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Date 7/28/71
A COMPARISON OF THE RULES OF SIX WESTERN STATE HIGH SCHOOL ATHLETIC ASSOCIATIONS GOVERNING JUNIOR HIGH ATHLETICS:
FOOTBALL, BASKETBALL, AND TRACK

by

PHILLIP BLAKLEY GARNETT

A professional paper submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree
of
MASTER OF EDUCATION
with concentration in
School Administration

Approved:

[Signatures]
Head, Major Department
Chairman, Examining Committee

Henry L. Pearsall
Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1971
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ABSTRACT

The purpose of this study was to analyze the rules of six western state athletic associations governing junior high school athletics: football, basketball, and track.

The states selected for the study were California, Idaho, Montana, Oregon, Washington, and Wyoming. Each athletic association was requested to send a copy of their 1970-1971 handbook to the investigator. These handbooks were the primary source for the rules and regulations that were used in this study.

A table comparison was made by dividing the rules into five separate areas. Each area was limited to certain topics. Each topic was divided into two columns in order to determine which state associations had a rule regulating this topic or had no rule governing this area.

The results indicated that the state athletic associations of Montana and Washington had a comprehensive set of rules and regulations specifically governing junior high school athletics.

The state athletic associations of California and Oregon had a few rules concerning junior high school athletics. What rules that are contained in these handbooks are simply high school regulations extended to the junior high school.

The state associations of Idaho and Wyoming were strictly high school associations. The handbooks made no provisions for membership for junior high school athletics. The state athletic associations have the obligation to revise their handbooks or acquire a set of rules so that the junior high schools in those states have a consistent set of guidelines to go by when conducting an athletic program. Unless the state athletic associations acquire a specific set of rules and regulations for junior high school interscholastic athletic programs, school districts should not attempt to establish and maintain an athletic program.
CHAPTER I
INTRODUCTION

Interscholastic activities, especially those involving some form of athletic competition, play a prominent role in the lives of the players, students, parents, and communities in every school district in the United States.

The Problem

Every state has an organization which deals with establishing, enforcing, recommending, and evaluating rules and procedures for the control of athletic and other interschool participation contests. These organizations are generally titled with the name of the state followed by the words High School Activities Association. For example, in Montana the organization is entitled the Montana High School Activities Association, and in Idaho, the Idaho High School Activities Association. One of the problems with these organizations is the lack of attention to rules which govern junior high school athletics and other junior high activities. It is the objective of this paper to analyze this general lack of rules governing junior high school interscholastic athletic activities and to make recommendations available to state activity associations and junior high schools having no established guidelines to govern their athletic or activity programs.
Need for the Study

After examining the official handbooks of six western states, it was observed that only two dealt directly with junior high school athletics. This could mean that those high schools and junior high schools which do not belong to their activities association are free to establish their own rules and regulations. If so, this could be unfair to schools that compete against them, as well as to the personnel involved. Eligibility requirements are an excellent example. A school which does not belong to an activities association could have a boy nine or ten years of age competing against boys who are 12, 13, or 14, or a boy or girl who did not attend school during the previous semester could participate in an interscholastic activity without establishing proper residence requirements. The other problem to be considered is that even if junior high schools do belong to an association, they are forced to comply with rules set up for high school students. This presents an untenable situation, since junior high schools and high schools are two separate entities and should be considered as such. Unfortunately, this study has shown that often no regulations are set for junior high school athletics, or if they are, they are simply high school regulations extended to the junior high level.
Limitations

The rules and regulations subjected to analysis were limited and divided into the following categories:

1. **Physical Examinations and Athletic Insurance**

2. **Eligibility of Students**—general residence requirements, age semesters of competition, sports per season limitation, number of squads permitted, membership, sixth grade participation, eighth graders where 8-4 high school enrollment is less than 75, seventh and eighth graders joining with ninth graders.

3. **Football**—length of season, practice limitations and regulations, game limitations and regulations, playing periods.

4. **Basketball**—length of season, game limitations and regulations, playing period.

5. **Track**—length of season, limitations on meets, limits on participation in meets.

   A. National Federation Guideline for Junior High Track

      (1) Field Events
      (2) Track Events
      (3) Order of Events
      (4) Competitive Divisions

Procedures

The procedure used in this study contains the data required, the source of the data, the method of securing the data, and how the data were analyzed.

**Data required.** In order to analyze the rules and regulations, or lack thereof, of six western state activity associations, a copy of
their association's handbook was necessary.

Source of the data. Six western states, their activity associations, and the National Federation of State High School Activity Associations were consulted. The six western states and their activity associations are the California Interscholastic Federation, the Idaho High School Activities Association, the Montana High School Association, the Oregon School Activities Association, the Washington Interscholastic Activities Association, and the Wyoming High School Activities Association.

Method of securing data. Letters were sent to each of these associations requesting a copy of their handbook. Additional information was requested asking for specific information regarding any problems or criticisms related to junior high school athletic rules in these states. A letter was also sent to the National Federation of State High School Athletic Associations requesting information regarding problems governing junior high school athletics concerning the six western states used in this study. Refer to Appendix A, page 70, for a copy of these letters.

Analysis of the data. A copy of each of the state activity association handbooks was received. The data was categorized and put into tables. The Washington Interscholastic Activity Association handbook was used as a guide in selecting the categories. This handbook was selected because it had the most extensive coverage of rules
governing junior high school athletics. Each rule was then divided into two columns. The letter R in column one indicates "Required". The letters NR in column two indicate "No rule". This system was used to clearly point out which state activity associations have an adequate set of rules governing junior high school athletics, and those state associations which do not have an adequate set of rules regulating interscholastic athletics for junior high schools. Analysis of each table follows giving the specific rules contained in the handbooks which apply to that area. A summary of the results is given after the rules are presented.

Summary

Chapter II examines the historical aspects of interscholastic athletics and the state athletic associations in order to establish a firm background of how athletics has become an integral part of the American educational system.

In Chapter III, a review of past and current literature was used to examine the nature and purpose of the junior high school; the responsibilities of the junior high school administrative organizations; the implications for the physical education and the athletic program in the junior high school concerning physical characteristics and growth of the students; and the arguments for and against interscholastic athletics for junior high school boys.
Chapter IV is an analysis of the handbooks of six western states (California, Idaho, Oregon, Montana, Washington, and Wyoming) regarding junior high school athletics. Each state organization issues a handbook containing specific rules applying to all features of various athletic events. These handbooks were used to compile data on eligibility standards and specific rules involving football, basketball, and track. A table comparison was made which pointed out certain similarities and differences among the six western states.

Chapter V evaluates the findings and interprets them in the light of the purpose of the study. Recommendations are made with the intent to improve the quality of athletic competition among those schools which either do not belong to their state athletic association or whose state associations have no established guidelines for junior high schools.
CHAPTER II

HISTORICAL BACKGROUND OF JUNIOR HIGH SCHOOL ATHLETICS

Early Development of Competitive Sports

Man's existence began by competing with nature for survival. Survival depended upon his capacity for activity, his ability to hunt and fish, and the cooperation of nature or, as a last resort, cannibalism.

Various types of sport activities developed from the daily routines. The ball games of primitive youth resembled miniature battles between enemies rather than friendly games between participants from the same group. But evidently these rugged games taught young men to sustain physical hardships, to develop endurance, and to appreciate the value of team cooperation. The athletes of one village competed against those of another village. Training was rigorous. Fundamentals were practiced and stamina was built by running. Thus, competition first necessary for survival, later evolved for recreational purposes, and became an integral part of early man's life (11:39).*

Athletic competition matured and was improved upon by the Greeks, Romans, and Knights of the Middle Ages. The Greeks, as part of their basic philosophy, believed in improving the body as well as the mind.

*Numbers in parentheses refer to numbered references in the bibliography; those after the colon are page numbers.
Competitive athletics became a key part of their lives, the focal point being the Olympic games "which first began in 776 B.C." (11:39)

The Romans utilized physical competition in the training of their military personnel and gladiators. Competition also played an important part in Roman recreation. Circuses with their chariot races and gladiatorial bouts were the major entertainment for the Roman population.

During the Middle Ages, tournaments featuring jousting, archery, hand-to-hand combat, again reflected the continued emphasis upon physical skills, physical endurance for recreation, as well as survival.

Via the process of cultural interchange, the exchanging of customs, habits, and traditions from the Middle Ages to the present day by means of war, trade, missionaries, and word of mouth, the idea of competitive sports became well established in the routine of man's daily life.

Recreation in the Early Colonies

The early American settler's primary concern was to gain a foothold in a new and savage land. Little time was found for the recreations and sports he had enjoyed in his native country in Europe. The religious doctrines of the Anglican and Puritan churches took a dim view of "what were considered nonessential and frivolous customs," (11:316) and passed regulations against such activities.
Early American Schools

The first rudiments of an education in the early colonies were given in the home with emphasis on reading, writing, and ciphering. (4:314)

As the colonists became more concerned about the education of their youth, Latin grammar schools were established. The first American high school was founded in Boston, Massachusetts, in 1821. The basic curriculum included studies in spelling, reading, grammar, arithmetic, geometry, history, and geography. (8:10-11)

Physical Education Becomes Part of American Education

In order to give the student an opportunity to improve his health and physical stature, as well as his mind, early progressive educational leaders like William McClure and Joseph Lancaster initiated recreational and systematic exercise programs. (11:332-34)

These early philosophies, objectives, and systems of gymnastics were imported from Europe. Thus, the process of cultural interchange helped physical education become part of the American educational institution. These early programs were for the most part formal in context and "gave precedence to the development of the physical, rather than outcomes that could be accomplished through the physical." (4:153)

In the late 1880's, a "new physical education" developed, which
resulted in a broadening of objectives and a recognition of the contributions that the physical could make to the whole individual. Men like Dudley A. Sargent of Harvard University, Thomas D. Woods of Stanford University, and Jesse Feining Williams of Columbia University, "stressed the need for a physical education program that was concerned with education 'through' the physical as an education 'of' the physical." (4:153-54) The influence of these leaders and thinkers helped physical education become an essential part of the American high school curriculum.

