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A COMPARISON OF OPINIONS ON THE PRACTICES AND
POLICIES ON THE INTERSCHOLASTIC ATHLETIC
PROGRAM IN A SELECTED HIGH SCHOOL

by

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B. A. Montana State University, 1951

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requirements for the degree of
Master of Arts

MONTANA STATE UNIVERSITY
1955

Approved by:

[Signatures]

Chairman, Board of Examiners

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Date
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CHAPTER I

INTRODUCTION

Today there are many expressions of concern over practices and policies of school athletics. This is particularly so in boys' interscholastic athletics.

It is hoped that this study will indicate some of the differences of opinion of school personnel and school officials in relation to the practices and policies of boys' interscholastic athletics in their school.

For the purpose of getting as objective an analysis as possible, for this study, identity of school officials, school personnel and the name of the school was concealed.

In the school chosen for this study, there are sixty-four staff members classified as school personnel and seven board members classified as school officials.

This study was prompted by the many recent publications expressing widespread concern over present practices and policies in interscholastic athletics.

THE PROBLEM

Statement of the problem. The purpose of this study was one of comparing the opinions of school officials and school personnel in regard to purpose and functioning of the interscholastic athletic program.

School board members, administrators, and teachers were selected for this survey of opinion because of their
importance in athletic curriculum planning. Since the school board represents the citizens of the community, its individual members are obligated to aid in interpretation and planning of all educational policies including those controlling interscholastic athletics. The school administration has the responsibility for guiding the athletic program and for building understanding and support for the program among members of the school staff, students and the general public. Teachers must be a part of and familiar with the interscholastic athletic program if the program is to be synchronized with the rest of the educational enterprise in matters of schedule, responsibility of the school staff, demands on time and energy of students, and allocation of space and facilities.

**Importance of the study.** This study will attempt to furnish increased knowledge of opinion towards boys' interscholastic athletics to school officials and school personnel in a selected high school. Increased knowledge of such information may aid the school administration in obtaining acceptance of the present program and any contemplated changes. It may also furnish the athletic coaching staff with greater awareness of the opinions of the rest of the school personnel as well as the school officials. It is hoped that the rest of the teachers will get a better understanding of the practices and policies of their boys' interscholastic athletic program. Since school board members, in our American structure of public education, have heavy responsibilities
for making basic educational policies, selecting personnel, and evaluating programs, this study may provide a greater awareness of the opinions of school personnel concerning the boys' interscholastic athletic practices and policies in operation. It is also hoped that this study will increase the knowledge of opinions pertaining to the boys' interscholastic athletic program and stimulate fuller achievement of the educational objectives in the program.

This study may also assist any interested educator, who plans to evaluate his interscholastic athletic program, in determining the differences of opinion he might expect to find in his institution.

LIMITATION OF STUDY

This study was limited to the opinions of all school officials and all school personnel concerning the practices and policies of their boys' interscholastic athletic program in a selected high school.

Public and student opinion was not taken into consideration because this study was primarily concerned with those persons directly responsible for administering the total school interscholastic program.

DEFINITION OF TERMS

Interscholastic athletics. The section of the boys' sports program that involves competition among athletic teams representing different schools.
School officials. All members of the board of education, of this particular school at the time of this study.

School personnel. All administrators and teachers employed by this particular school at the time of this study.

High School "A". The high school chosen for this study.

Varsity. Refers to the interscholastic athletic team that competes in interschool competition.
In order that the results of the opinion-type questionnaire may be interpreted with worthwhile meaning, it is important that its values and limitations be discussed.

The trend is toward abandoning practices of personal observation and toward reliance on systematic polls instead. Unsystematic methods fall short of presenting a true picture. Harold C. Hand lists them in this manner:

1. The influence of unrepresentative observation
2. The reluctance of people to be frankly critical
3. The influence of observer's opinions and interests.\(^1\)

Hand adds the comment that, "Unless all the people in a particular group or population, or a representative sample of all the people in a group or population, are included the results will be seriously in error in mirroring what the total group or population thinks."\(^2\)

Hand further clarifies the reluctance of people to be frankly critical by stating:

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\(^2\)Ibid., p. 28.
In our country it is good form to be a booster. Therefore one hesitates to be frankly critical even when he feels that a negative criticism is merited. Also, it is good form in our culture to be pleasant and agreeable to others, especially those we hold in high esteem.3

With very few exceptions, school board members are selected precisely because they are esteemed members of the community. The school superintendent and principal are also held in high esteem. If one or the other is not, it may be presumed that they will be looking elsewhere for employment. Consequently, the school board and administrators do not hear much of the adverse criticism about the school unless the situation becomes critical. In order to have a smooth running and efficient program, any small disturbance or agitation must be brought to light and remedied at the outset before something or a more serious nature occurs.4

Answers to opinion-type questions will be more valid if the respondents are made aware of and guaranteed that the identity is concealed, particularly on subjects of controversial nature. "The informant may answer questions more frankly by mail since anonymity is assured."5

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3Ibid., p. 23.
4Ibid., p. 28-29.
The effect of the influence of observer's interests and opinions seriously hampers the validity of this unsystematic type polling. "This is not because of any basic dishonesty on the part of the observer; this influence operates subconsciously, without being aware of it at all."

This 'psychic deluder' does various things to us without our knowledge. We ask about, hear, look for, and see what we would most like to see or hear. We tend to discount, ignore, or block out whatever we dislike hearing or seeing. Here our particular interests, sympathies, enthusiasms, hopes, desires, aversions, anxieties, fears, etc., come into full play, even though they operate subconsciously.

This 'deluder' also plays tricks on our memory. We remember only what we like to remember, and forget the things we don't like to remember. As it is, most of us can live quite happily with our memories precisely because they have been filtered.

The only sure way of preventing this prejudice is to make a systematic poll, and use exactly worded questions which have been so devised previously be qualified disinterested persons.

The aforementioned limitations of the personal observation and unsystematic types of evaluation have led businesses

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6 Hand, op. cit., p. 29.
7 Ibid., p. 30.
industrial, and school organizations to give up these methods. These groups depend on systematic polls having three main qualities, to wit: representative sampling, anonymity of respondent, and skillfully worded questions.

Although the opinion questionnaire is given to a representative sampling of the group and the respondent remains anonymous, human nature comes into play and must be taken into consideration when interpreting such a poll. The questions, first of all, are of primary importance.

Persons who use the technique and facilities of modern public opinion research have the responsibility of slicing issues to people in such a way that the answers can be reliably interpreted. Even after elaborate testing on the clarity and bias of the questions by the most conscientious investigator, many of the items finally included in a study may remain obscure.

Cantril found that their answers did not seem consistent with observable facts or with other opinions; the underlying difficulties were:

1. Questions too vague to permit precise answers
2. Questions obscure in meaning
3. Questions getting at some stereotype or over-tone or implicit in the questions rather than at the meaning intended.
4. Questions misunderstood because they involve technical or unfamiliar words
5. Questions presenting issues not sufficiently circumscribed
6. Alternates provided for answers not exhausted
7. Alternates too many or too long
8. Questions whose implications are not seen
9. Questions concerned with only a portion of the population and therefore meaningless to many people

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10. Questions getting only surface rationalizations
11. Questions only getting stereotyped answers

EVALUATION OF AN OPINION

The opinion expressed in the answers is also a factor in interpreting questionnaires. The New Century Dictionary defines opinion as what is thought or the way of thinking on any matter or subject. Despite this worthy definition, the interpreter must also take into consideration that opinions can be influenced.

Although an opinion is a view that can be rationally held, all opinions are not assured by a process of reasoning. Everyone accepts many of his ideas, not on grounds of their rational probability but because he received them from others, perhaps in early infancy. Probably everyone holds in this way the vast majority of what he takes to be his opinion. These ideas emanate from men who believe them, often had good grounds for holding them and according to the knowledge they possessed were rational in so doing; while the recipient had an opinion or at least a blind reliance, on the credibility of the source from which they came.

The word opinion is used in many senses. Its most common interpretation is in the sense of a majority expression which is expressed or apparently felt by more than half of the members of a group. If formed out of free and full discussion a majority opinion indicated that a democracy is in operation.

A majority opinion does not always show the true

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9Ibid., p. 4.


picture. It may have been reached through distortion and
deception of facts, through suppression of facts, or through
inadequate discussion. A majority opinion may be comprised
of the opinions of many ego-involved persons. It may act to
suppress minority opinion. A majority opinion may behave autocratically, unless it be the expression of non-partisan per-
sons and put into effect by unbiased leadership.

A minority opinion is a conclusion reached by less
than half of an interested group. It has been said that a
minority opinion today must be tomorrow’s majority opinion.

A majority opinion is important also because it
represents those opinions currently balked. If these opinions
are accompanied by deep sentiments, the minority may go to
work with renewed determination and seek to override the major-
ity through united effort.

A minority opinion may represent the people at the
extreme right or left or both. It may be reactionary opinion
or radical opinion, or both. If so it is difficult to change.

General opinion has the group’s sanction behind it.
Hence, to question general opinion is to question the group’s
right to exist. To question it is to run the risk of being
disloyal.12

12Emory S. Bogardus, The Making of Public Opinion
Many differences and clashes of opinion are based, not on misunderstanding, but on conflicting interests and aims. No amount of information and purely intellectual enlightenment can, unaided, change the human heart, remove individual and group selfishness, reconcile fundamental cleavages in philosophical outlooks on life.13

RE-EXAMINATION OF THE NATION'S INTERSCHOLASTIC ATHLETIC PROGRAM

Today there are many sound interscholastic athletic programs throughout the United States, as judged by existing criteria.14 However, even the sound programs are subject to defects. These defects tend to lessen the potential values of the interscholastic athletic program.

