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Kentucky High School Athletic Association

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Kentucky High School Athletic Association

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High School Athlete

Football Championships Are In The News





The 1961 K.H.S.A.A. Football Championships mark the end of another fine season. The playoffs, since their inauguration, have given great impetus to high school football. Champions in Classes A and AA will be named on Thanksgiving Day, and in Class AAA a week earlier.





Some Reflections On Sport As An Element Of The Culture

Editor's Note: The following talk was given by President Arthur S. Daniels, A.A.H.P.E.R., before one of the sessions of the 1961 National Federation Annual Meetings.

I would like to have you view sport with me a little differently during my brief moment on this platform. We will forego the workaday world of sports administration with its problems of schedules, officials, budgets, violations, clinics, and insurance programs. Instead, we will briefly look at sport as an element of the culture; sport in the history of man-

kind; in society; in education.

My approach to the topic will not be as a critic of sports. I believe, however, that criticism of sport in our schools may be reduced in two major ways. The first is more effective control of malpractices. Malpractices are not peculiar to sport. The same problem exists in society in general and in such highly respected professions as law and medicine. The second means of reducing criticism is developing understanding and appreciation of sport as a part of the culture and according it a proper place in our hierarchy of values in education and in society.

Sport is an element of the culture like the other components of music, art, science, literature, language and education. With few exceptions, sport has been a significant part of each culture from earliest times. It has always been, and is today, a strong social force in human relations. Skillful human movement in friendly competition is a basic form of expression invoking strong responses from both participants

and spectators.

Sports and physical education link scientific, artistic and ethical and moral aspects of life. The scientific foundations of sport include: anatomy, physiology, kinesiology, biology, cultural anthropology, sports medicine, and the behavioral sciences of psychology, sociology and social psychology. Historically, sport has been a favorite literary subject. It has been richly treated through the art forms of music, painting, sculpture, the dance, and architecture. Sport has also been the source of motivation for the finest kind of human relationships in all walks of life through its concepts of fairness, observance of rules and consideration of the rights of others.

Despite this evidence that sport is a basic element of the culture, we have failed to exploit its historical and social significance. David Riesman, eminent social scientist, in a letter to me wrote, "For some strange reason, students of society and social life have missed almost completely the importance of sport in their investigations, while those who teach and guide sport have omitted the relevance of so-

ciology and social psychology."

When our people team up with the social scientists the day will come when we will no longer have to defend sports as a proper school activity. Furthermore, this teamwork will result in better understanding of our sports problems and provide scientific bases for their solutions.

Sports in History

Sports have long been a part of man's effort to do the things he thought necessary for survival and well being. With primitive man, survival was a matter of physical efficiency. Life expectancy was related to his ability to fight off enemies and procure food. Membership in a group increased the survival potential. From this group membership there were

developed games, dances and other folkways.

In early civilized cultures, sports were part of total living. In early Egypt, swimming, wrestling, and gymnastic games were popular. Warriors supplemented military skills with sports and games even as we did in World War II.

In ancient China (112-229 B. C.) football, boxing

and jiujitsu were most popular.

In Persia (Iran) (558-331 B. C.) sports were used in preparing youth for war. The Spartan Greeks also used sports to develop soldiers, while the Athenian Greeks viewed sports as contributing to the development of an all-around person who could serve the state in peace or war. The Romans used sports like the Persians and Spartan Greeks — for the development of soldiers.

Physical education and sports aimed at producing military strength did not disappear with these early societies. Germany, Italy, Japan, and Russia followed the same practice as they shaped up their military plans. Even the democratic countries like France, England, Sweden, Denmark and the United States have slanted their sports and physical education programs toward military ends when necessary.

Sport in Contemporary American Life

A little over a hundred years ago, athletics were virtually unknown in America. Athletics, as we know them today, had their origins in the last half of the Nineteenth Century. Their full development occurred in this century, with spectacular advances made in the 1920's, the first golden age of sports in this country.

Sports developed in harmony with the fundamental folkways of our people. The games that became most popular were really indigenous. Basketball was invented here and baseball and football had a development unique to this country. All sports, however, found a fertile ground for development here because they are compatible to our way of life. Today the social well-being resulting from participation in sports is recognized by leaders in medicine, education, the Church, and all levels of government.

Other evidence of the popularity of sport is all around us. Consistently, the largest crowds in America are sports crowds. In a span of nine weeks, some university football home games will draw upwards to \$4,000 on six separate Saturdays. No other activity the university could sponsor can draw crowds like this. And, scientifically, no one really knows why. The amount of space and time given to coverage of sports by newspapers, periodicals, books, radio and television further attests to the popularity of sports.

Another measure of the status of sports is the relationships noted with other elements of the culture. The leisure and recreation market today is one of the largest in our entire economy. In 1950, one sport alone (college football) had a gate of 103 million, suggesting a capital investment of around 250 million.

In World War II, the United States used sports and games in three ways to meet military and survival needs: during the basic training period, to develop fitness and the will to win; in the combat theaters, to maintain fitness and morale; and toward the end of the war, as part of the convalescent and rehabilitation program.

The attitude of the church toward sports parallels the general cultural transition from the Puritan Ideal (of no play) to the permissive and supporting position noted today. All levels of government are actively involved in supporting sports and recreation. The

(Continued on Page Nine)

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Behavior on the Bench

Executive Secretary Clifford B. Fagan of the National Federation forwarded to the State Office of the K.H.S.A.A. recently a bulletin which had been issued by Chairman H. E. Foster of the National Basketball Committee relative to the bench behavior of coaches. Mr. Fagan stated that the National Basketball Committee of the United States and Canada is most interested in securing from basketball coaches the best possible behavior during basketball games, and that the Committee has placed special emphasis for the 1961-62 season on the matter of good coaches' conduct.

Mr. Fagan says: "The National Basketball Committee earnestly solicits the support and cooperation of State Associations in this campaign to establish the best possible conduct on the part of basketball coaches." The Commissioner and the Board of Control are glad to give special emphasis to this project, not only as it affects the sport of basketball but as it applies to coaches of all the sports sponsored by the Kentucky High School Athletic Association."

