

**INTERSCHOLASTIC ATHLETIC POLICIES
IN OREGON SECONDARY SCHOOLS**

by

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TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
I	INTRODUCTION	1
	Development of Checklist	2
	Need for Study	7
	Purpose of Study	9
	Collection of Data	11
	Method of Handling Data	11
	Limitations of the Study	12
	Definition of Terms	13
II	RELATED STUDIES	14
III	FINDINGS FROM CHECKLIST ON SCHOOL ATHLETIC POLICIES IN OREGON SECONDARY SCHOOLS	20
IV	CONCLUSIONS AND RECOMMENDATIONS	58
	A-1 School Group	59
	A-2 School Group	70
	B School Group	79
	Junior High School Group	87
	Recommendations for Oregon Secondary Schools	95
	Recommendations for Oregon A-1 Schools	96
	Recommendations for Oregon A-2 Schools	100

TABLE OF CONTENTS - Continued

<u>Chapter</u>	<u>Page</u>
Recommendations for Oregon B Schools	103
Recommendations for Oregon Junior High Schools	105
BIBLIOGRAPHY	108

LIST OF TABLES

<u>Table</u>		<u>Page</u>
I	Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with purposes of school athletics	21
II	Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with purposes of health and welfare of athletic participants	25
III	Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with organization and administration of school athletics . .	29
IV	Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with facilities for school athletics	31
V	Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with personnel for the athletic program	32
VI	Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with intramural programs	35
VII	Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with elementary school policies and programs	37
VIII	Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with junior high schools' policies and programs	40

LIST OF TABLES - Continued

<u>Table</u>		<u>Page</u>
IX	Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with interscholastic athletics for boys in senior high school	42
X	Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with athletics for girls	46
XI	Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with financing athletic programs	50
XII	Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with community relations	53

INTERSCHOLASTIC ATHLETIC POLICIES IN OREGON SECONDARY SCHOOLS

CHAPTER I

INTRODUCTION

Interscholastic athletic competition has experienced a phenomenal growth in the last 50 years. Spectator popularity has added to this steady growth development. Less than one-half of one per cent of Oregon Secondary Schools have no interscholastic athletic competition. Because of the vast athletic participation by students of Oregon Secondary Schools, education must face many problems. The public is better able to observe and criticize athletic problems as athletics is before the public all during the school year.

Public interest in athletics presents many questions such as the following: Is the athletic program organized so as to realize fully its educational potential? Is the time, effort, and money spent in athletics justifiable on the basis of values derived?

How are educators to recognize, attack, and solve the inevitable problems associated with athletics? The general public apparently believes that interscholastic athletics is a desirable part of the secondary school

program. (1, p. 1-4).

With the tremendous surge of professional and amateur athletics came a desire of more and more people to participate in some capacity in the athletic programs. Many persons are involved in athletics--spectators, officials, coaches, team sponsors, and active participants. With the increased interest, secondary schools began to add more types of sports. Interscholastic athletic competition in many cases has been the result of extended physical education activity. Those with the superior skills in athletics, as in other school programs such as music, speech, drama, and art, may use athletics as a way to further these superior skills.

Development of Checklist

The National Education Association decided to study school athletics. The Educational Policies Commission of the National Education Association at their annual meeting held in March, 1951 set up the study. Commission members interested in this subject had been aroused during the 1948-1950 meeting periods. A publication of the report "Moral and Spiritual Values in the Public Schools" was the result of their deliberations. By October, 1952, the commission had authorized writers to draft a report. J. B. Edmonson, a former member of the commission, was

selected as coordinator of the writing project. A great many interested people aided the research and make-up of the report. The first draft was completed in March, 1953. By December, 1953 the work was completed and approved by the commission. (5, p. 1-14).

Several nationally known leaders in school athletics and physical education gathered in Washington, D.C., to develop the checklist. Possible aims, needs, and appropriate scope for the work were discussed. After the coordinator for the study was selected, the actual work on the checklist began in 1952. The problem then arose as to who was going to do the various sections of the study. The money was not available to pay for having the study done, and the people the commission sought would have to be authorities in the area of athletics. Specialists in physical education and athletics were then asked to prepare materials on assigned topics with the understanding that use would be made of these materials in preparation of the report. The specialists and their contributions to the future checklist would not be separately identified. The first twelve people contacted promptly accepted the invitation to participate in the work. The project continued on a trial and error solution basis until the original report was ready. The work was done by these people who had full time jobs and were using what little

time they had free to continue the study for the commission. The specialists doing the work also were handicapped because they lived in all parts of the United States, thus coordinating became a problem. Many educational auxiliary agencies, local, state, and national, loaned aid and materials. The report was approved by medical groups. Both National and State parent-teacher associations gave wholehearted support to the work. The following is a brief summary of the recommendations: (5, p. 81)

1. Athletics do have value.
2. Athletics must be run by the schools for the benefit of the students.
3. Goals should be set up by the school personnel, lay groups, and students.
4. All youth should be able to benefit from the program.
5. Athletics must fit harmoniously into the school program.
6. Proper qualified supervision and instruction must be required of all schools.
7. Many levels of competition should be provided to offer optimum participation.
8. Interscholastic competition should be permitted only in the senior high school.
9. No post season tournaments should be permitted.

10. Boxing should be taboo at all school levels.
11. Ice hockey and tackle football should not be played below the senior high school.
12. Girls should not engage in body contact sports at all.
13. Co-recreational activities should be used wherever possible in all grade levels.
14. Athletics should be governed by the same authorities that control other parts of the school program.
15. School boards should be well informed on all rules and standards of athletics.
16. State Departments of Education should be available for consultant purposes at all times.
17. Athletics should be financed by general school funds and not by gate receipts.
18. Other parts of the school program should not suffer financially because of the cost of supporting the athletic program.

The checklist was developed after the report's recommendation was approved by the Educational Policy Commission and the National Education Association. The checklist was to be used to aid school officials, teachers, and patrons to appraise and to improve the athletic policies and programs of their own school and community. The checklist was divided into the following areas:

- A. Purpose of School Athletics
- B. Health and Welfare of Athletic Participants
- C. Organization and Administration of School Athletics
- D. Facilities for School Athletics
- E. Personnel for the Athletic Program
- F. Intramural Programs
- G. Elementary School Policies and Programs
- H. Junior High School Policies and Programs
- I. Interscholastic Athletics for Boys in Senior High School
- J. Athletics for Girls
- K. Financing Athletic Programs
- L. Community Relations

Each of the 100 questions invites a yes or no answer with reference to the practice or policy of the particular school. The question could be answered yes, no, or uncertain. A general principle is implied in each question. After answering the first part on practice or policy, the second part was to answer on belief of school as to the implied statement in the question. A choice of answers was again offered. The choices were: agree, disagree, or uncertain.

Need for Study

With the increasing population loads being put on the schools and school personnel, more concentrated studies and evaluations of the entire educational program must be continually conducted if adequate education is to be accomplished. The Western states are feeling this increase much more than the other regions of the Nation. Oregon is in the process of school reorganization and consolidation. Numerous non-high school and elementary school districts are unifying into new and larger high schools. Many organizations having to do with school regulations or curriculum development faced almost unsurmountable tasks daily in their drive for better education in Oregon schools. One of the many problems facing the schools is the problem of athletic school policies and their practices and beliefs.

Many times a study or research in a teaching area will educate people both in the teaching area and those outside of the teaching area. People in a certain field of education are often too close to the program to get an unbiased evaluation of their work and organization. Research needs to be thoroughly done by groups of both professional and lay people to be of real value to the future.

Lay people, uninformed, and misinformed educators have criticized our athletic programs. Many people are not familiar with the present day athletic and physical education programs. Twenty-five years ago our programs were just getting well organized. Only the larger schools had good facilities to maintain a balanced and interesting program. Not many people were adequately trained to run such programs, consequently people who were students in school at that time are now being very critical. It is a case again of people not having the proper information.

The rapid expansion in athletics has also created problems. Athletics have developed and spread until many schools include many more athletic activities than were formerly thought possible. Such sports as soccer, volleyball, swimming, tennis, golf, wrestling, boxing, archery, tumbling and gymnastics, bowling, ping-pong and others have joined the so-called big four--football, basketball, track, and baseball in present day programs. In attempting to allow every student an opportunity to participate in athletics, this vast expansion of activities has occurred.

One of the greatest problems has been finance. By charging admission to the athletic contests, schools have attempted to finance all athletic events. In

large populated areas this has worked satisfactorily, but in small isolated schools, large attendances were impossible, thus more problems have occurred. When people pay admission to any event, winning pressures seem to develop. It has been difficult to prevent commercialism in high school athletics.

Increasing emphasis upon athletic competition has caused education administrators to ponder the question of how much emphasis should be placed on athletic competition. The formulating of school policies to follow in these areas of finance, purpose, health and welfare of students, handling of facilities and personnel, integrating of intramurals, correlation of the boys' and girls' programs, extent of elementary and junior high school participation, and community relations have given the school administrators a big barrier to face.

Purpose of Study

Oregon athletic programs perhaps have not realized potential values as fully as they might. To achieve optimum potentialities, many attitudes or assumptions now common among educators and parents must be re-examined and some times changed, and athletic practices now common in many communities must be altered. How to change these attitudes and practices while conserving values now

imperfectly realized, is the core of the "athletic problem" that confronts schools.

Reconstruction of athletic programs in Oregon schools requires elimination of those practices which jeopardize the attainment of educational values for children and youth. To eliminate these practices requires also an attack on the false values that give rise to such practices. Existing abuses, which threaten so much that is good in school athletics today, must first be identified and appraised with candor. Educationally sound athletic programs are found today in many schools throughout Oregon. Even the best programs are not free of faults.

It has been the purpose of this study to bring together the thinking on athletic school policies in the four levels of Oregon Secondary Schools: A-1 Schools with an enrollment of over 500; A-2 Schools with an enrollment of 150-499; B Schools with an enrollment of under 150, and junior high schools. The checklist divides it into practice of policies and belief in policies as outlined by the Educational Policies Commission's study. After comparing the practice of these school policies with the beliefs, it should be apparent where more study must be done. The study is intended to be of use and of interest to local, county, and state school officials.

Collection of Data

A letter of instruction was sent to each school principal in all of the secondary schools in the State of Oregon as listed in the Oregon School Directors of 1953-1954. A self-addressed stamped envelope was enclosed. Copies of letters of endorsement from Mr. Rex Putnam, State Superintendent of Public Instruction for Oregon, and from the Oregon Association for Health, Physical Education and Recreation accompanied the questionnaire.

