An Evaluation of the Louisiana Boys Athletic Association with Suggestions for Improvement

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AN EVALUATION OF THE LOUISIANA BOYS
ATHLETIC ASSOCIATION WITH SUGGESTIONS FOR IMPROVEMENT

A Thesis

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Master of Science

in

The School of Health and Physical Education

By

Frank Mitchel Tritico
B. A., Southwestern Louisiana Institute, 1933
1939
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Grateful acknowledgment is made to Dr. H. O. Dresser for the careful checking and revision of the thesis.

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ABSTRACT

The material presented in this thesis is the result of a study of state high school athletic associations through their bulletins, pamphlets, and handbooks, in which thirty-five states are represented; of the handbook of the National Federation of State High School Athletic Associations; of contacting present and former Louisiana High School Athletic Association officials; and of books found in the library of the Louisiana State University.

The study is divided into six parts which deal with the history of the Louisiana Association, the functions of an athletic association, the comparison of the Louisiana Association with associations in other states, the organization of the athletic association under the state physical education department, the value of the athletic coach, and conclusions and recommendations.

According to authorities the desired athletic association should strive toward a better education of the individual through activities. Sports properly conducted can accomplish some of the important aims of education. The nearest approach to the ideal would be an association that was sponsored by the physical education department.
INTRODUCTION

The many problems and protests which have arisen concerning athletics in Louisiana, coming not only from teachers of physical education but from principals, coaches, and athletic directors, have led to the study which follows. In it an attempt has been made to provide solutions to these problems and answers to the protests through suggesting changes and improvements which have been found successful by leading authorities and outstanding athletic association.

The high school athletic association of this state is a comparatively young organization, and it has been found necessary to change or clarify various rules formulated by it. It would seem that, although the policies of the association were undoubtedly well-intentioned, they often have not worked out to the entire satisfaction of the schools of the state.

Some of the problems which have come up from time to time are contained in the following questions: the question as to whether the state athletic association should be under the supervision of the state physical education department; the question of awards to athletes; the question of the length of season and practice periods in various sports; the advisability of declaring championships in boxing and football; the question of the registration of officials; the question of the number of semesters of eligibility to be allowed an individual for participation in sports; the question of the
issuance of more bulletins; the advisability of adopting an athletic insurance plan; the question of the number of sports in which an athlete may participate.

These questions and the suggested solutions to the problems are discussed in the following pages. Material used was in the form of handbooks, bulletins, and pamphlets obtained from thirty-seven state associations, textbooks by leading authorities in the field of physical education, magazine articles, theses on related subjects, and the handbook of the National Federation of State High School Athletic Associations, and is classified and described.

In the study of the athletic association bulletins, certain factors were found to be common to all. There were, however, certain principles and practices which were used only by outstanding and successful organizations. It was from these associations that much helpful data were derived. The localities of these associations were taken into consideration, and kept in mind when recommending changes to the Louisiana organization.

Charts were compiled as a basis of comparison, in order to clearly see what other states were practicing. Factors employed in these charts are as follows:

Chart I: Membership
Chart II: Comparison of Forty-Six State Associations
Chart III: Comparative Study of Nine Southern States with Louisiana.
Chart IV: Successful State High School Athletic Associations Compared to Louisiana

Chart V: Number of Games and Length of Season for Various Sports

Chart VI: Number of Practice Periods Per Week and Length of Session

These charts were organized by a careful study of information obtained from the various states. Percentages were calculated and then compared. This gives a comprehensive view of all the Athletic Associations of the country.
CHAPTER I

HISTORY OF THE LOUISIANA BOYS ATHLETIC ASSOCIATION*1

The first attempt to organize an athletic association in Louisiana came in 1916. Only a few schools joined—not more than twelve—with Mr. Gregory, principal of Warren Easton High School of New Orleans at that time, as Secretary-Treasurer. This organization, however, did not function, for two reasons, the entry of the United States into the World War, and the fact that the schools of Louisiana did not want and were not interested in the organization.

On October 17, 1920, a high school principals' conference was held at the Louisiana State University in Garig Hall. Mr. Ives, then State High School Adviser, suggested that some kind of organization be effected. After two hours of discussion, a committee was appointed to draft a constitution and by-laws and report back two days later. This committee was composed of Messrs. P. H. Griffith, Chairman, S. M. Brame, G. C. Koffman, and P. C. Rogers.

This committee reported on the second day, and after several disagreements had been ironed out, the constitution and by-laws were adopted. On the same day the following were elected as the first officers of the Louisiana High School Athletic Association: Mr. P. H. Griffith, President; Mr. P. C. Rogers, Vice-President; and Mr. G. C. Koffman,

1Information obtained from Mr. G. C. Koffman, Secretary-Treasurer of the Association since its beginning, and from former presidents P. C. Rogers and C. V. Turner
Secretary-Treasurer. These officers were elected for one year, and were re-elected in 1921 and 1922. In the latter year, however, Mr. Rogers finished Mr. Griffith's term, as the President resigned to take up a new position as Secretary of the State Teachers Association. Mr. Rogers served until September, when he became a member of the State Department of Education.

In 1923 Mr. S. M. Brame of Alexandria was elected President; Mr. C. V. Turner of Baton Rouge, Vice-President; with Mr. Koffman being re-elected as Secretary-Treasurer. These officers served continuously until 1930.

In 1930 Mr. Turner was elected President; Mr. Jack Hayes of Monroe, Vice-President; and Mr. Koffman, Secretary-Treasurer. These officers served until 1935.

In 1935 Mr. P. C. Rogers was elected President; Mr. J. M. Boyet of Vinton, Vice-President; and Mr. Koffman was again re-elected Secretary-Treasurer. These officers served until 1937, when the following were chosen: Mr. Boyet, President; Mr. C. L. Madden of Choudrant, Vice-President; Mr. Koffman, Secretary-Treasurer. These officers are serving at the present time.

The Association has witnessed three major changes in the rules since they were first adopted. The first was in regard to the age limit requirement for athletes. From 1920 to 1928 the age at which an athlete became ineligible for further scholastic competition was 21. In 1928 this was changed
to 20; this was in effect until 1932, when the limit was changed back to 21. In 1937 the change was again made to 20 years, where it has remained up to the present time.

The second change refers to the so-called "migratory rule". In the beginning, if an athlete transferred to another school and did not live with his parents or guardian, one year of residence was required before he could become eligible for participation in a sport. If living with his parents or guardian after moving, he became eligible at once. Immediately the question arose as to just what constituted a guardian. In 1925 this rule was clarified to read that any boy who had become emancipated was eligible anywhere. This was discarded in 1930. The present rule states that an athlete must have attended school at least 70 days during the preceding semester to take part in any sport sponsored by the school.