Chairman Foster, in his bulletin directed to all associations and conferences, says:

"As Chairman of the N.C.A.A. Basketball Committee as well as the National Basketball Rules Committee, I've been instructed to write you in an effort to improve bench behavior of the coaches in your conference. It is felt by these committees that coaches' behavior during basketball games in certain areas has been shameful and a far cry from the conduct expected by the Basketball Rules Book. It is felt that continual protests against calls and unsportsmanlike behavior does much to incite the crowds, which brings about conditions that the game could do well without. In the 1961 N.C.A.A. Basketball Finals, the Coaches were charted as to behavior, and the worst offender was on his feet twenty two times during the game.

"It is believed that many of our more active coaches have lost sight of the Basketball Coaches Creed, that has been the Motto for many years of the National Basketball Coaches Association. In the hope that you

are interested in this problem, I am enclosing a copy of this creed to be used as you see fit.

"You will note when the 1962 Basketball Rule Book comes out, that this problem has been met in several ways. Such items that heretofore were considered coaching from the side lines have been removed, and a coach may signal to his team for a timeout or give encouragement and may communicate with them from the bench. However, in the Comments the Rules Committee has strengthened its stand against showing disrespect to the officials either vocally or by side line antics. Other than normal coaching behavior should result in the officials charging the proper penalty.

"If you feel your conference has a problem in this respect, the Basketball Committee feels it would be helpful if your office would channel your feelings through your member school Athletic Directors, and through them to the Coaches. There is much need for improvement and with the whole country pushing in the same direction, I'm sure basketball will be a better game."

Mr. Fagan enclosed with the bulletin from Chairman Foster a copy of the Basketball Coaches' Creed, written for the National Association of Basketball Coaches by George R. Edwards, University of Missouri. The creed, which appears in the basketball rules book, might well be a code of ethics for any person who carries the title of coach. It is well worth reprinting.

Basketball Coaches' Creed

I BELIEVE that basketball has an important place in the general education scheme and pledge myself to co-operate with others in the field of education to so administer it that its value never will be questioned.

I BELIEVE that other coaches of this sport are as earnest in its protection as I am, and I will do all in my power to further their endeavors.

I BELIEVE that my own actions should be so regulated at all times that I will be a credit to the profession.

I BELIEVE that the members of the (Continued on Page Ten) NOVEMBER, 1961

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Editor THEO A. SANFORD THEO A. SANFORD Assistant Editor _____

Lexington, Ky.

From the Commissioner's Office

REPORTS SOON DUE

- 1. 1961 Football Participation List
- 2. School's Report on Football Officials
- 3. Official's Report on Schools (Football)

National Federation Basketball Test

Part II of the National Federation basketball examination will be given all over Kentucky on Monday, December 4, to officials who wish to work for the "approved" and "certified" ratings. Officials registered with the K. H. S. A. A. for the first time this year and who have not been registered previously in any other state association, are not eligible to take the test. Those interested should advise the State Office immediately in order that necessary arrangements can be made with the school administrators who will supervise the taking of the exam. Officials living in Kentucky need not suggest the name of an examiner. The "approved" rating does not carry forward from year to year, but must be earned each year. After an official has received the "certified" rating, he keeps this rating by attending clinics without having to continue to take the exam each year.

Rules Changes in Swimming

The following changes in the rules will be in effect for interscholastic swimming during 1961-62:

- Rule 1, Section 3—The 400-yard Freestyle has been added as first event in dual meet program.
- 2. Rule III, Section 1-c-5—A contestant or relay team disqualified under the False Start Rule is not required to swim the event concerned.
- 3. Rule III, Section 10-b—Any contestant or relay team shall be disqualified if a teammate enters the water before all other con-

testants have finished the event.

- Rule V. Section 2-d—Referee is required to audit carefully all tabulations and results as recorded by the Official Scorer at conclusion of last event and he shall certify this by signing his name to the official score sheet if it is found to be correct, thus establishing the official score. Subsequent to this, no corrections or changes may be made even though an error is discovered later.
- 5. Rule V, Section 4-a-A fourth place finish judge is not required for dual meets.
- Rule X, Section 5—1st Sentence: substitute "other" for "optional". After "dives", delete "from five groups" and substitute "comma one from each of the five groups."
- 7. Rule XI, Section 1-j—When a contestant has failed a dive and is requested by the Diving Referee to repeat the dive, the contestant must do so at once.
- 8. Rule XII, Section 1-c-Each Diving Judge now, rather than the Referee, shall deduct 2 points from a contestant's award for executing a dive when the diver takes less than 3 steps in making his forward approach.
- 9. Rule XII, Section 1-d—It is now permissible for all dives with forward take-off to be performed either standing or with forward approach at the option of the diver. A prior declaration of a forward standing takeoff is required.
- 10. Rule XII, Section 1-h—This section has been extensively reworded to define what is meant by "free position" in performing a dive. Below follows an explanation of what is meant by "free position" and it has been approved by the National Swimming Rules Committee.

"The free position as listed in the 1962 Guide is not a new method of performing a dive. It is merely a recognition of a present practice. For instance, dive No. 526 is listed in the 1961 Guide as performed in the pike position although it cannot be done entirely in that position. Actually a combination of pike and layout is used. To recognize this situation, this dive will, in the future, be listed in the free position, thus legalizing the present technique."

11. Diving Table—This has been completely revised and it now includes new dives and changes in degree of difficulty ratings. Also a fourth column has been added listing the degree of difficulty ratings for dives performed in the Free Position such as columns one, two and three presently do for the Tuck, Pike and Layout positions, respectively.

New Secretary

Dr. John Heldman, Head of the Physical Education Department at the University of Louisville, is the new secretary of the Louisville Basketball Officials Association, succeeding Dave Longenecker who resigned recently. Dr. Heldman will be one of the two employment bureau heads in Region 7. Officials who have been filing their schedules and open dates with Mr. Longenecker should now file this information with Dr. Heldman. His address is 140 Seneca Trail, Louisville. His office phone number is ME 7-2531, extension 275. The number of his home phone is EM 3-2181.

Fort Knox Association

Pres. W. H. Roettger of the Fort Knox Officials Association has written the following letter to the Commissioner concerning

his organization:

"As you are aware, last year we organized the Fort Knox Officials Association. I should like to report that our first season has been a most successful one. We were booked for a total of 30 games utilizing approximately 110 officials for this season. At the present time our organization has 20 officials, some of whom are also approved and certified by your association. Our members are not entirely military personnel, but also consist of officials who reside in the surrounding communities and Louisville. We are willing to contract for games within a 100 mile radius of Fort Knox, and if anyone is interested, please contact the undersigned or our booking agent, Mr. S. M. Matarazzo, 320 N. Mulberry Street, Elizabethtown, Kentucky, phone Rockwell 5-5689."