Interscholastic Sports Develop as Part of the American Education System

A variety of sports, such as rowing contests, track and field events, baseball, wrestling, fencing, cricket, and swimming were introduced by the English and other European immigrants prior to the Civil War. Many of these sports were established on a competitive basis among various American universities. For example, in 1852, Harvard and Yale Universities held the first intercollegiate rowing contest in New Hampshire. (11:342-343)

As the population began to increase and more educational institutions arose, more activities were included by the American youth during school hours. Many of these activities took the form of competitive sports. As the students became more interested and proficient
in the sports activities, they would challenge the students of another school, usually in the same area, to a game or contest. These activities gradually became subject to organization and standardization. (18: 252)

The Establishment of the High School Athletic Association

A need for organization and standardization of interscholastic athletics for boys was pointed out in a survey conducted by Guy S. Lowman in 1907. In a survey of 225 high schools, Lowman points out the inadequacies in the following areas:

1. Sixty-four of the high schools employed only part-time coaches.
2. Eighty percent of the schools did not require a physical examinations.
3. Fifty-two percent gave the athletic manager full authority to schedule games.
4. Only 84 percent required the keeping of books on gate receipts and an annual financial report.
5. Seventy percent of the high schools admitted that there were many abuses associated with interscholastic athletics that needed to be corrected. (15:11-12)

As a result of these abuses, during the late 1880's and early 1900's, many states established high school athletic associations. These associations developed because school administrators and physical education leaders recognized the need for the administration and supervision of interscholastic athletic contests if they were to benefit
from the educational system of the United States. (20:9) Many state
associations were preceded by the National Federation of High School
Athletic Associations which was established in 1923 to:

1. Permit representatives of secondary schools to cooperate in
developing sports rules
2. Standardize rules of eligibility for interstate and national
   competition
3. Encourage a working relationship with other amateur athletic
   organizations. (11:422)

Based upon these national goals, each state then began to organize
its own interscholastic activities associations. One of the first to
form a state association was Oregon.

Oregon School Activities Association. In 1918, the Oregon School
Activities Association was founded. It became a member of the National
Federation in 1932. The legislative power of the Association is vested
in a Delegate Assembly composed of elected members of the representa-
tive districts. The Association allows "any high school, junior high
school, or elementary school within the State of Oregon, public or pri-
ivate, to become a member." (17:5-9) However, there are no specific
regulations or guidelines regarding interscholastic activities on the
junior high level.

Wyoming High School Activities Association. One of the last
associations founded was the Wyoming High School Activities Association
in 1930. It is also a member of the National Federation. The main
control which is composed of two members from each of the four
administrative districts. The association handbook is intended for high school activities and only general reference is made to junior high school participation. (22:3)

Idaho High School Activities Association. Like Oregon and Wyoming, in Idaho the junior high schools are not under the jurisdiction of an association. Organized in 1926, the Idaho High School Activities Association became a member of the National Federation in 1928. The Legislative Council and the Board of Control have the power to regulate and control any legislative matters. (14:2-5) In regard to the jurisdiction of junior high school athletics, Mr. Homer D. Williams, Executive Secretary, in a letter dated July 23, 1970, stated the following:

The Idaho Association is a high school association only. Its control and regulation covers grades nine through twelve. It has no jurisdiction over grades seven and eight. Regulations for the ninth grade are the same as those for grades 10, 11, and 12. (21:Letter)

Unlike Oregon, Wyoming, and Idaho whose associations have no specific outline for interscholastic competition for junior high schools, Washington, California, and Montana have incorporated policies for the junior high schools.

California Interscholastic Federation. One of the first to incorporate rules for junior high schools was California. The California Interscholastic Federation was organized in Los Angeles on March 28, 1914, and is a member of the National Federation of High School Athletic Associations. It is divided into ten administrative sections with a
State Federated Council as the main governing body. The handbook contains rules and regulations which pertain to junior high school interscholastic athletics. (7:12)

**Washington Interscholastic Activities Association.** The Washington Interscholastic Activities Association began in 1920 and became a member of the National Federation in 1936. The Association is governed by a representative assembly from which a Board of Control is selected. It was not until 1946, however, that junior high schools were included in the Association. Later, in March, 1952, a Junior High Committee was created and became a permanent committee. This Committee drew up the Current Rules for Junior High Schools, which went into effect in July, 1954. (19:4)

**Montana High School Association.** The Montana High School Association began in 1921. It became a member of the National Federation in 1934. The administration of this Association is vested in a five-member board of control. The Association allows accredited junior high schools to become members and requires that the schools "abide by the Association general eligibility rules that apply to junior high schools and the junior high school rules as adopted for junior high schools by the Association." (16:8-11)
The first junior high school was established in Berkeley, California, in 1909. As the concept of the middle or junior high school spread to every sector of the United States, a controversy arose as to the desirability of interscholastic competition on the junior high school level.

Chapter III examines the question of the desirability of interscholastic competition on the junior high school level by a review of pertinent literature and similar studies.
CHAPTER III
REVIEW OF RELATED LITERATURE

A controversy has arisen as to the desirability of interscholastic competition because of the very nature of the junior high school. Some primary questions must be answered. What is the nature and purpose of the junior high school? What are the responsibilities of the junior high school administrative organization? What are the implications for the physical education and the athletic program in the junior high school concerning physical characteristics and growth of the students? What are the arguments for and against interscholastic athletics for junior high school boys?

Function of the Junior High School

What was the original purpose of the junior high school? Most educators agree that the basic purpose of the junior high school was to meet the special growth and developmental needs of boys and girls in grades seven through nine.

Bossing and Cramer state in their book, The Junior High School:

The unique nature of early adolescents, as distinguished from the younger and older groups of the public school population, must be seen as a fundamental element in their educational programming. Their developmental features are discernible evidence of special learning needs which logically require special educational instruments to accommodate them. (3:47)
Jack F. George and Henry F. Lehman, in their book, *School Athletic Administration*, state the following about the junior high school student:

The age of the junior high student is between 11 to 15 years. The advanced child may enter at age 11, while the slow teenager may leave the ninth grade at age 15. The majority of the students range between 12 to 14 years of age. This group is unique and requires a special educational program. They are constantly making adjustments to psychological, physiological, and social factors. During the junior high school experience, these boys and girls probably undergo more changes than at any other time in their lives. They are trying to understand their bodies, gain independence, achieve adult status, acquire self-confidence, develop social relations with their peers, and acquire a sense of values. (10:30)

Thus, a unique educational program must be promoted for the junior high student. The guidelines, educational philosophies, functions, and needs of the junior high students should be formulated by the students, staff, administrator, parents, and members of the community. These guidelines, philosophies, functions, and needs of the students must be in line with the tenets established by the State Department of Education, since the ultimate responsibility for the education of youth is a delegated responsibility of the state as handed down by the Constitution of the United States.

Needs of the Junior High School Student

What are the needs of the junior high school students? What type of guidelines have been established for students, administrators, and parents to go by? A group of junior high school principals from
California, via the National Association of Secondary School Principals, published a list of objectives dealing directly with the needs of junior high school students.

1. All junior high school youth need to explore their own aptitudes and to have experiences basic to occupational proficiency.

2. All junior high school youth need to develop and maintain abundant physical and mental health.

3. All junior high school youth need to be participating citizens of their school and community, with increasing orientation to adult citizenship.

4. All junior high school youth need experiences and understandings, appropriate to their age and development, which are the foundation of a successful home and family life.

5. All junior high school youth need to develop a sense of the values of material things and the rights of ownership.

6. All junior high school youth need to learn about the natural and physical environment and its effect on life and to have opportunities for using the scientific approach in the solution of problems.

7. All junior high school youth need the enriched living which comes from appreciation of and expression in the arts and from experiencing the beauty and wonder of the world around them.

8. All junior high school youth need to have a variety of socially acceptable and personally satisfying leisure-time experiences which contribute either to their personal growth or to their development in wholesome group relationship, or to both.

9. All junior high school youth need experiences in group living which contribute to personality and character development; they need to develop respect for other persons and their rights, and to grow in ethical insights.
10. All junior high school youth need to grow in their ability to observe, listen, read, think, speak, and write with purpose and appreciation. (13:15-19)

Competitive sports when properly utilized can be used to promote learning experiences for the students and to fulfill many of these basic needs. However, these goals can only be accomplished if the personnel and administrators involved realize the special needs of this age group.

The Junior High School Administrative Organization

The junior high school administrator has the unique role of being overseer, coordinator, facilitator, disciplinarian, public relations man, and educator of his junior high school district's educational program. The success of a good, effective, well-rounded educational and interscholastic athletic program depends upon the attitude the administrator has toward this program.

