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# THE NATIONAL ATHLETIC

## General Conduct of Trainers

ART DICKINSON, Athletic Trainer  
Iowa State Teachers College



Chuck Cramer  
Executive Secretary

Dear Pete:

I am very much concerned about an article, which appeared in *The Mentor*, relating to the use of high school boys as trainers. I am particularly against such a thing as we are trying to raise the standards, educational background, and salaries of the trainers and it seems to me that if superintendents read the article, they might feel that anyone who doesn't have much else to do could qualify as a trainer. We have in this state, a few teams who have taken a boy and labeled him as a trainer, and I have done everything I could to try to eliminate such things. There is no question but that a high school boy could learn to put on tape properly, take it off properly, put on wraps and assist the coach in many ways; however, he should never put on one strip of tape without the supervision of someone qualified. It is my contention that the big job of the National Trainers Association is to try to get qualified trainers on high school staffs. I think one of the biggest hazards we have is the coach who has to take care of training, but who doesn't want to and who isn't interest-

ed in it. I am hoping that the time will come when every high school, which has contact sports, will be compelled to have on its staff one person qualified to prevent and take care of athletic injuries. Maybe this time will be a long ways away, but there is no reason why a college boy should be taken care of and a high school boy not. I do not see how anyone who does not have a background of physical education, anatomy, physiology, physical therapy, etc., could possibly know the reason why injuries are taken care of as they are, or could possibly know the prognosis of injuries. I think that many of our chronic conditions have resulted from boys being sent back into the game before they were ready for it. You can see why I hate to see an article appear which might lead uninformed educators to feel that there is no need for expert advice and help in the care of teams. This is in no way a criticism of you, Pete, but just a general obsession I have for anyone taking care of boys who are not qualified to do it. I want to see educated trainers in every college and high school in the United States.

With kindest personal regards, I am

Very sincerely yours,

ART DICKINSON,

Track Coach and Trainer,  
Iowa State Teachers College

I once listened to a radio program, in which a politician caused a great deal of despondency by predicting all sorts of dire things if his favorite was not swept into office. After his speech the program announcer proclaimed that this talk was only one man's opinion, and was in no way the policy of the station. The writer realizes that the remarks set forth in this paper will not meet unified approval, or that they are anything new and startling.

However, I have often mused that there has been no particular effort made to sell the training profession to the public, nor to the secondary schools. The secondary schools have followed the practices of the colleges and universities, but apparently they are unaware that there is as much need or more, for a man with a background of training who can double in brass, coaching or teaching, as there is in the big brother institutions.

At this particular time of retrenchment, all the more effort should be exercised to build up the profession. We have been too content to let the chips fall where they may. I can truthfully say I have read only three accounts all year where the trainer's ideas or comments were even mentioned. **It is the coach who is always being quoted on the physical condition of the men, not the trainers.**

It is high time the proprietor of the out-going publicity was approached, and the deeds and traditions of the



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# TRAINERS ASSOCIATION

training profession unveiled, so that due credit is given without violating any gag-rule. Most of these gents are agreeable, but it has never occurred to them that there are other men besides the coaches responsible for the guys who are rushing impulsively toward the goal. It is a good healthy guess that not 20 per cent of the knot of worshippers gathered to witness a contest are aware that there is a trainer involved, what his job is, nor how important it is. We will have to make accomplices out of sports writers, the newspapers, magazines, and radio broadcasts so that John Q. Public will get acquainted with the significance of the profession. It is only of late that head coaches have come out and announced that he includes the trainer on his staff, and doff your chapeaus to the coach who has startled all hands with the statement that the **trainer is his most important assistant.** That happened last year — I read it myself and immediately sent the coach congratulations — jet propelled.

A concentrated drive on publicity and

the eyes of the school administrators might be opened up to the extent that during an emergency period an assistant coach or two might be lopped off, but never a trainer. A great deal has been done to lift the profession to a higher level, but the ground has only been nicked. **Why not make the breaks** and not wait for them.

(A) **IN THE TRAINING ROOM.** In the first place, the equipment should be immaculate, the floors spotless from scrubbing. Everything should reek of cleanliness, orderliness, and sanitation. The work should be conducted as professionally as possible. The training room is no place for horseplay, clowning, loitering, or bull sessions. It should be a place where the athlete comes for help, not to loaf. The room should be the first cousin of a doctor's office and not a place to track in mud. It should look and have the atmosphere of a health center, or be as close to it as possible. However, the cold and calculating reserve found in clinics should not be in evidence.