Commemorative Basketball Stamps

Executive Secretary Clifford B. Fagan of the National Federation writes that the United States Post Office Department is issuing on November 6, 1961, a 4¢ Commemorative Stamp honoring the sport of basketball. The date marks the 70th Anniversary of the game and the 100th Anniversary of the birth of its inventor. Dr. James Naismith.

The Naismith Memorial Basketball Hall of Fame is issuing the official two-colored cover on permanent cotton-fibre paper depicting basketball and its founder in the Hall of Fame. The Hall of Fame is presently under construction on the campus of its birthplace, Springfield College, Springfield, Massachusetts. All proceeds from the sale of covers will go to the Naismith Hall of Fame. Covers can be ordered from: Basketball Hall of Fame, Springfield College, Springfield, Mass.

Singles are 25¢ each and Place No. Blocks— \$1.00 each.

Undoubtedly many stamp collecting clubs will welcome this news and make purchases. In addition to providing an interesting item for stamp collectors, the arrangement will provide a means of substantial income for the Hall of Fame.

SUPPLEMENTARY LIST OF REGISTERED FOOTBALL OFFICIALS (List Compiled November 1)

(List Compiled November 1)

If one telephone number is given for an official listed, it is the home phone number onless otherwise designated. If two numbers are given, the first number is that of the home phone. Barnett. Willis E., Jr., 2208 W. Chestmut, Louisville, SP 8-7626 Baskin, SVeester, 214 West 2nd St., Lynch, 848-5637 Basyerle, Ville 1998 and Dr., Clincinnati 38, Ohio, William 1998 and 1

Craig, Randy, 446 Elm Street, Ludlow, AX 1-7948, tik 1-boso Davis, Charlie, Loyall Duncan, James T., Route 2, Russellville, PA 6-2802 Ferruson, Thomas L., Balley Street, North Kenova, Ohio Ford, Sid M., 112 Lee St., Bowling Green, 843-3651 Ford, St. William Court, Pikeville, 7-7934, 7-7190 Heitzben, Werrer, S. Willam Court, Pikeville, 7-7934, 7-7190 Heitzben, Werrer, E., 2940 Hemory Lane, Cincinnati 38, Ohio Hurley, Kenneth E., 2840 Kentucky Ave., Faducah, 442-0631, April 24, 2651, April 25, 2651 Reducky Ave., Paducah, 420-631, April 25

443-4561

Jones, Jimmy H., Box 221, Millstone Knight, James A., Box No. 1, Morehead State College, More-head, ST 4-590 Lotz, Robert W., 2149 Sherwood, Louisville, GL 1-0549, ME 4-9491

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Bowlin, Bob, Emlyn
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Cox, Charles Glenn, 3265 Morgan, Morganfield, 160
Coyle, Ernest T., 2131 Coburn Blvd., Lexington, 6-5656, 2-2270
Craig, John G., Box 54, Rochester, 934-2712
Crawford, Donald Ray, North Main St., Nicholasville, 5-5232,
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Mallory, David L., 205 N. McNary, Princeton, 5-2688, 5-2051

Marniar, Conley, Whitley Gity, DR 6-2282

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Mastin, Daryl, Route 1, Mt. Olivet, 724-3584
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Mays, Ralph J, Barbourville, LI 6-3965, LI 6-4138
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Moore, Hobert, 109 Day St., Earlington, DU 3-5259
Mudd, Leon, Route 4, Lambda Lodge, Bowling Green, VI 3-9266
Mullins, Ben H, 390 Hi Street, Jenkins, 855, 768
Nevil, Vernon E., Route 1, Box 134 E, Radeliff, Vine Grove TR
7-5117
Newsyon Lawrence, 2815, Southiews, Levington, 7-3969, 4-0116 6-3019
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Ford, Sid M., 112 Lee, Bowling Green, 843-3651
Foster, William R. (Bob), Science Hill, 423-8683, 678-8161
Francis, George, Sassafras, GE 6-3436
Freeman, John W., 1126 East Main St., Richmond, 623-1783
Freeman, John W., 1126 East Main St., Richmond, 623-1783
Freeman, John W., 1126 East Main St., London, VO 4-5915, VO
Gabbard, John B., 320 N. Hill St., London, VO 4-5915, VO 4-2883
Gaither, Jack, Rockport, BR 4-4857, BR 4-4857
Gamlin, Fred J., Route 1. Puryear, Tenn., 247-3335
Geiser, Robert, 6532 Becchmont Ave., Cincinnati 30, Ohio, BE 1-8564, BE 1-5046
Gillespie, Robert C., 8 Wilkana Court, Pikeville, 7-7934, 7-7190
Giordano, Al, 107 Ratliff, Princeton, 5-5680, 5-5615
Goff, Beathel, Memorial School, Hardy, 5-5680, 5-5615
Goff, Beathel, Memorial School, Hardy, Williamsburg
Goldey, William H., 537 North Main St., Henderson, 7-3622, 6-4832
Gover, Robert J., 1214 Glondel, Ave., Pavilian Court, M. 9-2806
Gover, Robert J., 1214 Glondel, Ave., Pavilian Court, M. 9-2806 7-5117
Newsom. Lawrence. 2815 Southview, Lexington, 7-3060, 4-9116
Norris, Walter Keen. Burkesville, 2322, 91
Owens. Byron M. Brodhead, 758-322, 91
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Patterson, Joe H., 250 N. Third St., Danville, 236-4916, 236-5211
Pearson, Bobby Neal, Beechmont, GR 6-8170
Peden, Harlan, c/o Lawr School, Route 7, Hopkinsville, AM
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Pelphrey, James R., Box 275, Van Lear, 789-3913, 789-5391
Perkins, William E., 481 Eric Road, Lexington, 5-3195
Phelps, Mervil E., 211 Edwards, Owensboro, MU 3-9997, MU
3-3571
Phillot Harvy, H. Jongo, ED, 7-3290

Gover, Robert J., 1714 Glendale Ave., Bowling Green, VI 2-3306, VI 3-3247

VI 3-3247
Graham, Jim. 3227 Short St., Ashland, 4-S169
Griffith, Edwin Dale, 1134 Sexton Court, Ashland, 324-2497,
324-1155 Ext. 495
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453-3051

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Hansel, Earl Dean, Crummies, Harlan 1932 W, Lexington 2-926