As the principal goes, so goes the school. This statement is clearly visible in how effective any program will be in the educational process. The administrator must look upon the administrative process in a personal manner. The human dimension is always present. The administrator must be able to recognize conflicts and possess an open mind when dealing with them. Authority should be used wisely in coordination with a cooperative communication system. He should encourage and utilize his staff to fulfill and promote sound educational goals. Most
important is the administrator's own value system and how he perceives himself and his position within the organization. Society depends upon our educational system to insure a group of well-rounded citizens for the future. The educational organization and its administrator in particular, must fulfill this goal. The understanding of the responsibilities of a general administrator is a prime factor in accomplishing this objective.

Not only must the administrator be aware of his responsibilities, but health and physical educators must be aware of their obligations in order to enhance the goals of their programs to the total educational organization.

To accommodate the need for a special education program for this unique age group, new school organizational plans were utilized by school administrators based upon the old eight-four plan (grades one through eight and nine through twelve), or the six-six plan (grades one through six and seven through twelve). Examples of the new plans are six-three-three plan (grades one through six, seven through nine, and ten through twelve); the six-two-four plan (grades one through six, seven through eight, and nine through twelve); the seven-two-three plan (grades one through seven, eight through nine, ten through twelve). The plans vary according to the size and need of each school district. A fact that is evident from the various plans is that educators do not agree on the role of the ninth grader. Should he be included in the
junior high program or left with the traditional four-year high school? The trend has been to exclude him from the junior high school because his needs seem to be geared closer to the older high school student rather than those of a young junior high student. (10:310) This fact was quite evident when the state high school athletic and activity associations handbooks were examined. There is a definite distinction made at this age level in the area of interscholastic athletic competition.

Implications for the Physical Education Program and the Athletic Program in the Junior High School

To stress the need for a specialized program in physical education and athletics on the junior high school level, one only has to look at the physical characteristics of the students involved. The period of growth and development between the ages of 12 and 15 is called early adolescence. Many studies have been done in this area of sexual maturity to show that the seventh, eighth, and ninth graders change during these years of early adolescence.

Louella Cole in her book, Psychology of Adolescence, presented a set of tables showing the percentage of girls who were immature and mature at different age levels. (5:Figure 45:69)
TABLE 1. PERCENTAGE OF GIRLS IMMATURE AND MATURE AT THE DIFFERENT JUNIOR HIGH SCHOOL AGES

<table>
<thead>
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<th>Chronological age</th>
<th>Percentage of girls immature</th>
<th>Percentage of girls mature</th>
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<td>12</td>
<td>69</td>
<td>31</td>
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<td>13</td>
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<td>15</td>
<td>3</td>
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TABLE 2. PERCENTAGE OF BOYS, PREPUBESCENT, PUBESCENT, OR IN THE PROCESS OF BECOMING EARLY ADOLESCENT, AND POSTPUBESCENT

<table>
<thead>
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<th>Chronological age</th>
<th>Percentage prepubescent</th>
<th>Percentage pubescent</th>
<th>Percentage postpubescent</th>
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<td>12</td>
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<td>12</td>
<td>84</td>
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The physical changes experienced during this period of early adolescence are described by Jack F. George and Harry A. Lehmann in the following manner:
Physical changes during the period of the junior high school boy are fast and dramatic. A rapid growth spurt is characterized by gains in height, weight, size, and biochemical activity of the body results in internal physical changes. Rapid growth of body framework often causes poor body control as related to muscular development. Long bones of the arms and legs are growing rapidly and cases of poor posture become prevalent. There are some slow as well as fast physical developers. Many individual differences are apparent. (10:32)

These areas of rapid change that occur with junior high students have been the basis for a considerable controversy as to the desirability of interscholastic competition on this level. In order to understand whether interscholastic athletics are desirable or undesirable on the level of the junior high school, two facts must be determined. What are interscholastic athletics and what are the values of interscholastic athletics for those who are involved?

Definition and Values of Interscholastic Athletics

Interscholastic athletics, as the term is used in this paper, is defined as:

The system of play involving competition among teams representing schools. The school team in any port, also called the varsity, is usually composed of the most skilled players among all students (of one sex) in a school. It is characteristic of interscholastic athletics for school teams to play a series of games throughout a sport season toward the end of determining "champions", and for great emphasis to be placed on practice sessions designed to develop maximum playing skill. Interscholastic games are usually played before spectators. (9:6)

The values of interscholastic athletics depend upon those people who are involved in building a sound athletic curriculum. Administra-
tors, coaches, teachers, parents, and pupils must work together in the formulation of the desired values and goals.

The Educational Policies Commission conducted a study of school athletics and set the following criteria as a guideline for values and goals in school athletics:

1. Athletic activities should foster above all else, the growth and well-being of the individual student.

2. The welfare of the player outranks in value the specious "glory of the school".

3. Gaining skills aids health and strength.


5. Athletics contributes to social growth. One learns about other people and how to get along with them. One learns to take turns, to respect the rights of others for what they can do.

6. Competition and cooperation are fostered by well-conducted athletic games for children and youth.

7. Interscholastic athletics broaden the social experience of both players and spectators.

8. Sportsmanship is both an immediate and long-range goal. Youth should have experience in playing games in which fellow players and leaders encourage a spirit of fairness, observance of the rules, sporting attitudes toward teammates and opponents, and ability to "take it" in defeat. (9:14-17)

The Desirability of Interscholastic Athletics for Junior High School Students

Due to the unique physical and mental characteristics of the junior high school adolescent, teachers, administrators, coaches,
physical educators, psychologists, sociologists, and physicians have been deeply concerned with the effects of interscholastic competition on the junior high school student.

Having examined a number of studies in this area, it is the conclusion of this investigator that no real decisive evidence has been presented to prove or disprove the desirability of junior high competition.

**Arguments against interscholastic athletics for junior high school students.** Many arguments are presented against the desirability of junior high school athletics. James Conant states that, "Interscholastic athletics ... are to be condemned in the junior high schools. There is no sound educational reason for them and too often they serve merely as public entertainment." (6:42) Many prominent physicians have voiced considerable opposition to athletic competition at this age level. George and Lehmann have summed up the major points in this area:

1. The high energy output capacity of early adolescents and their resulting tendency to overdo physical activity.

2. Skeletal and muscular development have implications for physical activity. These include:
   a. Bones grow much slower than muscles, rapid growth of upper leg bone (two inches in one year not unique).
   b. The sex hormone stimulates growth of the cartilage at the end of the long bones and conversion to bone, causing rapid increase in arm and leg length. This phase of physical development has implications for the protection of these rapidly growing long bones of the body while
engaging in various forms of physical activity.

c. Imbalance of bone and muscle results in loss of muscular coordination.

d. Krogman points out that during this period when the body is striving to turn mineral salts into bone, the areas of bone growth, being rich in blood supply, can be easily injured. This normal bone growth may be hindered by a blow, twist, wrench, or dislocation. Such an injury where there is a premature union of the epiphysis (extremity of the bone) and the diaphysis (shaft of the bone) may mean there will be no further bone growth, interference with normal joint function, and/or asymmetry in a limb.

e. Size and weight are much ahead of organic growth. Heart, lungs, and other organs are not fully matured. Energy becomes easily depleted during activities of endurance.

f. Activity past the level of fatigue can be dangerous to the student. As stated by Dr. John L. Reichert of Northwestern University, Chairman of the Committee of School Health, American Academy of Pediatrics, "It represents a damaging overload to the immature heart, lungs, and kidneys." (10:33-34)

Several organizations have taken an opposing view concerning junior high school athletics. The Educational Policies Commission states:

1. 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 school boys and girls should not be permitted.

2. Emphasis on developing a school team, keyed to achieve the best possible success in championship play, tends to violate the principle of "athletics for all". It tends to restrict and to distort the athletic program. It diverts personnel, time, and facilities to the few at the expense of service for the many. When pressure for such competition comes from outside the school, professional educators have a
responsibility to resist it and to explain their reasons for so doing.

3. Varsity-type competition at the junior high school level often develops a harmful "high pressure" atmosphere. The junior high school boy is likely to be oversensitive to such pressure. He responds strongly to the applause of his own group, and he may go beyond reasonable limits under adult incitement.

4. To use the junior high school athletic program specifically to prepare athletes for high school teams involves a misinterpretation of boys' needs and an adult misuse of their interests. Such an adaptation of baseball's "farm system" to athletics for school boys is exploitation which, in terms of their well-being, may have vicious results.

5. The junior high school boy needs opportunities for wide participation in athletic activities of his own choosing and at his own pace. He needs protection from overstimulation. This is especially true of the boy who shows early promise as an athlete. He needs careful guidance and may need to be deliberately restricted as far as intense competition is concerned, so that he may do himself justice as an athlete when he reaches fuller maturity. The term "burned-out athlete" has special significance for the junior high school boy. (9:36-37)

The American Association of School Administrators is another opponent of junior high school athletics. In an article published in 1951, the Association of School Administrators stated that:

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. Their needs can be fulfilled with a varied program of intramural activities. (12:197)

Arguments for interscholastic athletics for junior high school students. After examining several studies concerning the desirability of interscholastic athletics on the junior high school level, it is
apparent that certain problems do exist. However, there are strong arguments for those who advocate athletics on this level. Louis Alley summarizes these arguments. He stated that:

1. Preadolescent and adolescent boys are growing, developing organisms, and injuries do occur in programs of athletics for this age group; however, there is no evidence that these injuries are more frequent than in the senior high school.

2. Boys of junior high school age do vary widely. However, studies have rather conclusively shown that the boys who succeed in athletics are boys who are advanced for their ages in height, weight, or physiological maturity.

3. Boys will participate in sports whether the school sponsors the sports or not.

4. The evidence purported to indicate that participation in interscholastic athletics interferes with the normal growth pattern of the junior high school boys is inconclusive.