The third rule to be changed was the one requiring a boy to finish his high school competition in 10 semesters or 5 years. This was enforced until 1932, then repealed, and was reinstated in 1937. It is now in force.

There have been several other minor changes, the principal one being the thirteen unit rule, which allows a student to take part in athletics provided he has not earned more than 13 units and is within the 10 semester rules.

Championships were decided on the basis of season records until 1928, and there was no division of the high schools into classes, thus working a hardship on the smaller schools. In
1928 this was changed, and championships were decided on the basis of records and a playoff. In 1931 the schools were divided into Classes A and B. In 1936 they were further divided into Classes AA, A, and B, which is the classification in force today.
CHAPTER II

THE FUNCTIONS OF AN ATHLETIC ASSOCIATION

Just as life has become complex, so have athletics. In order to get the best results in any undertaking or endeavor, organization is paramount. The old slipshod method is a thing of the past. An enterprise such as athletics which interests so many people, whether they be participants, spectators, or administrators, certainly needs the best organization possible—hence the athletic association.

It is the duty of the association to set up standards in accord with school principles. These standards should be clearly stated, in order that there may be no loopholes or flaw by which the less ethical principal or coach might take advantage. It is therefore necessary that much thought should be given them.

The health of all athletes should be considered first because of its vital importance to all concerned. There are several ways to promote better health conditions. The personnel of every athletic staff should be competent. They should be schooled in various phases of sanitation; they should be physical educators. Conditions are improving; today practically all coaches are graduates of colleges, and are fast becoming familiar with the health of athletes. This has become, indeed, a factor of vital importance to every coach who wishes to become successful in his chosen field.
All athletes should be thoroughly examined before the season of every sport. It is the duty of the athletic association to see that the athletes have been examined by a competent physician; it is their duty to see that the parents have consented to the boy's participation in athletics; and it is the work of the association to see that the principals keep an accurate file concerning this procedure. The Indiana High School Athletic Association has worked out this system effectively. The forms used by the Indiana organization are as follows:

"PHYSICIAN'S CERTIFICATE

Date..........19.......... 

In accordance with the purpose and spirit of the I.H.S.A.A. rule printed below, I have examined the heart action and general physiological condition of .......... a student of .......... High School and believe him to be physically fit to participate in .......... with students of his age during the season of this sport in 19......I have found this student to be free from serious heart or lung disorder, rupture, and venereal diseases.

Signed.................M. D."

"(Rule of I. H. S. A. A.--On and after January 1, 1927, a student who participates in any interscholastic football, basketball or track contest shall have on file in the principal's office a certificate of physical fitness and a certificate giving the written consent of father, mother, or guardian for such athletic participation as is specified therein. The physical examination shall be made during the

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1Williams and Brownell, Administration of Health and Physical Education, Fig. 61, 63, 62, pp. 455-457
season of each of the three sports by a regularly licensed physician. Previous to participation the Principal shall certify to the I. H. S. A. A. that the certificates required in this rule are on file in his office. NOTE: The letter of certification to the I. H. S. A. A. shall give the full name of the students and shall specify the sport for which certificates are on file.)"

"PARENT'S CERTIFICATE

Date..................19......

In accordance with the purpose and spirit of the I. H. S. A. A. rule printed below, I hereby give my consent for ............... a student in the ............... High School to participate in ............... during the season of this sport in 19......

Signed................................

Parent or Guardian

Attest.........................

High School Principal

"(Rule of I. H. S. A. A.—On and after January 1, 1927, a student who participates in any interscholastic football, basketball, or track contest shall have on file in the Principal's office a certificate of physical fitness and a certificate giving the written consent of father, mother, or guardian for such athletic participation as is specified therein. The physical examination shall be made during the season of each of the three sports by a regularly licensed physician. Previous to participation the Principal shall certify to the I. H. S. A. A. that the certificates
required in this rule are in his office. NOTE: The letter of certification to the I. H. S. A. A. shall give the full name of the students and shall specify the sport for which certificates are on file.

"PARENTS AND PHYSICIANS' CERTIFICATE LETTER

Indiana

Arthur L. Trester, Commissioner,
812 Circle Tower, Indianapolis, Indiana.

Dear Sir:

This letter certifies that the official I. H. S. A. A. Parents and Physicians' Certificates are on file in the

High School Principal's office for the following named students in "

(SPORT)

<table>
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<tr>
<th>NAME</th>
<th>NAME</th>
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<tbody>
<tr>
<td>Last</td>
<td>First</td>
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Signed ................

(High School Principal)
"NOTE: Parents and Physicians' Certificates must be in the High School Principal's office for all boys and all girls in inter-school football, basketball, and track; and a letter, certifying that these certificates are on file, must be in the office of the Commissioner prior to any participation in these inter-school sports. Certificates are necessary for each student in each of the sports mentioned and must be secured prior to participation in the sport indicated. A blanket certificate covering more than one season or more than one sport will not satisfy the I. H. S. A. A. rule."

According to Williams and Brownell, approximately 24 states require a certificate of fitness before a boy may take part in a sport.\(^1\) This is indeed an excellent step toward safeguarding the athlete's health. Indiana is to be commended for inaugurating this fine work.

One of the most outstanding pieces of work toward safeguarding and caring for the health of athletes was started by the Athletic Association of Wisconsin in 1930.\(^2\) This was in the form of a group insurance policy for athletes. Before this time in Wisconsin, and even now in the majority of states, the local schools, and the parents carried the burden of expense in caring for the injured athlete.


\(^2\)Fowlkes, J. G., "Insuring High School Athletics in Wisconsin", Nation's Schools, March 1931, pp. 92-94
The Athletic Accident Benefit Plan adopted in 1930 and amended to the present time in Wisconsin is as follows:

"I. Dues. The dues for 1938-39 will be as follows:

Class A—Schools of over 1,000 $ 50.00
Class B—Schools of from 600 to 1,000 $ 40.00
Class C—Schools of from 250 to 600 $ 20.00
Class D—Schools of from 100 to 250 $ 15.00
Class E—Schools of less than 100 $ 7.50

II. The 1938-39 Schedule of Benefits:

- Entire sight of one eye if irrevocably lost $200.00
- Fractured pelvis $ 80.00
- Both bones of either leg fractured between ankle and knee $ 75.00
- Both bones of either arm fractured between wrist and elbow $ 60.00
- Cerebral hemorrhage $ 50.00
- Either leg fractured above the knee and in cast $ 50.00
- Either arm fractured above the elbow $ 40.00
- Fractured vertebra $ 40.00
- Either bone of either leg fractured between ankle and knee $ 30.00
- Either bone of either arm fractured between wrist and elbow $ 25.00
- Fractured collar bone $ 20.00
- Fractured scapula $ 20.00
- Fractured cheek bone $ 20.00

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Fractured knee cap ........................................ $20.00
Fractured jaw................................................ $20.00
Fractured nose............................................. $10.00
Fractured bone in hand---radiograph required...... $10.00
Fractured bone in hand---no radiograph............. $7.50
Fractured bone in foot---radiograph required....... $10.00
Fractured bone in foot---no radiograph............. $7.50
Fractured ribs---two or more......................... $10.00
(One rib only---$5.00)

Complete dislocation of joints, if injury keeps participant out of competition for a period of at least 15 days.

