole student body because training is concentrated on the few who are exceptional enough to make the team. Training must be pushed to the limit, and the highest skill attained by the players. Pre-season coaching and post-season games make the schedule much too heavy.

Mentally, athletics tend to have detrimental effects as they take an undue proportion of time, thus curtailing academic development. The physical fatigue unfits students for their best mental effort. Scholastic standards may be relaxed and students enrolled for athletic ability rather than for intellectual standing. Games produce excitement, nervous tension, and lack of concentration on the part of the students.

Socially, athletics lead to distorted viewpoints on the part of players and students. The importance of athletics in relation to other achievements

is exaggerated; and the psychological effect of the undue publicity upon participants is sometimes unfortunate. Athletics may result in bad manners, irritability, and lack of courtesy.

Morally, athletics may encourage questionable ethical practices and unsportsmanlike conduct. There is sometimes dishonesty in classification, rule evasion, undesirable recruiting practices, and trickery of various kinds. Games tend to encourage social vices such as betting and drinking.

Specifically, some of the physical and health evils are as follows: damage to body organs, dirty dressing rooms, unsanitary athletic apparel, dangerous fields and gymnasiums, poor shower facilities, poorly ventilated and lighted gymnasiums, lack of physical examinations. The late hours after games, the long practices, and overexertion tear down the body rather than build it up. Many boys will refuse to admit an injury or to quit when hurt for fear of being called yellow. This results in turning a minor injury into a major one. It is said that athletics cause many serious physical injuries and permanent damage to the body.

Athletics foster specialization and overdevelopment. A boy is permitted to concentrate on only one sport in some large schools and does not get the all around development desirable. The student who needs the exercise least gets the most, and the one who needs it most receives the least. It is also true that the athletic contests which are so popular today cannot be engaged in by people in sedentary occupations and by people approaching middle age without dangers. There is little attention given to sports with a carry over value, such as tennis, horseshoe, golf, and fishing.

Athletics often are accused of developing an athletic aristocracy. The publicity and headlines accorded the athlete tend to spoil many boys,



and they take an uncooperative attitude toward the school and its work. The boy begins to expect favors and special consideration from the school and from his associates, and is thus miseducated for his place in society.

Other specific dangers in the social-civic area may be the development of intense antagonistic rivalry, sometimes resulting in fist fights and open rupture between communities, betting and its related dangers to players, proselyting of athletes, unethical practices by coaches and players, the development of poor sportsmanship and of a spirit of "win-at-any-cost" regardless of moral, social, or ethical factors. Because of the emphasis on victory, there is a considerable amount of rule evasion, playing ineligible players, disregard for scholastic standards and trickery of all sorts.

Another undesirable condition that, no doubt, exists in some places is unsatisfactory coaches. It is probably true, as Joseph Raycroft (37) says that "there are too many men of big newspaper reputations and low standards in morals and sport in this position of great opportunity and responsibility."

It is evident that there is a considerable number of objections to interscholastic athletics. E. D. Mitchell (34) summarizes a number of the most serious criticisms.

1. Athletics are for a few, not for the many.
2. Athletics are for surpassing achievement in one thing rather than for all around development.
3. Athletics are too violent and strenuous, cause injury and strain.
4. Athletics are not systematically based on laws of physiology and hygiene.

5. Athletics are harmful from the mental and educational standpoint.

6. The aim of athletics is perverted--victory rather than physical, social, and intellectual development and achievement.

7. Coaches are of the wrong type--teach to win at any cost and any method.

8. Athletics develop dishonesty, trickery, and unsportsmanlike conduct by players, coaches, and spectators.

Some additional major objections to the interscholastic athletic program have been compiled by E. K. Fretwell (1):

1. Too little real school guidance and control.

2. Too little adequate leadership.

3. A loose determination and administration of eligibility rules.

4. Not enough equalizing of teams.

5. A lack of satisfactory physical examinations.

6. Unwise playing schedules.

7. Too much control by the championship idea.

8. Poor finance practices and methods.

9. Exploitation of pupils and commercialization.

10. Vicious idea of loyalty.

11. A removal of the contest from the control of the player.

In reviewing this impressive array of objections, it is evident that a great many of the troubles associated with athletics can be traced to the demand that the team win its games. This demand has been due to a misconception of the functions and values to be derived from interscholastic athletics, and has resulted in ill-balanced programs.

## SUGGESTED SOLUTIONS

In the study of the contributions and of the problems, extremes of opinion from utter unqualified condemnation of interscholastic athletics to complete and excessive approval of them were found. The propagandists of one group point out in detail and apparent wisdom that overenthusiasm for athletics has inserted the skids of immorality beneath the educational structure and we are gaily coasting to utter irretrievable ruin. Others with apparently equal claims on our confidence and credulity maintain that our schools are, at last, responding to the sacred summons of a finer Americanism and in their athletic activities are giving expression to the real genius and aspirations of our national character. Between these extremes are all intermediate gradations.

Each of us has probably observed illustrations of many or all of the evils mentioned. Many very discouraging and undesirable practices have been resorted to by administrators, coaches, editors, and communities, but the same thing is true in our government, in labor, in industry, and even in the church. This fact is corroborated by C. W. Whitten (46).

...I am thoroughly convinced that not one of all the charges made against athletics is inherent in the athletics themselves. If we administer them from an improper viewpoint or with improper aims and motives, they may indeed become actually destructive of our educational aims. But let us not attribute it to the weakness and inefficiency of those who administer them.

That these difficulties and objections have been voiced is no occasion for lamentation and despair. The school must develop a positive viewpoint and a constructive program through the State Department of Education and the Kansas State High School Activities Association. Each administrator

and each school with its faculty and board must cooperate and assume greater responsibility and leadership in developing the best interscholastic athletic programs. C. W. Whitten (46) declares that

...School men must begin to concern themselves with the whole athletic situation and think of it as a moral agency that is an essential in the life and education of youth. If they approach the problem in the right spirit, the school officials in the various athletically related groups have within their power the lifting of competitive athletics to a high moral plane. With the assistance of State associations and community agencies, including the local press, the unfavorable tendencies may be entirely eliminated and the interests of athletics safeguarded. When that time comes the organization, administration, and management of athletics activities will be on a plane of dignity and responsibility and rank in importance with other departments of instruction and training.

In the following pages, possible solutions and suggested avenues of improvement offered in some of the many specific problem areas will be discussed.

#### Athletic Associations

One means of achieving athletic objectives is through state high school associations. These associations are patterned after the National Collegiate Athletic Association which was established in 1905 and whose purposes are:

1. The upholding of the principle of institutional control of and responsibility for, all collegiate sports.
2. The stimulation and improvement of intramural and intercollegiate athletic sports.
3. The establishment of a uniform law of amateurism and principles of amateur sports.
4. The encouragement of the adoption by its constituent members of strict eligibility rules to comply with high standards of scholarship, amateur standing, and good sportsmanship.
5. In general, the study of the various phases of competitive athletics, physical training, and allied problems, the establishment of standards for amateur sports and the promotion

and adoption of recommended measures, to the end that the colleges and universities of the U. S. may maintain their athletic activities on a high plane and make efficient use of sports in character building.

