1956

Survey of high school associations of the forty-eight states

John Gunnard Stevens
The University of Montana

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SURVEY OF HIGH SCHOOL ASSOCIATIONS
OF THE FORTY-EIGHT STATES

by

JOHN G. STEVENS

B. A. Montana State University, 1952

Presented in partial fulfillment of the requirements for
the degree of Master of Education

MONTANA STATE UNIVERSITY
1956

Approved by:

Chairman, Board of Examiners

Dean, Graduate School

Date
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Setting the Problem

The public, as well as the school administrators, activity directors, and teachers, has become more and more aware in recent years of the influence of the Montana High School Association upon the extra-curricular programs of Montana schools. As more activities are added to the growing list of school functions which are under the direct supervision of the Montana High School Association, lay people and school people have formed opinions, pro and con, about the Association.

Editorials by newspapers, criticism by school officials, and court actions by disciplined schools have stimulated the formation of unfavorable opinions toward the Montana High School Association. Throughout the entire state of Montana lack of understanding and lack of knowledge about high school associations have prevented constructive thinking about the functions and aims of the Montana High School Association.

Statement of the Problem

The purpose of this study was: (1) to find out the number and kinds of activities supervised by the high school
associations; (2) to obtain data about the kinds, patterns, and organization of the governing bodies of the state high school associations; (3) to compare the methods of financing, the kinds of assets, and the amounts of surplus funds of the state high school associations; (4) to review the salaries, powers and qualifications of executive secretaries of the state high school associations; (5) to list the methods used by state high school associations to promote sportsmanship and to discipline schools; (6) to consider the methods used by state associations to obtain the best officiating of athletic contests; (7) to list the methods used by the associations to promote better communication between state associations and schools and between state associations and the public; (8) to analyze the court and legislative actions which pertain to state high school associations.

Limitations of this Study

This study was undertaken with full knowledge of the following limitations: (1) the data were obtained from the executive secretaries of the forty-eight high school associations; therefore, the accuracy of the data is as accurate as the executive secretaries' accuracy; (2) no attempt has been made to observe or trace trends from the data; (3) no attempt has been made to secure or present recommendations for improvement of the various high school
associations. The latter two of the above limitations were necessary in order to preserve an unbiased presentation of the data in this status study. Throughout this study, from conception through completion, a conscious attempt has been made to keep from expressing any personal opinion or recommendation. Because the purpose of this study was to reveal what is being done, no attempt has been made to point out what should be done.

**Importance of the Problem**

Since few studies of high school associations have been made, a lack of information has existed that is of use to educators and high school association officials. Some knowledge and information about high school associations have been needed to promote constructive criticism of the Montana High School Association.

From the data that this study has attempted to provide, the educators and association officials may examine the strengths and weaknesses of other state high school associations and formulate recommendations based on fact rather than unverified opinion.

If nothing else, an examination of the data presented will provide information which will be helpful in obtaining a better understanding of the common goals of educators and high school associations.
Review and Use of Related Literature

Since factual information was not available in the periodicals, no use of related literature from periodicals was useful to this status study.

No books have been published on high school associations, so no listing of books was possible.

All of the state associations publish handbooks either every year or every two years. These handbooks were studied carefully in order to verify and confirm the information provided by the executive secretaries.

In addition, the National Federation of High School Associations, as well as most of the state associations, had published bulletins containing facts and figures about the association's activities. These bulletins were also utilized, whenever possible, to verify and corroborate certain of the data provided by the executive secretaries.

A survey of court action involving state high school athletic associations made by Attorney Theodore Schroeder and presented at the annual meeting of the National Federation held in Mobile, Alabama, in 1950 provided much of the information in Chapter VI.

The related literature, though meager, has been listed in the bibliography.

The Collection of Data

A questionnaire was constructed to secure the data
desired for this survey. This questionnaire was sent to the executive secretaries of the forty-eight state high school associations and the response was one hundred percent.

**Construction of the questionnaire.** When forming an outline for the questionnaire, the advice of Rex Dalley, Executive Secretary of the Montana High School Association, was obtained. After studying his suggestions and ideas, a number of areas were selected around which the questionnaire was constructed.

These areas were: (1) activities of high school associations; (2) financing and finances of high school associations; (3) legislative and court actions in each state; (4) the selection, salaries and duties of executive secretaries; (5) the organization of governing bodies of high school associations.

Finally, questions of the check type were used in each area wherever possible. Other questions of the fill-in-the-blank type were used only when necessary. The complete questionnaire contained a total of thirty-five questions with numerous sub-divisions and a check-list chart. Mildred Parton's suggestions were found to be useful in constructing the questionnaire.\(^1\)

The questionnaire used in this survey is re-typed in the appendix.²

Use of the questionnaire. When the forty-eight completed questionnaires were returned by the executive secretaries, a number of tables were constructed. These tables, which have been reproduced in the following chapters, present comparative data.

Data from the completed questionnaires of the forty-eight state high school associations were analyzed in the following categories:

1. Frequency of association control over inter-school athletic activities
2. Frequency of association control over inter-school music activities
3. Frequency of association control over inter-school speech activities
4. Frequency of association control over inter-school academic activities
5. Frequency of publication by high school associations
6. Frequency of certain means of communication
7. The base salary of full-time executive secretaries and assistant executive secretaries
8. Methods and charges in association collection of fees by number of states
9. Frequency of method and degree of association

²Appendix A
sharing in income from athletic tournaments

10. The financial status of forty-five high school associations

All of these tables attempt to show comparative data and reveal a wide variation among practically all of the states in the various areas around which the questionnaire was constructed.

The other data, which could not be presented by tables, were written up in the text as simply and directly as possible and without evaluation.

Definition of Terms

Representative council. The representative body of a number of high school associations. This body is empowered to change the constitution and make policy for the entire state high school association.

Board of control. The executive body of the high school associations. In many states this body is empowered to interpret the constitution and by-laws of the state associations, to enforce the decisions of the board of control and representative council, to control the finances of the association, and to select the executive secretary. In states having no legislative council, the board of control also has legislative powers.
Advisory council. The body comparable to the cabinet of the president of the United States. Usually this body is composed of a group of experts or specially qualified personnel who advise the board of control and legislative council on matters of policy and the improvement of services to the schools.

Executive secretary. The executive officer of the high school association. This officer, usually selected by and responsible to the board of control, has the duty to see that the decisions of the governing bodies are enforced. He also is secretary and treasurer to the high school association, taking minutes of meetings, paying bills and receiving monies, and compiling financial statements periodically. In addition, the executive secretary publishes bulletins, regulations, and newsletters for the schools and keeps the schools and public informed of the activities of the association.

Organization of the Remainder of the Paper

The remainder of the paper is devoted to the results obtained from the questionnaires. Supervision by high school associations in the activity areas of athletics, music, speech and forensics, academic subjects, and miscellaneous others are covered in Chapter II. The services, such as promotion of sportsmanship, supervision of game
officials, supervision over athletic injuries, and mediums of communication, which are provided by the high school associations to schools, are summarized in Chapter III. The organization, personnel, and finances of the high school associations are outlined in Chapter IV. The salaries, qualifications and duties of executive secretaries are listed in this chapter also. Chapter V explains the activities and history of the National Federation of High School Associations and includes a brief history of the Montana High School Association. A number of legislative and court actions pertaining to high school associations are summarized and analyzed in Chapter VI. Chapter VII is a condensed summary of the data obtained by the questionnaire.

A bibliography of related literature is listed and in Appendix A the questionnaire is re-typed from its original form to show its format. Appendix B includes an official's sheet for rating schools on sportsmanship. Appendix C contains two kinds of charts used to rate officials.
CHAPTER II

ACTIVITIES OF HIGH SCHOOL ASSOCIATIONS

The high school associations of the forty-eight states were originally organized to combat the undesirable conditions found in athletic activities throughout the country. Some of these undesirable activities, such as unbridled rivalry, unequal competition, widespread injury, undue proselyting, inadequate finances, and continuing over-emphasis, forced the school officials to organize voluntary state associations dedicated to solving these problems.

The aims of the high school associations have been as follows: (1) bring order to interscholastic activities as Blackstone brought order to law; (2) encourage higher scholastic requirements so athletics will not interfere with the regular program of the school but will, instead, become integrated into the educational program and thus safeguard educational standards; (3) develop a statewide physical education program that will promote the health and physical welfare of all participants with specific adherence to health and physical training standards; (4) cultivate cooperation, friendship, good sportsmanship, improved citizenship, gentlemanly conduct, and a sense of fair play; (5) protect athletes against unfair advantage and unequal competition through co-operatively developed and firmly
enforced eligibility regulation; (6) guard against injury by limiting of season games; (7) prevent undesirable practices of exploitation of athletes and athletics by special interest groups; (8) promote and encourage student participation by increasing the number and kinds of activities; (9) standardize the qualifications of coaches and officials and maintain practices of uniformity in rule's interpretation; (10) secure uniform procedures in tournaments, contests, and festivals; (11) stress cultural values, appreciations, and skills in all interscholastic activities; (12) improve activities and adapt them to new needs which arise from continuous progress, changing viewpoints and new standards; (13) insure group action and support to enforce the decisions of the majority in inter-school activities.

I. ATHLETIC ACTIVITIES

Number of Athletic Activities

During the early years of the high school associations, the only activities supervised by the associations were the so-called major high school sports—football, basketball, and track.

By 1956, many of the states had added other athletic activities. Table I, page 12, shows the frequency of state association control over athletic activities in 1956.
TABLE I

FREQUENCY OF ASSOCIATION CONTROL OVER INTER-SCHOOL ATHLETIC ACTIVITIES, 1956

<table>
<thead>
<tr>
<th>Activity</th>
<th>All</th>
<th>40-47</th>
<th>30-39</th>
<th>20-29</th>
<th>10-19</th>
<th>5-9</th>
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<tr>
<td>11-man football</td>
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<tr>
<td>Boys' basketball</td>
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<tr>
<td>Track &amp; Field</td>
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<tr>
<td>Baseball</td>
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<td>Tennis</td>
<td>x</td>
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<tr>
<td>Golf</td>
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<tr>
<td>6-man football</td>
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<td>x&lt;sup&gt;m&lt;/sup&gt;</td>
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<td>Swimming</td>
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<td>8-man football</td>
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<td></td>
<td>x&lt;sup&gt;m&lt;/sup&gt;</td>
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<tr>
<td>G. A. A.</td>
<td></td>
<td>x&lt;sup&gt;m&lt;/sup&gt;</td>
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<td>Skiing</td>
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<td>Grade athletics</td>
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<td>x&lt;sup&gt;m&lt;/sup&gt;</td>
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<td>x&lt;sup&gt;m&lt;/sup&gt;</td>
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*When a practice pertains to Montana, the symbol (m) will be used.*
As may be seen, by 1956 a total of thirty-one activities related to athletics were supervised by one or more associations in the forty-eight states. The Montana High School Association supervised a total of nine athletic activities.

Restrictions on Athletics

Eligibility regulations. All state associations required that an athlete (1) be an amateur, (2) be a bona fide student of the school that he represents, (3) be restricted in school transfer rights, and (4) be within certain age limits.

Restrictions on the maximum age for eligibility ranged from nineteen years of age in eleven states to twenty-one years of age in Oklahoma. The Oklahoma Association, however, changed this age rule in 1955 to a maximum of nineteen years. This rule will go into effect during the 1958-59 season. Twenty-three state associations including the Montana Association had the twentieth birthday age limit.

In addition, forty-eight state associations, including the Montana Association, required that athletes pass in three subjects to be eligible. All state associations except the Maryland Association had the eight semester attendance limit for athletic participation. Two-thirds of the associations required that athletes pass a physical
examination before they could become eligible for athletic participation. A number of state associations had specific rules requiring school attendance before athletes could compete in contests. Twenty days absence during a semester made an athlete ineligible in Pennsylvania. The Idaho and Oklahoma Associations required seventy-five percent and eighty percent attendance, respectively, in each semester to be eligible for athletic participation.

**Game, team, and practice restrictions.** More than ninety percent of the state associations forbade member schools from playing any school that had been suspended from the association. Nearly seventy percent of the associations forbade schools in their state organizations from playing out-of-state schools that were ineligible in their own state.

Forty-four state associations restricted post-season games and pre-season practice. Eighteen states, including Montana, had football state championships; three states (California, Delaware, and New York) did not determine state basketball championships.