Knee................................................. $15.00
Shoulder............................................. $12.50
Ankle.............................................. $10.00
Arm---elbow or wrist................................. $7.50

X-Ray examination to determine fracture............ $5.00
(This will be allowed only in cases where request for fracture is filed and X-ray is negative to fracture)

Medical Regulations

1. Benefits on green stick fractures will be limited to half the amount on the Schedule.

2. A radiograph may be requested on all injuries scheduled at $20.00 or more. If a radiograph is requested on other scheduled injuries, an allowance of $2.00 for each picture will be made in addition to the scheduled benefit.

4. The amount actually allowed will not exceed the itemized statement filed by the physician which must accompany every request for benefit. The listed amount is the maximum
In each case.

Dental Schedule

One chipped tooth ........................................... $ 2.00
Broken facing .................................................. $ 3.00
Replacing knocked out filling .............................. $ 3.00
One broken tooth ............................................. $10.00
Loss of one tooth ............................................ $10.00
Maximum fee for one dental injury ....................... $25.00
Ordinary small fillings ..................................... $ 2.00

Athletic associations should classify schools into groups, so that athletes will not be expected to compete under handicaps. They should be classified in such a manner as to do the most good for the athletes. In Wisconsin the state is divided into five districts. These districts are balanced so that no district will have the advantage over the other, and so that the schools are near one another in each district; this eliminates much useless traveling. The schools of Wisconsin are divided into five classes: Class A, schools of more than 1,000; Class B, schools of from 600 to 1,000; Class C, schools of from 250 to 600; Class D, schools of from 100 to 250; and Class E, schools of less than 100.

It is the duty of the association to promote sportsmanship. This can be done by educating the principal, coach, athletes, and spectators by means of pamphlets, newspaper articles, radio broadcasts, bulletins, etc. Michigan has

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5Fifteenth Year Book of the Wisconsin Interscholastic Athletic Association, 1938, pp. 30-44.
adopted the following sportsmanship suggestions for students, spectators, and coaches, principals, and superintendents:

Good Sportsmanship for Students and Others

High School students should set a good example in the matter of sportsmanship and should quickly condemn unsportsmanlike conduct on the part of other students or adults. To this end they should—

1. Remember that a student spectator represents his school the same as does the athlete.

2. Recognize that the good name of the school is more valuable than any game won by unfair play.

3. Respond with enthusiasm to the calls of the cheer leader for yells in support of the team, especially when it is losing.

4. Learn the rules of the various athletic games so that either as spectators or critics they will be intelligent.

5. Accept decisions of officials without question.

6. Express disapproval of rough play or poor sportsmanship on the part of players representing the school.

7. Express disapproval of any abusive remarks from the sidelines.

8. Recognize and applaud an exhibition of fine play or good sportsmanship on the part of the visiting team.

9. Be considerate of the injured on the visiting team.

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10. Insist on the courteous treatment of the visiting team as it passes through the streets or visits the local school building, and extend the members every possible courtesy.

11. Acquaint the adults of the community and the grade pupils with the ideals of sportsmanship that are acceptable to the high school.

12. Impress upon the community its responsibility for the exercise of self-control and fair play at all athletic contests.

13. Advocate that any spectator who continually evidences poor sportsmanship be requested not to attend future contests.

14. Insist on fair, courteous, and truthful accounts of athletic contests in local and school papers.

15. Be familiar with the state rules of eligibility and support their strict enforcement.

16. Encourage the full discussion of fair play, sportsmanship, and school spirit through class work and auditorium programs in order to discover ways by which students and schools can develop and demonstrate good sportsmanship.

An Athletic Code for Athletic Directors and Coaches7

The Athletic Director, or Business Manager, and Coach are the official representatives of the school in interscholastic athletic activities. In this important capacity these stan-

7Handbook, Michigan High School Athletic Association, pp.64-65
By the Athletic Director

The athletic policy of the school should

1. Be definitely understood with director's responsibility clearly defined.

2. Include only those schedules which are educationally and physically sound for the athlete.

3. Cooperate with the community in making a character building athletic program.

4. Refuse admission to athletic contests to persons who have shown a chronic lack of sportsmanship.

The securing of officials should include

1. Mutual confidence and agreement by both teams.

2. Complete support of officials in cases of adverse rulings.

3. Definite contractual agreements naming fee, expenses, and time and place of game.

Game preparation includes

1. Provision of programs giving rule changes, names of players and officials, and emphasizing good sportsmanship.

2. Proper handling of crowds so that there is no encroachment on playing space.

3. Maintaining side lines for exclusive use of players, coaches, and officials.
By the Coach

The school may expect

1. Work of the coach to be an integral part of the system with its educational contribution.

2. Mastery of the principles of pedagogy and consequent improvement in teaching as well as coaching.

3. Loyalty to superiors in making athletics fit into the general school program.

4. Insistence upon high scholarship and enforcement of all rules of eligibility.

The athletes may expect

1. A genuine and up-to-date knowledge of that which the coach proposes to teach.

2. Fair, unprejudiced relationship with the boys.

3. Careful attention to the physical condition of players at time of each contest.

4. Competent and trustworthy officials whose decisions will always be supported.

Sportamanship includes

1. Teaching athletes to win by use of legitimate means only.

2. Counteracting unfounded rumors of questionable practices by opponents.

The influence of the coach necessitates

1. His being the sort of man he wants boys under him to become.
2. Discouragement of gambling, profanity, and obscene language at all times

An Athletic Code for Superintendents and Principals

The superintendent and principal are the final authorities responsible for the athletic activities of the school. In realization of this responsibility these guiding principles should prevail:

For the Superintendent

1. I will use all means possible to bring to my community a full realization of the value of athletics as an educational tool in training citizens.

2. I will have a definite understanding with principals and athletic directors concerning the school athletic policy and expect and give mutual support in carrying out that policy.

3. I will judge the success of those in charge of the athletic program by the conduct and attitudes of contestants and spectators rather than on the number of games won and lost.

For the Principal

1. I will have a complete understanding of the athletic policy of this school system and of the individual responsibility of all concerned.

2. I will be honest in my certification of contestants

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and base that certification on complete information concerning the student's athletic and scholastic history. Questionable cases will be referred to the State Director before the privilege of competition is given.