These statements offer an outline of the goals toward which high school athletic associations should strive. Our own Kansas High School Activities Association has done much to guide and control athletic activities within the state. It has made and enforced regulations to prevent pre-season coaching, post-season games, and play-offs. It has limited the length of the sport season and fixed a maximum number of games. It has made eligibility rules concerning scholarship, transfer students, amateur status, age, and number of semesters of participation. It has determined the maximum number of quarters of basketball per evening and the number of distance races per day. It has required officials to take examinations and attend rules meetings and is offering clinics to improve the officiating standards. It has set up rating scales for schools, coaches, administrators, and game officials. It has made rules regarding the intrinsic value of awards and has made physical examinations compulsory. It has required that the coach be a teacher in the school system. It has helped formulate the rules of our games to make them safer, cleaner, and easier on the participant. Legally, the association has no power. Its only authority is that which is voluntarily given to it by the Kansas high schools which are members of the association. This association is one of our best means of achieving our educational objectives, and deserves the sincere support and cooperation of every secondary administrator.

#### School Boards

The administrator is but one man in the community, and he must enlist the help of others. It is only natural that the school board is one of the

first places to start in reaching the broad general objectives set up for athletics and in achieving community cooperation and understanding, for the board is in a position of authority and leadership.

Dr. Delbert Oberteufer, Professor of Physical Education at Ohio State University, recently asked 20 experienced teachers as to the responsibility of school boards with regard to athletic programs and good sportmanship. These teachers outlined the responsibilities of the school board both as to what the members should do and what they should not do with regard to athletic programs and good sportmanship. These standards are found in the editorial "Sportmanship in Athletics and the School Board." (20) They are listed as follows:

I. The Boards of Education should:

1. Attend all athletic contests involving the school.
2. As members of civic organizations, foster in the organization a feeling of good will toward the school's athletic program.
3. Make broad policies relating to sportmanship in the school.
4. Develop in the schools a good program of physical education and interscholastic activities for all and insist on proper improvement toward set objectives in this program.
5. Insist that employees of the school shall consider sportmanship an ultimate aim in the education of students, correcting those individually at fault at a time convenient and meeting the situation.

II. The Board of Education should not:

1. Employ a coach solely on the basis of the record of wins and losses.
2. Have selfish interests in the outcome of any athletic teams or contests.

3. Be autocratic in their policies concerning the running of the school and its athletics.
4. Retain a coach who resorts to unethical practices in coaching.
5. Use influence in getting certain boys on the team, regardless of their abilities.
6. Set poor examples for the public by their conduct at athletic games.

#### Coaches

Why do coaches frequently attach unwarranted importance to athletics? Perhaps the chief reason is the fact that many a perfectly good teacher has lost his position because the athletic team did not win the majority of its games. What then may be done about this problem and what should be the place of the coach in the educational program? Hughes and Williams (3) say:

...Leadership of any educational activity is important always, but the leadership of a vital activity is momentous. Of all the activities of the school curriculum, none is as rich with educational outcomes as the play, games, sports, and athletics of physical education. The teacher of games in a school has the opportunity to get closer to pupils and students, to be more influential in shaping their likes and dislikes, and in forming the standards of sportsmanship and ethical conduct than any other teacher in the institution.

The leader in athletics should be selected because of his fitness for guiding vital educational activities. No other teacher has so great an opportunity for personal contacts and of knowing the boy as he actually is--the real self that is exhibited in the abandon of physical activity. Knowing the boy is the first step of guidance. The importance of personal character and influence as well as teaching skill should be taken into account when selecting a coach. A good coach will encourage the development of fair-

ness and generosity, and will frown on and discourage evidence of meanness and trickery. His first desire is to render a service to the school and community and not to seek a reputation from the school through athletic victory. The major criterion should not be varsity experience and the rosy promise of ability to deliver a winning team.

There is often a great deal of pressure by the people of the community upon the coaches to produce winning teams, and many coaches' jobs are in jeopardy by this pressure. Knowing this, coaches generally do their best teaching job, not in the physical education classes, but with the teams they are coaching after school. They spend many hours devising new coaching methods and techniques so that better results may be obtained. Many of them also spend time and money going to coaching school gathering new ideas in order to obtain better results. It is understandable, therefore, that many coaches think in terms of winning teams involving 30 or 40 boys rather than in terms of doing a first-rate job in the classroom involving (in the case of large schools) several hundred boys.

There is a place for athletics, but well rounded physical education programs for all must not be sacrificed for the sake of victory. Perhaps the only plausible solution, as long as pressures prevail, as John M. Gianoni (23) suggests, "would be to have physical education for non-sports students conducted by teachers entirely freed from the responsibilities of extra-curricular coaching."

#### Community Relationships

Why have athletics become so important? The fault is largely that of the alumni and patrons of the school. They wish to be associated with a victorious team so they zealously put the "heat" on the players, coach, and



administrator. A player who misses a pass or tackle can hardly show his face on Saturday. The coach receives the criticism of the downtown quarterbacks and the prospect of losing his position increases in direct proportion to the number of defeats. The administrator hears the griping of the patrons and he must hire a new coach or look for a new position himself.

The public enjoys the feeling of victory and the expansion of the ego that goes with attaching themselves to the winning team. Many people enjoy a contest in a rather primitive sense, not as a clash of wits and strategy, not as an opportunity to applaud skill and fine play, but solely to see "our side win." As a result, betting is stimulated and winning becomes an even more urgent matter. The "fans" submerge the ethical and educational ideals and, all too often, think that the only important thing is victory.

In an interview with a sports editor of the "Topeka Daily Capitol," E. A. Thomas accused the public, along with coaches and gamblers, for the recent gambling scandal concerning several New York basketball players.

...We have been criticised by outside promotional agencies and some non-thinking members of the public athletic fraternity for the restrictions placed upon the playing of high school games away from their own courts, except by special permission and under approved supervision, the presentation of prizes and awards by outside agencies, and a restriction upon the number of games played. Only when basketball is better controlled so that we may look up to college coaches in general, rather than have to apologize for their actions, can we expect to get any help from them. It is a sad state of affairs when the high schools of the country have to go on the defensive when dealing with their own colleges that are supposed to offer advanced courses in the very subjects of good sportsmanship and pleasant relations which should be the most worthy aim of any activity sponsored by an educational institution.

The community often needs to be educated concerning the objectives of athletics in the school program. This can sometimes be done through the local newspaper, the school paper, school programs, and indoctrination of

the students, so that they unconsciously become messengers to their parents.

Time spent with the editors in arriving at a sane view of athletics and its function is not wasted. The editor talks directly to the parents, patrons, and supporters of the athletic program. Harry C. McKown (5) goes even further by saying that "the key man to the whole situation is neither the principal nor the coach, but the editor of the local paper."

### Publicity

Poor publicity, according to Hughes and Williams (3), can be blamed for many athletic evils today. "Selling athletics" is desirable if it suggests that athletics are necessary for every student and that they are worthy of public support; but if "selling athletics" means gross exaggerations, exploitation of players, and the making of misleading statements, it should not be tolerated.

The terms publicity and advertising as used in athletics usually are regarded as propaganda or direct advertising of some game. Publicity should be used in its broader sense of keeping the public informed as to the real values of properly conducted athletics. Publicity should be much more than headlines in the local newspaper sports section. It is becoming increasingly clear that we must use educational publicity to inform the community regarding the objectives of athletics.

