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An organizational history of the Windsor Secondary Schools Association (WSSA) 1927-1977.

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AN ORGANIZATIONAL HISTORY OF THE
WINDSOR SECONDARY SCHOOLS
ASSOCIATION (WSSA)

1927-1977

by

Gary Grant Howell

A Thesis
submitted to the Faculty of Graduate Studies
through the Faculty of
Human Kinetics in Partial Fulfillment
of the requirements for the degree
of Master of Human Kinetics at
The University of Windsor

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1979

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ABSTRACT

AN ORGANIZATIONAL HISTORY OF THE
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This study employs models from administrative science to analyze the growth and development of a sports organization. The Windsor Secondary School Association (WSSA), one of the oldest high school athletic associations in the Province of Ontario, was studied in this investigation from its inception in 1927 through to 1977. Cluster analysis was the statistical technique used to group years together to determine similarities and differences while Daniel Katz and Robert L. Kahn's (1967) model of the stages of organizational development have been utilized as the conceptual model.

A three-phased methodological approach combined quantitative data from Association records and minutes with qualitative data from Semi Directed Focused Interviews and WSSA records. By combining the qualitative and quantitative results, summary, conclusions and recommendations were developed.

Five stages of growth were discussed and analyzed in WSSA's development:

1. The Embryonic Stage, 1927 to 1940, represented the formative years in the development of WSSA. During this period, individuals with a common purpose joined together to form an organization which would serve the needs of local interschool sports.

2. The Primary Stage, 1941 to 1960, was a period in which a solid base was established whereby WSSA could develop into a strong organization.

3. The Stable Stage, 1961 to 1964, was an era in which the Association focused on solidification and consistency. Rather than expand in size, the organization re-evaluated itself in an attempt to strengthen internally.

4. The Stable-Elaborate Stage, 1965 to 1971, was a period in which structural alterations transpired that projected WSSA into the Elaborate Stage. Adaptive and managerial systems, aimed at stability and predictability, developed within the organization in this period.

5. During the Elaborate Stage, 1972 to 1977+, boundary and adaptive systems were created to deal with the changing environment. Organizational division occurred which created a smaller league within the parent body of WSSA and a number of studies were conducted regarding high school sports and their future direction.

Based upon the results of this investigation, the following results seem plausible.

Like Katz and Kahn's model, WSSA passed through definite stages of growth. WSSA differed in the fact that two additional stages of growth were identified (Embryonic Stage and Stable-Elaborate Stage). Katz and Kahn's first stage (Primitive Stage) was subdivided into the Embryonic and Primary Stages for WSSA. Furthermore, the Stable-Elaborate Stage of WSSA was a transitional period that contained characteristics relating to both the preceding (Stable) and following (Elaborate) stages.

The SIR model was redesigned which improved the applicability for this type of study. In addition, each category of the model was subdivided into internal and external factors with examples supplied for each. In the discussion, changes (in emphasis) involving these factors throughout development were highlighted.

This study supported the Sports Institute for Research (SIR) model, cluster analysis, and the Semi Directed Focused Interview technique as viable analyses in the investigation of the stages of development in sports organizations. Furthermore, this study substantiated the theory of Katz and Kahn which suggested that organizations pass through identifiable stages or cycles.

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G. L. M

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CHAPTER I

INTRODUCTION

An outstanding characteristic of a special organization is simply that it is a special kind of aggregation of individuals. Many of the problems of organizations seem to arise from two facets of this fact--first, that it is made up of individuals and, second, that it is an aggregation of them. (Haire, 1973, p. 379)

Directing an organization toward a desired goal is made less difficult with a knowledge of how organizations develop and the cause(s) behind this occurrence. Organizations are created by people, and as creators they should understand how their progeny will evolve. Periods of human life have been studied in innumerable instances. Comprehending these periods assists in explaining the changes that take place. Likewise, organizations have been found to pass through similar periods of development (Katz and Kahn, 1967; Moriarty, 1971; Webb, 1978). An understanding of "in which direction" and "how" these changes take place should assist the individual to further understand the organization.

By describing the historical development that an organization has displayed and referring to influential factors that might have caused them, future organizational direction might approach prediction. Katz and Kahn (1967), in studying innumerable business organizations, have formulated a model of organizational development which defines three general stages of organizational maturation.

The fundamental thesis of the model is that all organizations are open systems which interact with their environment. As a result of this interaction, changes take place within and outside the organization.

The results of their investigation have resulted in the format entitled, "Stages in the Development of Organizational Structures" (Appendix A). Generally, the three stage model is described as follows:

At Stage I certain characteristics of a human population and some common environmental problem(s) interact to generate task demands and a primitive production structure to fulfill them. At Stage II devices for formulating and enforcing rules appear. An authority structure emerges and becomes the basis for managerial and maintenance subsystems. Stage III sees the further elaboration of supportive structures at the organizational boundaries - structures for procurement, disposal and institutional relations. (Katz and Kahn, 1967, p. 109)

Stogdill and associates of the Ohio State Leadership Institute (1954), through numerous studies, have concluded that organizations which survive for any length of time display cyclical periods of growth and decline. Their investigations of a variety of organizations and leaders determined that this cyclical nature is quite similar among individuals, groups and organizations. This growth pattern is utilized as the basis of comparison for the sport organization under study.

Windsor Secondary Schools Association (WSSA) was established in 1927 as a voluntary organization designed to "provide as many sports opportunities as possible to

the largest number of students, in an interschool competitive situation, within an educational milieu" (Gurney, 1979).

From its origin as the Border Cities Secondary School Association, it has grown to encompass fifteen schools and thirteen activities. During this evolution WSSA has experienced a number of constitutional revisions, a development of a Vocational School league (Windsor Intermediate Athletic Association) and the creation of a new Regional Association (South Western Ontario Secondary School Association - SWOSSA). Because WSSA is one of the oldest school sport organizations in Ontario (Toronto Secondary School Association - September 27, 1905), the evolutionary path traversed resulted in an interesting pattern of growth. This development of WSSA through the stages of metamorphosis (similar to those studied by Katz and Kahn, Moriarty and Webb) was investigated in this study. In addition, computer analysis, content analysis and audio interviewing were employed to monitor the evolution of WSSA.

Webb (1978) developed this methodology in his study of the Ontario Federation of School Athletic Associations (OFSAA). By examining a similar organization and employing the same techniques, the value of this procedure has been demonstrated. By replicating the methodology of the Webb study, a tested system of analysis is made available to conduct investigations of other sport organizations. This fact affords the opportunity of comparison, an important

asset for study in the social sciences.

Furthermore, the Sports Institute for Research/Change Agent Research (SIR/CAR) model and the Semi Directed Focused Interviewing Methodology (SDFI) have been utilized within this study. Using the SIR/CAR model to direct content analysis and the SDFI technique to obtain insight and support for previous results, it will be demonstrated again that these two investigative instruments are valuable to the social scientist.

Need for the Study

We agree upon the interdependence of practice and theory . . . we must vivify this point through a rich supply of concrete examples so administrators will be better able to relate their day-to-day experiences to the appropriate theoretical frameworks. We need to build bridges between our theories and live concrete case material. (Halpin, 1966, p. 14)

Studies carried out by Katz and Kahn analyzed various institutions and have resulted in the three stages of organizational development. An organizational history relating to the growth and development of an athletic association, which employs models from Administrative Science, should provide valuable information to the organization and all related organizations in the field. By analyzing WSSA utilizing the Katz and Kahn model:

1. a better understanding will be gained of where the organization has been and how it arrived there
2. an opportunity for a theoretical model will be tested with a voluntary mutual benefit organization

3. the utility of this method of athletic organization analysis will be substantiated at the local level.

Webb's study (1978) concluded that OFSAA, throughout its thirty-year existence, followed the stages of development as identified by Katz and Kahn. A study undertaken of WSSA, one of the oldest Canadian Secondary School Athletic Associations (1927-1978) and a member of OFSAA, will assist member organizations by indicating patterns of growth and development, and demonstrating a practical application of a theoretical model. By analyzing and understanding any changes in organization development:

1. similar organizations utilizing the findings might perceive the system more clearly
2. WSSA should have a better conception of their past, present and future situation
3. a basis for future organizational comparisons will be established (i.e., WSSA and ECSSA).

Studies have been carried out analyzing national (Moriarty, 1971) and provincial (Innes, 1973; Hedley, 1977; Webb, 1978) organizations. A study of a local organization would be one of the next logical steps in the understanding of sport organizations. Similarly, utilizing procedures from a previous study (Webb, 1978) this common factor could be used for comparison and analysis (i.e., WSSA and OFSAA).

Since the organization has just passed its fiftieth anniversary, many of the individuals involved in the

organization's function have retired. The existing records and correspondence available are items that hold large quantities of information. Because of the availability of individuals who have been involved since the organization's inception, it may be possible through audio interviews to obtain invaluable information on their involvement and the environment of which they were a part. Furthermore, by using the SDFI technique, information contained within the minutes will be checked and the insight and experiences of these individuals recorded for future reference.

Statement of the Problem

This study investigated the parameters involving the stages of development of a sports association during the period 1927 to 1977.

Important Questions to be Investigated

1. Does the organizational history of WSSA exhibit cyclical periods of growth and decline similar to those studied by Stogdill at the Ohio State University Leadership Institute (1954) and Katz and Kahn at the University of Michigan Group Dynamics Laboratory (1967)?
2. If cycles of development do exist within the organization, can they be identified through:
 - (a) qualitative content analysis of:
 - (i) organizational records such as minutes
 - (ii) audio interviewing

(iii) written resources such as correspondence,
and/or:

(b) quantitative analysis (i.e., cluster analysis)?

3. What is the structure of WSSA and has it changed throughout its existence?

4. Who have been the significant individuals and groups involved with WSSA throughout the time stated?

5. When stages are identified through the quantitative data such as cluster analysis of the records, will they correspond with eras identified from audio interviewing and content analysis of the qualitative data?

6. Which factors used to quantify the major components of the SIR/CAR Model are significant when analyzing sports organizations of this type?

7. Will cluster analysis show a progressive development of WSSA with clusters closely paralleling the eras identified from theory and qualitative analysis of organizational sources?

8. Are there differences in development between provincial and local sports organizations?

Scope of the Study

Assumptions

1. That adequate information for an organizational history study of WSSA will be available from records, interviews, newspaper accounts and documented sources.

2. That the perceptions of the individuals, the accounts

of the press and the records of the Association are substantial accounts of what actually took place.

Delimitations

1. Individuals, events and trends will be incorporated in the study only as far as they affect the study of this organization.
2. Extraorganizational, political, economic, social, religious and cultural variables will be included only insofar as they influence the organizational structure of the organization.
3. Organizational variables such as those contained in Appendix A will be referred to only as far as they affect changes in the organization.

Limitations

1. In this study a selected elite sample has been utilized. It should be understood that consensus is not being sought from a wide variety of individuals. Subjects have been selected for their involvement within the organizational structure and wealth of information.
2. Not all organizational information may be contained within the minutes and records. This weakness should be counterbalanced by using the SDFI technique. Information obtained through this method will enable a check to be made on available records and reveal significant events not contained therein.
3. This study will be limited to those years 1927 to 1977

(inclusive).

4. This study will deal only with the organization known as Windsor Secondary Schools Association (WSSA).

5. Due to the size of the organization, the results will pertain only to the organization in question.

CHAPTER II

REVIEW OF LITERATURE

Growth is not spontaneous. It is the consequence of decisions. . . . The relationships between specific decisions and ultimate expansion may be tenuous but expansion is necessarily dependent upon some decisions and the actions which follow them. These decisions are, in turn, functions of the goals pursued by the members of the organization. Thus organizational growth is positively related to the achievement of the organization's goals and/or the goals of the members of the organization.

Traditional theories associated with social organizations have primarily dealt with the characteristics of the internal structure (Taylor, 1923; Gulick, 1937; Weber, 1947). An approach such as this would tend to deal with a closed system since no attention is applied to the dynamic environment. Weber dealt with the sociological description of a bureaucratic structure in which he was concerned with formalization and legitimation processes by which roles are elaborated. Gulick's account of public administration and the scientific management approach of Taylor were both interested in practical problems of organizing for efficient functioning. All three individuals represent the traditional approach to organizations.

Worthy (1950) summarized the three aforementioned theories when he described the machine theory as:

[Implying] that just as we build a mechanical device with given sets of specifications for accomplishing a task, so we construct an organization according to

a blueprint to achieve a purpose. (As reported in Katz and Kahn, 1967, p. 71)

This theory works well when dealing with a machine but all organizations do not exist in a static environment. The exchange of resources between the environment and the organization results in an open system.

Open systems, and all organizations are open systems, are indeed characterized by the maintenance of a steady state, but the maintenance is a dynamic process of preserving patterns of relationships by constant adjustments. (Katz and Kahn, 1967, p. 73)

Worthy's theory (1950) is inadequate since it lacks the versatility of an open system. Machine theory does not recognize the constant interplay between the organizational system and the environment which is inherent in an open system. In the machine theory, minimal attention is given to the subsystem's dynamics or the informal structures that exist which act upon the formal organization (Katz and Kahn, 1967, pp. 71-73). By viewing organizations as static systems the theory limits itself.

Since organizations interact with the environment of which they are a part, changes occur within the organizations. The circumstances of an everchanging market place and product are capable of disrupting an organization if that organization is unprepared for change. In a competitive society, the organization which meets the needs of the consumer most effectively and efficiently is usually the most successful. Therefore, organizational development is necessary whenever

social institutions compete for survival under conditions of chronic change (Bennis, 1969, pp. 17-20). An understanding of the theories behind organizational development would make it possible to better perceive the problems that confront the system.

To assist in this understanding, Starbuck (1971) has identified four partitioned groupings of models in the growth and development of organizations. They include:

1. Cell Division Models
2. Metamorphosis Models
3. Will-o-the-Wisp Models
4. Decision Process Models.

Under the metamorphosis models, a number of theories have been presented. These models focus on the patterns of function and structure that appear as the organization grows (emphasize change in kind). Moore stated:

The evolution of strategies in a particular business proceeds in more or less well defined stages. The first stage is the creation of the business activity itself. . . . The creative strategy of a business is frequently underdeveloped and unbalanced in its initial form. . . . If the business is to survive in a competitive world, the original strategy must be consolidated. . . . This is the stage when the business develops 'sound business practices'. . . . As the business grows and problems of adjustment increase, a new stage is reached - that of organization. . . . This is the stage of the manager or administrator. (Moore, 1959, pp. 220-222)

Starbuck (1968) conducted a time series analysis of the histories of ten firms in an effort to assess the efficiency of metamorphosis models of development. His tentative

conclusions stated:

A significant portion of the variation in structure-functional relationships cannot be explained in terms of smooth evolution, and the deviations of actual from evolutionary are clearly non-random in nine of the ten firms studied. [Hence], it appears that metamorphic theories are both meaningful and useful. (Starbuck, 1968, p. 279)

Katz and Kahn's model of organizational development (1967) is a metamorphic theory since it deals with changes (stages) that occur within the organization. Stage I (Primitive Stage) is identified by two major sets of determinants. People with common goals and needs interact with a situational problem (needs of the population). In Stage II, the primitive production structure gives way to a more complex and stable organization. This stable organization is characterized by the interaction of individual goals (aspirations, aptitudes, needs) and the structure of the organization itself. Stage III (Elaboration Stage) emphasizes the interaction between managerial structure and the need for environmental support. The interference creates boundary and adaptive subsystems (Katz and Kahn, 1967, pp. 77-84).

Shartle (1956) found evidence that organizations demonstrated cycles or phases in performance. These cycles were based on the assumption that organizations were never static but were continually performing and changing. Effectiveness is always rising or falling with a peak period eventually being reached (determined by environmental factors). Declines usually follow this peak, but their purpose is to

add strength rather than to weaken the organization.

After years of intense empirical research using organizations and leaders from government (political), business (economic), hospitals (maintenance), and schools (adaptive), Stogdill (1959) concluded that organizations and the individuals involved in them are quite similar in time and over time. Stogdill and his associates confirmed that:

Organizations, if they survive for any length of time, exhibit cyclical periods of growth and decline. They often experience difficulties and hardship in the early stages of development, then exhibit a period of revitalization, reorganization and growing achievement. After reaching a period of peak achievement, they begin to weaken and experience serious difficulties. Under extreme deterioration they either dissolve or are absorbed, or become rejuvenated and start a new cycle. (Stogdill, 1959, p. 253)

Although the majority of studies have been in the area of business organizations, there is a shift towards the study of voluntary organizations. The Report of the National Advisory Council on Voluntary Action to the Government of Canada stated:

Unfortunately, there are few quantitative analyses of the value of voluntary action at present due to the low priority it has received in research. As a result, there are insufficient statistical data to delineate the value of voluntary action in economic or monetary terms. (People in Action, 1977, p. 26)

The Canadian Association for Health, Physical Education and Recreation (CAHPER) shared the concern on this matter. In their Reaction statement, the Association suggested assisting the Office of the Secretary of State in developing

questions to be used by Statistics Canada to gather data in the area of voluntary activities in Physical Education (CAHPER, 1979, p. 6). CAHPER summarized their viewpoint by stating:

CAHPER members throughout Canada have conducted a number of studies in this area but there is need for a commitment to an ongoing, coordinated program of evaluation and policy research. (CAHPER, 1979, p. 7)

Many studies of voluntary organizations have focused on the personal perspective (i.e., why the individual has joined the particular organization). Of these, a great many have been aimed at rates of participation.

However, there is not even wide agreement on the rates of participation in formal voluntary organizations of people with different age, sex, rural-urban background and occupation characteristics. (Smith, 1972, p. 40)

This lack of agreement by authors such as Axelrod (1956), Dotson (1951) and Warner and Lunt (1941) have resulted in a definite uncertainty in this field.

Voluntary organizations are different in many important attributes from non-voluntary organizations.

In many ways it is difficult or impossible to include voluntary organizations in our general definition and classification system of organizations. The unclear boundaries, the varying involvement on the part of members, and the relationships with the environment, all contribute to this assessment. Furthermore, many of the structural characteristics of other organizations are either not present at all or are present in such a different fashion that it seems impossible to discuss the voluntary organization from the same perspective as other organizations. (Hall, 1972, pp. 75-76)

These unique characteristics necessitate the operation and

evaluation of voluntary organizations separate from business methods or trends. Problems arise when sport organizations (voluntary) begin to equate and evaluate themselves with the goals and methodology of professional (business) athletics (SIR/CAR Brochure, 1973).


Smith (1966) reported that voluntary organizations are usually involved in social change and innovation since they have little to lose and much to gain. More established, profit-making organizations or governments are more likely to remain with the status quo, since in the majority of instances they are the society.

Moriarty (1977), in analyzing amateur sport/professional athletics, stated:

On the basis of studies conducted to date a theory is emerging which sees the organization passing through three stages:

1. Stage One is a primary recreational player - play as play - true sport
 2. Stage Two is a stable amateur sport/games era - sport as work - high sport
 3. Stage Three is an elaborate professional athletic contest era - sport as a career - big time sport.
- Stage One focuses on children; Stage Two focuses on adults who manage and maintain the organization; and Stage Three results in most resources being diverted to adjudicate internal organizational arguments and to promote the organization among the outer society. (Moriarty, 1977, p. 13)

Research conducted in the area of organizational development in the field of sports organizations is also limited. Past studies of interschool sport have focused on functions of the program and descriptive assessment of the structure similar to that conducted by the Ohio High School



Athletic Association (Bechtel et al., 1969) and the State High School Evaluation Criteria (Borgerson, 1959). In Canada, Moore (1964) conducted a descriptive comparison and historical review of interschool sports development. Provincial Associations throughout Canada were found to be slow to organize and had different regulations and policies. Ontario, however, was one of the most advanced and highly organized in the country, providing leadership in the development of interschool sport in Canada (period 1935-1964).

Moriarty (1971) conducted an investigation in which the molar research approach of Stogdill, the molecular time series analysis of Halpin, and the organizational growth and development theory of Katz and Kahn were integrated and adapted to study the organizational history of the Canadian Intercollegiate Athletic Union Central (CIAUC). The research substantiated the theory of Katz and Kahn, Shartle and Stogdill which suggested that organizations pass through identifiable stages or cycles.

Innes (1973) used Pondy's model of a conflict episode, Moriarty's molar research model adaptation and Merton's Focused Interview technique to determine the sources of conflict and change within the Ontario-Quebec Athletic Association (OQUAA). Innes concluded that the sources of conflict and change were the outcome of the combined influence of four factors:

The organizational conditions, the individuals and groups within the organization; the extra-organizational

influences of other athletic associations, and the effects of the institutional situation of the various member institutions. (Innes, 1973, p. iii)

Hedley (1977) utilized computer analysis and a Modified Delphi technique to develop a projection of the probable and desirable developmental plans for the Ontario Federation of School Athletic Associations (OFSAA). The information obtained in the study of OFSAA supported:

The existence of two separate organizations, such as OFSAA and Sport Ontario, with separate goals and means rather than an alliance or single government bureaucratic or service organization with similar goals and means. (Hedley, 1977, p. vii)

Webb (1978) utilized computer analysis, Semi-Directed Focused Interviews and the SIR/CAR model in conjunction with the Katz and Kahn model of organizational development to study OFSAA. This study re-examined the SIR/CAR model and methodology as viable instruments in the study of sports organizations. The investigation found that the organizational structure and goals remained the same over time with certain problems persisting throughout the eras such as; "Should the organization be a 'controlling' or a 'co-ordinating' body?" (Webb, 1978, p. iv). Webb concluded that the organizational history of OFSAA appeared to follow the stages of development advocated by Katz and Kahn and, furthermore, that cluster analysis was an adequate technique for identifying the stages of growth. Webb's study serves as a starting point for the research presented here.

CHAPTER III

METHODOLOGY

The design of a study is dependent upon the availability of resources and the question(s) being asked. If data exist only in the memory of the individuals who witnessed an event then specific interviewing techniques would have to be designed to retrieve this information. Likewise, if research is seeking to find the solution to an important aspect regarding the financial character of an organization over time, it is possible to obtain this information through the perusal of the organization's records. Since this study attempted to obtain the facts from both key individuals and organizational transcripts, the design reflected this challenge. A three-step approach was used to complete the data gathering aspect of this study.

Figure I (Schematic of WSSA Organizational Analysis) exemplifies the method used. Each sequential step of the study draws on the results of the previous step(s) to act as a guide and subsequently in the generation of questions and concluding statements. The questions used in Step 2 (Interviews) reflect the results of Step 1 (Analysis of Organizational Records). Step 3 (Summary and Conclusions) are based on the results of both Step 1 and Step 2. This method results in the interrelation of all three steps and

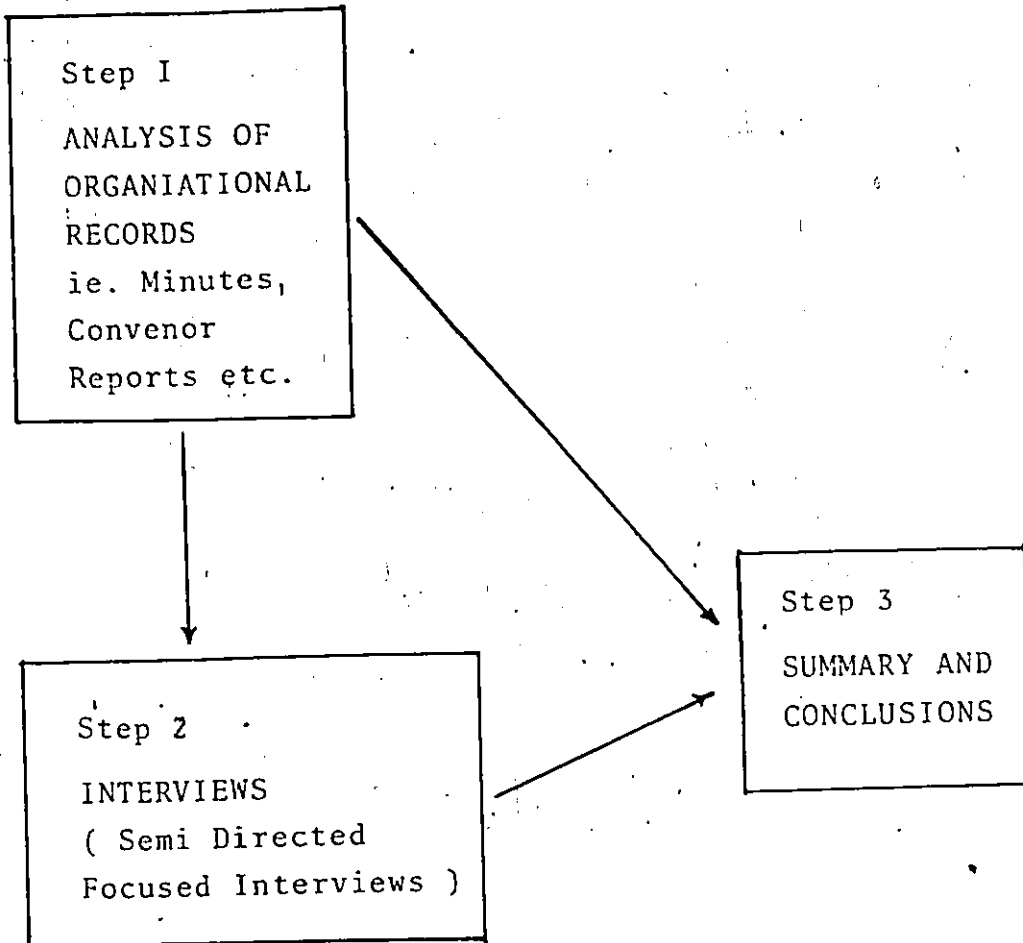


Figure 1. Schematic of WSSA Organizational Analysis

the structured collation of large amounts of information.

Step 1

The analysis of the organizational records entailed a two-part process. First, quantitative data was assembled from the available records, and secondly, this information was subjected to a computer analysis to determine eras.

Throughout the existence of WSSA, a record has been kept pertaining to the finances and functioning of the organization. These records (now housed in the University of Windsor's Sport Archives) which range from an organizational constitution to player eligibility sheets were placed at the researcher's disposal through the assistance of WSSA. Copies of all correspondence, annual convenor reports and typed summaries of all meetings were of particular value in this study since the bulk of the data was drawn from these areas.

To assist in guiding the collection of data covering all organizational areas, a section of the SIR Model was employed. The SIR Model (Appendix B) is a systems analysis technique which focuses on goals and means (SIR/CAR, 1976, p. 32). The major scale foci of the SIR Model are:

1. ultimate goal
2. organizational behaviour
3. structure
4. groups and individuals
5. social stress

6. constituent strain

7. change.

These components of this model served to guide the investigator toward the important aspects of the organization. Charts used to tabulate the quantitative data (see Appendix C, D, E, F) allowed the researcher to organize the large volume of information, as well as to give some indication of the amount of input a particular sector displayed. In addition, by focusing the quantitative data and the qualitative data (interviews, content analysis) on identical areas as indicated in the SIR/CAR model, the researcher was afforded the opportunity to construct comparisons between subject responses and computer analysis results.

The initial stage of the analysis of records, that of drawing data from the printed material, followed four different approaches. By reading the available information the researcher concluded that the correspondence, schedules, minutes of the meetings and annual convenor reports would be the most valuable. This conclusion resulted from the fact that these four areas within the organizational records contained the most depth of information, were easily categorized and were consistent in their availability over time.

Using the SIR/CAR model as a guideline, charts were designed which would organize the data for later use. These charts were divided into the four areas of:

(1) Activities, (2) Structure, (3) Correspondence, and (4) Voting. Since the school year includes the period September to June, activities which occurred during the summer months were reflected in the preceding school year. Finally, when reference is made to 1978, this date refers to the 1978-1979 school year.

Activities

Beginning with the school year 1938, a chart was drawn to incorporate all available information (Appendix C). The vertical listings designated the types of activities sponsored by WSSA while the horizontal headings indicated subcategories of each activity (Divisions, Games, Teams and Miscellaneous). The term Division related to the units that compose the activity (i.e., junior, senior, male, female, etc.). Games defined the number of scheduled competitions each team played in the regular season, and Teams included the number of teams which comprise the league. The Miscellaneous subcategory contained pertinent items not included in the other subcategories (i.e., playoff patterns, team names, etc.).

The majority of the information for the chart was generated from the schedules and convenor reports. Since 1955 it has been the policy of WSSA that convenors submit reports summarizing their activities.

The secretary made a number of suggestions (which were accepted) based on observations of WSSA operations. . . .

(c) The responsibility of convenors in submitting, to the secretary, short reports indicating winners or winners in the various activities. Such reports aid a great deal in compiling the annual activity report. (WSSA Annual Meeting, May 30, 1956)

These activity reports revealed the most quantitative data for the charts but when this information was unavailable other sources were employed in reconstructing the events (eligibility forms, correspondence, minutes of the meetings, etc.). By compiling the charts, the investigator created a description of each activity which was later employed in the quantitative analysis.

Structure

Structure pertains to that aspect of the study which encompasses the executive of the organization. The chart (Appendix D) lists the years down the left column while the headings of each column refer to specific subsections of the category. The following definitions refer to those concepts used while collating the data:

1. Students/Total - total number of secondary school students enrolled in WSSA schools as of September 1st
2. Students/Sport - total number of students involved in WSSA sponsored activities
3. Number of Schools - the total number of schools reported as member of WSSA
4. Number of Sports - refers to the total number of WSSA sponsored activities
5. Number of Convenors - the total number of WSSA accredited organizers of specific activities. This category

was further subdivided into the total number of accredited male and female convenors.

6. Number of Board Members - the number of positions classified under the heading of Executive Committee.

The Regular Officers shall consist of a President, a First Vice President, a Second Vice President, a Secretary-Treasurer, who with the Athletic directors of each school shall constitute the Executive Committee. (WSSA Constitution, Article IV, Section 3, 1964)

In 1969 this group was revised to "the Association Officers, Association Principals, and Heads of Physical Education, male and female, or their representative" (Article V, Section 1, WSSA Constitution, 1969).

7. Total Expenditures)	financial overall picture
8. Total Receipts)	of WSSA as listed in the
9. Balance)	annual financial report.

This information was then recalculated to take into account the change in inflation, etc. Finances were converted to new monetary values (constant dollar) using 1971 as the base year (Table 1).