5. Rather than adversely affecting the emotional and social development of junior high boys, participation in well-controlled and properly conducted programs of interscholastic athletics foster emotional control and desirable social development.

6. The failure of the teacher-coach to provide adequate physical education is an administrative problem.

7. Interscholastic athletic programs, if handled correctly, need not disrupt the educational program in the school. Undesirable practices are subject to control. (1:11)

A Joint Committee on Athletic Competition for Children of Elementary and Junior High School Age, in a three-year study ending in 1952, recommended, "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." (9:30)
The Committee further recommended that the following limitations be used as a guideline in order to avoid the use of high-pressure tactics on junior high school athletes:

1. Highly-organized competition in the form of leagues or championships. Overemphasis by means of newspapers, radio, television, or similar media. Stress on individuals rather than teams, such as selection of "all star" teams.

2. Tournaments, frequent contests, long seasons, "little" bowl games or other procedures that cause pressures or that may make undue physical demands on young boys or girls.

3. Games or contests played at night or at other times, outside usual school or recreation hours.

4. Travel beyond the immediate neighborhood (or in the case of small rural schools, a nearby community).

5. Encouragement of partisan spectator and supporters—any pressures that come from social situations that place undue value on an informal game.

6. "Grooming" of players for a high school or college team, proselyting or inducements of any kind to cause a good player to leave his normal group and play with another team.

7. Commercial promotions which, under various guises, seek to exploit youth for selfish purposes.

8. Competitions in which a selected few players are given a large and disproportionate share of facilities and of the time and attention of staff members, with the resultant neglect of a large number of children. (9:30-31)

Further recommendations set forth by the National Conference on "Program Planning in Games and Sports for Boys and Girls of Elementary School Age" in 1953 are:

1. Programs of games and sports should be based on the developmental level of children. Boxing, tackle football, ice hockey, and other body contact sports should not be included
in any competitive program for children 12 and under.

2. These programs should provide a variety of activities for all children throughout the year.

3. Competition is inherent in the growth and development of the child and depending upon a variety of factors will be harmful or beneficial to the individual.

4. Adequate competitive programs organized on neighborhood and community levels will meet the needs of these children. State, regional, and national tournaments; bowl, charity, and exhibition games are not recommended for these age groups.

5. Education and recreation authorities and other community youth-serving agencies have a definite responsibility for the development of adequate neighborhood and community programs of games and sports and to provide competent leadership for them.

6. The competent, professionally-prepared physical educators and recreation leaders are the persons to whom communities should look for basic leadership. This personnel should provide the in-service training for the voluntary worker and potential leaders. Professional physical education and recreation personnel should be actively concerned with competitive athletics in their communities and should give leadership and direction to them. (9:103)

The three groups, the American Association for Health, Physical Education, and Recreation, the National Association of Secondary School Principals, and the National Federation of State High School Athletic Associations formed a national subcommittee which identified and analyzed the arguments for and against junior high interscholastic athletics. Four basic points were agreed upon and formulated:

1. That the sedentary habits of living associated with our mechanized society may seriously impair the fitness of American youth; and that the schools should contribute to the opportunities provided for participation in vigorous physical activities.
2. That all youngsters can profit—educationally, as well as physically—from participation in competitive athletic activities appropriate to their age groups.

3. That to provide opportunities for all youngsters to profit from participation in competitive athletic activities, the school must provide adequate programs of basic physical education, intramurals, and recreational activities of a physical nature.

4. That athletic competition for youth should be carefully supervised and controlled; and that every effort should be extended to insure that such competition provides safe, educational experiences for the participants. (2:13)

Developing Standards for Junior High School Athletics

These four basic points having been established, the next step for the subcommittee was to develop a set of basic principles and recommendations. Since every community in the United States has different facilities, personnel, and financial problems, these standards are best used as a guide by states or local communities in formulating specific regulations for conducting athletic programs in their own junior high schools. (10:37)

It is the obligation of a junior high school to provide opportunities for all students to participate. These opportunities are best provided through:

1. A required program of physical education in which instruction and guided practice are provided in a variety of physical activities that are suited to the nature and needs of the junior high school student.
2. A well-organized and well-conducted program of intramural (within the school) competition in which opportunities are provided for all students to put into practice the knowledge and skills acquired in the required physical education program.

3. A Physical Recreation Program in which all students are provided opportunities to participate informally in a variety of vigorous activities. (10:37-38)

If a junior high school has adequate programs of required physical education, intramural, and physical recreation, a limited program of interscholastic athletics is acceptable. This program gives those students with exceptional abilities or talents an opportunity to develop them. The subcommittee has suggested that such programs of interscholastic athletics be organized and conducted in accordance with the following principles:

1. The interscholastic athletics program for boys in the junior high school should make definite contributions toward the accomplishment of the educational objectives of the school.
   a. Primary emphasis should be placed on providing educational experiences for the participants rather than on producing winning teams or providing entertainment for the student body and the patrons of the school.
   b. Practices that tend to distort the importance of interscholastic athletics in the school program should be prohibited. Such practices include the giving of undue publicity via the press, radio, or television to the accomplishments of individual players or of teams; the organization of "pep" squads, marching bands, and similar organizations to promote artificial enthusiasm and partisan behavior among the spectators, and the holding of pregame "pep" meetings, victory celebrations, or letter-award ceremonies to provide special recognition for individual players or teams.
c. The practice sessions and the athletic contests should be so scheduled that the academic program of the school is not directly or indirectly disrupted. To conserve the time available to the participants for homework, the practice sessions for interscholastic athletics should be relatively short. Under no circumstances should any practice session be longer than 90 minutes. Athletic contests should be held in the afternoons immediately after school hours, rather than at night; and except on rare occasions should be held on the last day of the school week.

d. The interscholastic athletics program should be so conducted that desirable school citizenship and good sportsmanship are fostered among both participants and spectators.

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

a. The physical education program, the intramural program, and the physical recreation program should hold precedence over the interscholastic program. Under no circumstances should an interscholastic athletics program be provided which demands a disproportionate allotment of time, facilities, or personnel services at the expense of the programs for all boys and girls.

b. The members of the interscholastic teams should be excused from the required physical education classes only for the class periods in which the activity being presented to the class is the sport in which the members of the interscholastic teams are participating.

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

a. The interscholastic teams should be coached by certified teachers—preferably teachers of physical education—who are members of the regular staff of the school in which the coaching is done. For these teachers, the coaching
assignments should be considered part of their regular teaching duties and should be taken into account in the assessing of their total teaching loads.

b. The administrative policies for the school should require that the teachers who coach interscholastic teams give basic priority to their teaching duties.

c. The teachers who coach interscholastic teams should possess, in addition to a knowledge of the sports for which they are responsible, a knowledge of: (1) child growth and development, (2) the effects of exercise on the human organism, (3) first aid, and (4) the place and purpose of interscholastic athletics in the educational program. They should have at least a minor in physical education.

4. The interscholastic athletics program for boys in the junior high school should be so conducted that the physical welfare of the participants is protected and fostered.

a. Boxing, as a competitive sport, should be prohibited.

b. Tackle football—because of its contact aspects, the intensity with which it is played when emotions run rampant, and its relatively high injury rate—presents certain special problems. These problems are intensified in communities where there are pressures to use junior high school athletics as a "farm system" for the intensive development of high school "prospects". Unless these factors can be controlled—and the kind of equipment, facilities, health supervision, coaching, and officiating that are necessary for the optimum safety of the participants can be provided—tackle football should not be included in the junior high school athletics program.

c. Before being allowed to report for practice or to participate in any phase of interscholastic athletics, each boy should have a thorough medical examination which includes a careful review of his health history. Subsequent medical examinations should be given as needed.

d. Participants should be furnished with complete, well-fitted protective equipment of the highest quality—not "hand-me downs" or equipment of an inferior grade.
e. Participants should be so matched in terms of height, weight, physiological maturity, and ability so that they may to a reasonable degree participate with safety and satisfaction. Practically, the determination of the relative physiological maturity of participants is not a simple task. However, the Crampton Index (degree of kinking of pubic hair) provides a helpful clue. An estimate by the physician during the medical examination and continued observation by the coach may also be of assistance in judging maturity. Sensitivity to the need to appraise maturity as an important aspect of matching participants is a valuable attribute in the examining physician, the coach, and others involved.

f. A written policy in which are clearly defined the financial responsibilities for injuries incurred in interscholastic athletics should be formulated. The players, the parents of the players, and the general public should be informed concerning these policies.

g. Individual participants should be allowed to take part in interscholastic contests only after three weeks of physical conditioning and training.

h. The rules, the equipment, and the playing area for each interscholastic activity should be modified in accordance with the interests and the capacities of junior high school boys, as should the length of the playing season and the number of games played during each season. Under no circumstances should the number of contests played by junior high school teams be greater than half the number played by the senior high school teams. No boy should participate in more than one interscholastic contest a week. Interscholastic tournaments should be prohibited.

i. A physician should be present during all interscholastic contests in which injuries are likely to occur. Definite procedures for obtaining without undue delay the services of a physician to care for injuries that occur during practice sessions should be established.

j. Participants who have been ill or injured should be readmitted to practice sessions or contests only upon the advice of a physician.
k. Certified officials should be engaged to officiate at all interscholastic contests.

l. The welfare of the individual boy should be the basic criterion which determines whether or not the boy should participate in interscholastic athletics. (10:38-41)