Season game limits were imposed on schools by their associations in all states except Vermont and Maine. The limits in football ranged from eighteen games maximum in New York to twelve games maximum in South Carolina. The mean of the game limits in football was ten games. The
game limits in basketball ranged from sixteen games in Kansas to thirty games in Georgia. The mean of game limits in basketball was twenty games. These limits usually did not include tournament games played to determine the state championship. Some state associations had increased the number of basketball games that schools who did not compete in football could play. The Ohio Association restricted schools to eighteen games in basketball if the school had a football team, and schools could play twenty games if they had no football team. The Kentucky Association allowed twenty-four basketball games if a school played football games. However, schools in Kentucky with no football were permitted thirty games of basketball.

Twenty-seven state associations required a definite amount of practice before a team could participate in a contest. Eleven state associations required three weeks of football practice before a game could be played by a team. The associations in ten states, including Montana, required two weeks of football practice before a game. The associations in four states required ten days practice in any sport before an athletic contest in that sport could be held. The associations in three states, (North Dakota, New York, and Wisconsin) required that a basketball team must have two weeks practice before a game. In one state, Delaware, the association restricted practice to one and one-half hours per day in all sports.
Most state associations ordered or recommended that athletic contests be held on week-ends, and eighteen state associations prohibited games or practice on Sunday.

In addition, over seventy-five percent of the state associations forbade contests requiring round trips of six hundred miles.

**Miscellaneous Athletic Restrictions or Rules**

In order to enforce the amateur rule, thirty-six state associations limited the value of awards that were given to athletes. The Utah Association forbade awarding any school letter. Ten state associations required that schools award only letters, while twenty-five associations, including the Montana Association, had by-laws which stipulated that the award value must not exceed a limit which varied from $1.00 to $5.00.

The Montana Association and thirty-seven other state associations prohibited school athletes from playing on non-school teams.

Nearly one-half of the state associations had regulations against undue influence being brought to bear upon athletes. The Indiana Association had the most inclusive definition of what "undue influence" was and specifically listed the following inducements as "undue influence."

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1. Offer or acceptance of money or other valuable consideration.

2. Reduction or remission of regular tuition.

3. Waiving the requirement of legal transfers according to law.

4. Offer or acceptance of board, room or clothing.

5. Offer or acceptance of remuneration for work in excess of amount regularly paid for such service.

6. Free transportation.

7. Transportation by coach, principal, teacher, or school official.

8. Offer of acceptance of school privileges or considerations not granted to other students.

9. Making home with coach, principal, teacher or school official.

10. Free rent or reduced rent for parent.

11. Offer or payment of moving expenses of parents.

All of the state associations set the qualifications of coaches and their source of pay. Thirty-two state associations stipulated specifically that the coach must be a faculty member or holder of a teacher's certificate. Twelve state associations, including the Montana Association, required in addition, that the coach teach three classes per day in addition to coaching duties. Three state associations required the teaching of two classes per day plus coaching, and one state required five classes per day--plus coaching.

All of the state associations required that the
salaries of the coach be paid out of school district funds. The Idaho and Indiana Associations also forbade extra pay or gifts for coaches from sources other than regular salary. In Kansas the association stipulated that gifts valued at over $25.00 could not be given to the coach by the alumni or other outside groups.

Three-fourths of the state associations insisted upon the fulfillment of contracts between a school and other schools and between schools and officials. The Idaho Association set a $25.00 forfeiture for a breach of contract, and the Missouri Association set the penalty for breach of contract at forfeiture of one-half of the guarantee.

Over one-half of the state associations placed the administrative responsibility on the principal and demanded that the principal or his authorized representative accompany teams on trips.

Two state associations had by-laws which determined whether a member school could have a team in football. The New York Association had a regulation which required that twenty physically fit and eligible boys be available for participation before a school could have an eleven man football team. Fifteen such boys had to be available before a team could have a six man football team. The Virginia Association required that twenty-five physically fit and
eligible boys be available before a school could have eleven man football; fifteen, for a six man football team.

Two state associations had by-laws in their constitutions pertaining to the use of alcohol and tobacco by athletes in member schools. North Dakota Association standards were that "athletes shall not use alcoholic beverages during the school term of two semesters."² The Minnesota Association had the following regulation:³

(1) He shall not use any beverage containing alcohol, regardless of the quantity, during the school year.

(a) Penalty for this offense shall be suspension from participation in any activity sponsored by the League for the remainder of the school year.

(2) He shall not use tobacco during the season of training for or participation in any school activity sponsored by the League.

(a) Penalty, therefore, shall be suspension from participation in that activity for a period of three weeks upon the first offense, the entire season upon the second offense, and all activities of the League for that school year upon the third offense.

Penalties for Violation of Athletic Regulations

Penalties for violation of the previously mentioned


athletic regulations included reprimands from the association, public censure, forfeiture of games, probation for indefinite periods, fines, and suspension. Most states had a one year maximum for probation or suspension of a student or school. However, in South Dakota a two year maximum suspension was permitted; in Louisiana a three year suspension was permissible; and in Florida a student could be declared ineligible forever if he played in an association athletic contest after being declared ineligible. Fines by the associations ranged upward from a minimum of $25.00.

An odd sidelight on the athletic regulations of high school associations was found in South Dakota and Idaho. In those states lawyers were barred from all board of control hearings on athletic eligibility.

II. MUSIC ACTIVITIES

Twenty-one of the states had added music to the activities controlled by their respective high school associations. The music activities controlled by the state associations could be divided into the classes of band and orchestra, vocal, and special.

Band and orchestra. Twenty-one state associations, including the association in Montana, had band and orchestra festivals or competitions. In addition to band and orchestra, instrumental solos, ensembles, trios, quartettes,
quintettes, and sextettes also were included. Some state associations provided competition, while others had participation with a minimum of competition. The Mississippi bands were judged in concert competition and marching competition in order to win awards given by the association.

**Vocal music.** Twenty state associations, including the association in Montana, sponsored some activities in vocal music. In these twenty states, the schools participated in one or more of the following vocal events: (1) vocal solos (low, medium, and high voice); (2) girls' glee club, chorus, duet, trios, quartette, sextette and octette; (3) boys' glee club, chorus, quartette, sextette, and octette; (4) mixed quartette, octette, and chorus; (5) madrigal group, and (6) whistling.

**Special music activities.** Other music activities under the supervision of high school associations were: (1) piano festival (solos, and ensembles); (2) baton twirling (solos and ensembles); (3) band marching; (4) sight reading; (5) signal drum major; and (6) student conducting.

**III. SPEECH AND FORENSIC ACTIVITIES**

The returned questionnaires revealed that numerous speech and drama activities were added, in 1956, to the growing list of events sponsored by high school associations.
### TABLE II

**FREQUENCY OF ASSOCIATION CONTROL OVER INTER-SCHOOL MUSIC ACTIVITIES IN 1956**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of States</th>
<th>20-29</th>
<th>10-19</th>
<th>5-9</th>
<th>1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band and orchestra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) instrumental solos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) instrumental ensembles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) band</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) orchestra</td>
<td>$x^M$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocal music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) solos (boys and girls)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) chorus (boys and girls)</td>
<td>$x^M$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) glee club (boys and girls)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) ensembles (boys and girls)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>(e) mixed group</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(f) madrigal groups</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(g) whistling</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Special activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) piano festival</td>
<td>$x$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) baton twirling</td>
<td>$x$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) band marching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) sight reading</td>
<td>$x$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) signal drum major</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>(f) student conducting</td>
<td></td>
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</tr>
</tbody>
</table>

*When a practice pertains to Montana, the symbol ($^M$) will be used.
# TABLE III

FREQUENCY OF ASSOCIATION CONTROL OVER INTER-SCHOOL SPEECH ACTIVITIES IN 1956

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of States</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20-29</td>
</tr>
<tr>
<td>Debate</td>
<td>x&lt;sup&gt;m&lt;/sup&gt;</td>
</tr>
<tr>
<td>Deolamation</td>
<td>x&lt;sup&gt;m&lt;/sup&gt;</td>
</tr>
<tr>
<td>(a) oratorical</td>
<td></td>
</tr>
<tr>
<td>(b) humorous</td>
<td></td>
</tr>
<tr>
<td>(c) serious</td>
<td></td>
</tr>
<tr>
<td>Drama (one-act play or cutting)</td>
<td>x&lt;sup&gt;m&lt;/sup&gt;</td>
</tr>
<tr>
<td>Public or extemporaneous speaking</td>
<td>x&lt;sup&gt;m&lt;/sup&gt;</td>
</tr>
<tr>
<td>Discussion festival</td>
<td>x</td>
</tr>
<tr>
<td>Radio speech</td>
<td>x</td>
</tr>
<tr>
<td>Poetry reading</td>
<td>x</td>
</tr>
<tr>
<td>Informative speech</td>
<td>x</td>
</tr>
<tr>
<td>Entertaining or after dinner speech</td>
<td>x</td>
</tr>
<tr>
<td>Extemporaneous manuscript reading</td>
<td>x</td>
</tr>
<tr>
<td>Retold story</td>
<td>x</td>
</tr>
<tr>
<td>Pantomine</td>
<td>x</td>
</tr>
</tbody>
</table>

*When a practice pertains to Montana, the symbol (m) will be used.*
Twenty-two state associations, including the association in Montana, had speech and drama festivals and competition. Twenty-one sponsored declamation; humorous, serious, and oratorical. Seventeen sponsored drama, one act play or a cutting; sixteen sponsored public or extemporaneous speaking; and ten state associations sponsored the newer discussion festival. The Minnesota Association, which pioneered the discussion festival, named a topic for study such as their 1955-56 topic, "What Can Be Done to Reduce Juvenile Delinquency?" Participants from various schools informally discussed the topic and were judged on their free informal self-expression.

Several other activities were included in the list of speech events in South Carolina, Texas, Virginia, Utah, and Kansas. These events were informative speech, radio speech, after dinner speaking, poetry reading, re-told story, extemporaneous manuscript reading, and pantomime. Most of these newer speech activities were characterized by attempts to induce informality, creativity, and spontaneity in the participants.

IV. ACADEMIC ACTIVITIES

A total of sixteen state associations, including the Montana Association, sponsored competition in academic activities to supplement the school curriculum. The most
popular academic event sponsored by the state associations was the science fair, which was held regularly in nine states. Contests in typing, journalism, art, creative writing, and vocational agriculture followed in frequency in that order. The state associations of Georgia, Texas, Florida, Illinois, South Carolina, Kansas, New Mexico, and Oregon supervised the most academic activities. Awards given by the association to winners in these academic competitions included scholarships, plaques, medals, and ribbons. Most states awarded the prizes in the manner used by the Texas Association; namely, first, second, and third. In the South Carolina competition, however, awards were given to all those scoring in the upper eighteen percent, nineteen percent, or twenty percent of those taking the tests. Table IV, page 26, lists the academic activities and the frequency of sponsorship by the state associations.

V. MISCELLANEOUS ACTIVITIES

The various state associations have sponsored a growing number of projects intended to assist the child toward a fuller business, political, and cultural future. No attempt has been made to show the relationships or frequency of these activities. However, the activities are listed as follows with a brief discussion of each.

Student council. Eight state associations sponsored
### TABLE IV

**FREQUENCY OF ASSOCIATION CONTROL OVER INTER-SCHOOL ACADEMIC ACTIVITIES IN 1956**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of States</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5-9</td>
</tr>
<tr>
<td>Science fair</td>
<td>x</td>
</tr>
<tr>
<td>Typing</td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td></td>
</tr>
<tr>
<td>Vocational agriculture</td>
<td></td>
</tr>
<tr>
<td>Shorthand</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Home economics</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>Creative writing</td>
<td></td>
</tr>
<tr>
<td>Slide rule</td>
<td></td>
</tr>
<tr>
<td>Number sense</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Social studies</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Algebra and geometry</td>
<td></td>
</tr>
</tbody>
</table>

*When a practice pertains to Montana, the symbol (m) will be used.*
student council meetings and prepared materials which were intended to increase the high school student council's effectiveness.

**F. F. A. (Future Farmers of America) and F. H. A. (Future Homemakers of America).** Seven state associations supervised the F. F. A. and F. H. A. programs in the state. All of the judging contests of the F. A. A. were held under the auspices of the high school association in these states. Also, in these states the F. H. A. had annual festivals to provide competition and stimulate interest.

