San Fernando Valley State College

A SURVEY OF INTERSCHOLASTIC ATHLETIC COMPETITION FOR BOYS
IN SEPARATELY ORGANIZED JUNIOR HIGH SCHOOLS
IN SOUTHERN CALIFORNIA

A thesis submitted in partial satisfaction of the requirements for the degree of Master of Arts in
Physical Education

by

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January, 1970
The thesis of Robert Allan Cornelius is approved:

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January, 1970
DEDICATION

To my wonderful wife, Paula, whose patience, understanding, and encouragement made this work possible.
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ABSTRACT

A SURVEY OF INTERSCHOLASTIC ATHLETIC COMPETITION FOR BOYS IN SEPARATELY ORGANIZED JUNIOR HIGH SCHOOLS IN SOUTHERN CALIFORNIA

by

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The purpose of this study was to determine the scope of interscholastic athletic competition for boys in separately organized junior high schools in Southern California, as well as to obtain the opinions of the principals regarding an athletic program at this level.

The study revealed the following major findings:

(1) Seventy-five percent of the responding junior high schools provided an athletic program. (2) Classification of athletes for participation was conducted in 75.8 percent of the responding schools. (3) A health examination for an athlete was required by 55.2 percent of the reporting junior high schools. (4) In 71.3 percent of the responding schools, the participant was required to have some type of insurance in order to play. (5) In 90.9 percent of the responding junior high schools, athletic teams were handled by coaches with teaching credentials. (6) Rules governing
athletic contests were modified in 93.5 percent of the responding schools. (7) Athletic eligibility was required by 73.2 percent of the reporting schools. (8) In 77.3 percent of the responding junior high schools, no unfortunate experiences occurred in the interscholastic athletic program. (9) A total of 81.9 percent of the responding principals favored the athletic program, while 15.4 percent opposed interscholastics for junior high school boys.

From the survey results it was concluded that the majority of responding junior high schools in Southern California did sponsor a program of interscholastic competitive athletics and that the majority of principals of the responding junior high schools favored such competition.
CHAPTER I

INTRODUCTION

One of the most controversial issues facing the physical education profession is whether or not interscholastic athletics should be a part of the junior high school program (3:260).

The value of active participation in a program of play activities, in terms of contributions to the physical, mental, social, and emotional development of children, seems to be recognized and accepted by most people. The question raised by many educators, however, is that this value may not be the same when the program is a highly competitive one such as is found in interscholastic athletics, particularly at the junior high school age level. In fact, some educators, psychologists, and medical practitioners have expressed the opinion that such participation may be detrimental to the individual (70:4).

On the other hand, the majority of junior high schools across the nation have actively participated in competitive athletics during the past ten years (65:2).

It seems necessary, therefore, that the physical education profession attempt to discover the degree of accord or dispute between philosophy and current practice in junior high school interscholastic athletic programs.
Statement of Problem

This study was aimed at ascertaining important trends and current practices in junior high school interscholastic athletics.

Statement of Purpose

It was the purpose of this study to determine the scope of interscholastic athletic competition for boys in junior high schools in Southern California which are separately organized from elementary and senior high schools.

More specifically, this study was designed to answer the following questions:

1. What percentage of junior high schools in Southern California participates in interscholastic athletics?
2. What type of program is offered in those junior high schools that do participate in interscholastic athletics?
3. What is the general philosophy or attitude of junior high school principals in Southern California toward interscholastic athletic competition for this age level?

Importance of Study

Over twenty-five years have passed since the beginning of the controversial issue of whether or not
interscholastic athletics should be included or participated in at the junior high school level, and it still remains unresolved (3:260).

The effects of interscholastic athletic competition for boys at the junior high school level need to be constantly evaluated. In few areas of the school curriculum have practices and procedures been so influenced by opinion. Consequently, intensive research and investigation on the question of interscholastic athletics at the junior high school level can be immensely important and useful.

Interest in team sports for youngsters has been accentuated over the years through community programs outside of the school system such as Little League Baseball, Pop Warner Football, Biddy League Basketball, and the like. In addition, many schools have played an influential role toward instilling and perpetuating interest in such activities by sponsoring interscholastic competitive athletics. It appears, therefore, that the school should also assume some responsibility for leadership in establishing controls and guidelines for all types of competitive athletics. To what degree athletics are emphasized in a particular school will not only affect the school itself, but the players, coaches, and community as well. It thus becomes important to secure some opinions and leadership from and for schools in all communities.
The importance of this study is that it attempted to determine the current trends and practices in junior high school interscholastic athletics in Southern California in order to formulate some conclusions and recommendations as to what could be done to continually meet the needs, abilities, and interests of today's youth participating in junior high school sports.

Scope and Delimitations

This study proposed to determine the extent of interscholastic athletic competition in separately organized junior high schools in Southern California.

Opinions and information on athletic programs were secured from a questionnaire consisting of forty-five questions which was sent to 373 separately organized junior high schools in Southern California.

Opinions obtained from the questionnaire were delimited to only those of the principals of the various junior high schools surveyed.

Though the study encompassed boys at the junior high school level, ranging in age from eleven to fifteen years, reference was made to Little League players at the sixth grade level when used for comparison in maturation in the chapter involving related literature.

Due to the nature of the study, the junior high schools in the Los Angeles City School District were not included in the study because they were known to the
writer as not having a program of interscholastic athletics. On the other hand, those schools responding to the questionnaire that did not have an athletic program were included in the study in order to determine why they did not sponsor interscholastic athletics.

Definition of Terms

Junior High School -- This refers to a school which is administered as a separate unit from the elementary school and from the high school and comprised of students from the seventh and eighth grades and, in some school districts, the sixth and ninth grades.

Interscholastic Athletic Competition -- This pertains to sports competition played between athletes from different schools, excluding intramural and play-day programs.

Southern California -- This applies to the area in California including the following ten counties: Imperial, Kern, Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara, and Ventura.

Organization of Following Chapters

Chapter II presents a review of literature and research pertaining to the physiological and psychological development of junior high school children in athletics. In Chapter III is found the procedure used in gathering the data for the study. The results are discussed and
interpreted in Chapter IV. The study is summarized and conclusions and recommendations are offered in Chapter V.
The literature dealing with junior high school interscholastic athletics was divided into four major sections: One, recommendations from various organizations representing medicine, education, and physical education; two, findings gathered from surveys of junior high schools; three, statements based upon opinion from leaders in the field of education, psychology, medicine, and physical education; and four, research relating to physiological and psychological development.

Recommendations from Organizations

Several organizations have opposed interscholastic competition at the junior high school level, but the most prominent organization which can be linked to much of the criticism is the American Association for Health, Physical Education, and Recreation. In October, 1938, the Association published the following resolution pertaining to competition at the junior high level:

Inasmuch as pupils below the tenth grade are in the midst of the period of most rapid growth, with the consequent bodily weaknesses and maladjustments, partial ossification of bones, mental and emotional stresses, physiological readjustments, and the like, be it therefore resolved that the leaders in the field of physical and
health education should do all in their power to discourage interscholastic competition at this age level because of its strenuous nature. (13:48)

In September, 1947, the Seattle Convention Workshop approved a resolution saying, "We go on record as definitely opposed to interscholastic competition for elementary school (grades 1 to 8) boys and girls." (53:432)

Another convention in 1949, composed of the Society of State Physical Education Directors proclaimed, "Highly organized competitive athletic leagues are not desirable for children and youth of elementary and junior high school age." (72:12-13) The report by the Board of Directors opposed such competition, but recommended a thorough, up-to-date study of the problem.

In 1952, the National Council of Chief State School Officers advocated that, "Competitive athletics in the elementary schools should be confined to physical education classes and the intramural program." (52:16)

During the same year, several organizations joined together to formulate the Joint Committee Report. These included the American Association for Health, Physical Education, and Recreation joined with the Department of Elementary School Principals, the National Education Association, the Society of State Directors of Health, Physical Education, and Recreation, and the National Council of State Consultants in Elementary Education. Well-
known specialists in many fields represented the committee and through three careful years of study concluded that, "Interschool competition of a varsity pattern and similarly organized competition under auspices of other community agencies are definitely disapproved for children below the ninth grade." (70:4)*

Another three year study completed in 1954 by the Educational Policies Commission of the National Education Association resulted in the publishing of the following statement:

No junior high school should have a school team that competes with school teams of other junior high schools in organized leagues or tournaments. Varsity-type interscholastics for junior high boys and girls should not be permitted. (75:36)

This stand was previously taken by the American Medical Association in 1945 when it recommended:

Interschool athletic leagues should be confined to the senior high schools and should be financed by school funds and administered by school officers. Interschool activities for junior high school pupils should be limited to occasional invitational meets or games. Junior high school boys should not compete in football. (72:27-28)

Six years following this recommendation, in 1951, the American Association of School Administrators strongly condemned participation in interschool competition by pre-high school children by stating:

*A personal communication with Arne L. Olson, Consultant in Research for A.A.H.P.E.R., revealed that the association's statement on Desirable Athletic Competition for Children is being revised and that a Joint Committee, AMA-AAHPER, has established a definite statement which will be released in the near future.
Interscholastic athletics are not recommended for junior high school boys. At these levels most boys are prepubescent, growing rapidly, and insufficiently developed to withstand the physical and emotional strain of interscholastic competition. (72:197)

It has been pointed out that the American Association for Health, Physical Education, and Recreation has been the most influential organization in condemning interscholastic athletics at the junior high school level. Spanning a period of eight years, from 1947 to 1954, opposition to competition at this age level was very strong and highly publicized. However, in 1963, in a platform statement, this same association made a dramatic reversal of its previous policy and favored interscholastic competition by saying:

'Limited programs of interscholastic athletics that are adapted to the capacities and to the needs of junior high school boys are desirable. The physical and emotional immaturity of the junior high youngster requires that such programs be controlled with extreme care to ensure that primary emphasis is placed on providing educational experiences for the participants rather than on providing winning teams and that the physical welfare of the participants is protected and fostered. (71:11)

This reversal of policy resulted only after much deliberation of thought and effort on the part of the subcommittee through a careful examination of school athletics in education. Through meetings at national conventions, questionnaires, and evaluation of the latest research findings on the subject as well as through advice from such groups as the School Health Section of the American Public
Health Association and the Committee on the Medical Aspects of Sports of the American Medical Association, the platform statement was formulated (6:267).

Five years previous to that statement, the National Conference on Fitness for Secondary School Youth met in Washington, D. C., in 1958, under the sponsorship of the American Association for Health, Physical Education, and Recreation. The following recommendation was accepted by the entire conference having fully considered the educational and sociological factors involved:

The Boys Athletic Committee believes that interscholastic sports in grades 7-9, when properly organized, can make a significant contribution to youth fitness and recommends that proper school authorities establish procedures which allow these sports to be carried on with due consideration for safety, maturity, weight, height, and speed, intensiveness of competition and length of schedule and number of games. (63:36)

**Surveys of Junior High Schools**

Despite the denunciation of many of the national organizations, interscholastic athletics at the junior high school level remained popular. This was evident by a survey made in 1957-58 by Tompkins and Roe (65:1-47) on 4,559 separately organized junior high schools. Of the 2,329 junior high schools responding to the questionnaire (representing an estimated ninety percent of the total junior high school pupil enrollment), slightly more than eighty-five percent had some program of interscholastic athletics.
In addition, seventy percent of the schools felt that their intramural programs had been stimulated by the presence of interscholastic athletics. Furthermore, a survey of the principals also demonstrated a favorable attitude in that seventy-eight percent (1,815) agreed with the program while only 15.4 percent (356) opposed it, and 6.6 percent (141 principals) abstained. Of the 356 principals that opposed interscholastic athletics, 213 did not have a program, while 143 did. Also, eighty percent of the responding schools indicated that the policy on interscholastic athletics had not been changed since 1950; and of the twenty percent (430 schools) that had changed their policy, forty-five percent (192 schools) had either started a program or expanded the current program.

A few years previous to the above survey, Fait (22) conducted a survey in Eastern Oregon on a much smaller basis. However, the importance of this study was in the percentage of schools conducting an athletic program. Of the fifty responding schools, only three did not participate in interscholastic sports, indicating that the reasons they did not participate were lack of facilities, personnel, or finances. The author stated, "In none of the fifty cases was there a school policy which forbade inter-school competition at this grade level (seventh and eighth) because of potential injurious effects to the participants." (22:20)
In a thesis study by Adams (78) in 1955, a random selection was made of forty-eight schools from eighty-one junior high schools in the Los Angeles County School District, of which twenty-seven (56.2 percent) of the schools replied. Of the twenty-seven schools answering the questionnaire only ten schools provided a program of interscholastic athletics. On the other hand, Adams stated that the majority of the chairmen of the boys' physical education departments agreed that a program of junior high school interscholastic athletics is a worthwhile venture to satisfy the participants' abilities, interests, and needs.

**Statements of Opinion**

Over the years several persons have published materials relating to the controversy over junior high school competitive athletics. One such individual made quite an impact in his denunciation of junior high athletics. In a national magazine, Dr. James B. Conant criticized the practice of interscholastic athletic competition at all levels including college, high school, and junior high school. He stated, "There is in both schools and colleges today a vicious overemphasis on competitive athletics. Such overemphasis is seriously destructive of our entire educational structure." (19:57) In commenting about the junior high school, he discussed the spread of infection of overemphasis and "gladiatorial exhibitions"
from colleges and high schools and provided the following example as evidence for his contentions:

Since World War II, the infection has spread down to the junior high schools. I could take the reader to cities and towns where football games are played in a stadium at night between teams composed of boys 13 and 14 years of age. Spectators are encouraged, since gate receipts are counted on to pay at least some of the expenses. If this is not exploitation of children, I do not know what the word "exploitation" means. (19:58)

In another report, Dr. Conant stated that, "Inter-scholastic athletics and marching bands are to be condemned in the junior high schools. There is no sound emotional reason for them and too often they serve merely as public entertainment." (74:42)

In a rebuttal to his attack, Grieve responded by saying:

Undoubtedly, he (Conant) did observe programs that are guilty of such overemphasis--but these are the exception rather than the rule. More often, there is a complete under-emphasis in this area and no organized program is provided for these youngsters. Malpractices do exist in some school systems, but to place a stigma on well-founded programs because of a few rare instances is certainly unfair. The problem, in many cases, is quite the reverse of Dr. Conant's complaint: Junior high programs often suffer from a marked lack of support. A few interested parents and a limited number of classmates usually are the complement of spectators. (47:17-18)

Brickman similarly expressed his viewpoints by saying:

Dr. Conant should be commended for calling national attention to this problem, the evils of which he has admirably described. The candor with which he expressed his astonishment is like-
wise to be appreciated. What is regrettable, however, is the circumstance that a recognized scholar in a historical-scientific field, who is concentrating all his energy on contemporary educational research, did not find it necessary to become even superficially acquainted with the background of the problem he was investigating.

A full understanding of an educational issue involves more than observation and recording. (16:17)

Krogman (39:77) based his opposition to interscholastic competition on the grounds that children have only so much energy, and after using it for growth, heavy additional demands should not be made on them. He estimated that only ten to twenty percent of all available energy in early adolescence may be used for activity, while the remaining eighty to ninety percent is required for growth processes. Consequently, there is no profit in risking a trauma at a time when the adolescent is "depositing all his energy in the bank of growth." Avoiding this risk will earn the child a high rate of interest and insurance in a normal and healthful development toward maturity.

Morris (50:10) felt that children are being forced to specialize too soon in a particular sport causing promising athletes to be "burned out" before reaching their peaks. Maturation is the key factor in development and success in sports, and premature training is useless for the adolescent child. All coaches instructing children at the junior high level are cautioned not to "rush their proteges."
This same stand was taken by Jackson (31:4) stating that too much specialization in the early years is undesirable. He emphasized that it was not worth "paying the price" for the amount of time spent in practice necessary to prepare for interschool competition. This can well be illustrated by the participant who has "been through the mill."

Mitchell (49:46-48) summarized some of the basic arguments against junior high school athletics:

1. Physiologically, boys at this age level are growing very rapidly. Since growth is work, boys should not be subjected to additional strenuous activity of long duration. When competing informally in a recreational atmosphere, the boy can rest when he is tired, but in competition as a member of the school team, he is forced to continue beyond his limits of endurance which is considered harmful at this age.

2. Psychologically, the junior high school boy is emotionally unfit for any forms of mental tension, strain, or excitement developed by competition of a varsity-type. High pressures caused by competition before adult spectators do not occur in informal or intramural programs. A gradual preparation should be emphasized toward the type of athletic program a boy will experience in the senior high school.

3. Sociologically, boys in the junior high school are too young to be organized in the characteristic manner
of high school and college programs. They should not be subjected to the adult imposed standards or dictates which are contrary to normal development of independence, self-reliance, and ability to make their own decisions.

4. Economically, interscholastic athletics are too expensive. To support a program that will benefit only a few will bring additional cost of facilities, equipment, coaching staff, medical care, and the like. Since gate receipts at this school level cannot be relied upon to finance the program, school funds must be used to absorb much of the expense. This may lead to poor equipment and facilities just to continue the program if money is scarce.

5. Educationally, the boy is at an age when he should explore a wide variety of interests. It is too early for a boy to specialize in only one or two sports. This kind of concentration will come in high school. During this period a boy should not miss the variety of trying different types of athletics.

The Educational Policies Commission (75:6-7, 36-37) emphasized several factors it deemed detrimental to the social and emotional development of children at the junior high school level. Some of these included:

1. Overemphasis on winning -- This results from athletic teams placing too much value on victory. Bad sportsmanship prevails because undesirable methods are used by the coach and the players to obtain their ultimate goal;
consequently, opportunities for citizenship training are forsaken. Individuals who are led to believe that victory for the school is more important than anything else are not acquiring good social attitudes or learning to keep life's values in their proper relationships.

2. Great emotional pressure -- The stress on participants in varsity-type competition is overwhelming. Competition at a strenuous pace often develops a harmful "high pressure atmosphere." Many boys are oversensitive and cannot adhere to such pressure. They may go beyond reasonable boundaries responding to the excitement of the crowd and the anxiety of the coach. Furthermore, too many children are pushed too fast by senior high school coaches who want to groom the talented athletes for future use.

3. Games becoming public spectacles -- False values prevail when the idea is prevalent that athletic activities exist primarily for public amusement.

4. Glorifying the star athlete -- Whenever a talented athlete is exhibited before a group of spectators he will become the center of attraction. Boys at the junior high school level are too young to accept all of this praise and publicity without receiving harmful after-effects.

5. Forming false values -- The opposing team is regarded as bitter rivals and treated as "invading enemies." Players are encouraged to act in an effort to injure, sub-
due, or humiliate the opponent. The game officials become targets for scorn and disapproval.

6. Benefits for only a few -- Money, facilities, and time, as well as school personnel are all monopolized by a few talented individuals.

Proponents of junior high school interscholastics felt that there are many favorable characteristics developed from an athletic program. They emphasized, however, that a program is only as good as its formation by competent administrative personnel (69:98).

Many of those favoring interscholastic athletics at the junior high school level felt that the boy who has greater ability than most should have his needs fulfilled. The main objective of any school is the education of the "whole" child. This refers to the individual's mental and physical ability. In the academic subjects the student is given every opportunity to advance to the highest level that he can attain. This is evidenced by accelerated mathematics and English programs. In this respect, the mental aspect of a child's education is satisfied. An individual who is physically gifted should be given an opportunity to participate in an athletic program geared to his needs; this is also the responsibility of the school. Consequently, for all the children's needs to be met, an educational program for both the mentally and physically gifted child should be provided (8:321) (15:81).
In an article by Scott this idea of participation for the gifted was brought out as follows:

Membership on an athletic team representing the school should be reserved for the accelerated or gifted in physical education. To play on an athletic team should be a privilege that has been earned by the student as a result of his ability to demonstrate competence in all activities and learnings that are prescribed for all students. In addition, he should have demonstrated through class and intramural competition that he possesses the superior skills and understanding, as well as the health attributes and emotional maturity that are prerequisites to successful athletic competition. (10:127)

It has been previously pointed out that Elmer D. Mitchell believed that through a well-supervised intramural program, the needs of the junior high boy will be met, and an interscholastic athletic program is unnecessary. Droste (20:18) felt, however, that this statement was untrue. He agreed that the intramural program provides the opportunity for any boy to participate in activities regardless of his ability. However, to put a boy with little or no talent against a boy of higher ability is unsound. It would be more advisable to have these highly skilled individuals compete against others of similar ability and leave the intramural program for those who are just learning or do not possess the natural skill for competition at a higher level.

On the other hand, many people felt that these "highly skilled" individuals do not need to compete against other schools in order to satisfy this need of playing
against boys of their own ability. One of the resolutions from the Seattle Convention Workshop (53:432) indicated that as a part of the intramural program, a more advanced division of boys that are better than most could be established, thus eliminating the need for a separate program of interscholastic athletics.

Werner (68:466-67) in opposition to this proposal, pointed out that what advocates of this program fail to realize is that an advanced intramural program does not furnish the challenge of competing against someone that is new and unfamiliar. In other words, boys that are highly skilled seek the thrill and adventure of playing against someone they are not used to playing against day after day. The key explanation of the eagerness to match the ability of these boys with those from other schools is the aspect of playing the unknown. It is this intangible, but real, urge to delve into a new adventure, a new experience, or a new challenge that arouses this drive in boys. It is the belief of many physical educators that since this interest is stimulated by inter-school play, every attempt should be made by the school to provide an opportunity for fulfilling this interest and desire through an interscholastic athletic program.

Wear (67:79) felt that probably the most important reason for justifying the playing of one picked team against another is to enable the boys to be exposed to and
experience the wholesome satisfactions of putting forth their best efforts. The main concept behind matching boys of superior ability against one another is to provide them with an incentive to go about and discover what their capabilities really are. Furthermore, activity of this sort enhances participation as a reward for achieving superior skill, as well as allowing boys the beneficial social experience of pitting talent and knowledge against strangers in a sportsman-like manner.

In still another point of view, Knapp and Comes (38:12-12) contended that the junior high schools who sponsor athletics and give more attention to a select few students while neglecting the majority are making a mistake. They felt that it is much better to have an extensive program for all to participate in so that everyone might have a chance for athletic success. The essential point they were emphasizing centers around levels of maturation. Those boys who are early maturers and receive all the attention because they have developed sooner and exhibit more prowess may not necessarily be the best prospects in high school and college; while the late maturing boys, who may have the ability to become the superior performers, more often than not, lose interest because of the lack of opportunity.

On the other hand, in an editorial, Griffith contended that although the program of athletics should be set
up for all students to take part, the idea of a program for a selected few is not entirely wrong. He suggested that there is a fallacy in the thinking of many people when they assume that all students are interested in athletics. "Every student is no more interested in athletics than is every child interested in music or drama." (26:16) Just as there is a certain percentage of boys who are interested in athletics and require the use of athletic facilities and a coach's time for instruction, there will be a certain amount of students who will monopolize the time of the singing teacher or the band instructor as well as use of the facilities for practice during or after school.

LaPorte asserted that an interschool program of athletic competition for boys is "at once a blessing and a hazard." (76:59) The essential requirement is careful administration and supervision by the best personnel.

Brinley further indicated, "The provision of a sound educational program should come from capable and professional educators rather than from sports writers, uninformed parents, and over-enthusiastic fans." (17:215)

Werner (68:467) felt that an athletic program provides an opportunity for the underprivileged boy who is "running around with the wrong crowd" to secure the satisfaction that goes with success when he cannot achieve such accomplishment in any other field.
Jones, in discussing the importance of an athletic program, wrote:

I doubt if there are many athletes who are vandals, juvenile delinquents, or potential delinquents. In fact, I am convinced that if more youths were drawn into athletic programs, delinquency would not be so great a problem as it is today. (34:408)

Noted novelist James A. Michner expressed his feelings on athletics and the wayward child by saying:

They help boys find a place in society, especially boys who might otherwise live on the fringes of the world. In games, such boys can be momentary heroes and win the wild approval of their community. Young fellows who wear ill-fitting clothes, whose fathers lie drunk in the town gutters, or whose mothers rouse whispers on street corners, boys whose entire future is nothingness can have their day of glory; and some of them like the taste of that glory and determine that the town gutters are not for them. (7:109)

Jones (34:409) contended that the interest or desire on the part of children to engage in an athletic program forms a starting point for success in respect to their potential. Many students lacking the desire to do well in their subjects appear to have an "I don't care" attitude or are belligerent toward learning, thus establishing disciplinary problems for the teacher. Through participation in athletics, however, they become better students with wholesome attitudes and sounder personalities, mainly because they are required to maintain a satisfactory grade point average in order to remain on the team.
Another important aspect that can be associated with the development of a boy's interest or desire to participate in interscholastic athletics is the sense of loyalty established through such a program. Graham felt that once this particular value is formed in a student, it will carry over to other activities. He stated, "A junior high student will develop a tremendous loyalty to his team, and that loyalty and his wish to bring a good name to the team will influence him not only while he's playing in a sport, but also in other programs." (24:79)

To justify junior high school interscholastics some authors insisted that these boys will engage in competitive activity whether or not the school sponsors the sports. If an opportunity to participate under a controlled atmosphere with safe equipment and facilities and under the proper supervision of qualified personnel is not provided by the school, the boys will play under much more harmful conditions that occur when playing in unsupervised activities such as sandlot games. Furthermore, if interscholastic athletics are not provided by the school, community groups with commercial interests will draw these youngsters into their programs. More often than not, the teams in such a program do not derive the benefits of good coaching because these community groups depend upon volunteers who may not possess the qualifications necessary for good instruction and proper guidance (69:97).
In an editorial, Shaffer commented on the idea of children participating whether or not the school sponsors an athletic program. He stated:

Adolescents are simply going to compete with or without sanction. The positive approach of assuring adequate safeguards for normal growth and development and prevention is preferable to the negative attitude of restriction and disapproval. (59:658)

In a study by the Joint Committee of the American Association for Health, Physical Education, and Recreation, psychiatrists, psychologists, and experts in child growth and development responded to a set of questions dealing with psychological factors in relationship to junior high school athletics. The doctors were chosen on the basis of their professional competence and their extensive experience in handling children. The first of the eight questions received the greatest attention and a variety of opinions were expressed. This question was, "What generally are the psychological and emotional effects on children and youth of intense emotional experiences which may be found in athletic competition?" (70:14) As an example of the general concepts given, quotes from three of the doctors are cited.

