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BURTON, WILLIAM WYEBURG. A Comparison Between Recommendations and Practices in Interscholastic Athletics for Junior High Schools in North Carolina. (1967) Directed by: Dr. Donald R. Russell. pp. 100.

The study was undertaken to ascertain the extent to which practices relating to interscholastic athletic programs in the selected schools correlated with recommendations by authorities in the field.

An extensive collection of recommendations by authoritative groups and individuals was made and an inquiry form constructed from the consensus of the recommendations.

The inquiry form was then mailed out to seventy-four schools meeting the North Carolina State Department of Public Instruction definition of "Junior High School." With the exception of six schools in their first year of operation, this mailing included every school in the state included in the definition. Sixty-four schools, or eighty-six percent, responded to the inquiry form.

A compilation of returns seem to indicate that programs of interscholastic athletics generally followed recommendations with some notable exceptions.

Exceptions were in the areas of relationship to intramural activity, academic preparation of coaches, methods of financing, attendance of physician at contests, and practices with regard to external motivation.

The study was not designed to indicate trends in compliance with recommendations, and a suggestion was made for follow-up studies to determine this information.

A COMPARISON BETWEEN RECOMMENDATIONS AND PRACTICES  
IN INTERSCHOLASTIC ATHLETICS  
FOR JUNIOR HIGH SCHOOLS  
IN NORTH CAROLINA

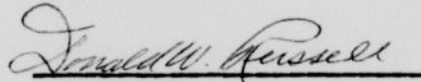
by

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Approved by

  
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## CHAPTER I

### INTRODUCTION AND STATEMENT OF PROBLEM

#### I. INTRODUCTION

Athletics in general has been an enigma since its addition to the scheme of formal education. It is noteworthy that while there is controversy concerning an interscholastic athletic program at any age level, the criticism seems to become more pointed as the ages of the participants decrease. There are many who question the justification of including interscholastic athletic events in the program of the junior high school.<sup>1</sup> On the other hand, there are authorities who believe that such a program is desirable and who, in addition, believe that this program is rightfully a part of the junior high school curriculum.<sup>2</sup>

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<sup>1</sup>American Association for Health, Physical Education, and Recreation, Desirable Athletic Competition for Children (Washington, D.C.: National Education Association, 1952), p. 4; E. D. Mitchell, "The Case Against Athletics in Junior High Schools," University of Michigan School of Education Bulletin, XXIII (November, 1951), pp. 23-25; Southern Association of Colleges and Secondary Schools, The Junior High School Program, A Joint Study by the Commission on Secondary Schools and the Commission on Research and Service (Atlanta, Georgia: Southern Association of Colleges and Secondary Schools, 1958), p. 56.

<sup>2</sup>Andrew Grieve, Directing High School Athletics (Englewood Cliffs, New Jersey: Prentice-Hall, 1963), pp. 17-18; G. E. Shepard and R. E. Jamerson, Interscholastic

Exemplifying the opposition to junior high school interscholastic athletic programs is the stand taken by the Educational Policies Commission of the National Education Association. This group has stated, "There should be no interscholastic [athletic] program below the senior high school level."<sup>3</sup> This point of view is strongly supported and amplified by Dr. James B. Conant in his Recommendations for Education in the Junior High School Years: A Memorandum to School Boards. He says, "Interscholastic athletics . . . are to be condemned in junior high schools; there is no sound reason for them and too often they serve merely as public entertainment."<sup>4</sup>

Another justification for the severity of criticism of this age group's participation is that the activities were not designed for them but rather filtered down from the groups above. Forsythe explains this idea:

As might be expected, the junior high schools in their early periods of establishment turned to the high school pattern for suggestions much more than to the elementary schools. In many cases the junior high schools during the first few years of their existence became young high schools. This tendency

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Athletics (New York: McGraw-Hill Book Company, 1953), pp. 232-39.

<sup>3</sup>Educational Policies Commission, School Athletics, Problems, and Policies (Washington, D.C.: National Education Association, 1954), p. 55.

<sup>4</sup>James B. Conant, Recommendations for Education in the Junior High School Years: A Memorandum to School Boards (Princeton, New Jersey: Educational Testing Service, 1960), p. 42.

was especially noticeable in their athletic activities.<sup>5</sup>

Faunce and Clute offer a concurring viewpoint:

The program of sports activities is another example of a student experience that entered the high school by the back door, and that has now become so generally accepted that its virtues and faults have been faithfully imitated by the junior high schools.<sup>6</sup>

These and other critics suggest that little more than minor modifications in size of equipment, duration of contests, and length of seasons have been made as a token recognition of the physiological differences inherent between the groups.

Among those who may be considered proponents of a program of interscholastics for junior high school boys is the Division of Men's Athletics of the American Association for Health, Physical Education, and Recreation. This group has published a platform statement which reads in part as follows:

Because athletics are of historical and social significance in our national culture. Because athletics provide a primary means through which may be developed and maintained the physical vigor and stamina required to defend successfully our concept of freedom; and to realize fully our potential as Americans. Because athletics provide a primary means through which may be developed the habits, attitudes, and ideals requisite to ethical competition and effective cooperation in a free society. Because athletics

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<sup>5</sup>Charles E. Forsythe, Administration of High School Athletics (fourth edition; Englewood Cliffs, New Jersey: Prentice-Hall, 1962), p. 414.

<sup>6</sup>Roland C. Faunce and Morrel J. Clute, Teaching and Learning in the Junior High School (San Francisco: Wadsworth Publishing Company, 1961), p. 145.



provide a primary means through which may be utilized in a healthful and wholesome fashion the leisure of our citizens and youth. Because athletics have a powerful appeal for young people during their formative years and can be utilized to further the harmonious development of youth . . . We believe that participation in athletics should be included in the educational experiences offered to all students in the schools and the colleges of the United States.<sup>7</sup>

The group goes on to state further that "limited programs of interscholastic athletics that are adapted to the capacities and the needs of junior high school boys are desirable."<sup>8</sup>

Despite the controversy, there is no doubt that interscholastic athletics are a part of our junior high school educational offerings. In a survey of 2,329 junior high schools in the United States in 1958, over 85 per cent reported that they had a program of interscholastic athletics.<sup>9</sup>

## II. STATEMENT OF THE PROBLEM

As an outgrowth of the controversy and the de facto existence of programs of interscholastic athletics in the

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<sup>7</sup>American Association for Health, Physical Education, and Recreation, Division of Men's Athletics, Athletics in Education (Washington, D.C.: National Education Association, 1963), p. 1.

<sup>8</sup>Ibid., p. 11.

<sup>9</sup>National Association of Secondary-School Principals, Committee on Junior High School Education, Interscholastic Athletics in Junior High Schools (Washington, D.C.: National Education Association, 1958), p. 10.



junior high schools of the nation, both the proponents and opponents of the programs have published recommendations within which they feel it desirable to exert controls. With these publications in mind, the writer felt it desirable to examine the programs of interscholastic athletics in the junior high schools of North Carolina in as objective a manner as possible to determine the following:

1. Are the actual practices in the interscholastic athletic programs of the legally constituted junior high schools of the state consistent with a compilation of the recommendations of the authorities and authoritative bodies?
2. Are practices of dubious value relating to interscholastic athletics existent in the selected junior high schools?
3. How can information be provided for administrative, supervisory, and teaching personnel that might be helpful in indicating trends and desirable policy changes for junior high school interscholastic programs?

## CHAPTER II

### REVIEW OF THE LITERATURE

Within the literature concerned with junior high school interscholastic athletics, there seems to be a sharp line of demarcation. On the one hand are those groups and authorities who do not accept such activities as having any merit--or at least so little merit as to preclude their inclusion in the offerings of the school. The second group includes those who believe interscholastics important enough to be a part of the curriculum but who also believe that there must be control according to a given set of standards.

As early as 1938 the first group was taking a firm stand. The following resolution of the American Association for Health, Physical Education, and Recreation for that year is illustrative:

Inasmuch as pupils below the tenth grade are in the midst of the period of most rapid growth, with the consequent bodily weaknesses and maladjustments, and the like, be it therefore resolved that the leaders in the field of physical and health education should do all in their power to discourage interscholastic competition at this age level because of its strenuous nature.<sup>1</sup>

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<sup>1</sup>E. D. Mitchell, "Two Important Resolutions," Journal of Health, Physical Education, and Recreation, IX (October, 1938), p. 448.

Nash, quoted in an article published in 1940 entitled "Should Junior High Boys Take Part in Interschool Games?" spoke in the same manner:

I know of no recognized leaders in the country who would advocate pushing this type [interscholastic] of competition below the last two years of senior high school.<sup>2</sup>

Staley was quoted in the same article as saying that:

It is the consensus of opinion of all those who are recognized as leaders in this field that there should be little or no organized interscholastic competition at the junior high school level.<sup>3</sup>

In 1947,<sup>4</sup> 1950,<sup>5</sup> and 1952,<sup>6</sup> the American Association for Health, Physical Education, and Recreation reiterated its stand against junior high school interscholastic athletics.

The Educational Policies Commission of the National Education Association had this to say in 1954:

No junior high school should have a "school team" that competes with school teams of other junior

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<sup>2</sup>W. E. Sheffer, "Should Junior High Boys Take Part in Interschool Games?" Nation's Schools, XXVI (December, 1940), p. 54, citing a letter from Jay B. Nash.

<sup>3</sup>Ibid., citing a letter from Staley.

<sup>4</sup>"Recommendations from the Seattle Convention Workshops," Journal of Health, Physical Education, and Recreation, XVIII (September, 1947), p. 432.

<sup>5</sup>"Interschool Competition in the Elementary School," Journal of Health, Physical Education, and Recreation, XXI (May, 1950), pp. 279-80.

<sup>6</sup>"Resolutions, 1952," Journal of Health, Physical Education, and Recreation, XXIII (December, 1952), p. 20.



high schools in organized leagues or tournaments. Varsity type interscholastics for junior high school boys and girls should not be permitted.<sup>7</sup>

Mitchell, again in 1952, published a sweeping indictment of interscholastic athletics below the tenth grade in which he called such contests "physiologically, psychologically, sociologically, and educationally unsound."<sup>8</sup>

Other groups on record as opponents of junior high school interscholastic athletic participation are the Western Intercollegiate Athletic Conference;<sup>9</sup> the American Medical Association;<sup>10</sup> the Society of State Directors of Health, Physical Education, and Recreation;<sup>11</sup> and the College Physical Education Association.<sup>12</sup>

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<sup>7</sup> Educational Policies Commission, School Athletics, Problems, and Policies (Washington, D.C.: National Education Association, 1954), p. 36.

<sup>8</sup> American Association for Health, Physical Education, and Recreation, Desirable Athletic Competition for Children (Washington, D.C.: National Education Association, 1952), p. 4.

<sup>9</sup> "National Association News: Physical Education," Journal of Health, Physical Education, and Recreation, XXI (February, 1950), p. 77.

<sup>10</sup> National Committee on School Health Policies, Suggested School Health Policies (Washington, D.C.: American Medical Association, 1945), p. 34.

<sup>11</sup> Society of State Directors of Health, Physical Education, and Recreation, "Reports of the Committee on Interscholastic Athletics for Children of Elementary and Junior High School Age," Proceedings of Fifty-fourth Annual Convention of the American Association for Health, Physical Education, and Recreation (Washington, D.C.: National Education Association, 1949), pp. 12-13.

<sup>12</sup> "Report of the Committee on Resolutions," Proceedings



A joint study conducted by the Commission on Secondary Schools and the Commission on Research and Service of the Southern Association of Colleges and Secondary Schools concludes that:

Although students do have need for participation in group games and activities, the junior high school is not justified in organizing these in such a way as to lead . . . to the development of competitive interscholastic athletics.<sup>13</sup>

Faunce and Clute are equally adamant in their statement: "As for the junior high school, there appears to be no justification for an interscholastic program of athletics."<sup>14</sup>

The second group of critics, while favoring inclusion of interscholastic athletics in the junior high school program, recognize the need for controls on the scope, organization, and administration of such programs. There is wide disparity of opinion within this group, but some general direction may be seen.

Dukelow and Hein recommended in 1951 that interschool athletics for junior high school boys be limited to occasional

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of College Physical Education Association, 1954 (Washington, D.C.: College Physical Education Association, 1954), p. 208.