**College and career day, future business leaders, and business administration high school day.** The conferences, competitions, forums, and visitations necessary to these activities were sponsored by a number of high school associations.

**Legislative forum.** In order to stimulate interest and knowledge in the democratic processes of the American government, five high school associations provided state-wide materials and practical experience in the state capitol with activities corresponding to the working of their own state government legislature.

**Auto driving and teen-age traffic associations.** To provide an incentive for safer driving, the Georgia and
Kansas Associations sponsored these events, often in co-operation with the highway patrol. The associations endeavored to provide practice, competition, and information so that teen-agers might learn to handle automobiles in a safe and competent manner.

VI. SUMMARY

In 1956, several state associations still controlled only athletics. However, a number of states claimed jurisdiction and supervisory powers over all inter-school activities.
CHAPTER III

SERVICES PROVIDED TO HIGH SCHOOLS BY THE
STATE HIGH SCHOOL ASSOCIATIONS

All of the forty-eight state high school associations, in addition to sponsoring contests, festivals, conferences, and councils, provided certain services which member schools might utilize. The major services were improvement of officiating, safety and insurance, communication and publications. They will be discussed in that order.

I. PROMOTION OF SPORTSMANSHIP

Most state associations, as one of their many functions, supervised the sportsmanship before, during, and after athletic events. Most of the constitutions of the associations gave the power for disciplinary action to the board of control. However, the constitutions of the state associations of Kentucky, Colorado and others granted the Executive Secretary (or Commissioner) the responsibility for investigations of infractions of the sportsmanship rules, and gave him power to set penalties as he saw fit.

Association Supervision over Students

The powers of the high school association in matters of sportsmanship apparently were extensive. Penalties ranged from censuring or reprimanding to disqualifying and
declaring the student ineligible. For example, the Indiana Association had a rule which stated that "any student, whose conduct and character is such, in the judgment of the Board of Control or his principal, as to reflect discredit upon his high school or the association, is ineligible."\(^1\) Similarly, the Kansas, Ohio, Nevada and Illinois Associations had by-laws which declared a student ineligible whose character or conduct brought discredit to himself or his school. In Florida, a student who shall strike, threaten, or curse an official during, before, or after a game was ineligible for the remainder of the semester plus an additional full semester.

The Oklahoma and Massachusetts Associations disqualified athletes if the officials ruled them out of the game. The student's penalty for being thrown out of a game in Oklahoma was ineligibility until reinstated by the high school association. In Massachusetts a student who had been ruled out of a game twice by the referee or other official was ineligible for a year from the date of the second disqualification.

**Association Supervision over Coaches**

Many state associations exerted considerable power

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\(^1\)The Indiana High School Athletic Association Fifty-Second Annual Handbook (Indianapolis: Indiana Board of Control, 1955), p. 43.
over coaches in matters of sportsmanship. The powers included reprimanding, censuring, and even disqualifying coaches guilty of unsportsmanlike conduct. The Indiana Association publicly reprimanded a half dozen coaches in 1955 for unsportsmanlike conduct. The North Carolina and Florida Associations could disqualify a coach from coaching for a period of time not to exceed one year if he was found guilty of poor sportsmanship. The Florida Association Constitution gave the Association the right to take tournament participation money from a school if the coach of a team did not properly supervise contestants and school followers.

Association Supervision of Principals and Superintendents

The Kentucky and Florida Associations had similar by-laws which granted the high school association the power to control the actions of school administrators. The Florida Constitution stated that "any schools whose authorities shall be guilty of gross unsportsmanlike conduct or shall fail to control the conduct of its student body and/or followers within reasonable bounds shall be suspended for one year." Most associations held the principal responsible for the conduct of his school at games. In Nebraska and

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Iowa the association said that the superintendent must exclude any contestant from his school contests whose bad habits or improper conduct reflects upon the school. Such conduct made the athlete immediately ineligible.

The Indiana Association reprimanded several principals for unsportsmanlike conduct in 1955 and ordered them to apologize in writing. Also, the Indiana Board of Control ordered the superintendent of a high school to use disciplinary action against an athlete who had broken an opposing player's jaw with his fist during a basketball game. The superintendent of this high school was forced to discipline the boy or his school would have faced suspension.

Association Supervision over Officials

Through the registration and rating of officials the high school associations exercised considerable control over officials. Several examples of disciplinary action against officials occurred in Indiana. On February 16, 1955, the Indiana Board of Control censured a referee for pushing a coach too vigorously from the floor during the course of a game. On another occasion the Indiana Board of Control reprimanded a referee for not calling technical fouls on a coach for unsportsmanlike conduct. A timer was disciplined verbally in the same state on February 11, 1955, for unsportsmanlike conduct. These actions are examples of the association's implied power to discipline officials.
Association Supervision over Fans

Colorado, Indiana, Arizona, Texas and several other state associations penalized schools for the unsportsmanlike conduct of their fans. The Pennsylvania Association suspended a high school on October 29, 1945, because the fans of the school attacked the officials. Indiana, in 1955, reprimanded fans publicly for unsportsmanlike conduct. The Texas Association suspended a high school for the 1956 season because the fans of the school physically attacked a football official. During the same year, Texas also suspended another high school for the verbal abuse of officials by fans.

The Utah and Wyoming Associations had by-laws in their constitutions providing for the suspension of a school if its fans destroyed property or defaced school buildings with paint, chalk, or kalsomine.

The Rhode Island Association promised full cooperation in the arrest and prosecution of spectators who committed an assault or were a nuisance at high school games.

Types of Penalties Imposed by Associations

Thirty-three state associations, including the Association in Montana, provided penalties for unsportsmanlike conduct. The commonest type of penalty was public censure or public reprimand of the guilty school, official, or fan. In more serious cases, suspension of the school or
the declaring of an athlete ineligible was the common punish­ment. Similarly, the Florida Association reserved the right to withhold tournament participation money from schools which were guilty of unsportsmanlike conduct. The South Carolina and North Carolina Associations could fine schools up to $100.00 each for breaking sportsmanship rules. The Missouri Association, likewise, could assess a fine of $25.00 for each infringement of the by-laws pertaining to sportsmanship.

**Sportsmanship Projects**

The Minnesota Association carried on a sportsmanship project to encourage schools to organize and maintain programs for the promotion of sportsmanship. Each project was evaluated as superior, excellent, or very good by a special committee appointed by the Board of Control. The number of schools judged in each class was unlimited. A certificate or scroll was given to all schools participating and a plaque was given to the schools receiving a superior rating. Ten schools in Minnesota took part in this program during the school year of 1954-55, and the value of this program earned the program public recognition in news stories.

**Honor Rolls for Sportsmanship**

Several state associations provided for public recognition for consistent good sportsmanship. The Ten­nessee Association published an honor roll of schools which
had been examples of good sportsmanship throughout the year.

The Oregon Association issued certificates and awarded trophies to schools measuring up to the requirements and standards of good sportsmanship.

**Sportsmanship Trophies**

Ten states awarded sportsmanship trophies for superior conduct during the season or for the duration of a divisional or state tournament.

**News Publicity for Sportsmanship**

Forty-one state associations, including the association in Montana, worked for good sportsmanship by news releases, editorials, and pamphlets throughout the season.

**Rating of Schools for Sportsmanship**

A recently added service provided by three state associations was the rating of schools by officials. The rating sheet used for this purpose by the Utah Association is reproduced in Appendix B.

II. SUPERVISION OF GAME OFFICIALS

Only thirteen of the forty-eight state associations had no supervision over game officials. However, several state associations, including the association in Montana, were planning to place this activity under the jurisdiction of their high school associations. Thirty-five state
associations registered and rated officials. In nearly all of the states, by-laws in the association constitution required that officials used in high school contests be approved by the association. Typical regulations were those of the Kentucky, Tennessee, and Indiana Associations. The Kentucky Association penalized schools by possible suspension for failure to use a registered official. The Tennessee Association fined schools for the first offense for using non-approved officials, and continued use of non-approved officials subjected the schools to suspension and other penalties. The Indiana Association stated specifically that a school desiring an official who was not approved by the Association must be suspended for a period not to exceed one calendar year.

Methods of Rating Officials

The state associations divided officials into two, three, four, and five classes of proficiency. A brief survey of these classes follows.

Two classes. The Wyoming Association divided its officials into two classes, old and new. The old officials were those with one or more years of experience while the new officials were beginners who had passed only their officials' tests.

In Idaho, the Association established two classes,
registered and approved. Differentiation between officials was decided by the scores on officials' tests, experience, and recommendations.

Three classes. The most common type of classification into three groups of officials was the rating method used by the Minnesota Association:3

A. Registered officials

1. Attain a score of sixty-five percent on the examination.

2. Attend one of the rules interpretation meetings annually.

3. Receive an average rating of "D" (below average) on service rendered member schools during the preceding school year.

B. Approved officials

1. Attain a score of seventy-five percent or better annually on the rules examination.

2. Attend annually one of the rules interpretation meetings.

3. Receive an average rating of "C" (average) on service rendered member schools during the preceding school year.

4. Officiate at least four inter-school football or eight inter-school basketball games per year.

C. Certified officials (first choice for state contests)

3The Minnesota High School Athletic Association Handbook (Minneapolis: Minnesota Board of Control, 1955), p. 113.
1. Attain a score of eighty-five percent or better annually on the rules examination.

2. Attend one of the state sponsored rules interpretation meetings.

3. Receive an average rating of "B" (excellent) or better on services rendered member schools during the preceding year.

4. Officiate at least six inter-school football or twelve inter-school basketball games per year.

Four Classes

The Utah Association rated its officials according to:

<table>
<thead>
<tr>
<th>Maximum number of points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Supervised rules examination</td>
</tr>
<tr>
<td>B. Average rating on (school sheet)</td>
</tr>
<tr>
<td>C. Number of years of successful officiating</td>
</tr>
<tr>
<td>D. Attendance at rules meetings and active participation in same</td>
</tr>
</tbody>
</table>

Total points 100

The total points, based on this four division rating plan, determined the classification of each official in one of the following groups:

1. Superior . . . . . . . . . 90 percent or higher
2. Above average . . . . 80 percent to 89 percent
3. Average . . . . . . . . 70 percent to 79 percent
4. Below average . . . . . 69 percent and under

Five Classes

The most detailed rating systems of officials were

---

4. The Utah High School Athletic Association Handbook (Salt Lake: Utah Board of Control, 1955) p. 33,
used by the midwestern state associations. The rating plan used by Iowa was typical. More than a dozen states used the approved, recognized, and certified classifications but did not include the temporary and superior classes. The five classification plan used by the Iowa Association was the most detailed and the most elaborate and is explained as follows.

Rating of officials in Iowa.5

1. Temporary officials
   (a) Pass rules exam with grade of seventy-five percent (unsupervised test).
   (b) List unsatisfactory references as to character and ability.

2. Approved
   (a) Satisfactory references as to character and conduct.
   (b) Seventy-five percent grade on supervised rules examination.
   (c) Seventy-two points on promotional scale.*

3. Recognized
   (a) One year as Approved official.
   (b) Eighty-five percent on supervised rules examination.
   (c) Eighty points on promotional scale.*

4. Certified

---

5The Iowa High School Association (Communication. Boone: Office of Executive Secretary, 1956) p. 1.
(a) Two years as Recognized official.
(b) Ninety percent on supervised rules examination.
(c) Eighty-five points on promotional scale.*

5. Superior (First consideration for state tournaments)
(a) One year as Certified.
(b) Ninety-five percent on rules examination (supervised)
(c) Ninety points on promotional scale.*

*Promotional Scale
A. Supervised rules examination grade . . 25 points
B. Average rating by schools . . . . . . 25 points
   (Ten school ratings required in basketball)
   (Six school ratings required in football)
   Grade over 95 . . . . . . . . . . 25 points
   Grade over 90 . . . . . . . . . . 20 points
   Grade over 85 . . . . . . . . . . 15 points
   Grade over 80 . . . . . . . . . . 10 points
   Grade over 75 . . . . . . . . . . 5 points
C. Varsity games officiated per season . . 15 points
   Football
   10 games . . . . . . . . . . . . . . 15 points
   8 games . . . . . . . . . . . . . . 10 points
   5 games . . . . . . . . . . . . . . 5 points

   Basketball
   25 games . . . . . . . . . . . . . . 15 points
   20 games . . . . . . . . . . . . . . 10 points
   15 games . . . . . . . . . . . . . . 5 points
D. Years of successful officiating . . . 10 points
6 years .............. 10 points
3 years .............. 4 points
1 year ............... 1 point

E. Tournament experience ................. 15 points
   State tournament ..................... 8 points
   Conference tournament ............... 2 points

F. Attendance at rules meetings ........... 10 points
   1 meeting ............... 2 points

Maximum rating 100 points

*This Promotional Scale was used as part of the rating of officials in approved, recognized, certified and superior classes.

