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A history of the National Athletic Trainers' Association, 1974-1988

William J. Vine
San Jose State University

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1974–1988**

Vine, William Jack, M.A.

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A HISTORY OF THE NATIONAL ATHLETIC
TRAINERS' ASSOCIATION,
1974-1988

A Thesis

Presented to

The Faculty of the Department of Human Performance
San Jose State University

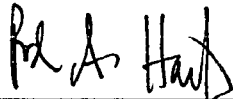
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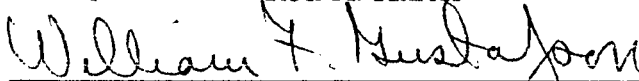
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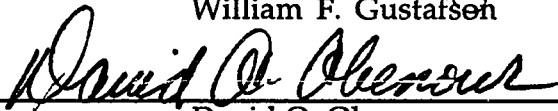
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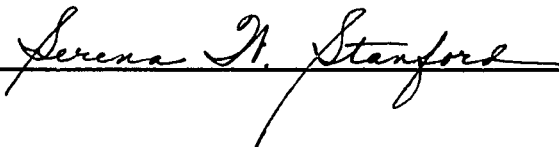


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ABSTRACT

THE HISTORY OF THE NATIONAL ATHLETIC TRAINERS' ASSOCIATION, 1974-1988

by William J. Vine

The purpose of this study was to summarize the major events, advancements, and continued development of the National Athletic Trainers' Association (NATA) between January 1974 and December 1988. Data used in the writing of this thesis were obtained from a review of a series of historical documents and oral and/or telephone interviews with selected prominent leaders within the Association. A series of short biographical profiles of six selected prominent leaders within the Association during this period is presented. Three major areas that have helped the NATA advance as a major allied health care profession were researched. These three areas are: (a) professional education, with two subsections, curriculum development and continuing education; (b) certification; and (c) state licensure. Additionally, issues that have helped the NATA gain national recognition, namely its public relations campaign and corporate sponsorship programs, were investigated. Future projections, conclusions, and recommendations regarding the Association are presented.

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Next, I would like to thank all of the members of the National Athletic Trainers' Association who participated in the study for their input and insight into the Association.

On a more personal level, I am deeply indebted to my parents, the Marmion's, and the Halliday's for their help, support and encouragement. I am especially thankful for the support and encouragement given to me by my fiancée, Sharleen Dana, who endured the completion of this study with me. She was the driving force behind the effort to complete this work. Without Shari's understanding and forgiving nature, and willingness to sacrifice our time together, this thesis would not have been completed. She shares the credit with me for the successful completion of this study.

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CHAPTER I

Introduction

While the existence of athletic trainers can be traced to the days of ancient Athens and Rome, it was not until the early 1900s, when football became a national sport, that athletic trainers started to play a major role in the health care of athletes in the United States (Arnheim, 1985).

In the early twentieth century, those who called themselves athletic trainers were typically of limited educational experiences from various backgrounds who associated with athletic teams. They were usually considered nothing more than a "water boy" or someone who gave rub-downs (O'Shea, 1980).

In contrast, the present-day, entry-level certified athletic trainer must have completed a baccalaureate degree with specific course work requirements complemented by extensive clinical experiences. Today's athletic trainer must possess the following professional competencies in order to be certified by the National Athletic Trainers' Association (NATA): (a) the prevention of athletic injuries/illnesses, (b) the evaluation and recognition of athletic injuries/illnesses and appropriate medical referral, (c) first aid and emergency care, (d) the rehabilitation and reconditioning of athletic injuries, (e) organization and administration of athletic training programs, (f) counseling and guidance of athletes, and (g) education of athletes, parents, and coaches (NATA, 1983).

In 1916, S. E. Bilik, M.D., considered by many to be the "father" of athletic training in the United States, published the Trainers' Bible. It was the first

publication written specifically for the prevention and management of athletic injuries (O'Shea, 1980).

Kansas pharmacists Frank and Charles Cramer, through their Cramer Chemical Company, were instrumental in the early organization and subsequent advancement of the athletic training profession. In 1922, the Cramers founded a company that sold liniments and athletic injury care supplies. In 1932, the Cramers first published The First Aider, a monthly newsletter that described the latest techniques of athletic injury care and management, and provided a forum for the exchange of ideas among athletic trainers throughout the United States (O'Shea, 1980).

The first national association for athletic trainers, the National Athletic Trainers' Association (NATA) was formed in 1938 in Des Moines, Iowa, and was conceived by Charles Cramer and Bill Frey, the athletic trainer at the University of Iowa (O'Shea, 1980). The NATA made several attempts to disseminate information related to the care and management of athletic injuries by publishing a monthly newsletter, the NATA Bulletin (O'Shea, 1980). In 1941, this bulletin was replaced by the first journal related to athletic injury care, the Trainers' Journal (O'Shea, 1980).

The NATA was dissolved in 1944, its failure attributed to the following reasons: (a) World War II, (b) communications and travel difficulties, and (c) professional jealousy and lack of professional unity among the members (O'Shea, 1980).

By 1947 the United States was in the process of recovery from the stresses of World War II, and athletic trainers had begun to form regional associations within the athletic conferences of that era. Based upon the widespread

enthusiasm for and success of the conference associations, athletic trainers initiated discussions with the goal of reorganizing the national association (O'Shea, 1974).

On June 24, 1950, in Kansas City, Missouri, the present national association was reorganized, again calling itself the National Athletic Trainers Association (NATA) (O'Shea, 1980). The first meeting of the reorganized NATA was presided over by Frank Kavanaugh of Cornell University. The national secretary was Charles Cramer of the Cramer Chemical Company. There were 101 athletic trainers who attended the 1950 meeting (O'Shea, 1980).

Membership and representation within the reorganized NATA was arranged in a manner that divided the United States into nine geographic regions or "districts" within the association (Appendix A). Most of these districts originated from the conference organizations. Several realignments have taken place since the organizational scheme implemented in 1950, including the addition of Canada in 1955 to create 10 districts within the NATA (O'Shea, 1974). The geographical areas which comprise the ten 1988 NATA districts are presented in Appendix B.

The reorganized national association was founded on "democratic" and "state's rights" principles (O'Shea, 1980). The NATA was democratic in the sense that authority was shared among the directors of the nine conference associations. The principle of state's rights implied that each district had control over the members in its territory (O'Shea, 1980). The purpose of the reorganized NATA was "to build and strengthen the profession of athletic

training through the exchange of ideas, knowledge and methods of athletic training" (O'Shea, 1980, p. 28).

The decade of the 1950s was a period of maturation for the young Association. In 1951 the first constitution and bylaws were written and adopted by the Association. In 1952 the NATA adopted an emblem that would signify its organization. By 1955 members of the Association began to realize the need to gain formal recognition by the American Medical Association (AMA) in order to become an accepted, professional health care organization. A committee, headed by William Newell of Purdue University, was formed for this purpose (O'Shea, 1974).

The year 1955 was also the last year that a member of the founding Cramer family held a national office in the NATA. John Cramer resigned as national secretary and, in an election by the members, William Newell was selected as the new national secretary (O'Shea, 1974).

In 1957 the NATA adopted a code of ethics for the purpose of distinguishing appropriate professional practices from those practices which might be detrimental and harmful. In 1959, the NATA Committee on Gaining Recognition, in an effort to raise the educational and professional standards of its future members, developed an academic curriculum designed for implementation in the colleges and universities in the United States (O'Shea, 1974).

The 1960s brought continued efforts to establish the credibility of the Association and the profession of athletic training as a bona fide allied health profession. In 1961 the NATA gained a measure of credibility when the American Medical Association's (AMA) Committee on the Medical Aspects

of Sports officially recognized the NATA as an ethical professional unit. In a memo sent to the NATA, the AMA recognized the efforts the Association was making to raise the professional and educational standards of the athletic training profession and its members (O'Shea, 1974).

In 1967, the AMA officially recognized "the importance of the role of the professionally prepared athletic trainer as a part of the team responsible for the health care of the athlete" (Staff, 1984, p.284). The AMA commended the NATA for its efforts to improve the professional standards of both its members and the athletic training discipline (Staff, 1984).

December 31, 1969, marked the implementation of a plan by the NATA to verify the academic knowledge and clinical skills of athletic trainers. This nationwide program to certify athletic trainers by the NATA was intended to establish minimum standards of competency for those engaged in the athletic training profession.

Members of the NATA who were actively engaged in the profession in 1969 were recognized as "certified" athletic trainers through a grandfather clause in the certification guidelines. From December 31, 1969 forward, all athletic trainers who wished to become certified by the NATA were required to pass written and oral/practical examinations. The examination was developed by members of the NATA with assistance from a testing agency in New York City, the Professional Examination Service of the American Public Health Association (O'Shea, 1974). In August, 1970, the first NATA certification test was administered to 14 candidates in Waco, Texas (Westphalen & McLean, 1978).

Major organizational restructuring of the NATA also occurred in 1970; its purposes were to improve the service to its membership, and to insure the continual professional development of its members (O'Shea, 1974).

As a result of the 1970 organizational restructuring of the NATA, administrative officers, division directors, committee chairs and committee members, district directors and district secretaries were established. The officers under this new administrative plan were (a) the executive director; (b) the president; (c) a board of directors, consisting of one elected representative from each of the 10 districts; (d) the administrative assistant; (e) the advisory committee; (f) the parliamentarian; and (g) an executive council (O'Shea, 1974). The job description and responsibilities of each of these individuals and groups is presented in Appendix C.

By 1973, the membership of the NATA had grown from 101 members in 1950, to more than 2,370 members (O'Shea, 1974).

Statement of the Problem

For nearly one quarter of a century (1950-1974), no official record of the activities and development of the National Athletic Trainers' Association was published. O'Shea (1974) wrote a master's thesis entitled The History and Development of the National Athletic Trainers' Association. In his research, O'Shea chronicled the formative years of the athletic training profession and the subsequent development of its national organization, the NATA.

Purpose of the Study

The purpose of this study was to summarize the major events, advancements, and continued developments of the National Athletic Trainers' Association between January 1974 and December 1988.

Importance of Study

It is important that a professional association such as the National Athletic Trainers' Association have an accurate, current historical record of its development and growth in order to provide its leaders with a reference when making policy decisions that will impact its membership. Additionally, members of the NATA are entitled to have access to a complete chronological record of the organization in order to more fully comprehend its development during the early years (1900-1950) when athletic trainers were, for the most part, typically of limited educational backgrounds and unorganized, to the present college-educated athletic injury specialists of today.

Since the completion of O'Shea's thesis (1974) no updated record of the activities and continued development of the NATA has been published. The importance of collecting and recording the activities of the organization during the period from January 1974 to December 1988 is essential to update the history of the NATA.

The author, in the writing of this thesis, will recover valuable historical information, that will help to bridge the time span between the last published record of the association until December 1988. It should be noted that the author has received the official sanction of the NATA for this work, and thus was appointed, in June, 1989, to the position of National Chairperson of History and Archives, by the NATA board of directors.

Delimitations of the Study

The materials and information regarding the events and activities of the NATA were delimited to those which described the period from January 1974

to December 1988, in effect serving as an addendum to O'Shea's 1974 chronicle of the first 25 years of the NATA.

Definition of Terms

Athletic training. "The art and science of prevention and management of injuries at all levels of athletic activity" (Staff, 1974, p. 47).

Athletic trainer. "One who is the practitioner of athletic training" (Staff, 1974, p. 47). "One who possesses an established level of competency in the knowledge and skills defined by the NATA's Professional Education Committee's Competencies" (Staff, 1984, p 327).

Board of directors. Elected, certified NATA members that serve as the NATA's legislative body. The board of directors has the "final authority in determining acceptance, modification, or rejection of committee recommendations" (O'Shea, 1974, p. 168).

Certified Athletic Trainer. One who successfully completes all three sections of the NATA certification examination verifying entry-level competency in the knowledge and skills of athletic training profession. To be eligible to take the NATA certification examination, an individual must (a) show proof of graduation from a 4-year accredited college or university in the United States, and (b) successfully complete either one of two programs of study sanctioned by the NATA (approved athletic training education program or internship requirements), or a prescribed number of hours of clinical internship under the direct supervision of a NATA certified athletic trainer, (c) submit proof of current American National Red Cross Standard First Aid Certification and cardiopulmonary resuscitation (CPR), (d) verify that at least 25% of clinical hours were attained in high-risk sports; (e) submit an

endorsement of certification from a NATA certified athletic trainer, and (f) submit a completed certification application to the NATA (NATA, 1988a).

Athletic Trainer, Certified. An allied health professional who has successfully completed the college/university undergraduate degree, fulfilled the requirements for certification as established by the board of certification of the National Athletic Trainers' Association, Inc., and has passed the NATA certification examination administered by the NATA board of certification. The six domains of athletic training from which specific tasks are measured in the examination are: (a) prevention of athletic injuries; (b) recognition and evaluation of athletic injuries; (c) management, treatment and disposition of athletic injuries; (d) rehabilitation of athletic injuries; (e) organization and administration of athletic training programs; and (f) education and counseling of athletes. The certified athletic trainer works under the direction of a licensed physician in the practice of the art and science of athletic training (Staff, 1985, p. 265).

Executive Director of National Athletic Trainers' Association. The official spokesperson for the NATA concerning business and governmental affairs of the Association; implements the mandates and policies of the NATA determined by the board of directors (NATA, 1987).

National Athletic Trainers' Association (NATA). Founded in 1950, the sanctioned governing organization of athletic trainers in the United States. "An organization dedicated to the advancement, encouragement, and improvement of the athletic training profession" (NATA, 1975, p. 1).

Nontraditional athletic trainer. An athletic trainer who is employed outside of the traditional settings of employment (scholastic, collegiate, professional), and is working either in clinical, industrial, or corporate settings (Timothy Communications, 1989).

President of the NATA. "Serves as the official spokesman for the board of directors and the NATA concerning public relations and speaking engagements for the membership" (NATA, 1987, p. 3). To date, all presidents of the NATA have been males, and a chronological list is presented in Appendix D.

CHAPTER II

Review of Literature

An extensive review of the literature related to the history of the NATA revealed only one published reference. The sole source, a master's thesis by O'Shea (1974) is entitled The History and Development of the National Athletic Trainers Association. In his work, O'Shea summarized the history of athletic training from the early 1900s until 1938, and the history and development of the NATA from 1938 to 1974. O'Shea's research was subsequently validated and published by the NATA in 1980, in bound form, entitled A History of the National Athletic Trainers Association. His work was the first and only published chronicle of the history of the NATA to date.

O'Shea's thesis traced athletic training from the classical days of the Greek and Roman civilizations to the United States in the late 19th and early 20th centuries. In the early 1900s when football became an intercollegiate sport in the United States, the number and severity of athletic injuries greatly increased (O'Shea, 1974). The advent of intercollegiate athletics in the United States, in general, and specifically, the increased participation in intercollegiate football, facilitated the genesis of the modern athletic training profession.

Also contained in O'Shea's work (1974) were biographical sketches of individuals considered to be the "founding fathers" of modern athletic training. O'Shea researched the lives of S. E. Bilik, M.D., who in 1916 wrote the first publication on the management of athletic injuries, Trainers' Bible. According to O'Shea, Bilik was one of the first instructors of extensive courses in athletic injury care. O'Shea also wrote biographical sketches on brothers

Frank and Charles Cramer of the Cramer Chemical Company, who manufactured liniments and supplies specifically for the use in the treatment of athletic injuries. The Cramers were instrumental in the early development of the NATA, as the Cramer Chemical Company underwrote most of the financial costs of the early Association, and Charles served as the first national secretary of the NATA.

O'Shea also analyzed the development of the NATA from its failed attempt (1938-1944) to the present-day association which was organized in 1950. O'Shea (1974) chronicled the actions of the NATA that transformed the athletic training profession from a collection of individuals who typically had limited educational backgrounds and were unorganized, to the college educated athletic injury specialists of today.

CHAPTER III

Procedures and Methodology

The purpose of this study was to summarize the major events, advancements, and continued developments of the National Athletic Trainers' Association between January 1974 and December 1988.

By means of a thorough review of the minutes of the NATA board of directors meetings and annual business meetings from 1974 to 1988, pertinent areas for historical research were identified. The specific areas of investigation selected for this study were: (a) personal profiles of selected prominent leaders in the athletic training profession, (b) the evolution of the certification process of athletic trainers, (c) professional education committee actions, (d) the introduction of continuing education requirements, (e) state licensure of athletic trainers, (f) public relations efforts, (g) corporate sponsorship of the NATA, and (h) projections for the future of the NATA and the athletic training profession.

Specific information was obtained from the following sources: (a) minutes from the NATA semiannual board of directors meetings and the annual business meetings; (b) open letters to the membership of the Association by the presidents; (c) specific articles directly related to this investigation published in the Association's journal, Athletic Training; and (d) oral/telephone interviews with prominent members of the NATA to include the current and past presidents of the NATA, and current and past committee chairpersons.

Telephone interviews were used to obtain information and historical perspectives on issues from prominent leaders within the NATA. All

interviewees signed and returned an informed consent form for human subjects, approved by the Institutional Review Board at San Jose State University prior to responding to any questions over the telephone (Appendix E). A preliminary contact, via a letter, preceded each telephone interview (Appendix F). All interviewees received the actual questions to be asked in advance of the telephone interview in order to provide each person the opportunity to formulate his answers, thus improving the quality of the interview. The questions asked of selected prominent members of the NATA are presented in Appendix G.

All telephone interviews were electronically recorded by means of an audio tape recorder. All quoted information was transcribed, and a copy sent to each interviewee for review and verification of information. Each interviewee signed and returned the verification information.

The interviewees selected for inclusion into this study were chosen based upon their area of responsibility and expertise within the NATA, past or present, that corresponded with the pertinent areas for historical review established by the author.

Likewise, the questions asked during the telephone interviews were developed with regard to the pertinent areas of historical review in order to gain greater insight into those areas. When more than one individual had been identified with expert information within an identified area, each interviewee received the same basic questions, with minor variations.

CHAPTER IV

Prominent Leaders of the National Athletic Trainers' Association

Every organization, when looking into its history, can identify certain members who were pivotal to its formation, members who, because of their leadership and dedication to the task, laid the very foundations of the organization. The reader, as well as the members of the Association, need to realize that these individuals received no financial compensation for their efforts. Each sacrificed a certain portion of his personal life for the advancement of the profession. Along with the personal sacrifices of the individuals, their families' sacrifices must also not be forgotten.

In many cases, the leaders of the NATA gave tirelessly to promote a profession they believed in, to promote an idea that the field of athletic training should be a bona fide profession, and that its members should be proud to be a part of it.

When examining the history of the NATA and the athletic training profession, there are many individuals who are worthy of inclusion in a chapter such as this, individuals such as NATA Hall of Fame members Jack Heppinstall, Michigan State University; Frank and Charles Cramer, Cramer Chemical Company; Henry Schmidt, Santa Clara University; Eddie Wojecki, Rice University; Ken Rawlinson, University of Oklahoma; and Wes Knight, University of Mississippi, just to name a few. These individuals and others like them contributed to the advancement of athletic training and the National Athletic Trainers' Association.

This chapter will chronicle the contributions of several of the individuals who played significant roles in the shaping of the present NATA during the period spanned by this study.

William E. "Pinky" Newell (1920-1984)

It seems only fitting to begin this chapter with a discussion of the professional life of William E. "Pinky" Newell. "Pinky," a nickname he acquired because of his ruddy complexion, is considered by many to be the "father of the NATA" (W. H. Chambers, personal communication, October 10, 1989).

Newell was the executive secretary of the NATA from 1955 to 1968, and is credited with putting "the NATA on the map as a nationally recognized organization" (Legwold, 1984, p. 251).

Born in Enid, Oklahoma in June 1920, Newell grew up in Stafford, Kansas where he played high school football. He played varsity college football at Purdue University from 1941-1943, where he was a 150-lb. center. Newell graduated from Purdue in 1943 with a bachelor's degree in physical education. After graduating he joined the U.S. Marine Corps during World War II as a Lieutenant with the 29th Marines, 6th Division. He served in various landings in the Pacific, including one that helped take Okinawa in 1945 (Legwold, 1984).

After his discharge from the Marines in 1946, he enrolled in the physical therapy program at Stanford University where he earned a postgraduate certificate of physical therapy in 1948. After his graduation from Stanford he accepted a position at Washington State University as an athletic trainer. The

next year he returned to Purdue as the head athletic trainer, a position he held from 1948 to 1978 (Legwold, 1984).

Newell was elected executive secretary of the NATA in 1955 and, almost immediately, the public image of the athletic trainer began to change. Before Newell's election, many of the athletic trainers were considered to be "eccentric characters" or "good old boys." Most of the old-time athletic trainers had very little or no formal education. In fact, many old-time trainers didn't want anyone with a formal education to work with them (Legwold, 1984). Ideas and techniques were usually not shared among athletic trainers, leaving many athletic trainers to rely upon trial-and-error methods to achieve successful treatment of athletic injuries (Legwold, 1984).

Unlike many of his contemporaries, Newell was formally educated with an extensive background in anatomy, physiology, kinesiology, therapeutic modalities, and rehabilitation therapy. One of Newell's first actions as executive secretary was to raise the level of competency within the athletic training profession, asking the NATA board of directors to make the baccalaureate degree a requirement for membership in the NATA. This proposal was met with strong opposition by the older NATA members for nearly a decade. However, in time, Newell's recommendation became widely accepted (Legwold, 1984).

As executive secretary, Newell worked to make improvements in the NATA, not worrying about complaints of his running a "one-man show" (Legwold, 1984). When his ideas faced opposition, he sought counsel from other members he thought could offer him good advice, and then went on promoting the continued development of the NATA (Legwold, 1984).

Among Newell's major accomplishments as executive secretary were the writing of the first code of ethics, and coauthoring the constitution of the NATA with Howard Waite, former head athletic trainer at the University of Pittsburgh. Other major achievements included the establishment of the NATA Journal in 1956, the conception of the first phase of the certification of athletic trainers in 1965, and the subsequent implementation of the certification process in 1969 (Legwold, 1984).

During Newell's 13-year tenure as executive secretary, many organizations recognized the NATA as a bona fide professional athletic health care organization, including the National Collegiate Athletic Association, the American Physical Therapy Association, the American College Health Association and the then American Association of Health, Physical Education and Recreation. However, the recognition that Newell coveted most came in 1967 when the NATA was officially recognized as a professional organization by the American Medical Association (Legwold, 1984).

Newell resigned as the executive secretary of the NATA in 1968, but remained active in the Association by chairing its Professional Advancement Division from 1968 to 1972 (Staff, 1984). He helped to increase the number of schools that offered NATA approved curriculums from 4 in 1958 to 75 in 1984 (Legwold, 1984). From 1972 until his death, Newell was the chairperson of the NATA Grants and Scholarships Committee (Staff, 1984).

In 1976 William E. Newell retired as the head athletic trainer at Purdue University because of a cardiac ailment. He remained as the chief physical

therapist at University Hospital and assistant professor of physical education until his death in 1984 (Legwold, 1984).

Newell was the recipient of many awards, including: the NATA 25-year Service Award (1971); induction into the Helms Hall of Fame (1972); the first recipient of the Distinguished Educator Award, presented by the NATA's Professional Education Committee (1984); and the Distinguished Service Athletic Trainer Award from the American Orthopaedic Society for Sports Medicine (1982) (Staff, 1984).

If only one word could be used to describe William Newell's efforts as NATA executive secretary, that word would be professionalism. Under Newell's direction, the modern athletic training profession was born. Through his leadership, he guided a group of unorganized individuals who were typically of limited educational backgrounds, and transformed them into a group of allied health professionals worthy of national recognition. Under his leadership, educational standards were improved and professional competency levels were established.

William E. "Pinky" Newell died on October 13, 1984.

Sayers J. "Bud" Miller, Jr. (1930-1980)

Bud Miller was the chairperson of the NATA's Professional Education Committee from 1968 until 1980. It is directly through his efforts that the present athletic training education curriculums were established (S. J. Miller III, personal communication, October 24, 1989).

Miller was born October 5, 1930, in West Lafayette, Indiana. Miller grew up in West Lafayette, living on the Purdue University campus, and attended West Lafayette High School. His father was the University's team physician

and director of student health services. He graduated from Purdue University in 1953 with a baccalaureate degree in health and physical education. In 1954, he earned a master's degree from Purdue in health education (S. J. Miller III, personal communication, October 24, 1989).

Miller was very active and competitive in high school football, wrestling, and baseball. However, he suffered numerous concussions, and eventually developed Bell's palsy after running into a goal post. Because of Miller's health, his father did not allow him to turn out for collegiate sports (S. J. Miller III, personal communication, October 24, 1989).

While a student at Purdue, Miller often worked with his father during the summers with the various sports teams. It was during this time that he met and became friends with William "Pinky" Newell. Newell and Miller developed a deep friendship. Miller looked to Newell as a big brother, and then as a father figure when his own father died while he was still in college. It was during this time that Miller became interested in the athletic training profession. His work with his father and his association with Newell sparked an interest in Miller that led to a lifelong devotion to the athletic training profession (S. J. Miller III, personal communication, October 24, 1989).