<sup>13</sup>Southern Association of Colleges and Secondary Schools, The Junior High School Program, A Joint Study by the Commission on Secondary Schools and the Commission on Research and Service (Atlanta, Georgia: Southern Association of Colleges and Secondary Schools, 1958), p. 56.

<sup>14</sup>Roland C. Faunce and Morrel J. Clute, Teaching and Learning in the Junior High School (San Francisco: Wadsworth Publishing Company, 1961), p. 10.

meets or games and that junior high school boys not compete in American football.<sup>15</sup>

Dukelow reiterated and expanded his stand in 1957, writing that adult leadership determines the length of practice and play periods and the resulting pressure could cause boys to play too long. He also felt that, in the light of the inherent emotional instability of junior high school boys, the stresses of highly competitive victory or defeat or the failure to "make the team" could cause undesirable types of psychological compensation.<sup>16</sup>

Fait accounts for the greater accident rate of athletes over physical education participants by suggesting that primary stress on winning and external artificial motivation drives participants to greater exertion than that of which they are capable.<sup>17</sup>

Rowe summarized his objections to existing programs by positively saying:

In other words, if boys could compete with one another without the pressure put upon them to win

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<sup>15</sup>D. A. Dukelow and F. V. Hein, "Junior High School Athletic Leagues," Today's Health, XXIX (November, 1951), p. 13.

<sup>16</sup>D. A. Dukelow, "A Doctor Looks at Exercise and Fitness," Journal of Health, Physical Education, and Recreation, XXVIII (September, 1957), p. 26.

<sup>17</sup>Hollis F. Fait, "Should the Junior High School Sponsor Interscholastic Athletic Competition?" Journal of Health, Physical Education, and Recreation, XXXII (February, 1961), p. 21.

for the school, without the nervous excitement imposed on them by playing before audiences, and without the setting up of an artificial situation, the competitions would be good.<sup>18</sup>

The Division of Men's Athletics of the American Association for Health, Physical Education, and Recreation has been previously noted as endorsing a limited program of appropriate interscholastic athletics for junior high school boys although the parent organization takes a somewhat more conservative stand.<sup>19</sup>

Hughes, French, and Lehsten support junior high school interscholastic athletic programs subject to a list of controls and provided that the school offers "a broad program of physical education and intramurals that provides opportunity for participation to all pupils." They go on to say, however, that:

Very few junior high school officials who promote junior high school athletics can truthfully say that they offer a program which adequately cares for the great mass of their pupils.<sup>20</sup>

Forsythe supports a program of intramurals with a few

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<sup>18</sup>Floyd A. Rowe, "Should the Junior High School Have Competitive Athletics?" School Activities, XXII (November and December, 1950), pp. 142-43.

<sup>19</sup>American Association for Health, Physical Education, and Recreation, Division of Men's Athletics, Athletics in Education (Washington, D.C.: National Education Association, 1963), p. 11.

<sup>20</sup>William L. Hughes, Esther French, and Nelson G. Lehsten, Administration of Physical Education for Schools and Colleges (second edition; New York: The Ronald Press Company, 1962), p. 279.



interschool games for junior high school boys. He does not condemn interschool competition but suggests that it may be more desirable to postpone intensive interscholastic competition to a later period in the child's life.<sup>21</sup>

Shepard and Jamerson are perhaps the most outspoken of the authorities in their support of junior high school interscholastic programs. Their statement reads:

The authors take a definite stand, as indicated in the discussion, believing that the program is justified and that it can contribute to the general welfare of the participant physically, mentally, socially, and emotionally. Failure to provide these competitive experiences under school supervision tends to encourage boys of this age to seek such experiences in environments less favorable.

Through the medium of participation in competitive athletics students undergo learning experiences which, when properly organized and conducted, enable them to derive beneficial educational outcomes. Specifically, opportunities and values may be enumerated as follows:

1. The opportunity to become proficient in athletic skills.
2. The opportunity to develop the quality of cooperation.
3. The opportunity to learn and experience situations requiring the observance of rules and regulations.
4. The opportunity to adjust to a variety of situations requiring quick thinking, adjustments, and decisions.
5. The opportunity to develop social qualities through participation and association with many people.
6. The opportunity through participation to learn physical, mental, and social values of many activities.
7. The opportunity to learn how to adjust one's daily routine in order to do one's work satisfactorily.

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<sup>21</sup>Charles E. Forsythe, Administration of High School Athletics (fourth edition; Englewood Cliffs, New Jersey: Prentice-Hall, 1962), p. 422.



8. The opportunity to develop a wholesome attitude toward success and defeat.
9. The opportunity to learn mental and emotional adjustment to social situations.
10. The opportunity through physical activity for students to gain practical experience in the tenets of democracy.
11. The opportunity to gain practical experience, through sports, in the concepts of leadership, self-sacrifice, self-control, and loyalty.
12. The opportunity to engage in democratic human relationships on and off the athletic field.
13. The opportunity to expand one's social environment.
14. The opportunity to fulfill the educational concept of learning by doing.<sup>22</sup>

Grieve seems to concur with Shepard and Jamerson and suggests that critics of junior high school athletics are "placing a stigma on well-founded programs because of a few rare instances."<sup>23</sup>

In 1951 the New York State Public High School Athletic Association appointed a special committee to study the value of junior high school interscholastic athletic programs and to recommend necessary controls for its member schools. This committee endorsed the program in general, formulated a lengthy and complex system of regulations,<sup>24</sup> and has continued to do so yearly since that date.<sup>25</sup>

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<sup>22</sup>G. E. Shepard and R. E. Jamerson, Interscholastic Athletics (New York: McGraw-Hill Book Company, 1953), pp. 243, 232-33.

<sup>23</sup>Andrew Grieve, Directing High School Athletics (Englewood Cliffs, New Jersey: Prentice-Hall, 1963), p. 18.

<sup>24</sup>For text of regulations, see Appendix I, pp. 81-82.

<sup>25</sup>Junior High School Committee, New York State Public High School Athletic Association, Handbook (Albany, New York: New York State Public High School Athletic Association,

The American Academy of Pediatrics, speaking for pre-teenage boys, contends that:

Leadership for young children should be such that highly organized, highly competitive programs would be avoided. The primary consideration should be a diversity of wholesome childhood experiences which will aid in the proper physical and emotional development of the child into a secure and well-integrated adult.<sup>26</sup>

Scott carries this same idea further:

To play on an athletic team should be a privilege that has been earned by the student as a result of his ability to demonstrate competence in all activities and learnings that are prescribed for all students. In addition, he should have demonstrated through class and intramural competition that he possesses the superior skills and understandings, as well as the health attributes and emotional maturity that are prerequisites to successful athletic competition. To permit participation in representative athletic competition on any other basis at the junior high school or any other level of education is a distinct disservice to the individual, to physical education, and to the area of general education.<sup>27</sup>

Evans and Gans are also among those primarily interested in providing a more varied opportunity for junior high school students. They question the value of banning interschool contests:

It is far more desirable to encourage more pupils to participate in school activities so that

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1964), pp. 49-64.

<sup>26</sup>Committee on School Health, Report: Competitive Athletics (Evanston, Illinois: American Academy of Pediatrics, 1956), p. 675.

<sup>27</sup>Harry A. Scott, Competitive Sports in Schools and Colleges (New York: Harper & Brothers Publishers, 1951), p. 482.

competitive teams are seen in proper perspective to the total physical education program.<sup>28</sup>

Perhaps the most exhaustive study of this entire area was conducted by a joint committee of the American Association for Health, Physical Education, and Recreation; the National Association of Secondary-School Principals; and the National Federation of State High School Athletic Associations under the chairmanship of Louis E. Alley. An indication of the scope of this project is given in the foreword to the report:

Throughout the period during which the document was being developed, it was submitted to such groups as the Committee on the Medical Aspects of Sports of the American Medical Association; the Society of State Directors of Health, Physical Education, and Recreation; the American School Health Association; the School Health Section of the American Public Health Association; and various individuals qualified by preparation and experience to offer constructive criticism. The resulting statement represents a compromise that all concerned can accept in principle.<sup>29</sup>

The committee finally adopted the following statement in its report:

In those junior high schools in which adequate programs of required physical education, intramurals, and physical recreation are provided for all students, a limited program of interscholastic athletics provides for boys with superior athletic ability additional

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<sup>28</sup>Ruth Evans and Leo Gans, Supervision of Physical Education (New York: McGraw-Hill Book Company, 1950), p. 152.

<sup>29</sup>Junior High School Athletics Subcommittee of the Joint Committee on Standards for Interscholastic Athletics, Standards for Junior High School Athletics (Washington, D.C.: National Education Association, 1963), p. 3.



opportunities fully to develop and utilize this talent. Such programs of interscholastic athletics should be organized and conducted in accordance with the principles outlined.<sup>30</sup>

Following this statement is a complete, though very general, list of controlling principles.<sup>31</sup>

A gradual, slow but discernable trend is thus seen toward the endorsement of junior high school athletic programs by some authorities. This may but reflect a pragmatic solution to the increasing growth of such programs shown by the Tompkins and Roe survey.<sup>32</sup> There does not, however, seem to be sufficient unanimity of thinking to preclude the necessity for continued discussion and research in the area.

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<sup>30</sup>Ibid., p. 16.

<sup>31</sup>For the text of the controlling principles, see Appendix I, pp. 77-80.

<sup>32</sup>National Association of Secondary-School Principals, Committee on Junior High School Education, Interscholastic Athletics in Junior High Schools (Washington, D.C.: National Education Association, 1958), p. 4.



## CHAPTER III

### PROCEDURE

The initial phase of the study consisted of locating the recommendations of authoritative groups and individuals concerning athletics for the twelve-through-sixteen-year-old group. Having made such a collection, the decision to use or not to use a given recommendation was arrived at for each individual recommendation rather than for complete lists. The decision was made on the basis of the specificity of the recommendation. The more general statements were less valuable for the purposes of the study since they could not be readily applied to specific practices and since an attempt to interpret them for this purpose might lead to semantic confusion. No consideration was given to any value judgment in selecting the recommendations except that the author or authors have the educational and professional qualifications to make judgments in the general area of junior high school athletics.

An appointment was then made with Mr. Raymond Rhodes, the Director of Athletics for the North Carolina Department of Public Instruction, to gain his opinion on the comprehensiveness of the list of recommendations and to discuss the design of the study and its possible value. Mr. Rhodes

expressed little faith in the value of some of the recommendations used but agreed that this was a comprehensive listing.

Mr. Rhodes was willing to go on record as supporting the recommendations found in the report of the Joint Committee for Standards in Interscholastic Athletics<sup>1</sup> and suggested that this list be used as a guide.<sup>2</sup> He further suggested several areas of inquiry that he thought might make the study more valuable.<sup>3</sup>

#### I. RECOMMENDATIONS AND INQUIRIES

There is a marked unanimity in the statements of the groups most involved with the regulation and responsibility for interscholastic athletics for the junior high school boy. This unanimity seems to have been reinforced by the publication of Standards for Junior High School Athletics or, as it is more commonly known--the "Alley Report."<sup>4</sup> The

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<sup>1</sup>Junior High School Athletics Subcommittee of the Joint Committee on Standards for Interscholastic Athletics, Standards for Junior High School Athletics (Washington, D.C.: National Education Association, 1963).

<sup>2</sup>Although this suggestion was not followed by design, the report was found to be so complete that it did serve as a reference point in the organization of the recommendations.

<sup>3</sup>Interview with Raymond K. Rhodes, Director of Athletics, North Carolina Department of Public Instruction, August 21, 1964.

<sup>4</sup>Standards for Junior High School Athletics, op. cit.

cooperating groups involved in this study were the American Association for Health, Physical Education, and Recreation; the National Association of Secondary-School Principals; and the National Federation of State High School Athletic Associations. Supporting the study in full are the American School Health Association<sup>5</sup> and the North Carolina Department of Public Instruction.<sup>6</sup> In the following compilation of the recommendations used in this study, there will thus be no attributions to any of these individual groups.

#### Recommendations Concerning Planning

All authorities agree that much thought must be given to the planning of the program so that the activities will be appropriate in kind and quantity and well integrated with the overall educational effort. Since this type of planning can take many directions, any evaluation of the extent of such planning is extremely subjective. The final outcome of such planning in many cases tends to be a statement of policy or a philosophy. In the absence of other reliable objective criteria, it was decided to use the adoption of a formal philosophy as an indicator of planning.

