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An Evaluation of Eligibility Rules at Terrace Heights for Interscholastic Activities on the Seventh and Eighth Grade Level

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AN EVALUATION OF ELIGIBILITY RULES AT TERRACE HEIGHTS
FOR INTERSCHOLASTIC ACTIVITIES ON THE SEVENTH
AND EIGHTH GRADE LEVEL

A Thesis
Presented to
the Faculty of the School of Education
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master Classroom Teacher

by
Edward W. Eichwald

July 1965

THIS PAPER IS APPROVED AS MEETING
THE PLAN 2 REQUIREMENT FOR THE
COMPLETION OF A RESEARCH PAPER.

M. Doyle Koontz
FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Utilizing every phase of school life effectively for the total education of the individual is the goal of educators. How each phase is employed toward this end is normally the responsibility of the person or persons concerned. Having been placed in charge of such an area, namely interscholastic activities, the writer then instigated a program assumed to be meaningful and directive. The program of eligibility rules was designed (1) to place athletics in a secondary position to the academics; (2) to serve as a teacher's aid; (3) for control purposes; (4) to emphasize the meeting of requirements. Through further study and observation, the writer noted that a difference of opinion existed regarding the effectiveness of certain procedures for determining eligibility. With due respect to a difference of opinion and the organizing of future programs, the writer felt that a re-evaluation of regulations already in force was needed.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine an appropriate eligibility procedure for interscholastic athletics at Terrace Heights Elementary.

Importance of the study. The period of transition which extends from the twelfth to the fourteenth year is generally termed preadolescence. It is the period between two most important stages of life; namely, childhood and adolescence. It is

the period during which it is possible to consider and to treat the individual neither as a young child nor yet as an adolescent. Physically this period is characterized by a lack of symmetry and by an unevenness of growth. For this reason it is sometimes called the awkward age. The period is a crucial one of rapid growth. In mentality as well as in physique the child is approaching the adult standard. At no other time does the child stand in such need of efficient leadership (19:220-21).

It is a vital task guiding this age group, especially the individuals who become overwhelmed with the problems of their age. There are means by which these individuals can be motivated correctly, and an understanding of each of these methods is necessary.

Interscholastic activities have too often been used as a "whipping post" for the academic motivation of boys. There is considerable doubt that this is desirable. Interscholastic activities make possible the integrating of many important characteristics of a well balanced individual. The tangible learnings in physical activities such as neuromuscular control, fitness, and participation are obvious. The intangibles such as honesty, fairness, courtesy, kindness, self-reliance, dependability, generosity, sportsmanship, patriotism, appreciation, loyalty, self-acceptance, respect for excellence, and respect for ideas are equally worthwhile objectives of any educational program.

Education should be a broad highway along which children

travel toward physical, mental, emotional, and social competence. Each phase of school life plays an integral part in the total development of the child.

Would a boy be deprived of English or mathematical instruction if he were not working satisfactorily in another subject? Of course, the answer is an emphatic "No!". The direction of the question would lead observers to the conclusion that this line of reasoning suggests that athletics are just as important as the basic academics. It is true that our technical world, as we know it, was not developed because of participation in athletics, but then how many boys remained in school because of their success or because of what they learned while engaged in Spartan activities?

A democratic society has an obligation to provide opportunities for individuals to develop and use their talents, and the interests of society require that such opportunities be made attractive. The role of education in this connection is to equip the individual to use the opportunity that will best utilize his abilities and to guide him in making intelligent decisions that will serve both his own interests and those of society. (10:3)

II. DEFINITION OF TERMS USED

Eligibility rules. Eligibility rules were interpreted as meaning those principles that athletic aspirants had to satisfy before they could represent their school interscholastically.

Interscholastic activities. Terrace Heights normally engages in a maximum of six flag-football games, twelve basketball games,

and five track meets during the school year. Practice sessions are held immediately after school for approximately one hour and fifteen minutes. The games are usually played on Friday after school while the practice sessions are held on Monday, Tuesday, and Thursday.

III. PROCEDURE FOR THE STUDY

The procedure of this study was (1) to review literature regarding this problem; (2) to explore the existing rules at Terrace Heights Elementary as to their validity in considering a boy's eligibility for athletics; (3) to establish valid criteria.