Based upon the evidence in Chapter III, it is the conclusion of the investigator that the junior high school athletic programs must have separate rules and regulations which provide for the physical and mental changes which a junior high student undergoes. It is for these reasons that the controls that are outlined on the previous pages are essential in order to conduct an effective program of junior high school interscholastic athletics. Without evaluating the athletic program so that it makes definite contributions toward the educational objectives of the school; eliminating high-pressure tactics; hiring qualified personnel; requiring a physical examination; purchasing good equipment; protecting the athletes by grouping them according to maturity and physical size; requiring athletic insurance; regulating practice, length of seasons, number of games per week and per season, the hiring of certified officials and keeping the welfare of the individual boy in mind, a school district should not attempt to establish or maintain a junior high school interscholastic athletic program. With these needs in mind, it is the purpose of Chapter IV to analyze the rules and regulations of six western state activity association handbooks in order to establish the need for specific rules for junior high school athletics and for revisions of their handbooks to include junior high school athletics.
CHAPTER IV

ANALYSIS OF THE DATA

The purpose of Chapter IV is to analyze the rules and regulations pertaining to junior high school athletics of six western state activity association handbooks. The rules and regulations subjected to analysis were limited and divided into areas. The Washington State Activity Association handbook was referred to as a guide in order to select the various rules used in this study. This was done because the Washington State Association handbook had the most comprehensive coverage of junior high school rules out of the six state associations selected for this research topic. The following is a list of the categories used in this study:

1. Physical Examinations and Athletic Insurance

2. Eligibility of Students—general residence requirements, age, semesters of competition, sports per season limitation, number of squads permitted, membership, sixth grade participation, eighth graders where eighth through four high school enrollment is less than 75, seventh and eighth graders joining with ninth graders.

3. Football—length of season, practice limitations, and regulations, game limitations and regulations, playing periods.

4. Basketball—length of season, game limitations and regulations, playing period.

5. Track—length of season, limitations on meets, limits on participation in meets.

   A. National Federation Guideline for Junior High Track
(1) Field Events
(2) Track Events
(3) Order of Events
(4) Competitive Divisions

Each area or rule is divided into two columns. The letter R in column one stands for Required. The letters NR in column two stand for No rule. The purpose of this system is to acquaint the reader with the various rules in each category, to show which state athletic associations have specific rules covering junior high school athletics, and which states have a few or no rules governing junior high school athletics. This procedure establishes the need for specific rules for junior high school athletics and for revisions of state activity association handbooks to include junior high school athletics.

TABLE 1

Table 1, page 39, deals with two specific categories—athletic insurance and physical examinations. Each rule was divided into two sections—required or no rule. This was done in order to determine which state activity association handbooks required, or had no rule, pertaining to this area of junior high school athletics.

Athletic insurance. The state association of California, Idaho, Montana, Oregon, and Wyoming schools had no rule pertaining to this category. The association handbook of Washington was the only state requiring athletic insurance for junior high athletes. The handbook
states:

Washington—No student shall be eligible to represent his school in interschool athletic competition in a recognized high school or junior high school sport unless he is partially covered by athletic accident insurance. (19:34)

TABLE 1. ATHLETIC INSURANCE AND PHYSICAL EXAMINATIONS FOR JUNIOR HIGH SCHOOL ATHLETES

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R - Indicates required
NR - Indicates not required

Physical examinations. Concerning the rule pertaining to physical examinations, the state associations of California, Montana, and Washington require junior high school athletes to have a physical examination before they may participate in interschool athletics. The
specific rules of each state association are:

**California**—An annual physical examination given by a person who holds a physician and surgeons certificate from the State Board of Medical Examiners of California or any other state, is required for a boy to participate in interschool athletic competition. (7:29)

**Montana**—Physical examinations are required for all boys in all sports. A physical at the beginning of each year meets this requirement. (16:193)

**Washington**—Every student who participates in interscholastic athletics must have passed a physical examination from a licensed medical physician after the close of the previous school year. (19:40)

The state associations of Idaho, Oregon, and Wyoming had no rule regarding physical examinations for junior high school athletes.

In summary, only one state activity association, Washington, required athletic insurance for junior high school athletes. This responsibility, according to the other handbooks, is generally left to the individual school administrator or athletic director of each school district.

The state associations of California, Montana, and Washington require junior high school athletes to have a physical examination by a licensed physician before they may participate in interscholastic athletics.

Table 2

The second category concerns eligibility requirements. The rules were limited to general residence requirements, age, semesters of
competition, competition limits, sports per season limitations, number of squads permitted, membership, and sixth grade participation. Of real interest is the fact that only two state associations, Montana and Washington, have rules pertaining to eligibility requirements for junior high athletes. However, four state associations, California, Montana, Oregon, and Washington, allow junior high schools to belong to their association. Two state associations, Idaho and Wyoming, have no provisions of any type in their handbooks for junior high school athletics.

Residence requirements. Only the Montana and Washington activity associations have rules concerning residence requirements for junior high school athletes. Both associations agree that the parents of the student must live in the district and that the student must have been in attendance the previous semester. In the case of transfer students, there is a difference in the rules in each handbook. The rules state:

Montana—Any student who shall change junior high schools, except upon a corresponding change of residence by parent or legal guardian, shall be ineligible to participate in any interscholastic contest for a period of one semester, or two semesters when the change of junior high schools is from one school system to another system within a city or school district. This rule applies to a student who transfers after twenty days of enrollment in grade seven, eight, or nine, except when the student has completed the highest grade offered by a school district or any school in a school system. (16:192-193)

Washington—A student from a non-high school district who transfers from the junior or senior high school of original entry to another junior or senior high school would have to establish a year's residency before becoming eligible. This requirement would be waived if the transfer of the student was made necessary because
<table>
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<th>Residence requirements</th>
<th>Seventh and eighth graders joining with ninth graders</th>
<th>Eighth graders where 8-4 enrollment is less than 75</th>
<th>Number of sports permitted</th>
<th>Sports per semester limitation</th>
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of school board action in changing district bus routes. (19:38-39)

Both handbooks have exceptions dealing with special cases in this area. It is sufficient for this investigation to note this fact. If further information is desired, the reader may refer to the state association handbooks (1970-1971) of Montana and Washington.

Age. Two out of six state activity associations, Montana and Washington, had rules regulating the age of junior high students who want to participate in junior high school interscholastic athletic competition. The rules are:

Montana—A boy shall be ineligible for junior high school competition when he attains his sixteenth birthday on or before midnight August 31. (16:192)

Washington—A. In fall or winter sports, a player shall be under 16 years of age as of September 1st of the current year. In spring sports, a player shall be under 17 years of age as of March 1st of the current year.

B. A ninth grade boy who is ineligible to compete in junior high school athletics due to the age rule may participate in all sports in the senior high school of his district provided that both junior and senior high school principals of the school district concerned approve. His scholastic eligibility shall be certified by the junior high school principal to the senior high school principal. In no event shall he be entitled to more than four seasons of high school competition in his nine through twelve grades. (19:41)

Semesters of competition; Competition limits; Sports per season limitations; Number of squads permitted; Sixth grade participation; Eighth graders where eight through four high school enrollment is less than seventy-five; Seventh graders joining with ninth graders. The Washington Interscholastic Activities Association is the only association
which has rules pertaining to these categories. The rules are:

Semesters of competition—A. A junior high school player shall have completed all class work in the elementary school. He shall be eligible for only as many semesters of competition as there are semesters of work offered in his school up to six.

B. Students are eligible for competition in the first two semesters of attendance in any given grade provided they are eligible in all other respects. This would enable a boy who had been retained in the seventh or eighth grade to participate in the next grade or grades provided he was eligible in all other respects. (19:41)

Competition limits—A. Junior high schools can play only teams from member schools of the State Activities Association and these schools must abide by the Junior High School Code for the full sport season.

B. Competition is limited to seventh, eighth, and ninth graders.

C. Junior high school teams cannot play ninth grade teams from a nine through twelve high school unless all the ninth graders from the nine through twelve school are declared at the beginning of the season as under the Junior High School Code and have so informed the Association Office.

D. Where the ninth grade is part of a junior high school program (6-3-3 organizational pattern), the ninth grade student shall not participate in any high school (10-12) athletic program, except in the case of the overage student. If no participation is available in a given sport on the junior high level, and both junior high and senior high principals agree, ninth grade students may participate in the high school program.

E. A junior high school team cannot play with or against tenth graders under any circumstances. (19:41)

Sports per season limitation—A student shall not participate concurrently in more than one interscholastic sport per season. This does not prohibit track field days held after the close of the baseball season. (19:41-42)

Number of squads permitted—Each junior high school may field one or more A or B squads of seventh, eighth, or ninth grade teams in each sport. The limitation of games is only for a particular squad and individual players. (19:42)

Sixth grade participation—If the total enrollment of the seventh and eighth grades in an elementary school is not over 50,
the sixth grade pupils of the school may be permitted to partici-
pate on all the seventh and eighth grade teams, except tackle foot-
ball. (19:42)

Eighth graders where eight through four high school enroll-
ment is less than seventy-five—An eighth grade student may partici-
pate on a high school team if the enrollment of that high school is
less than seventy-five students. This participation does not count
against his high school eligibility. (19:42)

Seventh and eighth graders joining with ninth graders—A
school district which operates under an organizational pattern other
than 6-3-3 may join the seventh and eighth graders from member
schools with high school ninth graders for junior high school compe-
tition in any one or all of the sport seasons. If there is more
than one high school operating within the school district under the
eight through four plan, each may draw from only the elementary
schools which feed that high school. (19:42)

On the rule dealing with seventh and eighth graders joining with
ninth graders, only the association in Washington had a rule directly
pertaining to this area. The association handbooks of California
and Oregon, in the question and answer or interpretations sections,
give a brief statement about this problem. However, there is no rule
or section pertaining to junior high school athletics, so these state-
ments are not considered as a rule per se.