3. I will give my loyal support to the coach in all his efforts to carry out the state and local athletic policies.

4. I will make every effort to instruct the student body in their responsibilities in making the athletic program a valuable one and point out desirable types of conduct at "home" and "away" games.

5. I will endeavor to foresee possible differences and misunderstandings with other schools and, as far as possible, settle them or provide means of settlement before they materialize.

6. I will insist that any misunderstandings that may arise be settled privately between official representatives of the schools concerned.

7. I will require the passing of a medical examination and parental consent before a student is allowed to compete.

8. I will have a definite understanding with the business manager or athletic director about officials, schedules, finances, care of fields and gymnasium, handling of spectators, etc., and give him every
assistance in carrying out his duties.

9. I will consider it unprofessional to withhold any seemingly authentic information from another school which calls in question the eligibility of any of its players.

10. I will attend as many of the athletic contests in which my school participates as school work will allow.

11. I will commend opposing schools for outstanding examples of fine citizenship.

The question of financing should always be considered. Each athletic association should establish standards for giving awards, in order that all schools will be able to give the same awards or awards of equal value. This would eliminate much useless rivalry or jealousy on the part of the different schools in the association.

In order that no one school may overwork the athlete, the schedule and length of practice period should be controlled by the association.

All arguments, protests, or settlements should be handled by the association in order that contesting schools will be dealt with justly.

Wagenhorst summarizes the function of the state athletic association as follows: 9

1. To preserve the health of contestants by requiring suitable health supervision

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9 Wagenhorst, L. H., Administration and Cost of High School Interscholastic Athletics, p. 110
2. To classify schools into equitable groups
3. To determine rules of eligibility
4. To promote standards of conduct (sportsmanship)
5. To establish standards for giving awards
6. To control the length of schedules and practice periods
7. To provide standards for athletic coaches and officials
8. To settle disputes between local groups
CHAPTER III

A COMPARISON OF THE LOUISIANA BOYS ATHLETIC ASSOCIATION WITH ASSOCIATIONS IN OTHER STATES

A survey of the constitutions of athletic associations all over the country reveals that they have substantially the same general requirements regarding eligibility of athletes, membership, qualifications of coaches, etc. The Louisiana High School Athletic Association, however, differs slightly from the others; these differences are strikingly shown in the charts below.

The information contained in the following charts is derived from bulletins received from 35 state associations, and from the 1938-39 bulletin of the National Federation of State High School Athletic Associations; other information was found in the various publications of the different state associations, and from the many varieties of blank reports used by them.

Chart I shows the member schools in each state association, the approximate number of pupils in the member schools in each state, and whether the state is a member of the National Federation. Close examination of this chart shows that Texas has the largest number of member schools with 5,397; that Nevada has the smallest number with 32; that California failed to report its number of member schools. Nine states, California, Kentucky, Massachusetts, New Jersey, North Carolina, South Carolina, Texas, Vermont and Virginia, failed to report the number of pupils in member schools. The two
states missing from the chart, Maryland and Delaware, have no state athletic associations. Approximately three-fourths of the states are members of the National Federation, with 35 states being included in the list. Non-members of the Federation are California, Kentucky, Massachusetts, New Hampshire, New Jersey, North Carolina, Rhode Island, South Carolina, Texas, Vermont, and Virginia. Tabulation by columns reveals:

(a) There are 21,914 member schools in 46 state athletic associations

(b) There are approximately 3,101,000 pupils in the 21,914 member schools

(c) Thirty-five state associations are members of the National Federation; eleven are non-members; two states have no athletic associations

(d) 76.1% of the state athletic associations are members of the National Federation

Chart II shows a comparative study of the 46 state high school athletic associations on the basis of 20 factors, which will be summarized below. A survey of these factors will bring out the following facts:

1. Sixteen states have a full-time paid executive at the head of the state high school athletic association. They are: Illinois, Indiana, Iowa, Kansas, Massachusetts, Michigan, Minnesota, Nebraska, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Texas,
Virginia, and Wisconsin.

2. Eighteen states require registration for officials in the various sports. They are: Alabama, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Missouri, Nebraska, Ohio, Oregon, Pennsylvania, Rhode Island, Tennessee, Utah, Wisconsin, and Wyoming.


4. Fourteen states have an organization of officials, but do not require their registration. They are: Arizona, Arkansas, Connecticut, Georgia, Louisiana, Maine, Montana, Nevada, New Hampshire, New York, Texas, Vermont, Virginia, and West Virginia.

5. Twenty-four states use the Interscholastic Football Rules as published by the National Federation of High School Athletic Associations. They are: Alabama, Colorado, Florida, Idaho, Illinois, Iowa, Kansas, Kentucky, Maine, Minnesota, Missouri, Montana, Nebraska, New Mexico, New York, North Dakota,

6. Thirteen states sponsor the athletic accident plan as founded by the University of Wisconsin. They are: Colorado, Georgia, Kansas, Maine, Minnesota, Montana, New York, North Dakota, Oregon, Pennsylvania, Rhode Island, Vermont, and Wisconsin.

7. Twelve states decide championships in football. They are: Colorado, Louisiana, Montana, Nevada, New Jersey, North Carolina, South Carolina, Tennessee, Texas, Utah, Vermont, and Wyoming.

8. Forty-three states decide championships in basketball. Those not determining such a championship are: California, New York, and Virginia.

9. Thirty-eight states determine championships in track and field. Those not deciding such a championship are: Idaho, Maine, New York, Oklahoma, Virginia, West Virginia, Wisconsin, and Wyoming.


14. Eleven states decide championships in baseball. They are: Arizona, Iowa, Louisiana, Maine, New Jersey, North Carolina, Ohio, Rhode Island, South Carolina, Utah, and Vermont.

15. Fifteen states sponsor activities in literary events. They are: Arkansas, Georgia, Idaho, Kansas, Mississippi, Montana, Nebraska, North Dakota, Tennessee, Texas, and Vermont, Maine, Minnesota, South Carolina, and Virginia.
16. Eleven states sponsor activities in musical events. They are: Arkansas, Georgia, Idaho, Kansas, Mississippi, Montana, Nebraska, North Dakota, Tennessee, Texas, and Vermont.

17. Nine states sponsor activities in commercial events. They are: Arkansas, Idaho, Mississippi, Montana, Nebraska, North Dakota, South Carolina, Tennessee, and Texas.

18. Twelve states have state-sponsored girls athletic associations. They are: Colorado, Connecticut, Illinois, Iowa, Kansas, Mississippi, Nebraska, Ohio, Oregon, South Carolina, Tennessee, Texas.