10. Top 3 Receipts) as listed in the financial

11. Top 3 Expenditures) report of the association.

12. Number of meetings - the number of meetings recorded in which a Regular Officer took part

13. Number of Rules - the number of rules and regulations listed in the Constitution of WSSA

14. Number of Stated Objectives - the number of objectives listed in the Constitution of WSSA

TABLE 1

DEFLATED REVENUES AND EXPENDITURES

Consumer Price Index - Base 1971	<u>100</u> C.P.I.	Deflated Revenues	Deflated Expenditures
1977 - 160.8	.622	9645.08	8825.97
1976 - 148.9	.672	8171.89	7949.73
1975 - 138.5	.722	7898.41	6420.07
1974 - 125.0	.800	10340.00	8794.97
1973 - 112.7	.887	11211.65	9026.32
1972 - 104.8	.954	11165.04	7367.82
1971 - 100.0	.100	14173.58	11651.55
1970 - 97.2	1.029	6143.79	3833.87
1969 - 94.1	1.063	6628.96	6361.86
1968 - 90.0	1.111	7323.99	7298.36
1967 - 86.5	1.156	7676.49	7193.13
1966 - 83.5	1.198	7797.97	5906.10
1965 - 80.5	1.242	7432.56	6578.44
1964 - 78.6	1.272	3370.09	2426.54
1963 - 77.2	1.295	3622.09	2795.87
1962 - 75.9	1.318	2609.09	1686.12
1961 - 75.0	1.333	2192.93	1932.29
1960 - 74.3	1.346	1155.11	2012.90
1959 - 73.4	1.362	1401.54	1126.02
1958 - 72.6	1.377	1287.78	1043.81
1957 - 70.8	1.413	1094.71	868.75
1956 - 68.6	1.459	1394.72	1210.34
1955 - 67.6	1.480	1530.32	739.45
1954 - 67.5	1.483	1802.71	962.72
1953 - 67.1	1.491	4228.95	3051.47
1952 - 67.6	1.479	778.49	633.84
1951 - 66.0	1.515	773.23	877.49
1950 - 59.7	1.674	763.60	1001.94
1949 - 58.1	1.723	1094.47	1050.23
1948 - 56.3	1.776	916.11	570.64
1947 - 49.2	2.031	592.32	530.15
1946 - 45.0	2.223	602.41	602.41
1945 - 43.5	2.297	727.67	727.67
1944 - 43.3	2.309	744.88	687.02
1943 - 43.1	2.322	640.36	575.67
1942 - 42.3	2.363	515.20	278.57
1941 - 40.4	2.475	559.23	552.89
1940 - 38.1	2.622	419.34	234.56
1939 - 36.7	2.726	390.12	185.86
1938 - 37.0	2.704	410.47	176.87

15. Comments - refers to additional comments felt to be key to the organizational structure as judged by the investigator. Information in this area consisted mainly of listing the names and positions of members within the WSSA organization.

Data were collected from the resources to complete the columns but problems developed when certain desired information was not available (i.e., students/sport, stated objectives, etc.). As a result, columns 1, 2, 13 and 14 were eliminated from the final computer analysis. However, the remaining columns were easily completed with information largely obtained from the minutes (including the financial report) and created a descriptive device for each specific period.

Correspondence

Throughout the study the researcher found that the organizational correspondence contained many descriptive details. Using the SIR/CAR components as a guide, a charting system was designed (Appendix E) which allowed for classification of correspondence transmitted and received.

Using the executive as the point of reference, communications identified in the charting system were first established in terms of direction. Correspondence moving from a source outside the organization to a member of the executive (mainly the President and Secretary-Treasurer) fell under the category of Outside Stress. Similarly, communications

originating from a member of the executive destined for an outside point of reference was classified as Inside Strain. Finally, a general section entitled Purpose not only allowed classification of each correspondence's objective, but allowed the calculation of total correspondence since each correspondence was recorded only once.

Each category was further subdivided in an attempt to encompass all aspects of written communication that would be encountered. The following lists provide brief definitions of terminology contained within the three categories:

1. Outside Stress (outside - inside)
 - (a) Media - referring to television, radio or newspapers, etc.
 - (b) Schools - refers to the structure and the officials (P.E. head and principal who represent the institution)
 - (c) School Associations - such as SWOSSA and OFSAA
 - (d) Officials (Association) - such as Windsor and District Football Referees Association, or members of the organization
 - (e) City of Windsor - the corporation or its members
 - (f) Coaches - referred to when they are the sole correspondent and are acting as such
 - (g) Students, Individual Citizens - correspondence from students or individuals in the community (such as parents)
 - (h) Board of Education - refers to the members of the

Windsor Board of Education or the organization in its entirety

(i) Outside Organization, Non-School - organizations outside the Education realm such as the Red Cross or a Doctor's Association

2. Inside Strain (inside - outside)

(a) Board of Education - refers to the members of the Windsor Board of Education or the organization in its entirety

(b) Coaches - includes members of the coaching staff for specific schools

(c) Players, students, parents - refers to individual students or citizens in the community

(d) School Associations - such as SWOSSA, OFSAA, ECSSA

(e) Media - organizations or their representatives involved in radio, television, and newspapers, etc.

(f) City of Windsor - the corporation of the City of Windsor or its representative

(g) Officials Associations - refers to the organizations or individual members of sport officiating bodies

(h) Miscellaneous - a category used to classify all communications that do not fit in the other categories

(i) Convenors - members of the Windsor Secondary Schools Association who are appointed or elected as convenors of specific activities

(j) Schools - refers to specific institutions or their official representatives (principal, Department Head, etc.)

3. Purpose

(a) Schools and Facilities - refers to the building, grounds and apparatus that comprise the facilities

(b) Officials - incidents or information regarding officials or their Associations

(c) Public Organizations - non-school organizations such as the Red Cross

(d) Staff (Principals, Coaches, P.E. Heads) - refers to the members of the staff of a specific school

(e) Media - organizations or their representatives involved in radio, television or newspapers, etc.

(f) Convenors, Committees - refers to members of WSSA appointed to assist in directing an activity

(g) Students, Players - refers to the individuals who attend school and/or take part in a particular sport

(h) Internal to WSSA - refers to ideas such as policy making, election of officials or interaction in regard to executive meetings, etc.

(i) General Correspondence - refers to communications that would not be classified within another category

(j) Board of Education - refers to the members of the Windsor Board of Education or the organization in its entirety

(k) Schedules - refers to correspondence dealing specifically with scheduling matters.

The three final classifications were designed after a preinvestigative examination of the correspondence by the author identified the items. It was the purpose of these classifications to allow the recording of certain important issues while permitting specification of the type of issue (i.e., a game report in regard to an official or an athlete). These items included:

1. Eligibility - refers to correspondence regarding the legality (based on Association bylaws) of an athlete or coach to participate in a WSSA approved activity
2. Protests and Game Reports - are defined as written communication in regard to an objectionable act(s)
3. Financial Interactions - involves communication in regard to money such as fees, gate receipts or travel expenses, etc.

These concluding categorizations made possible the generation of further descriptive characteristics for each year.

An example of the Correspondence categorization can be demonstrated using the letter (Appendix V) dated January 16, 1950 from Mr. R. W. Groh (referee) to Mr. G. Pew, Secretary of WSSA. Since this letter was addressed to a member of the WSSA executive it falls under Outside Stress and a check mark (✓) would be placed in the column entitled

"Officials Association". The purpose of the letter was associated with a player's conduct, therefore, this would be recorded under "Students, Players". Finally, since the referee was making a game report or protest, a mark would be placed in that column. In this way each piece of correspondence was classified and upon tabulation an indication of total correspondence received, transmitted and overall interaction was recorded.

Voting

The voting classification chart (Appendix F) drew its information from the printed copies of the minutes of the Association's meetings. Each record lists the items which were voted upon and this process was indicated by the words "carried," "defeated," or "tabled." For each meeting aggregate values for motions, motions carried and motions tabled were recorded. The number of motions defeated was the difference between the total motions and the motions passed plus the motions tabled (i.e., $\text{motions defeated} = \text{total motions} - \text{motions passed} + \text{motions tabled}$). By totalling these indicators it was possible to describe voting direction and frequency throughout the year. The resultant voting characteristics provided input to the overall quantitative analysis of this study.

Once the collection of data was completed, the computer analysis was used to assist in designating stages of development of WSSA.. This technique, replicated from the Webb

study (1978), provided the investigator with direction in identifying stages of growth of the Association.

Data Analysis

After the quantitative data was placed on the charts a time sequence analysis was developed by using cluster analysis. Webb, in his study of OFSAA, stated:

Cluster analysis was an adequate instrument for determining the stages of growth in OFSAA's history. In this regard, it showed where changes in growth took place and proved to be an adequate quantitative measure for an organizational history analysis. (Webb, 1978, p. 145)

Cluster analysis is a statistical analysis whereby variables are grouped (clustered) together on an a priori basis according to similarity. The analysis begins by forming one cluster for each variable. To this cluster is joined the next most similar variable and so forth. The final clusters are groupings in which the variance between variables contained within the cluster is less than the variance between any variables within the cluster and any variable not in it (Everitt, 1974, p. 43).

Cluster analysis provided the quantitative means of analyzing the data and determining the stages of growth.

The variables used were:

1. the top 3 expenditures (labelled A, B, C)
2. the top 3 receipts (labelled A, B, C)
3. the number of sports
4. the number of male sport's convenors

5. the number of female sport's convenors
6. the revenues deflated for each year
7. the expenditures deflated for each year
8. the total number of meetings
9. the total number of motions
10. the total number of motions passed
11. the total number of motions tabled
12. the total number of individuals who comprise
the executive
13. years.

The deflated revenues and expenditures (Table 1) signified the total in each case taking into consideration the Consumer Price Index (based on 1971 figures). Although large quantities of data were obtained in association with the category, there were three years in which no evidence of formal or informal correspondence could be located and was thus not included in the statistical analysis.

The overall research design utilized the years as the dependent variable (predictor or reactor) and the variables "a" through "l" as the independent variables (drive or criterion). The resultant statistical analysis illustrating the clustering of these variables is summarized in a cluster map (Figure 2, Cluster Map of WSSA).

From visual inspection of the cluster map, general year groupings were differentiated. By backing this inspection with theoretical support, it was possible to divide the time

span into logical time sequences.

Accompanying the cluster map is a cluster table (Table 3) summarizing the analysis performed. For each interval the table lists:

1. the number of clusters
2. the maximum distance within a cluster
3. the number of distances within a cluster
4. the total number of distances less than the maximum distance
5. the ratio of the last two quantities.

After a specific number of clusters were requested (four), the computer printed a cluster table (Table 4) listing the maximum, average and minimum distances within and between clusters. In addition, a cluster listing (Appendix N) was produced which listed the dependent variables contained in each cluster along with their independent variables and a mean value representing each independent variable within a cluster. By compiling this data, quantitative values were made readily available to the investigator which illustrated the differences between clusters.

Finally, the computer was programmed to plot these independent variables against the years. With the years represented on the horizontal axis and each independent variable on the vertical axis, the graph illustrated variations which occurred within the variable over time. By plotting these values, additional information was provided

TABLE 3.
CLUSTER TABLE OF WSSA ANALYSIS

Number of Clusters	Maximum Distance Within a Cluster	Number of Within	Number of Distances in all	Number of Distances Maximum	Ratio
40	0.0000	0	0	0	0.00000
39	4949651.0000	1	1	1	1.00000
38	16122972.0000	2	2	2	1.00000
37	19436032.0000	3	3	3	1.00000
36	21552384.0000	4	4	4	1.00000
35	34068480.0000	6	6	6	1.00000
34	71016928.0000	10	11	11	0.90909
33	71504144.0000	11	12	12	0.91667
32	113867656.0000	13	14	14	0.92857
31	155805775.0000	14	15	15	0.93333
30	242401584.0000	17	21	21	0.80952
29	329356800.0000	18	27	27	0.66667
28	391605888.0000	20	30	30	0.66667
27	529208320.0000	32	37	37	0.86486
26	1240458456.0000	33	60	60	0.55000
25	1276717200.0000	40	62	62	0.64516
24	1330343168.0000	44	63	63	0.69841
23	1353296128.0000	45	64	64	0.70313
22	1999087360.0000	46	84	84	0.54762
21	2337338000.0000	47	94	94	0.50000
20	2420991760.0000	48	97	97	0.49485
19	2717205632.0000	54	104	104	0.51923
18	4247211776.0000	86	130	130	0.66154
17	4938748160.0000	87	139	139	0.62590
16	5855653888.0000	89	150	150	0.59333
15	10112078848.0000	109	190	190	0.55612
14	11281730736.0000	111	203	203	0.54680
13	11432173568.0000	113	205	205	0.55122
12	16148914176.0000	116	232	232	0.50000
11	17624571904.0000	125	240	240	0.52083
10	24942813184.0000	127	267	267	0.47566
9	35254945752.0000	247	287	287	0.86063
8	44364795904.0000	250	294	294	0.85034
7	49919637760.0000	262	302	302	0.87256
6	53970414528.0000	268	307	307	0.66912
5	142253001728.0000	273	400	400	0.70000
4	281003884544.0000	301	430	430	0.72324
3	464120735040.0000	433	469	469	0.75254
2	849021108224.0000	444	590	590	0.75254
1	1214457962456.0000	780	780	780	1.00000

VERY POOR PRINT

TABLE 4

DISTANCES WITHIN AND BETWEEN CLUSTERS
 MAXIMUM / AVERAGE / MINIMUM

NUMBER OF POINTS	CLUSTER	1	2	3	4	5
4	1	44364795904.00 22830291626.67 0.00	281003884544.00 135108267300.57 29380853760.00	284912123904.00 236035260416.00 156648603648.00	1316625580032.00 851671252992.00 371800932352.00	1952592166912.00 1552721951278.55 1184974766080.00
7	2	281003884544.00 135108267300.57 29380853760.00	49019637760.00 14684964778.67 0.00	849021108224.00 677378869540.57 497237491712.00	719575449600.00 353256749056.00 66261233664.00	1208335990784.00 821503563164.26 488764866560.00
1	3	284912123904.00 236035260416.00 156648603648.00	849021108224.00 677378869540.57 497237491712.00	0.00 0.00 0.00	2379999084544.00 1935117997397.33 1255936098304.00	3214457962496.00 2954461350818.91 2623841239040.00
6	4	1316625580032.00 851671252992.00 371800932352.00	719575449600.00 353256749056.00 66261233664.00	2379999084544.00 1935117997397.33 1255936098304.00	192253001728.00 51604177134.93 0.00	464126935040.00 138020414867.39 10835681280.00
22	5	1952592166912.00 1552721951278.55 1184974766080.00	1208335990784.00 821503563164.26 488764866560.00	3214457962496.00 2954461350818.91 2623841239040.00	464126935040.00 138020414867.39 10835681280.00	39254945792.00 6603517879.34 0.00

regarding the partitioning of the years under study.

The first computer program contained no specific clustering statement. Upon visually reviewing the cluster map, the organizational time period was divided into four eras. These differentiations occurred between 1960 and 1961, 1964 and 1965, and between 1971 and 1972. By combining these results with a theoretical basis and content analysis, the stages of growth were determined as being 1927-1940, 1941-1960, 1961-1964, 1965-1971 and 1972-1977. This computer analysis (quantitative) was supported by the audio interviewing and content analysis (qualitative) but was more definitive and discreet.

Step 2

Interviews

The emphasis in Step 2 was to interview key individuals who had been involved in WSSA throughout the defined period of time. Based on the results of Step 1, an interview schedule was devised (Appendix G) to focus on key areas of the organization's history. Employing the SIR Model as a guide, these questions directed the interviewee to essential areas of interest in this organizational evolution.

Innes and Short (1972) described the SDFI technique as valuable in this type of research. This procedure allowed the interviewer to play an active role in the interview by focusing on significant aspects of the topic. The characteristics of the SDFI are:

1. The interviewees are known to have been involved in a particular situation (i.e., have been a member of an organization and/or have written minutes or accounts).

2. The investigator has provisionally analyzed the situation (content analysis) and developed working hypotheses regarding the various events of the situation. Here content analysis involves use of written documents or audio visual sources to secure data which can be subjected to statistical analysis.

3. The content analysis leads to the formation of a partially structured interview guide or research model which contains the major areas of inquiry which also determines the criteria for the collection of relevant information.

4. The interview focuses on the subjective experiences of the interviewee in order to ascertain his personal definition of the situation. (Webb, 1978; pp. 25-26)

Content analysis is essential to conducting the SDFI technique. During the collection of Step 1 data, a summary of the information contained within the records was developed. By comprehending this information it was possible for the interviewer to distinguish between fact and subject bias. The pre-interview readiness allowed the interviewer to take a more active role in the interview by focusing on significant aspects and providing clues to assist in obtaining comprehensive responses to the schedule. Likewise, this knowledge allowed the investigator to check the validity of the hypotheses based on administrative theory and create new hypotheses based on the subject response and the summarization of records (Innes and Short, 1972, pp. 232-235).

Subjects

The subjects chosen in this study included various

personnel who have been involved in WSSA from 1927 to 1977 as well as individuals who represented the different levels of involvement (i.e., Board members, principals, teachers, coaches, players). Selection of individuals was based on:

1. reference within the records
2. availability
3. involvement within the organization
4. involvement at key periods in the organization's history.

Semi-directed Focused Interviews were conducted with a number of key individuals (Appendix H). Their cooperation led to the uncovering of information not contained within the records and revealed to the investigator unique insights which represented the period of their involvement.

The consistency of subject response was checked utilizing two methods. First, by following an interview schedule, responses were compared between subjects for the same question; and secondly, based on the factual records the events, dates, individuals and places were also compared. In this manner the investigator was able to compare facts with personal perceptual interpretations.

Step 3

The final step employed within this study was to combine the quantitative analysis (computer) with the qualitative analysis (records, interviews). The information collected was used to test the established hypotheses and to check for

interviewee and record reliability. Within the context of the discussion these results were compared to the Katz and Kahn model (Appendix A, Stages in Development of Organizational Structures).

Each era as defined was analyzed based on the components of the SIR Model. The five stages of development have been examined under the headings of: Structure; Strategy; Schools; Sports/Activities; Prominent Leaders; Issues and Conflicts; Quantitative Analysis; and a final summary. In this manner, all facets of the organizational environment were covered and explanations as to why the specific eras are unique was demonstrated.

CHAPTER IV

RESULTS

Each stage identified within the organization's history will be described under the following headings. Structure will describe the organization's hierarchy; strategy will refer to the purpose or path which the organization followed; and schools, sports and prominent leaders will define and describe changes which occurred in those particular areas. Issues and/or conflicts will depict significant situations which occurred and the affect each had upon the organization. Quantitative analysis will describe the results obtained from the computer analysis. Finally, each stage will be briefly summarized to collect the many ideas together.

The Embryonic Stage 1927-1940

Before the development of the Border Cities Secondary School Association (BCSSA) in September of 1927, the Windsor area was unique and interesting in regard to sports. Because Windsor was isolated in the southwest area of the province, most of its attention was focused on itself and Detroit. At this time it was an ideal city for professional athletics employing the hockey Red Wings, the baseball Tigers and the football Lions. In a number of instances these teams practiced in Windsor and in a number

of cases scouted and signed many Windsor athlete(s) to play with their organizations (Father Armstrong, 1979). Because of the close proximity of these many professional teams, numerous opportunities for the observation of highly skilled athletics were afforded the Windsor athletes and the benefits of this were reflected in local sporting success.

The high school teams, during this period, participated with teams from Essex county and the Detroit area.

Windsor Collegiate Institute (W.C.I.) was the only public high school in the Windsor area at the turn of the decade. They, like Assumption College, turned to Michigan for competition in football, basketball and baseball . . . in 1922 the Southwestern Michigan Athletic Association was formed and included W.C.I., Hamtramck, Birmingham, Highland Park, Royal Oak, Ypsilanti and Wyandotte. These schools competed annually in football, baseball and basketball. (Short, 1972, p. 62)

Although no leagues existed at the time, W.C.I., Assumption, Essex and Leamington competed in soccer and track and field to a certain extent (Border Cities Star, Windsor, October 13, 1920).

World War I had an effect on the eventual formation of the BCSSA. During the war, Windsor area troops distinguished themselves in a number of campaigns which caused a tremendous surge of nationalism. In response to this, many principals felt that there should be a shift away from the American border, and a fostering of local Canadian Nationalism (Techko, 1979). This resulted in a

refocusing on sports within the Border Cities, and the withdrawing from a number of competitions in Michigan.

A second influencing factor on the formation of the BCSSA resulted from the conditions that existed just prior to, 1927. Each high school sport was organized by a committee of individuals who set up schedules, ran the leagues and declared champions.

If you go back prior to 1928 there were Windsor Committees for sport. There was a women's committee for girl's basketball and it had a chairman and a secretary and so did football and boy's basketball, etc. That's the way all the associations developed. You had individual sports committees and then all of a sudden the same people were on so many similar committees, they said, "let's form an organization!". (Gurney, 1979)

As a result, the BCSSA was formed in the fall of 1927 and included the cities of Windsor, East Windsor, Walkerville and Sandwich (Techko, 1979).

Structure

Initially, the BCSSA consisted of a president, vice-president, treasurer and a secretary. Each year these individuals would be rotated throughout the schools so that no one person held the job for more than one year in a row (Armstrong, 1979). During this time, the secretary and president were usually chosen from the same school. Because these two individuals carried out the majority of the organizing it was easier for them to communicate when in close proximity. (Allison, 1979).

During the Embryonic Stage, the organizational hierarchy was chosen from the Athletic Directors (A.D.) and coaches.

The principals at this point had not become involved in the organization. Meetings were attended by all the A.D.'s and the coaches for the sports that were in season at the time. During these meetings, schedules and problems were discussed (Newman, 1979). Organizational records of this period are sketchy but there is some indication that meetings were held on a regular basis (i.e., September, late fall, January, late spring) but the number of recorded meetings varied.

During the year 1935, the Border Cities amalgamated to form the City of Windsor. As a result, the BCSSA changed its name to the Windsor Secondary School Association which has been maintained to the present. (Techko, 1979).

Strategy

The Embryonic Stage of WSSA was a period in which the organization was developing the basis from which to operate. There is no record of a constitution for this era, but the available records elude to changes which were made in the rules. The organization's objective was reported to be:

Organize athletics for the High Schools; both the Public and Catholic High Schools in Windsor, and to have a highly organized and well organized group that would look after the athletics in the City. (Armstrong, 1979)

Typical early problems of organizations of this sort were encountered such as eligibility, finances and personality conflicts (covered in Issues and Conflicts section). As a

result of experiencing and solving these problems, a foundation was created from which the organization could further develop.

Finally, the formation of WSSA provided local schools with the opportunity to compete in the Windsor area. This eliminated costly travelling expenses which forced high schools in other cities to withdraw from league play. As well, the establishment of WSSA not only provided competition in areas where none previously existed, but also acted as an incentive to local athletes to participate (Short, 1972, p. 65).

Schools

The original charter members of the BCSSA were W.C.I., Assumption College High School, Walkerville Collegiate and Windsor-Walkerville Technical School (W. D. Lowe Secondary School). Windsor Collegiate later changed its name to Central Collegiate (1930), and in 1934 changed again to Patterson Collegiate. This name remained until it closed in 1972. In 1929, Kennedy Collegiate opened and joined the original four in a number of league activities. In 1932, the membership grew with the addition of Sandwich Continuation School (J. L. Forster Secondary School) and a year later by the addition of Gordon McGregor (1933). Although no records as to the exact year of entry are available, there was some indication that St. Joseph's School took part in a limited number of activities as early

as 1937. WSSA concluded the era with six schools participating regularly in scheduled activities, and St. Joseph's participating on a part-time basis.

Sports/Activities

During this era, WSSA had the prestigious position of being prominent in its sporting endeavors and first in the country to have a co-educational structure (Stone, 1979). Females participated in basketball, track and field, swimming and softball. Women's activities were more prominent in WSSA than in any other school association in the country and, as a result, "there is no question after researching all the material that girls in Windsor had the greatest opportunity to participate in organized high school leagues and be continually coached by the same qualified individuals" (Gurney, 1979).

Ms. H. Gurney, an authority on women's sport in the Province of Ontario, noted that although women's high school activities were prevalent in WSSA they suffered in a number of ways. First, since men approached sports in a business-like manner, they did not have much support for women who did not work at their activities in a similar manner. Secondly, until 1952, if a woman married, she was expected to stop teaching and assume her role as a housewife. This social factor affected girl's sports in that the large turnover of coaches prevented the continuity that existed in the boy's activities (Gurney, 1979).

Though female activities were more prevalent in relation to the rest of the country, they were less significant and less prominent in comparison to the boy's. Males participated in track and field, rugby (football), soccer, hockey, basketball and baseball while the girls competed in basketball, softball, track and field and swimming. Patterson Collegiate had the distinction of being the first high school in Canada to have an indoor pool (1919), and in 1922 Walkerville and Sandwich joined this elite club. As a result, swimming in this area was very prominent as a male and female activity. Golf was added to the list of activities before the end of the era and baseball, a popular sport in the Windsor area, was conducted on a league level for a few years also (Armstrong, 1979).

Prominent Leaders

Because the records of the organization for this stage have been partially misplaced, a complete list of prominent leaders is unavailable. Also, since the organization throughout the years has transferred its leadership annually, it has been difficult for one individual to influence the organization to any great extent. However, the research does list a few individuals who have been prominent members of the organization.

Mr. Ian Allison has been involved with WSSA since the early 1930's. During this stage he held the position of Executive member, treasurer, vice-president and president.

Mr. T. P. Steadman also played a prominent role as a member of the executive committee and as president. Father Armstrong of Assumption College held the position of president and vice-president, and Mr. J. C. Murray has been involved in the executive committee and as treasurer. Finally, this is the period in which Miss G. Munnings began her involvement with WSSA as an Executive Committee Member and a strong supporter of women's sport.

Issues and Conflicts

The Embryonic Stage demonstrated a number of issues that are typical of this period of early growth. Player eligibility, internal management bickering, finances and the relationship with the Western Ontario Secondary Schools Association (WOSSA) were issues of importance. These examples serve the purpose of demonstrating why this stage is considered the embryonic stage (to be further explained within the text of this study).

Finances, a problem of all organizations at one time or another, was an issue of importance. At the outset, the Board of Education contributed very little money to BCSSA. The majority of the revenue were raised by the students and players themselves. It was customary after a basketball game to hold a dance for which students would pay a small stipend to attend. Most of this money (along with the gate receipts) would be used by the schools for transportation, equipment, referees, etc. (Bunt, 1979). On March 14, 1938,

WSSA passed a resolution proposing the discontinuation of interschool sports in response to a Board of Education declaration to cut all extra services beginning September 1, 1938 (Appendix I).

On March 23, 1938, a reply from the Board of Education was received by the Secretary of WSSA (Appendix J). In the correspondence, the Board stated that it sympathized with WSSA but planned to continue the activities to the best of its ability. Furthermore, the Board pointed out that WSSA had no power to legislate for all its members.

After all, it is the prerogative of the Principal of each school who will be guided in his decisions by the wishes of the Board of Education. (WSSA Correspondence, Appendix J)

No further reference is made to this incident and there is no indication of termination of any WSSA sporting activities. While the letter from the Board of Education supported WSSA, it also demonstrated the power held over the teachers at that time. The consensus of opinion of the principals at that time was that "such a conclusion, if actually put into effect, would have an unfavourable reaction upon the teachers" (Appendix J). This indication of a threat tempered by a warning exemplified the relationship of the teacher and the Board at this time.

Eligibility played a major role in two instances involving WSSA. In the first case, WOSSA created problems by not communicating rule changes and in the second, the Board

of Education ruled upon the transferring of students between schools. Each incident is offered to represent concerns at this time.

Eligibility before September, 1934, involving WOSSA representatives involved a seven-year rule (i.e., each student could play sports for up to seven years). During the final meeting of WOSSA in the summer of 1933, this rule was changed to six years. In a letter to Mr. D. C. O'Brien (Secretary of BCSSA), the Secretary-Treasurer of WOSSA explained the difficulties created by a delay in the communication of this change.

1. We were late in the publication of the revised handbook of the WOSSA which was not distributed until about the middle of October. Consequently, some of the schools which were not present at the annual meeting or which had failed to read the minutes of the annual meeting were not aware of the change in the eligibility rules and used some players who would have been disqualified if this rule had been strictly enforced. It was the opinion of the Committee of Management that in view of our failure to have this rule advertised as fully as possible, it should be held in abeyance until the end of 1933.
2. Following the rugby season enquiries were made at this office as to the possibility of playing boys who were over six years in the school in basketball and hockey and it was pointed out that it was not fair to these athletes to prevent them from competing this year when the rugby and soccer players were under no such ruling.

I therefore decided to submit the whole matter of the Executive Committee and Committee of Management in the form of a questionnaire. Every member of the Executive Committee and Committee of Management except two were in favour of this procedure. (Professor N. C. Hart, January 5, 1934)

This response started an exchange of letters between the associations. The resolutions of a BCSSA meeting (January 4, 1934) were sent in a letter to WOSSA (Appendix K) questioning the constitutionality of the WOSSA action and asking for a ruling on the Border Cities situation. This communication was answered on January 10, 1934 by Professor N. C. Hart, Secretary-Treasurer of WOSSA. (Appendix L). In the correspondence, he further explained the situation of WOSSA stating:

The Border Cities problem appears to me to be one which they must settle for themselves. If the Border Cities decide that they do not desire the WOSSA rules in one instance and are in favour of them in another instance, that is their concern and the executive committee of WOSSA will not interfere. (Appendix L)

No records are available of further interaction between the two groups so one may assume that BCSSA solved their particular problem and the WOSSA rules were strictly upheld in the following years.

The other eligibility case involved only the members of WSSA. It had been the habit of a number of athletes to transfer to another school in order to align themselves with a strong team. This resulted in a definite uncertainty on the part of coaches and an imbalance of power. Within the WSSA organization the coaches and athletic directors were in disagreement regarding a solution to this incident, and therefore approached the Windsor Board of Education for a ruling. Their reply, dated September 20, 1938, conveyed

their resolution.

