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A Report of an Internship Experience in Athletic Administration at Benton Harbor High School, Benton Harbor, Michigan and Western Michigan University, Kalamazoo, Michigan

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A REPORT OF AN INTERNSHIP EXPERIENCE
IN ATHLETIC ADMINISTRATION AT BENTON
HARBOR HIGH SCHOOL, BENTON HARBOR,
MICHIGAN AND WESTERN MICHIGAN UNIV-
SITY, KALAMAZOO, MICHIGAN

by

Donald E. Alsbro

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Specialist in Education

Western Michigan University
Kalamazoo, Michigan
December 1979

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to Dr. Joseph Hoy, Director of Athletics, Western Michigan University and to Mr. Herbert Quade, Director of Athletics, Benton Harbor High School. Both individuals took considerable time out of their busy schedules to see that I received an educationally rewarding experience.

I would also like to express my appreciation to the personnel in the Athletic Department at Western Michigan University who gave so freely of their time and to Dr. Rodney Roth, Educational Leadership Department, Western Michigan University who assisted me in the internship and allowed me the latitude to select my own experiences. These individuals made my internship the interesting and valuable experience that it was.

Finally, I would like to thank Dr. James Davenport, Educational Leadership Department, Western Michigan University who assisted in the preparation of this project report after the relocation of Dr. Roth to the University of Arkansas.

Donald E. Aisbro

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CHAPTER I

INTRODUCTION

The internship was designed to provide the intern with a wide range and diversity of experiences in athletic administration. Consequently the internship was served in part at the high school level and in part at a large university. The intern has been an athletic director at a community college in Michigan for five years and it was believed that by extending these experiences the intern would have a comprehensive understanding of the entire area of athletic administration.

The internship occurred in the winter and spring semesters of 1978. The supervisors of the internship were: Dr. Joseph Hoy, Director of Athletics at Western Michigan University and Mr. Herbert Quade, Director of Athletics at Benton Harbor High School.

Western Michigan University and Benton Harbor High School were selected for the internship for several reasons. First, they were the schools with the largest student enrollment in Southwestern Michigan. At the time of the internship Benton Harbor was a Class A High School with over 2,000 students and Western Michigan was a major university with almost 20,000 students. Second, the intern graduated from Western Michigan in 1963 and thus had some familiarity with the system, the facilities, and the staff. The intern had also been taking graduate classes at Western since 1974 and this familiarity with the personnel and physical layout meant that the intern did not have to spend time becoming acquainted with a new environment but could begin immediately

concentrating on studying athletic administration. Third, because Benton Harbor School System was the largest high school system in Southwestern Michigan, the complexity of its athletic program presented a particular challenge to an athletic director. The fact that it was basically an inner city school system with the problems inherent in such a system also presented some unique problems and insights. As at Western, the intern was acquainted with the coaches and athletic director at Benton Harbor which helped facilitate the learning experience. Fourth, and probably the most important reason was that both athletic systems were held in high esteem by their respective leagues and state associations. The athletic directors at both schools had considerable experience and were known for having quality programs. Mr. Quade had recently completed a term as president of the Michigan High School Athletic Directors Association.

The topic was selected to broaden the horizons of the intern in all levels of athletic administration: high school, community college, and large university. As stated previously, the intern had been an athletic director at a community college for five years and thus had some knowledge of the field of athletic administration. The intent now was to determine how applicable this experience was to other levels of athletic administration. It was believed that the knowledge and insights gained from this experience could be utilized in the intern's present position and would also be valuable if and when the intern decided to apply for a new position.

To accomplish the above objectives the intern spent 60 hours at Benton Harbor and 180 hours at Western Michigan University working with the athletic directors of these institutions.

The following section presents the prospectus developed in anticipation of the internship.

CHAPTER II

PROSPECTUS DESCRIBING PROPOSED INTERNSHIP EXPERIENCE

SPONSORING ORGANIZATIONS: Western Michigan University and Benton
Harbor High School

FIELD SUPERVISORS: Dr. Joseph Hoy, Director of Athletics
Western Michigan University
Mr. Herbert Quade, Director of Athletics
Benton Harbor High School

UNIVERSITY ADVISOR: Dr. Rodney Roth, Department of Educational
Leadership, Western Michigan University

DURATION: Winter and Spring semesters 1978

RATIONALE:

For the past five years the intern has been the Athletic Director at Lake Michigan College, Benton Harbor, Michigan. The experiences have been exciting, challenging, rewarding, and frustrating. I look forward to the internship as a chance to gain extensive knowledge of the area of athletic administration. By working at a large high school and a major university it will provide experiences that could not be gained through the narrower focus of a project.

In the past the athletic director was usually the football or basketball coach who when he got tired of coaching "graduated" into the field of athletic administration. In most cases he had no special preparation for athletic administration except that which he'd gained through his coaching experiences. This is no longer true as the athletic director of today must be businessman, promotor, and innovator; as well as a person with a fundamental grounding in athletics and, with the recent

Title IX legislation in respect to sex descrimination, the athletic director must possess some legal knowledge. It is only within the past few years that athletic administration has been taught as a specialized subject in colleges. Prior to this the person usually gained the necessary knowledge "through the seat of his pants" method. In some cases this proved satisfactory, but in most cases it left much to be desired.

It is hoped that in the process of doing the internship that the intern will learn procedures and methods used by the schools studied that can be adopted at the intern's school. Some of the areas that will receive special attention are: faciltiy planning, budget preparation and allocation, athletic training, scholarships, academic counseling, fund raising, coaching duties, business management, promotional techniques, and several other related areas.

At Benton Harbor there is the Superintendent of Education, several assistant superintendents, the high school principal, and the athletic director who is responsible to the principal. Responsible to the athletic director are the coaches and trainers of the boys and girls sports throughout the school system.

At Western Michigan the Board of Trustees and the University President oversee the activities of the Athletic Department. More specifically, athletics is under the control of an Athletic Board composed of administrators and college faculty (16 in number) who give guidance to the athletic director. Under the athletic director are two associate athletic directors--one for women and one for men. Under the supervision of the athletic director (A.D.) is the business manager, the director of tickets and promotions, the sport coaches, athletic trainer, equipment personnel, some grounds and maintenance

personnel and the secretarial staff. All of these personnel are needed to see that the operation functions smoothly.

In both systems the A.D. is the person responsible for giving direction to the athletic program. This is as it should be because the A.D. is the individual who has the experience and in some cases the special training for this position. In the schools being studied, both A.D.'s have extensive backgrounds in the area of athletic administration.

There are many different views of the role of the A.D. Some believe that the A.D. is basically a coordinator and as a middle level manager, that the A.D. must be able to conceptualize what the program should be like and to interact with staff members to realize the program's goals. However, the consensus is that the A.D. is more than just a coordinator. He must use his background of experiences to supervise a very complex program that requires legal, financial, and organizational skills. The A.D. today must be a capable administrator who is able to make authoritative decisions quickly and wisely.

In order to develop the competencies needed to be an effective A.D., whether it be at the high school or college level, the internship is thus constructed.

