The

OF THE

NATIONAL
ATHLETIC TRAINERS
ASSOCIATION

N A L



14th ANNUAL MEETING
CINCINNATI, OHIO, JUNE 9, 10, 11, 12, 1963

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#### HELMS HALL RECIPIENTS ANNOUNCED

The Helms Athletic Foundation announced on August 22, 1962, in a letter to Mr. Eddie Wojecki of Rice Institute, chairman of the Hall of Fame Committee for the N.A.T.A., that their board elected to institute the Helms Hall Athletic Trainers Hall of Fame. Below is the press release of September 4, announcing this milestone in the recognition of athletic trainers in this country.

Twenty-six of America's foremost athletic trainers of yesteryear, those who have been identified with both collegiate institutions, as well as with amateur clubs and professional organizations, have been cited by the Helms Hall Board of Los Angeles in initial elections, as the Helms Hall Athletic Trainers Hall of Fame has been instituted. . . . Annual elections will be held in the future, at which time other athletic trainers of note will be honored.

The creation of the Helms Hall Athletic Trainers Hall of Fame is the result of two years of effort on the part of athletic trainers throughout the nation, spearheaded by Eddie Wojecki of Rice University of Houston, Texas, in developing a program which will serve to recognize those from the field of athletic training who are deserving of honors.

Eddie Wojecki and his committee screened the achievements of more than 100 athletic trainers who served in their chosen profession for a period of 25 years or more—those whose careers have been completed—before singling out the initial twenty-six.

Those chosen for the Helms Hall Athletic Trainers Hall of Fame, in the original elections, are:

SAMUEL E. BILIK-U. Illinois and various New York State hospitals

ROLAND BEVAN-Muskingum, Ohio Northern, Dayton U., Dartmouth, Army

WILLIAM H. S. BOHM-Washington State, Washington Redskins, Cincinnati Reds, and others

DAVID MADISON BULLOCK—University of Illinois MICHAEL C. "MIKE" CHAMBERS—Iowa State, Ohio State, Georgia Tech, Louisiana State, UCLA, etc.

EARL "CLICK" CLARK—University of Washington CHARLES CRAMER—The famed Cramer Brothers

FRANK CRAMER-The famed Cramer Brothers

OLIVER J. DE VICTOR—Pennsylvania State, Pittsburgh, Washington U. (Mo.), Missouri

LILBURN J. DIMMITT-Texas A & M

CARL ERICKSON-Northwestern

WILLIAM J. "BILLY" FALLON—California, Wisconsin, Missouri, Michigan, St. Mary's, U. S. Naval Academy

TAD GORMLEY—New Orleans Y.M.C.A., Tulane, Louisiana State, Loyola, N.

JACK HEPPINSTALL-Michigan State U.

THOMAS FITZGERALD LUTZ-Georgia, Baltimore Colts, U. North Carolina

FRANK HOLLISTER "SKIPPER" MANN-U. Chicago, Indiana U., Chicago White Sox, U. Iowa, Purdue, U. Kentucky

LARNARD (LON) MANN-Chicago Baseball Clubs, Penn State, Purdue

MICHAEL MURPHY-Yale, Detroit A.C., Pennsylvania EINAR NIELSEN-Chicago A.C., Univ. Utah GEORGE "DOC" NELSON-Utah State HERBERT PATCHIN-Virginia Military Institute ERASTUS W. PENNOCK—Thiel College, and Springfield, also Y.M.C.A.

MICHAEL RYAN—Bates, Colby, Boston Redskins, Idaho, Wyoming, Guatemala, Santa Clara, Santa Clara Youth Village

CLAUDE "BIG MONK" SIMONS—Tulane STANLEY M. WALLACE—U. Maine FRANK WANDLE—Army, Yale, Louisiana State

The 26 famous trainers who have been honored will have their names developed upon the Hall of Fame trophy which is lodged in Helms Hall, Los Angeles, international sports shrine, and each, now living, will become the recipient of the Helms Hall award. The Helms Hall Board is composed of George T. Davis, Alex Kahn, Bob Myers, Rube Samuelsen, Al Santoro, Maxwell Stiles, Sid Ziff, Paul Zimmerman, Bill Schroeder, and Paul H. Helms, Jr., Chairman.

### KINESIOLOGICAL BASES FOR PRESCRIBING EXERCISES

(Preventive and Ameliorative)

By R. E. Shelton

Associate Professor Physical Education for Men, University of Illinois Exercise Therapy Clinic

#### I. Prescribed Exercise in an Athletic Training Program

- A. Responsibility and authority of prescribing exercises
  - 1. Preventive-Trainer
  - 2. Ameliorative-Physician
- B. Bases for prescription—Effects on musculos' reletal system
  - 1. Preventive
    - a. Conditioning (inactivity and disuse)
    - b. Postural and structural deviations (non-pathological)
    - c. Faulty body mechanics
  - 2. Ameliorative
    - a. Trauma
    - b. Disease
    - c. Anomalies-Congenital and familial

#### II. Mechanics of Musculoskeletal System

- A. Fundamental Positions
  - 1. Planes of motion
  - 2. Axes of motion
    - a. Principles of levers
    - b. Types of movement
      - (1) Balistic
    - (2) Moving fixation
- B. Fundamental Movements
  - 1. Accurate terminology
  - 2. Normal degrees of range

#### III. Anatomics of the Musculosketal System

- A. Types of muscle contractions
  - 1. Isotonic-Phasic
    - a. Concentric-Shortening
    - b. Eccentric-Lengthening
  - 2. Isometric-Tonic
    - a. Static-External resistance
    - b. Dynamic-Antagonistic resistance
- B. Principles related to action of muscle
  - 1. Reversal to customary action
  - 2. Gravitational situation

The Journal would like to retract a statement made by Mr. "Porkie" Morgan in an article on Care of the Foot, which appeared in the August, 1962 edition. The Vosburg Foot Appliances Co. of Austin, Texas will not make prescriptions for foot appliances through traceings and will not supply foot appliances except upon a prescription by a registered chiropodist or member of the Podiatry Association.