The first questionnaires were sent out in April of 1954. By July of 1954, 124 had been completed and returned. A follow-up letter was sent out in July of 1954. By August of 1954, 160 were returned. Follow-up letters were sent out again in October of 1954, December of 1954, and in February of 1955. By May of 1955, 236 schools out of the 278 contacted had returned their questionnaires properly completed. The 236 schools which properly answered the questionnaire brought the percentage of returned to 85.

Method of Handling Data

The material was received and schools were checked off of the master checklist. Schools were divided into four groups, according to their State athletic competition

areas. The groups are:

- I. A-1 Schools - over 500 students
- II. A-2 Schools - between 150-499 students
- III. B Schools - under 150 students
- IV. Junior High Schools

The tables were prepared showing the number and the per cent of responses on each question. From the tables, per cent tables were made for including in Chapter II.

Limitations of the Study

The following are limitations in this study:

1. When different people mark a questionnaire, personal interpretations will vary with each writer.
2. Thoughts of the people marking the questionnaire will vary due to the time it is answered.
3. Each group, administrators, coaches, and athletic directors, will look at the questions from a different view. Any study will have limitations because of the answers being from people with such varying backgrounds.
4. Many things in each person's daily life could influence the answers marked at that particular time. Moods, outside worries, pressing business matters, and many other school affairs would all affect the answers.
5. Discrepancy may appear between what really

exists at the school and what is actually reported. A fear of admitting faults or differences would influence these answers.

6. Athletic success or failure at school may have a direct bearing on the marking of the questionnaire.

Definition of Terms

The vocabulary of school athletics is not as standardized as one might assume. Regional and personal differentiations attach to certain terms in various ways.

1. Athletics: refers to competitive games involving physical activity, accepted rules of play, and a system of scoring for determining winners from among two or more contesting individuals or teams.

2. School athletics or interscholastic athletics: refers to all games in which students participate under school auspices against other schools.

3. Physical Education: part of the school program that provides for guidance and instruction of skills in physical activities providing for maximum opportunity for growth emotionally and socially, as well as physically.

4. Intramural sports: refers to the athletic competition in which all participants are students in the same school.

CHAPTER II

RELATED STUDIES

Educational professional groups are recognizing the needs for studies and are sponsoring various study groups. Many state organizations, such as Oregon Coaches Association, Oregon Association for Health, Physical Education and Recreation, administrator groups, and medical societies are sponsoring study groups on athletic competition, physical fitness, health standards, and other related areas. Medical groups, in cooperation with the National Education Association, are making studies and sponsoring projects and experiments in the field of athletics, physical education and health. The area of competition is being brought into all of these related studies one way or another.)

Leadership by national education organizations has contributed to a better understanding of desirable policies for athletics. The National Education Association and the American Association of School Administrators over the years have expressed repeated interest in sound policies. Many organizations have been studying in the athletic field. These include the American Association for Health, Physical Education, and Recreation; the National Section for Girls and Women's Sports of that

association; the Society of State Directors of Health, Physical Education, and Recreation; the National Association of Secondary School Principals; and the Department of Elementary School Principals of the National Education Association. The studies, reports, and policy recommendations of these organizations are of lasting value. In addition, many comparable state groups have aided in efforts to place athletics on a high level of educational effectiveness.

✓ Athletic associations of forty-seven states have united in the National Federation of State High School Athletic Associations, formed in 1920 to deal with problems resulting from high school contests organized by colleges, or by clubs or other promoters. The National Federation provides machinery for cooperative effort in the formulation of policies and regulations for promoting the welfare of high school athletes. It offers leadership in adapting sports to the high school, in publication of interscholastic playing rules, in control of interstate contests, in elimination of national tournaments, in specifications for safer equipment, and in experimentation necessary for progress.

In 1946 a report, "Cardinal Athletic Principles and Minimum Eligibility Requirements," was issued by a joint committee of the National Federation of State High

School Athletic Associations and the American Association for Health, Physical Education, and Recreation. In 1949 these two organizations joined with the National Association of Secondary School Principals to develop "Standards in Athletics for Boys in Secondary Schools." In 1952 the North Central Association of Colleges and Secondary Schools made comprehensive recommendations on the conduct of athletic competition. These standards and principles form a basic philosophy on which local and state athletic associations have based rules and policies intended to bring the control of athletics into harmony with sound educational practice. (5, p. 70-71).

The Oregon School Activities Association has had to pass regulations to govern the number of athletic contests in various activities. Professional organization, through study groups and thesis reports, have gained needed background data to aid in proposing new resolutions to better high school athletics in the State of Oregon.

The Oregon Education Association has encouraged studies in the area of elementary and secondary interscholastic competition. The Multnomah County and greater Portland area have been quite aware of these studies.

The Oregon Association for Health, Physical Education, and Recreation has devoted convention time

to reports and the discussion of athletics. Authoritative speakers have been brought to Oregon by the Oregon Association for Health, Physical Education, and Recreation, the Oregon Medical Society, and the Oregon Coaches Association to present first-hand material to the interested people in Oregon.

The Oregon Health Auxiliary agencies have devoted time and money for related studies. These groups have sponsored clinics to encourage people working in the secondary field to actively participate.

The State Department of Education, through its supervisors of Health and Physical Education has done on-the-spot work, as well as serving as advisor to many of these various group studies being conducted in this State. These people have been of great value as a source of material supply to people doing the various reports or studies.

The work of the National Education Association relative to Athletic School Policies was discussed in Chapter I in summarizing the development of the checklist. This work was started in June, 1951 and was concluded with the final recommendations in December, 1953. (5, p. V.)

The Oregon Junior High School field was explored in a thesis report done by Murl Anderson. He summarized the Junior High School Athletics Policies as follows:

"Most school administrators evidently feel that physical examinations and insurance are far more important and urgent for participation in interschool sports than in intramural activities. In order to determine the maximum benefits from athletic competition, a classification program taking into consideration of age, weight, grade and school citizenship be used. This was for eligibility as well as equalizing the various teams' ability." (1, p. 40-41).

He also found the area of junior high school policies in regard to their athletic programs to be most inconsistent in relation to the other phases of the study.

Brammell in his study of financing school athletics found that policies were determined by money need, pressure from student and adult groups who were the paid spectators at the athletic events. Brammell suggests in his study also that the financing of high school athletics should come from means other than gate receipts. (4, p. 80-84).

Williams expressed a belief the current trend is toward intramural athletics rather than interschool athletic competition. Williams believes the intramural trend to be more true in the elementary and junior high schools rather than in the senior high schools. (10, p. 470-478).

The National Committee on School Health Policies of the National Conference for Cooperation in Health Education found from a study the following policy:

(7, p. 34).

"Interschool athletic leagues should be confined to the senior high schools. Interschool activities for junior high school pupils should be limited to occasional invitational meets or games. Junior high school boys should not compete in American football. An extensive program of intramural activities is strongly recommended for these students. Play days may be conducted to bring together pupils in different elementary and secondary schools for socialized participation in games, but no school championships should be involved."

CHAPTER III

FINDINGS FROM CHECKLIST ON SCHOOL ATHLETIC POLICIES
IN OREGON SECONDARY SCHOOLS

The comparison as to belief and practice of athletic school policies from the 100 questions checklist is given in tables in this chapter. The per cent tables make the compiled findings more meaningful and usable. The results from the 236 schools have been divided into four groups:

1. A-1 Schools - over 500 enrollment
2. A-2 Schools - between 150 and 500 enrollment
3. B Schools - less than 150 enrollment
4. Junior High Schools

The schools' classification follows the one used in Oregon for athletic competition. The figures of classification were verified by Mr. Oden Hawes, Assistant Secretary of the Oregon School Activities Association. A list of all the schools and their classifications by enrollment was received from the office of Mr. Oden Hawes.

The tables have also been divided into two sections. The first section is the percentage believing in the statement, (the question asked in the checklist), and the second section is the percentage practicing the policy. In many cases the person marking the checklist

wrote comments on the checklist. These comments have been included in the short summary at the end of each section. Comments have been made only where 20 per cent disagreement was noted between belief and practice of policy.

TABLE I

Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with purposes of school athletics.

1. Does your school have clearly defined goals for its athletic program?

	A-1	A-2	B	JHS
Belief	93	97	97	100
Practice	85	80	76	87

2. Do other teachers, as well as coaches and teachers of physical education, have a part in formulating the purposes of athletics in your school?

	A-1	A-2	B	JHS
Belief	93	90	87	85
Practice	76	67	55	63

3. Do lay citizens have opportunity to express themselves with respect to the purposes of athletics in your school?

	A-1	A-2	B	JHS
Belief	89	83	76	75
Practice	62	67	49	65

4. Are athletics recognized by your school as an integral part of complete education?

	A-1	A-2	B	JHS
Belief	98	93	94	100
Practice	100	93	87	95

5. Are athletic activities in harmony with the objectives of the total educational program?

	A-1	A-2	B	JHS
Belief	95	100	100	90
Practice	90	93	65	77

6. Does your school's athletic program encourage participation in satisfying play by all pupils?

	A-1	A-2	B	JHS
Belief	83	93	87	87
Practice	62	50	65	70

7. Does your school in its athletic program seek to contribute to the development of wholesome personalities?

	A-1	A-2	B	JHS
Belief	98	100	100	95
Practice	100	97	90	90

8. Does your school conduct athletics in ways intended to help participants develop health and physical fitness?

	A-1	A-2	B	JHS
Belief	98	100	100	100
Practice	100	100	84	95

9. Does your school seek to conduct athletics in such a way that participants develop enduring play habits, skills, and attitudes?

	A-1	A-2	B	JHS
Belief	98	100	100	100
Practice	100	100	78	95

10. Does your school encourage athletic activities which aid development of desirable social growth and adjustments?

	A-1	A-2	B	JHS
Belief	98	100	94	100
Practice	98	100	81	100

11. Does your school conduct athletics in such a way as to avoid excessive emotional strains and tensions on the part of both players and spectators?

	A-1	A-2	B	JHS
Belief	90	83	71	83
Practice	74	73	26	60

12. Does your school take steps to prevent athletic practices which might be detrimental to the welfare of pupils as individuals?

	A-1	A-2	B	JHS
Belief	98	97	97	92
Practice	100	97	94	90

SUMMARY OF TABLE I

The B School group is the only group not indicating a high per cent of schools having clearly defined athletic policies. All the school groups feel that not enough of their staff participates in formulating these policies. The B Schools also indicate a feeling that their athletic objectives are not in harmony with the total educational program.

