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INTRAMURAL AND INTERSCHOLASTIC ATHLETICS



BULLETIN, 1932, No. 17

MONOGRAPH No. 27

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INTRAMURAL
AND INTERSCHOLASTIC
ATHLETICS

BY

P. ROY BRAMMELL

BULLETIN 1932, NO. 17

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NOTE

P. Roy Brammell, the author of this monograph, is specialist in school administration of the NATIONAL SURVEY OF SECONDARY EDUCATION. William John Cooper, United States Commissioner of Education, is director of the Survey; Leonard V. Koos, professor of secondary education at the University of Chicago, is associate director; and Carl A. Jessen, specialist in secondary education of the Office of Education, is coordinator.

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., March, 1933.

SIR: Within a period of 30 years the high-school enrollment has increased from a little over 10 per cent of the population of high-school age to more than 50 per cent of that population. This enrollment is so unusual for a secondary school that it has attracted the attention of Europe, where only 8 to 10 per cent attend secondary schools. Many European educators have said that we are educating too many people. I believe, however, that the people of the United States are now getting a new conception of education. They are coming to look upon education as a preparation for citizenship and for daily life rather than for the money return which comes from it. They are looking upon a high school as a place for their boys and girls to profit at a period when they are not yet acceptable to industry.

In order that we may know where we stand in secondary education, the membership of the North Central Association of Colleges and Secondary Schools four years ago took the lead in urging a study. It seemed to them that it was wise for such a study to be made by the Government of the United States rather than by a private foundation; for if such an agency studied secondary education, it might be accused either rightly or wrongly of a bias toward a special interest. When the members of a committee of this association appeared before the Bureau of the Budget in 1928, they received a very courteous hearing. It was impossible, so the Chief of the Budget Bureau thought, to obtain all the money which the commission felt desirable; with the money which was obtained, \$225,000, to be expended over a 3-year period, it was found impossible to do all the things that the committee had in mind. It was possible, however, to study those things which pertained strictly to secondary education, that is, its organization; its curriculum, including some of the more fundamental subjects, and particularly those subjects on which a comparison could be made between the present and earlier periods; its extracurriculum, which is almost entirely new in the past 30 years; the pupil population; and administrative and supervisory problems, personnel, and activities.

The handling of this survey was intrusted to Dr. Leonard V. Koos, of the University of Chicago. With great skill he has, working on a full-time basis during his free quarters from the University of Chicago and part time during other quarters, brought it to a conclusion.

This manuscript, by P. Roy Brammel, a regularly employed expert on the National Survey of Secondary Education, grows

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out of the study of extracurriculum activities. This investigation called for some consideration of intramural and interscholastic athletics. Seven hundred and sixty schools were selected in the usual way to receive the inquiry form. Of these, 327 schools, or 43 per cent, made satisfactory returns.

The schools revealed a tendency to make the intramural athletics and the physical education correlate fully, and, in addition, to bring these and the health work in the schools into one unified program. There seems to be some tendency also to make these intramural activities have a carry-over value which most of the interscholastic contests do not have. The four sports uppermost for boys are basketball, track and field activities, baseball, and tennis; for girls they are in order, basketball, volley ball, track and field activities, and tennis. All told, 44 sports were reported for boys and 48 for girls. The intramural activities are paid for largely by the sale of tickets and other students' benefits, but in some cases the board of education does step in and finance these activities.

With regard to interscholastic athletics replies were received from the same 327 schools, and visits were made to something like 36 schools. Only 3 of these interscholastic sports, namely, tennis, golf, and swimming, have appreciable carry-over value and these are not among the most popular. In girls' sports basketball is by far the most popular; by many schools it is frowned on as being too strenuous. The problem of financing these interscholastic activities has been troublesome. Ticket sales are still the main source of income, many principals favoring this method since it is likely to result in a more select type of spectator at the games. In some cases expensive athletic equipment has been ordered and in cases where the equipment has been paid for in large part by private citizens, a committee usually takes the gate receipts. In 90 per cent of the schools it was found that the coach was a regular member of the faculty. Five per cent of the respondents said that he was not and 5 per cent did not answer this question. In the 5 per cent where he is not a faculty member serious complications usually arise. The schools are showing a commendable tendency toward training both participants and spectators in good sportsmanship. The Kiwanis Club also has given this some attention and has adopted a good sportsmanship code.

The manuscript contains much pertinent information and numerous new points of view. I recommend that it be printed as a monograph of the National Survey of Secondary Education.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

INTRAMURAL AND INTERSCHOLASTIC ATHLETICS

CHAPTER I: PURPOSE OF THE STUDY AND THE SCHOOLS REPRESENTED

1. NEED, SCOPE, PURPOSE, AND LIMITATIONS OF THE STUDY

The field of the study.—In the general outline of the National Survey of Secondary Education, a subdivision under the study of the extracurriculum reads, "Special consideration of the athletic situation in secondary schools and of other activities involving interscholastic contests." The present report is concerned with only the first part of this general statement, namely, "Special consideration of the athletic situation in secondary schools." Athletics, in this case, includes both intramural and interscholastic sports, and secondary schools includes junior high schools, senior high schools, 4-year high schools, and all other types of public secondary-school organizations up to (but not including) the junior college. The second part of the above general heading, dealing with "other activities involving interscholastic contests," is treated in the monograph of the survey dealing with extracurriculum activities and nonathletic interscholastic contests.

The large part which athletic activities play in the program of the extracurriculum in secondary schools is evident to the casual observer. This prominence in the program of the school makes it necessary that these activities be carefully studied and supervised. It needs to be admitted at once that in the general field of athletic activities, as well as in any other extracurriculum field, there is a tendency for certain evils to develop unless as the activities grow the work of study and supervision keeps pace. No doubt many of the troubles arising in connection with secondary-school athletics and a great deal of the complaint directed against these

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activities could be traced to those schools in which this gangling member of the extracurriculum family has been allowed to grow unnoticed, much less unstudied. The present report recognizes this need of study and is offered as a contribution in this field to those interested in its findings.

The general importance of athletic activities in the program of the schools is evidenced by the attention these activities have received by such organizations as the Carnegie Foundation for the Advancement of Teaching and the North Central Association of Colleges and Secondary Schools. The latter organization has gone so far as to set up standards in this field, to which the secondary schools belonging to the association are expected to adhere.

In a geographic way the scope of this study is national. In the way of content its scope includes all phases of intramural and interscholastic athletics. However, not all phases of intramural and interscholastic athletics will receive equal amounts of attention or space. This will be due in part to limitations of space, and in greater part to a careful elimination of materials not considered significant. It is the intention throughout this report to present only those data which are meaningful in portraying the present athletic situation in secondary schools and in indicating ways by which individual schools are meeting certain problems and are improving certain conditions in this field. In other words, if in addition to being informative the report can be *suggestive* to those responsible for the organization and direction of athletic activities in secondary schools, it shall have achieved its highest goal.

Purpose of the study.—The purpose of this investigation, as has already been indicated, is twofold: First, the portrayal of the present situation in numerous phases of secondary-school athletics; and second, the presentation of suggestive materials gleaned from an intensive study of schools having especially promising practices in the phases studied. Stated more specifically, a few of the purposes of the study which will indicate also some of the phases investigated, are as follows: (1) To discover and study noteworthy plans for the administration and supervision of secondary-school athletics; (2) to study intensively especially promising methods

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for the financial control of secondary-school athletics; (3) to make special studies of secondary schools in which intramural and interscholastic athletics are phases of the program of physical education; and (4) to study practices in secondary schools where certain problems relative to athletics appear to be dealt with successfully.

It was impossible under the limitations of the National Survey of Secondary Education, and it was not the intention of the survey staff, to make a comprehensive study of the present status of athletics in secondary schools. As will be pointed out later, the schools included in this investigation do not represent a random sampling of secondary schools for the United States. Rather, in practically all cases, schools were included for study because they had been cited as doing outstanding work in the field of athletics. This selection is in line with the main purpose of the survey, namely, to discover and present especially promising practices in the field of secondary education; however, it places a certain limitation on this study in that the data presented can not be said to represent the average situation among the secondary schools of the United States, but rather the average situation among 327 secondary schools reported as doing promising work in the field of athletics. The general data for this study, therefore, will represent a situation that is better than the average for American secondary schools in general. Consequently, what appears to be encouraging among the schools included in this study is probably not quite so good among secondary schools in general; and what appears to be discouraging is perhaps even worse in a large number of unselected schools.

1. PROCEDURES FOLLOWED IN LOCATING SCHOOLS

Schools cited in preliminary inquiry forms.—Several means were employed for locating the schools to be included in this study. One of the first steps of the secondary survey as a whole was the preparation of general inquiry forms to be sent to State school officers, city superintendents, and principals of individual secondary schools. In the first two of these forms the respondents were asked to list individual secondary schools of a State or city which were making significant

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contributions toward the solution of a number of problems. For example, each State school officer was asked to give the names of the principals and the names and addresses of "any secondary schools of your State where noteworthy procedures have been adopted in dealing with problems arising in connection with the conduct of interscholastic athletics." The schools thus listed by 48 State school officers and 227 city superintendents as doing outstanding work in the field of athletics formed a large part of the list of schools included in this study. Furthermore, the individual secondary schools whose principals indicated in their responses that "noteworthy procedures of considerable promise" had been adopted in administering athletics were added to the list. Thus the schools which formed the nucleus of the group to be studied were cited by persons who should know whether or not especially good work was actually being carried on.

Special letters.—A second means of locating schools for study was direct correspondence with several officers of State high-school athletic associations, State directors of physical education, and county superintendents of schools. County superintendents were approached only when a State school officer referred to the schools of a particular county without specifying the individual schools.

Recognized writers and reporters.—Again, in securing a satisfactory list of schools, recognized writers in the field of secondary-school athletics and well-known reporters of sports were requested to cite schools having meritorious sports programs which had come to their attention.

Handbooks.—Numerous handbooks and other secondary-school publications were examined in an effort to discover any materials which would give indications of well-directed programs of athletics.

Director Stagg's list.—As a matter of interest the names and addresses of all schools which competed in the National Interscholastic Basketball Tournament since 1921 were secured from the office of A. A. Stagg, director of athletics in the University of Chicago. A check-up of this list against the list of outstanding schools submitted by the State school officers showed that of the 273 separate schools which entered

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this tournament during the 10-year period between 1921 and 1930, inclusive, only 9, or 3.3 per cent, were listed by the above-named officers. Of the 70 different schools which entered the tournament either in 1929 or 1930, only 1 was mentioned by these same officers as doing especially promising work in the field of athletics. That is to say, success in interscholastic athletics, as measured by participation in the National Interscholastic Basketball Tournament, does not, in the judgments of State school officers, often stamp a school as doing outstanding work in the field of athletics.

Special correspondence.—Finally, special correspondence was carried on and interviews were held with persons connected with other investigations in this field. For example, numerous citations of schools, as well as other helpful suggestions, were secured from persons who participated in the investigation of American college athletics by the Carnegie Foundation for the Advancement of Teaching. Numerous suggestions were also received from persons in charge of the investigation of high-school athletics for the North Central Association of Colleges and Secondary Schools.

It needs to be admitted here that, in spite of safeguards, some of the schools cited for this study were no doubt cited because of their success in athletic *competitions* rather than for having programs which would be regarded by authorities in the field of physical education and athletics as constructive and outstanding.

The entire list of schools secured from the foregoing sources was carefully checked against a master list for the general survey in order that no single school would receive more inquiry forms than its principal could conveniently fill in. This procedure tends to maintain at a high level the probability of response from the schools. After such a check-up had been completed there remained 760 schools to which a special checking list on intramural and interscholastic athletics was sent. Of this number, 327, or 43 per cent, responded.

2. CLASSIFICATION OF SCHOOLS USED IN THIS STUDY

Three classifications.—For purposes of comparison, the schools included in this investigation have been grouped

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into three main classifications. These classifications are (1) size of enrollment, (2) geographical region, and (3) type of school organization. Not every item in this investigation is presented under all three major classifications indicated above. However, these classifications have been used whenever such groupings seem to be significant and interesting.

Enrollment.—The first classification, size of enrollment, contains the following groups: (1) 100 and fewer, (2) 101–300, (3) 301–750, (4) 751–2,000, (5) 2,001 and more.

Region.—The second classification, geographical region, is subdivided as follows: (1) New England, (2) Middle Atlantic, (3) South, (4) Middle West, (5) West.

The States included in each of the above regions are:

New England: Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut.

Middle Atlantic: New York, New Jersey, Delaware, Pennsylvania, Maryland, District of Columbia.

South: Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Kentucky, Tennessee, Arkansas, Oklahoma, Mississippi, Louisiana, Texas.

Middle West: Michigan, Ohio, Indiana, Missouri, Illinois, Wisconsin, Minnesota, North Dakota, South Dakota, Nebraska, Iowa, Kansas.

West: Arizona, New Mexico, California, Colorado, Utah, Wyoming, Nevada, Montana, Idaho, Oregon, Washington.

In all the tables throughout this report, where regional groupings are presented, the following abbreviations are used: N. E. for New England; M. A. for Middle Atlantic; S. for South; M. W. for Middle West; W. for West.

Type.—The third classification, type of school organization, contains the following types: (1) Regular 4-year high schools; (2) junior high schools; (3) other reorganized schools, i. e., senior high schools, 5-year and 6-year individual secondary schools, etc.

Throughout this report the following designations for the above types are used in all tables containing this classification: 4-year, for regular 4-year high schools; junior, for junior high schools; other, for other reorganized schools.

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1. SUMMARY OF DATA RECEIVED FROM PRELIMINARY INQUIRY FORMS

Control and participation.—Certain information regarding athletics was asked for in the general inquiry forms sent, as already mentioned, to State school officers, city school officers, and principals of individual secondary schools. The data are briefly summarized here.

The outstanding agency which exercises centralized control over interscholastic athletics is the State high school athletic association. A tendency appears for the State department of education to play a part in this control, although as yet it is not pronounced, especially as an open declaration of such control. There are four sports which hold the ranking positions among the sports participated in by both the schools of the city systems and the individual secondary schools. These sports are basketball, track and field, football, and baseball. These are outstanding in all three types of participation, that is, intramural, intracity, and intercity. In general, the sports which are outstanding among those included in the regular sports programs of the schools are also outstanding among those in which tournaments are held. The State high school athletic association is the agency under whose auspices tournaments and meets are most frequently held. Colleges and universities rank second to this agency, except that for district tournaments or meets private agencies excel the colleges and universities. Participation in national meets is rare. The administrative policy concerning the encouragement or discouragement of interscholastic meets and tournaments is about equally divided among the principals in the individual secondary schools. There is a dearth of carefully planned and directed studies in the field of athletics.

Comprehensiveness of the athletic program.—On the whole, the sports programs in the schools are comprehensive. There is an abundance of available games. The problem, therefore, seems to be one of properly selecting and emphasizing the sports to be fostered and carefully appraising their worth in contributing to the present and future welfare of those participating in them.

CHAPTER II : INTRAMURAL ATHLETICS

I. INQUIRY FORM USED IN THIS STUDY

Description of the form.—A special inquiry form concerning intramural and interscholastic athletics was sent to 760 secondary schools which had been designated by various persons in authority as doing commendable work in the field of athletics. As was stated before, some of these schools were probably cited because of their success in athletic competitions. This special form represented an attempt to secure from the schools detailed data which, when compiled, would represent general practice concerning various phases of athletics among a selected group of secondary schools. Furthermore, an effort was made throughout the form to request information which, if supplied, would make possible a rather accurate estimate of the program of athletics in any school. Such a plan enabled the investigator to select for later visitation schools whose set-ups seemed to justify further follow-up study.

The inquiry form itself was divided into two parts, namely, Part I, dealing with intramural athletics, and Part II, dealing with interscholastic athletics. Schools not having both an intramural and an interscholastic program were requested to supply the data for whichever program they had. Certain similar items of information were requested in both parts of the inquiry. Hence, comparisons among the data for some items are possible.

Circulation and return of forms.—The respondent to the inquiry form was asked to give the name and address of his school, its type of organization, its enrollment, and his own official position. From this information the schools were grouped into the three main classifications, namely, enrollment, region, and type. Three hundred twenty-seven, or 43 per cent, of the 760 secondary schools filled in and returned the forms. The manner in which these 327 schools fall into the classifications of this study is shown in Table 1.

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TABLE 1.—*Classified summary of 327 returns to the special inquiry on intramural and interscholastic athletics*

Type of school 1	Location					Total 7
	N. E.	M. A.	S.	M. W.	W.	
	2	3	4	5	6	
Regular 4-year high schools:						
100 and fewer.....		3	10	18	12	43
101 to 300.....	4	8	7	16	11	46
301 to 750.....	7	7	8	14	7	43
751 to 2,000.....	1	5	8	7	5	26
2,001 and more.....	2	3	2	5	1	13
Total.....	14	26	35	60	36	171
Junior high schools:						
100 and fewer.....			1	1		2
101 to 300.....		1		2		3
301 to 750.....	2	3	1	2	4	12
751 to 2,000.....		5	2	3	3	13
2,001 and more.....						0
Total.....	2	9	4	8	7	30
(Other reorganized schools:						
100 and fewer.....		3	1	2		6
101 to 300.....	1	10	5	12	4	32
301 to 750.....		4	8	11	4	27
751 to 2,000.....	5	8	12	21	1	47
2,001 and more.....	1	4		7	2	14
Total.....	7	29	26	53	11	126
Total reorganized.....	9	38	30	61	18	156
Total regular and reorganized:						
Total 100 and fewer.....		6	12	21	12	51
Total 101 to 300.....	5	19	12	30	15	81
Total 301 to 750.....	9	14	17	27	15	82
Total 751 to 2,000.....	6	18	22	31	9	86
Total 2,001 and more.....	3	7	2	12	3	27
Total.....	23	64	65	121	54	327

The representativeness of the returns for this study is clearly indicated in the table. When the classifications by type of school organization are considered, the total for junior high schools (30) is smaller than might be desired, but is explained in part by the fact that a comparatively small number of junior high schools were cited as doing outstanding work in the field of athletics. Furthermore, by far the greater portion of the problems concerning athletics in general are related to interscholastic competitions. In junior high schools interscholastic athletic activities play a much less prominent part than they do in secondary schools above the junior high school level. The general contribution of these 30 schools, however, to the data for intramural athletics has increased the significance of that portion of this study.

Respondents.—When the reliability of the information supplied in the inquiry forms is considered, it is of some

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significance to know who filled in the forms. Of the 327 replies, 236 were filled in by principals, 36 by superintendents, 4 by head masters, and 1 by a registrar. Thus the data for 277 of the 327 forms were supplied by administrative heads. Of the remaining 50 forms, 17 were filled in by either a director of physical or of health education, 12 by directors of athletics, 7 by coaches, 2 by officers of athletic associations, 1 by a director of research, and for 11 forms the respondents were not specified. As a whole, it is felt that the information in the 327 forms may be counted upon as being given by persons in a position to know and, therefore, as being dependable.

Form used during visits to schools.—In addition to the information secured from the inquiry forms, presentation will be made throughout this report of data secured during visitation to individual schools. In order that the information secured during visitation might mean the most to this study, special forms were prepared upon which the investigator entered the data for each school visited. These items of information supplemented inquiries which had been made in the general form and were designed for the discovery of promising procedures and devices which could be passed on to secondary schools in general.

1. INTRAMURAL ATHLETICS

Definition.—Translated literally, the word "intramural" means "within the walls." Intramural athletics, therefore, may be defined as athletic activities carried on within the walls of an institution. By common consent, however, this definition has come to signify that these activities shall be organized among specific groups within the institution, shall give equal opportunity of participation to all, and shall require participation of none. There is no necessity that intramural athletics be carried on in conjunction with interscholastic athletics; neither is it true that both types of athletic activity can not prosper within a single school. The purposes of each, however, are distinct, although they should both contribute to the larger objective of pupil recreation and health. Intramural athletics are organized specifically for the purpose of extending the opportunity—and the de-

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light—of participation in sports to all pupils within the school. Intramural athletics, rightly conceived, are directed for the benefit of the student body as such, impartially and completely.

Percentage of schools reporting intramural programs.—Of the 327 secondary schools included in this study, 231 report a program of intramural athletics. The distribution of these 231 schools throughout the classification for this study is indicated in Table 2. In this table the consistency of the rise in the percentage of schools having intramural programs along with the increase in the size of school is noticeable. It is probably true that of the two factors, size of school and type of organization, the former exerts more influence than the latter in determining whether or not an intramural program will be adopted. The seeming exception to this conclusion is the junior high school group. The superiority of this type over the other types is pronounced, and almost of necessity so, for the junior high schools as a group do not have the same opportunity of choosing between an intramural and an interscholastic program of sports as have the higher secondary schools.

TABLE 2.—Schools reporting intramural sports programs, as indicated in 327 responses

Enrollment	4-year high schools having intramural programs		Reorganized schools				Total having intramural programs	
			Junior high schools having intramural programs		Other reorganized schools having intramural programs			
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
1	2	3	4	5	6	7	8	9
100 and fewer.....	14	32.6	1	50.0	3	50.0	18	35.3
101 to 300.....	29	63.0	3	100.0	19	59.4	51	63.0
301 to 700.....	32	74.4	11	91.7	17	63.0	60	73.2
751 to 2,000.....	21	80.8	13	100.0	41	87.2	75	87.2
2,001 and more.....	13	100.0			14	100.0	27	100.0
Total.....	109	63.7	28	93.3	94	74.6	231	70.6

Recency of the intramural movement.—In general, the movement among secondary schools to adopt programs of intramural athletics came into full swing about 1925. All but 40

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of the 162 schools reporting dates for the adoption of such a program indicate that the intramural program was launched during or after 1924. There is no indication that the movement has as yet lost any of its momentum.

3. ADMINISTRATION OF INTRAMURAL ATHLETICS

Sports included in the intramural program.—In considering the program of intramural athletics one of the first questions which presents itself is, "What sports are to be included in the intramural program?" This question must be answered by the schools in the light of the school's play facilities, its conditions of climate, and the degree to which the sports lend themselves to the furthering of the aims of intramural competitions. Furthermore, some sports are more adapted to boys' play than to girls', and vice versa. The grade placement of pupils is also entitled to careful consideration.

By grades.—Special effort was made in this study to determine the exact sports which were included in the intramural programs in the schools selected for investigation. These schools, it will be remembered, had been designated as having well-directed athletic programs. In all, 65 sports were named by the 231 schools reporting intramural programs. The leading sports for boys and girls, by grades, with the frequency of times mentioned, are indicated in Tables 3 and 4.

TABLE 3.—Leading sports included in boys' and girls' intramural programs in grades 6, 7, 8, and 9, as reported by 231 secondary schools

BOYS			
Grade 6	Grade 7	Grade 8	Grade 9
1	2	3	4
(11 sports named)	(27 sports named)	(29 sports named)	(36 sports named)
Basket ball..... 4	Basketball..... 53	Basketball..... 73	Basketball..... 154
Baseball..... 4	Track and field... 41	Track and field... 51	Track and field... 111
Track and field... 2	Baseball..... 28	Baseball..... 48	Baseball..... 90
Tennis..... 2	Volleyball..... 19	Volleyball..... 27	Tennis..... 59
Swimming..... 2	Soccer..... 17	Tennis..... 20	Volleyball..... 43
Soccer..... 2	Gymnastics..... 13	Soccer..... 20	Football..... 41
Speed ball..... 2	Tennis..... 12	Gymnastics..... 17	Gymnastics..... 38
		Football..... 14	Soccer..... 23
			Swimming..... 26
			Wrestling..... 21
			Golf..... 18
			Boxing..... 17

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TABLE 3.—Leading sports included in boys' and girls' intramural programs in grades 6, 7, 8, and 9, as reported by 231 secondary schools—Contd.

GIRLS

Grade 6	Grade 7	Grade 8	Grade 9
1	2	3	4
(10 sports named)	(25 sports named)	(26 sports named)	(39 sports named)
Basketball..... 2	Basketball..... 38	Basketball..... 55	Basketball..... 134
Baseball..... 2	Volleyball..... 36	Volleyball..... 43	Volleyball..... 81
Track and field... 2	Track and field... 21	Track and field... 35	Track and field... 59
Tennis..... 2	Baseball..... 17	Baseball..... 22	Tennis..... 52
Swimming..... 2	Gymnastics..... 13	Tennis..... 18	Baseball..... 46
Volleyball..... 2	Tennis..... 11	Gymnastics..... 17	Gymnastics..... 34
		Soccer..... 11	Swimming..... 24
		Swimming..... 10	Soccer..... 20
			Field hockey..... 19

TABLE 4.—Leading sports included in boys' and girls' intramural programs in grades 10, 11, and 12, as reported by 231 secondary schools

BOYS

Grade 10	Grade 11	Grade 12
1	2	3
(34 sports named)	(37 sports named)	(33 sports named)
Basketball..... 166	Basketball..... 162	Basketball..... 138
Track and field... 110	Track and field... 107	Track and field... 96
Baseball..... 86	Baseball..... 83	Tennis..... 68
Tennis..... 83	Tennis..... 82	Baseball..... 66
Football..... 51	Football..... 51	Volleyball..... 40
Volleyball..... 48	Volleyball..... 47	Football..... 40
Golf..... 36	Golf..... 35	Gymnastics..... 31
Swimming..... 33	Gymnastics..... 34	Golf..... 29
Gymnastics..... 33	Swimming..... 32	Swimming..... 26
Soccer..... 24	Wrestling..... 24	Wrestling..... 19
Wrestling..... 24	Soccer..... 23	Soccer..... 19
Boxing..... 17	Boxing..... 19	Boxing..... 15

GIRLS

(39 sports named)	(39 sports named)	(33 sports named)
Basketball..... 146	Basketball..... 141	Basketball..... 123
Volleyball..... 82	Volleyball..... 82	Volleyball..... 69
Tennis..... 73	Tennis..... 71	Tennis..... 61
Track and field... 59	Track and field... 58	Track and field... 50
Baseball..... 43	Baseball..... 42	Baseball..... 35
Swimming..... 33	Swimming..... 33	Swimming..... 26
Gymnastics..... 31	Field hockey..... 33	Field hockey..... 26
Field hockey..... 26	Gymnastics..... 29	Gymnastics..... 26
Soccer..... 21	Soccer..... 21	Soccer..... 17
Golf..... 13	Golf..... 14	Golf..... 11

The data presented in the tables are made so self-explanatory that only a few things need to be pointed out. In the boys' sports, the consistency with which basketball, track and field, and baseball lead as intramural sports, is outstanding. The general trend of tennis to rank higher in the upper grades than in the lower is encouraging, because of the carry-over value which this sport possesses. Football, as might be

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expected, is strongest in the four highest grades. In addition to the frequencies for football shown in the table, there were several schools which designated touch football as a sport in the eighth and ninth grades. For the girls, basketball and volleyball occupy the foremost positions in all grades, almost without exception. The tendency for tennis to displace track and field and baseball in the higher grades is noteworthy. Golf, although not so prominent as for boys, has begun to take its place noticeably in the list of intramural sports for girls.

In the complete tabulation, the different sports in which boys participated make a total of 44; for girls the total is 48. There are 17 sports in which no girls participate, and 21 in which no boys participate. It appears from these figures that, in general, any fear or belief that the girls are being neglected in the fostering of games in which they may participate has no foundation.

By size of enrollment.—A consideration of the sports in relation to the number of pupils enrolled in school brings out several interesting facts. For the boys, there is a tendency for football to rank lower as an intramural sport in the larger enrollment groups than in the smaller. This tendency is noteworthy in view of the fact that larger enrollments increase the possibility of the organization of numerous football squads. Furthermore, there is a noticeable tendency in the upper enrollment groups for sports which can be carried over into later life to rank high in the list of sports fostered. Of course it can be said with some justification that sports such as swimming and golf can be fostered more easily in the towns where the larger secondary schools are located. This is not to say, however, that these schools were obliged to include these sports in their intramural programs. It must be recorded to their credit that they have done so. Schools in the smaller enrollment groups can not contend, with justification, that they are forced to build their intramural programs around sports which have no carry-over value. Certainly the facilities for tennis, volleyball, handball, etc., are as easily and as cheaply maintained as those for football, track and field, baseball, and the like. For the girls, basketball and volleyball occupy the first two positions consistently for all

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enrollment groups, except that, in the highest group, volleyball is replaced by tennis. The tendency of tennis for girls to rise in rank as the size of the enrollment group increases deserves to be pointed out in a brief table. Contrary to this outstanding rise in tennis, as will be observed in Table 5, is the decline of track and field until it is not included among the six ranking sports for the highest enrollment group.

TABLE 5.—Six leading intramural sports for girls, by enrollment groups

Rank	100 and fewer	101 to 300	301 to 750	751 to 2,000	2,001 and more
1	2	3	4	5	6
1	Basketball.....	Basketball.....	Basketball.....	Basketball.....	Basketball.....
2	Volleyball.....	Volleyball.....	Volleyball.....	Volleyball.....	Tennis.....
3	Track and field.....	Track and field.....	Track and field.....	Tennis.....	Volleyball.....
4	Baseball.....	Tennis.....	Tennis.....	Track and field.....	Swimming.....
5	Gymnastics.....	Baseball.....	Baseball.....	Swimming.....	Field hockey.....
6	Tennis.....	Soccer.....	Gymnastics.....	Baseball.....	Baseball.....

The data in the table show a general tendency, even more than was true of the data for boys, for the schools in the upper enrollment groups to give prominent place to sports in which participation can be continued after leaving school.