To achieve the full potential value from the interscholastic athletic program, many attitudes and assumptions now common among educators and lay people must be re-examined and sometimes changed, and in some communities altered. This problem is complicated by favorable aspects in interscholastic athletics which may be lost if bad practices lead to extreme curtailment of the program.

To face such a problem, desirable goals and values must be established so that a sound interscholastic curriculum can be established. In planning such a curriculum sound


physical and social experiences for participants should be the ultimate aim. This should be the task for administrators, teachers, coaches, school board members and lay citizens working together. Interscholastic athletics will be what they are made to be by the schools and the community.15

Guiding principles for the conduct of interscholastic athletic programs in American secondary schools have been formulated by many professional bodies, sometimes alone and sometimes in collaboration with one another. Some of the statements so formulated are here summarized for the information of the reader.

CARDINAL ATHLETIC PRINCIPLES

In 1947, The Joint Committee on Athletic Problems in Education of the American Association for Health, Physical Education, and Recreation and the National Federation of State High School Athletic Associations stated that schools provide opportunity for individual development of the child to the limit of his capacity in the skills, appreciations and health concepts which engender personal satisfaction and civic usefulness. A good school program includes the means for exploring many fields of activity. One such field is that which involves athletic performance. Participation in and appreciation of the skills in a sports contest is a part of enjoyable

15Ibid., p. 20.
living. Ability to recognize degrees of proficiency in these skills is one important attribute of the well-balanced individual. The perfectly timed and coordinated activities by which an individual, or a team, strives to achieve a definite objective is an exemplification of coordination and efficiency. A good school program provides a mixture of restrictions and freedoms, of mental growth and physical development, of liberties and restraints. Developing and maintaining a physically fit nation is one of its important aims.

For developing endurance, strength, alertness, and coordination, contests and conditioning exercises have been made a part of the school program. Nature insured a degree of physical development and social adjustment by endowing the individual with a desire to play. Around this desire can be built a program of beneficial exercises in which healthful and satisfying habits and attitudes are stressed.16

To be of maximum effectiveness, the athletic program will:

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

2. Be sure that the number of students accommodated and the educational aims achieved justify the use of tax funds for its support and also warrant the use of other sources of income.

3. Provided, that the time and attention which is given to the collection of such funds is not such as to interfere with the efficiency of the athletic program or of any other departments of the school.

4. Confine the school athletic activity to events which are sponsored and supervised by proper school authorities so that any exploitation or improper use of prestige built up by the school teams or members of such teams may be avoided.

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

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

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

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

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

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

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17 Ibid., pp. 557-558
During 1950 another statement was issued in regard to athletic standards in the secondary schools. This report was made by the Joint Committee on Standards for Interscholastic Athletics of the National Association of Secondary-School Principals, the National Federation of State High School Athletic Associations, and the American Association for Health, Physical Education, and Recreation. This report recommended that:

1. The program of athletics should be developed with due regard for health and safety standards.

2. Good citizenship must result from all coaching and from all interschool competition. The education of the youth of the nation fails unless it creates the proper ideals and attitudes, both in the games and off the field.

3. The ten "Cardinal Athletic Principles" are accepted as expressing the policies of our organizations, and it is urged that these be displayed in the literature of our organizations.

4. All schools shall use reasonable care in avoiding any participation in a contact sport between participants of normal high school age and participants who are appreciable above or below normal high school age.

5. All schools shall fully observe and abide by the spirit and the letter of established eligibility requirements which have been democratically developed by each of the state athletic associations.

6. Each state athletic association should attempt to secure the cooperation which would provide a plan of continuous eligibility from high school to college.

7. For competition in which only one state is involved, no school shall participate in a meet or tournament involving more than two schools unless such a contest has been approved by its state high school association or its delegated constituents or allied divisions.
8. The use of school facilities or member of the school staff shall not be permitted in connection with any post-season or all-star contests unless such contest be sanctioned by the state athletic association.

9. A school shall not permit any employee or official to encourage or collaborate in any negotiations which may lead a high school athlete to lose his eligibility through the signing of a professional contract.

10. The solicitation of athletes through tryouts and competitive bidding by colleges and universities is unethical, unprofessional, and psychologically harmful. It destroys the amateur nature of athletics, tends to commercialize the individual and the program, promotes the use of athletic skill for gain, and takes an unfair and unjust advantage of competitors.

11. In all interstate athletic contests, each athlete shall compete under eligibility rules which are at least as restrictive as those adopted by the state high school athletic association of his state, except in the case of non-member schools which are not eligible for membership in their state associations.

12. No school shall compete in any of the following contests unless such contest has been sanctioned by the interested state high school athletic associations through the National Federation: (a) any interstate tournament or meet in which three or more schools participate; (b) any interstate two-school contest which involves a round trip exceeding 600 miles; (c) any interstate two-school contest (regardless of the distance traveled) which is sponsored by an individual or an organization other than a member high school.

13. No basketball tournament which is purported to be for interstate high school championship shall be sanctioned, and no basketball tournament involving schools of more than one state shall be sanctioned unless the tournament is purely community in character.

14. No contest which is purported to be for national high school championship in any sport shall be sanctioned.18

Archer states that interscholastic athletics have come a long way. However, there still exist abuses and inequities that need to be corrected. Some of the most detrimental of these abuses involve people who would win at all costs, those who have misguided local pride, and those who would use interscholastic athletic contests for their own profit.

During the past quarter century there has been a gradual shift of emphasis in interschool athletics from the educational value to the boy to the glorification of victory.

When the coach comes up for reappointment, he is usually judged on his won and lost record and not on the good he has done in helping mold worthwhile citizens out of the participants.

"Several consecutive defeats turn a 'successful' coach into a 'bum' in the opinion of many critics."

Schools in the past have not concentrated on the development of superior quality of sportsmanship, because, if they had, there would be more universal application of sportsmanship among adults.

Not all schools have left the practice of sportsmanship to chance. In some, the administrators obviously believe boys


and girls must be afforded opportunities to practice this trait in the schools. Every home game is used to advantage to develop personality and character in students. 

UNDESIRABLE PRACTICES IN INTERSCHOLASTIC ATHLETICS

The Educational Policies Commission lists four selected bad practices in interscholastic athletics which exist in our schools today. These bad practices are selected examples and should not be taken to be a full picture of athletics in this country.

1. Overemphasis on the varsity. When high schools overemphasize the role of the varsity, other parts of the athletic program usually suffer because of limited facilities and personnel.

2. Distortion in the educational program. Teachers may sometimes be under pressure to excuse athletes from regular assignments or lower academic standards to keep athletes on the eligibility list. Physical education classes are sometimes used to give extra practice time to the varsity.

3. Coaches under pressure. The coach may be subjected to such pressure to produce winning teams that he may pursue a program that may result in the athletes injuring health or sacrificing character.

4. Financial woes. Bad practices usually follow a school's athletic program that depends on gate receipts for

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22J. E. Balmer, "Improving Inter-School Athletic Problems," School Activities, 23:28, September, 1951.
financial support. To make more money or as much money as possible, games are played at night during the week, and too many games are scheduled. The feeling that spectators are necessary to get money to pay the bills is often a prime cause for exaggerated emphasis on winning games.23

Athletics are most important and vital in the program of education for youth and adults and should be used to develop and promote worthwhile educational goals. If athletics are to serve useful ends, they must be wisely guided, thoroughly supported and wholeheartedly accepted. Participants, parents and educators must understand the dynamic character of athletics—a force for good—or a force for evil. Athletics in the schools may be an effective medium for the education of youth or they may be misused to glorify the coach, a school, a faculty, or as a source of entertainment for the general public. Athletics may be evaluated in terms of championships, gate receipts, and the attendance figures, or they may be judged by their effect on the human beings involved.24

The concern expressed in the preceding paragraph by qualified men and organizations who have made it their business to investigate and evaluate interscholastic athletics should serve to emphasize the need for improvement and in some cases reorganization of the interscholastic athletic program in many high schools.


CHAPTER III

DESCRIPTION OF METHOD USED

The problems and policies selected for each table were obtained from the educational Policies Commission, Checklist on School Athletics.¹ Not all of these problems and policies as such were employed in this questionnaire. Only the controversial issues given the most emphasis by the Educational Policies Commission,² were selected. A one-hundred per cent return of all questionnaires was received.

To facilitate coverage of all pertinent issues and to aid the respondent in better understanding of questions asked, each problem or policy was stated using the multiple choice technique. Although the form differed from the technique employed by the Educational Policies Commission's Checklist on School Athletics³ were "yes", "no", or "undecided answers" are listed, the substance of the problems and policies was unchanged.

TREATMENT OF DATA

The tables in Chapter IV do not necessarily show the school's practices and policies in interscholastic athletics

²Ibid., pp. 39-87
³Ibid., pp. 88-97

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as they actually existed but what they were at the time of survey in the opinion of the respondent.

The data were analyzed on the basis of the broad category of: (1) participation in policy formulation, (2) the physical well-being of the athlete, (3) the welfare of the athlete, (4) integration of athletic program, (5) the coach, and (6) the community.