It was our unanimous opinion that this practice (transferring) was not in the best interests of any sport, that it was most unfair to the school in which they had their preliminary training and could very easily lead to a disruption of the very good relations now existing between the different schools.

The following resolutions were unanimously passed:

1. A pupil, who transfers from one secondary school to another without change of residence and who continues to take the same course as in the former school or takes a course which is regularly given in the former school, shall not be eligible to compete for the latter school in inter-school competitions against any of the secondary schools under the jurisdiction of the Windsor Board of Education for the period of one year after such transfer. Before any scheduled game in which players who have transferred from another school are due to participate, the Principal must ascertain their eligibility as to age, academic standing, attendance and course. The courses recognized are Pass and Honour Matriculation, Entrance to Normal School, High School Graduation, Commercial and Technical.
2. Eligibility lists must be furnished to the Eligibility Committee by the date specified by this Committee. Games played by teams who have not met this requirement shall be forfeited. (WSSA Correspondence, September 20, 1938)

The reply set the standards on which WSSA was to base its eligibility rules. In later correspondence, the rule was adopted to consider special cases, but the underlying principle remained the same.

The early stage of the Association was characterized by an informal structure. Since the organization consisted of coaches and athletic directors, the members were constantly competing among themselves. The result was

described by the President of 1940.

There was so much bickering . . . I had been a major in the army . . . but I could not control these guys, they were acting like a bunch of kids, they were bickering about referees, and who was playing whom and when and where they were playing. (Allison, 1979)

Father Armstrong, a past president and representative for Assumption College High School, remembered an incident where "two coaches were in one corner of the room arguing about something while the rest were in another corner passing something else" (Armstrong, 1979).

This undisciplined tendency represented the Embryonic Stage of WSSA which would eventually change in 1941 with the introduction of the principals as executive members into the organization (beginning of the Primary Stage).

Summary

The years 1927 to 1940 represented the formative years in the development of WSSA. During this period, individuals with a common purpose joined together to form an organization which would serve the needs of local interschool sports. This loosely built group experienced the early growing problems of establishing policy and defining organizational structures while providing a service to high school sports in the City of Windsor.

CHAPTER V

THE PRIMARY STAGE 1941-1960

The era from 1941-1960 could be termed the Primary Stage for the following reasons:

1. The beginning of the era is identified with a reconstruction of the organizational hierarchy in an attempt to functionally improve the system.
2. Member principals are invited into the organization to serve in an executive role. The principals now held office within the organization in an attempt to quell the chaos that existed at some meetings in the Embryonic Stage.
3. A new committee structure was created which included protest and eligibility committees. These committees were formed to pass judgement on situations which would affect individual teams or athletes.
4. A transfer rule was finally placed within the constitution which stated specifically what the status of transferring students were in regard to WSSA activities.
5. The organization's membership increased from six in 1940 to twelve in 1960. Likewise, the activities increased from seven to fourteen within the era.
6. The first honorariums were awarded to members of the organization in payment for service rendered.

7. World War II affected the progress and functioning of the organization in such a way as to possibly delay the growth.

Structure

At the beginning of this era, WSSA experienced a re-evaluation and subsequent reconstruction of its structure. The Embryonic Stage had been a period in which a primitive hierarchy had been developed to offer a needed service. In 1941 this structure changed when the principals were asked to join the association in executive roles.

In the years before the principals came, the coaches were always bickering amongst themselves. They would get madder than a son of a gun, so I approached Mr. Ball and suggested that the principals take over . . . they put a principal in as president because they wouldn't talk back to a principal as they would to me or anybody else. (Allison, 1979)

A copy of the Amendments to the WSSA Constitution dated September 10, 1941 supplies the first reference to the new structure.

Article 4.

Section 1. The Honorary Officers of the Association shall consist of an Honorary President and an Honorary Vice-President.

Section 3. The Regular Officers shall consist of a President, a First Vice-President, a Second Vice-President (a lady), a Secretary-Treasurer, who with the Athletic Directors of each school shall constitute the Executive Committee.

(WSSA Minutes, September 10, 1941)

The Chairman of the Extra Curricular Activities (Board of Education) was always chosen as the Honorary President

and the Honorary Vice-President was usually the Superintendent of Secondary Schools in Windsor. Functionally, these positions were created "in the event that the WSSA wanted something done or needed some help that would require the Board's assistance" (Newman, 1979). In this manner, the organization always had individuals who could assist the organization effectively.

Committees had been elected throughout the era to deal with protests and eligibility cases. The first record of a protest committee was in 1941. Five citizens of Windsor, not involved with WSSA, were chosen to impart a fair and impartial decision on protests (Pentland, 1979). In 1959, a notice of motion recorded the committee's responsibilities.

NOTICE OF MOTION

Whereas there is no provision in "Article V - Committees" of the Constitution for an Eligibility Committee or a Protest Committee, although there is mention of them in a subsequent Article, therefore, it is moved by A. Harrison, seconded by A. Newman:

That "Article V - Committees" of the Constitution be amended by adding two new sections as follows:

Section 5 (a) There shall be a Protest Committee consisting of three responsible citizens who have previously indicated their interest in high school sports, but who are not connected in any way with any member school. This committee shall be elected yearly at the Annual Meeting of the Association.

(b) The duty of the Protest Committee shall be to adjudicate on any protest put before it by the President of the Association and to make the final decision as to procedure to be followed in the event the protest is upheld by this committee. Such decision shall

be made at a general meeting of the Association called by the President as soon as possible after a protest has been received by the Secretary-Treasurer.

Section 6 There shall be an Eligibility Committee for each W.S.S.A. activity, consisting of the Secretary-Treasurer of the Association, who shall in each case be the Chairman of the Committee, and one representative from each school entered in the activity concerned.
(WSSA Minutes, May 27, 1959)

It was the opinion of some individuals (Pocock, 1979; Rogin, 1979) that the Secretary-Treasurer was one of the key individuals of the organization, recording and transcribing the minutes of the meetings as well as handling daily interactions. Since it was important to have a dependable individual filling this position, in 1952 the Secretary-Treasurer's position became a permanent job.

Motioned by Mr. Gilbert and seconded by Mr. Marshall, that a permanent secretary for WSSA be appointed.
(WSSA Minutes, May 27, 1953)

Through this action, WSSA attempted to create consistency within the position and allow the Secretary-Treasurer the opportunity to conduct WSSA affairs based upon experience and knowledge.

Strategy

Many of the early records of WSSA have been misplaced and there are no copies of constitutions prior to 1959. At that time, the purpose of the organization was stated as:

Article II - Purpose

The purpose of the Association shall be to establish a

closer relationship among the various Secondary Schools of Windsor through the promotion of competition in all athletic and other extra-curricular activities deemed advisable, and to develop in the students associated with the schools a love for good, clean amateur sport and the desire to play the part of real men and women in all competitions in which they may be engaged. (WSSA Constitution, 1959)

A copy of the 1974 (revised) WSSA Constitution lists an identical purpose, a fact which was supported throughout the interviews of key individuals.

The Primary Stage was an era of growth. Sports, executive members, financial aid and the number of member institutions expanded. This period of growth could be compared to a child passing through puberty. Puberty is a time in human life which is characterized by rapid growth accompanied by an increase in physical awkwardness. WSSA, like a child, experienced the rapid growth but the awkwardness was exemplified in the problems experienced by the organization. Problems such as membership fees, the transferring of students, convenor responsibilities and league groupings represent some of these characteristics necessary for the growth of the organization.

Finally, the growth pattern exemplifies an ambitious attempt by the organization to fulfill the purpose stated in the Constitution. By expanding, the Association would be able to serve more students and promote many activities in attempting to achieve the purpose stated in the constitution (WSSA Constitution, 1959).

Schools

Membership in WSSA almost doubled during this stage. The original members included Kennedy Collegiate, Windsor-Walkerville Vocational (W. D. Lowe Secondary School), Patterson Secondary, Sandwich Continuation (Forster Secondary School), Walkerville Collegiate and Assumption College High School. In 1933 Gordon McGregor joined but by 1942 the school had withdrawn from active participation.

St. Joseph's High School (Brennan High School) began active competition in 1943 and continued through until 1952 when it withdrew. This school eventually moved to a new location and re-entered as Corpus Christi High School (1960).

In 1946 Windsor-Walkerville Vocational School changed its name to W. D. Lowe Vocational School in honour of a former principal. In 1959 the school became known as W. D. Lowe Technical School as a result of the school's program change.

A similar name change occurred at Sandwich Collegiate in 1952. Mr. J. L. Forster had been principal at Sandwich for many years and in honour of his service, the school was named John L. Forster Collegiate Institute.

Riverside Continuation school was asked to join WSSA in 1947 and remained a member through 1951. Riverside, a member of the County School League since 1945, was one of the few schools asked to join WSSA from outside the City. In later years, schools from Leamington (1954) and Essex

(1964) would attempt to become full members but were denied thereby keeping the local autonomy of the league.

In the last three years of the Primary Stage, four schools entered WSSA. In 1958 W. F. Herman Collegiate Institute joined, followed by Harry E. Guppy High School of Commerce (1959), Vincent Massey Collegiate Institute (1960) and Corpus Christi High School (1960). With the addition of these schools, WSSA increased its membership from six to ten schools making it the largest school athletic organization in Southwestern Ontario.

The rapid growth in the latter stages of this era resulted in the formation of a Special Committee to study this potential problem. The recommendations made to WSSA on March 15, 1960 (Appendix M) divided the league into two divisions, the first time this had occurred in the WSSA history. By creating divisions, scheduling problems were avoided which would have existed with one large league and thus a basis was established from which the league could operate efficiently.

Sports/Activities

During the Primary Stage, there was a tremendous growth in activities. In 1941 the activities included track and field, basketball, football, soccer, swimming and hockey. Golf, tennis and public speaking were added the next year. In 1944 tennis and public speaking were withdrawn but returned in 1946 and 1948 respectively.

There was evidence of softball being played by girls in 1945 and 1946. This once popular high school activity had been replaced by amateur club teams (sponsored by local businessmen) by the late 30's with only Assumption High School continuing this practice after World War II.

In 1949 volleyball was added to the rapidly growing list of activities. Badminton joined in 1950 and by 1951 (cross country) the list had grown to twelve. This rapid growth reflected the desire of the organization to serve as many students as possible while trying to instill within them a love for sport. From 1951 until the end of the Primary Stage the number of activities remained twelve and this value did not change until 1962..

Prominent Leaders

With the redesigning of the organizational structure in 1941, the number of individuals who participated in WSSA increased. The policy employed was to elect a President (P) and a Vice-President (VP), with the VP becoming P the following year when a new VP was elected. As a result, once elected most individuals spent at least two years in office, with some members being elected more than once. Four elected individuals are worthy of note. Mr. J. L. Forster held the office of President in 1944 and 1950 (VP 1943, 1949). Mr. G. Marshall was elected the first President after the restructuring in 1941 and was re-elected President in 1947 and 1954 (VP 1946, 1953). Finally, Mr. A. F. S. Gilbert was

President for three terms (1942, 1948, 1953) and Vice-President three terms (1941, 1947, 1952). Each of the twelve other principals who held office were usually involved in an official capacity for two years but the records indicate that the three individuals mentioned had the greatest influence of all the members who served in these roles.

In 1941 the position of Second Vice-President (2nd VP) was created which had to be filled by a woman. Usually this individual was the Girl's Activities Co-ordinator and, in many instances, the only recognized girl's convenor in WSSA. The 2nd VP was rotated annually among the female physical education departments resulting in a high turnover within this group. Only four women served as Second VP for more than one term, Miss P. Davis held the position of Second VP twice (1948, 1960), as well as Miss O. Saunders (1941, 1949). Of the women who held office for three years, only Miss G. Wagg (1942, 1947, 1952) and Miss H. Gurney (1945, 1950, 1955) are within that category. Because of their numerous years in office, personal experience and knowledge of these individuals assisted the organization during the Primary Era.

The Secretary-Treasurer's (ST) position was important since this individual usually dealt with the daily activities of WSSA. During the Primary Stage, only three individuals held the position of ST longer than one year. Mr. C. Bunt was the first ST in 1941 and again in 1942. In 1952 the ST

was made a permanent position and the turnover rate decreased accordingly. Mr. A. Liddell held the position for five years (1948, 1953, 1954, 1955, 1956) and Mr. I. Allison was the ST of WSSA for three years (1951, 1959, 1960) during this stage. Individual past experience assisted each man in handling the responsibilities inherent with the position of ST.

Issues and Conflicts

The beginning of the Primary Era was marked by the involvement of Canada in World War II (1939-1945). The effect was felt indirectly by WSSA in terms of its organizational functioning. Some of the male coaches and Athletic Directors enlisted and their absence created a shortage of coaches (Armstrong, 1979). The war also resulted in:

1. Individuals coaching who had no previous experience in the field.
2. The skill level did not increase during that period but the league stayed alive.
3. Western Ontario Secondary School Association (WOSSA) stopped in 1942 because they could not get transportation (gas rationing, lack of cars)
4. Student's efforts to raise money was focused on the war effort rather than athletic requirements. (Gurney, 1979)

These effects tended to delay any growth in the organization during this time period.

Finances have always been a problem in any organization. WSSA in the early portion of the Primary Stage had no actual membership fees. Gate revenues were used to pay for awards, officials and transportation, etc. If additional money was

required by the league, an assessment was levied on the schools. As this Stage developed, the size of this assessment increased. In 1944, \$2.00 per 100 students (up to a maximum 1000 students) was charged to the members. This value increased in 1950 (\$3.00) and 1956 (\$6.00). In 1953 the All Ontario Basketball Tournament was held in Windsor for the first time. To help cover costs, an additional levy of \$5.00 per 100 students was charged. These levies were all calculated at the end of the academic year once the financial situation was known.

In a September 11, 1957 meeting, Mr. B. W. Brown, President of WSSA, asked his colleagues for ways to increase revenues to meet yearly operating costs. Two motions proposed at that time, which involved charging an annual fee, were rejected but in the 1959 WSSA Constitution a similar rule was contained in Article IV - Finances.

Section I

The fee for each school shall be \$10.00 per hundred enrolment (or any major portion thereof) up to 1000 attendance, as of September 30, plus any special levies on the same basis which the Executive Committee will find necessary to enable them to carry on the activities of the Association. (WSSA Constitution, Article IV - Finances, 1959)

Additionally, the Board of Education periodically gave grants to WSSA to ease the financial burden. In 1945 the Board of Education was approached and donated \$100.00 toward the payment of ice time for the hockey program which was repeated in 1947 and 1948. Other financial assistance was

supplied by the Board (i.e., money for transporting students to Track Meet at Lake Couchiching in 1948) but these revenues were insufficient to operate the organization effectively without the additional member levies.

The financial situation of the population as a whole was demonstrated in a petition sent to WSSA from the students of W. D. Lowe Vocational School. Difficulties had arisen in that the price of admission to high school basketball games had been raised a dime to 25¢. The result of this new price resulted in the following petition:

Petition for Assistance

We the undersigned students of the W. D. Lowe Vocational School and a member of the Windsor Secondary School Association do hereby request the assistance of the Superintendent of Schools in the City of Windsor and Honorary President of the W.S.S.A. to rectify a financial imposition on the secondary school students made with regards to intercollegiate basketball games.

As the students of this institution live in scattered sections of the Windsor area, and therefore must travel by public transportation system, which has made adult fare necessary after 6 p.m. we feel that the increase in the price of athletic tickets is duly unjust and will tend to commercialize amateur sport and reduce school support at the games.

We, therefore, request that steps be taken to ensure that the democratic right of our student council to govern price and sale of sport tickets within our own school, according to the strength of the school support at that time, be granted us.
(WSSA Correspondence, November, 1948)

Because of this protest by the students, prices were returned to the original 15¢ admission fee.

During 1953 Windsor hosted the All Ontario High School

Basketball finals, the first time this tournament had been held outside of Toronto. This break in tradition began a new policy of rotating the final tournament. Letters were sent to the businesses in the City of Windsor seeking local involvement in this project. Local businesses contributed to the tournament and the revenues collected assisted the organization in this undertaking.

Eligibility has always been a problem in organizations such as WSSA. Following the rejection of the academic eligibility clause in 1939, the eligibility rules were constantly being revised. In 1943 WSSA declared that birth certificates were not needed for girls in basketball and in 1944 no student was allowed to play on an outside team during the school's season. Simultaneous outside team membership was not allowed because:

In those days you had a lot more homework than now . . . the whole idea was to control students in your school . . . it was much better for the students to play sports at your school because you knew how much time he was putting into those things. If he was on an outside team you could not control it.
(Armstrong, 1979)

Along with the outside team interference, student transfers to strong athletic schools created difficulties. Recommendations by the Board of Education (1938) were utilized by WSSA but never recorded in the constitution. In 1957 this problem was solved when Article X, Eligibility Rules regarding Attendance was amended (Appendix O). By ruling that students who transferred from one school to

another were ineligible for one year, WSSA stopped the habit of students aligning themselves with athletically strong schools.

In 1957 the WSSA Constitution regarding Committees was revised to include the convenors and their responsibilities (Appendix P). The new policy defined the responsibilities of the convenor and his activity committee. These new guidelines eliminated the inconsistencies that existed among previous convenors.

In 1960 Mr. I. Allison, Secretary-Treasurer of WSSA, resigned due to an increase in his outside workload. With his resignation was included a list of suggestions regarding the position of Secretary-Treasurer and the WSSA in general. Previously, the Secretary-Treasurer and convenors had been paid very little for their services. Mr. Allison's letter suggested possible ways to overcome this difficulty.

I would like to make the following suggestions for your consideration:

1. Since we have expanded in the last two or three years I would suggest that a remuneration given to the incoming secretary-treasurer be \$100 from the WSSA and \$300 from the Board of Education.
2. Since some convenors are paid a remuneration, I feel that some type of sliding scale could be adopted so that all convenors could be paid some stipend for their efforts.
3. That the eligibility meetings that we have at the present time are wholly unsatisfactory and I believe that a list of competitors, under the signature of principal, be sent to the secretary rather than the type of eligibility meeting which we carry on at the present time.

(Mr. I. Allison, Personal Correspondence, May 31, 1960)

This suggestion was the first of its kind regarding convenor honorariums or eligibility format. These recommendations were eventually adopted and are presently being employed.

Quantitative Analysis

During the computer analysis, the independent variables (executive member, revenues deflated, etc.) were plotted against the dependent variables (years). With the horizontal axis representing the years, the graphs supply additional opportunities for analysis of the organizational stages.

This analysis was not indicated in the Embryonic Stage because quantifiable data was unavailable. As a result, only the years after 1941 will be described utilizing the plotted data.

The graph of Executive Members vs. Years (Figure 3) demonstrated very little change during the period defined as the Primary Stage (Range 10-14 members). In the graph illustrating the relation between the total number of meetings and years (Figure 4), a more erratic tendency is apparent. The values vary from 10 meetings per year to six meetings per year. One year, 1953, is completely out of line (18 meetings) but this value reflects the first All Ontario Basketball Tournament held in Windsor that year. As a result, 1953 can be discounted in describing the trends for this period. This stage reflects the inconsistency and

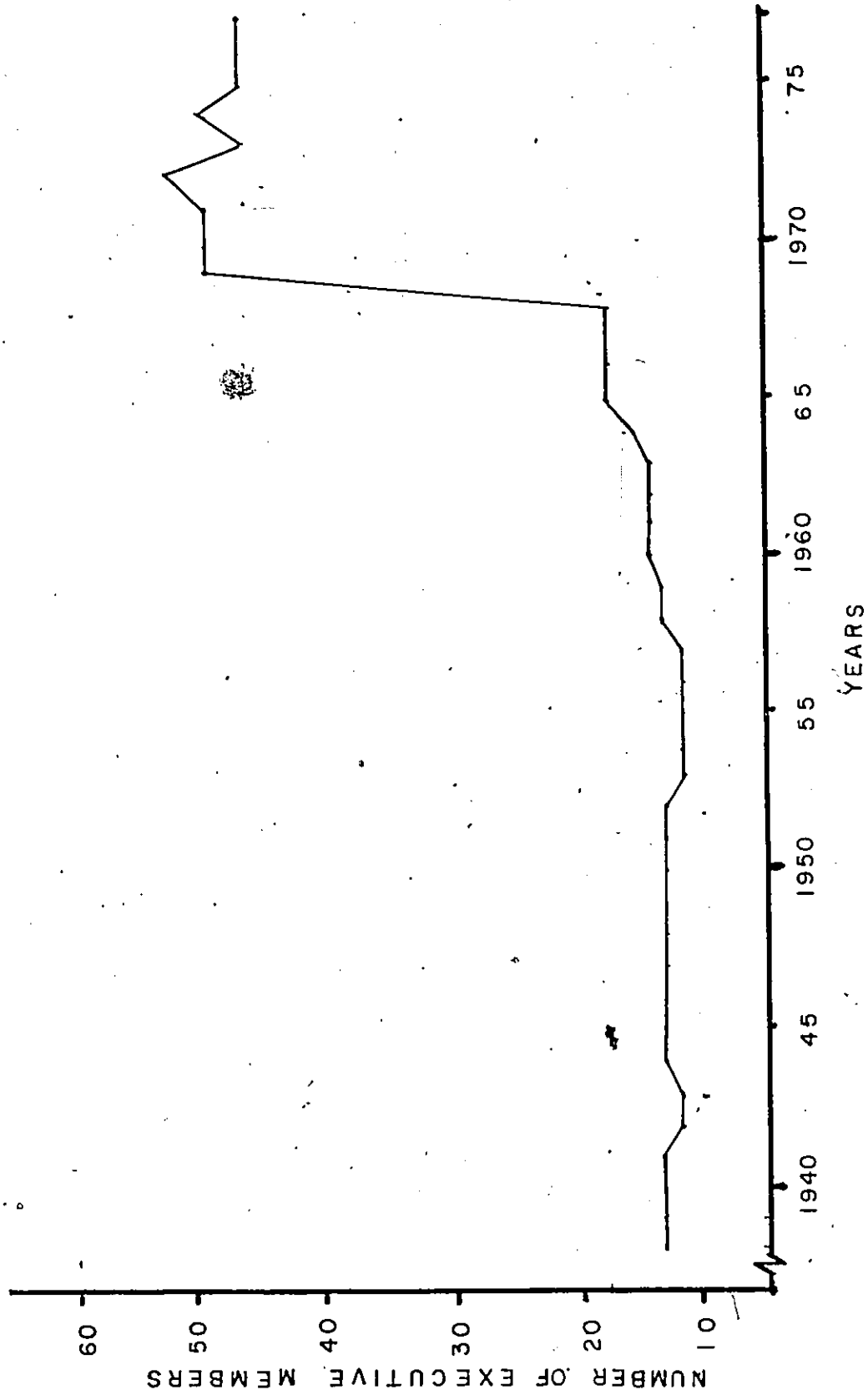


FIGURE 3 TOTAL NUMBER OF EXECUTIVE MEMBERS VS TIME

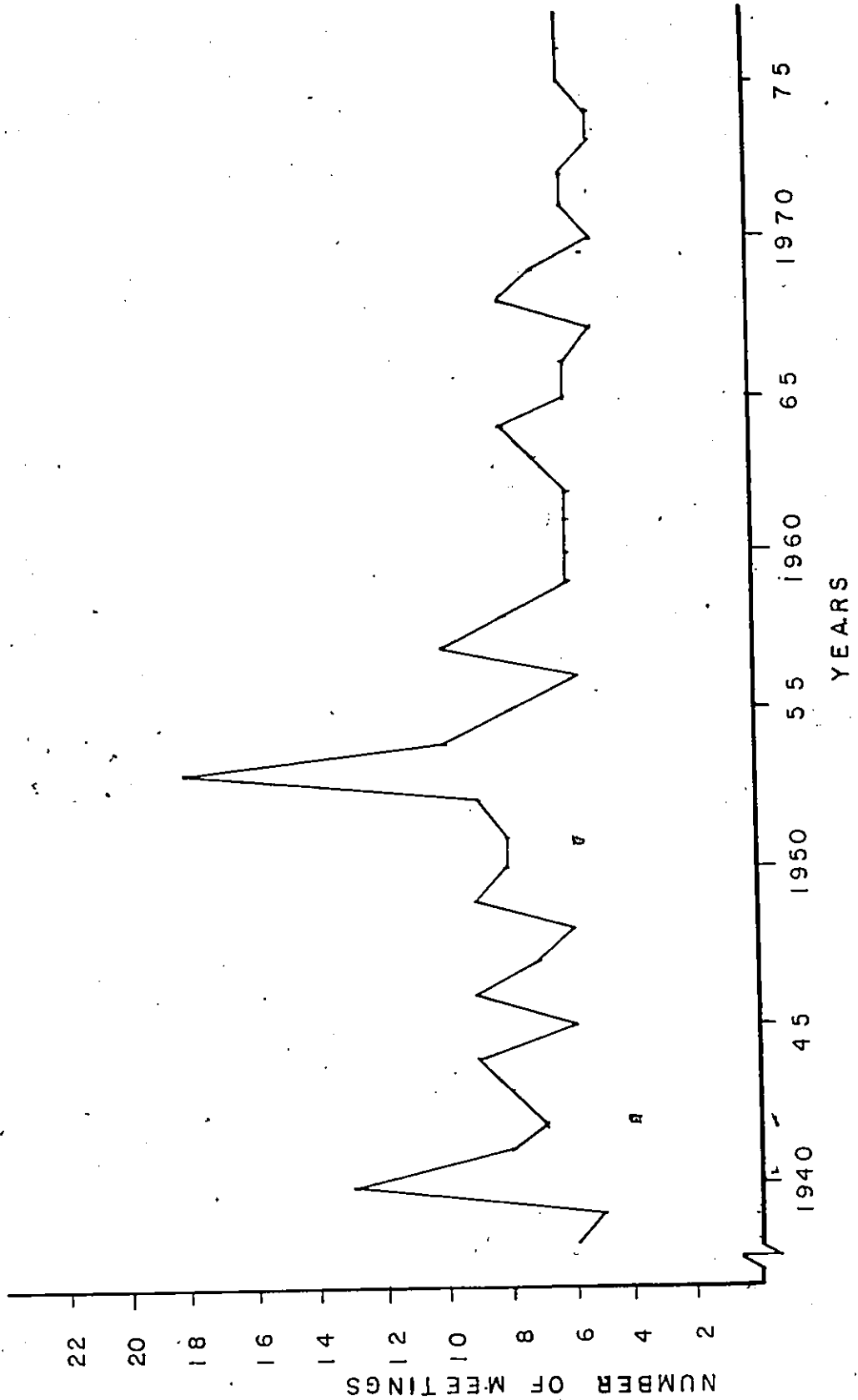


FIGURE 4 NUMBER OF TOTAL MEETINGS VS TIME

awkwardness of the time with the total number of meetings varying from year to year and there was a definite decrease in the number of meetings as the organization approached the Stable Stage.

Related to the total number of meetings is the total number of motions (Figure 5). The total number of motions reflect an uncertain period in which the values range from one hundred four in 1941 to thirty-three in 1949. Prior to 1949 the number of motions decreased but this changed to a gradual increase approaching 1960 (75).

Figure 6 (Years vs. Deflated Revenues) and Figure 7 (Years vs. Deflated Expenditures) illustrate change in substantially the same proportions throughout the Primary Stage. The deflated revenues range from \$559.23 (1941) to \$3,622.09 (1959) while the deflated expenditures range from \$278.57 (1942) to \$2,795.87 (1959). Only 1953 (expenditure \$3,051.47, revenues \$4,228.95) the year of the Ontario Basketball Finals, indicated any variation. Generally, both the revenues and expenditures reflected a gradual rise throughout the stage with revenues staying slightly ahead of expenditures.