CHAPTER III

PROJECTED NATURE OF INTERNSHIP EXPERIENCE

OBJECTIVES	EXPERIENCES & CONTACTS	TERMINAL SKILLS
A. <u>CONCEPTUAL</u>	The intern will-	The intern will be able-
1. To <u>review</u> the <u>written</u> job description of AD's and coaches.	<u>read</u> the job descriptions and roles of athletic director's and coaches	to <u>point</u> out the responsibilities and duties of each AD and coach.
2. To <u>acquire</u> an understanding of the role that athletics plays in each system.	<u>study</u> the structural description of the district and <u>participate</u> in staff meetings and conferences.	to <u>discuss</u> the philosophy and role that athletics plays in each system.
3. To <u>acquire</u> an understanding of how each system is organized.	<u>observe</u> day to day <u>working</u> relationships and discuss roles and the line relationship with various staff members.	to <u>discuss</u> the general administrative structure of the athletic department and functions of the assigned personnel.
4. To assist in <u>organizing</u> tournament competition.	<u>work</u> with the A.D. and/or tournament director in assigned tasks.	to relate how the tournament is organized and how to organize similar competition.
5. To <u>acquire</u> an overall view of the financial side of the athletic program.	<u>confer</u> with the A.D. and/or Business Manager to learn how the budget is prepared and once approved how it is administered.	to <u>relate</u> the financial requirements of an athletic program.

OBJECTIVES	EXPERIENCES & CONTACTS	TERMINAL SKILLS
B. <u>HUMAN</u>	The intern will-	The intern will be able-
1. To become fami- lier with the du- ties of the A.D. in each system.	work with the A.D. on a daily basis and observe job respon- sibilities.	to relate the job requirements of an A.D.
2. To know the me- thods and proce- dures used in administering committees and small group meetings.	observe a variety of administrative meet- ings, both informal and formal.	to relate the procedures used in administrative meetings.
3. To participate in the actual organi- zation and admini- stration of vari- ous tournaments and athletic com- petition at the respective schools.	assist in the opera- tion of the tourna- ments.	to cite the pro- cedures that must be followed in organizing a tour- nament and be able to arrange a similar one.
4. To learn the day to day operation of athletic adminis- tration in each system.	observe daily working relationships and dis- cuss roles and the line relationships with vari- ous staff members.	to discuss the positions, roles, and expected method of operation of athletics in each system.
5. To become familiar with the duties and responsibilities of the coaches and other assigned personnel in each system.	discuss the job duties, responsibilities with various personnel in the athletic depart- ment.	to supervise coaches and other assigned personnel in a competent and professional man- ner.
C. <u>TECHNICAL</u>	The intern will-	The intern will be able-
1. To acquire the skills necessary to write an athletic budget.	confer with the A.D. and Business Mgr. to learn the mechanics of writing an athletic budget.	produce an ath- letic budget.

OBJECTIVES	EXPERIENCES & CONTACTS	TERMINAL SKILLS
2. To <u>acquire</u> the knowledge necessary to comply with the legal requirements as imposed by local, state, and national guidelines.	<u>confer</u> with the A.D. and legal counsel.	to <u>discuss</u> the legal criteria that an athletic program must follow and <u>prepare</u> a position paper insuring that the legal guidelines are being followed.
3. To <u>acquire</u> the skills necessary to design new facilities or modernize existing ones.	<u>talk</u> with and assist in the planning of new facilities or modernization of existing ones.	to <u>prepare</u> plans and drafts of new and existing facilities.
4. To <u>acquire</u> the skills necessary to organize and conduct a tournament.	<u>assist</u> the tournament directors in the management of the tournament.	to <u>organize</u> and <u>conduct</u> athletic tournament.
5. To <u>acquire</u> the skills necessary to administer the scholarship program.	<u>talk</u> with administrators responsible for the operation of the athletic scholarship program.	to <u>produce</u> a plan for the administration of an athletic scholarship program.
6. To <u>acquire</u> the skills necessary to raise athletic funds.	<u>talk</u> with the A.D. and/or fund raising chairman about the legal and administrative techniques needed for successful fund raising.	to <u>produce</u> a plan designed to raise necessary athletic funds.
7. To <u>acquire</u> the skills necessary to write program reports and proposals.	<u>assist</u> in writing reports as the need arises.	to <u>write</u> reports and <u>proposals</u> that are needed for the conduct of the program.

ANALYSIS OF INTERNSHIP EXPERIENCE

The following analysis is based upon the conceptual, human, and technical objectives as stated in Chapter III, Projected Nature of Internship Experience, page 6.

Conceptual

In the area of conceptual objectives the internship accomplished the five listed objectives. The job descriptions of the athletic director and the coaches were read and discussed. By doing this prior to meeting the coaches it enabled the intern to gain a clearer picture of the duties and responsibilities of the assigned personnel. (A.1) (see prospectus).

The intern participated in several staff meetings which enabled the intern to understand the athletic philosophy that exists at each school. In many schools the major revenue producing sports such as football and basketball dominate the scene and decisions are often made to the detriment of the so called minor sports such as track, volleyball, cross country, etc. Also, the athletic philosophy of the school will often be reflected by their academic standards, particularly at the high school level. Section 8 of the Handbook of the Michigan High School Athletic Association (MHSAA) requires that "No student shall compete in any athletic contest who does not have a passing grade...in studies aggregating at least fifteen (15) credit hours per week."

It is in the implementation of the above rule that there exists variations in interpretation. In some school systems they conduct weekly eligibility checks in which the student may be ineligible this week but

eligible the next week. In other school systems once the student is ineligible he/she is ineligible for the entire marking period and in some cases for the entire semester. As a personal note the intern favors the latter system because if the student is having problems in the classroom then he/she is going to have trouble on the athletic field in remembering plays, diagnosing the situation, etc.

As a general observation it was my belief that at both institutions the athletic philosophies reflected an emphasis on high scholastic standards and a non dominance of the so-called revenue or major sports. (A.2)

By studying the staff organization, reading the job descriptions, and talking to the assigned personnel, it enabled the intern to compare the differences in the organizational structure at the high school and college level. As a general observation the role of the A.D. remains the same, be it high school or college. The difference is not in the type of work as much as in the quantity involved and the pressures inherent with the position. At the high school level the A.D. must supervise and in most cases do the actual work in the organization and management of the program whereas at the college level the A.D. has assistants who secure game officials, prepare the budgets, handle the sale of tickets, and all of the other assorted and sundry tasks. However, even though he has assistants the ultimate responsibility falls on his shoulders and he must insure that the task is accomplished. The A.D. at all levels must be able to get the job done and this means that he must be able to be both an administrator and leader. Mr. Don Canham, Athletic Director at the University of Michigan, is considered by many to be one of the top A.D.'s in the country. His assistant athletic director Mr. Charles Harris says of him: "He's always in command, but he's not looking

over your shoulder,' 'He knows enough about everything that goes on to have a good idea about what should go on, and to ask the right questions. He's quick to make decisions, but they are well thought out.

(Block, p. 34) (A.3)

By helping with the Class A State High School Wrestling Tournament at Western, the Mid American Conference Swimming Meet, and the Class A High School District Basketball Tournament the intern gained valuable insight into the tremendous amount of organization that goes into the successful operation of a tournament. The organization and supervision of athletic events is a crucial area for an A.D. The A.D. could be doing an outstanding job in all other areas, but if this area is neglected the whole program will be in jeopardy. For most people their only contact with the athletic program will be as a spectator at the athletic event. As Forsythe (1956, p. 58) stated in the Athletic Director's Handbook, "The management of its athletic contests is a yardstick by which a school's entire athletic program may be measured." (A.4)

To learn about the financial requirements of an athletic program the intern spent four hours with the High School A.D. and one day with Western's Business Manager for Athletics. Basically, the financial problems at the high school or college level are the same, even though the actual dollar amount may be quite different. There always seems to be a shortage of money available to accomplish the desired goals. Prior to the expansion of girls athletics, spurred on primarily by Title IX legislation, most schools were able to operate on a budget based primarily on the revenue from football and basketball. However, with additional costs for women's athletics, financing has had to be sought from additional sources. Both schools are involved in money making projects of various sorts to subsidize the added costs.

