

Eastern Illinois University

The Keep

Plan B Papers

Student Theses & Publications

1-1-1965

Some Administrative Problems from Interscholastic Athletic Programs

Charles E. Stone

Follow this and additional works at: https://thekeep.eiu.edu/plan_b

Recommended Citation

Stone, Charles E., "Some Administrative Problems from Interscholastic Athletic Programs" (1965). *Plan B Papers*. 353.

https://thekeep.eiu.edu/plan_b/353

This Dissertation/Thesis is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Plan B Papers by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

SOME ADMINISTRATIVE PROBLEMS

FROM INTERSCHOLASTIC ATHLETIC PROGRAMS

(TITLE)

BY

Charles E. Stone

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE

Education 481

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

1965

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

8-2-65

DATE

[REDACTED]

ADVISER

8-2-65

DATE

[REDACTED]

DEPARTMENT HEAD

00

PREFACE

The purpose for writing this paper is for the benefit of the writer to view athletic problems which administrators encounter because of athletics. By adopting the viewpoint of the administrator, it is hoped that the writer will become better qualified to perform his duties as a prospective administrator in the high schools of Illinois.

This paper will be confined to the study of problems in athletics that have been recognized by the writer through research and personal experiences. The athletic problems that will be studied in this paper will be those created by the existence of athletics in high schools.

The writer would like to extend his appreciation to Mr. Robert E. Dagner, Assumption High Principal, for expressing his views on some of the problems that exist because of athletics in the high school, and Mr. Bill Davies, Streator High School Athletic Director, for his assistance. A special word of thanks to Dr. G. C. Matzner, graduate advisor, for the many hours of counseling in organizing this paper.

TABLE OF CONTENTS

	Page
PREFACE	iii
INTRODUCTION	1
PART I. GENERAL PROBLEMS ENCOUNTERED IN THE ADMINISTRATION OF INTERSCHOLASTIC ATHLETICS	
Chapter	
I. EMPHASIS ON FALSE VALUES	4
Overemphasis on Winning	
Glorifying Star Athletes	
Recruiting the Non-Athlete	
School Games as Public Spectacles	
Distorting School Organization	
Overemphasis on Athletics	
II. BAD ATHLETIC PRACTICES	11
Public Relations	
Coaches under Pressure	
Financial Woes	
Recruiting by Colleges	
Involving Younger Children	
Distortions in the Education Program	
PART II. SPECIAL PROBLEMS ENCOUNTERED IN THE ADMINISTRATION OF INTERSCHOLASTIC ATHLETICS	
III. ACCEPTANCE OF RESPONSIBILITY	19
Care and Storage of Equipment	
Training Rules	
Care and Treatment of Injuries	
Failings of Coaches	
State Tournament	
Scouting	
Preparation of Playing Area	

Chapter	Page
IV. ATHLETIC MANAGEMENT	26
Contracts for Contests	
Athletic Committee	
Providing Insurance	
Compensation for Coaching	
Inventory and Budgets	
Reimbursements	
V. SUMMARY	33
BIBLIOGRAPHY	35

INTRODUCTION

This paper has been written to cover some of the problems that are encountered by the administrator because of the existence of interscholastic athletics in the high school. These problems can be divided into two basic groups. The first group of problems that will be discussed are those problems that affect the entire school. These problems are general problems. These problems are listed and discussed by the writer from his experiences. The reader should keep this fact in mind because this could prove to be one of the major limitations of this paper. The reader should also note that the writer is attempting to view these problems from an administrative point of view without having the actual practical administrative background. The writer has tried to overcome this by consulting with various administrators, but again it is a personal experience that would help in gaining the true picture of administrative problems in athletics.

The second group of problems that the writer will list and discuss are special problems. In this section of the paper the writer is better qualified to elaborate on the problems because of his close work with the administrators in his five years of coaching experience. The knowledge has been provided by two administrators, Mr. Gust Ferri and Mr. Robert E. Dagner,

in whose establishment of effective communication between the administrator and coach has led to a friendly working relationship. This good working relationship could be called effective supervision. This supervision has helped the writer to become aware of his responsibilities and the areas where both the coach and administrator must work together. These special problems involve only those on the athletic staff and those people who are delegated the responsibility of administering athletics. This group of special problems differs from the general problems because they do not affect the whole educational program.