The data representing the male (Figure 8) and female (Figure 9) convenors illustrates the disparity in terms of representation during this stage. The male dominated organization had an increase in male convenors from 1941 (6) to 1960 (12) while the females had less than half as many (2)

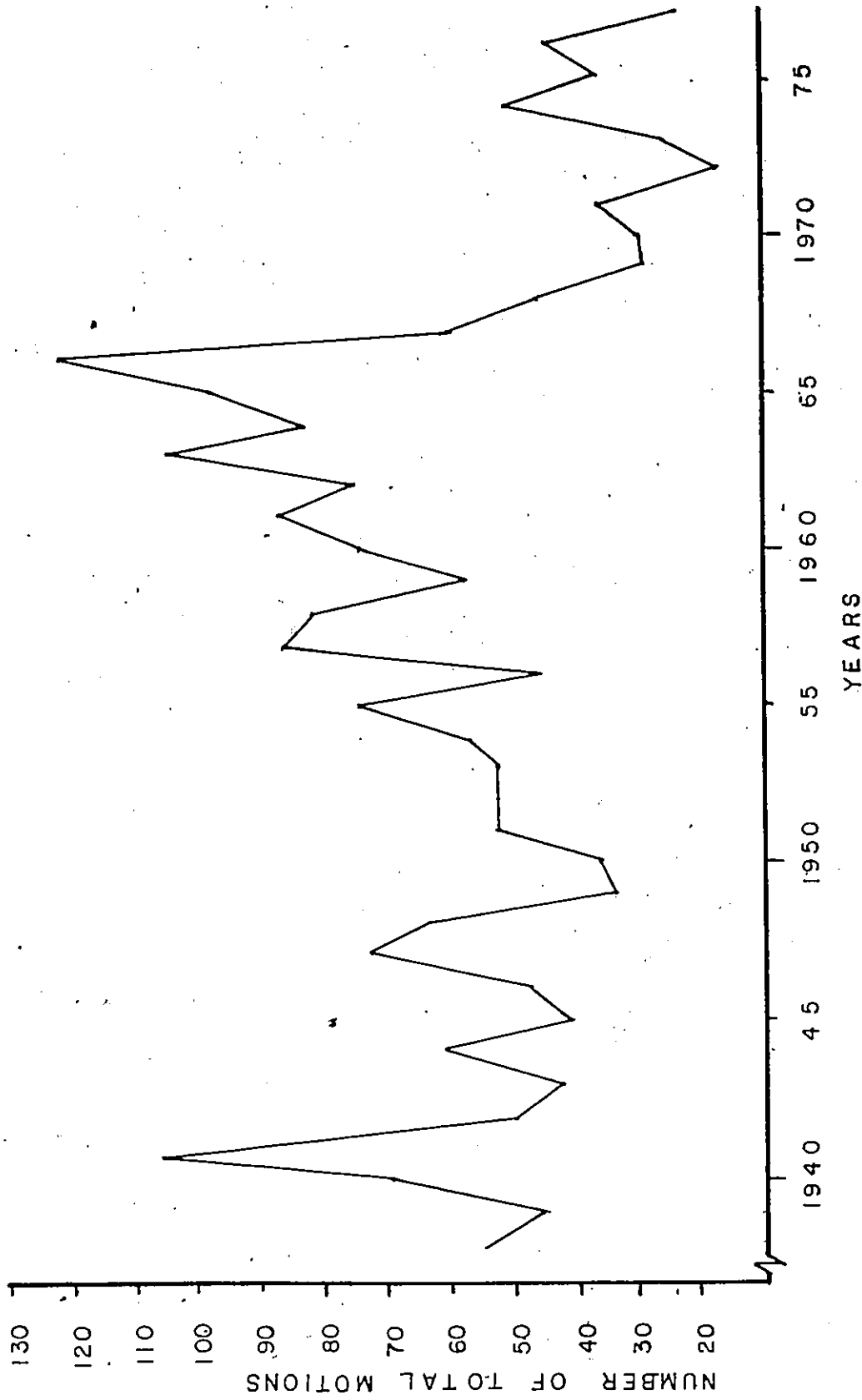


FIGURE 5 NUMBER OF TOTAL MOTIONS VS TIME

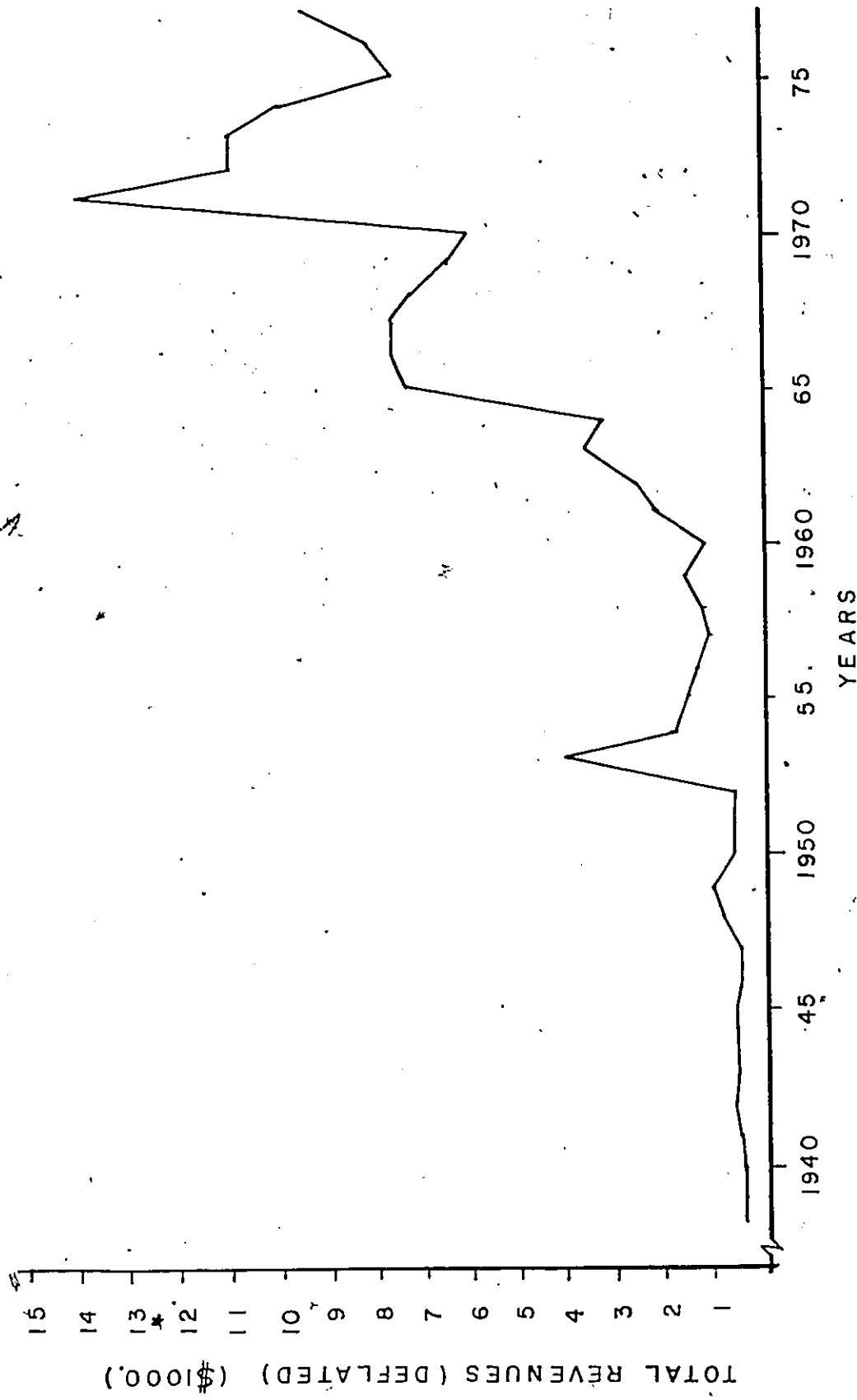


FIGURE 6 TOTAL REVENUES (DEFLATED) VS TIME

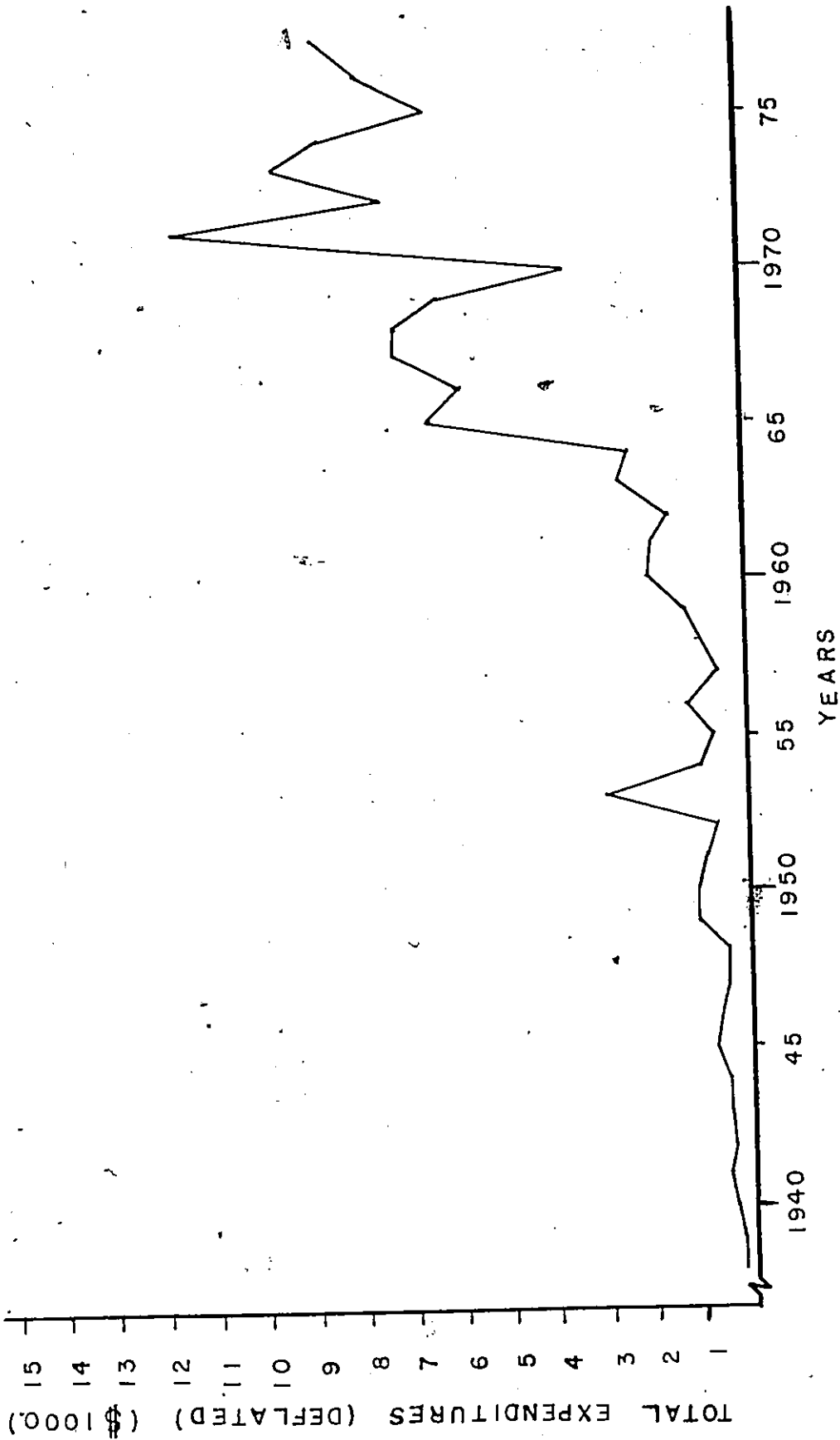


FIGURE 7 TOTAL EXPENDITURES (DEFLATED) VS TIME

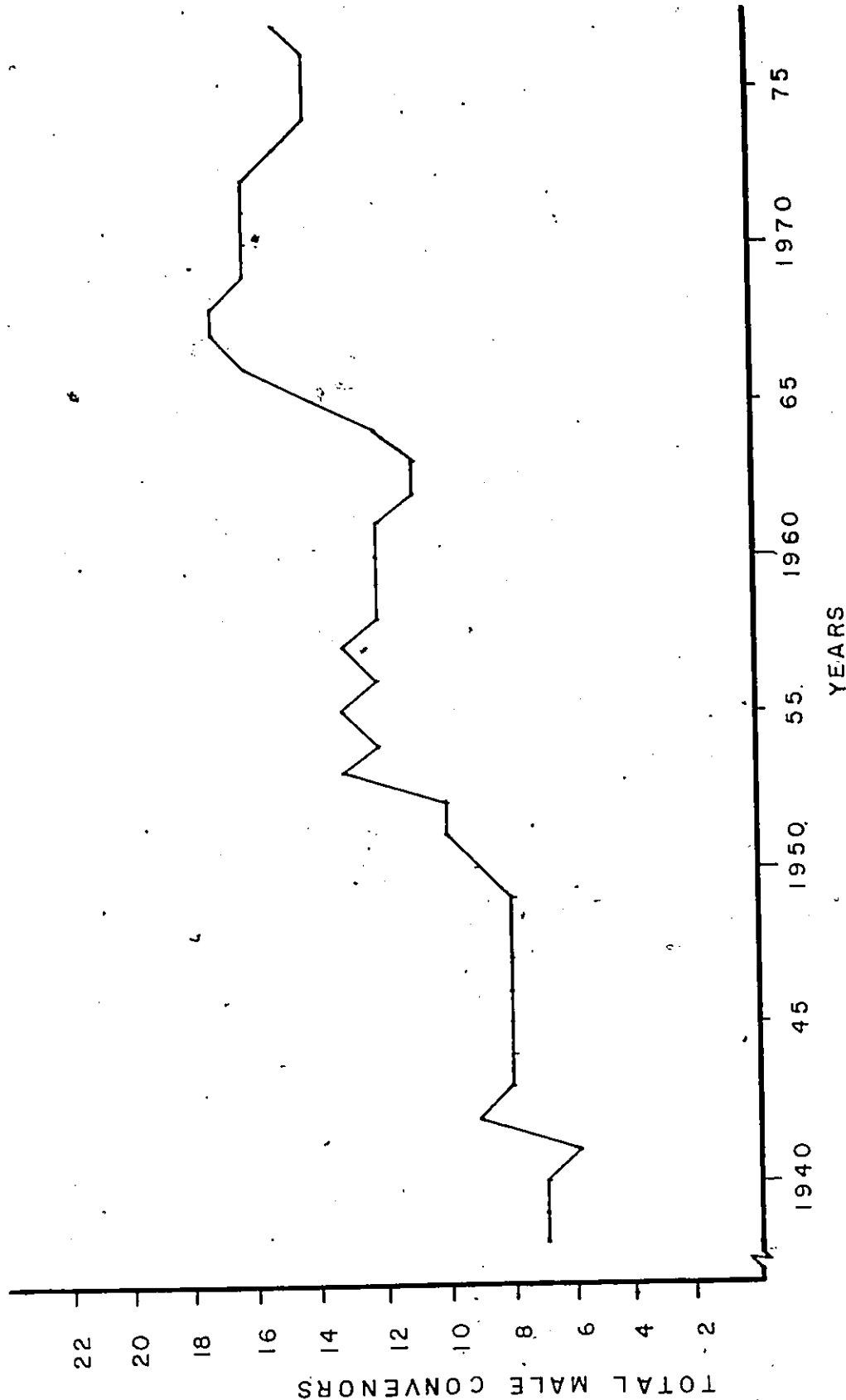


FIGURE 8 TOTAL MALE CONVERTORS VS TIME

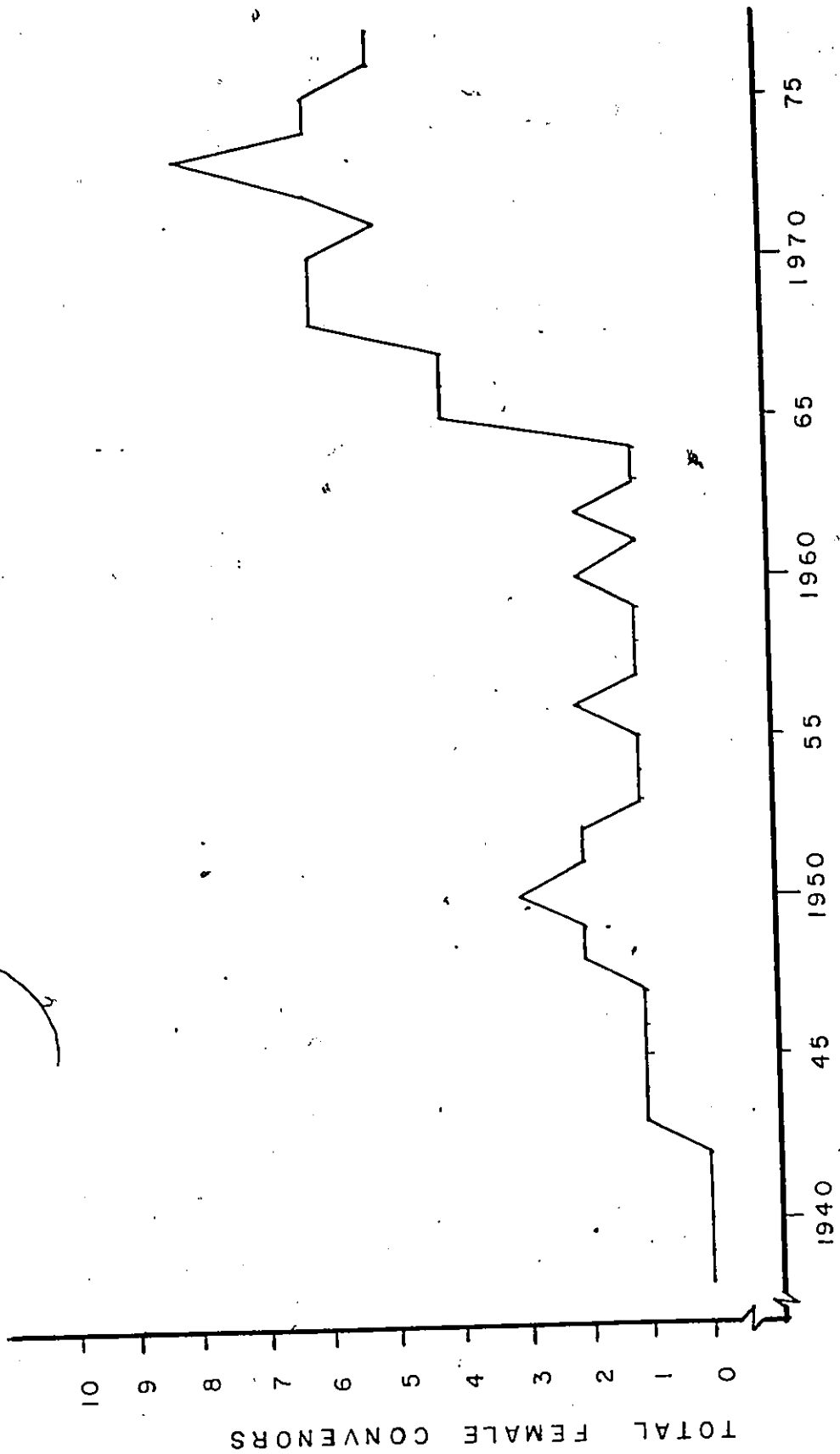


FIGURE 9 TOTAL FEMALE CONVERTORS VS TIME

representatives. Male convenors increased in two stages, moving from six to eight (1941-1943) and from eight to thirteen (1947-1953). Female convenors conversely showed very little increase changing from no representation in 1941 (0) to a high of three during 1953, followed by a decrease in 1959 (1 convenor). Although women had only one actual representative, their program was very progressive in relation to women's high school sport across the Province (Gurney, 1979).

Figure 10 illustrates the growth of the organization in terms of member institutions. During the Primary Stage of development the first real growth surge occurred. The association gained two schools in the first decade (1941-1950) of this stage and this gain was eventually lost by 1953. The last three years, however, illustrate a major growth surge where the organization increased from six (1957) to ten (1960) schools. The increase was the first major addition of schools since the organization began in 1927. With the increase in the number of institutions, the first two-division league was created for regular season play.

The final graph regarding the number of sports (Figure 11) illustrates the tremendous increase in activities which developed in this stage. The number of activities varied from six to nine during the period 1941-1947, but by 1951 the total number of activities reached twelve and remained

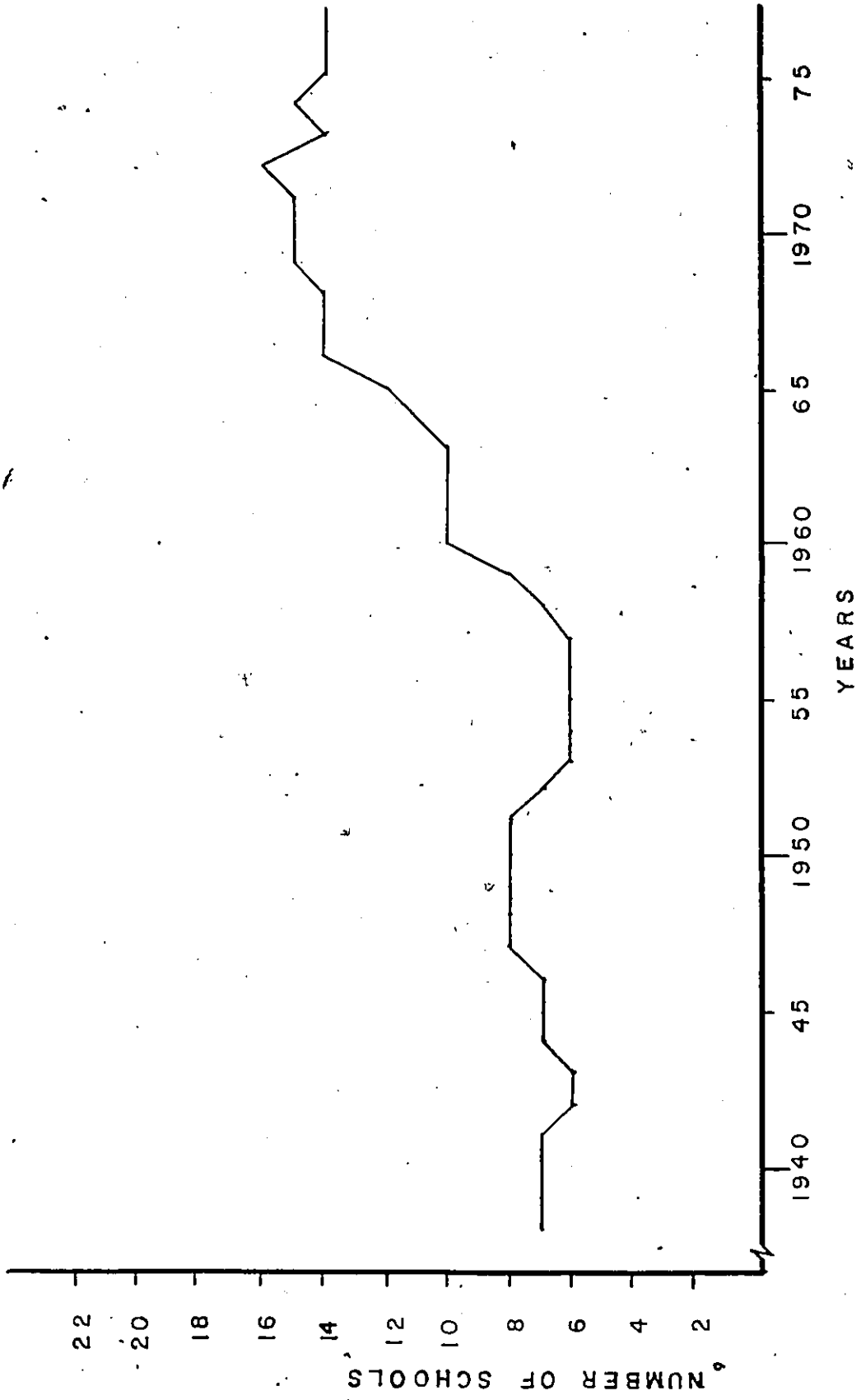


FIGURE 10 TOTAL NUMBER OF SCHOOLS VS TIME

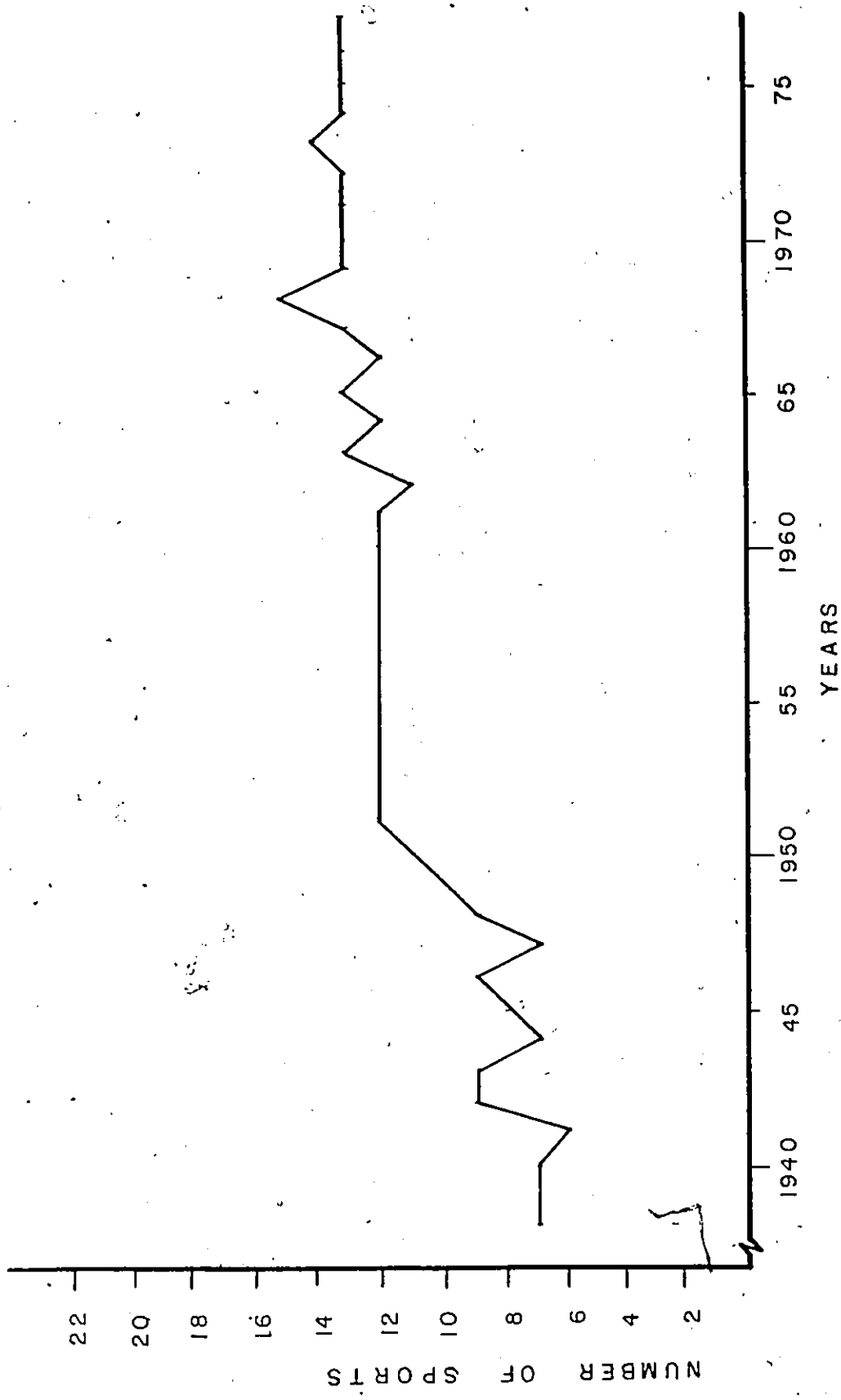


FIGURE II TOTAL NUMBER OF SPORTS VS TIME

unchanged until the end of the stage (1960). WSSA conducted fewer activities in only one year after the Primary Stage (1962) which demonstrated the growth trends which characterized this era of development.

Summary

The Primary Stage was a period when WSSA developed in many ways. Membership, activities and executive numbers increased during this stage. Like a child passing through puberty these growth patterns created problems in related areas. Problems such as eligibility, finances and convenor responsibilities were encountered and resolved in a logical manner. Unusual circumstances had both positive (All Ontario Basketball Finals) and negative (World War II) affects upon the organization. Generally, however, the Primary Stage was a developmental period in which WSSA built a basis from which to develop into a strong organization.

CHAPTER VI

THE STABLE STAGE 1961-1964

The era from 1961 to 1964 could be termed the Stable Stage for the following reasons:

1. Very little growth occurred in the number of schools, activities, or executive members.
2. A system of rewards formally became part of the constitution which defines an honorarium scale for convenors of certain activities.
3. A new voting system is instituted into the organization which allows for more direct involvement on issues of concern by interested members of WSSA.
4. WSSA becomes an incorporated organization and, along with Essex and Kent Counties, breaks from the Western Ontario Secondary Schools Association (WOSSA) to form the Southwestern Secondary Schools Association (SWOSSA).
5. New financial arrangements between the Windsor Board of Education and WSSA are developed which decreases the financial interdependence of the two organizations.
6. A standardized eligibility form is created and further differentiations are specified in regard to the student's eligibility.

Structure

Minor changes were associated with the structure of the

organization during this era. These changes reflected a desire in the organization to increase the personal involvement of its members and to stabilize the structure. Although these developments were minor in comparison to previous stages, they characterized this era of development.

On September 13, 1961 a new voting procedure was passed by WSSA. The proposal, regarding the eligibility of voting members, stated:

Notice of Motion - Voting Procedure

Moved by E. Groover and seconded by R. Ryan that the following voting procedure be followed:

1. Each W.S.S.A. principal (or his appointed representative) is allowed one vote on all matters.
2. A male representative (Department Head or head coach) of each member school is allowed one vote on all matters except specific girl matters.
3. A female representative of each member school is allowed one vote on all matters, except specific boy matters.
4. In addition, there shall be one vote per sport on matters concerning that sport. The vote is held by the coach concerned male or female or both, if applicable. If the coach cannot be present, he can delegate his vote to a representative.
5. On matters affecting W.S.S.A. generally, such as constitution, finance and eligibility, everyone present, to a maximum of five per member school, shall have one vote.
6. The chairman of the meeting shall rule on who has voting privileges on each issue.
7. The secretary of the meeting shall ensure that the above voting regulations are carried out, polling schools if necessary.

(WSSA Minutes, September 13, 1961)

By approving this motion more individual members were involved in the functioning of the organization and increased the possibility of receiving input from a majority of individuals on voting issues.

The other structural development occurred when WSSA was incorporated under the Societies Act of the Province of Ontario. The original motion stated:

Incorporation of WSSA

Moved that the Association incorporate and that the Board Solicitor carry out the required procedure without cost to the Association. (WSSA Minutes, January 18, 1962)

By incorporating, WSSA became more stable and independent in its dealings with members and outside institutions.

Strategy

The stage represented a period of establishing specific action guidelines while attempting to serve the individuals who were members. Personal needs associated with organizational involvement and rewards were satisfied with the restructured voting and honorarium system. Coaches, who in the past were not included in voting and decision-making processes, would now be allowed to take part in voting. Likewise, the honorarium system designed in 1961 provided for a reward (financial) for convenors which served the purpose of satisfying personal needs and demonstrated the organization's appreciation for their service.

The strategy that was demonstrated throughout this period was one of solidifying rather than expanding.

Methods of inducing consistency were instituted during the Stable Stage. Incorporation of the organization, the creation of a consistent eligibility form and the establishment of assistant convenors would all be examples of this strategy. Assistant convenors were of particular importance since "the Assistant Convenor became the WSSA Activity Convenor the following year" (WSSA Minutes, May 29, 1961) thereby creating a degree of consistency within the position.

Schools

During the Stable Stage very little growth occurred among member institutions. Riverside Secondary School became a member of WSSA in 1964, joining the ten previous members. These schools included: Corpus Christi High School, H. E. Guppy High School of Commerce, Vincent Massey Collegiate Institute, W. D. Lowe Technical School, J. L. Forster Collegiate, Kennedy Collegiate, Patterson Secondary School, Walkerville Collegiate Institute, Assumption High School and Herman Collegiate Institute.

The trend toward stabilization rather than growth was demonstrated in the membership situation of this period.

Sports/Activities

Like the schools, very little expansion occurred in the area of sports. In 1961 gymnastics became a recognized WSSA activity while at the same time hockey was dropped due to a lack of interest. (Gymnastics was dropped twice in the

years 1962, 1964, following its original induction.)