#### KINESIOLOGICAL BASES FOR

(Continued)

#### IV. Objectives of Exercise

- A. Strength and Power (Speed of strength)
- B. Flexibility
- C. Range of Motion
- D. Endurance
- E. Coordination-Balance
- F. Speed of movement

#### V. Specific Problems for Which Exercises are Prescribed

- A. Problems related to strength
  - 1. Atony
  - 2. Atrophy
- B. Problems related to flexibility
  - 1. Foreshortness
  - 2. Contractures
  - 3. Spasticity
  - 4. Stretch reflex
- C. Problems related to range of motion
  - 1. Restriction
  - 2. Loss of leverage
  - 3. Compensation
- D. Problems related to endurance
  - 1. General fatigue-Cardiovascular tolerance
  - 2. Local fatigue-Muscle tolerance
- E. Problems related to speed of movement
  - 1. Innervation-Reflex or volition
  - 2. Reciprocal innervation and inhibition

#### VI. Primary Consideration for the Prescription of Exercises

- A. Example of Prescription
  - 1. Diagnosis: Fracture (Part affected)
  - 2. Problem: Contractures due to casting
  - 3. Principle: Active Stretching
  - 4. Routine: Progressive active stretching of foreshortened muscle by progressive overload of stretched muscle, by placing the part in a gravitational position, whereby the muscle being strengthened is contracting both concentrically and eccentrically.
  - Duration of treatment: 3 R.M.—Daily—One Month—Progress as tolerated CAUTION: Do not resist action of foreshortened muscle until full flexibility has been obtained.
- B. Demonstration-Active Stretching
  - 1. Hamstrings
  - 2. Hip Flexor

#### **FOOT EXAMINATION**

By Spike Dixon

Associate Athletic Trainer and

HPE & R Teacher, Indiana University

I have always thought it would be a good idea to examine an athlete's feet in order to prevent foot injuries before he starts practice in his sport.

I sent out a survey to help prove that a foot examination is important and to determine the problems involved regarding an athlete's feet before he starts practice in his sport.

The results of this survey has convinced me that examining an athlete's feet, before practice starts, will prevent injuries to the feet.

I firmly feel that examining the feet is as important as examining the heart, lungs, eyes, ears and nose, etc.

Survey results of physical condition of football player's feet before practice, started August 1961, is as follows: Number of feet examined: 1462

Physical condition found:

Flat Feet

31 cases

**Callouses** 

30 cases

Athlete's Foot

70 cases

**Blisters** 

35 cases

**Hard Corns** 

10 cases

Soft Corns

(between 4th, 5th

toe)

2 cases

Ingrown Toe Nails (Big Toe)

8 cases

Hammer Toes (Little)

50 cases

**Underriding Toes** 

2nd, 3rd, 4th toes

11 cases

**Overriding Toes** 

2nd, 3rd, 4th toes

20 cases

Warts

4 cases

Bunion (Big Toe)

1 case

A Long 2nd Toe

4 cases

Web Toes (2nd, 3rd toes)

1 case

Schools participating in football foot examination:

University High School, Bloomington, Indiana Bloomington High School, Bloomington, Indiana Columbus High School, Columbus, Indiana Indiana University, Bloomington, Indiana University of Oklahoma, Norman, Oklahoma University of Maine, Orono, Maine Arizona State University, Tempe, Arizona State College of Iowa, Cedar Falls, Iowa Army, West Point, New York

## ASSESSMENT OF THE DUTIES AND RESPONSIBILITIES OF ATHLETIC TRAINERS AT THE COLLEGE LEVEL<sup>1</sup>

By Roger L. Johnson

Assistant Athletic Trainer Purdue University Lafayette, Indiana

The Athletic Training profession has developed tremendously during the past decade. It has progressed from the early days of the traditional "bucket and sponge" era to the technical and scientific status of today. Now a college degree is necessary for every potential athletic trainer. Obtaining physical therapy training prior to embarking on a career has been encouraged and in the near future will become mandatory. This type of training is most essential to enable the athletic trainer to do competent work.

The founding of the National Athletic Trainers' Association (N.A.T.A.) in 1950, was the first major advancement that took place within the athletic training profession. The responsibility for much of the progress in athletic training during the next decade was assumed by this organization.

Two major and dependent factors contribute to the need for well-trained athletic trainers. The first factor is related to the emphasis placed on the importance of athletics by both laymen and physical education personnel. This emphasis leads to an increase in the number of participants in the various athletic activities. The second factor is due to the marked increase in the number of injuries occurring in athletics as a result of increased participation in sports. As a result, it is deemed necessary to employ well-qualified, responsible personnel as athletic trainers. The athletic trainer of today should be considered a valuable asset to any athletic program. However, the duties and responsibilities of the athletic trainer have not been defined yet. Consequently, the purpose of the study was to survey the duties and responsibilities of the athletic trainers at the college level, utilizing the questionnaire technique. In the process of achieving the above purpose, certain procedures were followed: (1) construction of the evaluation instrument in terms of content and format, (2) selection of the sample, (3) organization and analysis of data.

#### Construction of the Instrument

For feasibility reasons, the questionnaire technique was utilized in this survey. Reviewing the related literature and consulting with authorities in the field, the following items, along with their purposes, were selected to be included in the instrument: \*(1) personal information, which included such points as date of birth, marital status and primary specialty in military service, (2) information pertaining to college/university experience, (3) degree of athletic training and teaching experience, (4) general information, which included such points as size of the school, the individual's present official and professional title, professional organizations to which he belongs, the type of contract he holds, summer employment, salary scale, classifications of patients and budget for medical supplies, (5) professional status of the individual, (6) medical doctor and athletic trainer relationship, and, (7) facilities.

<sup>1</sup>This study was made in partial fulfillment of a M.P.E. degree at Purdue University, 1962, A. H. Ismail, advisor.