SURVEY ANALYSIS OF DATA

Chapter IV will also compare the existing opinions with criteria in the field that are considered ideal for the organization and administration of a interscholastic athletic program. These comparisons will precede each table.
CHAPTER IV

OPINIONS ON THE PRACTICES AND POLICIES OF THE INTERSCHOLASTIC ATHLETIC PROGRAM IN HIGH SCHOOL "A"

The purpose of this chapter is present the opinions of school personnel and school board members in regard to the practices and policies of the interscholastic athletic program in High School "A". The analysis will also compare the existing opinions with criteria in the field. (Organization of the material will follow this sequence: (1) participation in policy formulation, (2) the physical well-being of the athlete, (3) the welfare of the athlete, (4) integration of the athletic program, (5) the coach, and (6) the community.)

PARTICIPATION IN POLICY FORMULATION

Formulation of the practices and policies of the interscholastic athletic program. In High School "A", fifty per cent of the school personnel felt that the teachers not directly concerned with coaching did not have a part in formulating the practices and policies of the interscholastic athletic program (Table I). Thirty-four per cent differed in opinion. The majority of this group, eighteen per cent, was of the opinion that all personnel participated in policy formulation while sixteen per cent of this group believed that all personnel should have a part in formulating the practices and policies if they clearly understand the functions of the program. The remaining sixteen per cent felt they were not sufficiently informed to answer.
TABLE I

OPINIONS OF SCHOOL PERSONNEL AND SCHOOL BOARD MEMBERS ON PARTICIPATION IN PRESENT INTERSCHOLASTIC ATHLETIC POLICY FORMULATION IN HIGH SCHOOL "A"

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>All personnel participate in policy formulation</th>
<th>All personnel with understanding participate in policy formulation</th>
<th>Teachers not directly concerned with program do not participate in policy formulation</th>
<th>Not sufficiently informed to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td>64</td>
<td>19%</td>
<td>16%</td>
<td>50%</td>
<td>16%</td>
</tr>
<tr>
<td>School Board Members</td>
<td>7</td>
<td>57</td>
<td>14</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>


Of the school board members of High School "A" fifty-seven per cent were of the opinion that all personnel participated in the formulation of interscholastic program policies. The minority was split into two categories. Twenty-eight per cent felt that teachers not directly connected with coaching did not participate in the formulation of interscholastic athletic program policies while fourteen per cent believed that all personnel with a clear understanding of the functions of the program participated in the interscholastic athletic policy formulation.

The most interesting aspect of Table I was the extreme variation of opinion of school personnel and school board members. Fifty per cent of the school personnel felt that teachers not directly concerned with the athletic program did not have a part in interscholastic athletic formulation while fifty-seven per cent of the school board felt that all school personnel had a part.

The practice recommended by the Educational Policies Commission, which a majority of school officials felt was in operation but most school personnel felt was not the school's policy, is that the school authorities must take the responsibility for interscholastic athletic policies and should seek counsel from the school administration as well as the faculty.¹

Information made available to the school board. When

TABLE II

OPINIONS OF SCHOOL PERSONNEL AND SCHOOL BOARD MEMBERS CONCERNING THE EXTENT OF ADEQUATE INFORMATION MADE AVAILABLE TO THE SCHOOL BOARD ON PRESENT PRACTICES AND POLICIES OF INTERSCHOLASTIC ATHLETICS IN HIGH SCHOOL "A"

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>School Board members are</th>
<th>School board members are</th>
<th>School board members are</th>
<th>School board members are</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>School Personnel</td>
<td>64</td>
<td>27%</td>
<td>19%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>School Board Members</td>
<td>7</td>
<td>29</td>
<td>57</td>
<td>14</td>
<td>39%</td>
</tr>
</tbody>
</table>

Not Sufficiently informed to answer
asked for their opinion of whether the school board was given adequate information on the practices and policies of interscholastic athletics in High School "A", thirty-nine per cent of the school personnel were not well enough informed to express an opinion, twenty-seven per cent claimed that the school board members were always adequately informed, nineteen per cent felt that they were usually adequately informed and eleven per cent that they were occasionally adequately informed and five per cent that they were seldom adequately informed.

Data of Table II indicate that twenty-nine per cent of the school board members felt that they were always adequately informed on interscholastic athletic practices and policies and fifty-seven per cent that they were usually adequately informed. Fourteen per cent of this group expressed the opinion that they were not sufficiently informed to answer.

The board of education has many responsibilities for making basic educational policies and evaluating educational practices within our schools. In order to improve athletic programs, a school board might well ask the administrative personnel to furnish information regarding present programs and policies together with recommendations designed to bring about needed improvements. Such reports should be carefully considered, as the decisions may effect the well-being of the young people of the community.²

²Ibid., p. 78.
State tournaments and state championship games. The opinions of school personnel were comparatively evenly distributed on this question (Table III). Seventeen per cent felt all invitations to state tournaments and state championship games should be accepted. Twenty per cent said High School "A" should usually accept. Twenty-seven per cent stated that invitations should seldom be accepted and twenty-three per cent were of the belief that High School "A" should refuse to participate in these tourneys. Twelve per cent did not voice an opinion.

Fifty-seven per cent of the school officials, on the other hand, were decidedly in favor of refusing all invitations to state tournaments and championship games. The remaining forty-two per cent were evenly divided three ways: fourteen per cent for accepting all invitations, fourteen per cent for usually accepting all invitations, and fourteen per cent not sufficiently informed to answer.

Participation in state tournaments or state championship games by high school teams ordinarily does more harm than good when measured in terms of educational values. Educational values are lost as players and spectators are often absent from school on tournament days. Attention to school work is distracted, in any case. Disproportionate expenditures of both school funds and personal funds are commonly devoted to out-of-town travel at tournament time. A winning team that is well supported by its school's student body tends to attract young
### TABLE III

**OPINIONS OF SCHOOL PERSONNEL AND SCHOOL BOARD MEMBERS REGARDING STATE TOURNAMENT AND STATE CHAMPIONSHIP GAME PARTICIPATION BY HIGH SCHOOL "A"**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>School Personnel</th>
<th>School Board Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School &quot;A&quot; should accept all invitations to participate in state tournaments and state championship games</td>
<td>64</td>
<td>17%</td>
<td>14</td>
</tr>
<tr>
<td>High School &quot;A&quot; should usually accept all invitations to participate in state tournaments and state championship games</td>
<td></td>
<td>20%</td>
<td>14</td>
</tr>
<tr>
<td>High School &quot;A&quot; should seldom accept invitations to participate in state tournaments and state championship games</td>
<td></td>
<td>27%</td>
<td>57</td>
</tr>
<tr>
<td>High School &quot;A&quot; should refuse to participate in state tournaments and state championship games</td>
<td></td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Not sufficiently informed to answer</td>
<td></td>
<td>12%</td>
<td>14</td>
</tr>
</tbody>
</table>
people to the tournament city, away from home sometimes overnight and often without adequate adult chaperonage. Questionable behavior sometimes results from this freeing from normal social and moral restraints. If all such games and tournaments were abolished this problem could be lessened.3

THE PHYSICAL WELL-BEING OF THE ATHLETE

Health examinations. In regard to present health examination policies for the participants in interscholastic athletics in High School "A", forty-eight per cent of the school personnel were not sufficiently informed to answer, thirty-three per cent were of the opinion that pre-season health examinations were given to all participants, sixteen per cent felt that pre-season and post-season health examinations were given and three per cent that post-season health examinations were given.

The majority of school board members, fifty-seven per cent, believed that pre-season health examinations were given to all participants, fourteen per cent were under the impression that pre-season, and post-season health examinations were given, fourteen per cent that post-season examinations were given and fourteen per cent did not know.

The conduct of athletics in the school interscholastic athletic program should be such that the participant profits

3Ibid., p. 60.
TABLE IV

OPINIONS OF SCHOOL PERSONNEL AND SCHOOL BOARD MEMBERS ON PRESENT HEALTH EXAMINATION POLICIES FOR PARTICIPANTS IN INTERSCHOLASTIC ATHLETICS IN HIGH SCHOOL "A"

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>Pre-season health examinations are given to all participants (%)</th>
<th>Pre-season health examinations are given (%)</th>
<th>Post-season health examinations are given (%)</th>
<th>Post-season health examinations are not considered necessary (%)</th>
<th>Not sufficiently informed to answer (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td>64</td>
<td>16%</td>
<td>33%</td>
<td>3%</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>School Board Members</td>
<td>7</td>
<td>14</td>
<td>57</td>
<td>14</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
from this experience by obtaining vigorous health and physical fitness. A thorough physical examination preparatory to vigorous competition is necessary. There should also be provision made for periodic health examinations throughout the playing season.  

The injured athlete. Table V indicates that forty-seven per cent of the school personnel were uninformed as to the interscholastic athletic practices for the injured athlete in High School "A," nineteen per cent believed that all injured athletes were readmitted to participation only after written consent of a physician, fourteen per cent thought only the seriously injured required written consent from a physician, eleven per cent said that the athletic coach decided when the injured athlete was ready for participation, and nine per cent were of the opinion that athletes not seriously injured were not required to have written consent of a physician before further participation.

Of the school board members, twenty-nine per cent indicated that all injured athletes were readmitted only after written consent of a physician, another twenty-nine per cent felt only seriously injured athletes were required to have written consent of a physician and still another twenty-nine per cent thought that athletes not seriously injured were not required to have written permission. The remaining fourteen per cent.