Throughout this period, however, eleven activities operated on a continuing basis. They included basketball, football, volleyball, track and field, swimming, tennis, badminton, golf, soccer, cross country and public speaking. Of these activities, women participated in track and field, basketball, swimming, volleyball, tennis, badminton, public speaking and gymnastics. Although there was officially only one female convenor, it was her responsibility to appoint committees to handle these activities. It was not until 1965 that more than one female convenor was appointed.

Prominent Leaders

Since this stage only encompasses four years, the number of individuals who were charged with conducting the organization are few. The procedure of having the First Vice-President move into the President's position the following year was continued during this time period. Therefore, four individuals served within the executive for at least two years during the Stable Stage. The Presidents during this period were Mr. M. Thomson (1961), Mr. L. F. McGee (1962), Mr. R. Whetstone (1963) and the first female President, Mother Gerald (1964). These individuals were responsible for leading the organization during this period.

Of the Second Vice-Presidents, Miss R. Stone (1962), Miss S. Campbell (1963) and Miss B. Macedonski (1964) should be noted, for it was during this stage that more than one

female convenor was elected on a regular basis. Because of the determination of these women a long required division of labour (convenors) was established.

Mr. G. Arnott began his successful career as Secretary-Treasurer of WSSA during this stage. He held this position for the longest period (at that time) beginning in 1961 and continued through to 1967, a span of seven years. Since the Secretary-Treasurer dealt with the daily relations of the organization, Mr. G. Arnott was largely responsible for the total operation of the organization. Therefore, the Association's achievements during the Stable Stage can be attributed to a great extent to the dedication of Mr. Arnott.

Issues and Conflicts

The beginning of the Stable Stage is characterized by a restructuring of the voting procedure. During the Primary Stage the voting procedure was limited to the principal and the two physical education department heads. With the restructuring of the voting procedure (September 13, 1961) more individuals had the opportunity to voice their opinion and take part in the decision-making process. In this manner there was an increased possibility that decisions would represent how the majority of the individual members felt on a particular issue.

The financial arrangement which existed between the Board of Education and WSSA in previous years had been reciprocal in nature. WSSA paid the Board for the use of

Windsor Stadium while at the same time the Board paid the honorarium for the Secretary-Treasurer. The following correspondence was received by Mr. G. Arnott, Secretary-Treasurer of WSSA:

At the December 20th meeting of the Windsor Board of Education, the Trustees discussed the operation of the W.S.S.A., together with the relationship between that body and the Board. Upon our recommendation the following items were approved:

1. That the W.S.S.A. be permitted to pay its convenors in accordance with the schedule outlined in the minutes of September 13th, 1961.
2. That the financial considerations as between the Windsor Board and the W.S.S.A. be eliminated. This will have the effect of discontinuing the payment of the Board for the services of the secretary-treasurer of the W.S.S.A. and of discontinuing the payment to the Windsor Board for the use of the Windsor stadium.
3. That the W.S.S.A., in moving toward changes in policy or finances, present such changes in the form of recommendations to the Windsor Board rather than as motions formally passed by the W.S.S.A. subject to the approval of the Windsor Board of Education. As we agreed at our recent meeting with you, it would avoid the situation arising where the Board would be placed in the possible position of having to veto something which has been passed by the W.S.S.A.
(WSSA Correspondence, December 29, 1961)

With these new arrangements, WSSA became more autonomous in nature but remained closely associated with the Board of Education from whom final approval was necessary on issues affecting the education of the student athletes.

Financial arrangements were another area of WSSA concern. Convenors prior to 1961 rarely received any form of financial reward for the long hours of service which they

supplied. Upon his retirement as Secretary-Treasurer in 1960, Mr. I. Allison recommended some form of honorarium be created to recognize the valuable service supplied by the convenors. On September 13, 1961 the first proposal of this type was passed by the WSSA membership.

Moved by G. Allsop and seconded by T. Smith that the honorarium for convenors be as follows:

Football	\$ 70.00
Basketball	60.00
Hockey	30.00
Track	60.00
Swimming	40.00
Badminton	20.00
Tennis	20.00
Soccer	30.00
Volleyball	30.00
Golf	10.00
Public Speaking	10.00
Cross Country	10.00
Convenor for Girl's Activities	80.00
WOSSA Tournament Director	20.00

(WSSA Minutes, September 13, 1961)

With this new honorarium system a base for financial rewards was established.

Further revisions occurred in 1965. Prior to May 29, 1965, activities such as boy's football, basketball and track were organized by one individual who was replaced annually. With the constant change taking place, the functional consistency would vary from year to year. Similarly, with women participating in increasing numbers, the work load of one woman in charge of the entire program became too onerous. At the annual meeting of WSSA solutions to these two problems were proposed.

Convenorships

Boys - Moved that there be assistant convenors in boys football, basketball and track; and that the assistant convenor become the W.S.S.A. Activity Convenor the following year.

Janisse - Allison

Girls - The girls activities will be organized by separate convenors for each activity. Convenors will be elected for basketball, volleyball, swimming, and track and field, at the annual meeting by the Women's group. The 2nd Vice-President will act as chairman for any W.S.S.A. meetings for girls activities only, assume the duties of any convenor who for a valid reason cannot fulfil her responsibility, and act as the W.S.S.A. representative on the Women's Committee of the S.W.O.S.S.A.

Honorarium	Volleyball	\$ 40.00
	Basketball	40.00
	Track and Field	20.00
	Swimming	20.00

Scully - Bordeau

(WSSA Minutes, May 29, 1965)

With the creation of assistants for those three boy's activities a degree of consistency resulted from year to year. Also, by permanently establishing four female convenor positions the girl's program had the opportunity to develop to its potential.

The final financially significant issue was the raising of fees. In the Primary Stage, fees had fluctuated and taken the form of a final yearly assessment. It was not until 1959 that an annual \$10.00 membership fee was assessed. With the new financial arrangements between the Board of Education and WSSA it was necessary to ensure that sufficient funds were available to carry on the program. On September 11, 1962 this potential difficulty was a-proached.

1. Moved that the membership fees of WSSA be \$15.00 per hundred enrollment (or any major portion thereof) up to 1000 attendance, as of September 30, plus any special levies on the same basis which the executive council will find necessary to enable them to carry on the activities of the Association.
2. Moved that the three hundred (300) dollars formerly paid to the Windsor Board of Education from football revenues be paid to the WSSA.
(WSSA Minutes, September 11, 1962)

By increasing the fees and rearranging a prior financial commitment, WSSA was able to ensure sufficient finances to properly operate the organization.

Before 1961 the Western Ontario Secondary Schools Association (WOSSA) had been the local governing body. From its inception in 1921, WOSSA had continually grown to the point where the size and diversity of the organization hampered it. "The organization became too big to handle effectively so a change was necessary" (Armstrong, 1979).

In 1961 WSSA began the action necessary to create a new league. Inquiries were sent to Mr. N. A. "Pete" Beach, Executive Secretary of the Ontario Federation of Schools Athletic Association (OFSSA) regarding the procedure to be followed in joining OFSSA as a separate entity. At that time, Mr. T. P. Steadman (of WSSA) was the President of OFSSA and further inquiries were addressed to him. With support from the Board of Education, Windsor withdrew from WOSSA and along with Essex and Kent County Schools formed a new Association called the Southwestern Ontario Secondary

Schools Association (SWOSSA).

The events preceding this event are contained in a WSSA Newsletter dated March 23, 1962 (Appendix Q). The new Association was able to organize more effectively since it dealt with a smaller number of schools than its predecessor and was more locally situated.

In the Association's efforts to create consistency within the organization, a new eligibility form was created. Mr. I. Allison had proposed such a form upon his retirement and in 1961 the following motion was passed.

Eligibility System

Moved by I. Oksanen and seconded by R. Battagello, that the eligibility system be as follows:

1. An eligibility form letter signed by the school principal stating that the participants listed are ~~eligible~~ as to attendance, academic standing and age.

Proof of age should be provided in the form of:

- a) Official birth certificate, or
- b) Affidavits sworn by a Notary Public or the City Clerk by a parent, or
- c) Baptismal certificate signed by the officiating clergyman, provided baptism occurred during infancy, or
- d) Passport and/or foreign citizenship papers in the case of immigrants from countries other than the United States of America, or
- e) Reference to previous registration, which could be verified by the Secretary's records.
- f) In girls' sport, the pupil's A.D.P. card, which is kept on file in the nurse's office in each school.

2. The birth date of the participant must be shown on the eligibility form letter.

3. Eleven copies of the eligibility letter must be in the hands of the W.S.S.A. Secretary at least 72 hours before an individual event (e.g., cross country) or the start of a series of scheduled games (e.g., basketball).
4. A copy of the other schools' eligibility lists will be delivered to the school prior to the scheduled contest.
5. The same system will apply for any additions to the eligibility list.
(WSSA Minutes, September, 1961)

By standardizing the eligibility format a degree of consistency within WSSA was achieved.

A final proposal regarding eligibility was passed during the Stable Stage. Academic eligibility had been replaced during the Primary Stage with the signature of the principal being the only requirement. In 1963 this situation was further modified which took into account the student's intelligence quotient (I.Q.) rating. During the meeting of April 14, 1964 the Association moved that a student with an I.Q. rating of "D" or "E" be eligible to compete in WSSA activities if in the opinion of the principal and his staff the student was working up to his potential (WSSA, April 14, 1964). This new rule provided the principals with a means for allowing or disallowing individuals to participate.

Quantitative Analysis

The Stable Stage could be described as a period emphasizing internal consistency. The graphs illustrating the changes which occurred during this period show very few variations. During this period, the emphasis was on creating

a strong organization which would operate in an effective manner.

Figure 3 (Years vs. Executive Members) illustrates the small changes which occurred in the structure. In 1961 there were 14 executive members and this remained constant until 1964 (15) when Riverside Secondary School joined.

Very little change was apparent in the total number of meetings graph (Figure 4). From 1961 when six meetings were held there was a slight increase to a peak in 1964 when eight meetings occurred. At no time after 1964 did the Association hold more than eight meetings per year but instead tended to decrease these values over time.

Figure 5 represents the total number of motions per year. These values represent the number of voting occurrences which took place per year. During the Stable Stage this value ranged from eighty-two (1964) to one hundred and five (1963) which illustrates the characteristic of solidifying rather than expanding.

Deflated revenues (Figure 6) and deflated expenditures (Figure 7) reflected the new financial arrangements of the era. WSSA had to organize finances separate from the Board of Education and, as a result, revenues and expenditures which would previously have included the Board's involvement now was calculated minus this fact. A revenue increase occurred between 1960 and 1961 (\$1,155.11 vs. \$2,192.93) with a slight decrease in expenditures during the same period.

(\$2,012.90 vs. \$1,932.29). In this stage, very little variation existed with revenues ranging from \$2,192.93 (1961) to \$3,622.09 (1963) and expenditures from \$1,686.12 (1962) to \$2,795.87 (1963).

The number of convenors, both male (Figure 8) and female (Figure 9), fluctuated very little. From 1961 the men decreased their convenors by one to eleven but by 1964 this value had returned to ten. Female convenors remained close to the Primary Stage values ranging from one (1961, 1963, 1964) to two (1962). Although a motion to increase the female convenor representation was passed in May of 1965, this did not take place until September 1965..

Figure 10 (Total Schools) and 11 (Total Activities) illustrates the consistency which existed in the organization. From 1961 to 1964 only one other institution was allowed to join WSSA (Riverside Secondary School, 1964) and the number of activities fluctuated slightly from eleven (1962) to thirteen (1963). The stability reflected the trend which characterized the organization throughout the Stable Stage.

Summary

The time period (1961-1964) defined as the Stable Stage was an era in which the emphasis fell on solidification and consistency. Rather than expand in size, the organization re-evaluated itself in an attempt to strengthen itself internally. A restructuring of the voting system,

financial relations and convenor positions all reflected this strategy. Likewise, the lack of growth in schools, activities, number of executive members and convenors mirror this characteristic.

CHAPTER VII.

THE STABLE-ELABORATE STAGE 1965-1971.

The period 1965 to 1971 could be termed the Stable-Elaborate Stage. WSSA has not yet reached the Elaborate Stage entirely but retains a number of the Stable Stage characteristics. WSSA began to develop a boundary system directed at obtaining support of outside groups and an adaptive system (for planning future development patterns) in its infancy. During the same period, however, developments aimed at individual needs and the creation of a tightened production structure continued to display characteristics related to the Stable Stage.

1. The term "other activities" was removed from the constitution as well as public speaking and drama.
2. A Convenor of Activities was appointed by the WSSA to organize and coordinate specific major sports. The Windsor Board of Education approved an honorarium of up to \$1000.00 for a non-teacher to fill this position.
3. A Committee of Referral was established consisting of Board Members, Principals and representatives of WSSA. This committee reviewed recommendations which required policy change and after careful consideration submitted approved changes to the Board of Education

for final approval.

4. There was tremendous growth between the years 1965 and 1971 in revenues (\$7,432.56 to \$14,173,50), expenditures (\$6,578.44 to \$11,651.55), the number of convenors (male 12 to 16, female 4 to 6) and the number of member institutions (11 to 15).
5. The elected association officers lengthened their term of office to two years (1968) and the total number of official members in the executive committee increased from 18 (1968) to 49 (1969).

Structure

The Stable-Elaborate Stage is highlighted by the creation of a new committee and position. A Committee of Referral and a Convenor of Activities were established during this era.

The Committee of Referral was preceded by a number of interactions among the principals, WSSA and the Board of Education. On April 19, 1969 in a report from the principals' meeting, four recommendations were proposed:

- A. That Principals and Vice Principals no longer act as President and Vice President of WSSA
- B. That a "Committee of Referral" consisting of the Superintendent of Secondary Schools, the Principals, WSSA President, Vice President and Secretary, be instituted by the Windsor Board of Education to review the present WSSA policies.
- C. That this Committee of Referral should become a permanent body and its decisions should be binding, subject to the approval of the Windsor Board of Education.

- D. That all schedules and notices of motion should be presented to this "Committee" at least fourteen days before they are circulated among the members of WSSA.

(WSSA Principal's Meeting, April 19, 1969)

These recommendations were presented to the Board of Education and WSSA for consideration and action. The first recommendation regarding principals and vice principals was noteworthy since it altered a situation which had existed since 1941 and made it possible for the organization to be directed by members of the Association more closely related to the activities than the principals.

In May of 1968, Mr. G. Arnott received a correspondence from the Windsor Board of Education in which Mr. C. R. MacLeod, the Director of Education for Windsor, emphasized the necessity of WSSA and the Board working together to ensure that all programs fall within the Board's policies. In this manner, students, staff, and the School Board would be covered under the insurance policy. To assist in maintaining this situation, the Board approved the formation of a Committee of Referral to:

Review recommendations and after careful consideration, submit changes, which are approved, to the Board of Education for its consideration and approval.
(WSSA Correspondence, May 8, 1968)

Finally, on May 29, 1968, WSSA created the Committee of Referral with responsibilities similar to those outlined in the report of April 19, 1968. This committee was charged with exercising responsibility regarding the involvement

of students in WSSA activities and all other matters pertinent to the operation of WSSA.

The first indication that a Convenor of Activities would be appointed was in May of 1966. At that time, a motion was proposed that "the WSSA Secretary-Treasurer in correspondence with the Windsor Board of Education suggest the appointment of an Athletic Supervisor for the Secondary Schools in Windsor" (WSSA, May 25, 1966). This motion was approved by the Association but it was not until September of 1969 that the Board of Education allowed the appointment of a non-teacher as Convenor of Activities. The convenor would be responsible to the Board's Physical Education representative, Mr. Ross Edwards, and be paid an honorarium (maximum \$1000.00) for his services.

Mr. Garry Rogers was the first individual to hold this position. Mr. Rogers' responsibilities were to organize boy's football, basketball, soccer and track. Convenors were appointed from among the coaches to assist in the first three sports. The Activities Convenor and his assistants were elected at the annual May meeting and were allowed to hold the position for more than one year (WSSA Minutes, May 29, 1968).

Strategy

The theme of WSSA during the Stable-Elaborate period was to prepare for the subsequent era of development. This era was a stage of transferrance in which the changes of

the Stable Stage were concluded and the transformation into an elaborate organization were just beginning.

Regarding the Stable Stage characteristics, a number of these traits were apparent in this era. The Committee of Referral represented an attempt by the Association to create a device for formulating and enforcing rules. The Convenor of Activities was the organization's way of ensuring a reliable performance between activities. In 1968 the women of the WSSA lodged a formal protest to the Executive Committee regarding the voting rights of the male dominated schools on women's activities. The women members of the Association met privately and transmitted their displeasure in the form of a letter of protest (Appendix R). This letter is a clear representation of by-passing prescribed institutional paths for solving problems, an important characteristic of the Stable Stage of Development.

While the Stable Stage developmental characteristics are evident, Elaborate Stage characteristics are also apparent. One of the first requirements of the Committee of Referral was to investigate the "feasibility of WSSA participation in athletic contests with other Secondary School Associations" (WSSA, May 29, 1968). During this stage, membership fees increased to expand resources, a wrestling team was sent to a Toronto tournament to promote wrestling in Windsor and committees were formed to study football and soccer. Each of these situations defined

characteristics found in the Elaborate Stage of development but because the era also contains Stable Stage characteristics it was a Stable-Elaborate Stage.

Schools

Membership increases during this stage were similar to those experienced in the Primary Stage. A net increase of four schools enlarged the WSSA membership to fifteen (1969) which created difficulties in scheduling and an imbalance in the league.

At the conclusion of the Stable Stage (1964) the membership consisted of Corpus Christi High School (which changed to F. J. Brennan High School in 1965), H. E. Guppy High School of Commerce (Commerce High School), W. F. Herman Collegiate Institute, Kennedy Collegiate, W. D. Lowe Technical, Vincent Massey Secondary, Patterson Secondary, Walkerville Collegiate, Assumption College School, Riverside Secondary and J. L. Forster Collegiate. In 1965 King George School joined the Association, participating in a limited number of sports, but by 1970 had withdrawn from active membership.

St. Mary's Academy, an all girl's school, joined WSSA in 1966 and participated in a number of girl's sports until 1971, when they withdrew from active competition. William Hands Vocational School also became a member of WSSA in 1966, participating in a limited number of activities. William Hands, along with King George School, became the

first two vocational schools since the early 40's to become members of WSSA and would eventually be joined with similar vocational schools in Windsor to form their own league. Centennial Secondary School, begun in 1967, joined WSSA in 1969 and participated in a wide range of both male and female activities. The following year Monarch Secondary School began active participation in WSSA scheduled events and with the inclusion in 1971 of Shawnee Secondary School the number of vocational schools involved in WSSA activities expanded.

By the end of the 1971-72 school year WSSA's membership had grown to fifteen. Included in the Association were schools with enrolment which ranged from approximately 2,000 to 800 students. The result of this disparity in student body size created an imbalance in the competitive nature of the league. Schools of the size of Commerce, with a population of approximately 800 students, could not compete fairly with schools such as Riverside Secondary School with a student population twice that of Commerce's. This difference lead to unrest within the league and set the stage for the eventual division among member institutions of WSSA.

Sports/Activities

During the time period 1965 to 1971 very few activities were added to the list of regularly scheduled activities. By the end of the 1964-1965 school year, 12 activities were taking place, namely, football, soccer, volleyball, golf,

tennis, cross country, track and field, hockey, basketball, swimming, badminton and public speaking. In 1965 gymnastics returned as a regularly scheduled event and thereafter disappeared only once (1966) from the Association's list of activities.

By 1968 two additional activities had been added (drama and wrestling), bringing the total to fifteen recognized events.

Until 1969 WSSA could not be classified as only a sports organization since prior to that date had sponsored an annual public speaking contest. With the addition of drama in 1968 this fact became more apparent than ever.

As a result, the following motion was proposed:

Moved that WSSA remove "other extra curricular activities" from Article 11 of the Constitution, and remove Public Speaking as an activity. (WSSA Minutes, September 11, 1969)

With the passage of this motion, public speaking and drama were removed from WSSA jurisdiction and the Association finally became an organization sponsoring only sports events.

Prominent Leaders

The Stable-Elaborate Stage contained a number of significant changes. First, it marked the end of a career and the beginning of another for two key Secretary-Treasurers. Secondly, the length of the Association officer's term of office was increased from one to two years.

Prior to 1968, annual elections were held with the usual turnover associated with this process. In 1969 the Association officers were returned to office for a second term and on May 28, 1970 the constitutional revision read: "The Officers of the Association shall be elected for a two year term at the Annual Meeting (beginning May 1970)" (WSSA, May 28, 1970). With the new system, the experience and knowledge of Association officers could be utilized for a full two year period.

Mr. J. Fleming was the first President under this system (1968) and he was replaced in 1970 by Mr. R. J. Martin. Prior to 1968 the Presidents elected included Mr. J. R. Pentland (1965), Mr. L. Cook (1966) and Mr. J. Cummings (1967).

It is also important to note that the practice of promoting the Vice-President to President the following year stopped in 1966. The year of experience which previous Presidents brought to that position (from Vice-President) was discontinued and important knowledge and experience was denied the new officers.

During the seven years which encompass the Stable-Elaborate Stage, four different Vice-Presidents held office. Mr. L. Cook (1965) was the last Vice-President to be promoted to President. He was followed by Mr. G. Durocher (1966, 1967), Mrs. N. J. Nickson (1968), Mrs. E. Price (1969) and Mr. M. Cooper (1970, 1971). Mrs. Nickson was the first

woman elected to the position of First Vice-President but in 1969 resigned upon leaving the teaching profession and was replaced by Mrs. E. Price.

This stage also marked a change in the position of Second Vice-President. Mr. T. Techko (1968, 1969) became the first male to hold the position previously held by the Convenor of Women's Activities. Other Second Vice-Presidents included Miss B. Macedonski (1965), Mrs. N. J. Nickson (1966), Miss B. Dean (1967) and Mr. G. Moir (1970, 1971).

Regarding the Secretary-Treasurer, during this time it is important to note two points. This stage marked the end of the seven year career for Mr. G. Arnott and the beginning of a long career for Mr. L. Pocock in which both individuals donated countless hours of effort towards the operation of WSSA.

Issues and Conflicts

The issues that developed during the Stable-Elaborate Stage exemplify the characteristics of this era. The structure of the organization had been redesigned incorporating a committee consisting of principals, representatives of WSSA and representatives of the Board of Education (Committee of Referral). A permanent position was developed to organize major male sporting activities (Convenor of Activities) in order to establish consistency within the organizational functioning of these areas. Finally, with the removal of "extra curricular activities", WSSA became

an organization dealing strictly with sports. These issues have been discussed earlier and are some examples of the traits inherent in this stage.

The role of women took on a new perspective within this stage. In 1967, The Windsor Star, as a result of policy changes, decreased their coverage of women's activities. A Women's Athletic Committee was formed consisting of Misses Campbell, Eaton and Skelly (WSSA, September 14, 1967) to investigate and attempt to find a solution to this difficulty. The results of this meeting were unavailable to the researcher but it was noted that the women's coverage decreased very little.

With the creation of four women's convenors in the Spring of 1964, women's activities and the rights of women became one of the strong issues of this stage. On November 6, 1968 a motion was proposed by Mr. T. Baggio of W. D. Lowe Technical School which stated "that Girl's Basketball Teams have a separate day for their finals and that all proceeds received be forwarded to them" (WSSA, November 6, 1968). Upon the passage of this motion, the female members of WSSA were distraught and met privately to discuss the problem. A protest dated November 15, 1968 (Appendix R) was sent to the President of the Association which summarized the results of this meeting. The protest objected to the dictating of women's basketball dates by male members of the Association. Furthermore, the women opposed the fact

that an all male school such as W. D. Lowe Technical School should have a potential five votes regarding an exclusive female activity. Miss B. Innocente, Chairman of that committee, summarized the results by stating:

This inequity in voting power could result in a de-emphasis of girl's athletic activities which we believe could prove to be disastrous. At a time when all of the Women Physical Education Department Heads are attempting to upgrade girl's activities, it is imperative that we receive support and enthusiasm from the Committee of Referral and the WSSA. It is our contention that the two programmes (boy's and girl's activities) go hand in hand and complement each other. (Appendix R)

At the Executive Committee meeting of December 11, 1968 these protests were ruled upon. In the first case, the executive committee recommended that WSSA strike out "separate day" and substitute "that a triple header would not be considered." Regarding the voting procedure, the decision reached stated that "it was agreed that this was an individual school problem to be resolved by each principal and his staff" (WSSA Correspondence, December 11, 1968). By 1969, restrictions had been placed upon the coach's votes, limiting them to their respective area (i.e., male coaches cannot vote on specific female matters and vice versa), thereby partially solving the inequity suggested in the Women's protest.

The safety of the student athletes became an issue during this era. In October of 1968 a Forster Collegiate football player was severely injured during a game at

Windsor Stadium and did not receive proper medical attention for a lengthy period of time. As a result, a committee was chosen to "consider carefully the following problems, (1) professional medical aid, (2) telephone communications, (3) ambulance service, (4) First Aid Equipment" (WSSA, January 19, 1966). As a result of this committee's research, first aid personnel, a medical doctor and an ambulance were stationed at Windsor Stadium during every football game, thereby reducing the probability of delayed medical attention for an injured athlete.

To further safeguard students taking part in WSSA sponsored activities, the Association contacted the Board of Education (1967) with regard to securing an insurance policy for this area. At that time it was unknown if such a policy already existed or if such a policy could be instituted. In correspondence dated December 22, 1967 the Board replied to this inquiry. At that time it was pointed out that (1) the Board, by law, was not allowed to pay for such insurance, and (2) that a student-paid insurance policy was available. This information was transferred to the staff and students but no record is available on further proceedings on this matter.

The final action involving student safety occurred in 1971. In previous years, each school was responsible for having their students examined by a doctor. Since there was no uniform medical checkup, variations existed from school

to school. On September 15, 1971 schools were requested to send in samples of their medical forms and a new mandatory medical form was established in an attempt to standardize this important aspect of student welfare.

Eligibility was a reoccurring issue during the Stable-Elaborate Stage. On January 19, 1966 the following motion was passed:

Eligibility

1. An Eligibility committee be appointed. (Executive Committee, Principals and P. E. Department Heads.)
2. A student who transfers is assumed ineligible athletically until the committee rules him or her eligible. (Exception only on the change of residence rule.)
3. The student must submit a record of (a) his or her courses taken in previous school, (b) the course he or she will be taking in the new school.
4. The decision of the eligibility committee to be in effect for a period of one year from ruling.
5. If a student who has transferred and is ineligible, a transfer back to the original school does not make him eligible - i.e., he is ineligible for one year.

McLean-Techko

(WSSA Minutes, January 19, 1966)

This motion was an attempt by WSSA to limit the transferring of students for the purpose of athletics alone.

At the annual meeting in 1968, the eligibility form was redesigned. Previous policies required that twelve copies of each school's eligibility form be in the hands of the Secretary-Treasurer seventy-two hours before the beginning of a scheduled event. The new format required only one copy be submitted to the Secretary-Treasurer forty-eight hours before an event. Furthermore, this list had to be contained

on a regulation WSSA eligibility form which included:

1. name of the student
 2. age
 3. date of birth
 4. grade
 5. school last attended.
- (WSSA Minutes, May 29, 1969)

The passage of this revision decreased the amount of paper-work necessary in checking eligibility while at the same time increasing the consistency between schools.

Academic eligibility certification had been the responsibility of the principal since 1939 but since that time no guidelines had been created regarding the number of subjects required to be considered a full time student. At the March 10, 1971 meeting this problem was rectified by the following motion:

A student to be eligible in Years (1) to (4) leading to a Secondary School Graduation diploma must take a minimum of four (4) full credit courses. A student in year (5), (Honor Secondary School Graduation diploma) must take a minimum of three (3) full credit courses, exclusive of Physical Education.

Bob Issell - Paul Valentine
(WSSA Minutes, March 10, 1971)

The clarification of academic eligibility eliminated irregularities that existed between schools regarding their student athletes.

Quantitative Analysis

Tremendous growth occurred in the number of executive members (Figure 3) during the Stable-Elaborate Stage. From 1965 (16) to 1968 (18) the increase reflected the admission of three new schools. The enormous change from 1968 (18) to

1969 (49) however, reflects the restructuring of the executive committee to include Board members, principals and coaches. It is important to note at that point that few changes occur following this restructuring.

Figure 4 illustrates the range of the number of meetings which varied from five (1967) to eight (1968) meetings per year. The total number of motions voted upon (Figure 5) decreased considerably during this period. In 1966 there were 121 motions voted upon while three years later (1969) this value had dropped to 28, even though the number of meetings had not decreased proportionately.

Figure 6 (Revenues Deflated) and Figure 9 (Expenditures Deflated) portray the changes that occurred during this stage. The revenues had increased approximately \$4,000.00 to \$7,432.56 in 1965. This sum remained fairly constant until 1970 (\$6,143.79). In 1971 the revenues almost doubled to \$14,173.58 but by the next year had decreased (\$11,165.04). Expenditures reflected these changes with an increase in 1965 (\$6,578.44) of approximately \$4,000.00 followed by fairly constant values until 1970 (\$3,833.87) when there was a drop. Expenditures also increased in the year 1971 (\$11,651.55) but this value was similarly followed by a decline the next year (\$7,367.82).

The number of convenors experienced a rise in this era. Figure 8 depicts an increase of male convenors in 1965 (14)

from the previous year, followed by a gradual rise in 1969 (16 convenors). Female convenors (Figure 9) increased overall during the Stable-Elaborate Stage. In May 1964 four permanent positions had been created and by 1968 this number had increased to six. Only one slight decrease occurs (1971, 5 convenors) after 1968 which indicates a leveling off or plateau effect was achieved.

Finally, the number of schools (Figure 10) and the number of activities (Figure 11) exemplify only slight changes throughout this period. Schools increase from twelve (1965) to fifteen (1969) while the activities vary from twelve (1966) to fifteen (1968). The activities portray a certain amount of stability that exists within the period since after 1965 the total number of activities never varies more than two values away from thirteen activities.