20. Thirty-five states are members of the National Federation of State High School Athletic Associations. They are: Alabama, Arizona, Arkansas, Colorado, Connecticut, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, New York, North Dakota, Ohio,

A summary of the above-mentioned data would show the following:

(a) 34.8% of the states have a full-time paid executive at the head of the state athletic association.
(b) 39.1% of the states require registration of officials.
(c) 67.4% of the states conduct rules interpretation meetings.
(d) 30.4% of the states have an organization of officials without registration.
(e) 52.2% of the states use Interscholastic Football Rules.
(f) 28.3% of the states have the athletic accident plan.
(g) 26.1% of the states determine championships in football.
(h) 93.5% of the states determine championships in basketball.
(i) 82.6% of the states determine championships in track.
(j) 67.4% of the states determine championships in tennis.
(k) 60.9% of the states determine championships in golf.
(l) 41.3% of the states determine championships in swimming.
(m) 34.8% of the states determine championships in wrestling.
(n) 23.9% of the states determine championships in baseball.
(o) 32.6% of the states sponsor activities in literary events.
(p) 23.9% of the states sponsor activities in musical events.
(q) 19.6% of the states sponsor activities in commercial events.
(r) 26.1% of the states have girls athletic associations.
(s) 62.5% of the states publish bulletins at regular intervals.
(t) 76.1% of the states are members of the National Federation.

Chart III shows a comparison of the Louisiana High School Athletic Association with those of nine other Southern states (Texas, South Carolina, Tennessee, North Carolina, Mississippi, Alabama, Kentucky, Georgia, West Virginia). Analysis of the chart shows that all ten states determine championships in track, basketball, and tennis; all ten also require that each athlete maintain a passing average in his work for the previous semester. All of the states, with the exception of Tennessee, have the migratory rule, which says a boy moving to another school is not eligible unless his parents or guardian move also. Eight states require that athletes maintain a passing average for the current semester. North and South Carolina do not have this requirement. Two states, Tennessee and
Mississippi, allow only 8 semesters of eligibility. One state, Texas, has a full-time paid executive at the head of its association, while Georgia is the only state which has athletic accident insurance. Texas, South Carolina, Alabama, Kentucky, and West Virginia publish bulletins at regular intervals. Tennessee, Alabama, and Kentucky require the registration of all officials. Only four states determine championships in football—Texas, North Carolina, South Carolina, and Louisiana. Six states determine golfing championships, with Texas, South Carolina, Alabama, and West Virginia excepted. In swimming four states determine championships—South Carolina, Tennessee, Georgia, and Louisiana. South Carolina and Louisiana decide championships in baseball.

The competing age of 20 or under is in force in Texas, South Carolina, North Carolina, Kentucky, Georgia, West Virginia, and Louisiana. Participation in one game counts as a season of eligibility in South Carolina, Tennessee, North Carolina, Mississippi, and Kentucky. All the states except Alabama permit awards to athletes in excess of $1.00 in value. Texas, South Carolina, Tennessee, North Carolina, Kentucky, Georgia, and West Virginia limit their membership to public high schools. Only Mississippi and Louisiana sponsor a boys boxing tournament, while South Carolina, Tennessee, Georgia, and Louisiana hold girls basketball tournaments.

A summary of the data given above shows:

1. One state has a full-time paid executive (10%)
2. One state has athletic accident insurance (10%)
3. Five states publish bulletins at regular intervals (50%)
4. Three states require registration of officials (30%)
5. Four states decide championships in football (40%)
6. Ten states decide championships in basketball (100%)
7. Ten states decide championships in track (100%)
8. Ten states decide championships in tennis (100%)
9. Six states decide championships in golf (60%)
10. Four states determine championships in swimming (40%)
11. Two states decide championships in baseball (20%)
12. Two states limit eligibility to 8 semesters (20%)
13. Ten states require passing in work for preceding semester (100%)
14. Eight states require passing in work for current semester (80%)
15. Seven states set the competing age at under 20 (70%)
16. Nine states have the migratory rule (90%)
17. Five states consider participation in one game as a season (50%)
18. Nine states confer awards amounting to over $1,000 in value (90%)
19. Seven states limit their membership to public high schools (70%)
20. Two states sponsor boxing tournaments (20%)
21. Two states sponsor girls basketball tournaments (20%)
Chart IV shows a comparison of the Louisiana High School Athletic Association with those associations generally considered outstanding by experts in the field of physical education;¹ namely, Indiana, Ohio, Michigan, Illinois, Iowa, Wisconsin, and Texas. This chart shows that all of them except Louisiana have a paid executive at the head of the state organization; and that all except Louisiana publish bulletins at regular intervals. Wisconsin alone has the accident insurance plan. All have registration of officials with the exception of Texas and Louisiana; these two states are the only ones determining state championships in football. All determine championships in basketball and track; all but Indiana hold championship meets in tennis, while Texas is the only exception to the rule in golf. All decide championships in swimming; but only Ohio, Iowa, and Louisiana do likewise for baseball. Five states—Indiana, Ohio, Michigan, Iowa, and Wisconsin—declare an athlete ineligible after the completion of 8 semesters of school. All require that the athlete pass his work both during the preceding and current semesters. The competing age is under 20 in Ohio, Michigan, Wisconsin, Texas, and Louisiana; the migratory rule is in force in all states. In Indiana, Iowa, and Wisconsin, participation in one game counts as a season of eligibility. Only Indiana, Texas, and Louisiana make awards of over $1.00 in value. In Indiana, Illinois, Iowa, Wisconsin, and Texas,

¹Hair, Jesse - Research Quarterly, October, 1931, pp. 57-60.
membership is limited to public high schools only. Wisconsin
and Louisiana sponsor boxing, while Louisiana alone still
clings to the state basketball tournament for girls, state
boxing tournaments.

A summary of the data given above shows:

1. Seven states, or 87.5%, have a full-time paid executive.
2. One state, or 12.5%, has athletic accident insurance.
3. Seven states, or 87.5%, publish bulletins at regular intervals.
4. Six states, or 75%, require registration of officials.
5. Two states, or 25%, determine championships in football.
6. Eight states, or 100%, determine championships in basketball.
7. Eight states, or 100%, determine championships in track.
8. Seven states, or 87.5%, determine championships in tennis.
9. Seven states, or 87.5%, determine championships in golf.
10. Eight states, or 100%, determine championships in swimming.
11. Three states, or 37.5%, determine championships in baseball.
12. Five states, or 62.5%, allow 8 semesters of eligibility.
13. Eight states, or 100%, require passing in work for previous semester.