Human

In addition to the internship experience the intern did a two hour independent study in the same semester on the duties of the A.D. These readings plus the actual job experience gave the intern a graphic picture of the job requirements of an A.D. (B.1)

The intern attended several staff meetings and numerous smaller informal staff meetings. One such meeting included a discussion between the A.D. and one of the coaches concerning what he perceived as an inadequate allocation of athletic scholarships for his sport. The A.D. pointed out to him that his allocation was consistent with those for the other non-revenue producing sports. Meetings with the Assistant A.D. for Men and the Assistant A.D. for Women enabled the intern to gain additional insight into athletic philosophies and leadership techniques. (B.2 and B.4)

As stated in the conceptual analysis section, by assisting in the organization and management of the various tournaments such as the Michigan High School Class A District Basketball Finals, the Mid American Diving and Swimming Championships, the knowledge gained will help the intern in the future to organize and conduct similar tournaments. (B.3)

By studying job descriptions, talking to various personnel, and participating in the day to day operations of the athletic departments the intern gained additional expertise in the area of personnel supervision. Specifically, the Assistant A.D. for Men provided some valuable insight into the process used for the evaluation of the coaching staff. He stated that he conducts an interview at the conclusion of the season with each coach of a mens team. The interview centers around two questions:

"What can we (Western Michigan University) do to help your program?" and "What can you (the coach) do to help our (Western Michigan University) program?" Interviews such as these are essential to the A.D. who must continually supervise and counsel all of the coaches in the program. (B.5)

Technical

It is in the area of technical competencies that the internship provided the greatest expansion of skills. Concerning finance, facility design and modernization, tournament organization, athletic scholarships, and fund raising the intern was exposed to enriching experiences. Only in the legal and program writing areas did the intern fail to have the appropriate experiences to gain the desired terminal competencies.

Considerable time was spent discussing the funding of athletic programs. This topic is especially pertinent at this time due to the funding requirements of Title IX and the pressures from outside groups against using tax monies for athletics. Whether we're talking about the A.D. at the University of Michigan who has a 150 million dollar physical plant and an annual cash flow of over 5 million or the A.D. at a small Class D high school with an athletic budget in the thousands, all A.D.'s are very conscious of the bottom line of the financial sheet. Sports at all levels has become big business and if sound business procedures aren't followed the A.D. will soon be looking for another job. Because of the general shortage of funds throughout the educational system, the athletic budget is going to be scrutinized by many groups of people. The budget needs are many: the budget must be balanced, deficit spending must be avoided, and all line item expenditures must be defended. These are just a few areas that the A.D. must be knowledgeable of. (C.1)

In the area of legal competency this internship did not provide an opportunity to confer with legal counsel. However, in the independent study that was done in conjunction with the internship the area of legal requirements at the local, state, and national levels were studied and reported upon. This report in the form of an unpublished manuscript is available upon request from the intern. (C.2)

During the internship both athletic directors were involved in the planning of new facilities and the modernization of existing ones. Several sessions were spent on discussing the modernization of the fieldhouse at Western Michigan, the construction of a 2 million dollar Benton Harbor Recreation Center and the resurfacing of the Benton Harbor High School outdoor track. Facility planning and modernization are critical areas for athletic administrators and yet very few receive any special training in these topics. Anytime large amounts of tax dollars are being spent, it is incumbent on the A.D. to insure that the taxpayers are receiving the maximum amount for their money. The building or facility is going to last for many years and the students and community will be the ones to suffer if inadequacies exist. An acquaintance of the intern once assumed the position of A.D. at a small Midwestern college. Upon arrival he looked at the plans for the new swimming pool that was to begin construction in several months. He discovered 150 architectural or design mistakes and fortunately was able to get most of them corrected before it was too late. He learned that the plans were drafted by a college student majoring in design who was working for the construction firm as a summer job. (C.3)

The organization and management of tournaments has already been mentioned. It should be noted that the successful operation of a tournament requires the assistance of numerous supervisory personnel. (C.4)

The intern spent several sessions discussing college athletic scholarships. One session was with the Western Michigan University A.D. and the Secretary of the Board of Athletics. Another was with the Assistant A.D. for Men and a third session was with the Assistant A.D. for Women. Scholarships are regulated by university, athletic conference, and national athletic association regulations and guidelines. Through these sessions the intern learned how scholarships are handled at the major college level. The National Collegiate Athletic Association (NCAA) which regulates athletic competition for men, and the Association for Intercollegiate Athletics for Women (AIAW) which regulates athletic competition for women, have completely different rules. Keeping advised of the differences is a real problem. For example, the NCAA allows the prospective athlete to visit six different college campuses at the college's expense. The AIAW prohibits any visits at college expense. The community colleges have solved this problem by forming the Women's Division for the National Junior College Athletic Association. (NJCAA) Consequently both male and female athletes are subject to the same rules and regulations. (C.5)

Several sessions were devoted to fund raising with the result that the intern is prepared to begin a fund raising program at Lake Michigan College designed to raise additional funds for the athletic program. This fund raising effort will involve such activities as an alumni club with fund raising activities, bingo, sale of candy and items such as calendars, hats with school insignia, all star athletic events, and contacts with local businessmen and organizations interested in the furtherance of college athletics. (C.6)

The skills necessary to write program reports and proposals was not provided in this internship. (C.7)

In summary, the experiences and contacts gained in this internship helped the intern meet the stated conceptual, human, and technical objectives with the resultant terminal skills initially sought.

CHAPTER IV
DAILY LOG OF EXPERIENCES

This log represents a full-time internship covering the period January-May 1978. Prior to the internship I met with the supervisors several times in December to set up the goals and objectives. During the internship I performed the tasks as indicated in the log. Upon completion I met with the supervisors for follow-up discussions of the internship.

January 9, Monday Benton Harbor High School

In December arrangements had been made to begin the internship at Benton Harbor High School on January 9. Mr. Quade was prepared to sit down and outline how the 60 hours would be spent. However, due to a snowstorm that paralyzed the entire Southwestern Michigan area all of the Berrien County schools were closed.

January 10--Tuesday Benton Harbor H.S.

The storm forced the area schools to be closed for the second day in a row.

January 11-Wednesday Kalamazoo College

Earlier in December, I had arranged an appointment with Mr. Rolla Anderson, Athletic Director at Kalamazoo College to spend some time at Kalamazoo College studying the Athletic Department. However, upon my arrival I learned that he was in Atlanta, Georgia attending the NCAA Athletic Director's Convention. I did spend several hours with Mr. Ray Steffen, the basketball coach, discussing the building plans for Kalamazoo College's new athletic fieldhouse. Also, we discussed small college and junior college basketball.

At this point in the internship I was a little discouraged. Despite making prior arrangements, things weren't working out as I'd planned. The "Blizzard of 78" as it would later be referred to was causing some problems.

January 12--Thursday Benton Harbor H.S.