The A-2 Schools are the only group that feel their school's athletic program is not encouraging satisfying play by all their pupils. All other school groups indicate a high per cent of schools encouraging satisfying play by all the pupils.

Only in the A-1 Schools is there over 90 per cent of the schools believing that athletics should be conducted in such a way as to prevent emotional strain on both players and spectators. In actual practice only 74 per cent of the A-1 Schools; 73 per cent of the A-2

Schools; 26 per cent of the B Schools; and 60 per cent of the Junior High Schools are carrying out this statement of belief.

TABLE II

Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with purposes of health and welfare of athletic participants.

13. In determining policies and procedures for athletics in your school is the health and welfare of participants considered paramount?

	A-1	A-2	B	JHS
Belief	98	93	100	100
Practice	98	93	78	98

14. Does the school provide adequate protective equipment and other health safeguards for all participants in athletic contests?

	A-1	A-2	B	JHS
Belief	98	100	100	100
Practice	93	100	85	75

15. Are all games and practice sessions conducted in facilities that are hygienic, clean, and safe?

	A-1	A-2	B	JHS
Belief	98	97	100	100
Practice	93	87	61	85

16. Is adequate training and conditioning required for all types of athletic competition?

	A-1	A-2	B	JHS
Belief	95	100	91	100
Practice	90	90	87	87

17. Has the approval of a physician been secured for the practices of your school's interscholastic athletic program which involves conditioning, training, and health?

	A-1	A-2	B	JHS
Belief	89	87	90	70
Practice	69	73	55	43

18. Is a thorough health examination required of all participants in both intramural and interscholastic sports before they take part in vigorous athletic competition?

	A-1	A-2	B	JHS
Belief	87	83	100	100
Practice	43	33	62	25

19. Is a post-season health examination required of athletes?

	A-1	A-2	B	JHS
Belief	64	70	62	65
Practice	26	33	4	0

20. Is emergency medical service available during all

practice periods, intramural games, and interscholastic contests held under school auspices?

	A-1	A-2	B	JHS
Belief	90	83	87	80
Practice	89	53	23	65

21. Are athletes who have been injured or ill readmitted to participation only with the written approval of a physician?

	A-1	A-2	B	JHS
Belief	90	87	89	85
Practice	69	77	62	70

22. Does your school have a written and well-publicized policy regarding the legal and financial responsibilities for injuries incurred in athletics?

	A-1	A-2	B	JHS
Belief	93	97	97	100
Practice	76	83	26	70

23. Even when not legally responsible, does your school have a plan for making financial provisions for the care of injuries incurred in school athletics?

	A-1	A-2	B	JHS
Belief	90	83	81	77
Practice	74	80	39	35

24. Does the school seek to prevent injury to the personality development of star athletes from over-attention and ego-inflation?

	A-1	A-2	B	JHS
Belief	74	93	84	85
Practice	90	90	49	78

SUMMARY OF TABLE II

Adequate protective equipment is not provided in all of the junior high schools. Although the B School group indicated adequate protective equipment, clean, hygienic, and safe facilities for practice are not provided.

A high percentage of all the schools are not providing physician approval of all the people involved in athletic participation of any kind. Over 30 per cent of the schools do not believe in post-season health examinations for all participants. Less than 25 per cent of all the schools are now requiring these post-season examinations.

Only the A-1 Schools are providing adequate emergency medical treatment during games and practice. Less than 70 per cent of all of the schools are requiring a physician's written consent before an injured athlete can return to active participation.

Only 26 per cent of the Junior High Schools have a written and well publicized statement of legal and

financial responsibility for injuries incurred in any form of athletics. Although almost all of the schools agree that some provision should be made for financing bills incurred from athletic injuries, only 39 per cent of the B-Schools and 35 per cent of the Junior High Schools are following this belief.

TABLE III

Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with organization and administration of school athletics.

25. Are all athletic activities in your school recognized as the responsibility of the school and under its control?

	A-1	A-2	B	JHS
Belief	98	100	100	100
Practice	100	97	94	100

26. Are all athletics in your school administered as part of the school's total program of physical education?

	A-1	A-2	B	JHS
Belief	81	86	97	92
Practice	69	80	90	88

27. Is your school (if a high school) a member of your state high school athletic association or similar

organization?

	A-1	A-2	B	JHS
Belief	95	93	97	0
Practice	100	97	100	0

28. Does your school accept the aid of your state's department of education (or public instruction) in establishing and maintaining high standards in the conduct of school athletics?

	A-1	A-2	B	JHS
Belief	90	97	90	92
Practice	90	97	94	80

SUMMARY OF TABLE III

All the school groups indicate a big percentage of belief in athletics being administered as part of the schools' total physical education program. Only 69 per cent of the A-1 Schools practice this belief.

A few Junior High Schools do not look to the State Department of Education and the Oregon School Activities Association for guidance and aid. Some of the Junior High Schools in the State are not familiar with these departments or associations.

TABLE IV

Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with facilities for school athletics.

29. Does your board of education provide adequate facilities in athletics for all students?

	A-1	A-2	B	JHS
Belief	98	92	93	100
Practice	63	73	42	63

30. Are physical education facilities in your school available to all phases of the program, including required activity classes and intramurals?

	A-1	A-2	B	JHS
Belief	98	92	93	100
Practice	76	73	81	88

31. Do girls share equally with boys in the use of your school's athletic facilities?

	A-1	A-2	B	JHS
Belief	80	87	84	90
Practice	66	87	62	79

32. Does your school provide a standard field, court, or play space for each team game and individual sport most popular in your section of the country?

	A-1	A-2	B	JHS
Belief	90	97	94	93
Practice	67	83	68	75

SUMMARY OF TABLE IV

Many schools, particularly in the B School group, do not have adequate athletic facilities for all students. The larger schools, A-1 and A-2 do not have enough facilities for all phases of their program (required classes, intramural and interscholastic athletics).

Only the A-2 Schools feel that their school provides equal sharing of facilities for their girls' program. Several schools, other than A-2 Schools, felt that it was not necessary to provide equal facilities for the girls.

TABLE V

Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with personnel for the athletic program.

33. Are all who coach athletic teams in your school competently trained and certified as teachers?

	A-1	A-2	B	JHS
Belief	98	100	94	100
Practice	100	100	94	100

34. Do the athletic coaches have professional training in physical education equivalent to a minor or more?

	A-1	A-2	B	JHS
Belief	90	96	94	98
Practice	92	94	90	93

35. Do the athletic coaches consistently set good examples in the matter of sportsmanship and personal conduct?

	A-1	A-2	B	JHS
Belief	96	100	97	100
Practice	90	96	68	95

36. Do athletic coaches use their influence with students to help them with personal problems?

	A-1	A-2	B	JHS
Belief	98	100	97	93
Practice	98	100	88	90

37. Are those members of the school staff whose chief work is coaching athletics generally regarded by other faculty members as fellow teachers of comparable professional status?

	A-1	A-2	B	JHS
Belief	100	100	100	100
Practice	90	92	81	92

38. Does the school provide sufficient personnel for the proper instruction and supervision of all participants in the required activity classes, in co-recreation, in intramural sports, and in interscholastic athletics?

	A-1	A-2	B	JHS
Belief	98	92	97	100
Practice	76	87	74	73

39. Do school authorities seek to maintain at all times a balance in the amount of staff time and instruction given to all phases of physical education, including required activity classes, co-recreation, intramural sports, and interscholastic athletics?

	A-1	A-2	B	JHS
Belief	90	96	90	96
Practice	81	80	64	85

SUMMARY OF TABLE V

Many schools do not provide sufficient personnel for proper instruction and supervision for their over-all physical education program. Thirty-six per cent of the B Schools do not maintain a proper balance of staff time to all phases of the physical education program. Thirty-two per cent of B schools also indicated their coaches do not always set good examples of sportsmanship

and personal conduct.

TABLE VI

Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with intramural programs.

40. Does every student in your school system have opportunity for participating in a variety of intramural sports?

	A-1	A-2	B	JHS
Belief	90	97	97	100
Practice	68	80	58	85

41. Is the intramural sports program conducted as an integral part of the total program of physical education and not as a "feeder" system for interscholastic athletics?

	A-1	A-2	B	JHS
Belief	100	97	97	100
Practice	88	83	78	100

42. Does the intramural sports program serve as a laboratory where students can test the things they are taught in physical education classes?

	A-1	A-2	B	JHS
Belief	81	93	81	98
Practice	55	83	39	80

43. Do most of the students in your school find the intramural program sufficiently interesting, diverse, and convenient that they voluntarily participate in it?

	A-1	A-2	B	JHS
Belief	81	90	97	100
Practice	43	66	48	83

44. Does the school provide opportunities for co-recreation (that is, for boys and girls to play together) through intramural sports?

	A-1	A-2	B	JHS
Belief	81	80	84	95
Practice	47	73	61	75

45. Does the intramural athletic program have good equipment rather than handed-down equipment, wornout balls, unmarked fields, and poorly organized game situations?

	A-1	A-2	B	JHS
Belief	88	87	97	100
Practice	83	73	71	90

SUMMARY OF TABLE VI

Over 80 per cent of the A-2 Schools and Junior High Schools use the intramural program as a laboratory for students to test skills learned in physical education

classes. Many B Schools use the program as a feeder for athletics.

The highest percentage of students participating in intramurals occurs in the junior high schools. The A-2 School ranks a close second in student participation. Co-recreational intramural activities have the highest participation also in the junior high schools.

TABLE VII

Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with elementary school policies and programs.

46. Does your elementary school program recognize that children need to engage in vigorous muscular activities as a part of the growing process?

	A-1	A-2	B	JHS
Belief	75	96	97	100
Practice	66	86	86	94

47. Do the practices of your school reflect the policy that interscholastic athletics are not desirable in elementary schools?

	A-1	A-2	B	JHS
Belief	63	64	51	81
Practice	59	60	16	70

48. Are sports adapted to the needs of children of elementary school age by modification of such things as rules, size of courts and fields, and the size or weight of equipment?

	A-1	A-2	B	JHS
Belief	84	89	100	95
Practice	78	82	75	92

49. Are athletic activities in your elementary school planned cooperatively by teachers, pupils, and parents?

	A-1	A-2	B	JHS
Belief	59	75	62	78
Practice	44	51	13	46

50. Are children of elementary school age given opportunities to develop responsibility through the athletic program by participating in the planning, by organizing groups, by holding office, and by helping with equipment?

	A-1	A-2	B	JHS
Belief	78	82	83	89
Practice	56	64	48	79

51. Do the school authorities discourage and seek to prevent outside interests from forcing undesirable patterns of athletic competition upon children?