PART I

GENERAL PROBLEMS ENCOUNTERED IN THE
ADMINISTRATION OF INTERSCHOLASTIC ATHLETICS

CHAPTER I

EMPHASIS ON FALSE VALUES

When a high school student body attaches false values to the importance of interscholastic athletics, the entire school program is frequently lacking in organization. Under the guise of school spirit, waves of hysteria can accompany a frenzied preparation for an athletic contest. A conviction of the necessity for winning plagues the school, the community, the players, and the coaches.¹

In such an atmosphere athletes are excessively coddled. Members of the opposing team may be regarded as hated rivals and treated as invading enemies. Actions are encouraged that seek to injure, subdue, or humiliate an opponent. Game officials become targets for primitive, hysterical outbursts of derision, sometimes resulting in physical violence. Under these conditions, enjoyment of the game is lost in the wildly partisan, unsportsmanlike actions of the crowd. After such a contest, victory elevates these partisans to high levels of glory; defeat plunges them into the depths of frustration

¹School Athletics Problems & Policies (Washington, D. C.: Natl. Ed. Assoc., Am. Assoc. of School Adm., 1954), p. 5.

and despair.¹ Actually the false value here is none other than an over-emphasis on winning.

The writer witnessed such a sight. In a contest between two schools who were rivals, the game officials were allowing the home team to use unsportsmanlike gestures and words. This led to misuse of hands and feet. The home team coach condoned such practices by his boys, and the visiting coach retaliated in a similar manner. The results were disastrous. The fans were fighting among themselves which led to a near riot. The real clincher was when the spectators started fighting the players.

OVEREMPHASIS ON WINNING

Low standards of sportsmanship can undermine a school's entire program of citizenship education. When the schools place so much value on victory that cheating, deceit, and unsportsmanlike acts are condoned, opportunities for citizenship training are sacrificed. Young people who are stimulated to believe that victory for the school team is more important than anything else are not learning to keep life's values in view.² This emphasis on winning can be cited by almost anyone in the field of athletics. Such practices as playing players who are too old, or scholastically ineligible, or those who are not legal residents of the school district are a few examples that come to the mind of the writer.

¹Ibid., p. 6.

²Ibid.

GLORIFYING STAR ATHLETES

The star athlete on a successful team must be of strong character indeed to keep values in balance when he becomes the center of attraction of school and community. He is flattered, publicized, and courted by scouts for college material. False values are distressingly evident when a boy who fails to make the team suffers despair or self-reproach, or when a player's game-losing mistake brings him the reproach of others.¹

It is always easy to second-guess, and most enthusiastic fans do so, but the target should not be a player. The star would not shine so brightly if others were not helping him. This is where the administrator should be cautious in the so-called "public relations" policy of the school.

RECRUITING THE NON-ATHLETE

In a teen-age society that seemingly has embraced athleticism as one of its supreme ideals, the boy who has little interest in athletics loses status.² Because of this and the attitude of some adults, he may be forced to take part in unwanted and harmful physical activities. His lack of enthusiasm for the school team may provoke the verbal abuse of schoolmates. Desire to conform to an accepted pattern

¹Ibid., p. 7.

²Ibid., p. 8.

of behavior may lead to self-depreciation and inner conflicts resulting from the tension and torture of the continued pressure.¹

The writer can testify that this practice by parents, educators, and citizens in the community does exist. In some instances, this puts pressure on the coach when too many boys quit. This same pressure exists when boys are hurt primarily because they are afraid of contact sports. In some cases, boys are forced out for sports because of the pressure from the team. They would rather take part in the sport than be ostracized by the members of the team.

The writer believes that this problem might not exist if the administrator developed a proper philosophy as to the importance of athletics in the school. This recruiting of non-athletes does not belong in the school because of the frustration that it imposes on the various students.²

SCHOOL GAMES AS PUBLIC SPECTACLES

It is bad enough for adult sports enthusiasts to demand that school-boy games be staged for their benefit. But it is worse when schools yield to this demand. False values are rampant when the notion prevails that school athletics exist primarily for public amusement. A school program of public relations, based on athletics, provides, in the long run, an

¹D. N. Lombardi, "Peer Group Influences on Attitude," Journal of Educational Sociology, XXXVI (March, 1963), 308.