In a general way, I will say that there is no doubt about the beneficial effect both psychologically and physically of athletic competition on children. It enhances the ego of shy individuals, enables them to better identify themselves with the group . . . we cannot get away from the possibility that these unfortunate reactions may develop in some cases, but they are far outstripped by beneficial effects, and of course
with properly controlled and directed reaction it would not happen at all. (70:15)

--Lawrence Kolb

I believe that participation in athletics can be ego-satisfying in the sense that it confers a feeling of achievement upon the individual. There will always be "natural" athletes; they'll succeed because of endowment of physique and superior skills (timing, and so on). The child or youth not so endowed may be guided into successful participation by graded and planned contests, usually intramural. Athletic activity so conducted is bound to be beneficial: the aim is physical and psychic development and unfolding, not the win-and-lost column. (70:15)

--Wilton M. Krogman

There are those who can get their "ego satisfactions" on the playing field who cannot get it in other ways, and I believe they should have the opportunity and will profit by the opportunity of representing the class or the group in this way.

I am not as concerned about the overstimulation of emotions as I am about excess physical exhaustion; I have seen a good many adolescents who were individually extra-ordinarily good competitors who were allowed to push themselves beyond the reasonable limit and fell into a state of chronic fatigue and ennui as a result. (70:17)

--Paul V. Lemkau

The value of an effective sports program was best described by an Illinois principal, Oliver McCracken, Jr., when referring to his own program:

Many of the basic factors in interscholastic athletics are inherent in our educational program. To us competition is not a nasty word because it has a place in our classrooms as well as the gymnasium. Safety rules regarding the health of our students are as carefully observed in competitive athletics as they are in our physical education classes. The emotional aspect of a child's growth is probably better protected in our sports program than in some classes. We do not require a specific grade point average for eligibility because we have such a broad intramural program in addition
to competitive sports. We don't feel concerned about supervision because we have such well-qualified personnel directing the program.

The athletic program certainly doesn't direct our school system because our entire staff recognizes that it is only one facet of a broad educational program. This basic consistency between competitive sports and our educational program is what has convinced us that the program has merit for our school. (46:99)

In an effort to resolve much of the controversy, Hale (28:19-21, 43) reviewed the available research pertaining to interscholastic athletics for children. Following a lengthy study of the various physiological, psychological, and sociological aspects of the problem, he contended that of the available evidence (as of 1959), the greater percentage of research indicated that children of pre-high school age benefit considerably from interscholastic athletic competition. He concluded that children who engage in interscholastic athletics not only demonstrate many desirable personality traits, but are, over-all better adjusted than nonparticipants.

**Research Relating to Physiological and Psychological Development**

**Physiological Studies**

One of the basic concerns of many of the members of the various professions when dealing with junior high school competitive athletics is whether there is physiological value in this type of activity. The greatest problem is the lack of research on children in this age
group. Many studies on the effects of strenuous exercise have related to experiments with adults but have not been thoroughly conducted with children. This has led to questioning the values of strenuous activity for junior high school children while participating in a highly competitive interscholastic program (81:57).

The following section on physiological studies is divided into a discussion of the heart, kidney, bone growth and body growth and development. Many of the studies are somewhat old, but recent research is quite limited, especially at the junior high school level.

The Heart. Whether or not the heart of a junior high student is affected by strenuous exercise has been a question under considerable discussion and analysis for many years, and many physical educators are still not in complete agreement (22:20).

Opponents of junior high school interscholastic athletics contend that the heart is relatively weaker during childhood and, if exposed to strenuous activity, may be unable to meet the demands placed upon it (69:97). This attitude was expressed by Keene when he referred to excessive exercise during adolescence: "The heart has been increasing in size with great rapidity in the previous two or three years. It has not yet adequate stability and endurance. It is easily overworked." (36:558)
Kirkpatric and Huelter (5:277-78) also felt that the heart may suffer injury during strenuous competitive exercise. They contended that during puberty the mass of the body has increased to a greater degree than has the power of the heart and the circulatory system. Due to this lag in circulatory growth in relationship to the size of the body, there is an appreciable gain on the strain of the heart. Consequently, at this age, a boy under stressful athletic competition may have the tendency to overdo his activity and cause damage to the growing heart.

Best and Taylor (1:237) adhered to the idea that a weak heart muscle under stress will be unable to expel blood from the heart in sufficient quantities and will, therefore, become unduly stretched from the oncoming blood resulting in a pathological enlargement.

Along these same lines, in a questionnaire survey conducted by the American Association for Health, Physical Education, and Recreation and published in their pamphlet entitled Desirable Athletic Competition for Children (70:10), fifty-four percent of the cardiologists agreed that there is disproportion of heart size to total body mass at the junior high school age.

On the other hand, Barr (14:287-91) indicated that if the heart is sound and not predisposed to cardiac enlargement, the chances of injury to it during excessive exercise are very scarce, if possible at all, because the
other body functions will falter long before the heart becomes exhausted due to physical demands.

Furthermore, Schneider (9:344) pointed out that due to such an abundant supply of oxygen in the heart, an additional safety factor is established, because this excess amount of oxygen can immediately reconvert lactic acid found in the heart into glycogen and still have enough left over. Consequently, due to the extra supply of oxygen, fatigue materials will not affect the heart.

A study by McKinzie, as cited by Hollis Fait (81:68), showed that breathlessness due to strenuous activity will develop to such an acute rate that it causes the body to cease activity before fatigue products overload the heart because of the inability of the heart to pump blood into the lungs.

In analyzing the heart action of children during activity, Fait (81:65) pointed out the relationship of heart operation between thirteen-year-old children and older individuals. He contended that although a thirteen-year-old boy has approximately a three percent smaller heart/body ratio than that of an older boy, his fuel consumption is about sixty-one percent higher than that of an older boy when both individuals are operating at full speed. This indicates, therefore, that the pubescent heart during full speed is actually performing less work per unit of heart weight than the heart of an older boy.
Arguments have often arisen about the fact that arteries of the heart of the pubescent child and the heart itself do not develop at the same rate. This idea was established in 1879 by Beneke; but in 1937 Karpovich found an error in the author's study by using the original data and calculating the cross section areas of the aorta and the pulmonary artery, instead of their circumference as measured by Beneke. He concluded by saying, "Contrary to an established notion, there is no discrepancy between the development of the heart and the cross section of the largest arteries ... Hygienic warnings based upon erroneous interpretations should be discarded."

(35:34-37)

As was mentioned previously, the majority of studies completed in heart research have been conducted on adults. However, it can be assumed that the protective devices of the body are similar for all ages (81:69). The most important factor that must be remembered, as was pointed out by Alley (69:100), is that any boy participating in an interscholastic athletic program should have a thorough medical examination by a physician before being allowed to actively engage in the program.

The Kidney. One of the arguments against competitive activity in the junior high school centers around the overworking of the kidney leading to its possible injury. Much of the argument from the opponents of interscholastic
athletics has been based upon opinions rather than research (81:51).

Steinhaus pointed out that through his examinations of various research there was no evidence to show that unfavorable change resulted in the kidney due to strenuous exercise in the adult. He also confirmed this conclusion by conducting an experiment and stating that, "There are no findings which indicate chronic alterations in the kidney induced by exercise." (64:133)

Application of this research to the problem of the effects of strenuous activity on a child's kidney cannot be completely justified because only adults were examined. However, in a personal interview with C. H. McCloy, Fait (81:54) formed the following hypothesis: Since excretion is dependent upon surface area, and the work accomplished varies with body weight, and since the mean relative amount of kidney surface area to body weight is greater in younger children, the pubescent kidney will have a larger capacity per gram of kidney weight than will the adult kidney, if no significant functional differences exist between the pubescent and adult kidneys. One would assume, therefore, that the kidney of a child will have proportionally less work of ridding the body of waste materials during strenuous exercise than would the adult kidney. Since the amount of waste products formed during strenuous activity has no damaging effects on the adult kidney, it seems logical to
assume that such exercise will have no harmful effects on the pubescent kidney.

**Bone Growth.** Of all the physiologically based arguments against interscholastic athletics, the development of proper bone growth has been most discussed. Several opinions and some studies have been published.

One of the stalwarts in the orthopedic field, C. L. Lowman, has published several articles condemning interscholastic athletics in the junior high school. In one of his articles he wrote,

Dr. Mark Jansen of Leiden, Holland, years ago pointed out that fast-growing cells and tissues are most vulnerable, i.e., most liable to damage or injury. Skeletal structures, as well as organs, are in a stage of rapid growth just preceding and during adolescence. Accordingly, the potentials of injury are greater at this age. (42:398)

In another report, Lowman (44:635-36) remarked that athletic activities for a boy at the junior high school level tend to increase the wear and tear on all joint structures. The stress of sports on an immature organism tends to increase the chances of future trouble in the joints. The actual discomfort may not occur until years afterward.

The author further emphasized this idea in another article by stating that the major injury to be concerned with is not the occasional trauma such as sprains, strains, or fractures, but is the gradual accumulation of minute trauma to joint structures and cartilages from
extreme use under stressful situations. The results of such build-ups may not be exhibited until later years; thus any necessary care that might be needed is neglected (43:7).

Dukelow (21:26) pointed out that during adolescence many discrepancies in body proportions are prevalent, as ligaments and muscles are not completely orientated to the new responsibilities produced by longer bones resulting in possible injury to growth areas of bones. This is an awkward age where youngsters are "all arms and legs" and "stumble over their own feet."

Tichert added a new insight into the problem by saying:

As a general rule, strenuous athletics tend to strengthen flexor muscles at the expense of extensor muscles. This leads to a shift in stress and weight bearing, which in turn affects the development of the bones to which the muscles are attached. These abnormal changes in bones occur according to what is well known to physicians as Wolff's law (a bone changes its internal architecture and external shape according to the way in which the weight is borne or the stress is applied; in other words, all changes in the function of a bone are attached by definite alterations in its internal structure). The end-result can well be poor posture which in turn may result in a skeletally malaligned individual. (54:1703)

A survey conducted by Lowman (44:635) of 900 orthopedists, of which 403 responded, indicated that seventy-five percent of those responding agreed that a program of interscholastic athletic competition should be discouraged, and that in a program for adolescent children, body-contact
sports, particularly football, and strenuous activities that produce excessive fatigue should be ruled out.

Another survey which appeared in the pamphlet Desirable Athletic Competition for Children (70:10) revealed that sixty-nine percent of the orthopedic surgeons felt that since children at this age level have greater vulnerability of joints to injury, interscholastic athletics of a strenuous nature are undesirable.

Contrary to these views, Griffith (25) discussed what Hale emphasized about interscholastic sports at the junior high school level. According to Hale, "No physiological harm can be done to a child, regardless of the sports that we have today." (25:18) There is a difference between physical injury and physical harm. A broken bone is an injury, but physiologically the injury will not do great harm. The fact is a broken bone may heal to be stronger than before being broken.

Hale contended that people knowingly or unknowingly perpetuate the idea that there is a physiological harm which can come to a participant through competitive sports even though scientific research substantiates the opposite. He concluded by saying:

In 1948 and again in 1950 at the International Congress of Sports Medicine this problem was studied, and it was agreed by the physiological and medical people specializing in this area that there is no physiological harm done to children by competing in athletics. (25:18)
Hale, however, failed to mention if such sports as tackle football and wrestling were included in the Congress's study.

Whenever bone growth is discussed, the epiphyseal area of bone is analyzed. Lowman wrote, "It is believed by many orthopedists that children's bones, because of incomplete ossification, are more subject to injury to the epiphysis than are the adults." (44:636)

Shaffer further analyzed this situation by saying, "Fractures, sprains, and dislocations comprise most of the injuries in athletics. Adolescents are especially susceptible because of the epiphysis of their bones are not fused to the shaft and their muscles and ligaments are relatively weak." (60:57)

In the same survey cited previously (70:10), seventy percent of the orthopedic surgeons indicated that there is a special hazard in connection with fractures of the epiphyseal area of the long bones under athletic competition for the junior high age participant.

However, a survey done by Fait (81:31) of 100 orthopedists, with seventy-five answering, showed just the opposite reaction. About 85.7 percent indicated that acute epiphyseal injuries are of no great danger in junior high school competitive athletics. Furthermore, they agreed that the athletic program of the junior high school need not differ drastically from that of the senior high school.
However, several did comment that the greatest harm lay not with epiphyseal injuries, but with injuries to the cartilage of the bone, affecting not only junior high age children, but senior high and college participants as well.

When referring to bone epiphysis, Fait remarked that, "The extent of possible permanent difficulties due to an injury to the epiphysis has not been determined."

(22:21)

From these various remarks it is difficult to reach an agreement because the studies and reports are based mostly on opinion, lacking the research that is necessary to justify some of these stands. One particular point, however, was brought out by Foster (23:1206) when he indicated that the extent of epiphyseal injury to the average participating child may or may not be very frequent, but it is very hard to actually know the incidence of epiphyseal injuries since this type of injury is usually reported under fractures in athletic injury statistics. Furthermore, many boys do not report injuries received in athletic competition because they are fearful of the ostracism or disapproval from teammates and coaches or from parents who dislike their playing on the team.

In an article by Lowman (44:636) it was cited that in 1946, the Society of State Directors passed two resolutions revealing their attitude toward growth of the adolescent. In context, it revealed that because students
below the tenth grade are in a stage of rapid growth, with
the consequent bodily weaknesses and maladjustments, interscholastic competition for this age group should be dis-
couraged. Furthermore, if such a program were initiated,
it should be limited to the physiologically mature children
as measured by roentgen pictures of the degree of carpal
bone ossification, advanced chronological age, and amount
of beard growth or some other evidence of physiological
maturity.

Lowman further stated this by saying:

In order to make certain that the skeleton is
sufficiently mature to withstand more than the
ordinary stresses of work and play, it is good
insurance to check low back and pelvis by x-rays
taken in standing position. These will show the
stage of development and ossification, and also
deviation from the weight line and common faults
of growth. (43:26)

Shaffer expressed his feelings about athletic
maturity by saying, "Chronological age is not a reliable
index of physiological development. The former is the
basis for classification in schools, and the latter is the
essence of grouping in athletics." (59:58) Like Lowman,
Shaffer is in favor of x-rays of bone ossification and
development, but in the wrist and hand according to the
radiographic atlas developed by Gruelick and Pyle. On the
other hand, he admitted that the use of x-rays is not a
practical procedure for routine use, but recommended that
it would be most helpful where marked discrepancies between
physique and development occur in an athlete.
In a study by Rochelle, Kelliher, and Thornton (56:78-82), x-ray films of the right hand and wrist of sixty-two boys, age thirteen to sixteen, participating in junior high school tackle football, were assessed for maturation or skeletal age. The boys were chosen from six different junior high schools. During the regular season, thirty-one boys were injured, and a similar number were not injured. In the uninjured group, twenty-one boys, or sixty-eight percent, were advanced, that is their skeletal age was more than their chronological age, while the remaining ten boys, or thirty-two percent, were retarded, with their skeletal age being less than their chronological age. A statistically significant difference of eight months was found between average skeletal age and chronological age of the injured group; the former age being fifteen years and five months, and the latter age being fourteen years and nine months.

In the non-injured group, twenty-three boys, or seventy-four percent, were advanced, while eight boys or twenty-six percent were retarded. A statistically significant difference was also found between skeletal age and chronological age of the group. The difference was six and one half months, with the skeletal age being fifteen years and three months and the chronological age being fourteen years and eight and one half months. The average difference in skeletal age between the two groups was not
found to be significant.

The final results revealed that there was no relationship between skeletal age and incidence of injury. However, the majority of the boys, forty-four of them, or seventy-one percent, were advanced in maturational level. The authors suggested that it would probably be more desirable to determine the levels of competition by means of skeletal rather than chronological age.

Adams (11:127-32) conducted a study which consisted of taking comparative x-ray films of both elbows of 162 boys in a nine to fourteen age group which was divided into three categories, including pitchers, non-pitchers, and a control group who had never played organized baseball. The group of pitchers consisted of eighty boys who had pitched an average of three years. The results indicated that all eighty pitchers exhibited some degree of accelerated growth, separation, or fragmentation of the elbow joint, while the non-pitchers and control group showed no change in elbow structure.

Although coaches and managers argue that many sore arms are due to wrong throwing motions or failure to warm up properly, the author contended that this is not true of boys nine to fourteen years of age. Regardless of the throwing motion, the un-united epiphysis cannot be subjected to excessive throwing without developing problems in the elbow joint.
He recommended that parents, coaches, administrators, and family physicians should be educated and alerted that elbow conditions do exist and that the symptom of soreness and pain in young boys is an indication of epiphysitis and should not be treated like the muscle soreness so commonly found in adult pitchers following a certain period of throwing.

One of the most recent analyses of bone epiphysis and junior high athletics was conducted by Larson and McMahan (41:607-12). They reported on a review of 1,338 consecutive athletic injuries as seen by four orthopedists. Of the three different groups studied in the school population, sixty percent of the students were in elementary and junior high schools, fifteen percent were in high schools, and twenty-five percent were at the university level. The study of injuries revealed that the lowest percentage, twenty percent, of the injuries occurred in the age group of fourteen years old and younger, while forty percent of the injuries were in the fifteen to eighteen-year-old age group. The high school group, with the smallest percentage in school population appeared to be the most vulnerable to athletic injury.

In analyzing epiphyseal injury as a hazard in sports participation, the survey indicated that only six percent of the total 1,338 athletic injuries were epiphyseal injuries in the fifteen-year-old and younger age group. In
their discussion of epiphyseal injuries, the authors pointed out that growing bones of pre-high school children are indeed vulnerable to injury, but not to the extent that many experts have come to believe. The essential point is that permanent damage to bones can be controlled through early diagnosis and treatment by competent medical supervision of young athletes.

In a personal communication from Kenneth S. Clarke, Staff Coordinator for the Medical Aspects of Sports, American Medical Association, he stated, "... when reasonable precautions exist, including medical supervision and responsible coaching, injury control is not the major concern once believed. Rather it is an educational problem to see that all youngsters get suitable physical education opportunities." (See Appendix A)

Body Growth and Development. Since the adolescent is in a period of rapid growth, much concern has been aroused as to how this growth spurt is affected by interscholastic athletic competition. In a survey of 177 medical specialists (70:10), sixty-one percent agreed that through participation in junior high school interscholastic competition, there is more likelihood for carry-over of activity past the stage of healthful fatigue to harmful exhaustion.

After analyzing experimental work on the effects of puberty on the growth of physical efficiency, Jokl and
Cluver stated:

There can be no doubt that both puberty and physical activity represent physiological "strains" which are capable of taxing the adaptation energy of the body to the utmost. . . . During puberty, unnecessary strenuous activities such as rigid drill, as well as other physical efforts which lay undue stress on the reserve energy of the body, must be avoided. (33:2386)

When referring to the coaching and training techniques utilized in athletics in institutions below the high school level, Robertson was strongly opposed to athletic competition for boys in their formative periods of life. He emphasized this by saying:

Instead of building up manhood, as they (coaches) largely proclaim, in an excess of enthusiasm directed at attaining a fleeting glory on the athletic field, they are actually burning up boyhood; if the benefits to be attained through athletic training were confined to the field of sports, it wouldn't be worthwhile. (55:26)

In opposition to this and to the general attitude taken by doctors in particular, the Athletic Journal, in an editorial, stated that "... the schools have been dilatory in planning for competitive sports mainly because a few misguided Ph.D.'s have been vociferous in their denunciation of such a program." (37:20)

Once again the problem of opinion arises. However, five experiments can be cited which produced some meaningful results. One study was conducted in 1962 by Dr. Shuck (61) on 366 boys of the seventh, eighth, and ninth grades, of which 141 were athletes and 225 were not. The ninth
grade boys were compared over a span of six months, while
the boys of the seventh and eighth grades were examined
over a nineteen month period. Of the many conclusions
stated, two were very important. They are as follows:

There seems to be no restriction of growth due
to participation in the athletic program. Thus,
if there is any harm in interschool competition
for the traits measured, it is not immediately
apparent. (61:290)

However, too much competition for these
seventh and eighth grade athletes who are under­
going rapid physical change is not desirable.
The findings indicate that junior high school
sports schedules should be limited to approxi­
mately twelve games per season in order to
assure the successful growth and development
of athletes. (61:297)

In analyzing the differences between athletes and
nonathletes, Dr. Shuck found that the former were larger in
body size than the latter. His study indicated that ath­
etes were selected on teams not only for skill, but for
superiority in body size and speed of growth as well.

In a study by McGraw (47), the physical growth and
development of athletes and nonathletes were compared dur­
ing their three years in junior high school. Tests of
strength, speed, power, coordination, ball-handling, and
certain measures of physical maturity were utilized as
criteria for measurement. Of the 156 boys tested, fifty­
seven were classified as athletes who participated in at
least one sport, while the remaining ninety-nine boys did
not participate in any sports. The boys were tested and
measured in the seventh grade and retested in the ninth
grade. Fourteen tests and measurements were given on both testing occasions, and comparisons of the tests were made. The results of the study indicated that growth during early adolescence was not retarded by interscholastic athletics. Moreover, participation in vigorous competition possibly stimulated physical growth as well as definitely accentuated the development of the fundamental physical abilities of coordination, power, speed, and strength.

In a study by Fait (81:40-50) 107 boys from three junior high schools were measured over a six month period in an attempt to determine the effects of interscholastic athletics upon certain anthropometric measures of participants and nonparticipants in junior high school athletics. Two schools participated in interscholastic athletics, while the third did not, but did have a daily program of physical education. The results indicated that of all the variables measured, height was the only mean that showed a statistical difference, and this difference was in favor of the nonparticipants.

In analyzing the results, Fait did indicate, however, that the factor of competitive activity had no effect upon the retardation of growth of the flat and irregular bones of the body as measured by shoulder and hip width and thoracic width and depth. It was implied that since height is dependent upon the growth of not only the long bones, but the flat and irregular bones as well, it
would seem to indicate that long bones would usually not be affected by strenuous activity, because the growth of the flat and irregular bones of the body were not negatively influenced by such activity.

A study by Delotto (80) attempted to determine the physiological effects of athletic competition upon the growth and development of pre-pubescent boys between the ages of nine and twelve years of age. Data were collected over a seven month period on 348 boys, of which 159 boys were in a control group, and 189 boys were in an experimental group. The experimental group participated in a highly competitive athletic program while the control group had no participation. A battery of tests was given, composed of height and weight measurement, motor educability, vital capacity, broad jump, and right and left hand grip strength.

Upon first interpretation, the author indicated that little difference was shown between the two groups. However, in further analyzing his data, he found a significant difference between the gains in height which was in favor of the control group or the boys who did not participate in the athletic program.

In the last study on growth and development of junior high school boys, Rowe (57:108-16) found that boys competing in athletics did not gain as much in height, weight, and lung capacity as did a comparable group of boys
in the same school who did not participate in the athletic program; implying that athletics at this age level had questionable health values.

The deviation from the normal growth pattern that is indicated in the growth patterns of junior high school athletes is probably due to the fact that many of these boys are, in respect to growth and maturity, advanced for their age. In other words, the athlete may not have shown much gain in growth during the experiment because he, being advanced physically for his age, may have already had a growth spurt prior to the testing (22:21). Consequently, in the study by Rowe, "The athletes may have already experienced their growth spurt whereas the nonathletes had not." (2:90)

In the survey done by Lowman (44:635) a question was asked pertaining to who should participate if a program of interscholastic athletics were offered at the junior high school level. Of the 403 orthopedists responding, eighty-five percent indicated that athletic competition should be for the physiologically mature.

Accordingly, proponents of junior high athletics contend that the boys in this age group may vary widely in their physical structure, but those who succeed in sports are usually the more physically mature. These are the individuals who comprise the teams and who, in some respects will probably be protected from injury due to
their maturity (69:98).

Over the years, various studies have well established that the rate of maturation of athletes exceeds that of nonathletes. In a study by Clarke and Petersen (18: 163-76), 202 boys (88 in elementary school and 114 in junior high school) were used to determine individual differences in maturational, structural, strength, and motor traits, as well as to determine the differences in traits between athletic groups and nonparticipants. They concluded that boys making junior high school teams are definitely superior in maturity, body size, muscular strength, and explosive power.

Two studies on Little League baseball players are also noteworthy. In a study by Hale (27:276-84), 112 boys ranging in age from ten to twelve years, who participated in the 1955 Little League World Series, were measured. Physiological age was determined by the Crampton test, in which boys were classified as prepubescent, pubescent, and postpubescent, depending upon the presence or absence of pubic hair and the amount of kinking or curling of the hair. The results of his study indicated that the majority of the boys were adolescent and not, as their chronological ages would indicate, preadolescent, which suggested that the ability to play baseball was affected by the puberal spurt in growth.
Furthermore, two other important findings showed that of the eight pitchers who started Little League World Series games, seven were postpubescent, and the greatest number of postpubescent boys batted in the upper or "more important" part of the batting order. In fact, all boys who batted in the so-called "clean-up" or fourth position were postpubescent.

By using a different measuring variable, the skeletal or bone age, Krogman (40) assessed the maturation age of fifty-five boys in the 1957 Little League World Series by x-raying each boy's left wrist. His findings indicated that seventeen percent of the boys measured were retarded or maturation age was less than chronological age, while eighty-three percent were advanced, or maturation age was more than chronological age. He concluded that, "Little League ball players of championship caliber are, in general, biologically advanced. Such an advancement is deemed a positive factor in young boys indulging in competitive sports." (40:54)

Apart from a physiologically mature and sound body, Shaffer (60:51) felt that readiness has a great deal to do with athletic participation. He observed that there are many children at junior high school age who are not ready in a total and integrated sense for competitive-type situations on an interschool basis. The determining factor is not merely soundness of organic structures, but the
readiness of the organism which must be appraised.

Whether or not junior high school athletic competition is too strenuous on the growth and development of boys at this age level will still remain an unsolved matter until conclusive evidence one way or the other is established.

One facet of this disagreement which has perhaps been in the spotlight most often is tackle football. Every person and every organization opposed to the general program of junior high school athletics is even more vehement over this body-contact sport. But, ironically enough, tackle football at the junior high school level is still flourishing. This was indicated in the survey by Tompkins and Roe (65:3) in that of the 1,968 schools reporting athletic team programs, tackle football ranked third highest in participation with 1,384 schools (70.3 percent) indicating that they have tackle football in their programs.