In 1955, Miller was hired at Blue Island High School, located in South Chicago, Illinois, where he was a teacher and wrestling coach. He remained at Blue Island 1 year, and then left to continue his educational efforts, earning a certificate in physical therapy from the University of Pennsylvania in 1956 (S. J. Miller III, personal communication, October 24, 1989).

From 1957 to 1958, Miller was employed at Morehead State College, in Morehead, Minnesota, serving in many capacities. He was the head athletic

trainer, an instructor of both anatomy and physiology, an assistant football coach, an assistant baseball coach, the head wrestling coach, and a dormitory director, all for an annual salary of \$3600 (S. J. Miller III, personal communication, October 24, 1989).

Miller left Morehead to become the head athletic trainer, chief physical therapist, and assistant professor of physical education at Ball State University in Muncie, Indiana from 1958 to 1968. From 1968 to 1974, he was the head athletic trainer at the University of Washington in Seattle, Washington (S. J. Miller III, personal communication, October 24, 1989).

In 1974, he accepted a position at the Pennsylvania State University, located in University Park, Pennsylvania. He was employed as the head men's basketball athletic trainer, assistant professor of health education, and the athletic training curriculum director until his death on April 4, 1980 (S. J. Miller III, personal communication, October 24, 1989).

Miller was selected by Newell in 1968 to chair the NATA's new Professional Education Committee. Because Newell and Miller were good friends, they had many opportunities to exchange ideas about the athletic training profession. Newell was confident that the athletic training profession could grow and gain recognition if it developed through education of its members. Miller agreed with Newell's vision of the future, and began to develop the NATA's professional education curriculum programs (S. J. Miller III, personal communication, October 24, 1989).

One of Miller's greatest moments as an athletic trainer came when he was selected to provide medical care at the 1980 Winter Olympic Games held in Lake Placid, New York. He was also a recipient of the NATA's 25-year service

award and inducted into its Hall of Fame in 1980. However, both of these awards were given posthumously (S. J. Miller III, personal communication, October 24, 1989).

Sayers J. "Bud" Miller was a man devoted both to his family and his profession. He believed that he played an integral role in the building of the athletic training profession, and took that responsibility seriously. Finally, he was an individual whose efforts to develop the academic/educational aspects of athletic trainers' professional preparation should not be overlooked, or forgotten.

J. Lindsay McLean, Jr. (1938-)

J. Lindsay McLean was the chairperson of the NATA's Certification Committee from 1968 to 1978. He was instrumental in the concept and development of the NATA's certification examination.

McLean was born in Greensboro, North Carolina in 1938. At the age of 10, he and his family moved to Nashville, Tennessee. He attended both high school and college in Nashville, graduating from Vanderbilt University in 1960. In 1961, he earned a certificate in physical therapy from Herman Hospital in Houston, Texas (J. L. McLean, personal communication, October 11, 1989).

McLean became interested in the field of athletic training while in high school. He later became a student trainer at Vanderbilt University under the supervision of NATA Hall of Fame athletic trainer Joe Worden (J. L. McLean, personal communication, October 11, 1989).

In 1961, McLean was hired by head athletic trainer Jim Hunt at the University of Michigan to be his assistant athletic trainer. In 1963, McLean

left Michigan to become the head athletic trainer and head of the physical therapy department at the University of California at Santa Barbara. In 1965, he accepted the head athletic trainer position at an San Jose State College in California. He remained there three years, leaving to become the head athletic trainer at the University of Michigan in 1968. McLean served as the head athletic trainer at Michigan for eleven years. In 1979, he became cohead athletic trainer with Hal Wyatt for the San Francisco Forty-Niners professional football team. In 1983, the Forty-Niners eliminated the "cohead athletic trainer" concept, and McLean alone became the head athletic trainer, a position he holds to this day (J. L. McLean, personal communication, October 11, 1989).

Early in his career, McLean realized that for the athletic training profession to continue to advance, there needed to be certain minimum standards that must be met in order to be called an athletic trainer. McLean (1967) addressed the issues he believed justified the need for a certification examination by the NATA. The article was acclaimed by William Newell as "a great article with great timing for the profession" (J. L. McLean, personal communication, October 11, 1989).

Three months after the publication of McLean's article, Newell contacted Lindsay and asked him to serve on the NATA's Professional Advancement Committee. With the belief that serving on a national committee within the NATA was an honor, and not realizing that Newell wanted more from him than just to serve on the committee, McLean accepted in 1968 (J. L. McLean, personal communication, October 11, 1989).

Newell soon decided that the NATA Professional Advancement Committee needed to be divided and reorganized into two committees: an education committee, and a certification committee. McLean was very surprised in 1968 when Newell asked him to head the certification committee. Somewhat reluctantly, McLean accepted the position. Under McLean's leadership, the first NATA certification examination was subsequently written and developed (J. L. McLean, personal communication, October 11, 1989).

Among the many professional honors J. Lindsay McLean has earned include honorary letterman at the University of Michigan and being selected to be an athletic trainer at the 1976 Winter Olympic Games in Innsbrook, Austria. That same year he was elected by his peers as the NATA College/University Athletic Trainer of the Year. In 1988, McLean earned the highest honor awarded to an athletic trainer, when he was elected into the NATA Hall of Fame (J. L. McLean, personal communication, October 11, 1989).

Lindsay McLean has been acclaimed by his peers as a "tireless worker," a man with "vision," and as the "guiding force" behind the NATA's certification process. He is also credited with "giving credibility to the (athletic training) profession" (W. H. Chambers, personal communication, October 10, 1989).

Gary D. Delforge (1938-)

Gary Delforge is recognized for his work in the development of graduate education programs for athletic trainers, more specifically the establishment of one of the first nationally recognized graduate programs, at the University

of Arizona. He was a member of the NATA's Professional Education Committee (PEC) from 1971 to 1988 and chaired its subcommittee on graduate education from 1971 to 1981; Delforge then chaired the PEC from 1981 to 1988. He served on the NATA's board of directors from 1967 to 1969, and was the chairperson of the board in 1969 (G. D. Delforge, personal communication, October 13, 1989).

Delforge was instrumental in the structural reorganization of the NATA in 1970 by presenting the new plan to the board of directors in 1969. As part of this reorganization, the office of president was created. In 1970, the Delforge-inspired reorganizational plan was implemented and Robert Gunn became the NATA's first president (G. D. Delforge, personal communication, October 13, 1989).

Born January 1938, in Manhattan, Kansas, Delforge grew up in Concordia, Kansas. He graduated from Kansas State University in 1960 with a baccalaureate degree in Health, Physical Education and Recreation (G. D. Delforge, personal communication, October 13, 1989).

While at Kansas State, Delforge was a student trainer for all four years under future NATA Hall of Fame athletic trainer, Lawrence "Porky" Morgan. Delforge first became interested in the athletic training profession after he was injured while playing sports in high school, when his injury was treated by Concordia student trainer (future NATA Hall of Fame athletic trainer) Dick Vandervoort (G. D. Delforge, personal communication, October 13, 1989).

After graduating from Kansas State, Delforge went to Kent State University in Kent, Ohio to work on his master's degree. While a graduate student at Kent State, Delforge worked as a student athletic trainer under the

direction of Otho Davis, presently the Executive Director of the NATA. Delforge only stayed at Kent State for a couple of quarters before accepting his first full-time position as an assistant athletic trainer to Jack Jones at Western Michigan University in Kalamazoo, Michigan in 1961 (G. D. Delforge, personal communication, October 13, 1989).

In 1963, Gary Delforge accepted the head athletic trainer position at the University of Arizona in Tucson. He remained in that capacity until 1970 when he accepted a full-time teaching position at the University. Delforge earned an Ed.D. in 1976 while at the University of Arizona (G. D. Delforge, personal communication, October 13, 1989).

By 1970, Delforge had developed a graduate athletic training educational curriculum at the University, and his program received NATA approval by 1972 (G. D. Delforge, personal communication, October 13, 1989).

Most noteworthy of the many honors that Gary Delforge has received include selection as an athletic trainer for the United States' team to the Pan American Games in 1975, and for the inaugural United States Sports Festival in 1978, held in Colorado Springs, Colorado. In 1988, Delforge was elected into the NATA Hall of Fame. Delforge noted that his election into the Hall of Fame had special meaning, both personally and for the profession, because he felt his selection was based upon his contributions as an athletic training educator rather than as a clinician. Delforge's exact comment was, "I think the NATA took a step forward in recognizing an educator and thus, more importantly, education as an important component" (G. D. Delforge, personal communication, October 13, 1989).

It may be difficult for some to fully comprehend his contributions to the athletic training profession. Gary Delforge is known as the "educated diplomat" and as a person who could "deal with athletic trainers at all levels as well as the educators at all levels" (R. M. Barton, personal communication, October 9, 1989).

He was a pioneer in graduate athletic training education curriculum development when there was still some disagreement on what graduate education for athletic trainers should be.

Delforge took Sayers "Bud" Miller's idea of promoting athletic training through education one step further, into the graduate level. Gary Delforge's efforts have helped establish athletic training in academe. He helped bridge the gap between athletics and education.

Otho L. Davis (1934-)

Otho Davis has been the executive director of the National Athletic Trainers' Association since 1971, and has been instrumental in the continued development of the organization.

Davis was born February 8, 1934 in Elgin, Texas. His family eventually moved to Beaumont, Texas, where he spent the majority of his youth and graduated from high school. After high school he attended Lamar University, in Beaumont, from 1952 to 1954. He then spent the next two years as a medic in the United States Army. He returned to Lamar University, and graduated in 1957 with a baccalaureate degree in education. Following graduation from Lamar, Davis became the head athletic trainer and an instructor of physical education at Kent State University. While employed at

Kent State, he completed a master's degree in physical education, conferred in 1964 (O. L. Davis, personal communication, October 12, 1989).

Davis left Kent State University in 1965, to accept a position at Duke University in Durham, North Carolina, as assistant professor of physical education and athletic trainer for football. He remained at Duke University for six years. From 1971 to 1973, he was employed as the associate head athletic trainer with the Baltimore Colts professional football club. In the spring of 1973, he accepted the head athletic trainer position with the Philadelphia Eagles professional football club, a position he presently holds (O. L. Davis, personal communication, October 12, 1989).

Otho Davis succeeded Jack Rockwell as the executive director of the NATA in 1971. When Davis assumed the leadership of the NATA, it was an organization that "had a purpose, but lacked identity. It had, goals, but lacked strategies. It had plans, but lacked funding" (LeGear, 1988, p. 6).

Perhaps the most significant achievement of Davis' tenure as the NATA executive director was to establish the financial security of the Association. Davis believed that if the NATA was to grow and prosper under his direction, it would need to be financially secure. When Davis assumed the position of executive director in 1971, the NATA had total assets of approximately \$2000; by 1988 the Association had amassed more than 3 million dollars in cash and property (O. L. Davis, personal communication, October 12, 1989).

In the 17 years of leadership by Davis, the NATA made marked gains in the areas of education, certification, licensure, financial security, national and international recognition, and acceptance by many allied health organizations.

Otho Davis has been the recipient of many honors in the field of athletic training. In 1976, Davis was elected the first president of the Pennsylvania Athletic Trainers' Society. In 1982, he was presented the Distinguished Service Award for Sports Medicine by the American Orthopaedic Society for Sports Medicine (AOSSM). In 1987, he was elected into the Southwest Athletic Trainers' Association's Hall of Fame. He is listed in Who's Who in the East. However, by his own admission, the most meaningful award he has received came in 1981 when he was elected into the NATA Hall of Fame (O. L. Davis, personal communication, October 12, 1989).

Davis has a reputation of genuinely caring for youngsters, and serves on the board of advisors for the Ed Block Courage Award. This award is presented annually by St. Francis Hospital in Baltimore, Maryland, and is cosponsored by the Professional Football Athletic Trainers' Society, the National Football League (NFL), and the National Football League Players' Association. The proceeds of the award are used to benefit abused children in the Baltimore area (O. L. Davis, personal communication, October 12, 1989).

Davis' summer student athletic trainer internship program with the Philadelphia Eagles is another source of personal satisfaction. Davis instituted this program when he first arrived in Philadelphia, and each year 8 to 10 college students are invited to the Eagles' summer football camp for the opportunity to gain experience providing injury care for an NFL team. Each year one student athletic trainer is selected from the group to return the following season to work as a 10-month assistant athletic trainer with the Eagles. It is a program that Davis takes a lot of pride in, and is "very meaningful" to him (O. L. Davis, personal communication, October 12, 1989).

Davis is considered by his opponents as headstrong and single-minded (LeGear, 1988). Others would say that he has done more for the athletic training profession and the NATA than any other man (LeGear, 1988). Otho Davis, while controversial, has led the NATA to maturity and respectability. He is a man who is not afraid to dream big dreams, and once said, "As long as you think small, you're going to stay small" (O. L. Davis, personal communication, October 12, 1989).

Whether one agrees or disagrees with Davis' administrative style, a testament to Otho Davis' success as the executive director of the NATA can be found in the vastly improved strength of the Association, as evidenced by the fact that the NATA is a strong and stable organization with a solid financial base.

Paul D. Grace (1951-)

The professional efforts of one individual which should not be overlooked is Paul Grace, the current chairperson of the NATA's Board of Certification. Although Grace was not involved with the development of the original NATA certification examination, his contributions to the further improvements in the examination and the certification process, and his efforts in initiating the role delineation study make him worthy of inclusion in this review of prominent leaders in the NATA from 1974 through 1988.

Born September 16, 1951 in Staten Island, New York, Paul Grace grew up in metropolitan New York City. He attended West Virginia University in Morgantown, and received baccalaureate and master's degrees in physical education, conferred in 1973 and 1974, respectively. While at West Virginia,

Grace worked under NATA Hall of Fame athletic trainer A.C. "Whitey" Gwynne (P. D. Grace, personal communication, October 16, 1989).

In 1974, Paul Grace left West Virginia for a 2-year stint as athletic trainer at Miami-Dade Junior College in Florida. From 1976 to 1981, Grace was the head athletic trainer at North Adams State College in Massachusetts. In 1981, he assumed his present position at Massachusetts Institute of Technology as the Director/Coordinator of Sports Medicine (P. D. Grace, personal communication, October 16, 1989).

Paul Grace has been very active professionally throughout his career as an athletic trainer. In 1979, he was elected president of the Eastern Athletic Trainers Association. Since 1983, Grace has served as the NATA's representative to a number of allied health agencies, most notably the National Commission for Health Certifying Agencies (NCHCA) and by governor's appointment to the Massachusetts Board of Allied Health Professions (P. D. Grace, personal communication, October 16, 1989).

Grace became interested in the athletic training profession as a high school sophomore after suffering an injury in basketball. His high school coach sent him to John Knudson, athletic trainer at Wagner College, for treatment of his injury. Subsequently, Grace was invited to observe a Wagner College football game to see what an athletic trainer did. Knudson ended up putting Grace to work on the sidelines during the game. From that point, Grace was "hooked on athletic training" (P. D. Grace, personal communication, October 16, 1989).

Grace was appointed chairperson of the NATA Board of Certification in June 1980 by the NATA president of that time, William H. Chambers. Lindsay

McLean resigned the position in 1978, and the certification program had undergone some internal struggles in the two year interim. The NATA board of directors, feeling the need to inject new energy and ideas into the Certification Committee, nominated Grace to fill the position (P. D. Grace, personal communication, October 16, 1989).

As soon as Grace assumed the leadership of the NATA Certification Committee, he immediately began to revise the operational aspects of athletic trainer certification. Grace streamlined and improved the internal certification process by automating the program with the use of computers. The most visible aspect of this automation process was a dramatic time reduction in receiving certification examination scores. Under the old system, there was a six-to-eight week period between the date of the actual examination and when the certification candidate received his/her test score. Under the new system, the time span was shortened to 10 days (P. D. Grace, personal communication, October 16, 1989).

Grace was also responsible for the initiation of the NATA's role delineation study that was completed in 1982, which identified the responsibilities, tasks, and knowledge required in the performance of athletic training. The information obtained from this study was used to develop behavioral objectives for athletic training students, and aid in the development of appropriate athletic training curricula (Delforge, 1982). It was also used to determine the appropriate content for the certification examination (Grace, 1982).

The role delineation study has been identified as an important document because it provides written, validated documentation of the scope and role of

the athletic trainer in practicing the art of athletic training. It has been used and recognized in several court cases as a document that defines the practice of athletic training (R. M. Barton, personal communication, October 9, 1989).

Grace has been acclaimed by his peers for taking the athletic trainer certification process to new heights (O. L. Davis, personal communication, October 12, 1989). Grace has also been commended on his contributions to the NATA by former NATA president Dr. Robert Barton, who stated, "I am continually surprised and mutually impressed by the number of outside people and organizations Paul has positively influenced on the role of the athletic trainer. I hope his role doesn't get lost in history" (R. M. Barton, personal communication, October 9, 1989).

Paul Grace took his predecessor's (McLean) initial program and refined and improved the process so that the NATA certification examination and NATA certification as an athletic trainer are recognized nationally as a valid, reliable, and non-discriminatory process and credential, respectively. Paul Grace's tireless efforts for the NATA have helped the profession of athletic training to gain national recognition as a true allied health profession.

CHAPTER V

The Fight for Credibility

In order for an organization such as the National Athletic Trainers' Association to grow and gain further acceptance of its members by professionals in related allied health fields, there must be a continual effort to improve the professional preparation and subsequent advancement of its members. The leadership of the NATA has understood this.

This chapter will review and analyze the policies and programs of the NATA leadership during the period from 1974 to 1988 which were designed to increase the credibility and acceptance of the NATA and the athletic training profession among allied health professionals and the general public. To provide a more complete historical perspective, the scope of this chapter will be expanded to include the period from 1955 to 1988, in order to examine three main issues that have helped the NATA continue the advancement of the athletic training profession and achieve national recognition as a vital member of the athletic health care network. The three areas that will be discussed in this chapter are: (a) professional education, with two subsections, curriculum development and continuing education; (b) certification; and (c) state licensure.

Historical Perspective of Educational Programs

The origin of many of the educational programs of the NATA can be traced back to William Newell. As executive secretary of the Association, Newell perceived the need for athletic trainers to unite and become a bona fide profession. He believed that in order to develop an athletic training profession there must be a certain level of competency and, to achieve that

competency, there must be educational programs and certification standards (R. M. Barton, personal communication, October 9, 1989).

Newell, a physical therapist as well as an athletic trainer, held the belief that all athletic trainers should study to become physical therapists (R. M. Barton, personal communication, October 9, 1989). In fact, upon review of the NATA's education and certification programs, there is a close association with the field of physical therapy.

In 1955, the NATA created the Special Committee on Gaining Recognition, chaired by Newell. The purpose of this committee was to investigate all of the aspects of the athletic training profession, and to investigate ways to promote the profession (O'Shea, 1974). It is of particular historical interest that the two methods chosen to promote the profession, education and certification, were from Newell's proposal, (G. D. Delforge, personal communication, October 13, 1989).

The Committee began working on an appropriate education curriculum that would be acceptable to colleges and universities. By doing this, the NATA board of directors hoped to (a) develop adequately prepared athletic trainers who would be acceptable to schools and other employers, and (b) to elevate the standards of athletic trainers to a professional level (O'Shea, 1974).

In 1959, the Special Committee on Gaining Recognition changed its name to the Committee for Professional Advancement. That same year, a curriculum proposal presented by the Committee to the NATA board of directors was accepted. For reasons which are uncertain, no further action was taken on this educational program for nearly an entire decade (G. D. Delforge, personal communication, October 13, 1989).

Why no further action was taken on this proposal for a 10 year time span is open to speculation. It has been suggested that there may have been a lack of interest among the membership in starting its own curricula, and that many athletic trainers of the time did not perceive themselves as educators (G. D. Delforge, personal communication, October 13, 1989).

In the early 1960s, Newell formed a small committee to investigate the feasibility of requiring all athletic trainers to return to school over three consecutive summers in order to acquire a physical therapy certificate. The committee had gone as far as getting three universities somewhat interested in this idea. However, the idea eventually fell through, and no further action was taken in this area. (R. M. Barton, personal communication, October 9, 1989).

Professional Education

Curriculum Development.

In 1968, NATA executive secretary Newell reorganized the Professional Advancement Committee (PAC) by renaming the PAC the Division of Professional Advancement and formed two subcommittees within it: the Subcommittee on Curriculum Development, and the Subcommittee on Certification by Examination (J. L. McLean, personal communication, October 11, 1989).

The purpose of the Subcommittee on Curriculum Development was to determine which colleges and universities in the United States were offering academic curricula in athletic training education, and of those, which institutions' curricula met the minimum NATA requirements previously established in 1959 (O'Shea, 1974) (Appendix H). The committee was charged

with identifying these institutions for subsequent official recognition by the NATA as having athletic training education curricula approved by the NATA (O'Shea, 1974). By 1969, the Subcommittee identified Indiana State University, Mankato State College, Lamar University, and University of New Mexico as the first institutions with NATA-approved undergraduate curricula and, in 1972, Indiana State University and the University of Arizona as the first to NATA-approved graduate programs (G. D. Delforge, personal communication, October 13, 1989).

The Subcommittee on Curriculum Development eventually became the Profession Education Committee (PEC) in 1970, with Sayers "Bud" Miller being asked by Newell to chair the PEC. During the 1970s, the PEC began to formulate long-range plans for athletic training education. The PEC realized that educational requirements must continually be reassessed to accommodate the increasing level of expertise required of the certified athletic trainer. Members of the PEC also recognized the need to increase the scope and depth of the educational experiences required of the student athletic trainer, as all needs might not fully be met within the confines of existing academic specializations or concentrations (Delforge, 1982).

In 1980, the NATA board of directors approved a resolution that would require all NATA-approved undergraduate athletic training education programs to offer an academic major, or its equivalent, in athletic training (Delforge, 1982). At this time, a specific timetable for the program's implementation was not established.

In 1981, 10 members of the NATA's board of certification spent 2 days identifying the athletic trainer's duties. Once the domains, tasks, and

knowledges were identified, these statements were sent to 300 certified athletic trainers from different geographical areas of the United States, and from different levels of athletic training (high school, college, professional) for validation (Grace, 1982).

In March, 1982, a nationwide role delineation study (RDS), completed by the Professional Examination Service of New York for the NATA Board of Certification under the direction of chair Paul Grace, provided a list of 175 competencies to be developed by the entry-level certified athletic trainer in seven major categories (Delforge, 1982). The study identified the following seven major domains and the approximate amount of time ATCs spend doing these tasks during their work day: (a) prevention of athletic injuries (18%), (b) evaluation and recognition of athletic injuries and medical referral (24%), (c) first aid and emergency care (22%), (d) rehabilitation and reconditioning (20%), (e) organization and administration (9%), (f) counseling and guidance (3.5%), and (g) education (3.5%) (NATA, 1983).

The RDS served several functions for the NATA. First, it served as a primary basis for the development of professional competencies. Second, it was conducted to establish a valid base for developing the national certification examination for athletic trainers. Third, it served as a guide for the development of educational programs leading to certification as an athletic trainer and was intended to assist both instructional personnel and students in identifying knowledge and skills to be mastered (NATA, 1983).

The RDS was commissioned to support the NATA's efforts to gain membership in the National Commission for Health Certifying Agencies (NCHCA). The NCHCA, formed in 1976, reviews allied health groups that

have credentialing or certification programs to ascertain if these programs are both valid and nondiscriminatory, and if its evaluation criteria are essentially valid and reliable (P. D. Grace, personal communication, October 16, 1989).

The NATA role delineation study has been identified as "the major accomplishment of the profession" because it serves as "the framework" for the NATA's educational curricula and certification examination (P. D. Grace, personal communication, October 16, 1989).

With the role delineation study completed, the PEC took the results and shaped its competencies and future curriculums. In 1982, the NATA board of directors more clearly defined its 1980 resolution, regarding athletic training education major, and mandated that by July 1, 1990, all NATA approved athletic training education programs must be an academic major or major equivalent programs (Delforge, 1982).

By December, 1988, there were 14 schools with declared "major" athletic training education programs, and 21 with "major equivalent" programs (NATA, 1988b).

The NATA's curriculum education program has grown from 23 NATA-approved undergraduate programs, and 2 graduate athletic training education programs in January, 1974 (O'Shea, 1974), to 66 NATA-approved undergraduate programs and 12 approved graduate programs in December, 1988 (NATA, 1988b).

Continuing Education.

The leadership of the NATA realized that widespread implementation of an approved athletic training education curriculum was just the beginning of the educational advancement of its members (Miller, 1974). The approved

curriculums hosted by colleges and universities would serve as the primary means for the NATA to meet its objectives, to create a professional standard for athletic trainers, and equip the members with a sound educational background (Miller, 1974).

However, what educational program would address the changes that would take place in the profession itself? In our society, it is estimated that knowledge doubles every 10 years (Miller, 1974). If the certified athletic trainer did not continue his/her education, might he/she eventually become outdated and perhaps even obsolete?