<sup>2</sup>The instrument is available under request.

#### Selection of the Sample

The sample was not selected at random. However, certain criteria were developed for the purpose of securing representative colleges and/or universities. The criteria may be listed as follows:

A. Only colleges and universities involved in major leagues or conferences were considered.

B. In order to achieve adequate representation, geographical location was taken into account in the selection process.

C. The Official Collegiate Football Guide³ was used to obtain the names of the colleges and/or universities included in the study. Of the possible 232 colleges and/or universities in the major leagues or conferences listed in The Official Collegiate Football Guide, 147 colleges and/or universities, or sixty-three percent, were selected to participate in the study. Of the 147 colleges and/or universities, only 100 schools, or sixty-eight percent, cooperated.

Thirty-four percent of the athletic trainers selected belonged to schools which had an enrollment of 10,000 students and above, 30 percent belonged to schools which had an enrollment of 5,000 to 9,999 students and 34 percent belonged to schools which had an enrollment of 4,999 students and below. The remaining 2 percent did not respond to this particular item.

<sup>3</sup>The Official Collegiate Football Guide, National Collegiate Athletic Association, New York; National Collegiate Athletic Bureau, 1961 pp. 13-65.

#### Organization and Analysis of Data

The Chi-Square Test of goodness of fit was used. Percentages were computed whenever possible to facilitate interpretation. The five percent level of confidence was selected for testing the various hypotheses. The findings of the study may be listed as follows:

#### Personal Information

- 1. The average age of the athletic trainers was 42 years.
- Eighty-seven percent of the athletic trainers were married, 11 percent were single, 1 percent were divorced and 1 percent were widowers.
- 3. Out of the 72 percent of the athletic trainers who had been in military service, 23 percent had been affiliated with some type of medical duty.

#### Information Pertaining to College/University Experience

1. The amount of formal education obtained by the various athletic trainers has been listed as follows:

Bachelor of Science	47%
Master of Science	33%
Bachelor of Science plus a	
Physical Therapy Certificate	6%
Master of Science plus a	
Physical Therapy Certificate	4%
Doctor degree	3%
No degree	70%

#### Experience

1. The average number of years of athletic training experience has been listed as follows:

Head Trainer	12.5	years
Assistant Trainer	3.8	years
Student Trainer	3.1	years
Head or Assistant Coach	7.8	years
College/University Trainer	10.9	years
Physical Therapist		





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#### ASSESSMENT OF THE DUTIES (Continued)

- Football, basketball, track, baseball, tennis, cross country running, golf, swimming, wrestling and gymnastics were the sports to which athletic trainers devoted most of their time, while fencing, lacrosse, skiing, hockey and soccer did not have the same attention.
- 3. Seventy-five percent of the athletic trainers had teaching responsibilities.
- 4. The average number of years of teaching experienced by the athletic trainers was 5.0 years at the high school level, 6.0 years at the college level and 9.4 years at the university level.
- 5. The majority of athletic trainers taught during the second quarter for an average of 3.6 credit hours. On a semester basis, it was found that the majority of athletic trainers taught during the second semester for an average of 5.7 credit hours.
- 6. Care and prevention of athletic injuries appeared to be the most frequently appearing subject matter to be taught by the athletic trainers, followed by first aid, kinesiology, health and safety, therapeutic techniques, physiology and others in this particular order.

#### General

- 1. Eighty-nine percent of the respondents indicated their official titles were head athletic trainer, while six percent have titles of coach or instructor with training duties.
- 2. Registered physical therapist and licensed physical therapist were the professional titles which athletic trainers held most frequently.
- 3. In terms of membership held in professional organizations by the various athletic trainers, the findings have been listed as follows:

National Athletic Trainers' Association.	89%
American Physical Therapy Association	8%
American Registry of Physical Therapis	sts 8%
American Association Health, Physical	
Education and Recreation	37%
Othor	2001

- 4. Sixty-five percent of the responding athletic trainers held 12 months contracts, 31 percent 9-10 month contracts and two percent six month contracts. The remaining two percent did not respond to this particular item.
- 5. Relative to the summer employment held by the athletic trainers who were not on 12 month contracts, it was found that four percent of the athletic trainers worked in physical therapy, nine percent in recreation, five percent were unemployed, eight percent taught school and 12 percent worked at various other vocations.
- 6. The types of salary scales most applicable to athletic trainers were found to be the regular teaching salary and the regular teaching salary plus an increment equal to that provided to the assistant coach.
- 7. The types of patients treated by the athletic trainer have been listed as follows:

College/University athletes	97%
Faculty	
Faculty dependents	
Staff (other than teachers)	38%
College/University students	55%
Private patients	23%
High school students	14%

8. The amount of money spent yearly by the colleges and/or universities on a medical budget has been listed as follows:

\$15,000 and above	8%
\$10,000 to \$15,000	16%
\$5,000 to \$10,000	
\$5,000 and below	
No response	10/

9. Instructor and assistant professor were the most frequently appearing academic ranks held by the athletic trainers.

#### Medical Doctor and Athletic Trainer Relationship

1. Relative to permission of the various athletic trainers to diagnose major and minor injuries, the findings have been listed as follows:

Minor	inju	ries		58%
			injuries	35%
No res	spons	se		7%

- 2. Relative to the responsibility of the medical care of the athlete, it was found that in the majority of the colleges and/or universities the responsibility was entrusted to the physician.
- 3. Relative to the selection of treatment following the diagnosis of injuries by the physician, the findings have been listed as follows:

Physician prescribes treatment	35%
Trainer prescribes treatment	23%
Both prescribe treatment	40%
No response	2%

 Forty-six percent of the team physicians attended practice periods, and 100 percent attended contests.