There are not enough differences in the data by regions to deserve space for describing them in this report.

Football as an intramural sport.—The question of whether or not football should be included in the list of sports recommended for an intramural program for boys has been debated freely. Although various practices and attitudes were observed among the schools during visitation, the expense, the physical hazard, and the difficulty of procuring proper officiating of games has led a majority of the more outstanding schools to discourage football, as it is regularly played, as an intramural sport. This is not to say that certain schools of recognized high standing have not tried out this sport and declared enthusiastically for its promotion in the intramural program. Notable among such schools is the New Trier Township High School in Winnetka, Ill. Here hundreds of boys are regularly equipped to play regular football, and do play it according to an elaborate schedule. Special attention is given to the training of pupil officials. Also, in the San Antonio (Tex.) junior high schools, about 700 boys participate each year in intramural football.

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However, authorities in many other schools feel that all the benefits of regular football, including the vigorous physical exercise for the participants and the development of football skill to be used later in interscholastic competition, can be realized if the tackle is omitted. That is to say, tag or touch football can be a vigorous game, including everything from signals to the kick for goal, and yet be relatively hazardless. Such a modification of play is thought especially necessary if football is to be engaged in by junior high school boys.

Carry-over value.—In closing the discussion of the sports included in the intramural program, special credit should be given to the schools which are making some kind of participation in intramural sports available to all pupils and at the same time are including such sports as have large carry-over value. In other words, types of recreation are being learned which can be continued throughout adult life. Efforts of this kind were observed in several of the schools visited. It must be admitted that not all sports which lend themselves well to participation by large numbers are likely to be played by the pupils after they have left school, yet these sports are justified because they make possible a maximum number of participants. Basketball, baseball, and track and field are illustrative of these types of sports. It seems clear, however, that a program of intramural sports should not stop with games such as these. On the contrary, opportunity should be given for pupils to learn games and activities in which they can engage after leaving school. A few such games for boys are tennis, swimming, golf, handball, volleyball, ping-pong, horseshoes, bowling, skating, and the like. Similar activities for girls might include tennis, golf, volleyball, rhythmic, archery, hiking, skating, bowling, horseback riding, and others. Present voluntary participation by all is the immediate end; continuation after leaving school of enjoyable participation in at least one sport learned in the school's intramural program is the remoter end.

School and out-of-school time devoted to practice and contests.—In addition to the inquiry concerning the sports included in the intramural program, the schools represented in this study were asked to specify the amount of school and

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out-of-school time devoted to practice and to contests in the different sports. Time was to be given in terms of minutes per day. The returns to this inquiry are difficult to explain. The comparatively large number of schools reporting practice and contests on school time is surprising. The fact that the amount of out-of-school time for practice and contests is often closely approached and sometimes exceeded by the amount of school time devoted to these is also noteworthy. Data showing these relationships in six sports are presented in Table 6. In this table the schools are grouped according to size of enrollment.

TABLE 6.—Average number of minutes per day of school and out-of-school time devoted to practice and contests in six intramural sports

Sport	Minutes per day for practice in schools enrolling—					Minutes per day for contests in schools enrolling—				
	100 and fewer	101 to 300	301 to 750	751 to 2,000	2,001 and more	100 and fewer	101 to 300	301 to 750	751 to 2,000	2,001 and more
1	2	3	4	5	6	7	8	9	10	11
<i>School time</i>										
Football.....	12 40	4 37	4 49	6 57	.....	1 60	5 45	4 69	2 45	1 12
Basketball.....	7 44	15 45	21 50	17 47	4 22	1 45	8 48	12 44	7 78	8 26
Baseball.....	5 41	2 50	10 33	7 50	2 12	.....	6 46	7 58	7 69	2 34
Track and field.....	4 40	7 54	11 47	16 49	.....	.....	6 94	7 40	6 46	.....
Tennis.....	3 45	.....	6 42	6 55	2 20	1 40	2 85	2 60	2 45	2 30
Volleyball.....	3 23	6 43	12 31	7 68	5 31	1 40	7 42	7 40	4 104	2 37
<i>Out-of-school time</i>										
Football.....	3 46	12 78	11 88	17 101	12 99	1 60	9 61	8 69	17 67	10 75
Basketball.....	10 49	29 65	30 70	46 71	18 96	6 39	28 57	34 68	54 65	22 75
Baseball.....	6 48	14 81	18 65	30 77	13 97	5 60	10 67	14 67	33 68	13 82
Track and field.....	7 63	10 82	22 78	29 71	14 89	5 46	8 72	12 89	22 67	19 79
Tennis.....	3 58	5 89	13 72	23 85	14 77	1 40	5 65	9 77	18 95	16 74
Volleyball.....	2 45	7 32	9 65	22 60	6 55	4 34	7 43	14 61	27 49	8 48

¹ The upper row of figures represents the number of schools from which the averages were derived.

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In the table, the number at the right in each square represents the number of schools from which the average was derived. These averages have to do only with each sport in season. Nothing is indicated here concerning the number of days per week on which practice and contests are held. Data regarding days per week will be presented later.

The relationships in the numbers of schools reporting and in the amounts of time devoted to practice and contests in the six sports can be seen for the five enrollment groups in Table 6. There is an interesting comparison to be made between the smallest and the largest enrollment groups in these relationships. Concerning time, the uniformity with which the smallest schools excel the largest in the amount of school time devoted to both practice and contests is notable. When out-of-school time is considered, this situation is completely reversed; that is, the largest schools uniformly excel the smallest in the amount of out-of-school time devoted to both practice and contests. Similar comparisons for other enrollment groups can be made in the table.

The fact that many schools report a great deal of school time devoted to practice and contests deserves further consideration. This fact may at first be disturbing; however, there may be explanations which will render it not disturbing but actually encouraging. It is evident that a great many schools reported data here for what is ordinarily considered physical education. That is to say, the physical education program (regular classes on school time) has become so thoroughly a program of group games and free-play, as opposed to formal gymnastics, that the schools in many cases consider this new type of physical education in reality part of an intramural sports program. Observation during visitation confirms this explanation. Again, the seemingly large numbers of schools reporting large amounts of school time being devoted to practice and contests may be due to the encouraging fact that the out-of-school programs are being closely tied up with in-school programs. In several schools visited, the in-school activities are largely practices and preliminary contests culminating in the regular intramural contests which comprise in good part the out-of-school activities. Schools with such an arrangement would of necessity report

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both in-school and out-of-school programs in giving complete pictures of their programs of games.

This practice of linking together the in-school and out-of-school activities is regarded as commendable. However, this does not mean that the out-of-school program is to be made up entirely of competitions between those who have excelled in the in-school activities. These competitions may properly form a part of the out-of-school intramural program but the larger objective of opportunity of participation for all must always be kept uppermost.

The data concerning the days of the week on which school time is usually taken for contests are summarized in Table 7. These totals are for all sports specified by the schools, although about six are outstanding, namely: Football, basketball, baseball, track and field, soccer, and volleyball. The data have been assembled according to type of school organization.

TABLE 7.—*Numbers of schools usually taking school time for contests in intramural sports on certain days of the week*

4-year					Junior				
Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.
1	2	3	4	5	6	7	8	9	10
31	26	33	16	52	20	16	19	19	9

Other					Total				
Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.	Thurs.	Fri.
11	13	13	14	15	16	17	18	19	20
27	20	31	26	33	78	62	83	61	94

School time for contests is taken most frequently on Monday, Wednesday, and Friday. In general, it may be said that considerable school time, as well as out-of-school time, is being devoted to practice and contests in intramural sports. It is generally understood that the intramural program should not in any way interfere with the regular

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physical-education work; but if the physical-education program is made up largely of group games and free play, then the in-school program (physical education) and the out-of-school program (intramural sports) can be dovetailed to the advantage of both.

Number of contests per season, length of season in weeks, and number of pupils participating.—It has been interesting to secure from the schools data concerning the number of contests for boys and girls, length of season in weeks, and total number of pupils participating in each intramural sport throughout its season. From these data one is able to compare one sport with another in the number of pupils reached; to determine whether or not the large-group sports have long or short playing seasons, and to what extent opportunity is given for the participants to engage in contests. Tabulations were made in each of the three major classifications of this study for the three items mentioned. It is impossible to give here the complete findings for all the sports included. However, certain interesting comparisons seem to justify a presentation of the complete data for several of the outstanding sports.

Number of contests per season.—The first item to be considered is the number of intramural contests in each of nine sports during the school year 1929-30. On account of limitations of space the data for girls are not included, except under the three types of school organization. Data regarding the number of contests are presented in Table 8.

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TABLE 8.—Average number of intramural contests in each of nine sports, during the school year 1929-30, according to enrollment, region in which located, and type of high school

Sport	Average number of intramural contests according to—														
	Enrollment					Region					Type				
	100 and lower	101 to 300	301 to 750	751 to 2,000	2,001 and more	N. E.	M. A.	S.	M. W.	W.					
											4-year	Junior	Other		
											B	G	B	G	
Football.....	13 12	9 19	15 14	20 15	10 24	4 8	9 16	11 21	27 19	6 15	29 18	2 31	2 17	26 17	
Basketball.....	11 11	28 16	38 41	56 72	90 90	13 21	37 37	23 24	65 73	28 47	74 40	17 104	10 92	75 48	53 24
Baseball.....	7 10	18 15	20 34	32 80	14 38	9 10	24 21	13 21	41 27	13 41	39 23	12 97	7 112	39 22	21 16
Track and field.....	9 4	21 6	23 6	36 10	18 5	6 4	26 6	14 10	44 79	16 5	53 8	7 4	1 1	47 6	24 6
Tennis.....	4 10	10 11	13 12	37 33	14 23	4 8	12 16	8 12	30 35	14 33	32 29	2 125	1 120	34 19	21 19
Golf.....	2 3	.....	4 12	17 15	9 12	1 8	2 3	3 8	17 14	9 19	13 16	2 24	.....	17 10	2 9
Swimming.....	.....	.....	2	13 13	16 4	3 5	6 6	2 2	17 9	4 5	11 9	3 5	1 1	17 6	12 4
Soccer.....	1 5	6 16	5 31	9 69	6 54	3 10	11 11	3 19	8 101	3 62	8 48	6 114	2 11	16 11	5 10
Volleyball.....	6 8	12 21	7 13	11 52	7 73	.....	92 0	6 31	23 18	7 43	17 20	4 109	6 75	18 35	29 15

! The upper row of figures represents the number of schools from which the averages were derived.

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A study of the data in the table reveals several interesting comparisons of the number of contests held in the sports indicated. Only a few of these comparisons can be pointed out here. As between the two highest enrollment groups it is noticeable that in several of the sports the next highest group excels the highest group in the number of contests held. This seems to indicate that in these sports those in charge of the largest schools, in spite of the numbers enrolled, feel that there is a limit to the number of actual contests which can be advantageously held. Five sports seem to be outstanding in the number of contests held. These, roughly ranked, are basketball, volleyball, soccer, baseball, and football. In other words, these sports seem to lend themselves well to group competitions. Of the nine sports considered, volleyball only is reported by more schools (indicated by the exponents in the table) as being contested in by the girls than by the boys. And even in this sport the boys average more contests than the girls. That is to say, although more schools report volleyball as a sport for girls than for boys, nevertheless, the average number of contests for boys is greater than the average number for girls.

In general it may be said that, for the schools supplying information, five sports excel in the average number of intramural contests held during the school year 1929-30. These sports are basketball, volleyball, soccer, baseball, and football. It remains to be seen whether or not these sports excel when the length of season in weeks is considered.

Length of season in weeks.—The data concerning the length of season in weeks are presented for the three major classifications in Table 9. If the reader will examine these data, many interesting comparisons can be made regarding the length of the season in weeks for schools of various sizes, in various regions, and of varying types, and between the sports themselves. Limitations of space make it impossible to point out these relationships here. As an example of what may be noted, mention is made of the data for gymnastics, in which the length of the season in the junior high schools and in the other reorganized schools as compared to that for the 4-year high schools is notable. It is necessary mainly that notice be taken here of the fact that not all the five

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sports which excelled in the average number of contests continue to excel in the average number of weeks in the season. Rather, such sports as handball, gymnastics, captainball, dodgeball, volleyball, basketball, and tennis assume the ranking positions. Such a disarrangement of sports is not to be lamented but, in fact, contains a hopeful suggestion. That is to say, along with the sports which are more seasonal than others and which lend themselves better to group competition, the schools are discovering other sports which, without such frequent change, can run parallel to the seasonal sports to take care of those who do not wish to play the other games, and those who, because of physical limitations, require a different sort of exercise. At this point the schools have an excellent opportunity to introduce games having large carry-over value.

TABLE 9.—Average length of season in weeks in 15 intramural sports according to enrollment, region in which located, and type of school

Sport	Number of weeks in season according to—												
	Enrollment					Region					Type		
	100 and lower	101 to 300	301 to 750	751 to 2,000	2,001 and more	N. E.	M. A.	S.	M. W.	W.	4-year	Junior	Other
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Football.....	8	13	9	10	7	7	8	12	10	7	10	8	9
Basketball.....	11	13	10	11	10	12	11	26	12	10	11	13	13
Baseball.....	7	9	8	8	8	8	7	10	8	7	7	9	8
Track and field.....	4	7	7	8	6	11	7	7	7	6	7	7	7
Tennis.....	10	11	7	11	6	8	6	13	10	7	8	6	10
Golf.....	4		12	10	4	8	10	4	8	6	9	7	7
Boxing.....	9	11	10	9	10		16	8	11	6	9	10	9
Swimming.....				11	6	13	7	13	7	5	9	3	7
Soccer.....	3	10	8	8	8	11	9	10	7	5	8	9	8
Volleyball.....	15	13	10	9	8		13	9	10	4	12	12	9
Cross-country.....		16	6	11	6	10	4	14	11	5	12		6
Gymnastics.....	3	28	28	21	25	39	24	4	19	6	14	28	24
Handball.....		40	18	12	6		11		15	22	40	16	11
Captainball.....			16	23	14		20		10		14	21	
Dodgeball.....			12	40			26	36			36	26	

Number of pupils participating.—As regards the average number of pupils participating in each sport during the season, the data will be presented for both boys and girls for two of the three main classifications, namely, size of enrollment and type of organization. The data for the different

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regions are omitted because they do not appear to be significant. Data regarding the number of pupils participating are given in Table 10. Some of the sports included in Table 9 are not included in Table 10, because the number of schools reporting was too small to render the averages meaningful.

TABLE 10.—Average number of pupils participating in 12 intramural sports according to enrollment and type of school

Sport	Enrollment										Type of high school						
	100 and fewer		101 to 300		301 to 750		751 to 2,000		2,001 and more		4-year		Junior		Other		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Football.....	25			37		65		175		96		71		241		80	
Basketball.....	29	32	52	47	107	98	245	169	339	360	145	76	274	197	170	139	
Baseball.....	27	54	49	47	106	110	196	202	241	192	196	8	269	279	129	134	
Track and field.....	19	19	44	44	93	92	215	222	407	122	99	60	271	274	244	166	
Tennis.....	22	19	19	24	22	27	58	82	48	58	41	42	129	105	41	62	
Golf.....					29		52	96	42		47	53	54		42	96	
Swimming.....					60	26	128	136	80	68	122	79	181	83	115	139	
Soccer.....			80	60	97	150	266	205	221	112	177	166	274	285	103	73	
Volleyball.....	27	28	53	59	190	129	256	226	457	132	161	91	387	310	175	126	
Gymnastics.....	20	27	43	44	245	290	316		868	770	454	265	408	288	325	274	
Handball.....			75		286	150	106		93		93		284		144	150	
Captainball.....				66	284	288		470	40	312	40	312		335			

The data in the table are valuable chiefly when compared vertically in the columns. In this way one is able to pick out for each size and type of school the sports which are taking care of the largest number of pupils, both boys and girls. When such an examination is made there are a few sports, such as gymnastics, volleyball, soccer, handball, and captainball, which in general compare favorably in number of participants with the more widely fostered sports, such as basketball, baseball, track and field, football, and the like. There is some ground for the contention, therefore, that sports of the first-mentioned type deserve a prominent place in the intramural program.

In studying the data in Tables 8, 9, and 10 it has been seen that the rank among the leading sports varies appreciably when consideration is given to the average number of contests held, average length of season in weeks, and average number of pupils participating. Some sports which have large numbers of contests do not always have long playing

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seasons, nor do they always take care of the largest number of pupils. Other sports which have long playing seasons but smaller number of contests are often the ones which accommodate large numbers of pupils. This leads to the general feeling that along with the often-contested sports there is need for the fostering of other sports which may be thought of as less competitive and more in the nature of voluntary free-play.

Cost of intramural programs.—In connection with the data concerning the sports included in the intramural programs, an effort was made to secure from the schools a statement of the cost of each intramural sport per season. This, however, proved well-nigh futile. In the first place, very few schools supplied clear-cut data. Many more stated that the sums were small and that no separate accounts were kept for intramural sports. Others indicated that the cast-off equipment from interscholastic athletics was used for the intramural program, and no expense was involved. In a few cases the principals explained that the intramural and the interscholastic funds formed one account, thus rendering a separate intramural statement impossible. For the few schools furnishing this information the sums were remarkably small. In general, one concludes that programs of intramural sports are inexpensive, and that the per capita cost for pupils reached through them, in comparison with the per capita cost for pupils reached through the interscholastic programs, is insignificant. It seems that no school could legitimately curtail an intramural program on account of expense incurred in carrying it on.

Basis of selection for group competition.—A study was made among the schools selected for this investigation to determine the bases upon which groups are selected for competition against one another in the intramural program. Six bases are outstanding. Data for them are presented in Table 11. The total number of bases mentioned by the schools was 19. Of the 13 not listed only 4 were cited frequently enough to deserve mention. These are: Ability in games played, "choosing sides" among contestants, organized teams, and plan of selection determined by game to be played.

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TABLE 11.—Number of schools reporting certain bases in selecting groups for intramural competitions

Basis	Enrollment					Region					Type			Total
	100 and fewer	101 to 300	301 to 750	751 to 2,000	2,001 and more	N. E.	M. A.	S.	M. W.	W.	4-year	Junior	Other	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Grades.....	16	29	33	41	13	14	32	18	44	24	70	12	50	132
Physical-education classes.....	6	13	17	28	13	1	11	13	30	20	31	14	30	75
Home rooms.....	1	8	22	29	9	5	19	12	27	6	23	13	23	69
Weight.....	2	5	11	19	11	.....	12	6	23	7	19	7	22	48
Height.....	1	5	5	11	6	.....	6	6	12	4	9	5	14	28
Age.....	2	4	4	5	7	.....	4	5	11	2	6	4	12	22

A glance at the total column in Table 11 shows the order of rank among the six outstanding bases for the entire tabulation. This order, however, is not maintained throughout the body of the table. The prominence of home rooms as a basis of selection among the junior high schools and the other reorganized schools is notable. The frequencies for weight, height, and age are surprisingly large considering the fact that these data are for intramural sports and not for the regular physical education classes. If the data for these three bases mean that the work of the two branches is so closely correlated that the general groupings carry over (without interfering with the recognized freedom in intramurals), then they can be said to represent an encouraging practice. In the selection of bases for competition consideration should be given to the sport to be engaged in. In some sports weight is a more important factor than height, and vice versa. It is to be hoped that when the physical education classes constitute the groups to compete in the intramural program they have been carefully selected previously and will convert into enjoyable play the skills practiced and the rules learned during the regular physical-education periods.

Person selecting team members.—Following the request for the information regarding the bases upon which groups were selected the respondents were asked to specify the person who selects the team members who are to represent each

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group. Of a total of 16 persons cited, only 5 received mention frequently enough to be included in a table.

There are indications in Table 12 that the schools represented in this study are attempting to make of intramural sports what they ought largely to be, namely, sports by and for the pupils themselves. The high frequency for the group captain as the person who selects team members for group competition supports this generalization. In Table 11 the home room was checked 69 times as a basis of grouping; in Table 12 the home-room teacher is checked only 18 times as the one who selects team members. That is to say, after the administration of the school has indicated how groups for competition shall be determined, it seems then to pass on to the pupils a large measure of the responsibility (and pleasure) of organizing and directing their own play. The reorganized schools excel in the frequency with which the group captains select team members. This does not mean that in schools checking other persons than the group captain

TABLE 12.—Number of schools indicating certain persons as those who select the team members for intramural group competitions

Person	Enrollment					Region					Type			Total
	100 and lower	101 to 300	301 to 750	751 to 2,000	2,001 and more	N. E.	M. A.	S.	M. W.	W.	4-year	Junior	Other	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Physical education teacher.....	3	17	36	41	17	9	30	16	39	20	43	14	57	114
Group captain.....	6	15	24	32	15	4	27	13	33	15	39	16	37	92
Athletic coach.....	13	21	23	21	10	7	15	19	28	19	57	5	26	88
Home-room teacher.....	2	4	5	4	3			5	12	1	8	2	8	18
Other faculty member.....		3	6	6	1	3	6		6	1	9	1	6	16

those other persons do not to a large extent pass on to the pupils themselves the conduct of their games. A few schools indicated that more than one person took part in making these selections. The combination most frequently designated included the athletic coach and the group captain. Some such combination is desirable. At least it is essential that competent supervision be given by some responsible person who will see that pupils having certain physical

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limitations are safeguarded, and that the dislike of group captains for certain pupils in their groups does not result in exclusion of certain pupils from a wide range of playing activity. The prominence of the athletic coach among the smaller enrollment groups is expectedly large. This does not infer that in the small schools the group-leader plan is impracticable. The high frequency of mention of the athletic coach among the 4-year high schools is another matter, and seems to substantiate the idea that in general the reorganized schools are out in front in promoting leadership and self-direction among the pupils.

Rules of eligibility.—One hundred twenty of the 231 schools having intramural programs report that they have definite eligibility rules governing team membership in intramural sports. Ninety-six schools report that no rules are maintained, and 111 did not indicate their practices in this regard. It ought to be pointed out immediately that intramural athletics are for all pupils, and any rules of eligibility which tend to keep pupils out of these sports are defeating the general purpose of these games. However, there is no indication among the schools that any such limitations are set up. The aim of these intramural eligibility regulations is not the setting up of barriers to those who need to participate rather, the regulations are for the purpose of determining the amount of participation and for setting up of goals of conduct. For example, in the Des Moines secondary schools the pupils are allowed to play on one team only during a given scheduled season. In addition to this group sport, however, they may enter contests in two individual sports which do not conflict with the team schedule. In the Altoona, Pa., high school the following intramural eligibility rules are set up: (1) Neither varsity players nor present squad members in a particular sport are eligible, (2) there are no scholastic requirements, (3) a player is not allowed to play on more than one team in the same sport, and (4) any player may be ruled ineligible to compete in future contests for unsportsmanlike conduct, refusal to abide by the decisions of the officials, and abusive or vulgar language. Whatever the regulations may be, the intramural program ought to be developed to the point where pupils will consider the opportunity of

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participating in it a privilege. It is no doubt correct that there should be no scholarship requirement. It is probably correct also that too much emphasis should not be laid on the matter of conduct, that is, as a means of barring pupils from participation. Enough pressure can be administered on this point during the activities. It is one of the commendable contributions of intramural sports that they give vigorous employment to the so-called problem pupils, who, if they were barred from participation, might be engaged in pursuits less sanctionable and less uplifting.

Participation in intramural sports and credit in physical education.—The comparatively large number of schools which maintain rules of eligibility for intramural sports may be understood in part when the practices regarding the granting of credit in physical education for participation in intramural sports are studied. Fifty-nine schools grant such credit, 154 do not, and 114 did not specify. It is only logical that schools granting credit should maintain certain regulations. The junior high schools are outstanding in declaring against such crediting. The question of credit, however, does not concern these schools so much as schools operating at higher grade levels. The other reorganized schools are also strong against this practice. Perhaps in some of these schools the intramural program is so well organized and directed that the administration feels it meets the requirements for physical education. Especially could this be true in schools where the general theory of physical education centers around a program of group games and free play.

The statement that intramural sports are no substitute for physical education ought to be remembered here. This is not to say, however, that the two can not be advantageously dovetailed. It might be admitted in this connection that there is some strength in the contention that if physical education credit be granted to the comparatively few pupils who report for interscholastic practice during brief sports seasons, surely similar credit should be granted to the pupils who faithfully follow through a well-directed intramural program. The whole-hearted, unformalized application in intramural games of the principles and skills learned in

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physical education—with no quarrel about credit—is perhaps the ideal.

Completion of lower grades against higher in undivided secondary schools.—An examination of the extent to which schools allow or do not allow the lower secondary grades to compete against the higher will to a certain extent indicate how much weight they place on the matter of careful grouping. This inquiry was not directed to the independent 4-year high schools or to the junior high schools, but to those schools which have both the upper and lower secondary grades in a single organization, namely, junior-senior high schools, and undivided 5-year and 6-year high schools. It is generally understood that independent junior and senior high schools do not compete against each other in athletic contests. Whether or not such a separation is maintained in the schools which contain both upper and lower secondary grades in a single organization is another matter. Twelve schools of the group considered report such competitions, and 39 schools report that no such competitions are allowed. That is to say, more than three-fourths of the schools which contain both upper and lower secondary grades try to equalize intramural competitions. The benefits of such a separation of grades for competitions is apparent. In this way games can be suited to certain age groups, physical hazards incident to competitions between groups of unequal physical developments can be reduced, and the social discomfort, especially to pupils of the higher grades who must play with those younger and less advanced scholastically than they, can be avoided.

Athletic associations.—Among the schools included in this study, 18 state that they have independent intramural athletic associations. Ninety-six schools report that the intramural and interscholastic associations are combined. Independent intramural associations are more frequent among the reorganized schools than among the 4-year high schools.

One aim of the inquiry regarding athletic associations has been to determine to what extent pupils are allowed to hold office in these organizations. The findings are summarized in Table 13. One might justifiably regret that more schools do not allow pupils to hold office in athletic associations.

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There may be certain phases of the work incident to the control of these activities, notably the handling of funds, which administrators do not wish to delegate to the pupils. This precaution is good; however, many other duties could be assigned to the pupils for the development of traits of initiative and leadership. Independent intramural associations afford excellent opportunities for such development. For example, in the Wyandotte High School in Kansas City, Kans., special attention is given to the development of leadership among the upper-class boys and girls by having them take charge of home-room teams. Although the entire intramural program from the first is planned, and rightly so, by the faculty members in charge, the comprehensiveness of the program and the large numbers involved increase the opportunities for the assignment of duties to the pupils in carrying out the plans. Furthermore, no interschool relationships are involved and no large amounts of money are handled. Many of the dangers accompanying the pupil-controlled interscholastic associations are, therefore, not involved.

TABLE 13.—*Number of schools reporting various types of athletic associations, and number in which pupils may hold office in these organizations*

Athletic associations	Number of schools	Number reporting pupil officers
Independent intramural.....	18	6
Independent interscholastic.....	47	11
Combined intramural and interscholastic.....	96	31

The plan of organization of these associations can be determined by local directors. It is not necessary that they be called athletic associations. Of greater importance than the detailed plan of organization is the opportunity for pupil development through the acceptance of responsibility and the satisfactory carrying out of specified duties. In the secondary schools of Des Moines the intramural program is primarily a pupil affair conducted through the student councils of the individual schools. Pupil control functions through a committee of the council known as the intramural sports committee and six "special" committees under its direction. The chairman of each special committee is a

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member of the intramural sports committee. Management, officiating, care of equipment, keeping of records, and filling out of reports are to be done by students under faculty guidance. Such a plan of organization, properly carried out, is sure to result in an improved intramural program and in the development of habits of conduct and leadership among the pupils which will bear their greatest fruit in the years ahead.

4. FINANCE

General statement.—As a rule, the amount of money involved in carrying out an intramural program is relatively small, especially when compared with many other extra-curriculum activities which cost more and at the same time reach fewer pupils. No inference is made here that these other activities are not worth while. There is a suggestion, however, that school administrators and boards of education will probably realize more actual benefit to pupils per dollar invested in a well-planned and well-directed intramural program of sports than in almost any other activity in which pupils participate.

Three inquiries relating to intramural finances were directed to the schools of this study, whose programs of athletics were reported as outstanding. On the basis of the findings for these inquiries one is able to determine in a measure the degree of stability or precariousness of the schools' intramural programs. If ample financial provision from a dependable source is made, then the persons in charge of the activities can plan in terms of a continuous and comprehensive program. If the financial backing is precarious and the support fluctuates, then the program will suffer accordingly. Furthermore, if funds are set aside specifically for these activities, then those in charge know exactly on what they can depend. On the other hand, if support for these activities must depend on the funds left over after other activities have been provided for, then the program is likely to suffer from frequent curtailment. The returns for the aforementioned inquiries reveal some interesting financial practices among the schools studied.

Source of income.—The first inquiry had to do with the source of income for the support of the intramural activities.

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Eighteen sources were specified by the respondents. They are as follows: (1) Board of education, (2) ticket sales, (3) interscholastic funds, (4) each pupil assessed a fee in each sport in which he participates, (5) class treasury, (6) athletic association membership, (7) school athletic fund, (8) general school fee, (9) informal games and dances, (10) donations, (11) girls' club organization, (12) plays, (13) student-body funds, (14) P. T. A. funds, (15) "general organization" dues, (16) activity tickets, (17) student-union fund, and (18) assessment of rooms. The frequencies for only 4 of the above sources deserve to be listed. They are as follows: (1) Board of education, 103 schools; (2) interscholastic funds, 67; (3) ticket sales, 63; and (4) assessment of pupils for each sport, 13. Each of the other sources was checked nine or fewer times.