In response to questions such as these, and in recognition of the trend of other allied health professions to require continuing education, the NATA board of directors decided in 1973 that the Association must have a continuing education program. The Professional Education Committee was instructed to develop such a program, while simultaneously defining the quality and quantity of continuing education specific to the athletic training profession (Miller, 1974).

Many members of the NATA believed that by having a continuing education program, the professional image of the athletic trainer would be enhanced. From an educational standpoint, the NATA hoped that with an improved professional image, it would give them an opportunity someday to become its own accrediting agency for its educational programs (J. Redgren, personal communication, October 19, 1989).

One of the numerous goals of the PEC was to have the NATA membership actively involved in the continuing education process. If the Committee elected to implement a procedure of reexamination every 3 to 5

years, it was worried that it would have only participation and not real involvement in the continuing education process (Miller, 1974). The Committee perceived that if the membership were actively involved, the continuing education program should be gratifying and contribute to the athletic trainer's knowledge and self-confidence in his job (Miller, 1974).

In 1973 the Professional Education Committee developed a continuing education program that allowed the athletic trainer to identify his/her own personal "deficiencies" and needs as related to his/her job (Miller, 1974). The proposed program offered a wide variety of opportunities and activities for the athletic trainer to gain continuing education credits (Miller, 1974).

The PEC decided to use the "continuing education unit" (CEU) as the unit of measure for the various activities. One CEU was defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction" (Miller, 1974, p. 126).

In June 1974, the NATA board of directors adopted a program of continuing education for its membership. It was then added to the bylaws of the Association, and was scheduled to become effective January 1, 1976 (Miller, 1974). The program required all certified and associate members to complete a minimum of 9 CEUs every 3 years. If a certified athletic trainer failed to meet the minimum continuing education requirements, he/she was subject to review and suspension from the Association (Miller, 1974).

Each member was responsible for sending proof of completion of any continuing education activities to the NATA national office within 30 days of completion of the activity.

In September 1974 at the request of then NATA president Frank George, Sayers "Bud" Miller, chairperson of the Professional Education Committee, wrote an article published in the Association's journal informing the membership of the perceived need for continuing education and a description of the program supported by the NATA leadership. In the same journal issue as Miller's article, a questionnaire designed to obtain feedback from the membership regarding its perceptions of the need for continuing education was published. The response to the questionnaire was deceptively supportive. Nearly 80% of the respondents agreed with the need for a continuing education program, and nearly 70% indicated that they would be able to obtain the 9 CEUs each 3-year period (Staff, 1975a). Unfortunately, only 7.5% of the NATA membership responded to the questionnaire, rendering the results of the poll virtually meaningless. Concerned by the lack of response by the NATA membership to the published questionnaire, but still feeling that it was necessary to proceed, the NATA board of directors continued its support of the continuing education program (Staff, 1974). However, because of numerous problems, the January 1, 1976 date to implement the continuing education program for certified athletic trainers was delayed until January 1, 1979, and the date for the associate members to begin acquiring CEUs was delayed until January 1, 1982 (Staff, 1979).

In 1977, the Professional Education Committee (PEC) reduced the continuing education requirement from 9 to 6 CEUs every 3 years (Staff, 1977).

In 1981, representatives from Hahnemann Medical College and Hospital, Philadelphia, Pennsylvania, approached NATA executive director Otho Davis with the idea of adding a continuing education test section in its

journal (Staff, 1981). Under the Hahnemann proposal, each NATA journal would contain an article on a relevant topic in the athletic training profession followed by a short quiz over the material. The reader would take the quiz and send a \$12 processing fee to Hahnemann College. A score of 70% was considered passing, and the member would receive .3 CEU credits. The board of directors approved the idea, and the first quiz appeared in the Winter 1981 issue of Athletic Training, (Staff, 1982).

Since its inception in 1974, the NATA's CEU program has remained essentially the same through 1988, with the exception of minor adjustments in the categories and requirements for obtaining continuing education units. One noteworthy change occurred in June, 1988 when, at the request of the Continuing Education Committee, the NATA's board of directors deleted the requirement for associate members to obtain any CEUs (J. B. Gallaspy, personal communication, October 10, 1989).

The NATA's current continuing education program can be found in Appendix I.

Certification

Reflective of the social climate in the United States in the late 1960s, the NATA leadership engaged in a process of self-evaluation. The board of directors discussed whether recent educational accomplishments meant that the NATA had "arrived or just initiated its climb to responsibility and respectability as a paramedical profession" (Westphalen & McLean, 1978, p. 88).

There was increasing discussion within the leadership of the NATA regarding the need for a certification examination for athletic trainers that would set standards of competency in the profession.

In 1967, J. Lindsay McLean perceived the need for athletic trainers to meet certain standards of competency in their professional practices. At that time, it was still not uncommon for someone to be hired in an athletic training position solely based upon one's personal contacts, and not upon one's competency as athletic trainer. Often times it was a case of whom you knew and not what you knew. McLean saw this as an injustice and believed something needed to be done to correct it (J. L. McLean, personal communication, October 11, 1989).

McLean (1967) addressed the issues he felt pointed to the need for a certification examination for the NATA. The article was published in the journal and lauded by Newell. Newell felt that the article came with great timing for the profession. Three months later, in 1968, Newell appointed McLean as the chairperson of the newly created committee on certification (J. L. McLean, personal communication, October 11, 1989).

Executive secretary Newell had compiled several general guidelines reflective of his thoughts regarding a certification procedure and gave them to McLean and his committee (J. L. McLean, personal communication, October 11, 1989). After a series of meetings, McLean and the certification committee came up with four general routes to become a certified athletic trainer: (a) athletic trainers presently active within the profession who could verify 5 years full-time experience as an athletic trainer, beyond that as a student athletic trainer; (b) students who had graduated from NATA-approved

undergraduate or graduate programs, and had spent a minimum of 2 years under the direct supervision of a NATA approved supervisor; (c) physical therapy graduates who held a valid teaching certificate, who had at least a minor in physical education or health, and had a minimum of 2 years experience as an athletic trainer under the direct supervision of a NATA-approved supervisor, beyond that as a student athletic trainer; and (d) student apprentices of athletic training with a minimum of 1800 hours of direct supervision of an active or associate NATA member. Each group also had to have a college degree, and take and pass the NATA certification examination (Rockwell, 1969). The current certification requirements can be found in Appendix J.

The first thing McLean did as the chair of the committee was to attempt to enlist the support of the NATA membership for the concept and the need for a certification examination. He sent out two surveys to the active membership in 1968. The first survey was very general, and included questions which asked the athletic trainers whether they would call themselves "certified athletic trainers" or "therapists." The second survey asked questions regarding the structure of the certification examination. With approximately 30-40% of the active membership responding to these questionnaires, McLean tallied their responses. The results of these two surveys formed the basis for the first NATA certification examinations (J. L. McLean, personal communication, October 11, 1989).

McLean felt that these surveys were important in order to give every active member an opportunity to participate in this new program. This was done in an effort to help alleviate some of the fears of the older, less-educated

members who were afraid that they might lose their jobs, or would have to take an examination. From the outset of discussions regarding the certification examination concept, it was decided that all professionally active NATA-members would be "grandfathered" in. This reassured many of the membership (J. L. McLean, personal communication, October 11, 1989).

With the tabulated responses from the questionnaires indicating the percentages and content of an examination, the certification committee, with the help of the Professional Examination Service (PES), selected a format, and a test was developed (Westphalen & McLean, 1978). McLean (1968) observed that not only would a certification test be an important step in upgrading the educational standards of future NATA members, but it would also enhance the professional acceptance of the Association by other paramedical professions.

The first proposed NATA certification examination consisted of 150 multiple-choice questions on topics related to anatomy and physiology, prevention and recognition of athletic injuries, first aid, and injury treatment techniques. The examination also included an oral/practical section that consisted of three exercises (McLean, 1969).

A complex selection process was utilized to determine the actual test questions used on the certification examination. First, the committee asked respected members of the Association to write approximately 10 questions on topics covering all aspects of the athletic trainer's duties. Other questions were selected from the existing PES files. Next, consultants from the NATA and the PES screened the questions. The questions were again inspected by members of the NATA who had been employed many years as athletic

trainers. By the time the final questions were selected for the examination, they had been reviewed by a minimum of 10 individuals (Westphalen & McLean, 1978).

On December 31, 1969, the certification of athletic trainers began. As of that date, all new NATA members were required to take and pass a certification examination. All actively engaged NATA members who were in the profession at that time were recognized as certified athletic trainers through a "grandfather" clause in the certification guidelines (McLean, 1969).

Earlier, in 1965, Newell had "grandfathered" all currently active members who had a college degree, and called them "certified athletic trainers." However, this earlier "grandfathering" had nothing to do with the certification procedures developed by McLean (J. L. McLean, personal communication, October 11, 1989).

The first exam was given to 14 athletic trainers in Waco, Texas, in August, 1970. Their average score was 57.57% on the written portion (Westphalen & McLean, 1978).

By 1973, 112 candidates had taken the certification examination (Westphalen & McLean, 1978). Within four years, over 1500 candidates had taken the certification examination (Westphalen & McLean, 1978). By 1988, approximately 15,000 candidates had taken the NATA certification examination, with approximately 70% of the first-time candidates passing the examination, with no noted differences in the rate of passing between graduates of NATA-approved programs and internship programs (P. D. Grace, personal communication, October 16, 1989).

During these early days of the certification examination, McLean did most of the administrative work from his own home. Before long, the job became so demanding that he had to hire a full-time secretary to keep up with all the paperwork that was being generated by the increasing numbers of people taking the examination. Eventually "a fun job turned into a monster" and, in 1978, McLean resigned as the committee chair (J. L. McLean, personal communication, October 11, 1989).

In the 2 years following McLean's resignation, the certification committee suffered some internal struggles. In June 1980, Paul Grace, although not previously involved with the NATA certification examination, was appointed to the position of chairperson (P. D. Grace, personal communication, October 16, 1989).

As soon as Grace assumed the leadership of the certification committee, he began to revise and improve the internal certification process by automating the program with the use of computers, and by making changes in the test format. Grace recognized that there was quite a bit of subjectivity in how the oral/practical portion of the examination was scored; subsequently, changes were made to depersonalize the results of the test and make it more objective.

In 1982, two significant events occurred for the Association and the certification process: the role delineation study, and the NATA's acceptance for membership with the National Commission for Health Certifying Agencies (P. D. Grace, personal communication, October 16, 1989).

When the role delineation study was completed, it served as the basis for the certification examination structure and was the foundation on which

future approved educational programs were modeled in regard to athletic training course work. Acceptance for membership in the National Commission for Health Certifying Agencies, recognized the NATA's certification process as a valid and credible process (P. D. Grace, personal communication, October 16, 1989).

State Licensure

In 1975, the NATA began to investigate the idea of licensure for athletic trainers. During the early 1970s, there was increasing concern from the athletic training professional community over the legal implications of its work-related activities. At this time, the scope of practice of athletic training was not well defined (E. T. Crowley, personal communication, October 10, 1989). There was increasing concern by the NATA board of directors over some questionable practices of a few athletic trainers, such as suturing wounds, aspirating blood, and injecting medications, and increased concern over the legality of some of the more conventional practices, such as the therapeutic use of modalities (Staff, 1975b). Without state regulated standards, the need to seek state licensing legislation came to the forefront.

The rationale to pursue state licensure was twofold: (a) licensure would protect the athletic trainer through legislation to perform his/her duties responsibly and legally; and (b) it would prevent unqualified individuals from calling themselves athletic trainers, thus insuring the quality, knowledge, and expertise of people representing the athletic training profession (Staff, 1976).

In 1975, the NATA formed an informal licensure committee, chaired by Dr. Robert S. Behnke of Indiana State University, that began to develop a model legislation with guidelines to its implementation (Staff, 1976).

The committee eventually produced a model legislation written for use as a prototype that incorporated the standards and definition of an athletic trainer that was compatible to that of the NATA. The model would then be available for use by each state committee on licensure (E. T. Crowley, personal communication, October 10, 1989).

Between 1972 and 1980, there were approximately 28 state committees that sought licensure of athletic trainers. Each of these state committees pursued the athletic training licensure legislation within their individual states with varying degrees of success (Staff, 1980).

By 1980, a formal standing committee on licensure of athletic trainers was formed on the recommendation of Dr. Robert Behnke, who believed that a formal committee could better serve as a resource for athletic trainers, and would insure a more detailed account of all states seeking licensure. Subcommittees were formed in each of the 10 NATA districts to further serve as a resource for the state committees (Staff, 1980).

The NATA Committee on Licensure was to serve as a "clearinghouse" of information to the various state committees seeking licensure. The individual states could use the model legislation to initiate the process in their states. Once a state had achieved formal legislation regarding athletic trainers, that state's licensure committee directed a copy of its bill to the national license committee, and in return the national committee shared that

information with other state-level committees seeking licensing (E. T. Crowley, personal communication, October 10, 1989).

The political process required to gain sufficient support by state-level legislators has proven costly, both in time and money. However, by the end of 1988, there were 17 states which have some type of state regulation of the practice of athletic training (NATA, 1989). The states that had obtained licensure by December 1988 are listed in Appendix K.

Several leaders of the NATA were asked retrospectively why state licensure efforts in all 50 states have not been successful. According to Edward T. Crowley, past NATA Licensure Committee chairperson, the specific reasons for lack of success in a licensure effort may vary from state to state, but there is usually one common denominator, nonsupportive pressure from other medical groups, such as state medical associations, physicians, and physical therapists (E. T. Crowley, personal communication, October 12, 1989).

When the NATA's original licensure efforts began, there was a generally friendly and cooperative relationship between the athletic trainer and these groups. However, as certified athletic trainers began to move out of the traditional school settings and gain employment in nontraditional sports medicine clinical settings, this relationship changed. Primarily, concerns regarding the licensure efforts of the athletic trainers has come from physical therapists who are concerned about the role the certified athletic trainer has in the sports medicine clinics (R. S. Behnke, personal communication, October 11, 1989).

William H. Chambers, past NATA president, has suggested that the trend of government toward "deregulation," and less government intervention

might still be another reason why licensure efforts have been slow to proceed in some states (W. H. Chambers, personal communication, October 10, 1989).

State regulation of athletic training has been identified by many in the profession as the Association's most pressing issue. Dr. Robert Behnke (1980) stated that the licensing of athletic trainers was "the most critical issue in our profession at this point" (Staff, 1980, p. 122). Dr. Gary Delforge observed that "licensing probably puts us (athletic trainers) in the public eye more than certification. It presents a professional image to the public. It is a legal recognition as opposed to certification which is a voluntary mechanism of quality control" (G. D. Delforge, personal communication, October 13, 1989).

The NATA executive director, Otho Davis, perhaps best voiced the sentiments of the NATA membership by stating, "State licensure is a must! The Association must push for every state to have it. We are not a viable, true profession until we have it. We must have state licensure so that we are an accepted, legal profession" (O. L. Davis, personal communication, October 12, 1989).

CHAPTER VI

The Professional Advancement of the National Athletic Trainers' Association

This chapter will investigate the significant events and programs that helped to promote and advance the development of the NATA between January 1974 and December 1988. This chapter will examine two main topics, public relations and corporate sponsorship.

Public Relations

For many years, the NATA leaders utilized its own in-house public relations committees to promote the athletic training profession and the Association. These committees were comprised exclusively of athletic trainers. Unfortunately, these committees were never very successful in their task (R. M. Barton, personal communication, October 9, 1989).

In the early 1980s it became evident to the NATA board of directors that if the Association was ever to mount a successful public relations campaign to promote its profession on a national basis, it would have to seek professional input (R. M. Barton, personal communication, October 9, 1989).

The NATA's board of directors of that time held the belief that a strong public relations effort was essential for future growth of the athletic training profession. Such an effort would inform the average citizen of the role the certified athletic trainer played in sports injury health care, and that perhaps this greater visibility would create some future employment opportunities in the public high schools (R. M. Barton, personal communication, October 9, 1989).

In 1981, the NATA began to look seriously at this issue. With the board of directors agreeing on the need for a strong public relations effort, it realized that it would have to hire a top-notch public relations firm to have a top-notch public relations program. This was looked upon as a bold move on behalf of the board, because up to that time, all of the NATA's committees had been essentially volunteer, and putting a considerable amount of money into one aspect of the organization created somewhat of a controversy. The majority of the NATA membership agreed that it wanted a public relations program, but questions began to arise over the cost for such an effort (R. M. Barton, personal communication, October 9, 1989).

Over the next few years, several public relations firms were contacted for input in this area. In June, 1985, the NATA's board of directors announced that it had begun a formal national public relations campaign, and had that Timothy Communications, Oak Park, Illinois, would serve as the NATA's public relations agency (LeGear, 1985).

For many years the NATA leaders wanted the high schools throughout the United States to have certified athletic trainers on staff for the prevention and care of student athletic injuries. In 1985 fewer than 1000 athletic trainers were employed in the 24,000 high schools in the United States; the NATA board of directors attributed this lack of progress to insufficient awareness on the part of parents and educators as to the importance of the athletic trainer in the overall health care system (LeGear, 1985).

With this in mind, the NATA public relations campaign was targeted to reach the parents of the estimated 20 million junior and senior high school students (LeGear, 1985). One method the public relations campaign used to

disseminate information was through mass media. Television and radio public service announcements were produced, along with several video tape presentations explaining the need for certified athletic trainers in America's high schools. Articles pertaining to the frequency of injuries in America's high school athletes appeared in major magazines and newspapers.

To the best of the author's understanding, no specific precampaign poll was taken of the targeted population to measure its knowledge of the role of the athletic trainer, thereby permitting determination of the postcampaign effectiveness of the public relations efforts. It is also uncertain if there has been a survey of the targeted group to determine the public relations campaign's effectiveness.

The NATA, looking for a second avenue to increase its public visibility and a way to offset the cost of a nationwide public relations campaign effort, began to investigate the possibility of corporate sponsorship.

Corporate Sponsorship

For years the idea of the NATA associating itself with a commercial product had created heated debates. In 1976, the NATA leadership had considered manufacturing its own brand of athletic tape, with the rationale that by doing this, the Association would be able to generate income to fulfill many of the goals which were presently unattainable due to insufficient funds.

The 1976 proposal was met with "controversy of a monumental magnitude" and was voted down by the NATA membership (R. M. Barton, personal communication, October 9, 1989).

However, many important questions arose from this proposal, such as "should a professional association sell a product for profit?" "is it a conflict of interest?" and "would it be unprofessional?" (Staff, 1977, p. 121).

Over the next 5 to 10 years, the general climate throughout the United States regarding corporate sponsorship of professional associations began to change. Many athletic coaches and athletes began to align themselves with certain corporations. Many national sports tournament officials also aligned themselves with sponsors. It seemed that the climate had changed and now what was once a taboo was very acceptable.

In light of changing attitudes, evidenced by the acceptance of corporate sponsorship by both individuals and associations, the NATA began to look once again in this direction. There were still many of the same potential advantages of corporate sponsorship present for the Association in 1984 that existed 10 years previous. The most significant perceived benefit of corporate sponsorship was increased revenues and, with improved financial status, the Association would be able to fulfill many of its goals.

In 1984, at its winter meeting in San Antonio, Texas, the NATA board of directors gave Otho Davis "the green light" to openly pursue corporate sponsorship with the Quaker Oats Company (O. L. Davis, personal communication, October 12, 1989). It was the board's perception that without the additional income, the NATA simply would not be able to pursue some of the programs and ideas it believed were vital for the advancement and growth of the Association. Specifically, the board of directors could think of no alternative method to fund the much-agreed-upon public relations campaign (R. M. Barton, personal communication, October 9, 1989).

On June 9, 1985, NATA president Robert Barton announced that the Quaker Oats Company, the maker of Gatorade Thirst Quencher, was the first corporate sponsor of the NATA (Staff, 1985).

Corporate sponsorship has been defined as the "infusion of corporate dollars underwriting a given project or event in return for public relations benefits which are usually unspecific. The transaction is sometimes described as a quid pro quo agreement" (J. K. Yenser, personal communication, November 13, 1989).

Looking to the future, the NATA board of directors took a considerable risk to make the decision in favor of corporate sponsorship, one which it believed was in the best interests of the Association (R. M. Barton, personal communication, October 9, 1989).

The initial announcement of corporate sponsorship was met with violent opposition by many NATA members (R. M. Barton, personal communication, October 9, 1989). There were concerns by many NATA members that the Association had perhaps "prostituted" itself by identifying with a corporation in exchange for a financial reward (W. H. Chambers, personal communication, October 10, 1989).

In 1986, the board of directors gave its approval for the Johnson and Johnson company to become the NATA's second corporate sponsor. At the close of 1988, there were several other companies looking to associate themselves with the NATA. It appears that corporate sponsorship is a method of raising income that will continue to be a part of NATA operations in the future.

The NATA's accountant was contacted by the author and asked to provide the specific financial terms of each of these corporate agreements. This request was denied, and specific financial information can not be provided at this time.

The question which remains to be answered is how the NATA and its members will ultimately benefit and/or suffer as the result of adopting corporate sponsorship as an acceptable method of building the Association's financial portfolio.

CHAPTER VII

A Look to the Future: The Athletic Training Profession in the 1990s

In this chapter, the current demographic status of the National Athletic Trainers' Association will be discussed, and several of the most pressing issues facing the NATA will be investigated.

Overview of the Past

Since the founding of the NATA in 1950, its members have continually made strides to advance the organization and the athletic training profession. The 1950s were a decade of infancy for the newly-formed Association. The leaders of the Association formulated ideas on how to improve the academic and clinical skills of its membership, as well as the public image of the profession.

In the 1960s, the ideas of the 1950s were developed into programs, and the initial athletic training education and certification programs were established. The early 1970s were a time of implementation and to resolve the problems encountered with the new programs.

The late 1970s and early 1980s brought firm establishment of and nationally recognition to the Association's programs. In the mid-to-late 1980s the leaders of the NATA addressed questions such as: what must be done for the NATA to continue growing and advancing as a profession and, what lies ahead in the future?

Current Statistics on the NATA

In 1988, a study completed by the Athletic Products division of the Johnson and Johnson Company revealed the following information

regarding the membership of the NATA: (a) the average age of the certified athletic trainer was 31 years; (b) 70 % of the certified athletic trainers possessed graduate degrees; (c) 30% of the membership were women; (d) 22% of certified athletic trainers were employed in nontraditional settings such as sports medicine clinics and hospitals; and (e) 31% of the certified athletic trainers worked in high schools (Timothy Communications, 1989).

Predictions for the Near Future

In the near future, the NATA is anticipating the following membership increases: (a) a 9% increase among NATA certified athletic trainers, from 6,000 in 1988 to over 10,000 in 1994; (b) a 6% increase among student athletic trainers, from 3,600 in 1988 to more than 5,100 in 1994; (c) a 60% total membership increase, from 10,000 in 1988 to over 16,000 in 1994 (Timothy Communications, 1989).

Employment opportunities are expected to increase along with a wider range of opportunities. Future employment predictions for the NATA membership include (a) a threefold increase in employment opportunities in independent and hospital-based clinics in 1994 than in 1988, (b) a 60% increase in the number of certified athletic trainers employed by United States' high schools, and (c) an increase the employment opportunities in American industry for certified athletic trainers, from 50 in 1988 to over 1,000 in 1994 (Timothy Communications, 1989).

Issues that will affect the Association in the Future

From telephone interviews with selected leaders of the Association, several very important issues which lie in the future of the Association were identified. The issues most commonly identified were (a) moving of the

national office, (b) the selection of a fulltime paid executive director, (c) state licensure, (d) the clinical athletic trainer, and (e) recertification.

One of the most pressing goals of the Association was to move its national office from the present location in rural Greenville, North Carolina, to a central states location. The Association leadership believed that it had outgrown the Greenville office, and in combination with its public relations campaign efforts, a metropolitan location that offered higher visibility, easier access, and a central time zone was needed (R. M. Barton, personal communication. October 9, 1989).

Several cities were evaluated and the NATA board of directors voted to move its office from Greenville to Dallas, Texas, in 1989. (Author's note: Move completed in 1989.)

For many years there have been discussions and debates over the need for a paid, "full-time" executive director in the NATA. Otho Davis, the present executive director since 1971, divides his responsibilities between the NATA and his job as the head athletic trainer for the Philadelphia Eagles Professional Football Club. (It should be noted that currently, all executive positions within the NATA are of a volunteer nature.)

In 1988, under the direction of Davis, the NATA sought the advice of the Lawrence-Leiter Company, a Kansas City-based management consulting firm, to determine how to best manage the Association in the coming years. Due to the present size of the Association and the ever increasing complexities in the business world, the NATA was advised that it would be best served by a

full-time executive director. A search and screening process will be undertaken and by mid-1990, the NATA is expected to have a new, full-time executive director (NATA, 1989).

State licensure of athletic trainers remains a critical issue for the Association with only 17 states regulating the practice of athletic training as of December 1988. With state licensure already identified as a vital issue for the profession, because of possible conflicts with currently existing physical therapy laws, the NATA will have to seek new strategies to help the remaining 33 states obtain licensure.