#### **Facilities**

- Ninety-four percent of the colleges and/or universities had an equipped first aid or training room available.
- 2. The most frequently reported size of the training room was found to be between 401 and 800 square feet.
- 3. The most frequently appearing preferred sizes of training rooms were 1200 square feet and 1500 square feet.
- 4. Thirty-one percent of the head athletic trainers had full time assistant trainers, 17 percent of the head athletic trainers had part-time assistant trainers and 84 percent of the head athletic trainers had student trainers.
- 5. Pertaining to the modalities available in the training room, it was found that treatment tables, taping tables, infra-red lamps, whirlpools, and diathermy machines were the most frequently appearing modalities in the colleges and/or universities.
- 6. The types of modalities most frequently requested were diathermy machines, whirlpools, hydrocollator packs, paraffin baths, traction units, medco-sonlators, exercise tables, ultra-sounds, low voltages, weights and ice machines in that order.

On the basis of the findings drawn from this study, the following recommendations are suggested:

- 1. Similar investigations should be conducted based on the medical doctors' responses.
- 2. Similar investigations should be conducted based on the athletic directors' responses.
- 3. Similar investigations should be conducted in high school athletic training.

Continued on page 7

#### ASSESSMENT OF THE DUTIES (Continued)

4. A study should be conducted comparing the responses made by the athletic trainers, the athletic directors and the athletic physicians.

5. The findings derived from this investigation should be of help to the Board of Directors of the National Athletic Trainers' Association in developing tentative standards pertaining to the duties and responsibilities of athletic trainers at the college and/or university levels.

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#### A NEW HORIZON IN ATHLETIC TRAINING

By Mel Blickenstaff

Indiana State College, Terre Haute, Indiana

Gentlemen, last summer at our Madison meeting, Tom Diehm asked if I wouldn't give a talk at Albuquerque. I agreed to do this for him, but even after I had consented, he said there were two requirements which had to be adhered to: (1) that my job was specifically to talk to you, (2) your job was to listen to me. Gentlemen, I'd like to add a third prerequisite, (3) if you finish your job before I finish mine, feel free to get up and leave.

My subject today is "A New Horizon in Athletic Training." I would like to point out three things: (1) what the high schools are doing in the field of Athletic Training, (2) what the high schools could be doing, and (3) what

the college trainers can do to help.

Before I start on point number one, I would like to state that I feel a little like a hypocrit, because after spending 23 years in the high school field, I am leaving it to take a job at Indiana State College this fall. However, I do plan to practice many of the things I am going to talk about.

#### What the High Schools are doing in the Field of **Athletic Training**

I felt I could speak rather accurately on this point in the state of Indiana, but since we only have approximately

one dozen high school trainers, I thought it would be more practical to cover the entire United States.

I sent out a questionnaire to all the high school trainers that are members of the N.A.T.A., and of the 80 sent, I received 59 answers which represents a pretty good response. Seventeen different states answered, and as expected Texas lead the parade with 16, followed by Ohio with 8, New Jersey 7, Indiana 5, Pennsylvania 4, Massachusetts and California 3, Michigan and Illinois 2, all others had one. These include: Rhode Island, South Dakota, Connecticut, Minnesota, Wyoming, Montana, Iowa and Arizona.

By N.A.T.A. Districts, I received 2 replies from 1, 11 from 2, 0 from 3, 18 from 4, 2 from 5, 16 from 6, 3 from 7, 3 from 8, and 0 from 9.

#### The More Important Questions Asked Were:

- 1. Are you a full time teacher in addition to your athletic training duties? yes (43) no (15)
- 2. How many classes do you teach per day? 8 (1) 6 (4) 5 (17) 4 (13) 3 (7) 2 (2) 0 (12)
- 3. How many free periods do you have per day? 3 (2) 2 (10) 1 (25) 0 (3) study room (3) preparation (2)
- 4. What subjects do you teach?

physical education(1	7) first aid	(2)
adaptive phys. ed (	2) physiology	(1)
history(1	1) narcotics	(1)
health (	9) manufacturing	(1)
driver education (	6) English	(1)
general science (	5) Guidance	(1)
biology (	4) reading	(1)
mathematics (		
social studies (	2) industrial arts	(1)

5. Other duties:

equipment mgr(12)	laundry service (1)
coach(6)	substitute teacher (1)
assistant coach (3)	attendance dir.
athletic director (2)	safety patrol (1)
asst. athletic dir (1)	officer, division
	of labor(1)

6. Do you take care of the training duties of one high school only?

> one high school only only .....(32) one high school and one junior high..... (2) one high school and two junior highs....(10)

> one high school and three junior highs (1) entire school system.....(11)

7. Does your city have a centralized athletic training program? If so, how many schools are you responsible for?

three high schools and six junior highs (1)

two high schools and three junior highs (1) two high schools and four junior highs (3)

Houston services 46 schools

8. Are the athletes in your school covered by insurance?

yes (32) no (15) split (3) optional (3) own (2) injury fund by school (3) injury fund by athlete (1)

#### A NEW HORIZON IN

(Continued)

- 9. Are your doctors paid for their services? yes (31) no (20) insurance only (7)
- 10. Is your salary derived from the teachers salary schedule with additional pay for your athletic training duties?

  yes (49) no (6)
- 11. How much are you specifically paid above the teachers pay for your athletic trainers duties?

\$2000	(3)	\$575	(1)
\$1800	(1)	\$550	(1)
\$1500	(1)	\$500	(7)
\$1200	(1)	\$400	(5)
\$1180 and mi	(1)	\$375	(1)
\$1000	(7)	\$350	(1)
\$350-\$1000	(1)	\$250	(1)
(7 step schedule)			
\$980	(1)	\$200	(1)
\$750	(4)	\$150	(1)
\$650	(1)	\$000	(7)

- 12. How does your trainers pay compare to your assistant coaches?

  above (10) same (26) below (13)
- 13. Trainers pay comes from: athletic dept. (14) tuition fund (32) booster club (1)
- 14. What are your teaching licenses?

physical ed(16)	social studies (7)
health(13)	history (3)
driver ed(6)	mathematics (4)
safety ed (4)	English (2)
biology (7)	Speech (2)
science (5)	attendance dir (1)

- 15. Are you a college graduate?
  yes (52) no (5) working on degree (1)
- 16. Do you have a physical therapy degree? yes (6) no (48) working on (2)
- 17. Do you have liability insurance to protect you as an athletic trainer?yes—own (6) yes—school (19) no (27)

To summarize the above answers, here is what the typical high school trainer does.