Membership. Four state activity associations, California, Mon-
tana, Oregon, and Washington, have provisions for junior high schools
to belong to their associations. The state activity associations in
Idaho and Wyoming are strictly high school associations. The rules
pertaining to membership are:

California—Associate membership shall be open to junior
high schools . . . which desire competition with CIF Southern
section schools. (7:11)
Montana—Any junior high school accredited by the State Board of Education in Montana and administered as a separate unit apart from the senior high school and elementary school may become a member of the Association by applying for membership and paying the annual dues. Any junior high school that becomes a member of the Association shall abide by the Association's general eligibility rules that apply to junior high schools and the junior high school rules as adapted for junior high schools by the Association. (16:10)

Oregon—Any high school, junior high school, or elementary school within the State of Oregon, public or private, may become a member of the Association. (17:15)

Washington—Membership in this Association shall be open to all public schools eligible for participation in interscholastic activities. Schools meeting the requirements for membership may apply as members under one of the following:
   a. Four-year high school
   b. Three-year senior high school
   c. Six-year high schools
   d. Two or three year junior high schools
   e. Elementary schools having either a seventh grade, an eighth grade, or seventh and eighth grade. (19:16-17)

In summary, it is an interesting fact that the Idaho and Wyoming Activity Associations have no eligibility requirements at all for junior high schools who compete in interscholastic athletics in these states. Only two state associations, Montana and Washington, have rules concerning residence requirements and age for junior high school athletes. Five state associations had no rules governing the semesters of competition, competition limits, sports per season limitations, number of squads permitted, sixth grade participation, eighth graders where eight through four high school enrollment is less than 75, and seventh and eighth graders joining with ninth graders. The Washington Interscholastic Activities Association was the only handbook which had rules
pertaining to these categories of junior high school athletics.

Four state activity associations, California, Montana, Oregon, and Washington have provisions for junior high schools to belong to their associations. However, only the Montana and Washington Associations have specifically stated rules in their handbooks regarding eligibility requirements for junior high school athletics. The state association handbooks of California and Oregon, require that the junior high schools be subject to the association's rules and regulations, but no regulations concerning junior high school eligibility requirements are directly stated in the handbook. Are the junior high schools in these states supposed to set up their own guidelines? This is one of the important problems that this paper deals with. Because of a lack of specific rules governing junior high school athletics, many abuses can and do occur. The young athlete is the one who suffers in the long run. The state associations who have no rules or regulations for junior high athletics are not living up to their obligations or responsibilities to the member schools.

Table 3

Table 3 focuses on junior high school football regulations. The four rules deal with length of season, practice limitations and regulations, game limitations and regulations, and playing periods. (See page 48)
TABLE 3. FOOTBALL REGULATIONS

<table>
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<tr>
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<th>Game limitations and regulations</th>
<th>Playing periods</th>
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R - Indicates Required  
NR - Indicates Not Required
Length of season. Four state associations, California, Oregon, Montana, and Washington, have rules pertaining to the length of a football season for junior high schools. The Idaho and Wyoming Associations had no rule in this area. The rules of the state associations that regulate this area are:

**California**—No member school may begin organized football practice in the fall earlier than the Tuesday following Labor Day. There shall be no inter-school games or scrimmages, except playoff games after November 21 of any school year. *(7:67-68)*

**Oregon**—Any school activity practice may begin the third Monday prior to the second Friday in September. The football season shall begin the first of September and close with the championship games which will be played the last weekend in November or the first weekend in December. *(17:16)*

**Montana**—Practice may not start before August 24th, or 25th when the 24th is on a Sunday. *(16:194)*

**Washington**—Football season opens September 1 or the first day of the fall term, whichever is earlier. The season will close on or before November 15. *(19:53)*

It must be noted that the rules as stated in the California and Oregon Association handbooks were directed toward high school athletic competition, but the beginning dates in both handbooks are applicable to junior high schools. The rule in the Montana Association handbook did not specify a closing date for the season. This date is normally determined by the number of games that a junior high school may play in one season.

Practice limitations and regulations. The California, Montana, and Washington Associations have limitations or regulations for junior
high school athletes when participating in an interscholastic football
practice. The associations of Idaho, Oregon, and Wyoming have no rules
governing this aspect of junior high school athletics. The limitations
and regulations controlling junior high school football practice are:

California—Eighth and ninth grade boys from elementary or
junior high schools may not take part in football practice at the
high school. High school coaches may not conduct football practice
at elementary or junior high schools involving boys from those
schools.
No games may be played by any high school football team until
it has had fourteen days of practice.
Eighth and ninth grade boys from elementary or junior high
schools may not take part in the spring football practice at the
high school. High school coaches may not conduct spring football
practice at elementary or junior high schools involving boys from
those schools. (7:65-68)

Montana—Practice may not start before August 24th, or 25th
when the 24th is on a Sunday. No practice session shall exceed
twelve hours in length.
No football game shall be played until each team (squad) has
a minimum of 15 practice sessions of at least one practice session
per day on fifteen different days (no practice on Sunday) at the
start of the football season. (16:194)

Washington—All interschool football competition must be
preceded by at least fifteen practice days in which Saturday prac-
tice may be included, but not Sunday.
Each player must have at least fifteen practice days before
his first game or jamboree. (19:53)

Game limitations and regulations. Only three state associations,
California, Montana, and Washington, had rules governing junior high
school interscholastic football games. The rules are:

California—Not more than two football games may be played by
any CIF, Southern Section, team in any one calendar week. (7:65)

Montana—No school team or individual player may participate
in more than six games, which shall be scheduled with no more than
one game per week. (16:194)

Washington—Not more than six games plus a jamboree shall be played in any season. The jamboree shall not include more than two quarters of 10 minutes each for each team participating. Any interschool game, interschool scrimmage, or practice game is counted as one of the six games of the season.

Not more than one game or any part of one game per week shall be participated in by a junior high school player. (19:53)

Playing periods. Two state associations, California and Washington, have rules pertaining to the length of playing periods for junior high school interscholastic football games. The rules are:

California—The length of the quarters in Sophomore, Class A and Class B football games shall be twelve minutes, and in Class C, Freshman, and Junior High School games, ten minutes. Quarters may be shortened only by mutual consent of both competing schools. The time between the halves shall not be less than the length of a quarter of the game. (7:65)

Washington—Eight minute quarters shall be played in junior high football. (19:53)

In summary, the Idaho and Wyoming Associations have no rules governing junior high school football. Four state associations, California, Montana, Oregon, and Washington, have rules governing the length of a season. However, the rules in the California and Oregon Association handbooks were directed toward high school athletic competition. This emphasizes a major problem with junior high schools who belong to a state athletic association and are required to comply with rules which are intended for high school students and merely extended to the junior high school level. There is a great difference between the physical and the mental maturity of a high school athlete and a junior
high school athlete. This fact was established in Chapter III.

In two other categories, practice limitations and regulations, and game limitations and regulations, three state associations, California, Montana, and Washington, specified the length of the playing periods for a junior high school interscholastic football game.

Table 4

The function of Table 4, page 53, is to show which state activity associations have rules governing junior high school interscholastic basketball. The areas under consideration are length of season, practice limitations and regulations, game limitations and regulations, and playing periods. The associations of Idaho and Wyoming have no rules pertaining to any of the above categories.

Length of season. Four state associations, California, Montana, Oregon, and Washington, have rules pertaining to this area. The rules are:

California—Organized after-school team basketball practice in any school cannot begin earlier than November 1.
   No organized after-school team practice in basketball shall be conducted after the final league practice, tournament or play-off contest of a particular school until on or after June 1. (7:58-59)

Montana—No organized school practice sessions may be held previous to November 1. All interschool competition for grades seven and eight must be from December 1 to March 1; for grade nine, interschool play will be from the Friday following Thanksgiving to the end of the state tournament for that school's senior high classification. (16:194)
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R - Indicates Required
NR - Indicates Not Required

TABLE 4: BASKETBALL REGULATIONS FOR JUNIOR HIGH SCHOOL ATHLETES
Oregon--The basketball season shall begin December 1 and shall close with the last day of the State AAA Basketball Tournament . . . (17:16)

Washington--Basketball season opens on November 15. No basketball games or jamborees are to be played before December. The season will close on March 15. (19:49)

The rules as stated in the California and Oregon state association handbooks are directed toward high school athletic competition, but the dates are to be regarded by junior high schools who belong to these associations.

Practice limitations and regulations. Only the Montana and Washington activity associations have limitations and regulations for junior high school basketball practices. The rules are:

Montana--No school may play interschool basketball until twenty-one calendar days have elapsed from the start of practice. At least fifteen organized practice sessions must be conducted before interschool play is permitted. Practice sessions shall not exceed one and one-half hours in length and shall not exceed more than one per day. (16:194)

Washington--Each player must have at least ten days of practice before the first game. (19:49)

Game limitations and regulations. The state associations of California, Montana, and Washington have limitations and regulations for junior high school interschool basketball games. The rules are:

California--No inter-school games may be scheduled prior to December 1. Two inter-school scrimmages may be scheduled between November 15 and November 30.

No athlete shall be allowed to compete on two classification teams in basketball during the same calendar week. (7:59-60)

Montana--The maximum number of games for interschool play shall be:
Ninth graders - eighteen games
Eighth graders - ten games
Seventh graders - eight games

No more than one game per week will be permitted for seventh and eighth grades, and for ninth grades, no more than two games per week will be permitted.