I spent the day with Mr. Quade observing the day to day operations of the Benton Harbor H.S. athletic program. We discussed the athletic budget and I obtained several forms that they use to keep track of

expenditures. The A.D. must always be aware of how much each sport has left in its budget on a day to day basis. If he waits for the monthly statements from the Business Office it will be too late. For example, the September statements won't be available until the middle of November after the football season is completed.

We also investigated an attempted arson in the school's basement locker room. Apparently, someone tried to burn their way into the storeroom where the football uniforms are kept. Benton Harbor H.S. has a security force of 27 security guards who are charged with the responsibility of safeguarding the school and its property.

Mr. Quade then played a tape recording of a speech that was given at the National Association of High School Athletic Directors Convention in New Orleans, La. that he attended. The speaker was Dr. Ralph Burns from Indiana University who has won numerous awards for his speechmaking abilities. His topic was "The Hardest Thing About Milking a Cow" and he related this talk to the A.D.'s by pointing out that the A.D.'s job is a never ending job just like the farmer's. It was very entertaining and, at the same time a thought provoking speech. I later obtained a copy of it for my reference library.

The head football and wrestling coaches came into the A.D.'s office and I spent some time discussing their programs. Wrestling is a relatively new sport at Benton Harbor, this being the third year for a team. Because the school is basically an inner city school and because of the popularity of basketball and their winning traditions, it has been difficult for wrestling to get established. The first couple of years, there were only 10-15 athletes out for the team. However, this year there were 33 athletes on the team and the coach felt that by developing a wrestling program at the Junior high school level that the sport would continue

to grow. Although football is not a new sport, the last ten years have been very lean in terms of winning. The coach is in his second year and he is attempting to establish a pride within the athletes and a school spirit that heretofore has been lacking. Based upon this year's record (5-4), it appears that he is having some success. This is the first winning season in seven years.

I also listened while Mr. Quade talked with an athletic salesman. Mr. Quade was returning some uniforms to the firm that weren't satisfactory. After the salesman left we discussed Benton Harbor's policy on the purchase of athletic equipment. This salesman is from a firm located 90 miles from Benton Harbor. However, the salesman stops around once a week to see if there are any orders and once an order is placed, shipment is made by United Parcel Service that day and received the next. Unfortunately, many of the local stores don't give this fine service. Because the schools are locally supported with local tax dollars, it is a good policy to try and make purchases locally if possible. From a public relations view this is a good policy to follow.

Finally, we went for a ride in the new van that the high school had purchased for transportation of small athletic squads such as golf, tennis, cross country, etc. For several years I have attempted to have our college purchase or lease a van so that the transportation problems that we've encountered could be solved. For our basketball trips we have to use three college cars when a 15 passenger van would accommodate the entire team. By tying up the college cars we upset many faculty and staff who can't use the cars for college business and in the winter with the ice and snow we take a much greater risk by sending three cars on the road instead of one. This is not to mention the savings in gas,

oil, maintenance and the problem of locating qualified drivers. Mr. Quade and I discussed the merits of leasing versus purchase.

January 13--Friday Benton Harbor H.S.

We talked with the Director of Maintenance and Security and with the High School Business Office about the procedures necessary for the hosting of the Michigan High School Class A District Basketball Tournament at Benton Harbor H.S.

The owner of a local sporting goods store stopped by and we engaged him in a lengthy discussion over baseball and football uniforms. The threat of legal action against the manufacturers of football equipment has really increased the prices.

Mr. Quade spent several hours reviewing the ticket selling procedures for athletic contests and also the transportation requirements for athletic contests held in other communities. Benton Harbor is a member of the Lake Michigan Athletic Association and as such they have many long road trips to places such as Traverse City and Muskegon. For the trips to Traverse City the team leaves early in the morning and travels by chartered Greyhound bus. They stop for a team meal before the game and then after the game. All of these details require advance coordination. When an athletic director has wrestling, basketball, and volleyball with freshmen, junior varsity and varsity squads the logistical support required becomes at times almost unbearable. This year Benton Harbor made the mistake of sending their freshman basketball team to a neighboring school and that school at the same time sent their team to Benton Harbor. The two busses passed but didn't realize the problem. Fortunately, they were able to play the game at a later date. However, it is easy to see how something like this could happen.

January 17--Tuesday Benton Harbor H.S.

Mr. Quade and I discussed the high school awards program and how it differs from the collegiate awards. High school athletes are greatly restricted in receiving awards. Basically they can't accept any money or merchandise with a market value of over \$5.00. This is rather ridiculous as this was the limit in 1958 when I graduated from high school and certainly inflation has risen tremendously since then. This restricts the award to usually a certificate and a school emblem.

The school should have predetermined standards to determine eligibility for an award. Most schools have gotten away from distinguishing from major and minor sports. The emphasis should not be placed on the quality of participation but on its extent. There should be a distinction between the varsity, JV, and freshman awards. There should be no distinction between the awards for boys and girls athletics. Varsity football and varsity volleyball should be treated equally. As Bucher (1965, p. 66) stated: "Whatever the policy, it is well to keep in mind the basic philosophy; namely, that the true rewards of competition come from participation and that the athletic award is simply a symbol of those values."

Following this discussion on athletic awards we then discussed the high school physical education program in the Benton Harbor School system as Mr. Quade is also in charge of physical education from grades 7-12. There are three junior high schools located at various points throughout the city. Obviously with the duties of conducting a comprehensive athletic program grades 7-12 the role of physical educational director doesn't receive its proper amount of time. This is unfortunate because the quality of physical education that a person receives during

their formative years will determine to a great extent their life long attitudes towards lifetime sports and physical fitness. Benton Harbor has a problem in that the junior highs are quite old and the facilities are outdated. To place 60-70 students in a small gym and call it physical education is a tragedy. The opportunities for learning tennis, golf, badminton, archery, etc. are very limited. In the September issue of The Journal of Health, Physical Education and Recreation (p.62) in an article titled "Athletics in Education" it was stated that interscholastic athletics should be an integral part of the general education program and that it should complement and supplement the total physical education program.

It greatly upsets me when I visit a high school gymnasium and look at the gym floor which only has basketball lines on the floor because the coach doesn't want any distracting lines on "his" floor. This means that activities such as badminton and volleyball aren't being taught or if they are the lines are being taped on which is a poor way of doing it. What it means is that the students that are taking physical education are being deprived of enjoyable physical experiences so that the 5-10% of the student/athletes can practice basketball without being distracted. Actually, if the lines are applied in contrasting colors there is no problem. On our gym floor at Lake Michigan College we have a regulation college basketball court, two side basketball courts, four badminton courts, two volleyball courts in feet and meters, one competition volleyball court and four racketball courts. With all of these lines crossing the main basketball court we have no problems and the students get exposed to many different activities.

After discussing the high school physical education program we went to the local bank to make a deposit of the previous night's gate receipts.

It is extremely important that safeguards be established to protect money as a result of ticket sales. If the school has a vault or safe the money should be stored in it until a bank deposit can be made. The bank deposit should be made as soon as possible. Ideally, money should never remain overnight in the school but many times this can't be prevented.

Mr. Quade then worked on the 78-79 boys basketball schedule in an attempt to change a home basketball contest. It is important that the schedule be continually checked to insure that there aren't too many home or away games. Purdy (1973, p. 126-7) provided guidelines to follow when arranging the schedule:

1. Prepare the schedule for the next year during that particular season--schedule one year in advance for all sports except football which is done 2-3 years in advance.
2. Balance independent schools with conference schools
3. Don't overmatch your team
4. Schedule teams that have good followings
5. Use the same philosophy in JV and junior high scheduling
6. Watch relationships that exist between schools and plan accordingly--crowd control, sportsmanship, etc.
7. Avoid competition too weak or too strong
8. Expect first class treatment when away. Be good hosts at home
9. Spell out all terms in the contract--gate receipts, tickets, etc.