Another survey described by Walker (66:24) which was conducted in Texas, indicated that eighty percent of the junior high schools, excluding those having small enrollments (less than 200), were competing in tackle football on an interscholastic basis. It was also pointed out that an injury incidence of only five percent occurred in the junior high schools as compared with a figure of ten percent for high school football.
Although the study mentioned by Walker was confined to only Texas football at the junior high school level, it was also observed that only two states prohibited junior high school football. Furthermore, while only seven states actually sponsored such a program, thirty-eight athletic associations admitted to having the activity at a limited degree. While such a study may not be deemed typical, it does illustrate the possible need for more studies in other states along similar lines (66:42).

Mather in his support of junior high school football referred to a survey based on 293 case studies by Louis Saban entitled, "Appraisal of Physical Growth and Development of Junior High School Football Players." It was concluded:

Although numerous criticisms have been directed against interscholastic athletics in the junior high school, principally on the premise of injury to growth and development of the individual, the results of this investigation demonstrate that boys engaging in football are not at all affected by their participation. (45:32)

In determining the difference of growth rates between athletes and nonathletes, the study indicated that only 6.5 percent of the athletes were found not to be growing normally as compared to twenty-eight percent of the nonathletes. From these statistics the author implied that if football players at the junior high school level exhibit healthier growth and better development than do nonathletes, contentions that competitive sports, especially
football, are detrimental for junior high school participants must be questioned.

In opposition to this idea, an important point was stressed by Richert (54:1705). His contention was that the boys who usually make the junior high football team, especially the linemen, are the biggest, that is, the heaviest and tallest. The danger lies in that many of these "fast growers" may be the least mature physiologically and emotionally; thus, they would be the least able to withstand the bruising contact.

A study on football by Hibbert (30:276-78) indicated that a junior high school boy has a 500 percent greater chance of being injured than a participant at the high school level. He also found that the younger and greener the youth, the more susceptible he is to injury. However, a study by the Iowa High School Insurance Company as cited by Bucher and Dupree (2:88) revealed that the occurrence of athletic injury in the senior high school was 189.1 injuries per thousand students, while only 46.4 injuries per thousand occurred at the junior high school level.

While some surveys previously mentioned indicated favorable attitudes toward tackle football for boys at the junior high school level, two others were strictly against such participation. One survey was conducted by the Joint Committee of the American Association for Health, Physical Education, and Recreation (70). Of all the sports
considered for participation for junior high school students by the 220 medical specialists, football was the most condemned. Statistics showed that only ten percent or twenty-two doctors approved of a varsity-type program with championship schedules. Nineteen and one half percent (forty-three specialists) felt that a program of intramural activities culminating in a few informal invitational games should be established. Twenty-nine percent (sixty-four doctors) approved of a sports program restricted to games between teams within an individual school. The majority of specialists, 47.7 percent (104 doctors), agreed that football was "not advisable for this age group under any conditions or plan." (70:11)

Consequently, according to this survey, almost half, or the greater number of the medical specialists felt that interscholastic football should not be played at the junior high school level, while only one out of every ten thought it should. As for touch football, only 10.9 percent (twenty-four doctors) disapproved of this modification of regular football for junior high school students.

In Lowman's survey (44:636) he indicated that out of 403 orthopedists, only nineteen felt that tackle football was safe for participation at the junior high school level.

Whether or not a body-contact sport like tackle football should be included in an athletic program is left to the tradition established in each school. In other
words, many communities and states (such as Texas) are renowned for their football image and will include it in their program regardless of opinion. With respect to this the Committee on the Medical Aspects of Sports of the American Medical Association as cited by Hein indicated that "... the decision as to what level to begin programs of contact sports will have to be made largely on a local basis." (29:3)

From the many articles and reports that have been published, however, it is the basic feeling of most that such a sport should not be included in any phase of the physical education program (19, 30, 39, 44, 49, 54, 70, 75).

**Psychological Studies**

The factors which contribute to the psychological development (including social stability) of a child cannot be easily drawn to their origins. Thus it becomes hard to measure the degree to which an intangible, such as an emotion, is aroused by competitive athletics. Furthermore, the individual who seems to be most influenced by the emotional excitement or pressure may well be already emotionally unstable. Therefore, it becomes difficult to associate the cause of emotional maladjustment with competitive athletics (81:91).

During the past few years there have been some laboratory studies on boys of junior high age in respect to
emotional response and social development. In a study by Schendel the psychological characteristics of 120 ninth-grade boys (sixty athletes and sixty nonathletes) were determined. The California Psychological Inventory was administered, and eighteen different scales were used. The results indicated that statistically significant differences were found on eight of the C. P. I. scales, and that of these eight, the athletes had the higher means when compared to the nonparticipants. The author stated in his conclusions that, "Ninth-grade athletes generally possess desirable personal-social psychological characteristics to a greater extent than nonparticipants in athletics for the same grade." (58:66)

He further concluded:

Ninth grade athletes, compared to ninth grade nonparticipants in athletics: (a) possess more of the qualities of leadership and social initiative, (b) possess more of the qualities which lead to status, (c) are more sociable, (d) possess a greater sense of personal worth, (e) have less self-doubt and make fewer complaints, (f) have more social maturity, (g) are more conventional in their responses to social situations, and (h) possess greater intellectual efficiency. (58:66)

The one limitation of Schendel's study is that he could not affirm that the nonparticipants were actually nonathletes, since all the subjects were selected on the basis of participation or nonparticipation in interscholastics. Consideration was not given to whether or not the nonathlete participated in intramurals or athletics outside
the school program.

In a study by Mussen and Jones eighteen late-maturing and sixteen early-maturing adolescents were compared. Using a rating scale on nine emotional tests, the authors concluded, "In general . . . physical retardation may have adverse affects on personality. Physical acceleration, on the other hand, may be conducive to better social and psychological adjustment." (51:67)

Generally speaking, the results of this study by Mussen and Jones compared reasonably with the findings of earlier studies which indicated that the aggressive and intensive drives for social acceptance characteristic of late-maturing adolescents are manifested by feelings of inadequacy, rejection, and insecurity. Such drives tend to lend themselves toward childish, attention-getting mannerisms. The important point indicated from this study was that because early-maturing adolescents make the junior high school athletic teams and receive the prestige that is attached to athletics by peers of this age group, the adverse effects on personality of late-maturing adolescents as described above are further increased by their failure to make the team (51:67).

Salz (84) utilized five personality tests among two groups of boys: those who had been exposed to various levels of competition, including the Little League World Series, and those who lacked such experience. The author
found that those boys who actively participated in sports scored significantly higher on the tests; possessed wider interests in such areas as art, music, social studies, science, and play habits; demonstrated superiority in such traits as critical thinking, friendliness, integrity, leadership, and cooperation; and were ranked higher in overall adjustment scores.

McGraw and Tolbert, using 438 junior high school boys, found in their study of the relationship of sociometric status and athletic ability that boys achieve more popularity through participation in interscholastic athletics than in any other way. They concluded by saying, "... there appears to remain the possible implication that encouraging athletic participation by all boys will help greatly to improve social status, presumably a desirable goal of education." (48:80)

Using a Galvanic Skin Response Test, Skubic measured the emotional excitation of 205 boys participating in baseball, of which seventy-five boys ranging from eight to twelve years of age were from Little League; fifty boys in the twelve to fifteen year old bracket were members of the Middle League; and eighty boys did not play on an organized team. The author concluded that, "the results of this study suggest that youngsters were more stimulated by competition in league games than they were by competition in physical education games." (62:342)
Anderson (79), as a part of the Medford Boys' Growth Study, investigated the personal adjustment and social status of boys of elementary and junior high school age who possessed different levels of athletic ability. Of the 247 boys tested, 108 were in the elementary school, and 139 were in the junior high school. As for those who participated on interscholastic athletic teams, seventy-one boys were in the elementary school, and seventy-six were in the junior high. The boys who participated in athletics were classified or rated on their athletic performance by their coaches at the close of each sports season. The classifications were as follows: three, exceptional athletic ability, outstanding performer; two, average athlete, made first team, played regularly; one, squad member, did not play regularly. The personal and social adjustment criteria utilized in the study consisted of a sociometric questionnaire, the Mental Health Analysis, and the Dreese-Mooney Interest Inventory.

The author's findings revealed that few significant differences were produced in the personal and social adjustment of athletic groups of varying abilities and non-participants. As a basis of comparison, when the sociometric questionnaire was used, successful athletes, at least at the elementary level, exhibited a greater degree of peer status and social adjustment than did boys who had encountered less successful or no experiences in athletic
competition. As for the results of the Dreese-Mooney Interest Inventory, the only significant difference among the three athletic groups and the nonparticipant groups at both school levels occurred in the "Peoples" section for the elementary school boys where the three and two rated athletes showed greater interest in people than did the one rated and nonparticipant groups. Upon analyzing the results of the third criteria, the Mental Health Analysis, the author stated:

The fact that three of the five significant differences resulting from examination of the Mental Health Analysis scores were in the Social Participation section may support the findings of this and other studies based upon the use of a sociometric questionnaire. Thorpe and Clark stated that the socially adjusted person's willingness to contribute to the success of group endeavors provides him with the feeling of belongingness and having the status which his nature requires. (79:1-2)

In a study by Johnson fifty-nine junior high school boys, twelve to thirteen years of age, performed two exercise trials on a bicycle ergometer, one trial motivated by personal urging and encouragement, and the other trial non-motivated. He concluded by saying, "... nausea was a frequent occurrence following the motivational trial but not following the non-motivated trial." (32:182)

In rebuttal to this conclusion, Hale stated, "The very fact that Johnson, through motivation, produced nausea in some young boys riding a bicycle ergometer does not necessarily mean the same would occur in tennis or
volleyball. Sports need to be analyzed separately in order to prevent misunderstanding." (28:21)

In a thesis project, Vovas (85) determined the emotional effects of junior high school athletics in basketball, baseball, and football, using a skin resistance galvanometer. Nineteen boys, varying in age from thirteen to fifteen were divided into three groups. Seven boys participating in baseball composed group one, while ten boys playing basketball were in group two, and one boy in football made up the third group. Measurements were taken of all members twice daily for twenty days in order to establish means and medians for "normal conditions." Readings were then taken before and after a certain number of practices and games. The number of readings varied with each of the three sports. Measurements for baseball involved six practices and eight games; for basketball, six practices and six games; and for football, eleven practices and six games. The results indicated that of the three sports, the emotional responses registered highest for basketball, followed by football and then baseball. The author stated that the boys exhibited more emotional feelings after practice and game situations than before such situations.

In a study by Airoldi, Peterson, and Webb, (12:1021-24) eighty-two ninth grade boys who participated in competitive athletics were compared with seventy ninth
grade nonparticipants in respect to academic achievement. Comparison of the two groups was based on the factors of academic grade-point average (G. P. A.) and mean scores on an academic ability test referred to as S. C. A. T. (School and College Ability Test).

The results of the study indicated that the athletic group showed higher academic achievement on both G. P. A. and S. C. A. T. scores. A mean grade-point average of 2.72 was registered by the athletic group compared to a 2.44 average by the nonathletic group. On the School and College Ability Test, the athletes had a mean percentile of 73.9 percent, while the nonathletes had 67.1 percent. Further results revealed that the majority of ninth grade athletes who participated in only one semester did as well as or better academically during their semester of participation than they did during the semester of nonparticipation.

In addition, the authors conducted a follow-up study of the same ninth grade boys as they participated in their first semester in the tenth grade. Results indicated that sixty-six percent of those boys who engaged in competitive athletics after school during the ninth grade either improved or kept the same grade point average in the first semester of the tenth grade, compared to forty-six percent of the nonathletes. The authors stated, "... it seems reasonable to conclude that boys involved in interscholas-
tic athletics at the junior high school level, at least in this particular school, do as well or better in school than boys who are not involved in sports." (12:1024)

They further contended:

It is not appropriate to assume that improved achievement is necessarily caused by participation in sports. It may be that boys who take part in after-school activities feel more competitive or otherwise motivated in academic achievement as well. It may also be that boys who are active in sports have a generally higher energy or maturity level. At any rate, it does seem appropriate and feasible to conclude that, for boys who are athletically inclined, the time and energy expended in interscholastic athletics does not seem to detract from performance in the classroom. (12:1024)

The authors also stated that due to the small number of boys studied, no attempt was made to apply inferences or generalizations toward large population distributions or to determine significant findings through statistical procedures; and they emphasized that, "Further investigation with a larger sample would seem necessary to determine the reliability and validity of these findings."

(12:1024)

Kehr (82) compared sportsmanship responses of forty boys, aging from eleven to twelve years old, who were classified as participants and nonparticipants in Little League Baseball in 1959. The boys were divided into three groups including (a) the participants and nonparticipants, (b) the participants and interest group (those who did not make the team), and (c) the interest group and nonpartici-
pants. The sportsmanship responses were determined by the McAfee Preference Record, which was administered once before the Little League baseball teams were chosen, and again to the same group of boys after the season was completed. The results indicated that no statistically significant difference was found among the scores of the groups. In his conclusions, the author stated that Little League baseball had no measureable effect on sportsmanship as tested by the McAfee Preference Record.

In analyzing emotions, Fait referred to a report by Arthur Gates who believed that emotions quicken a breakdown of the visceral functions, characterized as loss of appetite and weight and severe digestive disturbance under prolonged sorrow, anxiety, or worry. On the other hand, these physiological variances are not apparent when emotions are followed by physical exertion. Reacting to this, Fait wrote:

According to Gates' assumption, then, strenuous physical activity prevents bodily disturbance engendered by emotion. There is no reason to believe that this conception does not hold true at all age levels. Therefore, it would appear that the emotions aroused by competitive athletics would have sufficient release in physical activity to prevent such detrimental physical disturbances in the junior high school athlete. (81:92)

Summary

The literature reviewed in this chapter was focused upon (1) recommendations from organizations representing
medicine, education, and physical education, (2) findings gathered from surveys of junior high schools, (3) statements based upon opinion from leaders in the fields of education, psychology, medicine, and physical education, and (4) research relating to physiological and psychological development.

The review of related research and literature revealed a great deal of controversy regarding junior high school athletics. Many of the statements expressed by writers in the various fields were based on opinion and not substantiated by valid evidence. Although many statements represented years of thought, analysis, judgement, and leadership, they were primarily opinion. Consequently, due to the lack of concrete evidence from research, no agreement had been reached on the value of interscholastic athletics at the junior high school level.

One survey conducted eleven years ago by Tompkins and Roe (65) was similar to the study in basic purpose and method of procedure and provided a general background and format for the study. However, no new surveys had been conducted since then to determine the practices and attitudes in today's junior high school athletic programs.

Chapter III which follows contains a description of the procedural design of the study.
CHAPTER III

PROCEDURAL DESIGN

The purpose of this study was to determine the scope of interscholastic athletic competition for boys in separately organized junior high schools in Southern California, as well as to obtain the opinions of the principals regarding an athletic program at this level.

The initial phase of the design of this study was the determination of the area that would constitute Southern California. The following ten counties were designated to form this area: Imperial, Kern, Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Opispo, Santa Barbara, and Ventura.

A list of separately organized junior high schools in Southern California was compiled from a 1968 copy of the Directory of Administrative and Supervisory Personnel of California Public Schools.

A total of 373 junior high schools was included. The junior high schools in the Los Angeles City School District were not included in the study because district policy prohibited interscholastic athletics at the junior high school level.

The method utilized in gathering the data was the survey technique which involved a questionnaire with a
check-list format. A breakdown of the check-list included the dichotomous question (yes and no), the multiple response question (responding to one or more items in a group), the three-alternative question (agree, disagree, and no opinion), and the ranking scale (numbering responses according to their importance).

Following a review of the literature, the questions were formulated for the study. This investigator's background of coaching junior high school interscholastic athletics was an additional source utilized in constructing the questionnaire.

A pilot study was conducted in Ventura County. On October 1, 1968, the original draft of the questionnaire was sent to the principals of all eighteen junior high schools in Ventura County. Accompanying the questionnaire was a letter of explanation (See Appendix B). A total of seventeen schools (94.4 percent) returned the questionnaire. Revision of the questionnaire was structured from an analysis of the results of the pilot study.

On January 6, 1969, the revised questionnaire (See Appendix E) was sent to the principals of the 373 separately organized junior high schools in Southern California. Accompanying the questionnaire was a letter of explanation (See Appendix C) and a self-addressed stamped envelope. The date of January 20, 1969, was stated for return of the questionnaire which allowed two weeks for the
principal to respond to the questions.

Because of a good response of the principals, only one follow-up letter was sent to those junior high schools which failed to return the initial questionnaire. The follow-up letter (See Appendix D) explaining the need for the return of the questionnaire was sent on February 4, 1969. Accompanying the letter was an additional questionnaire in case the first copy had been misplaced or lost and another self-addressed stamped envelope.

Results of the questionnaire were tabulated and compiled into percentages for each question. A presentation and discussion of these results are provided in Chapter IV.
CHAPTER IV

PRESENTATION AND INTERPRETATION OF FINDINGS

The purpose of this study was to determine the scope of interscholastic athletic competition for boys in separately organized junior high schools in Southern California, as well as to obtain the opinions of the principals regarding an athletic program at this level.

Response to Questionnaire

Questionnaires were sent to 373 junior high schools in the 10 counties which constitute Southern California. A total of 310 schools (83.1 percent) responded to the questionnaire. (Table I, page 70)

Only 2 counties, Riverside and San Diego, registered below 80 percent in returns. The largest school district in each of these counties, Riverside Unified School District and San Diego Unified School District, both had policies prohibiting athletic competition for junior high schools.

Riverside Unified School District had an additional policy which required its principals to submit any surveys or questionnaires to the district's Department of Research and Evaluation, which, in turn, decided whether or not to complete them. In this particular case, the department
### TABLE I
JUNIOR HIGH SCHOOLS RESPONDING TO QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Counties</th>
<th>Number Sent</th>
<th>Number Returned</th>
<th>Per Cent of Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>6</td>
<td>5</td>
<td>83.3%</td>
</tr>
<tr>
<td>KERN</td>
<td>15</td>
<td>13</td>
<td>86.7%</td>
</tr>
<tr>
<td>LOS ANGELES</td>
<td>147</td>
<td>120</td>
<td>81.6%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>61</td>
<td>52</td>
<td>85.3%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>22</td>
<td>16</td>
<td>72.7%</td>
</tr>
<tr>
<td>SAN BERNARDINO</td>
<td>42</td>
<td>37</td>
<td>88.1%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>46</td>
<td>35</td>
<td>76.1%</td>
</tr>
<tr>
<td>SAN LUIS OBISPO</td>
<td>5</td>
<td>5</td>
<td>100.0%</td>
</tr>
<tr>
<td>SANTA BARBARA</td>
<td>11</td>
<td>10</td>
<td>90.9%</td>
</tr>
<tr>
<td>VENTURA</td>
<td>18</td>
<td>17</td>
<td>94.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>373</strong></td>
<td><strong>310</strong></td>
<td><strong>83.1%</strong></td>
</tr>
</tbody>
</table>
failed to respond to the questionnaire, which meant that none of the district's 5 junior high schools was included. However, one principal did respond to the questions and returned the questionnaire.

As for San Diego Unified School District, only 9 of the district's 17 junior high schools returned the questionnaire, a response of 52.9 percent.

Involvement of Schools in Athletic Program

Table II (page 72) shows that out of 309 responses, 232 junior high schools (75.1 percent) sponsored interscholastic athletics, while 15 schools (4.8 percent), although not sponsoring athletics, did have athletic competition for junior high school aged boys sponsored by the local recreation department or a similar organization. Sixty-two junior high schools (20.1 percent) did not sponsor interscholastic athletics.

The greatest percentage of junior high schools sponsoring an interscholastic athletic program for boys was found in Orange County where all 52 of the schools responding to the questionnaire did offer interscholastic athletics. Only in Riverside County was there less than 50 percent of the schools responding which offered an athletic program.

Of the 7 schools in Ventura County not sponsoring competitive athletics, 4 schools in the City of Ventura did
### TABLE II

**JUNIOR HIGH SCHOOLS SPONSORING AND NOT SPONSORING INTERSCHOLASTIC COMPETITIVE ATHLETICS**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Schools Sponsoring Athletics</th>
<th>Schools Not Sponsoring Athletics</th>
<th>Schools Without Athletics - But Are Offered By Outside Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>60.0%</td>
<td>2</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>76.9%</td>
<td>1</td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td>72.5%</td>
<td>22</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>43.75%</td>
<td>8</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>91.9%</td>
<td>2</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>51.4%</td>
<td>17</td>
</tr>
<tr>
<td>S.L.O. *</td>
<td>3</td>
<td>75.0%</td>
<td>1</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>80.0%</td>
<td>2</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>58.8%</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>232</strong></td>
<td><strong>75.1%</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

* One school made no response
have a limited program. They did not play junior high schools outside their school district, but they did participate in athletic competition among themselves. However, the school district recognized this activity as intramural rather than interscholastic in structure.

Reasons for the junior high schools not sponsoring athletics involved a combination of factors for some schools, while others plainly had a policy prohibiting athletic competition for this age level. The latter reason can be found in 40 (66.1 percent) of the 62 junior high schools not offering a program of competitive athletics. Other reasons included the following:

1. Lack of finances (16.1 percent of schools)
2. Lack of facilities (11.3 percent)
3. A belief in intramurals and play days (8.1 percent)
4. A belief that it is not worthwhile for junior high school students (8.1 percent)
5. General lack of interest (6.5 percent)
6. Lack of junior high schools in the area to compete against (3.2 percent)
7. Lack of qualified personnel (1.6 percent)
8. An extensive geographical area which makes transportation of players difficult (1.6 percent)
The Athletic Program

Information relating to the athletic program of those junior high schools sponsoring interscholastic competition is divided into 33 various categories. They are as follows:

Types of Athletic Contests

Table III (page 75) reveals that a total of 19 different kinds of interscholastic sports were offered in the 232 reporting junior high schools. In order of popularity they were as follows:

1. Basketball (97.4 percent of schools)
2. Track and field (89.2 percent)
3. Flag football (80.6 percent)
4. Baseball (43.9 percent)
5. Softball (21.1 percent)
6. Tennis (17.7 percent)
7. Soccer (12.1 percent)
8. Wrestling (11.2 percent)
9. Volleyball (8.2 percent)
10. Cross-country (4.3 percent)
11. Tackle football (3.9 percent)
12. Touch football (3.5 percent)
13. Handball (3.0 percent)
14. Swimming (3.0 percent)
### TABLE III

**JUNIOR HIGH SCHOOLS REPORTING**

**TYPES OF INTERSCHOLASTIC ATHLETIC CONTESTS**

<table>
<thead>
<tr>
<th>Counties</th>
<th>No. of Schools</th>
<th>Basketball No.</th>
<th>Average</th>
<th>Track and Field No.</th>
<th>Average</th>
<th>Flag Football No.</th>
<th>Average</th>
<th>Baseball No.</th>
<th>Average</th>
<th>Softball No.</th>
<th>Average</th>
<th>Other No.</th>
<th>Average</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>3</td>
<td>12.7</td>
<td>3</td>
<td>5.0</td>
<td>2</td>
<td>6.0</td>
<td>1</td>
<td>10.0</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>232</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>9</td>
<td>9.6</td>
<td>10</td>
<td>4.3</td>
<td>8</td>
<td>5.4</td>
<td>1</td>
<td>7.0</td>
<td>6</td>
<td>5.0</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td>83</td>
<td>9.6</td>
<td>76</td>
<td>5.0</td>
<td>76</td>
<td>6.3</td>
<td>44</td>
<td>8.1</td>
<td>19</td>
<td>6.6</td>
<td>67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>51</td>
<td>11.0</td>
<td>49</td>
<td>5.6</td>
<td>45</td>
<td>6.9</td>
<td>33</td>
<td>11.0</td>
<td>7</td>
<td>4.6</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>7</td>
<td>12.7</td>
<td>6</td>
<td>4.4</td>
<td>7</td>
<td>6.4</td>
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<td>10.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>34</td>
<td>8.6</td>
<td>31</td>
<td>4.2</td>
<td>29</td>
<td>5.5</td>
<td>11</td>
<td>9.6</td>
<td>4</td>
<td>6.0</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>18</td>
<td>7.4</td>
<td>15</td>
<td>4.0</td>
<td>10</td>
<td>6.3</td>
<td>6</td>
<td>5.8</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>3</td>
<td>11.3</td>
<td>3</td>
<td>3.0</td>
<td>3</td>
<td>6.0</td>
<td>2</td>
<td>4.0</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>8</td>
<td>15.8</td>
<td>5</td>
<td>5.4</td>
<td>3</td>
<td>4.3</td>
<td>4</td>
<td>13.3</td>
<td>1</td>
<td>6.0</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>10</td>
<td>12.1</td>
<td>9</td>
<td>3.9</td>
<td>4</td>
<td>4.8</td>
<td>2</td>
<td>8.5</td>
<td>4</td>
<td>5.8</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>232</strong></td>
<td><strong>226</strong></td>
<td><strong>9.9</strong></td>
<td><strong>207</strong></td>
<td><strong>4.9</strong></td>
<td><strong>187</strong></td>
<td><strong>6.2</strong></td>
<td><strong>102</strong></td>
<td><strong>9.5</strong></td>
<td><strong>49</strong></td>
<td><strong>5.8</strong></td>
<td><strong>165</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


15. Gymnastics (2.2 percent)
16. Golf (.9 percent)
17. Surfing (.9 percent)
18. Water polo (.4 percent)
19. Ocean swimming (.4 percent)

An analysis of the number of games in each sport revealed that in no activity did the average exceed 10, which indicated that, generally speaking, there was not an overemphasis upon participation for junior high school boys in Southern California.

Classification of Athletes for Competition

Table IV (page 77) indicates that of the 231 responding junior high schools, a total of 106 schools (45.9 percent) stated that they used a system of height, weight, and/or age to classify their athletes for competition. Sixty-nine schools (29.9 percent) specified that athletes were classified by grade only. Fifty-six schools (24.2 percent) did not classify athletes for competitive contests.