There are certain established practices of soliciting and retaining the confidence and support of the public. Some of the better known methods are newspaper stories, advertisements, windshield stickers, posters, game programs, school papers, alumni newsletters, handbills, window displays, novelties such as schedule blotters, pencils, tags, pins, banners, and pocket schedules.

A few principles of publicity for the publicity manager to remember are:

1. Newspapers want news.
2. Courtesy to reporters and newspaper men is a necessity.
3. Boasts or alibis, especially in the local school paper, should be avoided.

Certainly the coach, the athletic director, and administrator must remain on the best of terms with reporters; they must be courteous to them, and help them get the information wanted. The ruthless sports writer has it in his power to "break" the coach and weaken the school as an institution of education.

#### Sportsmanship

This is one of the major problems in need of an adequate solution in many of the high schools throughout the country. As long as poor sportsmanship prevails, athletics will fail to contribute as much as they could to the educational program and the development and growth of the students. Problems relating to sportsmanship arise only as poor conduct has been associated with the desire for victory.

Just what is sportsmanship? Two of the best ideas have been expressed by the Indiana High School Activities Association. First, sportsmanship is the "Golden Rule" observed; and second, sportsmanship begins where the rules end. Some of the ways that administrators, faculties, and high school students may use to promote good sportsmanship are:

1. Acquaint the adults of the community and the grade pupils as well as themselves with the ideals of sportsmanship.
2. Realize that the student spectator represents the school the same as does the athlete.

3. Accept the decision of the officials without question.
4. Recognize and applaud fine play or good sportsmanship on the part of the visitors as well as by members of the home team.
5. Insist on the courteous treatment of the visiting team as it passes through the streets or visits the local school buildings.
6. Extend every possible courtesy to the visitors.
7. Advocate that any spectator who continually evidences poor sportsmanship be requested not to attend future contests.
8. Insist on fair, courteous, and truthful accounts of athletic events.
9. Encourage the full discussion of sportsmanship in classes, convocations, to determine methods of developing and demonstrating good sportsmanship.

The University of Illinois, in a campaign for better sportsmanship, adopted a code of the true Illinois Sportsman:

1. Will consider all athletic opponents as guests and treat them with all courtesy due friends and guests.
2. Will accept all decisions of the officials without question.
3. Will never hiss or boo a player or official.
4. Will never utter abusive or irritating remarks from the side line.
5. Will applaud opponents who make good plays or show good sportsmanship.
6. Will never attempt to rattle an opposing player, such as the pitcher in a baseball game or a player attempting to make a free throw in a basketball game.
7. Will seek to win by fair and lawful means, according to the rules of the game.
8. Will love the game for its own sake and not for what winning may bring him.

9. Will do unto others as he would have them do unto him.

10. Will win without boasting and lose without excuses.

Both of the above plans for achieving good sportsmanship have considerable merit and may be used as starting points by the administrator for achieving the desired attitudes and practices.

The Big Seven Conference has an annual contest to determine the school which has shown the best sportsmanship during the basketball season. The winner of this gold trophy is the school which has been voted by participating officials, coaches, athletic directors, sports writers, and sportscasters to have shown the best sportsmanship on the part of spectators, coaches, and players. The "Kansas City Star" mentioned that this award is the only one of its kind and is sponsored by the American Legion, Post 469, in Kansas City. It is designed to encourage conditions in the cage sport which are just opposite of those which have come to light in other sectors. A similar program for recognition of fine sportsmanship might well be inaugurated by Kansas high school athletic leagues.

A pertinent comment concerning one fact which is often overlooked comes from Jack Matthews (32):

...It is a recognized fact that the pattern of conduct set by the coach is the most important single factor of the many factors which contribute to fine sportsmanship being displayed by the players, by the student body, and by the patrons and friends of the school.

Athletic officials rather generally agree that the sportsmanship of players on the field or floor is comparatively simple so long as coaches, administrators, and fans conduct themselves properly. The basic problem, therefore, does not lie with the athletes. The school administrator must practice good sportsmanship and insist that the coaches and spectators also

put the "Golden Rule" into operation. If the students and spectators were thoroughly educated to the attributes of good sportsmanship, many of the sportsmanship problems would be solved. This community education may be done through the school and local papers, bulletin boards, class discussions, home room programs, school assemblies, and by printing sportsmanship codes on game programs.

An interesting editorial comment concerning another angle of the sportsmanship problem is found in the Kansas High School Activities Journal (18): "While in the process of doing something to improve conditions at our high school basketball games, why not start on the cheer leaders?" The cheer leaders should be trained in the characteristics of good showmanship and sportsmanship that will enhance the prestige of the school. They are in the unique position of being able to help control the sentiment and actions of the student body as well as that of many patrons during the game. The sportsmanship taught on the field and in the classroom should be carried over in outside activities and later life. Katterle (29) says: "Unless we teach for transfer, sportsmanship on the football field may remain there when the team members arrive in the shower room."

#### Drinking and Gambling

Drinking and gambling can endanger the very life and value of the game. School administrators may have to take drastic action regarding drinking and carrying liquor. Regulations can be set up in any school and persons found violating them should be promptly and firmly ejected from the game. Betting is somewhat more difficult to control and is still a problem in many communities, although in most cases the amounts wagered are probably small. However,

in some localities, particularly in larger urban centers, such as New York City, athletic contests have become big business for the betting element. Dick Snider, sports editor of the "Topeka Daily Capitol," quotes the comment of E. A. Thomas, Kansas High School Athletic Commissioner, concerning the New York cage scandals as follows (50):

...There is not much doubt that the gamblers have become too much interested in basketball. To us, there is also little doubt that the build-up for games in New York has been the cause of much of the trouble. This is the business of our high schools, as well as our colleges. When we listen to coaches who would like to make basketball a year around business whose lure at the gate is important to the extent that it enables them to entice high school players to enroll in their schools, and trips to New York and other places are among the principal inducements, then it is time for those who claim to lean toward the side of reason and sanity to become seriously interested and demand to know where we are going.

...Some of our high school coaches and administrators are trying to ape the circus performances of their elder brethren in college circles and it is too bad that it has required a scandal involving gamblers who tamper with players to even begin to bring us to our senses.

Volney Asford, Missouri Valley College athletic director and coach, recently made a speech in which he said (48):

...The fault lies in gambling and not in basketball, since the gamblers are responsible for the corruption in the sport. Sports lovers in small towns hundreds of miles away from New York unwittingly set the stage for the big-time operators in the wager racket. There is too much small-town betting on local and regional teams all of which paves the way for bigger gambling. Athletes and those who follow sports have a challenge today, and they must strive to put all athletics on a pedestal so pure that they can withstand any criticism or even a suspicion of dishonesty.

#### Athletic Officials

A very important individual in the promotion of healthy athletic relations between schools is the athletic official. Considerable attention should therefore be given to the selection of the proper officials and the

relationships established with them.

The following is a list of suggestions regarding the employment and treatment of officials. Many of these suggestions have been taken from Jack Matthews' (32) article, "Officials for Athletic Contests."

Time and Method of Employment. Officials should be engaged as soon as possible so as to get the best officials as they are usually in greatest demand. It is also usually desirable to make a contract which is signed by both parties, designating the time, place, and fee to be paid.