Another issue that faces the NATA is the nontraditional athletic trainer. With the ever increasing demands for the athletic trainer in industry and clinical settings, the NATA must look for ways to accommodate the needs of these individuals.

The NATA also needs to consider the relationship between the nontraditional athletic trainer and the topic of state licensure. Many of the individuals interviewed for this study believed that this issue has significantly slowed the process of obtaining state licensure because of the financial impact the nontraditional athletic trainer is having in the field of sports medicine. Dr. Robert Barton, past president of the NATA, confirmed this belief when he stated, "The clinic trainer and the financial impact of the clinic trainer have been the major deterrents (in obtaining state licensure)" (R. M. Barton, personal communication, October 9, 1989).

One of the most interesting upcoming issues to face the athletic trainer on an individual basis is the proposed plan of "recertification." "Recertification is probably the most misunderstood word in the profession. Unfortunately,

because of the stereotype of the word, and assumptions about it, a lot of red flags have gone up. Recertification will happen. There is no doubt about it" (P. D. Grace, personal communication, October 16, 1989).

The NATA Board of Certification is beginning the process of requesting input that will eventually shape the program where currently certified athletic trainers will have their competencies assessed (P. D. Grace, personal communication, October 16, 1989).

The purpose for this proposed program would be to allow the athletic trainer to validate his/her professional strengths and reveal their weaknesses. If a weakness is discovered, then a program of remediation would be implemented. Although this is the basic premise underlying the NATA's current continuing education program, it is believed that the continuing education program has not been performing the function that was intended (P. D. Grace, personal communication, October 16, 1989).

Another idea that has been proposed along with the establishment of recertification is the creation of different levels of athletic trainer certification. Under this proposal, the ATC would be the entry level certification, with a person being able to earn advanced certification in a number of specialty areas such as orthopaedics, strength training and conditioning, and in counseling of athletes. The athletic trainer would be required to possess a certain amount of experience and education in the selected area, and then pass a specialized examination (P. D. Grace, personal communication, October 16, 1989).

The proposed timetable for implementation of both of these certification plans is early 1990s (P. D. Grace, personal communication, October 16, 1989).

Challenges for the Association

With a large increase expected in NATA membership, and the ever-expanding job opportunities, the future for the NATA appears bright and promising. However, there are many challenges that still confront the Association. Among them are (a) the need to increase the number of races and creeds within the membership of the NATA to adequately represent the country's population, (b) the need for scientific research to assess the quality of service athletic training provides, (c) to increase awareness of the increased risks of liability within the health care field and to develop appropriate strategies for risk reduction, (d) the need to continue the efforts to obtain state licensure for athletic trainers in those states that currently do not have it, and (e) the need to create an improved work environment in which athletic trainers can obtain a higher standard of living; including ways to decrease the rate of professional "burnout," the number of hours worked, and ways to improve job security, thereby improving the chances of certified athletic trainers remaining in the profession (Timothy Communications, 1989).

CHAPTER VIII

Summary

Purpose of the Study

The purpose of this study was to chronicle the major activities and continued development of the National Athletic Trainers' Association (NATA) during the period between January 1974 and December 1988.

Procedures and Methodology

A thorough review of the minutes of the NATA board of directors meetings, annual business meetings, and selected journal articles from 1974 through 1988, noting the pertinent areas for historical research, was undertaken.

In addition, oral interviews were conducted via telephone with selected prominent leaders of the Association. Each interviewee received the questions to be asked prior to the actual interview in order to give each person the opportunity to formulate his answers, thus improving the quality of the interview.

Each telephone interview was electronically recorded by means of an audio tape recorder. All quoted information was transcribed, and a copy sent to each interviewee for review and verification of information. Each interviewee signed and returned the verification information.

Historical Background

While the existence of athletic trainers can be traced to the days of ancient Greece and Rome, it was not until the early 1900s, when football became a national sport, that athletic trainers began to play a major role in the health care of athletes in the United States.

In the early 1900s, athletic trainers were typically of limited educational experiences from various backgrounds who associated with athletic teams.

Frank and Charles Cramer, of the Cramer Chemical Company, were instrumental in the early organization and subsequent advancement of the athletic training profession.

With the help of Bill Frey, the athletic trainer at the University of Iowa, Charles Cramer formed the first national association for athletic trainers in 1938. The newly-formed National Athletic Trainers Association (NATA) lasted only 6-years, and was dissolved in 1944.

Between 1947 and 1950, several regionally based athletic trainer associations were formed and were successful. On June 24, 1950, in Kansas City, Missouri, the present national association was reorganized, again calling itself the National Athletic Trainers' Association (NATA). One hundred and one athletic trainers attended this first meeting. Charles Cramer was the national secretary for the Association. The purpose of this organization was to build and strengthen the profession of athletic training.

The 1950s were the organizing years of the young Association. In 1951, the first constitution and bylaws were written and adopted by the Association. The year 1955 was the last year the Cramers held a national office in the NATA. That year William "Pinky" Newell of Purdue University was elected the new national secretary.

The 1960s brought continued efforts to establish the credibility of the Association as a legitimate paramedic organization. With the formation of the Committee on Curriculum Development in 1968, the NATA soon began

to design athletic training education programs for the nation's colleges and universities.

Realizing that there was also a need to advance the educational standards of the general membership not currently attending college, in 1973 the NATA began to develop a continuing education program.

December 31, 1969, marked the implementation of the NATA's plan to verify academic knowledge and clinical skills of athletic trainers by means of a nationwide certification examination.

In 1975, in effort to protect the athletic trainer legally and to insure a standard of quality and expertise of people representing the athletic training profession, the NATA began to investigate the idea of state licensure. By 1980, the NATA formed a formal standing committee to help each state licensure committee get legislation passed in its respective states. By the end of 1988, 17 states had achieved some form of state regulation of athletic training.

By the early 1980s, the NATA leadership perceived the need for a strong national public relations campaign effort to create greater visibility for the profession. It was hoped that by enhancing the visibility of the athletic trainer, additional future employment opportunities would be developed.

In 1985 the NATA began its formal public relations campaign when it retained the professional services of Timothy Communications to serve as its public relations agency.

In June 1985, in an effort to generate income to finance the public relations campaign, the NATA board of directors announced that Quaker

Oats Company would be the NATA's first corporate sponsor. The announcement created tremendous controversy among the membership.

Despite the objections of many of its members, the NATA board of directors was convinced that corporate sponsorship was in the best interest of the Association, and in 1986 approved the Johnson and Johnson Company as a second corporate sponsor.

Some of the current and projected demographic data concerning the NATA were discussed. The projected favorable and expanding employment opportunities for the certified athletic trainer were also looked at. On a whole, the future appears bright for the NATA, but there are several important issues presently confronting the Association which must be addressed by the NATA leadership.

Several short biographical sketches of the prominent leaders that affected the Association during the time span between January 1974 and December 1988 were presented.

Biographies of the following individuals were selected for inclusion into this work: (a) William Newell, referred to by many as "the father of the NATA"; (b) Lindsay McLean, the individual who directed the creation of the first certification examinations; (c) Sayers "Bud" Miller, the individual responsible for the development of the educational programs for Association; (d) Gary Delforge, the individual who pioneered graduated athletic training education; (e) Otho Davis, the executive director of the NATA since 1971, and the individual who led the NATA to financial security; and (f) Paul Grace, the individual who refined and advanced the NATA's certification program.

Conclusions

After the completion of this study, the following conclusions have been reached:

1. The NATA has established itself as a strong allied health care profession. Since its earliest beginnings, the NATA has continually made efforts to advance as a profession.
2. The key to the NATA's present success lies in its past, as it became readily apparent when viewed from a historical perspective that the vision of one individual, William Newell, charted the course which led the Association to a recognized and accepted place among the allied health care professions. Without Newell's leadership and insistence that athletic trainers come together, be proud of what they did, and advance professionally through education, athletic training and the NATA might not be as strong and viable as it is today. Many others in the profession have helped in its advancement and should be recognized for their efforts; however, William Newell was the driving force behind their efforts.
3. The NATA is strong because of the volunteer efforts of its membership. There have been many individuals who have volunteered and given tirelessly of their time and efforts to help the NATA gain status as an allied health care profession.
4. The Association is successful because of the methods by which it has chosen to advance itself, specifically through education and certification.

5. The topic of state licensure is currently the Association's most pressing issue. Without licensure, many athletic trainers may be in violation of current physical therapy laws in their states. Licensure is vital to legally protect the athletic trainer, and to insure quality, competent care to the consumer.
6. The future outlook for the NATA is good. With the increased awareness of sports medicine and the need for lifetime fitness throughout the United States, the job opportunities for athletic trainers should increase. Many of these increases will be in the nontraditional settings, and this issue needs to be further addressed by the NATA leadership. With many of the future job opportunities coming in the private and corporate sectors, the issue of state licensure becomes even more vital.

Recommendations

After completion of this study, the following recommendations have been made:

1. The NATA History and Archives committee should be expanded to include a representative from each one of the 10 districts. This would allow more historical information to be collected and accurately recorded.
2. Accurate historical records regarding the activities of each district should be kept with the district representative, then passed along to the national committee chair for inclusion into the Association's archives.

3. District committee members should go to their membership and solicit historical memorabilia, such as photographs and antique modalities. These items should then be turned over to the History and Archives committee chair for inclusion in an athletic trainer's museum.
4. An NATA Hall of Fame with exhibits and information should be created and displayed within the national office.
5. All historical documents presently held by the NATA historian should be kept in the Hall of Fame archives for safe keeping.
6. The role of women in the NATA and athletic training should be addressed, and their contributions and achievements duly recorded in the next version of the NATA's history.
7. A study should be undertaken which chronicles the complete history of each of the NATA's 10 districts

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Appendices

APPENDIX A

The 1950 National Athletic Trainers'

Association's Districts

DISTRICT

- ONE Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
- TWO Delaware, New Jersey, New York, Pennsylvania
- THREE Maryland, North Carolina, South Carolina, Virginia, District of Columbia
- FOUR Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin, University of Iowa
- FIVE Iowa, Kansas, Missouri, Nebraska, North Dakota, University of Colorado
- SIX Arkansas, Oklahoma, Texas
- SEVEN Colorado, Montana, Utah, Wyoming, University of Arizona, University of New Mexico
- EIGHT Alaska, California, Hawaii, Idaho, Nevada, Oregon, Washington
- NINE Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, Tennessee (O'Shea, 1974)

APPENDIX B

The 1988 National Athletic Trainers'

Association's Districts

DISTRICT

- ONE Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont Quebec
- TWO Delaware, New Jersey, New York, Pennsylvania
- THREE Maryland, North Carolina, South Carolina, Virginia, District of Columbia
- FOUR Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin, Manitoba, Ontario
- FIVE Iowa, Kansas, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota
- SIX Arkansas, Texas
- SEVEN Arizona, Colorado, New Mexico, Utah, Wyoming
- EIGHT California, Hawaii, Nevada
- NINE Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, Tennessee
- TEN Alaska, Idaho, Montana, Oregon, Washington, Alberta, British Columbia, Saskatchewan (NATA, 1989)

APPENDIX C

Job Description and Responsibilities of National Athletic Trainers' Association's Officers

Executive director

Official spokesman for all business affairs on behalf of the NATA. Implements the mandates and policies of the Association as determined by the board of directors.

President

Official spokesman for the board of directors and the Association concerning public relations and speaking engagements for the membership.

Board of directors

The official legislative body of the Association. Has final authority in determining acceptance, rejection, or modification of all committee recommendations.

Administrative Assistant

Assists the executive director in all functions and responsibilities of the national office.

Advisory committee

To advise the president and executive director, at their request, on matters needing specific information in the respective specialty fields of the committee members.

Parliamentarian

Has thorough knowledge of parliamentary procedures and is in charge of keeping the board of directors and annual business meetings operating under parliamentary procedures.

Executive Council

Discusses recommendations, suggestions, and requests from association districts, divisions, committees, and other interested individuals.

APPENDIX D

The Presidents of the National Athletic
Trainers' Association from 1974-1988

1974

Robert GunnHouston Oilers
Frank George.....Brown University

1975-1977

Frank George.....Brown University

1978

Frank George.....Brown University
William Chambers.....Fullerton Junior College

1979-1981

William Chambers.....Fullerton Junior College

1982

William Chambers.....Fullerton Junior College
Bobby Barton.....Eastern Kentucky University

1983-1985

Bobby Barton.....Eastern Kentucky University

1986

Bobby Barton.....Eastern Kentucky University
Jerry RheaAtlanta Falcons

1987

Jerry RheaAtlanta Falcons

1988

Jerry RheaAtlanta Falcons

Mark Smaha.....Washington State University

APPENDIX E

Human Subjects Informed Consent

CONSENT TO PARTICIPATE IN THE UPDATING OF THE HISTORY OF THE NATIONAL ATHLETIC TRAINERS' ASSOCIATION: 1974-1988

NAME _____ DATE _____

I hereby authorize William J. Vine to collect information from me, via a telephone interview, regarding the history of the National Athletic Trainers' Association (NATA) for the period January 1974 through December 1988.

I understand that the purpose of this study is to chronicle the major events, advancements, and changes within the NATA between January 1974 and December 1988.

I understand that I will receive the questions to be asked during the interview in advance in order to give me an opportunity to formulate my answers, thus improving the quality and scope of my responses.

I also understand that my telephone interview will be electronically recorded by means of an audio tape recorder. My interview will then be transcribed, and a copy of the interview sent back to me for verification of information provided.

I understand that I have the right to refuse to answer any or all questions asked, and may discontinue my participation in the study at any time without prejudice to my relations with San Jose State University.

I understand that the results of this study may be published, with the understanding that my identity or responses to questions will not be revealed unless expressly consented thereto.

All questions about the study should be directed Mr. William Vine, B.S., A.T.,C. (principal investigator) at (503) 963-1311. Questions or complaints about the procedures should be directed to Dr. Rod A. Harter, Ph.D., A.T.,C. (thesis advisor) at (408) 924-3015. Questions or complaints about the research subject's rights should be directed to Dr. Serena Stanford, Ph.D. (Associate Academic Vice President for Graduate Studies and Research) at(408) 924-2480.

I have read the above information and understand the procedures for the interview, and consent to participate in this study.

Subject's Signature

Date

William J. Vine
Principal Investigator
(503) 963-1311 (W) or 963-8186 (H)

Date

Appendix F

Questionnaire Letter to Prominent Leaders of
the National Athletic Trainers' Association

_____, 1989

Dear _____ :

I am currently updating the history of the NATA from 1974 through 1988. This project is under the approval of the NATA. The project will be first completed in the form of a Master's thesis. It will eventually be reproduced as a second volume to Mike O'Shea's "History of the NATA". Dr. Rod Harter, San Jose State University, and Mr. Michael O'Shea, former NATA Chairman History and Archives, are directing this project.

Your help is greatly needed to aid in the completion of this project, and is vital for the quality and accurate recount of the history of our Association.

I have enclosed a list of questions that I will ask during a telephone interview. I have given the questions to you in advance to help you to formulate your response during the actual interview.

On _____ I will contact you by telephone to set up a telephone interview date with you. If your schedule would permit it, I would like to complete your interview sometime between _____ and _____ .

As I mentioned earlier in this letter, I am writing this paper in partial fulfillment of my Master's degree. This presents a unique problem. The time limit on the completion of this degree expires in December of this year. Therefore, I must defend my thesis by November 10, 1989.

I realize that you are probably very busy this time of the year as I am, and I hope that these time constraints do not pose too great of a problem. Your efforts to help in this project are greatly appreciated!

Sincerely,

William J. Vine, ATC
Chairman History and Archives NATA

APPENDIX G

Questions Asked During Telephone Interviews

Questions for Past NATA Presidents

Past Presidents Interviewed

Robert Gunn	(1970-1974)
Frank George	(1974-1978)
William Chambers	(1978-1982)
Bobby Barton	(1982-1986)
Jerry Rhea	(1986-1988)

General Questions

1. You were President of the NATA between _____ & _____. Is this correct?
2. Tell me about the Association when you took over the office. What was it like? What was the mood of the membership?
3. During your term in office, what do you feel were the Associations most pressing issues?
4. What were your plans to address them?
5. What do you consider to be your greatest successes during your term in office?
6. What do you consider to be your greatest disappointment during your term in office?
7. What has been the biggest change you have seen in the NATA between 1974 & 1988?
8. What is the most significant event in the Association between 1974 and 1988?

Association Leadership

9. Is there one person you could identify that you feel has done the most for the Advancement of the NATA? If so, who, and what has he/she done that has impressed you?
10. If you were asked to identify three or four individuals who you feel have provided the leadership of the NATA to get the Association to its present level of professionalism and recognition, who would they be, and what are their contributions to the association?

William "Pinky" Newell

11. Tell me about Pinky Newell. What kind of a man was he?
12. How did he contribute to the growth and development of the present Association?
13. As the Executive Secretary, what were his greatest strengths and weaknesses?
14. What do you consider to be Pinky's greatest achievement as the Executive Secretary?
15. How will history remember Pinky Newell?
16. In my paper I plan on including a brief biographical sketch of Pinky Newell. If you were writing this section, what would be the one thing about Pinky Newell that you would make sure that you did not leave out?

Sayers "Bud" Miller

17. What about Sayers "Bud" Miller. What kind of a man was he?
18. In what ways did he contribute to the growth and development of the Association?
19. As the Chairman of the Committee on Professional Education, what would you consider to be his greatest success?

20. A biographical sketch of Sayers "Bud" Miller will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

Gary Delforge

21. Tell me about Gary Delforge. What kind of a man is he?
22. In what ways has he contributed to the growth and development of the NATA?
23. As the Chairman of the Committee on Professional Education, what would you consider to be his greatest success?
24. A biographical sketch of Gary Delforge will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

Lindsay McLean

25. What could you tell me about Lindsay McLean? What kind of a man is he?
26. What role did he play in the development of the Certification Examination?
27. How did his efforts affect the advancement of the Association?
28. A biographical sketch of Lindsay McLean will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

Otho Davis

29. Tell me about Otho Davis. What kind of a man is he?
30. How has he contributed to the growth and development of the present Association?
31. As the Executive Director of the Association, what do you consider his strengths and weaknesses?

32. As the Executive Director, what would you consider to be his greatest success?
33. Where would the present Association be if Otho Davis had not been the Executive Director for the past 17 years?
34. A biographical sketch of Otho Davis will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

The Association

From the reading that I have done regarding the Associations activities, it seems that there were times of considerable criticism from the members toward the leadership. It seemed that the leadership decided what direction the Association should go and took steps to lead it that way, while the membership really didn't want to go that direction, or were just dragging their feet.

Two examples would be certification and continuing education requirements. With both of these it seemed that the leadership decided that these needed to be done, while the membership was slow to agree or just outright disagreed.

35. Is my perception accurate?
36. If so, how did you deal with this attitude?
37. Why do you feel there is so much "foot dragging" by the membership?

There seemed to be some misunderstanding and confusion from the membership regarding the initial implementation of continuing education. First of all, it seemed that only a very small percent of the membership (7.5%) responded to the questionnaire the NATA leadership sent out to get the members feelings about continuing education. Then 49% of the membership said they were completely unaware of the continuing education program.

38. What can you tell me about the initial attitude of the majority of the membership? From my research, it seems that the leadership decided that continuing education was necessary, and they were going to implement a program that would be in the members best interest, whether the members wanted it or not.

39. What were the events surrounding the continuing education program after the initial announcement to the membership and subsequent adoption of the program into the NATA By-Laws?
40. What are your feelings regarding the educational advancements of the athletic trainer?
41. What have been the major advancements in this area between 1974 and 1988?
42. What role has Continuing Education played in the advancement of the Association?
43. How has Certification of the athletic trainer changed the profession and the Association?
44. What is your view on "Recertification"? Is it necessary? Will it become a reality?
45. Will it be accepted by the current certified members?
46. What are your feelings regarding Licensing of the Athletic Trainer?
47. Is it necessary? Why, Why not?
48. Why hasn't it been successful in all of the states to this date?
49. What will it take to make licensure a reality in every state?
50. What are the problems that exist if Licensing of athletic trainers does not occur in each state?
51. Why was licensure done on a state by state basis and not nationwide?
52. In reading the information surrounding this issue, there seems as if there is opposition toward licensure in many of the states. Where is the opposition coming from and why?
53. At first there seemed to be cooperation between the athletic trainers and the physical therapists. However, as time went on it seems as if there was less and less cooperation. Is this a fair assessment? If so, what was the problem between the two groups?

54. Should a licensure bill allow an athletic trainer to establish a private practice? If not, why?
55. Should the athletic trainer be allowed to establish a private practice, much the same as physical therapists?
56. It seems that the NATA has experienced a tremendous growth in its membership in the past few years. What would you attribute this to?
57. Do you think that having a Certified Athletic Trainer in every high school in America is important?
58. Will it ever happen? If not, why? If so, how will it be accomplished?
59. From the research that I have done, it seems that one reason the NATA disassociated itself from the Cramers back in 1955 was they felt that the Association should not be closely tied with any company. Words such as "conflict of interest" and "prostitution" seemed to be attached to the NATA associating itself with any company.

What are your feelings about Corporate Sponsorship of the NATA?

60. Do you see any ethical problems with it?
 61. What are the benefits of Corporate Sponsorship?
 62. What do you say to the critics of Corporate Sponsorship?
 63. Was the idea of Corporate Sponsorship of the NATA put to a vote of the membership?
 64. If not, why wasn't it?
 65. When Otho Davis took over as Executive Director, the NATA had net assets of about \$2000. Today the Association has well over \$2 Million. To what would you attribute this?
 66. How do you feel about the Association as it is today?
 67. What do you feel is the NATA's most pressing issue?
 68. What do you see in the future for the NATA?
-

69. What direction should the NATA leadership go to ensure the continual advancement of the profession and the Association in the future?
70. How do you see the athletic training profession today?
71. What do you see in the future for the athletic training profession?
72. Do you have any additional comments that you would like to add?
73. Is there any other area I should look into while doing this research?

Questions for Lindsay McLean

Personal

In my paper I have planned a section on the Prominent Leaders of the Association. I have selected you for inclusion into that chapter. Therefore I would like to begin with some biographical information about yourself.

1. When were you born?
 2. Where were you born?
 3. Where did you grow up?
 4. What high school did you attend?
 5. What college did you attend?
 6. Did you participate in any organized sports, if so, what were they, and where did you participate in them?
 7. Did you receive any noteworthy honors while either high school or college?
 8. Are you married?
 9. If so, to whom and how long?
 10. How did you become interested in the field of athletic training?
-

11. Where did you first work as a student athletic trainer?
12. Who was the first head athletic trainer that you worked under?
13. Where did you get your first paying job as an athletic trainer?
14. Would you please give me the names and dates of all of the places you have either worked as a paid assistant or head athletic trainer.
15. When did you get the job at Michigan?
16. How did you get that job?
17. How did you get the job with the 49ers?
18. How long have you been in that position?
19. What is the most notable event that has happened to you as an athletic trainer?
20. In 1988 you were elected into the Hall of Fame. Tell me what that means to you.
21. What other honors and awards have you received as an Athletic Trainer?
22. Are there any other significant events in your life that you would like to have included into this chapter?

Certification

23. The dates that I have you as the chairman of the sub-committee and then the committee on certification are 1968-1980. Are those dates correct?
24. Tell me when and how you got involved in the development of the certification exam.
25. Is it true that you were some what reluctant to chair the committee on certification? If so, why?
26. In what year did Pinky Newell appoint you chairman of the sub-committee on certification?
27. How and when did the idea of a certification examination get started?

28. There seemed to be a lot of grumbling from the membership regarding certification. If my understanding of the events are correct, many of the older members were down right opposed to the idea. Is this a true reflection of the events? If so, how was this overcome by the NATA leadership?
29. In 1959 the NATA adopted a minimal set of requirements for the athletic trainer. From my research there seemed to have been some misunderstanding by the members of the Association in regards to these guidelines. While the Association never intended these guidelines to fully qualify men and women in athletic training, evidently the membership thought that was the case. Could you shed some light on this situation and clarify it for me.
30. Was this misunderstanding the cause for all active members to become certified in July 1965? If not, could you help me to understand the rationale behind certifying the entire active membership at this time.
31. Tell me about the development of the first certification exam.
32. Explain the "grandfather" clause to me. What was the criteria to be certified via this route?
33. Was this a political compromise with the membership to accept certification?
34. What did the oral/practical section of the first exam consist of?
35. While you were chairman of the committee on certification, how did the exam change over the years? Was it revised? If so, why and how was it changed?
36. What minimum standard was set for passing the first exam?
37. How was that minimum set?
38. What were some of the initial problems in developing and then in implementing the first exam?
39. How would the first exam compare to the one given today?
40. What was your greatest achievement as the Chairman of the certification committee?

41. What was your biggest disappointment?
42. How has Certification of the athletic trainer changed the profession and the Association?
43. What is your view on "Recertification"? Is it necessary? Will it become a reality?
44. Will it be accepted by the current certified members?
45. Do you have any additional comments or insights regarding the certification exam that I have failed ask you?