Summary

The Stable-Elaborate Stage was a period in which structural alterations transpired which projected WSSA into the Elaborate Stage. The needs of certain members of the organization became one of the key issues of the period and the developments regarding their involvement increased the awareness of the Association in this respect. Finally, the first instances whereby the Association projected positive image to the population surrounding it was attempted when the welfare of the student athletes became a prime concern.

CHAPTER VIII

THE ELABORATE STAGE 1972-1977

The period 1972 to 1977 could be termed the Elaborate Stage of development. Boundary and adaptive subsystems were created which assisted in creating a favourable image in the community and guiding the organization's future directions. Furthermore, this era can be classified as the Elaborate Stage for the following reasons:

1. The WSSA divides into a Senior "AA" league and a Vocational league. Windsor Vocational Athletic Association (WVAA) created in 1972, employs the WSSA rules with responsibility to the parent Association. The WVAA consists of vocational schools in the City of Windsor and schedules competitions between these institutions.
2. A motion is passed by WSSA requiring all coaches be employed teachers by the respective Boards of Education. This motion is later rejected by the Windsor Board of Education eventually creating problems in an incident involving a non-teacher coach.
3. Funds are granted by WSSA for the development of a history of sports in WSSA. Mr. T. Techko was awarded \$500.00 to assist in research on this subject.
4. A study entitled "The Role of Interschool Sports in the Secondary Schools of the Province of Ontario" was

conducted by the University of Windsor, Sports Institute for Research/Change Agent Research (SIR/CAR) Task Force. This study, funded by the Ontario Ministry of Education, utilized WSSA members as some of the subjects which supplied local insight as to future directions of high school sports.

5. WSSA conducted its own research program in 1977 entitled "What Directions WSSA Sports". This subcommittee was created by the Committee of Referral in response to "anticipated activity cut-backs forced by budget restraints, declining enrolment, conflicting club activities, etc." (WSSA, June 23, 1977).
6. The total number of meetings is decreased. In an attempt to avoid unnecessary notices of motion regarding specific sports activities, new regulations require that the coaches involved with the sport discuss the motion before it is voted upon at regular WSSA meetings.

Structure

A major change occurred at the beginning of the Elaborate Stage. In 1972 an imbalance existed in the league. Small schools such as William Hands Vocational and Shawnee Secondary School could not compete on a regular basis with the larger schools. In September of 1972 a discussion was held regarding the formation of a league for Vocational Schools within WSSA. As a result of this action, the following motion appeared at the next meeting:

That WSSA adopt the formation and constitution of a Senior "A" league referred to as Windsor Vocational Athletics and that this division be responsible to the parent body (WSSA) under all current rules of the WSSA constitution; unless otherwise stated in the WVA constitution.

Turner - Robinson.

(WSSA Minutes, November 15, 1972)

With the creation of this "A" league, schools such as William Hands, Alicia Mason, Monarch Secondary, Shawnee Secondary and Commerce High School could compete on a competitive basis. (In 1977 WVA changed to Windsor Intermediate Athletic Association - WIAA.)

The other major structural change occurred regarding the number of meetings. Throughout WSSA history the number of meetings per year had varied from 18 in 1953 to 5 in 1970. These variations reflected the organizational patterns as well as special events (i.e., Ontario Basketball Finals, 1953). Since the beginning of the 1960's, however, the trend had been to hold five meetings; September, November, January, March and May. It was the opinion of many individuals that this format wasted too much valuable time (Pocock, 1979), and a change was proposed in 1977.

That, beginning in September 1977, WSSA hold only three meetings a year:
Fall (September); Winter (January; and Spring (May).

Aitken - Gallagher

(WSSA Minutes, March 16, 1977)

By decreasing the number of meetings, the same amount of constructive work would be accomplished while minimizing any wasting of time (Pocock, 1979).

Strategy

The strategy in this stage was to create adaptive and boundary systems with an emphasis on the first. Two major studies involving the future of high school sports were conducted and attempts were made to increase the public awareness of the Association during this period.

In November of 1972 attempts were made to remove commercial restrictions on the media coverage of WSSA activities. Prior to this, radio and television broadcasts of school athletic events could only be permitted if in the form of a public service with no commercial sponsorship. A proposal was passed in 1972 which removed the ban on sponsors but retained the responsibility of Board of Education and/or WSSA to approve any sponsor(s) that were selected (WSSA, November 15, 1972). This motion allowed the media to pursue this area of interest while at the same time improving the image of WSSA.

Similar to this, in 1974 the President, Mr. T. Techko, spoke regarding the writing of a book on the history of WSSA. No such article had been written throughout the annals of the organization. To help in this venture, the Association set aside \$500.00 to cover costs of duplication, etc. By publishing this book, the chronological background would be established as well as the maturity and experience of the organization.

The adaptive systems are exemplified by the two studies

which were conducted during this stage. Each study investigated the present state of high school athletics and proposed a future course of action.

The SIR/CAR study, conducted by the University of Windsor, was financed by an Ontario Ministry of Education contract. The purpose of the study was to investigate the role of interschool sports in the secondary schools of Ontario focusing on the Southwestern Ontario Secondary Schools Association. The task force utilized questionnaire survey techniques and Semi Directed Focused Interviews to identify the function of sport or athletics in terms of the ultimate goal or mission of education.

On the basis of the SIR/CAR study, recommendations made to the Ministry of Education regarding the ultimate goal included:

Ultimate goal (or mission) desired.

- a. To keep interschool sports within educational values of mental, emotional, social and physical development.
- b. To increase participation in allowing broader opportunities in intramurals and to continue interschool programs for the more highly skilled and highly motivated students.
- c. To provide an all-round program designed to meet the needs of the above average, average, and below average participants in a variety of events in an educational setting.
- d. To provide an enrichment program beyond the classroom for the exceptional skilled and/or motivated student sportsman/sportswoman.

(SIR/CAR, 1976, pp. 234-235)

On April 3, 1973 a Committee of Referral meeting was

held to discuss the present and future direction of WSSA.

Some of the areas of concern expressed at this meeting were:

1. Cost of Athletics
2. Expanding programs
3. Smaller (poorer) schools vs. larger (richer) schools
4. Decreasing staffs, therefore decreasing number of coaches.

(WSSA Minutes, April 3, 1973)

After a lengthy discussion involving these topics and others, the Committee passed a motion which stated:

That the addition of activities, or the expansion of existing activities within WSSA, be given a careful scrutiny by the Committee of Referral.

Rogin - Knewench

(WSSA Minutes, April 3, 1973)

This proposal forced the WSSA to carefully consider any future changes regarding the expansion of their present programs.

In March of 1977, questions regarding finances, fees and schedules again became a topic of discussion. At that time, the only recommendation put forward was that more discussion was necessary. In June of that same year, during a Committee of Referral meeting, it was reported that the Ontario Federation of Schools Athletic Associations (OFSSA) was studying its activities with a view of revising its list of sponsored events. During the discussion which ensued, a committee was established to draw up criteria for deleting activities under WSSA sponsorship. The committee consisting of Mr. G. Douglas (Chairman), Mr. M. LaMarre and Miss B. Long were to report their findings at the

next meeting.

Questionnaires were answered by WSSA member institutions in August of 1977 with the report of the findings (Appendix S) entitled "What Direction WSSA Sports" submitted on September 21, 1977. The report contained a list of sports presently being conducted in WSSA in order of priority, a criteria index used as the basis of this priority list and the frequency of response related to the index. The final section listed each sport in order of priority along with the criteria received in the responses to the questionnaires.

Furthermore, the committee met with Dr. D. Moriarty and Professor M. Prpich of the University of Windsor to discuss the results of the SIR/CAR study of "The Role of Interschool Sports in the Secondary Schools of Ontario". The Committee members reviewed the data and after thorough consideration submitted a report (Appendix T) relative to that study. This report listed twelve proposals and recommendations for WSSA to consider. No evidence could be obtained at the time of this report as to whether further action had resulted from the committee's findings.

Schools

With the creation of the Windsor Vocational Association in 1972, WSSA admitted one more school. Alicia Mason School joined that year but withdrew the following year when the school closed. In 1972, WSSA consisted of 16 member schools.

WIAA members included William Hands Vocational, Alicia Mason, Monarch Secondary, Shawnee Secondary and Commerce High School. The remaining members included Walkerville Collegiate, F. J. Brennan, W. F. Herman Collegiate, Kennedy Collegiate, W. D. Lowe Technical, Vincent Massey Secondary, J. L. Forster Collegiate, Riverside Secondary, Assumption High School, Centennial Secondary and Patterson Secondary School. In 1973, due to declining enrolment and structural decay, Patterson Secondary School was closed and the students transferred to W. D. Lowe which became a Secondary School in the process.

In 1974, Western Secondary School was allowed to participate with WVA schools but withdrew the following year. Throughout the remaining years of this study, membership in WSSA (including WVA) remained at fourteen institutions.

Sports/Activities

Thirteen activities were sponsored by WSSA at the start of the Elaborate Stage. These included football, soccer, volleyball, golf, gymnastics, tennis, badminton, cross country, basketball, hockey, swimming, track and field and wrestling. In 1973 curling was included in this list but by 1974 this activity had been deleted. This is the only change which occurred during this era.

Prominent Leaders

Only three executive committees were elected during

the Elaborate Stage, each serving two years. Mr. G. Moir (1972, 1973), Mr. T. Techko (1974, 1975) and Mr. P. Valentine (1976, 1977) each were elected as President of WSSA during this era. The Vice-Presidents included Mr. B. Rogin (1972, 1973) and Ms. Carole Weale (1974, 1975, 1976, 1977) while the Second Vice-Presidents were Ms. E. Price (1972, 1973), Mr. T. Baggio (1974, 1975) and Mr. G. Janisse (1976, 1977). Finally, Mr. L. Pocock remained the Secretary-Treasurer throughout the entire period adding consistency and experience to this important position.

Issues and Conflicts

A number of issues affected the development of WSSA during this stage. The creation of WVA in 1972 led WSSA into the Elaborate period. The two studies involving the future of WSSA sports (1975 and 1976) helped guide the Association towards its future goals and the removal of commercial sponsorship from media broadcasts assisted in selling the program to the population. Each of these issues have been discussed within this chapter, therefore, further exploration on these matters is not necessary at this time.

Along with the decrease in the number of scheduled meetings, additional changes were made in an effort to decrease the amount of material discussed in the meetings. Prior to 1976, any member could propose a motion for discussion (and decision) at each meeting. This practice re-

sulted in a number of motions being proposed even though the majority of coaches involved in that sport opposed the motion. In 1976 the following motion was passed:

Before a notice of motion concerning a sepcific sports activity can be voted upon by W.S.S.A., a meeting of the coaches of that activity shall be held.

A majority of these coaches shall be present at this meeting, and these coaches shall consider the notice of motion. The convener shall report back to the ruling body on the acceptance, rejection, or compromise solution to the problem creating the original notice of motion. Unless this procedure is followed, notices of motion concerning specific sports activities will not be voted upon by W.S.S.A. (WSSA Minutes, November 17, 1976)

By passing this motion the members felt that only changes agreed to by the majority of coaches would be presented to WSSA thereby deleting innumerable needless motions (Pocóck, 1979).

During this stage, coaching membership was an issue. In 1975 a motion was passed stating that "coaches of all member schools must be qualified, practicing teachers employed by their respective Boards" (WSSA Minutes, May 21, 1975). At a later meeting of the Board of Education, this motion was repealed by the trustees after a discussion requested by a dissenting school. In the fall of 1976, a non-teacher coach of one of the member institutions struck an official during a football game, causing bodily damage (WSSA Correspondence, October, 1976). During the Board of Education and WSSA meetings, as well as the court case that followed, the repealed proposal was referred to repeatedly.

The case against the individual in question was eventually dropped but not before the potential importance of the deleted proposal was emphasized. A further elaboration of this matter was not possible due to the inaccessibility of the records surrounding this matter.

The final issue which affected WSSA was the result of contract differences between the Board of Education and the Windsor Teachers' Federation. Prior to 1973, tensions had been increasing regarding this issue and finally on January 1, 1973 there was a mass resignation of the secondary school teachers in Windsor. Twenty-three days later the teachers returned to classes but the following year the Federation went on strike from November to January of 1975. Finally, on March 30, 1976 the teachers repeated their strike action and by April 5 the schools were closed completely. By May 10 the strike was solved and the teachers returned to classes.

It would seem logical that with the strike action, WSSA would be affected since, through cluster analysis, these years demonstrated a dissimilarity with those surrounding them. Mr. T. Techko summarized a slightly different situation however:

The strike was very important. There was a polarization of positions with respect to the Board and the Teachers' Federation, yet despite this polarization . . . activities of the WSSA went on. Special arrangements were made with the co-operation of both sides and the actual games were really not affected. (Techko, 1979)

Although the cluster analysis depicted some type of variation in these years, these variations took the form of loss of scheduled games and gate receipts. The dedication of the members during the strike to continue WSSA activities was representative of the characteristics of the organization in its entirety.

Quantitative Analysis

In the majority of the scatter mappings, very little change was apparent. The number of executive members (Figure 3) changed slightly from fifty-two in 1972 to forty-six in 1977. This decrease reflected the deletion of a member school after that year. Figure 4 (Total Meetings) remained constant with variations in 1973 and 1974 (5 meetings each). All of the remaining years held six meetings annually. Fluctuations in the total number of motions per year (Figure 5) illustrate a rise from 1972 (16) to 1974 (50) followed by a drop in 1977 (21).

Total annual revenues (Figure 6) and expenditures (Figure 7) depict small fluctuations in these values. Revenues decrease from a high in 1972 (\$11,165.04) to a low in 1975 (\$7,898.41) followed by an increase by 1977 (\$9,645.08). Expenditures increase between 1972 (\$6,367.82) and 1973 (\$9,626.32) then demonstrate similar trends as the revenues with a low in 1975 (\$6,420.07) followed by a rise in 1977 (\$8,825.97).

In 1972 the Association had sixteen male convenors

(Figure 8). By 1974 this value had decreased to fourteen, but by 1977 this value increased (15 male convenors). Female convenors (Figure 9) increased from 1972 (6) to 1973 (8) but a general downward trend followed this. The low value was reached in 1976 and 1977 with five female convenors in each of these years.

Fluctuations occurred in the number of member institutions (Figure 10). Sixteen schools were members in 1972 when the Windsor Vocational Association was formed. One year later, two schools withdrew decreasing the number of institutions to fourteen. This value remained constant throughout the stage except in 1974 when Western School joined WSSA on a trial basis.

Only one change occurred in the number of activities recognized by WSSA (Figure 11) during this stage. In 1973 curling was introduced on a one-year basis, increasing the total number of activities to fourteen. In every other year the total number of sports was thirteen.

Summary

During the Elaborate Stage of development, WSSA created boundary and adaptive systems to deal with the changing environment. Organizational division occurred which created a smaller league within the parent body of WSSA. A number of studies were conducted regarding high school sports and their future direction. Finally, situations outside the realm of WSSA's jurisdiction produced hardships which affected the organizational functioning.

CHAPTER IX

DISCUSSION

The legendary Phoenix, a beautiful female bird, was said to dwell in the Arabian desert; whereupon, every five hundred years, she built for herself a funeral pyre of fragrant gumwood, and fanning the flames with her wings, burnt to ashes; arising in youthful freshness from these ashes to begin her life cycle anew. (Filley et al., 1976, p. 515)

Like the legendary Phoenix, organizations pass through definite periods of decline and growth. Prior to this study, a number of researchers (Stogdill, 1959; Katz and Kahn, 1967; Moriarty, 1971; Webb, 1978) had investigated innumerable organizations and concluded that definite cycles or stages can be identified within the pattern of growth. Stogdill, after years of research using organizations and leaders from a wide range of activities, concluded that organizations, if they last for any length of time, exhibit cycles of growth and decline. Katz and Kahn and associates identified three definite stages of growth, each with its own dynamic subsystem(s) and characteristics. These characteristics were defined as:

Technical proficiency in the case of the production subsystem, stability and predictability in the case of the maintenance subsystem, external control and internal change in the case of the boundary and adaptive subsystems, and compromise, control and survival in the case of the managerial subsystem. (Katz and Kahn, 1967, p. 109)

Finally, using the results of the aforementioned

research, definite stages of development were identified in the Canadian Intercollegiate Athletic Union Central (Moriarty) and the Ontario Federation of Schools Athletic Associations (Webb). The study of the Windsor Secondary Schools Association - WSSA - was the next step in the search for knowledge in this area. Since WSSA is a member of OFSAA this study attempted to seek out parallelisms between the two associations.

Katz and Kahn's stages of Organizational Development (Appendix A) define definite eras through which an organization evolves. The authors incorporate an open-systems theory approach to present the study of social organizations that are characterized by an emphasis upon cyclical patterns of interdependent activities with respect to some outcome. This approach examines those activities "in relation to the energetic input into the system, the transformation of energies within the system and the resulting product or energetic output" (Katz and Kahn, 1967, p. 17).

Katz and Kahn have defined the organizational growth in three precise stages. The Windsor Secondary Schools Association displayed similar cycles of development but with the addition of two stages possessed special characteristics. Like the Katz and Kahn model, WSSA is an open system interacting with the environment. In WSSA, however, these changes occurred at a much slower rate, over an increased number of stages.

The early stages of Katz and Kahn's model of organizational development were described as occurring in the Primitive Stage where a primitive production system is created to solve a common environmental problem. In WSSA a similar system was identified but this process was divided into two separate and distinct stages. The Embryonic Stage (1927-1940) was the primitive beginning of the organization. The common problem of providing a service to high school athletics in Windsor was solved by the primitive structure of athletic directors and coaches. No specific rules and regulations prevailed and disharmony was evident in the production system. With the beginning of the Primary Stage (1941-1960) the remaining characteristics of Katz and Kahn's Primitive Stage were evident. A division of labour was developed (Honourary President and Vice-President, President, Vice-President, Second Vice-President, etc.) and job specifications and standards were established (convenors, rules, etc.) in an attempt to create a degree of proficiency within the system.

Both WSSA and Katz and Kahn's Model included a similar Stable Stage in which the system mediated between the task demands and human needs in order to keep the structure operational. Procedures became more formalized with new financial arrangements and voting structures, thereby creating a more steady state within the system. The first designated system of rewards were exemplified in convenor

honorariums, which satisfied a portion of the personal needs of the individual members. This stage was the first era in which a tightened production structure directed its members to "no longer merely do what the task demanded of them (but) follow the rules which (were) seen as binding on members of the system" (Katz and Kahn, 1967, p. 79).

WSSA did not develop directly into the Elaborate Stage as the situation described in the Katz and Kahn Model.

Instead, the organization passed through a transitional period. The Stable-Elaborate Stage (1965-1971) cannot be described strictly as being an Elaborate or Stable period. This era contained characteristics similar to those found in the stages preceding and following this era. An informal system developed and personal needs (Stable Stage) were emphasized when the women members organized to lodge a formal protest. Boundary systems, characteristic of Katz and Kahn's Elaborate Stage, were also evident when the Committee of Referral investigated the feasibility of WSSA participating with outside school associations.

As a result of the intermingling of characteristics an additional process, not found in Katz and Kahn's Model, was apparent. The transitional process described the slow changes which occurred as the focus of the system changed. The Stable Stage emphasized the internal restructuring of the organization with the formalization of procedures and activities and the creation of rewards and sanctions. The

internal stabilization emphasis altered to an external (environmental) adaptation focus, characteristic of the Elaborate Stage. Systems of environmental support, resource procurement and disposal and intelligence research, development, and planning are all examples of these characteristics. The Stable-Elaborate Stage served as a period in which the alteration of the organizational focus (emphasis) occurred.

The Elaborate Stage (1972-1977) paralleled that described by Katz and Kahn. Adaptive systems developed which focused on the future of high school sports in the Windsor area. Boundary systems, such as the creation of a public relations position and the financial support of a book regarding WSSA history, were created to specifically manipulate the organizational environment. Finally, the managerial structure was tightened with the creation of the Windsor Vocational League and decrease in the number of meetings and motions.

The results of this study support Katz and Kahn's model of organizational development. WSSA evolved in patterns similar to that described in the model, however, where three stages existed in the Katz and Kahn case, five stages were identified in WSSA. This difference exemplifies the importance of understanding the basis on which the comparisons are based. Katz and Kahn's model is comprehensive and therefore applicable over a wide range of situations. The model was based on research involving various types of

organizations and, as a result, could be described as a synopsis of the results contained therein. WSSA, on the other hand, represented one unique situation and, as a result, reflects this particular organization. Where Katz and Kahn's model could be used to identify the stages of growth in a number of areas, the results from WSSA could only be used with similar organizations and then only with an understanding of the limitations of the study.

Therefore, although the results indicate a variation between the model and WSSA's developmental pattern, the two cases represent basically the same idea. The difference lies in the fact that the model was dealing with abstract ideas while the WSSA situation was an actual example of this theory.

A second major focus of the thesis was to analyze the proposal of Stogdill (1959) in respect to the WSSA findings. As a result of his research, Stogdill concluded that organizations experience periods of growth and decline. Upon reaching a period of peak achievement, they usually weaken and face serious difficulties at which point "they either dissolve, are absorbed or become rejuvenated" (Stogdill, 1959, p. 253). WSSA displayed characteristics similar to those found by Stogdill with periods or cycles of development evident in the growth patterns observed. These cycles rarely displayed declines at the beginning and/or the conclusion of each stage, but instead showed growth trends

followed by a levelling off or plateauing of the specific subset. Stogdill did not investigate organizations similar to WSSA, however, the results of this study support his findings regarding growth and decline. Although no decline occurred at the end of each stage in the majority of variables graphed, plateaus were evident when plotting a number of variables (executive members, convenors, activities) indicating a decrease in the amount of change taking place.

Finally, the SIR model (Appendix B) utilized extensively within this study has been a useful tool in the analysis of a sports organization. The model illustrated factors which effected the organization's behaviour resulting in changes in the Association. Based on the findings of this study, the author suggested an alteration in the design of the SIR model (Appendix U). During the Semi Directed Focused Interviews (SDFI) and the content analysis, few instances were found in which social stress or constituent strain were major influencing factors. As a result, these two areas of the model were combined under the heading conflicts and problems. Resources, although contained within the conflicts and problems area, were instituted as a separate category since the research indicated that this variable was a prime concern of the organization throughout its evolution. These new categories, along with structure and individuals and groups, were ultimately subdivided into internal and external subcategories. These alterations to the SIR model (Appendix U)

allowed the researcher to partition some of the factors which affected the organization's behaviour and eventually created change.

By emphasizing the shift of the internal and external foci (or emphasis) in each of the categories, an important aspect of the organization's evolution was incorporated. The Katz and Kahn model can be described in terms of these areas of organizational focus adjustment. In the Primitive and Stable Stages, the organizational emphasis was internal in nature. The function of the first stage was on task accomplishment through energy transformation within the system. In the Stable Stage, the organization is characterized by mediation between task demands and human needs, to keep the structure operating (a steady state). When the organization reaches the Elaborate Stage, this focus shifts. Boundary and adaptive subsystems focus on the environment and, as a result, an external emphasis is apparent.

By understanding this shift in focus, the revised SIR model becomes more useful. In the early stages of development, the majority of the category influences were internal in nature. Internal factors such as individual members, fees, budgets, coaches, convenors, eligibility and activities dominated this type of organization. As the developmental process occurred there was a shift to external factors (i.e., School Association, facilities, sponsorship, media, etc.). Although both internal and external factors in-

fluenced the organizational behaviour throughout maturation, the emphasis placed by the organization on controlling these factors alter according to the developmental stage encountered.

Webb (1978) investigated the Ontario Federation of Schools' Athletic Association (OFSAA) utilizing a similar methodology in comparing the organization's developmental stages to those identified by Katz and Kahn (1967). Although the OFSAA study incorporated only the years 1948-1975 (compared to 1927-1977 for WSSA) similar characteristics of growth were found within WSSA's developmental pattern.

The years 1948-1952 designated the Embryonic Stage in OFSAA as compared to 1927-1940 in WSSA. Webb described this period in the following manner:

In this era there was the common felt need amongst educators to initiate a formal organization to service high school sport. The organization existed as a loosely knit one with the major emphasis being the setting up of competition. (Webb, 1978, p. ii)

The Embryonic Stage of WSSA could be described in similar terms. Coaches and athletic directors joined together to form an association for the purpose of scheduling competition, i.e., serving the high schools within the Border Cities Secondary Schools' Association (BCSSA).

OFSAA passed through the Primary Stage during the years 1953-1957. During this period, the purpose of the organization was to develop a formal organization and obtain resources. WSSA's Primary Stage lasted much longer (1941-

1960) with the emphasis on building a strong basis through solidifying the structure. This was a period of growth in which fundamental problems (fees, eligibility, etc.) were encountered and temporarily solved.

During the years 1961-1964 WSSA could be described as being in the Stable Stage of development. This era emphasized consistency through re-evaluation of internal policies and structures. OFSAA was described as being in the Stable Stage during the years 1958-1962. This stage aimed at implementing the administration of the organization. For example, a Board of Reference was formed to deal with disputes within the organization.

The Stable-Elaborate Stage of OFSAA (1963-1968) saw increased emphasis placed on publicity. OFSAA retained characteristics from the Stable Stage but, in addition, started developing strong boundary systems aimed at developing public relation activities (Webb, 1978, p. 85). The Stable-Elaborate Stage of WSSA (1965-1971) contained characteristics associated with the preceding and following stages. Individual member's needs became a focal point and the first indication of boundary systems aimed at future directions and public relations emerged.

The Elaborate Stage of development was the final era identified in both OFSAA (1969-1975) and WSSA (1972-1977). During this era:

OFSAA not only has developed a strong boundary system aimed at public relations structures but it has also developed an adaptive system. This conditions the organization to the changing environment by gathering information through research and planning for future development. (Webb, 1978, p. 97)

WSSA, during the same stage, created boundary and adaptive systems to deal with the changing environment. Two major investigations are conducted which study the future direction of high school sports in the Windsor area and a subdivision occurs within the structure which assists in resolving conflicts between member institutions. In the Elaborate Stage, WSSA and OFSAA altered their focus of attention to the environment in an attempt to control the future directions of their Association.

Although WSSA encompassed twenty-two more years than OFSAA, it is important to note the parallelisms in development. Both Associations developed through five identifiable stages with similar characteristics and trends. Each Association shifted its emphasis from the internal organization to the external environment as the evolution progressed. In both cases, the Associations began by providing a service where none originally existed and concluded with research conducted on the future direction of the organization.

CHAPTER X

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this investigation was to analyze the organizational history of the Windsor Secondary Schools Association (WSSA) in an attempt to determine whether WSSA's developmental pattern followed similar stages of growth as organizations studied by Stogdill (1959), Katz and Kahn (1967), Moriarty (1971), and Webb (1978). WSSA, established in 1927, is one of the oldest secondary school associations and has been a leader in many areas of high school sports in Ontario.

An organizational history investigation which employs models from administrative science should provide valuable information to the Association and all related organizations. This information would result from:

1. a better understanding of where the organization has been and how it arrived there
2. an opportunity to test a theoretical model with a voluntary mutual benefit organization (amateur sports organization)
3. the development of this method of athletic organization analysis as a reliable investigatory system at the local level
4. similar organizations utilizing the findings with the intention of perceiving their system more clearly

5. the establishment of a basis for future organizational comparisons.

As an outcome of the stated need for the study, significant problems to be investigated were stated as:

1. Does the organizational history of WSSA exhibit cyclical periods of growth and decline similar to those studied by Stogdill (1959), Katz and Kahn (1967), Moriarty (1971) and Webb (1978)?
2. If cycles of development do exist within the organization, can they be identified through:
 - (a) qualitative content analysis of:
 - (i) organizational records, i.e., minutes
 - (ii) audio interviewing
 - (iii) written resources, i.e., correspondence and/or
 - (b) quantitative analysis, i.e., cluster analysis?
3. What is the structure of WSSA and has it changed throughout the period studied?
4. Who have been the significant individuals and groups involved with WSSA throughout the time stated?
5. When stages are identified through quantitative analysis will they correspond with eras identified from audio-interviewing and content analysis of the qualitative data?
6. Which factors used to quantify the major components

of the SIR/CAR Model are significant when analyzing sports organizations of this type?

- 6 . 7. Are there differences in development between provincial and local sports organizations?

After stating the assumptions, limitations and delimitations of the study, a thorough review of literature was conducted. Within this section traditional theories of organizational development were discussed along with Starbuck's Metamorphosis Model (1971) classification and Katz and Kahn's stages of organizational growth and development. Finally, after a brief synopsis of research in the field of voluntary organizations, literature related directly to the area of sports organizations was presented.

Chapter III discussed the methodology utilized in the WSSA study. The strategy employed three stages with each sequential step building on the results of the previous step(s). Step 1 involved the analysis of organizational records such as minutes, convenor reports, etc.. Step 2 used the results of Step 1 to design and conduct an interview schedule. Semi Directed Focused Interviews were conducted on key individuals who had been involved with WSSA. Finally, based on the results of Step 1 and Step 2, summary, conclusions and recommendations would be developed to present a précis of the data collected.

The next five chapters contained the results of the investigation with each chapter relating to specific stages

of development." Each era defined is analyzed based on the Sports Institute for Research/Change Agent Research (SIR/CAR) Model. The five stages of development were examined within the headings of structure, strategy, sports/activities, prominent leaders, issues and conflicts, quantitative analysis and a final summary. In this manner, all facets of the organizational environment were discussed.

The five stages of development identified within WSSA's evolutionary pattern are as follows:

1. The Embryonic Stage, 1927-1940,
2. The Primary Stage, 1941-1960,
3. The Stable Stage, 1961-1964,
4. The Stable-Elaborate Stage, 1965-1971,
5. The Elaborate Stage, 1972-1977.

In Chapter IX the results and theoretical background were combined into a discussion. Based upon the results of this investigation the following conclusions seem plausible. Like Katz and Kahn's model, WSSA passed through definite stages of growth. WSSA differed in the fact that two additional stages of growth were identified. Katz and Kahn's first stage related to the Embryonic and Primary stages of WSSA. Furthermore, an additional stage was added between the Stable and Elaborate eras. This Stable-Elaborate stage of WSSA was a transitional period that contained characteristics relating to both the preceding and following stages.