14. Eight states, or 100%, require passing in work for current semester.

15. Five states, or 62.5%, set the competing age at under 20.

16. Eight states, or 100%, have the migratory rule.

17. Three states, or 37.5%, count participation in one game as a season of eligibility.

18. Three states, or 37.5%, confer awards amounting to over $1.00 in value.

19. Five states, or 62.5%, limit their membership to public high schools.

20. Two states, or 25%, sponsor boxing tournaments.

21. One state, or 12.5%, sponsors a girls basketball tournament.

Charts V and VI show the ideal number of games and length of season for various sports, and the number of practice periods and length of session for each sport. According to Williams and Bromell:

"The tendency in high school athletics is to work boys too hard and too long. Practice periods are arranged daily, the schedule of games extends over a period of many weeks, and the number of contests played is, in most cases, entirely too many. Those who are responsible for high school athletics should remember that herein lies a flagrant source of over-
emphasis.

"The local athletic council should adopt standards and policies governing practice periods and schedule making compatible with the rules of the state association. Since the state association must adopt its standards to meet all sorts of varying conditions throughout the commonwealth, the more enlightened local districts will usually plan fewer games and shorter practice periods than the parent organization allows.

"Coaches must be qualified to supervise the physical condition of team members and to guard against overtraining. Of course no boy should be allowed to represent his school in more than one sport during the same season. Teams should practice and train a sufficient length of time before beginning the schedule to develop proper physical condition. Schedules should be arranged with teams of approximately equivalent size and athletic ability. This will exclude all games, practice games, or scrimmages with college teams."\(^2\)

## CHART I
### MEMBERSHIP CHART

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<tr>
<th>State</th>
<th>No. Member Schools</th>
<th>Approx. No. Pupils in Member Schools</th>
<th>Member Nat. Federation</th>
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35 Yes
A Comparative Study of the Athletic Associations of 46 States

CHART II

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## Chart II

A Comparative Study of Nine Southern States with Louisiana

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CHART IV
SUCCESSFUL STATE SCHOOL ATHLETIC ASSOCIATION
COMPARSED WITH THE LOUISIANA ATHLETIC ASSOCIATION

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### CHART V

**NUMBER OF GAMES AND LENGTH OF SEASON FOR VARIOUS SPORTS**

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<td>Track</td>
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<td>Tennis</td>
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<td>8</td>
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<tr>
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### CHART VI

**NUMBER OF PRACTICE PERIODS PER WEEK AND LENGTH OF SESSIONS**

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2. Ibid., p. 467.
CHAPTER IV

ORGANIZATION OF THE ATHLETIC ASSOCIATION UNDER THE SPONSORSHIP OF THE STATE PHYSICAL EDUCATION DEPARTMENT

If we were to trace the athletic movement in America, we would find that its popularity became nationwide during the latter part of the Nineteenth Century. Athletics were loosely organized, with practically no supervision; the events were in the hands of untrained men.

With only the guidance of coaches, who failed to realize the educational values of the contests, athletics became contests which appealed to man's primitive instincts. Games were played with only one idea in mind—to win at any cost. Ethics were unknown. Contests were arranged by students, who were soon influenced by the spectators. Such practices as the following had their origin during this immature period: commercialism, low eligibility standards, poor sportsmanship, and other undesirable practices.

As athletics began to spread, school authorities became interested and believed rightly that men of responsibility should act as leaders. School authorities such as superintendents and principals became alarmed at the unethical practices and decided to intervene. The first important step taken by educators to control athletics was on March 20, 1931, when the North Central Association of Colleges and Secondary Schools decided that all athletics should and would be controlled by

1 Williams and Brownell, Administration of Health and Physical Education, p. 405.
2 Ibid., p. 406.

42
school officials.

This change in the athletic contest was certainly noteworthy. Athletics, instead of merely being contests for selfish reasons, became a part of our educational system. Learning to do by doing was and is still exemplified in athletics. The training the student goes through; the spirit of cooperation which prevails; the ability to subject oneself to discipline; and finally, the ability to sacrifice oneself for the rest of the group is paramount in athletics.

The evolution of the control of athletics from the student and spectator to the principals has been rapid. Under the sponsorship of the latter group of men athletics have become a part of our educational set-up. The job of supervising the games is as a whole in the hands of competent men who have been trained in the field of physical education.

Physical educators in fostering athletics are attempting to promote friendship among schools rather than intense rivalry which eventually leads to hatred. The idea that the home team should consider the visiting team as guests is gaining headway. Principals, coaches, and students should see that the visitors are well taken care of—should see to it that the atmosphere of friendliness toward the visitors is not artificial, but a feeling that comes from the heart. In summarizing this condition, Schrader states: "Let us think this through and see whether this practice is in harmony with what we hold to be the high spot in our inter-institutional contests. The gospel that is preached in defense of
these contests is that by this means we promote best all those social qualities which make for better understanding and better citizenship, that mean fair play, unquestionable sportsmanship, and what not. Let it be said here that the objectives in themselves are real, are achievable, and are not phantoms.

"Should not the friendly mingling of the contestants immediately before and after the games be a big factor in the attitude and feeling during the game? Bathing and dressing together permits of the best sort of getting to know the other fellow and to comment on the great game to be played, or the game just played." \(^3\)

Instead of to this "visiting team room", as Schrader puts it, visiting teams are ushered to lonely quarters in order that they may be in secret conferences, get their last-minute instructions, etc. Such is the practice in most places. If the recommendations of leaders in the physical education field are followed, the visiting team room will become a thing of the past, along with proselyting, non-member of the faculty coaches, national tournaments, and other desirable practices.

According to many educators, athletics is over-emphasized. They base their conclusions upon the following practices: in various schools students are steered clear of the so-called "rough" subjects so they may be eligible for competition; certain schools have a limited number of students, thus

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\(^3\) Schrader, C. L., "Is the Visiting Team Room in the Gymnasium an Asset or a Liability?" in the American Physical Education Review, June 1927, p. 460.
demanding of certain athletes too much, for example, certain athletes have been used in more than one sport during the same period because they are ignorantly willing to be exploited; certainly this practice should be condemned.

Athletics are highly organized types of play, and when properly controlled are very beneficial. In the sense of realizing desirable outcomes, interscholastic competition represents the highest form of education which stimulates interest in physical education. When improperly managed, athletics present one of the biggest problems of the administrator.

One of the most emphasized phases of athletics is the desire to win. This desire is created when athletic victories are demanded to meet the demands of the public. The nature of athletics appeals to outside influences. "The elements of conflict, strife, and rivalry cause certain alumni and others to follow the team when they care nothing for other educational functions." To prevent overemphasis active supervision is necessary. Trained physical education experts is the answer to this condition.

According to Williams and Brownell, serious conflicts of opinion arise whenever it is proposed that the state athletic association should be under the direction of the state department of education. Several problems develop when different states bring up the matter.\(^5\)

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\(^4\)Williams and Brownell, Administration of Health and Physical Education, pp. 438-440

\(^5\)Ibid., p. 448
For those who believe that athletics are a part of physical education and that physical education is a phase of education, it follows that they should be under the supervision of the physical education department. Since 1803, when Congress settled the issue of the control of education by placing it in the hands of each state, it has been considered the function of the state to establish standards and to manage the affairs of the schools. In the case of an independent state high school athletic association, the local school must be taxed, or tournaments must be arranged to finance the organization. Under the state department this would not be necessary. The state would pay the salary of the executive officer, whose duty it would be to see that athletics are run on a clean slate.