- 1. His duties would consist of being hired first as a teacher, and secondly as an athletic trainer.
- 2. He teaches either four or five classes per day which figures 20 to 25 hours in the classroom per week. He has one and sometimes two periods off, but even then is assigned to duty at the gym or in a study room.
- 3. Teaching fields and subjects taught seem to indicate health and physical education to be the most common, followed by science, and then social studies. Subject-wise they line up: physical education, history, health, science, driver education, and mathematics.
- 4. Most common other duties would be equipment manager followed by either head or assistant coaching assignments.
- 5. Most are responsible for one high school, but do help on an on-call basis, to all grade schools and junior high schools within their area.

- 6. Centralized training programs would seem to be in the minority rather than a majority.
- 7. The majority of schools carry health and accident insurance in some form or other.
- 8. Doctors are usually paid for their services, but many schools have a traditional team physician that donates his services.
- 9. Most high school trainers are paid on a teachers salary schedule, plus extra for the additional trainers duties. This is identical to the policy usually used for the coaches. The average beginning trainer is paid between \$200-\$500, this increases with experience and in the case of some it goes as high as \$2000 above base pay. Most are paid a salary comparable to the assistant coaches, per season.
- 10. Practically all are college graduates, but very few have physical therapy certificates.

#### What the High Schools Could Be Doing

In 1961 the United States Department of Commerce listed 25,596 high schools of the four-year, junior, junior-senior variety. This figure doesn't represent an accurate means of determining the possible number of trainers that could be used in this field, because it includes the junior highs and a very high percent of four-year high schools with enrollments below 200.

A much more accurate means of determining the total number of potential high school jobs available, would seem to be a look at the number of high schools according to their size. The U. S. Department of Health, Education, and Welfare gives the following statistics: In 1961 there were a total of 19,189 high schools. Of this figure 4,989 had over 500 students, 6,092 had between 200-499, and 8,109 had an enrollment below the 200 mark. Consolidation should decrease the number of smaller schools, and should increase the number of larger ones. From a standpoint of enrollment, a reasonable guess at the present time, would seem to be someplace around 10,000 possible jobs. This figure includes all high schools with an enrollment over 200.

Looking at it from another point of view, it is my contention that any high school large enough to play football certainly is in need of an athletic trainer. By writing to the Indiana State High School Athletic Association, I was able to find out that 19,208 schools were members of the National Federation of State High School Athletic Association during the school year of 1960-61. Of the 19,208 members, 11,323 played football. This would seem to substantiate my previous estimate of approximately 10,000 possible jobs. The 1960 National Athletic Trainer's Roster listed less than 100 high school trainers that were members of this organization. Assuming that there might possibly be some place between 125 and 200 high school trainers in the United States, it should be clearly understood that the high schools represent a wide open field. This, gentlemen, is the "New Horizon in Athletic Training.'

#### What the College Trainers Can Do to Help

If we are going to try to do something about this New Horizon, then it becomes the responsibility of every college trainer to lay the ground work. How can we do this? In my way of thinking there are many ways:

#### A NEW HORIZON IN

(Continued)

- 1. As a teacher of future trainers, you must emphasize the high school field as definite job possibility to your students.
- 2. You must point out the fact that most good high school systems pay their teachers as well, if not better than many of the large colleges and universities. Most of these systems start a beginning teacher at approximately \$4400-\$4800, and with around 16-18 years experience, the top figure should be between \$7500-\$8500. Add on the trainers pay and this could give a salary with a top of over \$9000 in 16 years.

Each year the high school's salary schedule improves. In the 11 years I spent in Columbus, my salary increased on the average of slightly more than \$400 per year.

Most high schools offer security in the form of tenure at the beginning of the sixth contract. This of course must be a satisfactory teaching record with that system.

Most high school systems offer two retirement plans. Social security and your state teachers' retirement plan can combine to give you a retirement check at the age of 65 of over \$6500 per year.

3. Your classes must stress that a trainer can do a real fine job with a minimum of equipment. A beginning high school trainer can get along with analgesic, ice, massage, and corrective exercise. Much of your basic training room equipment: such as tables, powder boxes, cabinets, etc., can be built by you or the school shop.

Much of your expensive therapy equipment will be donated by the service clubs in your city if you learn to drop a subtle hint to the right people.

Medical help is readily available, usually by the younger

Above all, young trainers must be taught to work. Not only to do their own work, but to pitch in and help the school in any capacity they may see fit to use you. Then too, there is always your responsibility to the community.

The pay probably won't be as much as you think it should be, but learn to do your griping to yourself.

Student assistants can be of great help to you. Cramer's student trainer course can give a real fine background from which to start them off.

- 4. When you give a talk to a group of coaches, school administrators, or a service club don't pass up the opportunity to plant the seed that every high school can and should have an athletic trainer.
- 5. Many schools would like to have a trainer, but don't know how to go about getting one. Many school administrators don't realize that trainers could be utilized in their school systems for approximately the same salaries they pay their assistant coaches.
- 6. I would like to see Cramers put out a special issue of the First Aider to help educate the administrators throughout the United States. All principals, superintendents, state school superintendents, state high school athletic commissioners, and school boards need to be informed that the high school's athletic program is not complete without the services of an athletic trainer. Also that the high school trainers could be readily available if they were hired like the coaches.
- 7. Let's try to educate every one we come in contact with!