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3-3571 L. 21 Leavaule, Owlerson, R. 3-2921, MU Philipot, Harry H., Jenson, ED 7-3220 Pettit, Milton H., Hq. Co., Special Services, Ft. Knox Phipps, Vencil, Box Si., Clark St., Barbourville Pogue, Ivan G., Route I., Lewisburg, PA 6-7095 Potter, James E., 1868 Hamilton, Murray, PL 3-3238 Price, James E., Star Route, Liberty, 787-2581 Quillen, John T., East Main, Hazard, 6-4893, 6-3711 Radjunas, Stan, 1644 Elliott Ave., Ashland Rakel, Bob, 1246 Vine St., Maysville Reece, Larry H., Canmer, LA 8-2552 Reeser, Gene, 1103 Main St., West Point, WE 8-3110, WE 7-3540 Reinhardt, Jerry W., Route 2, Georgetown, Indiana, Lanesville, Ind. 58F12 Reynolds, Howard M., 624 Nelson Place, Newport, CO 1-2980 (Bbs.)

(Bus.)
Rice, Eugene C., 2727 Carolyn Dr., Ashland, 325-4264, 324-4881

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Richardson, Charles E., Waco, EM 9-5992, EM 9-5595
Richardson, Joe M., Star Route, Clifty, 48 (Bus.)
Richardson, Sam, 516 S. Green, Glassow, OL 1-2133
Riggs, Floyd L., Route S. Box 488, Evaneville, Indiana, UN
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Robbins, Burgess, Box 93, Crab Orchard, T191, 7641
Roberts, Louis C., 600 Seneca Ave, Louisville, EM 8-1644
Robby, Joseph L., 2325 Hardinsburg Rd., Owensboro, MU 3-6838
Rose, Lee H., Transylvania College, Lexington, 4-1887, 4-2431
Rose, Walter, Box 125, Hazel Green, MO 2-2615
Rothfuss, Richard, 37 Gregory Lane, Ft. Thomas, HI 1-9190
Runyon, Tommy Dean, Box 181, Beffry, Zl. 5-7888, AD 7-1121
Rushing, Kennech R., Route 1, Padical, 44-888, 443-3631
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St. Clair, Pranklin D., Box 402, Martin, BU 5-3375, BU 5-3407
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Scott, Charles E., Garrett, 358-4018, 358-4325

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JU 4-9178
Thomas, James G., 4102 Naneen Dr., Louisville, 363-0209,

Thomas, Leo Anthony, Box 118, Aberdeen, Ohio, SY 5-2133 Thompson. Arthur Lee, Smith Hill, Pikeville, GE 7-4476, GE

Thompson, Jack, 2347 Saratoga, Louisville, GL 2-9255
Thompson, Ralph N., 649 Ivy Hill, Cincinnati 38, Ohio, BL
1-3394, CL 1-2925
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Todd, W. O., Jr., Route 3, Eubank, 678-5351 (Bus.)
Treas, Joe W., 509 Green St., Fulton, 1056, 309
Treas, Joe W., 509 Green St., Fulton, 1056, 309
Treas, Joe W., 509 Green St., Fulton, 1056, 509-4774
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Vipperman, Al, Ranson, GA horn, Hickman, 2806, 2019

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Wallen, Howard W., Williamsport, 789-3066, 789-5056

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Weber, John, 3204 Watson, Covngton, AX 1-8662
Webster, Paul, 302 Delaware St., Ironton, Ohio, JE 2-0390,
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White, J. L., 1928 Gary Ave., Bowling Green, VI 2-2463, VI 3-9249

3-9249
White, William Jason, Eddyville, 3052, 3101
White, William L., Garrard, LY 8-3766, LY 8-4001
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Williams, Bo Bobby, 220 Stratford Ave., Richmond, 623-3894, 623-

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Williams, Benny, Route 3, Philpot, Owensboro PA 9-4566
Williams, Donald, 125 Broadway, Irvine, 723-3393, 723-2515
Williams, Jim, 2428 Adams St., Ashland, 325-2733, 324-2828
Williams, Joe W. U. S. 27, Stearns, DR 6-2380, EL 4-2511
Williams, Paul Winston, Room 355, North Men's Hall, Morehead St. College, Morehead, Paintsville 789-4503
Williams, Rod, 122 Lorraine Court, Berea, 986-3743
Williams, Roger, 404 Bond St., Richmond, 523-3122
Williams, Williams, Williams, Roger, 404 Bond St., Richmond, 523-3122
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Willis, Donald A., Allen TR 4-2485, BU 5-3407

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The Flying Dutchman

A unique thing occurred during this year's clinics, that being that the Newport Clinic scheduled for October 8 had to be rescheduled for October 23 because the World Series was going on in Cincinnati at that

One rule change is causing concern. It is coaching from the bench. Coaches must stay at their benches. They will not be allowed to move away from them. We will not permit written instructions to be handed to the players. A hazard develops when little slips of paper are dropped all over the playing floor.

The clinics become increasingly popular with the college coaches each year. One coach, following the Dutchman around the state in Western Kentucky, was surprised that so many who attended afternoon clinics turned right around and followed the rules interpreter to his night clinic. During the past two decades, it has been noticeable and the Dutchman flattered himself that the officials enjoyed the sessions so much that they just could not stay away from them. His ego was deflated later when an official explained that it was not the clinics, themselves, which caused them to be repeaters. Rather, they wanted to meet the coaches at these sessions and schedule some games to officiate. Then Caverna's personable and popular Coach Ralph Dorsey explained that these are fine social occasions. Coaches have enjoyable afternoons and evenings together so they do not content themselves with one clinic. Once again, a deflated Dutch ego.

John W. Lovell submitted a poem to a Rotary Club magazine which goes like this:

Sometimes, when you're feeling, important, Sometimes, when your ego's in bloom, Sometimes, when you take it for granted, You're the best qualified in the room. Sometimes when you feel that your going, Would leave an unfillable hole, Just follow this simple instruction, And see how it humbles your soul. Take a bucket and fill it up with water, Put your hand in it, up to the wrist; Pull it out; and the hole that's remaining,

Is a measure of how you'll be missed. Somerset's progressive Athletic Director, Bill Clark, writes, "Your visit is one of the highlights of the school year as far as we down here are concerned." My Somerset clinic is terrific for me. Bill Clark not only does a tremendous job with the clinic but he also sets up a steak dinner with T-bones an inch thick. You always find Jim Williams, Billy Johns, Doug Hines, Johnny Lloyd, and Basil Jones eating "high on the hog" — I should say cow-with the Dutchman and Bill. The Dutchman forgot to tell Harry Lancaster that he had an invitation to this annual fiesta. I hate myself for eating

Harry's steak.