The athlete should be made to feel that he is a human being, born of a mother. The rear end of a sub can hurt the same as that of a star. The athletes maintaining the pride and glory of the institution in the non-paying sports deserve the same attention paid the more glamorous boys who keep the turnstiles clicking.

There should be a better uniform for the training room than a soiled "T" shirt, fishing pants and a sad baseball cap of the vintage of 1938. There isn't a doctor in the world who could get enough patients to pay for his vitals if he dressed the way some of our trainers do.

The more we can professionalize the training room, the higher in public esteem will be the trainer and his profession.

(B) **ON THE FIELD.** We cannot help but notice the immaculate attire of coaches on the field during a contest. Contrast that, in too many instances, with the frocks the trainers appear in. If there is one place where the trainer should look and act like the main stem of the department, it is during the game. Look like a bum and the interested public will acclaim you as one, and the pay will be at the same level.

See DICKINSON page 31

## JOIN NOW . . .

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Chuck Cramer, Executive Secretary  
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In some districts the drive for new members is lagging. How about you boys contacting these prospects and getting this membership drive in high gear.

Talk up the convention and get as many pledges as you can to attend the convention this summer at Oxford, Ohio.

cial, ruling on eligibility, and doing the secretarial work of their circuits thus taking the pressure off already-busy faculty men who guide the conference destinies, this is not so prevalent in the small Conferences, no doubt due to finances concerned.

There are 10 Conferences with actual Commissioners and six others who have such officers to name officials, only. The average salary paid these small college commissioners is \$1175, showing that it's not a livelihood on any certain man's part, but a convenience the Conference enjoys.

Of 24 Conferences that have no Commissioners whatsoever, 50 percent of these have taken the matter under consideration, or, have investigated but found it financially difficult to secure a man to fill the bill.

Another thought while on the topic of Conferences and how they are governed, presidents of colleges in these leagues do show an active interest. While only seven percent are actually the men who run the activities, another 45 percent are handled by men appointed by the presidents of the colleges. Some of the more important figures on this Conference questionnaire follow:

Representation at Conference meetings: Appointees by presidents of colleges 18; athletic director 9; athletic director and appointee 4; president of college 3; other methods 6.

Commissioners: Conferences with, 10; conferences with officials' commissioner, 6; conferences without commissioner, 24, conferences that have commissioner's post under advisement, 12; average salary of 10 college conference commissioners \$1175.

How eligibility problems handled: Eligibility committee, 13; commissioner, 9; taken care of at conference meetings, 6; registrar at each school decides, 2; president of conference governs, 2; other ideas, 8.

How officials assigned: Through commissioners, 15; by agreement between 2 schools, 12; home team appoints, 5; other methods, 5 (two didn't answer).

Limiting games: Yes, 22; no, 17; no answer, 1.

Rule when sport may begin? Yes, in football only, 18; yes, in all sports, 15; no rules, 6; no answer, 1.

Did you know . . . that the value of three widely advertised mercurial anti-septics is questioned by the American Medical Association? According to the report "the chemicals did not kill the germs and did not keep them from being infectious".

## DICKINSON

Continued from page 25

There are very few instances when it is necessary to do a fast 440 out on the field to restore a gladiator to health and understanding. Does the team doctor ever do that? Also, it is rarely the job of the trainer to lug the water, towels, etc. There should be student assistants capable of performing such feats, for pesos or credit. Why not "act" like a doctor anyway.

There is another touchy point. Far too many coaches direct the work of the trainer on the field. You make no attempt to handle his substitutions, so, without feuding all season, have it straightened out that you and the doctor know the condition of an injured player better than he does and therefore, he does not return to the game until **you** give him the green light.

All equipment necessary for the field should be carefully planned for, so that needless trips to the training room will not hamper the work. Be sure the stretchers are on hand, but generally kept out of sight. Student trainers can be assigned the jobs of toweling off, helping with sweat clothes or side line coats, etc. Organize the work so that your time can be devoted entirely to injuries.

(C) **IN THE CLASS ROOM.** The best way to get trainers in the public schools is to prepare them along that line. Students are easily sold on the importance of the trainer. Go overboard in an effort to justify this work on the same level as coaching. The sooner our high school administrators see the possibilities and importance of preparation in this line, the quicker there will be full-time trainers in every high school.

In too many places in high schools, the trainer is a boy who is devoid of the physical assets which will allow him to be a team candidate, but who is willing to help out, just for the hell of it, if nothing else. Imagine a condition like this!

Conduct the courses the same way as all subject matter is taught. It can be one of the most popular courses in the school, and often is. There must be both laboratory and lecture work. At least one to two weeks of assisting in the team training room or the visiting training room should be required of them. Students should be exposed to as many field and trip experiences as is possible.