In view of the current appraisal of the practices pertaining to the financing of these activities by leaders in physical education, it is encouraging that the board of education, as a source of income for the support of intramural athletics, is checked more frequently than any other single source. However, a summary glance at the entire list of 18 sources reveals that 15 of the 18 are pupil sources, at least dependent upon pupil initiative and support. The three nonpupil sources are board of education, donations, and funds from the P. T. A. When the total frequencies for pupil and nonpupil sources are determined, the former source outnumbers the latter by a score of 178 to 106. The general uncertainty of pupil response to voluntary membership in organizations collecting dues, of the success of public performances given by pupils, and of the general willingness or ability of parents to supply their children with even small sums of money upon request makes an intramural program dependent on pupil-derived sources of income too uncertain of its future, and therefore handicapped. In addition, certain of the sources named indicate that participation in the sports by the pupils may be dependent upon the satisfactory payment of dues. Such a practice would, of course, bar numerous needy pupils, and is not in accord with the general aims of intramural activities.

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Among the types of schools represented in this study, the junior high schools are definitely ahead in having their intramural sports programs financed by the board of education. For this group the total frequency for the board of education as a source of income is greater than the frequencies for all other sources combined. This certainly is not true for either of the other groups of schools.

The prominence of interscholastic funds as a source of income means that in a large number of schools the financial success of interscholastic competitions determines the existence of the intramural program. That is to say, if a few picked athletes can be trained to the point where their performance against teams from other schools is excellent enough to make folks willing to pay to see this performance, then intramural games for the entire student body will be made possible. It should occasion no surprise that schools which are driven to this type of support for their intramural programs should emphasize, and perhaps overemphasize, the development of winning teams for their interscholastic competitions. If boards of education for secondary schools would supply to intramural sports the relatively small amount of funds necessary to their maintenance, then one of the oft-repeated demands for emphasis on interscholastic athletics would be removed. As an example of such support, citation is made to the plan in San Antonio, Tex. Here the board of education spends about \$7,500 annually in support of the intramural sports programs in the elementary schools and the junior and senior high schools. Interscholastic sports must support themselves, but they are not called upon to support the intramural program.

Control of finance.—As a follow-up to the inquiry regarding the source of income for the support of intramural athletics, the respondents were asked to indicate by whom the intramural finances were controlled. Sixteen persons or agencies were designated. Of this number seven stand out. These, accompanied by the frequency with which they were mentioned, are: General treasurer within the school itself (61), principal (59), director of physical education (42), general treasurer of the school system (34), athletic association (23), faculty committee (16), and faculty-pupil com-

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mittee (13). In addition to these nine other controlling agencies were specified, namely, pupil committee, student council, athletic council, faculty adviser, alumni council, instructor hired by board of education, superintendent, adviser of girls' club, and school auditor. The 4-year high schools employ 15 of the entire 16 means of control, the junior high schools employ 5, and the other reorganized schools 9. In no case do the pupils figure in a junior high school scheme. Only one plan involving pupils, namely, faculty-pupil committee, is employed by the other reorganized schools. The 4-year high schools are more liberal than the schools of any other type in allowing pupils to participate in the control of finance. As is to be expected, the principal is foremost in controlling finances among the smaller schools. As the size of enrollment increases, however, this prominence yields to the general treasurer within the school itself and to the director of physical education.

In general it may be said that persons of proper authority are controlling the finances of intramural athletics. This control must be carefully safeguarded, especially if boards of education are to be expected to subsidize the program. Of course, each principal is the responsible person in the individual schools. This is not to say, however, that he can not enlist the help of competent persons, including pupils, so long as proper care is taken that these persons receive proper direction and assistance. It ought to be said again that, although pupils may be rendered inactive so far as the handling of funds is concerned, there are, nevertheless, many ways in which they can be enlisted as responsible assistants to those who are in charge of the school's intramural program.

Intramural funds and the physical-education budget.—The third and last inquiry concerning the financing of intramural athletics was directed only to those schools in which the board of education provides funds for this work. The responses to the three questions included in this inquiry are judged worthy of the space required for tabular presentation.

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TABLE 14.—Frequencies of various budgetary plans in schools where the board of education provides funds for intramural athletics

Question	Answer	Enrollment					Region					Type		
		100 and fewer	101 to 300	301 to 750	751 to 2,000	2,001 and more	N. E.	M. A.	S.	M. W.	W.	4-year	Junior	Other
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Intramural funds a part of the physical-education budget?	Yes (94)...	3	14	24	40	13	7	27	11	34	15	32	19	43
	No (9).....	2	2	3	1	1	3	2	3	1	3	1	5	
Specific budget for intramurals in general?	Yes (13)....		2	5	6		5	3	3	2	5	2	6	
	No (90)....	5	16	21	34	14	6	21	6	40	17	15	41	
Specific budget for each sport in particular?	Yes (0)....													
	No (96)....	6	16	23	32	9	3	25	7	32	19	34	15	37

It is evident from the data in Table 14 that in most schools where the board of education subsidizes intramural sports, the funds used for this purpose are included, without having their use specified, in the physical-education budget. Ninety-four schools state that intramural funds are a part of the physical-education budget, whereas only 13 state that there is a specific budget for intramural sports in general. There seems to be some justification for the plan of setting aside a definite amount of money for the intramural program. This does not infer that in schools where these funds are a part of the physical-education budget the intramural program is not well directed and well supported. However, as the opinions of directors of physical education differ concerning the amount of emphasis to be put on formal physical education and intramural games, so will the amounts of money consumed in each type of work differ. It would seem to be a safeguard to the enjoyable free play of the maximum number of pupils if boards of education would designate a certain amount of funds, carefully determined, to be used exclusively in promoting a comprehensive intramural program. Such a specification of funds would be especially in place in schools where the distinction between the physical-education work and the intramural program is clear-cut. However, even among the schools included in this study, reported to have outstanding programs of athletics, there seems to be a lack

of recognition by boards of education of the desirability of the distinctness of the intramural work, and the consequent desirability of distinct financial appropriations.

5. RELATION TO OTHER ACTIVITIES

Intramural athletics and physical education.—There are three main relationships briefly to be considered here, namely, the relationship of intramural athletics to physical education, to the health work of the school, and to interscholastic athletics.

A statement included in Bulletin No. 22 of the Bureau of Physical Education, Des Moines Public Schools, for September 25, 1930, is worthy of quotation in considering the relationship of intramural athletics to physical education. This bulletin is given entirely to the presentation of a suggested organization for an intramural sports program in junior and senior high schools. In considering purposes, the bulletin states:

Every child who is to attain optimum physical, intellectual, and emotional development must have several hours of enjoyable, vigorous, physical activity every day. It should be out of doors whenever possible and in the company of others much of the time.

The regular physical-education period does not satisfy this need. It functions mainly in developing skills, knowledges, appreciations, and desires connected with physical activities. It does not give opportunity for sufficient practice in the things taught nor for self-directed natural use of them as an integral part of daily living. The school physical-education period is essentially teacher directed. It is not just a free-play period but a period of both work and play specifically controlled and directed along predetermined lines.

The intramural sports program partially fulfills the total activity needs of the pupils and motivates further satisfactory types of activity. It provides practice in desirable sports conduct which will affect behavior in such sports away from school. It should be the first and basic extracurricular activity.

It is probably not too much to say that the administrators of well-directed programs of physical education find a plan of intramural games desirable, if not necessary, as a place where the "skills, knowledges, appreciations, and desires" learned in physical education can be put into enjoyable practice. Such a plan makes of intramural athletics an unformalized extension of the work in physical education,

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and presupposes a close cooperation between those in charge of the two programs. In this connection, the extent to which the intramural programs are under the direction of the directors of physical education in the schools included in this study is noteworthy. Of the 189 schools responding to this inquiry, 162 say that the physical education director also directs intramural athletics, whereas only 27 report that he does not. The junior high schools are almost unanimous (23 to 1) in reporting such a plan. This proportion is a great deal higher than that for either of the other two types of schools. The junior high schools are also out in front in reporting that all intramural coaching is under the control of the directors of physical education. Of course, this may be due in part to the fact that other persons on whom the control might fall, for example, coaches of regular athletic teams, do not appear so frequently in the junior high schools' rosters of teachers as in the rosters of the other types of schools. At any rate, whatever the type of school, if a director of physical education is employed, he is the logical person to direct the intramural activities, using as assistants in this program coaches, home-room teachers, physical education instructors, upper classmen, and other persons who are available for this work and who are willing to strive toward the achievement of the greatest good to the greatest number.

Some principals of small secondary schools complain that because of the smallness of their enrollments or the lack of funds they are unable to employ a director of physical education and therefore can not have a program of intramural games. This complaint probably is not entirely legitimate. Furthermore, it is not universal among the principals of small schools. The superintendent of a small high school in Kansas believes that the practice of hiring professional supervisors of play may even endanger the spirit of free play among the pupils, and tend to thrust into the background the regular teachers as leaders in informal group games. This superintendent feels that if the board of education will properly subsidize and equip the intramural program, the regular teachers can be led to take up willingly the direction of games. In this school the matter of play-

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ground activities is discussed with the teachers prior to their employment. Visitation in this school revealed an inexpensive but comprehensive program of play. This superintendent is probably correct in saying that an effective program is not dependent upon the employment of physical directors, but can be had in any school where the leadership is both resourceful and enthusiastic.

Intramural athletics and health work.—Three times as many schools (157 to 53) report that their intramural and health programs are correlated as report that they are not. One hundred seventeen schools did not report, which probably indicates roughly the number which lack either one program or the other. A few schools state that special effort is made in the case of girls in correlating the two programs.

The work in intramural sports and in health are closely associated in a large majority of the schools. In fact, very often each is a single part in a larger plan of organization. In this study it has been seen that in 162 of 189 schools the director of physical education also directs intramural athletics. In a special investigation of health work in secondary schools, which is a separate project in the survey, it is shown that in 311 of 413 schools the health work is organized as a part of the physical education program. The same report reveals that the number of schools in which the teachers of physical education give definite health instruction is far in excess of the number reporting other persons who give this instruction. Thus it is clear that in a large number of schools the programs of health, physical education, and intramural athletics are very closely related, a single person in many instances being responsible for all three. This close relationship is desirable. In fact, as intramural sports serve as a place where the skills learned in physical education can be put into practice, so can they serve as an avenue through which many of the teachings of health can be started on their way to desirable health habits in the lives of the pupils. To a great extent, the demand for intramural sports grew out of a feeling that a large portion of the pupils in the schools were not participating enough in unrestrained play to insure good health. In some of the schools visited in making this study, a definite conviction was expressed that health can not be

merely *taught*, but that it is conditioned upon the actual practice of health habits. These schools in every case have comprehensive programs of play. At any rate, the health program in any school exists for the benefit of all the pupils. It follows that any program of sports in which games appropriate to the present physical conditions of all the pupils are played is a tremendous asset, if not a necessity, to a comprehensive health program.

In their relationship to health work, intramural athletics are probably more important than interscholastic athletics. In the case of interscholastic sports, the task is one of safeguarding the already excellent health of a few; whereas for intramural sports, the improvement of the general health of a much larger number of pupils is the more challenging and, at the same time, the more rewarding task.

Intramural and interscholastic athletics.—The problem of the relationship between intramural and interscholastic athletics has ramifications too numerous to be thoroughly exploited in this report. A few things, however, need to be mentioned.

In visiting secondary schools one finds an occasional school in which those participating in the program of intramural sports are pupils who have either tried and failed to make a regular school team or who have ambitions of breaking into the squad of regulars. In such a case intramural athletics becomes the training ground for first-team material and as such are closely watched by coaches of interscholastic teams. Certainly there should be some plan of games in the school in which pupils unable to find places on interscholastic squads may play; however, for the emphasis to be laid upon the fact that those participating in these sports are candidates for regular teams is a wrong placement of emphasis. Rather, it will be much more helpful to the pupils in general if it is understood that the intramural program is organized for all pupils not on regular teams, and more especially for those who never have nor wish to engage in interscholastic sports. To be sure, there can be no objection if out of the intramural ranks athletes for the interscholastic squads are developed. In fact, directors of physical education often pointed out to the investigator that sensible intramural play is probably

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the most developing thing a potential athlete can do during the first year or two of his high-school life. However, if the correct conception of intramurals is held, such a development of regular players is purely incidental.

Another question of relationship, which is a moot one, has to do with coaches. Shall the coaches of interscholastic teams coach intramural play? The experience of principals in their efforts to solve this problem was inquired into rather thoroughly during visitation. Judgments are rather closely divided. Some principals testify, after a trial, that "never again" will they allow a coach of an interscholastic team to direct either the intramural or the physical education program. The temptation to teach, in the main, skills useful to interscholastic players and to give exceptional attention to pupils showing signs of possessing unusual playing caliber is too great. On the other hand, numerous principals state that the only way effectively to bring interscholastic athletics under the general aim of health and recreation is to put them in charge of persons who are also in charge of the health work and the general program of play in the school. It ought to be the case in any school that the persons, including regular coaches, selected to assist in carrying out the intramural program know how and are willing to cooperate toward securing the ends for which intramural programs exist. Perhaps this ideal of keeping in mind the good of the greatest number is impossible in some schools at present. It may be that before it can be realized the coaches of interscholastic teams must be required to have a minimum amount of training in physical education and health work. Such a requirement, although it is rare, is not unknown. Ohio has a regulation whereby full-time teachers of physical education (including athletic coaches) engaged by high schools after 1930 are required by the State department of education to have a special professional certificate issued by the department. Credits for this certificate must show a minimum of 40 semester hours in health and physical education earned in an accredited institution. A similar modified requirement exists for part-time teachers in the same field. All teachers of physical education in service prior to 1930 must have the appropriate certification on or before 1935 in order to have their

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secondary-school program of physical education recognized by the State department of education. It can reasonably be expected that if and when varsity coaches have a background of training such as that indicated above, the general aims of intramural and interscholastic athletics will be recognized, and the problem of securing satisfactory personnel to direct and coach these activities will not be so difficult as at present.

It was observed during visitation that numerous schools are substituting programs of intramural sports for interscholastic programs. This is true more often in the case of girls than of boys. In the returns to the athletic inquiry, 184 schools specified that they were making special effort through their intramural programs to promote attitudes and secure values ordinarily claimed for interscholastic competition. One hundred seventy-one schools felt that they were succeeding in these efforts. Fourteen schools indicated that no such efforts were being made, and seven schools which had made the effort felt that they were not succeeding. During visitation it was not uncommon to encounter principals, coaches, or even directors of physical education who felt that interscholastic competitions contained values peculiar to themselves. They further emphasized their viewpoint by pointing out how much like the interscholastic program, even for girls, the intramural program must become, if it is to be enthusiastically received by the pupils. This similarity refers to such things as the promotion of keen competition, the opportunity for the winning of awards, and the like. Intramurals in general are as yet young. It is probably not yet time to recommend their substitution for interscholastic sports. The immediate task seems to be for the schools which specify that they are able to secure through intramurals the attitudes and values ordinarily attributed to interscholastics to demonstrate to the mass of secondary schools how such results can be obtained, dissociated from the so-called hazards and evils accompanying interscholastic sports.

If both intramural and interscholastic sports (especially for boys) have desirable features, then instead of the substitution of the former for the latter, a better plan would seem to be to retain both, with a proper emphasis on each and the

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studied subordination of each to a more general program of health in the school. Many principals testify to the worth of such a combined athletics program. A principal of a senior high school in Flint, Mich., says:

There is no part of our educational program which means more to the development of our boys and girls than does the intramural and interscholastic athletic work which is carried on here. The statistical reports which have been submitted covering our program demonstrate that the pupil load of the physical-education teachers is considerably in excess of that of the average class teacher, but no statistical report can measure the value of the work which this department is doing in the development of the boys. The questions of discipline, truancy, and decreased interest in school would, I am sure, be much more in evidence in this school if it were not for the work of this department in its athletic program.

A visit to this school brought to light a well-balanced program for the school and city, headed by competent persons who are striving to realize for their program the best in each phase of athletics, namely, physical education and intramural and interscholastic sports. Interscholastic sports are held by the director of physical education for the city to have values especially for senior high school pupils. Below this level interscholastic sports are discouraged. It seems proper to say here that intramural sports have not been developed to supplant or to work at odds with interscholastic sports; rather, they have grown up to do what interscholastic sports have failed to do and can not do. Together they make up a comprehensive program of sports, each supplying the insufficiencies of the other, and therefore making possible the removal of certain objections leveled against each.

6. EXPERIMENTS AND INVESTIGATIONS IN INTRAMURAL SPORTS

Special studies or experiments.—An effort was made in this investigation to learn to what extent the schools have carried on special studies or experiments in intramural athletics, which have resulted in what administrators believe to be especially promising methods of administration and supervision. The results are not encouraging. Only 39 of the 231 schools having intramural programs report such studies or experiments. The junior high school group, with 25 per cent of its schools reporting such studies, appreciably out-

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ranks either of the other two types of schools in this regard: After stating whether or not studies had been made, the respondents were asked to describe the nature of the studies. It is clear from these responses that a large portion of the 39 studies reported do not pertain to intramural athletics. By a liberal count, 25 of the studies deal with intramurals. Three fields of inquiry stand out among these 25 studies, namely, the pupil-leadership system; the use of height, age, weight, etc., in the selection of teams; and the use of large groups for competition. One respondent reported a city-wide plan for the after-school program. According to this plan, each physical-education teacher is required to remain after school two days a week and direct play activities. In this city, school closes at 2.30 p. m.

Problems made the subject of careful investigation.—In attempting to secure from the schools a list of problems which had been made the subject of careful study, a suggestive list of five problems was assembled. Additions to this list were made by the respondents until the total became 14. The five problems checked by the largest number of schools are as follows: The effect of the intramural athletics program on scholarship, health, school spirit, etc. (75 schools); a comparison of the carry-over into later life of the sports interests developed in intramural and in interscholastic athletics (64); the minimizing through intramural sports of the physical hazards in athletics (62); the substitution of an intramural for an interscholastic athletics program to the satisfaction of the student body (51); and the organization and administration of intramural athletics in the small high school (48).

Detailed data for the foregoing problems show no special significance for any group of schools, except that for the schools included in the 101 to 300 enrollment group, the outstanding problem has to do with the organization and administration of intramural athletics in the small high school. This indicates that at about this point in the growth of the school the need for an intramural program becomes felt. At the same time schools of this size must solve numerous problems of personnel, facilities, and finance before the needed programs can be instituted.

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The avowed purpose by six of the schools that the intramural program is for the development of interscholastic material is interesting. Each of these schools contributed this problem voluntarily. It was not in the list of five suggested problems. Visitation following the return of the inquiry forms led to the impression that this interest is more prominent in intramural athletics than is sometimes supposed.

On the whole, one feels, after examining these returns, that in the schools where problems are being carefully studied there is an effort being made to fit intramurals into the school organization and to appraise these sports in terms of their present and future effect upon the pupils and the school. However, more systematic inquiry is necessary before it can be said that the work of appraisal is being done in an objective manner.

7. TRENDS AND CONCLUSIONS

Because of limitations of space, the data available to the discussion of intramural athletics have been extensively curtailed for this presentation. Any summary here, therefore, is impracticable. What has gone before is itself in part a summary. However, on the basis of the data presented and through a careful examination of those not presented certain trends and conclusions become apparent. These are here set down.

Among the schools included in this study the movement to organize definite programs of intramural athletics has come into full swing since 1925. The size of the school is the most influential factor in determining whether or not a school will adopt such a program. There is no dearth of intramural games, either for boys or for girls, although for both boys and girls a few games only are outstanding. A tendency exists among the larger schools to foster games which have carry-over value. Sports do not vary much by grades, football and golf excepted. Football is more prominent as an intramural sport among the 4-year high schools than among any other type of school. Comparatively large amounts of in-school and out-of-school time are given to practice and contests.

A tendency is discernible among the schools to link together the after-school intramural program and the in-school physi-

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cal education work, the former often being considered an extension of the latter. Parallel to the sports involving many contests, a few schools are fostering other less competitive sports having longer playing seasons and more of the nature of voluntary free play, to take care of pupils having certain physical and mental limitations and choices. In a few schools the groupings made in physical education are carried over into the intramural activities. The most common groupings are by grades, physical education classes, and home rooms. There is a tendency, especially among the reorganized schools, for the administration of schools to designate the basis for group competitions (grades, home rooms, etc.) and then allow the pupils to organize and direct their own play. Rules of eligibility vary, but are concerned chiefly with amount of participation and conduct. No large number of schools grants credit in physical education for intramural participation. The junior high schools are especially strong against this practice. The extent to which the 5-year and 6-year undivided secondary schools refrain from allowing the lower grades to compete against the higher is encouraging. Few schools have intramural athletic associations independent of other athletic associations in the school.

Programs of intramural athletics are not expensive. The reorganized schools are ahead of the 4-year high schools in the frequency with which boards of education provide funds for intramurals. Pupil sources of support outnumber the non-pupil sources 178 to 106. A tendency prevails for the frequency of support by the board of education to increase as the size of the school increases. Intramural funds are controlled by responsible and authoritative persons within the school. The 4-year high schools are more liberal than the reorganized schools in allowing pupils to participate in financial control. When boards of education support intramurals, funds for intramural sports are almost always an unspecified part of the physical education budget. There is a slight beginning in appropriating funds for intramural sports in general. No school appropriates funds for particular intramural sports. When financial deficits appear in the intramural accounts, in exactly two-thirds of the cases the necessary funds are procured from pupil sources.

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The schools in general are recognizing the close relationship between intramural sports, physical education, health work, and interscholastic athletics. There is a tendency to dovetail closely the programs of intramural athletics and physical education. Close cooperation between health work and intramural athletics is frequently understood to be possible and necessary; it is not so often actively secured. A few schools are beginning to use intramural sports as a means of making habitual certain phases of health instruction, and as a means of improving the health of pupils through uncoerced activity. The feeling that both intramural and interscholastic activities are necessary to a comprehensive athletics program seems to be growing. Complete substitution of intramural for interscholastic sports programs for boys is rare, but not infrequent for girls. The question of the duplication of personnel for intramural and interscholastic coaching is at present a moot one.

Comprehensive studies in the field of intramural athletics are few. The tendency in this regard to evaluate pupil leadership is commendable. There is evidence in the data concerning the careful study of problems that the first great task of the schools has been to fit the intramural plan into the school organization, and then, second, to evaluate it in terms of educational outcomes. The second task (of evaluation) has only of late been seriously approached, and may or may not be carried on according to good methods of research.

When all the returns to the inquiry form respecting intramural athletics are considered in summary, and when the information received during visitation in a number of selected schools is reviewed, a few goals seem to be recognized as desirable of attainment, and various problems have arisen which await solution. Some of these are as follows:

Goals

1. Full financial support of programs of intramural athletics more by boards of education.
2. Specific appropriations for programs of intramural athletics, as such, by boards of education, on the basis of carefully derived estimates by school administrators.

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3. The modification of football when it is used as an intramural sport, especially for boys below the tenth grade.
4. Intramural sports, as such, to be carried on entirely during out-of-school hours, except in schools where intramural activities and physical education are dovetailed.
5. No physical education credit to be given for participation in intramural sports, as such, unless they are administered definitely as a part of the regular program of physical education.
6. Careful avoidance of any eligibility rules which would defeat the objective of "participation by all."
7. More active use of the intramural sports program in launching health habits upon life careers.
8. The organization of independent intramural athletic associations in which pupil leadership is at a supervised maximum, except in the case of the control of finance.
9. To follow in general the ideal of "equality of competition," in so far as it does not interfere with self-directed free play.

Problems

1. Careful study of intramural athletic activities in secondary schools having enrollments of 100 to 300 pupils.
2. How to organize and promote games having large carry-over value, and games designed to take care of pupils not included in contesting groups.
3. The correct placement of games by grades.
4. Determination of the maximum number of contests in individual sports in certain sized schools, in keeping with the goal of self-directed free play.
5. Careful evaluation of plans for the organization and administration of intramural sports programs, of systems of financial control, of personnel arrangements, and of the contribution of certain games to projected goals.

CHAPTER III : INTERSCHOLASTIC ATHLETICS— ADMINISTRATION

1. INTRODUCTION

Popularity of interscholastic contests in athletics.—Almost without exception, the 327 secondary schools included in this study report that they engage in interscholastic contests in athletics, especially for boys. Increasing numbers of schools are abandoning the practice of promoting such contests for girls. The many problems connected with the administration of interscholastic athletics in general, and the evils supposed to accompany participation in them, have not tended to dull the general enthusiasm for them either in the schools or their constituent communities.

Plan of this report.—Many of the data presented in this chapter were collected during personal visits to about three dozen secondary schools, distributed over the United States from Salt Lake City to Tampa and from Boston to San Antonio. This information, along with that supplied in inquiry forms by the 327 selected schools, will represent a dependable picture of the situation in interscholastic athletics in a large group of schools cited as having unusually effective programs of athletics in general. The present chapter will present as concisely as possible the tabular data in order that more space will be available for descriptions of situations, problems, and promising practices reported by or observed in individual schools. The general headings contained in the discussion of intramural athletics will be repeated here, along with several additional headings. This will allow for comparative data where interesting relationships appear.

1. NUMBER OF CONTESTS AND CONTESTANTS

The important sports and the sex of participants.—The first item to be discussed under the heading of administration has to do with the number and type of contests engaged in and the extent of participation by pupils.

Whereas 65 sports were reported by 231 secondary schools as being included in the list of intramural games, only 26

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sports are listed by approximately 300 schools as sports in which contests are held with other secondary schools. It will be seen later that such competition is limited mainly to a few sports only.

In the present inquiry it has been recognized that interscholastic contests may be either intracity or intercity. Furthermore, such competitions may be engaged in by either boys or girls. In Table 15 the numbers of schools which hold intracity or intercity contests in 12 sports are indicated. Also, the numbers of schools which maintain boys or girls teams in the same sports are given.

TABLE 15.—Number of secondary schools reporting intracity and intercity athletic contests in 12 sports, and number reporting contests for boys and girls

Type of contest or sex of participants	Sport											
	Basketball	Football	Track and field	Baseball	Tennis	Golf	Swimming	Soccer	Cross country	Wrestling	Hockey	Volleyball
	2	3	4	5	6	7	8	9	10	11	12	13
Intracity.....	115	87	74	74	53	30	27	11	18	6	12	10
Intercity.....	251	198	156	141	84	39	33	19	19	13	17	10
Boys.....	284	220	199	171	108	58	45	27	33	18	19	6
Girls.....	124	.....	31	14	33	3	9	1	1	.....	12	14

¹ Mainly field hockey.

It is evident from the data in Table 15 that interscholastic contests in athletics are limited primarily to five sports, namely, basketball, football, track and field, baseball, and tennis. Two other sports are fostered by a smaller number of schools, but deserve to be mentioned. These are golf and swimming. No doubt these sports are not engaged in by a larger number of schools because the facilities for them are not easily available to secondary schools in general. Of the seven sports named above, those having carry-over value, namely, tennis, golf, and swimming are notably overshadowed by those having no carry-over value, namely, basketball, football, track and field, and baseball. In fact, in many secondary schools, the list of sports in which interscholastic contests are held is made up altogether of sports recognized as having no carry-over value whatever.

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It is generally known that many more schools foster interscholastic sports for boys than for girls. The evidence of this study is in full harmony with this knowledge. The number of schools reporting boys' teams in all the 12 sports listed in Table 15 is in excess of the number reporting girls' teams, with the exception of volley ball. Basketball is far in the lead as an interscholastic sport for girls. The sudden drop in the number of schools which foster interscholastic contests in sports other than the first five listed in the table, indicates that even among the schools represented to this investigation as having especially effective programs of athletic activities, interscholastic competitions are limited mainly to a very few sports.

The extent of participation.—After observing the number of schools which foster interscholastic contests in 12 specified sports, it is interesting to note the number of contests which were held in these sports during the playing season. Furthermore, special care has been taken to ascertain the number of pupils who practiced for these contests and who actually participated in them. The average length of the playing season in weeks has also been computed. These data are indicated in Table 16, and have been secured for the school year, 1929-30. The numbers in this table are averages derived from the data supplied by the schools represented in Table 15. Not all the schools supplied all the information requested, but in general the figures given in Table 16 represent the average situations among the groups of schools indicated in Table 15.

TABLE 16.—Average number of contests per season, average number of pupils practicing and participating, and average length of season in weeks in 12 sports

Contests, pupils, or season	Basketball	Football	Track and field	Baseball	Tennis	Golf	Swimming	Soccer	Cross-country	Wrestling	Hockey	Volleyball
1	2	3	4	5	6	7	8	9	10	11	12	13
Average number of intracity contests	10.4	4.9	3.9	8.1	6.7	4.6	5.1	6.9	5.6	3.0	17.8	11.4
Average number of intercity contests	16.1	7.8	4.6	8.4	5.8	4.5	6.6	8.3	5.3	5.1	7.6	4.4
Average number of boys practicing for contests	53	53	41	30	18	19	26	31	28	31	26	46
Average number of boys participating in contests	20	36	28	19	9	9	20	20	23	19	15.6	23
Average number of girls practicing for contests	24	.....	23	19	16	13	28	66	60	.....	34	39
Average number of girls participating in contests	16	19	15	11	10	19	22	21	19
Average length of season in weeks	12.9	10.6	9.1	8.3	9.5	9.5	14.4	8.3	8.4	10.5	9.1	6.7

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Only two of the sports listed in Table 16 stand out in the extent to which the intracity contests outnumber the intercity. These are hockey and volleyball. Of the 12 sports listed basketball is plainly the most frequently contested.