Who Shall Be Employed. Local officials, regardless of how fair, should not be employed. The fact that they live in the community of the home team is a point which is not easily overlooked by the visiting school, especially if the game is close and the rivalry intense. If close friends of the coach or some faculty member are employed, this practice may result in one of two things. Either the friend may actually unconsciously favor the coach, or, in order to be perfectly fair and above criticism, may lean over backwards in his decisions. This situation is not fair to the players, to the coaches, or to the officials.

Frequency of Engaging the Same Official. If the same official, even if he is a good one, is employed for practically all home contests, it eventually leads to the belief by visiting coaches, players, and spectators that the official is a "homer." It is, therefore, wise to engage various officials. It is the opinion of most coaches that twice a season is often enough for one official.

Securing Approval by Opponents. The opponents should be notified early, preferably before the season begins, as to what officials have been contracted for their game. It may be that the visiting school does not approve of



the officials named and can so state. This would allow the home school ample time to secure other approved officials and would also give the officials who were rejected by the opponents an opportunity to secure employment with other schools. The Kansas State High School Activities Association recommends that the opponents are notified the week before the date of the contest.

Officials' Dressing Facilities. If possible, the officials' dressing room should be isolated from both teams, so that neither the officials or players interfere or interrupt each other as they go in and out. It is probably a good plan to provide them with separate keys for their rooms and give these to them as they enter the building.

Time of Payment. The best plan is probably to pay them before the game as it avoids the delays that would be caused by having the administrator wait for the officials to finish showering and dressing or of having the officials wait for the administrator.

Amount of Payment. This is usually determined by a standard which is set up by the schools in one area. In some cases league rulings are made. The administrator should follow the accepted standards and not hire "bargain" officials as that is likely the type of officiating which will be received. Neither should he pay over the customary amount as it may give some grounds for the saying, "How much are you payin' 'em?" Each official of a group should also receive the same amount. If this is not done, it will result in having officials of different abilities and this is not a desirable practice. The school should obtain capable and respected officials. A worthwhile activity deserves the best officials available.

Players and Officials. The coaches should always instruct their boys to address officials with respect at all times. First names or nicknames should be avoided and the officials should be addressed as Mr. Smith or Mr. Official. The Mr. is a title of respect. It is the team captain's right and duty to confer with officials regarding questions which arise, but he should do so in a respectful manner.

Coaches and Officials. Henry Iba, the well known basketball coach at Oklahoma A. and M. College, made a talk in which he stated that he made a special point of not talking to the officials before, between halves, or after the game. It is poor practice for the coach or administrator to visit the officials before a game and warn them of certain players on the opponents team. Good officials will see the violations and handle them soon enough. Neither is it acceptable for the coach or school officials to question the game officials during the contest or between halves. Any questions raised about decisions should be made by the captain, who is the official representative of the team. After the game is over, very little satisfaction is gained by a tirade at the officials. The Kansas State Activities Association can remove a member school from the Association if the officials are not given respect and protection by the school authorities.

#### Health and Safety

Why should the schools be concerned about health. Oliva E. Byrd (15) gives six reasons in her article, "The Administrator and the School Health Program."

1. The law requires the schools to be concerned with health.
2. Health is an objective of education.
3. Health is related to educational accomplishments.

4. The teacher's own health may have a big influence upon his success and efficiency as a teacher and upon his economic capacity.

5. Student health problems present a major source around which to select and present vital units of the curriculum.

6. Health is related to total social accomplishment and the rise and fall of cultures as shown by history.

She continues by listing seven aspects of a practical school health program.

1. Health instruction (classroom teaching of hygiene.)
2. Health service (medical, nursing, and special services.)
3. Safety.
4. Environmental sanitation.
5. Mental hygiene.
6. Nutrition (school lunch program and instructional aspects.)
7. Physical education.

L. W. Hughes (2) lists a number of policies regarding the health of athletes that should be followed religiously.

1. A physician should be responsible for the health supervision of athletes.

2. A thorough health and physical examination should be required of all athletes before any vigorous practice or competition is permitted. This examination should be repeated before each sport season.

3. The policy of the department regarding the responsibilities for the reasonable care of athletic injuries should be made known to students.

4. A physician should be present at all football contests and easily available for all practices.

5. Athletes should report to the physician after strenuous practices or contests for examination for possible injuries.

6. An athlete with a head injury which causes loss of memory should be removed from the contest.

7. Athletes who have had operations for hernia, appendicitis, etc., should not be permitted to compete without the consent of the health service physician.

8. The physician in charge should have full power to decide whether an athlete is fit to play.

9. Soiled towels, underclothes, supporters, and socks should be boiled when laundered, and clean ones provided daily if needed.

10. Individual drinking cups or other sanitary methods of obtaining drinking water should be provided athletes at practice and contests.

It is up to the coach and administrator to secure good equipment and to provide a safe place to practice and play. The administrator should secure a coach who will assume the responsibility of sending the player into the game in good physical condition and of removing him when he becomes injured or fatigued. The coach must also teach the boy the necessary skills for the protection of himself, such as proper tackling and proper falling to decrease the chances of broken bones. As much as possible, the schedule should include games with teams of equal enrollment and equal strength. Over matching is an invitation to injuries. The coach must also know first aid procedures and know how to care for minor injuries. It is desirable that a physician be present at all games.

The proper care for the athlete is a must in any athletic program. The following is a list of some of the things which a good coach and administrator should provide for.

1. Insist on a thorough shower after each practice session and game, using soap lavishly, and using clean towels.
2. Make sure that the boys put on clean supporters and socks at least once a week to prevent infection.
3. Insist on clean lockers and that the clothes are hanging on the hooks provided and are not dumped on the locker floor.
4. Provide clean floors, foot powder, and disinfectant to combat foot infection.
5. Provide for complete and thorough medical examinations before the boy reports for practice in every sport.
6. Provide an adequate plan of insurance for all of the boys.
7. Insist on giving medical attention to all small bruises, abrasions, and cuts immediately after practice.
8. Have a qualified doctor present at all games, and make sure that the boy is examined as soon as possible after a severe injury.
9. Provide safe playing facilities--smooth football fields, gym wall mats, spectators kept away from the sidelines, etc.
10. Moderation in length and strenuousness of practice periods.
11. Schedule games with teams near home and play most of the games on week-ends.

#### Eligibility

The Kansas State High School Activities Association determines the eligibility standards for the high school athletic activities in Kansas. These regulations concern scholarship, age, transfer students, physical examination, and playing on non-school or professional teams. These and other standards have done much to raise the level of athletics in the edu-

cational program. Many of these regulations are necessary and desirable. For example, the regulations prevent the 25 year old person from competing against the teen age high school student, and they do not allow a boy to participate in athletics without a physical examination. However, sometimes it might seem that educators need to evaluate the extra-class phase of education. As Z. B. Katterle (29) says:

...The tradition of scholastic eligibility before participation in athletics is a miscarriage of any general educational philosophy yet propounded. If the student is allowed to remain in school, he should be permitted to participate on athletic teams. Imagine telling a little emaciated kid he cannot go back to English class because he was on the first cut from the football squad. No such luck, he can go back to English and remain emaciated.