Official's Employment Office

The Kentucky Association maintained sixteen officials' employment offices for the use of high schools in the state.

Rating Sheets

Sample sheets of the rating scale used by the Iowa and Kansas Associations and the method of evaluating the results are reproduced in Appendix C.

Methods of Deciding Official's Fees

Three methods of deciding upon the basis for official's fees were apparent in the forty-eight state high school associations.

Flat fee. Typical of this type is the state
association in North Dakota which set a minimum of $12.50 per game with a $17.50 maximum for championship games.

Fees graduated according to size of school. The Arizona Association schedule, as follows, was typical of this group: 6

<table>
<thead>
<tr>
<th>Class</th>
<th>Football</th>
<th>Basketball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class A A</td>
<td>$22.50</td>
<td>$17.50</td>
</tr>
<tr>
<td>Class A &amp; B</td>
<td>$15.00</td>
<td>$15.00</td>
</tr>
<tr>
<td>Class C</td>
<td>$12.50</td>
<td>$12.50</td>
</tr>
</tbody>
</table>

Fees graduated according to gross receipts from tickets. The Georgia and Texas Associations based the payment of officials upon gross gate receipts. The Texas schedule was as follows: 7

<table>
<thead>
<tr>
<th>Receipts</th>
<th>Fee per Official</th>
<th>Receipts</th>
<th>Fee per Official</th>
</tr>
</thead>
<tbody>
<tr>
<td>up to $100</td>
<td>$7.50</td>
<td>2000 to 3000</td>
<td>$30.00</td>
</tr>
<tr>
<td>$100 to 200</td>
<td>10.00</td>
<td>3000 to 4000</td>
<td>35.00</td>
</tr>
<tr>
<td>200 to 500</td>
<td>15.00</td>
<td>4000 to 5000</td>
<td>40.00</td>
</tr>
<tr>
<td>500 to 1000</td>
<td>20.00</td>
<td>5000 to 10,000</td>
<td>45.00</td>
</tr>
<tr>
<td>1000 to 2000</td>
<td>25.00</td>
<td>10,000 and over</td>
<td>50.00</td>
</tr>
</tbody>
</table>

Association Regulation of Tournament Officials

State associations that rate officials required that only the top classes be used in state tournaments. Typical was the Kentucky regulation which stated that tournament


officials would be selected from the list of certified officials. Other state associations such as the Tennessee Association were more lenient but had specific requirements. The four Tennessee Association regulations were:

1. The official must be registered with the Tennessee Association or another state association.
2. The official must have worked at least fifteen high school varsity games.
3. The official must have worked in a district or regional tournament to be eligible for the state tournament.
4. The official shall not be eligible if he is on probation.

All state associations rating officials tried in many ways to help officials improve in ability and efficiency.

III. SUPERVISION OVER ATHLETIC INJURIES

The principal and football coach of the Crow High School of Oregon were defendants in a $50,000 suit during the 1955-1956 school year. The suit was based upon the claim that the boy was injured in six-man football because the school permitted the boy to play without a physical examination or doctor's certificate showing him to be physically fit.

---

The need for closer supervision of athletics, athletic injuries, and safety practices by high school associations resulted from cases similar to the Crow High School Case. In 1956, twenty-eight state associations supervised the athletic injury insurance program. In twelve states, including Montana, the high school association was its own insurance company. The insurance company for the state was selected by the association in six states.

During the school year 1954-1955, North Dakota paid 6,149 claims, and Minnesota paid 6,896 claims totalling $94,729.13. These figures indicated the extent of the state athletic insurance programs as supervised by the high school associations.

Many state associations, in addition to supervising the insurance program, conducted campaigns to promote safety practices in sports. A typical example of such a campaign was promoted by the Wisconsin Association. During the 1955 season, Wisconsin attempted to stimulate the wider use of face masks and tooth protectors in football. In order to accomplish this goal, the Wisconsin High School Association appropriated $16,000 and offered to give ten free face masks to any school which would purchase twelve others. The plan was acclaimed as very successful by the Wisconsin Board of Control.
IV. PUBLICATIONS AND MEDIUMS OF COMMUNICATIONS

In order to acquaint the schools and the public with the association activities and convey other information to schools and officials, the state associations printed a variety of publications. During 1955, the Iowa Association published ten tons of printed materials. The frequency of publication is shown in the following table.

TABLE V

FREQUENCY OF PUBLICATION BY HIGH SCHOOL ASSOCIATIONS

<table>
<thead>
<tr>
<th>Publication</th>
<th>Number of States</th>
<th>Publication</th>
<th>Number of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Press Releases</td>
<td>$46^M$</td>
<td>Music and Speech</td>
<td>5</td>
</tr>
<tr>
<td>Periodical Bulletins</td>
<td>$41^M$</td>
<td>Directory</td>
<td></td>
</tr>
<tr>
<td>News Letters</td>
<td>9</td>
<td>Coaches Directory</td>
<td>3</td>
</tr>
<tr>
<td>Officials Handbooks</td>
<td>12</td>
<td>Monthly Newspaper</td>
<td>1</td>
</tr>
<tr>
<td>Calendar</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*When a practice pertains to Montana, the symbol ($^M$) will be used.

The means used by the state association officials, in addition to the publications, to achieve more effective communication with the member schools and the public are listed in Table VI, page 46.

The Massachusetts High School Association employed a full time Director of Public Relations to improve the necessary communication from the Association to the public and


TABLE VI

FREQUENCY OF CERTAIN MEANS OF COMMUNICATION
USED BY HIGH SCHOOL ASSOCIATIONS

<table>
<thead>
<tr>
<th>Method</th>
<th>Number of states using this medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public appearance before civic groups</td>
<td>$^{17M}$</td>
</tr>
<tr>
<td>Radio and television programs</td>
<td>$^{15}$</td>
</tr>
<tr>
<td>Joint meetings with school board association</td>
<td>$^{6}$</td>
</tr>
<tr>
<td>Meetings with P. T. A. groups</td>
<td>$^{5}$</td>
</tr>
<tr>
<td>School visitations</td>
<td>$^{4}$</td>
</tr>
<tr>
<td>Public forums</td>
<td>$^{3}$</td>
</tr>
</tbody>
</table>

*When a practice pertains to Montana, the symbol ($^{M}$) will be used.

from the public to the Association.

An example of another means of communication is the film strip for which the Wisconsin Association spent $400 in December, 1954. This film strip was made by the Wisconsin Association to recruit women for physical education instructors.
CHAPTER IV

THE ORGANIZATION, PERSONNEL, AND FINANCES OF HIGH SCHOOL ASSOCIATIONS

The high school associations of the forty-eight states varied greatly in their patterns of organization, selection of administrative officers, and condition of finances.

I. PATTERNS OF ORGANIZATION

Twenty-five of the forty-eight states had organized their high school associations through principals' and administrators' organizations which represented the individual schools. Montana was in this group. Fourteen state associations were organized through independent school organizations represented by any school faculty personnel. Two state high school associations were organized through the state universities or colleges, and one state association was organized through the State Department of Public Instruction.

Six state associations were organized through combinations of other organizations. Typical of this type was the Utah organization which was organized through a combination of high school principals' associations, superintendents' associations, and boards of education.
The association in New Hampshire, also, was organized by a combination of organizations, which included the school boards', principals', superintendents', parochial school officials', and coaches' associations.

The state associations used various combinations of legislative, advisory, and governing bodies. All but one state called the executive body a board of control, executive board or board of directors. Twenty-three state associations had a legislative council which is the legislative body, and ten associations used an advisory board as part of their high school association organization.

Membership, Selection, Qualifications and Duties of Legislative Councils

The legislative councils were elected by districts in seventeen associations. The members were selected by schools in five associations, and the membership was made up of the chairmen of district councils in five associations.

Four associations had nineteen members or less on their legislative council. Ten associations had twenty to thirty-nine members and seven associations had forty to one hundred members.

The members of the legislative associations were elected by principals in sixteen associations, by schools in eight associations, by coaches in two associations, and by school board members in one state.
The qualifications of the representative council members were as follows: superintendent or principal in eighteen associations, coaches in three associations, any faculty member in three associations, and school board members in one association.

Included on the membership of the legislative councils were a number of ex-officio members. Board of control members were in the legislative councils of four associations. Three legislative councils had State Department of Education personnel in their membership.

The New York and Florida High School Associations had variations of legislative councils which differed from any others. The New York Legislative Council was composed of thirty representatives elected from the ten districts in New York. Three members of the legislative council of New York were chosen from each district. One of the three was a superintendent, one was a high school principal, and one was a physical education teacher or coach.

The Florida Legislative Council was made up of the twelve district directors, the secretary of the coaches' association, the secretary of the music association, and one county superintendent.

The common duties of the legislative councils in the twenty-three states were to amend the constitution and pass policy making legislation.
Membership, Selection, Qualifications, and Duties of Boards of Control

Forty-seven state high school associations, including the Association in Montana, called the executive body Boards of Control, Executive Boards or Boards of Directors.

The number of members on the executive board ranged from four or less in two state associations to sixteen or more in two other associations. Thirty state associations, including the association in Montana, had five to ten members on the executive body, and twelve associations had eleven to fifteen members on the executive body.

The membership of the executive board (board of control) was selected by schools in nineteen states, by principals in twenty-four states including Montana, and by coaches in two states.

Board of control members were elected by the state at large in eight states; by district, section, or region in twenty-six states; by size and class of schools in twelve states, including Montana; by legislative council appointment in six states, and by appointment of the president of the state university in Texas.

Those qualified to become board of control members included principals, superintendents, coaches, school board members, and university faculty members. In forty-six state associations the membership of all or part of the board of
control was limited to principals or superintendents. However, any high school faculty member could be a board of control member in twenty-one associations; a coach was qualified in sixteen associations; school board members could be members on the board of control in two associations and a university faculty member served on the board of control in one association.

Many high school associations included ex-officio members on their boards of control. The officers of the legislative council were ex-officio members of the board of control in ten state associations. State department of education personnel were ex-officio members in twelve associations. School board members were ex-officio members in three associations, and presidents of coaches' associations were ex-officio members on boards of control in two state associations.

The state associations of New Jersey, Idaho, Utah, New Hampshire, Virginia and Delaware had special types of boards of control which differed from the majority of boards of control in the other associations.

The New Jersey Board of Control was made up as follows: ten public high school representatives; one parochial high school representative; one representative of the coaches' association; and three ex-officio members, including the state director of health and physical
education, a representative of the state superintendent of public instruction, and a representative of the secondary school principals' association.

The Idaho Board of Control was composed of one representative from each of six districts, and three ex-officio members: the president of the coaches' association, the president of the music education association, and the president of the debate and declamation association.

The Utah Association was unique in that members of the board of control were chosen by school board members, school superintendents, and senior high school principals. The membership of the board of control included school board members, superintendents, and high school principals, also.

The New Hampshire Board of Control was composed of one principal from each of six districts, two representatives from the superintendents' association, two representatives from the coaches' association, and one representative from the parochial high schools. In addition, the state commissioner of education was an ex-officio member of the Board of Control.

The Virginia Board of Control included the chairman of the legislative council, three chairmen of group boards (one member from each of three school sizes), one superintendent of schools, the state supervisor of secondary
education, and the executive secretary.

The Delaware Board of Control had fifteen members as follows: three officers of the Delaware Association of School Administrators, four administrators from the four districts, four men physical education teachers or coaches, one woman physical education teacher, one junior high school administrator, and two ex-officio members. The ex-officio members on the Delaware Board of Control were the state director of health and physical education and the supervisor of physical education from the city of Wilmington.

Most board of control members served without a specific salary. However, board of control members received a salary of $200 per year in Iowa, $100 to $800 a year in West Virginia, $15 a day in Oklahoma, and $7 a day in New Mexico.

Nearly all of the board of control members were paid mileage. The mileage ranged from six cents per mile in Wyoming to ten cents per mile in New Jersey. The mean mileage rate throughout the forty-eight state associations was eight cents per mile. The Board of Control members in Montana received seven cents per mile.