At Beaver Dam Bobby Anderson, Sports Editor of the Central City Times-Argus, nominated Bob Daniels, Coach of Muhlenberg Central High School, for the Corn Cob Pipe of Honor Award. Bobby said that Coach Daniels went beyond the call of duty in aiding a fellow teacher, Gary Rudolph, in a musical show by the high school band at the Central City Band Festival, Handsome Bob Daniels, dressed in short, short, shorts to go with his long, long legs, assumed the role of a comic drum major to replace the "baton twirler" who failed to show up. He saved the day and "wowed" the crowd.

W. H. Crowdus, Chairman of the Board of Control, made some timely remarks at the Bowling Green Clinic, pointing out that officiating is a serious business. Get him to tell you the joke about the two porcupines.

Coach Ted Lenhardt, University of Kentucky, asked the Dutchman if the clinics were not a tough grind. Here is my Dutch philosophy: one fellow looks at a job and says, "Gee what a chore!" Another looks at it and says, "What a ball I am going to have!"

It is fun to find swell guys like "Beef" Showalter on hand year after year at the Lexington Clinic. "Beef" is one of Kentucky's immortals in any sport. You name the game and Johnny Showalter has done something for it.

At the same clinic there is always the enthusiastic Bobby Flynn, a youngster destined to make his mark in the officiating ranks. "Doc" Farrell joined Hazard's Goebel Ritter in pointing out that the Dutchman's hair is not as thick as it used to be and that his waistline is protruding. They are great "kidders." . . . I hope.

Get a copy of the October 29 Magazine of the Courier-Journal and look over the pictorial story of the new rules made in Harry Hardin's Fairdale High School Gymnasium. Principal Harry and his coach, "Frosty" Able, did a swell job setting up these pictures. Incidentally, Fairdale is now a 4-year High School and issued its first High School Paper, "THE SPECTATOR," on October 6. It is a "crackerjack" periodical.

From Elizabethtown comes a letter from Grace Weller, past president of the K. E. A., saying that the Testimonial Dinner for Rineyville's H. L. Perkins was a roaring success and that "Perk" loved being the recipient of the Corn Cob Pipe of Honor Award.

While Wood Gardner assembles his information on Park City's Game Guy, we are releasing the first recommendation of the sports year. Kean Jenkins, Elizabethtown Sports Official, nominates Dan Ray Clagett for the honor of Game Guy of 1962. Dan is the son of Dr. and Mrs. R. T. Clagett of Elizabethtown. Although he had polio at the age of four, he is now active in baseball and football and presently is playing in a Jaycee Junior Football League. Dan recently completed an 18-mile hike on Oxbow Trail in Harry Hardin's Fairdale country.

Did you know that a national magazine in New Jersey is doing a story on the Abou

Ben Adhem Awards?

Send in your choice for the Abou Ben Adhem or the individual you think deserves a Corn Cob Pipe of Honor Award. These are the things which make life enjoyable. They help you forget some of your troubles.

Incidentally, if you could only kick the person who is most responsible for most of your troubles, you wouldn't be able to sit

down.

The Coach's Wife

As the end of the football season approaches, there is one group of individuals that we seldom hear about that should be signally honored. That group consists of the wives of the football coaches. No single group contributes as much to our athletic program as the "little woman" who sits quietly behind the scenes. She deserves a special tribute for her many services "beyond the call of duty."

The coach's wife is a "mother confessor." After each game she listens to her husband pour out words of glee or serrow, depending upon whether his team won or lost. She is the one who keeps the proper balance by encouraging words and smiles. Many a coach has been consoled by the words of a loving wife to the effect, "So what! we lost tonight, but it's only a ball game and we still have

each other.'

The wife must endure the stony silence, the moody and pessimistic periods, and yea, the optimistic, boisterous, and happy moments of the coach. She must be similar to a chameleon and change her conduct to fit the situation; encouraging and sympathetic when the coach loses; calm and happy when the coach wins. She must be patient, understanding, cooperative and long-suffering.

Golden Rule

The coach's wife is the pretty woman who

sits in the stands and bites her lips to keep control of herself when the person behind her says "How dumb can a coach be to do such a thing." She has to listen to abuse in many ways from spectators about her husband coach and, God bless her, she conducts herself in such a way that it reminds us of the Golden Rule, "Do unto others as you would have them do unto you."

Her tears are concealed, her feelings suppressed, as she listens to a few loud-mouthed morons assail her husband's abilities as a coach. In many ways, the wife hears more and bears more than the husband, as he is usually too far removed from the stands to

hear the derogatory remarks.

The assistant coach, without pay from the school, is the coach's wife. She answers the coach's mail, the telephone at all hours of the night, prepares meals for the extra people who are always "dropping in," and serves as a special consultant in psychological and sociological problems for her husband, members of the teams, and her family. After the game she always has coffee and sandwiches available for the "drop ins." If the team wins, many come, and she has to pre-pare more food; if they lose, very few come, and the coach's family has to eat sandwiches for a week. As assistant coach she listens to her husband go over all his plays, both defensively and offensively; and after the game when the lights are out at home, the game is played by the coach to an attentive listener-his wife.

Household Duties

Besides these many duties as the coach's "right hand man," she is the mother of his family and must "run" the household duties, look after the health and welfare of the children, serve as P-TA "home room mother," teach a Sunday School class, and perform numerous other duties at home and in the community. She is the one who gives the coach his poise, confidence, hope, balance, and her love is an inspiration that overcomes all obstacles. The coach guides boys into correct ways of thinking, living and doing in athletic events largely through the influence of two women—his mother and his wife.

My hat is off to the wife of the coach. Her many contributions to the athletic program has in general been overlooked by all, with the exception of her husband, the coach. This writer knows from personal experience how much a coach's wife means to her husband during the strains, tensions, and irritations of a strenuous football season. We men usually take those things for granted on the part of our wives, but let's all make a point

to let her know how much we appreciate her contributions.

Regardless of whether or not you coaches tell her how much you appreciate her, she will continue to do the same thing for you in the years to come because she is a woman and she loves you. Thank God for women who become coaches' wives-without them coaching would often be a dreary and forlorn adventure.