²Ibid.

ineffective and unstable basis for good school-community relations. Because of this one demand the administrator may lose complete control of the school.¹

School and community public relations can cause much dissension among the faculty members. If this is the only function of the school, other members of the faculty become jealous of the coaches. This can lead to "getting even" by flunking athletes or by putting undue work loads on the athletes. An example of this was evident to the writer when one member of the faculty scheduled tests after each road game. The players complained, and in turn the teacher became very indignant. The reader can see the problems which will result if the administrator does not have some regard for the teachers' morale. The administrator should be on the alert for problems that can lead to friction on the faculty, and one good method of preventing this problem would be to have control of all releases for the newspaper and radio. This would be called "public relations control."

DISTORTING SCHOOL ORGANIZATION

There have been instances in which small communities that have good athletic teams would not consider consolidating willingly with other schools. This creates many problems for the administrator because neither he, nor the community, can

¹School Athletics Problems & Policies, p. 7.

provide for youth of the district the education they must have to meet the future in the twentieth century. Here the pride of having a local athletic trojan is more important to the "old timers" than having a sound educational program for the children of their community. The reverse is true in some areas where a large school dominates the sports scene. In such a situation, the residents of the smaller district would sometimes be willing to consolidate, even to the detriment of their youth, for the sake of identifying themselves with the larger system. The reason in both situations could well be traced to a distorted sense of values with regard to varsity athletics. This situation could well lead to more problems if and when consolidation becomes necessary in the future.¹

OVEREMPHASIS ON ATHLETICS

When high schools overemphasize athletics, other parts of the program suffer. It must be kept in mind that athletics are only a part of the total educational program.

Physical education classes and intramural programs are too often used for experimental purposes to help the coach orient prospective players. If this is the basis for physical education, then it is little wonder that coaches have problems in justifying physical education to teachers and students.

The end result of such practices could lead to a consensus of opinion in the community and school that physical

¹Ibid., p. 9

education is a waste of time. It would be hard for any teacher or administrator to justify perpetuating such a program. The final alibi for the physical education program as far as the teachers and students are concerned is, "The state requires that students be scheduled in classes of physical education." This justification might not be necessary if the administrator and the board of education were more critical in their selection of candidates for coaching positions.

CHAPTER II

BAD ATHLETIC PRACTICES

Various practices in conducting athletics in our schools are bad for young people, bad for schools, and bad for communities. Such practices often stem from blind and unthinking acceptance of false values. Rarely are they fostered for worthy purposes. Six bad practices are cited in the paragraphs that follow. These are selected examples only and should not be taken to be a total picture of school athletics in this country. The reader may need to be reminded that the Educational Policies Commission is aware of the existence of many positive aspects of athletics and is also aware of widespread good practices. Attention to bad practices at this point is intended to give in concrete terms what the commission meant when it said that there is an "athletic problem" and there is a genuine reason for concern.¹

PUBLIC RELATIONS

One might mention "public relations" as a cause of some of the problems with which the administrator must contend. As a definition of "public relations" the writer will use one

¹School Athletics Problems & Policies, pp. 8-9.

that was taken from a survey of thirty-five administrators,
by Charles E. Forsythe.

Public relations means acquainting the public or "publics" with the aims and objectives of the business or profession with which it is dealing, and in turn, attempting to continue to receive public patronage and good will.¹

The term "public relations" is a poor term to use because of its meaning to people. At this point the use of this term, which has been mentioned as a cause of some administrative problems to the school, will be explained. The cause of the misunderstanding could well be that the coach interprets "public relations" as publicity and more publicity. The other reason that "public relations" could be a cause of problems to the school is the public misconception of the term "public relations."²

The writer uses this broad term for lack of a better term. What the writer actually means by the term "public relations" is a communication between the school and the public for the purpose of developing a good working relationship with the community at large. If the people understand why we are doing things in athletics, and that there is a purpose for what we are doing, perhaps the criticism will be of a constructive rather a destructive nature.