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<sup>5</sup>J. H. Shaw, "Standards for Junior High School Athletics," Journal of School Health, XXXIV (April, 1964), p. 168.

<sup>6</sup>North Carolina Department of Public Instruction, Athletics in North Carolina Public Schools (Raleigh, North Carolina: Department of Public Instruction, 1965), pp. 5-6.



Question 3 of the inquiry form (see Appendix II, page 92) therefore reads, "Do you have a written 'Philosophy' upon which your interscholastic athletic program is based?"

Seeking additional indication of planning efforts, question 5 of the form requests the positions of persons other than the physical education staff that assist in planning the interscholastic program.

#### Recommendations Concerning Organization

Scott has stated that "the program of interscholastic competition is a normal outgrowth of a comprehensive program of physical education, including intramural athletics."<sup>7</sup> The Joint Committee report prefaces all its other recommendations by stating that only in junior high schools with adequate programs of intramurals can interscholastics be justified. The committee further indicates that if facilities and personnel are not sufficient for both intramurals and interscholastic programs, then intramurals should take precedence. It was felt that an organizational plan in which the two programs operated as completely separate units would tend to undermine the close cooperation of leadership and the natural progression of educational experience that the authorities seem to endorse. Question 4 of the form attempts to elicit information as to the practice

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<sup>7</sup>Harry A. Scott, Competitive Sports in Schools and Colleges (New York: Harper & Brothers Publishers, 1951), p. 482.



in this area.

#### Recommendations Concerning Training of Leadership

All authorities agree that coaches of interscholastic teams should have adequate training in physical education. The Joint Committee report stipulates at least an undergraduate minor in the area, and Scott recommends that all teachers meet state certification requirements for the area of physical education. Both the Joint Committee and Scott feel that coaches should be members of the faculty of the school for which their services are rendered. The North Carolina State Department of Public Instruction's Regulations in the Public Schools of North Carolina Governing Athletics direct that head coaches be faculty members in the schools they serve. Questions 6 and 7 on the inquiry form seek to determine the extent of compliance with these recommendations.

#### Recommendations Concerning the Priority of Duties

The Joint Committee recommends that teachers who coach be required by administrative policy to give priority to their teaching duties. Question 8 inquires as to the implementation of this recommendation.

#### Recommendations Concerning Breadth of Program

The New York State Public High School Athletic Association states that the junior high school administrator has the responsibility to provide as varied and broad an

athletic program as possible if there is to be a program. Shepard, Jamerson, and Scott concur in this recommendation. The inquiry form requests that schools indicate in question 9 the breadth of the program in terms of activities offered.

#### Recommendations Concerning Travel

Scott recommends that out-of-town games not be permitted, and Maksim also suggests that this be the case where possible. Realizing that competition within the community would not be possible for rural and small-town junior high schools, question 10 was worded to determine if competition were primarily within or outside the administrative system of the school involved.

#### Recommendations Concerning Championships and Tournaments

The North Carolina State Board of Education has ruled that there shall be no inter-school championship or tournament competition for boys and girls in grades seven and eight. The American Medical Association, Maksim, Scott, and the New York State High School Athletic Association are in agreement. Question 11 seeks to determine if schools compete for championships and, if so, in what sports and at what level of competition.

#### Recommendations Concerning Time of Contests

The North Carolina State Board of Education has also ruled that junior high school teams may not play athletic contests on a night followed by a school day. The Joint

Committee goes on to say that all contests should be held in the afternoons and except in rare cases on the last day of the school week. No authority recommended anything contrary to this suggestion. Question 12 concerns this practice.

#### Recommendations Concerning Interference with Academic Program

Both the Joint Committee and the New York High School Athletic Association recommend that practice and contests be scheduled so that no time is lost from school. Other authorities imply such a meaning by suggesting that the academic program must always supersede the athletic program. The Joint Committee includes a specific recommendation that no practice session exceed ninety minutes and that interscholastic teams be excused from required physical education classes only for the class periods in which the activity being presented is the sport in which the team is participating. In keeping with this, information is requested on the length of practice and the number of afternoons utilized for interscholastic activities as well as specifics concerning the other recommendations. Questions 13 through 16 cover this area.

#### Recommendations Concerning Officials

The Joint Committee, the New York High School Athletic Association, and Shepard and Jamerson recommend that competent and certified officials be used. This practice



is dealt with in item 17.

#### Recommendations Concerning Financing

Question 18 inquires as to the means of financial support for the interscholastic program. Scott recommends that such programs be financed entirely out of funds appropriated for physical education and entirely independent of other sources of income. Other authorities do not take such a strong stand, but all agree that financial support should not be dependent upon gate receipts.

#### Recommendations Concerning Insurance

The North Carolina State Board of Education recommends that players be covered by adequate medical and accident insurance. Other authorities, while not specifically suggesting such coverage, do recommend that insurance be made available or that an alternate plan of financial responsibility be formulated. Question 19 concerns insurance coverage.

#### Recommendations Concerning Equipment and Facilities

Questions 21 through 23 seek information as to the kind and quality of equipment and facilities available to the participants. All authorities agree that adequate equipment and health aids should be prerequisites to an interscholastic program.

#### Recommendations Concerning Medical Supervision

All authorities agree that medical aid be immediately



available at all games involving bodily contact. Shepard and Jamerson go further to say that a physician should be in attendance at all contests. All authorities also agree that participants who have been out of school for illness or injury should have permission from a physician before readmission to practice or games. The State Board of Education makes such practice mandatory if the student has been absent from practice for five or more days. Questions 24 through 26 concern these recommendations.

#### Recommendations Concerning Awards

It is unanimously recommended that awards, if any, be of little intrinsic monetary value and that such awards not place undue emphasis on the value of any one participant. Questions 27 through 29 inquire as to practices with reference to these recommendations.

#### Recommendations Concerning Publicity

Question 30 seeks information concerning newspaper publicity. Authorities agree that the accomplishments of individual players or teams should not be given undue publicity.

#### Recommendations Concerning Affiliated Activities

All authorities recommend that organizations and activities seeking to arouse artificial enthusiasm and partisanship be prohibited. Specific prohibitions include cheerleaders, pep squads, pep rallies, and Boosters' Clubs.

Questions 31 through 34 seek to determine the extent to which such organizations or activities are found in the selected junior high schools.

## II. CONSTRUCTION OF THE INQUIRY FORM

The inquiry form was designed as a forced-choice type for all possible questions with opportunity to express exceptions for complex responses.<sup>8</sup> This was done in an attempt to stimulate more complete responses and to facilitate tabulation of responses. To increase the probable validity of responses, the form included no recognizable identification and the respondent was specifically instructed to avoid placing any identifying marks on it.

To avoid confusion in terminology, an introductory note was entered at the top of the first page of the form in which a definition of the term "interscholastic athletics" was given for the purpose of the study.

The inquiry form attempts to deal with the recommendations in as specific a manner as possible although in some instances the information solicited calls for estimations or opinions. Such estimations and opinions are those of the physical education director, however, and it was felt that they reflect the best information available within the limits of the study.

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<sup>8</sup>For a copy of the inquiry form, see Appendix II.

The original form was then tried out on six physical education teachers, and the necessary changes were made for clarity. The form, along with a covering letter, was then printed for distribution.<sup>9</sup>

### III. SELECTION OF THE SAMPLE POPULATION

Since school organization patterns in North Carolina are varied, it was felt that to standardize the sample group the legal definition of "junior high school" for the state of North Carolina would be the most useful criterion. This definition provides that a junior high school contain at least grades eight and nine and that such schools may contain grade seven also. The definition also provides that the administrative structure of the school be separate from that of any affiliated elementary school or high school.<sup>10</sup>

A list of schools meeting this definition was obtained from the Statistical Services Division of the Department of Public Instruction. The original list included eighty schools from thirty-two administrative units. Of this number, six schools were in their first year of operation and were excluded from the study since it was felt that their inter-scholastic programs would not be typical. The final list consisted of seventy-four schools representing thirty

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<sup>9</sup>For a copy of the covering letter, see Appendix II.

<sup>10</sup>State of North Carolina, General Statutes, Chapter 116.

administrative units; all were mailed copies of the inquiry form and the covering letter.<sup>11</sup> Letters were addressed to the director of physical education in each case.

#### IV. FOLLOW-UP

At the end of the time limit for response set in the covering letter, a double post card<sup>12</sup> was sent to the selected schools in an attempt to stimulate a more complete response.

<sup>11</sup>For a final list of schools in the study, see Appendix II.

<sup>12</sup>For a copy of the follow-up post card, see Appendix II.

TABLE I  
SAMPLE POPULATION

	Schools	Administrative Units
Existing at time of mailing	50	31
Included in mailing list	74	30
Included in response	54	27

There was no geographic bias and the response was therefore accepted as adequate.

It was noted, however, that two administrative units included twenty-two of the responding schools. Since these two units, Forsyth County and Mecklenburg County, accounted for twenty-five of the schools on the mailing list, this



## CHAPTER IV

### ANALYSIS OF DATA

The inquiry forms were mailed to seventy-four schools with a return address on each envelope. No forms were returned to the sender as having been undelivered. Fifty-three of the schools returned the forms by the date requested in the covering letter. Eleven of the remaining schools returned the forms after follow-up post cards were mailed. Table I summarizes the sample population.

TABLE I  
SAMPLE POPULATION

	Schools	Administrative Units
Existing at time of survey	80	31
Included in mailing list	74	30
Included in responses	64	27

There seemed to be no geographic bias and the response was therefore accepted as adequate.

It was noted, however, that two administrative units included twenty-two of the responding schools. Since these two units, Forsyth County and Mecklenburg County, accounted for twenty-five of the schools on the mailing list, this

did not constitute bias. In order to achieve more valid data and to provide opportunity to compare large and small administrative units, these two units were tabulated separately as well as within the group. Response of the schools within administrative units was sufficient to assure adequate representation for each group. Table II shows a breakdown of the response from the administrative units.

TABLE II  
BREAKDOWN OF ADMINISTRATIVE UNIT RESPONSE

Number of schools in unit	1	2	3	4	5	12	13
Administrative units on mailing list	17	4	5	1	1	1	1
Administrative units responding	14	4	5	1	1	1	1
Percentage of administrative units responding	82	100	100	100	100	100	100

The response of sixty-four schools of the seventy-four on the mailing list constitutes an 86 per cent response and was felt to be entirely adequate for the purposes of the study.

The responding schools reported a total enrollment of 50,891 students with a distribution as indicated in Table III, page 31.

Of the sixty-four responding schools all except one stated that they have a program of interscholastic athletics. The one school not having an interscholastic program was in the "600-1000" group and was not a member of the

Mecklenburg or Forsyth systems. All data from this point forward will thus be on the basis of sixty-three reporting schools that do have interscholastic athletic programs.

TABLE III  
ENROLLMENT OF RESPONDING SCHOOLS

Enrollment	No. schools responding		Forsyth schools responding		Mecklenburg schools responding	
		%		%		%
1000 or over	12	19	0	0	5	45
600-1000	39	61	7	64	5	45
600 or under	13	20	4	36	1	10
Total	64	100	11	100	11	100

All of the following tables give both raw totals and percentages. With numbers as small as are present in this study, percentages can be misleading but in some cases they were felt to be helpful. Percentages are of the total in only the enrollment group. This was done in order to be able to compare among enrollment groups, between an enrollment group and the total group, and between a specific system and either an enrollment group or the total group.

#### I. ORGANIZATION AND ADMINISTRATION OF PROGRAMS

Forty-five of the reporting schools state that they have a written "philosophy" upon which their interscholastic program is based, while eighteen report no such instrument. Table IV indicates the number of schools having written



philosophies.

TABLE IV

## SCHOOLS HAVING WRITTEN PHILOSOPHIES

Enrollment	Yes	%	No	%
1000 or over	8	67	4	33
600-1000	27	71	11	29
600 or under	10	77	3	23
Totals	45	71	18	29
Forsyth County	11	100	0	0
Mecklenburg County	8	73	3	27

Eight schools report that interscholastic athletics are an outgrowth of the intramural program while fifty-five report that the programs are separate, as shown in Table V.