The common duties of the forty-seven boards of control were similar. These duties were: (1) to interpret and enforce all rules, (2) to act as a board of appeals, (3) to supervise financial matters, (4) to conduct and control all
inter-school activities, (5) to invest surplus funds, and (6) to determine association policy in the state associations that had no legislative councils.

Membership, Selection, Qualifications of Members and Common Duties of Advisory Councils

Ten state associations provided for special bodies whose duties were to make recommendations and advise the board of control. These bodies functioned as advisory councils.

The membership of these advisory councils varied from five members in two associations, ten to fifteen members in three associations, and sixteen to twenty-five members in one association. The number of members of advisory councils varied with the kinds of activities assigned in two states.

The qualification requirements of members of the advisory councils specified that members be principals or superintendents in six associations, an activity director in three associations, a school board representative in one state, a state department of education member in one state, and a university faculty member in one state.

Several advisory councils had ex-officio members. These ex-officio members included state department of education representatives in two state associations, a school board representative in one association, the head
of the coaches' organization in one association.

The associations of Virginia and Connecticut had special types of advisory councils. The Virginia High School Association had a six member athletic advisory council and a six member non-athletic advisory council. The Connecticut advisory council had six members composed of one coach from each of three districts, a state department member, one superintendent, and one representative of the associate institutional membership.

II. THE SELECTION, QUALIFICATION, SALARIES AND AUTHORITY OF EXECUTIVE SECRETARIES

All of the forty-eight state associations had executive secretaries serving as the executive officers of the high school associations. Forty of the executive secretaries were either appointed or elected by the boards of control. However, two executive secretaries were appointed by the legislative council and one was appointed by the board of control and executive commission. Two executive secretaries were appointed by the president of the state university and one became executive secretary by virtue of his office as director of the extension division of the state university.

In Maryland the supervisor of physical education was the executive secretary of the high school association. In Maine the director of secondary education served as
executive secretary; in Delaware the director of health and physical education in the state department of education automatically became the executive secretary of the high school association by virtue of his state department office.

The educational and professional qualifications of executive secretaries were not prescribed specifically in the constitutions of forty-five percent of the state associations. However, nine state associations specified that the executive secretary have a Master's Degree in education. Nine state associations required that executive secretaries be school administrators. Only principals or coaches could become executive secretaries in three states. Three state associations specified that the executive secretary be a state department of education member, while two state associations used only state university faculty members as executive secretaries.

The base salaries of full time executive secretaries and assistant executive secretaries is shown in Table VII, page 57.

Three state associations did not report the salaries of their executive secretaries because the salaries were paid by the state. As may be seen in Table VII, fourteen executive secretaries received, $7000 per year or under; eleven executive secretaries, including the executive secretary in Montana, were paid from $7001 to $8000; ten
TABLE VII

BASE SALARY OF FULL-TIME EXECUTIVE SECRETARIES 
AND ASSISTANT EXECUTIVE SECRETARIES 
OF HIGH SCHOOL ASSOCIATIONS 
IN 1956

<table>
<thead>
<tr>
<th></th>
<th>7000 and under</th>
<th>7001 to 8000</th>
<th>8001 to 10,000</th>
<th>10,001 to 15,000</th>
<th>15,001 and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Secretaries</td>
<td>14</td>
<td>11</td>
<td>10</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Executive Secretaries</td>
<td>10</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

*When a practice pertains to Montana, the symbol (m) is used.*
received $8001 to $10,000; six were paid $10,001 to $15,000; and one executive secretary in the Midwest received a salary of over $15,000 yearly.

Twenty assistant executive secretaries were employed by state associations. Half of these assistant executive secretaries received $7000 per year or less. However, three state associations paid the assistants to the executive secretary $7001 to $8000 per year. Five assistant executive secretaries were paid $8001 to $10,000 per year, while two assistant executive secretaries received a yearly salary of $10,001 to $15,000.

Thirty-five out of the forty-eight associations did not extend the authority of their executive secretaries beyond the authority to interpret board of control decisions. Four state associations limited the authority of the executive secretary to the taking of minutes and the paying of bills. However, one state association permitted its executive secretary to be a voting member of the board of control, and eight associations extended the authority of the executive secretary even further. In these eight states, the executive secretaries had the authority to make policy-making decisions.

III. RELATIONSHIP OF THE HIGH SCHOOL ASSOCIATIONS TO STATE DEPARTMENTS OF EDUCATION

Practically all of the state associations provided
for close cooperative relationships with the state departments of education. Twenty-nine associations, including the association in Montana, had provisions in their constitution requiring accreditation of high schools by the state department of education before schools could participate in association-directed activities.

In addition, coordination of association activities with the state department of education was attained in other ways. Eleven state associations held formal joint meetings with the state department of education. Nineteen associations provided for state department of education representation on the executive boards. Ten state associations had state department of education representation on the advisory board. In one state, the state high school association was a sub-division of the state department of education.

Michigan, Maine, Maryland and Delaware obtained coordination of the state department of education with the high school association in other ways. In Michigan, state legislation gave the state superintendent of public instruction supervisory powers over association activities. In Maine, the assistant secretary of the association was a member of the state department of education. In Maryland and Delaware, the state supervisors of health and physical education served as executive secretaries of their state associations.
Results obtained from the questionnaires revealed that the patterns for changing the association constitution of the forty-eight high school associations were as follows:

1. By two-thirds of member schools—17 states
2. By two-thirds of legislative council—10 states
3. By majority of member schools—8 states
4. By majority of the legislative council—4 states
5. By two-thirds of board of control—3 states
6. By majority of board of control—2 states
7. By three-fourths of member schools—1 state
8. By three-fourths of legislative council—1 state

*When a practice pertains to Montana, the symbol (M) is used.

After the board of control had taken action or passed a resolution, most state associations did not provide for any manner of overruling the board of control's actions. Thirty-five associations made no provision, outside of court decisions and state legislative action, for overruling the actions of the board of control. However, six state associations allowed the board of control to be overruled by a vote of the majority of the total membership. In four states the legislative council could overrule the board of control's action. Also, in three states the state
department of education could overrule board of control action. However, in New Mexico the state department of education could overrule the board of control on eligibility cases.

V. FINANCES OF HIGH SCHOOL ASSOCIATIONS

State high school associations were financed largely by three methods: fees or assessments, tournament receipts, and television and radio payments.

Income From Fees and Assessments

The data in Table VIII, page 62, show the variations in fee collections by the state associations.

As may be seen in Table VIII, eight state associations charged flat fees. Seven of these associations assessed charges of $5.00 or under and one state charged $5.00 to $15.00.

Thirty state associations required that schools pay fees graduated according to the size of the school. Twelve associations had minimum assessments of $5.00 and under. Twelve associations, including the association in Montana, set a fee floor of $5.01 to $15.00, five had a fee floor of $15.01 to $25.00, and one state association had a fee floor of $25.01 to $50.00. The maximum assessments on the graduated scale varied greatly also. The fee ceiling was $5.01 to $15.01 in five state associations, $15.01 to $25.00
TABLE VIII

METHODS AND CHARGES IN THE ASSOCIATION
COLLECTION OF FEES BY NUMBER OF STATES

<table>
<thead>
<tr>
<th></th>
<th>$5.00</th>
<th>$5.01</th>
<th>$15.01</th>
<th>$25.01</th>
<th>$50.01</th>
<th>$100.01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>and</td>
<td>to</td>
<td>to</td>
<td>to</td>
<td>to</td>
<td>to</td>
</tr>
<tr>
<td></td>
<td>under</td>
<td>15.00</td>
<td>25.00</td>
<td>50.00</td>
<td>100.00</td>
<td>500.00</td>
</tr>
</tbody>
</table>

Flat rate fees
7  1

Graduated fees

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>7</th>
<th>$7^m</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>12</td>
<td>$12^m</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*When a practice pertains to Montana, the symbol ($^m$) is used.
in seven associations, $25.01 to $50.00 in the association in Montana and six other associations, $50.01 to $100.00 in five associations, and $100.01 to $500.00 in six associations.

Special methods of fee collection were found in the following state associations:

- **Arizona**: Minimum ($10.00) to maximum ($50.00) plus twenty-one cents per student based on ADA.
- **Arkansas**: Ten cents to fifteen cents per student based on ADA.
- **North Carolina**: Five cents per participating athlete.
- **Mississippi**: Fifteen cents per participating athlete.
- **South Carolina**: Twenty-five cents per student based on ADA.
- **Wyoming**: Minimum ($40.00) Maximum ($100.00) plus ten cents per student based on ADA.
- **California**: Special assessments each year.
- **Michigan**: No dues.
- **Maryland**: No dues.
- **Ohio**: No dues.

In most cases, the associations in the southern states employed a lower fee scale than the associations in the other states.

**Income from Tournaments**

The data in Table IX, page 64, reveal a varied
TABLE IX
FREQUENCY OF METHOD AND DEGREE OF ASSOCIATION SHARING IN INCOME FROM ATHLETIC TOURNAMENTS

<table>
<thead>
<tr>
<th>Plan</th>
<th>Percent to State Association</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0- 11- 26- 51- 76- 100</td>
</tr>
<tr>
<td></td>
<td>10  25  50  75  99  100</td>
</tr>
</tbody>
</table>

1. Association pays tournament expenses.

   Share of net proceeds:
   (a) State tournaments 1 2 9
   (b) Divisional tournaments 3
   (c) District tournaments 2 4
   (d) All tournaments 1 3 1 12

2. Association does not pay tournament expenses.

   Share of gross proceeds
   (a) State tournaments 6 1
   (b) Divisional tournaments
   (c) District tournaments 1 1
   (d) All tournaments

3. Special types:
   (a) Association in Montana—six to forty percent of the gross income of all tournaments.
   (b) Association in Colorado—ten percent of gross income plus ten percent of all net proceeds of all state tournaments.
pattern in the methods that the various associations used to share tournament receipts. No state tournaments were held in New York, California and Delaware. Six states did not report on the method used.

Table IX shows no consistent pattern among the forty-eight associations in the sharing of tournament income. Four associations took zero to ten percent of the net profit from tournaments and paid all of the tournament expenses. Nine associations took eleven to twenty-five percent, and one-half of the associations received one hundred percent of the net receipts of some or all of the tournaments. Approximately one-fifth of the associations took amounts varying from zero to twenty-five percent of the gross receipts from tournaments.

**Income from Radio and Television**

Forty-one of the forty-eight state associations controlled the radio and television rights to tournament games, and many of the associations capitalized on the financial potential of the championship tournaments and play-offs. Typical of the scale set by many associations was the radio fee scale of Oklahoma. The Oklahoma Association charged $50 per game for district contests and $75 for championship games in Class B. In Class A contests, the Oklahoma Association scale was $75 for regional games and
and $100 for championship games.

No consistent pattern of charges prevailed in the association rates for television. In 1955, the Georgia Association charged $3,850 for the right to televise the entire Class AA Tournament. The Kentucky Association received $1000 for the right to televise the championship game of the state basketball tournament. The Maine Association assessed $2000 for the television rights of its state tournament. The Association in Minnesota received the sum of $11,269.20 for allowing the televising of seven games of the final basketball tournament. The Association in Illinois obtained $7,500 for a tournament by using a scale of $1.52 per 1000 receiving sets served by each of eleven stations on the network.

Financial Status of the State High School Associations

Over the years, high school associations accumulated a surplus of funds from the three sources of income. This surplus was used to meet the increased costs of operation, the increased programs of activities, the increased cost of subsidizing sports that were not self-supporting, and the increased numbers of buildings owned and constructed by the associations.

Typical of association subsidizing of non self-supporting sports was the case of the Iowa High School Association. In 1955, the association in Iowa spent $52,000
of its surplus funds for subsidizing baseball, track and field, and athletic insurance. A subsidy of $18,000 was required for baseball; $24,000 for track and field; and $30,000 for the athletic insurance program.

In 1956, eight state associations owned or were building their own headquarters buildings. The first state association to build its own building was the Iowa Association. In 1944, the Iowa Association bought a two-story building for $30,000; in 1956 the building and its improvements were worth $175,000. The association in Pennsylvania in 1948 purchased a brick building; in 1956 the building and lot were valued at $70,000, and brought a total of $45 a month in rentals. The Ohio Association obtained its own building in 1950 and the building and lot were valued at $24,500 in 1956. The Kansas Association constructed a modern two-story building in 1953 with floor space totalling four thousand eight hundred square feet. This building and lot were valued at $30,000 in 1956. The association in Georgia erected a modern one-story building in 1953 at a cost of $10,000 and in 1956 the building and lot were valued at $25,000.