¹Administration of High School Athletics, Report of the First National Conference on Secondary Schools Athletics Administration (Am. Assoc. for Health, Phys. Ed., and Rec., December, 1962), p. 47.

²Ibid.

If this misconception of "public relations" is allowed to exist, the distortion of the school organization will cause the school administration additional hardships in handling athletic programs. Since the school depends upon the public for its improvement and its success in providing the students with the education they will need for the future, communication is essential.

COACHES UNDER PRESSURE

It is said that until you start winning pressure does not exist. In relation to winning, there is very little doubt that pressure will increase as you continue to win. In certain areas coaches are hired to win, and a coach is not rehired if he loses, or he will not receive the position initially if he has a losing record. Due to these circumstances, pressure does exist as far as tenure is concerned. If the administrator is not careful, this can lead to a program in which the coach is pressured into making decisions that may result in injury to athletes or in sacrificing playing ethics. If the coach is hired and fired according to the gate receipts or the number of games he wins or loses, bad practices are almost certain to result. In relation to this pressure, the other teachers will suffer because the total educational program will probably be geared to produce a winner. As a result, we have problems that will require years to solve.

FINANCIAL WOES

How shall athletics be financed? Most administrators would probably hope that this problem would be solved with tax money. When the support of the athletic program depends largely upon gate receipts, there is the opportunity for bad practices to arise. In order that the gate receipts may be large, the games are sometimes played under adverse conditions. Problems in rescheduling of officials and games and in informing fans of the projected cancellation are difficult to solve. Teams and the many fans that attend the games must travel on bad roads. The size of the crowd leads to another situation, that of control and safety. To accommodate the crowd, fire codes are violated by permitting smoking. Fans are crowded into small areas where it would be impossible for them to get out of the building safely. If the game does not progress the way the fans feel it should, sportsmanship is forgotten and riots are easily started. Police must be secured to oversee the action of the adults and teachers and are expected to try to control the student body.

Another means of support that can easily lead to administrative problems is the acceptance of financial aid from the "Quarterback Club," "Athletic Boosters Club," or "interested fans."¹ When one, as an administrator or a coach, solicit financial help, it is best to be well organized and

¹School Athletics Problems & Policies, p. 9.

in control. It should be kept in mind, however, that the one who pays the fiddler expects to call some of the tunes.

RECRUITING BY COLLEGES

The interest of some colleges in outstanding athletes can quickly lead to fighting among the various departments in the high school. Dissension and jealousy are fostered by the publicity that the coach and athlete receive. Also, the procedure that follows visiting of the campus and the various offers to attend a great number of schools make the academic picture look bad. Students wonder why the athlete with a "C" average can gain admittance without trouble, and he, the scholar, cannot get into the university because of lack of space. People may wonder what is more important in education: having a good athletic "farm" system for colleges or preparing all students to meet life. The town gains status when a player from that town is in a university's starting lineup. Again, the publicity covers only what the administrator considers important.

INVOLVING YOUNGER CHILDREN

In the past few years it has been a practice to make "farm" clubs out of elementary and junior high school boys' athletic teams. This has led to the problem of introducing highly organized "varsity-type" competition among the various schools. This practice can cause undue pressure on the

participants and high school coaches when the "state light-weight champs" do not win in high school. Results--fire the coach, move up the grade coach. This causes many dilemmas in the field of coaching. The assistant coach is trying to outcoach the head coach and obtain his position. This, in turn, can lead to unethical practices in the whole athletic program. The administrator must not only handle this feud but also arbitrate the "little league" squabbles arising from so-called "summer recreation" programs. Matters are made even worse by the malignant influence of "little league" and "pool hall" coaches in the school baseball program. The welfare of the children involved in winning urgently calls for self-imposed controls, by informing parents, educators, and other citizens of the possible end results. Here, communication channels need to be established so objectives and procedures can help develop a good working relationship between the school and community.