TABLE V

## RELATIONSHIP OF INTERSCHOLASTICS TO INTRAMURALS

Enrollment	Interscholastics as outgrowth of intramurals	%	Interscholastics as separate program	%
1000 or over	3	25	9	75
600-1000	4	11	34	89
600 or under	1	8	12	92
Totals	8	13	55	87
Forsyth County	1	9	10	91
Mecklenburg County	2	18	9	82

The planning of the interscholastic program is done alone by the physical education staff in eighteen of the

schools. In forty-five schools persons other than the physical education staff help with the planning. A breakdown of the positions of these persons shows (1) principals assisting in thirty-four cases, (2) coaches assisting in fourteen cases, (3) supervisors of physical education assisting in twelve cases, and (4) other teachers assisting in eleven cases. Table VI summarizes the planning personnel of the interscholastic program.

TABLE VI  
PLANNING PERSONNEL

Enrollment	Physical education staff only	%	Others	%
1000 or over	5	42	7	58
600-1000	9	24	29	76
600 or under	4	31	9	69
Total	18	28	45	72
Forsyth County	2	18	9	82
Mecklenburg County	2	18	9	82

All interscholastic athletic coaches are reported to be members of their respective physical-education departments in eighteen schools. In forty-four schools all coaches were reported to be members of the faculties of their respective schools, but all not being members of the physical education staffs. In one school one coach was reported not to be a member of the school faculty but was a supervisor of physical education for the system. Table VII shows the vocational

membership of coaches.

TABLE VII  
VOCATIONAL MEMBERSHIP OF COACHES

Enrollment	Physical education faculty	%	Total school faculty	%	Not school faculty	%
1000 or over	4	33	8	67	0	0
600-1000	10	26	27	71	1*	3
600 or under	4	31	9	69	0	0
Total	18	29	44	70	1	1
Forsyth County	0	0	11	100	0	0
Mecklenburg County	1	9	10	91	0	0

\*This person was a supervisor of physical education.

The academic preparation of the coaches showed that in twenty-eight cases all coaches in the school held the North Carolina Class "A" certificate in physical education. In nine schools all coaches had at least an academic minor in physical education, and in twenty-five schools some or all of the coaches had less than an academic minor in physical education. One school did not report this information. The academic preparation of coaches is reviewed in Table VIII, page 35.

In sixty-two of the sixty-three schools reporting, the response showed that the school administrative policy gave priority to teaching duties of individuals over their duties as interscholastic coaches. Table IX indicates the priority of teachers' duties.



TABLE VIII  
ACADEMIC PREPARATION OF COACHES

Enrollment	Class "A"		Academic		Less than	
	certificate	%	minor	%	academic	%
1000 or over	7	64	1	9	4	27
600-1000	16	43	8	22	13	35
600 or under	5	38	0	0	8	62
Total	28	45	9	15	25	40
Forsyth County	1	9	1	9	9	82
Mecklenburg County	6	55	2	18	3	27

TABLE IX  
PRIORITY OF TEACHERS' DUTIES

Enrollment	First priority		First priority	
	to teaching	%	to coaching	%
1000 or over	11	92	1	8
600-1000	38	100	0	0
600 or under	13	100	0	0
Total	62	98	1	2
Forsyth County	11	100	0	0
Mecklenburg County	11	100	0	0

## II. SCOPE OF PROGRAM

Table X illustrates the scope of the interscholastic program offerings. Basketball proved to be the most widespread activity within the interscholastic program, with sixty-two of the sixty-three schools reporting that they

TABLE X  
 INTERSCHOLASTIC PROGRAM OFFERINGS

Enrollment	Football	Percentage	Soccer	Percentage	Basketball	Percentage	Tennis	Percentage	Track	Percentage	Golf	Percentage	Baseball	Percentage	Volleyball	Percentage	Wrestling	Percentage
1000 or over	11	92	0	0	12	100	1	8	11	92	5	42	7	58	0	0	1	8
600-1000	36	95	1	3	37	97	2	5	26	68	7	18	23	61	1	3	2	5
600 or under	13	100	1	8	13	100	0	0	10	77	2	15	10	77	1	8	1	8
<b>Total</b>	<b>60</b>	<b>95</b>	<b>2</b>	<b>3</b>	<b>62</b>	<b>98</b>	<b>3</b>	<b>5</b>	<b>47</b>	<b>75</b>	<b>14</b>	<b>22</b>	<b>40</b>	<b>63</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>6</b>
Forsyth County	11	100	0	0	11	100	0	0	11	100	0	0	11	100	1	9	0	0
Mecklenburg County	11	100	0	0	11	100	0	0	11	100	11	100	11	100	0	0	0	0

participate in this sport. Football was only slightly less widespread, with sixty schools participating. Track and baseball were reported by forty-seven and forty schools, respectively. Other activities and the number of schools participating were golf (fourteen), wrestling (four), tennis (three), volleyball (two), and soccer (two).

In response to the question "Do you compete within your school district, outside your school district, or both?" twenty-five schools reported that they compete within their school districts completely. Nine reported competition only outside their school districts, and twenty-eight reported competition both within and outside their school districts. One school did not provide this information. Table XI illustrates the geographic extent of competition.

TABLE XI  
GEOGRAPHIC EXTENT OF COMPETITION

Enrollment	Within school district	%	Outside school district	%	Combination	%
1000 or over	6	50	1	8	5	42
600-1000	13	35	7	19	17	46
600 or under	6	46	1	8	6	46
Total	25	40	9	15	28	45
Forsyth County	11	100	0	0	0	0
Mecklenburg County	11	100	0	0	0	0

Eleven schools reported that they play for championships in one or more sports while fifty schools stated that



they do not play for any championships; two schools did not answer the question. Table XII shows a breakdown of championship competition data. Of the eleven that reported championship competition, all reported it to be at city, county, or conference levels.

TABLE XII  
COMPETITION FOR CHAMPIONSHIPS

Enrollment	Do compete	%	Do not compete	%
1000 or over	1	8	11	92
600-1000	7	19	30	81
600 or under	3	25	9	75
Total	11	18	50	82
Forsyth County	0	0	11	100
Mecklenburg County	0	0	11	100

Table XIII shows the times used to schedule athletic contests. Interscholastic games were reported as being played most often on Monday through Thursday afternoons, with forty-seven schools using this time. Seventeen schools schedule contests on Friday or Saturday nights, and fifteen schedule contests on Friday or Saturday afternoons. One school reported using Monday through Thursday nights.

Table XIV indicates the times students are excused from classes to participate in athletic contests. Thirty-nine schools reported that students were excused from regular class activities to participate in interscholastic athletics.

Twenty-four schools reported no such excuses. The mean number of such absences as estimated by the directors of physical education in the schools was thirteen, and the mean time of each excuse was one hour.

TABLE XIII

## DAYS USED IN SCHEDULING ATHLETIC CONTESTS

Enrollment	Afternoon		Night		Afternoon		Night	
	Mon.- Thurs.	%	Mon.- Thurs.	%	Fri.- Sat.	%	Fri.- Sat.	%
1000 or over	10	83	0	0	4	33	2	17
600-1000	26	68	1	3	10	26	11	29
600 or under	11	85	0	0	1	8	4	31
Total	47	75	1	2	15	24	17	27
Forsyth County	11	100	0	0	0	0	0	0
Mecklenburg County	11	100	0	0	0	0	2	18

TABLE XIV

## STUDENTS EXCUSED FROM CLASS TO PARTICIPATE IN CONTESTS

Enrollment	Excuses given		Excuses not given		Av. no. times yr.	Av. time per excuse
	%	%	%	%		
1000 or over	9	75	3	25	15.7	1 hr.
600-1000	21	55	17	45	14.7	1 hr.
600 or under	9	69	4	31	10.7	1 hr.
Total	39	62	24	38	13.0	1 hr.
Forsyth County	1	9	10	91	6.0	1 hr.
Mecklenburg County	11	100	0	0	19.0	1 hr.

Tables XV and XVI point out the amount of time used for practice sessions and games. The number of days of practice and of contests per week was reported as four by thirteen schools, five by forty-eight schools, and six by two schools. The length of practice sessions was reported as less than one hour by one school, one hour by four schools, one and one-half hours by forty schools, two hours by sixteen schools, and over two hours by two schools. Noteworthy is the fact that the two schools that use six days per week for practice and contests are the same two schools that use over two hours per practice session.

TABLE XV

## NUMBER DAYS PER WEEK USED FOR PRACTICE AND GAMES

Enrollment	4 days	%	5 days	%	6 days	%
1000 or over	3	25	9	75	0	0
600-1000	7	18	29	76	2	6
600 or under	3	23	10	77	0	0
Total	13	21	48	76	2	3
Forsyth County	3	27	8	73	0	0
Mecklenburg County	0	0	10	91	1	9

Of the sixty-three reporting schools, four stated that they excuse students from physical education classes when they are participating in interscholastic athletics. Of the remaining fifty-nine schools, four reported that they excuse students from physical education classes only



TABLE XVI  
LENGTH OF PRACTICE SESSIONS

Enrollment	1 hr. or less	%	1 hr.	%	1½ hrs.	%	2 hrs.	%	2 hrs. or more	%
1000 or over	1	8	0	0	9	75	2	17	0	0
600-1000	0	0	2	5	24	63	10	27	2	5
600 or under	0	0	2	15	7	54	4	31	0	0
<b>Total</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>40</b>	<b>63</b>	<b>16</b>	<b>25</b>	<b>2</b>	<b>4</b>
Forsyth County	0	0	1	9	8	73	2	18	0	0
Mecklenburg County	0	0	0	0	7	64	3	27	1	9

on the days of contests. Fifty-five schools reported no excuses from physical education classes related to inter-scholastic athletics. Table XVII indicates when the students are excused for such events.

TABLE XVII  
STUDENTS EXCUSED FROM PHYSICAL EDUCATION  
DUE TO ATHLETIC PARTICIPATION

Enrollment	Excused for season of sport	%	Excused on day of contest	%	No excuse	%
1000 or over	0	0	1	8	11	92
600-1000	3	8	2	5	33	87
600 or under	1	8	1	8	11	84
Total	4	6	4	6	55	88
Forsyth County	0	0	0	0	11	100
Mecklenburg County	0	0	1	9	10	91

As enumerated in Table XVIII, fifty-nine schools said

TABLE XVIII  
USE OF CERTIFIED OFFICIALS

Enrollment	Yes	%	No	%
1000 or over	12	100	0	0
600-1000	35	92	3	8
600 or under	12	92	1	8
Total	59	94	4	6
Forsyth County	11	100	0	0
Mecklenburg County	11	100	0	0

that they use state-certified officials for all interscholastic athletic contests while four schools do not use such officials.

### III. FINANCING OF PROGRAMS

Funds for interscholastic athletic programs were provided for by local school board appropriations in thirty-four cases. Thirty-two schools provided all or part of such funds through gate receipts from athletic contests. Twenty schools reported using fund-raising projects to help finance interscholastic athletic programs. In fifteen cases, schools reported that the high schools that they fed provided part of the financial support for the junior high school athletic program. Table XIX, page 44, is a breakdown of the various methods of financing the athletic programs.

Sixty schools reported that coaches are paid salary supplements for their coaching duties. The three remaining schools did not supply this information.

### IV. EQUIPMENT AND FACILITIES

Twenty-four schools reported that they provide all equipment used by participants in interscholastic athletic programs. Fourteen schools reported that they provide all equipment except shoes, and twenty-five schools provide only part or none of the equipment. The amount of equipment



TABLE XIX  
METHODS OF FINANCING

Enrollment	Local board appropriation	%	Gate receipts	%	Fund-raising projects	%	Aid from high school	%
1000 or over	7	58	2	17	2	17	3	25
600-1000	17	45	24	63	12	32	10	26
600 or under	10	77	6	46	6	46	2	15
Total	34	54	32	51	20	32	15	24
Forsyth County	11	100	0	0	1	9	0	0
Mecklenburg County	11	100	3	27	5	45	0	0

provided by the schools is shown in Table XX.