—Dr. Rhea H. Williams Interscholastic Leaguer

Films

The films listed below are in the Film Library of the University of Kentucky Department of Extension. The Code letters "e,j,s,c,a" refer to elementary, junior high, senior high, college and adult audiences who may enjoy the particular film listed. The rental prices shown do not apply to schools which use one of the special subscription service plans, offered by the Bureau of Audio-Visual Material.

Basketball

BALL HANDLING IN BASKETBALL, j-s-c, 1 reel,

\$1.50

Teaches fundamentals of basketball handling including stance, grip, control, adjustment, before shooting, catching the ball, and other points. Presents game shots, using special photographic techniques to illustrate principles.

BASKETBALL BY RUPP, j-s-c-a, 2 reels, \$2.50

Animated play diagrams, slow motion photography,, and action shots are combined in this new film prepared under the personal direction of Mr. Rupp especially for coaching use. Among the drills and plays covered in this film are: pivot man's slide into the basket; Play No. 6, the famous Kentucky Basket Maker; legal screening; penetrating zone defense; and the Kentucky fast break.

BASKETBALL FOR MILL!ONS, j-s-c-a, 3 reels, \$.75 This is the film for 1958-59, produced by the Official Sports Film Service under the sanction of the National Federation. A fantastic dream sequence where impossible and nightmarish situations can and do arise is the continuity thread used throughout the film to depict: Accepted officiating procedures-problems created by double fouls and false double foulstricky situations connected with front and back court -jump ball infractions and procedures-little under-

stood distinction between player and team controland a panorama of basic rule fundamentals. BASKETBALL FUNDAMENTALS — INDIVIDUAL

TECHNIQUES, j-s-c-a, 11/2 reels, \$2.50 Branch McCracken, Indiana University basketball coach, uses his team to demonstrate the fundamentals of basketball. Slow-motion photography is used to break the various court techniques down into easily grasped essentials.

BASKETBALL KENTUCKY STYLE, j-s-c-a, 2 reels,

\$2.50 (in state), \$5.00 (out of state)

This is the revised edition of the film "Basketball By Rupp" prepared under the personal direction of Mr. Rupp especially for coaching use. BASKETBALL STRATEGY FOR GIRLS, j-s-c-a, 1

reel, \$1.50

The basic strategy of offense play (fakes, rolls, cutting, screening, varying pace) and defense play (player to player, basic zone, shifting zone, triangle, and diagonal) is demonstrated and explained in this

BASKETBALL TECHNIQUES FOR GIRLS, j-s-c-a, 1 reel, \$1.50

Basic movement skills (running, starting, stopping, turning) passing (finger control, movement with the pass, leading the receiver, choice of the right pass), catching (side pass, high pass), shooting (finger control, arm extension, wrist flip, choice of the right shot), dribbling, making, and pivoting are demonstrated and explained in this film.

BETTER BASKETBALL, j-s-c-a-, 3 reels, color, \$.75 This film is produced by the Official Sports Film Service under the sanction of the National Federation of State High School Athletic Associations. It demonstrates current rules and good officiating procedure,

with colorful action by skilled players.

CARR CREEK VS. HENDERSON (1956) K.H.S.

BASKETBALL TOURNAMENT FINALS, e-j-s-

c-a, 3 reels, silent, \$.75

The final game of the 1956 State Basketball Tournament is shown in this film. Carr Creek High School defeated Henderson by a narrow margin, 72 to 68, to win the championship.
CHAMPIONSHIP BASKETBALL — TEAM TECH-

NIQUES, j-s, 1 reel, \$1.50

Man-to-man defense is shown, with the means best used under varying conditions. DEFENSIVE FOOTWORK IN BASKETBALL, j-s-c,

1 reel, \$1.50

Striding with an opponent, checking, maneuvering him out of position and other basic skills are illustrated, using special photography to demonstrate points. Rebounding, pivoting, and correlated arm action are taught also.

DUNBAR VS. ASHLAND (1961) Finals), e-j-s-c-a,

3 reels (33 min.), color, silent, \$.75

The Tomcats from Ashland High School won the final game of the tournament by defeating Dunbar High School of Lexington 69-50. The Ashland team won the tournament after eliminating William Grant, Seneca and Wheelwright to reach the final game.

STERN VS. LAFAYETTE (1957) K.H.S. BASKETBALL TOURNAMENT FINALS, e-j-s-EASTERN

c-a, 3 reels, color, \$.75

The final game of the 1957 K.H.S. State Tournament was played in Freedom Hall at the Kentucky Fair Grounds and Exposition Center before a record crowd of 18,000. The final score was 56-52 as the Lafayette Generals won the crown for the fourth time. HAZARD VS. ADAIR COUNTY (1955) K.H.S.

BASKETBALL TOURNAMENT STATE

FINALS, e-j-s-c-a, 3 reels, silent, \$.75

This is an excellent film of the game in which Hazard defeated Adair County by the score of 74-66 for the championship. Johnny Cox bore the brunt of the attack by the champions while all-state players, Ralph Shearer and Terry Randall, were best for Adair County. The presentation of all awards and trophies for the tournament is shown also.

HIGHLIGHTS OF 1956 STATE BASKETBALL TOURNAMENT, e-j-s-c-a, 3 reels, sound, \$.75

Interesting scenes of events during the tournament are shown in this film. Action shots of the crowd, cheerleaders, and bands are shown in addition to a part of the play in each tournament game,
MONTICELLO VS. FLAGET (1960 K.H.S.A.A.
STATE BASKETBALL TOURNAMENT

FINALS), e-j-s-c-a, 2 reels, color, silent, \$.75 Flaget High School of Louisville defeated Monticello High School in the final game of the tournament to win the championship. The Braves came from behind in the last half to overtake the Trojans and win by a score of 65-56.

NORTH MARSHALL VS. DUPONT MANUAL (1959) K.H.S. BASKETBALL TOURNAMENT

FINALS, e-j-s-c-a, 3 reels, silent, \$.75

The Indians of North Marshall High School proved too much for the Reds of duPont Manual in the final game, winning by a score of 64-63. All-State players, Doyle and Lampley, were best for the winners, while Melear and Siers led the Reds.