There shall be no interschool participation in the following: tournaments, all-star contests, jamborees, and championship tournaments or play-offs. (16:194)

Washington—Not more than twelve games and one jamboree shall be participated in by junior high school teams during a season. Any interschool game, interschool scrimmage or practice game is counted as one of the twelve games of the season.

Each player is limited to participation in twelve games per season. Any amount of participation is considered as a game and means that a boy may not participate in an "A" and "B" squad game on the same day or same week, except where the following paragraph applies.

There shall not be more than one game or jamboree per week per squad, except two junior high school basketball games shall be allowed to be played within one week, provided they are not on successive weeks. Also, this is not to take place more than twice in any one season with at least two calendar days between games. (19:49)

Playing periods. Three state associations, California, Montana, and Washington, have rules stating how long a playing period may last for junior high school basketball games. The rules are:

California—The length of quarters for Class A and B basketball games shall be eight minutes, and for Class C, D, Freshman and Junior High School games, six minutes. (7:60)

Montana—The maximum length of the quarters shall be:
- Ninth graders - eight minutes
- Eighth graders - seven minutes
- Seventh graders - six minutes (16:195)

Washington—The National Federation rules which provide playing periods of six-minute quarters shall be followed. (19:49)
In summary, the California, Montana, Oregon, and Washington Associations have rules regulating the length of the junior high school basketball season. However, the rules as stated in the association handbooks of California and Oregon are for high school athletic competition. The rules are merely extended down to the junior high school level. The same problem occurred with the rules pertaining to the length of a junior high school football season.

Two associations, Montana and Washington, have limitations and regulations for junior high school basketball practices.

The state associations of California, Montana, and Washington have limitations and regulations for junior high school interschool basketball games and playing periods.

The Idaho and Wyoming associations have no rules of any type regulating junior high school basketball. The Oregon Association has only one rule regarding the length of a basketball season, which is directed for high school athletic competition. Again, the problem arises, as to what or whose guidelines do the junior high schools follow who compete in athletics in these states?

Table 5

Table 5, page 57, is concerned with rules and regulations which pertain to junior high school interscholastic track competition. The areas are the length of a track season, limitations on meets, and
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<thead>
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R - Indicates Required  NR - Indicates Not Required
limits on participation in meets. A copy of the National Federation Guideline for Junior High Track as taken from the Washington Interscholastic Activities Association Handbook is provided. This guideline suggests the Field and Track Events, the order in which they should be run, specifications for instruments, and a classification procedure of participants by weight, height, and age. It was found that those state associations, Washington and Montana, who have regulations concerning track follow the suggested guidelines of the National Federation. The Montana Association handbook has modified the rules to a limited extent.

Length of season. The Washington Interscholastic Activities Association handbook was the only one that had a rule which determined the length of a junior high school track season. The rule is:

Washington—The track season shall open with March 1 and close with the regular closing of the school term. Not only will this date of March 1 be used in determining eligibility on age, insurance, etc., but this will be the opening date for track turn-out and practice. (19:63)

Limits on meets. The state associations of Montana and Washington had rules regulating the limits of a junior high school track meet. The rules are:

Montana—Meets shall be scheduled on the basis of no more than one per week. In cases of inclement weather, meets may be rescheduled, but at least four days must elapse between meets. (16:195)

Washington—A track squad or squad member shall not participate in more than one meet per week with a season limit of eight meets. County and district meets are permitted, but are to be
Limits on participation in meets. Two state associations had rules dealing with participation of junior high school athletes in track meets. The rules are:

**Montana**—A. The following limitations apply to ninth grade students:
1. A ninth grade boy shall not enter or be allowed to compete in more than a total of five events (track and/or field). He may not participate in more than three running events, including relays.
2. A ninth grade boy shall not participate in any running events of a distance greater than one mile and may not enter or participate in more than one running event of 880 yards or longer.
3. The maximum distance for ninth grade boys for a cross-country race shall be one and one-half miles.

B. Seventh and eighth grades—maximum participation for any student is three events.
1. A maximum race of 440 yards in length
2. Field events limited as follows:
   a. eight-pound shot
   b. junior high discus
   c. pole vault
   d. high jump
   e. broad jump
3. Track events limited as follows:
   a. any race up to and including 440 yard dash
   b. thirty-inch regulation low hurdle race—not to exceed 120 yards in distance
   c. relays up to a maximum of 880 yards

C. It is recommended that when meets involve qualifying events or trials, all trials or races be organized on a time basis to determine the finalists or winners. No trial heats to be run.

**Washington**—A. An individual must have at least fifteen school days of practice before competing in the first meet.
B. A contesteant may compete in a total of three events, provided that not more than two events are from either the approved track or field lists. In other words, a contestant may be in two track events and one field event or two field events and one track
event, but not in three field events or three track events.

C. If one of his running events is a "run" (intermediate or distance), his other two events must be field events. Relays count as events. (19:63)

The National Federation guideline for junior high track. The guideline is adapted from the Washington Interscholastic Activity Association handbook. The Association suggests that all schools use these guidelines in organizing and running their track programs.

Policy statement—Interschool competition on the junior high school level can make a valuable contribution to the educational program of the student if the sport is properly organized, supervised, and regulated. This is particularly true in track and field, which can lend itself so well to the capabilities of the individual.

The following: (a) List of Events, (b) Order of Events, and (c) Specifications for Instruments, are suggested for Junior High School Track and Field. They are to be used as a guide and drawn upon by school officials to plan track programs and meets appropriate for the junior high school student.

A. Suggested List of Events (A general list of events that may be drawn upon to plan a meet. Events appropriate to the development of the student should be used. Less strenuous events or shorter distances may be used.)

Field Events
- Pole Vault
- Shot Put
- High Jump
- Discus
- Running Long Jump
- Triple Jump (for ninth grade or more mature classification)

Track Events
- Hurdles, High—120 yards or less (for ninth grade or more mature classification)
- Hurdles, Low—120 yards, 100 yards, 80 yards
- Dash, Short—100 yards, 80 yards, 60 yards
- Dash, Long—220 yards, 180 yards, 110 yards
- Run, Intermediate—440 yards, 330 yards, 220 yards
- Run, Distance—880 yards, 660 yards, 440 yards
- *Relay, Short—May be made up of any combination of shorter recommended distances
- *Relay, Long—May be made up of any combination of longer recommended distances
- *No individual runner is to exceed distance of dash or run recommended for his classification.
B. Suggested Order of Events

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<tr>
<th>Event</th>
<th>9th Grade</th>
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</tr>
</thead>
<tbody>
<tr>
<td>or Highest</td>
<td>Exceed</td>
<td>Exceed</td>
<td>Exceed</td>
</tr>
<tr>
<td>Classification Not to Exceed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hurdles, Low</td>
<td>120 yards</td>
<td>100 yards</td>
<td>80 yards</td>
</tr>
<tr>
<td>Dash, Short</td>
<td>100 yards</td>
<td>80 yards</td>
<td>60 yards</td>
</tr>
<tr>
<td>Run, Distance</td>
<td>880 yards</td>
<td>660 yards</td>
<td>440 yards</td>
</tr>
<tr>
<td>Relay, Short</td>
<td>(To be made up of shorter suggested distances)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Run, Intermediate</td>
<td>440 yards</td>
<td>330 yards</td>
<td>220 yards</td>
</tr>
<tr>
<td>Dash, Long</td>
<td>220 yards</td>
<td>180 yards</td>
<td>110 yards</td>
</tr>
<tr>
<td>Relay, Long</td>
<td>(To be made up of longer suggested distances)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of hurdles used and the space between them should be appropriate to the distance of the race and the maturity of the performer.

1. If but one relay is used, it should be placed last.
2. Time between running events should be spaced so a boy will not run in two successive races without at least fifteen minutes' rest.
3. Field events should be appropriately interspersed in the running events and, if need be, started before the running program so they will be completed just prior to the final running event.

C. Suggested Specifications for Instruments

1. Shot—eight pounds—plastic-coated
2. Discus—three pounds, 3.25 ounces—rubber
3. Other equipment similar to high school

Competitive Divisions—for State of Washington—

A. There may be three competitive divisions—"A", "B", and "C", based on age, height, and weight exponents. The "A" Division would consist of the oldest, heaviest, and tallest boys; the "B" Division, the middle group; and the "C" Division, the youngest, lightest, and shortest group.

B. The use of a competitive division in track is highly recommended as a way of equalizing competition and a means of offering competitive experience in track to more boys.