The California Association purchased and remodeled a building in 1954 at an original cost of $42,500. The value of the building in 1956 was $45,000 and an additional income of $3,800 per year was obtained from it in rentals.
The associations in Kentucky and Florida finished new build­ings in late 1955 and 1956, respectively. The Kentucky building cost $85,000 and was constructed of brick and stone with four thousand six hundred square feet of floor space. The building was one-story with a full basement and included expansion possibilities. The building contained adequate office space, work space, kitchen facilities, a conference room, and parking space. The Florida Association building was a one-story structure of brick on concrete blocks and was valued at $45,000 in 1956. Both of these buildings were constructed partially or entirely from association surplus funds. Other states also have stated intentions of building their own buildings from surplus funds in the near future.

The financial status of the high school associations varied considerably. The data in Table X, page 69 show the financial status of forty-five high school associations. The data reveal that over one-half of the high school associations maintained a surplus of over $25,000, and more than three-fourths of the associations had investments of over $25,000.
TABLE X
THE FINANCIAL STATUS OF FORTY-FIVE STATE HIGH SCHOOL ASSOCIATIONS

<table>
<thead>
<tr>
<th></th>
<th>$25,000 to 50,000</th>
<th>$50,001 to 100,000</th>
<th>$100,001 to 300,000</th>
<th>$300,001 and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash on hand</td>
<td>26\textsuperscript{m}</td>
<td>7</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Investments</td>
<td>18</td>
<td>13\textsuperscript{m}</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Office building and/or equipment</td>
<td>36\textsuperscript{m}</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Excess of assets over current budget</td>
<td>21</td>
<td>12\textsuperscript{m}</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

*When a practice pertains to Montana, the symbol (\textsuperscript{m}) is used.*
CHAPTER V

THE BACKGROUND OF THE NATIONAL FEDERATION OF HIGH SCHOOL ASSOCIATIONS AND MONTANA HIGH SCHOOL ASSOCIATION

I. THE NATIONAL FEDERATION

The National Federation of High School Associations is a union of forty-seven of the forty-eight high school associations into an organization which works for cooperative action and increased efficiency of the state high school associations. The National Federation has assumed an international aspect with the addition of the associations from Alaska and the Canadian provinces of New Brunswick, Nova Scotia, Ontario, and Saskatchewan into its membership.

The History of the National Federation

At a meeting in Chicago on May 14, 1920, the National Federation of High School Associations was organized. The original purpose of its founders was to combat the exploitation of high school teams by colleges, universities, and promoters. The by-laws and a constitution were adopted and officers were elected at this first meeting.

In 1921 the states of Illinois, Iowa, Michigan and Wisconsin became charter members. In 1922 the representatives from eleven states attended the meeting and the
present name of National Federation was adopted. In 1940
the federation had forty-seven members, and a national
office with a full time executive staff was established.

The Aims of the National Federation

In the handbook of 1954-1955, the aims and goals of
the National Federation are stated as follows:

The activities of the National Federation are based
on the belief that strong state and national high school
athletic organizations are necessary to protect the
athletic interests of high schools, to promote an ever
increasing growth of the type of interscholastic athletics which is educational in both objective and method
and which can be justified as an integral part of the
high school curriculum, and to protect high school boys
from exploitation for purposes having no educational
implications.

The object of this federation shall be to protect and
supervise the interstate athletic interests of the high
schools belonging to the state associations, to assist
in those activities of the state associations which can
best be operated on a nationwide scale, to sponsor meet­
ings, publications, and activities which will permit
each state association to profit by the experience of
all other member associations, and to coordinate the
work so that waste effort and unnecessary duplication
will be avoided.¹

The Organization and Finances of the National Federation

The governing bodies of the National Federation are
the National Council and the Executive Committee. The
National Council is the legislative body made up of one

¹National Federation of State High School Athletic
representative from each state board of control. The executive body called the Executive Committee is made up of seven state board of control members from the seven territorial areas into which the United States is divided for purposes of representation on this Executive Committee.

Dues from each state to the National Federation are computed at twenty-five cents per one thousand pupils in the state association with a minimum of $10.00. In addition each state is assessed ten cents per member school in the state high school association. Also, each state is charged $5.00 press service for every fifty schools. On the basis of the above formula, Montana paid $55.00 in dues to the National Federation in 1955.

In 1955, the National Federation had assets and securities totalling $176,000 and a retirement fund of $95,000. The office of the National Federation located at 7 South Dearborn Street, Chicago, cost $3864 per year rent in 1955 and employed four people full time. The full time executive secretary in 1956 was H. V. Porter, whose salary was $15,000 per year. His secretary was paid $7000 per year and other clerical help were paid $4800 and $4140 in 1956.

The Activities and Services of the National Federation

Publications

The National Federation publishes many books and
bulletins. The number of sports publications exceeded seven hundred thousand in 1955. A National Press Service is maintained which sent materials to ten thousand high schools in the forty-eight states in 1955. Many of these materials were handbooks on football, basketball, baseball, and track; officials' manuals and tests; booklets and forms. In addition, the National Press Service assists editors of the state association's monthly bulletins with articles, illustrative plates, and suggestions. Also, debate and literary materials for contests are furnished at cost. In 1955, the National Federation published seven hundred and fifty thousand booklets, folders, and brochures. To print these thirty seven million printed pages required fifty-five tons of paper. The cost of packing and shipping the published material was over $3000.²

Experimentation

The National Federation provides a nationwide system of experimentation and observation in order to improve sports and sports equipment. From this experimentation has come newer developments in sports such as reductions in the size of footballs and basketballs, the molded type ball, the thirty-nine inch high hurdle, the high school discus,

Sanctions of Interstate Sports

The National Federation has the authority to sanction or refuse to sanction athletic events in which schools of more than one state are involved. The National Federation provides machinery to obtain uniform game rules for all the states, uniform interpretations of those rules, and uniform game administration. This service is provided through cooperation with other athletic organizations in the writing of these rules and publishing them with interpretations and examples in case books. Similarly, the National Federation attempts to provide uniform eligibility regulations in all the states and has ironed out eligibility differences between Illinois and Iowa and between Idaho and Oregon.

Prevention of Exploitation of Athletes

The National Federation attacks the problem of exploitation of high school athletes by colleges, professional baseball organizations, and promoters. The National Federation attempts to eliminate all forms of solicitation, constantly seeks to raise the academic standards of athletes, and opposes out-of-season and all-star games. The National Federation and representatives of organized baseball signed a contract in 1945 to protect high school students from the soliciting of baseball scouts until the
students had graduated from high school.

Providing Administrative Assistance to State Associations

The National Federation, in order to improve the efficiency and effectiveness of the state associations, provides assistance to boards of control and executive secretaries through publications and conferences. Each year in January a meeting of all the executive secretaries is held to exchange ideas and to study common problems.

Sport Films

The National Federation has developed a program of athletic motion pictures for use by coaches, officials, and game administrators. Some of these films are: "Modern Football," "Better Basketball," and "Baseball Today." 3

II. THE OBJECTIVES AND HISTORY OF THE MONTANA HIGH SCHOOL ASSOCIATION

The object of the Montana High School Association is "to promote clean amateur high school athletics, to provide for and control athletic contests among the high schools of Montana, and to promote such other activities and interests of the Montana high schools as the Association may from time

Dates in the History of the Montana Association

1921--Montana State High School Athletic Association was formed.

1931--Name was changed to Montana High School Association when non-athletic activities were also supervised.

1948--Montana High School Association organized music districts.

April, 1951--Full time office authorized.

July, 1951--Rex Dalley became Executive Secretary with offices in Helena.

1954--Music and Speech were added to the Association activities.

1955--Wrestling and Track were added to the Montana High School Association activities.

1956--Art and Science were added to the activities of the Montana High School Association.

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5 Ibid., p. 7-20.
CHAPTER VI

COURT AND LEGISLATIVE ACTIONS PERTAINING TO HIGH SCHOOL ASSOCIATIONS

The high school associations, since their appearance on the American scene, have faced a number of court actions and legislative actions. Some of these actions have attempted to abolish the state associations as such. Other court and legislative actions have strengthened the position of the associations as voluntary organizations. The following resume of court and legislative actions was obtained from summaries published by the National Federation.

I. COURT ACTIONS

The court actions faced by high school associations are based on three general questions: (1) the right of boards of education to join high school associations, (2) the right of high school associations to declare students or schools ineligible, and (3) the right of high school associations to discipline members. These questions and court actions pertaining to each are taken up individually as follows.

The Right of Boards of Education to Join Associations

The case of Morrison v. Roberts, 183 Oklahoma 359,
in which the Oklahoma Association declared Billy Roberts ineligible because he had received an award in violation of association rules, produced a far-reaching decision from the court. In this court action the court decided in favor of the high school association and the court decision stated the following reasons for its action.

Surely the schools themselves should know better than anyone else the rules under which they want to compete with each other in athletic events. And doubtless every one of these rules is founded upon reasons wholly satisfactory to the member schools. And if the officials of the various high schools desire to maintain membership in the association, and to vest final rule enforcement authority in the board of control, and, so far as affects the affairs of the association, the courts should not interfere.¹

The law firm of Schroeder and Simpson further explained thus:

From this decision, it may be seen that the courts place the burden of proper management of the schools directly on the Boards of Education and principals of those high schools and the courts are reluctant to interfere with this management. I am therefore of the opinion that, if a Board of Education in its discretion, believes it to be for the best interest of the school to become a member of an athletic association it is well within the powers of the Board of Education or the principal to become a member of such association.²

Another opinion was advanced by the Attorney General of Wisconsin in 1949, when the Wisconsin State Senate


²Ibid.
requested an opinion of the Attorney General as to whether a high school principal, without consent of his school board and without the consent of his pupils, could subject his school to the rules and regulations of a voluntary association. The Attorney General in his opinion said,

Athletic competition between pupils representing different high schools is what is commonly termed an extra curricular activity. It is not part of the required course of study. The school authorities are not required to sponsor such activity and may dispense with it altogether. As a result, when it is permitted, the school authorities have power to impose reasonable rules and regulations which must be observed by the pupils as a prerequisite to engaging in such competition. If the school board does not adopt rules and regulations which cover the subject matter, there is ample authority sustaining the right of the principal or supervising teacher to do so. Such rules and regulations may be adopted without consent of the pupils.\(^3\)

In the case of Kenzer v. Independent School District, 129, Iowa 441, the court stated that

... it is further provided that the affairs of each school corporation shall be conducted by a board of directors. And the directors are, as already indicated, expressly authorized to make and enforce rules. It was plainly intended, therefore, that the management of school affairs shall be left to the discretion of the board of directors, and not to the courts, and we ought not to interfere with the exercise of discretion on the part of a school board as to what is a reasonable and necessary rule ... \(^4\)

\(^3\)Ibid.
\(^4\)Ibid.
The Right of High School Associations to Declare Students or Schools Ineligible

The case of Morrison v. Roberts, 183 Oklahoma 359, one of the few cases which has gone to the higher courts, upheld the right of an association to declare a student ineligible. According to the summary of the case by the law firm of Schroeder and Simpson:

... the court in that case held that an association could adopt such rules and regulations as it saw fit and, as long as they were acquiesced in by all the members of the association, the students of schools who were members of the association were bound to these rules.5

In Ohio, the case in which one Dewey St. John, President of the Postoria Board of Education, attempted to restrain the Ohio High School Association from suspending the Postoria High School for undue influence was dismissed by the court on the grounds that the court had not full jurisdiction. The court held that the Ohio High School Association was a voluntary organization not created for profit and when the actions of such associations against their members are in accordance with the rules, regulations, and by-laws of the associations, they are not reviewable by the courts.6

Other cases of a similar nature, in which the court upheld the state high school association's right to declare students and schools ineligible, have arisen in other

5Ibid., p. 5.
6Ibid.
In Georgia, a lower court dismissed in 1933 a suit initiated by the Braselton High School to prevent the suspension of several Braselton High players from the State Basketball Tournament. The court contended that it lacked jurisdiction because the Georgia High School Association was a voluntary organization.\(^7\)

Similar decisions were handed down in Mississippi in a suit brought by Koscuisko High School; in the Court of Appeals of Ohio in an ineligibility case concerning a boy from Findlay High School; in Montana in the Hingham v. Montana High School Association and Frenchtown High School v. Montana High School Association cases; and other cases in Nevada, Pennsylvania, Wyoming, and South Dakota.