### TABLE V

**OPINIONS OF SCHOOL PERSONNEL AND SCHOOL BOARD MEMBERS ON PRESENT INTERSCHOLASTIC ATHLETIC PRACTICES FOR THE INJURED ATHLETE IN HIGH SCHOOL "A"**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>All injured athletes are readmitted to participation only after written consent of a physician</th>
<th>Only seriously injured athletes are required written consent of a physician before readmittance to participation</th>
<th>The athletic coach decides when the injured athlete is ready for participation</th>
<th>Athletes not seriously injured are not required to have written consent of a physician before further participation</th>
<th>Not sufficiently informed to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Personnel</td>
<td>64</td>
<td>19%</td>
<td>14%</td>
<td>11%</td>
<td>9%</td>
<td>47%</td>
</tr>
<tr>
<td>School Board Members</td>
<td>7</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>14</td>
</tr>
</tbody>
</table>
per cent did not feel qualified to answer.

The Educational Policies Commission recommends that if an athlete is injured or sick he should be readmitted to participation only after written approval from a physician.5

Insurance coverage. In regard to the financial responsibility of High School "A" for the injured athlete, fifty-six per cent of the school personnel were unaware of the school's policy, twenty per cent stated that participants were partially covered by commercial insurance but not fully covered, eleven per cent were of the opinion that the injured athlete was held responsible for any injury occurring during participation, nine per cent that full commercial insurance coverage for all participants was the policy and three per cent that the school out of tax funds was financially responsible for the injured athlete (Table VI).

The school board members opinions were divided into two groups. Seventy-one per cent were of the opinion that participants were partially covered by commercial insurance but not fully covered, and the remaining twenty-nine per cent were not sufficiently informed to answer.

When the physical efforts of vigorous youth are matched against each other, accidents are inevitable. Even though boards of education in many states are not legally responsible for injuries sustained in interscholastic athletic practice

5Ibid., p. 63.
TABLE VI
OPINIONS OF SCHOOL PERSONNEL AND SCHOOL BOARD MEMBERS ON PRESENT POLICIES OF
FINANCIAL RESPONSIBILITY OF HIGH SCHOOL "A" FOR THE INJURED ATHLETE

<table>
<thead>
<tr>
<th>Category</th>
<th>Full commercial insurance coverage for all participants</th>
<th>School out of non-tax funds and injured athlete are held</th>
<th>Participating athletes are financially responsible for any injuries occurring during participation in interscholastic athletics</th>
<th>Number responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td>64</td>
<td>9%</td>
<td>3%</td>
<td>11%</td>
</tr>
<tr>
<td>School Board Members</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
periods and competition, all schools should make some provision for athletic accident coverage. One reason for some type of coverage is the prompt reporting of, attention to, and treatment of injuries incurred. Payment for such coverage may be made by the school out of non-tax funds or by the student and the school jointly. The Educational Policies Commission prefers the latter method, since it may give the student a worthwhile educational experience to share (at low cost) in a group undertaking which provides him with insurance protection.  

THE WELFARE OF THE ATHLETE

**Personality development of the athlete.** Table VII on the practices of personality development shows that forty-seven per cent of the school personnel were of the opinion that the school attempted to prevent injury to the personality development of the athlete, thirty-seven per cent felt that the school did not attempt to and nine per cent expressed the opinion that the school prevented injury to the personality development. Six per cent were not sufficiently informed to express an opinion.

School board members had a majority, seventy-one per cent, that felt the school attempted to prevent injury to the personality development of the participant, while fourteen per cent claimed the school did not attempt to do so. Another fourteen per cent did not offer an opinion.

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### TABLE VII

**OPINIONS OF SCHOOL PERSONNEL AND SCHOOL BOARD MEMBERS ON PRESENT PRACTICES IN PERSONALITY DEVELOPMENT OF THE ATHLETE IN HIGH SCHOOL "A"**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>The school prevents injury to the personality development of the athlete</th>
<th>The school seeks to prevent injury to the personality development of the athlete</th>
<th>The school does not attempt to prevent injury to the personality development of the athlete</th>
<th>Not sufficiently informed to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td>64</td>
<td>64</td>
<td>9%</td>
<td>47%</td>
<td>37%</td>
</tr>
<tr>
<td>School Board Members</td>
<td>7</td>
<td>71</td>
<td>14</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
Participation in varsity athletics should be voluntary and a result of special ability and interest on the part of the boy. He should consider athletic participation as both a privilege and a responsibility. The privilege is the opportunity made available to him to take part in the athletic program provided by the school; the responsibility is in being a representative of the school both in his own school and away. This involves maintaining athletic eligibility, exhibiting the courtesies normal to good social life, and playing to the best of his ability. The students' mental health is also all important and should be protected and enhanced by athletic participation. Relief from, rather than increase in, emotional strains should be sought.  

Standards of sportsmanship for the athlete. Fifty per cent of the personnel in High School "A" held that in most cases the school's athletic program developed high standards of good sportsmanship on the part of the athlete, while five per cent felt that in all cases the school's athletic program developed high standards. Twenty-five per cent believed that these high standards were developed in some cases and nine per cent were of the opinion that they were seldom developed. Eleven per cent did not feel qualified to answer (Table VIII). In the opinions of the school board members the school's interscholastic athletic program developed high standards of

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7Ibid., p. 63.
TABLE VIII

OPINIONS OF SCHOOL PERSONNEL AND SCHOOL BOARD MEMBERS ON THE PRESENT PRACTICES OF MAINTAINING STANDARDS OF GOOD SPORTSMANSHIP BY THE ATHLETE IN HIGH SCHOOL "A"

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td>64</td>
<td></td>
<td>5%</td>
<td>50%</td>
<td>25%</td>
<td>9%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>School Board Members</td>
<td>7</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school's athletic program develops high standards of sportsmanship on the part of the athlete</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In most cases the school's athletic program develops high standards of good sportsmanship on the part of the athlete</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In some cases the school's athletic program develops high standards of good sportsmanship on the part of the athlete</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seldom has the school's athletic program developed high standards of good sportsmanship on the part of the athlete</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not sufficiently informed to answer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
good sportsmanship in most cases since one-hundred per cent felt this way.

High standards of good sportsmanship should be set since the lowering of these standards undermines a school's entire program of citizenship education. Opportunities for citizenship education are lost when interscholastic athletics places so much importance on winning that cheating, deceit, subterfuge, and unsportsmanlike acts are condoned. Students who are led to believe that victory is more important than anything else are not getting a clear prospective of life's values.3

Welfare of the participant versus financial gain. Table IX indicates that twenty per cent of the school personnel believed that in High School "A" the welfare of the participant was considered more important than financial gains and twenty-five per cent that participant's welfare was usually considered more important. In the next two categories, in which the welfare of the participant was occasionally considered and seldom considered, there was a response of sixteen per cent for each. Personnel that were not sufficiently informed to answer numbered twenty-three per cent.

The responses of the members of the school board indicated that the welfare of the participants was usually considered more important than financial gain by forty-three

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8Ibid., p. 6.
<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>Welfare of participants is more important than financial gains</th>
<th>Welfare of participants is usually considered more important than financial gains</th>
<th>Welfare of participants is occasionally considered more important than financial gains</th>
<th>Welfare of participants is seldom considered more important than financial gains</th>
<th>Welfare of participants is not sufficiently informed to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td>64</td>
<td>20%</td>
<td>25%</td>
<td>16%</td>
<td>16%</td>
<td>23%</td>
</tr>
<tr>
<td>School Board Members</td>
<td>7</td>
<td>29</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
per cent of the board members. Twenty-nine per cent felt that the welfare of the participant was considered more important and another twenty-nine per cent expressed no opinion.

The welfare of the participant is almost certain to be neglected when the support of a school's athletic program depends mostly on gate receipts. Games are played at night during the week and too many games are scheduled so as to make as much money as possible. The feeling that spectators are necessary to get money to pay the bills is often a "price cause" for over emphasis on winning games. The Educational Policies Commission believes the complete costs of the athletic programs should be paid out of a general school fund. If this were done, many of the problems that face the administrators in attempting to conduct a good interscholastic program would disappear. School and community leaders should work toward the financing of all school athletics out of general school funds at the earliest possible date. Acceptance of this policy does not prevent the charging of a nominal admission fee in order to exercise spectator control.  

INTEGRATION OF ATHLETIC PROGRAM

Scheduling of games and practice periods. Thirty-seven per cent of the school personnel in High School "A" were of the opinion that most games and practice periods were held with a

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9Ibid., pp. 9, 66.
<table>
<thead>
<tr>
<th>Category</th>
<th>Games and practice periods are held with a minimum of interference with the rest of the academic program</th>
<th>Most games and practice periods are held with a minimum of interference with the rest of the academic program</th>
<th>Some of the games and practice periods are held with a minimum of interference with the rest of the academic program</th>
<th>Few games and practices periods are held with a minimum of interference with the rest of the academic program</th>
<th>Not sufficiently informed to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number responding</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>School Personnel</td>
<td>64</td>
<td>17%</td>
<td>37%</td>
<td>25%</td>
<td>16%</td>
</tr>
<tr>
<td>School Board Members</td>
<td>7</td>
<td>43</td>
<td>43</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
minimum of interference with the rest of the academic program. Twenty-five per cent felt that some of the games and practice periods were held with a minimum of interference and sixteen per cent claimed few games and practice periods were held with a minimum of interference. Five per cent claimed they were not sufficiently informed to answer (Table I).

School Board members were equally divided in opinion. Forty-three per cent were of the impression that all games and practice periods were held with a minimum of interference with the rest of the academic program and another forty-three per cent felt that most games and practice periods were held with a minimum of interference. The remaining fourteen per cent felt some of the games and practice periods were held with a minimum of interference.