There is nothing which will take the place of actual experience in training; therefore, the more the student gets, the better trainer he will be. Training supplies should hold the same place as text books. If they can be furnished by the school, fine, but they do have

to buy a lot of equipment in other courses, and think nothing about it.

## METHODS IN TEACHING TRAINING

(1.) **Pure Lecture.** This is the poorest way to conduct the course. No one has to keep awake except the teacher. However, it is a "must" in many instances, and should be prepared with the same meticulous care as if it were "short cuts to factoring in advanced algebra." The use of comparison, illustration, actual cases cited serve to drive home points which will be deeply embedded in the memory.

(2.) **Demonstration.** This is a very important method of teaching. The entire class period can be devoted to demonstration or a part of it. It can be a teacher affair, student-teacher, or entirely student. This should be well planned, ahead of time and all the materials made ready. Nothing so detracts from effective teaching as to discover several important items are missing. Make the demonstration a step by step affair — do not hurry. It should be "slow motion."

(3.) **The County Fair Method.** Several groups may prepare lecture and demonstration lasting from five to fifteen minutes. Each group is a different part of the room. The entire class goes from one area to another, or class groups proceed from place to place. In this way, a great deal of work can be covered and even practiced in a short time.

(4.) **Student Participation.** By the lecture method the student hears, by the demonstration, he sees, by doing, he feels. Use all the special senses possible. The more of the special senses used, the quicker and more lasting is the learning. The standard supports and tapings which the trainer in the field is most apt to use, should constitute the basic part of the course. If there is time, cover more territory. Certain tapings can be practiced in themselves, or they can pair off. Each completed job should be checked, graded or repeated. A check system can be used to advantage. The student goes to the next required taping as soon as he can do well the one he is attempting. He is assigned duties in the training room for two weeks of practice before the game, duties during the game and after. He gets all the actual game and practice experience possible. Many of the boys volunteer for more work than is required. Strict supervision should be exercised at all times.

In massages, the wrestling room is used at this school. Boys are paired off on opposite sides of three mats. As high as 60 boys have practiced massage and manipulation at the same time.

See DICKINSON page 34

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### DICKINSON

Continued from page 31

It is harder on the back, but much more can be done.

(5.) **Student-coach Method.** Students who are above the average are assigned to assist the slower ones in order to get more individual attention. This is especially important in large classes.

Every technique can be carefully checked.

To summarize, it is through publicizing the profession, dignifying it, raising its level, by supervising a modern training room, by skillfully directing work during practice and contest and by good classroom work in the preparation of future trainers will this vocation become so widely known that universities, colleges, junior college, and high schools administrators will feel that a trainer is a "must" in their particular school system. Our greatest outlet is in the high schools where today there is too much ignorance, or lack of interest or understanding. The high schools are not even in the Spanish-American stage; too many are in the Civil War era.

Here is the place for a great deal of missionary work!

### SNAVELY

Continued from page 19

side toward the path of the play advanced and he should drive off this foot and continue to follow with short, rapid steps with his feet well spread. It is important that throughout the block the shoulders be kept horizontal and square to the opponent, that the head be held erect, that contact be maintained tightly against the neck and

side of the head, and that the neck remain straight, rigid and approximately horizontal or inclined upward slightly from hips to shoulders.

One of the difficult feats frequently required of the lineman is to block an overshifted opponent in the position opposite to the side toward which he has shifted. For instance, the number 10 lineman (the outside tackle) frequently finds it necessary on a play to his side to block inward a guard who, because of a seven man line or an overshifted line, is stationed with or slightly outside the blocker. It is necessary, of course, for the blocker to gain contact with his man at the same time move to an outside position which will enable him to exert pressure from the outside. Assuming that the play is going to the right, the blocker should step to the right with his right foot, at the same time driving forward and contacting the thigh of the defensive man with his left shoulder. If he can not get an outside position on the first step, the blocker in this case should drive hard against his opponent forcing him back, stepping outward as fast and as wide as he can on his second and third steps until he gains a position from which he can exert pressure from the corner angle. On an end run to the right in which the right end must block the tackle inward, he has a similar problem which may be more difficult at times, as the tackle may be lined up full yard or more outside him. In such a case, the shoulder block may have to be discarded and the end may have to pull out of the line, just like a guard running interference, giving ground if necessary, and go for a body block on the outside leg of the tackle.

Other phases of this offense will be discussed by Coach Snavely next month.

Did you know . . . that Shook Athlete Trainers' Knee Brace is now accepted and proven in use in high schools and colleges in every state of the U. S. and in several Canadian provinces. It is also used by Professional Sports Teams.

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