**The Right of High School Associations to Discipline Members**

An important decision, pertaining to the right of associations to discipline members, was handed down by the Circuit Court of Appeals in the case of North Dakota v. The North Central Association of Colleges and Secondary Schools, 99 Fed 2d 697.

In this case the court held that the North Central Association, being a voluntary association of colleges and secondary schools, had the right to discipline the University of North Dakota, and the North Dakota State College, two of its members, for an infraction of one of the rules of the Association, and the colleges,

\(^7\)C. B. Fagan, "1955 Summary of Legislative and Court Actions Affecting State High School Associations" (paper presented at the York Harbor, Maine Meeting of the National Federation, June 27, 1955).
having assented to the rules of the Association were bound thereby.8

The right to assess fines for disciplinary purposes was upheld in the case of Dame v. LeFevre, (State ex rel. Dame v. Lefevre, 251 Wisconsin 146, 151-2). The court declared that

. . . . we see no legal objection to the imposition of such a fine as provided in the foregoing provision of the Constitution of the Wisconsin Interscholastic Athletic Association since it is one of the conditions the school accepts by becoming a member of the Wisconsin Interscholastic Athletic Association.9

The right of an association to punish its members was further upheld in the case of Suit v. Gilber, 148 Fla. 31. In this case the court said:

The law is well settled that the Constitution and by-laws of a voluntary association when subscribed or assented to by the members becomes a contract between each member and the association and, if they so provide, a member may be expelled for insubordination to the association.10

II. LEGISLATIVE ACTIONS

A number of state legislatures have considered or

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9Ibid., p. 7.
10Ibid., p. 8.
have passed legislation pertaining to high school associations.

In the New Jersey legislature an act was introduced in 1947 to place the state high school association in the State Department of Education. However, the act died in committee. A similar act was proposed in the Iowa legislature, but it also failed passage.11

A legislative act was passed in New Mexico which guaranteed that the New Mexico High School Association had a right to run its internal affairs, but the act further stipulated that eligibility cases could be appealed to the State Board of Education.12

The Kansas legislature passed a bill changing the make-up of the governing board of the Kansas High School Association. By 1957, the governing board of the board is to be made up of thirty members with the membership to consist of ten board of education members from first and second class schools, ten board of education members from the smaller high schools, and ten school administrators. In addition, the Kansas High School Association must be


12Ibid.
incorporated by July 1, 1957.\textsuperscript{13}

In Colorado, a legislative act was introduced to abolish the Colorado High School Association and make its activities one of the responsibilities of the Colorado State Department of Education.\textsuperscript{14}

\textsuperscript{13}\textit{Ibid.}

\textsuperscript{14}\textit{Ibid.}
CHAPTER VII

SUMMARY

This summary of the data obtained from the question­naire and handbooks of the high school associations contains only facts and figures. No attempt is made to locate trends, make recommendations, or interpret the data. Instead, the data are listed, as briefly as possible, point by point.

Activities of High School Associations

A total of thirty-one athletic activities, eighteen music activities, twelve speech activities, eighteen academic activities and seven miscellaneous activities were supervised by the high school associations in the forty-eight states. Supervision of these activities ranged from little supervision in some states to complete control in other states. The regulations governing the athletic contests had many variations in the forty-eight state associations.

Services Provided to High Schools by State High School Associations

Numerous devices and regulations were utilized by the state high school associations to promote good sports­manship practices. The associations throughout the forty-eight states maintained varying degrees of control over
students, coaches, principals, superintendents, officials, and fans. Thirty-three state associations provided for various penalties for unsportsmanlike conduct, and several state associations provided motivations and incentives for good sportsmanship in the form of honor rolls, trophies, publicity, and rating of schools.

Thirty-five of the forty-eight high school associations supervised game officials in various ways. The most elaborate supervision was found in the middle west state associations and in the Utah and Kentucky associations.

Twenty-eight state associations supervised the athletic injury insurance programs in their states. Twelve state associations had formed their own insurance companies.

Numerous methods were utilized by the state associations to communicate with the schools and the public. The most common means of communication were handbooks, press releases, periodical bulletins, news letters, public appearances before civic groups, radio and television programs, and joint meetings with school boards and P. T. A. groups.

The forty-eight state high school associations were organized with numerous combinations of governing bodies. All but one association had boards of control. However, only twenty-three associations had legislative councils, and only ten had advisory councils.
All of the forty-eight associations had executive secretaries. The qualifications of the executive secretaries ranged from "none specified" to a Master's Degree in education and experience in administration. The salaries of executive secretaries varied greatly, as fourteen state associations paid their executive secretaries $7000 or below, while seventeen associations paid over $8000. Ten assistant executive secretaries received more than $7000 per year.

The state high school associations maintained close coordination with the state departments of education in the forty-eight states. Twenty-nine associations, including the association in Montana, required accreditation by the state superintendent of public instruction before a school could participate in association activities. Eleven state associations held formal meetings with the state board of education, while twenty-nine associations provided for state department of education representation on the executive or advisory bodies. One state placed the state high school association in the state department of education as a sub-division.

Variations in fees collected by the high school associations ranged from $5.00 and under to a maximum of $100 to $500. Eighteen state associations, including the association in Montana, had a minimum base of more than
$25.00 on a graduated fee scale.

While a large variety of plans for sharing in tournament receipts existed among the forty-eight associations, twenty-four associations took one hundred percent of the receipts of one or all of the state tournaments. An additional source of income for state associations is available in the future from the television rights to tournament and play off contests.

In 1956 one-half of the high school associations maintained a surplus of over $25,000 and more than three-fourths of the associations had investments of over $25,000. Nine states, or one-fifth of the states reporting to this question on the questionnaire, reported excess funds of $100,000 to over $300,000 in 1956.

The National Federation of High School Associations, which has increased in authority and services rendered since 1940, has been responsible for such sports developments and changes as reductions in the size of footballs and basketballs, the molded type ball, the thirty-nine inch high hurdle, the high school discus, and the fan-shaped basketball backboard. The National Federation has worked for the prevention of exploitation of athletes and has developed sport films for schools.

A number of court and legislative actions have attempted to abolish high school associations or restrict
their powers. However, in the majority of cases the courts have upheld the rights of boards of education to join high school associations, and the right of school associations to discipline members.

A legislative act was passed changing the representative body of the Kansas High School Association in order to provide members of boards of education a voice in association affairs. Also, in Colorado an act was introduced to abolish the Colorado High School Association and make its activities one of the responsibilities of the Colorado State Department of Education. The Educational Policies Commission, also, advocated that state high school associations be made a political division of the state governments.
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BIBLIOGRAPHY

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UNPUBLISHED MATERIALS


NEWS PAPERS

*Interscholastic (Texas) Leaguer. February, 1956.*
A SURVEY OF THE ORGANIZATION AND ACTIVITIES
OF THE HIGH SCHOOL ASSOCIATIONS

To the Executive Secretary (or Commissioner):

Results from this questionnaire will be used to provide a
status picture of the various state high school associations.
This survey is being carried out with the cooperation of
Rex Dalley, Executive Secretary of the Montana High School
Associations.

Please fill out this questionnaire as accurately as possible.
If the answers to the questions do not give a complete picture,
do not hesitate to add additional information on another sheet.

Please rush the completed questionnaire in the enclosed
self-addressed envelope to John G. Stevens, #40 Lake Street,
Missoula, Montana.

I. Activities of your high school association?
(check those activities over which the association has
supervisory authority).

<table>
<thead>
<tr>
<th>Athletic Activities</th>
<th>Others:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 man football ( )</td>
<td>Orchestra ( )</td>
</tr>
<tr>
<td>8 man football ( )</td>
<td>Band ( )</td>
</tr>
<tr>
<td>11 man football ( )</td>
<td>Vocal ( )</td>
</tr>
<tr>
<td>Boys-Basketball ( )</td>
<td>Declamation ( )</td>
</tr>
<tr>
<td>Track &amp; Field ( )</td>
<td>Debate ( )</td>
</tr>
<tr>
<td>Baseball ( )</td>
<td>Drama ( )</td>
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<tr>
<td>Swimming ( )</td>
<td>Latin ( )</td>
</tr>
<tr>
<td>Wrestling ( )</td>
<td>Spanish ( )</td>
</tr>
<tr>
<td>Boxing ( )</td>
<td>Art ( )</td>
</tr>
<tr>
<td>Tennis ( )</td>
<td>Public Speaking ( )</td>
</tr>
<tr>
<td>Golf ( )</td>
<td>Science Fair ( )</td>
</tr>
<tr>
<td>Soccer ( )</td>
<td>Discussion ( )</td>
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<tr>
<td>G. A. A. ( )</td>
<td>Festival ( )</td>
</tr>
<tr>
<td>Gymnastics ( )</td>
<td>Typing ( )</td>
</tr>
<tr>
<td>Modern Dance ( )</td>
<td>Scholastic press ( )</td>
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<td>Skiing ( )</td>
<td>Library ( )</td>
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<td>Hockey ( )</td>
<td>Rules clinic ( )</td>
</tr>
<tr>
<td>Snowshoeing ( )</td>
<td>Coaching school ( )</td>
</tr>
<tr>
<td>Play Day ( )</td>
<td>Free athletic films ( )</td>
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<tr>
<td>Bowling ( )</td>
<td>Conference ( )</td>
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<tr>
<td>Rifle ( )</td>
<td>Scholarships ( )</td>
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<tr>
<td>Volleyball ( )</td>
<td>Others:</td>
</tr>
<tr>
<td>Curling ( )</td>
<td></td>
</tr>
<tr>
<td>Cross country run ( )</td>
<td></td>
</tr>
</tbody>
</table>

Others:
II. **Specific association activities and details.**

A. **Officials for athletic contests.**

1. Does your state association register officials? ____
2. Does your state association give tests to officials? ____
3. Does your association grade officials? ____
4. If yes, explain how, please.
   grade __________ qualification __________
   grade __________ qualification __________
   grade __________ qualification __________
   grade __________ qualification __________

B. **Athletic Insurance Coverage.**

1. How does your association handle athletic injury insurance? (check as many points as apply).
   (a) The association has supervision of the insurance programs? ( )
   (b) The association is its own insurance company? ( )
   (c) The association passes on payments, premiums, etc. of private insurance companies. ( )
   (d) Individual schools deal directly with the insurance companies. ( )
2. What is the charge per student? One sport ______
   All sports ___________________
3. What is the coverage? One sport medical $ ________
   Surgical $ __________ Other $ __________

C. **Sportsmanship, morals, and anti-gambling.**

1. How does your association promote sportsmanship? Check correct answers: (as many points as apply).
   (a) Honor Roll schools ( )
   (b) Sportsmanship trophies ( )
   (c) Editorials ( )
   (d) Penalties to unsportsmanlike teams ( )
   (e) Other __________________________
2. Does your association pass rules and regulations governing high school fans, places of lodging, and behavior of fans at championship contests? Yes ____ No ____
3. Does your association control radio and television broadcasts of high school activities? Yes ____ No ____
4. In what way, (if any) does your association seek to prevent gambling at athletic contests? ____________________________________________

D. **List some of your association publications:**

______________________________________________________________________
E. Relations with State Department of Education.

1. Is your association coordinated with the State Department of Education? Yes _______ No ______

2. If yes, explain how (check as many points as apply).
   (a) Acceptance of state accreditation of schools. ( )
   (b) Through joint meetings with state dept. of ed. ( )
   (c) Through state department representation of executive board or board of control? ( )
   (d) Through State Department on Advisory Board? ( )
   (e) As a sub-division of the State Dept. of Ed. ( )
   (f) Other ________________

F. Communication of association activities to the public.

1. Would you please list a few of the most effective ways that your organization has used to inform the public of the value of your associations?