Athletics, can, and do, serve valuable purposes in the school. Too much of the potential educational values in school athletics, however, is unused or misused.

Many evils associated with interscholastic athletics come from a tendency to regard the varsity games and practice sessions as activities separate from the rest of the school program. The opposite attitude should exist. Interscholastic athletics should be simply one of the many school activities, under the same administration and control as the rest of the school program and integrated with it.

This means that athletic activities, including team practice and student-body promotional efforts such as ticket sales and pep meetings, as well as games, should be so
Evils are to be found in abuses in practice and not in the essential nature of athletics. 10

Academic standards for the athlete. The impressions of school personnel on the matter of lowering academic standards to keep the athlete on the eligibility list in High School "A" show that thirty-four per cent felt that teachers were never under pressure to lower academic standards, and that twenty-seven per cent believed that teachers were seldom under pressure. Nineteen per cent stated that teachers were often under pressure and five per cent that teachers were always under pressure. Sixteen per cent had no opinion. (Table XI).

Forty-Three per cent of the school board members felt that teachers were never under pressure to lower academic standards for athletes. Twenty-eight per cent decided that teachers were seldom under pressure and fourteen per cent that teachers were often under pressure. The remaining twenty-nine per cent were not well enough informed to answer.

Sometimes teachers are under pressure to excuse athletes from regular assignments to lower academic standards to keep the athletes on the eligibility list. Scheduled classes in physical education are sometimes used to give extra practice time to the varsity. Opportunities for athletes to profit

10 Ibid., pp. 81, 59.
### TABLE XI

**Opinions of School Personnel and School Board Members as to Whether Academic Standards Are Lowered to Keep the Athlete on the Eligibility List in High School "A"**

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers are never under pressure to lower academic standards to keep the athlete on the eligibility list</th>
<th>Teachers are seldom under pressure to lower academic standards to keep the athlete on the eligibility list</th>
<th>Teachers are often under pressure to lower academic standards to keep the athlete on the eligibility list</th>
<th>Teachers are always under pressure to lower academic standards to keep the athlete on the eligibility list</th>
<th>Number responding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Personnel</strong></td>
<td>64</td>
<td>34%</td>
<td>27%</td>
<td>19%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>School Board Members</strong></td>
<td>7</td>
<td>43</td>
<td>14</td>
<td>14</td>
<td>29</td>
</tr>
</tbody>
</table>
from the total school program are reduced when they are absent from the academic classes for practice or games. Athletes' absences also hamper the orderly progress of instruction in classes to the disadvantage of others as well as themselves.

The tendency to regard varsity athletes as a privileged class must be avoided. They should be held to the same academic requirements that are demanded of others. They should also meet at least the minimum requirements in regular physical education classes.  

The conduct of interscholastic athletics. That the school conducted athletics in a beneficial way was the opinion of thirty-one per cent of the school personnel while twenty-five per cent said the school sought to conduct athletics in a beneficial way. Another twenty-five per cent believed that the school did not so conduct athletics and twenty per cent said they were uninformed.

Table XII shows that forty-three per cent of the school board members felt that the school sought to conduct athletics in a beneficial way, twenty-nine per cent indicated that the school conducted athletics in a beneficial way and fourteen per cent expressed no opinion.

"The basic moral and spiritual value in American life

\[11\text{Ibid.}, \text{ pp. 8, 59.}\]
# Opinions of School Personnel and School Board Members on the Extent of Present Beneficial Practices of Conducting Interscholastic Athletics in High School "A"

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>The school conducts athletics in a beneficial way</th>
<th>The school seeks to conduct athletics in a beneficial way</th>
<th>The school does not conduct athletics in a beneficial way</th>
<th>Not sufficiently informed to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td>64</td>
<td>31%</td>
<td>25%</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>School Board Members</td>
<td>7</td>
<td>29</td>
<td>43</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>
is the supreme importance of the individual personality."\textsuperscript{12}

The goal that athletic activities should foster is derived from the aforementioned value. The most important value is the growth and well-being of the individual. This concept requires various experiences for different learners. It also means that welfare of the player in an athletic contest is of greater importance than the specious "glory of the school."\textsuperscript{13}

**The athletic budget.** Responses of school personnel showed that forty-four per cent were uninformed regarding the athletic budget in comparison to the budget for the rest of the school program. Twenty-five per cent were of the opinion that the budget for athletics was seldom in sound proportion with the rest of the school program, fourteen per cent felt that the athletic budget was occasionally in sound proportion and eight per cent felt that it was in sound proportion (Table XIII).

In regard to this question, fifty-seven per cent of the school board members believed the budget for athletics was usually in sound proportion with the rest of the school program and twenty-nine per cent stated that it was in sound proportion. Fourteen per cent of the school board members, said they were uninformed.


TABLE XIII

OPINIONS OF SCHOOL PERSONNEL AND SCHOOL BOARD MEMBERS ON PRESENT INTERSCHOLASTIC

ATHLETIC FINANCIAL PRACTICES IN RELATION TO FINANCIAL PRACTICES IN

OTHER SCHOOL PROGRAMS IN HIGH SCHOOL"A"

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>Budget for athletics in sound proportion with the rest of the school program</th>
<th>Budget for athletics is usually in sound proportion with the rest of the school program</th>
<th>Budget for athletics is occasionally in sound proportion with the rest of the school program</th>
<th>Budget for athletics is seldom in sound proportion with the rest of the school program</th>
<th>Not sufficiently informed to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td>64</td>
<td>8%</td>
<td>9%</td>
<td>14%</td>
<td>25%</td>
<td>43%</td>
</tr>
<tr>
<td>School Board Members</td>
<td>7</td>
<td>29</td>
<td>57</td>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>
Even though it is important that athletics "for all" be adequately financed, this phase of the program should not be given so large a proportion of available school funds that other equally important parts of the school program are neglected. Though the schools should spend enough money to support a good program of athletics, this does not relieve the school of obligation to spend enough money to adequately support other parts of the school program for a well-rounded education for all children.14

THE COACH

Certification of coaches. That all coaches are certified teachers with a minor or more in physical education is the belief of fifty per cent of the school personnel in High School "A." Nineteen per cent thought that most coaches were so qualified and fourteen per cent thought some were so qualified. Seventeen per cent did not know (Table XIV).

Of the school board members, seventy-one per cent were of the opinion that all coaches were certified teachers with at least a minor in physical education and the remaining twenty-nine per cent felt that most coaches were so qualified.

Coaches need far more than a technical knowledge of the game to be educationally successful. They should be

TABLE XIV

OPINIONS OF SCHOOL PERSONNEL AND SCHOOL BOARD MEMBERS ON PRESENT PROFESSIONAL QUALIFICATIONS OF THE ATHLETIC COACHES IN HIGH SCHOOL "A"

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>All coaches are certified teachers with a minor or more in physical education</th>
<th>Most coaches are certified teachers with a minor or more in physical education</th>
<th>Some of the coaches are certified teachers with a minor or more in physical education</th>
<th>None of the coaches are certified Teachers with a minor or more in physical education</th>
<th>Not sufficiently informed to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td>64</td>
<td>50%</td>
<td>19%</td>
<td>14%</td>
<td></td>
<td>17%</td>
</tr>
<tr>
<td>School Board Members</td>
<td>7</td>
<td>71</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
certified, competent teachers of physical education, with understanding of child growth and development, the purposes and principles of teaching and learning, and other knowledges, understandings, attitudes, and appreciations that characterize good teachers.15

**Status of coaches.** Table XV indicates that all coaches were considered fellow-teachers of comparable professional status by forty-one per cent of the school personnel. Thirty-one per cent considered most coaches to be. Fourteen per cent felt that some coaches were in this status and eight per cent felt that none of the coaches was of comparable professional status. Five per cent had no opinion on the question.

On the same issue, fifty-seven per cent of the members of the school board were of the opinion that all the coaches were considered fellow-teachers of comparable professional status, fourteen per cent felt that most coaches were so considered, fourteen per cent felt that some were so considered and fourteen per cent stated that none was so considered.

Other teachers sometimes feel that coaches do not participate in the total school program and remain aloof from conferences relating to the major objectives of education. Coaches have unique opportunities and responsibilities for aiding constructive study of athletic problems. Their guidance will be accepted more readily if they are interested, in and familiar with, the total school program.16

---

### TABLE XIV

Opinions of School Personnel and School Board Members on the Present Status of Coaches Amongst Their Fellow Teachers in High School "A"

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>All coaches are considered fellow teachers of comparable professional status</th>
<th>Most coaches are considered fellow teachers of comparable professional status</th>
<th>Some coaches are considered fellow teachers of comparable professional status</th>
<th>None of the coaches are considered fellow teachers of comparable professional status</th>
<th>Not sufficiently informed to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td>64</td>
<td>41%</td>
<td>31%</td>
<td>16%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>School Board Members</td>
<td>7</td>
<td>57</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>
TABLE XVI

OPINIONS OF SCHOOL PERSONNEL AND SCHOOL BOARD MEMBERS ON PRESENT SALARIES OF NON-COACHING TEACHERS AND COACHES IN HIGH SCHOOL "A"

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td>64</td>
<td>8%</td>
<td>25%</td>
<td>16%</td>
<td>39%</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Board</td>
<td></td>
<td>7</td>
<td>43</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Members</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Coaches salaries. Analysis of opinions of school personnel regarding salaries of non-coaching teachers and coaches in High School "A" indicated that thirty-nine per cent considered the salaries of the non-coaching teachers seldom equitable in comparison with coaches' salaries, twenty-five per cent felt the salaries were usually equitable, sixteen per cent said the salaries were occasionally equitable and eight per cent stated that they were equitable (Table XVI). Twelve per cent believed that they were not sufficiently informed to answer.