OFFICIAL BASKETBALL, e-j-s-c-a, 4 reels (40 min.),

color, \$.75

Demonstrates the official rules interpretations covering screening, traveling, jump ball, front and back court, throw-ins, free throws, personal and technical fouls, rebounding, and unusual and often misunderstood play situations.
RUPP'S FUNDAMENTALS OF BASKETBALL,

j-s-c-a, 1 reel, silent, \$1.25

Coach Rupp's University of Kentucky Wildcats (1949-50) demonstrate ten different plays in such a clear manner that it is easy to follow and learn each play.

RUPP'S PARADE TO THE NATIONAL CHAMP-IONSHIP OF 1958, j-s-c-a, 4 reels, \$3.50

This film presents the high lights of all the games, both regular season and tournament games, which led up to the U of K's Wildcats winning the NCAA basketball crown.

SHOOTING IN BASKETBALL, j-s-c, 1 reel, \$1.50 Concentrating on the set shot, this film pictures the action of the throw, stance, aim, trajectory, and fingertip control. Special attention is given total body coordination, especially inward rotation of the hand and arm making the throw.

ST. XAVIER VS. DAVIESS CO. (1958) K. H. S. BASKETBALL TOURNAMENT FINALS, e-j-s-

c-a, 3 reels, \$.75

St. Xavier High School of Louisville won the 1958 State Basketball Tournament by defeating Daviess County of Owensboro, 60-49, in the final game of the tournament at the University of Kentucky Coliseum.

SOME REFLECTIONS ON SPORT . .

(Continued from Inside Front Cover)

United Nations recognizes the contribution which sport can make to education for international understanding and cooperation. The success of the coaches we have sent overseas as good will abassadors is widely recognized.

The impact of technological advances on sports performance is shown with a single illustration, the pole vault. With the bamboo pole only one man vaulted fifteen feet. Several weeks ago at the N.C.A.A. championships in Philadelphia, eight men cleared fifteen feet, using steel and fiberglass vaulting poles. The record today stands at 15' 10¼".

Sport in Education

At the outset I said sport will achieve greater acceptance in education when we control malpractices and establish more convincingly, through historical and social research, that the same cultural importance attaches to sport as is presently enjoyed by music, various forms of the dance, art, literature and other folkways. Having given some modest insights to the historical and social significance of sport, time limitations cause me to move on to a brief consideration of some of our problems in the schools.

Interschool athletics can, and do, serve valuable purposes in school programs. They have tremendous educational potential which is due largely to the nature of the sports experience itself and the strong interest shown by members of the community.

For the individual participant the key benefits are: development of physical vigor and sound health habits; opportunity for expression of physical, emotional and social drives; the making of strong friendships; and the learning of important social and moral lessons.

For the student body: athletics are a rallying point for school morale; they are part of the broad social and moral experiences offered by the school, with lessons in personal and group living which should never be sidetracked for less worthy and

transient purposes.

For the community: school administrators have long sought to develop a wholesome, active interest in the total school program on the part of citizens in the community. Athletics is one area where they have been successful (some administrators have felt that they have been to successful here). This strong community interest in sports should be directed to their real purposes in the educational program. Some day we may discover how to get equally strong community interest in English, science and mathematics programs.

The role of the school in the sports life of America is the training ground for the sports tastes and habits of future adults. It is the actual locale for much of the sports and play life of a sizable group of the population, the students themselves. And finally, the sports activities of the school often form an integral part of the recreational life of the rest of the community.

The competitive sports movement in schools and colleges has become so vast and so complicated that complete control is difficult because the " how" of such control is not really known. School and college administrators, conference, league, and state and national association officials are groping for reasonable controls, trying to find a balance for authority between the individual school and the conferences and associations. The problem of conducting sports programs in closer conformity to the purposes of education must be resolved more effectively before full educational acceptance can be achieved. The fact that moral and ethical problems exist in society, in government, and in our most respected professions does not lessen our responsibility for improving our own practices.

As in other areas of society, we experience conflicts in values in our sports programs. The conflicts cause us to operate under what might be called a dual morality. On one hand we point ou the benefits of our sports programs to the individual, the institutions and also the state and the nation. We do this with considerable justification because the values are there. But, on the other hand, we also find in our sports programs the profit motive, emphasis on the champion and record-breaker, and victory as the chief, if not the only value. The factors have led to practices which are clearly ethically and morally in conflict with our stated educational aims. Our distress becomes more complete when we find that the high-sounding claims and unethical practices are often the speech and behavior of the same individuals. Allegations, denials, investigations and penalties have become too prominent in the lives of officials of action carefully.

our conference and state and national athletic associations.

In trying to maintain standards in our sports programs which are compatible with our values and the status we seek in education, we must plan our

When a practice is widespread and extends over a long period of time, it tends to become accepted, even though it might have been regarded as undesirable at the outset. A little over thirty years ago the famous Carnegie Report on Intercollegiate Athletics claimed the three great sins in college athletics were recruiting, subsidizing and proselyting. Today, only proselyting is still a sin, and that is primarily because of the need of each institution to retain its hard-won prospects. Recruiting is accepted today because it is a common practice in all phases of life; government workers, the military service, and industry are some examples. Universities also recruit talented students, musicians, and scientists and scholars for their faculty as assidnously as we seek athletes.

Subsidizing in athletics is now dignified by the term "grant-in-aid." But, all around us are many forms of subsidy. Fellowships, scholarships, internships and work-study plans are so numerous that a large percentage of all graduate and many undergraduate students are subsidized to some extent. Subsidization has reached its full flower of development in the largess of the Federal Government, both here and abroad.

So, in one sense, social changes may solve some of our problems through common and extended practice. While we may accept a formerly unacceptable practice, there is still the matter of degree. If recruiting and various forms of aid are legal, are all bars to come down? Obviously not, because a practice may lose its acceptability because it is pushed bevond bounds.

The daily work of your High School Athletic Association Commissioners and High School and College National Athletic Association Officers is fraught with problems, crises and just plain hard work. You and the local school and college administrators can view your work with justifiable pride. You are the watchdogs of our sports ethics and standards and you do your jobs courageously and effectively. You have not eliminated all malpractices, but your success will stand comparison with the efforts to remove evils in other aspects of American life.

In order to have interschool sports gain their rightful place in American education, we must push forward on two fronts. The first is to develop more extensive programs of education and control within the profession of sports and physical education. Starting in our professional preparation courses in colleges and universities and extending up through state and national associations, we must wage unrelenting warfare against the practices which are contrary to the real purposes of sport in education. Concurrently we must work for better understanding of the problems and controls through scientific social research.