Association Leadership

46. Is there one person you could identify that you feel has done the most for the Advancement of the NATA? If so, who, and what has he/she done that has impressed you?
47. If you were asked to identify three or four individuals who you feel have provided the leadership of the NATA to get the Association to its present level of professionalism and recognition, who would they be, and what are their contributions to the association?

William "Pinky" Newell

48. Tell me about Pinky Newell. What kind of a man was he?
49. How did he contribute to the growth and development of the present Association?
50. As the Executive Secretary, what were his greatest strengths and weaknesses?
51. What do you consider to be Pinky's greatest achievement as the Executive Secretary?
52. How do you think history will remember Pinky Newell?
53. In my paper I plan on including a brief biographical sketch of Pinky Newell. If you were writing this section, what would be the one thing about Pinky Newell that you would make sure that you did not leave out?

Sayers "Bud" Miller

54. What about Sayers "Bud" Miller. What kind of a man was he?
55. In what ways did he contribute to the growth and development of the Association?
56. As the Chairman of the Committee on Professional Education, what would you consider to be his greatest success?
57. A biographical sketch of Sayers "Bud" Miller will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

Gary Delforge

58. Tell me about Gary Delforge. What kind of a man is he?
59. In what ways has he contributed to the growth and development of the NATA?
60. As the Chairman of the Committee on Professional Education, what would you consider to be his greatest success?
61. A biographical sketch of Gary Delforge will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

Otho Davis

62. Tell me about Otho Davis. What kind of a man is he?
63. How has he contributed to the growth and development of the present Association?
64. As the Executive Director of the Association, what do you consider his strengths and weaknesses?
65. As the Executive Director, what would you consider to be his greatest success?
66. Why has Otho Davis been the Executive Director for so long?

67. Where would the present Association be if Otho Davis had not been the Executive Director for the past 17 years?
68. A biographical sketch of Otho Davis will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

The Association

From the research that I have done, it seems that one reason the NATA disassociated itself from the Cramers back in 1955 was they felt that the Association should not be closely tied with any company. Words such as "conflict of interest" and "prostitution" seemed to be attached to the NATA associating itself with any company.

69. What are your feelings about Corporate Sponsorship of the NATA?
 70. Do you see any ethical problems with it?
 71. What are the benefits of Corporate Sponsorship?
 72. What are your feelings regarding the educational advancements of the athletic trainer?
 73. What role has Continuing Education played in the advancement of the Association?
 74. What are your feelings regarding Licensing of the Athletic Trainer?
 75. Is it necessary? Why, Why not?
 76. Why hasn't it been successful in all of the states to this date?
 77. What will it take to make licensure a reality in every state?
 78. What are the problems that exist if Licensing of athletic trainers does not occur in each state?
 79. It seems that the NATA has experienced a tremendous growth in its membership in the past few years. What would you attribute this to?
 80. Do you think that having a Certified Athletic Trainer in every high school in America is important?
-

81. Will it ever happen? If not, why? If so, how will it be accomplished?
82. How do you feel about the Association as it is today?
83. What do you feel is the NATA's most pressing issue?
84. What do you see in the future for the NATA?
85. What direction should the NATA leadership go to ensure the continual advancement of the profession and the Association in the future?
86. How do you see the athletic training profession today?
87. What do you see in the future for the athletic training profession?
88. Do you have any additional comments that you would like to add?
89. Is there any other area I should look into while doing this research?

Questions for Paul Grace

Personal

In my paper I have planned a section on the Prominent Leaders of the Association. I have selected you for inclusion into that chapter. Therefore I would like to begin with some biographical information about yourself.

1. When were you born?
2. Where were you born?
3. Where did you grow up?
4. What high school did you attend?
5. What college did you attend?
6. Did you participate in any organized sports, if so, what were they, and where did you participate in them?
7. Did you receive any noteworthy honors while either high school or college?

8. Are you married?
9. If so, to whom and how long?
10. How did you become interested in the field of athletic training?
11. Where did you first work as a student athletic trainer?
12. Who was the first head athletic trainer that you worked under?
13. Where did you get your first paying job as an athletic trainer?
14. Would you please give me the names and dates of all of the places you have either worked as a paid assistant or head athletic trainer.
15. In 1988 you were elected into the Hall of Fame. Tell me what that means to you.
16. What other honors and awards have you received as an Athletic Trainer?
17. What is the most notable event that has happened to you as an athletic trainer?
18. Are there any other significant events in your life that you would like to have included into this chapter?

Certification

19. The dates that I have you as the chairman of the committee on certification are 1980-1988. Are those dates correct?
20. Tell me how you got involved in this committee.
21. Since you have been the chairman of the committee on certification, how has the exam changed over the years? How has it been revised?
22. How would the first exam compare to the one given today?
23. How many people have taken the exam since it began?
24. How many have passed? How many have failed?
25. Do you have a year-by-year breakdown?

26. In 1982, the Role Delineation Study was completed. Could you explain this study to me. What is its significance to the Association and particularly to the certification exam?
27. Did this study change the certification exam? If so, in what ways?
28. In 1983, the National Commission for Health Certifying Agencies approved the NATA's Certification Exam. What did that recognition mean for the Association?
29. What could you tell me about the Examiner Development Program started in '84?
30. What has been your greatest achievement as the Chairman of the certification committee?
31. What has your biggest disappointment?
32. How has Certification of the athletic trainer changed the profession and the Association?
33. What is your view on "Recertification?"
34. Is it necessary? Will it become a reality?
35. Will it be accepted by the current certified members? If not, what will the leadership have to do to "sell" it to the membership?
36. Do you have any additional comments or insights regarding the certification exam that I have failed ask you?
37. Have there been any significant events with regards to the Certification exam that need to be included in this project?
38. I understand you are the Special Assistant to the Executive Director. Is this correct? When did you begin this position?
39. What are your duties in this position?
I would now like to ask you some questions regarding individuals you might insight on, and some of the activities of the Association.

Association Leadership

40. Is there one person you could identify that you feel has done the most for the Advancement of the NATA? If so, who, and what has he/she done that has impressed you?
41. If you were asked to identify three or four individuals who you feel have provided the leadership of the NATA to get the Association to its present level of professionalism and recognition, who would they be, and what are their contributions to the association?

William "Pinky" Newell

42. Tell me about Pinky Newell. What kind of a man was he?
43. How did he contribute to the growth and development of the present Association?
44. As the Executive Secretary, what were his greatest strengths and weaknesses?
45. What do you consider to be Pinky's greatest achievement as the Executive Secretary?
46. In my paper I plan on including a brief biographical sketch of Pinky Newell. If you were writing this section, what would be the one thing about Pinky Newell that you would make sure that you did not leave out?

Sayers "Bud" Miller

47. What about Sayers "Bud" Miller. What kind of a man was he?
48. In what ways did he contribute to the growth and development of the Association?
49. As the Chairman of the Committee on Professional Education, what would you consider to be his greatest success?
50. A biographical sketch of Sayers "Bud" Miller will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

Gary Delforge

51. Tell me about Gary Delforge. What kind of a man is he?
52. In what ways has he contributed to the growth and development of the NATA?
53. As the Chairman of the Committee on Professional Education, what would you consider to be his greatest success?
54. A biographical sketch of Gary Delforge will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

Lindsay McLean

55. What could you tell me about Lindsay McLean? What kind of a man is he?
56. What role did he play in the development of the Certification Examination?
57. How did his efforts affect the advancement of the Association?
58. A biographical sketch of Lindsay McLean will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

Otho Davis

59. Tell me about Otho Davis. What kind of a man is he?
60. How has he contributed to the growth and development of the present Association?
61. As the Executive Director of the Association, what do you consider his strengths and weaknesses?
62. As the Executive Director, what would you consider to be his greatest success?
63. Where would the present Association be if Otho Davis had not been the Executive Director for the past 17 years?

64. A biographical sketch of Otho Davis will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

The Association

From the research that I have done, it seems that one reason the NATA disassociated itself from the Cramers back in 1955 was they felt that the Association should not be closely tied with any company. Words such as "conflict of interest" and "prostitution" seemed to be attached to the NATA associating itself with any company.

65. What are your feelings about Corporate Sponsorship of the NATA?
66. Do you see any ethical problems with it?
67. What are the benefits of Corporate Sponsorship?
68. What are your feelings regarding the educational advancements of the athletic trainer?
69. What role has Continuing Education played in the advancement of the Association?
70. What are your feelings regarding Licensing of the Athletic Trainer?
71. Is it necessary? Why, Why not?
72. Why hasn't it been successful in all of the states to this date?
73. What will it take to make licensure a reality in every state?
74. What are the problems that exist if Licensing of athletic trainers does not occur in each state?
75. It seems that the NATA has experienced a tremendous growth in its membership in the past few years. What would you attribute this to?
76. Do you think that having a Certified Athletic Trainer in every high school in America is important?
77. Will it ever happen? If not, why? If so, how will it be accomplished?

78. What has been the biggest change you have seen in the NATA between 1974 & 1988?
79. How do you feel about the Association as it is today?
80. What do you feel is the NATA's most pressing issue?
81. What do you see in the future for the NATA?
82. What direction should the NATA leadership go to ensure the continual advancement of the profession and the Association in the future?
83. How do you see the athletic training profession today?
84. What do you see in the future for the athletic training profession?
85. Do you have any additional comments that you would like to add?
86. Is there any other area I should look into while doing this research?

Questions for Gary Delforge

Personal

In my paper I have planned a section on the Prominent Leaders of the Association. I have selected you for inclusion into that chapter. Therefore I would like to begin with some biographical information about yourself.

1. When were you born?
2. Where were you born?
3. Where did you grow up?
4. What high school did you attend?
5. What college did you attend?
6. Did you participate in any organized sports, if so, what were they, and where did you participate in them?
7. Did you receive any noteworthy honors while either high school or college?

8. Are you married?
9. If so, to whom and how long?
10. How did you become interested in the field of athletic training?
11. Where did you first work as a student athletic trainer?
12. Who was the first head athletic trainer that you worked under?
13. Where did you get your first paying job as an athletic trainer?
14. Would you please give me the names and dates of all of the places you have either worked as a paid assistant or head athletic trainer.
15. In 1988 you were elected into the Hall of Fame. Tell me what that means to you.
16. What other honors and awards have you received as an Athletic Trainer?
17. What is the most notable event that has happened to you as an athletic trainer?
18. Are there any other significant events in your life that you would like to have included into this chapter?

Education

Curriculum

19. According to my records you were the chairman of the Graduate Education Committee from 74-77. Are those dates correct?
20. What was the purpose of that committee?
21. In 1959, the NATA approved an educational curriculum that would be acceptable to colleges and universities. According to my research, it is not clear what was done with it. There is no evidence that this information was given to or even known to the college health and physical education departments. Are you able to shed any light on this?
22. What were the most significant accomplishments of the graduate education committee?

23. After 1977 I am not quite sure what happened with committee. Did it continue? If so, what were its actions?
24. My information shows that you were the chairman of the Professional Education Committee from 1981-1988. Are those dates correct?
25. How long were you a member of this committee before you became the chairman?
26. What was the purpose of this committee?
27. What do you feel were the committee's greatest accomplishments while you were involved?

Continuing Education

28. Tell me about the development of the Continuing Education program. How was the idea originally conceived?
29. Was there a great deal of difficulty putting the program together for presentation to the board of directors in 1974?

There seemed to be some misunderstanding and confusion from the membership regarding the initial implementation of continuing education. First of all, it seemed that only a very small percent of the membership (7.5%) responded to the questionnaire the NATA leadership sent out to get the members response. Then 49% of the membership said they were completely unaware of the continuing education program.

30. What can you tell me about the initial attitude of the majority of the membership? From my research, it seems that the leadership decided that continuing education was necessary, and they were going to implement a program that would be in the members best interest, whether they wanted it or not.
31. What were the events surrounding the continuing education program after the initial announcement to the membership and subsequent adoption of the program into the NATA By- Laws?
32. How were 9 CEU's selected as the initial standard?
33. When and why did the requirement drop to 6 CEU's every 3 years?

34. The initial deployment of the program was delayed several times before it actually began. First of all, my records indicate that the program was scheduled to begin January 1, 1976, but didn't start until January 1, 1979. Are those dates correct?
35. What were the causes of the delays?
36. What were the major changes in the program while you were involved with it?
37. What do you feel the attitude from the membership is regarding this program today?
38. What are your feelings regarding the educational advancements of the athletic trainer?
39. What role has Continuing Education played in the advancement of the Association?
40. Is there any other information about the continuing education program you feel would be beneficial for inclusion in this paper?
41. Why did you resign as chairman of the Professional Education Committee? Were there any "hard feelings" when you left?

High School Faculty Athletic Trainer Program

42. Who's idea was this program?
43. What was the initial response by the Association (both leadership and members) to it?
44. What was the purpose of the program?
45. Was it an attempt to provide health care services to the high school athlete only, or was it a way to increase the need for an athletic trainer in the high schools?
46. What were the strengths and weaknesses of this program?
47. Wasn't this program detrimental to the advancement of the Association? By allowing a faculty member to serve as the "athletic trainer," it seems that it would send a message to the schools that there is not a need for a

full time "Certified Athletic Trainer" in the high schools. Would you comment on this.

48. What accomplishment are you most proud of as a member of the Professional Education Committee?
49. How has Certification of the athletic trainer changed the profession and the Association?
50. What is your view on "Recertification"? Is it necessary? Will it become a reality?
51. Will it be accepted by the current certified members?

Association Leadership

52. Is there one person you could identify that you feel has done the most for the Advancement of the NATA? If so, who, and what has he/she done that has impressed you?
53. If you were asked to identify three or four individuals who you feel have provided the leadership of the NATA to get the Association to its present level of professionalism and recognition, who would they be, and what are their contributions to the association?

William "Pinky" Newell

54. Tell me about Pinky Newell. What kind of a man was he?
55. How did he contribute to the growth and development of the present Association?
56. As the Executive Secretary, what were his greatest strengths and weaknesses?
57. What do you consider to be Pinky's greatest achievement as the Executive Secretary?
58. How will history remember Pinky Newell?
59. In my paper I plan on including a brief biographical sketch of Pinky Newell. If you were writing this section, what would be the one thing about Pinky Newell that you would make sure that you did not leave out?

Sayers "Bud" Miller

60. What about Sayers "Bud" Miller. What kind of a man was he?
61. In what ways did he contribute to the growth and development of the Association?
62. As the Chairman of the Committee on Professional Education, what would you consider to be his greatest success?
63. A biographical sketch of Sayers "Bud" Miller will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

Lindsay McLean

64. What could you tell me about Lindsay McLean? What kind of a man is he?
65. What role did he play in the development of the Certification Examination?
66. How did his efforts affect the advancement of the Association?
67. A biographical sketch of Lindsay McLean will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

Otho Davis

68. Tell me about Otho Davis. What kind of a man is he?
69. How has he contributed to the growth and development of the present Association?
70. As the Executive Director of the Association, what do you consider his strengths and weaknesses?
71. As the Executive Director, what would you consider to be his greatest success?
72. How come Otho has been the Executive Director for so long?

73. Where would the present Association be if Otho Davis had not been the Executive Director for the past 17 years?
74. A biographical sketch of Otho Davis will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

The Association

From the research that I have done, it seems that one reason the NATA disassociated itself from the Cramers back in 1955 was they felt that the Association should not be closely tied with any company. Words such as "conflict of interest" and "prostitution" seemed to be attached to the NATA associating itself with any company.

75. What are your feelings about Corporate Sponsorship of the NATA?
76. Do you see any ethical problems with it?
77. What are the benefits of Corporate Sponsorship?
78. What are your feelings regarding Licensing of the Athletic Trainer?
79. Is it necessary? Why, Why not?
80. Why hasn't it been successful in all of the states to this date?
81. What will it take to make licensure a reality in every state?
82. What are the problems that exist if Licensing of athletic trainers does not occur in each state?
83. It seems that the NATA has experienced a tremendous growth in its membership in the past few years. What would you attribute this to?
84. Do you think that having a Certified Athletic Trainer in every high school in America is important?
85. Will it ever happen? If not, why? If so, how will it be accomplished?
86. How do you feel about the Association as it is today?
87. What do you feel is the NATA's most pressing issue?

88. What do you see in the future for the NATA?
89. What direction should the NATA leadership go to ensure the continual advancement of the profession and the Association in the future?
90. How do you see the athletic training profession today?
91. What do you see in the future for the athletic training profession?
92. Do you have any additional comments that you would like to add?
93. Is there any other area I should look into while doing this research?

Questions for Jim Gallaspy

Continuing Education

1. My information shows that you were the chair of the continuing education committee from 1981-1988. Is this correct?
2. Tell me about the development of the Continuing Education program. How was the idea originally conceived?
3. Was there a great deal of difficulty putting the program together for presentation to the board of directors in 1974?

There seemed to be some misunderstanding and confusion from the membership regarding the initial implementation of continuing education. First of all, it seemed that only a very small percent of the membership (7.5%) responded to the questionnaire the NATA leadership sent out to get the members response. Then 49% of the membership said they were completely unaware of the continuing education program.

4. What can you tell me about the initial attitude of the majority of the membership? From my research it seems that the leadership decided that continuing education was necessary, and they were going to implement a program that would be in the members best interest, whether the members wanted it or not.
5. How were 9 CEU's selected as the initial standard?
6. When and why did the requirement drop to 6 CEU's every 3 years?

7. The initial deployment of the program was delayed several times before it actually began. First of all, my records indicate that the program was scheduled to begin January 1, 1976, but didn't start until January 1, 1979. Are those dates correct?
8. What were the causes of the delays?
9. What were the major changes in the program while you were involved with it?
10. What do you feel the attitude from the membership is regarding this program today?
11. What are your feelings regarding the educational advancements of the athletic trainer?
12. What role has Continuing Education played in the advancement of the Association?
13. Is there any other information about the continuing education program you feel would be beneficial for inclusion in this paper?
14. What would you consider your greatest achievement while chair of this committee?
15. What have been the significant changes in the continuing education program since it began?
16. Are there any future changes anticipated in the present continuing education program?

Association Leadership 17. Is there one person you could identify that you feel has done the most for the Advancement of the NATA? If so, who, and what has he/she done that has impressed you?
18. If you were asked to identify three or four individuals who you feel have provided the leadership of the NATA to get the Association to its present level of professionalism and recognition, who would they be, and what are their contributions to the association?
19. How do you feel about the Association as it is today?
20. What do you feel is the NATA's most pressing issue?

21. What do you see in the future for the NATA?
22. What direction should the NATA leadership go to ensure the continual advancement of the profession and the Association in the future?
23. What do you see in the future for the athletic training profession?
24. Do you have any additional comments that you would like to add?

Questions for Jack Redgren

Continuing Education

1. You were the 1st chair of sub committee of CE?
2. Tell me about the development of the Continuing Education program. How was the idea originally conceived?
3. Was there a great deal of difficulty putting the program together for presentation to the board of directors in 1974?

There seemed to be some misunderstanding and confusion from the membership regarding the initial implementation of continuing education. First of all, it seemed that only a very small percent of the membership (7.5%) responded to the questionnaire the NATA leadership sent out to get the members response. Then 49% of the membership said they were completely unaware of the continuing education program.

4. What can you tell me about the initial attitude of the majority of the membership? From my research it seems that the leadership decided that continuing education was necessary, and they were going to implement a program that would be in the members best interest, whether the members wanted it or not.
5. How were 9 CEU's selected as the initial standard?
6. When and why did the requirement drop to 6 CEU's every 3 years?
7. The initial deployment of the program was delayed several times before it actually began. First of all, my records indicate that the program was scheduled to begin January 1, 1976, but didn't start until January 1, 1979. Are those dates correct?

8. What were the causes of the delays?
9. What are your feelings regarding the educational advancements of the athletic trainer?
10. What role has Continuing Education played in the advancement of the Association?

Questions for Bob Behnke

1. My information shows that you were the committee chairman on licensure from 1982 - 1984. Are these dates correct?
2. When did you first become involved in this issue?
3. When did the idea for Licensure of athletic trainers first come about?
4. Why was it felt that licensure was necessary?
5. Exactly what does a licensure bill do for the athletic trainer?
6. What significant events occurred in this issue before the NATA set up an official committee?
7. Why was licensure done on a state by state basis and not nationwide?
8. In reading the information surrounding this issue, there seems as if there is opposition toward licensure in many of the states. Where is the opposition coming from and why?
9. When this issue started to gain some momentum, President Chambers asked for a moratorium on this issue. What was the reason?
10. Did this moratorium have any effect on licensure for athletic trainers? Positive or negative?
11. What are your feelings regarding Licensing of the Athletic Trainer? Is it necessary? Why, Why not?
12. Why hasn't it been successful in all of the states to this date?
13. What will it take to make licensure a reality in every state?

14. What are the problems that exist if Licensing of athletic trainers does not occur in each state?
 15. At first there seemed to be cooperation between the athletic trainers and the physical therapists. However, as time went on it seems as if there was less and less cooperation. Is this a fair assessment? If so, what was the problem between the two groups?
 16. What is the difference between the licensing between an athletic trainer and a physical therapist?
 17. Should a licensure bill allow an athletic trainer to establish a private practice? If not, why?
 18. Should the athletic trainer be allowed to establish a private practice, much the same as physical therapists?
 19. Currently, which states have succeeded in passing state licensure?
 20. Are there any other important aspects of licensure that I have failed to address in this interview?
 21. Do you have any additional comments on this subject?
 22. Do you think that having a Certified Athletic Trainer in every high school in America is important?
 23. Will it ever happen? If not, why? If so, how will it be accomplished?
 25. What can you tell me about the "High School Faculty Athletic Trainer Program"? Who's idea was this program? Is it still ongoing?
 26. What was the initial response by the Association (both leadership and members) to the program?
 27. What was the purpose of the program? Was it an attempt to provide health care services to the high school athlete only, or was it a way to increase the need for an athletic trainer in the high schools?
 28. What were the strengths and weaknesses of this program?
 29. Wasn't this program detrimental to the advancement of the Association? By allowing a faculty member to serve as the "athletic trainer," it seems
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that it would send a message to the schools that there is not a need for a full time "Certified Athletic Trainer" in the high schools. Would you comment on this.

30. Do you have any additional comments you would like to make?

Questions for Ed Crowley

1. My information shows that you were the committee chairman on licensure from 1984-1988. Are these dates correct?
2. When did you first become involved in this issue?
3. When did the idea for Licensure of athletic trainers first come about?
4. Why was it felt that licensure was necessary?
5. Exactly what does a licensure bill do for the athletic trainer?
6. What significant events occurred in this issue before the NATA set up an official committee?
7. Why was licensure done on a state by state basis and not nationwide?
8. In reading the information surrounding this issue, there seems as if there is opposition toward licensure in many of the states. Where is the opposition coming from and why?
9. What are your feelings regarding Licensing of the Athletic Trainer? Is it necessary? Why, Why not? What are the benefits to the athletic trainer?
10. Why hasn't it been successful in all of the states to this date?
11. What will it take to make licensure a reality in every state?
12. What are the problems that exist if Licensing of athletic trainers does not occur in each state?
13. Currently, which states have succeeded in passing state licensure?
14. Are there any other important aspects of licensure that I have failed to address in this interview?

15. Do you have any additional comments on this subject?

Questions for Otho Davis

Personal

In my paper I have planned a section on the Prominent Leaders of the Association. I have selected you for inclusion into that chapter. Therefore I would like to begin with some biographical information about yourself.

1. When were you born?
2. Where were you born?
3. Where did you grow up?
4. What can you tell me about your first name? It is quite unique. Is it your given name, or a nickname?
5. What high school did you attend?
6. I understand that you graduated from Lamar University. Is this correct?
7. What years did you attend there?
8. What is your undergraduate degree in?
9. When did you graduate from Kent State?
10. What is your Master's degree in?
11. Did you participate in any organized sports while in high school or college, if so, what were they, and where did you participate in them?
12. Did you receive any noteworthy honors while either high school or college?
13. Are you married?
14. If so, to whom and how long?
15. How did you become interested in the field of athletic training?
16. Where did you first work as a student athletic trainer?

17. Who was the first head athletic trainer that you worked under?
18. As a student or as an assistant athletic trainer, did you work under or with any older athletic trainer of notoriety?
19. Where did you get your first paying job as an athletic trainer?
20. Would you please give me the names and dates of all of the places you have either worked as a paid assistant or head athletic trainer.
21. Would you give a list of the notable head coaches you have worked under.
22. When did you start working for the Baltimore Colts?
23. How long were you there, and were you the head athletic trainer or an assistant?
24. When did you start working for the Philadelphia Eagles?
25. When you began there, was it as head athletic trainer or as an assistant?
26. What is the most notable event that has happened to you as an athletic trainer?
27. I understand you are a 5 time recipient of the Professional Athletic Trainer of the Year Award. Is this correct? If so, in what years did you receive these honors?
28. How do you feel about receiving these honors?
29. In 1981 you were elected into the NATA Hall of Fame. Tell me what that means to you.
30. Have you received any other honors or awards as as an Athletic Trainer?
31. I understand that you have a reputation as "one of the most notorious practical jokers in the NFL." What would you consider your best effort?
32. Are there any other significant events in your life that you would like to have included into this chapter?