In contrast, forty-three per cent of the school board members were of the opinion that salaries of non-coaching teachers were equitable in comparison with coaches' salaries and another forty-three per cent felt that they were usually equitable. Fourteen per cent asserted that they were not sufficiently informed to give an opinion.

Salaries of non-coaching teachers should be equitable in comparison with coaches' salaries. Teachers who are responsible for extra-curricular activities in other phases of the school program should be given the same recognition given to coaches in the matter of remuneration.17

Outside pressures in selection of coaches. Table XVII shows that thirty-one per cent of the school personnel did not express an opinion as to whether the school board enjoyed as much freedom from outside pressures in hiring coaches as it did in hiring other teachers. Twenty-five per cent said that

17 Ibid., pp. 96, 77-78
TABLE XVII

OPINIONS OF SCHOOL PERSONNEL AND SCHOOL BOARD MEMBERS ON PRESENT OUTSIDE PRESSURES ON THE SCHOOL BOARD IN SELECTION OF COACHES IN COMPARISON WITH THE SELECTION OF OTHER TEACHERS IN HIGH SCHOOL "A"

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>School Board</th>
<th>School board</th>
<th>School board</th>
<th>School board</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>enjoys as</td>
<td>usually en-</td>
<td>seldom en-</td>
<td>never enjoys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>much freedom</td>
<td>joys as much</td>
<td>as much free-</td>
<td>as much free-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>from outside</td>
<td>freedom from</td>
<td>from out-</td>
<td>from out-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pressures in</td>
<td>outside pres-</td>
<td>side pres-</td>
<td>side pres-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hiring coach-</td>
<td>sures in hir-</td>
<td>sures in hir-</td>
<td>in hiring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>es as it does</td>
<td>ing coaches</td>
<td>ing coaches</td>
<td>coaches as in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in hiring other</td>
<td>as in hiring</td>
<td>as in hiring</td>
<td>hiring other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>teachers</td>
<td>other teachers</td>
<td>other teachers</td>
<td>formed to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>answer</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>School Personnel</td>
<td>64</td>
<td>19%</td>
<td>25%</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>School Board</td>
<td>7</td>
<td>71</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the school board usually enjoyed freedom from outside pressures; nineteen per cent stated that the school board never enjoyed as much freedom from outside pressures in hiring coaches as it did in hiring other teachers.

Seventy-one per cent of the school board members stated that they usually enjoyed as much freedom from outside pressures in hiring coaches as they did in hiring other teachers, and twenty-nine per cent felt that they usually enjoyed this freedom.

Outside pressures often dictate the hiring of a winning coach. These undue pressures for winning teams may influence the coach's tenure as well as his status in the community. Other teachers, while sometimes subjected to certain outside pressures, are seldom under the extreme pressures experienced by the coach.¹⁸

Examples set by coaches. That coaches set good examples in sportsmanship and personal conduct and helped students with personal problems was the opinion of thirty-four per cent of the school personnel. Thirty-one per cent felt that most coaches did this, nineteen per cent said that some did so and seventeen per cent did not feel qualified to answer (Table XVII).

Forty-three per cent of the school board were of the opinion that the coaches set good examples in sportsmanship and personal conduct and helped students with personal problems, while another forty-three per cent stated that some coaches did this.

¹⁸Ibid., pp.3-9.
TABLE XVIII

OPINIONS OF SCHOOL PERSONNEL AND SCHOOL BOARD MEMBERS ON THE PRESENT CONDUCT OF ATHLETIC COACHES IN HIGH SCHOOL "A"

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>Coaches set good examples in sportsmanship and personal conduct and help students with personal problems</th>
<th>Most coaches set good examples in sportsmanship and personal conduct and help students with personal problems</th>
<th>Some coaches set good examples in sportsmanship and personal conduct and help students with personal problems</th>
<th>None of the coaches set good examples of sportsmanship and personal conduct or help students with personal problems</th>
<th>Not sufficiently informed to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>34%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>34%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>31%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>17%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>14%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Board Members</td>
<td>7</td>
<td>43</td>
<td>43</td>
<td>14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

158
The hiring of well-trained coaches with high ideals is one of the best ways to prevent the development of bad practices in athletics. Their attitudes and actions at or away from athletic events, receive much notice. This prominence comes as part of the job rather than a personal tribute, and they must govern their conduct accordingly.\textsuperscript{19}

**THE COMMUNITY**

**Community support.** On the question of community support for interscholastic athletics, forty-seven per cent of the school personnel were of the opinion that community support usually depended on winning teams and not the coaches influence on the players. Thirty-seven per cent believed community support always depended on winning teams and six per cent said that community support seldom depended on winning teams but on the coaches influence on the players. Nine per cent gave no opinion.

Seventy-one per cent of the school board believed that community support usually depended on winning teams and not on the coaches' influence on the players. Of the remaining twenty-eight per cent, fourteen per cent stated that community support always depended on winning teams and fourteen per cent were not sufficiently informed to answer.

When adult sports enthusiasts demand that schoolboy games be staged for their benefit, results are undesirable;\textsuperscript{19}

\textsuperscript{19}Ibid., pp. 61-62.
<table>
<thead>
<tr>
<th>Category</th>
<th>School Personnel</th>
<th>School Board Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community support does not depend on winning teams but on the influence of the coach on the players</td>
<td>64</td>
<td>7</td>
</tr>
<tr>
<td>Community support seldom depends on winning teams but on the influence of the coach on the players</td>
<td>6%</td>
<td>71</td>
</tr>
<tr>
<td>Community support usually depends on winning teams and not the coach's influence on the players</td>
<td>47%</td>
<td>14</td>
</tr>
<tr>
<td>Community support always depends on winning teams and not the coach's influence on the players</td>
<td>37%</td>
<td>14</td>
</tr>
<tr>
<td>Not sufficiently informed to answer</td>
<td>9%</td>
<td>14</td>
</tr>
</tbody>
</table>
but when schools give in to this demand, the situation worsens. False values are rampant when the notion prevails that school athletics exist primarily for public amusement. A school program of public relations based on athletics provides, in the long run, an ineffective and unstable basis for good school-community relations.

The schools have chief responsibility for operating sound athletic activities as part of their total educational programs. To achieve this end, citizens need to understand the effects of existing bad practices on youth and to withhold their support of malpractice. Educators have responsibility for identifying harmful practices, for formulating constructive programs, and for energetically explaining the advantages to the public of the latter.²⁰

Pressure of outside organizations primarily concerned with winning teams. That the school was seldom free from undesirable activities on the part of outside organizations primarily concerned with winning teams was the opinion of twenty-eight per cent of the school personnel, while twenty-five per cent expressed the opinion that the school was never free. Another twenty-three per cent did not know (Table XX).

Forty-three per cent of the board members considered the school usually free from undesirable activities on the part of outside organizations concerned with winning teams, twenty-nine per cent said that the school was free, fourteen per cent held that the school was seldom free, and fourteen

²⁰Ibid., pp. 7, 13.
TABLE XX

OPINIONS OF SCHOOL PERSONNEL AND SCHOOL BOARD MEMBERS IN REGARD TO PRESENT
PRESSURE OF OUTSIDE ORGANIZATIONS ON HIGH SCHOOL "A" THAT ARE
PRIMARILY CONCERNED WITH WINNING TEAMS IN INTERSCHOLASTIC ATHLETICS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number responding</th>
<th>School is usually free from undesirable activities on the part of outside organizations primarily concerned with winning teams</th>
<th>School is seldom free from undesirable activities on the part of outside organizations primarily concerned with winning teams</th>
<th>School is never free from undesirable activities on the part of outside organizations primarily concerned with winning teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Personnel</td>
<td>64</td>
<td>23%</td>
<td>28%</td>
</tr>
<tr>
<td>2</td>
<td>School Board Members</td>
<td>7</td>
<td>29</td>
<td>43</td>
</tr>
</tbody>
</table>
per cent stated that the school was never free from outside pressures.

The pressure to produce winning teams may be so great that the coach may pursue a program that may result in athletes' injuring health or sacrificing character. Schools sometimes accept financial help from "downtown" merchants and "interested citizens" in the form of direct contributions, buying of advertising space in programs, or favors of various kinds. Often such benefactors feel they have greater right to influence the school's athletic policy. Methods of financing athletics that avoid dependence should be authorized by state and local educational authorities.21

21Ibid., pp. 8-10.
personnel felt that teachers not directly concerned with the interschoolastic athletic program did not have a part in policy formulation, while fifty-seven per cent of the school board were of the impression that all school personnel participated in policy formulation.

In other words school officials were more inclined than school personnel to believe that school policy followed accepted criteria.

Information made available to school board. Fifty-seven per cent of the school board members were of the opinion that they were usually adequately informed, as did nineteen per cent of the personnel. Twenty-seven per cent of the school personnel were under the impression that school board members were always adequately informed.

The twenty-seven per cent of school personnel who felt that the board was always adequately informed believed that the schools policy was in accord with desirable criteria.

State tournament and state championship game participation. School personnel were undecided as a group on this question. The highest percentage in any one category, twenty-seven per cent, felt that the school should seldom accept invitations to state tournament and state championship games. Fifty-seven per cent of the school officials felt that the school should refuse to accept all invitations.
The majority of the school board and twenty-three per cent of the school personnel who felt that the school should refuse all invitations were in accord with a desirable program.