The philosophies and rulings on junior high school interscholastic activities of the Washington Interscholastic Activities Association and the "Alley Report" will be stated and commented upon as well as statements from other sources. Two viewpoints will be presented. First, that which tends to substantiate the interscholastic program as being vital enough to education to warrant incorporating it into the school system; secondly, that which stresses objections to practices which occur in interscholastic athletic activities.

Recommendations will be formulated as a proposal for an effective eligibility program which the writer will, subject to administrative approval, instigate during the ensuing year.

CHAPTER II

REVIEW OF THE LITERATURE

Much literature is available to substantiate the position that the merits of participation in athletics justifies incorporating a program in the school curriculum. The dissenting literature lacks the quantity of the former. The two viewpoints will be given in the review.

LITERATURE ON PHILOSOPHIES AND VALUES
OF INTERSCHOLASTIC ACTIVITIES

The Washington Interscholastic Activities Association recognizes and favors an interscholastic athletic program which is based upon stated philosophies and aims. Essentially these philosophies and aims are as follows: a program should contribute to desirable growth and development of the participants; a program should be available to all; a program should be very carefully controlled, regulated, and limited; a program should emphasize companionship, sportsmanship, physical abilities and training. The complete text of this material will be located on page 24 of the appendix.

The "Alley Report" officially known as Standards for Junior High School Athletics, adopted a favorable position for an interscholastic athletic program. The report reaffirms the belief that junior high school boys can profit educationally, as well as physically from participation in well conducted programs of athletic activities of a competitive nature. The justification

for their belief can be derived through an interpretation of their material which can be located on pages 25 and 26 of the appendix.

George Strayer on athletics and scholarship stated in 1946 that:

The High School Association, as well as schools generally, sets scholarship as an important item in eligibility for participation. This was a reasonable ruling when athletics was not a real part of the educational program and the scholarship of students was the major concern of educators.

The regulation is intolerable today. Physical education is a real part of the curriculum, it is prescribed by state law, and is promoted by regulations of the State Department of Education. Any boy who is proficient enough to make the school team should be allowed to play regardless of his scholastic standing. If a boy is a bona-fide member of the school and learns readily enough to retain his membership in the school, then he should be permitted to engage in all activities where he can succeed and in which he shows ability. (27:377-78)

A 1938 Survey of the Common School System of Washington states:

Student activities represent the informal aspect of public education. Clubs, class organizations, athletic programs, bands, glee clubs and many others are a part of the program of most schools. The object of activities are: (1) to teach cooperation; (2) to make the pupil increasingly self directive; (3) to foster a regard for law and order; (4) to develop special abilities; (5) to increase the pupil's interest in his school. The study recommends that there should be more careful attention paid to the establishment and direction in the junior high to the end that objectives may be more clearly defined, student participation more widespread and inherent possibilities for the individual and social development of the student more completely realized. (2:13)

Charles A. Bucher relates that standards in regard to eligibility of contestants are essential. They should be in writing, disseminated widely, and clearly understood by all

concerned. They should be established well ahead of a season's or year's play so that the students, coaches, and others will not become emotional when they suddenly realize they will lose their chance to win a championship because they cannot use a star player who is ineligible.

Bucher adds that standards of eligibility in interscholastic circles usually include a ruling on satisfactory grades but no definite stipulations are advocated. (5:418-19)

Charles Forsythe suggests that the problem of relation of scholastic standing to athletic competition is one of our oldest. Forsythe noted that Durette found in 1930 that forty-seven states require that a student be doing passing work for the current semester in at least three subjects, (fifteen hours). Forty-six states demand the same scholarship for the preceding semester. (12:66)

An interesting survey of the academic standing of basketball and football players indicated in both cases that the athlete maintained higher standards than did the non-athlete. The survey concluded:

It is vulnerable to attempt to draw a final conclusion from the above evidence. Nevertheless, it is becoming increasingly clear there is real need for many of us to revise our thinking and prejudices. It is more and more apparent that the athletic teams of today have little room for the non-thinking type. An assumption could be made that athletic participation such as the above has therapeutic value in developing more wholesome interest in subject matter. There are many who are inclined to agree. Others might argue that these students might have shown an even higher academic rating if they had not given so much time to competitive athletics. This is possible, but certainly debatable.