Secondly, we must develop research programs designed to provide convincing evidence that sport is of historical and social significance, meriting the same academic and cultural consideration given to other areas of academic endeavor.

Human nature being what it is, the struggle for high standards in our sports programs will never end. But you and your successors may ultimately win victories far more important than those won by the champions you crown as part of your work.

BEHAVIOR ON THE BENCH . . .

(Continued from Page One)

National Basketball Committee are capably expressing the rules of the game, and I will abide by these rules in both spirit and letter.

I BELIEVE in the exercise of all the patience, tolerance, and diplomacy at my command in my relations with all players, co-workers, game officials and spectators.

I BELIEVE that the proper administration of this sport offers an effective laboratory method to develop in its adherents high ideals of sportsmanship; qualities of cooperation, courage, unselfishness and self-control, desires for clean, healthful living, and respect for wise discipline and authority.

I BELIEVE that these admirable characteristics, properly instilled by me through teaching and demonstration, will have a long carryover and will aid each one connected with the sport to become a better citizen.

I BELIEVE in and will support all reasonable moves to improve athletic conditions, to provide for adequate equipment and to promote the welfare of an increased number of participants.

Food Facts and Fallacies

Athletics are surrounded by superstitions and fallacies about foods and diet. Some probably reflect the practices of athletes who became champions in spite of, rather than because of peculiar dietary habits. Others may go back to primitive beliefs that the meat of certain animals would endow the consumer with the courage, strength, and endurance of the prey. What are the facts as we know them today?

First, we know that caloric intake and physical activity output are interdependent in maintaining desirable weight. An active football player, for example, might consume 5,000 calories a day without putting on excess pounds. An inactive student with otherwise similar characteristics would soon become obese were he to eat at the same daily rate

Second, the evidence indicates that in general the athlete needs substantially the same balance and variety of foods as his peers. Each day he should have liberal amounts of (1) enriched or whole grain bread and cereals, (2) meat or meat substitutes, (3) milk and milk products, and (4) fruits and vegetables. Food not included in these groups such as butter or margarine

and sugar when used with these foods or in cooking supply additional calories.

Third, we know that no specific foods nor vitamin products can is themselves upgrade athletic performance. Claims to the contrary are not supported by clear-cut evidence with the conflicting results of some studies suggesting that supposed benefits are psychological in nature. An athlete whose diet lacked essential nutrients would perform better, of course, if the shortage were remedied, but such shortages are rare today and must be determined medically.

Other facts of interest in terms of the attention of the late to the need for breakfast, the number and spacing of meals, water balance, the types of foodstuffs, and the

pregame meal.

The need for breakfast: A number of students of the efficiency of industrial workers as well as of the performance of athletes indicate the need for a wholesome breakfast. Almost without exception, the subjects in these studies who eat a good breakfast per-

form in superior fashion.

Number and spacing of meals: That the athlete needs at least three meals a day for optimum performance has been demonstrated experimentally. There is some indication that more frequent spacing might be desirable in certain instances and, of course, the young athlete, while growing, will often take a snack in the afternoon and another in the evening.

Water Balance: For best performance, particularly in hot weather, there should be hourly replacement of the water lost in sweat. The old taboo against taking water during work outs has no scientific foundation. However, intake at any time should be held to one-half water glass. In hot weather, salt needs daily replacement; extra salting of foods at meals is ordinarily sufficient for

this purpose.

Types of foodstuffs: Recent research suggests that an emphasis on carbohydrates in the diet of the athlete, particularly for endurance events may be warranted. Also contrary to the traditional ideas, research indicates that "going heavy" on protein in the training diet serves no useful purpose. The studies show that in strenuous activity there is an increased utilization of carbohydrates if these are available; protein, as was formerly believed, does not seem to be the chief source of muscular energy.

The pregame meal: There is ample reason, as trainers and coaches know, to space the last meal three to four hours prior to the event. The strong emotions felt by the ath-

lete in the competitive setting have less effect upon the digestive processes when the last meal is eaten well in advance of the contest. Except for prolonged events like the marathon, stores of energy are sufficient for strenuous activity and the athlete's efficiency is not affected by the amount or kind of pregame meal.

As is true in other areas of athletic training, it is the regular practice of good dietary habits that leads to optimum performance. Placing reliance upon some "magic pill" or "special food" can result in neglect of balanced nutrition which is the cornerstone of athletic conditioning. The athlete's own resources of courage and confidence based upon careful coaching and conditioning provide the best assurance of good performace.

—National Federation and A.M.A.

Who Is To Blame?

We were shocked when the news of the latest basketball "fix" cases hit the head-lines.

Why did these young men do what they did? Why did they turn traitor to their schools, their teammates and to the game that has been so good to them?

There are those who are quick to lay the blame at the doorstep of college athletics. No doubt some of the blame belongs there, but certainly not all of it. The homes from which these boys come, the elementary and high schools which they attended, and the communities in which they lived must accept the fact that a young man's sense of values has been largely determined before he enrolls in a college or university. A boy's idea of what is right and what is wrong is based upon examples set by adults—first his parents, then his teachers, and finally the adults of the community in which he lives.

The parents who fail to make a child understand that honesty and integrity are wares that cannot be purchased with money or other material things; the teacher who neglects to teach the virtue of loyalty to family, school and friends; the coach who teaches a boy that it is all right to violate the rules if you don't get caught, who looks the other way when a star athlete violates training rules or other regulations, who advises a boy to accept an "under cover" offer of a recruiter; the school principal who permits an athlete to get the idea that because of his athletic ability he is entitled to special consideration; the ardent fan who slips a player a ten dollar bill for scoring the winning touchdown or hitting a grand slam homerun; and the school boosters who brag about get-

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ting around TSSAA regulations by moving a good athlete into their community — all must bear a share of the responsibility for helping some young man to reach the conclusion that the smart thing to do is to take care of himself when the opportunity presents itself and that loyalty to school teammates, and to the sport he is playing are secondary matters.

We cannot undo what has already been done, but we can, as school people, redouble our efforts to make sure that this kind of shame does not come to us again. If we are to be successful we must obtain a high degree of cooperation from the parents and adults in our communities. The civic clubs, the PTA, community leaders interested in sports, and church leaders should be enlisted to aid the school in its efforts to teach all students that personal integrity, loyalty to family, friends and institutions that are the foundation stones of our civilization are not for sale at any price.

-T. S. S. A. A. News

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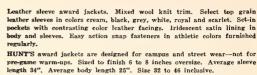
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