Scheduling is extremely critical to the success of the program. Singer (1976, p. 415) in talking about the coaching cycle stated that

there are two pathways with only one variable, the schedule, remaining constant and the schedule determines which pathway will be taken. The obviously desirable pathway involves winning, positive publicity, large crowds, more money, and increased program. The less desirable path involves losing, negative publicity, small crowds, less money, and program cutbacks. Therefore, the importance of the schedule can readily be seen as the entire program consisting of coaching, recruiting, administration, finances, etc. will be effected.

Voltmer and Esslinger (1967, p. 295) stated that you should be sure that the schedule has the approval of the coaching staff, principal, etc.; keep absence from class to a minimum and avoid conflicts with major school events.

The head football coach came into the office and we began a discussion on the printing of a football yearbook that he compiled last year. It was a paperback book approximately 75 pages with game pictures, team pictures, schedules and records, statistics, pictures and letters from the superintendent, principal, athletic director, head coach and all of the assistants, cheerleaders, and much more. The book was financed through local advertising and was sold to students, parents, booster club members, and interested citizens for \$1.50. They were able to raise considerable money through the sale of the book and also to generate pride in the team and the program. It goes without saying that it took a lot of time on the part of the head coach who put it together.

We also discussed the organization known as the Fellowship for Christian Athletes. This coach had started a chapter in the school in which he previously taught and he was in the process of starting a chapter

at Benton Harbor. This organization is a very worthwhile group that fills a definite need for high school athletes, boys or girls.

Finally, Mr. Quade and I went over the athletic budget for the 1978-79 season, sport by sport, and reviewed their allocations trying to determine where money could be saved. The administration had informed him that the 78-79 athletic budget had to be cut by \$10,000 before it would be approved. As it turned out the only way that this could be accomplished was to eliminate cross country, golf and tennis. This was extremely unfortunate as those are the sports that fill the needs for those students who can't make the football, basketball or baseball teams. Also, they are lifetime sports and activities that inner city youth should be exposed to.

There are basically two types of school budgets: 1) tax revenue and 2) zero budget. Tax revenue budgets are the most common as they are based on income taxes and property taxes. The general education budget that provides salaries, supplies, transportation, construction, etc., receives its revenue from the above mentioned tax revenue sources. Athletics receives help from the general education budget. Coaches salaries, heating and electrical costs, and facility construction generally come from this source. However, it is common practice to fund much of the athletic program on a zero budget. Zero budgets are based on revenue from ticket sales. The school must be moderately successful if they must rely on gate receipts to cover the program expenses.

Until the full fledged appearance of girls' athletics, most schools were able to operate on a zero budget based primarily on the gate receipts from football and basketball. However, with the cost for women's athletics, most schools have had to seek assistance from the tax revenue

or general educational fund budget. Benton Harbor H.S. is no exception as the gate receipts for football and basketball are not enough to support the entire athletic program. Therefore, they have had to seek assistance from the general fund. Unfortunately, in the past several years this assistance has not been sufficient to provide a complete program

Mr. Quade reviewed the budgeting procedures used at Benton Harbor H.S. He stressed that the budgeting process must be a cooperative affair with all of the staff involved. By involving everyone, the coaches, maintenance personnel, business manager, athletic trainer, not only will it produce accurate data as to the needs of the program, but it also will result in a more complete understanding of all phases of the athletic program by the various coaches and assistant coaches connected with it.

There are many different procedures to prepare the athletic budget. However, all procedures should involve the following steps: first, an evaluation by the entire athletic staff to review the program and determine the relative strengths and weaknesses, second, a projection of expenditures based on the review of the previous budget, third, a comparison of the previous budget with the projected budget with an explanation for increased costs, fourth, submission of the budget to the school authorities through established command channels, and fifth, renegotiation, if the administration determines that the proposed budget is unacceptable. Mr. Quade was now at the fourth step. In 1977 they were forced to drop cross country, boys tennis, and golf due to a lack of operating funds. It is Mr. Quade's desire that these sports be reinstated as soon as the funds become available.

January 18, Wednesday Benton Harbor H.S.

Mr. Quade after making some preliminary phone calls discussed the bidding procedures as it related to athletic purchases. The Business Office was in the process of securing bids for lockers for the athletic locker room. Basically, the bidding procedure was the same as that followed for any other school in the state as Benton Harbor must follow state and federal regulations.

Following this discussion we reviewed the procedures that are being established for Benton Harbor to host the Michigan High School Class A District Basketball Tournament in March. This will involve six high schools--Loy Norrix, Portage Central, Portage Northern, Kalamazoo Central, Niles, and Benton Harbor. A tournament manager must insure that all details concerning the management of the tournament are attended to. Everything should be taken care of in advance of the tournament. Details such as ticket allocations, assignment of officials, ticket sales, scorers and timers, announcers, parking of busses, seating arrangements, trophies, newspaper and radio coverage, and statistical summaries must be provided for prior to the event.

January 19--Thursday Kalamazoo College

I met with Mr. Anderson and we tried to set up a meeting schedule that was convenient to both parties. However, due to his work schedule and the limitations of my schedule it was determined that there was very little time available.

We discussed the NCAA meeting in Atlanta that he'd recently attended and its ramifications for the athletic program at Kalamazoo College. While the majority of the universities and colleges belonging to the NCAA are the smaller schools, too often the schools with the large scale

athletic programs such as Michigan, Notre Dame, and Penn dominate the meeting and formulate the rules to their advantage. Mr. Anderson was concerned that the smaller schools were being taken advantage of.

Finally, I talked to Mr. Steffen again. He is interested in recruiting several junior college basketball players that I've seen play and we discussed the potential of these players. The problem is that Kalamazoo College has extremely high academic standards and their entrance requirements are extremely high. Unless the student scores extremely high on their College Board Tests they will not be admitted to the College and after reviewing the test scores of the individuals Mr. Steffen was interested in we decided that they would not be accepted.

To conclude the day I went to the Educational Leadership Office to talk to Dr. Roth and to review the project reports for the internship.

January 20--Friday Western Michigan University

I was scheduled for a meeting with Dr. Hoy, the Athletic Director. However, upon my arrival I learned that he was in Columbus, Ohio attending a Mid-American Athletic Director's Conference. I then proceeded to talk with Dr. Hal Ray, the Department Chairman for Physical Education at Western. We discussed some of the graduate courses that Western is offering and also the upcoming American Alliance for Health, Physical Education, and Recreation Convention that will be held in Kansas City in March.

Finally, we discussed the physical education requirements at Western Michigan as they relate to junior college transfers. Approximately 70% of the students that go on to a four year college from Lake Michigan College transfer to Western and it is extremely important that we try to keep our physical education program closely attuned to Western's.

I talked for some time with Dick Shilts, Western's Basketball coach

and he showed me how they keep track of the athlete's academic status. This was of particular interest to me because at Lake Michigan College we are trying to implement a system to monitor the academic standing of the athletes at our institution. It is very frustrating for the coach and the A.D. to learn at mid-season that 3-5 athlete's will be lost to the sport because of poor grades, especially when it could have been prevented if detected early enough. It is also bad public relations for the College when the community learns about the academic failures of the athletes.