C. Schools which have only varsity competition or schools not using classification divisions may select events from all three classifications.
### Classification Procedure of Participants by Weight, Height, and Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Exp.</th>
<th>Height</th>
<th>Exp.</th>
<th>Weight</th>
<th>Exp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:9-12:2</td>
<td>24</td>
<td>47 down</td>
<td>22</td>
<td>53-59</td>
<td>9</td>
</tr>
<tr>
<td>12:3-12:8</td>
<td>25</td>
<td>47½-49</td>
<td>23</td>
<td>60-65</td>
<td>10</td>
</tr>
<tr>
<td>12:9-12:2</td>
<td>26</td>
<td>49½-51½</td>
<td>24</td>
<td>66-71</td>
<td>11</td>
</tr>
<tr>
<td>13:3-13:8</td>
<td>27</td>
<td>52 -53½</td>
<td>25</td>
<td>72-78</td>
<td>12</td>
</tr>
<tr>
<td>13:9-14:2</td>
<td>28</td>
<td>54 -55½</td>
<td>26</td>
<td>79-84</td>
<td>13</td>
</tr>
<tr>
<td>14:3-14:8</td>
<td>29</td>
<td>56 -57½</td>
<td>27</td>
<td>85-90</td>
<td>14</td>
</tr>
<tr>
<td>14:9-15:2</td>
<td>30</td>
<td>58 -59½</td>
<td>28</td>
<td>91-96</td>
<td>15</td>
</tr>
<tr>
<td>15:3-15:8</td>
<td>31</td>
<td>60 -62</td>
<td>29</td>
<td>97-103</td>
<td>16</td>
</tr>
<tr>
<td>15:9-16:2</td>
<td>32</td>
<td>62½-64</td>
<td>30</td>
<td>104-109</td>
<td>17</td>
</tr>
<tr>
<td>16:3-16:8</td>
<td>33</td>
<td>64½-66</td>
<td>31</td>
<td>110-115</td>
<td>18</td>
</tr>
<tr>
<td>16:9-17:0</td>
<td>34</td>
<td>66½-68</td>
<td>32</td>
<td>116-121</td>
<td>19</td>
</tr>
<tr>
<td>68-70</td>
<td>33</td>
<td>122-128</td>
<td>34</td>
<td>129-134</td>
<td>21</td>
</tr>
<tr>
<td>71 -72½</td>
<td>34</td>
<td>135-140</td>
<td>35</td>
<td>141-146</td>
<td>22</td>
</tr>
<tr>
<td>73 -74½</td>
<td>35</td>
<td>147-153</td>
<td>36</td>
<td>154-159</td>
<td>23</td>
</tr>
<tr>
<td>75 up</td>
<td>36</td>
<td>156-165</td>
<td>37</td>
<td>166-171</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>172-178</td>
<td>38</td>
<td>179-184</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>185-190</td>
<td>39</td>
<td>191 up</td>
<td>26</td>
</tr>
</tbody>
</table>

Competitive divisions are based on the sum of the exponents as found by adding the individual exponents given for each age, height, and weight.

**Sum of Exponents**

- **A Division**—83 and over
- **B Division**—75 – 82
- **C Division**—74 and under

D. When the competitive divisions are used in track, commitments on these divisions must be made by April 1. After that date, a boy may participate in divisions above his classification, but not in divisions below. Where a boy is moved from a lower division to a higher division for the remainder of that sport season. (19:63-66)

In summary, only one state activity association, Washington, had a rule pertaining to the length of a junior high school track season.
Two state's associations, Montana and Washington, had rules governing the limitations of junior high school track meets, and limits for the junior high school athlete who participates in these interscholastic track meets.

The National Federation Guideline for Junior High Track, as taken from the Washington Interscholastic Activities Association, was presented. It is suggested that junior high schools in Washington follow these guidelines when conducting their track programs. If all state association handbooks had specific or suggested guidelines for junior high school track as does the Washington handbook, the junior high schools in those states could eliminate inadequate or poorly organized programs. This is a step in the right direction to improve the junior high school athletic program for those who coach and participate and have no specific rules or guidelines to go by.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to analyze the rules of six western state athletic associations governing junior high school athletics: football, basketball, and track.

A table comparison was made after dividing the rules into five areas: (1) Physical Examinations and Athletic Insurance; (2) Eligibility of Students; (3) Football; (4) Basketball; and (5) Track. Specific categories were selected for each area. Each area was divided into two columns. The letter R in the first column means that a particular state athletic association had a specific rule regulating this area of junior high school athletics. The letters NR in the second column means that a state athletic association had no rule governing that area of junior high school athletics. A detailed analysis of each table is included, which entails a listing of the specific rules of each state association handbook per area followed by a summary of the results.

The purposes of this method were to acquaint the reader with the various rules in each category, and to show which state athletic associations have or do not have specific rules governing junior high school athletics. By analyzing the handbooks in this manner, a definite need
was established for specific rules for junior high school athletics and for revisions of state athletic association handbooks to include junior high school athletics.

Conclusions

It is the conclusion of the investigator that there is a definite need to improve the rules and regulations that now exist or which do not exist among five of the six western state athletic associations used in this study.

The Washington Interscholastic Activities Association has a complete and comprehensive coverage of all areas pertaining to junior high school athletics which were used in this study. A special committee devoted to junior high school athletics was established for this particular purpose. This is the only athletic association in this study which fulfills its obligation to the junior high school athlete and the junior high schools which belong to the association.

The Montana High School Association handbook is the only other handbook which has a specific section of rules for junior high school athletics which covers the majority of the areas considered in this study.

The California Interscholastic Federation and the Oregon School Activities Association handbooks have only a few rules which pertain to junior high school athletics. The California Association handbook is
the more comprehensive of the two. Both of these handbooks allow junior high schools to belong to their organizations and require them to abide by their rules and regulations. What rules that are contained in the handbooks are simply high school regulations extended to the junior high level. Evidently these rules are supposed to suffice as a guideline for junior high schools and their athletes in these two states. This is an untenable situation, since junior high schools and high schools are two separate entities and should be considered as such. This fact was established by the review of pertinent literature in Chapter III, where it was the conclusion of the investigator that the junior high school athletic programs must have separate rules and regulations which provide for the physical and mental changes which a junior high student undergoes.

The most amazing fact that this study revealed was that the Idaho and Wyoming High School Activities Associations were restricted to high school interscholastic competition and would not permit junior high schools that were involved in interscholastic athletic competition in their states to belong to their associations. No rules of any type were found which would pertain to junior high school athletics. This fact alone has made this study worthwhile to the investigator.

It would seem that these state associations intend to allow each junior high school or elementary school which has seventh and eighth graders competing in interscholastic athletics to formulate their own
rules and regulations. It is the opinion of the investigator that the main function as stated in the philosophy of each association handbook is to supply guidelines and specific rules and regulations so that each junior high school can conduct an effective program of interscholastic athletics. By supplying this criteria, each school can evaluate their athletic program so that it makes definite contributions toward the educational objectives of the school. This will help eliminate various abuses, such as high pressure tactics, the hiring of unqualified personnel, the purchasing of faulty equipment, unfair practice and game techniques, the hiring of non-certified officials, and not requiring athletic insurance or a physical examination. The welfare of the individual athlete cannot be maintained unless these abuses are regulated.

It is the belief of the investigator that unless state athletic associations acquire a specific set of rules and regulations pertaining specifically to junior high school interscholastic athletics that school districts should not attempt to establish or maintain an athletic program.

Recommendations

The junior high schools in those states who do not have a specific set of rules or regulations could petition their state athletic associations to move in this direction. The National Federation of State High School Athletic Associations has published a suggested list
of guidelines and rules for most of the areas considered in this study. The state association handbooks should contain a detailed copy of these rules and regulations. It would give junior high schools a standard to go by until such time that a state association could acquire a set of rules and regulations which would be pertinent to the member schools of that state association.

Another area that could be used by these state associations who do not have any rules or regulations governing junior high school athletics is to establish a committee to examine other state associations and the programs they have developed in this area. The program contained at the end of Chapter III, which was established by a National Subcommittee devoted specifically to this purpose, is an excellent example.

The total goal of any athletic program should be to promote the welfare of the individual athlete and to offer the athlete an opportunity to improve his skills in a particular area. Having a good consistent set of rules and regulations which can be adhered to by all schools who participate in junior high school interscholastic athletics is a prerequisite before the development of any type of athletic program. The athletic associations in each state must adhere to this responsibility.
APPENDICES
P. O. Box 312  
Yelm, Washington  
January 4, 1971

"A copy of this letter was sent to all six western state athletic association."

Montana High School Association  
Box 798  
Helena, Montana 59601

Dear Sir:

I am a graduate student at Montana State University and for my professional paper I am doing a comparative study of state association rules governing junior high school athletics in six western states.

I would like to request a copy of your High School Association Official Handbook for 1970. If a 1970 copy is not available, please send a 1969 copy and any anticipated changes in the rules for 1970. I would appreciate any comments or criticisms related to junior high school athletic rules in your state. If there is a charge for this, I would be happy to have you bill me. If you would like a copy of the results of this study, I would be happy to send one to you.

Thank you for your cooperation.

Sincerely,

Phillip B. Garnett
Dear Mr. Arnold:

I want to thank you for your prompt reply to my letter regarding the address of the California Interscholastic Office.

I would like to request any information regarding problems governing junior high school athletics in the states of California, Idaho, Wyoming, Oregon, Washington, and Montana. For example, variations in eligibility and age requirements; specific rules involving variations in football, basketball, and track; and any studies which have been done in this area.

Any further information or suggestions would be deeply appreciated.

Sincerely,

Phillip B. Garnett
APPENDIX C

IDAHO HIGH SCHOOL ACTIVITIES ASSOCIATION
P. O. Box 2882
620 N. 6th Street Boise, Idaho 83701
IDAHO EDUCATION BUILDING

Homer D. Williams, Executive Secretary

July 23, 1970

Mr. Phillip Garnett
1001 South 12th
Bozeman, Montana

Dear Mr. Garnett:

The Idaho Association is a high school association only. Its control and regulation covers grades nine through twelve. It has no jurisdiction over grades seven and eight. Regulations for the ninth grade are the same as those for grades 10, 11, and 12. Enclosed is a copy of our latest edition of the Constitution and By-Laws with recent amendments.

Sincerely yours,

Homer D. Williams
Executive Secretary

HDW:hd
LITERATURE CITED


21. Williams, Homer D., Personal Letter.