________________________________________________________________________

G. Incorporation and Headquarters Buildings.

1. Is your state organization incorporated? Yes ___ No ___

2. If not, do you plan to incorporate in the near future? Yes ______ No ______

3. Does your state association own its own headquarters building? Yes ___ No ___
   If yes, what was its cost? $ __________
   Date of dedication? ______

Financing of Associations

1. How is the association financed? (check items that apply)
   (a) Dues graduated according to size of school? ( )
   (b) Sale of publications? ( )
   (c) Percent of state contests gate receipt? ( )
       What percent? __________
   (d) Other ________________

2. What is the amount of the reserve fund of your association?
   Cash on hand $ __________________ Investments $____________
   Office equipment and other ________________
   Anticipated total of all assets in excess of current budget requirements at close of current fiscal year? ____________

Legal and Legislative Action in your State

1. Legal cases in last year pertaining to high school association settled in court?

   (a) Issue __________________________________

   (b) Decision ________________________________
       (Please give legal references if possible. Example state ex. ref. Ingersoll v. Clapp 81M200, 263, p. 433.)
(a) Issue __________________________________________
(b) Decision __________________________________________

(a) Issue __________________________________________
(b) Decision __________________________________________

2. Legal cases pending (unsettled)
(Issue) __________________________________________
(Issue) __________________________________________
(Issue) __________________________________________

3. Legislative acts pertaining to the high school association in your state?
________________________________________

Executive Secretary or (Commissioner)
(check as many items as apply)

1. How is the executive secretary (or commissioner) selected?
(a) Appointment ( )
(b) Election ( )
(e) Other __________________________

2. Who selects the executive secretary?
(a) Board of control ( )
(b) Legislative commission ( )
(e) State department of education ( )
(d) State superintendent of public instruction ( )
(e) Other ( )

3. What are the qualifications for executive secretary in your state?
(a) Professional (b) Educational __________________________

(a) Executive secretary (or commissioner) $ __________ salary __________ mileage
(b) Assistant executive secretary $ __________ salary __________ mileage
(c) Assistant executive secretary $ __________ salary __________ mileage
(d) Other $ __________ salary __________ mileage
(e) Other office personnel: $ __________ salary __________ number
5. How extensive are the powers of the executive secretary? (check)
   (a) Power to make policy-making decisions? ( )
   (b) Power to interpret board of control decisions only ( )
   (c) Power to take minutes and pay bills only ( )
      Other

6. What are the duties of the assistant executive secretary? (if your state has one or several)?

   _____________________________________________
   _____________________________________________

ORGANIZATION OF YOUR HIGH SCHOOL ASSOCIATION

1. Through what organizations is your high school association organized? (check only those which apply).
   (a) State board of education. ( )
   (b) Principals' or administrators' organization. ( )
   (c) State department of public instruction. ( )
   (d) School boards' association. ( )
   (e) State university or state college. ( )
   (f) Combination of organizations. ( )

   Please list organizations:

   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________
   (g) Other:
       _____________________________________________

2. Your legislative council (if any): Have you a legislative council? Yes _ _ _ _ _ _ No _____
   (a) Number of members?
   (b) How are members chosen?
   (c) Qualifications of members by profession?
   (d) Duties of legislative council?
3. Board of control or directors.

(a) Number of members?

(b) How are members selected?

(c) If officers of other organizations are ex-officio voting members of the board of control, please list by titles of other organizations.

(d) Qualifications of board of control.

   Professional?

   Educational?

(e) Powers and duties of the board of control or directors.

(f) Officers of board of control (directors).

   Officers  Duties  Salary  Mileage allowance

   ____________________  ____________________  ____________  ____________________

   ____________________  ____________________  ____________  ____________________

   ____________________  ____________________  ____________  ____________________

   ____________________  ____________________  ____________  ____________________

(g) Salary of other members $
4. Advisory board (if any) have advisory board? Yes ___ No ___
   (a) Number of members __________
   (b) List of members by title or qualification
       How are they chosen?
       ________________________________
       ________________________________
       ________________________________
       ________________________________
   (c) Power of advisory board. (check)
       (a) Can make recommendations only. ( )
       (b) Can vote with board of control. ( )
       (c) Can overrule board of control decisions. ( )
   (d) Salary of members $ __________ mileage allowance ______

5. How can the constitution and by-laws of your organization be changed? (check)
   Percentage of vote necessary.
   (a) Vote of board of control ( ) __________
   (b) Vote of legislative council ( ) __________
   (c) State legislative acts
c   (d) Other
d   (d) Other

6. What body or organization (if any) can overrule the decisions of the board of control or executive board?
APPENDIX B
OFFICIALS SHEET FOR RATING SCHOOLS - Mail to:
UTAH HIGH SCHOOL ASSOCIATION
19 West South Temple, Salt Lake City.

Please list and rate each school for which you have officiated. Ratings will be held in strict confidence and only an average from all officials will be published.

Suggested Rating Scale: 1-SUPERIOR, 2-ABOVE AVERAGE, 3-AVERAGE, 4-BELOW, 5-VERY POOR.

Officials should rate the school as reflected in the attitude of the entire school personnel (students, teachers, administrators) immediately before the game, during the game, and immediately after the game. This is based on the assumption that students, teachers, and administrators can do much to maintain high standards of sportsmanship in all activities.

<table>
<thead>
<tr>
<th>School where game was held</th>
<th>Name of sport</th>
<th>Date of game</th>
<th>Rating of school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this space list the name of the School and explain how the attitude of the entire school personnel (students, teachers, administrators) could be improved for the games which you have helped to officiate.

SCHOOL ____________________________ IMPROVEMENT NEEDED ____________________________

Signature of Official ____________________________ Address of Official ____________________________

Date of mailing to U. H. S. A. A.
APPENDIX C
Please list and rate all officials who have been used in your games either at home or away. Your ratings will be held in strict confidence and only the total average ratings for an official as reported by all schools for whom he has worked will be published.

SUGGESTED RATING SCALE: 1-SUPERIOR: Good enough for State Basketball Tournament or a Conference Championship football game. 2-ABOVE AVERAGE: Qualified for a County, Sectional or District Basketball Tournament or an important football game. 3-AVERAGE: Acceptable for a game of average importance. 4-BELOW AVERAGE: Acceptable for a game of minor importance only. 5-VERY POOR: Not acceptable for any game.

In the column at right list numbers for ONLY THOSE ITEMS in which the official should try to improve.

<table>
<thead>
<tr>
<th>CONDUCT OF THE GAME</th>
<th>PERSONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Quickness and sureness of decision.</td>
<td>b. Personal equipment such as black and white shirt dark blue or black trousers, whistle etc.</td>
</tr>
<tr>
<td>3. Impartiality and fairness.</td>
<td>c. Promptness and business-like attitude in matters pertaining to his contract.</td>
</tr>
<tr>
<td>4. Care in supervising and signaling fouls and violations.</td>
<td>d. Ideals are such as you would require in a school teacher.</td>
</tr>
<tr>
<td>5. Extent to which his decisions are affected by comments of spectators, players or coaches.</td>
<td>e. Smoking on field or gym in presence of players or spectators.</td>
</tr>
<tr>
<td>6. Ability in following the ball.</td>
<td></td>
</tr>
<tr>
<td>7. Extent to which he maintains complete control of the game.</td>
<td></td>
</tr>
<tr>
<td>8. Strictness and consistency in his decisions and interpretations.</td>
<td></td>
</tr>
<tr>
<td>9. Extent to which his officiating promotes good sportsmanship, a clean, fast well played game.</td>
<td></td>
</tr>
<tr>
<td>10. Self control and poise on the court.</td>
<td></td>
</tr>
</tbody>
</table>
IOWA SCHOOL SHEET (continued)

(Example)

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>NUMBER OF GAMES</th>
<th>SPORT</th>
<th>WORKED</th>
<th>RATING</th>
<th>NEEDS IMPROVEMENT IN ITEMS NUMBERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.V. Jones</td>
<td>Ames, IA</td>
<td>3</td>
<td>Football</td>
<td>2R IU</td>
<td>2</td>
<td>4 a c</td>
</tr>
</tbody>
</table>

Date sent to State Office: Month __________ Year 19 ______

Signature

Supt. or Prin. __________________________

Athletic Director or Coach

School __________________________

Address __________________________

Remarks may be written on back.
To the Principal and Coach:

This is a report on the officials who worked for your school this year. Please indicate the correct name of the official, not the nickname. Each game played should be reported separately, and the names of the officials bracketed by games. Also indicate by "W" or "L" whether your team won or lost. Indicate your opinion of the ability of each official by placing an "X" in the proper column.

If you think that the official has an outstanding weakness which should be corrected, refer to the list of common faults given on the back of this sheet, determine the code letter involved, and place this letter in the "code" column. Code letters should be given officials receiving "Fair" or "Poor" ratings.

AT THE END OF EACH SEASON, mail the completed report to the Commissioner, Theo. A. Sanford, Henderson, Kentucky.

HIGH SCHOOL _______________ SPORT _______________ DATE ____________

<table>
<thead>
<tr>
<th>OFFICIAL</th>
<th>ADDRESS</th>
<th>OPPONENT</th>
<th>W or L</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jones, William C., Lexington Ky.</td>
<td>Brownsboro</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Brown, John A., Louisville Ky.</td>
<td>Brownsboro</td>
<td>W</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RATINGS</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex.</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>X</td>
</tr>
<tr>
<td>Fair</td>
<td>X</td>
</tr>
<tr>
<td>Poor</td>
<td>C</td>
</tr>
</tbody>
</table>

---

H. S. ___________ Prin. ___________ Coach
(see back of this sheet for explanation of "code" column).
To the Principal and Coach:

Listed below are several faults of which officials from time to time might be guilty. A code letter appears at the left of the item. If your reason for giving one of the officials a low rating is one of the faults shown, place the code letter of the item in the extreme right hand column on the line used in rating the official. These code letters should be used sparingly and with discretion. If an official is checked on the same item by several different schools, he will be sent a score card or sheet indicating the item or items on which he needs improvement. This procedure should result in better officiating.

FAULTS OF FOOTBALL AND BASKETBALL OFFICIALS

<table>
<thead>
<tr>
<th>CODE LETTER</th>
<th>FAULTS OF FOOTBALL AND BASKETBALL OFFICIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Slow whistle</td>
</tr>
<tr>
<td>B</td>
<td>Fast whistle</td>
</tr>
<tr>
<td>C</td>
<td>Fails to keep game moving at proper speed</td>
</tr>
<tr>
<td>D</td>
<td>Is not familiar with the rules</td>
</tr>
<tr>
<td>E</td>
<td>Shows indecision in applying rules</td>
</tr>
<tr>
<td>F</td>
<td>Lacks courage in making difficult decisions</td>
</tr>
<tr>
<td>G</td>
<td>Exhibits emotion in making decisions</td>
</tr>
<tr>
<td>H</td>
<td>Loafs on the job</td>
</tr>
<tr>
<td>I</td>
<td>Allows game to get beyond control</td>
</tr>
<tr>
<td>J</td>
<td>Shows impatience in making explanations to captain</td>
</tr>
<tr>
<td>K</td>
<td>Exhibits mannerisms, &quot;grandstands&quot;, etc.</td>
</tr>
<tr>
<td>L</td>
<td>Is late in reporting for duty</td>
</tr>
<tr>
<td>M</td>
<td>Is not properly dressed or equipped</td>
</tr>
<tr>
<td>N</td>
<td>Maintains poor position on field or court</td>
</tr>
<tr>
<td>O</td>
<td>Is not cooperative with other officials</td>
</tr>
<tr>
<td>P</td>
<td>Fails to give proper signals</td>
</tr>
<tr>
<td>Q</td>
<td>Does not treat players and coaches courteously</td>
</tr>
<tr>
<td>R</td>
<td>Does not maintain courteous relationship with scorers and timers</td>
</tr>
<tr>
<td>S</td>
<td>Has poor attitude toward fans, openly acknowledges remarks by spectators</td>
</tr>
<tr>
<td>T</td>
<td>Is influenced by coaches, players, or fans</td>
</tr>
<tr>
<td>U</td>
<td>Mingles with spectators during time outs</td>
</tr>
<tr>
<td>V</td>
<td>Assumes the bearing or manner of a policeman</td>
</tr>
<tr>
<td>W</td>
<td>Tries to &quot;even up&quot; previous mistakes</td>
</tr>
<tr>
<td>X</td>
<td>Allows personal bickering between players</td>
</tr>
<tr>
<td>Y</td>
<td>Humiliates player for violation</td>
</tr>
</tbody>
</table>

FAULTS OF FOOTBALL OFFICIALS ONLY

A. A. Gives too hurried explanation of choice in penalties
B. B. Fails to mark spot of fouls.