Schools and administrators have been using the extra-curricular interests as a bait for the school subjects. They have attempted to harness the motives which drive the youth to shine in athletics by making scholastic success a prerequisite for participation. Extrinsic motivation has become the mode, although, as J. R. Shannon (39) says:

...there is no more need intrinsically, for requiring a boy to pass algebra before he can play football than there is for demanding that he earn a letter in football before he can take algebra, the algebra teachers were in the saddle; and it never occurred to them that every tub should sit on its own bottom.

As long as present requirements for athletic participation exist, the administrator will need to check the eligibility and see that the standards are met, but perhaps, as Z. B. Katterle and J. R. Shannon suggest, the established standards are in need of revision.

Another problem that the administrator faces is that of determining the athlete's grade status for eligibility, as passing work in three units is mandatory for participation. One of the best practices is to have each

teacher give a weekly report of the grade status of each athlete. The administrator can then use this information for the determination of scholastic eligibility. Care must also be exercised in checking the other factors necessary for eligibility in athletics such as past failure, age, transfer, amateur status, and years of participation. Complete records of each boy must be maintained to insure that the state requirements for participation are met.

#### Athlete and Coach Recognition

There is an undesirable tendency toward showering unnecessary honors on winning teams and their coaches. This desire on the part of community people to honor victorious teams and coaches finds expression in various forms, such as elaborate banquets, complimentary trips, and valuable gifts. The Kansas State High School Activities Association frowns on such practices and has a rule which says that no gifts of any real intrinsic value may be given to players or coaches. The administrator should inform the community of this rule and help channel the enthusiasm into other avenues. There is, however, no objection to athletic banquets if they are a regular procedure and not merely given when the team has a winning season. These banquets should be for all squad members and not only for lettermen.

#### Participation by All

We have allowed promoters and sports editors to emphasize the spectacular side of contests so much that we have forgotten the real values of providing for a better all-around development of all students. We should, therefore, encourage and provide opportunity for all students who are physically capable to take part in athletic training and contests and not just

the athletically talented few who probably need it least. Teams should be organized for every youth according to age, grade, and ability. These teams should participate in intraschool contests rather than in inter-school games.

E. K. Fretwell (1) says:

...The favorable opportunities of athletics for the education of the individual are not realized by those who do not participate. They cannot be developed on the side-lines. The student must be in the "game" to realize the educational potentialities of leadership, initiative, cooperation, self-control, etc. A well rounded intramural program is an end toward achieving this goal. It is up to the school to provide for and correlate it with the overall physical education program. It should be considered a definite part of physical education and financially supported on the same basis as algebra or history or the school science laboratory.

A big step in this direction was taken when the Kansas legislature made one year of physical education mandatory for graduation from high school. This program, as carried out by most of our Kansas high schools, provides for organized class athletic games and contests of various kinds as well as for classroom study about health and hygiene. It has brought athletic participation to all.

This does not mean that interscholastic athletics should be eliminated. It is very often true that the interest created by athletics has resulted in the construction of gymnasiums and other facilities for their promotion which have been made available for the entire student body in the physical education program.

The school and administrator must determine where to draw the line between wholesome and legitimate athletics for the development of all students and for public entertainment and the exaggerated overemphasis which reduces our educational institutions to glorified circuses and develops the few at the expense of the majority.



## Elementary School Athletics

Recent emphasis which some schools have been placing on elementary inter-school football and basketball is a matter which should be of concern to all people who have a true educational philosophy relative to the place of athletics in our public school systems. Rhea H. Williams (47) says:

...Pupils of late elementary age are in the midst of a period of most rapid growth with the consequent bodily weaknesses and maladjustments, partial ossification of the bones, mental and emotional stresses, physiological adjustments, and hearts which have not yet fully reached the maturity needed to carry on strenuous inter-city football. The fact that the elementary school child is not yet emotionally and psychologically balanced at this stage in his growth is enough evidence within itself for any educator to discourage inter-school elementary contests.

...All-around physical development and coordination should be the goal of any elementary school physical education program. ...Interschool football competition has a vital part to play in this total development of the child if it is given correctly and at the proper time in the pupil's growth pattern. The elementary school is not the time nor the place for arduous inter-school football contests.

Now, what about the much more prevalent practice of elementary school basketball? In most of the larger high schools and in many of the smaller ones, the junior high school basketball program is the "feeder" for the senior high school coach. The Kansas High School Activities Association does not have jurisdiction over elementary activities; consequently many unwise and unscrupulous grade school principals and coaches have schedules that are even more demanding and strenuous than those which are carried on by the secondary schools.

Boys of the late elementary school age (11 to 14), however, have a keen interest in sports and a considerable amount of surplus energy. It is desirable that their enthusiasm and energy be channeled in the right direction by school leaders. A limited elementary and junior high school basketball

program may be sanctioned if shorter playing periods are used, fewer games are played (a limit of one a week), no night games, no tournaments, and rules are made to insure equalization of the size, weight, and age of opponents.

#### Out of Town Games

Another phase of athletic management concerns the players, students, and equipment at games away from home. It is desirable to provide for transportation and supervision of the players well in advance. If the school has a bus, this is probably the best method of travel. Many of the smaller school's teams will have to travel in private cars, each of which should have some responsible person in charge. It is also a good policy for the school to provide accident insurance covering the boys on trips to other schools. All car drivers taking high school students to athletic contests should have liability insurance for their own protection against lawsuits in case they are involved in an accident. Of course, the school also must take the same precautions if the school bus is the means of transportation.

There should be a satisfactory way for all of each boy's equipment to be handled so that it gets to the game and back in good condition and with a minimum of confusion. In high school, the football equipment is usually best handled if each player packs his shoes, socks, pads, jerseys, etc., into his football pants. The basketball equipment problem is even easier to handle, for most schools provide carrying bags for each player to pack his equipment.

Provisions should be made for taking along the necessary first aid equipment (most schools have a compact carrying kit), and special equipment

such as balls, vaulting poles, catchers masks, and bulky football protective pieces. Many of these can be taken in large carrying bags.

A decision must also be made as to dismissal for out of town games. The larger schools play most of their football games at night and do not face this problem during this season; however, many of the smaller schools are not equipped with lighted athletic fields and play a majority of afternoon contests. In schools of this kind, if athletics are to be for the entertainment and benefit of all, as is our goal, school should be dismissed so that all students will have plenty of time to get to the game before the kick-off. Every effort should be made to secure 100% attendance by the student body and to provide transportation for those who do not have a way with parents or friends.

As much as possible, the athletic schedule should be made to include teams within a radius of about 30 miles to avoid the long and fatiguing trips with the return late at night and the possible danger to health and scholarship.

Every student who visits another school, either as a spectator or as a team member, is a representative of the school. The students should be made to realize their responsibilities for building a good school reputation. A school is often judged by the actions of a few. The players and cheer leaders are in an especially opportune position to carry on a favorable public relations program.

#### Tickets

The management of tickets presents a whole set of problems to be met. Care must be used in the selling of season tickets and gate tickets to prevent financial "leakage." A responsible person must be in charge and ticket

sales must be conducted in a businesslike way. Tickets should be numbered and each price ticket be of a different color if possible. The receipts should be carefully checked against the number of tickets sold. All tickets sold should be taken at the door by ticket takers to avoid having them used again at the next game. Accuracy is also mandatory because of the necessity of making Federal and State tax returns on all game receipts.