DISTORTIONS IN THE EDUCATION PROGRAM

Teachers are sometimes forced to excuse athletes from classes in order for them to practice or go to an athletic contest. Classes are also cut short for "pep-meetings." In addition, teachers are sometimes pressured into lowering standards so certain athletes will be eligible for the big game. When the students get so worked up over a big game that they are not receptive to learning before the game,

discipline can be a monumental task. If the games are scheduled at random, without regard to the day of the week or the distance from the opponent, tired students are in evidence the next day. This same situation can lead to a high degree of absenteeism, which in turn could well affect the reimbursement from the state, as the reimbursement is computed on average daily attendance. The absence of the student again works a hardship on the teacher, in that the teacher must help the student make up tests and missed assignments.¹

¹School Athletics Problems & Policies, p. 9.

PART II

SPECIAL PROBLEMS ENCOUNTERED IN THE
ADMINISTRATION OF INTERSCHOLASTIC ATHLETICS

CHAPTER III

ACCEPTANCE OF RESPONSIBILITY

In this chapter, the "Acceptance of Responsibility," the problems that arise are usually caused by the coach's failure to accept those duties delegated to him by the administrator or, by the administrator's failure to clearly delegate certain athletic responsibilities to the coach. In some schools this responsibility is clearly stated in a written form entitled "Coaching Responsibilities." With this written aid the administrator may assume that the coach will realize all of his responsibilities.

In the next two chapters the problems that the administrator might encounter are classified as special problems. They are so classified because they involve only those people who must accept and delegate administrative duties or responsibilities in interscholastic athletics. The reader should not assume that this is a cure for these problems. The first thing that is necessary as far as Mr. Robert Dagner, the principal at Assumption High School is concerned, is getting coaches to accept their "known" responsibilities.

CARE AND STORAGE OF EQUIPMENT

When the coach fails to accept the responsibility of the equipment, the purchase of additional equipment can become difficult. Equipment that has been improperly stored and cared for can result in injury to players. There should be an understanding among the players, coaches, and administrators that equipment will be furnished, but that the administrator will not tolerate the abuse of equipment by improper care or storage.

If the public sees how the equipment is abused by players and coaches, then the administrator has additional problems. At a meeting last spring in Mattoon for athletic directors and principals, one speaker made a statement to the group that has some merit. In essence, the statement was that you can often tell the type of coach you have in your system by the way in which he cares for the athletic equipment.

TRAINING RULES

An understanding of the very basic conduct of athletes should be stated by the proper authorities. Using this as a guide line, the coach will have some support for enforcing these and additional rules. In addition to the general school policy, the coaches should have additional rules of training for their players to follow. The coach should see that each of his players has a list of these rules and regulations. This can eliminate the dissension and/or eliminate the need

for coaches' running a popularity contest. For example, if a boy is dismissed from the football team for smoking, he should not be allowed to participate in track. This would be a general school policy.

The athletic staff should be consistent in establishing training rules. If training rules are established by the athletic staff, then the athletic staff will probably assume the responsibility of enforcing the rules. If the rules are not enforced, the players could very easily develop the attitude that rules are established for them to violate.

CARE AND TREATMENT OF INJURIES

Because of the liability of the school and coach, it should be kept in mind that a coach is not a doctor. However, he does have training in caring for certain minor injuries. He should, however, realize his limitations. A procedure should be set up to handle medical examinations, insurance bills, and readmission of athletes to the program after they have been injured. This policy can save a lot of embarrassment and possibly money.

In accepting this responsibility, the coach has aided himself as well as the school in avoiding possible suits. The question that will be asked of the school and coach is "Was there negligence by either?"

FAILINGS OF COACHES

One of the main faults that administrators find in coaches is not accepting and meeting responsibilities. The coach recognizes his responsibilities but will not accept them. This situation is usually one of the major reasons coaches lose their jobs.

Mr. Robert Dagner, a principal for six years, feels that this is the primary reason for the hiring of three assistant coaches and two head coaches at Assumption High School in the last five years. When a coach gets to the point that he cannot work with others and will not accept responsibility, he is a trouble maker for the administrator.