THE PHYSICAL WELL-BEING OF THE ATHLETE

Health examinations. Forty-eight per cent of the school personnel were not sufficiently informed to answer. Thirty-three per cent of the personnel were of the opinion that pre-season examinations were given to all participants, as were fifty-seven per cent of the school officials.

Sixteen per cent of the school personnel and fourteen per cent of the board thought the school's policy to be in accord with a desirable program; namely, that pre-season and post-season examinations were given to all participants.

The injured athlete. Forty-seven per cent of the school personnel were not sufficiently informed to answer. There was a diversity of opinion amongst school board members. They were divided equally in three categories. Twenty-nine per cent felt that athletes not seriously injured were not required to have a physician's written consent before further participation, twenty-nine per cent that only the seriously injured athletes needed that consent, and twenty-nine per cent that all injured athletes required consent.

The twenty-nine per cent of the school board and nineteen per cent of school personnel who were of the opinion that all injured athletes were required to have a physician's
written consent before further participation thought the school's policy in accord with desirable criteria.

**Insurance coverage.** Fifty-six per cent of the school personnel were not sufficiently informed to answer, and twenty-nine per cent of the school board. Seventy-one per cent of the board and twenty per cent of the school personnel were of the opinion that participants were partially covered by commercial insurance but not fully covered.

The policy in a desirable program, that of the school paying insurance out of non-tax funds and the injured athlete held financially responsible by insurance payment participation for injuries incurred in interscholastic athletics, was the opinion of none of the respondents.

**THE WELFARE OF THE ATHLETE**

**Personality development of the athlete.** Seventy-one per cent of the school board were of the opinion that the school sought to prevent injury to the personality development of the athlete, as did forty-seven per cent of the school personnel. Thirty-seven per cent of the personnel felt that the school did not attempt to prevent injury to the personality development.

Nine per cent of the school personnel felt that the school prevented injury to the personality development of the athlete; namely, that the school's policy was in accord with established criteria.

**Standards of sportsmanship for the athlete.** The school board members were in complete agreement, one-hundred
per cent, that the school athletic program sought to develop high standards of good sportsmanship. Fifty per cent of the school personnel expressed this opinion.

Five per cent of the school personnel felt that the school developed high standards of good sportsmanship on the part of the athlete; the criterion in this instance.

The welfare of the participant versus financial gain. Forty-three per cent of the school board members and twenty-five per cent of the school personnel were of the opinion that the welfare of the participant was usually considered more important than financial gains. Twenty-nine per cent of the board and twenty-three per cent of the personnel were not sufficiently informed to answer.

Twenty per cent of the school personnel and twenty-nine per cent of the school board members felt that the welfare of the participant was considered more important than financial gains. In other words, only a fifth of the school personnel and approximately a third of the school board members considered the school’s policy to be consistent with criteria.

INTEGRATION OF THE ATHLETIC PROGRAM

Scheduling of games and practice periods. Forty-three per cent of the school board were of the opinion that most games and practice periods were held with a minimum of interference with the rest of the academic program as were thirty-seven per cent of the school personnel. Another forty-three per cent of the board members felt that games and practice periods were held with a minimum of interference as did seventeen per cent of the personnel. Twenty-five per cent of the
school personnel were under the impression that some of the games and practice periods were held with a minimum of interference.

The forty-three per cent of the school board and the seventeen per cent of the school personnel, who were of the opinion that games and practice periods were held with a minimum of interference with the rest of the academic program; in other words, that the school's policy was in accord with a desirable athletic program.

**Academic standards for athletes.** Thirty-four per cent of the school personnel felt that teachers were never under pressure to lower academic standards to keep the athlete on the eligibility list as did forty-three per cent of the school board. Twenty-seven per cent of the personnel were of the opinion that teachers were seldom under pressure. Twenty-nine per cent of the school board members were insufficiently informed to answer.

That the desirable program of teachers never being under pressure to lower academic standards to keep the athlete on the eligibility list existed as the school's policy, was the opinion of forty-three per cent of the school board and thirty-four per cent of the personnel.

**Conduct of interscholastic athletics.** Twenty-five per cent of the school personnel and forty-three per cent of the board members were of the opinion that the school sought to conduct athletics in a beneficial way. Another twenty-five per cent of the school personnel, however, felt that the school did not conduct athletics in a beneficial way.
Thirty-one per cent of the school personnel and twenty-nine per cent of the board were under the impression that the school did conduct athletics in a beneficial way, in accord with desirable criteria.

The athletic budget. Fifty-seven per cent of the school board members were of the opinion that the budget for athletics was usually in sound proportion with the rest of the school program budget. Twenty-five per cent of the school personnel felt that the athletic budget was seldom in sound proportion and forty-three per cent were not sufficiently informed to answer.

Twenty-nine per cent of the board members and eight per cent of the personnel were under the impression that the budget for athletics was in sound proportion with the rest of the school program; namely, that policy was in accord with desirable criteria.

THE COACH

Certification of coaches. Fifty per cent of the school personnel and seventy-one per cent of the board members were of the opinion that all coaches are certified teachers with a minor or more in physical education, which was in accord with desirable criteria.

Status of Coaches. Thirty-one per cent of the school personnel were of the opinion that most coaches were considered fellow-teachers of comparable professional status.

Forty-one per cent of the school personnel and fifty-seven per cent of the school board were of the opinion that
all coaches were considered fellow-teachers of comparable professional status, was in accord with desirable criteria.

**Coaches salaries.** Thirty-nine per cent of the school personnel were of the opinion that salaries of non-coaching teachers were seldom equitable with coaches' salaries. Twenty-five per cent of the personnel and forty-three per cent of the board members felt that they were usually equitable.

Forty-three per cent of the school board and eight per cent of the school personnel were under the impression that the school pursued a policy of equitable salaries in accord with desirable criteria.

**Outside pressures in selection of coaches.** Thirty-one per cent of the school personnel were not sufficiently informed to answer this question. Twenty-five per cent of the school personnel and twenty-nine per cent of the board members felt that the school board usually enjoyed as much freedom from outside pressures in hiring coaches as it did in hiring other teachers.

Seventy-one per cent of the school board and nineteen per cent of the school personnel were of the opinion that the board enjoyed as much freedom from outside pressures in hiring coaches as it did in hiring other teachers. In other words school officials were more inclined than school personnel to believe that school policy followed accepted criteria.

**Examples set by coaches.** Forty-three per cent of the school board and thirty-one per cent of the school personnel
were of the opinion that most coaches set good examples in sportsmanship and personal conduct and helped students with personal problems.

Another forty-three per cent of the board and thirty-four per cent of the school personnel expressed the opinion that all coaches set good examples in sportsmanship and personal conduct and helped students with personal problems. These groups believed the coaches' conduct was in accord with desirable criteria.

THE COMMUNITY

Community support. Seventy-one per cent of the board members and forty-one per cent of the school personnel were of the opinion that community support usually depended on winning teams and not on the coaches' influence on the players. Thirty-seven per cent of the school personnel felt that community support always depended on winning teams.

No one was of the opinion that community support did not depend on winning teams but on the influence of the coach on the players, which is considered desirable community policy in accepted criteria.

Pressure of outside organizations primarily concerned with winning teams. The school personnel were undecided as a group on this question. The highest percentage in any one category, twenty-eight per cent, were of the opinion that the school was seldom free from undesirable activities on the part of outside organizations primarily concerned with winning teams.
as did forty-three per cent of the school board.

Twenty-nine per cent of the school board members were of the opinion that the school was free from undesirable activities on the part of outside organizations primarily concerned with winning teams, which was in accord with desirable criteria.
A. BOOKS


B. PUBLICATIONS OF LEARNED SOCIETIES


C. PERIODICALS


APPENDICES
APPENDIX A

LETTER OF EXPLANATION AND INSTRUCTIONS
APPENDIX B

QUESTIONNAIRE
QUESTIONNAIRE TO BE COMPLETED BY SCHOOL PERSONNEL AND SCHOOL OFFICIALS

Check one of the following concerning your capacity in the school

School Official (School Board Member)

School Personnel (Administrator or Teacher)

Check the statements that best represent your opinion concerning current interscholastic athletic practices and policies in your school.

I. Which one of the following, in your opinion, best represents the role of school personnel in the interscholastic athletic program in your school?

A. Teachers as well as coaches, administrators and school board members have a part in formulating the practices and policies of interscholastic athletics.

B. Teachers, not connected with coaching have a part in formulating the practices and policies of interscholastic athletics if they clearly understand the functions of the program.

C. Teachers, who are not connected with coaching, do not have a part in formulating the practices and policies of interscholastic athletics because it is felt they do not understand the functions of the program.

D. Not well enough informed to answer.

II. Which one of the following, in your opinion, best represents the conduct of athletic practices in your school?

A. The school conducts athletics in such a way that participants develop enduring play habits, skills and attitudes as well as avoiding excessive emotional strains and tensions.

B. The school seeks to conduct athletics in such a way that participants develop enduring play habits, skills and attitudes as well as avoiding excessive emotional strains and tensions.
C. The school does not conduct athletics in such a way that participants develop enduring play habits, skills and attitudes as well as avoiding emotional strains and tensions.

D. Not well enough informed to answer.

II. Which one of the following, in your opinion, best represents the policy of health examinations for participants in interscholastic athletics in your school?