The survey does show very clearly that athletes who are highly competitive in their chosen sport are also significantly above the average of their fellow students in academic performance, a point which has been definitely denied in many biased cultural circles. (11:75)

J. W. Jordan writes that the interscholastic sports program must be structured upon the needs of the participants. Emphasis must be on health, safety, sportsmanship, leadership development, fellowship, and the importance of teamwork in success. The program must be "child-centered" and definitely not "school-centered". A program whose purpose is simply to provide trained persons for the senior high school sports program cannot be justified. (18:5) General policies governing the program should be thoughtfully adopted. These policies should cover such things as eligibility of participants, etc. (18:6)

"Realistically, an athletic program has become a necessary and integral part of the school program," begins Wallace L. Jones. He adds that:

Athletic training can play an important role in interesting youngsters in other valuable pursuits. For instance, thousands of young men have been able to attend college and continue their education because of their athletic skills--advanced education which otherwise would not have been possible. The desire on the part of youngsters to participate in the school athletic program has been a starting point for getting them to achieve according to their capabilities. Some youngsters before participation in sports lacked interest in their school work, were in some cases withdrawn and sullen, and, in other cases, were overly aggressive and in general were disciplinary problems. After participation they became better students and developed healthier personalities. Since children must maintain satisfactory grades to be able to participate, students desiring to play usually make a supreme effort to do well academically so as not to be eliminated from the team.

Louisiana Training Institute, state correctional school

for boys, attributes much of its success in working with wayward boys to athletics. Youngsters who had previously been given up as lost causes when returned to their parish (county) schools have found "new life" through athletics. (17:409)

We are missing a wonderful opportunity to help children of all ages by failure to encourage, develop, and guide our youth into more physical activity than they seem to be getting at present. If youngsters are trained in playing as in life, then those who have been critical in the past might try to duplicate in other areas the values gained through physical training to the end that all children may develop into richer personalities. (17:410)

Athletics when used properly, serve as potential educational media through which the optimum growth--physical, mental, emotional, social, and moral--of the participants may be fostered. The American Association for Health, Physical Education, and Recreation continues:

During the many arduous practice sessions and in the variety of situations that arise during the heat of the contests, the players must repeatedly react to their own capabilities and limitations and to the behavior of others. These repeated reactions, and the psychological conditioning that accompanies them, inevitable result in changes--mental as well as physical--in the players. Because each contest is usually surrounded by an emotionally charged atmosphere and the players are vitally interested in the outcome of the game, the players are more pliable and, hence, more subject to change than in most educational endeavors. To ensure that these changes are educationally desirable, all phases of athletics should be expertly organized and conducted.

In junior high school, the basic physical education program should provide opportunities for increased emphasis or instruction and practice in athletics, particularly in team games. The intense interest of adolescent boys in athletics, together with their urgent desire to gain status among their peers, causes team games to be especially effective vehicles through which the desirable social development of the participants may be fostered. Cooperation, loyalty, respect for others, conformity to the rules of play, and similar aspects of good sportsmanship should be stressed. (3:27)

"The spirit of competition should not be lost sight of, but every effort should be made to get pupils into the sports for which they are best adapted or which will be of most benefit to them." (14:276)

The relation of participation to scholarship has been investigated by a number of workers. After examining the records of several hundred graduates of four large Kansas City high schools, Swanson reported that participants made higher grades in general than non-participants, that scholarship was higher after participation than before, and that the athletes were not exceptions to the rule. (28:286)

Educators are more concerned with meeting the needs of the gifted child than at any other time in the history of education. It has been discovered that the highly intelligent child is not challenged to his fullest capabilities in the average classroom of today. Consequently, enriched and accelerated programs are being planned.