Continued on page 10

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#### A NEW HORIZON IN

(Continued)

#### SUMMARY

- 1. Every high school that is large enough to play football, can and should have an athletic trainer. This means a potential field of over 10,00 jobs.
- 2. A reasonable salary should be approximately the same per season as an assistant coach.
- 3. High school trainers should be hired first as teachers and secondly as trainers in most states.
- 4. High school trainers should have a teaching license in at least two fields: probably physical education and science would work out best.
- 5. Your undergraduate athletic training background should include actual daily work in the training room throughout the four years of college. Your curriculum should be planned so that you will have taken the necessary courses to gain entrance to a physical therapy school, if so desired.
- 6. When thinking in terms of advanced schooling, be sure to check with your school system to see if a physical therapy certificate can be substituted for a master's degree. I would recommend this if you are planning for only one year (providing you have a good practical undergraduate background in athletic training).
- 7. If your school system will not accept the physical therapy certificate as an equal to a master's degree, then I would recommend a master's in physical education or health. Be sure your work includes all the athletic training courses that are offered. Some schools offer a master's degree in the field of athletic training.

As a second year of advanced schooling, I would recommend getting a physical therapy certificate. Most salary schedules are designed to give credit for at least 90 hours above your basic degree.

8. When ever you give a speech, or write an article, let's educate the general public that every high school can and should have a trainer.

#### Before Concluding

I would like to go back to Eddie Block's speech of last summer at Madison. Ed criticized the high schools for the poor job they've done taking care of athletics.

Several high school trainers ask that I should refute Ed's comment, but when you think this statement through carefully, we can't. Ed is not criticizing the high schools that have athletic trainers, but is pointing out the need for thousands more, just like the few hundred we now have.

#### In Conclusion

- 1. As a high school athletic trainer, you can expect to be over-worked and under-paid.
- 2. If you don't like to work, I would recommend that you stay out of the high school field.
- 3. If you are going into this field because you feel there is an important job to be done, then you are on the right track!

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#### AN ANALYSIS OF ALL INJURIES OCCURING IN THE 1961 FOOTBALL SEASON AT THE UNIVERSITY OF **OKLAHOMA**

By Charles Martin, Assistant Trainer

During the 1961 football season at the University of Oklahoma, a comprehensive check on the injuries received was kept. The survey included all injuries from minor contusions, and strains to torn ligaments, and broken bones.

Oklahoma University played ten football games during the 1961 season losing the first five and winning the last five.

The squad varied in size from sixty-two to fifty-five. The seven boys who dropped football did so very early in the season. The average squad size for the season was fifty-five.

There was a total of ninety-three periods of activity over a period of thirteen weeks. Eighty-three of these periods were intersquad practices and ten were intercollegiate games. The longest practices fell on Tuesdays with an average of one hour and fifty-eight minutes per practice. The shortest practices were on Friday with an average practice of one hour. The average practice of the complete season was one hour and twenty-two minutes. Total hours practice of the season was one-hundred twenty-seven hours and sixteen minutes. Fifty-two hours and ten minutes of practice occurring before the start of school and seventy-five hours and six minutes occurring after the start of school.

It was found that the most frequent injuries were in the region of the wrist, hand and fingers, closely followed by injuries to the groin and thigh.

We treated a total of three-hundred and twenty-one injuries during the season which included:

Fifty-one to the wrist, hand and fingers

Forty-eight to the buttocks, groin and thigh

Forty to the head, face and neck

Thirty-six to the shoulder

Thirty-one to the arm, elbow and forearm

Thirty to the abdomen, pelvis and back

Twenty-eight to the knee

Twenty-six to the ankle, foot and toes

Twenty-five to the lower leg

Six to the thorax

In breaking down the three-hundred and twenty-one injuries, it was found that we had twenty-two injuries in which it was necessary to slightly alter the individual's practice schedule. Of these twenty-two injuries, four were received during scrimmage, nine during intercollegiate games, and nine while practicing fundamentals.

These twenty-two injuries included:

Six to the knee

#### AN ANALYSIS OF ALL

(Continued)

Four to the shoulder
Three to the ankle
Three to the low back
Two to the groin and thigh
Two to the lower leg
One to the forearm
One to the wrist

We had twenty injuries which necessitated the individual's missing at least one day of practice. Of the twenty injuries four were received during scrimmage, eight during practice of fundamentals, and eight during intercollegiate games.

These twenty injuries included:

Six to the knee

Four to the ankle

Three to the low back

Two to the lower leg

One to the wrist

One to the forearm

One to the head

One to the shoulder

One to the thigh

In breaking down the three-hundred and twenty-one total injuries, it was found that one-hundred and ninety-three occurred in the practice of fundamentals, eighty-three occurred in games, and forty-five occurred in squad scrimmage.

As to the positions played, the right halfbacks received the most injuries (forty-four), followed by the left halfbacks (forty-three), right tackles (thirty-two), centers (thirty-two), fullbacks (thirty), right ends (twenty-eight), left ends (twenty-five), left tackles (twenty-four), quarterbacks (twenty-three), and left guards (twenty-one).

In a classification of injuries according to the body part affected, it was found that the shoulder accounted for the most injuries (thirty-six), followed by the quadriceps (thirty-four), the knee (twenty-eight), the hand (twenty-five), the ankle (twenty-one), the face and calf (seventeen each), the fingers and neck (fifteen each), the hamstrings, head, and shin (eight each), the upper arm (seven), the groin and thorax (six each), the upper back (five), the foot (three), the toes (two) and the abdomen (one).

In breaking down these injuries and classifying them as to age, weight, and height of the players the following facts were found:

- 1. The twenty-one year old players received more injuries per man (7.15) than any other age group.
- 2. Players in the heavy weight group (two-hundred and one pounds to two-hundred and fourteen pounds) received more injuries per man (6.84) than any other group.

Continued on page 12



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#### AN ANALYSIS OF ALL

(Continued)

3. Players in the tall heights (six feet two inches to six feet five inches) received more injuries (6.70) than any other height group.