In connection with the number of contests engaged in during the season, it is significant to study the last horizontal column in Table 16, which shows the number of weeks during which these contests are held. The swimming season is the longest, followed by basketball, football, wrestling, and so on to the shortest of the 12, namely, volleyball, which has an average playing season of 6.7 weeks.

Although the basketball season is long and the number of contests engaged in are many, nevertheless this sport ranks fifth among the 12 in the number of pupils who practice for these contests and actually participate in them. Football engages more boys in practice and participation than any other sport. The data in Table 15 showed that basketball is by far the most common interscholastic sport for girls. With this fact in mind, it is clear from the data in Table 16 that many schools are fostering interscholastic sports for girls which rank far below certain other sports in the number of girls who are privileged to practice for and participate in contests.

Intercity contests.—Many refinements of the data contained in Table 16 have been made in the complete tabulations for this study. Not all these detailed tables can be reproduced here; however, a few facts deserve to be pointed out in brief. The data regarding the average number of intercity contests engaged in are varied enough for the classifications of this study to be presented in a separate table.

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TABLE 17.—Average number of intercity contests in 12 sports engaged in by each of the groups of schools included in this study

Sports in which contests are held	Enrollment					Region					Type		
	100 and fewer	101 to 300	301 to 750	751 to 2,000	2,001 and more	N. E.	M. A.	S.	M. W.	W.	4-year	Junior	Other
	2	3	4	5	6	7	8	9	10	11	12	13	14
Basketball.....	14.4	18.2	17.9	14.3	12.9	10.7	18.5	14.7	16.2	13.5	16.6	13.6	15.5
Football.....	7.4	7.8	8.7	7.5	6.1	7.9	7.1	8.6	7.9	7.2	7.8	9.0	7.7
Track and field.....	2.0	3.7	4.2	6.1	4.8	4.8	3.8	6.9	4.3	3.6	5.1	2.3	4.0
Baseball.....	6.5	8.2	9.7	8.6	8.2	12.3	9.5	7.7	7.2	5.8	8.3	8.6	8.5
Tennis.....	2.5	6.1	5.0	5.2	9.1	7.6	8.2	5.8	4.9	4.2	5.6	.....	6.0
Golf.....	.....	.....	4.2	4.3	5.2	8.3	4.4	2.3	4.3	5.5	3.6	.....	4.9
Swimming.....	.....	.....	2.5	7.8	6.2	5.8	7.5	1.0	7.6	4.0	8.6	.....	6.0
Soccer.....	.....	9.0	6.3	6.6	10.8	7.3	8.6	.....	10.0	.....	9.8	8.0	7.5
Cross country.....	.....	11.0	.....	3.6	4.6	3.3	3.8	.....	3.3	.....	6.4	.....	3.9
Wrestling.....	.....	3.0	9.0	4.2	5.3	.....	3.3	10.5	3.8	6.0	4.0	.....	6.0
Hockey.....	.....	.....	5.4	12.2	6.6	9.6	6.6	.....	5.7	.....	6.3	.....	8.6
Volleyball.....	.....	9.7	1.7	1.3	.....	.....	2.0	4.5	.....	.....	4.7	.....	1.3

Attention is called to the small number of sports which constitute the intercity programs in the small secondary schools. This is shown clearly in Table 17. Scarcely any intracity contests are engaged in by the small schools. Their interscholastic athletics, therefore, are limited to a small number of sports, and their contests almost always involve considerable travel on the part of one or the other of the competing squads. Furthermore, in these small schools, the pupils' participation in athletics gives little promise of improving in any way their play activities after they are out of school. Although tennis is shown in Table 17 as one of the five sports participated in by the smaller schools, only 12 schools having enrollments of 300 pupils or fewer report contests in this sport. The remaining four sports, in which large numbers of small schools report intercity contests, are recognized as having practically no carry-over value. Among the larger schools an encouraging tendency is noticeable, namely, a decrease in the number of intercity contests in the first four sports, accompanied by an increase in the number of contests in the fifth and following sports. In general, the fifth and following sports are those having recognized carry-over values. The larger schools are clearly ahead in

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the extent to which they promote intercity sports containing such values. Of course, they are able to foster a greater variety of sports than the smaller schools, but there is no special reason why the smaller schools must begin with basketball, football, track and field, and baseball.

The fact that the number of intercity contests in basketball and football is appreciably higher among the small schools than among the larger schools does not mean that the small schools play more games. The number of intracity contests engaged in by the larger schools is much greater than the number engaged in by the smaller schools. Neither does it mean that the small schools travel farther than the larger in carrying out their schedules. True, on the whole, they must travel oftener, but the distances between small towns, in which the small schools are commonly located, are usually less than the distances between larger cities, in which the larger schools are most frequently found.

Comparisons among the regions in the average number of intercity contests held yearly in each sport can be made at a glance, and need no comment. Similar comparisons can be made for the types of schools. Here the averages for the junior high schools are surprisingly high, and based on too few schools to be considered significant. As between the other two types, it is clear that not much difference exists in the average number of intercity contests engaged in.

The situation in five sports.—One other table is necessary in this section to present in detail the data with respect to the numbers of pupils practicing for and actually participating in interscholastic contests in various sports. Data for the five most prominent sports are presented in Table 18.

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TABLE 18.—Average number of boys practicing for and participating in interscholastic contests in five sports

Classification	Average number of boys practicing for contests					Average number of boys participating in contests				
	Basketball	Football	Track and field	Baseball	Tennis	Basketball	Football	Track and field	Baseball	Tennis
1	2	3	4	5	6	7	8	9	10	11
Enrollment										
100 and fewer.....	17 (68)	20 (90)	12 (50)	17 (68)	8 (32)	12 (50)	17 (68)	10 (40)	15 (60)	3 (12)
101 to 300.....	22 (30)	29 (39)	20 (27)	20 (27)	14 (19)	16 (21)	22 (30)	16 (21)	16 (21)	7 (9)
301 to 750.....	34 (13)	48 (18)	32 (12)	26 (10)	15 (6)	21 (8)	35 (13)	25 (10)	18 (7)	7 (3)
751 to 2,000.....	39 (8)	62 (9)	54 (8)	33 (5)	18 (3)	24 (4)	40 (6)	34 (5)	21 (3)	9 (1)
2,001 and more.....	60 (4)	100 (7)	77 (5)	63 (4)	29 (2)	31 (2)	55 (4)	51 (3)	27 (2)	12 (1)
Region:										
New England.....	32	55	45	38	14	16	34	43	20	9
Middle Atlantic.....	29	52	51	30	20	17	34	35	19	10
South.....	30	50	32	30	14	19	34	24	20	10
Middle West.....	38	58	45	30	21	24	40	30	20	9
West.....	30	46	27	24	18	18	31	18	17	7
Type:										
4-year.....	31	52	36	30	18	13	34	26	19	9
Junior.....	34	46	42	28	19	19	34	33	22	6
Other.....	35	54	46	31	19	21	38	31	19	9

¹ The figures in parentheses are the percentages secured when the average number of boys practicing or participating is divided by one-half the midpoint of the enrollment group. The midpoint represents the average-sized school for that group; one-half the midpoint is one-half the average enrollment, assumed to be boys. Thus, on the average, 68 per cent of the boys enrolled in schools having 100 or fewer pupils practice for interscholastic contests in basketball.

The data in Table 18 are presented for the different classifications used in this study, and are not difficult to interpret. For example, on the average, 17 boys in schools having enrollments of 100 or fewer pupils practice for interscholastic contests in basketball. This, as is explained in the footnote to the table, represents 68 per cent of the boys enrolled in the school of average size in that group. For this sport and for all the other sports, although the number practicing rises with the size of enrollment, nevertheless the percentage of all boys who practice declines sharply. However, the increase in the number practicing which accompanies the increase in enrollments seems to indicate that although only a limited number can compete at any one time in a contest, there is no limit set to the number of boys who may practice for these competitions. It may be assumed, however, that these boys

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are promising performers in the individual sports. In the right-hand half of the table the sports are repeated, showing the average numbers of boys who participated in actual contests. If the table as a whole is studied in the relationship of the number participating to the number practicing, it will be seen that about two-thirds of those who practice engage in actual contests. This proportion varies considerably among the sports, but it can stand as a general approximation.

In all sizes and types of schools, and in all regions of the country, more boys practice for interscholastic competitions in football than in any of the other sports listed in Table 18. This is true also for the number who actually compete, except in the New England and Middle Atlantic regions, where a few more boys compete in track and field than in football. The size of the ordinary squad in each of the five sports is clearly indicated in the surprisingly uniform averages among the five regions and among the three types of schools.

The data regarding practice and participation for the girls in four of the five sports (football excluded) listed in Table 18 are in similar proportion to those for the boys, although the actual numbers are considerably smaller. In only two sports, namely, soccer and hockey (not listed in the table), do the girls lead the boys in the numbers who practice for and actually participate in interscholastic contests.

At this point it will be helpful to make a brief comparison between some of the data for this section and some of those presented in Chapter II dealing with intramural athletics. The number of pupils participating in intramural activities in certain sports as compared with the number practicing for interscholastic contests in the same sports is the question in point. A brief table will give this information at a glance.

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TABLE 19.—Average number of pupils participating in intramural activities and practicing for interscholastic contests in five sports

Classification	Basketball		Football		Track and field		Baseball		Tennis	
	Intramural activities	Practice for interscholastic contests	Intramural activities	Practice for interscholastic contests	Intramural activities	Practice for interscholastic contests	Intramural activities	Practice for interscholastic contests	Intramural activities	Practice for interscholastic contests
1	2	3	4	5	6	7	8	9	10	11
Enrollment:										
100 and fewer.....	29	17	25	20	19	12	27	17	22	8
101 to 300.....	52	22	37	29	44	20	49	20	19	14
301 to 750.....	107	34	66	48	93	32	106	26	22	15
751 to 2,000.....	245	39	175	62	215	54	196	33	58	18
2,001 and more.....	339	60	98	100	407	77	241	63	48	29
Type:										
4-year.....	143	31	71	52	99	36	105	30	41	18
Junior.....	274	34	241	46	271	42	269	28	129	19
Other.....	170	35	80	54	244	46	129	31	41	19

Data for the five enrollment groups and three types of schools are given in Table 19. The data for the five regions were too nearly uniform to deserve inclusion in the table.

Reference has already been made to the consistent rise in the number of boys practicing for interscholastic contests as the schools increased in size. These figures are repeated in Table 19. Parallel to these figures are found those showing the number of pupils who participate in intramural activities in the same sports. The general excess of the number participating in intramurals over the number practicing for interscholastic contests bears out the supposition that even practice for interscholastic contests is limited to a relatively small group of boys. This, of course, is to be expected, and is not especially to be lamented provided the schools foster intramural programs in which those not practicing for interscholastic contests may play the game for the fun of playing it and for its values in health. The data in Table 19 indicate that among the schools included in this study, such provision is being made. Only in football does the number of boys practicing for interscholastic contests in any way approximate the number who play the game as an intramural sport.

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3. TIME DEVOTED TO INTERSCHOLASTIC SPORTS

Amount of time.—The cost in time of interscholastic sports has often been presented as an adverse criticism of them. Exactly how much time do the schools included in this study devote to these sports? The answer for 12 sports is given in Table 20. The figures in the first four vertical columns in the table represent the numbers of schools in this study which devote school or out-of-school time to practice or contests in 12 interscholastic sports. It is clear from these figures that not a large number of schools devote school time to either practice or contests in these sports. More schools give school time for practice in basketball than for any other sport and more schools give school time for contests in football than for any other sport. The low number giving school time to contests in basketball is no doubt due to the fact that contests in this sport are usually held at night. This may account for the noticeable liberality in granting school time for practice in basketball. Clearly, in most of the schools and for most of the sports, practice for interscholastic contests, and the contests themselves, must be held entirely outside of school hours.

TABLE 20.—Number of schools reporting school and out-of-school time devoted to practice and contests in 12 interscholastic sports, and the average amount of time in minutes consumed by such practice or competition

Sport	Number of schools reporting school time for—		Number of schools reporting out-of-school time for—		Average amount of school time per day devoted to—		Average amount of out-of-school time per day devoted to—	
	Practice	Contests	Practice	Contests	Practice	Contests	Practice	Contests
1	2	3	4	5	6	7	8	9
Basketball.....	51	20	288	219	47.8	48.2	90.0	78.1
Football.....	36	56	219	175	49.7	55.6	105.1	87.6
Track and field.....	33	10	184	117	50.0	52.2	81.6	109.1
Baseball.....	20	32	165	122	51.0	43.9	96.6	95.8
Tennis.....	10	12	83	57	46.5	41.5	84.2	80.2
Golf.....	4	4	50	34	52.5	30.8	105.4	127.6
Swimming.....	11	2	42	28	46.8	20.0	68.4	74.1
Soccer.....	2	2	27	18	37.5	40.0	99.8	60.1
Cross-country.....	3	1	32	21	40.0	60.0	56.0	43.4
Wrestling.....	3	1	15	11	53.3	86.7	66.5
Hockey.....	1	1	13	8	45.0	40.0	79.4	59.8
Volleyball.....	4	1	12	10	60.0	20.0	61.2	62.3

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The averages in the right-hand half of the table are derived from the data supplied by the schools indicated in the left-hand portion of the table. For example, 47.8 minutes is the average amount of time per day devoted to the practice of basketball in 51 schools. An average of 48.2 minutes per day is devoted to contests in basketball in 20 schools. The table does not attempt to indicate how many days per week practices or contests are held. What it does indicate is that among the schools reporting time taken, a certain number of minutes is the average amount taken daily for the days when time is taken.

The generally equal amounts of school time given to practice and contests in most of the sports listed in Table 20 seem to indicate that time is not granted according to the nature of the sport in which practice or contest is being held, but is governed by some other influence. The number of minutes contained in the averages leads one to believe that this governing influence is the length of the school period. Evidently, when school time is allowed at all, it usually is for the duration of one regular period, probably the last one in the school day. The amount of out-of-school time devoted to both practice and contests is consistently larger than the amount of in-school time.

Again, it is interesting to compare the data discussed in this section with those presented in a similar section in the chapter dealing with intramural athletics. Without constructing any summary tables, a few facts can be pointed out. In the first place, as many schools take school time for practice and contests in four principal intramural sports as take time for practice and contests in the same sports for interscholastic competitions. The four sports referred to are basketball, track and field, baseball, and tennis. The amounts of time taken for intramural games and for interscholastic practices in these sports are practically equal. More schools take school time for practice and contests in football as an interscholastic than as an intramural sport. Again, the amount of out-of-school time devoted in the five sports to practice and contests is practically the same for intramural and interscholastic activities. It appears, therefore, that in schools having both intramural and inter-

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scholastic sports programs, the cost in time to the pupil is about the same if he participates up to the maximum in either. True, the interscholastic competitions are restricted to a comparatively small number of pupils, but the cost in time to these pupils is not greater than the cost to other pupils who go in heavily for intramural sports.

Days of week when school time is usually taken.—There seems to be no preference among the schools as to the days of the week when school time shall be taken for practice for interscholastic competitions. Slightly fewer schools report Friday for such practice than report the other four days of the school week. Specifically, the numbers of schools which report school time for practice of one sport or another are as follows: Monday, 138; Tuesday, 135; Wednesday, 142; Thursday, 133; and Friday, 115. The slightly lower score for Friday is no doubt due to the fact that the interschool competitions are usually held on that day.

Respecting the days of the week when school time is taken for contests, the results are different. Following are the numbers of schools which report that school time is taken for contests in one sport or another on various days: Monday, 1; Tuesday, 17; Wednesday, 9; Thursday, 13; and Friday, 101. Clearly, Friday is the outstanding day for competitions in interscholastic sports, in preparation for which, school time is frequently taken during the earlier days of the week.

It is not uncommon to find among the schools certain regulations concerning the time when practices for interscholastic contests will be held, the duration of the practice, on what day the contests must be held, the amount of time allowed for contests, etc. In general, these regulations are intended to act as deterrents to these activities in their encroachment upon school time. Some schools give physical-education credit to members of varsity squads and try to grant them as much school time for varsity practice as is required for regular work in physical education. Other schools make no compromise and require that all athletic work must be done in out-of-school hours. The Wyandotte High School in Kansas City, Kans., is typical of many schools in this regard. Formerly this school designated a certain period in the day as an athletic period. It has since discontinued the practice

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of excusing athletes from physical education and requires that all athletic activities be held during out-of-school hours. Many schools follow faithfully the splendid regulation that interscholastic athletic contests may not be held on a day or night preceding a school day. This, of course, makes most such contests fall on Friday afternoon or night. The most frequent violations of this regulation occur in basketball. In this sport schedules are frequently drawn up which require that two match games be played during a single week. In general, however, the schools are attempting to reduce the school time required for practice and competition to a minimum, and to hold contests at times when the least possible interference with school work will result.

4. TOURNAMENTS AND MEETS

Extent of participation.—In addition to a regular round of practice and contests, many schools participate each year in various tournaments and meets. These range in character from intracity to national. The extent to which the schools in this study participated in such meets in 1929-30 is indicated in Table 21. Only a few schools report participation in national meets; hence this type of meet is not included in the table. Data for 12 sports are given.

TABLE 21.—Number of schools reporting participation in various tournaments and meets, in 12 sports

Sport	Intra-city	Intercity						
		Privately sponsored		Sponsored by colleges and universities		Sponsored by county association	Sponsored by State association	
		District	State	District	State		District	State
1	2	3	4	5	6	7	8	9
Basketball.....	32	47	11	25	18	44	123	54
Football.....	18	9	3	3	3	4	9	9
Track and field.....	41	55	18	28	30	42	70	58
Baseball.....	17	7		5	7	12	10	11
Tennis.....	26	11	5	11	13	7	20	23
Golf.....	16	8	3	4	5	2	11	19
Swimming.....	11	2	1	3	3	1	5	11
Soccer.....	4					2		
Cross-country.....	9	2		2	4	5	2	4
Wrestling.....	1	1			6	2	2	4
Hockey.....	5	1					1	1
Volleyball.....	5					1	1	

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The data in Table 21 show that privately sponsored inter-city tournaments are held primarily in track and field and in basketball. Few privately sponsored State meets are held, although district meets under private agencies are numerous. Colleges and universities hold almost as many State as district tournaments and meets. County meets are participated in a great deal by the schools included in this study. The meets sponsored by the State athletic association are patronized a great deal more by the schools than those sponsored by any other agency. Information gathered but not reported in the table indicated that intracity tournaments or meets are limited almost entirely to schools with 300 or more pupils enrolled, and are more common among reorganized schools than among 4-year high schools.

As a whole, participation in tournaments and meets is outstanding in three sports, namely, basketball, track and field, and tennis. Tournaments in golf are becoming common among secondary schools. Tournaments in football, while still occurring in certain States, are few—as are tournaments in baseball.

Judgments regarding tournaments.—Various groups of persons hold various opinions about athletic tournaments and meets. In general it can be said that sentiment is rather heavily against national meets. For example, before the national interscholastic basketball tournament was abandoned, a faculty committee of the University of Chicago sent letters to the principals of all the high schools which had participated in the tournament between 1921 and 1930, asking their opinions as to the desirability of continuing the meet. Eighty-nine principals were opposed to the meet, 30 were in favor of its continuation, and 13 were undecided. The committee recommended to the authorities of the university that the meet be discontinued, since sentiment among the principals of the schools whose teams had participated was so strongly against its continuation. This feeling among school administrators was clearly in evidence in the schools which were visited in making the present study. However, in some of these schools, it was not uncommon to find coaches and athletic directors who had accompanied teams to the tournament mentioned above and who were enthusiastic

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about the social, educational, and character benefits to the participants resulting from the competition. For example, the coach of a basketball team from Houston, Tex., which contested in the 1930 national tournament says that the experience was altogether helpful to the boys. They were permitted to mingle with boys from other cities, and became especially well acquainted with a squad of boys from Massachusetts. They saw in the tournament a demonstration of high-class sportsmanship and hard play. Also the experience of spending several days in the atmosphere of the university was broadening, and the boys were lastingly influenced by their contact with the campus while the university was in regular session. Such testimonies as this were not infrequently encountered during visitation. Over against them is the testimony, chiefly by the principals and often by coaches, that participation in such tournaments is too expensive in time and money, pupils are too long away from school, interest is taken away from school work, the body is put under too great a strain, participants come back to their campuses self-elated, communities expect too much of the teams which (very often) they have helped to send to the tournament, and so on. All in all, sentiment, especially among school heads, is against national tournaments. In several States, for example, Utah, the State high-school athletic association has ruled that no team may leave the State for tournament competition. Furthermore, it is highly encouraging that such tournaments are being appraised from the educational point of view and not from the point of view of publicity. The judgment of school heads and not of persons interested especially in certain phases of school life, renders probable a sane educational placement and restraintment of school activities such as these.

Criticisms similar to those directed against national tournaments and meets are being directed against State tournaments as well. In fact, steps toward the elimination of such tournaments have been taken in several States. Objection has been especially strong against competition for girls. A study made in 1928 by the State Department of Public Instruction in Wisconsin relative to State contests in six sports showed that among 375 superintendents and prin-

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cipals, more opposed than favored championship contests in football, baseball, golf, and tennis; about the same number favored as opposed a basketball tournament; and more favored than opposed track and field championships. From the evidence gathered concerning all the contests studied, the State superintendent drew three conclusions, as follows:

(1) Among the high-school administrators of the State, sentiment is quite evenly divided on the question of State contests. When the number of pupils involved is taken into account, the vote is overwhelmingly against them. The superintendents and principals of large high schools voted almost unanimously against all State contests. The paradox of the situation is that the principals of small schools voted in favor of State contests, although they complained bitterly that the small school does not have a fair chance; the principals of large schools voted against State contests, although their schools are the ones which participate most frequently in them.

(2) There are few reasons given in favor of State contests as opposed to district and conference meets. The chief favorable reason advanced is that of stimulation of interest and effort on the part of pupils. The chief reason advanced in opposition is that the expense of time and money and the disruption of regular school work do not warrant the State contest, and that the district or conference meets are sufficient to provide stimulation and interest.

(3) The problem before the high-school administrators of the State is clearly the organization and promotion of small group conferences and district associations in an effort to realize the values coming from interschool competition without the evils of state-wide contests.

In a more recent study among the high-school principals of Maine to determine the sentiment for and against the State tournament in basketball, the vote was 110 to 27 in favor of continuing the tournament. Seventy-four principals considered the tournament a fair way to determine the State championship, whereas 26 felt that it was not a fair way. Although not many responses were made to the question "What would you consider as a proper substitute for the tournament?" nevertheless the most frequent suggestion was the substitution of sectional, county, or league tournaments. This suggestion is in accord with the one contained in the conclusions to the Wisconsin study.

It is clear that although State tournaments and meets to determine State championships are still common among the States, there is nevertheless a growing sentiment against such

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tournaments. As substitutes for them, tournaments involving smaller competing areas are recommended. In this way, whatever incentives to faithful work and hard play tournaments may possess will be preserved to the individual schools without the excessive demands in time, money, and physical stamina which State tournaments entail. Many such smaller leagues exist in different sections of the country and handle their programs of athletic competitions very successfully. Reference is made here only to the Lake Erie High School League in northern Ohio, and to the Big Ten High-School Association, made up of schools in northern South Carolina and southern North Carolina.

Some school systems have taken a firm stand against tournaments, even in the cities themselves. For example, if the round-robin schedule among the high schools in Buffalo ends in a tie in any sport, the tie remains. No play-offs or tournaments are staged.

Attention should be called here to the fact that in the responses to a general-inquiry form sent out to a large number of secondary schools during the early stages of the National Survey of Secondary Education, 1,004 of 1,915 principals of public secondary schools go on record as encouraging interscholastic meets and tournaments, while 911 discourage them. Unfortunately, the tournaments and meets were not classified as State, national, district, etc. At any rate, enough data have been presented in this section to show that although participation in tournaments to determine championships is still practiced widely among the schools of this study, nevertheless a strong sentiment has grown up against tournaments which entail a great amount of travel, time from school, or physical strain. Smaller competing areas are being substituted.

5. ATHLETIC ASSOCIATIONS OR LEAGUES

Types of associations.—A brief table (No. 22) will show in summary the types of associations or leagues to which the schools included in this study belong.

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TABLE 22.—Number of schools reporting membership in various athletic associations or leagues

Association or league	Number of schools	Association or league	Number of schools
National.....	17	Conference.....	29
State.....	258	Tri-county.....	1
District.....	130	Triangular league.....	1
County.....	91	Sub district.....	1
City.....	57	No league.....	3

The State high-school athletic association is plainly the association to which most of the schools belong. Most other associations are subsidiary to it, and, in fact, borrow their regulations from it. Whatever regulations independent organizations may adopt, they usually encompass the regulations of the State high-school athletic association. Even in the by-laws of the National Federation of State High-School Athletic Associations the provision is made that "In all interstate contests the schools concerned shall each follow the rules of the respective State athletic associations to which they belong." The number of schools which belong to national associations is small. The number which belong to specially organized "conferences" is notable. Twenty-two of these twenty-nine schools are located in the midwest. They are about equally divided between 4-year high schools and reorganized schools. Among the junior high schools, more belong to city associations than to all other types of associations combined. Ten of the seventeen schools reporting membership in a national association have enrollments of more than 750 pupils. The 17 schools are divided almost equally among the 4-year high schools and reorganized schools.

The State association.—As was pointed out previously, some States have ruled that teams may not leave the State for participation in tournaments and meets. This, of course, makes membership in associations beyond the State superfluous. Most States are rather carefully organized into several districts, each of which holds its own tournaments to determine its championship teams. In fact, in some States, a few schools in small areas have formed conferences of their own and competitions do not go beyond the conference. Very often in these small areas, and even within individual city systems themselves, rules can be adopted and plans

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carried out which, if the schools are so disposed, will make athletic activities conform with and contribute to the educational aims of the schools. There is always the danger when local conferences are organized that they will strut their independence, thus minimizing the effectiveness of the State association. For example, the schools of a large city, with those suburban to it, can build up athletic programs sufficient to their own needs. This has led in some States to the thought that it may be advisable to make the regulations of the State high-school athletic association the regulations of the State department of education.

This question is debatable. Considerable objection by the schools was encountered during visitation on the ground that a school's standing or accreditation with the State department should not be jeopardized by athletic directors or individual players whose acts in no way represent the policy of the administrators of the school. On the other hand, it is contended that if athletic activities are to be made to conform to educational aims in the State, then they will have to be subjected to the educational authority of the State. The recent action of the North Central Association of Colleges and Secondary Schools in adding athletic standards to those used in determining accreditation of schools is a precedent which numerous State departments may subsequently follow.

There can be no question of the advisability of having the State high-school athletic association and the State department of education working in cooperation with each other. This, in fact, is common practice in many States. Such cooperation is often obtained through the serving of a member of the State department on the executive committee of the association. Even if the rules of the association do not become the rules of the State department, they should nevertheless be administered in accordance with the educational aims of the department.

The relationship of the department of public instruction and the Michigan High-School Athletic Association has been fixed by law as follows: "The superintendent of public instruction shall have supervision and may exercise control over the interscholastic athletic activities of all the schools

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of the State." A statement by the State superintendent which appears in the 1931 handbook of the Michigan High-School Athletic Association goes on to say that "As a result of passage of this law by the 1923 legislature, the Michigan High-School Athletic Association was organized at the request of the State superintendent of public instruction in 1924. Through the functioning of this organization, he supervises and controls the interscholastic athletic activities of the schools of the State. The constitution adopted by the Michigan High-School Athletic Association, together with the eligibility rules and regulations governing contests as adopted by that association . . . have the approval of this office." Similar relationships exist in other States.

The extent to which individual schools allow the associations in which they hold membership to fix their athletic policies is indicated by the fact that few schools included in this study adopt any rules of eligibility or rules governing participation in addition to those maintained by the associations. Specifically, 46 schools state that such additional regulations are made, 202 state that they are not, and 79 did not report. There is considerable weight to the argument that if individual schools depend so completely upon the associations for their standards, then the standards maintained by the associations should receive the careful scrutiny of influential educational agencies.

When schools make additions to the regulations of the associations, these additions are usually concerned with details of scholarship requirements, requirements regarding physical condition, and regulations respecting conduct. Some schools combine these regulations in ways to suit themselves. For example, the Jefferson County High School in Tarrant, Ala., does not give out athletic letters until the end of the semester, and they are awarded on the basis of participation, conduct, and scholarship for the duration of the semester. Any or all of these requirements may be satisfactorily met during a sport season, but satisfaction in all three must be continuous throughout the semester if an award is to be received.

Plans for limitation of pupil participation.—The data presented in Table 23 show the plans for limitation of pupil

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participation in interscholastic athletics, as found in 296 secondary schools. It is clear from the data included in the table that in a majority of the schools included in this study, the pupils may participate in as many interscholastic sports as they wish, provided, of course, that they meet the customary regulations concerning scholarship, age, physical condition, etc. This means that in these schools, boys may be practicing for or competing in interscholastic contests during almost every week of the school year. Indeed, one principal states that the only limitation to participation in his school is the inability of the player to be at more than one place at one time. The plan ranking next to "no limitation" in the frequency with which it is used in the schools is the one which limits participation to three sports each year. This, in effect, is no limitation at all, since three is the ordinary maximum number of sports in which a pupil can engage conveniently each year at all events. Two other plans rank third in the frequency with which they are used, namely, two sports each year and one sport each semester. These, of course, are virtually the same, except that the plan which limits participation to one sport each semester avoids any overlapping of sports. The limitation, "one sport at a time," like "three sports each year," is practically no limitation at all. With this in mind, it is clear from the data in Table 23 that most schools do not establish a maximum amount of participation which pupils may not exceed, but make participation conditional on the satisfactory measuring up to other standards.