WSSA was found to display cycles of growth similar to those identified by Stogdill. From the analysis of WSSA's developmental pattern it was concluded that there were definite cycles or stages of development evident in WSSA but few indications were found of a decline. Instead, reference was made to a plateauing or levelling off pattern evident in the areas immediately prior to a change.

A redesigning of the SIR model was also discussed in Chapter IX. Based upon the results of audio-interviews and content analysis the investigator suggested that by combining constituent strain and social stress under the heading of conflicts and problems, this category would be more relevant to this type of study. In addition, the category entitled resources was included to emphasize this area. Finally, each category of the model was subdivided into internal and external factors with examples supplied for each.

Chapter IX concluded with a general discussion on the development of WSSA. In this area, it was noted that throughout the development the focus of the organization had shifted. If changes were described as resulting from an energy, then WSSA could be described in the following manner. In the early stages the energy for change was supplied by the environment (common needs and problems) and directed at the primitive structure to create the organization. The Stable period energy originated from

within the primitive Association, focusing on the organization itself (to stabilize internally). Finally, in the Elaborate period, this energy was directed toward the environment (boundary and adaptive systems) in an attempt to control this factor. By discussing WSSA's organizational development in this manner, the process which occurred is more easily understood.

Conclusions

The organizational history of WSSA exhibits cyclical periods of growth and development similar to those established by Katz and Kahn (1967). The stages of development appear to be:

- (a) Embryonic Stage, 1927-1940,
- (b) Primary Stage, 1941-1960,
- (c) Stable Stage, 1961-1964,
- (d) Stable-Elaborate Stage, 1965-1970,
- (e) Elaborate Stage, 1971-1977.

Since this is a pioneering study the following statements are proposed as tentative conclusions to the questions investigated.

1. Cluster analysis was a useful analysis for determining the stages of development in WSSA's history. The clustering technique illustrated where specific years were similar and where potential changes occurred. When combined with Semi Directed Focused Interviews, content analysis and a theoretical basis, the resulting

analyses complimented each other in reliably identifying each stage.

2. The structure of WSSA has changed throughout the period studied. In the beginning the organization consisted of coaches and athletic directors only. In 1941 the principals entered to fill executive positions. This structure remained relatively the same until the Stable-Elaborate Stage when a Committee of Referral was created to direct the Association's operation.
3. A number of important individuals have held office throughout the time period studied. Since annual elections were held prior to 1969, the attrition rate was high. Of those individuals who held office for more than one year it is necessary to mention the following members.
Father Armstrong and Mr. William "Bill" Rogin have participated in WSSA in some form since the organization's inception. Mr. Ian Allison and Mr. J. C. Murray were involved in WSSA activities from the mid-thirties to the mid-sixties. Mr. A. F. S. Gilbert held the position of President (1942, 1948, 1953) and Vice-President (1941, 1947, 1952) of WSSA during the Primary Stage. Miss G. Munnings, Miss Helen Gurney, Miss R. Stone, Miss S. Campbell and Miss B. Macendonski have all been prominent members of WSSA, encouraging and directing women's activities throughout the history of WSSA. Finally, Mr. G. Arnott and Mr. L. Pocock must be given special

consideration since both men held the office of Secretary-Treasurer for a minimum of seven continuous years. Since the Secretary-Treasurer deals with the daily management of WSSA activities, the progress experienced by the Association during their times of office should be credited partially to the dedication of these individuals.

4. The SIR model was valuable in assisting the investigation of WSSA. The model guided the investigator to the areas from which the data would be collected and offered a structure whereby the vast amounts of data could be organized. Furthermore, by altering the SIR model to increase the relevancy of its factors, the model illustrated the changes that occurred during the organizational maturation process. In addition, the Semi Directed Focused Interview Technique was a useful instrument in the collection and verification of information not contained in the records.
5. The factors used in the cluster analysis were valuable in analyzing sport organizations. These factors included, the top three revenues and expenditures, the total deflated revenues, the total deflated expenditures, the number of activities/sports, number of executive members, number of male and female convenors and the total number of meetings, motions, motions passed and motions tabled. In addition, the factors used to describe the

correspondence (Appendix E) would assist the investigator in further analysing the organizational development.

6. There are minor apparent differences in development between provincial and local organizations. Since the local Association is a part of the provincial Association, their respective growth patterns will affect each other. Each organization is influenced by similar yet unique pressures and both Associations evolved through five similar stages of development.

Recommendations for Future Studies

1. Similar studies should be undertaken involving local sports organizations, i.e., SWOSSA. Comparisons could then be made between provincial, regional, and local school sports organizations.
2. Additional studies should be undertaken on high school sports organizations of similar age and character, i.e., Toronto Secondary School Association, etc.
3. The methodology employing cluster analysis, content analysis and SDFI should be duplicated to resubstantiate the reliability of the method.
4. Which factors used in the cluster analysis are necessary to establish the stages indicated? Is there any one factor which can be used as an indication for organizational development?
5. Does the analysis of correspondence as explained in the methodology (charting system) assist in the analysis of

the organization and the indication of developmental changes?

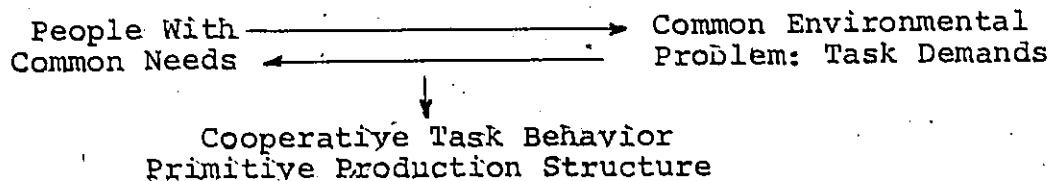
6. An investigation should be conducted on the effect of Windsor's geographic characteristics regarding the organizational development.
7. Windsor held a unique record regarding women's activities. WSSA was one of the first coeducational sports organizations allowing women to participate in sporting activities as early as the 1920's. Research should be conducted on the factors and reasons why this unique characteristic existed in this area.

APPENDIX A

STAGES IN DEVELOPMENT OF ORGANIZATIONAL STRUCTURES

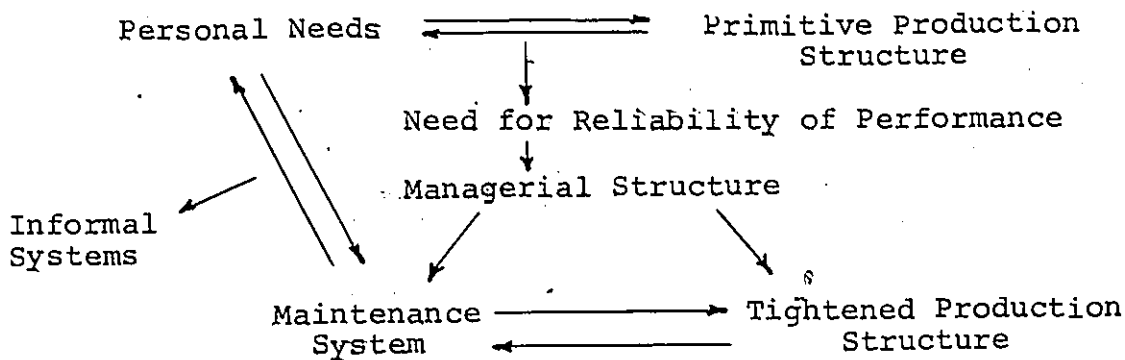
STAGE I

PRIMITIVE SYSTEM



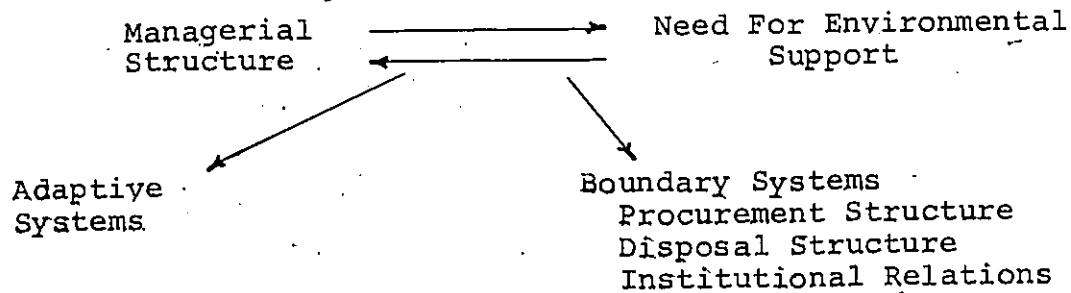
STAGE II

STABLE ORGANIZATION



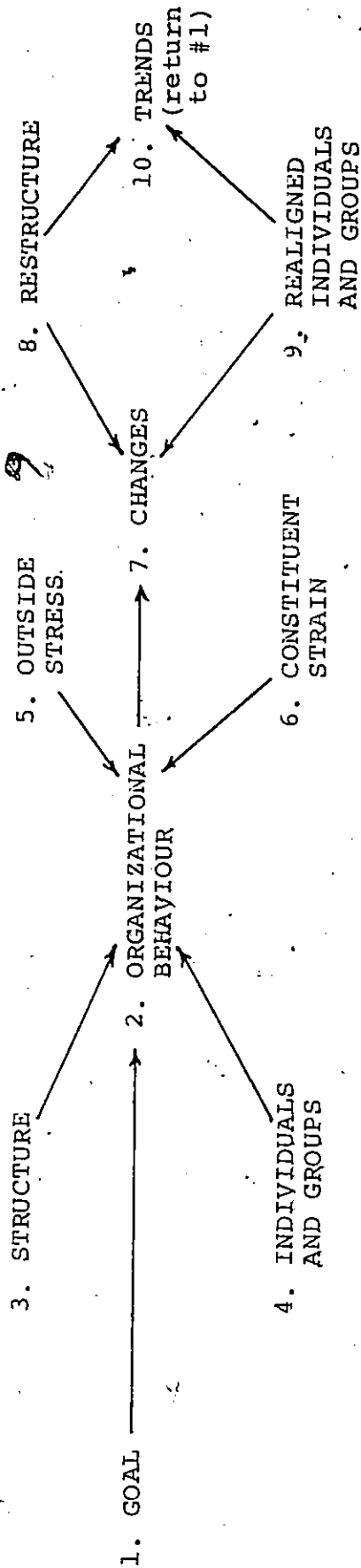
STAGE III

ELABORATION OF STRUCTURE



(Katz and Kahn, 1967, p. 78)

APPENDIX B



SIR/CAR MODEL

DEFINITIONS

1. The stated objectives
2. The actions which identify the organization
3. The hierarchical design of the organization
4. Individuals and groups of individuals affecting the organization
5. Pressure placed on the organization from outside the system
6. Pressure placed on the organization from inside the system
7. Reaction as a result of the interaction of #1 through #6 and #8 and #9
8. Restructure of organization resulting from SIR/CAR input
9. Realignment of individuals to parallel restructuring
10. Begin the process anew

APPENDIX E
CORRESPONDENCE CHARTING SYSTEM

Year		
a. Media		
b. Schools		
c. School Associations		
d. Officials (Associations)		
e. City of Windsor		
f. Coaches		
g. Students, Indiv. Citizens		
h. Board of Education		
i. Outside Org. Non-School		
a. Board of Education		
b. Coaches		
c. Players, Stud. Parents		
d. School Associations		
e. Media		
f. City of Windsor		
g. Officials Associations		
h. Miscellaneous		
i. Convensors		
j. Schools		
1. Eligibility		
2. Protests & Game Reports		
3. Financial Interactigns		

OUTSIDE → INSIDE

INSIDE → OUTSIDE

CORRESPONDENCE CHARTING SYSTEM (CONTINUED)
PURPOSE

Year		
a. Schools and Facilities		
b. Officials		
c. Public Organizations		
d. Staff (Prin. Coaches, PE. Heads)		
e. Media		
f. Convenors, Committees		
g. Students, Players		
h. Internal to MSSA		
i. General Correspondence		
j. Board of Education		
k. Schedules		

APPENDIX GINTERVIEW SCHEDULE FOR THE SEMI DIRECTEDFOCUSED INTERVIEW TECHNIQUE

1. What has been your involvement in WSSA?
2. What were the goals and/or objectives of the organization during your involvement? Did you notice a change?
3. What were the problems encountered during your involvement with WSSA?
4. How is/was the organization structured? Have you noticed any changes?
5. Who were the individuals and/or groups you dealt with?
6. Were there any pressures from outside the organization? If so, what were they?
7. Were there any pressures from inside the organization? If so, what were they?
8. Are there any changes that you would say highlight the period of your involvement in the organization?
9. If you could predict, what would be the future of WSSA?

APPENDIX HINTERVIEW SUBJECT LIST

1. Mr. Ian Allison, Men's Activity Rep WOSSA, 1960;
Secretary-Treasurer, 1959, 1960; President, 1940;
Vice-President, 1941
Teacher/coach - involved 1930's to 1960's
2. Father Armstrong, Vice-President, 1938; President, 1939,
1940; Secretary-Treasurer, 1946
Teacher/coach - involved 1930's to present
3. Mr. George Arnott, Secretary-Treasurer, 1963, 1964,
1965, 1966, 1966; WOSSA Rep, 1957, 1958, 1959
Teacher/coach - involved 1930's to present
4. Mr. C. Bruggerman
Athlete, Windsor Walkerville Technical School (W. D.
Lowe S.S.) - involved 1930's to 1940's
5. Mr. C. Bunt, Secretary-Treasurer, 1940, 1941, 1942
Teacher/coach - involved 1930's to 1960's
6. Mr. E. Durocher, Vice-President, 1966, 1967
Teacher/coach/principal - involved 1958 to present
7. Ms. Helen Gurney, 2nd Vice-President, 1945, 1950, 1955
Teacher/coach - involved 1944 to 1958
8. Mr. J. Murray
Teacher/coach - involved 1930's to 1960's
9. Mr. Al Newman, President, 1940, 1941, 1942
Teacher/coach, Board of Education Member - involved 1930's
to present

10. Mr. John Pentland, Secretary-Treasurer, 1947; President, 1965; Advisory Committee, 1964, 1965, 1966
Teacher/coach/principal - involved '1940's to 1972
11. Mr. Lou Pocock, Secretary-Treasurer, 1970 to present
Teacher/coach - involved 1963 to present
12. Mr. W. Rogin, President, 1978, 1979
Athlete/teacher/coach/principal - involved 1920's to present .
13. Dr. Roselyn Stone, 2nd Vice-President, 1956, 1962
Teacher/coach - involved 1950's to 1960's
14. Mr. Tony Techko, 2nd Vice-President, 1968; President, 1974, 1975
Teacher/coach/vice-principal - involved 1940's to present

APPENDIX IWINDSOR SECONDARY SCHOOLS' ASSOCIATION

March 14, 1938

RESOLUTION

WHEREAS the Windsor Board of Education has publicly declared that the restricted budget of the Windsor Refinancing Plan has compelled the Board to abolish all extra services in the schools beginning Sept. 1, 1938;

WHEREAS the budget of the Windsor Board of Education having been limited for a period of forty years thus preventing the restoration of salary reductions and annual increases, the future prospects of the teachers of the City of Windsor are hopeless and without due reward; and

WHEREAS the many present extra-curricular activities, even though they do foster the physical, intellectual and moral development of the students, and do aid in the prevention of juvenile delinquency, yet involve many hours of gratuitous service and considerable personal expenditure by the teachers in charge, are not appreciated either by the public, or by the persons responsible for the Refinancing Plan;

Therefore, be it resolved that the Windsor Secondary Schools' Association in support of the Windsor Board of Education in enforcing its necessary economies, recommend that, in view of the fact that there is no hope of due reward for such activities, and that there is no appreciation by the public and the persons responsible for the Refinancing Plan, all extra-curricular activities, with the exception of those in which competition has already been in progress, cease immediately.

APPENDIX F
WINDSOR SCHOOLS KICEL

Board of Education

160.



WINDSOR, ONT.

March 25rd, 1935.

G. S. CAMPBELL, B.A.
SUPERINTENDENT OF SCHOOLS
A. R. DAVIDSON, B.A.
ASSISTANT SUPERINTENDENT
PUBLIC SCHOOL INSPECTOR

BOARD OF EDUCATION, 8100
PARA STREET WEST

G. E. Chapman, Esq., B.A.,
Secretary, Windsor Secondary Schools Association,
Windsor, Ontario.

Dear Sir:

Your letter to the Board of Education, in regard to extra-curricular activities, was read at the last meeting of the Board and I have been requested to reply there to.

The Board expressed every sympathy with the thoughts expressed in the preamble of the resolution but could not agree with the conclusion reached. In speaking privately to members of the Board, they expressed the feeling that such a conclusion, if actually put into effect, would have an unfavourable reaction upon the teachers.

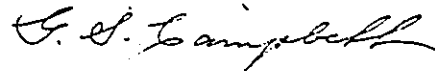
I would like to point out that, in spite of a curtailed budget, the Board still expects to conduct the very best schools it can possibly conduct and asks the full co-operation of its teachers to this end. The Board is quite aware that salary arrangements are not what they should be and will continue its efforts to remedy the situation. The fight is not yet over and nothing should be done which might in any way neutralize the Board's efforts.

I greatly appreciate the tremendous work of organization which is done by the Windsor Secondary Schools Association and I ascribe to it a considerable share of the credit for the fact that our schools are considered by the public as performing a great community service. The Board of Education, by the way, did not agree with the statement in the resolution that the public does not appreciate this service. I feel, however, that the Windsor Secondary Schools Association has not the power to legislate for all its members in ordering that no extra-curricular activities be carried on in any of the schools. That, after all, is the prerogative of the Principal of each school who will be guided in his decisions by the wishes of the Board of Education.

I wish to thank the Association for its full co-operation. The situation which prompted the resolution is unfortunate and the purpose of the resolution in bringing it to the attention of the public is a worthy one but, before any action as suggested is taken, it should be ascertained whether this is the wish of the Principals and the Board of Education. Several things have come to light in the past two weeks which

I feel have changed the whole picture and which I believe augur well for our teachers. I am quite optimistic that all will yet be well. You may count on my continued support on your behalf and I hope I may count on yours.

Yours very truly,



GSC/R

SUPERINTENDENT OF SCHOOLS.

APPENDIX K

January 4, 1934.

Professor N.C. Hart-
Secretary, WOSSA,
Western University,
London, Ont.

Dear Sir:

At a regular meeting of the BCSSA held on Jan. 4, 1934 the following resolution was unanimously adopted:

Whereas, at the regular annual meeting of WOSSA held in London, in May 1933 certain revisions to the eligibility rules were adopted, included among which was a rule limiting participation in School sports to those who had been in attendance in Secondary Schools six years or less, and

whereas, the new handbook containing these revisions was in the hands of the various schools in Sept. 1933, and

whereas, on December 30, 1933 a letter was received from the Secretary of WOSSA notifying the various schools that the executive committee of WOSSA had, by majority vote, decided to suspend the operation of the six-year rule for one year,

therefore be it resolved that the secretary of this Association be instructed to advise the secretary of WOSSA that this association vigorously protests the action of the executive in taking this unprecedented step, and

be it further resolved that our secretary urge Mr. Hart the advisability of earnestly inquiring into the constitutionality of the council's action in suspending regulations passed at a regular meeting of WOSSA and that Mr. Hart be requested to inform the members of the executive council of this association's stand on the matter and induce them to reconsider their ruling.

May I solicit an early reply, as the receipt of the council's ruling has precipitated a serious misunderstanding in our own group, because we have been observing the six-year rule in the Fall Term and all the schools except one are particularly anxious to have the rule remain in force. This particular school while in favour of the rule insists upon taking up a technical position and on playing seven-year men against the wishes of the other schools who are going to observe the six-year rule.

Thanking you in anticipation, I remain,

Yours truly,

Secretary, BCSSA

WESTERN ONTARIO SECONDARY SCHOOLS' ASSOCIATION

EXECUTIVE COMMITTEE

COMMITTEE OF MANAGEMENT

F. C. ASBURY
E. A. MILLER
W. H. DOWNEY
N. C. HART
C. G. YORKE

OFFICERS

HON. G. H. HENRY, HON. PRES.
PRES. W. S. FOX
MON. J. C. ELLIOTT, M.P. } HON. VICE-PRES.
J. FRED REID, M.P.
C. G. YORKE, PRES., GLENCOE
W. H. DOWNEY, VICE-PRES., WINDSOR
W. J. SOUTHCOMBE, VICE-PRES., SARNIA
PROF. N. C. HART, SEC.-TREAS., LONDON

COUNCILLORS

W. H. ADAMSON . . . LONDON
J. L. MCNAUGHTON, WALKERVILLE
C. R. PHILP . . . KITCHENER
P. V. SMITH . . . LISTOWEL

UNIVERSITY OF WESTERN ONTARIO

LONDON, ONT.

January 10th, 1934.

Mr. G. S. Campbell,
Hon. W. C. Kennedy Collegiate Institute,
Windsor, Ontario.

*
Dear Sir,

I was very pleased to receive your letter of January 5th which reminded me that you and I are probably the veterans in W.O.S.S.A. squabbles at the present time. The matter referred to in your letter has been brought to my attention by Mr. Downey, Mr. O'Brien and Mr. Lowe and the only remarks that I can make on the problem are included in the following suggestions:

1. The matter is one which is to be adjusted by the B.C.S.S.A. This Association has not always adhered strictly to the rules of the W.O.S.S.A. and I think I am right in stating that in each and every case the W.O.S.S.A. did not interfere with the Border Cities' rulings. The Executive of the W.O.S.S.A. did insist, however, that when the play down stage was reached that the rules and regulations approved by the W.O.S.S.A. and interpreted by its Executive must govern.
2. The six year rule was approved at the last annual meeting of the W.O.S.S.A. It was impossible to have the revised handbook printed and distributed until about the middle of October. By this time the rugby series had commenced and in the eastern part of the area several seven year students had been played. The schools were not to blame except possibly in failing to read the minutes of the annual meeting or to have representatives present at that meeting who would be familiar with the proceedings. The error committed by these schools was referred to the Committee of Management and it was ruled that the six year regulation should be held in abeyance until January 1st, 1934.

G. S. Campbell

- 2 -


10.1.34

Subsequent to this some of the schools concerned and some others who had learned of the ruling of the Committee of Management suggested that basketball and hockey had been discriminated against by the enforcing of the rule for them when it had been left in abeyance in reference to the fall activities. I then submitted the matter by a mail vote to the Executive Committee which decided that the rule should be held in abeyance in fairness to all students until September 1st, 1934. Mr. W. H. Downey voted against this ruling and Mr. J. L. McNaughton did not vote. The other members of the Executive and Committee of Management voted in favour of the proposal.

3. Some time during the fall I was notified that the Border Cities intended to play Spalding's rules for Girls with the two-thirds floor playing area using three forwards and three guards. They passed a resolution asking the W.O.S.S.A. to adopt this method of play as it had been approved by the Physical Education section of the O.E.A. last Easter. At the annual meeting of the W.O.S.S.A. in May it was decided to continue to play under Spalding's rules in the Girls' series this year. A similar request for a change in the rules came from the Kitchener area and again I decided to submit the matter to the Executive Committee by a mail vote. The Executive Committee and the Committee of Management voted in favour of the proposal one adverse vote being cast.
4. It seems to me that if the Executive Committee is forced to revert back to the decisions of the last annual meeting in the one case, it must be logical and do so in the other. It may be true that the Executive Committee has no power to alter the decisions of the annual meeting but it seems reasonable that they should have the authority to make necessary alterations to meet changing conditions and times.

The Border Cities problem appears to me to be one which they must settle for themselves. If the Border Cities decide that they do not desire the WOSSA rules in one instance and are in favour of them in another instance, that is their concern and the Executive Committee of the W.O.S.S.A. will not interfere. I presume that the only contention of the W.O.S.S.A. will be that when the play down stage and tournament stage is reached, its rulings must be adhered to. I personally will have no objection to any arrangements which the B.C.S.S.A. may make and I hope that the whole matter may be cleared up in a satisfactory manner.

Yours very truly,


H. C. Hart,
Secretary-Treasurer.

NCH:MR

APPENDIX M

WINDSOR SECONDARY SCHOOLS' ASSOCIATION

Windsor, Ontario

March 15, 1960

The Special Committee of the W.S.S.A. met on January 28. All members were present--Miss Campbell, Mr. Dawson, Mr. Liddell and Mr. Fox. After due investigation, consideration and discussion the Special Committee makes the following recommendations.

1. It recommends that Corpus Christi High School and Vincent Massey Collegiate Institute be admitted to full membership in the Windsor Secondary Schools' Association.
2. It recommends that in any activity where more than eight teams are competing the Conference Type schedule be used. The Conference Type Schedule is interpreted to be one where every team does not necessarily play every other team in the activity each year.
3. The committee recommends that in any activity where eight or fewer teams are competing, a single schedule or two-group schedule be used, whichever is more convenient.
4. The committee further recommends that in the case of individual sports with many entries such as swimming, public speaking, track and field, badminton, tennis and golf, two groups be established and the qualifiers meet in the finals.
5. The committee finally recommends that if the admission of Corpus Christi High School and Vincent Massey Collegiate Institute creates any colour problem in uniforms, these two schools be required to use satisfactory colours.

Respectfully submitted,

Wally Fox,

Chairman, Special Committee.

APPENDIX N

CLUSTER LISTING

CLUSTER	YEAR	ATOPEX	BTOPEX	CTOPEX	ATOPREC	BTOPREC	CTOPREC	SPORTS	MCONV	FOONV	SCHOOLS	TOTMGT
1	1977	1.0	6.0	2.0	2.0	3.0	1.0	13.0	15.0	5.0	14.0	6.0
	1974	1.0	2.0	1.0	1.0	4.0	3.0	13.0	14.0	6.0	15.0	5.0
	1974	1.0	6.0	2.0	1.0	3.0	2.0	14.0	15.0	8.0	14.0	5.0
	1972	1.0	6.0	2.0	1.0	2.0	3.0	13.0	16.0	6.0	16.0	6.0
	MEAN	1.0	5.0	1.8	1.3	3.0	2.3	13.3	15.0	6.3	14.8	5.5
2	1976	1.0	2.0	4.0	2.0	1.0	3.0	13.0	14.0	5.0	14.0	6.0
	1968	2.0	4.0	5.0	1.0	2.0	7.0	15.0	17.0	6.0	14.0	8.0
	1967	1.0	2.0	5.0	3.0	2.0	1.0	13.0	17.0	4.0	14.0	5.0
	1975	1.0	2.0	6.0	2.0	1.0	3.0	13.0	14.0	6.0	14.0	6.0
	1965	1.0	2.0	4.0	1.0	2.0	3.0	13.0	14.0	4.0	12.0	6.0
3	1966	1.0	1.0	2.0	1.0	2.0	3.0	12.0	16.0	4.0	14.0	6.0
	1969	1.0	2.0	4.0	1.0	2.0	3.0	13.0	16.0	6.0	15.0	7.0
	MEAN	1.1	2.1	4.3	1.6	1.7	3.3	13.1	15.4	5.0	13.9	6.3
	1971	6.0	1.0	2.0	3.0	1.0	2.0	13.0	16.0	5.0	15.9	6.0
	1970	1.0	2.0	5.0	1.0	2.0	3.0	13.0	16.0	6.0	15.0	5.0
4	1964	2.0	4.0	5.0	1.0	3.0	7.0	12.0	12.0	0.0	11.0	8.0
	1963	2.0	5.0	4.0	1.0	3.0	4.0	13.0	11.0	1.0	10.0	7.0
	1953	6.0	6.0	2.0	3.0	1.0	3.0	12.0	13.0	1.0	6.0	18.0
	1962	2.0	4.0	6.0	1.0	2.0	3.0	11.0	11.0	2.0	10.0	6.0
	1961	2.0	4.0	6.0	1.0	4.0	3.0	12.0	12.0	1.0	10.0	6.0
MEAN	2.5	4.2	4.7	1.3	2.5	3.8	12.2	12.5	1.8	10.3	8.3	

APPENDIX N (continued)

CLUSTER	YEAR	ATOPEX	BTOPEX	CTOPEX	ATOPREC	BTOPREC	CTOPREC	SPORTS	MCONV	FCONV	SCHOOLS	TOTMGT
5	1960	4.0	2.0	3.0	5.0	1.0	3.0	12.0	12.0	2.0	10.0	6.0
	1959	4.0	3.0	2.0	1.0	3.0	4.0	12.0	12.0	1.0	8.0	6.0
	1956	4.0	5.0	6.0	4.0	1.0	3.0	12.0	12.0	2.0	6.0	6.0
	1958	4.0	3.0	6.0	1.0	4.0	3.0	12.0	12.0	1.0	7.0	8.0
	1955	4.0	3.0	2.0	4.0	1.0	3.0	12.0	13.0	1.0	6.0	8.0
	1954	4.0	6.0	3.0	4.0	1.0	3.0	12.0	12.0	1.0	6.0	10.0
	1957	4.0	3.0	6.0	1.0	4.0	3.0	12.0	13.0	1.0	6.0	10.0
	1949	6.0	4.0	3.0	3.0	4.0	1.0	10.0	8.0	2.0	8.0	9.0
	1951	4.0	3.0	2.0	1.0	3.0	4.0	12.0	10.0	2.0	8.0	8.0
	1950	4.0	3.0	6.0	1.0	6.0	3.0	11.0	9.0	3.0	8.0	8.0
	1952	4.0	3.0	5.0	1.0	4.0	3.0	12.0	10.0	2.0	7.0	9.0
	1945	6.0	4.0	2.0	1.0	6.0	7.0	8.0	8.0	1.0	7.0	6.0
	1944	4.0	5.0	6.0	1.0	4.0	3.0	7.0	8.0	1.0	7.0	9.0
	1947	4.0	3.0	2.0	1.0	3.0	4.0	7.0	8.0	1.0	8.0	7.0
	1941	6.0	4.0	2.0	3.0	1.0	4.0	6.0	6.0	0.0	7.0	8.0
	1946	6.0	2.0	4.0	1.0	3.0	7.0	9.0	8.0	1.0	7.0	9.0
	1943	4.0	2.0	3.0	1.0	3.0	4.0	9.0	8.0	1.0	6.0	8.0
	1948	4.0	3.0	2.0	3.0	1.0	4.0	9.0	8.0	2.0	8.0	6.0
	1942	5.0	6.0	4.0	1.0	3.0	4.0	9.0	9.0	0.0	6.0	7.0
	1940	4.0	3.0	6.0	1.0	4.0	7.0	7.0	7.0	0.0	7.0	13.0
	1939	4.0	3.0	6.0	1.0	3.0	3.0	7.0	7.0	0.0	7.0	5.0
	1938	6.0	2.0	3.0	3.0	1.0	7.0	7.0	7.0	0.0	7.0	6.0

APPENDIX N (continued)

168.