In a study of the most hazardous period of the season, it was found that:

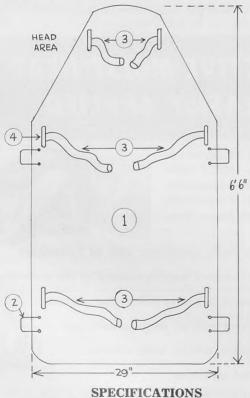
- 1. The first week was the most hazardous for total injuries (sixty-six).
- 2. The twelfth week was the most hazardous for total injuries during games (fourteen).
- 3. The sixth week was the most hazardous for serious injuries (six).

#### SPINAL BOARD

By Michael W. LaPorta

Assistant Trainer, Physical Education Instructor

I have devised a training aid that will enable coaches and trainers to handle injured players with spinal injuries with a little more security. The apparatus I have constructed is termed a Spinal Board. It will allow an injured player to be removed and transported from the playing area without any further injury to the spinal column because of unnecessary movement and sagging. There are certain advantages to be found in a spinal board of this nature that are not possessed by the ordinary stretcher. The greatest advantage being found in the complete elimination of any sagging which could lead to further complications.



No. 1. Plywood: 6'6" x 29" x 3/4"

No. 2. Metal handles bolted down with the nut recessed at the opposite end of the plywood. A  $\frac{1}{2}$ " bolt is desirable. The handle should extend 2" from the edge of the board, and there should be a space of 5" within each handle to allow free movement of the fingers.

No. 3. Adjustable web strapping 2" in width and 7' in length (with the exception of the strap to secure the head and this length should be approximately 5') is desirable for securing the patient at the trunk in the vicinity of the chest area.

No. 4. The slots for the web strapping to secure the head in place should begin 12'' down from the top as shown on the diagram and should be 5 to 6'' in length. The slot for securing the patient in the chest area should begin 48'' from the bottom and should also be 5 to 6'' in length. The slot for the web strapping to secure the patient in the lower limb area as shown on the diagram should begin 14'' from the bottom and like the others should be 5 to 6'' in length. All the slots should be 1'' wide and should be placed  $1\frac{1}{2}''$  in from the edge of the board.

Note: The length of the web strapping for securing the legs in place should be  $6\frac{1}{2}$ " in length.

This spinal board should support in excess of 300 pounds.

## THE JOURNAL OF THE NATIONAL ATHLETIC TRAINERS ASSOCIATION

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#### A SPECIAL REPORT

By the Officers of the National Collegiate Athletic Ass'n American Football Coaches Ass'n Nat'l. Ass'n of Basketball Coaches Nat'l. Ass'n of Collegiate Commissioners

THE CRIMINAL CONSPIRACY of bribery has invaded intercollegiate athletics. The evidence of connivance and disloyalty is before us. In a sense, we serve as stewards or trustees of a vital and important part of our national way of life—namely, intercollegiate athletics. It is our job to study and evaluate all of the facts associated with the recent gambling conspiracy and to propose whatever action appears necessary.

First, society and the world of education must condemn the young men who yielded to temptation. They are adults and should be able to distinguish clearly between honesty and dishonesty. Too often modern liberal thought condemns social institutions and holds the individual blameless; in our judgment, the first line of defense against corruption must rest with the individual.

Additional ways and means must be developed whereby the individual is made constantly aware of his responsibility to reject corruptive influences and, if he fails to do so, be required to pay a meaningful penalty.

In our study of this problem, the bribers and gamblers come next. A review of the many news articles and editorials which have been printed on this subject discloses that these individuals and the gambling profession they pursue have been condemned all too infrequently. The Attorney General of the United States and thoughtful Congressional leaders have been quick to see that the cancerous core from which much of this evil spreads is organized gambling, and both recent legislation and proposed laws pending before the Congress of the United States can do much to strike at this recognized evil. In assaying this critical situation, let us not forget the briber and gambler who exist because society has made it easy for them to pursue their dishonorable profession and criminal activities.

It seems that whenever a dishonest act shocks the American public excuses are made based upon the contention that America's morality is declining. It is true that our news sources frequently report that dishonesty and corruption have invaded labor, business and government.

This, however, cannot stand as an excuse. We must acknowledge that criminal activity—undesirable as it may

be—is going to be with us in varying degrees always. It is the responsibility of thinking people continually to set standards and enforce standards which will guide our young people away from the corruptive temptations which will be extended to them from time to time throughout their lives.

Thus, at this point we meet our own issues and challenges. We say that education improves the individual and that college sports participation is a part of that process of improvement. We must immediately set about to see how we can strengthen our principles and procedures to better accomplish the mission we have assigned to ourselves. It is not sufficient to say, for example, that a fragment of one percent of the estimated 14,000 young men who annually play college basketball has gone astray. We must continually strive for perfection and cannot settle for less.

Accordingly, we believe it is timely to underscore basic principles concerning the conduct of intercollegiate athletics, propose certain safeguards and urge the adoption of procedures conducive to the sound administration of athletic programs:

- 1. We reaffirm that the primary purpose of every college is to educate properly its students. Institutional integrity is essential. All institutions have a sacred obligation to (a) avoid admitting students who are not qualified to realize the moral and intellectual goals of the institution; (b) insist that scholarship committees carefully and critically evaluate the backgrounds of candidates for financial assistance, and (c) require that all students perform their academic duties in a manner commensurate with the goals of higher education.
- 2. We have studied the case histories of those young men who have admitted accepting money to manipulate the scores of basketball games. It is evident that a number of these young men constituted an academic risk for higher education.

We believe this problem should be considered by the regional accrediting agencies. We recommend and urge the accrediting agencies to re-examine admission requirements and, also, study the courses which are offered for credit to the end of strengthening or eliminating those courses which in their judgment are not deserving.

3. The NCAA has at work a committee studying the possibility of instituting a minimum academic score for intercollegiate eligibility. Recent developments in intelligence testing indicate that in the not too distant fu-

Continued on page 14

#### A SPECIAL REPORT (Continued)

ture, it might be possible to set a minimum score which students must attain before they may be eligible for participation in athletics. The NCAA shall continue to follow closely these developments and we believe the time is approaching when, for the best interests of intercollegiate athletics and higher education, the NCAA should legislate in this area and require a reasonable, continuing performance for eligibility.