TABLE 23.—*Plans for limitation of pupil participation in interscholastic athletics, in 296 secondary schools*

Plan of limitation	Number of schools	Plan of limitation	Number of schools
One sport each year.....	3	One sport at a time.....	14
Two sports each year.....	24	No limitation.....	175
Three sports each year.....	45		—
One sport each semester.....	24	Total.....	296
Two sports each semester.....	11		

Although they are not common, one occasionally finds a school in which senior boys, scheduled to graduate but eligible for additional sports participation in high school,

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will purposely fail in a subject or two in order that they may return to school the following year and play with the teams. Such a case was discovered during visitation in a high school in Texas. When circumstances such as these arise, the individual schools usually make regulations concerning participation intended to deal with the specific situations at hand.

Scholarship standards by which pupils qualify for participation and awards.—The scholarship standards prerequisite to participation in athletic contests or to qualification for athletic awards vary a great deal among the schools although two standards are outstanding. Data for 11 standards, reported as being used by five or more schools, are presented in Table 24.

TABLE 24.—Number of schools having certain standards of scholarship which pupils must meet in order to qualify for athletic participation and awards

Standard of scholarship	Number of schools
Passing to date in three subjects.....	230
Passing preceding term in three subjects.....	203
Passing to date in four subjects.....	37
Passing in all subjects in which enrolled.....	21
Passing preceding term in four subjects.....	19
Satisfactory conduct.....	16
State high-school athletic association rules.....	12
Carry four subjects.....	11
Attendance and merit records.....	6
Below in not more than one subject.....	5
Good hygienic habits.....	5

Two of the standards listed in this table—namely, satisfactory conduct and good hygienic habits—have nothing to do with scholarship. However, in a few schools they are linked with scholarship in determining who shall be privileged to compete. It is evident from these data as a whole that, as regards standards of scholarship, most of the schools accept the standards set up by the State athletic association, with no additional standards imposed by themselves. The first two standards listed in the table are those commonly set up by the State associations. For example, concerning the current scholarship record, the rules of eligibility of the Michigan High-School Athletic Association state that “no student shall compete in any contest who does not have a

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passing grade, from the beginning of the semester to the date seven calendar days prior to the contest, in studies aggregating at least 15 hours of recitation per week. In determining the number of hours of recitation per week under this rule reviews, extracurricular work, and physical education shall not be counted." Concerning the previous semester record the same rules state that "no student shall compete in any contest during any semester who does not have to his credit on the books of the school that he represents at least 15 hours of work for that semester immediately preceding, during which he shall have been enrolled in grades 9 to 12, inclusive, for a period of three weeks or more or during which he shall have taken part in any interscholastic contest. In determining the number of hours' credit during the semester under this rule the usual credit allowed by the school shall be given, but reviews, extracurriculum work, and physical education shall not be credited. Deficiencies, including incompletes, conditions, and failures, may not be made up during a subsequent semester, summer session, night school, or by tutoring for qualification purposes that semester. The record at the end of a semester shall be final under this rule." These rules may be said to be typical among the State associations, and render the fact apparent that most of the schools included in this study accept without change the scholarship standards of the associations.

Numerous respondents indicate that high scholarship and reasonable participation in interscholastic athletics are not incompatible. In some schools special awards are made to the athlete who, in addition to his excellent physical performance, has maintained a high scholarship and has portrayed admirable traits of character and leadership. In this connection The National Athletic Scholarship Society of Secondary Schools should be mentioned. The purpose of this society is to foster high scholarship among boy athletes, to stimulate a desire for balanced training, to elevate the ideals of sportsmanship, and to develop more outstanding leaders in the secondary schools of the United States. Eligibility to membership is limited to boys earning an athletic letter in one of the four major sports (football, basketball, baseball, track), or letters in two minor sports,

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whose average in their school work for three consecutive semesters is equal to or higher than the general average of the school, and who have exemplified the highest type of citizenship and sportsmanship. The society has been approved by the National Federation of State High-School Athletic Associations, and is believed by its sponsors to be an effective and inexpensive means of promoting high scholarship among high-school athletes.

Extent to which pupils in junior high school grades are allowed to compete in interscholastic athletic contests of junior-senior high schools and undivided 5-year and 6-year schools.— In the chapter dealing with intramural athletics it was pointed out that few schools of the type considered here allow pupils of the junior high school grades to compete against pupils of the senior high school grades in the intramural competitions in the individual schools. Among these same schools, three times as many allow the pupils of the junior high school grades to compete in interscholastic contests as allow them to compete against the upper grades in their own schools. Thirty-nine schools report interscholastic contests for the junior high school grades, 38 report that such contests are not allowed, and 49 schools did not specify, perhaps not having faced the issue. If the interscholastic competitions of the junior high school grades are against other junior high school grades, so that safeguards resulting from equality of competition are secured, then the fostering of interscholastic competitions is no doubt more defensible than the practice of allowing the junior high school pupils to compete against those in the senior high school grades, in individual school systems.

Some question arises concerning the desirability of encouraging interscholastic competitions in athletics for junior high school pupils. Certainly much attention should be given to the matter of physical fitness, and to the selection of appropriate sports in which contests are to be held. Eligibility for competition during subsequent years in high school is also to be considered. Some schools allow interscholastic competitions among junior high school pupils, and at the same time guard against the idea of a junior high school "varsity" team. This is done by making these

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competitions an extension of the intramural program. For example, the interschool competitions among the junior high schools of Des Moines, Iowa, are described in Bulletin No. 22 of the Bureau of Physical Education of the Des Moines Public Schools, as follows: "One school may find it desirable to invite one or more other schools to join in a play program of several sports or for one sport only. Such invitations are permitted but the teams which play are to be selected from the intramural play and there is to be no varsity team with special coaching for such contests."

Items to which attention is given in promoting equality in competition.—An injustice often occurring in interscholastic sports is inequality in competition. That is to say, one school may have an unfair advantage over the other in the size of its players, in its reserve strength, in the caliber of its coaches, or in many other respects. Whether or not an effort is made by the schools to eliminate some of these inequalities is indicated in Table 25.

TABLE 25.—*Number of schools which give attention to certain items in promoting equality in competition in interscholastic sports*

Item	Number of schools
Affiliation with same athletic associations.....	251
Comparative equality in size of enrollments.....	108
Similar rules of eligibility.....	258
Approximate equality in weight and age of contestants.....	82
Approximate equality in time allotments for practice.....	37
Approximate equality in number of games played.....	91
Approximate equality in coaching situations.....	64
Agreements regarding scouting of games.....	16
State association regulations.....	6

At first glance it may appear from the data in Table 25 that a large portion of the schools included in this study make special effort to promote equality in their interscholastic competitions. However, the items in the table which require special initiative on the part of the individual schools to carry out do not score so high as the first three items, which reflect the fact that in general the schools are satisfied to be members of athletic associations, and do not move faster than these associations in promoting equality in interscholastic competitions. Several of the respondents who checked the fourth item specified that age was regulated and not weight.

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This, again, is an association regulation, and the more important factor of weight (for certain sports) remains unadjusted between the individual schools. Lightweight and heavyweight competitions in football and basketball are fostered by the Lake Erie League, composed of six schools in northern Ohio. The matters of number of games played, equality in coaching situations, and time allotments for practice are being taken up by numerous State associations and commendable regulations are being made. All in all, it appears that, if equality in competition is to be improved, the controlling associations, which reach all the schools, will have to move to that end. At present, the most outstanding work in this regard is being done by city school systems. The opportunity for uniform practice is, of course, better among the schools of a single system than among schools scattered over wide areas.

The promotion of equality in competition should be helpful in counteracting a theory which has grown up in certain sections of the country, namely, the idea of contest without victory. This idea is harmful to competitors. It is not conducive to a spirit of hard play, and savors of weak acquiescence rather than rugged give and take. Contestants ought to play to win. They ought to realize also that they can not win always. A defeat which follows an honest effort to win is not in fact a defeat, for the contestants have the reassurance that the best they had was given to the game. Qualities of character are developed through both victory and defeat. Constant defeat and constant victory are equally dangerous. At any rate, the idea of contest without victory is a poor ointment for the spirits of defeated boys and girls; it is even worse when it is spread abroad just prior to competitions. It seems wiser to equalize competitions so that each team will receive its share of losses and victories than to allow "under dog" teams to exist, whose players, constantly defeated, are never actually defeated, much less actually victorious, because they have not played the game to win. During the visitation to schools in making this study, a coach in a midwest high school commented on this theory as follows: "This school does not believe in such a theory. Our coaches would not have such a player on the field—one

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to whom it made no difference whether his team won or lost. Play to win. If you lose, take it." A coach in a high school in Chicago spoke as follows: "When a school can pick its own competitors it would always be well to find some one they can beat once in a while. A victory now and then is a great stimulus." The idea of doing one's best in the contest and accepting cool-headedly the outcomes is certainly more wholesome than the idea of entering the conflict already reconciled to defeat. Without a doubt, desirable traits of character can best be cultivated when competition is equalized to the extent that all teams experience at least occasional victories and occasional defeats, and the feeling of being no match for the enemy is dispelled.

Selection of officials for interscholastic athletic contests.—If the decisions of officials in interscholastic contests are to be accepted uncomplainingly, then those officials should be expert in the sports they handle. Most contests are witnessed by at least a few persons who are versed in the rules of the game and who deplore incompetent officiating, albeit they are usually the last to complain openly. However, for the sake of the contestants who are giving their best to the game, these persons demand expert officials. Incompetence in officiating is often interpreted as favoritism. In that case, if the official has been secured by one of the competing schools, strained interschool relations are likely to result. It is no doubt correct to say that if a game deserves to be played at all it deserves to be well officiated. The methods by which officials are selected by the schools included in this study, and the numbers of schools using each method, are given in Table 26.

TABLE 26.—*Number of schools using various methods of selecting officials for interscholastic athletic contests*

Method	Number of schools
Choice of officials left to school which is entertaining its opponent	86
Contesting schools agree on officials	217
Officials selected by association of which schools are members	75
Selected by supervisor of athletics	5
Selected by department of physical education	4
Selected by disinterested person	3
Selected by assignment committee	3
Must be members of central board of officials and agreeable to visiting school	3

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In addition to the eight methods listed in Table 26, four other methods were reported by the respondents, each, however, being in use in only one school. These four additional methods are as follows: (1) Selected by playground department of city, (2) selected by State athletic association, (3) approved by State association, and (4) a school-board employee. The idea of a board of education employing a person to officiate at interscholastic athletic contests (probably within a city) is not common and deserves consideration. Under such a plan the principals and coaches in individual schools would at least not be held responsible for petty dissatisfactions with officiating which originate on the home field.

The data in Table 26 show that in most secondary schools the task of selecting officials for contests still remains with the home-team school or is left to the agreement of both competing teams. However, the excellent practice of leaving this selection to responsible organizations or disinterested persons is becoming more and more common. In some school systems or athletic leagues officials are required to qualify for their work by passing examinations on rules and by showing a satisfactory degree of competence in trial officiating. For example, in Utah all athletic officials must take examinations on rules and pass tests of actual officiating. Schools for these officials are conducted in different sections of the State. Individual high schools do not select from the list of approved officials; rather, an arbitrator in each league or district appoints the officials for the games. The individual schools do not know who the officials are to be. Whatever method of selection is used, the eligibility of officials should be as carefully safeguarded as the eligibility of players.

6. INTERSCHOLASTIC ATHLETICS FOR GIRLS

Extent of interscholastic competition by girls.—As was indicated in the beginning of this chapter, interscholastic athletic competitions for girls are being abandoned by an ever-increasing proportion of secondary schools. This tendency, however, is more pronounced for certain sports than for others. No doubt the strongest objection has been to basketball, whereas little objection to a sport such as tennis is

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encountered. Increased attention is being given to the safeguarding of physical fitness and the promotion of sports in which participation can be continued after leaving school.

Special study was made during visitation of the situation in the schools concerning girls' athletics. Seven schools of about twenty-five examined in this regard reported that no interscholastic sports for girls were maintained. Others reported that interscholastic competitions for girls are permitted in one sport only. For example, in the Elkhart (Ind.) High School such competitions are allowed in tennis only. In other schools, several sports for girls are fostered, although basketball is specifically barred. Basketball is still fostered more frequently than any other sport for girls, although there is a growing sentiment against it. It was not uncommon during visitation to find administrators and coaches who wished to eliminate competitions in basketball for girls but found it difficult to do so. On the other hand, there are still coaches and school heads who find no fault with interscholastic competitions for girls in this sport.

Conditions governing participation.—Almost without exception, among the schools visited, the consent of the parents is required before girls may participate in interscholastic athletic contests. In one school only were parents not consulted. Nearly all the schools require that candidates for teams must establish the fact of their physical fitness by passing a physical examination. Fewer schools than give an examination at the beginning of the season determine the physical condition of each girl at the time of each contest. In all schools but one the girls' teams are coached by a woman. In one case a man acted as assistant coach. Although there is a distinct preference for women as coaches of girls' teams, there is less demand that women shall officiate in their interscholastic contests. About 50 per cent of the schools stated that girls' games are handled by men officials. One school indicated that men are preferred as officials. Among the schools maintaining girls' teams, opinion is about equally divided as to whether or not participation in interscholastic sports is harmful to the girls who compete. If the feeling in schools in which girls' competitions have been abandoned is considered also, it is no doubt true that there

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is more sentiment against than for such contests, especially in basketball. These harmful effects are reported most often to be physical, with frequent loss of refinement in traits of character.

Substitute programs for girls' interscholastic athletics.—Several obstacles were enumerated by coaches and administrators which make it difficult to abandon interscholastic contests for girls. For example, the director of physical education for girls in the Central High School in Flint, Mich., where interscholastic competitions for girls have been eliminated, stated during an interview that the main thing the girls miss since the abandonment of these contests is the opportunity to meet girls from other schools. It is difficult for the girls to see the boys going on trips while they must remain at home. The manner in which Flint is taking care of this situation will be referred to later. Another reason why girls' competitions can not easily be dropped is the desire on the part of the girls to earn and wear the letters awarded for satisfactory performance as squad members. In other schools, especially if outstanding girls' teams have been developed, the demand of the community that the teams be maintained, along with the enthusiasm of the girls themselves, makes the institution of a substitute program unpopular, to say the least. The last difficulty to be mentioned here is the one which confronts a school when it is the only one among several in a locality to put on a substitute program.

The question of what is a satisfactory substitute program for interscholastic athletic competitions for girls is at present puzzling many principals and directors of physical education. Indeed, several principals and directors testified during interviews that the old idea of substituting purely intramural games for interscholastic contests is not so simple as it sounds, especially if the neighboring schools continue their competitions. Girls are not immune to the desire to compete; and if intramurals within a school are to succeed, competitions between groups must be developed which are comparable in their keenness to the interschool rivalries. Hence, if any physical dangers accompany competitions, they are not necessarily eliminated through the adoption of an intramural program. Furthermore, there is a distinct feeling that girls

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are entitled to the social values growing out of interschool relationships on the field of play. Consequently, there is developing among the schools a feeling that the task is not one of doing away with interschool relationships in girls' games but of giving up competitions recognized to be harmful and developing games which are safe, enjoyable, and in which large numbers can engage.

In accordance with the foregoing aim, several schools have developed programs intended to right certain wrongs and at the same time secure desired results through the promotion of carefully selected activities. For example, in Flint, Mich., a series of play days in cooperation with other schools is being developed to allow the girls the social contacts which were destroyed when the regular teams were abandoned. In the Central High School in Flint the girls are awarded letters for work in physical education, to appease their regret in not being able to win letters in regular interscholastic competitions. Three kinds of letters are given, representing three degrees of attainment. A similar plan is in effect in the Wyandotte High School in Kansas City, Kans. Here interscholastic teams for girls have been eliminated, but the girls are able to win a school letter by qualifying under an elaborate point system. Letters can not be obtained prior to the junior year. Each year girls from all the high schools of that city meet in a play day. Participants in the events of this day are selected in each school on the basis of the points earned during the year. Competitions are not between schools, but according to designated colors. Such point systems and play days are not found only in individual schools or communities. In some States they have been developed into well-organized, state-wide programs. For example, Alabama has pioneered in this work and has an efficient system operating successfully. The aims and objectives of the girls' point system are stated in the handbook of the Alabama High-School Athletic Association for 1930-31 as follows:

1. To encourage every girl to take part in the program.
2. To provide activities well within the physical limitations of the junior and senior high school age girl.
3. To help girls, desire to follow sane and helpful health practices.

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4. To encourage the correction of all remediable defects.
5. To provide light, moderate, and strenuous activities.
6. To select team games and individual sports for social training so that such opportunities need not depend upon the highly organized teams.
7. To provide opportunity for all girls to participate in a wide variety of seasonal activities that will furnish joy, recreation, and wholesome living in adult life.
8. To create among the girls a fine and splendid spirit of cooperation and a keen desire "to play for play's sake."

These aims and objectives are followed in the same handbook by an enumeration of five advantages of having a State point system, as follows:

1. All schools will carry on similar activities.
2. The work will go on from year to year, even though teachers change.
3. Points can be transferred from one school to another.
4. The use of uniform school and State emblems will cause them to be better known and hence have more honor and significance.
5. The standards will be high and the same for all schools of the State.

From the data assembled for this study, it appears that the objection to interscholastic athletic contests for girls is leveled more especially against certain sports than against such contests in general. Attention is being turned to a wiser selection of games to be participated in and to a program which avoids excesses of physical strain, at the same time preserving the values claimed for interschool relationships and fostering participation which can be continued after graduation. Numerous schools are making interscholastic participation the culmination of the year's activities in physical education and intramural sports. In other schools interscholastic competitions are more frequent than once a year, but the participants must still qualify on the basis of the work done in physical education or in intramural sports. The point systems developed by certain localities and States, culminating in general play days, seem at present to be the most satisfactory substitute for the old plan of arranging regular schedules of interscholastic contests for girls.

CHAPTER IV : INTERSCHOLASTIC ATHLETICS—FINANCE,
COACHES, AND RELATION TO OTHER ACTIVITIES

1. FINANCE

The problem.—The amount of money required to finance programs of interscholastic athletics is perhaps larger in most secondary schools than the amount required for any other extracurriculum activity. In fact, in a large number of schools the amounts received and expended in promoting these activities during a school year involve many thousands of dollars. The demand for these games is so pronounced, and they are so much a tradition in many schools, that a host of means are resorted to in order that the funds necessary for their maintenance may be procured. In most schools the interscholastic athletic program is called upon to be selfsupporting. Winning teams are always capable of drawing larger crowds to their contests than those with only average skill in performance. Large crowds always mean more money. Hence, since the sports must usually be self-supporting, there is danger of laying too much emphasis on developing championship teams, in order that the money necessary to continued competitions may be forthcoming. If these activities could in some way be freed from the necessity of self-subsidation, the problem of doing away with certain evils would disappear, or at least its solution would be simplified.

Source of funds used to support interscholastic athletics.—In answering the question concerning the source of funds for the support of interscholastic athletics, the respondents were asked to specify the source from which the major part of this support came. In many schools support for these activities is derived from a number of sources. Usually, however, there is one source which contributes more than any other. The data in this section deal with these main sources of support. In Table 27 the frequency with which certain sources were checked by the respondents is indicated.

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TABLE 27.—*Frequency with which certain sources of income are designated as the main source of support for interscholastic athletics*

Source of income	Frequency
Board of education.....	32
Ticket sales.....	276
Pool of funds derived from all extracurriculum activities.....	65
Donations.....	5
Athletic association membership fees.....	14
Student council, student union, and student body fees.....	12
Plays, entertainments, and special efforts.....	16
General organization dues.....	2
Assessing home rooms.....	1
Department of physical education.....	1
Profits from magazine subscriptions.....	1
Candy sales.....	1

In two cases explanatory statements were supplied by the respondents when the board of education was listed as a source of income. One statement specified that the funds supplied by the board of education were used to pay coaches. The other explained that a certain amount per year was appropriated by the board of education to be used in purchasing equipment. One of the five respondents who designated "donations" as the main source of income for the support of interscholastic athletics specified that these donations were from private citizens.

The data in Table 27 verify a statement made earlier in this section to the effect that usually the schools are called upon to support their own programs of interscholastic athletics. That is to say, with few exceptions, the schools must hustle their own funds. All the sources of income listed in the table, with the exception of three, imply such self-support. The three exceptions are board of education, donations, and department of physical education. The total number of frequencies for these three is 38. For all the remaining sources the frequencies total 388. The outstanding source is ticket sales, or gate receipts. It is not surprising, therefore, that in a large number of schools considerable attention is given to the development of formidable teams, so that large numbers of persons will become sufficiently interested in the competitions to pay the price of admission. Some of the sources of income listed in the

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table were no doubt resorted to after a season of competition during which few persons were attracted to the gate.

It is the purpose here to consider several headings under which most of the items listed in Table 27 will be discussed in more detail and under which numerous practices observed during visitation can be described. It is necessary to be brief.

Interscholastic athletics and the budget of the board of education.—The first of the headings referred to above has to do with the question of whether or not interscholastic athletics constitute a proper item for the budget of the board of education.

Not many secondary schools in the United States are desirous that boards of education subsidize programs of interscholastic athletics to the extent that nominal admission charges to games will be eliminated. In fact, some school heads feel that, if for no other reason, a nominal charge is necessary to keep the "riff-raff" from the sidelines. This feeling was expressed, for example, during an interview with a school official in Kansas City, Mo. The situation, however, in many schools is one in which the season's gate receipts are insufficient to cover the season's expenses. This situation is most frequently found in schools whose teams are rather regularly defeated. When this is the case, there is a frequently expressed feeling that the board of education should make up the deficit. Are the interscholastic athletics entitled to such assistance?

Within recent years a definite movement has grown up in the United States to make extracurriculum activities contribute to the educational aims of the school. There is a tendency to consider these activities not "outside" but as a part of the proper educative functions of the school. In fact, some writers in this field have ceased to call them extracurriculum activities, and are designating them as "cocurriculum" activities. Perhaps this differentiation could serve to determine the right of certain activities, including interscholastic athletics, to share the financial support of the board of education. To the extent that any activity contributes training desirable in the general education of children, to the same extent that activity is entitled to a

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subsidy by the board of education, such as is necessary to its continuation. Such a measure is a trying one for interscholastic athletics. If it were applied seriously it would perhaps lead to the abandonment of certain activities, or at least to a careful study of the effects on health of certain sports, and to a careful readjustment in administration and supervision whereby present time interferences, overemphasis, and the like would be eliminated. However, once the elements in interscholastic athletics which tend to defeat educational goals have been removed, then these activities are entitled to support. Sports, interscholastic or intramural, which are helpful to the present development and future enjoyment of children ought to be maintained. Once their contribution to educational goals is established, the funds necessary to their continuation ought to be guaranteed by the board of education. This is not to say that the entire financial burden should fall upon the board of education. Rather, if a deficit exists after a season of competition, during which a reasonable admission price to contests has been charged, in a sport recognized as beneficial to the children, such a deficit ought to be made up by the board. Certainly the schools should not be forced to resort to the educationally expensive plan of putting on carnivals, soliciting donations, and staging plays in order to make up deficits, provided, of course, that, after reasonable efforts to avoid them, the deficits have occurred in sports whose competitions are recognized as beneficial. The educational legitimacy of the contests is the necessary prerequisite to subsidation. And, to be sure, the entire program of interscholastic athletics should be made to contribute to the general educational aims of the school. When it does that, the financial support necessary to its maintenance, when the securing of such funds by the schools themselves interrupts the educational program, becomes a proper item for the budget of the board of education.

In only one of about three dozen schools visited in making this study was it the regular policy of the board of education to make up deficits occurring at the close of the year's competitions in interscholastic athletics. In another school the board of education makes up the deficit, but the money advanced for this purpose must be refunded later by the

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athletic association in the school. Some of the methods used by the schools to make up deficits are funds from activity fees, dormitory funds, special sales, entertainments, savings accounts, and use of funds appropriated in the school-activities budget to other activities. In the Highland Park High School, Topeka, Kans., if interscholastic sports do not pay out, the board of education makes up the deficit unquestioningly. The superintendent in that school refuses temporarily to disrupt the regular program of the school through plays, circuses, etc., to make up deficits.

Securing the athletic plant.—It is the general policy of boards of education in the United States to provide athletic fields, gymnasiums, and facilities, and the more permanent forms of equipment out of funds derived from local tax levies. The general practice in the State of New York in this regard is described in a letter from George M. Wiley, assistant commissioner in the State Education Department in Albany, written in response to a direct inquiry issuing from this investigation. Doctor Wiley says, in part:

It is the general practice in New York State for play fields, athletic fields, and such other facilities as seem practical in connection with the local school program to be provided as a fundamental part of the school program. It may also be said that it is the custom to provide very generally for the more permanent form of equipment that is needed for play fields as well as for a gymnasium. It is not the general practice for the local community to depend upon the receipts from local games to maintain the equipment needed for playground and athletic purposes.

It is no doubt proper that the athletic plant and the permanent facilities necessary for a program of well-conducted games should be procured and paid for by the board of education. However, not all secondary schools have procured their athletic plants in this way. For example, in making this study a school was visited in Alabama, which had laid plans for the construction of an athletic stadium to cost \$100,000. In this case a wealthy citizen had offered to contribute \$50,000, provided the teachers, the persons living in the vicinity of the school, the town, and the board of education would supply an equal amount. Such a plan of financing the building of a stadium may be said to be sanctionable,

and even fortunate to the school, provided the funds contributed by private persons are unsolicited. On the other hand, in some communities expensive athletic plants have been built which must be paid for out of the money taken in at interscholastic games. In cases of this sort it seems extremely unfortunate that the play activities of school boys and girls should be exploited to pay for expensive buildings which ought to be paid for out of bond issues met by taxation. Such a situation as this was encountered during visitation. The investigator learned that several schools in a certain area had large independent gymnasiums, capable of seating from four to six thousand spectators. Inquiry into how these buildings were procured revealed some interesting procedures. For example, in some cases at least, holding companies were organized in the towns where gymnasiums were to be built. These companies received the funds of about 100 citizens in each community who advanced about \$100,000 for the construction of the building. After the building was completed, the holding company took 60 per cent of all gross receipts at the games, which went toward the refunding of the \$100,000. Athletic expenses in the school had to be paid out of the remaining 40 per cent. During the 1929-30 basketball season one school received through gate receipts on the average about \$4,000 a game. Highly publicized tournaments are held in which rival teams compete. For example, in one case four teams competed in a 1-day tournament which netted to each school, after the rent for the gymnasium was paid, about \$1,000. These funds, of course, are used to reduce indebtedness; and once the debts are paid, it may be properly said that the plant was paid for by the boys who were sufficiently skilled as performers to attract large crowds to their contests.

It is not to be wondered that in the situation described above, a coach in one of the schools has figured that each touchdown in football made by his team is worth \$125, and each goal thrown during basketball games is worth a certain amount in dollars and cents. In this school winning teams are the first consideration. The principal told the investigator that in case the coach of an interscholastic team finds that the time required for such coaching makes his load too

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heavy, he is relieved of his work in interclass and intramural sports. One is led to surmise that in such cases the careful coaching of the few is procured at the expense of well-directed play for the many. During the course of the visit stories were told of how outstanding players were attracted to the schools. Instances were cited also of how a rival school (of course), in order to strengthen a team, imported entire families from another State. These conditions are not confined to any one section of the country.

It ought to be stated here that certain evils are a natural consequence when the athletic plant in a school must be procured from gate receipts. A "good gate" depends on a competent team. In order to have competent teams, good players must be obtained and developed. When communities allow the schools to become obligated to the amount of about \$100,000, with only gate receipts from games as a source of income, it is not surprising that the time and activity necessary to the development of winning teams should tend to interfere with desirable school routine, lead to over-emphasis and questionable practices, and render difficult the maintenance in the school of a spirit of high educational achievement.

Season tickets.—It was not uncommon during visitation to find schools which did not wish to trust their financial outcomes for the year to whatever success they might have in attracting large crowds to single student-activity contests. In numerous schools campaigns of selling season tickets are carried on early in the school year. Funds taken in this way serve as a defense against unsuccessful seasons of competition in sports or other circumstances which might reduce ordinary gate receipts. Some of these season tickets admit the purchasers to all student activities, including both athletic and nonathletic events. Others are made to include all athletic events during the school year. Still others procure to the holder admission to all the games of the season in a certain sport, such as football or basketball. In most of the schools visited the cost of these tickets to the pupils is less than to the adults. In some cases the alumni of the schools may purchase the tickets at student prices; generally, however, they are required to pay regular adult prices.