The physical educator, however, has made allowances for the gifted athlete by including competitive athletics in the physical education program. (22:205-8)

The athletic program for junior high school pupils should be planned by classroom teachers and physical education teachers. Athletic activities should be integrated into the total learning experiences of the child. Healthful and safe living learned in the gymnasium and on the playing field can be practiced all day long. Games can sometimes be correlated with subject-matter

areas. (23:33)

The student activity program has developed to the place where it is accepted as a fundamental part of the educational program. This recognition is and always should be based upon the genuine educational experiences the activities provide students. They exist to serve the students and not the school. (4:291)

It is important that schools keep continuous record of the amount, the distribution, and the influence of at least the most important factors controlling participation in student activities. Americans believe in the equality of educational opportunities, in the idea that all should have an equal chance, that preferment and opportunity should not be based on race, religion, wealth, need, and interest. (13:64)

Professor Hand, with regard to the previous paragraph stated:

In view of these (and other considerations) it is obvious that any American public secondary school must be seriously concerned with the extent to which it is attracting and holding all the youth of the community . . . Only on the basis of . . . a factual diagnosis . . . can faculty members know instead of guess what, if any, reforms in the extra-class sphere must be accomplished if their school is to be made attractive to all of the youth of the community. (15:7)

Quite often the boy who is not eligible for athletics could be classified as a slow learner. G. Orville Johnson comments on this matter with:

The extra-curricular program of the schools is very important for the slow learner.

Those boys who have the ability and inclination (and are doing satisfactory work in the program) should be encouraged to try out for the school's athletic teams. Some slow learners become excellent athletes and can receive healthy attention and praise in this way when it has been almost

impossible to obtain it in any other way. (16:271)

Why are boys so crazy about playing ball or playing on a team? It isn't because they like to run around. It isn't only because they enjoy the game. There is something else about it. It is the feeling of being needed, this feeling of being a part of something that is greater than one's self and feeling important to it. These are significant experiences. These are the experiences that often keep a boy in school when he otherwise would drop out. We can provide many opportunities for such significant experiences to our young people. We must learn to make each such experience provide one hundred percent significance in the finest possible sense. This happens best when somebody in position of leadership understands what should happen and helps it go that way. (26:11)

There is within us all some measure of competitive spirit, some little something that says, "Do it Better!" This we try. Perhaps this is the only reason that we have become involved in athletics. Partly perhaps that we seek an outlet of nervous energy, which gathers during a day of study or a night of sleep. Perhaps we are lonely of spirit and seek a form of companionship and solace through struggle. We cannot say. (20:98)

We only know this, the athletics give to us a means by which we can express our true inner selves. (20:98)

The Ministry of National Education in France reports that the Vanves Experiment which was begun in 1951, and still continued there, has been extended to cover more than two hundred classes and more than 5,600 pupils in elementary and secondary education.

It has shown that by lightening the work load, and increasing the time for physical education and sports, absenteeism is decreased, a student's incentive is sharpened, and his all around development is assured. (9:4)

The French article continues:

Since the kinds of fatigue that result from physical and intellectual activity to some extent counteract each other, the child can maintain both good health and a maximum of activity with only a little additional rest. If on the contrary, there is an overbalance of one or the other, the child will suffer increasingly greater fatigue and both his physical and intellectual development will be disturbed. (9:2)

Recent studies have produced evidence that factors in school promotion and retention can be identified. Livingston noted certain characteristics in school failures. He found that pupils who failed typically did not participate in formal school activities, in life on the playground, or in the classroom. (24:429)

Kowitz and Armstrong found that a policy of "achieve or fail" caused more change among pupils who were promoted than among pupils who were retained. While the policy led toward increased achievement, the increase was limited largely to pupils who were in no real danger of being retained. (24:429) It appears that the ones who need the motivation are not successfully motivated by a "do or else" proposition.

An appropriate closure for this phase of the literature would be William Plutte's who stated:

We should like to emphasize again that sports are an integral part of the total education program.

When an athlete is failing academically, the fault generally lies with the school administration, not the

athlete. High school students will generally come through to the degree of attainment that is expected of them. If school administration policies permit participation in athletics with no regard to academic achievement, there will always be those who are trying to slide by. In addition there will always be several athletes participating who may be actually failing their grades.

If participants in extracurricular activities are expected to meet their academic obligations, then they are in a worthwhile program which gives them abstract knowledge and realistic awards.