	A-1	A-2	B	JHS
Belief	91	89	93	100
Practice	91	92	86	97

SUMMARY OF TABLE VII

Only 66 per cent of the A-1 Schools feel their elementary schools recognize the children's need to engage in vigorous muscular activities as a part of the growing process. All the school groups except the junior high schools believe that interscholastic athletics are not undesirable in the elementary school. All the schools, except the junior high school group, have over 25 per cent of their schools believing that it is not necessary to have their program planned cooperatively by teachers, pupils, and parents. The opportunity to develop responsibility through the athletic program by participating in the planning and organizing, by holding office, and by helping with equipment is being practiced in only 56 per cent of the A-1 Schools, 64 per cent of the A-2 Schools, 48 per cent of the B Schools, and 79 per cent of the Junior High Schools in each area.

TABLE VIII

Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with junior

high school policies and programs.

52. Is the athletic program for junior high school pupils suited to the needs of children who are undergoing rapid changes in physical growth?

	A-1	A-2	B	JHS
Belief	96	95	96	94
Practice	72	72	60	82

53. Is the athletic program of your junior high school planned cooperatively by teachers, pupils, and parents?

	A-1	A-2	B	JHS
Belief	66	67	60	80
Practice	42	43	9	45

54. Does your junior high school provide a broad athletic program for every boy and girl in the school?

	A-1	A-2	B	JHS
Belief	92	80	84	88
Practice	69	57	29	72

55. Does the athletic program in junior high school consist primarily of sports organized and conducted on an intramural basis?

	A-1	A-2	B	JHS
Belief	65	80	61	65
Practice	42	57	29	50

56. Are junior high school pupils given opportunities to develop responsibility through the athletic program by participating in the planning, by organizing groups, by holding office, and by helping with equipment?

	A-1	A-2	B	JHS
Belief	88	80	72	97
Practice	77	71	37	90

57. Is tackle football prohibited as an athletic activity in your junior high school?

	A-1	A-2	B	JHS
Belief	54	47	68	65
Practice	58	67	49	52

58. Does your junior high school refrain from participation in varsity-type interscholastics?

	A-1	A-2	B	JHS
Belief	54	47	37	52
Practice	42	47	13	35

59. Are the leaders of athletic activities in your junior high school competently trained teachers?

	A-1	A-2	B	JHS
Belief	96	95	96	100
Practice	92	95	80	97

SUMMARY OF TABLE VIII

About 32 per cent of all the high schools feel that their junior high schools are not suiting their athletic programs to the needs of children who are undergoing rapid changes in physical growth. Less than 45 per cent of all the high schools indicated that their junior high school programs were not planned by parents, teachers, and students. The junior high schools feel they have a cooperatively planned program in 80 per cent of their schools. The A-2 Schools are the only group with 80 per cent of the members indicating a trend in their junior high schools toward a primarily intramural program.

Over 50 per cent of all the schools believe in varsity type of athletic competition at the junior high school level. However, 35 per cent of the junior high schools indicate they are refraining from varsity type athletic competition.

TABLE IX

Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with interscholastic athletics for boys in senior high school.

60. Are interscholastic athletics conducted primarily to serve the needs of students with superior

athletic skills?

	A-1	A-2	B	JHS
Belief	65	69	40	71
Practice	64	66	52	67

61. Are games and practice periods for interscholastic athletics worked into the school schedule with a minimum of interference with the academic program?

	A-1	A-2	B	JHS
Belief	97	97	94	96
Practice	97	97	78	89

62. Are interscholastic games played only with schools that maintain acceptable principles and policies in their conduct of interscholastic athletics?

	A-1	A-2	B	JHS
Belief	100	97	90	92
Practice	97	100	91	92

63. Are interscholastic games played only on school or public property?

	A-1	A-2	B	JHS
Belief	100	97	94	96
Practice	100	100	88	93

64. Does the school observe the rules of its state high school athletic association?

	A-1	A-2	B	JHS
Belief	100	97	84	96
Practice	100	100	82	96

65. Does the school refuse to participate in all post-season tournaments and post-season championship games?

	A-1	A-2	B	JHS
Belief	58	76	49	70
Practice	30	62	36	63

66. Is the board of education adequately informed regarding the interscholastic athletic program?

	A-1	A-2	B	JHS
Belief	100	96	100	96
Practice	95	86	77	88

67. Is the board of education adequately informed regarding the rules and regulations of the state high school athletic association?

	A-1	A-2	B	JHS
Belief	97	96	97	92
Practice	83	83	58	70

68. Are athletes engaged in interscholastic sports held to the same standards of scholarship as other students?

	A-1	A-2	B	JHS
Belief	100	93	97	96
Practice	100	100	97	96

69. Are boys who participate in interscholastic athletics required to attend regular classes in physical education (except during the actual period of their interscholastic participation)?

	A-1	A-2	B	JHS
Belief	85	79	81	85
Practice	85	83	87	77

70. Does the school try to prevent solicitation of its athletes by colleges and universities through try-outs and competitive bidding?

	A-1	A-2	B	JHS
Belief	92	86	77	85
Practice	87	79	62	66

71. Does the school make an effort to develop high standards of good sportsmanship on the part of all students?

	A-1	A-2	B	JHS
Belief	92	93	100	96
Practice	90	100	97	96

SUMMARY OF TABLE IX

About two-thirds of all the high schools are conducting their athletic programs primarily to serve the need of the highly skilled performer. Only in the B School group did any school indicate they did not believe nor practice the rules of the State High School Athletic Association. About 55 per cent of all the high schools indicate a belief in not participating in post-season games or tournaments. However, only about 34 per cent of all schools do not play in such contests. The B Schools indicate they are not properly keeping their Boards of Education informed on the rules and regulations of the State High School Athletic Association. The B Schools also feel they are doing all they can do to prevent solicitation of their athletes by outside parties.

TABLE X

Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with athletics for girls.

72. Does the school athletic program for girls provide opportunities for all girls to participate according to their needs, abilities, and interests?

	A-1	A-2	B	JHS
Belief	100	96	94	97
Practice	79	80	52	76

73. Are facilities for girls' athletics provided in accordance with the requirements of the girls' program and not on the basis of causing minimum inconvenience to the boys' program?

	A-1	A-2	B	JHS
Belief	100	96	97	94
Practice	82	80	60	76

74. Is the school athletic program for girls under the direction of a competent woman leader who is professionally trained in health and physical education?

	A-1	A-2	B	JHS
Belief	100	96	94	97
Practice	100	100	64	92

75. Does the school include in its girls' athletic program such dual, individual, and recreational sports and games as archery, badminton, bowling, croquet, horseshoes, golf, riding, shuffleboard, skiing, swimming, table tennis, and tennis?

	A-1	A-2	B	JHS
Belief	97	83	87	84
Practice	89	70	42	65

76. Does the school include in its girls' athletic program such team sports as basketball, field hockey, softball, soccer, speedball, and volleyball?

	A-1	A-2	B	JHS
Belief	100	86	97	97
Practice	97	83	81	87

77. Does every girl in the school have an opportunity to compete in team games?

	A-1	A-2	B	JHS
Belief	97	93	94	100
Practice	89	96	87	100

78. Is participation of girls in athletics based on an appraisal of the health status of each participant which takes into account quality and extent of participation, type of activity, individual differences, and general organic condition?

	A-1	A-2	B	JHS
Belief	92	96	97	86
Practice	69	83	58	68

79. Are girls prevented from participation, under school auspices, in sports which involve rough and tumble body contact?

	A-1	A-2	B	JHS
Belief	92	83	90	97
Practice	94	94	90	92

80. Are girls provided opportunities for athletic competition with girls of other schools through such means as play days and sports days?

	A-1	A-2	B	JHS
Belief	92	96	87	76
Practice	82	93	87	81

81. Are all school athletic contests for girls conducted in accordance with girls' rules?

	A-1	A-2	B	JHS
Belief	94	93	97	100
Practice	94	100	100	97

82. Is the school's athletic program for girls conducted in conformity with the policies and recommendations contained in Standards in Sports for Girls and Women?

	A-1	A-2	B	JHS
Belief	89	80	71	81
Practice	82	83	58	66

SUMMARY OF TABLE X

Only 52 per cent of the B Schools are providing opportunities for all girls to participate in a school athletic program according to their needs, abilities and interest. All school groups indicated a high belief in providing this program for all girls. The B Schools run

their girls' athletic program on the basis of causing minimum inconvenience to the boys' program. Many schools do not offer athletics to girls only after a careful appraisal of the health status of each girl. Standards in Sports for Girls and Women is not being used throughout our schools. Many schools stated they had never heard of it, particularly in the B School group.

TABLE XI

Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with financing athletic programs.

83. Does the board of education control the financing of the athletic program?

	A-1	A-2	B	JHS
Belief	82	60	71	85
Practice	52	46	26	62

84. Is the welfare of participants considered more important than financial gain in determining the athletic policies and practices of your school?

	A-1	A-2	B	JHS
Belief	95	96	96	100
Practice	97	100	81	97

85. Is the size of the budget for athletics in sound proportion to the size of the budget for the rest of the school program?

	A-1	A-2	B	JHS
Belief	94	93	93	90
Practice	82	70	45	72

86. Is balance maintained in the financial support of all phases of the physical education program, including required activity classes, co-recreation, intramural sports, and interscholastic athletics?

	A-1	A-2	B	JHS
Belief	92	90	90	87
Practice	70	73	55	80

87. Are the salaries of other teachers equitable in comparison with the salaries of coaches?

	A-1	A-2	B	JHS
Belief	82	87	95	92
Practice	78	87	89	85

88. Are all athletic moneys, including gate receipts, considered as school funds with records accurately kept and audited?

	A-1	A-2	B	JHS
Belief	90	96	95	95
Practice	90	96	95	90

89. Is the intramural sports program of your school financed entirely by appropriations from tax funds?

	A-1	A-2	B	JHS
Belief	87	83	86	85
Practice	78	76	56	77

90. Is your school district moving toward complete financing of the athletic program from tax funds?

	A-1	A-2	B	JHS
Belief	60	70	73	67
Practice	40	40	4	40

SUMMARY OF TABLE XI

Only the A-2 and the B School groups believe that the boards of education should control the financing of the Athletic program. Less than 50 per cent of all the high schools now have their boards of education control their athletic finances. However, 62 per cent of the junior high schools have school board control of their athletic finances.