Wagenhorst summarizes the discussion by stating: "A public school enterprise which has reached such proportions as high school interscholastic athletics should be linked up with the state department of education. A state official, thoroughly trained in the field of physical education, could serve to advantage as secretary of the state high school athletic association. This would save the association a large item of expense when it is considered that several states are paying high salaries to men filling the position."6

The recent attitude of the North Central Association of Colleges and Secondary Schools in setting up their standards

6Wagenhorst, Administration and Cost of High School Interscholastic Athletics, p. 111.
for schools may hasten the adoption of the control of athletics by the State Department of Education. In connection with this point, Brammel says "There can be no question of the advisability of having the state high school athletic association and the state department of education working in cooperation with each other. This, in fact, is common practice in many states. Such cooperation is often obtained through the serving of a member of the state department on the executive committee of the association. Even if the rules of the association do not become rules of the state department, they should nevertheless be administered in accordance with the educational aims of the department."  

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CHAPTER V
VALUE OF THE ATHLETIC COACH

It is our desire here to consider in our Louisiana set-up the following competitive games—football, boxing, basketball, baseball, and track and field from the viewpoint of education.

Athletics of the above type should be carefully planned in order to give best results. Since they have come to occupy a very important place in our lives, and we as coaches believe they are useful—then it follows that we should be able to explain why and how they are beneficial.

Summarizing Berry's Philosophy of Athletics: "In primitive man self-preservation involved fear. Man was not the equal of the beasts that surrounded him. He could only hope to exist by running away. Man found this to be quite annoying; thus resenting it, became angry; and sought a way of avoiding it. Man became ambitious and opposed his enemies with clubs. This greatly increased his power and courage—man began to fight before he would run away. Throwing and the use of a club added strategy—man began to think. More fighting brought more success and courage. Success brought satisfaction and safety. Man became the ruler of fighting organisms." ¹

¹Berry, Elmer, The Philosophy of Athletics, pp. 113-83
Fighting as an individual with club and stone was good, but much more could be accomplished in groups—brining the spirit of cooperation into play. Thus the spirit of modern athletics goes back to the early beginnings of the race. The greatest contributing factor to team spirit at the present time is probably football.

The racial activities associated with the instinct of self-preservation may be listed as fear, anger, courage and team spirit. The activities that were associated with these racial emotions were running, jumping, climbing, fighting, and perhaps swimming. Of all of these, fighting was the most complete since it combined all the types of activities. It is to the fighting team games of today, and particularly such games as football, that we must turn for the stimulation of these fundamental emotions.

Athletics present the greatest opportunity at the present time for the exercise of the old racial activities. Through this medium the teacher of athletics has a means of conditioning the future citizen. This is particularly true of modern times—since physical labor has been displaced by machinery. Since physical labor is beneficial to our bodies, then a substitute of pleasing effect must replace the drudgery of the past. May this not be athletics? To the modern boy the vigorous training of a football season is the answer.

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2Berry, op. cit., p. 5
Social training is an important part of modern education. Both family life and community life are complex. People in the cities know little of their next door neighbor. The school is the best socializing agent—and athletics tend to unify our largest schools, as our largest contacts are made through athletic games. We must admit that a good football, basketball, baseball, or track team certainly brings out the personality of a school. The athletic team makes a boy a member of the school.

Ethics may be taught in a classroom, but if such a subject is not put into practice it will not be effective. Those coaches, who by precept and example teach ethics to the boys under their tutelage, face a grave responsibility for the boys are influenced by what they are taught. Physical educators believe that no other activities offer the individual a chance to test himself as do athletics. In athletics decisions are not always just—as in life they are not always just. Participation in athletics offers opportunity for laboratory experience in emotionalized life situations.

From observing and playing the game, it is the writer's belief that athletics in Louisiana is played on an honest basis. The athletes and coaches are ethical, but those who attend the games are sometimes unethical. The work of the Louisiana High School Athletic Association should be centered upon this point.

In requiring athletic coaches to be members of the faculty our association is to be praised for doing a good
The writer has been interested in athletics for a good many years as spectator, player, and coach, and believes that our coaches on the whole have high ideals and are honest and ethical in their work. Most of our coaches risk their positions, which usually is their only means of a livelihood, in order to stand for what is right. Assuming this to be true, coaches should not be tampered with. According to Williams: "The boys and too often their fathers and the newspapers are at times so interested in having a winning team that they are willing to shut their eyes to all else."

Too often the influence and power of ethical standards is defeated. Some coaches do fail—are they to be condemned or pitied? Since our athletes are taught by men of high standards, these men should be supported in doing what is right and should be retained in office, regardless of whether they win or lose games. Then, and only then, will athletics become the greatest asset to our educational program.

3Louisiana High School Athletic Association Bulletin, 1936, Rule 29, p. 17
4Williams, J. F., Athletics in Education, p. 97
CHAPTER VI
SUMMARY AND CONCLUSIONS

In studying and compiling this history and evaluation of the Louisiana Boys Athletic Association, it was found that no accurate records or minutes of the meetings of the Association have been kept since its beginning in 1920. The information concerning the founding and progress of the Association was obtained from the Secretary-Treasurer, Mr. Grover C. Koffman, who has held the office continuously since he was first elected to it in 1920. Much of this information he was forced to recall from the depths of his memory, and it is possible that much interesting as well as valuable information was in this way lost and forgotten. It would infinitely increase the efficiency of the Association if a person were employed to devote his whole time to keeping a record of the doings and activities of the Executive Committee of the Association.

Eighteen states—Alabama, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Missouri, Nebraska, Ohio, Oregon, Pennsylvania, Rhode Island, Tennessee, Utah, Wisconsin, and Wyoming—require registration of officials for different sports. Louisiana should adopt this method as used in the more progressive states instead of the present organization of officials without registration. The registration of officials would probably tend to make them more efficient, especially if they were given annual examinations on the rules.
and practices of the sport in which they wished to officiate, and were required to attend state rules interpretation meetings along with the coaches and principals. This would make for a more uniform interpretation of rules over a state, in place of the present jumble wherein every official decides for himself the meaning of every rule. This practice would have a decided tendency to weed out misfits, and would undoubtedly soon raise the level of officiating from the depths into which it has fallen.