By chance I happened to meet Mr. George Dales who is in charge of the graduate program for physical education and we discussed the graduate physical education program at Western and the doctoral programs available throughout the country.

Finally, I spent the remainder of the day in the research library recently established in the physical education department by Dr. Ray. My purpose was to do research on the role of the A.D. in the school system and I found a wealth of information on the topic.

January 27--Friday Western Michigan University

Another snowstorm paralyzed Southwestern Michigan and closed the highways and school systems.

February 3--Friday Western Michigan University

After having my initial meeting with Dr. Hoy I attended a session with Dr. Hoy, Robert Hannah, Secretary to the Athletic Board, and an accountant from the Business Office. The meeting concerned budgets and we reviewed the 1977-78 athletic budget, sport by sport. As I

stated in the earlier portion of this log budgeting is extremely important to the A.D. and it is a subject that will consume considerable time.

Following this session we returned to the Athletic Department Office. Dr. Hoy had some business to attend to so I walked down the hall to talk to George Dales concerning the transferability of a physical education majors class taken at our College. Lake Michigan College has a course for physical education majors called Foundations of Physical Education. This is similar to the course Western Michigan offers. This course is supposed to be taken in the freshmen year and it is important that the LMC course be structured similar to Western's so that LMC students will receive WMU credit. Mr. Dales informed me that they had recently changed textbooks for the course.

After lunch I talked with Pat Clysdale, the Assistant Athletic Director for Men, concerning facilities. The big project at the moment is the renovation of Gary Center fieldhouse, particularly the running track. I then had a session with Dr. Hoy about the budget. During this discussion Fred Decker, the baseball coach, stopped in to talk about baseball scholarships.

In the student newspaper, the Western Herald there was an article charging inequality in the funding of Western's women's sports. I talked with Dr. Hoy about this article and he contended that the paper had greatly distorted the facts. While he admitted that there wasn't equality, he pointed out that there had been tremendous strides forward in the past two years. In 1978-79 it is planned to double the program to make over 60 full tuition scholarships available. One of the big problems was that there were no full time teaching positions available

for the coaches in the physical education department. Therefore, most of the women's sports were coached by part-time personnel. Part-time personnel generally are not the best type of coaches to employ. They work elsewhere and the only time they're available is during the practice sessions. They are not available during the work day to see the athletes, to answer questions and to do the necessary jobs that can't be accomplished during practice time.

Another problem with the women's sports program was that several sports were started without having the necessary financial support and/or student interest. Because of the push for women's equality, the comment was made by some of the supporters of women's athletics that because there were 13 male intercollegiate sports there should be 13 female sports offered. Unfortunately, the funding and student interest didn't support such a program.

Dr. Hoy gave me Western's Procedures Manual for Intercollegiate Athletics to take home and review in preparation for my meeting the following week with Mr. Art Jevort, Business Manager for Athletics.

February 10--Friday Western Michigan University

The day was spent with Mr. Jevort, discussing the budgeting procedures at Western, how the State Basketball and Wrestling Tournaments that Western hosts are conducted, and the bookkeeping procedures necessary for the accounting of athletic funds. As mentioned earlier, the budgeting process at a large university such as Western is an extremely complicated process. John (1977, p. 233) stated that:

A budget is a set of financial specifications developed to project expenditures of each of the organizational units. Each major category of items is listed with its designated fund allotment. Items specifically included in the budget are called line items. A budget provides the basic organizing procedure for program management.

Western's budget was extremely detailed and required the time of a full time secretary to keep the accounting correct.

Mr. Jevert also showed me the correspondence from the Michigan High School Athletic Association concerning the conduct of the Regional basketball tournament for Class A and B and the Class A State Wrestling Meet that Western hosts. There are several reasons that Western enjoys hosting these tournaments. First, it brings the students and parents to the College campus when the students are at a very impressionable age. If they're impressed with the campus at Western this might enter into their minds when they decide which college to attend. Also, the state provides considerable money to Western for hosting the tournament and the money can be used in the WMU intercollegiate athletic program.

Following the meeting with Mr. Jevert I met with Dr. Hoy. We discussed the Procedures Manual that he'd given me the week before and I made several observations and possible suggestions for improvement and clarification. I am in the process of writing up a Procedures Manual to be used at our College and this one gave me some useful ideas.

Dr. Hoy then gave me the Mid American Conference Procedures Guide to read in the coming week.

February 17-18--Friday and Saturday Western Michigan University

I assisted Art Jevert and Pat Clysdale in conducting the Michigan High School Class A Wrestling Tournament. This was a very large Tournament that required extensive organization. I helped prepare the competition area, attended the coaches meeting, and assisted in maintaining crowd control during the matches. It was a very large meet with five matches going on at the same time. I was amazed at the amount of work that goes into putting on a wrestling match as compared to a basketball game.

February 24--Friday Western Michigan University

Initially I met with Mr. Jack Jones, who is in charge of the graduate program for athletic trainers at Western. We discussed the possibility of applying for CETA funds for the hiring of an athletic trainer at Lake Michigan College. In addition to treating the athletes, the trainer could teach health classes, CPR classes and assist the local schools in some of their training problems. As necessary as an athletic trainer is, there appears to be no way that the College will fund the position out of the general fund. Therefore, Mr. Jones mentioned that several communities and school systems have secured athletic trainers through the Comprehensive Employment Training Act (CETA). This is a federally funded program designed to provide job experience to individuals who meet minimum wage standards. We discussed the procedures involved in submitting a CETA application.

Following this session with Jack, I met with Dr. Hoy and discussed how the Mid American Constitution works. The League Commissioner and League Offices are in Columbus, Ohio. Basically, the Mid American which is composed of ten colleges in Illinois, Michigan, Indiana, and Ohio operates the same as any large athletic conference such as the Big Ten or Pac 8.

Dr. Hoy stated that because of the energy crisis in Ohio, Western was asked to host the Mid American Swimming and Diving Championships. He asked if I would be interested in helping with this meet. I indicated in the affirmative and so in the afternoon I met with Kathy Olson who will be the Tournament Director.

February 27--Monday Benton Harbor H.S.

The Basketball District Tournaments started at Benton Harbor and

Mr. Quade asked that I be available for assistance with crowd control before, during, and after the game. It was very interesting to compare different procedures that are employed during the tournaments as compared to the regular season games. Much more attention is paid to details involving potential crowd and official conflicts. The official's cars and visiting busses are parked in a secure area. The officials are escorted on and off the floor. The doors aren't opened until 45 minutes before game time and tickets are collected throughout the game as opposed to the regular games when they stop collecting tickets at half time.

I helped Mr. Quade with the crowd before the game and during the game sat in the stands near the scorers table to be available when needed.

February 28--Tuesday Benton Harbor H.S.

Again, I assisted Mr. Quade in the area of crowd control. At the beginning of the session one of the ticket takers didn't show up and I served as ticket taker until he arrived. After he arrived I went to the balcony to observe the crowd behavior. This game involved Benton Harbor and Portage Northern and because it was the local team, the crowd was larger and more active than Monday's crowd. However, there were no problems.

February 29--Wednesday Benton Harbor H.S.