Season tickets are usually desirable because they provide insurance against poor weather and against lack of attendance if the team is poor. Season tickets save much time for the ticket seller on game days. Pre-season sales may also be used as a means of public relations for the school.

Complimentary tickets should not be profusely or indiscriminately distributed. Hughes and Williams (3) write, "...it is, however, advisable to give some complimentary tickets in order to maintain the good will so essential for any smooth running department."

Of course, players and coaches of both teams should be admitted free, as should the officials who are to officiate the game. It is usually good practice to give complimentary tickets to the press who may be one of the best aids for achieving a sane athletic program. The team physician should be admitted without charge, as it is desirable to have him present at athletic contests, especially football games. He is an important part of a well operated athletic program. Also, the school board members should have passes as they devote a considerable portion of time to the school without pay. The board members should be encouraged to witness the athletic program for which they are responsible to the patrons of the district.

### Conducting Games

Visiting teams and officials should be reminded about a week in advance of the game about the date, time, place, home team uniform colors, and dressing room facilities. Some students should be assigned to meet the game officials and the opposing team members at the door and escort them to their dressing rooms. The visiting team and officials should be treated as the guests they are.

The games should be run off on schedule and care should be taken to avoid too long an athletic evening. Two basketball games an evening are an adequate number, both from the standpoint of late hours and from the standpoint of interest and entertainment. Hughes and Williams (3) say that "Sports administrators have learned through their own experience and from experiences of professional entertainers that no contest should last over two hours."

There should be efficiency and thoroughness in the preparation of the field or gymnasium. Yard lines should be neatly marked; floors should be clean; benches and bleachers should be cleaned, painted, and in good repair. The school is silently advertised by what the people see and regrettably they do not see the classroom and the classroom teacher as often as they do the athletic arena, the players, and the coach.

The contestants should have a pleasing appearance. They should not be shabbily dressed; neither are flashy or expensive garments necessary. The uniforms need not be replaced each year; they should, however, be kept clean and neat.

### Concessions

Concessions also are a part of the athletic program as it is conducted at present. Their only real justification is that they are there for the comfort and enjoyment of the spectators, and not to part the patron from his money. Food, soft drinks, coffee, pop corn, and programs should be available and easy to purchase, but pressure should not be used in any form so that the spectators feel that they are obligated to buy. Drinks should be sold only in disposable containers.

Careful preparation is needed to see that the concessions are in readiness for each athletic contest. The responsibility should be delegated to some competent faculty member who must see that there are plenty of cold drinks in the cooler, that hot dogs and candy are plentiful, that the coffee percolators are ready, that plenty of change is on hand, that there are enough reliable helpers, and many other related duties.

### Awards

The giving of suitable awards and the determination of who is to receive these awards is a problem of every athletic coach and administrator. There are probably almost as many systems as there are schools and in many cases there is a great need for improvement. In this improvement, C. C. Diettert (17) suggests:

...We should begin with the traditional school letter given as an award for participation in school activities, especially athletics, in many of our high schools. If this award is unaccompanied by anything of intrinsic worth such as sweater, blanket, or jacket, it comes near being an ideal kind of award. It has symbolic value and it has traditional value. A good award is spoiled when we try to make it more than symbolic, when we add something intrinsic as if we attempted to pay for participation.

...The most important consideration of any award system is the fundamental purpose of it all. Looking toward an ideal or improved system, we can set up the purposes in outline:

1. Encourage worthy service to the school.
2. Encourage wider participation in worthwhile activities.
3. Encourage the development of integrated personalities.
4. Encourage ethical attitudes among participants.
5. Teach justice, broadmindedness, and cooperation.
6. Encourage participation in citizenship activities.
7. Avoid discrimination between activities.
8. Encourage continued participation.
9. Make activities valuable to participants.
10. Expand the entire activities program.

There is, at present, a considerable trend toward giving awards in recognition of service in non-athletic fields and non-competitive activities. This trend has considerable merit but brings with it several problems. First of all it often results in the majority of the students receiving the various awards and this tends to cheapen them. The awards should be limited to outstanding students in their particular activity. C. C. Diettert (17) believes that "This can be solved by having an award system with an overall standard of keeping awards to say twenty or thirty per cent of the entire enrollment."

A second problem is that the traditional athletic numeral loses its significance if letters are given for other activities. To satisfy those who insist on an athletic award as distinguished from an award based on other activities, an alternate method is to give several distinct and easily identified school awards. For example, there could be the traditional athletic block letter, the cheer leader letter (superimposed megaphone), the music

letter (superimposed lyre), and another award (perhaps a small pin) based on points for scholarship, leadership, and all around participation in activities. A good plan to adopt for the athletic awards is to indicate for which sport the letter was received by putting a small emblem on the letter signifying the sport.

### Financial

Many people enjoy athletic contests so well that they unhesitatingly pay large admission fees for the opportunity of seeing them and this is the point where most financial evils of athletics are initiated. The patrons like athletics so well that they do not get too inquisitive regarding how much money is spent, what it is being spent for, or where it is coming from.

Many school patrons are interested and discuss games with authority and knowledge, and fans often go so far as to offer suggestions to the coach, especially if the team is having a poor season. Later on, pressure is exerted on the administration to produce victory. The public adheres to the idea that "the hand that buys the ticket rules the school." In the face of public demands for victory and entertainment, absurdly large amounts of money may be channeled for the athletic department.

Hughes and Williams (3) say this about financing the program of athletics:

...The manner of financing sports accounts for some evils existing in this field because many treasuries rely solely upon winning teams. This undoubtedly will be a serious problem until sports are financed in a businesslike way.

Several years ago, Johns Hopkins University abolished all gate receipts and student fees. When a student pays his tuition, he receives in return an academic education, a physical education, and an athletic program. While the abolition of all gate receipts is probably too revolutionary to be prac-



tical at this time, it is an objective which commends itself to all directors of athletics. A solution to the financial problem has been offered by Hughes and Williams (3).

...The best solution at present appears to be the one where directors work with presidents, trustees, superintendents, and boards of education to place the whole physical education program on a budget basis supported by taxation, appropriations, endowments, student fees, gifts which have no strings attached, and gate receipts. Ideally, the gate money should be only incidental.

Until that ideal is realized, it will be necessary for the gate receipts to pay the expenses of conducting the contests while the institutions pay the instructors and coaches, maintain grounds and buildings, and supply all equipment.

Management of school funds is often found to be haphazard and unbusinesslike. The question then arises as to who shall control the finances. It is highly important that some responsible person, preferably one skilled in finances, outside the athletic department be assigned or elected to the duty of handling all money. One of the best persons for this, according to Hughes and Williams (3) is the secretary-treasurer of the local board of education. In many cases, the high school principal or superintendent controls the athletic department finances. This arrangement is also a good method. Other parties may be the physical education director, a faculty committee, or a faculty member specifically qualified and appointed to this duty.

Regular audits should be included. They may be made by the superintendent, faculty committee, board of education, or by paid auditors from a firm of certified accountants. The latter method is the most desirable.

There is also a need for a budget based on estimates of needs, expenditures, and probable income. It is desirable to determine how much will be

needed for each sport and to apportion available funds accordingly, as well as to prevent a deficit at the end of the year. The budget is not a perfect instrument, but it is a valuable guide for those responsible for athletic appropriations.