About one-third of all the schools, except the A-1 schools, indicate their athletic budget is either too low or too high in proportion to the rest of the school program. A high percentage of all the schools except the junior high schools feel that their athletic budget is not in balance with the rest of the total

physical education program.

The intramural sports program is not financed entirely by the tax appropriations in many of the schools. This is particularly true in the B Schools. About 60 per cent to 73 per cent of all the schools agree that the school districts should move toward complete financing of all the athletic programs from tax funds. Less than 40 per cent of all the schools are now financing their athletic program from tax money.

TABLE XII

Percentage of Oregon secondary schools reporting Belief and Practice on questions dealing with community relations.

91. Is the school actively concerned with providing adequate community athletic facilities for children and youth?

	A-1	A-2	B	JHS
Belief	90	83	96	97
Practice	86	77	69	85

92. Does the school staff study your community to determine how to use, to improve, and to increase available space for wholesome play for the students enrolled in your school?

	A-1	A-2	B	JHS
Belief	87	80	79	97
Practice	70	77	17	70

93. Is the school actively interested in providing community athletic programs for children and youth during vacation periods?

	A-1	A-2	B	JHS
Belief	82	70	73	95
Practice	67	63	23	82

94. Do community organizations look to the school for expert counsel and advice regarding athletic programs?

	A-1	A-2	B	JHS
Belief	87	73	86	95
Practice	80	77	40	77

95. Does the school assume responsibility for informing the community regarding the standards of good sportsmanship that should be observed at all athletic contests?

	A-1	A-2	B	JHS
Belief	92	93	92	95
Practice	77	83	72	85

96. Is the conduct of spectators at interscholastic games such as to reflect favorably on the school?

	A-1	A-2	B	JHS
Belief	98	96	97	98
Practice	87	87	76	77

97. Does the board of education enjoy as much freedom from outside pressures in the selection of a coach as it does in the selection of other teachers?

	A-1	A-2	B	JHS
Belief	92	93	92	95
Practice	72	90	70	62

98. Does the community support the coach of a boys' varsity team that has a losing season?

	A-1	A-2	B	JHS
Belief	92	93	96	97
Practice	80	93	59	67

99. Do local newspapers, radio stations, and television stations support clean athletics and have a high regard for standards of good sportsmanship?

	A-1	A-2	B	JHS
Belief	95	93	90	97
Practice	92	96	81	85

100. Are the schools comparatively free from undesirable activities on the part of outside organizations primarily concerned with winning teams in inter-scholastic games?

	A-1	A-2	B	JHS
Belief	95	93	97	97
Practice	95	90	81	82

SUMMARY OF TABLE XII

Only 69 per cent of the B Schools and 77 per cent of the A-2 Schools are actively concerned with providing adequate community athletic facilities for children and youth. Many school staffs are not doing enough study to determine how to increase more available space for students' use in wholesome play area. Many schools are also not providing athletic programs for their students during vacation periods. The B Schools indicate about 25 per cent of their group have spectator conduct not favorable to the school and that the schools have not properly informed their communities regarding the standards of good sportsmanship that should be observed at all athletic contests. The B Schools also indicated

their communities do not always support the teams and coaches during a losing season. Only the A-2 Schools feel that the school board had no pressure in selection of their coaches.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations are divided into four areas to make them more meaningful and useful. It would be difficult to compare or analyze schools of 1,000 pupils with schools of 100, or high schools with junior high schools.

Each school group is broken down into the following areas as was the questionnaire.

- a. Purposes of School Athletics
- b. Health and Welfare of Athletic Participants
- c. Organization and Administration of School Athletics
- d. Facilities for School Athletics
- e. Personnel for the Athletic Program
- f. Intramural Programs
- g. Elementary School Policies and Programs
- h. Junior High School Policies and Programs
- i. Interscholastic Athletics for Boys in Senior High School
- j. Athletics for Girls
- k. Financing Athletic Programs
- l. Community Relations

A-1 SCHOOL GROUP

This group along with the junior high school group should produce very reliable conclusions as both of these groups had a high percentage of returns. The A-1 group had 100 per cent of the 42 schools in Oregon returning the questionnaire. Only one junior high school did not return the completed questionnaire.

A-1 SCHOOL CONCLUSIONS

Purposes of School Athletics

1. School athletic policies are generally well established and clearly defined.
2. The policies are formulated by the administrators, coaches and other interested faculty members.
3. Athletics are a recognized part of the school program and its objectives are in harmony with the educational policies of the school.
4. Athletics are conducted in such a way as to develop good wholesome personality, proper attitudes, satisfaction in participation, and good health and physical fitness for participants.
5. Athletics are conducted in such a way to prevent any unnecessary harmful effects to the participants.

Health and Welfare

1. Proper and adequate clean equipment and facilities are provided.
2. Competitors are well trained and conditioned.
3. Health and Welfare is utmost in planning a contest.
4. Nine schools do not secure physician's approval before a practice of interscholastic competition. Only four do not believe this to be necessary. Only 43 per cent require physical examinations before intramural competition, and 87 per cent believe this should be done, however.
5. Emergency medical treatment needs to be provided in more schools after an injury. A doctor's permission to return to the activity should be required in more schools than the 69 per cent that now require it.
6. Written statements as to the financial and legal responsibility for injuries are not on file in all of these schools.

Organization and Administration of School Athletics

1. Only 69 per cent operate their program as a part of the school's total program of physical education.
2. All 42 of the schools are members of the

Oregon School Activities Association, and their athletic programs are under the control of the school.

3. Ninety per cent of the schools accept aid from the State Department of Education.

Facilities for School Athletics

1. Only 63 per cent can furnish adequate facilities in athletics for all students. Overcrowded schools and over-taxed and capacity-filled districts have put restrictions on facilities. Physical education and intramurals are affected in the same manner.

2. The use of facilities for girls' athletics are hampered by the lack of adequate facilities and space.

3. The A Schools had the least percentage (69) providing a standard field, court or play space for each team game and individual sport most popular in their section of the state.

Personnel for the Athletic Program

1. One hundred per cent of the coaches are competently trained, and 92 per cent have at least a minor in physical education.

2. Ninety per cent of the schools feel their coaches consistently set good examples in the matter of sportsmanship and personal conduct.

3. Coaches are using their influence with the students to help the student with personal problems. Ninety per cent of the schools feel the faculty regards the coaching staff as being professionally comparable in status.

4. Twenty-four per cent of the schools are not provided with sufficient personnel to properly handle all aspects of the athletic, intramural and instructional program.

5. Only 14 per cent of the schools felt athletics crowded other places of the physical education program.

Intramural Programs

1. Intramural programs in the A Schools of Oregon are suffering from lack of facilities and personnel to offer a program for all students. Only 10 per cent of the schools use their intramural program as a "feeder" for interscholastic athletics.

2. Thirty-one per cent of the schools do not use their intramurals as a laboratory for the physical education classes.

3. Forty-three per cent of the students do not find the intramural program interesting enough to participate voluntarily.

4. Only 47 per cent of the schools provide co-recreational activities in intramural sports.

5. Eighty-three per cent of the Oregon A high schools use good equipment and fields, and have well organized game situations in the intramural program they provide.

Elementary School Policies and Programs

1. Seventy-five per cent of the A high schools believe the elementary schools should provide vigorous muscular activities for the students. Only 66 per cent indicate that the elementary schools in their area are providing such activity at present.

2. Twenty-two per cent of the A schools indicated by practice that they believed interscholastic athletics were desirable in the elementary school.

3. Eighty-four per cent believe the needs of the elementary children should be considered and modification of rules, court size and fields and equipment size and weight should be included in planning programs. Seventy-eight per cent felt their grade school districts were practicing this belief.

4. Forty-one per cent of the schools are not sure if athletic activities should be planned cooperatively by teachers, pupils, and parents. Thirty-eight per cent feel their elementary schools are not planning their program in this manner. Fifty-six per cent of the

elementary schools in these A school districts give the student an opportunity to develop responsibility by participating in the planning of the athletic activities.

5. Outside pressures on elementary athletics are being prevented in these districts.

Junior High School Policies and Programs

1. All the A schools agree that the programs should be suited to the needs of these pupils who are undergoing rapid growth changes. Twenty per cent indicated the junior high schools in their district were not practicing this policy.

2. Forty-six per cent of junior high schools in these districts do not plan their programs cooperatively by teachers, pupils, and parents. Nineteen per cent of the A schools answering the questionnaire did not believe the programs should be planned cooperatively.

3. Sixty-nine per cent of the A schools believe their junior high schools provide a broad athletic program for every boy and girl in the school. Ninety-two per cent believe the schools should practice this policy.

4. Fifty per cent indicated their junior high schools conducted athletics on an intramural basis only. Sixty-five per cent of the A schools agreed on this policy. This indicated an inconsistency in their thinking

or answering as they felt the elementary schools should provide more interscholastic competition.

5. Fifty-four per cent of the A schools indicated they did not believe in tackle football on the junior high school level. Fifty-seven per cent believed that their junior high schools practiced this policy.

6. Fifty-four per cent indicated their belief in junior high schools refraining from participation in varsity-type interscholastics. Forty-two per cent felt that the junior high schools in their districts are practicing this policy.

7. The coaches in the junior high schools are competently trained teachers.

Interscholastic Athletics for Boys in Senior High School

1. Sixty-five per cent of the A schools believe in the policy of athletic programs serving the needs of students with superior athletic skills.

2. Only one school felt that athletics interrupted the school schedule to any degree. Ninety-seven per cent are attempting to prevent any great interference with other parts of the school schedule.

3. Contests are played on only school or public property with schools who practice good athletic school policies. Oregon School Activities Association rules

are observed in all the A high schools of Oregon.

4. Fifty-eight per cent believe they should not participate in post-season tournaments or post-season championship games. Thirty per cent are practicing this belief.

5. School boards are well informed on athletic school policies and state rules and regulations.

6. Athletes must adhere to standards of scholarship set up for all of the students.

7. Eighty-five per cent believe athletes should attend regular physical education classes. Eighty-five per cent are practicing this policy in Oregon A schools.

8. Schools are attempting to prevent athletic solicitation by colleges.

9. Standards of good sportsmanship are maintained by both participants and spectators.

Athletics for Girls

1. Only seventy-nine per cent of the schools provide opportunities for all girls to participate according to their needs, abilities, and interest. One hundred per cent believe they should follow this policy.

2. All the schools believe adequate time and facilities should be provided for the girls regardless of the boys' program. Only 82 per cent are practicing this

belief.

3. Schools are providing a well balanced program for girls which includes individual and team sports. The personnel conducting this program are adequately trained instructors.