Of those junior high schools which used a system to classify their athletes, 71.4 percent classified them by height, weight, and age. The remaining 28.6 percent of the schools classified their athletes in the following manner:

1. Height only (9.2 percent)
2. Age only (9.2 percent)
3. Height and weight only (6.1 percent)
## TABLE IV

**JUNIOR HIGH SCHOOLS CLASSIFYING AND NOT CLASSIFYING TEAMS FOR ATHLETIC COMPETITION**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Height, Weight, &amp;/or Age</th>
<th>Grade Level Only</th>
<th>Schools Not Classifying Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperial</td>
<td>3</td>
<td>1 33.3%</td>
<td>1 33.3%</td>
<td>1 33.3%</td>
</tr>
<tr>
<td>Kern</td>
<td>10</td>
<td>8 20.0%</td>
<td>2 20.0%</td>
<td></td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td>40 45.98%</td>
<td>27 31.03%</td>
<td>20 22.99%</td>
</tr>
<tr>
<td>Orange</td>
<td>52</td>
<td>30 57.7%</td>
<td>17 32.7%</td>
<td>5 9.6%</td>
</tr>
<tr>
<td>Riverside</td>
<td>7</td>
<td>1 14.3%</td>
<td>2 28.6%</td>
<td>4 57.1%</td>
</tr>
<tr>
<td>San Bern.</td>
<td>33</td>
<td>14 42.4%</td>
<td>9 27.3%</td>
<td>10 30.3%</td>
</tr>
<tr>
<td>San Diego</td>
<td>18</td>
<td>2 11.1%</td>
<td>8 44.4%</td>
<td>8 44.4%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>1 33.3%</td>
<td>1 33.3%</td>
<td>1 33.3%</td>
</tr>
<tr>
<td>Santa B.</td>
<td>8</td>
<td>2 25.0%</td>
<td>4 50.0%</td>
<td>2 25.0%</td>
</tr>
<tr>
<td>Ventura</td>
<td>10</td>
<td>7 70.0%</td>
<td></td>
<td>3 30.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>231</strong></td>
<td><strong>106</strong> 45.9%</td>
<td><strong>69</strong> 29.9%</td>
<td><strong>56</strong> 24.0%</td>
</tr>
</tbody>
</table>

### MANNER BY WHICH TEAMS ARE CLASSIFIED

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Height, Weight, Age</th>
<th>Height Only</th>
<th>Age Only</th>
<th>Height, Weight Only</th>
<th>Weight Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperial</td>
<td>1</td>
<td>1 100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kern</td>
<td>8</td>
<td>8 100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.A.</td>
<td>40</td>
<td>30 75.0%</td>
<td>1 2.5%</td>
<td>4 10.0%</td>
<td>3 7.5%</td>
<td>2 5.0%</td>
</tr>
<tr>
<td>Orange</td>
<td>30</td>
<td>23 76.7%</td>
<td>4 13.3%</td>
<td>1 3.3%</td>
<td>1 3.3%</td>
<td>1 3.3%</td>
</tr>
<tr>
<td>Riverside</td>
<td>1</td>
<td>1 100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Bern.</td>
<td>14</td>
<td>7 50.0%</td>
<td>4 28.6%</td>
<td>1 7.1%</td>
<td>1 7.1%</td>
<td></td>
</tr>
<tr>
<td>San Diego</td>
<td>2</td>
<td>1 50.0%</td>
<td></td>
<td></td>
<td>1 50.0%</td>
<td></td>
</tr>
<tr>
<td>S.L.O.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa B.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 100.0%</td>
</tr>
<tr>
<td>Ventura</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>98</strong></td>
<td><strong>70</strong> 71.4%</td>
<td><strong>9</strong> 9.2%</td>
<td><strong>9</strong> 9.2%</td>
<td><strong>6</strong> 6.1%</td>
<td><strong>3</strong> 3.1%</td>
</tr>
</tbody>
</table>

* Pilot study run in Ventura did not include this section.

' One school classified teams by height and age only.
4. Weight only (3.1 percent)
5. Weight and age only (1.0 percent)

Player classification in terms of height, weight, and age should be utilized as a safety factor to avoid serious injury, especially in tackle football and wrestling programs. This eliminates the advantage of the "big" boy over someone of smaller stature.

The importance of player classification was emphasized in the following recommendation made by the Joint Committee of the American Association for Health, Physical Education and Recreation: "Teams should be matched equally in skill and on the basis of age, height, and weight, strength, or the like, so as to bring to participants more enjoyment, physical safety, and social satisfaction."

(70:26)

Since only 24.2 percent of the responding junior high schools did not classify athletes for competition, the majority of schools apparently have attempted to provide equal competition for the participants within the athletic program.

**Athletic Tournaments**

Table V (page 79) shows that of the 231 junior high schools reporting, 161 (69.7 percent) participated in one or more athletic tournaments during the year while 70 (30.3 percent) did not.

The two tournament sports that were mentioned most
## TABLE V

**JUNIOR HIGH SCHOOLS PARTICIPATING AND NOT PARTICIPATING IN ATHLETIC TOURNAMENTS**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Schools Participating in Athletic Tournaments</th>
<th>Schools Not Participating in Athletic Tournaments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>100.0%</td>
<td>5</td>
</tr>
<tr>
<td>KERN</td>
<td>9</td>
<td>44.4%</td>
<td>5</td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td>66.7%</td>
<td>29</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>71.4%</td>
<td>15</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>100.0%</td>
<td>5</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>52.9%</td>
<td>16</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>72.2%</td>
<td>5</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>100.0%</td>
<td>5</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>100.0%</td>
<td>5</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>100.0%</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>231</td>
<td>69.7%</td>
<td>70</td>
</tr>
</tbody>
</table>

### TYPES AND AVERAGE NUMBER OF ATHLETIC TOURNAMENTS PARTICIPATED IN

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>3 1.7</td>
<td>2 1.5</td>
<td>1 2.0</td>
<td></td>
</tr>
<tr>
<td>KERN</td>
<td>4</td>
<td>4 2.0</td>
<td>1 1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.A.</td>
<td>58</td>
<td>54 1.5</td>
<td>15 1.1</td>
<td>2 1.0</td>
<td>7 1.0</td>
</tr>
<tr>
<td>ORANGE</td>
<td>37</td>
<td>31 1.1</td>
<td>19 1.2</td>
<td></td>
<td>1 1.0</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>7 1.6</td>
<td>2 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>18</td>
<td>16 1.3</td>
<td>8 1.0</td>
<td>3 1.0</td>
<td></td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>13</td>
<td>12 1.7</td>
<td>2 2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>3 1.3</td>
<td>1 1.0</td>
<td>1 2.0</td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>7 2.1</td>
<td>2 1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>10 1.7</td>
<td>5 1.2</td>
<td>2 1.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>161</td>
<td>147 1.5</td>
<td>57 1.2</td>
<td>9 1.2</td>
<td>8 1.0</td>
</tr>
</tbody>
</table>
frequently by participating junior high schools included basketball (91.3 percent) and track and field (35.4 percent).

The average number of athletic tournaments per season participated in by the junior high schools included the following:

1. Basketball (1.5)
2. Baseball (1.5)
3. Volleyball (1.3)
4. Track and field (1.2)
5. Wrestling (1.2)
6. Flag football (1.0)
7. Soccer (1.0)
8. Cross-country (1.0)
9. Tennis (1.0)
10. Softball (1.0)
11. Gymnastics (1.0)
12. Ocean swimming (1.0)

In light of this data, it seems that the responding junior high schools did not overemphasize athletic competition by participating in too many athletic tournaments.

Number of Miles Traveled to an Event

More than half (58 percent) of the 231 responding junior high schools traveled no more than 10 miles one way to an athletic event. The number and percentage of junior high schools traveling various distances (one way mileage)
to an athletic contest were as follows:

1. 1 to 5 miles - 52 schools (22.5 percent)
2. 6 to 10 miles - 82 schools (35.5 percent)
3. 11 to 20 miles - 41 schools (17.8 percent)
4. 21 to 30 miles - 37 schools (16.0 percent)
5. More than 30 miles - 19 schools (8.2 percent)

Those junior high schools traveling more than 30 miles one way had an average of 54 miles to travel to another school for an athletic event. (Table VI, page 82)

The traveling distances between schools engaged in competition should be kept at a reasonable minimum. A majority (58 percent) of the responding junior high schools traveled no more than 20 miles round trip to an athletic event. This distance appears to be quite reasonable, especially since the average number of games in any one sport did not exceed 10. (Table III, page 75) Therefore, a typical junior high school did not have to travel to other schools very often.

If games are to be played outside the school district, they should be scheduled in the afternoon, and the traveling distance should be such as to make overnight trips unnecessary.

**Modes of Transportation**

Table VII (page 83) shows that of the 232 responding junior high schools, 215 (92.7 percent) transported their athletic teams by school bus. A small percentage of
<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>1 to 5 Miles</th>
<th>6 to 10 Miles</th>
<th>11 to 20 Miles</th>
<th>21 to 30 Miles</th>
<th>More Than 30 Miles</th>
<th>Average Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>33.3%</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>2 20.0%</td>
<td>3 30.0%</td>
<td>1 10.0%</td>
<td>4 40.0%</td>
<td>50.5</td>
<td></td>
</tr>
<tr>
<td>L.A.</td>
<td>86</td>
<td>32 37.5%</td>
<td>29 33.7%</td>
<td>13 15.1%</td>
<td>11 12.8%</td>
<td>1 1.2%</td>
<td>50.0</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>14 26.9%</td>
<td>24 46.2%</td>
<td>12 23.0%</td>
<td>2 3.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td></td>
<td></td>
<td>1 14.3%</td>
<td>3 42.85%</td>
<td>3 42.85%</td>
<td>71.1</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>3 8.8%</td>
<td>14 41.2%</td>
<td>7 20.6%</td>
<td>7 20.6%</td>
<td>3 8.8%</td>
<td>77.5</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>6 33.3%</td>
<td>2 11.1%</td>
<td>9 50.0%</td>
<td>1 5.6%</td>
<td>1 33.3%</td>
<td>35.0</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>2 66.7%</td>
<td></td>
<td>1 33.3%</td>
<td></td>
<td>1 33.3%</td>
<td>40.0</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>1 12.5%</td>
<td>1 12.5%</td>
<td>2 25.0%</td>
<td>4 50.0%</td>
<td>1 8.2%</td>
<td>40.0</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>1 10.0%</td>
<td>3 30.0%</td>
<td>4 40.0%</td>
<td>2 20.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>52 22.5%</td>
<td>82 35.5%</td>
<td>41 17.8%</td>
<td>37 16.0%</td>
<td>19 8.2%</td>
<td>54.0</td>
</tr>
</tbody>
</table>
TABLE VII  
JUNIOR HIGH SCHOOLS TRANSPORTING  
ATHLETIC TEAMS TO GAMES  

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>3*</td>
<td>3 100.0%</td>
<td>1 33.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KERN</td>
<td>10*</td>
<td>9 90.0%</td>
<td>1 10.0%</td>
<td>2 20.0%</td>
<td>1 1.1%</td>
</tr>
<tr>
<td>L.A.</td>
<td>87*</td>
<td>76 87.3%</td>
<td>14 16.1%</td>
<td>13 14.9%</td>
<td>1 1.1%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52*</td>
<td>52 100.0%</td>
<td>2 3.9%</td>
<td>1 1.9%</td>
<td></td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7*</td>
<td>6 85.7%</td>
<td>1 14.3%</td>
<td>1 14.3%</td>
<td></td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34*</td>
<td>34 100.0%</td>
<td></td>
<td>5 14.7%</td>
<td></td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18*</td>
<td>17 94.4%</td>
<td>2 11.1%</td>
<td>1 15.6%</td>
<td></td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3*</td>
<td>3 100.0%</td>
<td>1 33.3%</td>
<td>2 66.7%</td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8*</td>
<td>6 75.0%</td>
<td>2 25.0%</td>
<td>1 12.5%</td>
<td></td>
</tr>
<tr>
<td>VENTURA</td>
<td>10*</td>
<td>9 90.0%</td>
<td>3 30.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>232</strong>*</td>
<td><strong>215 92.7%</strong></td>
<td><strong>26 11.2%</strong></td>
<td><strong>25 10.8%</strong></td>
<td><strong>3 1.3%</strong></td>
</tr>
</tbody>
</table>

* Some schools responded to more than one selection.
schools used automobiles (not owned by the school) driven by parents and/or teachers.

For the general safety of the players it is preferable to have participants transported to athletic contests by school bus. Riding together as a team can also help to build spirit.

In a nation-wide survey, the following recommendation was made by Tompkins and Roe: "Transportation of teams and spectator groups should be strictly supervised. The players should be transported in one bus and all others in another bus, or other means of transportation." (65:39)

Away Game Notification

Of the 232 junior high schools reporting, 163 (70.3 percent) notified parents of an athlete's travel to away contests, while 69 schools (29.7 percent) did not. However, of those schools that did notify the parents, only 65.2 percent had a policy whereby a parent must sign a note to allow the athlete to make an away trip. (Table VIII, page 85)

The importance of notifying parents of an away game centers around two factors. The first is a matter of consideration for the parents who ideally should know the whereabouts of their child. Secondly, in case of an accident or injury to a participant, it is in the school's best interest to have a policy whereby a parent should sign a note to allow the athlete to make an away trip.
### TABLE VIII

JUNIOR HIGH SCHOOLS NOTIFYING AND NOT NOTIFYING PARENTS OF THEIR SONS' TRAVELING TO AWAY GAMES

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Schools Notifying Parents No. %</th>
<th>Schools Not Notifying Parents No. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>2 66.7%</td>
<td>1 33.3%</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>7 70.0%</td>
<td>3 30.0%</td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td>51 58.6%</td>
<td>36 41.4%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>35 67.3%</td>
<td>17 32.7%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>6 85.7%</td>
<td>1 14.3%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>31 91.2%</td>
<td>3 8.8%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>14 77.8%</td>
<td>4 22.2%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>3 100.0%</td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>7 87.5%</td>
<td>1 12.5%</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>7 70.0%</td>
<td>3 30.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>232</strong></td>
<td><strong>163 70.3%</strong></td>
<td><strong>69 29.0%</strong></td>
</tr>
</tbody>
</table>

SCHOOLS PROVIDING A POLICY WHEREBY A PARENT MUST SIGN A NOTE TO ALLOW THE ATHLETE TO MAKE AN AWAY TRIP

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Schools Providing Note To Be Signed No. %</th>
<th>Schools Not Providing Note To Be Signed No. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>2</td>
<td>1 50.0%</td>
<td>1 50.0%</td>
</tr>
<tr>
<td>KERN</td>
<td>7</td>
<td>3 42.9%</td>
<td>4 57.1%</td>
</tr>
<tr>
<td>L.A.</td>
<td>51</td>
<td>36 70.6%</td>
<td>15 29.4%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>31</td>
<td>19 61.3%</td>
<td>12 38.7%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>5</td>
<td>3 60.0%</td>
<td>2 40.0%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>31</td>
<td>16 51.6%</td>
<td>15 48.4%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>14</td>
<td>12 85.7%</td>
<td>2 14.3%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>3 100.0%</td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>7</td>
<td>7 100.0%</td>
<td></td>
</tr>
<tr>
<td>VENTURA</td>
<td>7</td>
<td>3 42.9%</td>
<td>4 57.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>158</strong></td>
<td><strong>103 65.2%</strong></td>
<td><strong>55 34.8%</strong></td>
</tr>
</tbody>
</table>
When Athletic Events Were Held

Table IX (page 87) shows that a majority of junior high schools held their athletic events directly after school. In many cases, schools provided contests for their teams at more than one particular time, such as during and after school and/or on the weekends. The percentage of junior high schools holding athletic events at various times were as follows:

1. Directly after school (85.3 percent)
2. During school (25.9 percent)
3. Saturday daytime (17.2 percent)
4. Sunday through Thursday evenings (11.2 percent)
5. Holidays or vacations (10.4 percent)
6. Friday evenings (3.5 percent)
7. Prior to high school games (2.6 percent)
8. Saturday evenings (1.3 percent)
9. Sunday daytime (.4 percent)

All contests should be held directly after school or in the daytime on Saturdays rather than during school hours or at night. The following recommendation was made by the Joint Committee of the American Association for Health, Physical Education, and Recreation: "Games should be suited to climate or seasons and should be played during the afternoon or other normal recreation hours rather than at night." (70:27)

Tompkins and Roe further emphasized, "Most junior
### TABLE IX
JUNIOR HIGH SCHOOLS REPORTING
WHEN ATHLETIC EVENTS ARE HELD

<table>
<thead>
<tr>
<th>Counties</th>
<th>Directly Use-</th>
<th>During School Hours</th>
<th>Saturday Hours (Daytime)</th>
<th>Evenings (Sunday-Thursday)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resp. No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3* 3100.0%</td>
<td>2 66.7%</td>
<td>3 100.0%</td>
<td></td>
</tr>
<tr>
<td>KERN</td>
<td>10* 60.0%</td>
<td>5 50.0%</td>
<td>6 60.0%</td>
<td>1 10.0%</td>
</tr>
<tr>
<td>L.A.</td>
<td>87* 86.2%</td>
<td>24 27.6%</td>
<td>15 17.2%</td>
<td>2 2.3%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52* 96.2%</td>
<td>9 17.3%</td>
<td>5 9.6%</td>
<td></td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7* 100.0%</td>
<td>1 14.3%</td>
<td>1 14.3%</td>
<td>1 14.3%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34* 91.2%</td>
<td>2 5.9%</td>
<td></td>
<td>14 41.2%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18* 61.1%</td>
<td>6 33.3%</td>
<td>3 16.7%</td>
<td></td>
</tr>
<tr>
<td>S.L.O.</td>
<td>8* 100.0%</td>
<td>3 100.0%</td>
<td>4 50.0%</td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>10* 100.0%</td>
<td>6 60.0%</td>
<td>4 40.0%</td>
<td>3 30.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>232* 85.3%</td>
<td>60 25.9%</td>
<td>40 17.2%</td>
<td>26 11.2%</td>
</tr>
</tbody>
</table>

* Some schools responded to more than one selection.

### ATHLETIC EVENTS CON'T.

<table>
<thead>
<tr>
<th>Counties</th>
<th>Holiday or Vacation (Evenings) No. %</th>
<th>Prior To Friday High School Game (Eves.) No. %</th>
<th>Sunday (Daytime) No. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>1 33.3%</td>
<td>1 1.2%</td>
<td>1 2.0%</td>
</tr>
<tr>
<td>KERN</td>
<td>17 19.5%</td>
<td>1 5.6%</td>
<td>1 5.6%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>1 2.9%</td>
<td>1 33.3%</td>
<td>1 33.3%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>2 11.1%</td>
<td>5 62.5%</td>
<td>2 25.0%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>1 12.5%</td>
<td>1 10.0%</td>
<td>1 10.0%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>1 10.0%</td>
<td>1 10.0%</td>
<td>1 10.0%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>1 10.0%</td>
<td>1 10.0%</td>
<td>1 10.0%</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>1 10.0%</td>
<td>1 10.0%</td>
<td>1 10.0%</td>
</tr>
<tr>
<td>VENTURA</td>
<td>1 10.0%</td>
<td>1 10.0%</td>
<td>1 10.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24 10.4%</td>
<td>8 3.5%</td>
<td>5 2.6% 3 1.3% 1 0.4%</td>
</tr>
</tbody>
</table>
high school contests should be played between 2 o'clock and 6 o'clock in the afternoon, and on Saturday." (65:39)

Having games played during the daytime helps to eliminate large spectator attendance and does not take time away from school work. Most of the responding junior high schools appeared to subscribe to this philosophy, since only 18.6 percent ever held athletic contests in the evening, and only 25.9 percent ever held any contests during school hours.

**Spectators**

In the majority of cases, the junior high schools encouraged more than one kind of spectator to attend athletic events. Of 232 reporting schools, 206 (88.8 percent) encouraged students to attend athletic contests. Teachers and parents were encouraged almost equally with the former being mentioned by 143 schools (61.6 percent) and the latter by 139 schools (59.9 percent). Attendance by the general public was encouraged by only 53 junior high schools (22.9 percent) and 19 schools (8.2 percent) did not encourage any spectators. (Table X, page 89)

Attendance by large masses of people should not be encouraged since it may promote overemphasis upon winning and excessive stimulation of the players. Although 88.8 percent of the junior high schools did encourage students to attend athletic events, only 22.9 percent encouraged attendance by the general public. Lack of encouragement
### TABLE X

**JUNIOR HIGH SCHOOLS RESPONDING TO THE KINDS OF SPECTATORS THAT ARE ENCOURAGED TO ATTEND ATHLETIC EVENTS**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Students</th>
<th>No.</th>
<th>%</th>
<th>Parents</th>
<th>No.</th>
<th>%</th>
<th>Teachers</th>
<th>No.</th>
<th>%</th>
<th>General Public</th>
<th>No.</th>
<th>%</th>
<th>None</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>3*</td>
<td></td>
<td>2</td>
<td>66.7%</td>
<td>2</td>
<td>66.7%</td>
<td>2</td>
<td>66.7%</td>
<td>3</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KERN</td>
<td>10*</td>
<td></td>
<td>4</td>
<td>40.0%</td>
<td>5</td>
<td>50.0%</td>
<td>3</td>
<td>30.0%</td>
<td>3</td>
<td>30.0%</td>
<td>3</td>
<td>30.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.A.</td>
<td>87*</td>
<td></td>
<td>82</td>
<td>94.3%</td>
<td>50</td>
<td>57.5%</td>
<td>53</td>
<td>60.9%</td>
<td>9</td>
<td>10.4%</td>
<td>4</td>
<td>4.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORANGE</td>
<td>52*</td>
<td></td>
<td>48</td>
<td>92.3%</td>
<td>35</td>
<td>67.3%</td>
<td>37</td>
<td>71.2%</td>
<td>14</td>
<td>26.9%</td>
<td>5</td>
<td>9.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7*</td>
<td></td>
<td>6</td>
<td>85.7%</td>
<td>4</td>
<td>57.1%</td>
<td>4</td>
<td>57.1%</td>
<td>2</td>
<td>28.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34*</td>
<td></td>
<td>30</td>
<td>88.2%</td>
<td>22</td>
<td>64.7%</td>
<td>22</td>
<td>64.7%</td>
<td>8</td>
<td>23.5%</td>
<td>3</td>
<td>8.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18*</td>
<td></td>
<td>15</td>
<td>83.3%</td>
<td>6</td>
<td>33.3%</td>
<td>7</td>
<td>38.9%</td>
<td>4</td>
<td>22.2%</td>
<td>2</td>
<td>11.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3*</td>
<td></td>
<td>3</td>
<td>100.0%</td>
<td>2</td>
<td>66.7%</td>
<td>3</td>
<td>100.0%</td>
<td>2</td>
<td>66.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8*</td>
<td></td>
<td>6</td>
<td>75.0%</td>
<td>4</td>
<td>50.0%</td>
<td>4</td>
<td>50.0%</td>
<td>2</td>
<td>25.0%</td>
<td>2</td>
<td>25.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VENTURA</td>
<td>10*</td>
<td></td>
<td>10</td>
<td>100.0%</td>
<td>9</td>
<td>90.0%</td>
<td>8</td>
<td>80.0%</td>
<td>6</td>
<td>60.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>232*</td>
<td></td>
<td>206</td>
<td>88.8%</td>
<td>139</td>
<td>59.9%</td>
<td>143</td>
<td>61.6%</td>
<td>53</td>
<td>22.9%</td>
<td>19</td>
<td>8.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Some schools responded to more than one selection.
to the general public to attend athletic events would tend to eliminate large spectator crowds.

Admission to Athletic Events

Table XI (page 91) shows that 208 out of 231 junior high schools (90.0 percent) did not charge admission, 15 schools (6.5 percent) requested payment from everyone in attendance, and an additional 8 schools (3.5 percent) charged everyone except students.

It is clear, therefore, that a majority of junior high schools in Southern California which participated in interscholastic athletic competition was not dependent upon gate receipts for income.

Dr. James Conant (19), a strong opponent of junior high school athletics, has stated that the "infection" of overemphasis of competitive athletics has spread down to the junior high schools. He stressed this by saying that children participating in the various programs are being exploited when gate receipts are collected to support the program, and games are played at night to draw more paying spectators. However, evidence from the responding junior high schools in Southern California did not uphold either of Dr. Conant's observations.

Equipment and Uniform Funds

Table XII (page 92) indicates that out of 231 responding junior high schools, 199 (86.1 percent) utilized
TABLE XI
JUNIOR HIGH SCHOOLS CHARGING AND NOT CHARGING ADMISSION TO ANY ATHLETIC EVENTS

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Community Pays Students Free</th>
<th>No Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
</tr>
<tr>
<td>KERN</td>
<td>9</td>
<td>2</td>
<td>22.2%</td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td>4</td>
<td>4.6%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>1</td>
<td>1.9%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>2</td>
<td>28.6%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>4</td>
<td>11.8%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>2</td>
<td>11.1%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>4</td>
<td>50.0%</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>10</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Total 231 8 3.5% 6.5% 208 90.0%
### TABLE XII

**JUNIOR HIGH SCHOOLS PROVIDING EQUIPMENT AND/OR UNIFORMS FOR THE ATHLETIC TEAMS**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>School Funds Pay for Both</th>
<th>Student Funds Pay for Both</th>
<th>School Funds Pay for Only Equipment</th>
<th>High School Gives Used Equipment &amp; Uniforms</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>100.0%</td>
<td>3</td>
<td>30.0%</td>
<td>4</td>
<td>40.0%</td>
</tr>
<tr>
<td>KERN</td>
<td>10*</td>
<td>20.0%</td>
<td>2</td>
<td>20.0%</td>
<td>3</td>
<td>30.0%</td>
</tr>
<tr>
<td>L.A.</td>
<td>86*</td>
<td>51.2%</td>
<td>22</td>
<td>25.6%</td>
<td>21</td>
<td>24.4%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52*</td>
<td>69.2%</td>
<td>15</td>
<td>28.8%</td>
<td>5</td>
<td>9.6%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>57.1%</td>
<td>1</td>
<td>14.3%</td>
<td>1</td>
<td>14.3%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34*</td>
<td>64.7%</td>
<td>12</td>
<td>35.3%</td>
<td>8</td>
<td>23.5%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18*</td>
<td>27.8%</td>
<td>12</td>
<td>35.3%</td>
<td>7</td>
<td>38.9%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3*</td>
<td>100.0%</td>
<td>1</td>
<td>10.0%</td>
<td>5</td>
<td>50.0%</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8*</td>
<td>50.0%</td>
<td>5</td>
<td>62.5%</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10*</td>
<td>50.0%</td>
<td>1</td>
<td>10.0%</td>
<td>5</td>
<td>50.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>231*</td>
<td>55.4%</td>
<td>71</td>
<td>30.7%</td>
<td>51</td>
<td>22.1%</td>
</tr>
</tbody>
</table>

* Some schools responded to more than one selection.
the school funds and the student funds to pay for both equipment and uniforms.