TABLE XX  
SCHOOL PROVISION OF EQUIPMENT

Enrollment	School provides		All except shoes		Only part or none	
	all	%		%		%
1000 or over	4	33	4	33	4	33
600-1000	17	45	7	18	14	37
600 or under	3	23	3	23	7	54
Total	24	38	14	22	25	40
Forsyth County	5	45	2	18	4	37
Mecklenburg County	4	37	3	26	4	37

Table XXI describes the condition of the athletic equipment used in interscholastic athletic programs according to a rating by the directors of physical education in the responding schools. The directors were asked to rate their equipment as "excellent," "good," "fair," or "poor." In response to this request, thirty-three returned a rating of "excellent," twenty-four returned a rating of "good," four returned a rating of "fair," and none returned a rating of "poor." Two schools did not supply this information.

Table XXII lists bathing facilities provided by the schools. Fifty-eight schools reported that they provide showers for participants after all practice sessions and games. Three schools reported that they do not provide such facilities, and two schools did not answer. Fifty-two

schools reported that they provide towels for participants after all practice sessions and games. Nine reported that they do not provide such equipment, and two schools again did not answer.

TABLE XXI  
RATING OF ATHLETIC EQUIPMENT

Enrollment	Excellent	%	Good	%	Fair	%	Poor	%
1000 or over	8	78	4	33	0	0	0	0
600-1000	18	50	15	42	3	8	0	0
600 or under	7	54	5	38	1	8	0	0
Total	33	54	24	39	4	6	0	0
Forsyth County	4	36	7	64	0	0	0	0
Mecklenburg County	9	75	2	25	0	0	0	0

TABLE XXII  
BATH FACILITIES

Enrollment	Showers	%	Towels	%
1000 or over	12	100	11	92
600-1000	34	94	31	82
600 or under	12	92	10	77
Total	58	95	52	85
Forsyth County	11	100	11	100
Mecklenburg County	11	100	11	100

#### V. PRACTICES WITH REGARD TO SAFETY

Fifty-five schools reported that they require a



physicians's release before any participant who has been injured or ill may return to practice or contests. Eight schools reported that such a release is unnecessary. Table XXIII is a breakdown of the information received concerning physical examinations.

TABLE XXIII  
PHYSICAL EXAMINATION FOR RE-ADMISSION TO PARTICIPATION

Enrollment	Required	%	Not Required	%
1000 or over	11	92	1	8
600-1000	32	84	6	16
600 or under	12	92	1	8
Total	55	87	8	13
Forsyth County	8	73	3	27
Mecklenburg County	11	100	0	0

Eighteen schools reported that there is a physician in attendance at all football games while forty-five schools stated that this is not done. Six schools reported a physician in attendance at any contest other than football, and fifty-seven reported no physician in attendance at contests other than football. Table XXIV, page 48, indicates the presence of physicians at contests.

In sixty-one of the sixty-three responding schools, accident insurance is made available to participants in interscholastic athletics. The remaining two schools did not supply this information. In fifty-seven schools all

TABLE XXIV  
 PHYSICIANS IN ATTENDANCE AT CONTESTS

Enrollment	Present at football	%	Not present at football	%	Present at any other	%	Not present at any other	%
1000 or over	3	25	9	75	0	0	12	100
600-1000	11	29	27	71	6	16	32	84
600 or under	4	31	9	69	0	0	13	100
Total	18	29	45	71	6	10	57	90
Forsyth County	1	9	10	91	0	0	11	100
Mecklenburg County	0	0	11	100	1	9	10	91

TABLE XXIV  
 PHYSICIANS IN ATTENDANCE AT CONTESTS

Enrollment	Present at football	%	Not present at football	%	Present at any other	%	Not present at any other	%
1000 or over	3	25	9	75	0	0	12	100
600-1000	11	29	27	71	6	16	32	84
600 or under	4	31	9	69	0	0	13	100
Total	18	29	45	71	6	10	57	90
Forsyth County	1	9	10	91	0	0	11	100
Mecklenburg County	0	0	11	100	1	9	10	91



TABLE XXV  
ACCIDENT INSURANCE

Enrollment	Insurance available	%	Student pays premium	%	School pays premium	%	All participants carry ins.	%	All do not carry insurance	%
1000 or over	12	100	12	100	0	0	12	100	0	0
600-1000	36	100	35	97	1	3	33	92	3	8
600 or under	13	100	13	100	0	0	12	92	1	8
Total	61	100	60	98	1	2	57	93	4	7
Forsyth County	11	100	11	100	0	0	10	91	1	9
Mecklenburg County	11	100	10	91	1	9	10	91	1	9

of the students are reported as carrying this insurance. Four schools reported that all students do not carry such insurance, and two schools did not supply this information. Sixty schools reported that the students pay all of the insurance premium, one school reported that the school pays all of the premium, and two schools did not supply this information. Data concerning insurance coverage is found in Table XXV, page 49.

#### VI. PRACTICES WITH REGARD TO EXTERNAL MOTIVATION

Forty-four schools reported at least minimum newspaper coverage of athletic events while nineteen schools reported no newspaper coverage at all, as shown in Table XXVI.

TABLE XXVI  
NEWSPAPER COVERAGE

Enrollment	Have coverage	%	Do not have coverage	%
1000 or over	8	67	4	33
600-1000	26	68	12	32
600 or under	10	77	3	23
Total	44	70	19	30
Forsyth County	5	45	6	55
Mecklenburg County	9	82	2	18

Eight schools reported that they "never" have organized pep rallies before athletic contests, thirty-five schools reported "occasional" pep rallies, fifteen schools reported

that they "usually" have pep rallies, and five schools reported that they "always" have pep rallies before athletic contests. The frequency of pep rallies is found in Table XXVII.

TABLE XXVII  
FREQUENCY OF PEP RALLIES

Enrollment	Never	%	Occasionally	%	Usually	%	Always	%
1000 or over	1	8	8	67	7	25	0	0
600-1000	6	16	21	55	9	24	2	5
600 or under	1	8	6	46	3	23	3	23
Total	8	13	35	56	15	24	5	7
Forsyth County	5	45	5	45	1	10	0	0
Mecklenburg County	0	0	10	91	0	0	1	9

As shown in Table XVIII, sixty-one schools reported that they have organized cheerleader squads while two schools reported no cheerleaders.

TABLE XVIII  
CHEERLEADERS

Enrollment	Have	%	Do not have	%
1000 or over	11	92	1	8
600-1000	37	97	1	3
600 or under	13	100	0	0
Total	61	97	2	3
Forsyth County	11	100	0	0
Mecklenburg County	11	100	0	0

Twenty-one schools reported that they have organized "Pep Clubs" composed of students and faculty, and forty-two schools reported no such clubs. Two schools reported that they have organized "Boosters' Clubs" composed of persons other than students and faculty, and sixty-one schools reported no such clubs. Table XXIX shows to what extent these clubs exist.

TABLE XXIX  
PEP CLUBS AND BOOSTERS' CLUBS

Enrollment	Pep Clubs	%	No Pep Clubs	%	Boosters' Clubs	%	No Boosters' Clubs	%
1000 or over	5	42	7	58	0	0	12	100
600-1000	12	32	26	68	2	5	36	95
600 or under	4	31	9	69	0	0	13	100
Total	21	33	42	67	2	3	61	97
Forsyth County	2	18	9	82	0	0	11	100
Mecklenburg County	4	36	7	64	0	0	11	100

Data concerning awards is given in Table XXX, page 53. Forty-three schools reported that they give monogram or certificate awards for successful participation in interscholastic athletics while twenty schools reported that they give no such awards. Twenty-five schools reported that they give awards for outstanding individual performance in interscholastic athletics; thirty-eight reported no



TABLE XXX

## AWARDS

Enrollment	Give monograms		Do not give monograms		Give outstanding individual awards		Do not give outstanding individual awards		Have awards assembly		Do not have awards assembly	
	monograms	%	monograms	%	awards	%	awards	%	assembly	%	assembly	%
1000 or over	10	83	2	17	5	42	7	58	10	83	2	17
600-1000	27	71	11	29	13	34	25	66	24	63	14	37
600 or under	6	46	7	54	7	54	6	46	7	54	6	46
Total	43	68	20	32	25	40	38	60	41	65	22	35
Forsyth County	1	9	10	92	1	9	10	91	2	18	9	82
Mecklenburg County	11	100	0	0	6	55	5	45	11	100	0	0

such awards. Forty-one schools reported that they have special assembly programs for the presentation of athletic awards; twenty-two schools reported no programs as such.

## SUMMARY AND CONCLUSIONS

### I. SUMMARY

Despite the fact that there are recommendations by nationally known educators and physical educators against the inclusion of interscholastic athletic programs in the junior high school, sixty-three of the sixty-four responding schools reported that they have such programs. This would indicate that such recommendations have had little effect on the policy-making groups and individuals within the state of North Carolina. It should be noted that somewhat negative recommendations are less frequent and less correct than recommendations that stress positive and constructive programs. It is to be further noted that more data is needed in order to draw any definitive conclusions as to the effectiveness of these recommendations.

### Organization and Administration of Programs

Within the broad area of organization and administration of interscholastic athletic programs, specific recommendations are encountered as to the planning of the programs. The recommendations are consistent in their emphasis on thorough planning by competent personnel. The response to this study indicates that the majority of the schools

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### I. SUMMARY

Despite the fact that there are recommendations by nationally known educators and physical educators against the inclusion of interscholastic athletic programs in the junior high school, sixty-three of the sixty-four responding schools reported that they have such programs. This would indicate that such recommendations have had little effect on the policy-making groups and individuals within the state of North Carolina. It should be noted that adamant negative recommendations are less frequent and less current than recommendations that stress controls and limitations on programs. It is to be further noted that more data is needed in order to draw any definitive conclusions as to the effectiveness of these recommendations.

#### Organization and Administration of Programs

Within the broad area of organization and administration of interscholastic athletic programs, specific recommendations are encountered as to the planning of the programs. The recommendations are consistent in their emphasis on thorough planning by competent personnel. The response to this study indicates that the majority of the schools

studied have made significant efforts in this direction. Forty-five schools reported that they have a written philosophy upon which their interscholastic athletic program is based. Also in forty-five of the schools people outside the physical education staff have a part in planning the interscholastic athletic program. This seems to be consistent with the recommended policy. Although the physical education personnel are probably the best-trained people available to make specific decisions concerning athletic programs, the consensus of the recommendations stresses the importance of integrating the athletic program with the total school experience. The deduction seems logical that this might be done better by planning groups representative of the total school program. The breakdown of the positions of the personnel assisting with planning indicates, however, a rather confined group. Supervisors of physical education and coaches were listed in twenty-six cases as the people outside the physical education department assisting in planning. The principal was the one listed in thirty-six cases. In only eleven cases were teachers with no direct association with the athletic program listed as assisting in the planning of the program.

The authorities also feel that interscholastic programs should be supplemental to intramural programs. All recommendations state that priority should be given to intramural programs and that the two programs should



be closely coordinated. The implication or statement in several cases is that the interscholastic program should be a natural outgrowth of the intramural program. In only eight of the sixty-three schools were the interscholastic programs viewed by the directors of physical education as being an outgrowth of the intramural programs. The remaining fifty-five schools stated that the programs operate separately.

The recommendation that all interscholastic coaches be members of the faculties of the schools they serve is consistently followed in the schools studied, with only one exception. This is to be expected since the regulations governing athletics in the public schools of North Carolina specify that this must be done.

In twenty-five cases the coaches were reported as having less than an academic minor in physical education. While this is not a majority, the deviation is considerable. This practice is not consistent with those minimum recommendations calling for a thorough background in sports methods, in the physiology and in the learning processes of adolescents, and in athletic first-aid techniques.

Sixty-two of the responding schools indicated that administrative policy gives priority to teaching duties over interscholastic-coaching duties--as is recommended by the authorities.

In summary, the majority of the programs of interscholastic athletics in the schools studied are consistent

with the recommendations in the area of organization and administration--with the possible exception of relationship to intramural activities. The majority is very small in the specific area of academic preparation of coaches, however, as only 60 per cent of the schools meet recommendations in this area.

#### Scope of Program

In relation to scope of program, there are several recommendations. The most commonly held opinion of the authorities within this area is that there should be a wide variety of activities available and that the emphasis should be on extensive participation rather than on intensive participation. The data indicate that this is true in the responding schools only to a limited extent. Only four activities were reported by over 50 per cent of the schools. These activities were football, basketball, track, and baseball. Five other activities were listed by the respondents, but they were available in only a limited number of cases. There were no gross differences in the variety of activities offered among the three enrollment groups. It was noted that eleven of the fourteen schools offering golf as an activity were members of the Mecklenburg County system.