In planning the budget, the items which should be considered on the expense side are new equipment, (number of players, articles needed, cost per article), cost of repairing old equipment, cleaning costs, awards and numerals, transportation, medical supplies, officials fees, stamps and stationery, publicity and advertising, insurance premiums, and guarantees.

Items to be considered on the income side are gate receipts, season ticket sales, guarantees from other schools, activity funds from the general school budget, and miscellaneous sources such as lunch counters, and tag sales.

It is the duty of the school administrator to impart information regarding the year's activities, receipts, and expenditures. This may be done in the form of a complete report at the annual school meeting. The public has a right to the information--after all, it is a public school.

Hughes and Williams (3) give three rules concerning financial reports.

1. Financial reports should be made as often as necessary to keep taxpayers informed.

2. Costs for interscholastic and intramural athletics also should be accurately determined and reported on a sound and intelligible basis which reflects truthfully the total and unit burden.

3. Causes for increased or unusual expenditures should be indicated.

Hughes and Williams (3) also list the following general standards and policies regarding athletic finances.

1. All athletic funds, including gate receipts, should be considered school money, and centralized, although not necessarily communized with the other funds of the institution under a financial expert, preferably the school or college treasurer.

2. The athletic financial policies should be determined with welfare of students rather than financial profits in mind.

3. The financial affairs of the athletic department should be conducted on a strictly business basis.

4. The athletic budget should be prepared by the director with the aid of his assistants and submitted to the administrator for approval in the same manner as any other department budget.

5. All bills incurred in athletics should be paid by the treasurer of the institution on the approval of the director.

#### Purchase and Care of Equipment

In many schools, there is an extravagant practice of equipping the teams with the latest and most expensive equipment, regardless of the necessity for such purchases or the quality and durability of the material. There are a number of guiding principles concerning the purchase of equipment for the administrator and athletic director to take into consideration when buying new equipment.

1. Purchase equipment which conforms to specifications. It should be official and suitable for service for the purpose intended.

2. Buy quality goods. The initial cost is more, but the service and wear given will more than compensate for the small difference in price between top quality and second grade materials. Often the appearance of inferior goods is the same, at least when new, but the lasting qualities are not the same.

3. Demand a price which is consistent with market conditions. This means that the purchaser will have to study and make comparisons of quality

and price to be certain that he is not paying too much.

4. Buy in quantity. Frequently the school will receive a reduction of five to ten per cent on large orders.

5. Buy early. Most companies have the policy that if prices go up after ordering, the original quotations will stand; however, if prices drop before delivery, the school gets the reduction. Early buying also makes it possible to select the desired equipment from a complete stock and to take the time to consider carefully the color, size, quantity, quality.

6. Beware of extra "concessions" or "inside discounts." The price may have been raised so that this bait can be offered, or the quality may have been reduced in order to sell at the "special" price.

7. Purchase from a reputable firm that is known to sell reliable materials at reasonable prices. Most athletic directors are not adequate judges of all the many athletic goods; so they should buy guaranteed equipment from a concern that stands back of its goods and will replace it or make satisfactory adjustments if it is defective in material or workmanship.

8. Patronize local dealers only if they render equal or better service for the same or less money. It is a good idea to buy from the local retail sporting goods dealers if they offer a real personal service without an appreciable cost increase, but buying from the local merchant just because he is a taxpayer is not a valid argument. Profit is the compensation for services and goods and not for paying taxes.

9. Divide purchases among several of the best athletic equipment houses. No one company has all the best equipment or offers the best service for all types of goods.

10. Do not yield to high pressure salesmanship or hard-luck stories. Weigh the advantages and disadvantages of the merchandise offered, and order

only if you feel that the salesman offers the best possible purchase for the money expended.

11. Make an inventory of stock on hand before placing an order. It is a wasteful procedure to procure costly new equipment and later to find that there is an adequate supply on hand.

12. Make all purchases and orders on standard forms and keep a record in the office of all orders that have been placed and of all orders that have been received.

13. Promptly return all inferior and defective goods which do not meet specifications. This will help to secure quicker and more satisfactory adjustments.

In addition to following the guiding principles regarding purchase of equipment which have been listed, it is necessary for the administrator and athletic director to set up some rules and practices to insure adequate care of the equipment. The following list contains many ideas the athletic administrator should note.

1. Provide adequate storage space. The storage room should be kept clean, dry, well ventilated, and large enough so that all equipment is easily accessible.

2. Have a definite place for all equipment in the storage and stock rooms and see that it is placed in the proper location. It should not be left lying on the floor or piled in a corner.

3. Appoint one person to act as stock clerk or custodian and allow no one else to enter the stock room or to issue equipment. The coach is usually busy with the players and does not have the time to serve as check-out clerk. It is desirable to appoint a responsible student to act as manager and thereby earn his school numeral or letter. Another acceptable method is to hire a

boy to check out all playing equipment and towels and to keep an accurate record of the same, and also to have him do the daily or weekly laundering of towels, supporters, and other washable items.

4. Keep an accurate record of all items which are checked in or out. Maintain a checkout record book or card file or both, listing the items and to whom they were checked out.

5. Mark all athletic equipment with some identification. This may be done with large rubber stamps, stylographic pens, clip tags, indelible pencils, or by means of stencils. The most important mark is the serial number for use by the stock clerk as well as by the boys themselves. Other marks may be used to note the size or the date of purchase.

6. Let the students know that they are responsible for the articles checked out to them. Enforce this responsibility by having the boys pay for lost equipment. They are much less likely to lose things if they know that they will have to pay for missing goods.

7. Instruct players and manager to turn in damaged or defective equipment immediately. If equipment is repaired at the first sign of damage, it is usually easily and cheaply done, but minor damage soon gets to the stage where it is beyond being worth fixing.

8. Arrange for some competent person to do the repair work. The local cobbler is usually the best person for this job. At the season's end, the equipment that needs renovating should be sent to a commercial concern for cleaning and repair. This is much more economical than permitting equipment to deteriorate so that it must be replaced. It also insures having equipment that is safe (offering adequate protection) and sanitary.

9. Launder washable equipment frequently. This will help prevent rotting from dirt and sweat accumulation.

10. Dry clean goods that should be dry cleaned. Do not wash them, for this will cause fading and shrinking.

11. Use special care on leather goods. Be sure that they are thoroughly dried after being wet, and keep them well oiled.

12. Install a good set of lockers and provide locks for all lockers. The lockers should be large enough to hang all of each boy's equipment without crowding. They should be well ventilated, preferably forced ventilation, so that sweaty clothes and towels will dry quickly. The locks will help prevent loss of equipment and will provide a place for the boy to keep his valuables while at practice.

### Filing

One of the biggest office tasks of the administrator is to set up and maintain a complete and current filing system for the athletic program. There must be folders for current material such as game contracts with other schools, contracts with officials, eligibility cards and lists, physical examination cards, insurance claims, league records, orders for equipment, invoices of equipment received, financial records and reports of all games, and annual report records. Records should also be kept of past league standings, past games, and contests won and lost, and boys receiving athletic awards or letters, and trophies won.

## SUMMARY

C. A. Bidwell, head track coach at Wichita University, said in a speech at the Kansas State Teachers' Convention, November, 1950:

...When a boy comes out for football, a need is being met. Through participation and practices during the season he has gained a valuable educational experience. Many educators claim that athletics meets more of the educational objectives than any classroom activity.