4. Twenty per cent of the schools do not appraise each girl's individual health and organic condition before participation in an activity. All agree this should be done. Participation in rough and tumble activities are being prevented.

5. Opportunity for girls to compete against other schools in athletics is being provided by sport and play days.

6. Only one school thought that the athletic contests for girls need not be conducted in accordance with girls' rules. The same school is the only one practicing this policy.

7. Seven schools are not familiar with the recommendations contained in Standards in Sports for Girls and Women. Because of this, only 82 per cent are following these recommendations.

Financing Athletic Programs

1. Eighty-two per cent believe the board of education should control the financing of the athletic program.

Only 52 per cent of these schools' athletic finances are controlled by the school board.

2. Athletic budgets are in proportion to other phases of the overall departmental school budgets. The welfare of the participants are held utmost rather than financial gains.

3. Twenty-seven per cent feel athletics receive more financial support from the physical education budget than some other phases such as intramural, activity classes and so forth.

4. Seventy-eight per cent feel that the salaries of other teachers are equitable in comparison with salaries of the coaches. Only 82 per cent believe in this policy.

5. Ninety per cent of the A schools believe and practice the policy of all athletic money being put in the general school funds with records accurately kept and audited.

6. Intramurals being financed by tax funds is believed by 87 per cent of the schools. Seventy-eight per cent are practicing this policy.

7. Sixty per cent of the schools believe the district should completely finance the athletic program from tax funds. Only 40 per cent are doing this at present.

Community Relations

1. Schools are attempting to provide adequate community athletic facilities for the youth of the area.

2. School staffs could increase study in the community to determine how to use, improve, and to increase available space for wholesome play for the students enrolled in the schools.

3. Only 67 per cent of the schools are providing vacation period recreation for the students.

4. Schools could assume more responsibility for keeping the community better informed regarding standards of good sportsmanship to be observed at all contests by spectators. The conduct of spectators of these schools is such now as to reflect favorably on the school.

5. Twenty-five per cent of the schools receive needless outside pressures in the selection of their coaches.

6. Eighty per cent of the schools' community support the coach even when having a losing season.

7. The local radio, press, and television outlets support the athletic programs according to high standards of clean athletics and sportsmanship.

8. Winning is not primary in most communities.

A-2 SCHOOL GROUP

In this group 60 out of the 69 schools answered the questionnaire for a percentage of 86 returns. There is quite a variation in this area as to policy. Many of these schools are the entertainment center of their city. Many also are located away from the large metropolitan area and are the backbone of the surrounding community. Because of its spectator interest, a different type of pressure is put on the A-2 schools than on the other three groupings.

A-2 SCHOOL CONCLUSIONS

Purposes of School Athletics

1. Eighty per cent have clearly defined goals.
2. The policies and purposes are not planned by a cooperative effort of the lay citizens, teachers, coaches and students. Only 67 per cent plan their program cooperatively.
3. The athletic programs are an integral part of the complete education and in harmony with the objectives of the total educational program.
4. The purposes seek to satisfy all the pupils and contribute to the development of the students' personalities.

5. This group indicates that they conduct athletics in such a way as to develop health and fitness among participants and enduring play habits, skills and attitudes. Desirable social growth and development are encouraged by their school athletic policies.

6. Athletics are conducted in such a manner as to avoid excessive emotional strains or tensions on both the players and the spectators. The schools attempt to prevent practices which might be detrimental to the welfare of pupils as individuals.

Health and Welfare of Athletic Participants

1. The schools are providing adequate and safe equipment for participants as well as clean and safe hygienic facilities.

2. Only six per cent of the schools felt they are not requiring adequate training and conditioning to athletes.

3. Only 44 per cent of the A-2 schools secure physician approval for practices of the schools' inter-scholastic athletic program which involves conditioning, training, and health. A thorough health examination is only being required in 33 per cent of the schools before participation in athletics or intramural contests. Several comments on the questionnaire would indicate that

this is true of intramural participation more than athletics. Post-season health examinations are only required in 33 per cent of the schools.

4. Emergency first aid treatment is available during practice, intramurals, and interscholastic contests in only 53 per cent of the 69 schools.

5. Over 80 per cent have well publicized policies regarding legal and financial responsibilities for injuries to athletes. Only 77 per cent require written approval from a physician to re-admit an injured or ill athlete to participation.

6. Ninety per cent seek to prevent injury to the personality development of star athletes from over-attention. Ninety-three per cent believe this should be done.

Organization and Administration of School Athletics

1. Two A-2 schools are not members of the Oregon School Activities Association.

2. Athletics are part of the total educational program. However, 13 per cent state that the athletics are not administered as part of the school's total physical education program.

3. Ninety-seven per cent look to the State

Department of Education for standards and aid to their program.

Facilities for School Athletics

1. Twenty-seven per cent of the A-2 schools do not furnish adequate athletic facilities for all students.

2. Only 73 per cent of these schools have enough facilities available to all phases of the program, intramural, athletic and instructional physical education classes. Eighty-seven per cent of the schools allow girls to equally share the facilities. Eighty-three per cent supply court or field space for play of the popular sports in the area.

Personnel for the Athletic Program

1. The coaches are competently trained and certified teachers. Ninety-four per cent have at least a minor in physical education.

2. The coaches are a good influence on students and help them with their personal problems.

3. Ninety-two per cent of the schools indicate the coaches are accepted on a comparable professional status with the rest of the school staff.

4. Eighty per cent reply that they seek to maintain a time balance in staff time between teaching,

athletics, intramurals, recreation, and co-recreational activities.

5. Thirteen per cent of the schools do not have adequate personnel to handle their program.

Intramural Programs

1. Only 66 per cent of the schools have an interesting enough program to have voluntary participation.

2. Eighty-three per cent are laboratory for the physical education activities. Also 83 per cent are not used as "feeders" for the athletic program.

3. Twenty per cent do not provide an opportunity for every student to participate in the school's intramural program.

4. Seventy-three per cent provide good equipment for intramurals. Only 87 per cent feel this policy is satisfactory.

5. Only 73 per cent provide co-recreational activities.

Elementary School Policies and Programs

1. Eighty-six per cent recognize the need for vigorous muscular activity and 82 per cent are adapting sizes of courts and other playing areas to needs of the

participants. Equipment is modified also.

2. About 35 per cent feel a need for a stronger program in the elementary schools sending pupils to the high schools.

3. Only 51 per cent have a cooperative planned program by parents, pupils, and teachers for their athletic program.

4. Outside pressures on the athletic patterns are discouraged by school authorities.

Junior High School Policies and Programs

1. Forty-seven per cent of these programs are not cooperatively planned.

2. A broad athletic program for both boys and girls is provided in only 57 per cent of the schools. It is suited to the pupils' needs in only 72 per cent of the junior high schools.

3. Thirty-eight per cent conduct an intramural type program only.

4. Tackle football is prohibited in 33 per cent of these areas.

5. Forty-seven per cent refrain from participation in varsity-type interscholastic activities.

6. Ninety-five per cent have competently trained teachers conducting their athletic programs.

Interscholastic Athletics for Boys in Senior High School

1. Contests and practices are worked into the schedule so as not to interfere with the school's program, and the games are played only on school or public property.

2. Oregon School Activities rules are observed.

3. Sixty-six per cent use the program to serve the needs of the student with the superior skill.

4. Seventy-six per cent feel they should refuse to participate in post-season tournaments and championship lay-offs. However, only 62 per cent of the schools answering do not participate in these contests.

5. School boards are informed of the policies and regulations of the athletic programs in their schools.

6. Athletes are held to the same scholarship and citizenship standards as other students. In eighty-three per cent of the schools the athletic participants attend regular physical education classes.

7. Outside pressures on the students are discouraged and every effort is made to develop high standards of good sportsmanship on the part of all of the students.

Athletics for Girls

1. Eighty per cent furnish facilities and time for girls' athletics. Eighty per cent offer opportunities for participation based on needs, abilities and interest.

2. The instructors are certified teachers and competently trained to carry out the programs.

3. Only 70 per cent furnish adequate individual and team activities.

4. Rough and tumble activities are not included. Eighty-three per cent consider health status of participants in planning the program.

5. Girls' rules are used 100 per cent. Play and sport days are used for interscholastic competition in 93 per cent of the A-2 schools.

6. Ten schools are not familiar with the recommendations contained in Standards in Sports for Girls and Women.

Financing Athletic Programs

1. The welfare of participants is considered more important than the financial gains.

2. Only 60 per cent feel the board of education should control the finances of athletics. Forty-six per cent indicated their boards are not controlling the

finances.

3. Budgets are being kept sound in good proportion to other phases of the school. Salaries are also on the same good balance.

4. Funds are well accounted and audited.

5. Eighty-three per cent feel tax money should help support the intramural program. Seventy-six per cent now practice this policy.

6. Seventy per cent feel tax funds should completely finance the athletic program. Only 40 per cent now practice this policy in Oregon A-2 schools.

Community Relations

1. Seventy-seven per cent of the schools study the community to get maximum use of facilities, and use of space for the children of the area. Only 63 per cent are interested in providing summer programs for the youths of the community.

2. The schools are providing leadership and keeping the community informed on proper standards and conduct expected at the athletic contests.

3. Boards of education are 90 per cent free of outside pressure in selection of their coaches. Ninety-three per cent indicate the community supports

the teams and coaches even in losing seasons.

4. Newspapers, radio, and television outlets maintain good athletic standards.

5. Only seven per cent of the A-2 schools indicated they had undesirable activities on the part of outside organizations primarily concerned with winning teams in interscholastic games.

B SCHOOL GROUP

In this group 94 answered the questionnaire out of 133 contacted. This is a percentage of 71. The conclusions here will not be as valid as in the other three groups.

The size of these schools makes a great difference in facilities, use of personnel and general policies. These schools are located in small towns and many are located between two or more small towns. In some areas the school must furnish all the activity for a large area of small population. The living conditions for the school personnel is not as desirable as in many metropolitan areas. Many first-year teachers supply the needs in these areas. All of these factors play an important role in the type of answer received on the questionnaire.

B SCHOOL CONCLUSIONS

Purposes of School Athletics

1. The policies are formed by one group--not co-operatively. They are only well written and clearly defined in 76 per cent of the B schools.
2. They are part of the entire educational program. In 19 per cent of the schools they are not in good harmony with the schools' educational objectives.
3. Sixty-five per cent encourage satisfying play by all pupils.
4. Athletics are conducted for the development of all pupils; encouraging good conduct and wholesome play.
5. Only 26 per cent felt their school conducted athletics in such a way as to avoid emotional strain on both pupils and spectators.