A breakdown of the sources from which the funds were provided included the following:

Both uniforms and equipment:
1. School funds - 128 schools (55.4 percent)
2. Student funds - 71 schools (30.7 percent)
3. High school gave used items - 8 schools (3.5 percent)
4. School district - 5 schools (2.2 percent)
5. P. T. A. - 5 schools (2.2 percent)
6. Recreation dept. - 2 schools (.9 percent)
7. Service fund - 1 school (.4 percent)
8. Lettermen's club - 1 school (.4 percent)
9. Varsity-faculty basketball game - 1 school (.4 percent)
10. Car washes and candy sales - 1 school (.4 percent)
11. Money drives by athletes - 1 school (.4 percent)
12. Gate receipts - 1 school (.4 percent)

Uniforms only:
1. Student funds - 23 schools (9.9 percent)
2. P. T. A. - 3 schools (1.3 percent)
3. School funds - 2 schools (.9 percent)
4. Student bought own - 2 schools (.9 percent)
5. Physical education clothes were used - 2 schools (.9 percent)
6. Recreation dept. and P. T. A. combined funds - 1 school (.4 percent)
7. Teachers bought some - 1 school (.4 percent)
8. Parents and home economics classes made them - 1 school (.4 percent)

Equipment only:
1. School funds - 51 schools (22.1 percent)
2. Money drives by students - 1 school (.4 percent)

Additional Finances

Additional financial needs in the junior high school such as traveling costs and paying officials were handled in the same manner as equipment and uniforms, that is, by the school and student funds. Of 230 responding junior high schools, 93 (40.4 percent) utilized the school funds for additional expenses, while 84 schools (36.5 percent) used student funds. (Table XIII, page 95)

As is evidenced in both Tables XII and XIII, the majority of responding junior high schools obtained money for the athletic program from school funds and/or student funds. Competitive athletics, therefore, appeared to have been accepted as a part of the educational program and budget, independent of other sources of income such as gate receipts.
### TABLE XIII

**JUNIOR HIGH SCHOOLS REPORTING MANNER IN WHICH ADDITIONAL FINANCIAL NEEDS FOR INTERSCHOOL ATHLETICS ARE HANDLED**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Use-able Funds</th>
<th>School Funds</th>
<th>Student Funds</th>
<th>School District Budget</th>
<th>Rec. Dept.</th>
<th>P.T.A.</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resp. No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Imperial</td>
<td>3* 2 66.7%</td>
<td>1 33.3%</td>
<td>1 33.3%</td>
<td>1 33.3%</td>
<td>1 33.3%</td>
<td>1 33.3%</td>
<td>1 33.3%</td>
</tr>
<tr>
<td>Kern</td>
<td>10* 4 40.0%</td>
<td>1 10.0%</td>
<td>2 20.0%</td>
<td>1 10.0%</td>
<td>3 30.0%</td>
<td>2 20.0%</td>
<td>1 10.0%-A</td>
</tr>
<tr>
<td>L.A.</td>
<td>87* 30 34.5%</td>
<td>34 39.1%</td>
<td>9 10.3%</td>
<td>3 3.5%</td>
<td>9 10.3%</td>
<td>1 1.2%</td>
<td>1 1.2%-B</td>
</tr>
<tr>
<td>Orange</td>
<td>52* 21 40.4%</td>
<td>14 26.9%</td>
<td>8 15.3%</td>
<td>9 17.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Riverside</td>
<td>7* 5 71.4%</td>
<td>1 14.3%</td>
<td>2 28.6%</td>
<td></td>
<td>1 14.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Bern.</td>
<td>34* 13 38.2%</td>
<td>20 58.8%</td>
<td>8 23.5%</td>
<td>2 5.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Diego</td>
<td>16 7 38.9%</td>
<td>7 38.9%</td>
<td>2 11.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3 2 66.7%</td>
<td></td>
<td>1 33.3%-C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa B.</td>
<td>8 2 25.0%</td>
<td>3 37.5%</td>
<td>1 12.5%</td>
<td></td>
<td>1 12.5%-D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ventura</td>
<td>10* 7 70.0%</td>
<td>3 30.0%</td>
<td>1 10.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 230* 93 40.4% 84 36.5% 32 13.9% 16 6.9% 14 6.1% 3 1.3% 4 1.7%

* Some schools responded to more than one selection.
Faculty Members as Coaches

The number of faculty members coaching interscholastic athletics varied with respect to the number of sports provided in the program. The average number of coaches per junior high school was 3.9. The following is a breakdown of the number and percentage of the 229 responding junior high schools with respect to the number of coaches involved in the athletic program:

1. One coach - 14 schools (6.1 percent)
2. Two coaches - 59 schools (25.9 percent)
3. Three coaches - 45 schools (19.7 percent)
4. Four coaches - 39 schools (16.8 percent)
5. Five coaches - 31 schools (13.4 percent)
6. More than five - 41 schools (17.7 percent)

Those junior high schools reporting more than 5 coaches on the faculty averaged 7.9 coaches per school.

(Table XIV, page 97)

Head and Assistant Coaches

The extensiveness of an athletic program can often be determined by the number of head coaches and assistants in the program. Table XV (page 98) indicates that, on the average, 2.8 head coaches and 1.1 assistant coaches were employed in a typical athletic program.

An assistant coach was used principally in the sport of football, be it flag, touch, or tackle. In all other sports, the head coach primarily handled the team by
### TABLE XIV

**JUNIOR HIGH SCHOOLS REPORTING**

**THE NUMBER OF FACULTY MEMBERS THAT COACH ATHLETIC TEAMS**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Resp.</th>
<th>One No.</th>
<th>One %</th>
<th>Two No.</th>
<th>Two %</th>
<th>Three No.</th>
<th>Three %</th>
<th>Four No.</th>
<th>Four %</th>
<th>Five No.</th>
<th>Five %</th>
<th>Total School</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>2</td>
<td>66.7%</td>
<td>1</td>
<td>33.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>1</td>
<td>10.0%</td>
<td>6</td>
<td>60.0%</td>
<td>1</td>
<td>10.0%</td>
<td>2</td>
<td>20.0%</td>
<td></td>
<td></td>
<td>2.4</td>
</tr>
<tr>
<td>L.A.</td>
<td>85</td>
<td>6</td>
<td>7.1%</td>
<td>23</td>
<td>27.1%</td>
<td>20</td>
<td>23.5%</td>
<td>15</td>
<td>17.6%</td>
<td>11</td>
<td>12.9%</td>
<td>10 11.8% 7.2</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>2</td>
<td>14.3%</td>
<td>12</td>
<td>23.0%</td>
<td>7</td>
<td>13.5%</td>
<td>6</td>
<td>11.5%</td>
<td>7</td>
<td>13.5%</td>
<td>20 38.5% 8.5</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>1</td>
<td>14.3%</td>
<td>2</td>
<td>28.6%</td>
<td>1</td>
<td>14.3%</td>
<td>2</td>
<td>28.6%</td>
<td>1</td>
<td>14.3%</td>
<td>5 38.5% 3.3</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>33</td>
<td>2</td>
<td>6.1%</td>
<td>4</td>
<td>12.2%</td>
<td>8</td>
<td>24.2%</td>
<td>6</td>
<td>18.2%</td>
<td>8</td>
<td>24.2%</td>
<td>5 15.1% 7.8</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>2</td>
<td>11.1%</td>
<td>10</td>
<td>56.6%</td>
<td>2</td>
<td>11.1%</td>
<td>2</td>
<td>11.1%</td>
<td></td>
<td></td>
<td>2.6</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
<td>1</td>
<td>33.3%</td>
<td>1</td>
<td>33.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>1</td>
<td>12.5%</td>
<td>2</td>
<td>25.0%</td>
<td>2</td>
<td>25.0%</td>
<td>1</td>
<td>12.5%</td>
<td>2</td>
<td>25.0%</td>
<td>6.0</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>2</td>
<td>20.0%</td>
<td>4</td>
<td>40.0%</td>
<td>1</td>
<td>10.0%</td>
<td></td>
<td></td>
<td>3</td>
<td>30.0%</td>
<td>7.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>229</td>
<td>14</td>
<td>6.1%</td>
<td>59</td>
<td>25.9%</td>
<td>45</td>
<td>19.7%</td>
<td>39</td>
<td>16.8%</td>
<td>31</td>
<td>13.4%</td>
<td>41 17.7% 7.9</td>
</tr>
</tbody>
</table>

Average No. Per School: 3.9
### TABLE XV

AVERAGE NUMBER OF HEAD COACHES AND ASSISTANT COACHES EMPLOYED BY RESPONDING JUNIOR HIGH SCHOOLS

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Head Coaches (Avg. Number)</th>
<th>Assistant Coaches (Avg. Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>1.0</td>
<td>1.0 x</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>2.1</td>
<td>.5 x</td>
</tr>
<tr>
<td>L.A.</td>
<td>77</td>
<td>2.7*</td>
<td>.7 x</td>
</tr>
<tr>
<td>ORANGE</td>
<td>49</td>
<td>3.6</td>
<td>1.7 x</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>2.1</td>
<td>.9 x</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>30</td>
<td>2.7</td>
<td>1.7 x</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>13</td>
<td>2.0</td>
<td>.7 x</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>2=</td>
<td>1.0</td>
<td>.5</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>3.4</td>
<td>1.0 x</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>3.6</td>
<td>1.6 x</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>209</strong></td>
<td><strong>2.8</strong></td>
<td><strong>1.1</strong></td>
</tr>
</tbody>
</table>

* Some schools reported coaches as sharing head coaching responsibilities in various sports.

x Some schools reported having no assistant coaches.

= One school with six coaches did not respond.
himself. The combined average of head coaches and assistant coaches numbered 3.9 which corresponds to the average number of coaches in a junior high school in Table XIV (page 97).

**Coaches Not Teaching Physical Education**

Table XVI (page 100) shows that of the 230 junior high schools reporting, 79 (34.4 percent) stated that all of their coaches taught physical education. Fifty-three schools (23 percent) indicated that they had 1 coach not teaching physical education, 39 (16.9 percent) had 2 coaches, 28 (12.2 percent) had 3 coaches, 9 (3.9 percent) had 4 coaches, and 22 (9.6 percent) had more than 4 coaches not teaching physical education.

In comparison with the average number of 3.9 coaches that handled athletic teams, 2.2 coaches taught physical education and 1.7 did not.

**Non-Credentialed Coaches**

Only 21 schools (9.1 percent) of the 232 responding junior high schools had non-credentialed persons coaching their athletic teams. The sports mentioned in utilizing non-credentialed personnel were basketball (15 schools) and flag football (14 schools). (Table XVII, page 101)

It can thus be asserted that at least 90.9 percent of the reporting junior high schools employed only coaches
<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Resp.</th>
<th>None No. %</th>
<th>One No. %</th>
<th>Two No. %</th>
<th>Three No. %</th>
<th>Four No. %</th>
<th>More Than Four Total No. %</th>
<th>Average No. Per School</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>2 66.7%</td>
<td></td>
<td></td>
<td></td>
<td>1 33.3%</td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>4 40.0%</td>
<td>5 50.0%</td>
<td></td>
<td></td>
<td>1 10.0%</td>
<td></td>
<td>.9</td>
</tr>
<tr>
<td>L.A.</td>
<td>86</td>
<td>38 44.2%</td>
<td>19 22.1%</td>
<td>14 16.3%</td>
<td>8 9.3%</td>
<td>3 3.5%</td>
<td>4 4.6% 6.3</td>
<td>1.3</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>11 21.2%</td>
<td>10 19.2%</td>
<td>8 15.3%</td>
<td>7 13.5%</td>
<td>2 3.9%</td>
<td>14 26.9% 6.0</td>
<td>2.6</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>3 42.8%</td>
<td>1 14.3%</td>
<td>1 14.3%</td>
<td>1 14.3%</td>
<td></td>
<td></td>
<td>1.4</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>33</td>
<td>7 21.2%</td>
<td>10 30.3%</td>
<td>6 18.2%</td>
<td>6 18.2%</td>
<td>1 3.0%</td>
<td>3 9.1% 6.3</td>
<td>1.9</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>9 50.0%</td>
<td>4 22.2%</td>
<td>3 16.7%</td>
<td>2 11.1%</td>
<td></td>
<td></td>
<td>.9</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>2 66.7%</td>
<td></td>
<td></td>
<td>1 33.3%</td>
<td></td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>3 37.5%</td>
<td>2 25.0%</td>
<td>1 12.5%</td>
<td>2 25.0%</td>
<td></td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>2 20.0%</td>
<td></td>
<td></td>
<td>6 60.0%</td>
<td>1 10.0%</td>
<td>1 10.0% 5.0</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>230</td>
<td>79 34.4%</td>
<td>53 23.0%</td>
<td>39 16.9%</td>
<td>28 12.2%</td>
<td>9 3.9%</td>
<td>22 9.6% 6.1</td>
<td>1.7</td>
</tr>
</tbody>
</table>
### TABLE XVII

**JUNIOR HIGH SCHOOLS REPORTING NON-CREDENTIALIALED PERSONS AS COACHES OF ATHLETIC TEAMS**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Schools Without Useable Coaches</th>
<th>Schools With Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>3</td>
<td>100.0%</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>8</td>
<td>80.0%</td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td>78</td>
<td>89.7%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>49</td>
<td>94.2%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>7</td>
<td>100.0%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>32</td>
<td>94.1%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>17</td>
<td>88.9%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>3</td>
<td>100.0%</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>4</td>
<td>50.0%</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>10</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>232</strong></td>
<td><strong>211</strong></td>
<td><strong>90.9%</strong></td>
</tr>
</tbody>
</table>

### SPORTS INVOLVING NON-CREDENTIALIALED PERSONS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>2</td>
<td>4.0</td>
<td>1</td>
<td>4.0</td>
<td>1</td>
</tr>
<tr>
<td>KERN</td>
<td>7</td>
<td>1.4</td>
<td>8</td>
<td>1.0</td>
<td>2</td>
</tr>
<tr>
<td>L.A.</td>
<td>1</td>
<td>1.0</td>
<td>1</td>
<td>1.0</td>
<td>1</td>
</tr>
<tr>
<td>ORANGE</td>
<td>1</td>
<td>1.0</td>
<td>1</td>
<td>1.0</td>
<td>1</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>1</td>
<td>1.0</td>
<td>2</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>1</td>
<td>1.0</td>
<td>1</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>1</td>
<td>1.0</td>
<td>1</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>S.L.O.</td>
<td>2</td>
<td>2.0</td>
<td>2</td>
<td>2.0</td>
<td>2</td>
</tr>
<tr>
<td>SANTA B.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VENTURA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
<td>1.6</td>
<td>15</td>
<td>1.3</td>
<td>6</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td>(A) Swimming 1 school, 1 coach</td>
<td></td>
<td>(B) Soccer 2 schools, 1.5 coaches (average)</td>
<td></td>
</tr>
</tbody>
</table>
with a teaching background as was recommended by the Joint Committee of the American Association for Health, Physical Education, and Recreation which stated, "The school athletic program should be under the direct supervision of a qualified teacher employed and designated by the school administrator." (70:27)

It appears, therefore, that the majority of the responding junior high schools were attempting to control the quality of coaching in their athletic programs by employing only fully-trained and qualified coaches.

Coaching Salaries

Of the 232 reporting junior high schools, 179 (77.2 percent) paid coaches for their services, while 53 schools (22.8 percent) did not. Four types of salary plans were incorporated by the various schools. On a per season or per sport basis, 125 schools (69.8 percent) paid a coach an average salary of $233.37. Twenty schools (11.2 percent) paid their coaches an average of $576.50 per year, and 29 schools (16.2 percent) paid an average hour wage of $2.41. The final method reported involved a set percentage of a coach's (teacher's) base salary. This system, however, was used in only 5 junior high schools (2.7 percent). (Table XVIII, page 103)

Although the paying of salaries to coaches does not guarantee good coaching, salaries may provide an incentive for better coaches. Over three-fourths of the responding
<table>
<thead>
<tr>
<th>Counties</th>
<th>Use-able Coaches</th>
<th>Schools Paying Coaches</th>
<th>Type</th>
<th>Of Salary</th>
<th>% of base salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resp.</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>3</td>
<td>100.0%</td>
<td>2</td>
<td>$300.00</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>8</td>
<td>80.0%</td>
<td>4</td>
<td>$286.75</td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td>78</td>
<td>89.7%</td>
<td>54</td>
<td>$261.00</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>44</td>
<td>84.6%</td>
<td>33</td>
<td>$228.00</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>7</td>
<td>100.0%</td>
<td>3</td>
<td>$258.33</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>23</td>
<td>67.6%</td>
<td>17</td>
<td>$185.63</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>6</td>
<td>33.3%</td>
<td>3</td>
<td>$250.00</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>3</td>
<td>100.0%</td>
<td>3</td>
<td>$312.50</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>3</td>
<td>37.5%</td>
<td>3</td>
<td>$116.67</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>4</td>
<td>40.0%</td>
<td>3</td>
<td>$250.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>232</td>
<td>179</td>
<td>77.2%</td>
<td>125</td>
<td>$233.37</td>
</tr>
</tbody>
</table>

N.S. = Not Stated of base
junior high schools did pay coaches for their services.

Parental Permission

Written permission from a parent allowing a boy to participate in interscholastic athletics was required in 174 (76.7 percent) of the 227 reporting junior high schools, while 53 schools (23.3 percent) did not require such permission. (Table XIX, page 105)

Each boy should have the permission of his parents or guardian as a prerequisite to participation, and such permission should be filed at the school. In this way the school can be sure that the parents are aware of and approve of their boy's participation in athletics. The Joint Committee of the American Association for Health, Physical Education, and Recreation noted the following special precaution in its report: "No pupil should participate in school athletics without the written consent and approval of one or both parents." (70:27) Slightly more than three out of four responding junior high schools (76.7 percent) did have such a requirement.

Health Examinations

Only slightly more than one half of the reporting junior high schools required a health examination for an athlete before he was allowed to play. While 127 schools (55.2 percent) of the responding 230 junior high schools required some type of examination, 103 schools (44.8
TABLE XIX
JUNIOR HIGH SCHOOLS REQUIRING AND NOT REQUIRING WRITTEN PERMISSION FROM A PARENT ALLOWING A BOY TO PARTICIPATE IN ATHLETICS

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Schools Requiring Written Permission</th>
<th>Schools Not Requiring Written Permission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>100.0%</td>
<td>6</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>40.0%</td>
<td>6</td>
</tr>
<tr>
<td>L.A.</td>
<td>83</td>
<td>66.3%</td>
<td>28</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>90.4%</td>
<td>7</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>100.0%</td>
<td>7</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>82.4%</td>
<td>6</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>17</td>
<td>94.1%</td>
<td>1</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>33.3%</td>
<td>2</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>75.0%</td>
<td>2</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>70.0%</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>227</td>
<td>174 76.7%</td>
<td>53</td>
</tr>
</tbody>
</table>
percent) did not.

Examinations were given by the family doctor in 81 schools (65.3 percent and by the school doctor in 38 schools (30.7 percent). (Table XX, page 107)

According to the Joint Committee of the American Association for Health, Physical Education, and Recreation, "An adequate medical examination should precede participation in vigorous activities. Preferably, this should be on a seasonal basis, but an annual examination should be the minimum." (70:25)

Tompkins and Roe further stated, "Adequate physical examinations are strongly recommended prior to each sport season. In other words, athletes, therefore, are to be required to have physical examinations more than once during the year, and for each sport." (65:39)

It is the opinion of this investigator that all schools should have required a health examination to help secure the health, safety, and general welfare of the participants.

**Doctor's Permission After Injury or Illness**

Of the 227 junior high schools reporting, 148 (65.2 percent) required a written statement from a doctor verifying that the athlete had recovered from his injury or illness. The remaining 79 schools (34.8 percent) had no such requirement. (Table XXI, page 108)
### TABLE XX

**JUNIOR HIGH SCHOOLS REQUIRING AND NOT REQUIRING HEALTH EXAMINATIONS FOR AN ATHLETE**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Schools Not Requiring One Exam Per Year</th>
<th>Schools Requiring One Exam Per Sport</th>
<th>Schools Requiring Use-able Exam</th>
<th>Other *</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resp.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
<td>2</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>7</td>
<td>70.0%</td>
<td>3</td>
</tr>
<tr>
<td>L.A.</td>
<td>86</td>
<td>48</td>
<td>55.8%</td>
<td>34</td>
</tr>
<tr>
<td>ORANGE</td>
<td>51</td>
<td>18</td>
<td>35.2%</td>
<td>31</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>1</td>
<td>14.3%</td>
<td>5</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>9</td>
<td>26.5%</td>
<td>23</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>3</td>
<td>16.7%</td>
<td>12</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
<td>2</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>7</td>
<td>87.5%</td>
<td>1</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>8</td>
<td>80.0%</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>230</td>
<td>103</td>
<td>44.8%</td>
<td>115</td>
</tr>
</tbody>
</table>

*Other: A-One exam per fall & spring. B-One Exam in seventh grade. C-Note from parent.

### PERSON GIVING EXAMINATION

<table>
<thead>
<tr>
<th>Counties</th>
<th>Family Doctor</th>
<th>School Doctor</th>
<th>School Nurse</th>
<th>Local Doctor</th>
<th>Volunteer Doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>1</td>
<td>50.0%</td>
<td>1</td>
<td>50.0%</td>
<td></td>
</tr>
<tr>
<td>KERN</td>
<td>1</td>
<td>33.3%</td>
<td>1</td>
<td>33.3%</td>
<td></td>
</tr>
<tr>
<td>L.A.</td>
<td>15</td>
<td>40.5%</td>
<td>15</td>
<td>40.5%</td>
<td>2</td>
</tr>
<tr>
<td>ORANGE</td>
<td>29</td>
<td>93.6%</td>
<td>7</td>
<td>22.6%</td>
<td>1</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>6</td>
<td>100.0%</td>
<td>1</td>
<td>1.7%</td>
<td></td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>17</td>
<td>68.0%</td>
<td>5</td>
<td>2.0%</td>
<td>1</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>10</td>
<td>66.7%</td>
<td>7</td>
<td>46.7%</td>
<td>1</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>1</td>
<td>50.0%</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>1</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VENTURA</td>
<td></td>
<td></td>
<td>1</td>
<td>50.0%</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>81</td>
<td>65.3%</td>
<td>38</td>
<td>30.7%</td>
<td>3</td>
</tr>
</tbody>
</table>
TABLE XXI

JUNIOR HIGH SCHOOLS REQUIRING AND NOT REQUIRING WRITTEN PERMISSION FROM A DOCTOR BEFORE AN ATHLETE CAN RETURN TO PLAY FOLLOWING AN ILLNESS OR INJURY

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Schools Requiring Written Permission From Doctor No.</th>
<th>%</th>
<th>Schools Not Requiring Written Permission From Doctor No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>2</td>
<td>66.7%</td>
<td>1</td>
<td>33.3%</td>
</tr>
<tr>
<td>KERN</td>
<td>8</td>
<td>6</td>
<td>75.0%</td>
<td>2</td>
<td>25.0%</td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td>46</td>
<td>52.9%</td>
<td>41</td>
<td>47.1%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>50</td>
<td>36</td>
<td>72.0%</td>
<td>14</td>
<td>28.0%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>7</td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>33</td>
<td>26</td>
<td>78.8%</td>
<td>7</td>
<td>21.2%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>13</td>
<td>72.2%</td>
<td>5</td>
<td>27.8%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>2</td>
<td>66.7%</td>
<td>1</td>
<td>33.3%</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>3</td>
<td>37.5%</td>
<td>5</td>
<td>62.5%</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>7</td>
<td>70.0%</td>
<td>3</td>
<td>30.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>227</strong></td>
<td><strong>148</strong></td>
<td><strong>65.2%</strong></td>
<td><strong>79</strong></td>
<td><strong>34.8%</strong></td>
</tr>
</tbody>
</table>
The health, safety, and general welfare of all participants should be given continuous and careful attention. The following recommendation was made by the Joint Committee of the American Association for Health, Physical Education, and Recreation: "A player who has been absent from school under the care of a physician should present a written statement from the physician approving him for participation in activities, athletics or otherwise." (70:25)

**Practice Sessions**

Table XXII (page 110) shows that in 220 (94.8 percent) of the 232 responding junior high schools, practice for athletic teams was held directly after school. In many cases, the junior high schools reported having practices at more than one time of the day or week. For example, one school might hold practice on weekdays after school and during the day on Saturdays. Only 1.3 percent of the junior high schools (3 out of 232) held athletic practices during the evenings.