General

33. You have been the Executive Director of the NATA since 1971. Is this correct?
 34. How did you become the Executive Director of the NATA?
 35. Is this a paid position? If so, what is the annual salary?
 36. Approximately how many hours a week do you spend working as the Executive Director?
 37. How do you manage both the Executive Directors position and the Eagles position?
 38. Tell me about the Association when you took over the office. What was it like? What was the mood of the membership?
 39. When you came into office, what do you feel were the Associations most pressing issues?
 40. What were your plans to address them?
 41. When you took over the leadership of the NATA in 1971, the Association had \$2000. Now it has well over \$2 million. What was your financial plan when you took over as the Executive Director?
 42. How did you manage to create that much revenue in such a short time?
 43. Who would you consider to have been the President that has done the most for the Association while you have been the Executive Director?
 44. What was this president's greatest success?
 45. How would you describe the time period between 1974 and 1988 in the Association?
 46. What has been the biggest change you have seen in the NATA between 1974 & 1988?
 47. What do you consider to be your greatest successes as the Executive Director?
 48. What do you consider to be your greatest disappointment as the Executive Director?
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49. What are your feelings on a full time Executive Directors position?
50. How do you think history will remember Otho Davis?
51. Is there anything else you would like to add under this section?

Association Leadership

52. Is there one person you could identify that you feel has done the most for the Advancement of the NATA? If so, who, and what has he/she done that has impressed you?
53. If you were asked to identify three or four individuals who you feel have provided the leadership of the NATA to get the Association to its present level of professionalism and recognition, who would they be, and what are their contributions to the association? Pinky Newell
54. Tell me about Pinky Newell. What kind of a man was he?
55. From my research it appears that he was the cornerstone of the present Association. How did he contribute to the growth and development of the present Association?
56. As the Executive Secretary, what were his greatest strengths and weaknesses?
57. What do you consider to be his greatest achievement as the Executive Secretary?
58. What would you want the younger members of the profession to know about Pinky Newell?
59. How do you think history will remember him?
60. In my paper I plan on including a brief biographical sketch of Pinky Newell. If you were writing this section, what would be the one thing about Pinky Newell that you would make sure that you did not leave out?

Sayers "Bud" Miller

61. What about Sayers "Bud" Miller. What kind of a man was he?

62. In what ways did he contribute to the growth and development of the Association?
63. As the Chairman of the Committee on Professional Education, what would you consider to be his greatest success?
64. A biographical sketch of Sayers "Bud" Miller will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

Gary Delforge

65. Tell me about Gary Delforge. What kind of a man is he?
66. In what ways has he contributed to the growth and development of the NATA?
67. As the Chairman of the Committee on Professional Education, what would you consider to be his greatest success?
68. A biographical sketch of Gary Delforge will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

Lindsay McLean

69. What could you tell me about Lindsay McLean? What kind of a man is he?
70. What role did he play in the development of the Certification Examination?
71. How did his efforts affect the advancement of the Association?
72. A biographical sketch of Lindsay McLean will also be included in my paper. What one item regarding him do you think that it is important for the reader to know about him?

Paul Grace

73. Tell me about Paul Grace. What kind of a man is he?
74. How has his effort helped in the development of the certification exam?

75. What are his responsibilities as your assistant?
76. In what other ways has Mr. Grace contributed to the development of the Association?
77. Is there any further information you would like to see included in this section?

The Association

There seemed to be some misunderstanding and confusion from the membership regarding the initial implementation of continuing education. First of all, it seemed that only a very small percent of the membership (7.5%) responded to the questionnaire the NATA leadership sent out to get the members response. Then 49% of the membership said they were completely unaware of the continuing education program.

78. What can you tell me about the initial attitude of the majority of the membership regarding continuing education?
79. In what ways do you feel the continuing education program has affected the growth and development of the NATA?
80. How has Certification of the athletic trainer changed the profession and the Association?
81. In 1983 the certification program was approved by the National Commission for Health Certifying Agencies. What significance is this to the Association?
82. What is your view on "Recertification" of currently certified athletic trainers?
83. Is it necessary, and will it become a reality?
84. How will it be accepted by the current certified members?
85. What are your feelings about the educational advancements of the athletic trainer, specifically with regards to the required course work, and the number of institutions that have approved NATA programs?
86. What have been the major advancements in this area between 1974 and 1988?

87. What are your feelings regarding Licensing of the athletic trainer?
 88. Is it necessary? Why, Why not?
 89. Why hasn't it been successful in all of the states to this date?
 90. What will it take to make licensure a reality in every state?
 91. What are the problems that exist if Licensing of athletic trainers does not occur in each state?
 92. Why was licensure done on a state by state basis and not nationwide?
 93. In reading the information surrounding this issue, there seems as if there is opposition toward licensure in many of the states. Where is the opposition coming from and why?
 94. Should the licensure bills allow an athletic trainer to establish a private practice, much the same as physical therapists? If not, why?
 96. It seems that the NATA has experienced a tremendous growth in its membership in the past few years. What would you attribute this to?
 97. Do you think that having a Certified Athletic Trainer in every high school in America is important? Why?
 98. Will it ever happen? If not, why? If so, how will it be accomplished?
 99. What happened to the "High School Faculty Athletic Trainer Program"?
 100. Who's idea was this program?
 101. What was the initial response by the Association (both leadership and members) to it?
 102. What was the purpose of the program? Was it an attempt to provide health care services to the high school athlete only, or was it a way to increase the need for an athletic trainer in the high schools?
 103. What were the strengths and weaknesses of this program?
 104. Wasn't this program detrimental to the advancement of the Association? By allowing a faculty member to serve as the "athletic trainer," it seems that it would send a message to the schools that there
-

is not a need for a full time "Certified Athletic Trainer" in the high schools. Would you comment on this.

105. Would you give me a somewhat in depth description of corporate sponsorship of the NATA. Basically what is corporate sponsorship?
106. How do you feel about it? What are the benefits to the Association?
107. How did the initial agreement between The Quaker Oats Company come about?
108. What does the agreement with them entail?
109. What does the agreement with Johnson & Johnson entail?
110. What about with Mediprin?

From the research that I have done, it seems that one reason the NATA disassociated itself from the Cramers back in 1955 was they felt that the Association should not be closely tied with any company. The term "conflict of interest" seemed to be attached to the NATA associating itself with any company.

111. How do you address the critics of Corporate Sponsorship?
112. Do you see any ethical problems with it?
113. How do you feel about the Association as it is today?
114. What do you feel is the NATA's most pressing issue?
115. What do you see in the future for the NATA?
116. What direction should the NATA leadership go to ensure the continuation and advancement of the profession and the Association in the future?
117. How do you see the athletic training profession today?
118. What do you see in the future for the athletic training profession?
119. Do you have any additional comments that you would like to add?

Questions for Sayers John Miller about his dad.

In my paper I have planned a section on the Prominent Leaders of the Association. I have selected your father for inclusion into that chapter. Therefore I would like some biographical information about him.

1. When was he born?
2. Where was he born?
3. Where did he grow up?
4. What high school did he attend?
5. My information is that he graduated from Purdue University in 1953 with a B.S. degree, and in 1954 with a M.S. Is this correct?
6. He received his Certificate in Physical Therapy at the University of Pennsylvania in 1956. Is this correct?
7. Did he participate in any organized sports, if so, what were they, and where did he participate in them?
8. Did he receive any noteworthy honors while either high school or college?
9. To whom and how long was he married?
10. How did he become interested in the field of athletic training?
11. Where did he get his first paying job as an athletic trainer?
12. My information shows that his college experience as an athletic trainer was as follows:

1957-58 Athletic Trainer and Instructor in Physical Education at Moorehead State College, Moorehead, Minnesota

1958-69 Head Athletic Trainer, Chief Physical Therapist and Assistant Professor of Physical Education at Ball State University, Muncie, Indiana.

1968-74 Head Athletic Trainer at the University of Washington.

74-80 Penn State

Is this information correct?

13. When did your father die?
14. What about Sayers "Bud" Miller. What kind of a man was he?
15. What is the most notable event that happened to your dad as an athletic trainer?
16. In 1980 he was elected into the Hall of Fame. Tell me what that meant to him.
17. What other honors and awards did your dad receive as an Athletic Trainer?
18. In what ways did he contribute to the growth and development of the Association?
19. As the Chairman of the Committee on Professional Education, what would you consider to be his greatest success?
20. Are there any other significant events in his life that you would like to have included into this chapter?
21. What one item regarding him do you think that it is important for the reader to know about him?

APPENDIX H

The 1959 National Athletic Trainers'
Association's Education Curriculum

- I. Comprehensive (Major) License in Physical Education Variable by states
- II. Restricted (Minor) License in another subject variable by states
- III. Prerequisites for entry in school of Physical Therapy.
 - A. Minimal requirements suggested by APTA
 1. Total of 24 semester hours in laboratory physical, biological, and social sciences.
 2. Electives strongly advised.
- IV. Specific, Required Courses:
 - A. Human Anatomy
 - B. Physiology
 - C. Physiology of Exercise
 - D. Applied Anatomy and Kinesiology
 - E. Laboratory Physical Science
 - F. Psychology
 - G. Coaching Techniques (9 semester hours)
 - H. First Aid and Safety
 - I. Nutrition and Foods
 - J. Remedial Exercise
 - K. Organization and Administration of Health and Physical Education Programs
 - L. Personal and Community Hygiene
 - M. Techniques of Athletic Training
 - N. Advanced Techniques of Athletic Training
 - O. Laboratory practices (6 semester hours credit or equivalent work)

V. Recommended Courses

- A. General Physics
- B. Pharmacology
- C. Histology
- D. Pathology

VI. General Policies

A. Evidence of Qualifications

1. NATA will furnish certificates to be awarded by schools giving approved trainer curriculum.
 - a. Certificates will be furnished only to those who fulfill all minimal requirements of the athletic trainer curriculum.

B. Approval of curriculum by NATA

1. A complete analysis will be made of each curriculum before approval.

APPENDIX I

Continuing Education Requirements and
Appeal Process for the Certified Athletic Trainer

Units of Continuing Education shall be approved by the Continuing Education Committee of the National Athletic Trainers' Association, Inc. Where it is applicable, the Continuing Education Unit (CEU) will be adopted as the unit of measurement to meet the Continuing Education requirements of the Certified Athletic Trainer of the NATA. The Continuing Education Unit (CEU) is defined as "ten contact hours of participation in an organized Continuing Education experience under responsible sponsorship, capable direction, and qualified instruction" (10 contact hours equals one CEU).

To maintain Certification the minimum number of units to be accumulated each three (3) year Continuing Education period shall be 6 CEU's. Those Certified within the 3-year period shall have their CEU requirement prorated for that period only. The CEU report periods are January 1, 1985 through December 31, 1987; January 1, 1988 through December 31, 1990; etc.

The Certified Athletic Trainer is responsible for sending to the Continuing Education Office proof of completion of and Continuing Education Units (CEU's) and activities to be used in updating his/her record in a required period of THIRTY DAYS after completing the activity.

The Certified Athletic Trainer who does not accumulate the required number of CEU's during the designated 3-year period shall have his/her name turned over to Membership and Certification for appropriate action. Any action taken affecting the status of a Certified Athletic Trainer relating to Continuing Education may be appealed to the Board of Certification (Please refer to the Appeal Process section).

Certified Athletic Trainers serving as members of the Armed Forces may request (in writing) a waiver of CEU's during their tour of active duty. The request will be granted at the discretion of waiver would apply only to time spent stationed overseas.

Certified Athletic Trainers who are not members of the NATA, Inc. should consult the Board of Certification Office for the recording of their CEU's and appropriate fees.

The Continuing Education Committee has developed the following definitions of acceptable Continuing Education for Certified Athletic Trainers:

- A. NATA Annual Meeting and Clinical Symposium: Two CEU's for registration and attendance of each annual meeting.

- B. **Scientific Workshops Offered at NATA Annual Meeting and Clinical Symposium:** 1 CEU for every 10 contact hours of workshop. (1 contact hour = .1 CEU.) C. **NATA District Meetings:** 1 CEU for every 10 contact hours will be awarded for the scientific program content offered at the District Meeting. (1 contact hour = .1 CEU.)
- D. **Short Term Courses and Scientific Meetings:** Clinics, workshops, seminars, or NATA approved courses, etc., endorsed by the Continuing Education Committee. One CEU will be awarded for every 10 contact hours. Maximum of 2.0 CEU's per meeting. (1 contact hour = .1 CEU.)
- E. **Publication of Original Work:** Publication of an original paper in the NATA's quarterly publication **ATHLETIC TRAINING** will be awarded 1.5 CEU's per original paper. One CEU will be awarded per original publication in a state or national scientific journal or publication of a related professional organization. Newspaper/newsletter articles awarded .5 CEU's.
- F. **Program Participation at State, District or National Meetings:** Credit units will be awarded for the presentation of an original paper or program participation at State, District or National level NATA meetings. One CEU will be awarded per meeting.
- G. **Promotion of Athletic Training:** The presentation of athletic training, or any aspect thereof, to organizations, school groups, civic groups, etc. will be awarded .5 CEU's per meeting. This also includes participation in workshops/seminars/symposiums as a speaker.
- H. **Teaching of Athletic Training:** .5 CEU's will be awarded for each credit hour of actual teaching that is not a part of your job description, not to exceed 2 per year.
- I. **Student Trainer Supervision:** (inclusive of high school trainers). .5 CEU's will be awarded for each credit hour of actual teaching that is not a part of your job description, not to exceed 2 per year.
- J. **Postgraduate Study:** Any study completed after receiving a Bachelors degree may be submitted for consideration by the Continuing Education Committee. The study must be related to improving one's Athletic Training skills and/or knowledge. There will be .5 CEU's awarded for each credit hour accepted, with a limit of 2.0 CEU's per year to be accompanied by a copy of the transcript and course description.

- K. **Correspondence Courses:** Correspondence courses in Athletic Training, The Journal of the National Athletic Trainers Association, Inc. will be awarded .3 CEU's per course. Correspondence courses offered by other publications related to Athletic Training will need to be approved by the Continuing Education Committee. All courses approved by the Continuing Education Committee will require an examination that certifies the satisfactory completion of the course.
- L. **Other NATA Activities:**
1. Serving as a National or District Officer in the NATA will be awarded one CEU per year.
 2. Committee membership in the NATA at the National level and/or District level will be awarded one CEU per year. An additional .5 CEU's each year will be awarded for the chairmanship of the committee.
 3. Certification testing. Those members participating in the certification examination will be awarded .5 CEU's per testing date.
 4. Examiner Development Workshop. Completion of an NATA Certification Examiner Development Workshop will be awarded .3 CEU's.
 5. Official liaison activity. Those members participating in the capacity of liaison for the NATA will be awarded .5 CEU's each year.
 6. State Organizations. Those members serving as elected officers or committee chairpersons in a formally organized State Athletic Trainers organization recognized by the NATA shall receive .5 CEU's for each full calendar year served in that capacity. This would include those committee persons officially designated as working toward state licensure.
 7. Visitation team members doing curriculum evaluations shall be awarded .5 CEU's per visit not to exceed 1.0 CEU's per year.
- M. **Tapes and Cassettes of Proceedings:** Purchase of audio cassette tapes from NATA will earn .1 CEU per tape acquired. Proof of purchase is necessary to receive credit.

- N. **Special Projects and Considerations:** All projects and educational activities must be submitted to the Continuing Education Committee District representative for consideration. Projects such as development of, or participation in films, radio conferences, television programs or other audio-visual aids that may be used as a teaching aid or for public relations in the field of athletic training will be awarded .5 CEU's per year. Teaching CPR and First Aid is also creditable for .5 CEU's per session taught. EMT is creditable for up to 1.0 CEU's per Continuing Education period.
- O. **U.S.O.C. Athletic Training Services:** Any Certified Athletic Trainer who volunteers two (2) weeks service to an United States Olympic Committee sponsored training center will be awarded 2.0 CEU's. U.S.O.C. will validate CEU credit to the National Office in December of each year.

APPENDIX J

National Athletic Trainers' Association's Certification

Requirements for Certified Athletic Trainers

Purpose of Certification

The National Athletic Trainers Association Board of Certification was established in 1970 to implement a program of certification for entry level athletic trainers. The purpose of the certification program is to establish standards for entry into the profession of athletic training. In order to attain NATA Certification as an Athletic Trainer the following CORE requirements and one of the SECTION requirements must be fulfilled:

Core Requirements

Please note, if one or more of the CORE REQUIREMENTS are not fulfilled at the time of application, the application will be returned.

1. Proof of graduation (an official transcript) at the baccalaureate level from an accredited college or university located in the United States of America. Students who have begun their last semester of college are eligible to take the Certification Examination prior to graduation provided the other Core and Section requirements have been fulfilled at the time of application. Verification of intent to graduate must be provided to the Board of Certification by the dean or department chairperson of the college or university the applicant is attending.
2. Proof of current American National Red Cross Standard First Aid Certification and current Basic CPR (American Red Cross or American Heart Association). EMT equivalent instead of First Aid and CPR will be accepted. Both cards must be current at the time of application and date of certification.
3. At the time of application all candidates for the NATA Certification (curriculum and internship) must verify that at least twenty five percent of their clinical hours credited in fulfilling the NATA Certification Requirements were attained in actual (on location) practice and/or game coverage with one or more of the following sports: football; soccer; hockey; wrestling; basketball; gymnastics; lacrosse; volleyball; and rugby.

4. Endorsement of certification application by an NATA Certified Athletic Trainer. (see Part Two-A.)
5. Subsequent passing of the Certification Examination (written, oral practical, and written simulation sections).

Section Requirements

SECTION ONE: Graduate of an NATA Approved Curriculum

Successful completion of an NATA Approved Athletic Training Education Program from a college or university sponsoring an NATA Approved Graduate or Undergraduate Program.

Applicants who are applying for NATA Certification from an NATA Undergraduate Program must receive their bachelors degree from that college or university. Applicants who are applying from an NATA Approved Graduate Program must complete a Coursework Verification Form (available from their program director to the Certification Office).

SECTION TWO: Internship

At the time of application each intern candidate must present documentation of attaining at least 1500 hours of Athletic Training Experience under DIRECT SUPERVISION of an NATA Certified Athletic Trainer. These hours must have been attained over a minimum of two (2) years and not more than five (5) years. Of these 1500 hours, 1300 hours must be attained in a traditional athletic training setting at the interscholastic, intercollegiate, or professional sports level. The additional 200 hours may be attained from acceptable related areas (see Section F -- Acceptable Hours) under the DIRECT SUPERVISION of an NATA Certified Athletic Trainer. Each candidate must present, via official transcript and proof of completion of formal course work with at least one course in the following areas: Personal Health; Human Anatomy; Kinesiology/Biomechanics; Human Physiology; Physiology of Exercise; Basic Athletic Training; and Advanced Athletic Training.

PART TWO: Definition of Terms

The following definitions are applicable to all potential candidates for Certification by the Board of Certification of the National Athletic Trainers' Association, Inc. Please utilize these definitions as a guideline and reference throughout the certification process.

A. Supervising Athletic Trainer

The supervising athletic trainer must be certified by the National Athletic Trainers' Association, Inc. A supervising athletic trainer who will be also endorsing an application for NATA certification must directly supervise (clinical experience) at least thirty-three percent of the clinical hours requirement under the section requirements the applicant is applying for certification candidacy.

B. Athletic Trainer, Certified

An allied health professional who has successfully completed the college/university undergraduate degree, fulfilled the requirements for Certification as established by the Board of Certification of the National Athletic Trainers' Association, and passed the NATA Certification Examination administered by the NATA Board of Certification. The six domains of Athletic Training from which specific tasks are measured in the examination are:

1. Prevention of Athletic Injuries
2. Recognition and Evaluation of Athletic Injuries
3. Management, Treatment and Disposition of Athletic Injuries
4. Rehabilitation of Athletic Injuries
5. Organization and Administration of Athletic training program
6. Education and Counseling of Athletes

The Certified Athletic Trainer works under the direction of a licensed physician when practicing the art and science of athletic training.

C. Athletic Training Student

A person who is fulfilling the requirements for Certification.

D. Athletic Training Settings

1. **Primary Setting:** The primary Setting must be the athletic training room which serves as the physical setting in which the minimum hours of direct supervision are accumulated. The term "Athletic Training Room" is defined as: "A designated physical facility located within an educational institution or professional sports complex in which comprehensive health care services are provided to competitive athletes." Comprehensive athletic health care services includes, but is not limited to: pre-practice and pre-game

preparation (taping, bandaging, application of protective padding, etc.); injury/illness evaluation; first-aid/emergency care; follow-up rehabilitation; and related services.

2. **Secondary Setting:** The Secondary Setting may include: athletic practice and game coverage (home and away); on campus satellite athletic training room; and summer sport campus (as defined below).

Additional experience for the Internship candidate may be obtained from an NATA "Approved Allied Clinical Setting." These include: Hospital Emergency Room; Sports Medicine Center; Human Performance Laboratory; etc. Prior to crediting hours from such settings, the setting must first make an application to the Professional Education committee for approval.

E. **Acceptable Hours/Area**

Fulfillment of the hours requirement can be credited from the following categories:

1. **Athletic Training Settings (see definition) Examples:**
Competition/practice preparation Competition/practice time Time spent treating athletes in the athletic training room
2. **Approved Allied Clinical Settings (see requirements)**

Internship candidates utilizing an NATA Approved Allied setting cannot credit hours spent outside the setting. For example, if a candidate affiliated with an Approved Setting were sent to a high school to serve as an athletic trainer, those hours cannot be credited toward fulfilling the hours for Certification.

3. **Sport Camp Settings**
 - a. **Must be under the Direct Supervision of an NATA Certified Athletic Trainer who is employed as the athletic trainer for the camp.**
 - b. **The only hours to be credited are those in which the candidate is directly involved with the activity. It may include one hour prior to and one hour after the activity. The time spent being "on call" is not to be counted.**

F. Non-Acceptable Hours

Fulfillment of the hours requirement cannot be credited from the following categories:

1. Hours not spent under the direct supervision of an NATA certified Athletic Trainer
2. Hours spent traveling (team travel, lodging, etc.)
3. Hours spent in non-NATA Approved Allied Setting(s)
4. Hours earned more than five years prior to the date of the application for the Certification Examination for all applicants.

G. Direct Supervision

As defined, "Direct Supervision" involves daily personal contact between the Supervising Athletic Trainer and the Athletic Training Student.

Key Terms: Direct Supervision: The supervising athletic trainer shall afford supervision adequate to assure (following written or verbal instructions) that the student performs his/her assignments in a manner consistent with the standards of practice in the profession of athletic training.

The "Supervising Athletic Trainer" must be recognized by the educational institution or professional organization, as the athletic trainer at the athletic training setting where the student athletic trainer is performing athletic training service while fulfilling their requirements for Certification.

H. Applicant

Any person who has requested an application for Certification and is scheduled to take the NATA Certification Examination.

I. Candidate

Any Applicant whose application has been accepted for Certification and is scheduled to take the NATA Certification Examination.

J. Core Requirements

Requirements that all applicants must fulfill before their application will be accepted for Certification granted by the Board of Certification.

K. NATA Approved Athletic Training Education Program

A program of study in athletic training education approved by the Board of Directors of the National Athletic Trainers' Association, Inc. Graduates of NATA Approved Athletic Training Education Programs are referred to as curriculum graduates. Please refer to the Procedures for Certification (Part One) for requirements of this section.

L. Internship Program

A practical education work-experience concept approach to gaining the knowledge and skills needed to fulfill the requirements for certification. Athletic Training students of this program are referred to as Interns. Please refer to the Procedures for Certification (Part One) for requirements of this section.

M. Formal Course or Formal Coursework

A formal course or formal coursework involves instruction and the teaching of appropriate knowledges and skills as course content in a structured classroom environment in the required subject content area. Academic credit must be assigned to the course for acceptance by the Board of Certification.

APPENDIX K

States that Regulate Athletic Training
and the Year their Licensure Bill Passed

Texas (1973)

Georgia (1978)

Kentucky (1978)

Oklahoma (1981)

Massachusetts (1983)

New Mexico (1983)

North Dakota (1983)

Tennessee (1983)

New Jersey (1984)

Pennsylvania (1984)

Rhode Island (1984)

South Carolina (1984)

South Dakota (1984)

Illinois (1986)

Missouri (1986)

Louisiana (1986)

Nebraska (1988)

(NATA, 1989)

APPENDIX L

Constitution of the

National Athletic Trainers' Association, Inc.

Article I -- Name

The name of this organization shall be the National Athletic Trainers' Association, Inc.

Article II -- Objectives

The objectives of this Association shall be:

- (1) The advancement, encouragement, and improvement of the athletic training profession in all its phases, and to promote a better working relationship among those persons interested in the problems of training.
- (2) To develop further the ability of each of its members.
- (3) To better serve the common interests of its members by providing a means for a free exchange of ideas within the profession.
- (4) To enable members to become better acquainted personally through casual good fellowship.