There is a constant stress on learning through doing. When youngsters are finally striving in courses, not just to earn a grade, but because they have a true understanding of what they are learning, then school administrators will find it unnecessary to downgrade activities as frills. Then the true value of sports, dramatics, marching bands, rallies, and assemblies will have been recognized for what they were all the time--learning situations outside the cubicles known as classrooms. (21:75-6)

LITERATURE ON OBJECTIONABLE PRACTICES OF INTERSCHOLASTIC ACTIVITIES

Objectionable practices of interscholastic athletic programs have been discussed openly among concerned educators and obviously must be considered as important to the organizing of a valid educational program.

Bucher, writing in "Look" magazine, pointed out:

The drive to win is traditional in America and must be preserved. But a boy will absorb that lesson soon enough in high school. In his grammar school years, it is more important that his recreation be guided toward other objectives; the fun of playing rather than the winning; the child rather than the game; the many rather than the few; informal activity rather than formal; the development of skills in many activities rather than specialization. (5:425)

The Educational Policies Report on School Athletics emphasizes that the majority of students in the United States are neglected

because some interscholastic athletic programs have a false sense of values. The two writers are concerned about: overemphasis on winning, glorifying the star athletes while disparaging the non-athlete, school games as public spectacles, bad athletic practices, overemphasis on the varsity, distortions in the educational program, coaches under pressure, financial woes, recruiting by colleges involving younger children, neglecting the girls, and distortions in the school organization. (8:6-11)

Bucher and Strayer believe in athletics but are very concerned about the handling of these activities.

In a 1961 "Look" magazine article, Dr. Conant referred to the "vicious overemphasis on competitive athletics" in our high schools. Conant also recommended eliminating interschool competition in junior high schools completely and sharply curtailing it in our high schools. (6:411-13)

BASIC GOALS OF AN INTERSCHOLASTIC PROGRAM

Although the opponents and the proponents of interscholastic athletics for boys in junior high school argue spiritedly over many points, they are in general agreement on four basic points.

They are as follows:

1. They agree that the physical fitness of American youth is endangered by the sedentary way of life associated with our highly-mechanized society and that to avert this danger the schools must increase the opportunities for participation in vigorous physical activities.
2. They agree that all youngsters can profit educationally, as well as physically from participation in competitive athletic activities appropriate to their age group.

3. They agree that if all schools are to provide opportunities for all youngsters to profit from participation in athletic activities of a competitive nature, the schools must provide adequate programs of required physical education, intramurals, and recreational activities of a physical nature.
4. They agree that competitive athletic programs in the schools should be carefully supervised and controlled by professionally trained personnel in such a way that safe, educational experiences are provided for all participants.
(1:81-5)

CHAPTER III

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

In view of the literature which strongly emphasizes the merits of active participation in an interscholastic program as an educational media for the optimum growth of an individual, the writer recommends that the following criteria should be considered as a means for establishing the eligibility rules for an interscholastic athletic program on the seventh and eighth grade level.

1. A program should contribute to the desirable growth and development of the participants.
2. A program should be made available to as many boys as is feasible and still maintain an effective instructional atmosphere.
3. A program should serve as a medium for the guidance of each individual involved.
4. A program should be carefully controlled, regulated and limited.
5. A program should emphasize companionship, sportsmanship, physical abilities, and training.
6. The program should be based on the principle of "the greatest good to the greatest number of boys involved."

II. RECOMMENDATIONS

As to scholastic eligibility for interscholastic athletics, the writer suggests that the seventh and eighth grade boys be informed that if they maintain a passing grade in all their school work they will be eligible. Those who do not meet a satisfactory grade requirement will be considered as an individual case; the

members of the staff, the principal, and the parents will be consulted as to what is best for the boy.

If an athlete requires disciplinary action by the principal, he should not be taken from the interscholastic activity just as he would not be taken from any classroom.

The writer advocates that the interscholastic participants should be selected from a continuing intra-mural program which would involve all of the interested eighth grade boys and a select (according to ability and interest) number of boys from the seventh grade. Recommendations for the basketball season are: (1) Seven members should be on each intra-mural squad. (2) Six intra-mural squads should be organized. (3) The teams will be balanced so that the competition is keen. (4) Two squads will participate each session. (5) Basketball fundamentals will be stressed at least half of the activity period (approximately one hour). (6) Regulation game conditions will prevail during the last half of the period. (7) Each member of the squad will play half of the game time. (8) Each squad will select a captain who will organize the team. (9) Referees will be selected from the non-participating teams. (10) Intra-murals activity will take place on Monday, Tuesday, and Wednesday. (11) Twelve intra-mural players will be selected for a Thursday night practice to prepare for an interscholastic game. (12) The interscholastic game will be scheduled for Friday. Arrangements for flag football and baseball will be similar. Participation in track need not be limited such as for team sports.