The administrator has a great responsibility and opportunity to be a leader in helping to provide a sane athletic program for the school and community. This program should have the same general objectives as has the entire educational program because it is really a part of the total student education offered. In order to meet best the desired goals, certain practices must be followed by the administrator and school to insure that every student develops physically, mentally, socially, and emotionally as a result of athletic experiences.



#### ACKNOWLEDGMENT

Special appreciation is accorded to Dr. Maurice C. Moggie, Major Instructor, for his suggestions and constructive criticisms of the work as it progressed. Recognition is also due Dr. H. Leigh Baker, Dr. V. L. Strickland, Prof. George Olson, and Dr. Finis M. Green of Kansas State College, and Supt. S. G. Huebner of Wilson, under whose instruction and with whose help many of the concepts presented in this report have been clarified.

## BIBLIOGRAPHY

### Books

- ( 1 ) Fretwell, Elbert I. *Extra-curricular Activities in the Secondary School.* Cambridge: Houghton Mifflin Company, 1931.
- ( 2 ) Hughes, Leonard William. *Administration of Health and Physical Education in College.* New York: A. S. Barnes and Company, Inc., 1935.
- ( 3 ) Hughes, William L. and Jesse F. Williams. *Sports--Their Organization and Administration.* New York: A. S. Barnes and Company, Inc., 1944.
- ( 4 ) Johnsen, Julia E. *Interscholastic Athletics.* New York: The H. W. Wilson Company, 1929.
- ( 5 ) McKown, Harry C. *Extra-curricular Activities.* New York: The Mac-Millan Company, 1927.
- ( 6 ) Roemer, Joseph. *Extra-curricular Activities in the Junior and Senior High Schools.* Boston: D. C. Heath and Company, 1926.
- ( 7 ) Terry, Charles R. *Extra-curricular Activities in the Junior High School.* Baltimore: Warwick and York, Inc., 1926.
- ( 8 ) The Kansas State High School Activities Association. *Handbook, 1949-1950.* Board of Control: 306 New England Bldg. Topeka, Kansas, 1949.
- ( 9 ) Throckmorton, Adel F. *Kansas Secondary School Handbook, 1950.* State Department of Public Instruction. Topeka, Kansas: State Printing Office, 1950.
- (10) Williams, Jesse F. and Eugene W. Nixon. *The Athlete in the Making.* Philadelphia and London: W. B. Saunders Company, 1932.

### Periodicals

- (11) Allen, C. S. "How Much Extra-curricular?" Parents' Magazine. 23:33. November, 1947.
- (12) Archer, John K. "What Are Acceptable Standards for Interscholastic Athletics?" The Bulletin of the National Association of Secondary School Principals. 33:18509. May, 1949.

- (13) Bell, H. M. "Extended Day Youth Service Program." California Journal of Secondary Education. 22:245-9. April, 1947.
- (14) Boone, W. R. "Student Activities That Count." National Association of Secondary School Principals Bulletin. 32:117-23. February, 1948.
- (15) Byrd, Oliva E. "The Administrator and the School Health Program." California Journal of Secondary Education. 25:71-6. February, 1950.
- (16) Curtis, James E. "Supervision and Direction of Inter-School Activities." School Activities. 13:25. March, 1942.
- (17) Diettert, Chester C. "Improving Award Systems." School Activities. 68:53. April, 1949.
- (18) Editorial. "Oh, Those Cheer Leaders." Kansas High School Activities Journal. 9:5. February, 1947.
- (19) Editorial Report. "Recreation--A Basic Human Need." Recreation. 41:478-80.
- (20) Editorial. "Sportsmanship in Athletics and the School Board." The American School Board Journal. 118:78. May, 1949.
- (21) Editorial. "Sportsmen, Not Sports." Indiana High School Athletic Association Bulletin. School Activities. 10:367. April, 1939.
- (22) Editorial. "The Obsolescence of the High School." School and Society. 69:17. March 5, 1949.
- (23) Giannoni, John M. "Teaching Physical Education versus 'Coaching'." Calif. Journal of Secondary Ed. 25:99-100. February, 1950.
- (24) Glicksburg, C. I. "Extra-curricular Activities and School Morale." American School Board Journal. 110:36-37. May, 1945.
- (25) Goy, Naidem. "Sportsmanship Trophy." School Activities. 20:290. May, 1949.
- (26) Gray, Franklin J. "Interscholastic Standards for Boys." School Activities. 11:320-322. April, 1940.
- (27) Haskins, R. W. "Athletics--Tail or Dog." School Activities. 10:301. March, 1939.
- (28) Jones, Harold E. "Athletics for Development." Science Newsletter. 51:399. June 21, 1947.

- (29) Katterle, Zeno B. "Administration of Athletics in Education." School Executive. 68:53. April, 1949.
- (30) Kilpatrick, W. H. "What Range of Objectives for Physical Education." Teachers College Record. September, 1925.
- (31) Kutz, Frederick B. "Planning the Activity Program." School Activities. 20:12. September, 1948.
- (32) Matthews, Jack. "Officials for Athletic Contests." School Activities. September, 1948.
- (33) Minton, Arthur. "Small Town Big Team." School Activities. 10:15. September, 1938.
- (34) Mitchell, E. D. "Making Athletics a Bigger Part of Physical Education." American Physical Education Review. 27:51-8. Feb., 1928.
- (35) Pash, B. T. "Father's Day in Athletics." School Activities. 11:291. March, 1940.
- (36) Post, J. H. "Can High School Interscholastic Athletics Be Justified Educationally?" School Activities. 11:153. December, 1939.
- (37) Raycroft, Joseph E. "Educational Value of Schools and Colleges." School and Society. 3:295-300. February 26, 1916.
- (38) Rude, F. R. "What is Happening to Football." School Activities. 20:46-8. October, 1948.
- (39) Shannon, J. R. "An Old Fashioned Appraisal of Activities." School Activities. 20:243. April, 1949.
- (40) Shannon, J. R. "School Activities and Personality Development." School Activities. 20:275-7. May, 1949.
- (41) Staples, M. L. "Building a Desirable School Spirit." School Activities. 11:143. December, 1939.
- (42) Staples, M. L. "Watering the Elephant at the Football Circus." School Activities. 11:107. November, 1939.
- (43) Stout, M. W. "Sources of Revenue for Extra-Class Activities." School Review. 56:410-14. September, 1948.
- (44) Sulzbach, W. R. "For More Democracy in Junior High Athletics." School Activities. 11:149. December, 1939.
- (45) Thomas, E. A. "Let's Be Fair with our Officials." School Activities. 10:199. January, 1939.

- (46) Whitten, C. W. "Place of Interscholastic Athletics on the High School Program." National Education Association Proceedings. 618-28. 1925.
- (47) Williams, Rhea H. "Elementary Inter-School Football as Related to Education." School Activities. 21:296. May, 1950.

Newspapers

- (48) "A Blow at Gambling." News Item. Kansas City Star, March 1, 1951.
- (49) "Carry on Cage Awards." News Item. Kansas City Times, March 7, 1951.
- (50) Snider, Dick. Sports Editorial. Topeka Daily Capitol, March 7, 1951.