Article III -- Membership

Section 1

There shall be ten (10) classes of membership as follows:

- | | |
|---------------|------------------------------|
| (1) Certified | (6) Advisory |
| (2) Associate | (7) Allied |
| (3) Retired | (8) Honorary |
| (4) Student | (9) Retired Certified |
| (5) Affiliate | (10) Affiliate International |

and no individual shall be eligible for more than one (1) class of membership at the same time.

Section 2

Qualifications for membership and the rights and obligations of members shall be as indicated in the By-Laws.

Article IV -- Election of Members

Section 1

Application: Each applicant for any class of membership shall sign an application stating his/her desire and intention to become a member of the Association, to advance its best interests in every reasonable manner and to accept as binding upon himself or herself its Constitution and By-Laws.

Section 2

Membership in the National Athletic Trainers' Association is based on approval of each District's membership committee, the National Athletic Trainers' Association membership committee, in addition to completion of requirements for membership as listed in the By-Laws.

Article V -- Dues

Section 1

The dues of all classes of members shall be prescribed by the By-Laws.

Article VI -- Suspension of Membership

Section 1

Membership cancellations may be recommended by any member of the Association for a cause and the membership of any member be caused to cease by a two-thirds majority vote of those members present at the annual business meeting.

Section 2

Appeals: A person whose membership is cancelled in accordance with Section 1 shall be allowed, either in person or through some member of the Association, to appeal to the National Membership Committee for reconsideration. Information in the appeal shall be presented to the Board of Directors and the Board shall, by a majority vote, decide whether to submit

the question of the membership cancellation to the Association membership for another one in accordance with the Section 1.

Article VII -- Voting Power

Section 1

Certified and certified retired members shall be entitled to one vote upon all questions submitted to the Association for decision.

Article VIII -- Organization

Section 1

National: The governing body of this organization shall be The Board of Directors.

Section 2

Regional: Each District Athletic Trainers' Association will be self-governing as per its own specific Constitution and By-Laws. Nothing in a District Constitution and By-Laws shall be contrary to the National Constitution and By-Laws. In its relations with the National Organization, the District Association will be under the jurisdiction of the National Athletic Trainers' Association Constitution and By-Laws.

- (a) For the purpose of facilitating the work of the National Athletic Trainers' Association the United States and Canada shall be divided into ten (10) geographic areas and each district organization shall have district jurisdiction throughout one of the areas. District area boundaries shall be set by the Board of Directors, and the districts shall be designated and identified by the numbers one (1) through ten (10).
- (b) Each District shall elect a District Director who must be a Certified member of the National Athletic Trainers' Association. Each District Director shall serve as a member of the Board of Directors of the national organization and act with full authority for the district in carrying out the functions and responsibilities of the Board of Directors.

Section 3

- (a) **President:** The president shall be elected by a majority popular vote of the voting membership of the National Athletic Trainers' Association, Inc. The Board of Directors shall be the nominating committee. Candidates must have served on the Board of Directors some time during the four years immediately preceding the meeting at which nominations are made. Two candidates shall be nominated at the meeting in June one year before the end of the term of the current President. The biography of each candidate shall be published in the fall issue of the Journal of the NATA, INC. ATHLETIC TRAINING following the nominations.

The membership voting shall be by mail. A ballot shall be mailed to each voting member at his/her address of record by November 15th and the marked ballot must be returned by mail to the Executive Director at the designated address and be postmarked no later than December 1st. The term of the President shall be two years and he/she may not serve more than two consecutive terms. The term of office shall begin at the business meeting of the Association at the Annual Meeting and Clinical Symposium following the election.

- (b) **Vice President:** The District Director from one of the ten districts shall be elected to the office of Vice President by the Board of Directors. One or more district directors may be nominated by members of the Board and election shall be by majority vote.

The Vice President must be a District Director also. If the Vice President ceases to be a District Director a new Vice President must be reelected.

The term of office of the Vice President shall be one year and he/she may be reelected.

If the office of President becomes vacant before the end of the term for which the President was elected, the Vice President shall become President immediately and shall serve as President for the remainder of the term for which the previous President was elected. In the event that the President-elect is unable to assume the Office of

President, the Vice President shall become the President-elect and then become President at the beginning of the term for which the original President was elected, and serve for the full term.

It is therefore possible that a Vice-President could serve a partial term as President followed by a full term. In such a circumstance a President shall be eligible for nomination and election for one consecutive term following the first full term.

The Vice President has no constitutional duties other than to assume the office of President or President-elect as prescribed.

Section 4

Removal of Officers: All national officers may be impeached and convicted on the following grounds: embezzlement, malfeasance in office, and actions contrary to or in violation of this Constitution and its By-Laws. Before impeachment proceedings can be instituted, a brief, containing the charges shall be drawn up and presented by a board member to the Board of Directors sitting in executive session. The aforementioned brief must then be adopted by a majority vote prior to the formal presentation of the charges. Impeachment of any officer shall require a two-thirds vote of the voting membership of the Association present at the annual meeting.

Article IX -- Powers and Duties of Officers

Section 1

The officers are the President, Vice President, Board of Directors and Executive Director.

Section 2

All powers and duties of officers are as prescribed in the By-Laws and Article VIII Section 3 of the Constitution.

Article X -- Committees

All committees, except the membership committee, shall be appointed by the President with the approval of the Board of Directors.

Article XI -- Meetings

Section 1

The annual business meeting shall be held each year at a time and place set by the Board of Directors.

A quorum for the annual meeting shall consist of one-fifth of the voting membership of the Association, excluding Certified Retired members in figuring the one-fifth.

Section 2

The Board of Directors may submit items of Association business to the voting membership for a vote by mail. Approval of items so submitted shall require a "yes" majority of a response of at least one-fifth of the voting membership of the Association.

Section 3

The Board of Directors shall meet at the National Convention and at any other time that the President determines it necessary to call a Board meeting.

A quorum for a Board of Directors meeting shall be six (6).

The President may submit appropriate items of Association business to the Board of Directors for a vote by mail. For such a voting procedure the President shall first secure a "second" to the proposal and then submit the proposal to each member of the Board by mail with a request to mail a "yes" or "no" vote on the proposal by a definite date not sooner than ten (10) days after the mailing of the proposal. Board approval of items submitted shall require a "yes" vote of at least six members of the Board.

The President may submit emergency items of Association business that are appropriate for Board action to the Board of Directors for a vote by telephone. For such a voting procedure the President shall first secure a "second" to the proposal and then call each member of the Board for his vote on the proposal. Board approval of items so submitted shall require a "yes" vote by at least six members of the Board.

Article XII -- Amendments to the Constitution

Section 1

All proposed amendments to the Constitution shall be submitted in writing by a District Director and with approval of the membership of the district to the Executive Director at least nine (9) weeks prior to the annual business meeting. The Executive Director shall distribute copies of the proposal to all voting members at least six (6) weeks prior to the annual business meeting.

Section 2

A proposed amendment to the Constitution that has been properly submitted shall be read at the annual business meeting and a two-thirds (2/3) majority vote of the voting membership present shall be necessary for the adoption of the said amendment.

Article XIII -- Amendments to the By-Laws

The By-Laws may be amended at any official meeting of the Board of Directors by a majority vote. By-Laws may not be added, deleted or amended by a vote by mail or telephone.

APPENDIX M

National Athletic Trainers' Association's

Code of Professional Practice

Preamble

Our profession is a calling which requires application of specialized knowledge and skill for the benefit of others. The profession of athletic training also endeavors to promote the highest standards of conduct and integrity in professional service and in our activities. After considerable study and discussion, the National Athletic Trainers Association, Inc. (NATA) Board of Directors has identified several professional principles for emphasis and has revised its previous Code of Ethics which had been in effect since 1957 and last revised in 1983. The following text, consisting of three separate documents adopted in June 1987, is the result of that study.

In considering these principles, it should be remembered that these or any other statements of professional athletic training are not all-inclusive, are subject to interpretation and are subject to change.

In approving the NATA Ethical Principles, Membership Standards, and Certification Standards which follow, the Board of Directors believes that maintaining the standard and principles set forth herein can make a substantial contribution to the service of the profession and its members to athletics and sports medicine.

Ethical Principles

By setting out several basic ethical principles for athletic trainers, the NATA seeks to encourage competent and honest professional practice. The principles which follow do not in themselves establish grounds for sanctions of members. However, athletic trainers should strive to reflect these characteristics as an expression of dedicated athletic training service.

Athletic trainers should have pride in their professional endeavors. Their obligation to act competently calls for higher motivation than that arising from concerns of civil liability or disciplinary penalty. Athletic training carries a significant responsibility to others and all athletic training services should reflect this recognition. Athletic trainers should make every effort to ensure that their services are rendered properly.

1. Athletic trainers should neither practice nor condone discrimination on the basis of race, color, sex, age, religion or national origin.

2. Athletic trainers should not condone, engage in or defend unsportsman-like conduct or practices.
3. Athletic trainers should provide care on the basis of the needs of the individual athlete. They should not discriminate in providing care on the basis of athletic ability.
4. Athletic trainers should strive to achieve the highest level of competence. They should use only those techniques and preparations for which they are qualified and authorized to administer.
5. Athletic trainers should recognize the need for continuing education to remain proficient in their practice. They should be willing to consider new procedures within guidelines that assure safety.
6. Athletic trainers should recognize that personal problems and conflicts may occur which may interfere with professional effectiveness. Accordingly, they should refrain from undertaking any activity in which their personal problems are likely to lead to inadequate performance or harm to an athlete or colleague.
7. Athletic trainers should use care to be truthful and not misleading when stating their education, training and experience.

APPENDIX N

National Athletic Trainers' Association's

Code of Ethics

Preamble

One outstanding characteristic of a profession is that its members are dedicated to rendering service to humanity. Also, they are committed to the improvement of standards of performance. In becoming a member of the athletic training profession, the individual assumes obligations and responsibilities to conduct himself/herself in accordance with its ideals and standards. These are set forth in the Constitution and By-Laws and are emphasized in the CODE OF ETHICS. Any athletic trainer who does not feel that he/she can or does not deem it necessary to comply with the principles set forth in the CODE should have no place in this profession.

The members of the athletic training profession must adhere to the highest standards of conduct in carrying out their significant roles in athletic programs at all levels. It is for this reason that the Board of Directors of the National Athletic Trainers' Association, Inc. has continually revised the CODE which has been in effect since June, 1957.

In approving the CODE, the Board of Directors recognizes and believes that unless the standards and principles that are set forth in this document are accepted in good faith and followed sincerely, it will be effective in continuing to improve the contributions of the profession and its members to athletics and sports medicine.

Ethics is generally considered as conduct in keeping with moral duty and making the right actions relative to ideal principles. Let it be understood that all members of the National Athletic Trainers' Association, Inc. will understand and apply the principles set forth in the CODE and make every effort to do the right thing at the right time to the best of their ability and judgement.

Purpose

The Purpose of this CODE is to clarify the ethical and approved professional practices as distinguished from those that might prove harmful or detrimental and to instill into the members of the Association the value and importance of the athletic trainers' role.

Objectives

The stated objectives of the National Athletic Trainers' Association, Inc. in its Constitution are:

1. The advancement, encouragement and improvement of the athletic training profession in all its phases and to promote a better working relationship among those persons interested in the problems of training.
2. To develop further the ability of each of its members.
3. To better serve the common interests of its members by providing a means for free exchange of ideas within the profession.
4. To enable the members to become better acquainted personally through casual good fellowship.

Article I -- Basic Principles

The essential basic principles of this CODE are Honesty, Integrity and Loyalty. Athletic trainers who reflect these characteristics will be a credit to the Association, the institution they represent and to themselves.

When a person becomes a member of this Association he/she assumes certain obligations and responsibilities. A trainer whose conduct is not in accordance with the principles set forth in the following sections shall be considered in violation of the CODE.

Section 1 -- Athletics in General

An athletic trainer shall show no discrimination in his/her efforts while performing his/her duties.

Section 2 -- Drugs

The membership of the National Athletic Trainers' Association, Inc. does not condone the unauthorized and/or non-therapeutic use of drugs. The Association recognizes that the best and safest program is comprised of good conditioning and athletic training principles.

Section 3 -- Testimonials and Endorsements

In any endorsement in which the trainer's name and/or reference to the athletic training profession is included, the wording and illustration, including any implications of the endorsement, shall be such that no discredit to the training profession may be construed. (Any endorsement that is not in keeping with the highest principles and standards of the athletic training profession shall be considered unethical training profession shall be considered unethical.) The NATA, Inc. name, logo, trademark and/or insignia may not be used in any testimonial and/or endorsement service products, programs, publications and facilities by individual members or groups of members of the Association.

Section 4 -- Sportsmanship

Members of this Association shall not condone, engage in or defend unsportsman-like practices.

Section 5 -- Fellow Trainers

Any trainer who by his/her conduct or comments, publicly discredits or lowers the dignity of members of the profession is guilty of breach of ethics.

Section 6 -- Membership

It is unethical for a member to sponsor a candidate for membership in the National Athletic Trainer's Association, Inc. who does not know the candidate and his/her qualifications.

Section 7 -- Misrepresentation

It is unethical for a member to misrepresent his/her membership status and/or classification.

Article II -- Educational Preparation & Certification

Any certified member of this Association must be considered an educator if he/she is involved with the professional preparation of students pursuing National Athletic Trainers' Association, Inc. Certification through any of the approved certification routes.

Section 1 -- Educational Standards

The athletic trainer-educator must adhere to the educational standards and criteria set forth by this Association.

Section 2 -- Selection of Students

The athletic trainer-educator is responsible for the selection of students for admission into a professional preparation program and must insure that policies are non-discriminatory with respect to race, color, sex, or national origin.

Section 3 -- Publication and Representation

Publication and representation of this professional preparation program by the athletic trainer-educator must accurately reflect the program offered.

Section 4 -- Evaluation and Representation

Evaluation of student achievement by the athletic trainer-educator must be done in a prudent manner.

Section 5 -- Recommendation for Certification

It is unethical for a member to knowingly recommend a candidate for the national certification examination who has not fulfilled all eligibility requirements as specified by the Board of Certification.

Section 6 -- Confidentiality of National Certification Examination It is unethical for any member to reproduce in written form or reveal in any other manner, any part of the written or oral-practical examination for the purpose of aiding certification candidates in passing the examination.

Article III -- Enforcement

Section 1 -- Reporting of Unethical Conduct

Any member of the Association who becomes aware of conduct that he/she considers unethical and that he/she believes warrants investigation, shall report the incident(s) in writing to the President and the Executive Director of the Association, who will in turn initiate investigation through

the Ethics committee. He/she shall include in the communication all pertinent data.

Section 2 -- Investigation and Action

In accordance with the By-Laws of the Association, the Ethics Committee investigates reported incidents of unethical conduct and if, in the judgement of a majority of the committee members, it finds that the accused person has violated the National Athletic Trainers' Association, Inc. CODE OF ETHICS, it communicates its decision to the accused and to the Board of Directors in writing and recommends to the Board one of the following disciplinary actions:

1. Letters of Censure: Copies to immediate supervisor and District Director
2. Period of Probation: (This shall be determined by the Board of Directors.) During the period of probation the member shall not be eligible for any of the following:
 - a) Hold an office at any level in the Association.
 - b) Represent NATA, Inc. in the capacity of liaison with another organization.
3. Initiate Procedure of Cancellation of Membership

Section 3 -- Action by the Board of Directors

The decision of the Board of Directors in CODE OF ETHICS is final, except that if the decision is to initiate cancellation of membership. This shall be done as prescribed in Article VI, Sections 1 and 2 of the Constitution.

Appendix O

The Board of Directors of the NATA from 1974-1988

Dist. No.	Name	Address
1974		
1	Frank George	Brown University
	Wesley Jordan	University of Maine
2.	Francis J. Sheridan	Lafayette College
3.	Craig Lewellyn	West Virginia Univ.
4.	Roland E. La Rue	West Illinois Univ. Wayne
	Robert C. White	State University
5.	William W. Fentje	Univ. of Missouri at Rolla
6.	Eddy Lane	Dallas, Texas
7.	Rodney Kimball	Brigham Young Univ.
	Warren Lee	University of Arizona
8.	Lewis C. Crowl	Sacramento, California
9.	Eugene Smith	Memphis St. University
10.	Richard Melh	Washington St. University
1975		
1.	Wesley Jorda	University of Maine
2.	Francis J. Sheridan	Lafayette College Princeton
	Richard Malacrea	University
3.	Craig Lewellyn	West Virginia Univ.
4.	Robert C. White	Wayne State University
5.	William W. Fentje	Univ. of Missouri at Rolla
6.	Eddy Lane	Dallas, Texas
7.	Warren Lee	University of Arizona
8.	Lewis C. Crowl	Sacramento, California
	Chambers Fullerton	William Jr. College
9.	Eugene Smith	Memphis St. University
10.	Richard Melhart	Washington St. University

Dist. No.	Name	Address
1976		
1.	Wesley Jordan	University of Maine
2.	Richard Malacrea	Princeton University
3.	Craig Lewellyn	West Virginia University
4.	Robert C. White	Wayne State University
5.	William W. Fentje	Univ. of Missouri at Rolla
6.	Eddy Lane	Dallas, Texas
7.	Warren Lee	University of Arizona
8.	William Chambers	Fullerton Jr. College
9.	Eugene Smith	Memphis St. University
10.	Richard Melhart	Washington St. University
1977		
1.	Wesley Jordan	University of Maine
2.	Richard Malacrea	Princeton University
3.	Herman Bunch	N. Carolina St. Univ.
4.	Robert C. White	Wayne State University
	Gordon Stoddard	University of Wisconsin
5.	William W. Fentje	Univ. of Missouri at Rolla
6.	Cash D. Birdwell	Southern Methodist Univ.
7.	Warren Lee	University of Arizona
	Troy Young	Arizona St. University
8.	William Chamber	Fullerton Jr. College
	Roger Dennis	Laguna Beach, CA
9.	Tom Wall	Univ. of Tennessee
	Bobby Barton	E. Kentucky University
10.	Larry Standifer	University of Oregon

Dist. No.	Name	Address
1978		
1.	Wesley Jordan	University of Maine
2.	Richard Malacrea	Princeton University
3.	Herman Bunch	N. Carolina St. Univ.
4.	Gordon Stoddard	University of Wisconsin
5.	William W. Fentje	Iowa State University
	Frank Randall	Iowa State University
6.	Cash D. Birdwell	Southern Methodist Univ.
7.	Troy Young	Arizona St. University
8.	William Chambers	Fullerton Jr. College
	Don Chu	C.S.U., Hayward
9.	Bobby Barton E.	Kentucky University
10.	Larry Standifer	University of Oregon
1979		
1.	Wesley Jordan	University of Maine
2.	Richard Malacrea	Princeton University
3.	Herman Bunch	N. Carolina St. Univ.
	Andy Clawson	The Citadel
4.	Gordon Stoddard	University of Wisconsin
5.	Frank Randall	Iowa State University
6.	Cash D. Birdwell	Southern Methodist Univ.
7.	Troy Young	Arizona St. University
8.	Don Chu	C.S.U., Hayward
9.	Bobby Barton	E. Kentucky University
10.	Larry Standifer	University of Oregon
	Gary Craner	Boise State University

Dist. No.	Name	Address
1980		
1.	Jack Baynes	Northeastern University
2.	Richard Malacrea	Princeton University
3.	Andy Clawson	The Citadel
4.	Gordon Stoddard	University of Wisconsin
5.	Frank Randall	Iowa State University
6.	Cash D. Birdwell	Southern Methodist Univ.
7.	Dale Mildenberger	Utah State University
8.	Don Chu	C.S.U., Hayward
9.	Bobby Barton	E. Kentucky University
10.	Gary Craner	Boise State University
1981		
1.	Jack Baynes	Northeastern University
2.	Richard Malacrea	Princeton University
3.	Andy Clawson	The Citadel
4.	Robert Behnke	Indiana St. University
5.	Frank Randall	Iowa State University
6.	Cash D. Birdwell	Southern Methodist Univ.
7.	Dale Mildenberger	Utah State University
8.	Don Chu	C.S.U., Hayward
	Roger Dennis	Univ. of California
9.	Bobby Barton	E. Kentucky University
10.	Gary Craner	Boise State University

Dist. No.	Name	Address
1982		
1.	Jack Baynes	Northeastern University
2.	Richard Malacrea	Princeton University
	E. Hal Biggs	Bucknell University
3.	Andy Clawson	The Citadel
	Hunter Smith	College of William and Mary
4.	Robert Behnke	Indiana St. University
5.	Frank Randall	Iowa State University
6.	Cash D. Birdwell	Southern Methodist Univ.
	Paul Zeek	Lamar University
7.	Dale Mildenberger	Utah State University
8.	Roger Dennis	Univ. of California
9.	Bobby Barton	E. Kentucky University
	Roy Don	Wilson Lexington, Kentucky
10.	Gary Craner	Boise State University
	Mark Smaha	Washington St. Univ.
1983		
1.	Jack Baynes	Northeastern University
2.	E. Hal Biggs	Bucknell University
3.	Hunter Smith	College of William and Mary
4.	Robert Behnke	Indiana State Univ.
	Gordon Graham	Mankato St. University
5.	Frank Randall	Iowa State University
6.	Paul Zeek y	Lamar Universit
7.	Dale Mildenberger	Utah State University
	Dan A. Libera	Univ. of North Colorado
8.	Roger Dennis	Univ. of California
9.	Roy Don Wilson	Lexington, Kentucky
10.	Mark Smaha	Washington St. Univ.

Dist. No.	Name	Address
1984		
1.	Jack Baynes	Northeastern University
2.	E. Hal Biggs	Bucknell University
3.	Hunter Smith	Baltimore Colts
	Andy Clawson	The Citadel
4.	Gordon Graham	Mankato St. University
5.	Frank Randall	Iowa State University
	Dennis Isrow	North Dakota St. Univ.
6.	Paul Zeek	Lamar University
7.	Dan A. Libera	Univ. of North Colorado
8.	Roger Dennis	Univ. of California
	Janice Daniels	Sacramento, California
9.	Jerry Rhea	Atlanta Falcons
10.	Mark Smaha	Washington St. Univ.
1985		
1.	Jack Baynes	Northeastern University
2.	E. Hal Biggs	Bucknell University
3.	Andy Clawson	The Citadel
4.	Gordon Graham	Mankato St. University
5.	Dennis Isrow	North Dakota St. Univ.
6.	Paul Zeek	Lamar University
7.	Dan A. Libera	Univ. of North Colorado
8.	Janice Daniels	Sacramento, California
9.	Jerry Rhea	Atlanta Falcons
10.	Mark Smaha	Washington St. Univ.

Dist. No.	Name	Address
1986		
1.	Jack Baynes Charles Redmond	Northeastern University Springfield University
2.	E. Hal Biggs	Bucknell University
3.	Andy Clawson	The Citadel
4.	Gordon Graham Dennis Miller	Mankato St. University Purdue University
5.	Dennis Isrow	North Dakota St. Univ.
6.	Paul Zeek	Lamar University
7.	Dan A. Libera Mike Nesbitt N.	Univ. of North Colorado Arizona University
8.	Janice Daniels	Sacramento, California
9.	Jerry Rhea Doug May	Atlanta Falcons Univ. of Tennessee
10.	Mark Smaha	Washington St. Univ.
1987		
1.	Charles Redmond	Springfield University
2.	E. Hal Biggs	Bucknell University
3.	Andy Clawson	The Citadel
4.	Dennis Miller	Purdue University
5.	Dennis Isrow	North Dakota St. Univ.
6.	Paul Zeek	Lamar University
7.	Mike Nesbitt	N. Arizona University
8.	Janice Daniels	Sacramento, California
9.	Doug May	Univ. of Tennessee
10.	Mark Smaha	Washington St. Univ.

Dist. No.	Name	Address
1988		
1.	Charles Redmond	Springfield University
2.	E. Hal Biggs	Bucknell University
3.	Andy Clawson	The Citadel
4.	Dennis Miller	Purdue University
5.	Dennis Isrow	North Dakota St. Univ.
6.	Paul Zeek	Lamar University
7.	Mike Nesbitt	N. Arizona University
8.	Janice Daniels	Sacramento, California
9.	Doug May	Univ. of Tennessee
10.	Mark Smaha	Washington St. Univ.