A. Pre-season and post-season health examinations are administered to all participants in interscholastic athletics.

B. Pre-season health examinations are administered to all participants in interscholastic athletics.

C. Post-season health examination are administered to all participants in interscholastic athletics.

D. Pre-season and post-season health examinations are not considered necessary for participants in interscholastic athletics.

E. Not well enough informed to answer.

IV. Which one of the following, in your opinion, best represents the policy concerning injured interscholastic athletes in your school?

A. All injured athletes are readmitted to participation only after written approval of a physician.

B. Seriously injured athletes are readmitted to participation only after written approval of a physician.

C. Injured athletes are the coaches' responsibility, therefore he is the judge as to whether or not a player is physically able to participate.

D. Only athletes that are not seriously injured are permitted to participate without written approval from a physician.

E. Not well enough informed to answer.

V. Which one of the following, in your opinion, best represents the policy of financial responsibility for injuries occurring in interscholastic athletics in your school?

A. Full commercial insurance covers all injuries to participants in interscholastic athletics.
The school, out of non-tax funds, is financially responsible for injuries occurring in interscholastic athletics.

The injured athlete is held financially responsible for all injuries during participation in interscholastic athletics.

The school, out of non-tax funds, and the participant are held jointly responsible financially for injuries occurring in interscholastic athletics.

The school, out of tax funds, is held financially responsible for injuries to participants in interscholastic athletics.

Participants in interscholastic athletics are partly covered for injuries by commercial insurance but not in full.

Not well enough informed to answer.

VI. Which one of the following, in your opinion, best represents the athletic coaches role in your school?

A. All athletic coaches are competently trained and certified teachers and have professional training in physical education equivalent to a minor or more.

B. Most of the athletic coaches are competently trained and certified teachers and have professional training in physical education equivalent to a minor or more.

C. Some of the athletic coaches are competently trained and certified teachers and have professional training in physical education equivalent to a minor or more.

D. None of the athletic coaches are competently trained and certified teachers and have professional training in physical education equivalent to a minor or more.

E. Not well enough informed to answer.

VII. Which one of the following, in your opinion, best represents the athletic coaches in your school?

A. All athletic coaches consistently set good examples in the matter of sportsmanship and personal conduct and use their influence with students to help them with personal problems.
Most of the athletic coaches consistently set good examples in the matter of sportsmanship and personal conduct and use their influence with students to help them with personal problems.

Some of the athletic coaches consistently set good examples in the matter of sportsmanship and personal conduct and use their influence with students to help them with personal problems.

None of the athletic coaches consistently set good examples in the matter of sportsmanship and personal conduct and use their influence with students to help them with personal problems.

Not well enough informed to answer.

Which one of the following, in your opinion, best represents the treatment of athletes in your school?

The school prevents injury to the personality development of the athlete from over attention and ego inflation.

The school prevents injury to the personality development of the athlete from over attention and ego inflation.

The school does not attempt to prevent injury to the personality development of the athlete from over attention and ego inflation.

Not well enough informed to answer.

Which one of the following, in your opinion, best represents the teacher-coach relationships in your school?

All of the members of the school staff who are coaching athletics are regarded by other faculty members as fellow-teachers of comparable professional status.

Most of the members of the school staff who are coaching athletics are regarded by other faculty members as fellow-teachers of comparable professional status.

Some of the members of the school staff who are coaching athletics are regarded by other faculty members as fellow teachers of comparable professional status.

None of the members of the school staff who are coaching athletics are regarded by other faculty members as fellow teachers of comparable professional status.

Not well enough informed to answer.
X. Which one of the following, in your opinion, best represents the role of interscholastic athletics in your school?

_____ A. All games and practice periods, for interscholastic athletics, are worked into the school schedule with a minimum of interference with the academic program.

_____ B. Most games and practice periods, for interscholastic athletics are worked into the school schedule with a minimum of interference with the academic program.

_____ C. Some of the games and practice periods, for interscholastic athletics, are worked into the school schedule with a minimum of interference with the academic program.

_____ D. Few of the games and practice periods, for interscholastic athletics are worked into the school schedule with a minimum of interference with the academic program.

_____ E. Not well enough informed to answer.

XI. Which of the following, in your opinion, should represent your school's policy towards state tournaments and state championship games in interscholastic athletics?

_____ A. The school should refuse to participate in all state tournaments and state championship games.

_____ B. The school should accept all invitations to participate in state tournaments and state championship games.

_____ C. The school should usually accept invitations to participate in state tournaments and state championship games.

_____ D. The school should usually accept invitations to participate in state tournaments and state championship games.

XII. Which one of the following, in your opinion, best represents the policy in your school concerning the interscholastic athletic program?

_____ A. In all cases the school's interscholastic athletic program develops high standards of good sportsmanship on the part of the players.

_____ B. In most cases the school's interscholastic athletic program develops high standards of good sportsmanship on the part of the players.

_____ C. In some cases the school's interscholastic athletic program has developed high standards of good sportsmanship on the part of the players.
D. Seldom has the school's interscholastic athletic program developed high standards of good sportsmanship on the part of the players.

E. Not well enough informed to answer.

III. Which one of the following, in your opinion, best represents the policy in your school concerning the interscholastic athlete and teacher?

A. Teachers are never under pressure to excuse athletes from regular assignments or to lower academic standards to keep athletes on the eligibility list.

B. Teachers are seldom under pressure to excuse athletes from regular assignments or to lower academic standards to keep athletes on the eligibility list.

C. Teachers are often under pressure to excuse athletes from regular assignments or lower academic standards to keep athletes on the eligibility list.

D. Teachers are always under pressure to excuse athletes from regular assignments or lower academic standards to keep athletes on the eligibility list.

E. Not well enough informed to answer.

XIV. Which one of the following, in your opinion, best represents the role of keeping the board of education informed on athletic policies in your school?

A. The board of education is always adequately informed regarding the policies and practices of the interscholastic athletic program.

B. The board of education is usually adequately informed regarding the policies and practices of the interscholastic athletic program.

C. The board of education is occasionally adequately informed regarding the policies and practices of the interscholastic athletic program.

D. The board of education is seldom adequately informed regarding the policies and practices of the interscholastic athletic program.

E. Not well enough informed to answer.
XV. Which one of the following, in your opinion, best represents the financial practices in interscholastic athletics in your school?

_____ A. The welfare of the participant is always considered more important than financial gain in determining athletic policies in the school.

_____ B. The welfare of the participant is usually considered more important than financial gain in determining athletic policies in the school.

_____ C. The welfare of the participant is occasionally considered more important than financial gain in determining athletic policies in the school.

_____ D. The welfare of the participant is seldom considered more important than financial gain in determining athletic policies in the school.

_____ E. Not well enough informed to answer.

XVI. Which one of the following, in your opinion, best represents financial practices in interscholastic athletics in your school?

_____ A. The size of the budget for interscholastic athletics is always in sound proportion to the size of the budget for the rest of the school program.

_____ B. The size of the budget for interscholastic athletics is usually in sound proportion to the size of the budget for the rest of the school program.

_____ C. The size of the budget for interscholastic athletics is occasionally in sound proportion to the size of the budget for the rest of the school program.

_____ D. The size of the budget for interscholastic athletics is seldom in sound proportion to the size of the budget for the rest of the school program.

_____ E. Not well enough informed to answer.
VII. Which one of the following, in your opinion, best represents financial practices concerning teachers and athletic coaches in your school?

_____A. The salaries of teachers, not connected with athletics, are always equitable in comparison with the salaries of athletic coaches.

_____B. The salaries of teachers, not connected with athletics, are usually equitable in comparison with the salaries of athletic coaches.

_____C. The salaries of teachers, not connected with athletics, are occasionally equitable in comparison with the salaries of athletic coaches.

_____D. The salaries of teachers, not connected with athletics, are seldom equitable in comparison with the salaries of athletic coaches.

_____E. Not well enough informed to answer.

III. Which one of the following, in your opinion, best represents the selection of athletic coaches in your school?

_____A. The school board enjoys as much freedom from outside pressures in the selection of a new athletic coach as it does in selection of other teachers.

_____B. The school board usually enjoys as much freedom from outside pressures in the selection of a new athletic coach as it does in selection of other teachers.

_____C. The school board seldom enjoys as much freedom from outside pressures in the selection of a new athletic coach as it does in selection of other teacher.

_____D. The school board never enjoys as much freedom from outside pressures in the selection of a new athletic coach as it does in selection of other teachers.

_____E. Not well enough informed to answer.
XIX. Which one of the following, in your opinion, best represents community support for a athletic coach who has a losing season in your school?

_____ A. Community support does not depend on a winning team, but the influence of the athletic coach on the players.

_____ B. Community support seldom depends on a winning team if the coaches influence on the players is beneficial.

_____ C. Community support usually depends on a winning team and not the athletic coaches influence on the players.

_____ D. Community support always depends on a winning team and not the athletic coaches influence on the players.

_____ E. Not well enough informed to answer.

XX. Which one of the following, in your opinion, best represents community influences on interscholastic athletics in your school?

_____ A. The school is free from pressure activities on the part of outside organizations primarily concerned with winning teams in interscholastic athletics.

_____ B. The school is usually free from pressure activities on the part of outside organizations primarily concerned with winning teams in interscholastic athletics.

_____ C. The school is seldom free from pressure activities on the part of outside organizations primarily concerned with winning teams in interscholastic athletics.

_____ D. The school is never free from pressure activities on the part of outside organizations primarily concerned with winning teams in interscholastic athletics.

_____ E. Not well enough informed to answer.