Only a subjective evaluation of the adequacy of this variety of activities is possible. There is either a definite implication or a statement by most of the

authorities that the offering should surpass the "traditional" sports, and the data indicate that this is not the practice.

There is consensus among the authorities that junior high school interscholastic programs should not include tournaments or schedules that lead to a championship. The regulations governing athletics in the junior high schools of North Carolina concur in this and specifically prohibit interschool championship participation for boys in grades seven and eight. Although the majority (fifty) of the responding schools reported that they do not play for championships, eleven schools reported that they do engage in such play. Even this limited digression from the recommendations is particularly significant since--if it is in fact occurring--it is contrary to the state regulations.

The authorities unanimously recommend that athletic programs not be allowed to interfere directly or indirectly with the academic program of the school. Thirty-nine schools indicated that the students are excused from classes to participate in interscholastic athletic contests. The mean number of times such excuses are given per school is thirteen. The mean amount of time per excuse is reported as being one hour. In addition, students in four schools are excused from physical education classes for the season of the sport in which they are participating. Students are excused from physical education classes on the days of athletic contests



in four additional schools. These statistics would indicate direct interference with the academic program of the school by the interscholastic athletic program in a majority of the schools studied.

All of the responding schools reported that they use at least four days per week for practice and contests, and fifty schools reported that they use at least five days per week for this purpose. Fifty-eight schools reported that they use at least one and one-half hours per practice session, and eighteen schools use two hours or more per practice session. With such extensive time expenditures for a single activity, there might be difficulty in scheduling other school activities and homework assignments. There is thus indicated by the data of the study at least a possibility of indirect interference with the academic program by the interscholastic athletic program.

The recommendations of the authorities concerning travel to contests seem to be consistent with the practices in those schools studied. The data available indicate that there is little travel outside the administrative unit unless the unit is so small as to offer little or no opportunity for competition.

A summary of comparisons between recommendations and practices within the scope of program then shows more inconsistencies than a similar comparison in the area of organization and administration. Again, however, on the basis of simple majority, the practices are within the



recommended limits with one specific exception.

### Financing of Programs

The area of program financing is contained in the inquiry form, and the results reveal a wide variety of policies concerning financing. Thirty-four schools indicated that at least part of the financing comes from local school-board appropriations. Thirty-two schools reported using gate receipts for all or part of the athletic financing. Twenty schools reported using various fund-raising projects, and fifteen schools stated that they receive financial aid from their affiliated high schools. The recommendations are that athletic programs be supported wholly by tax revenues and that gate receipts have no part in the financing of athletic programs.

The authorities suggest that adjustments in teaching hours and teaching loads be instituted to allow for extra coaching duties. The policy of paying salary supplements is not recommended. Sixty of the sixty-three schools reported that they pay salary supplements to coaches. Three schools did not answer this question.

A summary of consistency between practices and recommendations in program financing reveals wide discrepancies.

### Equipment and Facilities

All authorities agree that interscholastic athletic

participants should be provided with adequate personal equipment and with all necessary protective and health aids. Thirty-eight schools reported that they provide all equipment and apparel necessary for participation except specialized shoes. Twenty-five schools stated that they provide an unspecified amount of equipment but not all. Fifty-seven of the schools rate their athletic equipment as "good" or better, and four schools list a rating of "fair."

Additional data in this general area reveal that fifty-eight schools provide showers after all practices and games and that fifty-two schools similarly provide towels.

A summary in the area of facilities and equipment therefore shows only a limited digression from the recommended policies.

#### Practices with Regard to Safety Regulations

Authorities are both stringent and unanimous in their recommendations concerning the safety practices attendant to athletic participation. All authorities agree that students who have been injured or who have been ill should be examined by a physician before returning to participation. State regulations require that a participant who has missed practice for five days or longer receive a physician's release before returning to participation. Fifty-five schools stated that they meet this requirement.

Although only eight schools do not meet the requirement, the significance of the number is increased due to the self-admitted lack of adherence to state regulations.

Most of the recommendations state that there should be a physician in attendance at any contest involving bodily contact and specify tackle football as such a sport. Several authorities go on to suggest that a physician should be in attendance at all contests between junior-high-school-age participants. Eighteen of the sixty-three schools reported that they have a physician in attendance at all tackle football games, and only six schools reported a physician regularly in attendance at any contest other than football. The North Carolina State Board of Education recommends that all athletic participants be covered by adequate medical and accident insurance. Other authorities also suggest that such insurance be made available to participants. Sixty-one schools reported that such insurance is made available, with the students paying the total premium in all but one case. Fifty-seven schools reported that this insurance is in force for all participants.

In summary, there seems to be a wide disparity between recommendations and practices concerning the question of a physician's attendance at contests--with general compliance in all other questions in the area of safety.

#### Practices with Regard to External and Artificial Motivation

The area of external and artificial motivation is



singled out by most authorities as the most important area in which controls should be instituted. They state generally that awards should be of little intrinsic value and should not overemphasize the worth of a single individual. They go on to state that any publicity should be limited to statements of time and place of games and to the uneditorialized reporting of scores.

Most authorities also recommend that organizations and activities designed to arouse artificial enthusiasm and partisanship be prohibited. They specify such organizations and activities as cheerleaders, Pep Clubs, pep rallies, awards-day ceremonies, and Boosters' Clubs.

Of the sixty-three reporting schools, forty-three stated that they give monogram or certificate awards for participation. Twenty-five schools reported giving awards to outstanding individual athletes, and forty-one reported that they do have an awards-day presentation.

Forty-four schools stated that they receive some newspaper publicity for their athletic contests, but most respondents stressed that such coverage is limited. Sixty-one schools reported organized cheerleader squads. Pep rallies are held at least "occasionally" in fifty-five schools according to the response. Twenty-one schools reported organized Pep Clubs while only two schools reported organized Boosters' Clubs.

The data thus reveal that the majority of the



schools fail to comply with the recommendations in at least three specific instances in this general area. Substantial deviation from recommended policy is indicated in all specific instances except two.

## II. CONCLUSIONS

The first purpose of this study was to determine if practices in the junior high school interscholastic athletic programs were consistent with the recommendations by the authoritative groups and individuals in this field. On the basis of the data gathered by the study, a general affirmative answer might be given. The majority of the schools have, in general, restricted their athletic programs to the recommended limits in most cases. This conclusion must be qualified to recognize the substantial digressions revealed in the areas of financing and external motivation and also in specific questions within other areas.

The second stated purpose of the study was to determine if practices of dubious value were existent within the athletic programs of the schools studied. The answer to this question must also be affirmative if the study data are to be accepted as accurate and if the compiled recommendations are to be accepted at prima facie value. The fact that in several instances some schools reported that they fail to comply with even the state regulations governing athletics tends to substantiate the affirmative

conclusion.

The provision of information concerning prevailing trends and practices and desirable policy changes was the third stated purpose of the study. This has perhaps been accomplished to some extent by the simple compilation of existing recommendations. Suggestions as to the further uses of the study for this purpose are to be found in Chapter VI.

## CHAPTER VI

### SUGGESTIONS FOR FURTHER STUDY

One of the great limiting factors within this study was the inherent inaccuracy of the inquiry form as a research tool. For research at this level, this was viewed as an unfortunate but necessary circumstance. The possibility of these very inaccuracies points out the need for a first-hand investigation of at least a representative sample of the athletic programs within the junior high schools of the state. It is the opinion of the author that the compilation of recommendations is possibly the best guide available in the formulation of policies to govern junior high school athletic programs. If this is true, the wide discrepancy exhibited between recommendations and practices in some particularly sensitive areas seems to necessitate further investigation and attention.

The fundamental question of the legality of interscholastic athletics might be worthy of investigation. Could the interscholastic athletic program be construed as competition by the public schools with private enterprise in the area of public entertainment? Could the same question be raised in connection with the selling of

refreshments at contests?

Are the junior high school athletic programs operated as training programs for high school athletes? If not, why do fifteen schools receive financial assistance from the local high schools? Why is this money not appropriated directly to the junior high schools? An arrangement in which the high school controls a portion of the financial support for the junior high school program might tend to place the junior high school in a subservient role.

The question of the adequacy of the physical education program and its relationship to the athletic program might be illuminated by some additional financial information. How does the per capita expense for the physical education program compare with the per capita expense for the athletic program? What portion, if any, of the athletic expenses is borne by the physical education budget?

Why are discrepancies between recommendations and practices in planning and organization significantly fewer than similar discrepancies in practices based on the planning? Perhaps additional research is needed to determine the degree to which planning is implemented in the junior high school athletic programs.

Information might also be profitably gathered concerning the influence of the general public in the establishing of policies dealing with junior high school interscholastic athletics. If the public is not cognizant



of the existing recommendations, this should be known and such steps as necessary taken to make this information more readily available to the public.

Another limiting factor in this study worthy of mention was the static nature which the study assumed. The study represents practices at only one point in time and is thus without power to determine trends. A periodic repetition of this study or a similar one might be valuable in both the recognition of trends and the prediction of areas that might require further attention.

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APPENDIX I

COMPILED BY THE NATIONAL ASSOCIATION OF JUNIOR HIGH SCHOOL ATHLETICS

JUNIOR HIGH SCHOOL ATHLETICS

APPENDIX I

COMPILED RECOMMENDATIONS CONCERNING  
JUNIOR HIGH SCHOOL ATHLETICS

The practice sessions and the athletic contests should be scheduled so that the academic program is not directly or indirectly disrupted. The contests should be available to the participants for a short period of time. The contests for interscholastic athletics should be necessarily short. Under no circumstances should any practice session be longer than 90 minutes. Athletic contests should be

Junior High School Athletic Association of the  
Joint Committee on Standards for Intercollegiate Athletics,  
Standards for Junior High School Athletics Committee, 1927,  
National Education Association, 1927, p. 20-21.



RECOMMENDATIONS FROM THE ALLEY REPORT<sup>1</sup>

In those junior high schools in which adequate programs of required physical education, intramurals, and physical recreation are provided for all students, a limited program of interscholastic athletics provides boys with superior athletic ability additional opportunities fully to develop and utilize this talent. Such programs of interscholastic athletics should be organized and conducted in accordance with the principles outlined below.

1. The interscholastic athletics program for boys in the junior high school should make definite contributions toward the accomplishment of the educational objectives of the school.

Primary emphasis should be placed on providing educational experiences for the participants rather than on producing winning teams or providing entertainment for the student body and the patrons of the school.

Practices that tend to distort the importance of interscholastic athletics in the school program should be prohibited. Such practices include the giving of undue publicity via the press, radio, or television to the accomplishments of individual players or of teams; the organization of pep squads, marching bands, and similar organizations to promote artificial enthusiasm and partisan behavior among spectators; and the holding of pre-game pep meetings, victory celebrations, or letter-award ceremonies to provide special recognition for individual players or teams.

The practice sessions and the athletic contests should be so scheduled that the academic program of the schools is not directly or indirectly disrupted. To conserve the time available to the participants for homework, the practice sessions for interscholastic athletics should be relatively short. Under no circumstances should any practice session be longer than 90 minutes. Athletic contests should be

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<sup>1</sup>Junior High School Athletics Subcommittee of the Joint Committee on Standards for Interscholastic Athletics, Standards for Junior High School Athletics (Washington, D.C.: National Education Association, 1963), pp. 16-19.

held in the afternoons immediately after school hours, rather than at night; and except on rare occasions should be held on the last day of the school week.

The interscholastic athletics program should be so conducted that desirable school citizenship and good sportsmanship are fostered among participants and spectators.

2. The interscholastic athletics program for boys in the junior high school should supplement--rather than serve as a substitute for--an adequate program of required physical education, intramurals, and physical recreation for all students.

If in a school a shortage of facilities, equipment, or personnel with professional training in physical education restricts the quality or the extent of the required physical education program, or the interscholastic athletics program that can be offered, the physical education program, the intramural program, and the physical recreation program should hold precedence over the interscholastic program. Under no circumstances should the interscholastic athletics program be provided a disproportionate allotment of time, facilities, or personnel services at the expense of the programs for all boys and girls.