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In some schools where the activity ticket has been made attractive to the pupils, and large numbers are sold, enough funds are taken in early in the year to make possible a budgeting of funds to the several activities, including athletics, within the school. The price of the tickets, because they include so many activities, is high enough that the sale of large numbers of them makes available a rather large sum of money. In the East High School in Salt Lake City this ticket admits to all athletic and nonathletic activities, secures a subscription to the school paper, and includes a 50-cent locker deposit fee, which is returned when the key is returned. It does not procure for the pupil the annual, or yearbook. The funds received from the sale of these tickets are budgeted to the several activities within the school. The Wyandotte High School in Kansas City, Kans., has a similar plan, except that the ticket entitles the holder to receive the yearbook, but does not include a locker deposit. The price of the ticket in East High School is \$3.50. In the Wyandotte High School the pupils are assessed 10 cents weekly. The principal says that even this amount will be reduced if gate receipts justify it. In this school all athletes, musicians, etc., must show their student tickets before they may participate in their activities. An effort is being made to create a spirit in which the athlete or the activity-student is not looked on as a favored pupil or as having anything "coming to him"; rather, those engaging in student activities are being taught that it is a privilege for them that the school provides competent coaches, music directors, club leaders, etc., under whose direction they may develop their talents. In the Jefferson County High School, Tarrant, Ala., each pupil is required to buy an activity ticket costing \$1. This ticket admits to all athletic events during the school year.

Budgetary plans.—Because of limitations of space, the budgetary plan in only one high school will be described. The plan includes all student activities, of which interscholastic athletics are a part. The investigator was able to look into the books personally and to hear the plan described in detail. The school referred to is the East High School in Salt Lake City.

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In this school at the beginning of each school year each pupil must buy an activity ticket costing \$3.50, 50 cents of which is designated as a locker fee. Lockers can not be secured unless the ticket is bought. This amount, about \$6,500 in East High School, furnishes the funds which are budgeted to the separate activities. Each activity is awarded a certain amount for the year, determined on the basis of the amounts which that activity has required over a period of years. In case a department or club wishes to have its budget increased, the person representing that activity or department (usually a member of the faculty) presents his claims to the student board of control which may or may not grant the request. Some of these activities, notably those which will charge admissions during the year, for example, football and basketball, may or may not use their budgets, depending upon the amounts taken in through admission charges. During the last several years football and basketball have not drawn upon their budgets, but have actually made money throughout the seasons. When this happens these funds go back into the general fund to be used for the support of other sports, or, quite as often, for the support of other nonathletic activities, or for the purchase of special school equipment. When sports fall short, in no case is the program of any nonathletic activity curtailed or is any money deducted from its allowance to be used for the support of athletics. The budgets fixed at the beginning of the year are planned to take care of any emergency.

In the E. C. Glass High School in Lynchburg, Va., although no detailed budgeting plan is found, a sinking fund of \$500 is maintained against emergencies and to obviate the necessity of curtailing certain activities when others become unexpectedly burdensome financially.

The Upper Darby Senior High School, Upper Darby, Pa., has an excellent financial plan, which will be described in a later section. Under this plan specific amounts are budgeted to individual sports. The school treasurer will pay no bills for these sports for which money is not available in the budget unless it is first approved by the director of athletics and the principal.

Interschool financial agreements.—It is the purpose under this section to make reference only to a trend, namely, that among the schools included in this study, regular contracts, forms for which are usually supplied by the State athletic association, are being used more and more to make understandable, explicit, and binding, the financial agreements between competing schools. Of course, there are many schools, usually with small enrollments, whose financial agreements with other schools are still informal and oral.

No general practice is discernible with reference to the plan by which teams participating in athletic tournaments share in the proceeds of the tournaments. Sometimes funds are allotted on the basis of mileage, time the team remains in tournament play, number of tickets sold prior to tournament by participating schools, or actual expenses to teams for meals, transportation, and lodging. The money remaining after the expenses of the participating teams are paid may be divided among the schools, may go to the school holding the tournament, or may go to the association or agency under whose auspices the tournament is held. Practices concerning the administration of tournaments are extremely varied. The form of financial agreement between two competing schools, however, is becoming more and more standardized and formal.

Special shows, carnivals, etc., and athletic expenses.—During visitation in connection with this study the investigator visited a high school in Illinois on a Thursday. The place was alive with excitement. Teachers and pupils were everywhere hurrying about. It soon became clear that this school was to stage a circus in the evening. On the basis of the number of tickets already sold, a crowd of 10,000 persons was expected. In general, pupils and teachers were too busy "circusing" to give much attention to other matters. According to later reports, the show was well received by the community and \$950 was made above expenses. No report was received concerning the condition of the building on Friday, or whether or not the teachers and pupils gave any evidence that it was "the morning after the night before." One might be led to doubt that the high degree of enthusiasm which was in evidence on Thursday was also in evidence on

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Friday. In fact, it might be possible to show that the cost to the board of education in loss of time and energy on the part of teachers and pupils in that school (which had approximately 4,000 pupils enrolled), was more than enough to offset the \$950 taken in during the evening. It ought to be stated here that it is not the policy of this school to stage such shows, and they had been unnecessary during previous years. However, an unsuccessful season in football had brought on a deficit and something had to be done to abolish it.

In a high school in Virginia the investigator found the director of athletics in the lunch room counting out the money. In this school the school lunch is managed by the athletic association, the profits going into the athletic treasury. In a high school visited in Georgia a part of the dormitory funds is used to support interscholastic athletic programs. In Alabama a high school was visited in which a school supply stand selling pencils, tablets, and the like is maintained in the lunch room. The profits from this stand, about \$75 a year, go into the athletic fund. In Tennessee a high school was visited in which the money taken in at the school cafeteria and the proceeds from the school opera are used to promote athletics. It happens that this school is located close to a fair grounds and has some vacant lots which are rented as parking space. These funds are used in helping to pay athletic expenses. During the winter a tournament among gymnasium classes, extending over a period of six weeks, is held. A charge of 1 cent admission to the games netted the school about \$75, enough to buy the equipment necessary for track in the spring. The director of physical education for girls in this school lamented to the investigator that "all money from all sources" goes to support football.

It is not the purpose here in any way to criticize unfavorably the schools which must resort to methods of raising money such as those described above. The unfortunate fact is that such means must be resorted to at all. Legitimate student activities should not be called upon to resort to such means for support. This is not to say that all sports are educationally justified. Those that are, if they can not be self-supporting, should be sufficiently subsidized by boards

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of education to meet deficits, in order that the worry, confusion, and loss of time involved in raising debit moneys may be avoided.

How finances for interscholastic athletics are controlled.—

The responses to the inquiry regarding the control of interscholastic athletic finance are summarized in Table 28. Fewer than 50 of the total of 591 checks represented in the table indicate that the control of finances for interscholastic athletics is delegated to persons or agencies outside the individual schools. Such control is most frequently exercised by the high-school principal and the general treasurer within the school itself. Control by committees of pupils is extremely rare. All 10 of the instances in which control is centered in a pupil committee occur in schools having 750 or fewer pupils enrolled. These 10 are equally divided between the 4-year high schools and the reorganized schools. In 24 of the 38 cases in which control is exercised by a faculty-pupil committee the schools are reorganized schools. In general, when the control of funds is delegated to persons within the school, these persons are in positions of authority and responsibility.

That special care should be taken in selecting those who will control athletic finances is emphasized by the fact that in many schools large amounts of money must be received and expended during a school year. For example, in 16 of the schools visited by the investigator the average amount taken in during the football season was \$2,331.57. These receipts ranged among the schools from \$75.30 to \$6,500. In 12 schools the average amount taken in during the basketball season was \$800.93. The range was from \$50 to \$2,278. When one remembers that in each school several sports are usually maintained, the amount of funds received and expended becomes more impressive. In the Upper Darby Senior High School, Upper Darby, Pa., in one year the high-school fund received \$43,231.39. Of this amount \$6,755.97 came in through the athletic association. It is highly important that the task of handling this money and of determining for what it shall be expended shall be delegated to responsible persons.

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TABLE 28.—*Frequency with which certain methods of control of finances for interscholastic athletics are used by the schools included in this study*

Method of control	Frequency
General treasurer of the school system	30
General treasurer within the school itself	125
High-school principal	169
Faculty committee	46
Pupil committee	10
Faculty-pupil committee	38
Physical education director	58
Athletic association	70
Superintendent of schools	10
Specially formed groups of citizens or faculty members to finance building plans and control competitions	1
Faculty advisor	8
Athletic director	5
Service clubs; e. g., Kiwanis, etc.	4
Athletic council	2
Alumni council	1
Board of education	9
Business manager for each sport	1
General organization	1
Student body	1
Directors of school bank	1
School auditor	1

Some school administrators are convinced that it is profitable to direct the athletic affairs of all the schools in the city from a central office. For example, the athletic director for the Dallas public schools describes the plan in that city as follows:

In 1928 the Dallas Board of Education discovered that although some schools had made money in the past, practically all of the schools were in debt. This total indebtedness amounted to close to \$12,000, some of it being for over a period of three years. So they decided to place athletics under one head at the central office and to pay all outstanding debts, the athletic association to carry this indebtedness. Since that time we have paid off the \$12,000 and now have about \$10,000 on hand.

We believe that this centralized plan has been a success due to the fact that no school has any better equipment than any other; that is, the school that is represented by the poor team has just as good equipment as the team that is winning.

Buffalo, N. Y., has an interesting plan of centralized financial control as regards the outdoor games played in the central stadium. Other citations could be given if space permitted.

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Financial reports and audits.—In general, in the schools visited in connection with this study, the records of funds received and expended for interscholastic athletics are desirably detailed and permanent. In some schools such records are not preserved from year to year, and boards of education, although they might be willing to grant necessary subsidies, would not have available the statements for past years from which to form estimates for budgetary appropriations.

The plans for handling athletic funds vary greatly among the schools. Perhaps no plan can be said to be suited to all school situations. Instead of referring here to certain aspects of plans in several schools, one plan, which has been carefully tried out and which has proved satisfactory in an eastern high school, will be described in detail. This description was supplied to the investigator after he had visited the school and had become interested in the plan. The high school referred to is the Upper Darby Senior High School, already frequently mentioned in this report. The description was supplied by J. Frank Dame, treasurer of the Upper Darby High-School fund. Under this plan all activity funds, including interscholastic athletics, are centralized into a general fund, the details of the administration of which are described by Mr. Dame as follows:

Upper Darby High-School fund.—The administration of school funds has always presented a very great problem to those persons who have charge of administrative functions in the school. It has been the practice in the past and still is in some of our schools to have the treasurers or advisers of the various organizations open an account with the local bank in which would be deposited the money that had been collected from individual members of the organization. As a matter of fact in some cases a special account was not even carried. The amounts collected were placed in the personal accounts of the adviser who had charge of the activity. It can readily be seen that this does not conform to good business practice. It is the belief of the Upper Darby High-School authorities that we should maintain an attitude as nearly businesslike as possible; hence the centralization of all activity funds in one place called the Upper Darby High-School fund.

Activity treasurer's duties.—1. Collection of dues and all other money which is income to the activity.

2. Issuance of receipts for all money collected for any purpose whatsoever. This receipt is properly filled out and signed by the treasurer

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of the activity. It is prepared in duplicate by means of carbon. This is considered preferable to the stub method because it is easy to forget to fill in a stub, whereas this duplicate is prepared automatically.

3. Deposit with school treasurer. All money collected must be deposited with the school treasurer. It should be deposited as soon as possible after it is received by the treasurers. Deposit tickets should be properly filled in with the date, the name of the treasurer, and the activity to which the deposit is to be credited. In addition to this the treasurer's list on the back of the deposit ticket the sources of the income which when added will add up to a total that will be identical with the total on the face of the ticket. This is done to facilitate bookkeeping procedure. The faculty adviser of the activity then checks the deposit as to accuracy. When the deposit is made with the school treasurer an entry is made in the pass book of the activity treasurer for the amount of the deposit. This pass book serves as a receipt for the money deposited.

School treasurer's account with the bank.—One general account is carried with a local bank through which all of our activity funds pass. At the end of the day a general deposit is made up which consists of all the individual activity deposits made with the treasurer during the day. A duplicate deposit ticket is prepared and on the back of this are listed the deposits by activities, which when added should have a total the same as the total amount appearing on the face of the deposit ticket. A driver from the bank calls for the deposit each day. The deposit of the previous day is then checked with our duplicate ticket.

Payment of bills.—All bills are paid by check. First a requisition is secured which may be made out by the student activity treasurer or adviser. This requisition, however, must be signed by the adviser of the activity before a check will be issued by the treasurer of the Upper Darby High-School fund. The requisition besides bearing the name of the adviser must be dated and numbered. It also must state to whom the check is to be made payable, what the check is for, and to what activity the check is to be charged. All checks are signed by the treasurer of the fund. They must also be countersigned by the adviser of the activity. This procedure for paying bills is the same in classes, clubs, funds, and publications. In the case of the athletic association the procedure is a little different. Our athletic organization consists of an athletic association council, made up of students and coaches who pass on the budget and other details. The administration of the budget is carried out by the director of athletics and the treasurer of the organization working together, both of whom are faculty members. A coach makes his own purchases and sends a requisition to the director of athletics. If the requisition meets the approval of the director of athletics it is validated by his signature. The check is then made out and must bear the countersignature of the treasurer of the athletic association. This system allows for duplicate check-up on the athletic-

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association expenditures. Checks in payment of bills will be mailed directly from the fund treasurer's office if the request is made.

Change requisitions.—In many instances it is necessary for an organization to have an appreciable amount of change on hand to meet needs for same when gate admissions are charged. In these cases each adviser has a supply of change requisitions on hand, one of which he may fill out and hand to the treasurer of the fund. The treasurer will send a requisition to the bank for change and this change will come with the bank messenger the day following the receipt of the requisition. Due notice is required in such cases. One day is usually sufficient.

Records.—The records used consist of four columnar cash journals. One of these has in it all club records, another contains the funds, still another contains the classes and school publications. The fourth has in it all athletic association records. Each page consists of 12 double columns. At the top of each double set of columns is printed the name of an activity.

Deposits are entered in the left-hand column and checks or requisitions are entered in the right-hand column. (Amount of checks and requisitions will be the same for every check is supported by a requisition.) From this it can readily be seen that all one has to do is to subtract the right-hand column total from the left-hand column total to find the balance the particular activity has on hand.

In the case of the athletic association book there is a little departure in method from that used for the other activities. At the head of the first column in the athletic association book appears the word "General." This means that the first column has in it all deposits and requisitions which are extended to the specialized columns. This is done for the sake of finding the cash balance of the athletic association more easily. The other columns have as their heading the name of the sport. Besides the name of the sport there appears at the head of the column the amount budgeted to that sport for the current year. This is very important, as everyone is held absolutely to his or her budget, and it is very convenient to always have these figures before one in case there is a tendency to outspend one's budget.

Savings account and interest.—Two per cent interest is received on the active checking account balance. Savings accounts may be set up by any activity. On such an account 4 per cent interest will be paid. In the case of the classes or the athletic association this is taken advantage of to a very great degree. To help defray the expenses of the system it is sometimes possible to maintain a special savings account on the part of the system which comes out of the regular checking account balance. This can be done because of the many small accounts which are handled that in themselves are not large enough to establish a savings account.

Bank statements and reconciliation.—The bank statement is received from the bank every two weeks. This statement is reconciled with the check book in the customary manner.

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Proof of books.—After the bank statement has been reconciled it is necessary to prove the books. This is done every two weeks or every time the reconciliation is made with the bank statement. Total income is found by adding all the debit columns and the total expenditures by adding all the credit columns. The total of the credit columns is then deducted from the total of the debit columns. This balance should equal the balance shown on the reconciliation.

Statements.—Statements for each account are prepared at the end of every semester or whenever requested. Individual statements for particular affairs like dances and plays are prepared immediately after that activity.

Audit.—An audit is made of the books at the end of each school year. This audit is made by two members of our senior high school faculty, each of whom has had experience in either bank or brokerage accounting.

Whether or not interscholastic athletic funds are administered separately or as a part of a general fund does not matter so much as whether or not they are administered in a business-like way.

Seventy-two per cent of the 327 schools included in this study report that the financial accounts of interscholastic athletics are audited regularly. Twenty per cent indicate that no regular audit is made. Eight per cent did not report. Eighty per cent of the schools having enrollments of more than 750 pupils have regular audits. Sixty-eight per cent of the schools having 750 or fewer pupils enrolled have regular audits. Among the regions, the highest percentage (83) of schools which have regular audits is in New England. The lowest percentage (60) is in the West. Seventy-four per cent of the reorganized schools have regular audits, as compared to 70 per cent of the regular 4-year high schools.

In reporting how often the accounts of interscholastic funds are audited, the 236 schools which have regular audits specified 13 different frequencies. Twenty schools having audits did not indicate how often they were made. These data are summarized in Table 29. The annual audit of accounts is clearly the most common among the schools. It is rather surprising to find that the monthly audit occurs more frequently than the semiannual audit.

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TABLE 29.—*Frequency with which the financial accounts of interscholastic athletics are audited, as reported by 236 schools having such audits*

How often audited	Number of schools
Annually.....	112
Twice a year.....	30
Three times a year.....	4
Quarterly.....	2
Each 6 weeks.....	1
Each month.....	48
Each 2 weeks.....	1
Weekly.....	2
After each sport season.....	12
When school auditor arrives.....	1
Constantly.....	1
Frequently.....	1
On demand.....	1
Not specified.....	20

In the East High School in Salt Lake City, special efforts are made to keep the officers of the several pupil activities and the pupil body in general acquainted with the financial status of each organization. In accordance with the policy of the "student association," a trial balance sheet is published each midyear in the school paper. About a week before the close of school in the spring another statement, as complete as possible, is published. During the summer the books of the treasurer of the student association are examined by the official State auditor. The detailed account, accompanied by a statement by the auditor, is then published as a supplement to one of the first issues of the school paper in the fall.

In a certain midwest high school no regular audit of interscholastic finances is made. The athletic treasurer in the school reports to the principal, who reports to the board of education if requested to do so. This seldom happens. The athletic director in this school, who is also a coach of interscholastic teams, related to the investigator how, after a period of years, the complete control of athletic finances had been gained for the athletic coach and the principal. All that remained of a former athletic association and a faculty board of control were the treasurers. These were retained to take care of the sale of tickets, handle gate receipts, write checks, keep books, etc., but they had absolutely no voice in determining the use of money. This director pointed out

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that more than one coach and team had been ruined by boards of control and faculty supervision. He advocated the policy of spending all available money and keeping the treasury low. If the board of education should learn that a surplus is on hand, it will at once begin to squabble for it. During 1930-31 this school, having an enrollment of 1,450 pupils, spent \$252 for 18 new basketballs, about \$1,000 for medical aid to injured athletes, and approximately \$350 for sweaters for athletes in six sports. All this, including the concentration of the control of funds in one or two persons and the laxity in accounting for receipts and expenditures, may be acceptable to that school and that community. However, in most of the schools visited for this study, increased attention is being given to the strict prejustification by responsible persons of all expenditures, the careful accounting for all funds, and the thoroughgoing and regular auditing of all financial reports.

1. COACHES

Employment and means of measuring success.—Two hundred and twenty-three of the 327 schools included in this study report that regular coaches are employed to coach teams in interscholastic sports. In 47 schools the success of the coach is said to be judged on the basis of his ability to develop winning teams. In 4 cases the respondents said that only in part was the success of the coach measured in this way. One respondent explained that the community rated the coach according to his ability to win, although the administrators of the school were not so minded. Twenty per cent of the 4-year high schools included in this study indicate that the success of the coach is measured by his ability to develop winning teams. Nine per cent of the reorganized schools, not including junior high schools, give the same answer. Twenty-four per cent of the schools having enrollments of 300 or fewer pupils rate the coach on this basis, whereas only 7 per cent of the schools having enrollments of more than 300 use this criterion as a measure of success. Clearly, the small schools in general expect more of the coach in the way of victories in interscholastic contests than the larger schools.

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Coaches as teachers of classroom subjects.—Ninety per cent of the 327 schools report that the athletic coach is a regularly employed member of the faculty; 5 per cent say that he is not; and 5 per cent did not report. In 78 per cent of the schools the coaches teach regular classroom subjects. In 194 schools the athletic coaches are rated by school administrators as on a par with other faculty members in their ability as teachers of regular classroom subjects; 24 administrators rate them as superior to other teachers; and 31 rate them as inferior. In 161 schools the average salary of the coaches is higher than that for other teachers, not including administrative officers. In 147 schools the salary of the coaches does not average higher than that of other teachers. There is an interesting comparison to be made between the data regarding salaries and those regarding teaching ability. Whereas in only 7 per cent of the schools the coaches are rated as superior to other faculty members as teachers of regular classroom subjects, in 50 per cent of the schools the coaches receive higher salaries than the other faculty members. It appears, therefore, that in many of the schools, coaching ability, even though it may not be accompanied by average teaching ability, commands a higher-than-average salary.

Coaches as members of the faculty.—In most States the coaches of interscholastic sports are required to be regular members of the high-school faculty. The wisdom of such a regulation was demonstrated during visitation for this study. An illustration or two will show what is meant. In a high school in North Carolina a special coach for football was employed. This coach received \$300 for coaching two hours a day, five days a week, during September, October, and November. He had no other connection with the school. The principal in this school reported that after practice hours in the evening and even after games played away from school the coach would not accompany the boys back to the building to take care of injuries and supervise conduct. In this school the coaching of other sports was done by regular faculty members who received no extra pay for the work. In addition to handling their own sports they were called upon to take care of members of the football squad at the building when they had been released by the specially

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employed coach. Consequently, a feeling of unfairness had arisen among the coaches who were members of the faculty. All the funds for athletics granted to this school by the board of education were used to pay the salary of this special football coach. The persons on the faculty who were trying to develop an intramural sports program, and those who were attempting to make interscholastic athletics educative, felt that, in this case, the board of education was paying its money to a person whose point of view was anything but educational.

In a high school in the State of New York, in spite of an excellent city-wide program of physical education and athletics, there is still a demand that a nationally famous football player shall coach the football team. At the time this school was visited by the investigator the coach received a salary of \$450 for the football season. His only connection with the school was through its football team. Frequently he went to games played at his alma mater, being absent for days from his own coaching duties. All other coaches in that high school are members of the physical-education staff.

While visiting a high school in Virginia the investigator was told by the principal that the school had formerly followed the practice of securing its coaches from among star athletes in the city. These coaches had no connection with the school and had no concern for school interests. A change of policy occurred. At present all interscholastic teams are coached by a high-school instructor, who was at one time a college athlete. The principal emphasized the fact that now the coaching is better, many more boys turn out for the squads, better teams have been developed, and the community is much better satisfied.

The improvement of conditions in the schools generally, when the plan of employing nonfaculty coaches is supplanted by the plan of requiring all coaches to be members of the faculty, and the dissatisfaction (more often than not) with the nonfaculty coach, will no doubt make more and more rare the cases in which schools entrust the athletic instruction of their pupils to persons not connected with the school.

Training and other items.—In schools where data were available, considerable care was taken during visitation to

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study certain phases of the situation concerning coaches. A few facts should be presented here. In the first place, in all but one of the schools studied, the coaches received their entire compensation from the board of education. In one school a part of the coaches' compensation was drawn from funds received at the games. Most of the coaches hold the B. A. or the B. S. degree. A few have the M. A. degree and others are continuing work toward that degree. The major fields of subject-matter preparation are mathematics and science, the former occurring more frequently than the latter. Some of the other major fields are political science history, agriculture, and economics.

Twelve football coaches interviewed reported an average training of 6.6 class hours in how to coach football. Eight basketball coaches reported an average training of 6.4 hours in how to coach that sport. It ought to be pointed out that in the case of many of the coaches interviewed, the training in how to coach a particular sport was secured during summer coaching schools, after one or more years' experience in coaching that sport. That is to say, when the coaching duties were first assumed, no training in how to coach particular sports had been secured. Seven of 11 football coaches, 5 of 12 basketball coaches, 1 of 5 baseball coaches, and 5 of 8 track coaches report training in physical education. Fourteen of 15 football coaches, 12 of 16 basketball coaches, 5 of 5 baseball coaches, and 4 of 5 track coaches were members of college athletic teams. It seems clear, therefore, that, at present, in securing coaches more attention is given to an applicant's record as a player than to his training in physical education or in how to coach the sport which he is employed to direct. However, in some sections of the country steps are being taken to lay more emphasis on the matter of training in physical education for coaches of interscholastic teams. Some attention was given to this subject in the discussion concerning the relationship between intramural and interscholastic athletics. Reference was made there to the regulations which the Department of Education in the State of Ohio has recently put into effect. These regulations, as reported to the investigator in a letter from the supervisor of health and physical education in that State, are summarized as follows:

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(1) Full-time teachers of physical education (including athletic coaches) engaged in high schools after 1930 are required by the State Department of Education to have a special professional certificate issued by the Department of Education. Credits for this certificate must show a minimum of 40 hours (semester) in health and physical education earned in an accredited institution.

(2) Part-time teachers of health and physical education (including part-time coaches) engaged after 1930 must have health and physical education written in on their professional certificates as a minor. This minor must be earned in an accredited training college and must consist of at least 16 hours in health and physical education.

(3) All teachers of physical education in service prior to 1930 must have the appropriate certification on or before 1935 in order to have their secondary-school program of physical education recognized by the State Department of Education.

Both men and women teachers of physical education and coaches come under the above regulations.

Numerous States have requirements regarding coaches, such as the one specifying that coaches must be teachers, regularly employed and paid by school authorities out of school funds. However, the certification of athletic coaches on the basis of a specified minimum amount of training in physical education and health is as yet rarely found. A number of State departments have certification requirements for the different subject fields such as English, mathematics, etc. Some also have such requirements for instructors in physical education, but in a large number of cases these instructors are not the coaches of interscholastic teams. Legal safeguards comparable to those intended to improve the teaching personnel in the ordinary subject fields are as yet rarely set up to assure a more satisfactory coaching personnel. In the minds of some persons the safeguarding of the coaching personnel is more important than the safeguarding of the ordinary teaching personnel. It may be that regulations such as those set up in Ohio are merely the first steps among the States in providing these safeguards.

It should be said here that the director of the division of health and physical education in one of the Eastern States questions the wisdom of requiring training in physical education for coaches of interscholastic teams. This respondent says, "The small high school employing a very few teachers

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is going to be handicapped if we require certification in physical education to qualify for coaching."

3. RELATION OF INTERSCHOLASTIC ATHLETICS TO OTHER ACTIVITIES

Interscholastic athletics in relation to the physical-education program.—It is impossible here to enter into a full discussion of the topic to be considered in this section. Brief consideration will be given to relationships of interscholastic athletics to physical education, to intramural athletics, and to health work.

Seventy per cent of the schools included in this study indicate that interscholastic athletics are considered a part of the physical-education program. This does not mean, however, that in all these schools the director of physical education has control of interscholastic athletics. In 52 per cent of the schools this is the case, but among these schools the coach and the director of physical education are very often the same person. As was revealed during visitation, although interscholastic sports may be considered a part of the school's general program of physical education, they nevertheless form an independent part, and often dominate, rather than yield to, other phases of the general program. In many schools interscholastic athletics is independent of the sanctions of physical education, exists apart, and is in no way recognized as a part of the regular physical education work. In other schools these sports are considered a direct part of physical education, are carefully supervised, and pupils receive physical education credits for participation in them. As between granting and not granting credit, the schools of this study are equally divided. The larger schools (with enrollments of more than 750) grant credit more frequently than the smaller (750 or fewer). The reorganized schools (other than junior high schools) grant credit more frequently than the regular 4-year high schools.

Most authorities in the field of physical education and athletics agree that a school's program of interscholastic athletics should constitute only a part of a larger program of health and physical education. According to these leaders, if these activities do not fit appropriately into a general program of health building and recreation they should be made

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to do so or be thrown out altogether. There is danger, if interscholastic athletics exist for their own sake, that the aim of physical development will be forgotten. In fact, this state of affairs is not uncommon among secondary schools. That is, the regular physical education program is expected to attend to the physical development of pupils, without the planned cooperation and contribution of interscholastic athletics. In a few schools this condition is being changed to one in which interscholastic athletics are merely advanced physical education. In other words, team membership comes as an outgrowth of work in physical education and represents to all concerned that the athlete who competes for his school is properly trained, correctly conditioned, and has qualified through medical examinations for strenuous activity.

This aim in many schools—to dovetail physical education and interscholastic athletics—brings back the question of whether or not athletic coaches should be trained in physical education. Some attention is given to this problem at other points in this report. It is there pointed out that the judgments of principals, physical directors, and coaches (as determined during interviews) differ. Some feel that the ideal coach and the ideal director of physical education can not be combined in one individual. Others feel that if the goals of health, development, and recreation are to be attained, those who understand these goals and how they are to be reached must be kept consistently in charge of all physical activities within the school. Even physical directors who are also coaches of interscholastic teams sometimes find it hard to remain impartial to the teams. For example, a physical director and coach in a high school in Texas confessed during an interview that although he is the director of physical education his first love has become competitive interschool games. He admitted also that because of a slackened interest in physical education his work in that field had suffered. Surely if persons such as this find it difficult to keep uppermost the ideal of the greatest good to the greatest number, it is not surprising that in a large number of secondary schools, in which the coaches have had no training in physical education, the aims and methods of interscholastic athletics and physical education are far apart.

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It is appropriate at this point to mention a matter brought to the attention of the investigator during visitation which has to do directly with the relationship of interscholastic athletics to physical education. Some communities have given a great deal of attention to and have spent large sums of money in providing the secondary schools with facilities and equipment for interscholastic athletics. In some cases splendid new fields, gymnasiums, and stadiums have been provided. At some of these schools no thought seems to have been given to the possibility of making these facilities serve both interscholastic athletics and physical education. For example, sometimes playfields, new gymnasiums, or stadiums will be located too far from the school building to be of any use to physical-education classes during the day. Furthermore, the structures are often equipped for only interscholastic sports, and are built to accommodate (dressing rooms, showers, lockers, etc.) only small groups. In some cases space for an athletic plant is not available near the school building. In other cases the plant seems purposely to have been located at a distance. As a result it is in use during the afternoons of short playing seasons instead of being in use all day and each day of the school year. In providing schools with athletic plants, it seems proper to consider the usefulness of these plants to both interscholastic athletics and general physical education.