- 4. We are convinced that the eligibility rules for NCAA meets and tournaments should specify that a young man who transfers from a collegiate institution after being disqualified or suspended for academic or disciplinary reasons, shall be required to spend two full and satisfactory academic years in residence and 24 calendar months shall elapse before becoming eligible for national championship competition.
- 5. To further strengthen and implement existing NCAA standards, we believe there should be a requirement that special intercollegiate events of national prestige, including football bowl games, shall be conducted under NCAA eligibility rules and that this fact must be certified before member institutions of the Association may participate.
- 6. We urge the NCAA membership to enact a national one-year residence requirement for all transfers except junior college graduates.
- 7. Member institutions should conduct their athletic competition on campus grounds and in campus buildings. Where such campus facilities are not available or adequate, institutions are urged to play only on fields or in buildings over which the collegiate institution has complete control, management and supervision. All intercollegiate schedules should be arranged with a minimum of classroom interference.
- 8. Evidence clearly shows that gamblers and bribers have contacted young men during summer basketball competition. The NCAA Council already has voted to introduce legislation to the 56th NCAA Convention this January which would render young men ineligible if they participate in organized summer basketball. This will constitute a significant step and we urge the membership's support of this amendment.

(We believe the Council should consider extending this legislation to cover not only organized summer basketball competition but all forms of organized basketball competition outside of the permissible collegiate playing season.) 9. During the past five years, there has been a rapid growth in summer coaching schools for basketball, and to a lesser degree football. The present NCAA rule provides that college facilities and personnel may be associated with this activity provided only young men below the level of a high school senior participate in the school.

We feel that a college coach or a college facility should not be connected with any instructional school where the enrollees have entered the junior year of high school.

10. No rule enforces itself. The enforcement efforts of our conferences and the NCAA during recent years have done much to increase respect for the governing legislation of intercollegiate athletics. The annual certification of compliance program, inaugurated this past year by the NCAA Council, will give added impetus to observance.

We recommend that the NCAA Council continue its program of vigorous enforcement. Penalties should not be softened; rather, we believe the severity of penalties should be increased, particularly for the institution which is found in violation more than once.

11. We firmly believe that college administrators must redouble their previous efforts in counseling the student body at-large and athletes in particular as to the seriousness of the gambling-bribery problem. We all devote ourselves to trying to develop the best possible morals and attitudes in the young men who come under our direction; nonetheless, this is an unending and continual challenge and one to which we must constantly rededicate ourselves.

All institutions should warn their athletic squads regularly against the threat and corruption attached to the activities of gamblers; cite existing and applicable laws; review the tragedy which has struck some students, and post pertinent messages on this subject to remind the student-athletes of these facts.

This approach in the area of athletics must be supported by teachings in the classrooms that uphold man's personal responsibility and moral obligation. If, as Socrates maintained, truth, goodness, and virtue are meaningful and form an integral part of education, they cannot be undermined in the lecture hall by a brand of pragmatic liberalism that would logically lead to the sacrifice of integrity for material satisfaction and gain.

12. We urge each institution to enact an institutional rule which shall provide that any student (athlete or non-athlete) shall be expelled from college for failure to report a solicitation to be a party to sports bribery; further,

#### A SPECIAL REPORT (Continued)

institutional regulations should provide that a student shall be expelled if he becomes an agent of the gambling industry through the process of distributing handicap information or handling bets. Institutions should encourage local authorities to enact and enforce laws prohibiting this type of activity on the part of any citizen.

Any steps that can be taken to make it more difficult for the briber to gain information or to make contact at the campus level should be undertaken immediately. Law enforcement officers have cited this factor repeatedly and each institution should explore such devices in addition to the ones above.

- 13. We enlist the suggestions and support of the newsgathering profession in our efforts to curtail the threat and danger posed by organized gambling.
- 14. Our associations must continue their earnest and energetic efforts to gain enactment by the Congress of the United States of legislation striking at gambling and bribery. Already a number of bills introduced by Attorney General Kennedy have been enacted and we should give our full support to the anti-bribery legislation introduced by Senator Keating (pending before the Senate Judiciary Committee) and a bill introduced by Congressman Zelenko (pending before the House Judiciary Committee).
- 15. Following 1951, many of our institutions were successful in encouraging their state legislatures to enact anti-bribery laws. Already, a number of our members

have taken leadership in obtaining action at this time and most of the states have such legislation.

In those states which do not have anti-bribery sports laws, or inadequate laws, we urge member institutions to take the leadership in petitioning state legislatures to pass strong legislation to deal with this subject. It is important that there be legislation at both the state and national levels because under Federal legislation, it would be possible for bribery attempts to be undertaken on an intrastate basis which would not violate Federal law.

16. Finally, we come to the greatest challenge facing collegiate administrators. Through the years, we constantly have sought to devise ways and means of making certain that young men select their institutions of higher education primarily for educational reasons. There are countless rules in the legislation of the NCAA and our conferences directed toward accomplishing this commendable objective.

Whenever a young man selects an institution for purely sports reasons, then that institution has taken unto itself a potential source of trouble. It has knowingly secured an Achilles heel and if this vulnerability should disclose itself in the future, the institution has only itself to blame.

We shall re-examine the rules and regulations of intercollegiate athletics and this Association to determine whether there are additional ways open to us to make it more certain that the thousands of young men who come to our college institutions each year as known athletes come first and most importantly as students, seeking much more than the opportunity of sports participation and athletic success.

We urge a comprehensive attack upon this problem involving national, state and local governments, educational institutions and our communications media. The colleges must lead the way by pursuing their own self-improvement program. Through a series of constructive measures—some simple and some complicated—the climate and conditions which surround and are a part of intercollegiate athletics will be improved.

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JET STREAM, used as a mouth-rinse relieves and helps prevent hot, dry "cotton mouth" (Xerostomia). Refreshes and moisturizes mouth with cool stimulating taste.

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