The amount of time spent in practice is important in that if a boy is required to practice for long periods of time after school, he may not have enough time to study. Table XXIII (page 111) indicates that a majority of 133 schools (58.1 percent) out of 229 responding junior highs had an average practice lasting from one to one and one-half hours. In 47 schools (20.5 percent) practice lasted from one and one-half to two hours, and in 45 schools
### TABLE XXII

JUNIOR HIGH SCHOOLS RESPONDING TO
WHEN PRACTICE SESSIONS FOR
ATHLETIC TEAMS ARE HELD

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>After School</th>
<th>Before School</th>
<th>During P.E. Class</th>
<th>During Noon or Lunch Hrs.</th>
<th>Evenings</th>
<th>Other Sch.pr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>3*</td>
<td>3 100.0%</td>
<td>1 33.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KERN</td>
<td>10*</td>
<td>10 100.0%</td>
<td>3 30.0%</td>
<td>2 20.0%</td>
<td>1 10.0%</td>
<td>1 10.0%</td>
<td></td>
</tr>
<tr>
<td>L.A.</td>
<td>87*</td>
<td>87 100.0%</td>
<td>6 6.9%</td>
<td>5 5.7%</td>
<td>3 3.5%</td>
<td>1 1.2%</td>
<td>1 1.2%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52*</td>
<td>52 100.0%</td>
<td>2 3.9%</td>
<td>3 5.8%</td>
<td>1 1.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>7 100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34*</td>
<td>23 67.6%</td>
<td>2 5.9%</td>
<td>2 5.9%</td>
<td>1 2.9%</td>
<td>1 2.9%</td>
<td></td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18*</td>
<td>18 100.0%</td>
<td>3 16.7%</td>
<td>5 27.8%</td>
<td></td>
<td></td>
<td>2 11.1%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3*</td>
<td>3 100.0%</td>
<td>1 33.3%</td>
<td></td>
<td></td>
<td></td>
<td>1 33.3%</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8*</td>
<td>8 100.0%</td>
<td></td>
<td></td>
<td>1 12.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VENTURA</td>
<td>10*</td>
<td>9 90.0%</td>
<td></td>
<td></td>
<td>2 20.0%</td>
<td></td>
<td>1 10.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>232*</td>
<td>220 94.8%</td>
<td>17 7.3%</td>
<td>19 8.2%</td>
<td>7 3.0%</td>
<td>3 1.3%</td>
<td>6 2.6%</td>
</tr>
</tbody>
</table>

* Some schools responded to more than one selection.
### TABLE XXIII

**JUNIOR HIGH SCHOOLS REPORTING THE AVERAGE LENGTH OF PRACTICE FOR A SPORT**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Responses</th>
<th>1/2 Hr.</th>
<th>1 Hour</th>
<th>1 1/2 Hours</th>
<th>2 Hours</th>
<th>2 1/2 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Useable No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
<td>2</td>
<td>66.7%</td>
<td></td>
</tr>
<tr>
<td>KERN</td>
<td>10*</td>
<td>3</td>
<td>30.0%</td>
<td>7</td>
<td>70.0%</td>
<td>1 10.0%</td>
</tr>
<tr>
<td>L.A.</td>
<td>86</td>
<td>13</td>
<td>51.1%</td>
<td>51</td>
<td>59.3%</td>
<td>20 23.3%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>51</td>
<td>9</td>
<td>17.6%</td>
<td>24</td>
<td>47.1%</td>
<td>15 29.4%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>1</td>
<td>14.3%</td>
<td>24</td>
<td>47.1%</td>
<td>15 29.4%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>33</td>
<td>4</td>
<td>12.2%</td>
<td>25</td>
<td>75.6%</td>
<td>4 12.2%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>8</td>
<td>44.4%</td>
<td>8</td>
<td>44.4%</td>
<td>2 11.1%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
<td>2</td>
<td>66.7%</td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>2</td>
<td>25.0%</td>
<td>5</td>
<td>62.5%</td>
<td>1 12.5%</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>3</td>
<td>30.0%</td>
<td>7</td>
<td>70.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>229</strong>*</td>
<td><strong>45</strong></td>
<td><strong>19.7%</strong></td>
<td><strong>133</strong></td>
<td><strong>58.1%</strong></td>
<td><strong>47</strong> 20.5%</td>
</tr>
</tbody>
</table>

* One school responded to two selections.
(19.7 percent) practice ran from one-half hour to one hour. Only 5 schools (2.2 percent) permitted practices to last over two hours.

In light of this data, it appears that the majority of responding junior high schools did allow enough time for an athlete to study by not having long practice sessions or holding practices during the evenings.

**Athletic Facilities**

Nine out of 10 responding junior high schools provided facilities for each sport in the athletic program. While 211 (90.9 percent) of the 232 reporting schools did provide facilities, 21 schools (9.1 percent) had to use other facilities in the community such as those of the local high school or the city recreation department.

(Table XXIV, page 113)

Table XXV (page 114) shows that out of 232 responding junior high schools, 205 (88.8 percent) provided shower facilities for practices and games.

**Modification of Rules**

Only 15 schools (6.5 percent) of the reporting 229 junior high schools did not change their rules for athletic competition from the rules used in high school play. In the remaining 214 junior high schools, 187 (81.7 percent) modified rules for all sports, while 27 schools (11.8 percent) modified the rules in only some sports.
### TABLE XXIV

**JUNIOR HIGH SCHOOLS PROVIDING AND NOT PROVIDING FACILITIES FOR EACH SPORT**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Schools Providing Facilities</th>
<th>Schools Not Providing Facilities</th>
<th>Where Schools Practice That Have No Facilities</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>2</td>
<td>66.7%</td>
<td>1</td>
<td>33.3%</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>9</td>
<td>90.0%</td>
<td>1</td>
<td>10.0%</td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td>83</td>
<td>95.4%</td>
<td>4</td>
<td>4.6%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>49</td>
<td>94.2%</td>
<td>3</td>
<td>5.8%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>3</td>
<td>42.9%</td>
<td>4</td>
<td>57.1%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>32</td>
<td>94.1%</td>
<td>2</td>
<td>5.9%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>17</td>
<td>88.9%</td>
<td>1</td>
<td>11.1%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
<td>2</td>
<td>66.7%</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>5</td>
<td>62.5%</td>
<td>3</td>
<td>37.5%</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>10</td>
<td>100.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>232</strong></td>
<td><strong>211</strong></td>
<td></td>
<td><strong>21</strong></td>
<td><strong>9.1%</strong></td>
</tr>
</tbody>
</table>

Other:  
- (a) Local Playground  
- (b) Neighborhood School  
- (c) Local Boys' Club

* One school made no response.  
* Three schools responded to both selections.  
= One school responded to two selections.
TABLE XXV
JUNIOR HIGH SCHOOLS PROVIDING AND NOT PROVIDING SHOWER FACILITIES FOR PRACTICES AND GAMES

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Schools Providing Shower Facilities</th>
<th>Schools Not Providing Shower Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>100.0%</td>
<td>3</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>30.0%</td>
<td>3</td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td>94.3%</td>
<td>82</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>96.1%</td>
<td>50</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>100.0%</td>
<td>7</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>91.2%</td>
<td>31</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>88.9%</td>
<td>16</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>33.3%</td>
<td>1</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>62.5%</td>
<td>5</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>80.0%</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>232</td>
<td>88.8%</td>
<td>206</td>
</tr>
</tbody>
</table>


It therefore appears that the majority of responding junior high schools attempted to avoid the possible problem of overexertion of the participants in strenuous competition by modifying the rules of competition.

Athletic Awards

The giving of awards for participation in interscholastic athletics was quite prevalent in the responding junior high schools of Southern California. Of the 230 reporting schools, 206 (89.6 percent) gave some type of award for competition, while 24 schools (10.4 percent) did not. The kinds or types of awards given were not requested in the questionnaire. (Table XXVII, page 117)

Eligibility Requirements

Of the 231 junior high schools reporting, 169 (73.2 percent) stated that they had requirements for athletic eligibility. An overwhelming majority (97.5 percent) of the 161 schools responding to the second part of the question stated that they did allow the athlete to participate upon the improvement of his marks. (Table XXVIII, page 118)

All-Star Teams (Opinion of Principals in Program)

Of the 228 responding principals, 189 (82.9 percent) did not favor the selection of all-star teams at the junior high school level. (Table XXIX, page 119)
## TABLE XXVI

JUNIOR HIGH SCHOOLS MODIFYING AND NOT MODIFYING RULES WHEREBY COMPETITION IS NOT SIMILAR TO HIGH SCHOOL PLAY

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Rules Not Modified</th>
<th>Rules Modified in All Sports</th>
<th>Rules Modified in Some Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>3</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>1</td>
<td>10.0%</td>
<td>8</td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td>6</td>
<td>6.9%</td>
<td>74</td>
</tr>
<tr>
<td>ORANGE</td>
<td>50</td>
<td>2</td>
<td>4.0%</td>
<td>40</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>1</td>
<td>14.3%</td>
<td>5</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>33</td>
<td>3</td>
<td>9.1%</td>
<td>26</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>15</td>
<td>83.3%</td>
<td>3</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>3</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>1</td>
<td>12.5%</td>
<td>6</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>1</td>
<td>10.0%</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>229</strong></td>
<td><strong>6.5%</strong></td>
<td><strong>187</strong></td>
<td><strong>81.7%</strong></td>
</tr>
</tbody>
</table>
TABLE XXVII
JUNIOR HIGH SCHOOLS GIVING AND NOT GIVING AWARDS FOR PARTICIPATION IN ATHLETICS

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Schools Giving Awards</th>
<th>Schools Not Giving Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>100.0%</td>
<td>2</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>80.0%</td>
<td>2</td>
</tr>
<tr>
<td>L.A.</td>
<td>86</td>
<td>94.2%</td>
<td>5</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>92.3%</td>
<td>4</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>85.7%</td>
<td>1</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>33</td>
<td>93.9%</td>
<td>2</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>66.7%</td>
<td>6</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>66.7%</td>
<td>1</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>87.5%</td>
<td>1</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>80.0%</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>230</td>
<td>206</td>
<td>2</td>
</tr>
</tbody>
</table>
### TABLE XXVIII

**JUNIOR HIGH SCHOOLS HAVING AND NOT HAVING REQUIREMENTS FOR ATHLETIC ELIGIBILITY**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Schools Having Requirements</th>
<th>Schools Not Having Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Useable Responses</td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>L.A.</td>
<td>86</td>
<td>63</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>36</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>231</strong></td>
<td><strong>169</strong></td>
</tr>
</tbody>
</table>

**JUNIOR HIGH SCHOOLS ALLOWING ATHLETES TO RETURN TO A TEAM AFTER IMPROVEMENT OF MARKS**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Schools Allowing Athlete To Return</th>
<th>Schools Not Allowing Athlete To Return</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Useable Responses</td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>KERN</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>L.A.</td>
<td>59</td>
<td>57</td>
</tr>
<tr>
<td>ORANGE</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>VENTURA</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>161</strong></td>
<td><strong>157</strong></td>
</tr>
<tr>
<td>Counties</td>
<td>Useable Responses</td>
<td>Schools Favoring</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All-Star Teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>L.A.</td>
<td>84</td>
<td>13</td>
</tr>
<tr>
<td>ORANGE</td>
<td>51</td>
<td>5</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>4</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>228</td>
<td>39</td>
</tr>
</tbody>
</table>
League Championships (Opinion of Principals in Program)

Although the responding junior high school principals did not favor the selection of all-star teams, 135 (60.3 percent) of 224 responding principals did favor league championships at the junior high school level. (Table XXX, page 121)

The difference in response indicated by Tables XXIX and XXX might be due to possible harmful after-effects to those boys who are singularly chosen as part of an all-star team and exposed to greater pressures. On the other hand, such harmful after-effects might not result through league championships where a team effort is involved. If, however, winning a league championship is the ultimate goal for formulating an athletic team, it is the opinion of this investigator that such a league should not be established. Leagues at the junior high school level should be established for the convenience of scheduling and other administrative procedures. Little emphasis should be placed on standings and records.

Athletic Tournaments (Opinion of Principals in Program)

Table XXXI (page 122) indicates that out of 228 responses, 163 junior high school principals (71.5 percent) favored tournaments as part of a sports season, while 65 (28.5 percent) did not. Of the 156 principals responding to the number of tournaments favored, 97 (62.2 percent) favored one tournament per sport season, 45 (28.8 percent)
### TABLE XXX

**JUNIOR HIGH SCHOOLS FAVORING AND NOT FAVORING LEAGUE CHAMPIONSHIPS**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Schools Favoring League Championships</th>
<th>Schools Not Favoring League Championships</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>66.7%</td>
<td>1</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>80.0%</td>
<td>2</td>
</tr>
<tr>
<td>L.A.</td>
<td>83</td>
<td>65.1%</td>
<td>29</td>
</tr>
<tr>
<td>ORANGE</td>
<td>50</td>
<td>76.0%</td>
<td>12</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>42.9%</td>
<td>4</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>47.1%</td>
<td>18</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>17</td>
<td>11.8%</td>
<td>15</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>33.3%</td>
<td>2</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>87.5%</td>
<td>1</td>
</tr>
<tr>
<td>VENTURA</td>
<td>9</td>
<td>44.4%</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>224</td>
<td>135</td>
<td>89</td>
</tr>
</tbody>
</table>
TABLE XXXI
JUNIOR HIGH SCHOOLS FAVORING AND
NOT FAVORING TOURNAMENTS AS
PART OF A SPORTS SEASON

<table>
<thead>
<tr>
<th>Counties</th>
<th>Schools Favoring Tournaments</th>
<th>Schools Not Favoring Tournaments</th>
<th>NUMBER OF TOURNAMENTSFAVORED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Useable Responses</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>3</td>
<td>100.0%</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>7</td>
<td>70.0%</td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td>56</td>
<td>64.4%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>51</td>
<td>36</td>
<td>70.6%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>6</td>
<td>85.7%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>33</td>
<td>22</td>
<td>66.7%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>16</td>
<td>13</td>
<td>81.3%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>3</td>
<td>100.0%</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>7</td>
<td>87.5%</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>10</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>228</strong></td>
<td><strong>65</strong></td>
<td>28.5%</td>
</tr>
</tbody>
</table>

* Some schools failed to respond to this question (156 total).
favored two tournaments, 8 (5.1 percent) favored three tournaments, and 6 (3.9 percent) favored more than three tournaments.

A comparison can be made between Table XXXI (page 122) which indicates the percentage of principals favoring athletic tournaments and Table V (page 79) which indicates the actual percentage of junior high schools playing tournaments. While 79.5 percent of the responding principals favored tournaments, actual practice revealed that 69.7 percent of the reporting junior high schools participated in at least one athletic tournament during a sports season.

Furthermore, while 71 percent of the responding principals favored between one and two tournaments per athletic season, actual practice revealed that an average of between one and one and one-half tournaments were played by the various junior high schools. Consequently, the philosophy of most administrators coincided with the actual practice of junior high schools participating in athletic tournaments.

Officials

In most cases an average junior high school utilized more than one type of official for home athletic events. The types of officials used by the responding junior high schools as revealed in Table XXXII (page 124) were as follows:
<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Teachers</th>
<th>Registered Officials</th>
<th>Coaches</th>
<th>College Students</th>
<th>High Sch. Students</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3*</td>
<td>2 66.7%</td>
<td>2 66.7%</td>
<td>1 10.0%</td>
<td>3 30.0%</td>
<td>1 33.3%</td>
<td></td>
</tr>
<tr>
<td>KERN</td>
<td>10*</td>
<td>7 70.0%</td>
<td>3 30.0%</td>
<td>1 10.0%</td>
<td>3 30.0%</td>
<td>4 40.0%</td>
<td>5 50.0%</td>
</tr>
<tr>
<td>L.A.</td>
<td>87*</td>
<td>48 55.2%</td>
<td>37 42.5%</td>
<td>24 27.8%</td>
<td>21 24.1%</td>
<td>6 6.9%</td>
<td>4 4.6%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52*</td>
<td>25 48.1%</td>
<td>23 44.2%</td>
<td>15 28.8%</td>
<td>5 9.6%</td>
<td>4 7.7%</td>
<td>5 9.6%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7*</td>
<td>3 42.9%</td>
<td>4 57.1%</td>
<td>1 14.3%</td>
<td>1 14.3%</td>
<td>1 14.3%</td>
<td></td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34*</td>
<td>11 32.4%</td>
<td>25 73.5%</td>
<td>4 11.8%</td>
<td>7 20.6%</td>
<td>8 23.5%</td>
<td>1 2.9%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18*</td>
<td>9 50.0%</td>
<td>9 50.0%</td>
<td>6 33.3%</td>
<td>2 11.1%</td>
<td>6 33.3%</td>
<td></td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3*</td>
<td>2 66.7%</td>
<td>1 33.3%</td>
<td>1 33.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8*</td>
<td>2 25.0%</td>
<td>5 62.5%</td>
<td>2 25.0%</td>
<td>3 37.5%</td>
<td>1 12.5%</td>
<td></td>
</tr>
<tr>
<td>VENTURA</td>
<td>10*</td>
<td>6 60.0%</td>
<td>2 20.0%</td>
<td>4 40.0%</td>
<td>1 10.0%</td>
<td>6 60.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 232*</td>
<td>115 49.6%</td>
<td>109 46.9%</td>
<td>60 25.9%</td>
<td>43 18.5%</td>
<td>37 15.9%</td>
<td>15 6.5%</td>
</tr>
</tbody>
</table>

* Some schools responded to more than one selection.
1. Teachers - 115 schools (49.6 percent)
2. Registered officials - 109 schools (46.9 percent)
3. Coaches - 60 schools (25.9 percent)
4. College students - 43 schools (18.5 percent)
5. High school students - 37 schools (15.9 percent)
6. Junior high school students - 5 schools (2.2 percent)
7. Recreation personnel - 2 schools (.9 percent)
8. Junior high school student officials club - 1 school (.4 percent)
9. Parents - 1 school (.4 percent)
10. Principal - 1 school (.4 percent)
11. College athletes - 1 school (.4 percent)
12. High school athletes - 1 school (.4 percent)
13. High school coaches - 1 school (.4 percent)
14. Air force base personnel - 1 school (.4 percent)

Table XXXIII (page 126) indicates that 160 (69.6 percent) of the 230 responding junior high schools paid officials for their services. The remaining 70 schools (30.4 percent) utilized officials in only a voluntary capacity with no pay.

Although paying officials does not guarantee good officiating, indiscriminate use of volunteer officials
TABLE XXXIII
JUNIOR HIGH SCHOOLS PAYING
AND NOT PAYING OFFICIALS
FOR THEIR SERVICES

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Schools Paying Officials</th>
<th>Schools Not Paying Officials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td></td>
<td>68</td>
</tr>
<tr>
<td>ORANGE</td>
<td>51</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>33</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Total 230 160 69.6% 70 30.4%
should not be encouraged. The quality of officiating is an important factor in any athletic event. Good officiating provides for proper supervision and encourages good sportsmanship through proper control.

Athletic Insurance

Table XXXIV (page 128) shows that 164 (71.3 percent) of the 230 reporting junior high schools carried athletic insurance, while 66 schools (28.7 percent) did not.

The manner in which the premiums were paid varied from school to school and included the following:

1. Parents - 108 schools (65.9 percent)
2. School funds - 38 schools (23.2 percent)
3. Student funds - 8 schools (4.8 percent)
4. School district - 6 schools (3.6 percent)
5. Athletic or physical education funds - 4 schools (2.4 percent)
6. Student pays $1, district pays remainder - 1 school (.6 percent)

The Joint Committee of the American Association for Health, Physical Education, and Recreation recommended that "adequate provision be made for some means of paying for medical care of injured participants by the parents or through insurance carried by the parents or the school." (70:25)

Due to the nature of competitive athletics, injuries will occasionally occur, and it is essential that a
### TABLE XXXIV

**JUNIOR HIGH SCHOOLS CARRYING AND NOT CARRYING ATHLETIC INSURANCE**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Insurance</th>
<th>Schools Without Insurance</th>
<th>Schools With Insurance</th>
<th>INSURANCE PAID BY:</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resp. No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td></td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3 1 33.3%</td>
<td>2 66.7%</td>
<td></td>
<td>1 50.0%</td>
<td>66 28.7%</td>
</tr>
<tr>
<td>KERN</td>
<td>10 7 70.0%</td>
<td>3 30.0%</td>
<td>1 33.3%</td>
<td>1 33.3%</td>
<td>164 71.3%</td>
</tr>
<tr>
<td>L.A.</td>
<td>85 21 24.7%</td>
<td>64 75.3%</td>
<td>47 73.4%</td>
<td>9 14.1%</td>
<td>108 65.9%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52 21 40.4%</td>
<td>31 59.6%</td>
<td>27 87.1%</td>
<td>3 9.7%</td>
<td>38 23.2%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7 1 14.3%</td>
<td>6 85.7%</td>
<td>* 5 83.3%</td>
<td>2 22.2%</td>
<td>4 24.4%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34 6 17.6%</td>
<td>28 82.4%</td>
<td>15 53.5%</td>
<td>10 35.7%</td>
<td>15 9.2%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18 4 22.2%</td>
<td>14 77.8%</td>
<td>x 9 63.2%</td>
<td>3 23.1%</td>
<td>4 24.4%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3 1 33.3%</td>
<td>2 66.7%</td>
<td></td>
<td>2 100.0%</td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8 3 37.5%</td>
<td>5 62.5%</td>
<td>* 2 40.0%</td>
<td>1 20.0%</td>
<td>2 40.0%</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10 1 10.0%</td>
<td>9 50.0%</td>
<td>x 2 25.0%</td>
<td>6 75.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>230</strong></td>
<td><strong>66</strong> 28.7%</td>
<td><strong>164</strong> 71.3%</td>
<td><strong>108</strong> 65.9%</td>
<td><strong>38</strong> 23.2%</td>
</tr>
</tbody>
</table>

* Some schools responded to more than one selection.

x One school failed to respond to this question.
policy be formulated which clearly defines the financial and legal responsibilities for these injuries.

Publicity

Publicity for athletic teams in the responding junior high schools was not overemphasized. Of the 230 responding junior high schools, only 112 (48.7 percent) reported having their athletic contests publicized by local community newspapers. Of those junior high schools which had contests publicized, 94.4 percent felt that such publicity had not been overemphasized. (Table XXXV, page 130)

Cheerleaders

A greater number of responding junior high schools had cheerleaders than did not. Of 231 schools, 196 (84.85 percent) had cheerleaders in their athletic program, while 35 schools (15.15 percent) had none.

As for cheerleaders traveling with the athletic teams, 131 junior high schools (68.2 percent) out of 192 responses, reported that cheerleaders were not allowed to travel with the team. (Table XXXVI, page 131)

Intramurals Versus Interscholastics

Table XXXVII (page 132) shows that of the 227 responding junior high schools, 84 (37 percent) said interscholastics stimulated intramurals, while only 28 schools (12.3 percent) stated that athletics hindered the intramural program. Seventy-two schools (39.1 percent)
### TABLE XXXV

**JUNIOR HIGH SCHOOLS REPORTING WHETHER OR NOT THEIR ATHLETIC CONTESTS ARE PUBLICIZED BY LOCAL COMMUNITY NEWSPAPER**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Contests Are Useable Publicized</th>
<th>Contests Are Not Publicized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>50.0%</td>
<td>5</td>
</tr>
<tr>
<td>L.A.</td>
<td>86</td>
<td>39.5%</td>
<td>52</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>48.1%</td>
<td>27</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>85.7%</td>
<td>1</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>33</td>
<td>72.7%</td>
<td>9</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>33.3%</td>
<td>12</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>66.7%</td>
<td>1</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>50.0%</td>
<td>4</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>40.0%</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>230</td>
<td>48.7%</td>
<td>118</td>
</tr>
</tbody>
</table>

**JUNIOR HIGH SCHOOLS (HAVING CONTESTS PUBLICIZED) RESPONDING TO WHETHER OR NOT PUBLICITY HAS BEEN OVEREMPHASIZED**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Publicity is Not Overemphasized</th>
<th>Publicity is Overemphasized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>2</td>
<td>100.0%</td>
<td>1</td>
</tr>
<tr>
<td>KERN</td>
<td>5</td>
<td>100.0%</td>
<td>5</td>
</tr>
<tr>
<td>L.A.</td>
<td>33</td>
<td>97.1%</td>
<td>1</td>
</tr>
<tr>
<td>ORANGE</td>
<td>21*</td>
<td>85.7%</td>
<td>3</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>6</td>
<td>100.0%</td>
<td>2</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>24</td>
<td>91.7%</td>
<td>2</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>6</td>
<td>100.0%</td>
<td>2</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>2</td>
<td>100.0%</td>
<td>4</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>4</td>
<td>100.0%</td>
<td>4</td>
</tr>
<tr>
<td>VENTURA</td>
<td>4</td>
<td>100.0%</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>108</td>
<td>94.4%</td>
<td>6</td>
</tr>
</tbody>
</table>

* 4 schools failed to respond.
<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Schools With Cheerleaders</th>
<th>Schools Without Cheerleaders</th>
<th>Do they travel with the athletic teams?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>3</td>
<td>100.0%</td>
<td>3</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>10</td>
<td>100.0%</td>
<td>4</td>
</tr>
<tr>
<td>L.A.</td>
<td>87</td>
<td>77</td>
<td>88.5%</td>
<td>10</td>
</tr>
<tr>
<td>ORANGE</td>
<td>52</td>
<td>40</td>
<td>76.9%</td>
<td>12</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>7</td>
<td>100.0%</td>
<td>* 1</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>31</td>
<td>91.2%</td>
<td>3</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>11</td>
<td>61.1%</td>
<td>7</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>2</td>
<td>2</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>7</td>
<td>87.5%</td>
<td>1</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>10</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>231</strong></td>
<td><strong>196</strong></td>
<td><strong>84.85%</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

* Some schools failed to respond to this selection.
### TABLE XXXVII

**JUNIOR HIGH SCHOOLS REPORTING ON HOW THE INTERSCHOLASTIC ATHLETIC PROGRAM HAS AFFECTED THE INTRAMURAL PROGRAM**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Athletics Stimulate Intramurals</th>
<th>Athletics Hinder Intramurals</th>
<th>Athletics Do Not Affect Intramurals</th>
<th>No Intramural Program is Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>3</td>
<td>1 33.3%</td>
<td></td>
<td>2 66.7%</td>
<td></td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>4 40.0%</td>
<td>2 30.0%</td>
<td>3 30.0%</td>
<td></td>
</tr>
<tr>
<td>L.A.</td>
<td>85</td>
<td>32 37.6%</td>
<td>10 11.8%</td>
<td>3 27.1%</td>
<td>20 23.5%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>49</td>
<td>21 42.9%</td>
<td>11 22.45%</td>
<td>11 22.45%</td>
<td>6 12.2%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>7</td>
<td>3 42.9%</td>
<td>1 14.3%</td>
<td>1 14.3%</td>
<td>2 28.6%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>34</td>
<td>10 29.4%</td>
<td>1 2.9%</td>
<td>13 38.3%</td>
<td>10 29.4%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>6 33.3%</td>
<td>2 11.1%</td>
<td>9 50.0%</td>
<td>1 5.6%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>2 66.7%</td>
<td></td>
<td>1 33.3%</td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>4 50.0%</td>
<td>2 25.0%</td>
<td>2 25.0%</td>
<td></td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>1 10.0%</td>
<td>1 10.0%</td>
<td>7 70.0%</td>
<td>1 10.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>227</strong></td>
<td><strong>84 37.0%</strong></td>
<td><strong>28 12.3%</strong></td>
<td><strong>72 31.8%</strong></td>
<td><strong>43 18.9%</strong></td>
</tr>
</tbody>
</table>
indicated that athletics did not affect intramurals one way or the other, and the remaining 43 junior highs (18.9 percent) did not have a program of intramurals.

These findings indicated that in the majority of junior high schools interscholastics did not interfere with intramurals. If those junior high schools not offering an intramural program were excluded from the data, the totals would show that athletics stimulated intramurals in 45.7 percent of the schools, did not affect intramurals in 39.1 percent of the schools, and hindered intramurals in only 15.2 percent of the schools.

Unfortunate Experiences in the Program

Table XXXVIII (page 134) shows that only 52 schools (22.7 percent) of the 229 reporting junior high schools had some type of unfortunate experience occur as a result of interscholastic athletic competition. The majority of 177 schools (77.3 percent) stated that no unfortunate experiences had occurred in the athletic program.