A single example of the way in which interscholastic athletics and physical education are related to each other, and administered together, will be given here. Reference is made to the plan in Buffalo, N. Y. In the rules governing athletic activities among the high schools of the city, the following six rules of administration are given:

- (a) The Department of Physical Education shall have general administrative control of high-school athletics.
- (b) The management of high-school athletics shall be vested in an Athletic Advisory Council.
- (c) The Athletic Advisory Council shall consist of the supervisor of physical education, the director of high-school physical education, and the head of the physical-education department in each public high school.
- (d) The director of high-school physical education shall be the chairman of the Athletic Advisory Council and shall keep a concise record of all interschool athletic contests.

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(e) The regular meetings of the Athletic Advisory Council shall be held the first Thursday in September, December, March, and June. Special meetings may be called by the director of high-school physical education as necessity may demand. The annual meeting shall be held in June on Thursday and Friday of "B" examination week.

(f) The Athletic Advisory Council shall determine and enforce the rules governing interschool competition, formulate rules governing the eligibility of players, and arrange schedules of games, these rules and schedules to be ratified by the high-school principals and the superintendent of schools before becoming effective, and shall be in control of all financial dealings in connection with high-school athletics.

Interscholastic athletics, carefully supervised, properly fit into a program of physical education.

Interscholastic athletics in relation to intramural athletics.—It is necessary here only to refer to the discussion of this topic in Chapter II dealing with intramural athletics. In addition to that discussion, mention should be made briefly of an encouraging trend among the schools visited in making this study. In the past, interscholastic athletics have often been called on to supply the funds for the maintenance of an intramural sports program, whereas at present numerous boards of education are subsidizing the intramural program independently. As a consequence, the intramural program is assured of support and can be built around a comprehensive plan, and interscholastic games are less subject to over-emphasis.

Interscholastic athletics in relation to health work.—In many secondary schools health work and interscholastic athletics touch only at the beginning of competitive seasons, when squad members are subjected to a physical and medical examination. The athletic program is not organized as a part of the health program. In fact, the general health aims, and the activities suggested by State departments for their attainment, are set aside when they interfere with the development within the school of strong athletic teams. The principal of a high school in the Middle West admitted to the investigator that although the ideal of the State department was for better physical education and health programs, the general practice among the schools of that State was to emphasize rather the development of outstanding teams in interscholastic sports. Instead of following the suggested

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programs of physical education and health, the individual schools substituted for this work membership on team squads. Credit for physical education was granted just the same. Even in the regular physical-education work emphasis was laid on points which would come handy to a player on an interscholastic team, namely, the pivot in basketball, the pass and run in football, and the like. It seems anything but proper for a school to twist a well-planned program of health building for the sake of the development of winning athletic teams.

In closing the discussion concerning the relationship of interscholastic athletics to other activities within the school it deserves to be said that physical education, intramural sports, health work, and interscholastic athletics should not in any way be incompatible. In fact, the program of each dovetails conveniently into the program of the other, thus making possible a unified program containing all the activities. It is desired here to mention only two schools wherein all these activities are effectively combined and administered as parts of a single program. In both of these schools the general program is one of health education. Investigation at the schools showed that the organization was more than nominal, and the work of each activity was built into and made to conform and contribute to the general aims of health. The work of persons in charge of the several activities was carefully followed to make sure that the general program was not being disregarded. That is to say, the coach of an interscholastic team would be rated by the director of health education on the basis of his willingness to cooperate and his effectiveness in cooperating for the developing and safeguarding of the health of his squad members. These ratings, of course, come at last to the school's officers of administration. The schools referred to here are the Thomas Jefferson High School in Brooklyn, N. Y., and the Parker Junior-Senior High School in Greenville, S. C. In the Greenville school the program is so organized that within the last five years fewer than 25 "varsity" athletes have not come up through the programs of intramural sports and physical education. Most of these, furthermore, moved into the

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district from adjacent communities. Fuller descriptions of the plans of organization and direction can not be given here. In general they demonstrate the possibility and effectiveness of combining these activities into a comprehensive program.

The natural unity of physical education, intramural athletics, health work, and interscholastic athletics is reflected in a letter written by Harry A. Scott, professor of physical education in The Rice Institute, Houston, Tex., in response to a direct inquiry by the investigator. A quotation from Professor Scott's letter is used to close this discussion:

In my opinion the secondary-school physical education program should provide the opportunity for *every* physically normal student to receive instruction in both recreative and vigorous competitive team games, and in addition be encouraged to participate in, through the medium of clubs or outside organizations, the natural sports of hunting, fishing, hiking, camping, and the like. Students not physically normal, in addition to their individual corrective physical education programs, should likewise receive instruction in, and be encouraged to engage in the activities of the normal program up to the limits set by their organic or physical condition.

Stated specifically, if all students, after their interests and capacities have been determined, are provided with the necessary facilities, and given *proper* instruction in such typical activities as swimming, golf, handball, tennis, football, basketball, baseball, boxing, wrestling, camping, fishing, hunting, and hiking, their physical needs will have been satisfied both for present living and for life outside the school.

Such a program of physical education as indicated above may be conducted for all students by means of required physical-education programs, intramural contests, interscholastic athletics, after-school recreational programs, and recreation clubs of various kinds.

It is my opinion that few secondary schools are doing all that can be done in the way of providing a comprehensive physical-education program for all students. It seems to me not to be so much a matter of school finances, lack of administrative support, and other well-known excuses, but rather a lack of proper training and perspective on the part of teachers and supervisors of physical education. Proper administrative and financial support come only after the worth of the program has been demonstrated.

CHAPTER V : INTERSCHOLASTIC ATHLETICS—INTER-SCHOOL RELATIONSHIPS, PROBLEMS, AND STUDIES

1. INTERSCHOOL RELATIONSHIPS

Attitudes between members of competing teams.—Up to this point in the report attention has been given primarily to interscholastic athletics as they concern individual schools. It is necessary now to take notice of other relationships and other problems of a more general sort. Under the topic of interschool relationships, the first item to be discussed has to do with players.

The Roosevelt Hand Book for 1930, published by the student body of the Theodore Roosevelt High School in Des Moines, Iowa, defines a sportsman as follows:

Sportmanship is that quality of behavior which, because of its fairness, dignity, cooperation, and trustworthiness, habitually wins the esteem of one's fellow men, whether it be opponent or ally.

Flashes of sportmanship come to all of us, but real possession comes only to the one who so exemplifies the golden rule that he constantly holds the respect and loyalty of the community. No alibis for him, no crabbing, no scheming, but a genuine love of fair play, which makes him a modest winner and a gracious loser.

Five years ago two boys met in competition at the Utah State track meet. These boys had competed against each other earlier in the season in a district meet, and one had proved himself a much better quarter miler than the other. At the State meet the poorer runner drew the pole in the quarter-mile race. The better runner was several lanes from the pole. The poorer runner knew that the other boy had an excellent chance of setting a new State record that day. Consequently, he offered his rival the inside lane, knowing that he himself could not make use of that advantage. The exchange was made. The time made that day in that race, 50.2 seconds, still stands as the State record in the quarter-mile run.

In the same State, in the 1931 State track meet, two boys, one a high-school senior and the other a junior, tied for first place in the pole vault, at a new State record. However,

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only one medal was to be given. When it came time to toss a coin to determine to whom the medal should be given, the boy who was a junior said to the senior, "You take the medal. This is your last year, while I have another chance next year."

Examples of unsportsmanlike rivalry between members of competing teams, which were assembled during visitation, could be given also. It is not profitable, however, to give them. It is more encouraging to say that in general, players who compete in interscholastic sports know what sportsmanship is and practice it. Acts of courtesy on fields of play have in them the seeds of life long friendships.

Attitudes between contesting coaches and administrators.—It is not uncommon to hear athletic officials say that the problem of handling players on the field is simple so long as coaches and administrators remain in their proper places. The eagerness of some coaches to defeat the teams of rival coaches or an administrator's eagerness to have his school rank above a rival school in athletics often is concretely expressed during a game which is hotly contested.

Coaches and administrators should be examples of good sportsmen. If relations between them are pleasant, that pleasantness is almost certain to be reflected among the players. All matters of schedule, eligibility, officiating, etc., should be agreed to and thoroughly understood by each person so that disagreements will not arise. The principals of the high schools of Boston proper are organized in this thoroughgoing way. The authorities of a high school in Alabama explained to the investigator that if a school with whom they compete employs a coach or principal who causes unpleasant relationships between the schools, that school is quietly dropped from the playing schedule, without comment, and perhaps does not know why the interschool contests are not continued. Some State athletic associations have moved to eliminate unsportsmanlike coaches from the schools. For example, a regulation of the Alabama High-School Athletic Association says, "A coach proved guilty of immoral or unsportsmanlike conduct may be disqualified by the central board of control. Any school using a disqualified coach shall be subject to suspension from the association."

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More important than the development of winning teams could ever possibly become is the safeguarding and developing of desirable traits of character in squad members through providing them with leaders who are themselves good sportsmen.

Proselyting and scouting.—The rules of most State athletic associations make it difficult for secondary schools to proselyte athletes, with any advantage to themselves. As a general rule the practice is vigorously opposed, and it is only rarely that one finds instances of it. However, instances are to be found. In one section of the country the investigator discovered that it was not an uncommon thing for certain private military academies to proselyte athletes from public high schools. In another region entire families are sometimes brought into communities through the influence of the schools in order that certain athletes may be made available for participation in sports without being required to attend school during a certain number of weeks. In still another section of the country the investigator learned through interviews that some proselyting is done, especially in the smaller wealthy oil communities. In one case a superintendent who objected to the practice of spending large sums of money to bring in high-school athletes was dismissed, and a superintendent who condoned the practice replaced him. In general, however, the practice of proselyting athletes is unpopular among those in charge of secondary schools.

Scouting of games in which a rival team competes is more common than proselyting. However, it is almost always done entirely above board and with the full knowledge of the coach and players who are being scouted. In fact, in about 15 schools investigated concerning this practice during visitation, eight reported that scouting is done officially and that the scouts are almost always given complimentary tickets to the games which they wish to scout. In five schools no scouting was done, and in the others the scouting was of an unofficial or casual sort. In most cases the scouting is done by the coach. In one case only was it clear that the scout was considered a spy, expected to buy his own admission, and remain unobserved on the side lines.

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Examples of friendly relationships between competing schools.—It is indeed congratulatory when two teams, of about equal skill, play a hard-fought, clean game and come out of it tired but courteous, never forgetting to extend a sportsman's hand to the opponents, whether they are winners or losers. It is an equally commendable practice when school authorities take the trouble to make the members of a visiting squad feel that they are not only opponents to the local team but also guests of the local school. At one school visited by the investigator the story was told of an interschool contest in which a dispute among players was followed by a free-for-all fight among the spectators. For several days following the game police kept all-night watch at each school, fearing a raid of some sort from the rival town and school. It seemed to be a habit with these rivals to besmear each other's buildings with paint, tear down goal posts, deface property, break windows, and carry away anything lying loose. If athletic contests between schools result in school and community relationships such as these, they had best be abandoned. On the other hand, many examples of pleasant relationships between teams, schools, and communities were pointed out during interviews with school authorities. In general these have to do with the efforts schools make to assure a pleasant stay of rival groups in the home town, from the time they arrive until their departure. For example, when the football squad of the E. C. Glass High School in Lynchburg, Va., goes to Norfolk for a contest, they are met at the train by their rivals, shown about the city, entertained at a dance after the game, and lodged in the homes of rival squad members rather than in the Norfolk hotels. It is only natural that Lynchburg wishes to, and does, reciprocate these courtesies when games are played there. When rival teams come to the Ninth District Agricultural and Mechanical School near Clarksville, Ga., for contests, they are entertained in the dormitories there, lodged and boarded, and treated as guests. This same school sponsors a tricounty basketball tournament in which its own teams do not compete. According to the principal, this tournament is intended to develop friendship among the schools. The men's clubs in the Upper Darby

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and the Norristown, Pa., High Schools look after the entertainment of opponents and have developed a mutual feeling of good fellowship. Many other examples could be given. Mention can be made of only a few other schools that reported good relationship with rival schools to the investigator during visitation. These are, East High School, in Salt Lake City, Utah, and Granite High School in the same State; New Trier Township High School in Winnetka, Ill., and Evanston Township High School, same State; the high schools in Tarrant and Anniston, Ala.; Ensley High School in Birmingham, Ala., and the high school in Mobile, same State; and Elkhart and Kokomo High Schools in Indiana.

It is not necessary to emphasize the fact that rivalries need not be unfriendly to be keen, and that unless interscholastic contests can be engaged in in a spirit of friendship, for the sake of players, schools, and communities they had best be abandoned.

Agencies contributing to good relationships.—Numerous instances in which certain agencies make definite efforts to promote proper relationships between players, schools, and communities could be cited here. A few examples must suffice. State high-school athletic associations, instead of existing merely for the purpose of making rules, fostering tournaments, disciplining offending schools, etc., are more and more taking the aggressive in promoting good sportsmanship. For example, the handbook of the Michigan High-School Athletic Association contains a list of 16 ways in which high-school students can practice good sportsmanship and bring about desirable relationships with other schools. In part this section of the handbook reads as follows:

High-school students should set a good example in the matter of sportsmanship and should quickly condemn unsportsmanlike conduct on the part of either other students or adults. To this end they should—

Remember that a student spectator represents his school the same as does the athlete.

Recognize that the good name of the school is more valuable than any game won by unfair play.

Accept decisions of officials without question.

Recognize and applaud an exhibition of fine play or good sportsmanship on the part of the visiting team.

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Insist on the courteous treatment of the visiting team as it passes through the streets or visits the local school building, and extend the members every possible courtesy.

Acquaint the adults of the community and the grade pupils with the ideals of sportsmanship that are acceptable to the high school.

Advocate that any spectator who continually evidences poor sportsmanship be requested not to attend future contests.

Insist on fair, courteous, and truthful accounts of athletic contests in local and school papers.

Encourage the full discussion of fair play, sportsmanship, and school spirit through class work and auditorium programs in order to discover ways by which students and schools can develop and demonstrate good sportsmanship.

The same bulletin contains excellent athletic codes for the athletic director, business manager, coach, official, and for the athlete himself. The handbook of the Alabama High-School Athletic Association contains a bibliography of 26 poems illustrating the spirit of sportsmanship. The Sportsmanship Brotherhood has adopted a code of sportsmanship for players, as follows:

- (1) Keep the rules.
- (2) Keep faith with your comrade.
- (3) Keep your temper.
- (4) Keep yourself fit.
- (5) Keep a stout heart in defeat.
- (6) Keep your pride under in victory.
- (7) Keep a sound soul, a clean mind, and a healthy body.
- (8) Play the game.

The Kiwanis International has recently adopted the following code of sportsmanship for the player:

A good American will be a good sportsman. Fair play strengthens character.

- (1) I will play the game.
- (2) I will be courteous to my opponent.
- (3) I will be a good loser and a generous winner.
- (4) I will be loyal and honorable.

This same organization has taken up energetically the task of promoting good sportsmanship among spectators. This will be discussed in a later section.

It is not uncommon to find in local communities a business firm or an individual that offers an award (usually a loving cup) to the team or school which displays the best sports-

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manship during a school year or a sports season. Such a contest, for example, is held among the high schools of Birmingham, Ala. A sportsmanship trophy is awarded each year to the high school winning the most points in the following way:

- (1) Conduct of team on the field of play. (A possible 300 points.)
- (2) Conduct of supporters in the stands. (A possible 300 points.)
- (3) Work of student sportsmanship committees. (A possible 175 points.)
- (4) Reflected spirit of schools in victory or defeat. (A possible 175 points.)
- (5) General report and tabulation of the work of sportsmanship committees. (A possible 50 points.)

Three prominent men of the city of Birmingham are chosen to act as judges. They meet some time in May to go through the mass of material turned in by the several high schools. On graduation night, the winning school is presented with a handsome loving cup.

The scrapbooks kept by the sportsmanship committees (which are to be submitted to the judges) are exceedingly interesting. They contain such materials as codes of sportsmanship; sportsmanship programs given in the auditorium; sportsmanship reports from classroom instructors; sportsmanship plays and pictures; sports talks given to grammar-school pupils; sportsmanship response of school organizations; pictures of chairmen and members of sportsmanship committee; articles appearing in school paper; descriptions of contests; themes on sportsmanship from English classes; session-room program on sportsmanship; sportsmanship as taught in the auditorium, lunch room, library, and school; newspaper clippings regarding the teams; inspirational poems; testimonials concerning the conduct of players by hotel proprietors, restaurateurs, churchmen, railroad conductors, dining-car conductors, and representatives of rival schools; and other materials which in any way contribute to the general portrayal of sportsmanship as it existed in the school and community.

In the Thomas Jefferson High School in Brooklyn, N. Y., boys who wish to become members of school teams must fill

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in an application for participation in competitive athletics. This application contains the following pledge:

I promise on my honor to keep myself in good physical condition, to attend faithfully to my studies, and to conduct myself at all times in a sportsmanlike and gentlemanly manner.

It is of no little significance that sportsmanship is being fostered by organizations within the schools, by business concerns, service clubs, State and national organizations, and other organizations of various kinds. The influence exerted in this way toward better conduct and good relationships is sure to bear fruit. High-school student bodies are not immune to the encouragement which such backing engenders.

Community sportsmanship.—Some mention was made in the preceding section of the efforts which are being made in certain schools and by various agencies to promote good sportsmanship among those who witness games as well as among those who participate in them. Almost without exception the schools visited in connection with this study reported that in spite of their efforts to educate the community away from crabbing and fault-finding, a few "poor sports" lingered on. However, further testimony revealed that by keeping the ideal of good sportsmanship constantly before the community, those few found themselves in a minority so small that continued unsportsmanlike behavior became ridiculous.

How may a community be trained in the ways of good sportsmanship? In the first place, pupils can set the example. Again, the coach or director of physical education can get into direct contact with the patrons in conversation or through the mails. For example, the director of physical education in the New Trier Township High School in Winnetka, Ill., sends letters to the parents of every pupil telling of the season's athletic events, describing the aims of the athletic program to develop stamina and character, indicating how patrons may assist in securing these ends by their presence and support, and emphasizing the contributions to pleasant family relations which an interest by the parents in the play activities of the pupils will bring about. School publications and local newspapers may be used effectively in bringing the idea of sportsmanship to the

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community. In this way codes of sportsmanship can be brought to the attention of all. An example of such a code has been adopted by the Sportsmanship Brotherhood, called "A Code of Sportsmanship for Fans." Ten points are contained in it, as follows:

- (1) I will consider my athletic opponents and the officials as my guests and will treat them as such.
- (2) I will cheer both teams as they come on the field of play.
- (3) I will applaud good plays made by either team.
- (4) I will not applaud errors.
- (5) I will not "razz" the players of either team or anyone officially connected with either team.
- (6) I will consider the officials as the proper authorities to make decisions and I will accept their decisions.
- (7) I will not attempt to disturb any player or official.
- (8) I will not stir up any unfriendly rivalry among the fans or players.
- (9) I will consider it my privilege and duty to encourage players and authorities to live up to the spirit of the rules of the association governing their athletic competition and to appreciate the privilege of membership.
- (10) I will consider it my privilege and duty to exemplify and promote the adoption of "A Code of Sportsmanship for Fans" everywhere.

The code of sportsmanship for spectators which has been adopted recently by the Kiwanis International is as follows:

A good American will appreciate and applaud any display of skill and courage.

- (1) I will cheer good plays by either team.
- (2) I will support the decisions of the officials.
- (3) I will respect the rules and encourage others to do so.
- (4) I will remember that to build character is more important than to win games.

The Kiwanis organization expects to do more than merely adopt a code. It expects its member clubs to put on intensive sportsmanship programs in local communities which will make sportsmanlike conduct popular on the field of play and on the sidelines. It is impossible to estimate the amount of good that will result if the nearly one thousand nine hundred clubs in the United States and Canada go at the job seriously. In an editorial entitled "Promoting Good Sportsmanship," which appeared in the February,

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1932, issue of the Kiwanis Magazine, Fred C. W. Parker said, in part:

At first there may arise in the minds of members some question concerning the appropriateness of the adoption of such a Code of Sportsmanship by Kiwanis, an organization of business, industrial, and professional men. It is quite understandable how some may think at first that such action might be more fittingly taken by some organization whose program is more definitely in the field of sport or athletics. However, upon further thought it will undoubtedly be evident to all that such action by our International Board is very appropriate in view of the fundamental ideals and purposes of Kiwanis and in view of the participation of so many of our members in various forms of sport both as players and spectators. . . .

The promotion of high standards of sport on the part of schools and colleges promises a field of exceptional influence in molding higher standards in practical life in business, industry, or the professions. The educational values of play and sport have long been emphasized. If our young people are trained and inspired to maintain the highest standards in their athletic contests and in their sport activities, they will be the more prepared to adopt high ideals in their social, business, or professional life in later years.

It is also quite reasonable to expect that something of the same result may even be secured from promoting among business and professional men a higher standard of sportsmanship. Certainly those who have had experience with men who favor themselves rather generously in the matter of keeping their own scores in golf have some justification for being a little suspicious of the business standards of such men. When a man in some game is ready to ignore all standards of sportsmanship and seeks only to win through any means possible, it is quite reasonable to expect that he practices the same unfairness and cheating in his business. . . .

The official Kiwanis Code of Sportsmanship should be made known in schools, colleges, and the community. It can form the basis of addresses. It can also be used in publicity articles in the newspapers in a manner that will help further the practice of higher standards on the part of players as well as spectators.

Finally, the practice of linking players and spectators together in determining a school's rating in sportsmanship may help to bring about better conduct on the part of the adults of the community who attend the contests. The cooperation of the community plays an important part in the sportsmanship contest among the high schools of Birmingham, Ala., which was referred to earlier. Once a community becomes saturated with the idea of good sportsmanship, the task and worries of coaches and administrators are

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cut in two, and the development of desirable character traits in players is rendered less difficult.

1. DEVELOPING DESIRABLE TRAITS OF CHARACTER THROUGH INTERSCHOLASTIC ATHLETICS

Although no comprehensive study has ever been made which was able to measure the extent to which participation in interscholastic athletics developed certain traits of character, yet claims that these activities develop certain traits are often encountered. On the other hand, many schools set up certain traits as ideals which are possible of being made real in the life of pupils who participate in interscholastic sports.

A list of 17 traits of character has been compiled from several sources, which is a representative list of the traits claimed by various agencies to be developed, or are capable of being developed, by participation in interscholastic athletics. The list of traits is as follows:

- | | |
|-----------------------|----------------------|
| 1. Sacrifice. | 10. Courage. |
| 2. Self-control. | 11. Trustworthiness. |
| 3. Self-respect. | 12. Chivalry. |
| 4. Honor. | 13. Cheerfulness. |
| 5. Initiative. | 14. Aggressiveness. |
| 6. Team play. | 15. Obedience. |
| 7. Loyalty. | 16. Responsibility. |
| 8. Social-mindedness. | 17. Happiness. |
| 9. Courtesy. | |

In many schools the term "sportsmanship" is made to comprehend a host of different traits of character. Emphasis, therefore, is laid upon the development of the well-rounded sportsman rather than upon any designated traits in themselves.

It needs to be remembered that bad as well as good traits of character may be developed through participation in interscholastic activities. Perhaps the determining factor as to what traits of character will be developed is the type of leadership supplied to the boys and girls who are participating. Without desirable leadership, codes of sportsmanship, pledges, and what not are empty and meaningless. Given desirable leadership, these begin to become real in the lives of pupils.

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3. ALUMNI AND SCHOOL ATHLETICS

As far as is revealed by this study, the policies and management of interscholastic athletics in secondary schools are in no way interfered with by the alumni. Only one instance was found during visitation in which a slight feeling of resentment had developed, and that on the part of only one alumnus and not of a group. In this case an alumnus who was formerly an athlete, and had become a hang-over in the community, wished to be appointed an assistant coach in the school. His request was not granted.

Almost without exception the schools enjoy the complete cooperation and support of their alumni. Frequently the regular teams of the schools engage in match games with teams composed of alumni. Some schools offer season tickets to alumni at regular student prices, especially to former athletes, and occasionally admit them to single games at a charge less than that for regular adults.

In a few schools the alumni are represented officially in the athletic organization in the school, serving as committee members or councilors. This usually comes about, however, through the courtesy of the administrators of the school, but (for this study) in no case had the policies and management of athletics in the schools been determined by alumni influence. In general it may be said that among secondary schools the relationship of alumni to school athletics presents no serious problem.

4. THE PRESS AND INTERSCHOLASTIC ATHLETICS

Secondary-school authorities in general are much more concerned about the relationship of the press to interscholastic athletics than about the relationship of the alumni to the athletic program of the school. The effect of much publicity on the poise and general character of young athletes is often harmful. The fact that sports reporters are in no way connected with the school makes the situation more difficult. Often these reporters do not have the educational viewpoint, and consider primarily the appeal of their stories to the general public, rather than the effect of their articles on the athletes themselves. Thus, in many cases, coaches and principals

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are confronted with the task of preventing their players from becoming publicity-conscious.

Of course, much publicity tends to increase attendance at games. Consequently, some coaches and administrators endure publicity that endangers the self-composure of players, rather than imperil gate receipts by protesting to reporters. Such a case as this was encountered in a visit to a high school in the midwest. The coach admitted that the acclaim given players in the local newspapers was too much for the good of the boys. However, he was aware that publicity attracted crowds to the games. Consequently, in his talks with the reporter he requested that stories of games be tempered, *so long as the attendance at games did not suffer*. It is the conviction of many persons that it is an inexcusable error to endanger the poise and character of young people for the sake of a burdened turnstile.

The reader is referred at this point to a project of the National Survey of Secondary Education reported in Monograph No. 16, which is concerned with the interpretation of the secondary school to the public. This study deals with school publicity and other contacts with the public which relate to secondary education in general. In view of this more comprehensive study, only one instance will be cited here in which the school and local press cooperate for better reporting concerning interscholastic athletics. In the George Washington High School in Danville, Va., almost all the reports concerning players and contents which are published in the downtown newspapers come through the school's department of journalism. Consequently, no sensationalism, no praising of certain stars, and no flare of photographs result. All materials given out preliminary to games come from the school itself. Of course, reporters from the local papers attend the school contests and write stories about them, but the customary flare of headlines prior to games and the publicity often given to individual players are absent.

As regards the relationship of the press to athletics, Arthur S. Draper, of the New York Herald Tribune, in a letter written in response to a direct inquiry from the investigator, says, in part:

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I feel that the press has a great responsibility. Many of the present-day evils in the field of sports can be traced back to sensational journalism—the ballyhoo, as it is commonly called. Youngsters are told that they are heroes and they are fully justified in accepting this judgment at its face value. Before they are out of high or preparatory school they set a false value on their athletic contribution. The result is that when they get to college they trade on their athletic ability and try to coast along through their college work.

The press is taking a much more wholesome attitude towards schools and colleges and I hope that progress will be made in the near future.

I. "GIVE BACK THE GAME TO THE PLAYERS"

It is the purpose in this section merely to report the attitudes toward this practice of coaches and principals interviewed during visitation, and not to discuss the merits and demerits of the plan of "giving back the game to the player."

In order that the plan of player-control of games may be understood, a summary of its main provisions, as given in the Yearbook of the New York State Public High-School Athletic Association for 1930-31, is presented.

(1) After a contest has begun, no coach or adult, other than officials of the game, shall interfere with activity of contestants.

(2) All direction for team play and all signals shall be given, and all substitutions shall be made by the captain or acting captain.

(3) A coach may order withdrawal of a player at any time, but no player, withdrawn by a coach or his representative, may return to the same contest. In case of withdrawal of a player by a coach, the captain or acting captain shall name the substituted player.

(4) Coaches may attend to physical injuries of their team members at any time during games or between periods of play.

(5) In all cases or applications, not specifically covered in the above, the interpretation of the rule shall govern which conduces to develop responsibility and resourcefulness on the part of the captain, and responsiveness to team-mate control and true loyalty and team play on the part of the players.

In probably no other State in the Union was the above plan of player-control given as thoroughgoing a try-out as in the State of New York. For a time it was mandatory in sectional, semifinal, and State contests. However, the Yearbook for 1930-31, in its General Regulation No. 1, contains the following statement:

By vote of the State Central Committee, in December, 1929, this program of "player-control" conduct of games, formerly mandatory in sectional, semifinal, and State contests, was made optional.

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The investigator found individual schools in the State of New York which still held on enthusiastically to the plan, but as a whole, the schools of the State, after a trial, wished to have the mandatory regulation abolished.

In 15 of 17 schools visited by the investigator, in which the giving of instructions during intermissions in games was inquired into, such instructions are given by the coach. In one case they are given by the captain and in one case by the coach and captain. There was no adverse criticism on the part of any coach or administrator of the ideals which the plan of player-control fosters, but there was a definite feeling that the plan is fraught with more disadvantages, even dangers, than advantages. One physical director in the Middle West pointed out that during the intermission periods boys are more susceptible to good influence, learn more rules of play, need to be guided in converting the theory of sportsmanship into actual practice, and come to know the value of cooperation more than at any time during practice periods, before contests, or after contests. Furthermore, he says, "Why train them for this particular test, then desert them in the crisis"—and pass up the opportunity to direct under concrete circumstances the modes of behavior theorized about during the week of practice. Although various reasons are given for not "giving back the game to the players" in a literal sense, the above line of argument is typical. At any rate, the adoption by secondary schools of plans for player-controlled contests has not gone forward rapidly, and in some parts of the country has actually lost ground.