This was the District semi-finals and it was an extremely hard fought game involving Loy Norrix and Portage Central. Loy Norrix won in overtime. Because it was being played in Benton Harbor with Kalamazoo schools involved and because it was being played after school as opposed to the evening the attendance was rather light. However, the game was

played with great intensity and my job again was to position myself in the bleachers and observe the crowd behavior. Because the game went into overtime with Loy Norrix winning it, the emotions of the crowd became quite high and it was necessary for me to assist in escorting the officials off the floor after the game.

March 3--Friday Western Michigan University

I worked as a timer and finish judge for the Mid American Swimming and Diving Championships. This was the largest swimming meet that I'd observed and it was very interesting to see how much organization was required. There were three separate timing systems used in each event. In case of a failure of the main system there were two back-up systems. The meet was conducted very efficiently. The preliminaries for seven events with over 30 heats was completed in little over two hours.

March 4--Saturday Benton Harbor H.S.

Loy Norrix beat Benton Harbor for the Class A District championship in a closely contested game. The crowd became upset at times and it was necessary to escort the officials off the floor at the end of the game. I assisted Mr. Quade in crowd control and passing out the trophies at the conclusion of the game.

April 21--Friday Western Michigan University

In the morning I met with Bob Culp who is the Assistant Athletic Director in charge of Tickets and Promotions. Mr. Culp is responsible for the game management for football, basketball, and hockey. He also handles the extra events such as dog shows, home shows, and concerts. He must arrange for set-up, dismantling, and security. He also schedules all of the facilities for practices and games. This is no small task

when it is considered how many sports Western operates.

Mr. Culp is also secretary of the Athletic Board, controls the awarding of letter awards, manages the Hall of Fame Room, serves as Historian for Western Michigan athletics, and teaches a 1/3 load in the physical education department.

In the afternoon I met with John Beatty, Sports Information Director. He discussed the responsibility of a sports information director and emphasized that there are no off seasons for them--there is always a sport in progress. Even in the summer they have a tremendous amount of work in getting out press releases about the upcoming football season. As soon as football is finished they send preseason news releases on basketball. He showed me a large binder that contained the news releases for 1977. Also, he showed me the team brochures and we discussed how Lake Michigan College could print team brochures. I asked him what subjects a person would take in college to get into sports information and if there were many job openings in the field.

The role of sports information director would be ideal for someone who likes to be close to all of the action. You travel with the various athletic teams such as football, basketball, hockey, and baseball. Also, you meet some very interesting people. However, you need a strong background in journalism and also an ability to get along with all kinds of people.

A good sports information program can benefit an athletic program. The preparation of team brochures, press releases, statistical data, and pictures to local media such as radio and TV can really build up a program. Many All American players owe their honors to an effective sports information director.

To conclude the day John and I watched Western Michigan's girls softball team beat Grand Valley State College 1-0 in 8 innings. He emphasized that they try to send a representative to all athletic contests at Western--men and women.

April 28--Friday Western Michigan University

I met with Pat Clysdale, Assistant Athletic Director for Men. We discussed the administration of athletics at Western and then discussed the athletic proposal that I was presenting to the President's Council at Lake Michigan College the next week. We compared the proposed plan to Western's.

In the afternoon I watched Western's baseball team lose to Eastern Michigan in the first game of a double-header.

May 5--Friday Western Michigan University

I met with Chris Hoyles, Assistant Athletic Director for Women. We discussed coaches salaries, scholarships, and budgeting. She pointed out that the number of athletic scholarships for women had increased from 0 in 1976 to 31 in 77-78 and 62 for 78-79. These are tuition only scholarships. Western follows the guidelines set up by the AIAW and tuition scholarships are all that are allowed. This is another example of the conflict that I mentioned earlier about having two separate sets of rules and regulations at the same institution. The NCAA allows full scholarships--room, board, books, and incidental expenses.

We discussed the salary for part time coaches and the physical education teaching load for the full time staff who coach. As I mentioned earlier many of Western's womens teams are coached by part timers. This presents a problem. Despite the relatively good salary for a part time

position--such as \$3,000 for a volleyball coach--there has been considerable turnover of coaching personnel since many of them do it for a year or two until they can secure a permanent teaching and coaching position. Usually, this position is out of the Kalamazoo area and consequently there is a continual change in coaches. This has a serious effect on recruiting and on the players as they are forced to adjust to new coaches and philosophies.

Chris also mentioned that in the fall of 1977 during registration a survey was conducted among the female students at Western regarding the student interests in athletic competition. The survey was required by Title IX. The women indicated that they wanted cross country added with bowling as a second choice. It is interesting to note that cross country has since been added but there appears to be no plan to add bowling. In 1978-79 the Michigan Intercollegiate Bowling League had eight members: Michigan State, Central Michigan, Eastern Michigan, Ferris Institute, Lawrence Institute of Technology, Saginaw Valley State College, University of Michigan and Lake Michigan College.

May 23--Tuesday Western Michigan University

I spent the day with Ron Winters, Intramural Director. The Intramural program at Western was a very active one. Ron had been the IM director since 1969. Since that time the program had experienced a dramatic growth in popularity and acceptance. I can recall when I was an undergraduate from 1958-63 at Western the IM program was very limited. As a matter of fact except for basketball it was practically nonexistent. Now the program includes such activities as softball, co-ed volleyball and basketball, water polo, floor hockey, racketball, tennis, weightlifting, badminton, basketball, touch football and many more

activities. Mr Winters reported that it was not uncommon to have 60-70 co-ed volleyball or softball teams.

It has always been my personal contention that a good IM program should operate in conjunction with a good physical education and athletic program. Unfortunately, IM's are neglected at most schools, particularly the high schools. However, a good IM program will involve 70-80% of the student body as opposed to the 15-20% that participate in the interscholastic athletic program.

We spent considerable time discussing the budgeting of IM's. Presently the funds from the College of Education to the Physical Education Department provide for equipment, secretary, officials, and advertising for the program. However, next year IM's will come under Student Services. Ron seemed to feel that this was a step in the right direction.

We also discussed the fact that there was no Intramural Council. If a dispute arose it was handled by the Judiciary Council. In most cases this had proved to be satisfactory. The fact that there was no Intramural Council was a little surprising to me.

We also discussed the policy of gym usage at Western. The following is the schedule that has been set up for the utilization of the gym.

7:45 am - 2:45 pm Physical Education
2:45 pm - 7:00 pm Athletics
7:00 pm - 12:00 pm Intramurals

This seemed to be a fair compromise when there aren't enough facilities. It takes 75 students to help run the IM programs--lifeguards, building supervisors, sport heads, checkers--all but officials.

Finally, we discussed the Title IX Legislation and its implications on intramurals. Ron said that the effect on IM's had been minor except

for locker rooms. There is a shortage of general physical education locker rooms, especially for the women.

During the interview Ron mentioned that during his nine years as IM Director that he'd surveyed the students twice to determine their interests. A student survey is necessary to insure that the program being offered is meeting the needs of the student. The trend in IM's is toward co-ed activities such as co-ed volleyball, softball, basketball and flag football.

Currently there is one full time director and one person working half time. There was enough work to require 3-4 full time assistants. Touch football required 50-75 officials as four officials are used per game. They had two meetings with the officials. At the first meeting rules are discussed, availability of the officials is noted, pay procedures are reviewed and mechanical techniques are demonstrated with a quiz given at the end. At the second meeting 3-4 days later the rules are reviewed and the written quiz returned. They are paid \$2.50 per game with each game taking 45 minutes. There are no shoe spikes allowed by the players and a person is "tackled" when touched by an opponent with one hand above the knee.