The two unfortunate experiences most frequently mentioned by the 52 junior high schools included (1) an overemphasis upon winning, and (2) an undesirable rivalry between schools. (Table XXXVIII [Second Part], page 135)

Other kinds of unfortunate experiences mentioned include the following:

1. Contests interfered with players' studies

2. Excessive cost of program
<table>
<thead>
<tr>
<th>Counties</th>
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<th>Unfortunate Experiences Have Not Occurred</th>
<th>Unfortunate Experiences Have Occurred</th>
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<tbody>
<tr>
<td></td>
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<tr>
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<td>100.0%</td>
<td>2</td>
</tr>
<tr>
<td>KERN</td>
<td>10</td>
<td>80.0%</td>
<td>28</td>
</tr>
<tr>
<td>L.A.</td>
<td>86</td>
<td>67.4%</td>
<td>58</td>
</tr>
<tr>
<td>ORANGE</td>
<td>51</td>
<td>84.4%</td>
<td>42</td>
</tr>
<tr>
<td>RIVERSIDE</td>
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<td>100.0%</td>
<td>7</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>33</td>
<td>84.9%</td>
<td>28</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>18</td>
<td>83.3%</td>
<td>15</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>100.0%</td>
<td>3</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>8</td>
<td>37.5%</td>
<td>5</td>
</tr>
<tr>
<td>VENTURA</td>
<td>10</td>
<td>100.0%</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>229</td>
<td>77.3%</td>
<td>52</td>
</tr>
</tbody>
</table>

TABLE XXXVIII
JUNIOR HIGH SCHOOLS RESPONDING TO WHETHER OR NOT UNFORTUNATE EXPERIENCES HAVE OCCURRED AS A RESULT OF INTERSCHOLASTIC ATHLETICS
TABLE XXXVIII (Second Part)

JUNIOR HIGH SCHOOLS REPORTING VARIOUS KINDS OF UNFORTUNATE EXPERIENCES OCCURRING AS A RESULT OF INTERSCHOLASTIC ATHLETICS

<table>
<thead>
<tr>
<th>Counties</th>
<th>Use-able Winningresp.</th>
<th>Bodily Injury Results</th>
<th>Undesirable Res. Too Often</th>
<th>Rivalry Between Schools</th>
<th>Excessive Cost Of Program</th>
<th>Contests Hinder-ing Players' Studies</th>
<th>Star Athlete Exposed To Contests</th>
<th>Poor Attitudes Developed In Public Contests</th>
<th>Becoming Public Spectacles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>IMPERIAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>KERN</td>
<td>2</td>
<td>42.9</td>
<td>1</td>
<td>50.0</td>
<td>2</td>
<td>7.1</td>
<td>8</td>
<td>28.6</td>
<td>3</td>
</tr>
<tr>
<td>L. A.</td>
<td>28*</td>
<td>12</td>
<td>15</td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ORANGE</td>
<td>9*</td>
<td>1.9</td>
<td>1</td>
<td>1.9</td>
<td>2</td>
<td>3.9</td>
<td>2</td>
<td>3.9</td>
<td>1</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td></td>
<td></td>
<td>2</td>
<td>40.0</td>
<td>40.0</td>
<td>120.0</td>
<td>20.0</td>
<td>120.0</td>
<td>120.0</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>5*</td>
<td>80.0</td>
<td>4</td>
<td>80.0</td>
<td>2</td>
<td>40.0</td>
<td>40.0</td>
<td>120.0</td>
<td></td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>3*</td>
<td>5.6</td>
<td>1</td>
<td>5.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. L. O.</td>
<td></td>
<td></td>
<td>1</td>
<td>20.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>5*</td>
<td>20.0</td>
<td>4</td>
<td>80.0</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>VENTURA</td>
<td></td>
<td></td>
<td>2</td>
<td>40.0</td>
<td>2</td>
<td>3.9</td>
<td>2</td>
<td>3.9</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>36.5</td>
<td>19</td>
<td>36.5</td>
<td>17</td>
<td>32.7</td>
<td>5</td>
<td>9.6</td>
<td>6</td>
</tr>
</tbody>
</table>

*Some schools responded to more than one selection.
3. Poor attitudes developed in players
4. Bodily injury resulted too often
5. Star athletes exploited and exposed to too much publicity
6. Contests became public spectacles
7. Poor relations between rival coaches
8. Coaches acted too professional
9. Poor conduct of coaches during game.
10. Poor officiating
11. Lack of trained officials
12. Fights in crowd
13. Same students missed same classes
14. Rules bent to field stronger teams
15. Too much pressure on boys and coaches by spectators
16. Lack of ethics in scouting
17. Not all members played
18. Too much time taken from spectators' studies
19. Problems in traveling
20. Teachers used athletics as disciplinary means by keeping players from games
21. Problems among working personnel
22. Teams poorly coached, funded, and played
Opinions of Principals

The following 8 areas of opinion were answered by all principals responding to the questionnaire regardless of whether or not they were associated with a program of interscholastic athletics in the junior high school.

Athletic Program

The majority of responding junior high school principals favored a program of interscholastic athletics. Of the 297 responses, 243 principals (81.9 percent) favored the athletic program, while only 46 principals (15.4 percent) opposed interscholastics for junior high school boys. Eight principals (2.7 percent) gave no opinion.

A breakdown of responses revealed that 113 principals (38.1 percent) strongly favored junior high school athletics, and 130 principals (43.8 percent) favored them. On the other hand, 37 principals (12.4 percent) opposed athletics, and only 9 (3 percent) strongly opposed them. Of the 46 junior high school principals who opposed interscholastic athletic competition, 28 did not have a program, while 18 did. (Table XXXIX, page 138)

A final comparison shows that there were more junior high schools favoring interscholastic athletics (243) than junior high schools providing a program (232); and that the larger majority of responding schools (60.9 percent) opposing athletics did not have a program.
### TABLE XXXIX

**JUNIOR HIGH SCHOOL PRINCIPALS**  
**EXPRESSING AN ATTITUDE TOWARD INTERSCHOLASTIC ATHLETICS**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>5</td>
<td>2 40.0%</td>
<td>1 20.0%</td>
<td>1 20.0%</td>
<td>1 20.0%</td>
<td></td>
</tr>
<tr>
<td>KERN</td>
<td>13</td>
<td>6 46.1%</td>
<td>7 53.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.A.</td>
<td>117</td>
<td>50 42.8%</td>
<td>42 35.9%</td>
<td>2 1.7%</td>
<td>20 17.0%</td>
<td>3 2.6%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>50</td>
<td>22 44.0%</td>
<td>26 52.0%</td>
<td>1 2.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>14</td>
<td>5 35.7%</td>
<td>7 50.0%</td>
<td></td>
<td>2 14.3%</td>
<td>1 2.0%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>36</td>
<td>14 38.9%</td>
<td>17 47.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>33</td>
<td>4 12.1%</td>
<td>14 42.4%</td>
<td>3 9.1%</td>
<td>8 24.3%</td>
<td>4 12.1%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>2 66.7%</td>
<td>1 33.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>10</td>
<td>4 40.0%</td>
<td>5 50.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VENTURA</td>
<td>16</td>
<td>4 25.0%</td>
<td>10 62.5%</td>
<td>1 6.25%</td>
<td>1 6.25%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>297</td>
<td>113 38.1%</td>
<td>130 43.8%</td>
<td>8 2.7%</td>
<td>37 12.4%</td>
<td>9 3.0%</td>
</tr>
</tbody>
</table>

* Thirteen schools failed to respond to this question

**Over-all Totals:**  
Favor - 243 or 81.9%  
Oppose - 46 or 15.4%  
No Opinion - 8 or 2.7%
Finances

Of the 292 responses, 154 junior high school principals (52.7 percent) disagreed that the majority of junior high schools in Southern California generally cannot afford the proper equipment and facilities necessary for safe competition. On the other hand, 89 principals (30.5 percent) agreed with the statement.

Of all the opinion questions, this particular one, as shown on Table XL (page 140) received the greatest percentage of abstentions (16.8 percent) from the principals. The reason for this lack of response may be due to the lack of statistical information on this subject.

A breakdown of responses of those principals in junior high schools sponsoring and not sponsoring athletic programs was as follows:

1. With program (223 schools)
   a. Agree - 50 schools (22.4 percent)
   b. Disagree - 135 schools (60.5 percent)
   c. No opinion - 38 schools (17.1 percent)

2. Without program (69 schools)
   a. Agree - 39 schools (56.5 percent)
   b. Disagree - 19 schools (27.5 percent)
   c. No opinion - 11 schools (16 percent)

The principals of the majority (60.5 percent) of junior high schools with a program of interscholastic athletics disagreed with the statement, while the majority
TABLE XL

JUNIOR HIGH SCHOOL PRINCIPALS RESPONDING TO THE STATEMENT: "THE MAJORITY OF JUNIOR HIGH SCHOOLS IN SOUTHERN CALIFORNIA GENERALLY CANNOT AFFORD THE PROPER EQUIPMENT AND FACILITIES NECESSARY FOR SAFE COMPETITION"

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Agree No.</th>
<th>%</th>
<th>Disagree No.</th>
<th>%</th>
<th>No Opinion No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>5</td>
<td>1</td>
<td>20.0%</td>
<td>3</td>
<td>60.0%</td>
<td>1</td>
<td>20.0%</td>
</tr>
<tr>
<td>KERN</td>
<td>12</td>
<td>3</td>
<td>25.0%</td>
<td>4</td>
<td>33.3%</td>
<td>5</td>
<td>41.7%</td>
</tr>
<tr>
<td>L.A.</td>
<td>114</td>
<td>35</td>
<td>31.6%</td>
<td>61</td>
<td>52.6%</td>
<td>18</td>
<td>15.8%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>50</td>
<td>11</td>
<td>22.0%</td>
<td>29</td>
<td>58.0%</td>
<td>10</td>
<td>20.0%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>13</td>
<td>6</td>
<td>46.2%</td>
<td>7</td>
<td>53.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>37</td>
<td>7</td>
<td>18.9%</td>
<td>24</td>
<td>64.9%</td>
<td>6</td>
<td>16.2%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>32</td>
<td>13</td>
<td>40.6%</td>
<td>13</td>
<td>40.6%</td>
<td>6</td>
<td>18.8%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>4</td>
<td>2</td>
<td>50.0%</td>
<td>1</td>
<td>25.0%</td>
<td>1</td>
<td>25.0%</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>10</td>
<td>3</td>
<td>30.0%</td>
<td>5</td>
<td>50.0%</td>
<td>2</td>
<td>20.0%</td>
</tr>
<tr>
<td>VENTURA</td>
<td>15</td>
<td>8</td>
<td>53.3%</td>
<td>7</td>
<td>46.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>292</strong></td>
<td><strong>89</strong></td>
<td><strong>30.5%</strong></td>
<td><strong>154</strong></td>
<td><strong>52.7%</strong></td>
<td><strong>49</strong></td>
<td><strong>16.8%</strong></td>
</tr>
</tbody>
</table>
of principals (56.5 percent) of the schools not having a program agreed with the statement. It appears, therefore, that those principals having a program of interscholastics believed that there were adequate funds for the program, while those principals not having a program did not feel that adequate funds were available.

Emotional Strain of Participants

Of the 294 responding junior high school principals, 234 (79.6 percent) did not agree that excessive emotional strain in athletes might result from the excitement of competition and the pressure of overstimulated spectators. Only 45 principals (15.3 percent) agreed with this concept, and 15 (5.1 percent) gave no opinion. (Table XLI, page 142)

A comparison of responses of principals in junior high schools having an athletic program with those of principals in schools not having a program was as follows:

1. With program (225 schools)
   a. Agree - 21 schools (9.3 percent)
   b. Disagree - 198 schools (88 percent)
   c. No opinion - 6 schools (2.7 percent)

2. Without program (69 schools)
   a. Agree - 24 schools (34.8 percent)
   b. Disagree - 36 schools (52.5 percent)
   c. No opinion - 9 schools (13 percent)
TABLE XLI

JUNIOR HIGH SCHOOL PRINCIPALS RESPONDING TO THE STATEMENT: "THE EXCITEMENT OF ATHLETIC COMPETITION AND THE PRESSURE FROM OVERSTIMULATED SPECTATORS NORMALLY CAUSES TOO MUCH EMOTIONAL STRAIN FOR MOST PARTICIPANTS AT THE JUNIOR HIGH SCHOOL LEVEL"

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Agree No.</th>
<th>%</th>
<th>Disagree No.</th>
<th>%</th>
<th>No Opinion No.</th>
<th>%</th>
</tr>
</thead>
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<tr>
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<td>2</td>
<td>40.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KERN</td>
<td>13</td>
<td>1</td>
<td>7.7%</td>
<td>12</td>
<td>92.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.A.</td>
<td>115</td>
<td>21</td>
<td>18.3%</td>
<td>90</td>
<td>78.3%</td>
<td>4</td>
<td>3.4%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>49</td>
<td>3</td>
<td>6.1%</td>
<td>44</td>
<td>89.8%</td>
<td>2</td>
<td>4.1%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>14</td>
<td>2</td>
<td>14.3%</td>
<td>11</td>
<td>78.6%</td>
<td>1</td>
<td>7.1%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>36</td>
<td>6</td>
<td>16.6%</td>
<td>29</td>
<td>80.6%</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>33</td>
<td>9</td>
<td>27.3%</td>
<td>21</td>
<td>63.6%</td>
<td>3</td>
<td>9.1%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>3</td>
<td>1</td>
<td>33.3%</td>
<td>2</td>
<td>66.7%</td>
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<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>10</td>
<td>1</td>
<td>10.0%</td>
<td>9</td>
<td>90.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VENTURA</td>
<td>16</td>
<td>1</td>
<td>6.2%</td>
<td>13</td>
<td>81.3%</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>294</td>
<td>45</td>
<td>15.3%</td>
<td>234</td>
<td>79.6%</td>
<td>15</td>
<td>5.1%</td>
</tr>
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</table>
While the majority of principals in both groups disagreed with the statement, a far higher percentage of principals of junior high schools without an athletic program agreed that emotional strain does occur in participants from athletic competition.

**Play Days and Sports Days**

Only 57 junior high school principals (19.4 percent) out of 294 favored play days and sports days over interscholastic athletics. The vast majority of 213 principals (72.4 percent) felt that the desire for competition could be best satisfied by an athletic program rather than through play and sports day activities. A small number of 24 principals (8.2 percent) had no opinion. (Table XLII, page 144)

The following data shows the responses of the principals of those junior high schools with and without an athletic program:

1. With program (225 schools)
   a. Agree - 26 schools (11.6 percent)
   b. Disagree - 180 schools (80 percent)
   c. No opinion - 19 schools (8.4 percent)

2. Without program (69 schools)
   a. Agree - 31 schools (44.9 percent)
   b. Disagree - 33 schools (47.8 percent)
   c. No opinion - 5 schools (7.3 percent)
TABLE XLII

JUNIOR HIGH SCHOOL PRINCIPALS RESPONDING TO THE STATEMENT: "THE DESIRE FOR COMPETITION AMONG STUDENTS AT THE JUNIOR HIGH SCHOOL LEVEL WOULD BE BETTER SATISFIED BY PLAY DAYS AND SPORTS DAYS THAN BY INTERSCHOLASTIC ATHLETICS"

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Agree No.</th>
<th>Agree %</th>
<th>Disagree No.</th>
<th>Disagree %</th>
<th>No Opinion No.</th>
<th>No Opinion %</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>5</td>
<td>1</td>
<td>20.0%</td>
<td>4</td>
<td>80.0%</td>
<td>1</td>
<td>7.7%</td>
</tr>
<tr>
<td>KERN</td>
<td>13</td>
<td>2</td>
<td>15.4%</td>
<td>10</td>
<td>76.9%</td>
<td>1</td>
<td>7.7%</td>
</tr>
<tr>
<td>L.A.</td>
<td>115</td>
<td>25</td>
<td>21.7%</td>
<td>83</td>
<td>72.2%</td>
<td>7</td>
<td>6.1%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>48</td>
<td>5</td>
<td>10.4%</td>
<td>40</td>
<td>83.3%</td>
<td>3</td>
<td>6.3%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>14</td>
<td>3</td>
<td>21.4%</td>
<td>11</td>
<td>78.6%</td>
<td>4</td>
<td>10.8%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>37</td>
<td>7</td>
<td>18.9%</td>
<td>26</td>
<td>70.3%</td>
<td>4</td>
<td>10.8%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>33</td>
<td>10</td>
<td>30.2%</td>
<td>19</td>
<td>57.6%</td>
<td>4</td>
<td>12.2%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>4</td>
<td>1</td>
<td>25.0%</td>
<td>2</td>
<td>50.0%</td>
<td>1</td>
<td>25.0%</td>
</tr>
<tr>
<td>SANTA B.</td>
<td>10</td>
<td>1</td>
<td>10.0%</td>
<td>8</td>
<td>80.0%</td>
<td>1</td>
<td>10.0%</td>
</tr>
<tr>
<td>VENTURA</td>
<td>15</td>
<td>2</td>
<td>13.3%</td>
<td>10</td>
<td>66.7%</td>
<td>3</td>
<td>20.0%</td>
</tr>
<tr>
<td>Total</td>
<td>294</td>
<td>57</td>
<td>19.4%</td>
<td>213</td>
<td>72.4%</td>
<td>24</td>
<td>8.2%</td>
</tr>
</tbody>
</table>
While the overall majority of principals favored interscholastic athletics over play and sports days, principals of junior high schools without an athletic program were somewhat more evenly divided in their responses.

**Specialization in Sports**

Of 300 responses, 272 principals (90.7 percent) agreed that junior high athletes should play in a variety of sports rather than specializing in only one. Only 7 principals (2.3 percent) disagreed with this concept, and 21 (7 percent) abstained. (Table XLIII, page 146)

There was generally no disagreement between principals of junior high schools with a program of interscholastic athletics and those without a program on this question, as indicated by the following breakdown of responses:

1. With program (231 schools)
   a. Agree - 213 schools (92.2 percent)
   b. Disagree - 7 schools (3 percent)
   c. No opinion - 11 schools (4.8 percent)
2. Without program (69 schools)
   a. Agree - 59 schools (85.5 percent)
   b. Disagree - 0 schools
   c. No opinion - 10 schools (14.5 percent)

**Athletics Influencing Other Programs**

Table XLIV (page 147) shows that 243 principals (81 percent) out of 300 did not agree that athletic competition
TABLE XLIII

JUNIOR HIGH SCHOOL PRINCIPALS RESPONDING TO THE STATEMENT: "PARTICIPANTS IN JUNIOR HIGH SCHOOL INTERSCHOLASTIC ATHLETICS SHOULD BE ENCOURAGED TO PLAY IN A VARIETY OF SPORTS RATHER THAN TO SPECIALIZE IN ONLY ONE"

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Agree No.</th>
<th>Agree %</th>
<th>Disagree No.</th>
<th>Disagree %</th>
<th>No Opinion No.</th>
<th>No Opinion %</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>5</td>
<td>3</td>
<td>60.0%</td>
<td></td>
<td></td>
<td>2</td>
<td>40.0%</td>
</tr>
<tr>
<td>Kern</td>
<td>13</td>
<td>10</td>
<td>76.9%</td>
<td>2</td>
<td>15.4%</td>
<td>1</td>
<td>7.7%</td>
</tr>
<tr>
<td>L.A.</td>
<td>117</td>
<td>112</td>
<td>95.7%</td>
<td>1</td>
<td>.9%</td>
<td>4</td>
<td>3.4%</td>
</tr>
<tr>
<td>Orange</td>
<td>51</td>
<td>51</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Riverside</td>
<td>14</td>
<td>11</td>
<td>78.6%</td>
<td>1</td>
<td>7.1%</td>
<td>2</td>
<td>14.3%</td>
</tr>
<tr>
<td>San Bern.</td>
<td>37</td>
<td>32</td>
<td>86.5%</td>
<td>2</td>
<td>5.4%</td>
<td>3</td>
<td>8.1%</td>
</tr>
<tr>
<td>San Diego</td>
<td>33</td>
<td>28</td>
<td>84.85%</td>
<td></td>
<td></td>
<td>5</td>
<td>15.15%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>4</td>
<td>4</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa B.</td>
<td>10</td>
<td>7</td>
<td>70.0%</td>
<td>1</td>
<td>10.0%</td>
<td>2</td>
<td>20.0%</td>
</tr>
<tr>
<td>Ventura</td>
<td>16</td>
<td>14</td>
<td>87.5%</td>
<td></td>
<td></td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>272</strong></td>
<td><strong>90.7%</strong></td>
<td><strong>7</strong></td>
<td><strong>2.3%</strong></td>
<td><strong>21</strong></td>
<td><strong>7.0%</strong></td>
</tr>
</tbody>
</table>
**TABLE XLIV**

**JUNIOR HIGH SCHOOL PRINCIPALS RESPONDING TO THE STATEMENT: "ATHLETIC COMPETITION SELDOM HELPS TO PROMOTE ADDITIONAL INTEREST IN THE PHYSICAL EDUCATION OR INTRAMURAL PROGRAMS"**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Agree No.</th>
<th>Agree %</th>
<th>Disagree No.</th>
<th>Disagree %</th>
<th>No Opinion No.</th>
<th>No Opinion %</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>5</td>
<td>2</td>
<td>40.0%</td>
<td>3</td>
<td>60.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KERN</td>
<td>13</td>
<td>1</td>
<td>7.7%</td>
<td>12</td>
<td>92.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.A.</td>
<td>117</td>
<td>15</td>
<td>12.8%</td>
<td>97</td>
<td>82.9%</td>
<td>5</td>
<td>4.3%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>51</td>
<td>4</td>
<td>7.9%</td>
<td>45</td>
<td>88.2%</td>
<td>2</td>
<td>3.9%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>14</td>
<td>2</td>
<td>14.2%</td>
<td>12</td>
<td>85.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>37</td>
<td>7</td>
<td>18.9%</td>
<td>28</td>
<td>75.7%</td>
<td>2</td>
<td>5.4%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>33</td>
<td>8</td>
<td>24.2%</td>
<td>23</td>
<td>69.7%</td>
<td>2</td>
<td>6.1%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>4</td>
<td>2</td>
<td>50.0%</td>
<td>2</td>
<td>50.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>10</td>
<td>2</td>
<td>20.0%</td>
<td>8</td>
<td>80.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VENTURA</td>
<td>16</td>
<td>13</td>
<td>71.25%</td>
<td>3</td>
<td>18.75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>43</strong></td>
<td><strong>14.3%</strong></td>
<td><strong>243</strong></td>
<td><strong>81.0%</strong></td>
<td><strong>14</strong></td>
<td><strong>4.7%</strong></td>
</tr>
</tbody>
</table>
seldom helps to promote additional interest in the physical education and intramural programs. Of the remaining 57 principals, 43 (14.3 percent) agreed with this statement, and 14 (4.7 percent) had no opinion.

The following breakdown of principals' responses showed no major differences between the two groups:

1. With program (231 schools)
   a. Agree - 28 schools (12.1 percent)
   b. Disagree - 197 schools (85.3 percent)
   c. No opinion - 6 schools (2.6 percent)

2. Without program (69 schools)
   a. Agree - 15 schools (21.7 percent)
   b. Disagree - 46 schools (66.7 percent)
   c. No opinion - 8 schools (11.6 percent)

**Tackle Football**

The greatest difference of opinion was found in the controversial subject of tackle football for junior high school boys. Of the 295 responding principals, 142 (48.1 percent) agreed that tackle football for boys of junior high school age can be safe when properly supervised and controlled. There were 114 principals (38.7 percent) who disagreed, and the remaining 39 principals (13.2 percent) had no opinion. (Table XLV, page 149)

A comparison of responses of those principals in junior high schools providing and not providing athletic programs was as follows:
### TABLE XLV

**JUNIOR HIGH SCHOOL PRINCIPALS RESPONDING TO THE STATEMENT:** "IN MOST CASES, TACKLE FOOTBALL AT THE JUNIOR HIGH SCHOOL LEVEL, WHEN PROPERLY SUPERVISED AND REGULATED, PROVIDES A MINIMUM OF DANGER FOR THE PARTICIPANT"

<table>
<thead>
<tr>
<th>Counties</th>
<th>Useable Responses</th>
<th>Agree No.</th>
<th>Agree %</th>
<th>Disagree No.</th>
<th>Disagree %</th>
<th>No Opinion No.</th>
<th>No Opinion %</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPERIAL</td>
<td>5</td>
<td>3</td>
<td>60.0%</td>
<td>2</td>
<td>40.0%</td>
<td>1</td>
<td>7.7%</td>
</tr>
<tr>
<td>KERN</td>
<td>13</td>
<td>6</td>
<td>46.2%</td>
<td>6</td>
<td>46.2%</td>
<td>1</td>
<td>7.7%</td>
</tr>
<tr>
<td>L.A.</td>
<td>115</td>
<td>57</td>
<td>49.6%</td>
<td>42</td>
<td>36.5%</td>
<td>16</td>
<td>13.9%</td>
</tr>
<tr>
<td>ORANGE</td>
<td>50</td>
<td>31</td>
<td>62.0%</td>
<td>13</td>
<td>26.0%</td>
<td>6</td>
<td>12.0%</td>
</tr>
<tr>
<td>RIVERSIDE</td>
<td>14</td>
<td>8</td>
<td>57.2%</td>
<td>4</td>
<td>28.5%</td>
<td>2</td>
<td>14.3%</td>
</tr>
<tr>
<td>SAN BERN.</td>
<td>36</td>
<td>19</td>
<td>52.8%</td>
<td>12</td>
<td>33.3%</td>
<td>5</td>
<td>13.9%</td>
</tr>
<tr>
<td>SAN DIEGO</td>
<td>33</td>
<td>7</td>
<td>21.1%</td>
<td>24</td>
<td>72.8%</td>
<td>2</td>
<td>6.1%</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>4</td>
<td>1</td>
<td>25.0%</td>
<td>3</td>
<td>75.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SANTA B.</td>
<td>10</td>
<td>4</td>
<td>40.0%</td>
<td>3</td>
<td>30.0%</td>
<td>3</td>
<td>30.0%</td>
</tr>
<tr>
<td>VENTURA</td>
<td>15</td>
<td>6</td>
<td>40.0%</td>
<td>5</td>
<td>33.3%</td>
<td>4</td>
<td>26.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>295</strong></td>
<td><strong>142</strong></td>
<td><strong>48.1%</strong></td>
<td><strong>114</strong></td>
<td><strong>38.7%</strong></td>
<td><strong>39</strong></td>
<td><strong>13.2%</strong></td>
</tr>
</tbody>
</table>
1. With program (227 schools)
   a. Agree - 121 schools (53.3 percent)
   b. Disagree - 75 schools (33.1 percent)
   c. No opinion - 31 schools (13.6 percent)

2. Without program (68 schools)
   a. Agree - 21 schools (30.9 percent)
   b. Disagree - 39 schools (57.3 percent)
   c. No opinion - 8 schools (11.8 percent)

A majority of principals of junior high schools with an athletic program agreed that tackle football can be safe when properly supervised, while the majority of principals of schools not having a program disagreed.