In studying different state association bulletins, it was found that thirteen states have taken steps toward the protection of athletes through provisions for medical care rather than leave this grave responsibility to the local schools. These states, headed by Wisconsin, founder of the Athletic Accident Benefit Plan, are: Colorado, Georgia, Kansas, Maine, Minnesota, Montana, New York, North Dakota, Oregon, Pennsylvania, Rhode Island, and Vermont. Louisiana should sponsor this plan, as there is absolutely no provision at all in this state for the care of injured athletes. Because of this, many disputes have arisen as to the responsibility for certain injuries, and many boys and girls have been held back from participation in sports because if injured they would have been unable to afford medical care. The individual schools have done what they could to remedy this evil, but the Wisconsin plan seems to be the most nearly perfect solution which has yet been offered. Adoption of this plan would of course necessitate the making of certain changes
to meet the peculiar needs and conditions of Louisiana sports, but the writer believes that it would pay immediate dividends.

Thirty states—Alabama, Arkansas, Connecticut, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Massachusetts, Missouri, Montana, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina; South Dakota, Texas, Utah, Virginia, Washington, West Virginia, and Wisconsin—publish bulletins at regular intervals. These bulletins contain much valuable information furnished free to member schools; in Louisiana such information is furnished very infrequently. It would be advisable for the Louisiana Association to send out more bulletins, at regularly spaced intervals, to the entire personnel of the physical education department of every high school in the state, thus relieving many schools of the necessity of watching the newspapers to find out the results of the latest meeting of the state association.

A study of some of the outstanding athletic associations of the United States as compared with that of Louisiana reveals that out of the eight considered—Indiana, Ohio, Michigan, Illinois, Iowa, Wisconsin, Texas, and Louisiana—only the latter two states decide championships in football, and Louisiana alone conducts a state boxing meet. Further study of the bulletins of the National Federation of State High School Athletic Associations shows that only 10 other
states in addition to the two mentioned above decide football titles, and very few even sponsor boxing as an intramural sport. The other states evidently believe that football and boxing are very strenuous, and that championship play-offs or tournaments at the end of a long and arduous season work a hardship on the mental and physical make-up of all concerned, whether athletes, coaches or principals. Louisiana should discontinue championships in both boxing and football.

Five of the outstanding associations mentioned above—Indiana, Ohio, Michigan, Iowa, and Wisconsin—allow each athlete only eight semesters of eligibility instead of the ten allowed in Louisiana. The Louisiana Association should adopt the eight-semester rule at once, and so eliminate the evil of the student who wilfully fails in his senior year so as to have another year at football and basketball. This practice has worked more harm than good in most cases, and should be denounced wherever discovered.

A further comparison with the outstanding associations of the country reveals that Louisiana differs from most of them in having no limit to the value of awards. Outstanding authorities and associations believe that the limitation of the value of awards to $1.00, as is the practice in many states, would tend to remove some of the taint of commercialism which has crept into our high school athletics, and which has led some observers to believe that high school athletics and semi-professionalism are nearly the same. Those of us
who believe that boys and girls should compete in athletic activities for the love of the game and for the physical, mental, moral, and social benefits to be derived therefrom deplore the present tendency to offer awards of considerable intrinsic value. The award should be merely a symbol of achievement, not a part payment. When awards increase in value, athletes lose sight of the game and think in terms of glory and personal achievement, with resultant loss to all concerned. Curtailment of the value of all awards would eliminate this motive, and would return the amateur spirit to the game.

The Louisiana High School Athletic Association should be affiliated with the State Department of Education. If athletics are a part of physical education, and if physical education is recognized as a part of the curriculum in the public schools, then it naturally follows that the control of athletics should be in the hands of men who have been trained along this line. The writer believes that the present association would be vastly more efficient if under the direction of the State Director of Physical Education or one of his assistants, or under a full-time paid executive who has been thoroughly trained in the field of physical education. Many states have tried the latter plan, or the alternative of having as executive secretary a member of the State Board of Education who was the real administrator of the association. Of the seven most successful state high school associations---Indiana, Illinois, Iowa, Michigan, Texas, Ohio, and Wisconsin---
all have paid executives who devote their full time and efforts to making a success of the association.

Schedules and practice periods in the different sports engaged in by Louisiana high schools are almost invariably too long and strenuous. In football, for example, most schools play nine- or ten-game schedules, and engage in several weeks of practice before the opening of the season. Long workouts are engaged in daily, and it is the opinion of this writer that these practices are harmful to the athletes. Leading authorities suggest that a football schedule of 6 or 7 games is ample, with no play-offs or championships, and that shorter practice periods, never more than 90 minutes in duration, should be adopted. The system, as it now operates, takes entirely too much of the athletes' time away from school and thoughts of school work, with the inevitable result of poor scholarship and possible failure both in school studies and later in life. After long practice sessions, athletes are often too fatigued to study, while others use participation in athletics as a handy excuse for falling behind in their classwork. The curtailment of schedules and practice period would eliminate some of this evil. Similar changes should be made in all other sports engaged in by the high schools of the state as noted in Charts V and VI in Chapter III.

There should be a limit to the number of sports in which an athlete may take part during a school year. It goes without saying, of course, that an athlete should not participate
in two sports which come during the same season or during interlapping seasons. It has become the practice in small­er schools, where there is often a scarcity of material, to utilize the same boys in as many sports as possible in order to make a good showing for the school. Consequently the boys are worked to death, with resulting detriment to their school work. The Louisiana Association should put a stop to this practice by limiting the number of sports in which an athlete may participate in a school year to two.

Michigan has adopted and published three sportsmanship codes—for athletic directors and coaches, for students, and for superintendents and principals—which have been rather widely copied. It would help matters if the Louisiana Association would publicize the code already printed in the handbook, and see to it that the public be made thoroughly familiar with its implications. Many schools have not yet absorbed the ideal of true sportsmanship, and think in a vague sort of way that it is intended only for athletes. The proper sort of information, well publicized, would curb this fallacious reasoning, and would make for better feeling between member schools:

In brief, the following conclusions grow out of the data presented in meeting the need set forth in the introduction:

1. Accurate records of the Association should be kept
2. Registration of officials should be adopted
3. The Athletic Accident Benefit Plan or a similar plan for the protection of athletes should be adopted
4. Bulletins should be published at regular intervals

5. Championships in football and boxing should be abolished

6. Eight semesters of eligibility should be allowed to Louisiana athletes instead of ten at present

7. Awards should be limited in value to $1.00

8. The Louisiana High School Athletic Association should be affiliated with the State Board of Education, and should be under the direction of either the State Director of Physical Education or of a full-time paid executive who has been thoroughly trained in the field of physical education

9. Schedules and practice periods in the different sports should be shortened

10. The number of sports in which an athlete participates in a school year should be limited

11. Sportsmanship codes should be broadened in scope to include the public, and should be better publicized.
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INTERVIEWS:

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Major Field: Health and Physical Education

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Approved:

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