The athletic director at Kankakee, Mr. Jones, stated at an athletic directors meeting in Mattoon in March 1965, "The reason most coaches lose their jobs at Kankakee is because they fail to accept responsibility." The difficulty for some coaches to accept responsibility, such as enforcing training rules, stems from being afraid that the boys won't like them; it is better to lose affection than respect.

STATE TOURNAMENT

In discussing the various problems that can cause the administrator a great deal of trouble, attending the state tournament is usually mentioned. There are two classifications of problems encountered with state tournaments. The first classification is when the team plays in the state finals.

The second classification of problems occurs when the school receives tickets for viewing other teams that have reached the finals.

Some school administrators give the tickets to the basketball players and allow the players to go by themselves to the games. Problems, such as the boys "scalping" their tickets, being arrested, stealing, and other kinds of trouble that boys can get into if not chaperoned, can arise for the administrator. The responsibility of such misbehavior must be borne by the school and/or the administrator.

Several schools now demand that the coaches chaperone the boys to the games. The school usually pays the coach for the expenses he incurs. However, with the liability of the school and person in charge of the athletes, some administrators are not pushing the coach or school into this situation.

One other administrative problem that arises quite often is whether or not the school will allow the coach to attend the Friday sessions and miss a day of school. Here the problem of hiring a substitute becomes the question. In still other areas, the players do not attend the tournament. The problem that the administrator faces is "Who is entitled to a ticket?" Failure to accept the decision of the school administrator on this matter is being childish. It is an administrative responsibility to decide how state tournament tickets will

be handled and the coach's responsibility to abide by this decision.

In the discussion of this problem the writer feels that a term paper would not cover the various problems administrators have encountered because of the state tournament.

SCOUTING

It has been the writer's experience that most assistant coaches do not consider scouting as part of their coaching duties. From discussing this problem of scouting duties with area administrators at the Meridian Conference meetings, it is a small problem that is usually handled in various ways. Sometimes someone in the community does the scouting. In other schools the coach who scouts might be the head coach in another sport. The working together of the athletic staff should be strived for in handling this problem. If the athletic staff handles their special problem with guidance from the administrator, then harmony, not dissension within the staff, should prevail.

PREPARATION OF PLAYING AREAS

In doing a job, there are usually some things that are not enjoyable. Some administrators find the problem of who shall prepare the ball diamond, football field, and track for athletic contests a problem. This problem usually exists in smaller schools where it is assumed that the coach will

accept this responsibility. At Assumption High School, the coach used to prepare the field. Now, this has been changed. In larger schools this problem usually does not exist because they have the ground keeper do this type of work. Mr. Robert Dagner, Assumption High School Principal, finds from his experience with coaches that some coaches accept this responsibility and others continually gripe about having to perform these duties.

The writer feels that this problem of preparing areas for athletic contests probably exists because of the coach's athletic background. He has not had to experience this problem and has not considered it a part of his coaching duties. However, when coaches are assigned this responsibility, it is their duty to comply with the decision of the school. To gripe about it only leads to additional problems with the school administrator.

The writer did not believe that the physical education class benefited from marking the football field, and the administrator at Assumption High School agreed. As a result, a person in the community now lines the football field for two dollars. During the coach's free period, he takes the game equipment to the field. By accomplishing this, the students benefited, the coach benefited, and the administrator and coach established a good working relationship for future athletic problems.

CHAPTER IV

ATHLETIC MANAGEMENT

In every school there are certain administrative procedures for which the administrator must be responsible. The interscholastic athletic program has problems which call for special management, and the administrator is responsible for the administration of this program.

The administrator may do the athletic managing, or he might delegate the responsibility to someone else. Usually, the administrator works with the athletic director in administering the various phases of the athletic program to keep the program functioning smoothly.

In discussing the various problems that an administrator encounters in the management of the athletic program, the resulting problems were not disastrous to the harmony between the administration and athletic staff. However, the continuation of negligence could lead to disharmony. Failure to care for most of the administrative duties usually results in embarrassment to the administrator. This embarrassment is caused because someone failed to perform his assigned duty, and there are very few people who enjoy taking credit for someone else's careless mistakes.