The members of the interscholastic teams should be excused from the required physical education classes only for the class periods in which the activity being presented in the class is the sport in which the members of the interscholastic teams are participating.

3. The interscholastic athletics program for boys in the junior high school should, under the administration and the supervision of the appropriate school officials, be conducted by men with adequate professional preparation in physical education.

The interscholastic teams should be coached by certified teachers--preferably teachers of physical education--who are members of the regular staff of the school in which the coaching is done. For these teachers, the coaching assignments should be considered as part of their regular teaching duties and should be taken into account in the assessing of their total teaching loads.

The administrative policies for the school should require that the teachers who coach interscholastic teams give basic priority to their teaching duties.

The teachers who coach interscholastic teams should possess, in addition to a knowledge of the sports for which they are

responsible, a knowledge of (a) child growth and development, (b) the effects of exercise on the human organism, (c) first aid, and (d) the place and purpose of interscholastic athletics in the educational program. They should have at least a minor in physical education.

4. The interscholastic athletics program for boys in the junior high school should be so conducted that the physical welfare of the participants is protected and fostered.

Boxing, as a competitive sport, should be prohibited.

Tackle football--because of its contact aspects, the intensity with which it is played when emotions run rampant, and its relatively high injury rate--presents certain special problems. These problems are intensified in communities where there are pressures to use junior high school athletics as a farm system for the intensive development of high school prospects. Unless these factors can be controlled--and the kind of equipment, facilities, health supervision, coaching, and officiating that are necessary for the optimum safety of the participants can be provided--tackle football should not be included in the junior high school athletics program.

Before being allowed to report for practice or to participate in any phase of interscholastic athletics, each boy should have a thorough medical examination which includes a careful review of his health history. Subsequent medical examinations should be given as needed.

Participants should be furnished with complete, well-fitted protective equipment of the highest quality--not hand-me-downs or equipment of inferior grade.

Participants should be so matched in terms of height, weight, physiological maturity, and ability that they may to a reasonable degree participate with safety and satisfaction. Practically, the determination of the relative maturity of participants is not a simple task. However, the Crampton Index (degree of kinking of pubic hair) provides a helpful clue. An estimate by the physician during the medical examination and continued observation by the coach may also be of assistance in judging maturity. Sensitivity to the need to appraise maturity as an important aspect of matching participants is a valuable attribute in the examining physician, the coach, and others involved.

A written policy should be formulated in which the financial responsibilities for injuries incurred in interscholastic athletics are clearly defined. The players, the parents of



the players, and the general public should be informed concerning these policies.

Individual participants should be allowed to take part in interscholastic contests only after three weeks of physical conditioning and training.

The rules, the equipment, and the playing area for each interscholastic activity should be modified in accordance with the interests and the capacities of junior high school boys, as should the length of the playing season and the number of games played during each season. Under no circumstances should the number of contests played by junior high school teams be greater than half the number played by the senior high school teams. No boy should participate in more than one interscholastic contest a week. Interscholastic tournaments should be prohibited.

A physician should be present during all interscholastic contests in which injuries are likely to occur. Definite procedures for obtaining, without undue delay, the services of a physician to care for injuries that occur during practice sessions should be established.

Participants who have been ill or injured should be readmitted to practice sessions or contests only upon the advice of a physician.

Certified officials should be engaged to officiate at all interscholastic contests.

The welfare of the individual boy should be the basic criterion upon which is determined whether or not the boy should participate in interscholastic athletics.

The controls outlined in the above recommendations are essential to a desirable program of interscholastic athletics in the junior high school. Careful observance of these controls assures optimum protection of the health and safety of the participants. A program of interscholastic athletics for junior high school boys should not be contemplated or continued when conditions or pressures prevent strict adherence to the recommended controls.



RECOMMENDATIONS FROM THE HANDBOOK<sup>2</sup>

IT IS THE DUTY OF ALL CONCERNED WITH JUNIOR HIGH SCHOOL ATHLETICS:

1. To provide as broad and varied an athletic program as is possible with an opportunity for competition on an equal basis for all students. A desirable program will encourage participation in intramural competition at several achievement levels and provide interschool competition in a modified sports program for the more talented in as large a variety of sports as is possible.
2. To realize that the individual schools have the final responsibility to equalize competition and must administer the program so that no over-matching of teams or individuals shall be permitted.
3. To conduct the athletic program so that educational objectives shall be achieved; so that the highest ideals of sportsmanship are upheld; so that no single phase of the educational program is promoted at the expense of other equally important programs.
4. To realize that the athletic program must be integrated with all other activities essential to junior high school youth, including those which may be conducted by out-of-school groups, to avoid an excessive load for any student.
5. To administer the program in such a manner that participants are properly examined, approved, equipped, insured, classified, instructed, and supervised so that as safe a program as is possible is conducted.
6. To administer the program so that there shall be no over-emphasis, no loss of school time, with limited publicity, competent officiating, limited awards, and every effort made to keep the program in its

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<sup>2</sup>Junior High School Committee, New York State Public High School Athletic Association, Handbook (Albany, New York: New York State Public High School Athletic Association, 1964), pp. 50-51.

proper perspective.

7. To provide qualified faculty leadership that understands the teaching of sports to this age group, the objectives of this modified sports program, and the emphasis on safety procedures.
8. To cooperate with schools in the area in providing an interschool athletic administrative unit that will achieve the objectives and will aid in the development of the highest type of cordial interschool relationships.
9. To conduct the program so that proper respect for authority is achieved and so that all evidences of undesirable athletic mannerisms are avoided.
10. To compete within the spirit of the rules, to give every opponent due credit and respect, and to make every effort to win honorably and to lose graciously.
11. To finance the program in such a manner it is not contingent on gate receipts for its financial support.
12. To cooperate with the Sectional Athletic Council in its efforts to provide sound leadership for all junior high schools in the section. No sectional team or individual championships are to be conducted at the junior high school level.

EXCERPTS FROM THE STATE BOARD OF EDUCATION'S REGULATIONS  
GOVERNING ATHLETICS IN THE PUBLIC SCHOOLS  
FOR GRADES SEVEN, EIGHT, AND NINE<sup>3</sup>

Each player must receive a medical examination by a physician each school year prior to the beginning of practice for participation in interscholastic athletic contests.

Students absent from athletic practice for five or more days due to illness or injury shall receive a medical examination by a physician for readmittance to practice and contests.

It is recommended that players be covered by adequate medical and accidental insurance and that medical aid be immediately available at all games involving bodily contact.

The head coach of interscholastic athletic teams shall be a bona fide member of the faculty and as such shall be responsible for the supervision of athletic teams during all practice, games, and trips.

There shall be no interscholastic athletic practice during the regular school day. This means team practice may not begin until after the last regularly scheduled instructional period.

There shall be no inter-school championship or tournament competition for boys and girls in grades seven and eight.

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<sup>3</sup>North Carolina Department of Public Instruction, Athletics in North Carolina Public Schools (Raleigh, North Carolina: Department of Public Instruction, 1965), pp. 14, 16.



CONCLUSIONS AND RECOMMENDATIONS FROM THE REPORT ON  
COMPETITIVE ATHLETICS BY THE COMMITTEE ON  
SCHOOL HEALTH COMPETITIVE ATHLETICS<sup>4</sup>

1. All children should have opportunities to develop skill in a variety of activities.
2. All such activities should take into account the age and developmental level of the child.
3. a. Athletic activities of elementary school children should be part of an over-all school program. Competent medical supervision of each child should be ensured.  
b. Health observation by teachers and others should be encouraged and help given by the physician.
4. Athletic activities outside of the school program should be on an entirely voluntary basis without undue emphasis on any special program or sport, and without undue emphasis upon winning. These programs should also include competent medical supervision.
5. Competitive programs organized on school, neighborhood and community levels will meet the needs of children 12 years of age and under. State, regional and national tournaments, bowl, charity, and exhibition games are not recommended for this age group. Commercial exploitation in any form is unequivocally condemned.
6. Body-contact sports, particularly tackle football and boxing, are considered to have no place in programs for children of this age.
7. Competition is an inherent characteristic of growing, developing children. Properly guided it is beneficial and not harmful to their development.
8. Schools and communities as a whole must be made aware of the needs for personnel, facilities, equipment, and supplies

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<sup>4</sup> Committee on School Health, Report: Competitive Athletics (Evanston, Illinois: American Academy of Pediatrics, 1956), p. 675.



which will assure an adequate program for children in this age group.

9. All competitive athletic programs should be organized with the co-operation of interested medical groups who will ensure adequate medical care before and during such programs. This should include thorough physical examinations at specified intervals, teaching of health observation to teachers and coaches, as well as attention to factors such as: a) injury; b) response to fatigue; c) individual emotional needs, and d) the risks of undue emotional strains.

10. Muscle testing is not, per se, a valid estimate of physical fitness, or of good health.

11. Participation in group activities is expected of every child. When there is a failure to do so, or lack of interest, underlying physical or emotional causes should be sought.

12. Leadership for young children should be such that highly organized, highly competitive programs would be avoided. The primary consideration should be a diversity of wholesome childhood experience which will aid in the proper physical and emotional development of the child into a secure and well integrated adult.

STATEMENT OF POLICY BY THE AMERICAN  
SCHOOL HEALTH ASSOCIATION<sup>5</sup>

At Kansas City (November, 1963) the Governing Council endorsed the "Alley Report" in principle and developed the following statement of policy in connection with its action:

1. The A.S.H.A. does not regard its endorsement in principle as an unequivocal recommendation for wide-scale inauguration of interscholastic athletic programs for junior high school boys;
2. The A.S.H.A. strongly discourages initiation of such programs until a community is completely convinced of its ability to provide long-term medical supervision, adequate leadership and safe conditions and provisions for play;
3. The A.S.H.A. recommends that all programs of interscholastic athletics in junior high schools be studied in the light of the Report, and that appropriate modifications be made where it is found that conditions do not meet the standards contained in the Report; and
4. The A.S.H.A. urges that the Report not be used to justify programs which do not meet all standards of health and safety as outlined in the Report.

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<sup>5</sup>J. H. Shaw, "Standards for Junior High School Athletics," Journal of School Health, XXXIV (April, 1964), pp. 167-68, citing the Governing Council, American School Health Association.

A. L. SMITH'S RECOMMENDATIONS FOR JUNIOR  
HIGH SCHOOL ATHLETICS<sup>6</sup>

1. Coaches with understanding of junior high school athletic problems who will look to the welfare of the boys and de-emphasize high pressure type tactics.
2. Revision of game rules and size of game areas to meet more adequately junior high school player abilities.
3. Limits to the number of games, length of periods, and extent of participation for any one player.
4. Establishment of maximum age limits as well as procedures for determining maturity (pubic hair growth) of players.
5. Limiting of participation, especially in football, to the physiologically mature ninth grader, with some consideration for the equally mature eighth grader.
6. Elimination of cheerleaders and the "do" or "die" type of so-called "school spirit."
7. Elimination of championships, trophies, and tournaments.
8. Limiting the "league" concept to an informal grouping of neighboring schools whose representatives meet for mutual convenience to establish common philosophy and procedures.
9. Resistance to attempts from senior high schools to use these teams as training grounds for the future varsity player.

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<sup>6</sup>A. L. Smith, "Director's Dilemma," Journal of Health, Physical Education, and Recreation, XXX, (May, 1959), p. 35.



J. W. JORDAN'S RECOMMENDATIONS FOR JUNIOR  
HIGH SCHOOL ATHLETICS<sup>7</sup>

The interscholastic sports program must be structured upon the needs of the participants. Emphasis must be on health, safety, sportsmanship, leadership development, fellowship, and the importance of teamwork in success. The program must be "child-centered" and definitely not "high-school-centered." A program whose purpose is simply to provide trained persons for the senior high-school sports program cannot be justified.

The program must be limited. The number and types of sports must be carefully selected. There is much evidence that body-contact sports, such as football, are unsuited for the junior high-school boy. Most contests, if not all, should be played in the afternoon. The number of schools in the league and traveling distance between them should be kept at a minimum.

Mass attendance, to swell income for the sports program, should not be encouraged. Newspaper and television publicity (especially of individual players) should be kept at a minimum. There is little or no value in a Dad's or Booster's Club.