During the course of this study the investigator came into possession of an "Interschool Pact for Athletics," effective from December 1, 1931, to July 1, 1932, between two well-known high schools in the Middle West. The third item in the pact, which bears upon the present discussion, is as follows:

We agree to withdraw the directors, instructors, coaches, trainers, etc., from contact with their teams from the time the teams come on the floor or field until the game is over. The instructors, etc., during the games shall sit together and interfere only to withdraw contestants. The function of the instructors, etc., during the contests is to safeguard

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the physical condition of the players. The captain of the team shall call for recruits.

Near the close of the time during which the pact was effective, the investigator wrote to each school inquiring about the success of the pact and whether or not it would be renewed. In each case the superintendent of the school responded. The replies record interesting reactions and are quoted in part. One superintendent wrote as follows:

I feel sure the pact will be renewed and extended. It has been very satisfactory to us and I believe to The coach should be set in his place.

The other superintendent replied as follows:

I have talked with all our coaches and with Mr. (director of physical education), and we are not in favor of continuing the arrangement another year. It has not seemed to us to accomplish anything of value, and in some cases has put a responsibility on the captain which we feel belongs with the coach. Our coaches feel that it tends to produce a disorder and lack of definiteness which is undesirable in high-school athletics.

The effort in these schools to give back the game to the players illustrates the fact that even in schools where this plan would be most expected to succeed, it is not always considered practicable or desirable.

6. PHASES OF INTERSCHOLASTIC ATHLETICS AS SUBJECTS OF CAREFUL STUDY

In order that some idea might be gained of the extent to which the schools represented in this project have "studied" certain phases of interscholastic athletics, the respondents to the special inquiry form were requested to indicate in a suggested list of studies those which had been made the subject of careful investigation. The respondents were asked to double check (✓✓) such studies as had resulted in improved practices which they considered noteworthy. The results of this inquiry are summarized in Table 30.

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TABLE 30.—*Number of schools reporting the careful study of certain phases of interscholastic athletics, and the number reporting that these studies have resulted in improved practices of special promise*

Phases studied	Number of schools reporting the study of each phase	Number of schools reporting that studies have resulted in improved practices of special promise
Methods of measuring the value to the pupils of participating in interscholastic contests.....	35	6
Plans of directing and administering interscholastic athletics.....	94	25
The effect on scholarship of participating in interscholastic athletics.....	124	44
Methods of arousing community interest in and promoting community support of the work of the school through interscholastic athletics.....	101	22
Securing values to pupils through the development of responsibility and leadership in directing the affairs of interscholastic athletics.....	101	25
Methods of financing interscholastic athletics.....	107	11

An examination of the frequency with which the phases of interscholastic athletics listed in this table have been studied indicates that the schools in general are not challenging the right of interscholastic athletics to a place on the school's program of activities. This is evidenced by the small number of schools (35) which have attempted to devise methods of measuring the value to pupils of participation in interscholastic athletic contests. On the other hand, the remaining frequencies in the table indicate that, rather than questioning the validity of interscholastic athletics, the schools are seeking correctly to fit them into the regular educational program. More schools (124) have studied the effect upon scholarship of participation in interscholastic athletics than have studied any one of the other five phases listed in the table. This number, 124, is approximately 40 per cent of all the schools included in this study. One hundred and seven schools have also studied the problem of financing interscholastic athletics; 101 of the schools attempt to interest the community in the work of the school through interscholastic athletics. It is to be hoped that the interest thus created extends beyond the athletic activities themselves. The number of schools (101) which endeavor to develop

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leadership in pupils through making them responsible for the direction of some of the affairs of interscholastic athletics is encouragingly large. It may be that a large portion of the studies reported are casual in character, and do not represent well-planned and well-executed investigations.

The right-hand column of Table 30 gives an interesting insight into the schools' estimates of the usefulness of their own studies to their own situations. Forty-four, or 35 per cent, of the 124 schools which studied the effect on scholarship of participation in interscholastic athletics indicate that their studies have resulted in improved practices within the school. This percentage is higher than that for any other study listed in the table. It might properly be added here that most of the studies concerning the scholarship of athletes indicate that participation in interscholastic athletics is by no means disastrous to scholarship.¹ On the other hand, several studies submitted to the investigator indicate that membership in athletic squads was used by school authorities as a means of improving scholarship. Participation in football seems to stand out as more dangerous to scholarship than any other sport.

Only 10 per cent, or 11, of the 107 schools which studied the problem of financing interscholastic athletics indicate that their studies resulted in noteworthy improvements in handling this phase of these activities. This low percentage is no doubt explained in part by the type of study represented. Thirty-five of the 327 schools included in this study report that studies have been made concerning methods of measuring the value to pupils of participation in interscholastic athletics. Only 6 of these 35 indicate that they were successful in their studies to the extent that their findings, or the techniques of measurement evolved, have become useful in shaping the general athletic program. That is to say, about 10 per cent of the schools included in this study have tried to measure definitely the value to pupils of participation in interscholastic athletics, and less than 2 per cent claim to have succeeded.

¹ Jacobsen, John M. Athletics and Scholarship in the High School. School review, 20 : 280-287, April, 1911.

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7. PROBLEMS ARISING IN ADMINISTERING INTERSCHOLASTIC ATHLETICS

General returns.—One of the most interesting parts of this investigation has to do with the problems concerning athletics which are at present troublesome to the schools, have been and are no longer troublesome, and have never (under the present administrative régime) caused special concern to the persons responsible for the program of interscholastic athletics. In order to make this inquiry less burdensome to the respondents and more meaningful to this study, a rather complete list of 18 problems was suggested in the inquiry form. Space was provided in which respondents were requested to write in any additional problems which were not included in the list and which were troublesome to the local school. Ten additional problems were thus added by the respondents. In filling in this section of the inquiry form three types of checking were possible, namely, to indicate whether a problem has been troublesome but is no longer so, was troublesome at the time of inquiry, and never had been (under the present administrative régime) troublesome to the school. The results of this inquiry are summarized in Table 31.

In this table there is no duplication for separate problems in the number of schools appearing in the three columns at the right of each problem. That is to say, 192 schools checked the first problem, 12 indicating that it had been but is no longer a problem, 33 indicating its prevalence, and 147 indicating that it never had been troublesome to the school. It is perhaps more meaningful to study the data vertically in the columns than to at once seek other relationships. If this is done it will be seen that more schools (59) have tackled and solved the eighth problem, eligibility of participants, than any of the other 27. Six other problems, met and solved by 30 or more schools, are, in the order of their rank following the problem concerning eligibility, as follows: Pupil transportation and the conduct of pupils on trips; tendency of the community to interfere in the administration of interscholastic athletics; detraction from school work; encroachment upon school time; conduct of pupils during and after contests; and conduct of spectators during contests.

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It needs to be remembered that reference is being made here to the number of schools which have succeeded in coping with specific problems when they have arisen. In view of this fact, it would be more gratifying if the frequencies in the first vertical column were larger.

TABLE 31.—Number of schools reporting certain problems pertaining to interscholastic athletics as formerly but not now troublesome, troublesome at present, and as never having been troublesome under the present administrative régime

Problem	Has been but is no longer troublesome	Is at present troublesome	Has never (under present régime) been troublesome
1	2	3	4
1. Arrangements for athletic contests placed too much upon a commercial basis.....	12	33	167
2. Tendency of the community to interfere in the administration of interscholastic athletics.....	35	43	142
3. Tendency of the community to rate the success of the school in terms of athletic success.....	24	101	115
4. Relation of the administration to the coach.....	15	24	146
5. Salary of coach as compared to that of other staff members.....	11	36	137
6. Detraction from school work.....	33	78	117
7. Encroachment upon school time.....	23	61	121
8. Eligibility of participants.....	29	82	106
9. Too few pupils derive benefit.....	22	100	64
10. Questionable moral values resulting from too strong a desire to win.....	17	47	129
11. Pupil transportation, and the conduct of pupils on trips.....	40	83	117
12. Conduct of pupils during and after contests.....	30	22	144
13. Conduct of spectators during contests.....	30	89	109
14. Falling off in scholarship among contestants.....	14	56	125
15. Physical hazards to contestants.....	16	66	108
16. Tendency to copy colleges in kinds of sport engaged in and in manner of conducting them.....	9	26	125
17. Tendency among athletic coaches to direct outstanding athletes to their alma mater institutions.....		31	187
18. Inducements to high-school athletes offered by private individuals, alumni, business men, or other persons interested in certain higher institutions.....	8	44	98
19. Tendency of athletics to bring into prominence in school life undesirable boys (for class offices, etc.).....		1	1
20. Tendency toward distorted standards, due largely to newspaper publicity.....		2	
21. Keeping up of morale with a losing team.....		1	
22. Crowding out of other activities.....		1	
23. Difficulty in getting competent officials.....		1	
24. Securing proper carry-over values for competitive athletics.....		2	
25. Difficulty of raising money properly to equip teams and maintain facilities.....		1	
26. Too much time taken from intramural program which benefits the many. Physical education teachers put too much emphasis and time on coaching athletic teams.....		1	
27. Subterfuge in observing rules of eligibility.....		1	
28. Neglect of school work by coach.....		1	

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The data in the second vertical column are especially significant for this study, because they indicate the problems concerning athletics which are at present prevalent among secondary schools; that is, among the 327 selected secondary schools included in this study. According to these data, the outstanding difficulty connected with a program of interscholastic athletics is the fact that too few pupils derive benefit. This problem is at present troublesome to more secondary schools (160) than any of the 27 other problems listed. One hundred and one schools indicate that there is a tendency at present for their communities to rate the success of the school in terms of athletic success. Six other problems rank comparatively high when the number of schools reporting them to be prevalent problems is considered. These are (1) conduct of spectators during contests; (2) pupil transportation, and the conduct of pupils on trips; (3) eligibility of participants; (4) detraction from school work; (5) physical hazards to contestants; and (6) encroachment on school time. It deserves to be pointed out that two of the three prevalent problems reported by the largest number of schools have sources external to the schools themselves, and in order to be corrected, involve the difficult task of educating groups outside the school. These two problems are, the tendency of the community to rate the success of the school in terms of athletic success, and the conduct of spectators during contests. A difficult educational situation is brought about when a community measures the success of the school as a whole in terms of athletic success, and makes the tenure of coaches (and even administrators) dependent upon the winning of interscholastic contests. It may easily be the case, and was observed to be the case in certain communities, that overemphasis upon interscholastic athletics is not a part of the well-thought-out educational policy of the administrators of the school, but is the result of community pressure and popular demand.

From the data in the last column in Table 31 one is able to determine the problems which have been the least troublesome to the schools included in this study, that is, have not been troublesome to a large proportion of the schools. In other words, high frequencies in the last column indicate

the absence of certain problems in large numbers of schools. Nine problems are thus declared not to have been troublesome under the present administrative régime in 125 or more schools. These are (1) arrangements for athletic contests placed too much on a commercial basis; (2) relation of the administration to the coach; (3) conduct of pupils during and after contests; (4) tendency of the community to interfere in the administration of interscholastic athletics; (5) salary of the coach as compared with that of other staff members; (6) tendency among athletic coaches to direct outstanding athletes to their alma mater institutions; (7) questionable moral values resulting from too strong a desire to win; (8) falling off in scholarship among contestants; and (9) tendency to copy colleges in the kinds of sport engaged in and the manner of conducting them. The low frequency in this column of the ninth problem, namely, too few pupils derive benefit, as compared with the high frequency for the same problem in the second column, emphasizes again the fact that, in a large majority of the schools included in this study, this problem is, and has always been, troublesome.

Each of the problems listed in Table 31 could be discussed at length. Such discussions are here out of the question. However, so much evidence concerning two of them was acquired during visitation that the presentation of some of these materials is felt to be justified and desirable. These two problems are: No. 15. Physical hazards to contestants. No. 18. Inducements to high-school athletes offered by private individuals, alumni, business men, or other persons interested in certain higher institutions.

Physical hazards to contestants.—Almost without exception, the schools visited in making this study, and in which investigation concerning physical hazards was made, require a medical examination of candidates for teams before they will be allowed to participate in interscholastic athletic contests. All the schools provide first-aid materials for squads. Although less than half of the schools arrange for physicians to be present at games, almost all say that physicians are "usually present." Few schools give the physician (the school physician or one patronized by the school) the power to remove players from the field of play whom he believes are

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overtaxing their powers. Many of the schools report, however, that the physician's judgment "would be respected." The investigator visited one school in which a wave of community resentment against a certain sport was quieted by formally giving to the school physician this power of removal. In about half of the schools the physician's services (other than the regularly employed school physician) are rendered free to the school or players; that is to say, materials must be paid for, but services are free. In most of the schools the players themselves bear the expense of injuries incurred during both practice and contests. The usual method by which the schools escape responsibility in this regard is to require that each player obtain his parents' signature on a card specifying that the school will not be held responsible for any physical injuries received. In one school each pupil pays a medical fee of \$1. Out of these funds the expense of treating athletic injuries is paid. In another school the city health department takes care of such injuries. In another the city school system bears the expense. In one case the coach, because of a guarantee to parents, is obligated to pay for the treatment of injuries to players. In most cases, however, when the players are not called upon to meet the expense of medical treatment for injuries, the athletic association with the school supplies the funds. In one school visited, the athletic association had paid out for the treatment of injuries during the 1929-30 school year approximately \$1,000.

However, medical examinations, first-aid supplies, and provisions for taking care of injuries do not prevent injuries. Some inquiry was made during visitation into the type of injuries received in football, basketball, baseball, and track and field during the 1929-30 school year. The findings are presented in Table 32.

Although the number of schools included in Table 32 is not large, a clear indication is nevertheless given concerning which of the four sports considered is most hazardous so far as physical injury is concerned. Data regarding football were secured in person from 14 schools, basketball data from 12 schools, and baseball, and track and field data from 10 and 11 schools, respectively. Schools most frequently report no injuries in baseball and basketball. However, among the

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schools reporting injuries, basketball ranks highest in the average number of injuries reported. It is followed rather closely by football. The average number of injuries, however, is not so important as the nature of the injuries received.

TABLE 32.—Types of injuries received by squad members in four interscholastic sports

Number of schools or players and type of injury	Foot- ball	Basket- ball	Base- ball	Track and field
1	2	3	4	5
Number of schools reporting injuries.....	12	5	2	6
Number of schools reporting no injuries.....	3	7	8	5
Average number of players on squad.....	45.6	27.1	28.8	37.3
Average number of injuries.....	12.6	16.6	1.5	4.5
Number of schools reporting following types of injuries:				
Sprain.....	12	5		
Dislocation.....	7	1		1
Broken arm.....	2			1
Broken collar bone.....	5			
Broken ankle.....	1	1	1	1
Broken nose.....	1			
"Broken bones".....	4			1
Knee injury.....	1	1		
Shin splint.....				1
Neck gland injury.....	1			
Slight concussion.....	1			
Pulled tendon.....				1
Infection.....	6	1		
Bruise.....	1			
"Charley horse".....	1			1
Strawberry.....				1

When this is considered, the case against basketball is less serious. All the schools reporting injuries in basketball report sprains. One school reports dislocation, another broken ankle, another knee injury, and another infection, as the type of injury received. All the injuries reported for baseball were injuries to the ankle. The number of schools reporting injuries in this sport, however, is small. Eight types of injuries are reported for track and field, as shown in the table. No one type stands out as peculiar to the sport. The types of injuries reported for football present an interesting array in the table. As in the case of basketball, all schools reporting injuries at all report sprains. Whereas 5 types of injuries were reported for basketball, 1 for baseball, and 8 for track and field, 13 are reported for football. Outstanding among these 13 are sprains, dislocations, infections, broken collar bones, and "broken bones." The

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number of schools reporting injuries in football, as compared with other sports, and the large variety of injuries received by participants in it, indicate that, of the four sports included in Table 32, this sport is the most hazardous.

While considering the subject of physical hazard in athletics, special attention should be called to the athletic accident benefit plan which has been initiated by the Wisconsin Interscholastic Athletic Association. This plan is fully described in the Eighth Yearbook (1931) of the Wisconsin Interscholastic Athletic Association, pages 8 to 21. The financial phase of the plan, types of injuries reported, claims received and allowed, schedule of benefits, requirements for participating schools, and other aspects of the plan are all presented in this bulletin. After a year of try-out, the participating schools in Wisconsin voted almost three to one in favor of increasing their dues and continuing the plan. The actual cost of the plan during 1930-31 was approximately \$6,300. Ninety-four per cent of all member schools in the Wisconsin Interscholastic Athletic Association participated. More than 18,000 boys were actually covered. The total cost for each boy covered was 30 cents. Boys are protected in all competition, interclass, intramural, and interscholastic, for all sports approved by the W. I. A. A. The benefit plan operative in Wisconsin deserves the careful consideration and study of other State high-school athletic associations.

Inducements to high-school athletes offered by private individuals, alumni, business men, or other persons interested in certain higher institutions.—If the data in Table 32 are examined again it will be seen that 150 schools checked in some way the problem dealing with inducements offered to high-school athletes by persons interested in certain higher institutions. Forty-four schools indicated that the problem respecting inducements is at present troublesome. Of course, in schools with large enrollments, good athletic equipment, and competent coaches, this problem is likely to become bothersome. At any rate, if the schools in this study are representative of the country as a whole in this respect, no small number of high-school athletes are being offered inducements to enter certain higher institutions.

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In order to find out the nature of these inducements, the investigator inquired rather carefully into this problem during visitation. This, of course, was not an investigation of high-school practices, but, rather, was an effort to learn whether or not the activities alleged to be carried on in this field by higher institutions, and by persons interested in certain higher institutions, are actually felt in the secondary schools. As visitation progressed it became clear that such activities are common knowledge among secondary-school men, and are not limited to any one section of the country. Whether or not the schools considered it a problem, they were at least able, almost without exception, to cite instances in which it had been made convenient and profitable for certain of their athletes to attend certain higher institutions. Secondary-school principals and coaches were frank with the investigator: Their information was given in confidence, and it will be so treated in this discussion. It is not the purpose here to point an accusing finger at any institution; it is, rather, to present a part of the evidence regarding a much-discussed problem, which was supplied to the investigator by high-school authorities.

In the first place, it is encouraging to point out that generally, and especially in certain localities, secondary-school coaches and principals report that, as regards inducements, notable improvements have been made during the last two years. This is not to say that in certain other localities the efforts on the part of higher institutions to secure outstanding high-school athletes are not as vigorous and mercenary as they ever were. A few illustrations, without comment, will show what sorts of activities these efforts include.

The coach in a large high school in the Middle West said, "Inducements vary according to the institution from which the offer comes—usually include tuition and chance to earn board and room. All star athletes usually are approached."

In a large high school in the Middle Atlantic region a coach informed the investigator that athletic scholarships, so-called jobs, and other inducements were available to the leading athletes in his school. Most of the inducements to his athletes, however, are offered by alumni of the higher institutions.

A coach in a high school in another region reported an interesting situation. Three athletes from the school in

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which this coach worked had received scholarships from the State university for the school year 1930-31. These scholarships include tuition and board and room. The local university alumni association designates the high-school football players who are to receive the scholarships. In addition to board and room, these players receive a cash allowance each month during the football season. After that, if they are not considered promising material for the squad, they are dropped "like cold potatoes." Alumni associations throughout the State cooperate with the athletic department in the university to the extent that that department is alleged virtually to be the alumni association headquarters. A large part of the activities of the alumni association are bent in the direction of securing competent athletes for the university. Furthermore, the football coach in the university diagrams and explains on paper the fundamental plays of his system of football, sends these to the high-school coaches in the State, and requests that they be taught to the high-school squads. If they are not, frequently pressure is brought to bear on the local coach by the local alumni association, which will probably result eventually in his dismissal. At times these coaches have been replaced by men from the university who are not graduates of the university, but who know how to teach the system of football used there. The investigator was privileged to see the collection of plays sent out to the high-school coaches.

In another State a principal informed the investigator that scholarships, usually including tuition, board and room, and sometimes membership in a fraternity, were offered by both the colleges and alumni associations, favoring athletes. Keen competition, he said, existed among the colleges in their bidding for athletes. For example, in that State, a high-school athlete who was about to enter a college of his own denomination suddenly changed his plans and went to another college instead. When asked the explanation, he frankly admitted that in the latter institution he received more pay. This principal pointed out that in many of the higher institutions support is withdrawn if the athletes from the high schools can not make the squads in college.

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An outstanding high-school athlete in another State not previously mentioned, just prior to his graduation in the spring of 1929, was sent by the alumni of two large universities to visit their institutions. He was royally entertained on the campuses. When he finally chose to enter one institution, the alumni of the other openly begrudged the money they had contributed to pay his expenses while visting on the campus of their alma mater.

In a southern State a school was visited in which the principal said that representatives of four large institutions had visited his campus during that spring (1931) to confer with him, his coach, and with the boys whom they specified as being competent athletes and good students. In at least one case the representative was the head football coach in the institution. Two boys from the high school, on the recommendation of the coach and principal, had been offered and had accepted scholarships (tuition, board and room) in one of the institutions. The principal explained that both athletic prowess and scholarship were considered in recommending boys for scholarships. After the interview with the principal the investigator found it possible to interview the coach. The coach verified the fact that two of his boys held scholarships in a higher institution, but doubted if one of them could use his offer because he was about to fail in his studies. In at least one of these cases, it appears, academic ability was not essential in order to receive a scholarship.

In another State a principal was asked if the colleges offered inducements to high-school athletes. His answer was, "Yes. The colleges of this State are not unlike those in any other State." In the course of the interview he called attention to another kind of inducement not yet mentioned in this discussion. This was in the form of credits. That is to say, a college would allow a student, if he were a promising athlete, to matriculate without the required number of units for high-school graduation. Or, if the student lacked a certain number of credits, they were quickly and mysteriously earned at the institution. This principal reports, however, that within recent years conditions in this regard have improved.

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Additional examples from different sections of the country could be cited. It is not profitable to do so. A few general observations, based on the evidence gathered during visitation, will be used to close the discussion.

In the first place, many of the inducements often supposed to come direct from the colleges come rather from individual alumni or from alumni associations. This is not to say that some institutions do not condone, encourage, and even cooperate with the alumni associations in carrying on these activities. Neither is it to say that other institutions do not regret and find themselves helpless before the activities of the alumni in this respect. The impression must not be gained either that authorities in some higher institutions are averse to setting aside certain standards when the gaining or losing of a competent athlete is at stake.

Evidence was obtained during visitation to show that in certain localities individual institutions had attempted to clean up their athletic situations but had found it hard to do so on account of the fact that other neighboring institutions were unwilling to give up the old practices. They had discontinued the practice of going out into the high schools and inducing athletes to matriculate with them. Other institutions did not discontinue this practice; hence the institutions which were attempting to improve conditions had few good athletes enroll with them. These institutions, knowing the extent to which the general public rates a school in terms of its athletic success, were placed in a dilemma. As a result, some were forced to resort to old tactics in securing the matriculation of promising athletes. In other words, improvement in this respect is difficult unless all the institutions in a locality, association, or conference agree to discontinue certain practices and to follow others, and live up to their agreements. In certain localities the smaller institutions seem to be the most unwilling to cooperate.

Almost without exception, coaches or principals in the high schools visited were able to cite cases in which high-school athletes, unable themselves to pay for a college education, and whose families were financially unable to send them, were nevertheless in college, and apparently experiencing no special financial difficulties.

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Many high-school coaches and principals are fully willing to supply to representatives of the athletic departments in higher institutions any information concerning the athletes in their schools which is desired. Furthermore, they are willing to get their athletes in touch with those representatives, in order that the representatives need not violate the regulation in some athletic conferences which requires that they do not take the initiative in establishing these contacts.

There is in evidence a rather distinct feeling among principals and coaches (especially coaches) that the whole controversy concerning intercollegiate athletics is tending to work a hardship on some high-school athletes. That is to say, it is almost impossible for a boy (athlete) to work his way through college, or even enter college, and participate in intercollegiate athletics without being looked upon suspiciously and "investigated."

Finally, secondary-school men are not able to suggest remedies. They expect, and are witnessing, a decrease in the number of institutions which officially show preference for students who are athletes by waiving tuition fees and certain other entrance requirements. They have no plan to suggest whereby college authorities may curb the activities of groups and individuals outside the institutions. Many of them are inclined to expose colleges which fail to write back to them for a statement of an athlete's record of courses and marks, and which admit without question (and perhaps lower their standards in order to admit) athletes whom they have refused to recommend as intellectually deserving of a college education.

From the evidence gathered during visitation, it is clear that high-school boys are still on the receiving end of athletic inducements, although in some localities the practice of offering inducements is diminishing.

CHAPTER VI : INTERSCHOLASTIC ATHLETICS—
SUMMARY

A factual summary of the materials concerning interscholastic athletics presented in this report is not practicable. The report itself is in the nature of a summary. However, certain findings and implications can be pointed out advantageously, and presented in brief review.

Respecting the administration of interscholastic athletics, it has been shown that, among the schools included in this study, interscholastic competitions are confined mainly to a few sports, most of which have no recognized carry-over value. The sports in which the largest numbers of pupils participate are not necessarily the sports having long playing seasons. About two-thirds of the pupils who practice for interscholastic contests actually participate in them. The number of pupils practicing for interscholastic contests in certain sports is small compared with the number engaging in intramural activities in the same sports. When the amount of school and out-of-school time devoted to practice and contests in interscholastic athletics is compared with that for intramural sports, the amounts are seen to be about equal. That is to say, the cost in time to pupils engaging in interscholastic sports is not greater than the cost to pupils who go in heavily for intramural sports. The schools in this study participate freely in tournaments and meets of various types. However, tournaments to determine national and State championships are being objected to strenuously, and tournaments involving smaller competing areas are being organized.

The type of association to which the schools belong is most frequently the State high-school athletic association. These associations are strong in most States, and their regulations are seldom added to by individual schools. These regulations pertain to such items as the limitation of participation on the part of pupils, standards of scholarship to which pupils must measure up before they may compete in inter-

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scholastic contests, and the like. In a few States the State department of education has direct control over the interscholastic athletic activities of all schools in the State. In numerous States there is close cooperation between the State department of education and the State high-school athletic association. Constructive steps have been taken in several States and numerous localities to make sure that only competent officials are put in charge of interscholastic contests. The objection to interscholastic athletics for girls is primarily against certain sports and not against interscholastic contests in general. The most common substitute is a point system within the school in which girls can earn athletic awards, and which culminates in one or more play days in which several schools participate.

In many schools the amount of money taken in and expended for athletic purposes is large. The fact that interscholastic athletics is usually called on to be self-supporting and to support other activities in the school, creates the danger of overemphasis on the development of winning teams. There is a growing feeling that the educational value of interscholastic contests in certain sports should be established or disestablished and a subsidy by the board of education given to the sports shown to be beneficial, in case a nominal charge for admission to contests throughout the playing season has failed to meet expenses. Various plans for handling season tickets, administering budgets, and controlling finance are presented in the report. In general, the control of funds for interscholastic athletics in the schools is in the hands of authoritative and competent persons.

Athletic coaches in the schools are usually members of the faculty and teach regular classroom subjects. They may or may not have had training in physical education or in how to coach the sports for which they have been made responsible in the school. The department of education in the State of Ohio has recently set up regulations regarding the certification of full-time or part-time teachers of physical education and health, including athletic coaches.

The close relationship of interscholastic athletics to health work, physical education, and intramural athletics is usually recognized. There is a tendency to unite all these activities

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under a single administrative head. Examples of such unification are given in the report. Recognized leaders in the field encourage such unification.

The desirability of friendly relationships between members of competing teams, schools, and communities is recognized everywhere. The report has pointed out examples of good relationships and how they may be promoted, and has discussed what certain agencies are doing to foster sportsmanship in schools and communities. A list of 17 traits of character which are commonly mentioned as being developed, or possible of development, through interscholastic athletics is presented. The importance of proper leadership in developing desirable traits of character is recognized. The alumni of individual schools are less often a problem in the administration of interscholastic athletics than the local press. The move to "give back the game to the players" does not seem to be gaining ground.

Numerous studies in the field of interscholastic athletics are reported by the schools. Most of them appear to be more casual and merely observational than scientific. The two types of studies mentioned most commonly have to do with scholarship and finance. Not a great proportion of the schools which report studies indicate that these studies have resulted in improved practices of special promise.

Special problems in interscholastic athletics were reported by the schools as present now, prevalent once but no longer problems, or never problems under the present administrative régime of the school. In a list of 28 problems, the one at present troublesome to the largest number of schools centers around the fact that too few pupils derive benefit. The problem ranking second is the tendency of the community to rate the success of the school in terms of athletic success. Special attention is given in the report to two problems, namely, physical hazards to contestants, and the offering of inducements to high-school athletes by private individuals, alumni, business men, or other persons interested in certain higher institutions.

When the complete data for intramural and interscholastic athletics presented in this report are scanned in the large, one has the feeling that the general program of intramural

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sports is in the process of establishment, while the program of interscholastic athletics is the process of adjustment. Both are being appraised in the light of educational outcomes, and, rightly selected and administered, both are felt to contain definite educational values. The schools in this study which seem to be setting the pace in this field are headed definitely in the direction of dovetailing these activities and making both of them parts of a larger program which includes not only them, but also the health work in the schools and the work in physical education.