**Ranking Objectives of an Athletic Program**

The junior high school principals were asked to rank eight basic objectives of an interscholastic athletic program. Ranking was from 1 to 8, with 1 being the most important and 8 the least important. All number rankings for each objective were totaled, and the number of responses was then divided into the total, thus establishing an average ranking for each objective.

Table XLVI (page 151) shows the results as follows:

1. To promote wholesome attitudes of sportsmanship and teamwork (2.04)
2. To develop confidence, poise, and determination (2.88)
3. To develop leadership and responsibility (2.91)
TABLE XLVI

RESULTS OF THE RESPONSES MADE IN RANKING IN ORDER OF IMPORTANCE EIGHT OBJECTIVES OF A JUNIOR HIGH SCHOOL INTERSCHOLASTIC ATHLETIC PROGRAM

Objectives:
- a. To train boys for varsity teams at the high school level.
- b. To produce winning teams.
- c. To provide the opportunity for the physically gifted individual to develop his ability.
- d. To promote wholesome attitudes of sportsmanship and teamwork.
- e. To provide a release for emotional tension.
- f. To develop a competitive spirit.
- g. To develop leadership and responsibility.
- h. To develop confidence, poise, and determination.

\[ R = \text{Rank} \quad \quad P = \text{Place} \]

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
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<td>IMPERIAL</td>
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<td>7th</td>
<td>7.2</td>
<td>8th</td>
<td>4.6</td>
<td>4th</td>
<td>4.0</td>
<td>3rd</td>
</tr>
<tr>
<td>Kern</td>
<td>13</td>
<td>7.5</td>
<td>8th</td>
<td>7.3</td>
<td>7th</td>
<td>4.4</td>
<td>4th</td>
<td>1.5</td>
<td>1st</td>
</tr>
<tr>
<td>L.A.</td>
<td>113</td>
<td>6.7</td>
<td>7th</td>
<td>7.3</td>
<td>8th</td>
<td>4.8</td>
<td>5th</td>
<td>2.0</td>
<td>1st</td>
</tr>
<tr>
<td>Orange</td>
<td>48</td>
<td>6.9</td>
<td>7th</td>
<td>7.4</td>
<td>8th</td>
<td>4.3</td>
<td>4th</td>
<td>1.9</td>
<td>1st</td>
</tr>
<tr>
<td>Riverside</td>
<td>14</td>
<td>7.0</td>
<td>7th</td>
<td>7.7</td>
<td>8th</td>
<td>4.6</td>
<td>4th</td>
<td>1.6</td>
<td>1st</td>
</tr>
<tr>
<td>San Bern.</td>
<td>36</td>
<td>6.7</td>
<td>7th</td>
<td>7.3</td>
<td>8th</td>
<td>4.0</td>
<td>4th</td>
<td>2.3</td>
<td>1st</td>
</tr>
<tr>
<td>San Diego</td>
<td>33</td>
<td>6.9</td>
<td>7th</td>
<td>7.7</td>
<td>8th</td>
<td>4.3</td>
<td>4th</td>
<td>1.6</td>
<td>1st</td>
</tr>
<tr>
<td>S.L.O.</td>
<td>4</td>
<td>5.8</td>
<td>6th</td>
<td>7.3</td>
<td>8th</td>
<td>2.3</td>
<td>1st</td>
<td>3.0</td>
<td>2nd</td>
</tr>
<tr>
<td>Santa B.</td>
<td>10</td>
<td>5.1</td>
<td>7th</td>
<td>6.2</td>
<td>8th</td>
<td>3.6</td>
<td>1st</td>
<td>4.3</td>
<td>4th</td>
</tr>
<tr>
<td>Ventura</td>
<td>16</td>
<td>7.0</td>
<td>7th</td>
<td>7.4</td>
<td>8th</td>
<td>4.6</td>
<td>4th</td>
<td>2.5</td>
<td>2nd</td>
</tr>
</tbody>
</table>

Total 292 6.78 7th 7.35 8th 4.45 4th 2.04 1st 5.06 6th 4.65 5th 2.91 3rd 2.88 2nd
4. To provide the opportunity for the physically gifted individual to develop his ability (4.45)
5. To develop a competitive spirit (4.65)
6. To provide a release for emotional tension (5.06)
7. To train boys for varsity teams at the high school level (6.78)
8. To produce winning teams (7.35)

In comparing the responses of the principals in junior high schools with and without athletic programs, it was found that the ranking order by the principals of the schools with an athletic program coincided with the final rankings. On the other hand, the ranking order by principals in schools not having a program had two objectives reversed with respect to the overall rankings. "To provide a release for emotional tension" was fourth, and "To provide the opportunity for the physically gifted individual to develop his ability" was sixth.

Summary

Although the literature reveals some controversy regarding the value of interscholastic athletics at the junior high school level, the findings of this study indicated that the vast majority of responding junior high schools in Southern California did participate in interscholastic athletics and that the principals did favor such
an athletic program.

Whether or not a junior high school sponsored interscholastic athletic competition for its students seemed to depend upon its philosophy and the amount of finances, personnel, and facilities available. However, the general consensus of opinion appeared to be that when proper guidance and leadership are provided, an athletic program can be a worthwhile medium through which the students' needs, interests, and abilities may be satisfied. Participation in such a program may afford opportunities for leadership, fellowship, and the development of wholesome attitudes toward success and defeat.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the scope of interscholastic athletic competition for boys in separately organized junior high schools in Southern California as well as to discover the opinions of the principals about the athletic program at this level.

The intention of this chapter was to summarize the results of the questionnaire sent to 373 separately organized junior high schools in Southern California and to present the conclusions and recommendations.

Summary of Major Findings

1. Of 309 responses, 232 junior high schools (75.1 percent) provided a program of interscholastic athletics.

2. A majority of 40 junior high schools (66.1 percent) out of 62 responses did not offer a program due to a policy prohibiting athletic competition for this age level.

3. Classification of athletes for participation was conducted in 75.8 percent of the responding junior high schools; 45.9 percent classifying the athletes by height, weight, and/or age, and 29.9 classifying participants by grade only.

4. In 58 percent of the 231 responding junior high
schools, travel was not more than 10 miles one way to an athletic event, and only 8.2 percent of the schools traveled more than 30 miles one way to another junior high school.

5. Athletic contests were held directly after school in 85.3 percent of the 232 reporting junior high schools, thus allowing both athletes and spectators enough time for studies during the evenings and enabling visiting teams to travel during daylight hours and not at night.

6. Written permission from a parent enabling a boy to participate in interscholastic athletics was required by 76.7 percent of the 227 responding junior high schools.

7. Only slightly more than one half (55.2 percent) of the 230 reporting junior high schools required a health examination for an athlete before he was allowed to play.

8. In 71.3 percent of the 230 responding junior high schools, the participant was required to have some type of insurance in order to play on an athletic team.

9. In 90.9 percent of the 232 reporting junior high schools, athletic teams were handled by coaches with teaching credentials.

10. Outdoor and/or indoor facilities for the various sports in the program were provided by 90.9 percent of the 232 responding junior high schools.

11. Rules governing athletic contests were modified in 93.5 percent of the 229 reporting junior high schools;
81.7 percent modifying rules for all sports and 11.8 percent in only some sports.

12. Less than one half (48.7 percent) of the 230 responding junior high schools had athletic contests publicized by local community newspapers.

13. Of the 231 junior high schools reporting, 73.2 percent stated that they had requirements for athletic eligibility.

14. A majority of 77.3 percent of the 229 responding junior high schools stated that no unfortunate experiences had occurred in the interscholastic athletic program.

15. A greater majority of responding junior high school principals favored a program of interscholastic athletics. Of 297 responses, 81.9 percent favored the athletic program, while 15.4 percent opposed interscholastics for junior high school boys.

16. In 79.6 percent of the 294 responses, junior high school principals felt that an athlete would not become emotionally strained due to the excitement of competition and the pressure of overstimulated spectators.

17. In 48.1 percent of the 295 responses, principals favored tackle football for junior high school boys as opposed to 38.7 percent who did not favor such an activity.

**Implications**

It is imperative that extreme caution be used in
preventing injury to boys of junior high school age. One means of insuring such prevention is by not allowing a boy who has been injured or has been ill to return to action until he has completely recovered from an injury or illness.

In order to insure essential equality for competition, it appears that player classification in terms of height, weight, and age should be utilized, especially in a tackle football program.

The greatest objection to the program seems to be the overemphasis on winning. One method of alleviating this problem might be to follow the philosophy of wide participation, that is having large teams and providing the opportunity for everyone to participate, not just the best athletes on the team.

Competitive athletics may provide an outlet for pent-up emotions, thus alleviating some of the tension that might be brought about through rapid growth and development. However, all efforts should be made in eliminating pressure brought on by overexcited spectators and coaches who demand a championship-caliber of play, as well as discouraging high school coaches who exploit players for future material.

For a program to meet with success, in respect to attaining educational objectives, it appears that a continuous and careful evaluation of the program is essential,
in relation to the effect it may have on the individual, the school, and the community.

Conclusions

In light of the survey results it can be concluded that the majority of responding junior high schools in Southern California do sponsor a program of interscholastic competitive athletics and that the majority of principals of those schools favor such competition.

Although much controversy over interscholastic athletics for junior high school boys has existed over the years, the data in this study reveals that athletic competition for boys at the junior high school level has been, and still is, provided by a majority of schools or school districts which can afford to maintain a program.

Recommendations

The most important recommendation that can be made is that there is an urgent need for more scientific research—research not by a few separated individuals, whose results might always be contradictory, but research by large groups of people, such as in the Medford Growth Study at the University of Oregon.

A study should be conducted to determine the philosophy toward interscholastic athletics of the junior high schools not sponsoring a program such as those in the
Los Angeles City School District.

A study should be made of the attitudes of parents to determine what their opinions might be in respect to the athletic program, as well as to gather suggestions that may aid in resolving the controversy.
BIBLIOGRAPHY
BIBLIOGRAPHY

Books


Periodicals


46. Maybee, Gene D., and McCracken, Oliver, Jr. "Do Interscholastic Athletics in the Junior High School Aid or Retard a Desirable Educational Program?" *Bulletin of the National Association of Secondary-School Principals*, XLIV (April, 1960), 96-100.


67. Wear, C. L. "Competitive Sports Below the Tenth Grade?" School Executive, LXXVII (September, 1957), 78-79.


Pamphlets


Unpublished Materials


APPENDICES
APPENDIX A

PERSONAL COMMUNICATION
March 20, 1968

Robert A. Cornelius
2266 Camarillo Drive
Camarillo, California 93010

Dear Mr. Cornelius:

In response to your recent request I am forwarding under separate cover various materials related to questions of trauma in youngsters in intense competitive sports. You will note that when reasonable precautions exist, including medical supervision and responsible coaching, injury control is not the major concern once believed. Rather it is an educational problem to see that all youngsters get suitable physical education opportunities.

Please let us know if we can be of further assistance to you.

Sincerely yours,

Kenneth S. Clarke, Ph.D.
Staff Coordinator, Committee on the Medical Aspects of Sports

KSC: kc-1085
APPENDIX B

PILOT STUDY LETTER OF EXPLANATION
Dear

I am currently working on my master's degree at San Fernando Valley State College. My thesis project is on junior high school interscholastic athletics, and I plan to survey all of the 374 separately organized junior high schools in Southern California. Before making such a survey I intend to do a pilot study to test the validity of my questionnaire. Since I am living in Camarillo, my initial study involves the eighteen junior high schools here in Ventura County.

I previously taught and coached in the junior high school for four years and have become very interested in interscholastic athletics for this age group. My purpose is to discover and analyze the current trends and practices in athletics at the junior high school level.

It would be greatly appreciated if you would fill out the questionnaire and return it as soon as possible in the enclosed stamped envelope.

If you would like to know the results of my final questionnaire, please indicate this desire in your comments on the final page, and I will be happy to send them to you.

Sincerely yours,

Robert A. Cornelius
APPENDIX C

REVISED QUESTIONNAIRE LETTER OF EXPLANATION
Dear Principal,

I am currently working on my master's degree at San Fernando Valley State College. My thesis project is on junior high school interscholastic athletics, and I plan to survey all of the 374 separately organized junior high schools in Southern California.

I previously taught and coached in the junior high school for four years and have become very interested in interscholastic athletics for this age group. My purpose is to discover and analyze the current trends and practices in athletics at the junior high school level.

It would be greatly appreciated if you would fill out the questionnaire and return it in the enclosed stamped envelope on or before January 20, 1969.

I would like to emphasize that your opinion is of great importance to my study, especially concerning the questions on the final two pages of the questionnaire. Your cooperation will help to make this project a success.

Sincerely yours,

Robert A. Cornelius
APPENDIX D

FOLLOW-UP LETTER OF EXPLANATION
Dear Principal:

Approximately one month ago you received a questionnaire on interscholastic athletics at the junior high school level. As you may recall, I am conducting the survey as part of my master's program at San Fernando Valley State College.

I am currently in the process of tabulating the results of the survey and have noted that your questionnaire has not been returned. I am enclosing an additional copy of the questionnaire and would appreciate your filling it out and returning it to me at your earliest possible convenience.

Your cooperation will be most valuable to my study.

Sincerely yours,

Robert A. Cornelius
APPENDIX E

REVISED QUESTIONNAIRE
SURVEY OF INTERSCHOLASTIC ATHLETIC COMPETITION FOR BOYS
IN SEPARATELY ORGANIZED JUNIOR HIGH SCHOOLS
IN SOUTHERN CALIFORNIA

Completion Time: 10 to 15 minutes

(Definitions: a. Interscholastic Athletic Competition - Sports competition between athletes from different schools, excluding intramural and play-day programs. b. Separately Organized Junior High Schools - Schools which are administered as a separate unit from the elementary school and from the high school)

Please print or type:

Principal's Name ________________________________

School ________________________________

City ________________________________

Enrollment _________  Number of teachers ________

Grades in School: 6th [ ] 7th [ ] 8th [ ] 9th [ ] 10th [ ]

Directions: Please answer the following questions by placing an X in the parenthesis provided, and return the questionnaire in the enclosed stamped envelope.

1. Does your junior high school participate in interscholastic athletics?
   ( ) a. Yes
   ( ) b. No
   If No, why is your school not participating? (Check one or more.)
   ( ) b-1. Lack of finances
   ( ) b-2. Lack of facilities
   ( ) b-3. Lack of qualified personnel
   ( ) b-4. School district prohibits participation
   ( ) b-5. Other (explain) ____________________________

If your school does not have interscholastic athletics, please skip to page 9 and answer the final 8 questions.

If you have a program of interscholastic athletics in your junior high school, please answer all of the remaining questions.
2. List the sports that your school participates in on an interscholastic basis and the number of games or meets scheduled for each sport, exclusive of tournaments.

<table>
<thead>
<tr>
<th>Sport</th>
<th>No. of games or meets</th>
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<tbody>
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</tbody>
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3. Are your teams classified for competition, such as in height, weight, and/or age?

( ) a. Yes
( ) b. No

If Yes, how are your teams classified?

( ) a-1. Height, weight, and age
( ) a-2. Height and weight only
( ) a-3. Height and age only
( ) a-4. Weight and age only
( ) a-5. Height only
( ) a-6. Weight only
( ) a-7. Age only
( ) a-8. Other (explain)

4. Does your school participate in any type of athletic tournament with other schools during the year? (Not including field day tournaments.)

( ) a. Yes
( ) b. No

If Yes, list the sports that are involved and the number of tournaments played.

<table>
<thead>
<tr>
<th>Sport</th>
<th>No. of tournaments</th>
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</tbody>
</table>

5. What is the longest distance one way that an athletic team must travel?

( ) a. 1 to 5 miles
( ) b. 6 to 10 miles
( ) c. 11 to 20 miles
( ) d. 21 to 30 miles
( ) e. More than 30 miles (Distance:_________)

6. How are the athletes transported? (If more than one is used, please number according to frequency or importance.)

( ) a. By school bus
( ) b. Parents drive automobiles
( ) c. Teachers drive automobiles
( ) d. Other (explain)

7. Are parents notified by the school that their son will be traveling to another school for a game?
( ) a. Yes
( ) b. No
If Yes, is there a policy whereby a parent must sign a note to allow the athlete to make such a trip?
( ) a-1. Yes
( ) a-2. No

8. When are your athletic events held? (If more than one is used please number according to frequency or importance.)
( ) a. During school hours
( ) b. Directly after school hours
( ) c. Evenings (Sunday through Thursday)
( ) d. Fridays (evenings)
( ) e. Saturdays (daytime)
( ) f. Saturdays (evenings)
( ) g. Sundays (daytime)
( ) h. Prior to a high school game
( ) i. During holiday or vacation periods

9. What spectators are encouraged to attend your athletic events? (If more than one is used please number according to frequency or importance.)
( ) a. Students
( ) b. Parents
( ) c. Teachers
( ) d. General public
( ) e. None

10. Do you charge admission to any of your athletic events?
( ) a. Yes (for community, students admitted free)
( ) b. Yes (everybody pays)
( ) c. No

11. How are the athletic equipment and uniforms obtained for the various sports?
( ) a. School budget pays for all equipment and uniforms
( ) b. Only equipment is provided by the school budget
( ) c. Only uniforms are provided by the school budget
( ) d. Equipment and uniforms are purchased from gate receipts
( ) e. Used equipment and uniforms are furnished by the high school.
( ) f. Local merchants provide uniforms.
( ) g. Student body funds pay for equipment and uniforms.
( ) h. Other (explain) ________________________________

12. In what manner are other financial needs handled such as insurance, travel, medical bills, paying officials, etc.?
 ( ) a. Money comes from student council funds.
 ( ) b. Expenses are paid from physical education budget.
 ( ) c. Gate receipts are used to finance athletic program.
 ( ) d. School budget handles additional expenses.
 ( ) e. Other (explain) ________________________________

13. How many members of the faculty coach athletic teams?
 ( ) a. One
 ( ) b. Two
 ( ) c. Three
 ( ) d. Four
 ( ) e. Five
 ( ) f. More than five (Total: ____________)

14. Of the total amount of coaches, how many are head coaches, and how many are assistants?
 a. Head coaches ______
 b. Assistants ______

15. How many members of the coaching staff do not teach any physical education classes?
 ( ) a. None
 ( ) b. One
 ( ) c. Two
 ( ) d. Three
 ( ) e. Four
 ( ) f. More than four (Total: ____________)

16. Are any non-credentialed persons from the community coaching the athletic teams?
 ( ) a. Yes
 ( ) b. No

If Yes, what sports do they coach and how many are coaching each sport?
 a-1. Sport __________________________ No. of coaches ______
 a-2. Sport __________________________ No. of coaches ______
 a-3. Sport __________________________ No. of coaches ______
 a-4. Sport __________________________ No. of coaches ______
 a-5. Sport __________________________ No. of coaches ______
17. Are coaches of the athletic teams paid for their coaching services?
( ) a. Yes
( ) b. No
( ) c. Only some are paid
If Yes, what is the average salary per season?
If only some are paid, what sports do they coach?
c-1. Sport ____________________
c-2. Sport ____________________
c-3. Sport ____________________
c-4. Sport ____________________
c-5. Sport ____________________

18. Does your school require written permission from a parent before a boy is allowed to participate in interscholastic athletics?
( ) a. Yes
( ) b. No

19. What are your requirements in regard to health examinations for an athlete?
( ) a. One examination per year
( ) b. An examination for each sport
( ) c. No examination is required
( ) d. Other (explain) ____________________

If a health examination is required, who usually gives it?
( ) a-1. Family doctor
( ) a-2. School doctor
( ) a-3. School nurse
( ) a-4. Other (explain) ____________________

20. Is an athlete required to obtain written permission from a doctor when returning to play following an illness or injury?
( ) a. Yes
( ) b. No

21. When are practice sessions for the athletic teams usually held? (If more than one, please number according to frequency or importance.)
( ) a. After school
( ) b. Before school
( ) c. During noon or lunch hour
( ) d. During physical education class
( ) e. Evenings
( ) f. Other (explain) ____________________
22. What is the average length of practice for a sport?
   ( ) a. Less than 1/2 hour
   ( ) b. 1/2 hour to 1 hour
   ( ) c. 1 to 1-1/2 hours
   ( ) d. 1-1/2 to 2 hours
   ( ) e. 2 to 2-1/2 hours
   ( ) f. More than 2-1/2 hours (Time:_______)

23. Are facilities provided for each sport at your junior high school?
   ( ) a. Yes
   ( ) b. No
   If No, where do the teams practice?
   ( ) b-1. At the high school
   ( ) b-2. At city recreation facilities
   ( ) b-3. Other (explain)__________________________

24. Does your school have shower facilities for practices and games?
   ( ) a. Yes
   ( ) b. No

25. Are rules modified whereby competition is not similar to that of high school play, such as a shorter playing time and a limited number of games per season?
   ( ) a. Yes (in all sports)
   ( ) b. Yes (in only some sports)
   ( ) c. No
   If rules are modified in only some sports, what sports are they?
   b-1. Sport __________________
   b-2. Sport __________________
   b-3. Sport __________________
   b-4. Sport __________________

26. Are athletic awards given for participation in interscholastic athletics?
   ( ) a. Yes
   ( ) b. No

27. Does your school have any requirements for athletic eligibility?
   ( ) a. Yes
   ( ) b. No
   If Yes, in respect to grades, is a boy who becomes ineligible allowed to return to the team if he improves his marks over a certain period of time?
   ( ) a-1. Yes
   ( ) a-2. No
28. Are you in favor of all-star teams for junior high school players?
( ) a. Yes
( ) b. No

29. Are you in favor of league championships at the junior high school level?
( ) a. Yes
( ) b. No

30. Are you in favor of tournaments as part of a sports season?
( ) a. Yes
( ) b. No
If Yes, how many tournaments do you favor?
( ) a-1. One
( ) a-2. Two
( ) a-3. Three
( ) a-4. More than three

31. Who officiates your home athletic events? (If more than one, please number according to frequency or importance.)
( ) a. Registered officials
( ) b. High school students
( ) c. College students
( ) d. Coaches
( ) e. Teachers
( ) f. Other (explain)

32. Are your officials paid for their services?
( ) a. Yes
( ) b. No

33. Is athletic insurance carried by your school?
( ) a. Yes
( ) b. No
If Yes, who pays for the insurance?
( ) a-1. Parents
( ) a-2. School budget
( ) a-3. Athletic or physical education budget
( ) a-4. Other (explain)

34. Are your athletic contests publicized by the local community newspaper?
( ) a. Yes
( ) b. No
If Yes, do you feel that such publicity has been over-emphasized?
( ) a-1. Yes
( ) a-2. No
35. Does your school have cheerleaders?
   ( ) a. Yes
   ( ) b. No
   If Yes, do they travel with the athletic teams?
   ( ) a-1. Yes
   ( ) a-2. No

36. How has the interscholastic athletic program affected the intramural program?
   ( ) a. Athletics stimulate intramurals.
   ( ) b. Athletics hinder intramurals.
   ( ) c. Athletics do not affect intramurals.
   ( ) d. There is no intramural program offered.

37. Have any unfortunate experiences occurred as a result of interscholastic athletics in your school? (If more than one, please number according to frequency or importance.)
   ( ) a. Yes
   ( ) b. No
   If Yes, what are they?
   ( ) a-1. Winning has been overemphasized.
   ( ) a-2. Bodily injury has resulted too often.
   ( ) a-3. Undesirable rivalry between various schools has occurred.
   ( ) a-4. There has been excessive cost for the program.
   ( ) a-5. Contests have interfered with players' studies.
   ( ) a-6. Star athletes have been frequently exploited and exposed to too much publicity.
   ( ) a-7. Unsatisfactory attitudes have developed in players.
   ( ) a-8. Contests have become public spectacles.
   ( ) a-9. Other ________________________________
1. What is your attitude toward interscholastic athletics at the junior high school level?
   ( ) a. Favor them strongly
   ( ) b. Favor them
   ( ) c. No opinion
   ( ) d. Oppose them
   ( ) e. Oppose them strongly

What is your opinion of the following statements regarding junior high school interscholastic athletics?

2. The majority of junior high schools in Southern California generally cannot afford the proper equipment and facilities necessary for safe competition.
   ( ) a. Agree
   ( ) b. Disagree
   ( ) c. No opinion

3. The excitement of athletic competition and the pressure from overstimulated spectators normally cause too much emotional strain for most participants at the junior high school level.
   ( ) a. Agree
   ( ) b. Disagree
   ( ) c. No opinion

4. The desire for competition among students at the junior high school level would be better satisfied by playdays and sports days than by interscholastic athletics.
   ( ) a. Agree
   ( ) b. Disagree
   ( ) c. No opinion

5. Participants in junior high school interscholastic athletics should be encouraged to play in a variety of sports rather than to specialize in only one.
   ( ) a. Agree
   ( ) b. Disagree
   ( ) c. No opinion

6. Athletic competition seldom helps to promote additional interest in the physical education or intramural programs.
   ( ) a. Agree
   ( ) b. Disagree
   ( ) c. No opinion

7. In most cases, tackle football at the junior high school level, when properly supervised and regulated, provides a minimum of danger for the participants.
8. Listed below are eight possible objectives of a junior high school interscholastic athletic program. Please number them from one to eight in the order of importance. Even though you might disagree with some of the objectives, please number them anyway. Each objective must be numbered.

( ) a. To train boys for varsity teams at the high school level.
( ) b. To produce winning teams.
( ) c. To provide the opportunity for the physically gifted individual to develop his ability.
( ) d. To promote wholesome attitudes of sportsmanship and teamwork.
( ) e. To provide a release for emotional tension.
( ) f. To develop a competitive spirit.
( ) g. To develop leadership and responsibility.
( ) h. To develop confidence, poise, and determination.

Thank you for your cooperation. Please check the space provided if you are interested in receiving a copy of the results of this study. □

Robert A. Cornelius
1066 Pinehurst Place
Camarillo, California 93010