CONTRACTS FOR CONTESTS

The administrator is responsible for the contracts in hiring officials and scheduling games. His signature must appear on all contracts signed by the opposing team and on the contracts for the game officials. The problem of hiring officials who will be satisfactory for the game must be negotiated between the two schools. As a result, the administrator usually has the head coach approve his choice of official for that particular game. Then, the administrator must notify the visiting team of the proposed officials for the game. This notification is on the game contracts.

Another problem that sometimes occurs in hiring officials when the coach does the hiring is the selection of "homers." A "homer" is an official who consistently calls violations against the visiting team and, as a result, the home team wins.

When the administrator delegates someone the responsibility of caring for the game and official contracts, he is sometimes embarrassed because of the incompetence of the person. In discussing the situations that sometimes occur because of the incompetence of this person, the following situations have occurred at various schools. There have been cases of officials arriving a day late, two sets of officials for one game, officials reporting to the wrong school to work a ball game, and visiting teams arriving at the wrong time.

ATHLETIC COMMITTEE

In solving the problems that arise in interscholastic athletics, the administrator, in order to keep a good working relationship with the athletic staff, needs some group to serve as arbitrator. By having a council or committee work with the problem, the administrator can save time and frustration. Failure to have a committee could lead to problems that the administrator could not handle without disrupting the complete athletic staff.

The personnel of the "athletic council or committee" should be given such responsibility as the administrator deems necessary to conduct a well-rounded athletic program. Policies and regulations dealing with the individual problems encountered in athletics could be established by the council. By reaching decisions on the problems, the same problems should not keep re-occurring to haunt the administrator. The athletic council is not a problem, but without a council, problems could prove troublesome.

PROVIDING INSURANCE

By providing insurance the administrator will be faced with several problems. He must locate a company that will provide adequate coverage of claims at a price the school or athletes can afford to pay.

Then, the administrator has the problem of a procedure for making claim to the company. In this administrative

function he will have to secure such information as how the boy was injured, the extent of the injury, when and where the boy received the injury, and the name of the attending physician.

When the insurance doesn't cover a certain type of injury, the administrator is also faced with the problem of irate parents. An example of this is present in several companies that have insured athletes in the place of employment of the writer. Some companies will not pay for chiropractors, certain types of foot injuries, or injury to the teeth. Also, some companies pay only a certain fee for a particular injury. This leaves the administrator with another problem, that of adopting a procedure for paying this additional cost.

COMPENSATION FOR COACHING

The administrator, in handling the problems of determining the salary compensation for coaching positions in the school, is faced with problems regardless of his decision. If the football team has a winning season, the coach expects a raise. If his salary is determined on a merit basis, then the administrator will have to decide how much of a raise the school can afford to give the coach. What happens when the football team loses?

When hiring coaches, the board sometimes places the administrator in the role of an arbitrator. This is done by paying a coach a large sum for his coaching duties. In other words, the coach is hired to coach, not teach. This procedure

of being paid for coaching duties could well be the "why" that other teachers do not want to do anything extra unless they are paid for the service rendered. This also places the administrator in the position of an arbitrator.

INVENTORY AND BUDGETS

If inventories and budgets are not properly kept, the following problems could arise: poor equipment, a shortage of equipment, and big purchase orders. With poor equipment the athletes are poorly protected. In addition to being poorly equipped, the team will look shabby. This could cause discipline problems for the school and coaches. It might even affect the pupils' pride for the school.¹ It has been the writer's experience that, with the purchase of new equipment, personal and school pride usually grows. In addition to discipline problems, poor equipment could cause the administrator and school liability problems.

Failure to have inventories that are correct and up-to-date may result in some students not being able to participate because of an equipment shortage. From this improper inventory, the budget will be hard to estimate. For example, the coach reports on his inventory that he has sixty pair of football shoes and anticipates fifty boys out for football in the fall. However, the coach has based his inventory on an inventory that is three years old. As a result of this

¹J. R. Shannon, "School Activities and Self-Discipline," School Activities, XXXI (May, 1960), 265.

incompetence by the coach, there are actually only thirty pair of shoes that can be used. As a rough estimate, shoes cost \$16.00 a pair. He needs twenty pair of shoes or \$320.00 more than he anticipated for the football budget. With all of the equipment that is continually needed or replaced, it is easier for the administrator to buy \$600.00 worth of equipment each year than to go to the board of education and ask them for \$3,000.00 every five years. If the administrator has a plan for purchasing and repairing equipment, the equipment will be up-to-date, look nice, and could cost less as a result of good management.