CLUSTER	YEAR	TOTMOT	MOTPASS	MOTTAB	EXEC	REVDEF	EXPDEF
1	1977	21.0	16.0	2.0	46.0	9645.08	8825.97
	1974	50.0	46.0	1.0	49.0	10340.00	8794.97
	1973	25.0	18.0	5.0	46.0	11211.65	9026.32
	1972	16.0	13.0	1.0	52.0	11165.04	7367.82
	MEAN	28.0	23.3	2.3	48.3	10590.44	8503.77
2	1976	42.0	34.0	7.0	46.0	8171.89	7949.73
	1968	48.0	42.0	0.0	18.0	7323.99	7298.36
	1967	60.0	50.0	1.0	18.0	7676.49	7193.13
	1975	36.0	34.0	1.0	46.0	7898.41	6420.07
	1965	99.0	99.0	0.0	16.0	7432.56	6578.44
	1966	121.0	118.0	0.0	18.0	7797.97	5906.10
	1969	28.0	20.0	0.0	49.0	6628.96	6361.86
MEAN	62.0	56.7	1.3	30.1	7561.47	6815.38	
3	1971	35.0	35.0	0.0	49.0	14173.58	11651.55
4	1970	29.0	23.0	0.0	49.0	6143.79	3833.87
	1964	82.0	81.0	0.0	15.0	3370.09	2426.54
	1963	105.0	102.0	0.0	14.0	3622.09	2795.87
	1953	51.0	51.0	0.0	10.0	4228.95	3051.47
	1962	84.0	77.0	2.0	14.0	2609.09	1686.12
	1961	87.0	83.0	0.0	14.0	2192.93	1932.29
MEAN	73.0	69.5	0.3	19.3	3694.49	2621.02	
5	1960	75.0	72.0	0.0	14.0	1155.11	2012.90
	1959	59.0	57.0	0.0	12.0	1401.54	1126.02
	1956	46.0	43.0	0.0	10.0	1394.72	1210.34
	1958	81.0	72.0	0.0	11.0	1287.78	1043.81
	1955	75.0	71.0	0.0	10.0	1530.32	739.45
	1954	58.0	55.0	1.0	10.0	1802.71	962.72
	1957	88.0	85.0	1.0	10.0	1094.71	868.75
	1949	33.0	28.0	0.0	12.0	1094.47	1050.23
	1951	51.0	50.0	0.0	12.0	773.23	877.49
	1950	37.0	37.0	0.0	12.0	763.60	1001.94
	1952	51.0	50.0	0.0	11.0	778.49	633.84
	1945	41.0	39.0	0.0	11.0	727.67	727.67
	1944	60.0	58.0	0.0	11.0	744.88	687.02
	1947	72.0	62.0	0.0	12.0	592.32	530.15
	1941	104.0	99.0	0.0	11.0	559.23	552.89
	1946	48.0	36.0	0.0	11.0	602.41	602.41
	1943	43.0	43.0	0.0	10.0	640.36	575.67
	1948	63.0	59.0	0.0	12.0	916.11	570.64
	1942	50.0	46.0	0.0	10.0	515.20	278.57
	1940	69.0	59.0	1.0	11.0	419.34	234.56
1939	47.0	41.0	5.0	11.0	390.12	185.86	
1938	54.0	52.0	1.0	11.0	410.47	176.87	
MEAN	59.3	55.2	0.4	11.1	890.67	756.81	

WINDSOR SECONDARY SCHOOLS' ASSOCIATION

September 12, 1957 .

Notice of Motion

1. The following notice of motion was filed with the Secretary Treasurer of the W.S.S.A. on September 11, 1957:

Moved by G. Arnott, seconded by R. Krol that the W.S.S.A. Constitution Article X Eligibility Rules C-Attendance Section 1 (g) be amended to read:

Section 1 - (g) A student who transfers from one school to another is ineligible for one year (such year of ineligibility shall commence with the date of registration at the school to which the transfer is made) except in the following cases:

(1) If the transfer from his school to one under the jurisdiction of another school board is accompanied by a move of his parents' or legal guardian's place of residence to a location within this school board area, the student is eligible.

(2) When the transfer is from one school to another within the jurisdiction of the same school board, the student is eligible to play for the school he is attending provided that

(i) The transfer occurs due to a change in school boundaries or a move of his parents or legal guardian from one school area to another school area

(ii) The transfer in (i) is made within two weeks of the opening of school, the move of the parents or legal guardian, or the change in school boundaries.

(3) When the transfer is made to enable a student to obtain a course not offered in his former school (Course as laid down by High School Department of Education Regulations), the student is eligible.

(4) If the student who transfers, or a non-resident student, or a private school student, at a later date returns to his original school or to the school in the area of his parents' or legal guardian's residence, he shall be immediately eligible if registered at the beginning of the school year or he shall be eligible four weeks after registration if he registers after September 20 of that school year.

NOTE: This rule does not apply in the case of any student who has not been previously registered in any sport. Such a student shall be eligible immediately he registers in the school to which he transfers.

A. B. HARRISON

SECRETARY TREASURER W.S.S.A.

W. D. LOVE VOCATIONAL SCHOOL

APPENDIX P
NOTICE OF MOTION

170.

As instructed at the Annual Meeting of May 26, 1958, the following is moved by A. Newman, seconded by A. Harrison:

That "Article V - Committees Sections 4 and 5" of the Constitution be deleted in their entirety, and the the following Section be inserted:

- Section 4 (a) There shall be a Special Committee for each W.S.S.A. activity, consisting of a Convener, who shall be elected at the Annual Meeting, one representative from each school participating in the activity concerned, and the Secretary-Treasurer of the Association who shall be an ex-officio member without vote.
- (b) A Special Committee shall have no power to amend this Constitution or Standing Rules and Regulations.
- (c) Any action of a Special Committee shall not contravene any policy of the Association or of the Windsor Board of Education.
- (d) Minutes of a meeting of a Special Committee must be approved by the President before they are sent out to the member schools. If the President is not prepared to give his approval, such minutes shall be submitted to the Executive Council or the Advisory Committee for consideration.
- (e) The Convener of a Special Committee shall:
- (i) Be Chairman at all meetings of that committee, or, if unable to attend, appoint an acting chairman.
 - (ii) Prepare a schedule of the activity, where applicable, and submit it for approval to a general meeting of the Association in September.
 - (iii) Convene a meeting of his Special Committee whenever he deems it advisable for the purpose of laying down rules and regulations not covered in the Constitution or Standing Rules and Regulations, arranging schedules, appointing officials, arranging necessary changes in schedules and appointments of officials, arranging play-offs, or dealing with any other matter proposed in connection with the activity for which he is convener.
 - (iv) Be responsible for deciding the postponement of contests due to inclement weather, epidemics affecting any school population, etc.
 - (v) Be responsible for all publicity in connection with the activity for which he is convener, such as advance publicity through the press, radio, and television; notifying the press, radio, and television, where applicable, of results of contests in time that such results may be used by such agencies.
 - (vi) Submit to the Secretary-Treasurer of the Association within one week of the completion of the activity for which he was convener a detailed report on that activity. This report should include the name of the individual winner(s) or of the members of the team that wins the W.S.S.A. championship in that activity. It should also indicate any subsequent championships won by a W.S.S.A. representative in the W.O.S.S. or O.S.S.A. play-downs in that activity.

APPENDIX Q

171.

W S S A

WINDSOR SECONDARY SCHOOL'S ASSOCIATION

George Arnott
Secretary

245 Tecumseh Road East
Windsor, Ontario

254-8649

W.S.S.A. Newsletter

MAR 23 1962

This W.S.S.A. Newsletter is to better inform the association of the steps taken by Windsor with regards to the formation of a separate association independent of W.O.S.S.A.

1. The W.S.S.A. voted almost unanimously to withdraw from W.O.S.S.A. and form a separate association affiliated with O.F.S.A.A.
2. The Windsor Board of Education approved this action. The Board felt this action would be advisable only if W.O.S.S.A. and O.F.S.A.A. were agreeable.
3. W.O.S.S.A. and O.F.S.A.A. were contacted and informed of the desires of our association.
4. W.O.S.S.A. has postponed its annual meeting until our representative, Mr. Mencil could inform that association of our definite plans.
5. Mr. N.A. Beach, secretary and Mr. T.P. Steadman, president of O.F.S.A.A. felt that Windsor's application for O.F.S.A.A. membership would be considered more favourably if W.S.S.A. would take some leadership in the formation of an association that would include Windsor, Essex and Kent County Schools.
6. A meeting of Windsor representatives, Essex, and Kent County representatives, and Dick Moriarity of Assumption University was held in Leamington on March 17, 1962. At this meeting attended by Mr. J. Mencil, Mr. E. Groover, and the W.S.S.A. secretary the problems of W.O.S.S.A. were discussed. The various representatives at this meeting expressed favour in attempting to form a separate association for Windsor, and Essex-Kent County Schools. Assumption University has offered some direction in the formation, organization and administration of such an association.
7. Essex and Kent County Associations are holding meetings to discuss with their membership the advisability of organizing a new association.
8. A meeting of representatives from Windsor, Essex-Kent County and Assumption University will be held at Assumption University on April 7, 1962 to discuss the organization of a new association. Windsor representatives at this meeting will be Mr. M.C. Thomson, Mr. G. Arnott, and Mr. J. Mencil.

It should be pointed out that no formal application for withdrawal from W.O.S.S.A. has been made by the W.S.S.A. at the present time, and it should be further noted that no application for affiliation with O.F.S.A.A. has been submitted. The above steps indicate only the procedure followed by our Association to form a separate association.

M. C. THOMSON,
President, W.S.S.A.

APPENDIX R

November 15, 1968

Mr. J. Fleming
President W.S.S.A. Executive
Massey Secondary School
1800 Liberty
Windsor, Ontario

Dear Sir:

This letter was prepared after a meeting of the women members of the W.S.S.A., with a view to lodging a formal protest arising out of the motion which was presented and passed on November 6, 1968, purporting to dictate to scheduling of girls' activities in general and girls' basketball in particular. The motion reads as follows: "that Girls' Basketball Teams have a separate day for their finals and that all proceeds received be forwarded to them." The motion was made by Mr. T. Baggio of W. D. Lowe Vocational School, Windsor, basically an all-male school.

In this correspondence we have raised our protest with specific reference to this motion, and have submitted recommendations regarding same, and our submissions, which we hope will be seriously considered in order to avoid difficulties that have arisen in the past.

With respect to girls' activities, the constitution explicitly states that the convenor of the girls' activities shall have the authority to prepare the schedule, inter alia, the particular activity, Article 4, Section 4, (d)(ii). There is nothing in the constitution either implicit or explicit which allows the general membership of W.S.S.A. to set the schedule in lieu of the convenor.

We now turn to the motion presented on November 6, 1968, which in effect purported to dictate the scheduling of girls' basketball, which is the sole authority of the convenor in conjunction with the respective responsibilities of the Committee of Referral and general membership of the W.S.S.A. This motion, with respect to dictating the scheduling of girls' basketball was a nullity on the grounds that the women's basketball convenor has this responsibility, and not anyone else.

In particular, we are concerned at this time with activities that have been categorized as "Exclusive or Specific Girls' Activities". Our constitution states in Article 9, Section 2,

"A male representative (Department head or representative) of each member school is allowed one vote on all matters except specific girl matters." We honestly feel that those schools which are all male should not be allowed to have full voting power (five votes) with respect to the activities which do not affect their school and which may result in an unfair and disproportionate imbalance of voting as between boys' and girls' activities. For example, it would seem unfair for Assumption High School (with an all-male student body) to cast five votes in favour or disfavour concerning a motion exclusively dealing with girls' volleyball. It would be equally ludicrous to allow St. Mary's Academy (all female) to have five votes in a matter concerning boys' football. Our present constitution does not deal explicitly with this matter, but surely the intention is clear that only those schools ultimately concerned with a particular activity should be granted full voting power.

We are not suggesting that a school, i.e., Assumption High School, should be without voting power regarding, say the scheduling of girls' volleyball, since we realize that harmony within the W.S.S.A. is dependent on the agreement of the principals of the various schools regarding each and every activity, in each and every school as it relates to the general athletic programme.

This inequality in voting power could result in a de-emphasis of girls' athletic activities which we believe could prove to be disastrous. At a time when all of the Women Physical Education Department Heads are attempting to upgrade girls' activities, it is imperative that we receive support and enthusiasm from the Committee of Referral and the W.S.S.A. It is our contention that the two programmes (boys' and girls' activities) go hand in hand, and complement each other.

A schedule has been set for boys' basketball playoffs. As a result of the motion the girls would be denied the right to schedule any playoff games on days which the boys would be playing. This would leave only Monday, Wednesday, Thursday or Sunday of playoff week available for the girls' playoffs and finals.

Therefore, we, the women members of the W.S.S.A. appeal to the W.S.S.A. Executive for a ruling on the motion in question (referred to in Paragraph 1 on Page 1 of this letter) which would deny the women the right to establish their schedule in conjunction with their appointed convenor, whose rights are clearly established according to Article 5, Section 4, (ii) . . . "the Convenor of a W.S.S.A. activity shall prepare a schedule of the activity."

Yours very truly,

BARBARA INNOCENTE
CHAIRMAN OF THE COMMITTEE

APPENDIX S

174.

W.S.S.A. COMMITTEE REPORT

WHAT DIRECTION W.S.S.A. SPORTS?

Questionnaires were submitted to W.S.S.A. member schools in late August and returns were requested for September 12, 1977. This report includes data received through September 19, 1977. The committee will report on any additional questionnaires when received.

The committee reviewed 18 responses representing 9 W.S.S.A. member schools. Some letters were also received as noted.

Our findings are noted on the accompanying charts. It should also be noted that letters were received as follows:

- a. for retention of all activities - 2
- b. for retention of hockey - 2
- c. for elimination of tennis - 4
- d. for elimination of golf - 4
- e. for elimination of water polo - 1

Your committee requests W.S.S.A. direction.

- a. Is there any additional information required?
- b. What steps does W.S.S.A. wish to take?

Respectfully,

G. Douglas (Forster)
M. Lamarre (Monarch)
B. Long (Lowe)

VERY POOR PRINT

ORDER OF PRIORITY FROM RESPONSES (SPORTS)

175.

2.8	<i>Basketball</i>
3.5	<i>Volleyball</i>
5.9	<i>Track and Field</i>
6.0	<i>Swimming</i>
6.8	<i>Football</i>
7.2	<i>Soccer</i>
9.0	<i>Gymnastics</i>
9.4	<i>Badminton</i>
10.6	<i>Cross Country</i>
11.0	<i>Wrestling</i>
11.6	<i>Tennis</i>
11.7	<i>Hockey</i>
14.0	<i>Golf</i>
14.3	<i>Water Polo</i>

FREQUENCY	CRITERIA
80	a) number of schools involved in the activity
55	f) carry-over into adult life of this activity
43	d) interest and availability of coaches
42	i) number of students in each school participating in that activity
32	k) opportunity of this activity to provide a life-experience that may never be repeated.
25	e) parallel movement with current provincial, federal or international trends.
22	m) percentage of athletic budget needed to support this activity
18	g) financial costs-per school-per system
18	b) availability of alternative opportunities in the community to participate in that activity for that age group and at minimal cost.
12	l) degree to which this activity meets the provisions of the W.S.S.A. Purpose - Article II of the Constitution
9	c) degree of extension of an existing school programme.
4	h) possibility of intermural programme effectively meeting this need.
3	j) degree of dominance of that activity by outside club (pro) members.

3	1.) degree that activity helps finance other non-playing activities
2	2.) rate of injury - injury factor

FREQUENCY

CRITERIA

- | | |
|---|--|
| 2 | 3.) reflection of total fitness for the individual |
| 2 | 4.) degree to which it provides leadership training for the community |
| 2 | 5.) promotion of sportsmanship |
| 2 | 6.) educational value: to promote co-operation, citizenship, etc. |
| 2 | 7.) respect for self and others |
| 2 | 8.) degree of stimulation towards beneficial habits of social and physical well-being and character development. |
| 1 | 9.) number of students that are benefitted as spectators |
| 1 | 10.) cohesion and morale of entire student body |
| 1 | 11.) opportunity for student to excel where otherwise may not have a chance for positive reinforcement. |
| 1 | 12.) affords senior students to teach or import skills to others. |
| 1 | 13.) sense of belonging |
| 1 | 14.) availability of facilities |

Basketball	a (12) c (1) d (9) e (5) f (7) f (2) h (1) i (7) k (4) l (1) m (2)
Volleyball	a (14) b (1) c (1) d (6) e (4) f (8) g (2) h (1) i (6) k (2) m (1)
Track & Field	a (12) b (2) c (1) d (6) e (4) f (5) g (1) i (8) k (2) m (1)
Swimming	a (7) b (4) c (4) d (3) e (1) f (8) g (2) h (1) i (5) j (1) k (3) l (1) m (2)
Football	a (8) b (1) c (1) d (5) f (1) g (2) i (6) k (7) l (3) m (2)
Soccer	a (8) b (3) d (4) e (3) f (4) g (3) h (2) i (2) j (1) k (4) l (1) m (4)
Gymnastics	a (6) b (3) d (1) e (3) f (1) g (1) i (4) k (4) m (2)
Badminton	a (3) b (2) d (1) f (5) g (2) i (1) k (1)
Cross- Country	a (3) d (2) e (2) f (3) g (1) k (1) m (3)
Wrestling	a (e) b (2) d (2) e (1) g (2) i (2) k (3) l (1) m (1)

Tennis a (1) b (2) f (4) g (2) k (1)

179.

Hockey a (1) d (3) f (1) i (1) k (2) m (1)

Golf b (1) e (1) f (1) j (1) k (1)

Water Polo b (1) e (1)

APPENDIX TCOMMITTEE RESEARCH

The primary research was done from The Role of Interschool Sports in the Secondary Schools of Ontario, a research work by the University of Windsor Sports Institute for Research/Change Agent Research, 1976.

The committee met with Dr. Moriarity and Mrs. Prpich of the University staff to gain an overview of the 304 page document.

The committee members reviewed the data individually and as a group. After thorough consideration we submit the following as valid data relative to this study.

1. School sport and amateur athletics should stop vying for the same student sportsman/sportswoman. A general agreement should be made that the schools will take care of mass participation while amateur athletics will take care of elitist athletes. Certainly in terms of individual and dual sports in which elitism depends upon individual development rather than team co-ordination, the amateur athletic groups are better able to provide an ongoing program spanning not only the elementary, secondary and post secondary school years but extending even into early adulthood. Even in the team sports where it might be argued that schools are better prepared to provide facilities, equipment and coaching expertise required, priority must be placed on the overall development of the student as opposed to the specialized development of athletic excellence.
2. In those instances where there is high competition for the elitist athlete, the amateur athletic association should be given the responsibility of preparing the elitist athlete and the school system should redirect its resources to developing socializing sport opportunities for the average and below average students who desire to participate in the school system. In the high competition activities which make excessive demands upon the youth, there should be clear dichotomy between participation with the amateur team as opposed to the school sport team.
3. Spectator school sports activity should be evaluated on

the goals of the secondary school educational system. Activities which increase aggression or violence should be restructured and re-organized (move evening activities to the afternoon) or, as a last resort, discontinue activities not contributing to constructive development of secondary school students.

4. Effective legislation should be passed prohibiting the utilization of scarce school resources to extend individual sport seasons within the school year (or indeed in some instances throughout the entire year).
5. Selection of all-star teams and involvement of students in all-star games should be discouraged as it prolongs the season for both teacher/coaches and student/players.
6. Concern in secondary school sports should be upon the overall development of the youth rather than the development of specific skills.
7. Continue to utilize school sport to increase the mutual respect and understanding between the students and teachers, administrators and board members.
8. In those instances where school sport trends towards athletic excellence with the concomitant stress and strain that accompany this development, adequate arrangements should be made for control by competent teacher/coaches, officials, and the necessary physical facilities to accommodate and enhance segregation and control of both players and fans.
9. General attitudes and beliefs would indicate:

- A. Both students and staff in the secondary schools favour participation and play over winning and excellence. This attitude, belief, and behaviour was stronger at the individual school and local league level than at the regional association or provincial level. In general, we could say that the commitment to school socializing sport was inversely proportional to the class (invitational, exhibition, local league, regional association and provincial), division (midget to senior), role (student/player and non-player, teacher/coach and non-coach, administrator and board member), sport (non-spectator to spectator), sex (female to male), geographic location (rural and suburban to urban), age (youngest to oldest), and socio-economic group (highest to lowest) i.e., the earlier your identification and traits appeared in the list the higher your commitment to socializing sport or, conversely, the later your traits appeared in the list the lower your commitment to socializing sport. It should be pointed out, however, that even in provincial competition at the senior level for boys in spectator sports, there still remained a commitment to school socializing sport in terms of both avowed attitudes and beliefs and actual behaviour.
- B. Within school sport and the general public there is high regard for secondary school sports and a strong attitude that it should be organized and paid for by

- the Board of Education and Ministry of Education.
- C. All staff and students feel that individual programs should be evaluated on player improvement and the number participating rather than competitor's caliber or standings at the local, regional or provincial level.
- D. There is a general consensus that students should be more involved in the organizing and conducting of school sport both in terms of intramurals and inter-school activities.
10. A. In this school sport study social stress or pressure from outside the organization invariably revolved around the media and general public who perceive school sport its organization aimed at developing national or international competitors as opposed to providing an educational experience. . . . Admittedly those within school sport indicated that invariably this expectation was, unwittingly the result of the values projected by coaches and school administrators attempting to publicize their program.
- B. In terms of constituent strain or pressure from those involved in secondary school sport the dominant theme appeared to be demand for more equal treatment for 'have nots' such as non-spectator sports, girl's teams, intramural and/or recreational carry over activities where the students secure most of their coaching and competition outside of the school.

11. Alternate management techniques or recommendations, usually shifted tension from general motherhood statements such as reducing the emphasis on winning or philosophizing on the value of educational sport such as those listed below:

- A. School -
1. More emphasis on intramurals.
 2. Better organization of physical education department before the school year begins and increased support from the physical education budget.
 3. More authority to the principal as opposed to the board in terms of sport/athletics.
 4. More resources in terms of increased involvement of non-coaching teachers, budget and facilities.
 5. Broader program with less emphasis on winning and more on character development.
 6. Pre-school educational activities.
- B. League -
1. Better officiating.
 2. Wider range of activities and alignment of teams on the basis of skill rather than region.
 3. More extensive representation from principals and administrators at meetings and sporting events.
 4. Increase in the number of teams making it to league playoffs.
 5. More involvement of parents at school events and league meetings.

12. There has been a general trend from educational socializing sport to athletic excellence business. To counteract this the following specific recommendations are made: (for reversal)

- A. Emphasize school socializing sport whenever and wherever possible.
- B. Conduct more study/clinic/research for those involved in school sport dealing with the goals and means of education, psychology, principals of coaching,

socializing effect of sport, health, fitness and safety as opposed to the technical skills of sport or athletics.

- C. Increase the number of studies, clinics and research projects wherein those involved in secondary school sport interact with those in amateur athletics focusing again on the goals and means of true amateur sport and what the youth needs in terms of psychology, sociology, physiology, and health. In some instance those in secondary school sport can also teach the technical skills of the various sports; however, in many instances those involved in amateur athletics can contribute to the school sport coach by providing expertise in the area of technical skills.
- D. Employ mass media (public, press, radio and T.V.) to communicate to society the goals of school socializing sport rather than developing expectations for amateur or professional athletic organizations.
- E. Decentralize school sport or providing for more local control and responsibility to the various schools and leagues as opposed to the regional and provincial associations. The regional and provincial associations should restrict their control to their area of specific responsibility and provide a co-ordinating service for the local leagues.
- F. Place more emphasis on school intramurals and local league competition, and less on regional association

and provincial level by concentrating regional and provincial association competition within the briefest period of time.

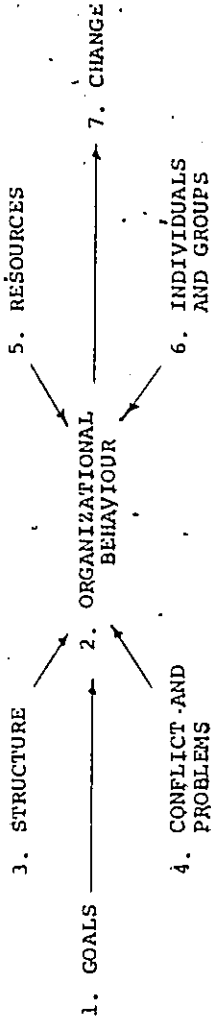
- G. Base activity for student/players on age and ability, provide equal time for those involved and continue to increase programs for girls. Some teams could play within a day with a minimum of adults present and involved thereby providing opportunities for students to develop their own leadership potential.
- H. Promote mass participation and fun in the younger age divisions. This could be achieved by assigning the better teacher/coaches to this level.
- I. Improve the dignity and status of officials by prohibiting and eliminating coaches, teachers and parents from questioning calls at games. All protests should be in writing after the game. Better officiating can be used in higher age groups where competition is keen and the youth (and adults involved) are more capable of handling the pressure. Players, parents and spectators seldom act negatively towards officials unless coaches lead the way.
- J. The physical set up influences control; therefore in potentially high conflict situations, there should be a separation of players and participants from fans.
- K. Concern in school sports should be for the overall development of the student rather than the development

of technical skills. Evaluation of league success should be on individual player improvement and number of participants rather than standing, competitors' caliber and success in the league, district, association, provincial (and never in national or international competition at the secondary school level). Particularly at the higher levels of competition, more emphasis should be placed on socialization and education and less on the development of skills since studies show socialization is a high need in the latter teens and socialization will mitigate and relieve some of the pressures of high level competition. School sports have failed in many instances to satisfy this want and need of student participants.

- L. Continue the association between school sport and university study/research groups.

APPENDIX U

SIR MODEL REDESIGN RESULTING FROM THE WSSA INVESTIGATION



STRUCTURE		CONFLICT & PROBLEMS		RESOURCES		INDIVIDUALS & GROUPS	
internal	external	internal	external	internal	external	internal	external
-meetings	-SWOSSA	(constituent)	(social)	-personnel	-facilities	-P.E.Dept.	-B.of ED.
-members	-OFSAA	-elig.	-elig.	-fees	-supplies	Heads	
-committee	-B. of ED.	-rules	-sponsors	-grants	-equipment	-convenors	-Club Teams
-authority	-ECSSA	-regulation	-clubs	-budgeting	-community	-coaches	-parents
-power	-C. of Wind	-schedules	-strikes		-Min. of Education	-players	-C. of Wind.
		-awards	-B. of ED			-teachers	-medi
		-activities	-C. of Wind.			-principals	-Universities
		-voting				-Sch. Ass.	
		-transfers	-control				

APPENDIX V

190.

Windsor Ont. January 16 1950

Mr G. Few; Secy:
W.S.S.S.
Vocational School,
Windsor Ont.

Dear Sir:

With reference to this Mondays', Jan 16, afternoon hockey game between Vocational and Sandwich Collegiate, and the match misconduct penalty give to J. Zorica of the Vocational team.

I would like to point out to you, and your executive, that in the past two seasons, I have taken a great deal of verbal abuse from the above player, proportionately more than I have taken from any other player in my association with School hockey. His actions on the ice speak for themselves. He has rarely shown any actual inclination to play school hockey, being content to use rough tactics with any player with whom he comes in contact, rather than play the puck. His play of today is typical.

After being warned several times, and given a minor penalty, I gave him another minor penalty for high sticking, and before it was enforced, Zorica skated across and into the Sandwich goal tender with his stick well into the face of the goalie. The play was deliberate. I immediately added to this a ten minute misconduct penalty.

Following his return to the ice, his actions showed no improvement. He finally tangled with a Sandwich player in what should have been an ordinary check, but Zorica immediately swung his stick and followed it up with fists to instigate a free-for-all. In the tussle, his language can best be described as filthy. He continued in this manner into the penalty bench, where he immediately tried to start a fight with the Sandwich player who had immediately gone there when told to do so. When trying to separate them, his language to Time-keeper Steadman was such that I gave him a match misconduct penalty.

After leaving the ice for the dressing room, he returned to the ice to attack a Sandwich player immediately after the game ending whistle, thus starting another free-for-all.

I do not recall having had an experience of this nature, when a player deliberately returned to the ice at the end of a game and starting a free-for-all. It is my sincere belief that your executive do not wish to condone such actions as this, and that some action on the matter will be taken.


Referee.

cc; Copy to M Thompson, Kennedy Collegiate.

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F. WSSA MINUTES

March 14, 1938

September 10, 1941

May 27, 1953

May 27, 1959

March 15, 1960

May 29, 1961

September 13, 1961

January 18, 1962

March 23, 1962

September 11, 1962

April 14, 1964

May 29, 1965

January 19, 1966

May 25, 1966

September 14, 1967

May 29, 1968

November 6, 1968

April 19, 1969

May 29, 1969

September 11, 1969

May 28, 1970

March 10, 1971

September 15, 1971

November 15, 1972

April 3, 1973

May 21, 1975

November 17, 1976

March 16, 1977

June 23, 1977

September 21, 1977.

G. WSSA CORRESPONDENCE

January 5, 1934

January 10, 1934

March 23, 1938

September 1, 1938

September 20, 1938

November, 1948

May 31, 1960

December 29, 1961

December 22, 1967

May 8, 1968

November 15, 1968

December 11, 1968

October, 1976

H. WSSA CONSTITUTION

- revised 1959

VITA AUCTORIS

NAME: Gary Grant Howell

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PLACE OF BIRTH: Windsor, Ontario

EDUCATION: Honours Bachelor of Human Kinetics
1976
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Bachelor of Education
1977
University of Windsor

Master of Human Kinetics
1979
University of Windsor