Appendix P

The District Secretaries of the NATA from 1974-1988

Dist. No.	Name	Address
1974		
1.	Joseph Abraham	Hobart College
2.	Joseph Abraham	Hobart College
3.	Herman Bunch	N.C. St. University
4.	Charles Vosler	Ohio University
5.	William Flentje	U. of Missouri at Rolla
	Laurence Morgan	Kansas State University
6.	James Dodson	Midland High School
7.	Warren Lee	University of Arizona
	Troy Young	Arizona St. University
8.	Sam Nakaso	San Jose City College
9.	Steve Moore	Tennessee Tech Univ.
10.	John Anderson	Univ. of Washington
1975		
1.	Joseph Abraham	Hobart College
2.	Joseph Abraham	Hobart College
3.	Herman Bunch	N.C. St. University
4.	Charles Vosler	Ohio University
5.	Laurence Morgan	Kansas State University
6.	James Dodson	Midland High School
7.	Troy Young	Arizona St. University
8.	Sam Nakaso	San Jose City College
9.	Steve Moore	Tennessee Tech Univ.
10.	John Anderson	Univ. of Washington

Dist. No.	Name	Address
1976		
1.	Joseph Abraham	Hobart College
2.	Joseph Abraham	Hobart College
3.	Herman Bunch	N.C. St. University
4.	Charles Vosler	Ohio University
5.	Laurence Morgan	Kansas State University
6.	James Dodson	Midland High School
7.	Troy Young	Arizona St. University
8.	Sam Nakaso	San Jose City College
9.	Steve Moore	Tennessee Tech Univ.
10.	John Anderson	Univ. of Washington
1977		
1.	Joseph Abraham	Hobart College
2.	Joseph Abraham	Hobart College
3.	Andy Clawson	The Citadel
4.	Marjorie Albohm	Indiana University
5.	Laurence Morga	Kansas State University
	Frank Randall	Iowa State University
6.	James Dodson	Midland High School
7.	Troy Young	Arizona St. University
	Dale Midenberger	Utah State University
8.	Roger Dennis	C.S.U., L.A.
9.	Steve Moore	Tennessee Tech Univ.
10.	John Anderson	Univ. of Washington

Dist. No.	Name	Address
1978		
1.	Joseph Abraham	Hobart College
2.	Joseph Abraham	Hobart College
3.	Andy Clawson	The Citadel
4.	Marjorie Albohm	Indiana University
5.	Frank Randall	Iowa State University
	Sandy Miller	NW Missouri St. Univ.
6.	James Dodson	Midland High School
7.	Dale Midenberger	Utah State University
8.	Roger Dennis	C.S.U., L.A.
	Jim Welsh	San Jose St. University
9.	Steve Moore	Tennessee Tech Univ.
10.	John Anderson	Univ. of Washington
1979		
1.	Joseph Abraham	Hobart College
2.	Joseph Abraham	Hobart College
3.	Andy Clawson	The Citadel Salisbury
	Hunter Smith	St. College
4.	Marjorie Albohm	Indiana University
5.	Sandy Miller	NW Missouri St. Univ.
6.	James Dodson	Midland High School
7.	Dale Midenberger	Utah State University
8.	Jim Welsh	San Jose St. University
9.	Steve Moore	Tennessee Tech Univ.
10.	John Anderson	Univ. of Washington
	Mark Smaha	Washington State Univ.

Dist. No.	Name	Address
1980		
1.	Joseph Abraham	Hobart College
2.	Joseph Abraham	Hobart College
3.	Hunter Smith	Salisbury St. College
4.	Marjorie Albohm	Indiana University
5.	Sandy Miller	NW Missouri St. Univ.
6.	James Dodson	Midland High School
7.	Dale Midenberger	Utah State University
8.	Jim Welsh	San Jose St. University
9.	Steve Moore	Tennessee Tech Univ.
10.	Mark Smaha	Washington State Univ.
1981		
1.	Joseph Abraham	Hobart College
2.	Joseph Abraham	Hobart College
3.	Hunter Smith	Salisbury St. College
4.	Marjorie Albohm	Miami University
	Patricia Troesch	Indiana University
5.	Sandy Miller	NW Missouri St. Univ.
	Dennis Isrow	N. Dakota St. Univ.
6.	James Dodson	Midland High School
7.	Dale Midenberger	Utah State University
	Dan Libera	Univ. of Northern Colorado
8.	Jim Welsh	San Jose St. University
	Buford Harmon	Mt. San Antonio College
9.	Steve Moore	Tennessee Tech Univ.
	Doug May	Mississippi U. for Women
10.	Mark Smaha	Washington State Univ.

Dist. No.	Name	Address
1982		
1.	Christopher Troyanos	Babson College
2.	Donald Lowe	Syracuse University
3.	Hunter Smith	Salisbury St. College
	Larry Sutton	Clemson University
4.	Patricia Troesch	Miami University
5.	Dennis Isrow	N. Dakota St. Univ.
6.	James Dodson	Midland High School
7.	Dan Libera	U. of Northern Colorado
8.	Buford Harmon	Mt. San Antonio College
9.	Doug May	Mississippi U. for Women
10.	Mark Smaha	Washington State Univ.
	Dennis Sealy	Univ. of Washington
1983		
1.	Christopher Troyanos	Babson College
2.	Donald Lowe	Syracuse University
3.	Larry Sutton	Clemson University
4.	Patricia Troesch	Miami University
5.	Dennis Isrow	N. Dakota St. Univ.
6.	James DodsonMike Nesbitt	Midland High School Northern Arizona Univ.
7.	Dan Libera	U. of Northern Colorado
8.	Buford Harmon	Mt. San Antonio College
9.	Doug May	Mississippi U. for Women
10.	Dennis Sealy	Univ. of Washington

Dist. No.	Name	Address
1984		
1.	Christopher Troyanos	Babson College
2.	Donald Lowe	Syracuse University
3.	Bert Henderson	Clemson University
	Terry O'Brien	Towson State Univ.
4.	Patricia Troesch	Miami University
5.	Dennis Isrow	N. Dakota St. Univ
	Jerry Weber	Univ. of Nebraska
6.	Mike Nesbitt	Northern Arizona Univ.
7.	Dan Libera	U. of Northern Colorado
8.	Buford Harmon	San Gabriel Valley P.T.
	Ed Ferreira	& Sport Clinic
		Fresno State University
9.	Doug May	Univ. of Tennessee at
		Chattanooga
	Sherry Buickel	University of Florida
10.	Dennis Sealy	Univ. of Washington
1985		
1.	Christopher Troyanos	Babson College
2.	Donald Lowe	Syracuse University
3.	Terry O'Brien	Towson State Univ.
4.	Patricia Troesch	Miami University
5.	Jerry Weber	Univ. of Nebraska
6.	Mike Nesbitt	Northern Arizona Univ.
7.	Dan Libera	U. of Northern Colorado
8.	Ed Ferreira	Fresno State University
9.	Sherry Buickel Sutton	University of Florida
10.	Dennis Sealy	Univ. of Washington

Dist. No.	Name	Address
1986		
1.	Christopher Troyanos	Babson College
2.	Donald Lowe	Syracuse University
3.	Terry O'Brien	Towson State Univ.
4.	Patricia Troesch	Miami University
5.	Jerry Weber	Univ. of Nebraska
6.	Mike Nesbitt	Northern Arizona Univ.
7.	Dan Libera	U. of Northern Colorado
	Bill Lyons	University of Wyoming
8.	Ed Ferreira	Fresno State University
9.	Sherry Sutton	University of Florida
10.	Dennis Sealy	Univ. of Washington
1987		
1.	Christopher Troyanos	Babson College
2.	Donald Lowe	Syracuse University
3.	Terry O'Brien	Towson State Univ.
4.	Patricia Troesch	Miami University
5.	Jerry Weber	Univ. of Nebraska
6.	Mike Nesbitt	Northern Arizona Univ.
7.	Dan Libera	U. of Northern Colorado
	Bill Lyons	University of Wyoming
8.	Ed Ferreira	Fresno State University
9.	Sherry Sutton	University of Florida
10.	Dennis Sealy	Univ. of Washington

Dist. No.	Name	Address
1988		
1.	Christopher Troyanos	Babson College
2.	Donald Lowe	Syracuse University
3.	Terry O'Brien	Towson State Univ.
4.	Patricia Troesch	Miami University
5.	Jerry Weber	Univ. of Nebraska
6.	Mike Nesbitt	Northern Arizona Univ.
7.	Dan Libera	U. of Northern Colorado
	Bill Lyons	University of Wyoming
8.	Ed Ferreira	Fresno State University
9.	Sherry Sutton	University of Florida
10.	Dennis Sealy	Univ. of Washington

Appendix Q

Committee Chairpersons of the NATA from 1974-1988

1974

Audio-Visual Aids	Gordon Stoddard
Certification	Lindsay McLean
Drug Education	John Wells
Ethics	L.F. "Tow" Diehm
Grants and Scholarships	W.E. "Pinky" Newell
History and Archives	Mike O'Shea
Honor Awards	George Sullivan
International Games	Chuck Medlar
Journal	Rod Compton
Membership	Bruce Melin
National Convention	Fred Hoover
Placement	A. G. Edwards & Rodney Poindexter
Professional Education	Sayers "Bud" Miller
Graduate Education	Gary Delforge
Continuing Education	Kerkor Kassabian
Public Relations	Dick Malacrea
Recruitment	Mel Blickenstaff
Research and Injury	Ted Quedenfeld

1975

Audio-Visual Aids	Gordon Stoddard
Certification	Lindsay McLean
Drug Education	John Wells
Ethics	L.F. "Tow" Diehm
Grants and Scholarships	W.E. "Pinky" Newell
History and Archives	Mike O'Shea
Honor Awards	George Sullivan
International Games	Chuck Medlar
Journal	Rod Compton
Membership	Bruce Melin
National Convention	Fred Hoover
Placement	Rodney Poindexter
Professional Education	Sayers "Bud" Miller
Graduate Education	Gary Delforge
Public Relations	Dick Malacrea & Fritz Massman
Recruitment	Mel Blickenstaff
Research and Injury	Ted Quedenfeld

1976

Audio-Visual Aids
 Certification
 Drug Education
 Ethics
 Grants and Scholarships
 History and Archives
 Honor Awards
 International Games
 Journal
 Membership
 National Convention
 Placement
 Professional Education
 Graduate Education
 Public Relations
 Recruitment
 Research and Injury

Gordon Stoddard
 Lindsay McLean
 John Wells
 L.F. "Tow" Diehm
 W.E. "Pinky" Newell
 Mike O'Shea
 George Sullivan
 Chuck Medlar
 Rod Compton
 Bruce Melin
 Fred Hoover
 Rodney Poindexter
 Sayers "Bud" Miller
 Gary Delforge
 Dick Malacrea & Fritz Massman
 Mel Blickenstaff
 Ted Quedenfeld

1977

Audio-Visual Aids
 Career Information & Services
 Certification
 Drug Education
 Ethics
 Grants and Scholarships
 History and Archives
 Honor Awards
 International Games
 Journal
 Membership
 National Convention
 Placement
 Professional Education
 Graduate Education
 Public Relations
 Recruitment
 Research and Injury

Gordon Stoddard & Robert Burkhardt
 Fred Kelley & Charles Demers
 Lindsay McLean
 John Wells
 L.F. "Tow" Diehm
 W.E. "Pinky" Newell
 Mike O'Shea
 George Sullivan
 Chuck Medlar
 Rod Compton
 Bruce Melin
 Fred Hoover
 Rodney Poindexter
 Sayers "Bud" Miller
 Gary Delforge
 Dick Malacrea & Fritz Massman
 Mel Blickenstaff
 Ted Quedenfeld & John Powell

1978

Audio-Visual Aids
 Career Information & Services
 Certification
 Drug Education
 Ethics
 Grants and Scholarships
 History and Archives
 Honor Awards
 International Games
 Journal
 Membership
 National Convention
 Placement
 Professional Education
 Public Relations
 Research and Injury

Robert Burkhardt
 Charles Demers
 Lindsay McLean & Rod Moore
 John Wells
 L.F. "Tow" Diehm
 W.E. "Pinky" Newell
 Mike O'Shea
 George Sullivan
 Frank George & Lewis Crowl
 Rod Compton & Ken Wolfert
 Bruce Melin
 Fred Hoover
 Rodney Poindexter
 Sayers "Bud" Miller
 Fritz Massman
 John Powell

1979

Audio-Visual Aids
 Career Information & Services
 Certification
 Drug Education
 Ethics
 Grants and Scholarships
 History and Archives
 Honor Awards
 International Games
 Journal
 Membership
 National Convention
 Placement
 Professional Education
 Public Relations
 Research and Injury

Robert Burkhardt
 Charles Demers
 Lindsay McLean & Rod Moore
 John Wells
 L.F. "Tow" Diehm
 W.E. "Pinky" Newell
 Mike O'Shea
 George Sullivan
 Frank George & Lewis Crowl
 Rod Compton & Ken Wolfert
 Bruce Melin
 Fred Hoover
 Rodney Poindexter
 Sayers "Bud" Miller
 Fritz Massman
 John Powell

1980

Audio-Visual Aids
 Career Information & Services
 Certification
 Drug Education
 Ethics
 Grants and Scholarships
 History and Archives
 Honor Awards
 International Games
 Journal
 Membership
 Memorial Resolutions
 National Convention
 Placement
 Professional Education
 Public Relations
 Research and Injury

Robert Burkhardt
 Charles Demers
 Rod Moore Paul Grace
 John Wells
 L.F. "Tow" Diehm
 W.E. "Pinky" Newell
 Mike O'Shea
 George Sullivan
 Frank George & Lewis Crowl
 Ken Wolfert
 Bruce Melin
 Jim Rudd
 Fred Hoover
 Craig Sink
 Sayers "Bud" Miller & John Schrader
 Fritz Massman
 John Powell

1981

Audio-Visual Aids
 Career Information & Services
 Certification
 Continuing Education
 Drug Education
 Ethics
 Grants and Scholarships
 History and Archives
 Honor Awards
 International Games
 Journal
 Membership
 Memorial Resolutions
 National Convention
 Placement
 Professional Education
 Publications
 Research and Injury

Robert Burkhardt & John Streif
 Charles Demers
 Paul Grace
 Jim Gallaspy
 John Wells
 L.F. "Tow" Diehm
 W.E. "Pinky" Newell
 Mike O'Shea
 George Sullivan
 Lewis Crowl
 Ken Wolfert
 Bruce Melin
 Jim Rudd
 Fred Hoover
 Craig Sink
 John Schrader & Gary Delforge
 Gerald Bell
 John Powell

1982

Audio-Visual Aids
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 Continuing Education
 Drug Education
 Ethics
 Grants and Scholarships
 History and Archives
 Honor Awards
 International Games
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 Membership
 Memorial Resolutions
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 Research and Injury

John Streif
 Charles Demers
 Paul Grace
 Jim Gallaspy
 John Wells
 L.F. "Tow" Diehm
 W.E. "Pinky" Newell
 Mike O'Shea
 George Sullivan
 Lewis Crowl & Troy Young
 Ken Wolfert
 Robert Benke
 Bruce Melin
 Jim Rudd
 Fred Hoover
 Craig Sink
 Gary Delforge
 Dick Vandervoort
 John Powell

1983

Audio-Visual Aids
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 Continuing Education
 Drug Education
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 Grants and Scholarships
 History and Archives
 Honor Awards
 International Games
 Journal
 Licensure
 Membership
 Memorial Resolutions
 National Convention
 Placement
 Professional Education
 Public Relations
 Research and Injury

John Streif & Jerry Nowesnick
 Charles Demers
 Paul Grace
 Jim Gallaspy
 John Wells
 Chris Patrick
 W.E. "Pinky" Newell
 Mike O'Shea
 George Sullivan
 Troy Young
 Ken Wolfert & Steve Yates
 Robert Benke
 Bruce Melin
 Jim Rudd
 Fred Hoover
 Craig Sink
 Gary Delforge
 Dick Vandervoort
 John Powell

1984

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 National Convention
 Placement
 Professional Education
 Public Relations
 Research and Injury

Jerry Nowesnick
 Charles Demers
 Paul Grace
 Jim Gallaspy
 John Wells
 Chris Patrick
 W.E. "Pinky" Newell & Frank George
 Mike O'Shea
 George Sullivan
 Troy Young
 Steve Yates
 Robert Benke & Ed Crowley
 Bruce Melin
 Jim Rudd & Dennis Helwig
 Fred Hoover
 Craig Sink
 Gary Delforge
 Dick Vandervoort
 John Powell

1985

Audio-Visual Aids
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 Grants and Scholarships
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 Honor Awards
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 National Convention
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 Professional Education
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 Paul Grace
 Jim Gallaspy
 John Wells
 Chris Patrick
 Frank George
 Mike O'Shea
 George Sullivan
 Troy Young
 Steve Yates
 Ed Crowley
 Bruce Melin
 Dennis Helwig
 Fred Hoover
 Craig Sink
 Gary Delforge
 John Powell

1986

Audio-Visual Aids
 Career Information & Services
 Certification
 Continuing Education
 Drug Education
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 Grants and Scholarships
 History and Archives
 Honor Awards
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 Membership
 Memorial Resolutions
 Minority Athletic Trainers
 National Convention
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 Public Relations
 Research and Injury

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 Frank George
 Mike O'Shea
 George Sullivan
 Steve Yates
 Ed Crowley
 Bruce Melin & Don Lowe
 Dennis Helwig
 Phil Horton
 Fred Hoover
 Craig Sink
 Gary Delforge
 Bobby Barton
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1987

Audio-Visual Aids
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 Mike O'Shea
 George Sullivan
 Steve Yates & Ed Crowley
 Don Lowe
 Bruce Melin
 Dennis Helwig
 Phil Horton
 Fred Hoover
 Craig Sink
 Gary Delforge
 Bobby Barton
 John Powell

1988

Audio-Visual Aids
Career Information & Services
Certification
Continuing Education
Drug Education
Ethics
Grants and Scholarships
History and Archives
Honor Awards
International Games
Journal
Licensure
Membership
Memorial Resolutions
Minority Athletic Trainers
National Convention
Placement
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Charles Demers
Paul Grace
Jim Gallaspy
John Wells
Chris Patrick
Frank George
Mike O'Shea
George Sullivan
Troy Young
Steve Yates
Ed Crowley
Bruce Melin & Don Lowe
Dennis Helwig
Phil Horton
Fred Hoover
Craig Sink
Gary Delforge
Bobby Barton
John Powell

Appendix R
The National Athletic Trainers' Association
25-year Award Recipients from 1974-1988

Edward R. Abramski
Jack B. Aggers
Joseph R. "Snapper" Altott
George C. Anderson
Dennis W. Aten
Sam Ayoub

Ray C. Baldwin
Al Battipaglia
Robert Beeten
Robert S. Behnke
Ralph W. Berlin
Edgar Harold "Hal" Biggs
J. Rodney Bimson
William Black
Harold J. "Blackie" Blackwell
Z. M. "Mel" Blinkenstaff
*Robert Kenneth "Bobby" Brown
John Herman Bunch
Arno Willard Buntrock
Richard M. Burkholder
Jack Butoroc

William H. Chambers
George Henry Christman, Jr.
Billy Christmas
Prosper F. Cima, Sr.
Donald R. Cochern
James I. Conboy
Edward A. Coppola
Thomas W. Couch
Alfred James "Al" Coulthard
Alan S. Crawshaw
George Hulen Crow
Howard Max Crowder
Lewis C. Crowl

Otho Leroy Davis
Gary Don Delforge

Charles O. Demers
Lorain F. "Tow" Diehm
James Ezell "Doc" Dodson
Phillip B. Donley

George W. "Speed" Ebersole
Vernon P. Eschenfelder, Jr.

Frederick R. Fahey
*Edwin L. Farrell
Donald James Fauls
Keith Carelton Fitzpatrick
Irving Lawrence "Irv" Fountain, Jr.
Donald E. Frey
Douglas E. Frey

Larry "Lawrence" James Gardner
D. Kenneth Gearhart
Joe H. Gieck
John Gimmler
James Henry Goostree
Gordon Lee Graham
Louis Karmon "Doc" Grevelle
Kurt Grimm
Robert Henry "Bobby" Gunn

*Robert F. Hand
Ernest Larry "Doc" Harrington
Eugene "Gene" Harvey
Thomas E. Healion
Fern R. Hitchcock, Jr.
Walter James Hochberg
H. Norman Hommas
Fred W. Hoover

Richard "Dick" Iliano
Dennis F. Isrow

Jack D. Jones
Anthony "Tony" John Jonaitis, Jr.

Kerkor Kassabian
Victory A. Keedy

Fred G. Kelly
Charles A. Kerr
Christopher Kevatos
Paul D. Kichline
*Paul J. Kichline
Walter O. "Bug" Koch
Edward C. Kwest

John Edward Lacey
Edward B. "Eddie" Lane
Robert A. "Bobby" Lane
Bernard E. LaReau
Roland E. LaRue
Mont M. Linkenauger
Mike "Link" Linkovich
Ned A. Linta
Larry Lloyd Lohr

*Charles F. Martin
Robert Lewis Martin
Leo W. Marty
Fritz Masman
Nicholas Maurillo
Bobby E. McClintock
J. Lindsay Mclean
Bruce J. Melin
George E. Menefee
Sayers "Bud" Miller, Jr.
Thomas Monforti
Melvin Angelo Moretti
Grady Morgan
Warren Gene Morris
William H. Morrow
Edward N. Motley

William Neil III
Carl Edward Nelson
James D. Nice

Robert N. Orr
Alfred Ortolani

*Eugene S. Paskiet

Chris Patrick
Robert E. Patton
John L. Perego
Wilfred F. "Billy" Pickard, Jr.
Edward J. Pillings
Francis W. Poisson
Jim I. Price
Jesse Allan Proctor
Joseph L. Proski

Theodore C. Quedenfeld
Joseph P. Quigley

C.F. (Frank) Randall
Jack Rea, Jr.
Albert W. Rector
Glenn Renollet
Jerry C. Rhea
Joe E. Richardson
Marvin R. Roberson
John D. "Jack" Rockwell
C. Roy Rylander

William C. Samko
Paul J. Schneider
*John L. Sciera
Frank Semanick
Sherrod W. Shaw
James D. Sheehan
Thomas J. Sheehan, Sr.
*Francis J. Sheridan
Thomas E. Simmons
Andrew Sives
John F. Snedecker
Reginald G. Speak
Joseph J. Stantis
Francis "Biff" Stannard
Duane A. "Doc" Stober
George Finley "Sully" Sullivan

Henry Alvin "Buddy" Taylor
*Charles W. "Doc" Turner

Raymond V. Ulinski

* Richard Vandervoot

Wayne F. Wagner
Fred A. Wappel
Jack C. Ward
Richard W. Waterman
John C. Wells
Robert C. White
William Wiedergott
William L. Wild
Carl L. Williams, Jr.
Al Wilson
Billy B. Wilson
Thomas D. Wilson, Jr.
Thomas Woodcock
Joe L. Worden

Troy L. Young

Fred J. Zamberletti
Paul T. Zeek

*Deceased

Appendix S

The National Athletic Trainers' Association's
50-year Award Recipients

1977

*Henry Schmidt Santa Clara University

*Deceased

Appendix T

The National Athletic Trainers' Association's

Hall of Fame 1974-1988

Edward Raymond Abramoski

Jack B. Aggers

Joseph R. Altott

Henry L. "Buck" Andel

George C. Anderson

Warren G. Ariail, Jr.

Edgar Harold "Hal" Biggs

*Byron Jack Bird

Z. M. "Mel" Blinkenstaff

*Edward Block

*Francis J. "Packney" Boyle

Martin J. "Marty" Broussard

*Robert Kenneth "Bobby" Brown

William Howell Chambers

James I. "Jim" Conboy

Edward A. Coppola

Lewis Clair Crowl

Otho Leroy Davis

Oliver William "Bill" Dayton

Gary D. Delforge

Charles O'Neil "Chuck" Demers

Lorain F. "Tow" Diehm

James Ezell "Doc" Dodson

Anthony Frank "Tony" Dougal

Donald James Fauls

James Henry Goostree

*Chester A. Grant

Louis Karmon "Doc" Grevelle

Walter A. "Grock" Grockowski

Robert Henry "Bobby" Gunn

Earnest Larry Harrington

Eugene Harvey
Thomas Healion
Fred W. Hoover
Milfroed Kenneth "Kenny" Howard

Kerkor Kassabian
C. Rodney Kimball
*Lincoln Tamotsu Kimura

John Edward Lacey
Edward B. "Eddie" Lane
Robert A. "Bobby" Lane
Mike Linkovich
Larry L. Lohr

*Frank H. Mann
Fritz Massmann
J. Lindsay McLean
Leonard D. McNeal
Bruce J. Melin
*Sayers "Bud" Miller, Jr.
*Ross M. Moore
*Laurence "Porky" Morgan
Warren Gene Morris
Edward Newton Motley
Leo F. Murphy

Carl E. Nelson

*Eugene S. "Gene" Paszkiet
Robert A. Peterson
Wilford F. "Billy" Pickard, Jr.
Edward James Pillings
*Earl J. "Bubba" Porche

Victor D. Recine
Jerry Rhea
L. Wayne Rideout
Gayle B. "Robbie" Robinson
John D. "Jack" Rockwell
Joseph Romo
Wayne C. Rudy
Curtis Roy Rylander

William C. Samko
*L. Davis "Sandy" Sandlin
Paul J. Schneider
*John L. Sciera
*Francis J. Sheridan
Joseph J. Stanitis
Edward Anthony Sulkowski
George Finley "Sully" Sullivan

Henry Alvin "Buddy" Taylor
*Charles W. "Doc" Turner

Raymond V. Ulinski

*Richard E. Vandervoort
Bruce E. Vogelsong

Fred A. Wappel
Robert E. Weingart
Robert C. White
Frank Wiechec
Thomas D. Wilson, Jr.
Joe L. Worden

*Deceased