REIMBURSEMENTS

It is always a good management practice to have established procedures in handling money. It has been the writer's experience that administrators stop a lot of problems before they materialize. The procedure they use is that of holding the coaches accountable for expenses that they incur. Some of these expenses that coaches are reimbursed for are: scouting, attending coaching clinics, meals, mileage, and the players' expenses. In one school the writer had to turn in all expense bills and fill out forms. At another school the writer was given a certain amount of money, figured in on the coaching salary and, therefore, he didn't have to fill out forms and receipts didn't have to be turned in.

In concluding this section and chapter, the writer realizes that administrative work is not an easy task if the administrator effectively performs his duties. The administrator is challenged at all points by problems that are different. After preparing this paper to view problems that face the administrator because of athletics, the writer wonders how the administrator can manage to perform his many, many, administrative duties for the "whole" school. The saying that there is no substitute for organization is certainly true in administrative work.

CHAPTER V

SUMMARY

Athletic programs do not realize potential values so fully as they might. To achieve these potentialities, many opinions or assumptions, now common among educators and parents, must be re-examined and sometimes revised. Athletic practices now common in many communities must also be altered. Changing these opinions and practices, while conserving values now imperfectly realized, is the core of the "athletic problem" that confronts the administrator. The problem is complicated by the fact that there is much good in school athletics--good that may be lost if uncontrolled evils lead to radical reduction of athletic activities.

Revamping of athletic programs in high schools requires that the administrators become aware of those practices which jeopardize the attainment of educational values for children and youth. To do this requires an awareness of the false values that give rise to such practices. Existing bad practices, which threaten the educational value in school athletics today, must first be identified and appraised.¹

¹School Athletics Problems & Policies, p. 3.

Educationally sound athletic programs are found today in several schools throughout the country, but even the best programs should be continually searched for the elements that could lead to athletic problems for the administrator. The writer realizes that problems will and do occur in athletics. However, an administrator who is concerned with the role athletics should play in the smooth functioning of the school will be aware of the practices and procedures of coaches to keep problems from arising which abuse the intent of athletics.

BIBLIOGRAPHY

Books

- Forsythe, Charles E. Administration of High School Athletics. New York: Prentice-Hall, Inc., 1948. Rev. ed. 1954.
- _____. Administration of High School Athletics. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962.
- _____. Athletic Director's Handbook. New York: Prentice-Hall, Inc., 1956.
- Jacobsen, Paul B. and Reavis, William C. Duties of School Principals. New York: Prentice-Hall, Inc., 1941.
- School Athletics Problems & Policies. Washington, D. C.: Natl. Ed. Assoc., Am. Assoc. of School Adm., 1954.

Articles and Periodicals

- Angustine, Margaret S. "The Public Relations Value of Extra-Curricular Activities," School Activities, XXXII (September, 1960), 19-21.
- Burke, J. T. "De-Emphasize Athletics," Clearing House, XXXVII (March, 1963), 411-13.
- Coefield, J. R. "Interscholastic Athletics," School Activities, XXXI (November, 1959), 75-79.
- Garber, Lee O. "Legally Justifying Interscholastic Athletics," Nations Schools, LXX (December, 1962), 44.
- Karner, Edwin F. "Are School Athletic Programs Training Criminals," School Activities, XXXII (September, 1960), 13-15.
- Lombardi, D. N. "Peer Group Influences on Attitude," Journal of Educational Sociology, XXXVI (March, 1963), 307-309.

Shannon, J. R. "School Activities and Self-Discipline,"
School Activities, XXXI (May, 1960), 265.

Weber, R. J. "Public Pressures and Their Effect on Athletics,"
School Activities, XXXIV (May, 1962), 7-9.

Report

Administration of High School Athletics. Report of the First
National Conference on Secondary Schools Athletics
Administration. Am. Assoc. for Health, Phys. Ed.,
and Rec. December, 1962.