Constant supervision is the key to an acceptable interscholastic athletic program. Supervision should be invested in a committee of the principals of the schools involved or a league commissioner.

For effective supervision, general policies governing the program should be thoughtfully adopted. These policies should cover such things as membership in the league, public relations, game scheduling, length of game periods, eligibility of participants, half-time shows, admission costs, handling of funds, responsibility of coaches, game managers, and officials and their pay scale, and insurance for the participants.

Administrative control of the program must be maintained

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<sup>7</sup>J. W. Jordan, "Interscholastic Athletics--Yes or No?" National Association of Secondary-School Principals Bulletin, XLVII (October, 1963), pp. 5-6.



diligently by the principals. Every effort to enlarge or glorify the program should be carefully scrutinized and measured against the standard: "Is this for the welfare of the students participating and the morale of the student body?"

## APPENDIX II

## INQUIRY FORMS AND RELATED MATERIALS

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APPENDIX II

INQUIRY FORM AND RELATED MATERIALS

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INQUIRY FORM AND RELATED MATERIALS

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## COPY OF COVERING LETTER

Director  
Boys' Physical Education

Dear Sir:

As a part of a thesis project to meet the requirements for the M.A. degree, I am attempting to chart some of the practices in boys' interscholastic athletics in the separate junior high schools of North Carolina. I feel that this study will give us the opportunity to find out what other junior high schools of varying sizes are doing in this field. It may also indicate directions for planning and improvement of our program.

In order to complete this study I need your help. Would you take fifteen minutes to complete the enclosed form and return it to me in the stamped envelope provided?

Only the size of your school will be used to identify the material used in the study. Please be certain that neither your name nor the name of your school is placed on any of the returned material.

To facilitate tabulation of results, I would like to have the forms returned by February 20, 1965.

Thank you very much for your time and cooperation.

Sincerely,

William W. Burton  
Director  
Boys' Physical Education  
Curry Laboratory School  
U.N.C.-G.

## COPY OF THE INQUIRY FORM

CURRENT PRACTICES IN INTERSCHOLASTIC ATHLETICS FOR BOYS  
IN SEPARATE JUNIOR HIGH SCHOOLS OF NORTH CAROLINA

NOTE: For the purposes of this study the following definition of "interscholastic athletics" will be used: "Competition between schools within or outside any given system, when organized on a team basis wherein team members are selected not by desire to participate alone, but with weight being given to the skill level of the applicant."

## DIRECTIONS

Check the most appropriate answer(s) to each question. Give particulars when requested in the space provided or on a separate sheet. If the situation or practice at your school is not covered by the answer(s) given, state your situation or practice on a separate sheet.

1. What was the enrollment in your school as of September 1964? \_\_\_\_\_
2. Do you have an interscholastic athletic program? If "no," answer no further questions. If "yes," please answer the following. Yes\_\_\_ No\_\_\_
3. Do you have a written "Philosophy" upon which your interscholastic athletic program is based? Yes\_\_\_ No\_\_\_
4. Are your interscholastic teams a direct outgrowth of intramural participation or do they operate as a separate program?  
Direct outgrowth of intramurals \_\_\_\_\_  
Operate as a separate program \_\_\_\_\_
5. Do persons other than the physical education staff participate in planning the interscholastic program at your school? Yes\_\_\_ No\_\_\_  
If "yes," please state the position \_\_\_\_\_



of such persons.

\_\_\_\_\_

\_\_\_\_\_

6. Are all coaches of interscholastic teams members of the physical education staff of your school? Yes \_\_\_ No \_\_\_  
 If "no," are all coaches of interscholastic teams members of the faculty of your school? Yes \_\_\_ No \_\_\_  
 If "no," please specify their position.
- \_\_\_\_\_
- \_\_\_\_\_
7. Do all coaches of interscholastic teams in your school have a North Carolina Class A certificate in the field of physical education? Yes \_\_\_ No \_\_\_  
 If "no," do all have at least a minor in physical education on their academic record? Yes \_\_\_ No \_\_\_
8. Is your administrative policy such that the interscholastic coach must give first priority to his teaching duties? Yes \_\_\_ No \_\_\_
9. What sports does your interscholastic program include?
- |  |  |                                   |
|--|--|-----------------------------------|
| <input type="checkbox"/> Football      | <input type="checkbox"/> Swimming      | <input type="checkbox"/> Golf     |
| <input type="checkbox"/> Soccer        | <input type="checkbox"/> Wrestling     | <input type="checkbox"/> Baseball |
| <input type="checkbox"/> Cross Country | <input type="checkbox"/> Tennis        | _____                             |
| <input type="checkbox"/> Basketball    | <input type="checkbox"/> Track & Field | _____                             |
10. With what schools do you participate?
- Schools within your administrative system only.  
 Schools outside your administrative system only.  
 A combination of the above or other. Give particulars.
11. Do you compete for any championship(s)? Yes \_\_\_ No \_\_\_  
 If "yes," please list in what sport or sports.
- City or County Championship \_\_\_\_\_
- Other (please specify) \_\_\_\_\_

12. When are your interscholastic games scheduled? (Include days customarily used in the scheduling of all sports.)

- Monday through Thursday afternoons only.
- Friday afternoon only.
- Saturday afternoon only.
- Friday and/or Saturday nights only.
- Combination of above or other. Please specify.

13. Are participants in interscholastic athletics excused from any regular class time in order to participate in a game?

Yes \_\_\_ No \_\_\_

If "yes," please estimate the number of times per school year such excuses are made.

\_\_\_\_\_

What is the average class time per incidence that such an excuse would involve?

- 30 minutes or less
- 1 hour or less
- $\frac{1}{2}$  day or less
- more than  $\frac{1}{2}$  day

14. How many days per week do you normally practice for an interscholastic sport? (Count days on which a game is played as a practice day.)

\_\_\_\_\_

15. How long is your average practice session?

- Less than 1 hour
- 1 hour
- $1\frac{1}{2}$  hours
- 2 hours
- longer than 2 hours

16. Are members of interscholastic athletic teams excused from regular physical education classes?

Yes \_\_\_ No \_\_\_

If "yes," please state the particulars of this policy.

17. Do you use certified officials for all games?

Yes \_\_\_ No \_\_\_

If "no," please give particulars and state source of officials.

Practice only.       Neither practice nor games.  
 Games only.       Other. Please specify.  
 Both practice and games.

18. How is your interscholastic athletic program financed?
- Local school board budget only.  
 Gate receipts only.  
 Fund raising projects only.  
 Financial help from your high school only.  
 Combinations of above or other. Give particulars.
19. Is insurance available for each player on interscholastic teams? Yes \_\_\_ No \_\_\_  
 If "yes," please answer the following:  
 Who pays the premium for this insurance?  
 Student pays all.  
 School pays all.  
 Combination. Please state particulars.
- Do all players carry this insurance? Yes \_\_\_ No \_\_\_  
 If insurance coverage varies for different sports, please explain situation on separate sheet.
20. Are interscholastic coaches paid salary supplements for coaching duties? Yes \_\_\_ No \_\_\_
21. Does the school provide all equipment (including apparel) used for interscholastic practice and games? Yes \_\_\_ No \_\_\_  
 If "no," please specify what items are furnished by the players.
22. How would you classify your athletic protective equipment?  
 Excellent, top quality.  
 Good  
 Fair  
 Poor
23. Does the school provide shower facilities and clean towels after every practice and game?  
 Practice only.  Neither practice nor games.  
 Games only.  Other. Please specify.  
 Both practice and games.

24. Do you have a physician in attendance at all football games? Yes \_\_\_ No \_\_\_

25. Do you have a physician in attendance at any interscholastic contests other than football? Yes \_\_\_ No \_\_\_

26. Do you require a physician's release for re-admission to practice or games after illness or injury? Yes \_\_\_ No \_\_\_  
If "yes," please state any limiting factors in this policy.

27. Do you have awards for interscholastic athletics? Yes \_\_\_ No \_\_\_  
If "yes," what is your award?  
\_\_\_ School monogram only.  
\_\_\_ Other. Please specify

Please estimate the monetary value for each award. \_\_\_\_\_

28. Do you give awards for outstanding individuals in athletics? Yes \_\_\_ No \_\_\_  
If "yes," please state what awards are given and estimate their monetary value.

29. Do you have an "Awards Day" or other ceremony at which the athletic awards are presented? Yes \_\_\_ No \_\_\_

30. Are your interscholastic events covered by the local newspaper? Yes \_\_\_ No \_\_\_  
If "yes," would you estimate the number of column inches of space devoted to your athletic program per week? \_\_\_\_\_

31. Does your school have a Cheerleaders Squad? Yes \_\_\_ No \_\_\_

32. Does your school have pep rallies?  
\_\_\_ Never                      \_\_\_ Usually  
\_\_\_ Occasionally            \_\_\_ Always



33. Does your school have a Pep Club or other official group of students and/or faculty which functions to promote enthusiasm for sporting events? Yes \_\_\_ No \_\_\_

34. Does your school have a Boosters' Club or other organized group of persons other than the students and/or faculty which functions to promote enthusiasm for sporting events? Yes \_\_\_ No \_\_\_

Thank you again for giving your time and energy to this study. Please be sure that neither the name of your school nor your name appears on this form.

Please return this form to: Mr. William Burton  
Curry Laboratory School  
U.N.C.-G.  
Greensboro, N.C. 27412

Please return the form by February 20, 1965, if at all possible.

If you wish a copy of the findings of this study, please send your name and address along with your request to the above address.

I have not had time to finish the form, but I will return it.

I have misplaced the form. Could you send me another? (Please give return address)

I would rather not participate in the study.

COPY OF FOLLOW-UP DOUBLE POST CARD

Dear Sir:

Through the cooperation of people such as you, I have returns on over 70% of the inquiry forms concerning practices in junior high school athletics. In order to make this study as comprehensive and valid as possible, I would like to include all of the schools in our state. If you have not returned your form, would you check the attached card and drop it in the mail to me.

Thank you once again for your assistance.

Sincerely,

William W. Burton  
UNC-G

\_\_\_\_\_ I have not had time to finish the form, but I will return it.

\_\_\_\_\_ I have misplaced the form. Would you send me another? (Please give return address)

\_\_\_\_\_ I would rather not participate in the study.

SCHOOLS PARTICIPATING IN THIS STUDY

Administrative Unit

School

Burlington

Broad Street Junior  
Turrentine Junior

Asheville

David Millard Junior  
Hall Fletcher Junior

Kannapolis

J. W. Cannon

Hickory

College Park Junior  
Grandview Junior

Shelby

Shelby Junior

Fayetteville

Alexander Graham Junior  
Horace Sisk Junior  
Washington Drive Junior

Thomasville

Main Street Junior

Durham County

George L. Carrington

Durham City

Brogden Junior  
Carr Junior  
Whitted Junior  
James E. Shepard Junior

Forsyth

Hanes Junior  
Dalton Junior  
Hill Junior  
Northwest Junior  
Philo Junior  
Wiley Junior  
Mineral Springs Junior  
Kernersville Junior  
Robert B. Glenn Junior  
Walkertown Junior  
Paisley Junior

Gastonia

Arlington Junior  
Wray Junior

Administrative Unit

School

Greensboro

Kiser Junior  
Lindley Junior  
Lincoln Junior

High Point

Ferndale Junior  
Northeast Junior

Mooreville

Mooreville Junior

Statesville

Oakwood Junior

Sanford

Sanford Junior

Mecklenburg

Eastway Junior  
Hawthorn Junior  
Piedmont Junior  
Sedgefield Junior  
Herbert Spaugh  
Wilson Junior  
Alexander Graham Junior  
McClintock Junior  
Smith Mason Junior  
Cochrane Junior  
Alexander Junior

Rocky Mount

R. M. Wilson Junior  
G. R. Edwards Junior  
J. W. Parker Junior

New Hanover

Sunset Park Junior  
Williston Junior

Asheboro

Asheboro Junior

Leaksville

Leaksville Spray Junior

Reidsville

Reidsville Junior

Rowan

China Grove Junior

Mount Airy

Mount Airy Junior

Transylvania

Brevard Junior

Raleigh

Hugh Morson Junior  
Josephus Daniels Junior  
Leroy Martin Junior

Goldsboro

Goldsboro Junior