Health and Welfare of Athletic Participants

1. Health and welfare of participants are paramount consideration in determining policy.
2. Only 61 per cent now conduct games or practices in clean and safe facilities.
3. Fifty-five per cent secure physicians' approval of the program involving conditioning, training, and good health.

4. Thirty-five per cent do not require a physical examination of participants in both intramurals and interscholastic competition. Many indicated they require it for athletics, but not for intramural play.

5. Ninety-six per cent do not require a post-season health examination of all athletes.

6. Seventy-three per cent do not provide emergency medical aid during all practice periods, intramural games, and athletic contests.

7. These schools do not have written responsibility policies regarding injuries incurred in athletics. Only 62 per cent require a physician's permission to admit athletes back to participation after an injury.

8. Forty-nine per cent seek to prevent ego-inflation to athletes.

Organization and Administration of School Athletics

1. These programs are recognized as the responsibility of the school and under the school control.

2. All of these schools are members of the Oregon School Activities Association.

Facilities for School Athletics

1. The facilities are available to all phases of the entire physical education program but only 42

per cent provide adequate facilities for all students in athletics. The girls in the B schools do not equally share in the use of the school athletic facilities as do the girls in the A-1, A-2, and the junior high schools. Only 62 per cent equally share with the boys.

2. Sixty-eight per cent provide adequate area to play the popular activities in the school's area.

Personnel for the Athletic Program

1. The coaches are certified teachers and have at least a minor in physical education.

2. Only 68 per cent feel their coaches set good examples. They feel that the coaches do, however, help the students with problems that arise.

3. The coaches are generally accepted as equal in professional status with the rest of their faculty.

4. Sixteen per cent indicated not enough personnel is provided to adequately handle the entire program.

Intramural Programs

1. Intramural programs suffer in these schools for lack of interest, personnel to supervise, and space available. The percentage here is lowest on all questions of any group.

2. Most of the programs that are available are

being used as feeders for the athletic program.

3. Only 25 per cent have a co-recreational activity in their intramural program.

Elementary School Policies and Programs

1. This group of high schools feel their grade schools recognize the needs of the elementary students. The B school group practices do not reflect the policy that interscholastic athletics are not desirable in the elementary schools.

2. The athletic activities are not cooperatively planned. Only 48 per cent offer children opportunities to develop responsibilities by planning or organizing groups, holding office and by helping with equipment.

3. These schools discourage outside pressure on their elementary schools within their area.

Junior High School Policies and Programs

1. Twenty-eight per cent feel their junior high schools are not meeting the needs of the pupils. Ninety-one per cent feel the programs are not cooperatively planned.

2. Twenty-nine per cent feel their junior high school conduct athletics only on an intramural basis.

3. Only 68 per cent feel tackle football should be prohibited. Forty-nine per cent indicate their junior high schools do not allow tackle football.

4. Thirty-seven per cent feel that the junior high schools should refrain from varsity type interscholastic participation. Only 13 per cent in the B school area now refrain from participation.

5. The teachers are certified and properly trained to coach.

Interscholastic Athletics for Boys in Senior High School

1. Only 40 per cent of the B schools feel interscholastic athletics should be conducted primarily to serve the needs of the students with the superior athletic skills. Fifty-two per cent conduct their athletic programs to serve these needs.

2. Most of the schools indicate they schedule athletics with a minimum of interference with the rest of the school program.

3. Games are played only with schools that follow good policies and on either school or other public property.

4. Thirteen per cent do not observe all of the rules set up by the Oregon School Activities Association. This includes those that are uncertain,

5. Thirty-five per cent believe in playing post-season games. Sixty-one per cent now participate in such contests.

6. The boards of education are not as well informed as in the other three groups.

7. Athletes attend physical education classes and are expected to maintain the same standards of citizenship and scholarship.

8. Seventy-seven per cent believe in preventing solicitation by colleges. Sixty-two per cent try to prevent it.

9. High standards of sportsmanship are encouraged by all students.

Athletics for Girls.

1. These schools do not offer equal programs for girls and boys. The opportunities to participate are not being offered to all girls.

2. Thirty-two per cent of the schools do not have competent trained women to run their athletic program.

3. The girls' program does not include a variety of activities. Girls' participation is not based on health appraisal or needs of the girls in 29 per cent of the schools.

4. Rough and tumble activities are prohibited.

5. Play days or sport days are provided with the girls' rules being used.

6. Many schools are not familiar with the policies and recommendations contained in Standards in Sports for Girls and Women.

Financing Athletic Programs

1. Seventy-one per cent believe the boards should control all of the financing. Only 26 per cent now practice this policy.

2. Welfare of the participants is paramount.

3. Forty-four per cent feel athletic budgets are too large in proportion to the size of other phases of the school budget.

4. Thirty-eight per cent feel the balance is not proper in all phases of the physical education program budget.

5. Intramural sports programs are financed by tax funds in only 56 per cent of the B schools.

6. Seventy-three per cent indicated they believed the school district should finance athletics from tax money. Only four per cent are now following this belief.

Community Relations

1. Sixty-nine per cent of the schools are actively

engaged in providing adequate community athletic facilities. Only 17 per cent are doing any study to better use their community facilities. Very few are providing athletic programs for the youth during vacation periods.

2. Only 40 per cent of the communities look to their schools for council or advice on athletic programs.

3. The schools are actively seeking to inform the communities of what is expected of spectators at athletic contests.

4. The boards of education are generally enjoying freedom from pressure in hiring coaches. Only twenty-nine per cent do not support the coach of losing teams.

5. Community sportsmanship is good.

6. These schools are free from outside pressure groups who are primarily concerned with winning in inter-scholastic athletics.

JUNIOR HIGH SCHOOL GROUP

Of the 41 junior high schools in the State of Oregon at the time of this study, 40 completed the questionnaire. Many of these indicated, because of the newness of the junior high schools to their area, policies are not too well established. A high percentage

disagree on athletic school policies between the junior high schools and the senior high schools in the same area. Much of the disagreement is selfishness on the part of both schools.

JUNIOR HIGH SCHOOL CONCLUSIONS

Purposes of School Athletics

1. Not enough people are involved in the formulating of the policies. About 25 per cent of the schools feel lay citizens and teachers other than coaches need not be consulted in the selection of athletic school policies.

2. They are considered a part of the overall educational program although 17 per cent feel they are not in harmony with the objectives of the total educational program.

3. Although the programs seek to contribute to the personality development of all the students, about 25 per cent feel all students are not getting satisfying play by all the students.

4. Twenty-eight per cent feel too much emotional strain is developed by either players or spectators.

5. In the planning, the welfare and health of the students is considered utmost.

Health and Welfare of Athletic Participants

1. Seventeen per cent feel the safety equipment and protective facilities are not adequate.
2. Adequate training and conditioning are required in all strenuous activities.
3. Fifty per cent do not seek approval of physicians for practice of the school's interscholastic athletic program which involve conditioning, training, and health.
4. Seventy per cent do not require health examinations of the participants in athletics and intramurals. None requires post-season health examinations. Only 65 per cent believe post-season examinations are necessary.
5. Twenty-eight per cent do not provide emergency medical services for all games or practice sessions.
6. Twenty-five per cent do not require physician's approval for an injured player to return to active participation.
7. Thirty per cent do not have a written and well publicized policy regarding the legal and financial responsibilities for injuries incurred in school athletics.
8. Only eight per cent feel their star athletes suffered from ego-inflation or over attention.

Organization and Administration of School Athletics

1. Athletic activities are under school control and administered as part of the total program of physical education.

2. All accept aid from the State Department of Education.

Facilities for School Athletics

1. Thirty-seven per cent do not provide adequate facilities for all students.

2. Facilities are equally shared among athletics, intramurals and activity classes. Twenty-one per cent feel their girls do not get equal share of facilities.

3. Twenty-three per cent do not provide field or court space for the sports most popular in that section of the country.

Personnel for the Athletic Program

1. All coaches are competently trained and certified as teachers.

2. Ninety-three per cent of the coaches have professional training in physical education equivalent to a minor or more.

3. Athletic coaches set good examples and use their influence to help students with personal problems.

4. Twenty-two per cent feel the school does not provide sufficient personnel for all the activities carried on by the school in physical education.

Intramural Programs

1. Intramurals are conducted by the school for all the students' participation.

2. Eighty-three per cent find the program interesting and diverse enough to voluntarily participate.

3. Seventy-five per cent provide opportunities for co-recreation through intramural sports.

Elementary School Policies and Programs

1. Only 37 out of 41 schools completed this section. The others indicated they were not familiar with the elementary policies.

2. These schools recognize the basic needs of elementary students and plan the program accordingly.

3. Seventy per cent reflect the policy that interscholastic athletics are not desirable in elementary schools.

4. Forty-six per cent of the programs are not cooperatively planned by teachers, pupils, and parents.

5. Outside pressures are discouraged and do not exist in the elementary school groups.

Junior High School Policies and Programs

1. These programs are suited to the needs of the students.
2. Fifty per cent do not have cooperatively planned programs.
3. Seventy-two per cent provide a broad athletic program for every boy and girl in their school.
4. Fifty per cent conduct their athletic programs primarily of sports organized and conducted on an intramural basis.
5. Tackle football is prohibited in 52 per cent of the schools answering the questionnaire. This represents 21 schools prohibiting tackle football.
6. Sixty-two per cent participate in varsity-type interscholastic athletics.
7. These coaches are competently trained teachers as well as coaches.

Interscholastic Athletics for Boys in Senior High School

1. Twenty-two per cent of the junior high schools do not agree with the policy that athletics should be conducted primarily to serve the needs of students with superior athletic skills.
2. Contests and practice schedules are worked

into the school program with a minimum of interference with the academic program.

3. It is apparent that many of these junior high school people do not know what occurs in their own senior high schools. For example, in this section, the senior high schools indicated that about 40 per cent of all the schools refuse to participate in post-season games or tournaments. The junior high schools believed that 63 per cent of their senior high schools do not participate in such contests. I checked against the same schools and found the A schools know more about their groups than the other two areas.

4. This group feels the board of education is adequately informed about the schools' athletic policies, but that the boards are not informed regarding the rules and regulations of the State High School Athletic Association.

Athletics for Girls

1. Eighteen per cent feel their schools do not offer a program based on needs, abilities and interest.

2. Eighteen per cent of the girls' facilities are minimized because of the boys' program.

3. Thirty-one per cent of the girls' programs do not include a well-balanced variety of activities.

4. Participation in athletics in 68 per cent of the schools are based on health status of the participants. Rough and tumble activities are excluded from the girls' activities.