In basketball four officials work each court with the two not officiating that game handling the clock and scorebook.

To be eligible for the IM program a student must be carrying a minimum of 5 academic hours. There are mens, womens, co-ed and faculty leagues in operation.

May 24--Wednesday Western Michigan University

I spent the day with Mr. Lee Kermit, athletic trainer at Western. We discussed the athletic training arrangements, the role of the graduate

assistant athletic trainer at Western and at local high schools and community colleges. By providing trainers to these places they receive valuable experience and at the same time fulfill a much needed service. The money allocated for expendable supplies such as tape, bandages, etc. is \$25,000. This covered 23 varsity sports, men and women.

At present there are 5 training facilities at Western but this is still inadequate to cover the mens and womens programs. We discussed the co-ed training rooms and how it was handled. Lee emphasized how much time was required to meet training needs for the football team especially in 1977 when practically the entire team was disabled by injuries.

June 2--Friday Western Michigan University

The day was spent with Mr. Bill Doolittle who was the Gary Fund Director. The Gary Fund was a main source of athletic funds donated to the University. Three years prior to this internship Western raised \$25,000 for its athletic program through a mail campaign. The next year the campaign raised \$42,000, last year \$78,000 and this year it was expected to raise over \$103,000. From this steady increase it is obvious that considerable time and effort is spent on the program.

Most colleges in the United States, large or small have had to use some form of fund raising to maintain their athletic programs at the desired levels. In 1977 I attended the National Collegiate Athletic Directors Facilities Convention in Atlanta, Ga. One of the speakers was the Athletic Director from Iowa State U. His topic was "The Athletic Director as a Promoter and Fund Raiser." He was very entertaining and

between his home spun jokes and stories he outlined the procedures Iowa State uses to raise money. Iowa State has created three different clubs based upon the amount donated. \$100 entitled you to membership in the Red Club, \$500 is for the Blue Club and \$1,000 for the Gold Club. Membership in each club entitled you to season tickets to home athletic events, special parking privileges and other entitlements. In addition to the Clubs they have alumni barbeques, golf outings, raffles, bingo, souvenir sales and other related fund raisers. He stated they've even taken in merchandise such as a steer or hog in place of cash contributions. The goal was not thousands of dollars, or even hundreds of thousands but over a million dollars.

Bill outlined how Western's fund drive was conducted. It utilized the concept of teams in professional sports. It lasted five weeks and featured 186 players, three conferences, six divisions, and 30 teams. Each team had owners and players. The campaign ran from April 4 to May 8 and when it was finished it produced 400 new donors and \$115,000 to the athletic program. There was a kick-off dinner followed by weekly luncheons and reports. In 1977 there were 800 donors and in 1978 there were 1200.

Bill also discussed other fund raising ideas such as a basketball game with a professional team, selling baseball hats, golf outings, and the annual Bronco outing held at Gull Lake each summer.

June 5--Monday Western Michigan University

I met with Dr. Hoy. He was in the process of reviewing the blue-prints for the renovation of Gary Center. We went to the fieldhouse and measured the demensions of the track to determine how many running lanes could be added.

June 7--Wednesday Western Michigan University

I met with Mr. Jack Jones to discuss athletic training as it applies to community colleges. He was interested in Lake Michigan College applying for a CETA grant for the purpose of having an athletic trainer at the College who could also teach some health classes.

We also discussed the possibility of conducting a graduate training seminar at LMC. Mr. Jones wanted the seminar to be conducted at a location that had a lot of tourist attractions. However, when he learned that we don't have dormitories at our College he felt that it would not be a good location as motels are too expensive for the graduate student.

June 9--Friday Western Michigan University

I met with Dr. Hal Ray and we discussed the relationship of physical education and athletics and how they can function together.

June 19--Monday Western Michigan University

I observed the operation of Western's basketball camp. There were over 100 youngsters and they were organized into teams. The youngsters seemed to be enjoying themselves and the coaches appeared to be interested in the youngsters and teaching them basic basketball skills.

June 21--Wednesday Benton Harbor H.S.

I spent the day with Mr. Quade. We discussed the procedures for concluding the school year; the inventorying and storage of equipment, final reports to be submitted, and evaluation of coaches.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS FOR THE INTERNSHIP PROGRAM

The experiences gained during this internship were extremely valuable. It afforded the intern first-hand knowledge of athletic administration at both the high school and university level.

All of the objectives outlined in the prospectus were met. This was due in large part to the cooperation of the athletic directors at both schools. They shared their valuable time, provided an opportunity to meet with their athletic personnel, and were responsive to requests for assistance.

As I look back upon my experiences I believe that all of the areas of athletic administration were explored. The control of athletics, contest management, tournaments, budgeting, scheduling, recruiting, awards, travel, athletic training, fund raising, eligibility, officiating, intramurals, physical education, sports publicity, evaluation of coaches and programs, Title IX, scholarships, and several other areas were covered.

The original purpose of this internship was to compare the role differences between the high school and college athletic directors. In the first place, there are many more similarities than differences. The A.D. at both levels has to be the chief administrator for the athletic program at their institution. As such, the responsibility for arranging schedules, supervising athletic events, raising additional funds to supplement the program, preparing, submitting, and controlling the budget, providing for medical coverage, evaluating coaches and

programs, publicizing and promoting the program, arranging for travel, insuring that legal mandate such as Title IX are being followed, and administering the award program are the same whether the person is an A.D. at a small Class D high school or a large university. However, because of the more visual exposure of the College A.D. I feel that it is accurate to say that the College A.D. is faced with additional pressures. In addition to the above areas he must also be concerned with insuring that the coaches and alumni are following the NCAA rules concerning the recruitment of athletes, that they aren't receiving any illegal payments and that the scholarships are awarded on an equitable basis. Also the college A.D. will be administering a budget that quite possibly could be in the millions of dollars. The budget for the University of Michigan for 1977-78 had revenues of \$5,258,044 and expenditures of \$5,191,164 with a resulting net gain of \$66,880. The football program brought in almost five million dollars with expenditures of one and a half million. (Block p. 32). That five million provided the revenues to operate 11 sports for men and 11 sports for women. If the University of Michigan were to have a losing football season and fail to fill the stadium with 101,701 fans for each game the effects on all of the other programs would be disastrous.

However, because of the pressures and additional work required of the College A.D. most A.D.'s have several full time assistants who do the actual work. For example, at Western Michigan University there are two assistant A.D.'s, a full time fund raiser, a business manager, a person in charge of tickets and promotions, a sports information director, and a rather large administrative staff of secretaries and maintenance personnel. There are very few high school A.D.'s that are

full time athletic directors. In most instances they perform their athletic duties in conjunction with other duties such as teaching or assistant principal. While Mr. Quade wasn't involved in teaching or assistant principal he had additional duties as physical education and intramural director. In many high schools the A.D. is given one to three hours daily to perform the multitude of duties outlined in this paper. Even at the College level the luxury of having a fulltime A.D. isn't permitted. The author in his present position of A.D. at LMC received no released time from a required teaching load of 16 contact hours per week to perform the duties of A.D.

In addition, the high school A.D. doesn't have the administrative staff to rely on but instead has to perform the actual work himself.

As to future internships of this nature I find it difficult to recommend changes for improvement. Possibly, the intern could be given a project such as the organizing of a tournament, drafting up a set of rules, or actually assuming the duties of an Assistant A.D. for a couple of days.

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