The emphasis of the interscholastic athletics program should be placed on the playing of the participants and not the winning of the game. All of the athletes who receive an "A" squad suit should be allowed to play at least half of the game.

With each interscholastic activity, a code of sportsmanship should be determined by a cooperative effort on the part of the coach and the athletes involved.

III. SUGGESTION FOR FURTHER STUDY

A study of interscholastic eligibility rules used in the elementary schools throughout the state of Washington would provide needed literature in this area.

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APPENDIX

WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION

JUNIOR HIGH SCHOOL RULES

Effective July 1, 1954

Unless otherwise specified in the rules which follow, the rules and regulations of the Washington Interscholastic Activities Association for regular four-year and senior high schools apply to junior high school members of the Association.

- I. General philosophy and aims to be considered in an Interscholastic Athletic Program for Junior High Schools.
 - A. The program must be suited to the needs of boys of junior high school age. It must contribute to desirable growth and development of these boys physically, socially and otherwise. The program must be justified on a basis of contributing to the desirable development of boys. The welfare of the boys concerned is of greatest importance. All other needs and problems should be secondary to this.
 - B. This inter-school competitive program should grow out of and be operated from as broad a base as possible to offer experience to many boys. Large squads should be carried in turn-out and experiences in intersquad competition should be made available to all.
 - C. The committee favors an interscholastic program but feels that this program should be very carefully controlled, regulated, and limited. The inter-school competition will provide a good incentive to the program and training on the competitive side.
 - D. The program should place considerable emphasis on:
 1. Companionship--among boys on a squad and among squads of different schools.
 2. Sportsmanship.
 3. Physical skills and techniques.
 4. Training.
 - E. Since there is a great range in individual differences among boys of junior high school age, the program planned should be based on the principle of "the greatest good to the greatest number of boys involved."

SCHOLARSHIP RULES

Section 3(a)--He shall have passed in at least fifteen periods of prepared work per week (three full-time subjects) of junior high school work in the semester immediately preceding the one in which the contest is held.

Note--The Board has interpreted that any subject taken one hour daily five times a week for which one credit toward graduation is given each semester is considered as one of the "three full-time subjects" required for eligibility.

The record at the end of the semester shall be final, except that incompletes due to illness or injury may be made up for credit during the first five weeks of the following semester. He shall be ineligible for competition until the incompletes are cleared.

ALLEY REPORT EXCERPTS

The Committee reaffirms the belief that the sedentary habits of living associated with our highly mechanized society create an urgent need for increasing in the junior high school--and also in the other aspects of community life--the opportunities for all students to participate in vigorous physical activities.

The Committee also reaffirms the belief that junior high school boys can profit--educationally, as well as physically--from participation in well-conducted programs of athletic activities of a competitive nature.

The Committee believes that an interscholastic athletics program in junior high schools can be justified if:

1. The school officials and the community desire to offer to the students the experience of participation in interscholastic athletics.
2. The program can be controlled to the extent that the entertainment feature of the program do not detract from its educational aspects.
3. Sufficient funds are available to support a program that offers the highest type of educational experience without jeopardizing the other phases of the physical education program.

In developing a program of athletic activities, the first duty of a junior high school is to provide opportunities for all students to participate. Because of limitations in space, facilities,

equipment, and adequately trained personnel, these opportunities can best be provided in most junior high schools through:

1. The Required Program of Physical Education
2. The Intramural Program
3. The Physical Recreation Program

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

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

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

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

If in a school a shortage of facilities, equipment, or personnel with professional training in physical education restricts the quality or the extent of the required physical educational program, the intramural program, the physical recreation program, or the interscholastic athletics program that can be offered, the physical recreation program should hold precedence over the interscholastic program.

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