5. Play days or sport days are used in 81 per cent of the junior high schools.

6. Only 66 per cent of the schools are familiar with the standards and policies contained in Standards in Sports for Girls and Women.

Financing Athletic Programs

1. Only 62 per cent of the school boards control the financing of athletics.

2. Twenty per cent feel the athletic budget is not in sound proportion to the other phases of the school budget,

3. Eighty per cent believe their school maintains a good financial balance between all phases of the physical education program.

4. Accurate records are kept of all receipts from athletics.

5. Forty per cent indicate that their districts are moving toward complete financing of the athletic program from tax funds.

Community Relations

1. Eighty-five per cent are actively concerned with providing more recreation facilities for youth and children.

2. Twenty per cent are not making any studies to improve or increase the use of community space for recreation programs.

3. Thirty-two per cent feel they have outside pressure in the selection of coaches.

4. The school in most areas is looked to for leadership in athletic planning of all kinds.

5. Only 67 per cent feel the community will support their teams and coaches during a losing season.

RECOMMENDATIONS FOR OREGON SECONDARY SCHOOLS

Recommendations are divided into four areas:

A-1 schools, A-2 schools, B schools, and Junior High Schools. Some recommendations will carry over to all areas.

Overcrowded schools or very small schools have problems that definitely influence their athletic policies. Facilities and available personnel influence the practice of the policies much more than the belief in the policies.

RECOMMENDATIONS FOR OREGON A-1 SCHOOLS

1. Schools should ask the incoming students to secure a physical examination from their family physician before entering high school. All students turning out for either interscholastic athletics or strenuous intramural activity should be required to have an examination.

2. Administrators, school board members, and physical education instructors should get together and establish written policies governing financial and legal responsibility for injuries incurred in school athletic activities. These should be well publicized and known to the community.

3. The State Department of Education and the Oregon School Activities Association should require a physician in attendance at all interscholastic athletic contests. Schools should provide emergency medical treatment for intramurals and athletic practice sessions. Having an agreement with a local doctor to be on call during these times and perhaps the local fire department has an emergency car to take the injured students to a hospital where emergency care is always available.

4. Schools should re-organize their physical education programs into divisions: Instructional activity classes, intramurals, health education classes,

and athletics. All should be conducted as an integral part of the whole physical education program. Many schools now have athletics separate from the physical education program.

5. Facilities in the A-1 schools pose a real problem because of the increased enrollments. Many schools have dropped the juniors and seniors from their program in order to provide space for the activities for the freshmen and sophomore students. It is better to keep all four grades in the program in any manner possible. A program of one-half year for each grade level in physical education with the other half year of the ninth and tenth grade devoted to health education could be arranged. The remaining half year of the eleventh and twelfth grades could be devoted to some one semester course in an academic subject such as chorus, driver education, band, home economics, shop, speech or journalism.

6. Schools should re-evaluate their overall athletic programs to adjust time devoted to the boys and girls activities. The girls' programs should be given more time and space. Enough should be provided to accommodate the interest and number of girls wishing to participate. It must be remembered that this is probably the only time in their lives that they will

have the opportunity or desire to be a part of such activity. The girls need an equivalent amount of time in relation to the boys' program.

7. Schools should make a study of any available facilities in their respective communities that could be used in their school programs. Vacant areas or field, community halls, recreation centers, and other such areas make good supplementary space for physical education activity programs.

8. Schools should not hire coaches that do not have at least a minor in physical education.

9. When activities are put into the athletic program, the schools should provide salaried personnel to handle the students involved. Where tax money is used for coaches' salaries, no one has the right to drop a student from an activity because of the lack of ability. We say we have equal education and then we are guilty of errors such as this too often.

10. Intramurals must be used as a laboratory for activities taught in physical education classes, not as a direct feeder to interscholastic athletics.

11. Intramurals must be better organized, publicized, and have proper time and space for their activity. In this way interest will increase. Co-recreational activities should be included in programs

except where contact or rough and tumble activities are included.

12. More correlation and cooperation should be organized between the senior high schools, junior high schools, and elementary schools in the same area. Many schools know nothing of the others program and do not appreciate what is being accomplished.

13. Policies governing elementary and junior high athletic programs should be explained and discussed with the senior high school groups. A better understanding is needed.

14. Post-season games and tournaments should be discontinued by our State Department of Education ruling. At present many do not believe in them, yet they participate because of outside pressure from other schools or their own community.

15. Health examinations should be required of all girls participating in athletics or intramural activities. An appraisal of girls' individual health and organic condition before planning their activities.

16. The State Department of Education in co-operation with the Oregon Association for Health, Physical Education and Recreation should see that all of the schools are familiar with and practicing the policies contained in Standards in Sports for Girls and Women.

17. If schools feel that interscholastic athletics are to be included in their programs, then the school boards should control the finances and supplement with tax money to support the program. All receipts from athletics should go to the school board.

18. All phases of the physical education program should receive equal share of the budgets.

19. Schools in cooperation with communities should be providing summer and vacation period recreational activities for their youth. The A-1 schools for the most part are located in large populated areas. These youth have very little space and non-school activities to keep them occupied during these periods.

20. The schools must keep community people and local papers, radio stations, and other public information sources well informed on good standards of sportsmanship and conduct at athletic contests.

RECOMMENDATIONS FOR OREGON A-2 SCHOOLS

1. All schools should plan their program cooperatively. School people, community lay people, and students should all have the opportunity to help plan the athletic school policies and programs.

2. Adequate training and conditioning must be required of all activities and supervising personnel.

3. Approval of a physician should be obtained for all activities included in the program. Post-season health examinations must be required of all participants in athletic activities.

4. All schools should provide emergency medical treatment for all practice sessions or games.

5. All schools should be required to become members of the Oregon School Activities Association. At present two of the 58 schools answering the questionnaire are not members of our State organization.

6. Athletics must be administered as a part of the total physical education program.

7. Schools should make studies to determine how they can obtain more available space for their program. Communities have many unused lots or buildings that could be put into use for school programs.

8. More personnel should be provided to handle the present athletic activities included in the A-2 schools.

9. The intramural programs should be more diversified and interesting to get more voluntary participation. Enough opportunity should be provided to offer activities for every boy and girl to participate.

10. Co-recreational activities should be placed into intramurals where rough and tumble activities are

not being played.

11. The interscholastic athletic program for boys should be used to serve the needs of the students with superior skills. The physical education programs are one of the very few departments in our public school's total educational program that provides something for the superior skilled students.

12. Schools should not participate in post-season game or tournaments. Many more believe this policy than actually practice the policy.

13. More schools should furnish adequate individual and team activities for girls.

14. Schools should be made familiar with the policies contained in Standards in Sports for Girls and Women.

15. Boards of education should control the athletic money and tax money should be used to aid schools' athletic programs. This would eliminate pressure on winning teams in order to attract paying customers to properly finance this program.

16. Schools should provide leadership in establishing summer and vacation period recreation programs for their community.

RECOMMENDATIONS FOR OREGON B SCHOOLS

1. B school athletic school policies should be planned by school, community and students. These must be kept in harmony with the objectives of the total educational program.
2. Satisfying play should be encouraged to all of the students.
3. Athletics should be controlled as to prevent emotional strain by all of the student body.
4. Athletic practice and games should be held on clean and safe facilities with the approval of physicians of all activities involving conditioning, training, and good health.
5. A physical examination should be required before and after all sport seasons by all participants. This applies to athletics as well as intramurals.
6. Emergency medical treatment must be provided during games and practice.
7. Written policies pertaining to responsibility of injured participants must be established.
8. Schools must prevent ego-inflation to their athletes by organization and governing policies.
9. Girls should be provided with more personnel and facilities to adequately carry on a sufficient program.

10. Coaches must conduct themselves both on and off the play areas in such a manner as to reflect good sportsmanship and good moral code.

11. Intramurals need organizing, stimulation, and more time in Oregon B schools. This is one of the weakest phases of the B school program.

12. Schools must conduct athletics primarily to serve the needs of students with superior skills in that school.

13. All schools must observe rules set up by the Oregon School Activities Association. Many are not familiar with these rules.

14. Schools should not participate in post-season games or tournaments.

15. Boards of Education should be well informed of all athletic school practices and policies.

16. All schools should have competently trained women instructors to handle their programs.

17. A wider variety of activities should be included in the girls' program. The needs and health condition of the participants must be considered in planning the girls' program.

18. All schools must be made familiar with the policies and recommendations contained in Standards in

Sports for Girls and Women.

19. School boards should control and finance all school athletics. Budget for athletics should be kept in proportion with all of the other school budgets. Tax money should supplement the program.

20. B schools must be more concerned with community relations. More cooperation, study, and leadership must be initiated by the school. This would bring about better understanding, relieve pressure on hiring and firing, and give better support to all school activities.

RECOMMENDATIONS FOR OREGON JUNIOR HIGH SCHOOLS

1. Administrators, lay people, and students should be invited to help plan the program. The programs of all schools must be in harmony with the overall educational objectives.

2. The policies must lead to programs giving satisfying play to all students.

3. Safety equipment and protective facilities must be adequate.

4. Medically, much can be done in the junior high school area. Emergency medical treatment is needed at all practices or games; pre-season and post-season health examinations must be given to all participants; responsibility policies must be established for persons

injured in athletics and a physician's approval before an injured athlete can again return to practice need all be enforced.

5. Facilities need be improved and allotted so all phases of the program have equal use of them. Adequate personnel should be obtained to handle the entire program.

6. Intramural programs in this group are the best of all four school groupings surveyed. Only recommendations need be for more co-recreational activities.

7. A broader athletic program should be provided.

8. Tackle football should be prohibited in the schools.

9. Varsity type athletics should be provided in more schools and activities.

10. More knowledge and understanding should be maintained between junior high schools and senior high schools.

11. Girls' programs should be better planned, more diversified and based on needs and health status of the participants.

12. Schools should become familiar with the standards and policies contained in Standards in Sports for Girls and Women.

13. Athletic finances must be controlled by the school boards and tax money given to aid the athletic

programs. A better balance must be maintained between athletic budget and other budgets of the school program.

14. All districts should move toward complete financing of the athletic program from tax funds.

15. More studies should be made to improve community space for recreation activities.

16. Outside pressure on selections of coaching personnel must be prevented. Total financing of program by tax funds will help relieve this pressure.

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